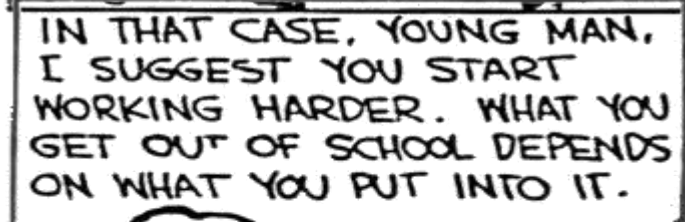
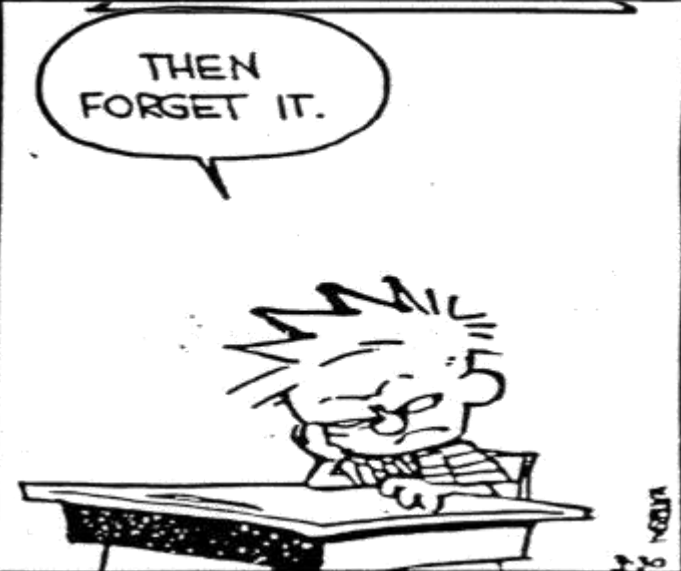


Calvin & Hobbes



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AM I GETTING THE SKILLS I'LL NEED TO EFFECTIVELY COMPETE IN A TOUGH, GLOBAL ECONOMY? I WANT A HIGH-PAYING JOB WHEN I GET OUT OF HERE! I WANT OPPORTUNITY!



76 NEBULA

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

Student Engagement: Foundational to Student Learning and Success

George D. Kuh

SOC

April 21, 2020



INDIANA UNIVERSITY
Center for Postsecondary Research



Occasionally an idea comes along that seems to clarify complex issues and potentially resolve fundamental problems in a given line of endeavor.

Student engagement is linked to a host of desired educational outcomes including knowledge acquisition, intellectual and personal development, satisfaction, and degree completion.

Overview

- ❖ **Student engagement defined and documented**
- ❖ **Why and how purposeful engagement matters to desired outcomes of college**
- ❖ **The power of HIPs**
- ❖ **Priorities in this uncertain time**
- ❖ **Q & A**

Major Reform Reports

- ✓ *Involvement in learning* (NIE 1984)
- ✓ *The student learning imperative* (ACPA 1994).
- ✓ *Making quality count in undergraduate education* (ECS 1995)
- ✓ *Returning to our roots: The student experience* (NASULGC 1997)
- ✓ *Greater expectations* (AAC&U 2002)
- ✓ *A test of leadership: Charting the future of U.S. higher education* (USDOE 2006)
- ✓ *College learning for the new global century* (AAC&U 2007)
- ✓ *Future of undergraduate education* (AAA&S, 2017)

Student Engagement Lineage

- **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)



Good Practices in Undergraduate Education

**(Chickering & Gamson, 1987;
Pascarella & Terenzini, 2005;
Mayhew et al., 2016)**

- ✓ **Student-faculty/staff contact**
- ✓ **Active learning**
- ✓ **Prompt feedback**
- ✓ **Time on task**
- ✓ **High expectations**
- ✓ **Respect for diverse learning styles**
- ✓ **Cooperation among students**



Student Engagement Over Time

- 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)
- ***Student engagement*** (Kuh, 2001, 2005, 2008...)

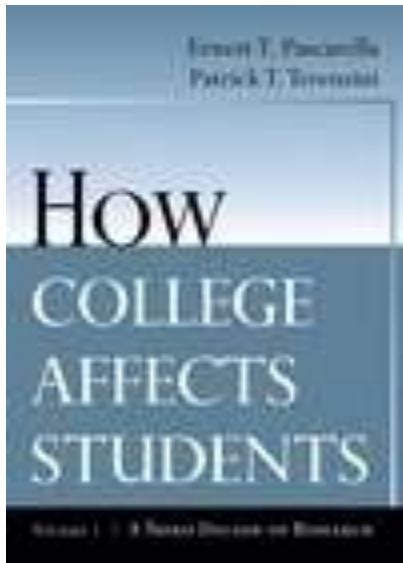


Student Engagement Trifecta

- 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***

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**.

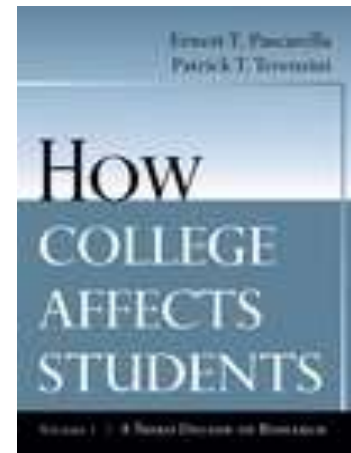
It Takes a Whole Institution to Educate a Student



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



***National Survey of
Student Engagement
(pronounced “nessie”)***



***Community College
Survey of Student
Engagement
(pronounced “cessie”)***



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

In General...



Student engagement, grades, persistence, completion, satisfaction, and gains across a range of desired outcomes are inextricably linked

It's more complicated than this...

- ***Many educational effects are “conditional”***



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**
- **Students who are part of a learning community**

It's more complicated than this...

- *Many educational effects are “conditional”*
- *Some have unusually positive effects – high-impact practices*

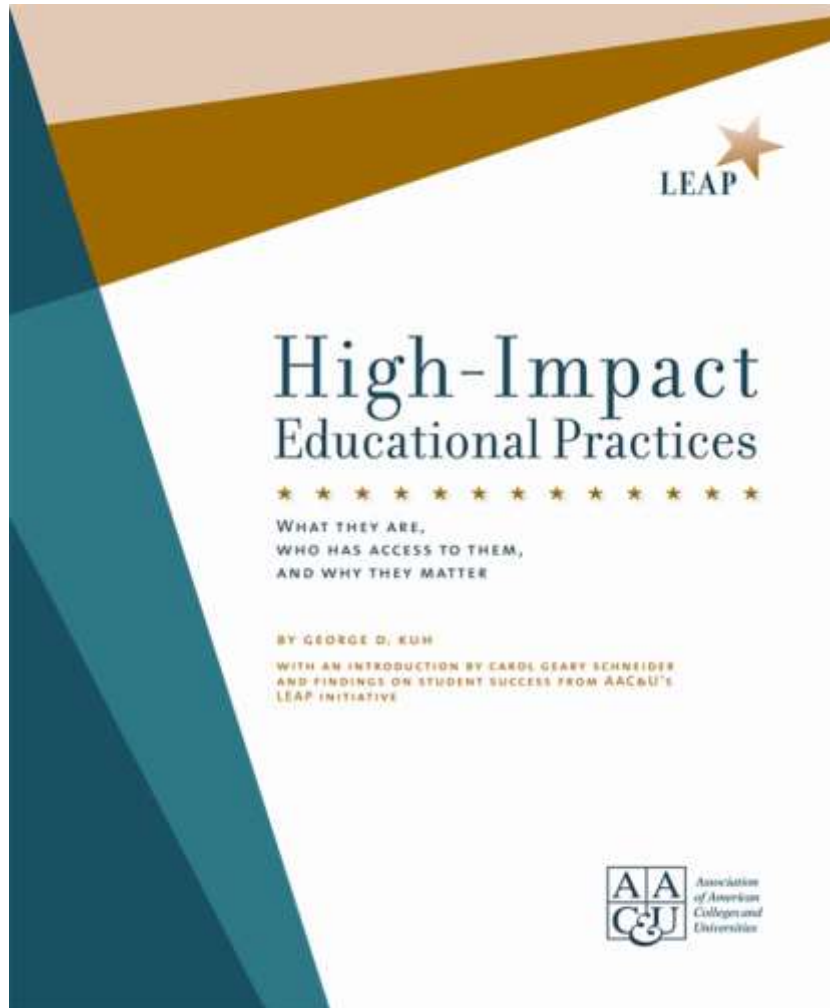


High-Impact Activities



- ★ **First-Year Seminars and Experiences**
- ★ **Common Intellectual Experiences**
- ★ **Learning Communities**
- ★ **Writing-Intensive Courses**
- ★ **Collaborative Assignments and Projects**
- ★ **Inquiry & Creative Activity**
- ★ **Diversity/Global Learning**
- ★ **Service/Community-Based Learning**
- ★ **Internships and Field Placements**
- ★ **Capstone Courses and Projects**
- ★ **ePortfolio**

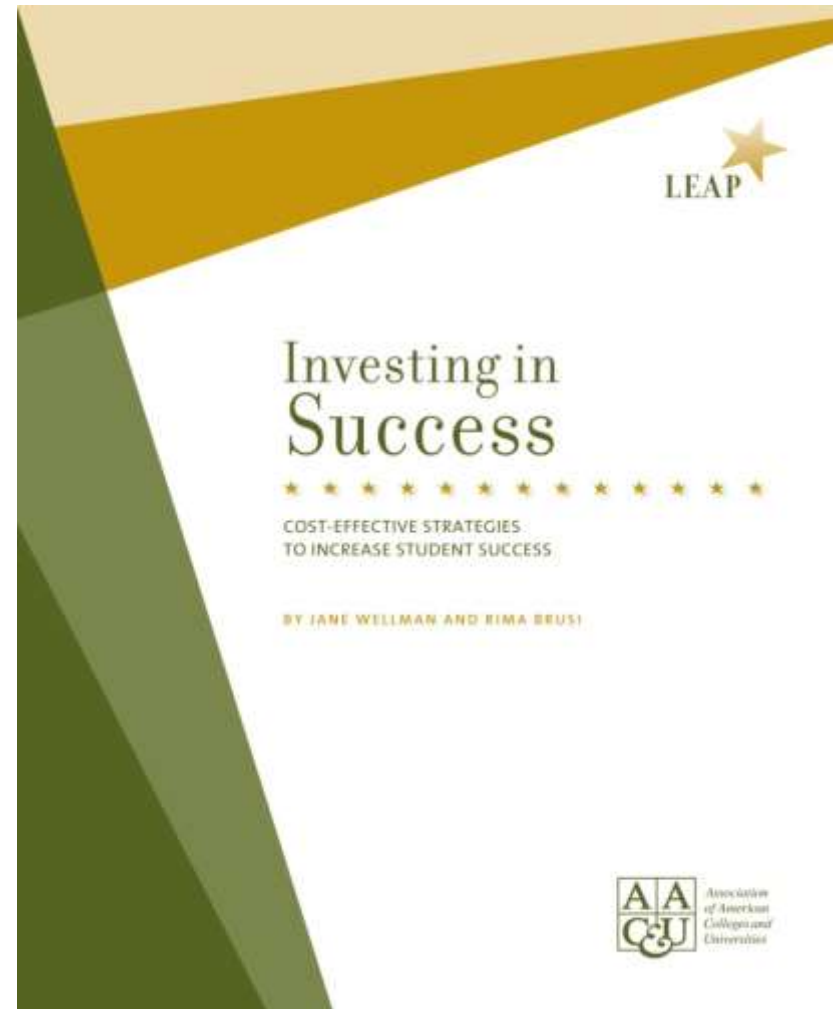
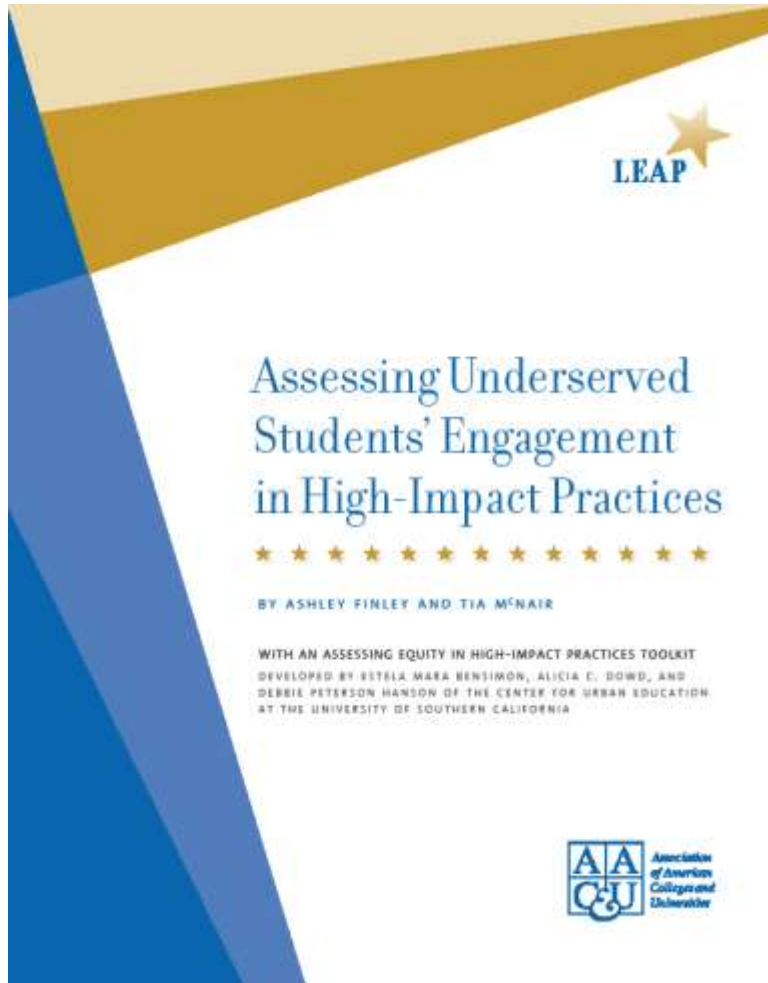
The HIPs Juggernaut



AAC&U HIPs Resources



AAC&U HIPs Resources



Features of High Quality High Impact Activities

- ✓ ***Appropriately high expectations***
- ✓ ***Substantial time and effort over an extended period***
- ✓ ***Substantive interactions with faculty and peers***
- ✓ ***Experiences with diversity***
- ✓ ***Timely, frequent feedback***
- ✓ ***Real-world applications that manifest relevance of learning***
- ✓ ***Competence demonstrated publicly***
- ✓ ***Reflection and integration of learning***

Why HIPs Are Important

- They are associated with positive effects on a variety of desired outcomes *including persistence*
- They have *salutary effects* for students from historically underserved populations
- They shrink the psychological size of the institution
- They require applied, hands-on, deep integrative learning
- Multiple HIPs have cumulative, additive effects

WAIT -- There's More

- ❖ **HIPs are particularly promising for cultivating dispositional attributes such as intrapersonal and interpersonal competencies, which are considered essential for a success during and after college.**



What Google Managers Prefer

- ❖ Generosity
- ❖ Curiosity
- ❖ Empathy
- ❖ Emotional intelligence
- ❖ Effective communication and listening skills
- ❖ Egalitarian sensibilities
- ❖ Collaborative problem solving



Priorities Going Forward

- ❖ **Marshall campus support for HIPs**
- ❖ **Double down on the inclusive excellence imperative**

1st Year: Service Learning and LCs

- ✓ *Parity among racial/ethnic groups*
- ✓ *Fewer 1st gen students*
- ✓ *Fewer part-time students*
- ✓ *Fewer older students*

Seniors in All HIPs

- ✓ *Fewer 1st gen students*
- ✓ *Fewer students of color*
- ✓ *Fewer part-time students*
- ✓ *Fewer older students*

Priorities Going Forward

- ❖ Identify the college experiences that are or can be “high impact” in addition to those on the AAC&U list. Likely suspects:
 - ✓ campus publications
 - ✓ intercollegiate athletics
 - ✓ touring bands and choirs
 - ✓ dramatic arts
 - ✓ leadership positions
 - ✓ peer mentoring & tutoring (**KNACK**)
 - ✓ campus employment ...

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?”)**

IOWA GROW[®] participants were more likely (p<.01) to agree/strongly agree that their job was helping them attain the following outcomes of student employment:

- 1** My supervisor helps me make connections between my work and my life as a student.
- 2** My job has helped prepare me for the world of full-time employment.
- 3** My job has helped me improve my written communication skills.
- 4** I can see connections between my job and major/coursework.
- 5** My job has helped me learn about career options.
- 6** My job has helped me develop more effective time management skills.
- 7** My job has helped me improve my oral communication skills.
- 8** My job has helped me develop conflict resolution skills.
- 9** My job has helped me use critical thinking skills to form opinions and solve problems.
- 10** Because of my job, I am able to work effectively with individuals with a variety of backgrounds, experiences, and cultures.

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10 Because of my job, I am able to work effectively with individuals with a variety of backgrounds, experiences, and cultures.

Priorities Going Forward

- In a time of social distancing determine how certain HIPs can be modified or implemented virtually *with fidelity* and any that should be paused
- ✓ Key “implementation with integrity” (Bryk, 2016) questions:
 - (a) “What do we need to do to get this HIP to work well *here*?”
 - (b) How well is this HIP working *for whom* under *what circumstances*?

Priorities Going Forward

- **Convert options and opportunities into equity-minded *participation* by more students**
- **Implications for advising**
- **How SOC can help**



our mission



GETTING TO 100% PARTICIPATION



Student
Opportunity
Center

Centralize and Scale Experiential Learning

PROBLEM

Experiential & High-Impact Practices (HIPs) are required for student success.

However, opportunities are siloed across campus and in countless external websites. At scale, it is not possible to know what opportunities are available, manage students through experiences, and track outcomes.

SOLUTION

INTERNSHIPS
Ex: GradLeaders,
Indeed, Internships.com

VOLUNTEERING
Ex: CampusLabs,
Volunteer.gov

STUDY ABROAD
Ex: TerraDotta,
StudyAbroad.com

UNDERGRADUATE RESEARCH
Ex: NSF REUs,
ScholarBridge

OTHER EL
Co-ops, Capstones,
Project-Based Learning



MATCH
students
to opportunities
at the right time



EMBED
opportunities
in the curriculum
and align with
learning objectives



ANALYZE
participation &
outcomes data
from previously
inaccessible sources

USE CASES



ADMINISTRATORS

Manage a cohesive institution-wide experiential learning strategy. Maintain quality control while scaling programming to the entire student population.



FA CULY AND STAFF

Save valuable time and resources in sourcing and managing experiential programming. Custom services to design and embed experiences into the curriculum.



STUDENTS

Find and manage all experiential opportunities in one easy to use dashboard. Export participation data to a variety of sources to showcase what you've learned.



Q&A

-How are you working to scale HIPs at your institution?

-What are your biggest challenges? Opportunities?

-What is your “technological infrastructure”?

-Where do you want to be 5 years from now?

...

..

.



Questions & Discussion



It's NOT All About HIPs

- **Front-load resources and support**
- **Require orientation (also for transfers)**
- **Practice intrusive advising**
- **Deploy *effective* early warning systems**
- **Organize residences around educational themes**
- **Scale up Supplemental Instruction**
- **Communicate regularly with students' family members**
- **Scale promising faculty development efforts**
- **Reduce D/W/F rates**

Resources

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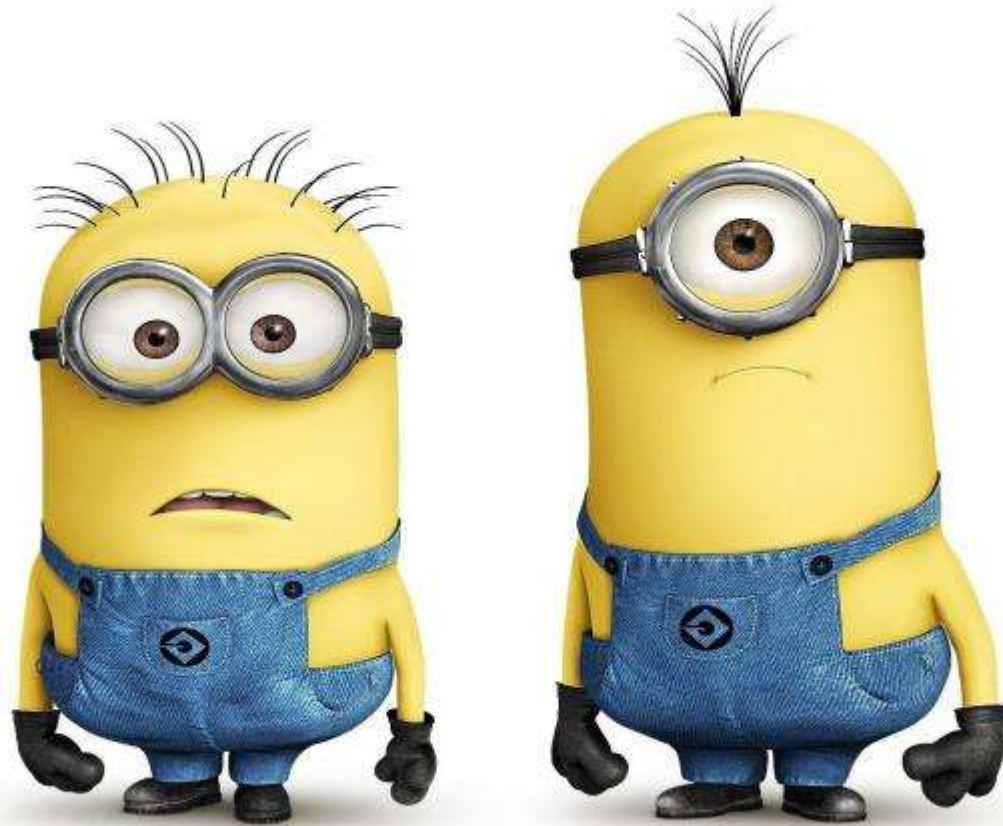
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*May you live in
interesting times*



High-Impact Educational Practices

High-Impact Educational Practices: A Brief Overview. The following practices have been widely tested and shown to be beneficial for college students from many backgrounds. These practices take different forms, depending on learner characteristics, institutional priorities and contexts. On many campuses, assessment of student involvement in practices such as these has made it possible to assess the practices' contribution to students' cumulative learning. However, on almost all campuses, utilization is unsystematic, to the detriment of student learning. Below are brief descriptions of high-impact practices that educational research suggests increase rates of student persistence and student engagement.

First-Year Seminars and Experiences

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

Common Intellectual Experiences

The older idea of a "core" curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized gen ed program that includes advanced integrative studies and/or required participation in a learning community. Programs often combine broad themes—e.g., technology & society, global interdependence—with curricular and co-curricular options.

Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through different disciplines.

Writing-Intensive Courses

These courses emphasize writing at all levels and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences and disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, information literacy, and, so on.

Collaborative Assignments and Projects

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

Undergraduate Inquiry and Creative Activity

Many colleges and universities now provide research experiences for students in all disciplines. Undergraduate research, however, is most prominently in science. The goal is to involve students early in courses and through other activities with systematic inquiry approaches with contested questions, empirical observation, technologies, and the enthusiasm that comes from working to answer questions or create new formulations through literary or artistic endeavor.

Diversity/Study Away/Global Learning

Many colleges and universities now offer courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore “difficult differences” such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

Service Learning, Community-Based Learning

Field-based applied learning with community partners is an instructional strategy—and often a course requirement. The goal is for students to directly experience issues they are studying and engage in ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity to both apply learning in real-world settings and reflect in a classroom setting on service experiences. These programs model that giving back to the community is an important college outcome and that working with community partners is good preparation for citizenship, work, and life.

Internships

Internships are increasingly common form of applied, experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects

Whether called “senior capstones” or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they’ve learned. Capstones are offered both in departmental programs and, increasingly, in general education as well.

ePortfolio

ePortfolio is a portable, expandable, updatable vehicle for accumulating and presenting evidence of authentic student accomplishment including the curation of specific proficiencies and dispositions at given points in time. Done well, ePortfolio is also a powerful pedagogical approach that requires meaningful student reflection and deepens learning while making achievement visible – to students themselves, to their peers and faculty, and to external audiences.

Sources

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High-Impact Practices: Eight Key Features and Examples

Performance expectations set at appropriately high levels

Example: A writing- or inquiry-intensive first-year seminar in which assignments, projects, and activities such as multiple short papers, problem sets or projects challenge students to achieve beyond their current ability level as judged by criteria calibrated to students' pre-college accomplishment evidenced by placement tests or ACT or SAT scores.

Significant investment of concentrated effort by students over an extended period of time

Example: A multiple-part class assignment or community engagement project on which a student works over the course of the academic term, beginning with a synopsis of the problem or issue to be examined and the methods or procedures that will be used, followed subsequently with narrative sections describing the methods, findings, and conclusions which together culminate in a completed paper, demonstration or performance evaluated by an independent third party or faculty supervisor.

Interactions with faculty and peers about substantive matters

Example: Out-of-class activities in which students in a learning community or first-year seminar come together at least once weekly to attend an enrichment event such as lecture by a visiting dignitary and/or discuss common readings and assignments facilitated by an upper-division peer mentor.

Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar

Example: A service learning field assignment wherein students work in a setting populated by people from different backgrounds and demographics, such as an assisted living facility or shelter for abused children, which is coupled with class discussions and journaling about the connections between class readings and the field assignment experience.

Frequent, timely, and constructive feedback

Example: A student-faculty research project during which students meet with and receive suggestions from the supervising faculty (or staff) member at various points to discuss progress, next steps, and problems encountered and to review the quality of the student's contributions up to and through the completion of the project.

Opportunities to discover relevance of learning through real-world applications

Example: An internship, practicum or field placement that requires that students apply the knowledge and skills acquired during their program of study, or supervisor mediated discussions among student workers that encourage students to reflect on and see the connections between their studies and experiences in the work setting.

Public demonstration of competence

Example: An oral presentation to classmates of the required capstone seminar product that is evaluated by a faculty member and/or an accomplished practitioner, or a narrative evaluation of an internship, practicum or field placement by the work setting supervisor and/or supervising faculty or staff member.

Periodic, structured opportunities to reflect and integrate learning

Example: Linked courses in a learning community wherein an instructor of one course designs assignments that require students to draw on material covered in one or more of the other linked courses supplemented by a peer preceptor who coordinates student attendance and discussion at relevant campus events, or a capstone course in which students finalize their ePortfolio and explain the relative contributions of the artifacts contained therein that represent the knowledge and proficiencies attained at various points during their program of study

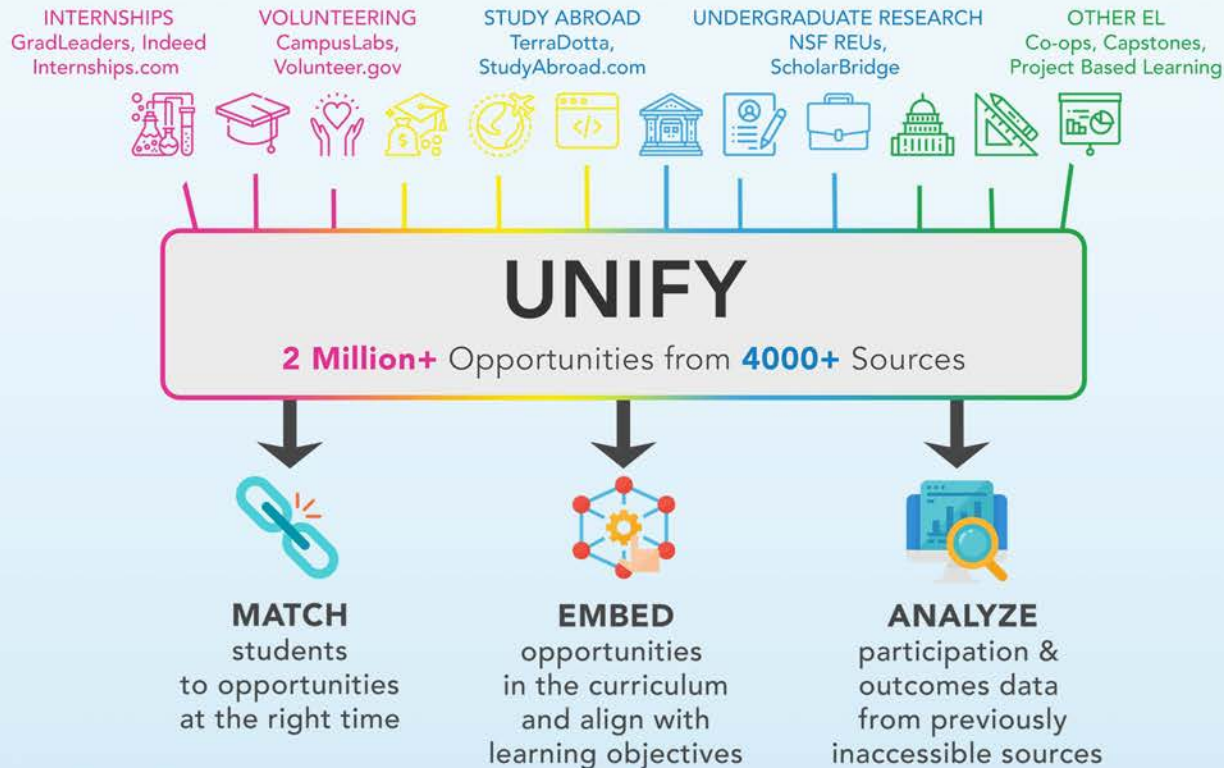
Source: Kuh, G.D, O'Donnell, K., & Reed, S. (2013). *Ensuring quality and taking high-impact practices to scale*. Washington, DC: Association of American Colleges and Universities.

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PROBLEM

Due to an increasingly dynamic workforce and society, experiential learning is a requirement for student success. However, opportunities are siloed around many different areas around campus and in countless external websites. It is difficult to know what opportunities are available, manage students through the experiences, and track student outcomes.

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