

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

Advising for Student Success

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INDIANA UNIVERSITY
Center for Postsecondary Research





We all want the same thing—a postsecondary experience that results in high levels of learning and personal development for *all students*.

Student Success Quiz

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***

Today's U.S. Workforce

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+%**

Today's U.S. Workforce

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%

DOL-BLS

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.**

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**

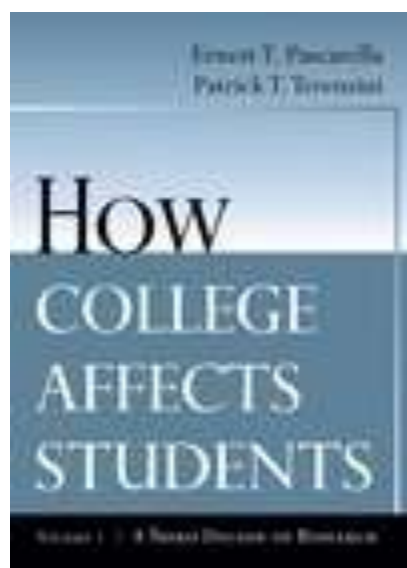
Early University Indicators of Persistence and Success

- ✓ **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**.

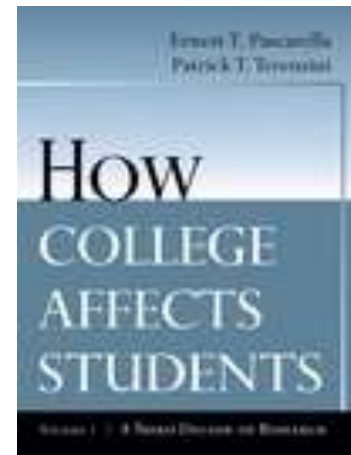
It Takes a Whole Institution to Educate a Student



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

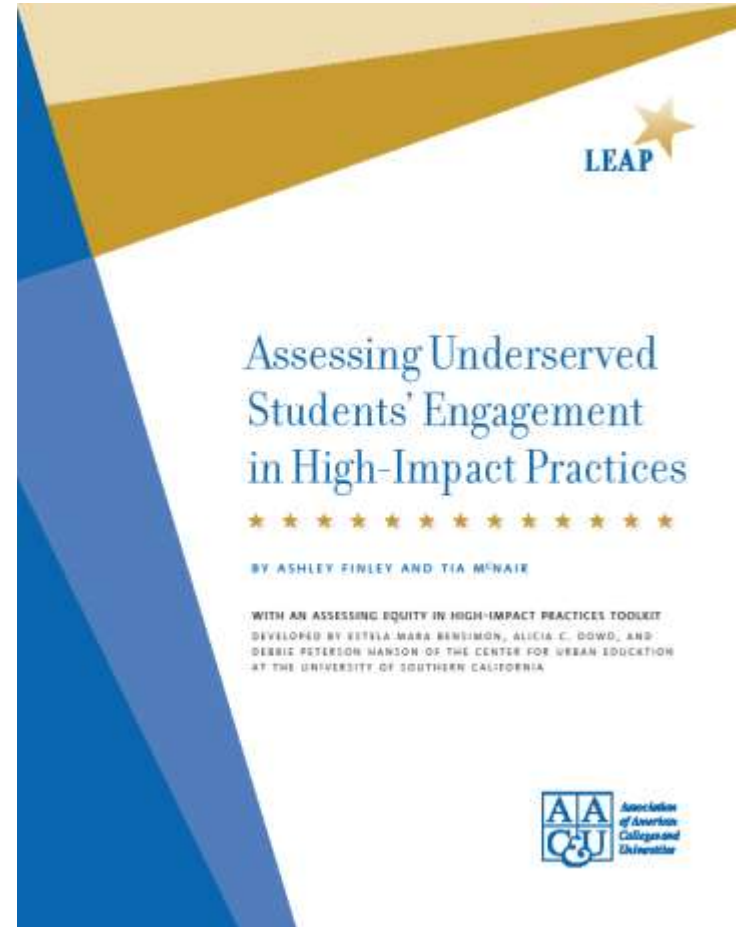


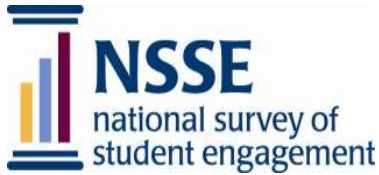
- ★ **First-Year Seminars and Experiences**
- ★ **Common Intellectual Experiences**
- ★ **Learning Communities**
- ★ **Writing-Intensive Courses**
- ★ **Collaborative Assignments and Projects**
- ★ **“Science as Science Is Done”;
Undergraduate Research**
- ★ **Diversity/Global Learning**
- ★ **Service Learning, Community-Based
Learning**
- ★ **Internships and Field Placements**
- ★ **Capstone Courses and Projects**

AAC&U HIPs Resources



AAC&U HIPs Resources





Essential Learning Outcome:

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
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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-Staff Interaction	Supportive Campus Env.
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First-Year

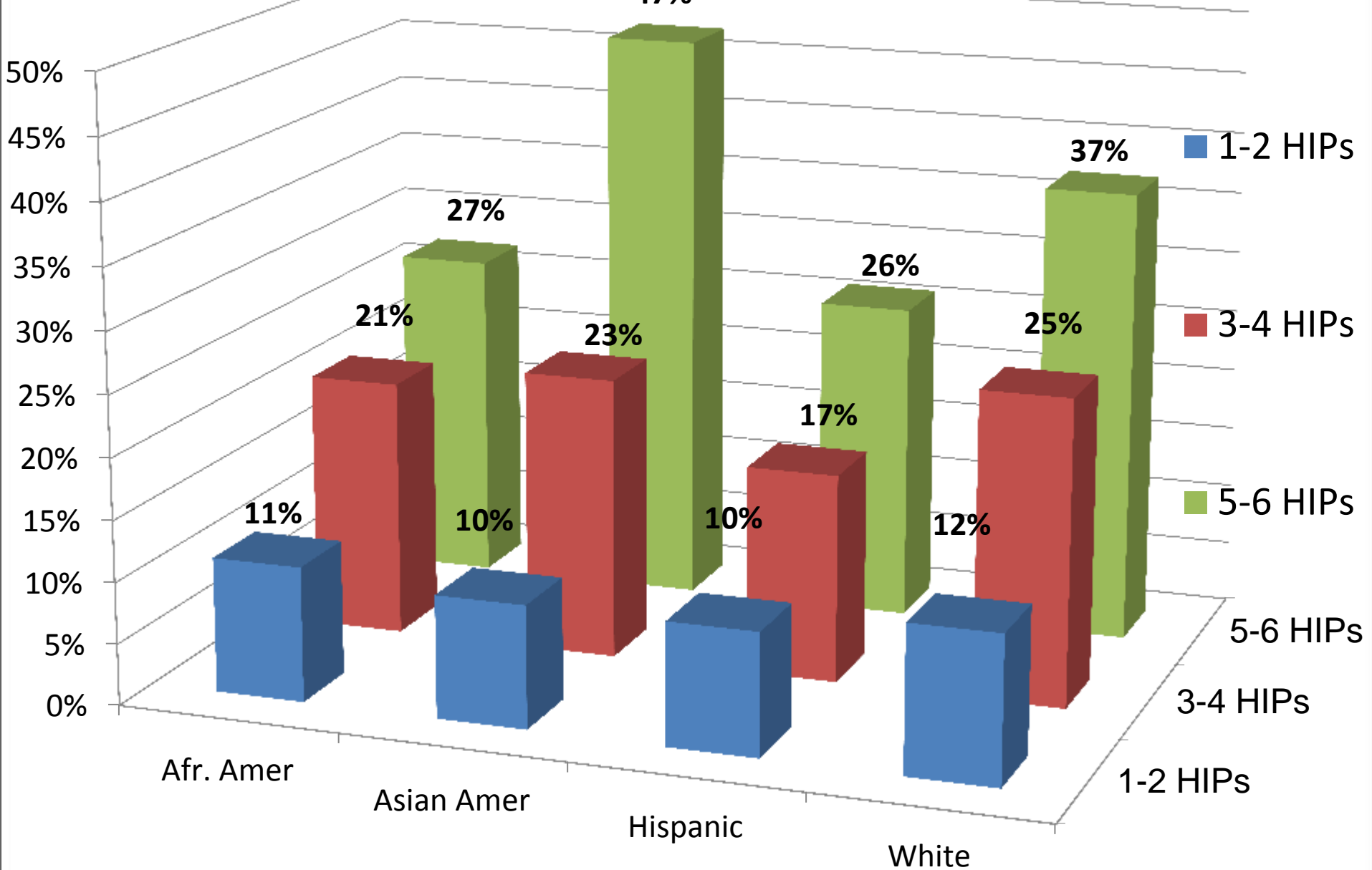
Learning Communities	++	+++	+++	++
Service Learning	++	+++	+++	++

Senior

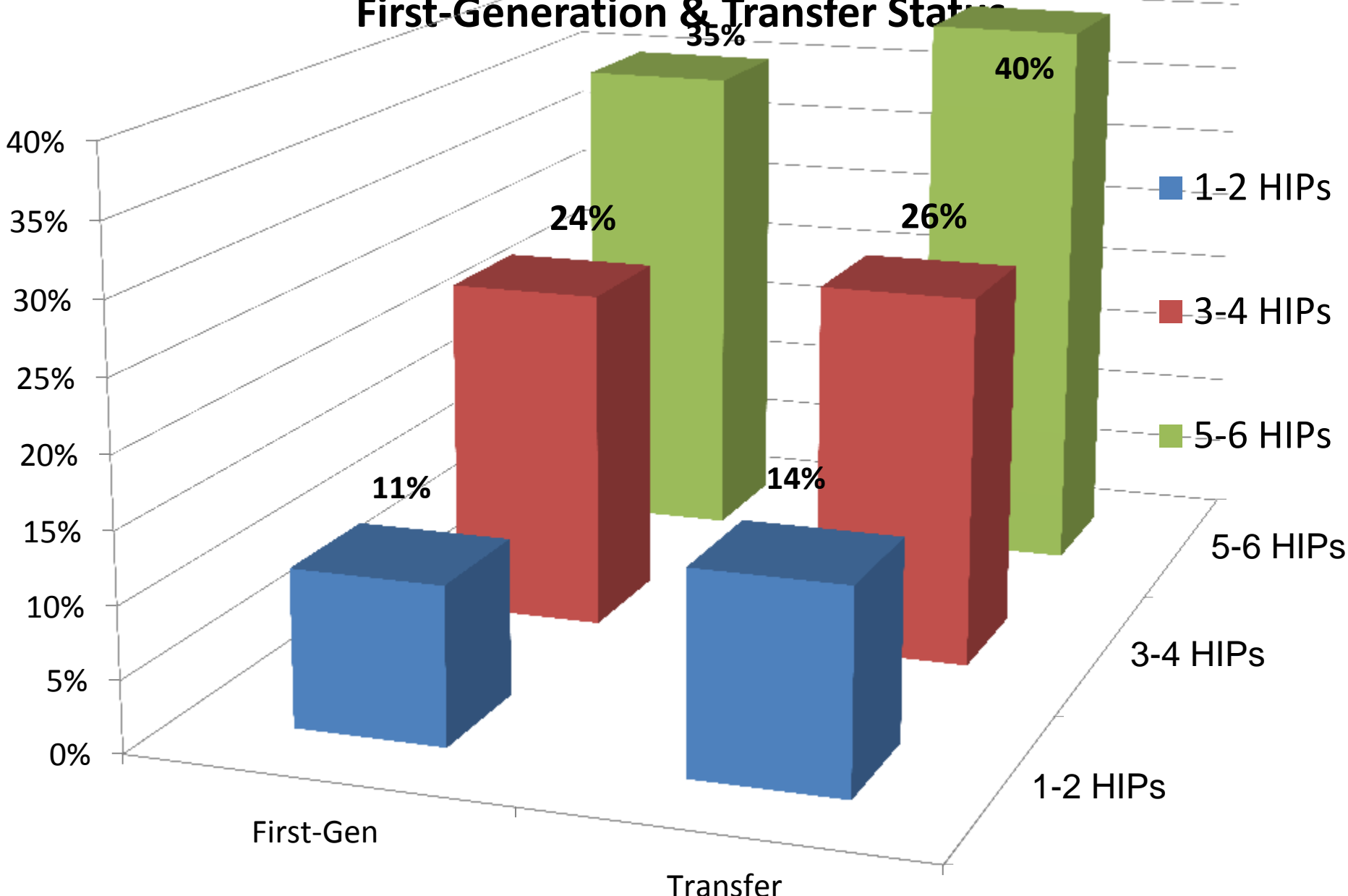
Study Abroad	++	++	++	+
Student-Faculty Research	+++	+++	+++	++
Internship	++	+++	+++	++
Service Learning	++	+++	+++	++
Culminating Experience	++	++	+++	++

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

Avg % Gains for Participation in Multiple HIPs vs. No Participation (by Race)



Avg % Gains by Participation in Multiple HIPs vs. No Participation by First-Generation & Transfer Status



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***

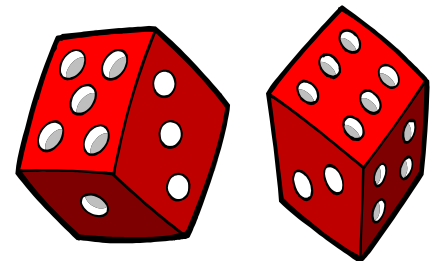
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- ✓ *Get more frequent feedback*
- ✓ *Discover relevance of learning through real-world applications*
- ✓ *Demonstrate competence publicly*
- ✓ ***Reflect & integrate learning***

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:

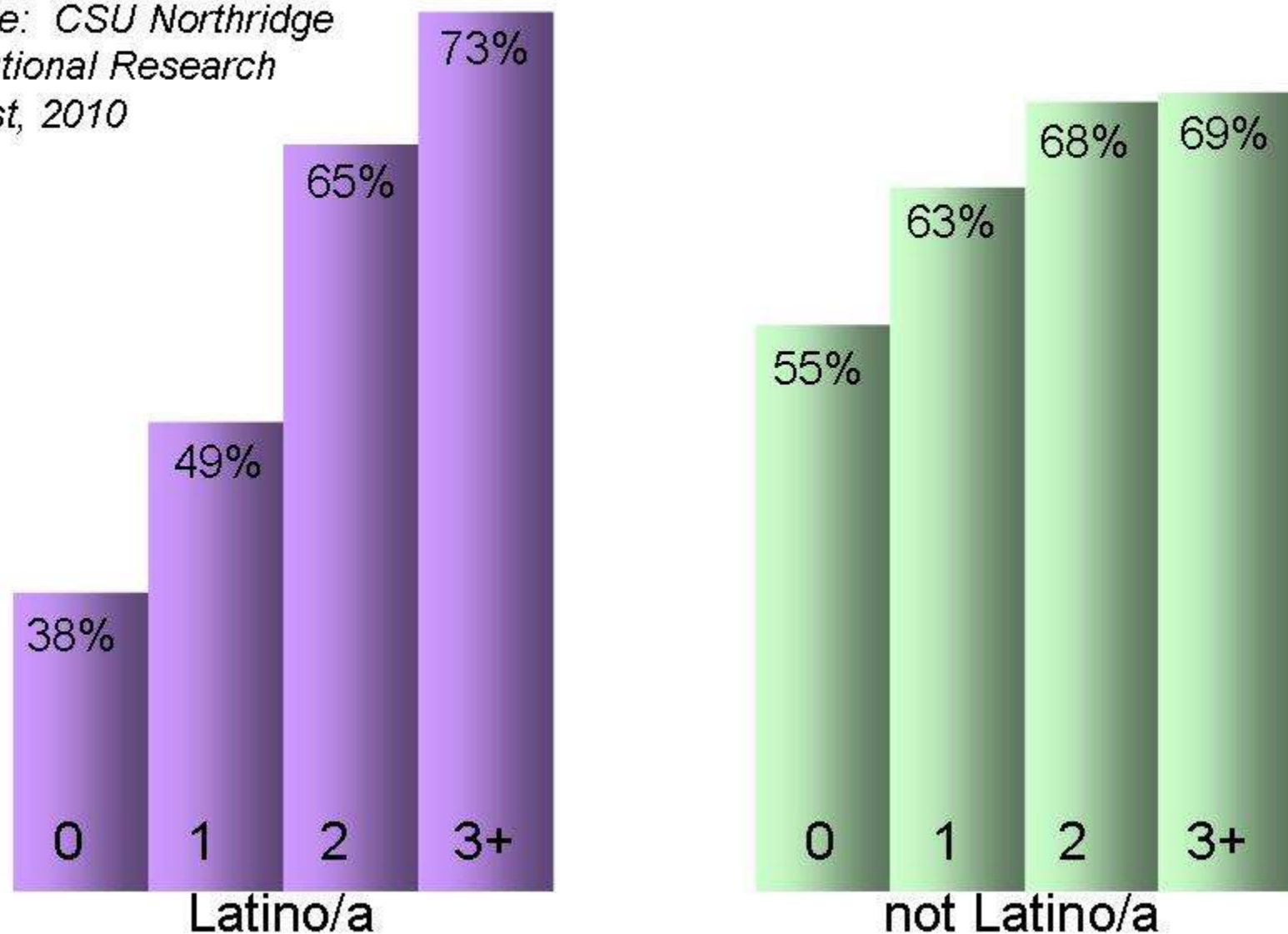
- **Reflect** – think about their thinking and experiences in and out of the classroom, on and off the campus
- **Integrate** – connect and grasp the relevance of what they are learning from different courses, out-of-class experiences, and life beyond the institution
- **Apply** – transfer and use what 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.***

Graduation Rates by Ethnicity and Participation in High-Impact Practices

Source: CSU Northridge
Institutional Research
August, 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%)

Disparities in HIP Participation

Frosh: Service Learning and LCs

- ✓ *Parity among racial/ethnic groups*
- ✓ *Fewer 1st 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



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)

<i>Outcome</i>	% 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)

<i>Outcome</i>	% 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)

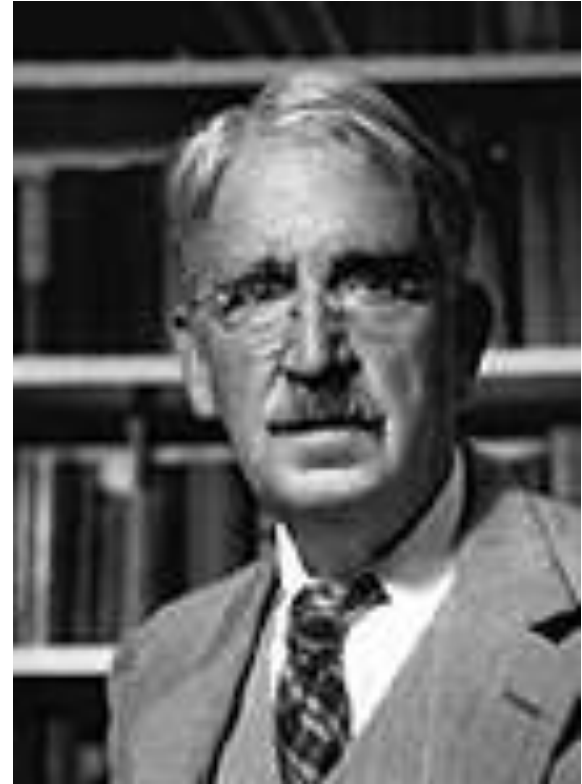
<i>Outcome</i>	% agree/strongly agree		Mean	
	Pilot Participants	Non-Pilot	Pilot	Non-Pilot
Because of my job, I am able to work effectively with individuals with a variety of backgrounds, experiences, and cultures.	82%	77%	4.1	4.0
My job has helped me use critical thinking skills	70%	57%	3.8	3.5

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:

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Questions & Discussion

