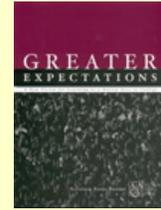


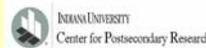
## Engaged Learning Communities: Students, Faculty, and Institutions

*George D. Kuh  
AAC&U Greater Expectations  
Summer Institute  
Burlington VT  
June 2005*



## Going DEEP to Realize the Promise of *Greater Expectations*

*George D. Kuh  
AAC&U Greater Expectations  
Summer Institute  
Burlington VT  
June 2005*



### **The Promise:**

An educational experience resulting in “a reinvigorated liberal education of high quality for all students” (p. 10), one that “prepares them for personal success and fosters a just, democratic society” (p. 21).

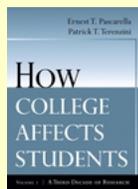
### **The Goal:**

We “hope for students to *engage* intellectually and seriously with what is taught... [leading to] *deep learning*...the ability to defend positions...”

to “write well and think clearly...”

to develop “rational and reflective minds, open to continuous learning...” (pp. 8-9)

## 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

## Overview

1. Deep – as in learning
2. DEEP – the study
3. Implications

## Advance Organizers

- ❖ To what extent does your institution challenge and support students in ways that foster deep learning and personal development?
- ❖ How do you know?
- ❖ What must we do differently to improve student success -- deep learning, persistence, satisfaction -- at my institution?

## Ponder This

***Improvement is more of a function of learning to do the right thing in the setting where you work than it is of what you know when you start to do the work*** (Elmore as cited in Fullan, 2001, p. 125)

## Deep 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

***“Deep learning is learning that takes root in our apparatus of understanding, in the embedded meanings that define us and that we use to define the world.”***

J. Tagg (2003). *The learning paradigm college* (p. 70). Bolton, MA: Anker



**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

## Deep Learning Items: Higher-Order Learning



**Students indicate how much (1 = “very little” to 4 = “very much”) their coursework emphasizes:**

- Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components
- Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships
- Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions
- Applying theories or concepts to practical problems or in new situations

### Deep Learning Items: Integrative Learning



Students indicate how often (1 = "never" to 4 = "very often") they did the following during the current school year:

- Worked on a paper or project that required integrating ideas or information from various sources
- Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments
- Put together ideas or concepts from different courses when completing assignments or during class discussions
- Discussed ideas from your readings or classes with faculty members outside of class
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

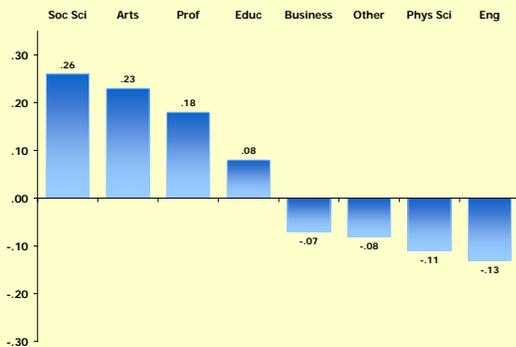
### Deep Learning Items: Reflective Learning



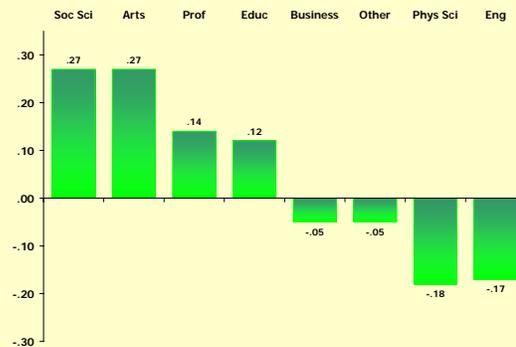
Students indicate how often (1 = "never" to 4 = "very often") they did the following during the current school year:

- Learned something from discussing questions that have no clear answers
- Examined the strengths and weaknesses of your own views on a topic or issue
- Tried to better understand someone else's views by imagining how an issue looks from his or her perspective
- Learned something that changed the way you understand an issue or concept
- Applied what you learned in a course to your personal life or work
- Enjoyed completing a task that required a lot of thinking and mental effort

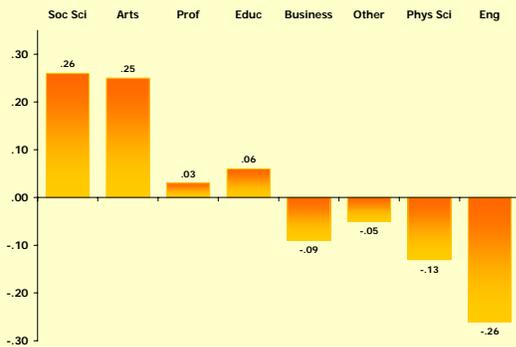
### Deep Learning Effect Sizes



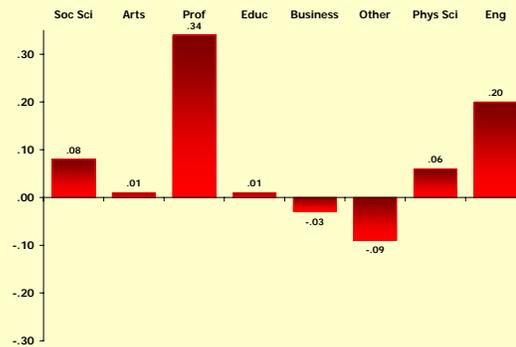
### Integrative Learning Effect Sizes



### Reflective Learning Effect Sizes



### Higher-Order Learning Effect Sizes



### Partial Correlations

- Strong relationship between gains in personal and intellectual development and deep learning (.58 to .63 across disciplines)
- Moderate relationship between satisfaction and deep learning (.28 to .37 across disciplines)
- Relatively weak relationship between grades and deep learning (.09 to .20 across disciplines)
- Patterns hold across subscales

### Implications

- ❖ Encouraging deep approaches to learning is important to student learning and development
- ❖ Student satisfaction is not all about social life and easy academics
- ❖ If grades are to reflect the quality of student learning, then assignments and activities that contribute to grades should require students to employ higher-order, reflective, and integrative thinking skills
- ❖ *What are these kinds of activities???*

### Good Practices in Undergraduate Education

(Chickering & Gamson, 1987; Pascarella & Terenzini, 2005)

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



*Inquiring Minds Want to Know...*

What does an educationally effective college look like?



### What Are Faculty Telling Us?



### Faculty Survey of Student Engagement (pronounced "fessie")

FSSE measures faculty expectations and activities related to student engagement in effective educational practices



## Faculty Who Value Effective Educational Practices

<i>Characteristics</i>	<i>Areas of Emphasis</i>				Importance enriching educ exp
	Academic challenge emphasis	Active-collab practices	Emphasis on diversity exp	Emphasis higher order thinking	
Faculty of color	+	+	+ <sup>a</sup>	+	+
Women	+	+	+	+	+
Full-time faculty	+		+		+
Years teaching		-			-

<sup>a</sup> Except for Asian/Pacific Islander faculty

## Faculty Priorities and Student Engagement

<i>AVG FACULTY</i>	<i>AVG STUDENT</i>			
	Academic challenge	Active-collab	Diversity experiences	Student-faculty
Academic challenge emphasis	✓	✓	✓	
Active-collab practices	✓	✓	✓	✓
Emphasis on diversity experiences	✓	✓	✓	
Emphasis on higher order thinking	✓	✓	✓	
Importance enriching educ experiences	✓	✓		✓

## Faculty Priorities and Selected Student Outcomes

<i>AVG FACULTY</i>	<i>AVG STUDENT</i>			
	Integrative learning	General education	Personal/social	Practical comp
Academic challenge emphasis	✓	✓		
Active-collab practices	✓	✓	✓	✓
Emphasis on diversity experiences	✓	✓	✓	
Emphasis on higher order thinking	✓	✓		
Importance enriching educ experiences	✓	✓	✓	✓

## What to Make of This?

1. When faculty members emphasize certain educational practices, students engage in them to a greater extent than their peers elsewhere.
2. Good things go together

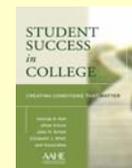
## Worth Pondering

How well do we do these things?



## Project DEEP

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



## DEEP Selection Criteria

Controlling for student and institutional characteristics (i.e., selectivity, diversity, institutional type), DEEP schools have:

- Higher-than-predicted graduation rates
- Higher-than-predicted NSSE scores

Region and institutional type, special mission



## Project DEEP Schools

### 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

## Research Approach

### ❖ Case study method

- ✓ Team of 24 researchers review institutional documents and conduct multiple-day site visits
- ✓ Observe individuals, classes, group meetings, activities, events
  - 2,700+ people, 60 classes, 30 events
- ✓ Discover and describe effective practices and programs, campus culture

## NSSE Clusters of Effective Educational Practices



## Six Shared Conditions

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

## Principles for Promoting Student Success

- I. Tried and true
- II. Sleepers
- III. Fresh ideas



### Tried and True

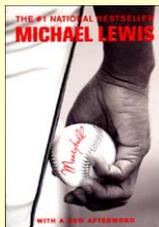
1. A clear institutional mission
2. An enacted talent development philosophy
3. Complementary policies and practices that support students academically and socially
4. Setting and holding students to high performance standards, inside and outside the classroom

### Tried and True

4. Institutional leaders that make student success a priority
5. Financial and moral support for programs



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"*

### Sleepers

1. Engaging pedagogies are mainstream, rather than marginalized.
2. Organizational structure doesn't matter (much)
3. Assessment – measures student performance and so much more
4. Inducing students to use supportive structures and programs

### Sleepers

5. Student paraprofessionals
6. Substantive, educationally purposeful student-faculty interaction
7. Electronic technology is most effective when it complements, not replaces, face-to-face contact
8. A compelling sense of place

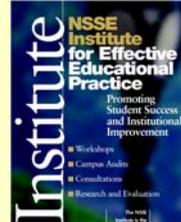
### Fresh Ideas

1. Synergistic, "sticky" effective educational practices
2. Recognizing students' prior learning and preferred learning styles
3. Contemporary fusion of liberal arts and practical arts
4. Redesigned, rededicated student affairs function
5. Support from every corner

## ***It Takes a Whole Campus to Educate a Student***



## **What Can We Do?**



### **Using NSSE & DEEP Findings**

- How well do our programs work and how do we know?
- How many students do our efforts reach in meaningful ways and how do we know?
- To what degree are our programs and practices complementary and synergistic?
- What are we doing that is not represented among the DEEP practices? Should we continue to do it?
- What are we not doing that we should?

### **Ultimately, it's about the culture...**

*The good-to-great-transformations never happened in one fell swoop. There was no single defining action, no grand program, no one killer innovation, no solitary lucky break, no miracle moment. Sustainable transformations follow a predictable pattern of buildup and breakthrough...* (Collins, 2001, p. 186)

### **Student Culture Matters**

- 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?

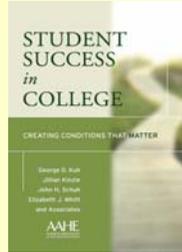
### **Testing beliefs**

*What you expect to see is what you see... Our interpretations hinge on our expectations, beliefs, and values . . . We manage to see what we expect and want . . . A better alternative is to think, to probe more deeply into what is really going on.* (Bolman & Deal, 2003, pp. 32-33)

***Assessing Conditions  
to Enhance  
Educational  
Effectiveness: The  
Inventory for Student  
Engagement and  
Success***

Kuh, Kinzie, Schuh, & Whitt,  
forthcoming

Jossey-Bass



**Educational Effectiveness**

- ❖ **To what extent does your institution challenge and support students in ways that foster deep learning and personal development?**
- ❖ **How do you know?**
- ❖ **What must we do differently to improve student success -- deep learning, persistence, satisfaction -- at my institution?**
- ❖ **How do we reach our least engaged students**