Advising for Student Success

George D. Kuh

NACADA International Conference

June 25, 2015
We all want the same thing—a postsecondary experience that results in high levels of learning and personal development for all students.
What is the best predictor of satisfaction with the campus climate for learning?

(a) high school grades  
(b) college grades  
(c) credit hours completed  
(d) quality of academic advising  
(e) none of the above  

- d. academic advising
Ponder This

- What do students need to know and do at your institution to succeed?
- What advising and other practices are you currently using that are promising?
- What more do you need to know and do to be more effective in your work with students?
- What obstacles need to be addressed and resources needed to foster more student success at your institution?
The Major Tasks

Teach students to:

- **Reflect** – think about their thinking and experiences in and out of the classroom, on and off the campus
- **Integrate** – connect and grasp the relevance of what they are learning from different courses, out-of-class experiences, and life beyond the institution
- **Apply** – transfer and use what one has learned in different settings that present novel challenges and opportunities
Overview

- What the world needs now
- Why effective advising, engagement and high-impact practices matter
- Four priorities for our work
The U.S. Context

- Unprecedented numbers of increasingly diverse students
- Many underprepared students
- Rising university fees
- Continuing shift of cost from government to students
- Increasing numbers of part-time instructors
- Worries about completion rates, educational quality, global competitiveness
True or false?
University graduates will have 10-14 jobs in their career

False They will have 10-14 jobs by age 38!

DOL-BLS
Today’s U.S. Workforce

What percent of the entire labor force changes jobs ANNUALLY?

(a) 9%  (b) 15%  (c) 21%
(d) 27%  (e) 33%

e. 33+%  

DOL-BLS
What percent of workers have been with their company fewer than 5 years?

(a) 18%  (b) 29%  (c) 38%  (d) 50%  (e) 61%

d. 50%
Economy Defined by Greater Workplace Challenges and Dynamism

- Your graduates will have 10-14 jobs by age 38!
- More than 1/3 of the entire US labor force changes jobs **ANNUALLY**.
- 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 workers with postsecondary credentials.
- ...more workers with higher levels of postsecondary learning and knowledge.
Key Capabilities Open the Door for Career Success and Earnings

“Irrespective of major field 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
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
Early University Indicators of Persistence and Success

- Psycho-social fit
- Credit hours completed
- Academic and social support
- Goal realization
- Involvement in the “right” kinds of activities
What *Really* Matters in University?

**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, 2005, p. 602
It Takes a Whole Institution to Educate a Student
Something Else That Really Matters in University

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
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-staff 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”)

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:

- 4.5+ million students from 1,600+ different schools in North America
- 85+% of 4-yr U.S. undergraduate FTE
- 50 states, Puerto Rico, Guam, VI
- 84 Canadian IHEs
- 60+ consortia
- AUSSE, SASSE, more
Grades, persistence, student satisfaction, gains across a range of desired outcomes, and engagement go hand in hand.
It’s more complicated than this...

- Many educational effects are “conditional”
- Some are compensatory
- Some have unusually positive effects – high-impact practices
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 and Field Placements
- Capstone Courses and Projects
AAC&U HIPs Resources

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

Association of American Colleges and Universities

Five High-Impact Practices

Blended learning, community engagement, and more...
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

<table>
<thead>
<tr>
<th>First-Year</th>
<th>Deep Learning</th>
<th>Gains General</th>
<th>Gains Personal</th>
<th>Gains Practical</th>
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<tbody>
<tr>
<td>Learning Communities</td>
<td>+++</td>
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<tr>
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+ p < .001, ++ p < .001 & Unstd B > .10, +++ p < .001 & Unstd B > .30
## Effects of Participating in High-Impact Activities on Student Engagement

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<thead>
<tr>
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<th>Level of Academic Challenge</th>
<th>Active and Collab. Learning</th>
<th>Student-Staff Interaction</th>
<th>Supportive Campus Env.</th>
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Avg % Gains for Participation in Multiple HIPs vs. No Participation (by Race)

Afr. Amer
0% 11% 0%

Asian Amer
21% 10% 0%

Hispanic
23% 17% 10%

White
26% 25% 12%

1-2 HIPs
3-4 HIPs
5-6 HIPs
Avg % Gains by Participation in Multiple HIPs vs. No Participation by First-Generation & Transfer Status

1-2 HIPs
0% 11%

3-4 HIPs
24% 14%

5-6 HIPs
35% 26%

First-Gen Transfer

1-2 HIPs

3-4 HIPs

5-6 HIPs
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
- Discover relevance of learning through real-world applications
- Demonstrate competence publicly
High-Impact Activities
Increase Odds Students Will:

- Invest time and effort
- Interact with staff and peers about substantive matters
- Experience diversity
- Get more frequent feedback
- Discover relevance of learning through real-world applications
- Demonstrate competence publicly
- Reflect & integrate learning
Creating Conditions That Matter to Student Success

We can’t leave serendipity to chance
1. Practice intrusive advising

- University of Kansas “Graduate in Four” advising notebook:
  - Advice for how to make the most of the college experience
  - Students required to meet with advisor to review progress to degree
  - “Checklist” for students to weigh choices and monitor if they are making progress.

- Coaching (e.g., InsideTrack)
- Web-based tools (e.g., Signals, Starfish)
- Parent partnerships (e.g., CampusESP)
2. Make every interaction meaningful

a. Provide accurate information
b. Push, help, teach students to think!
The Major Tasks

Teach students to:

- **Reflect** – think about their thinking and experiences in and out of the classroom, on and off the campus
- **Integrate** – connect and grasp the relevance of what they are learning from different courses, out-of-class experiences, and life beyond the institution
- **Apply** – transfer and use what one has learned in different settings that present novel challenges and opportunities
3. Help students lay out a path to success

a. Draw a map for student success

b. Teach newcomers about the campus culture

c. Point students to programs, resources and activities that work!

d. Advise every student to do (at least) one high-quality “high-impact” experience early in their college experience.
## Employers assess the potential value of high-impact educational practices

<table>
<thead>
<tr>
<th>% saying each would help a lot/fair amount to prepare college students for success</th>
</tr>
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<tbody>
<tr>
<td><strong>84%</strong> 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)</td>
</tr>
<tr>
<td><strong>81%</strong> Students complete an internship or community-based field project to connect classroom learning with real-world experiences (66%)</td>
</tr>
<tr>
<td><strong>81%</strong> Students develop research skills appropriate to their field and develop evidence-based analyses (57%)</td>
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<tr>
<td><strong>73%</strong> Students work through ethical issues and debates to form their own judgments (48%)</td>
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Disparities in HIP Participation

Frosh: Service Learning and LCs

✓ Parity among racial/ethnic groups
✓ Fewer 1\textsuperscript{st} gen students
✓ Fewer part-time students
✓ Fewer transfer students
✓ Fewer older students
Disparities in HIP Participation

Seniors in All HIPs

- Fewer 1st gen students
- Fewer students of color
- Fewer transfer students
- Fewer part-time students
- Fewer older students
4. Help your students make their work a high-impact activity
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?")
Student Employment Survey used to examine differences between pilot and non-pilot participants.
## Student Employment Outcomes: “Guided Reflection on Work” (GROW)

<table>
<thead>
<tr>
<th>Outcome</th>
<th>% agree/strongly agree</th>
<th>Mean</th>
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<tr>
<td>My supervisor helps me make connections between my work and my life as a student.</td>
<td>60%</td>
<td>3.8</td>
</tr>
<tr>
<td>My job has helped prepare me for the world of full-time work.</td>
<td>62%</td>
<td>3.6</td>
</tr>
<tr>
<td>My job has helped me improve my written communications.</td>
<td>16%</td>
<td>2.6</td>
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<td>Pilot Participants</td>
<td>Non-Pilot</td>
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<tr>
<td>I can see connections between my job and my major/coursework.</td>
<td>56%</td>
<td>36%</td>
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<tr>
<td>My job has helped me learn about career options.</td>
<td>30%</td>
<td>39%</td>
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<tr>
<td>Because of my job, I am able to work effectively with individuals with a variety of backgrounds, experiences, and cultures.</td>
<td>82%</td>
<td>77%</td>
</tr>
<tr>
<td>My job has helped me use critical thinking skills</td>
<td>70%</td>
<td>57%</td>
</tr>
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Four Priorities

1. Practice intrusive advising
2. Make every interaction meaningful
3. Help students lay out a path to success – “when will you do HIPs?”
4. Help students make work a high-impact activity
“Everything depends upon the quality of the experience.”

John Dewey,
Experience and Education
The things we have to learn before we do them, we learn by doing them.

Aristotle, *Nicomachean Ethics*
The Major Tasks

Teach students to:

- **Reflect** – think about their thinking and experiences in and out of the classroom, on and off the campus
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