

Advancing Learning and Success in College: What the Evidence Shows

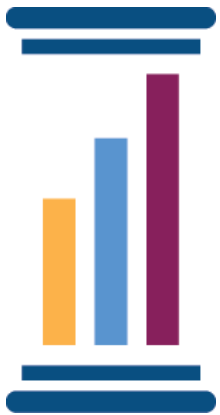


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**What is Student
Engagement?**

Why Does It Matter?

What is Student Engagement?

The extent to which students are exposed to and participate in effective educational practices

- Educationally purposeful activities and practices
- Empirically linked to desired outcomes



OK, but what *is* Engagement?

- **Challenging academic work**
 - ◆ High expectations
 - ◆ Deep approaches to learning
- **Enriching learning activities**
 - ◆ Collaborative learning
 - ◆ High-impact practices
- **Quality involvement with faculty**



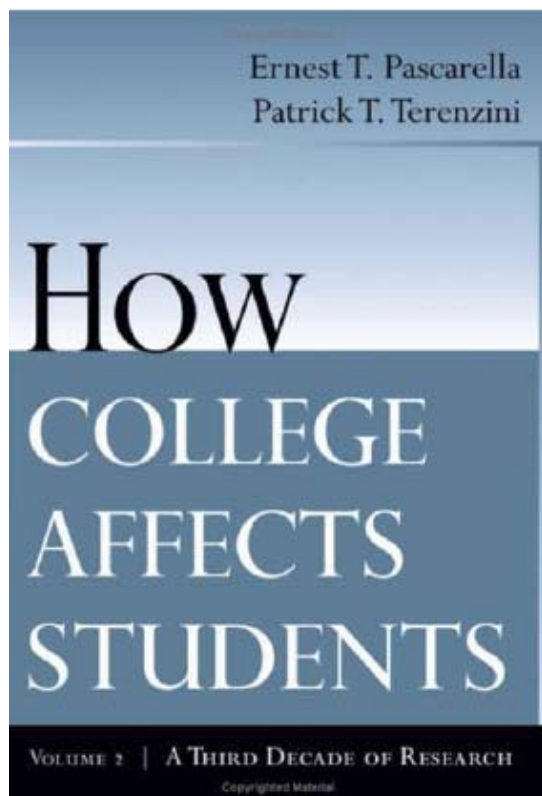
In a context
that promotes
and supports
success

Conceptual & Empirical Foundations



Time on task	(Tyler, 1930s)
Quality of effort	(Pace, 1960s & 70s)
Student involvement	(Astin, 1984)
Academic & social integration	(Tinto, 1975 & 1987)
Good practices in undergraduate education	(Chickering & Gamson, 1987)
College impact	(Pascarella, 1985)
Student engagement	(Kuh, 1991, 2005)

Why Does It Matter?



The impact of college is largely determined by individual effort and involvement in the academic, interpersonal, and extra-curricular offerings on a campus. It is important to focus on the ways an institution can shape its offerings to encourage *student engagement*.

Paraphrased from
Pascarella & Terenzini (2005), p. 602



Q: How can we measure student engagement?

A: *Ask those who are most knowledgeable about the college experience...*

Students!

A Closer Look at NSSE



- A research and service project of the Indiana University Center for Postsecondary Research
- Launched in 2000
- More than 1,600 4-year colleges and universities 2000-2017



Sample NSSE questions

During the current school year, about how often have you done the following?

Reviewed your notes after class

Summarized what you learned in class or from course materials

Prepared for exams by discussing or working through course material with other students

Asked another student to help you understand course material

Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)

Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)

Explained course material to one or more students

During the current school year, about how often have you done the following?

Prepared two or more drafts of a paper or assignment before turning it in

Examined the strengths and weaknesses of your own views on a topic or issue

Discussed course topics, ideas, or concepts with a faculty member outside of class

Tried to understand someone else's views by imagining how an issue looks from his or her perspective

Discussed your academic performance with a faculty member

Connected your learning to societal problems or issues?

During the current school year, about how often have your instructors done the following?

Clearly explained course goals and requirements

Provided feedback on a draft or work in progress

Used examples or illustrations to explain difficult points

Provided prompt and detailed feedback on tests or completed assignments

Summary Measures: Engagement Indicators

Academic Challenge

- Higher-Order Learning
- Reflective & Integrative Learning
- Learning Strategies
- Quantitative Reasoning

Learning with Peers

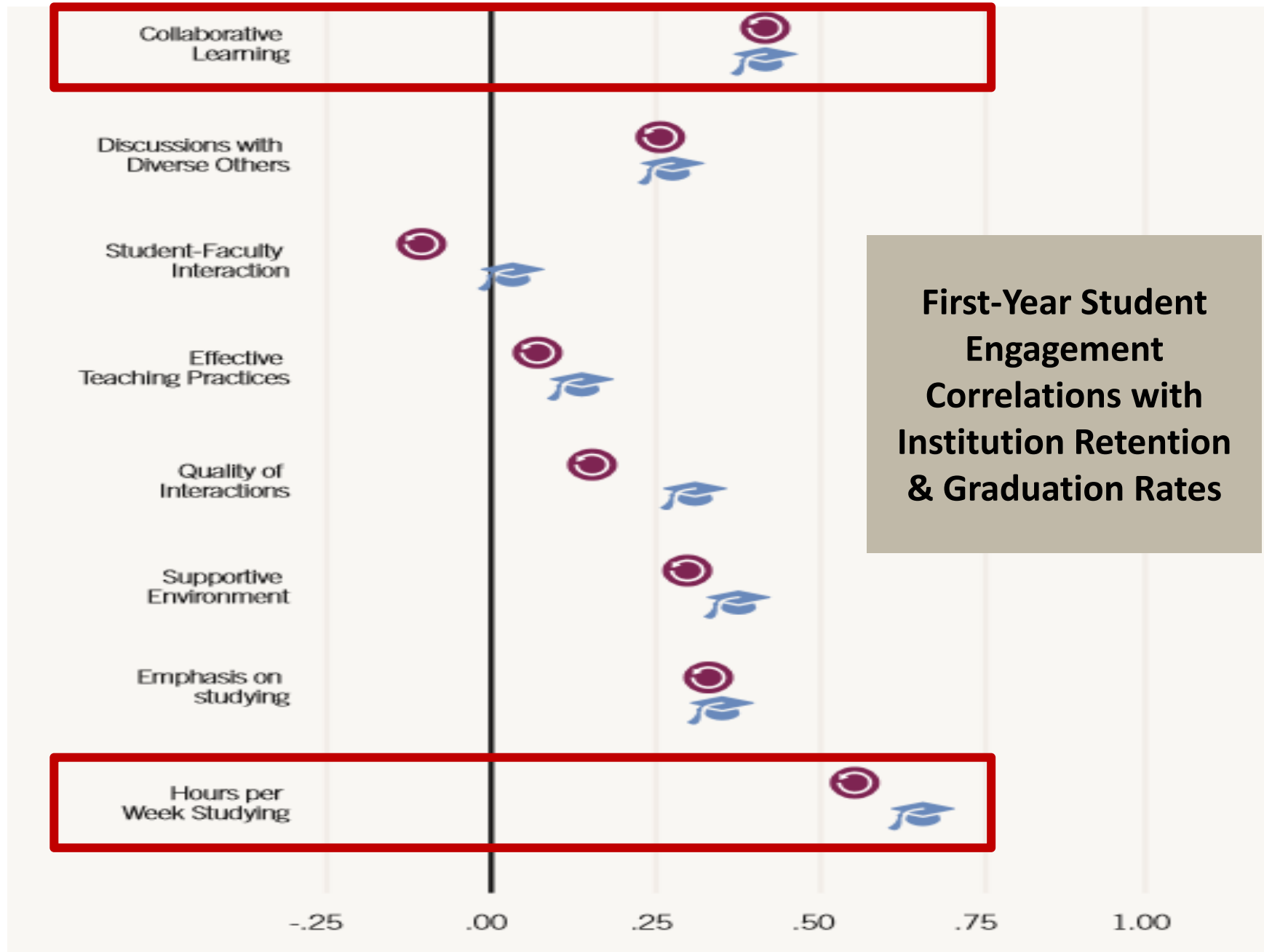
- Collaborative Learning
- Discussions with Diverse Others

Experiences with Faculty

- Student-Faculty Interaction
- Effective Teaching Practices

Campus Environment

- Quality of Interactions
- Supportive Environment



Engagement Indicator Example

Collaborative Learning combines results from four survey items:

During the current school year, about how often have you done the following?

- Asked another student to help you understand course material
- Explained course material to one or more students
- Prepared for exams by discussing or working through course material with other students
- Worked with other students on course projects or assignments

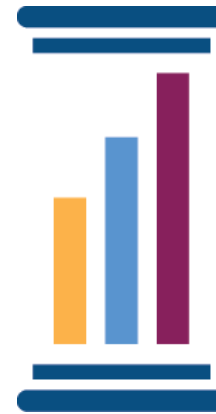
Collaborative Learning



Seeking and giving help are vital learning strategies

- 1 in 5 first-year students have difficulty learning course materials *and* getting help with courses
- “Toughing it out” on your own is not a strategy for success

Engagement and Underserved Students



Engagement pays dividends for all students, *but the benefit is greater for:*

- **Students of color**
- **Underprepared students**

Figure 10: Impact of Educationally Purposeful Activities on First Academic Year GPA by Pre-College Achievement Level

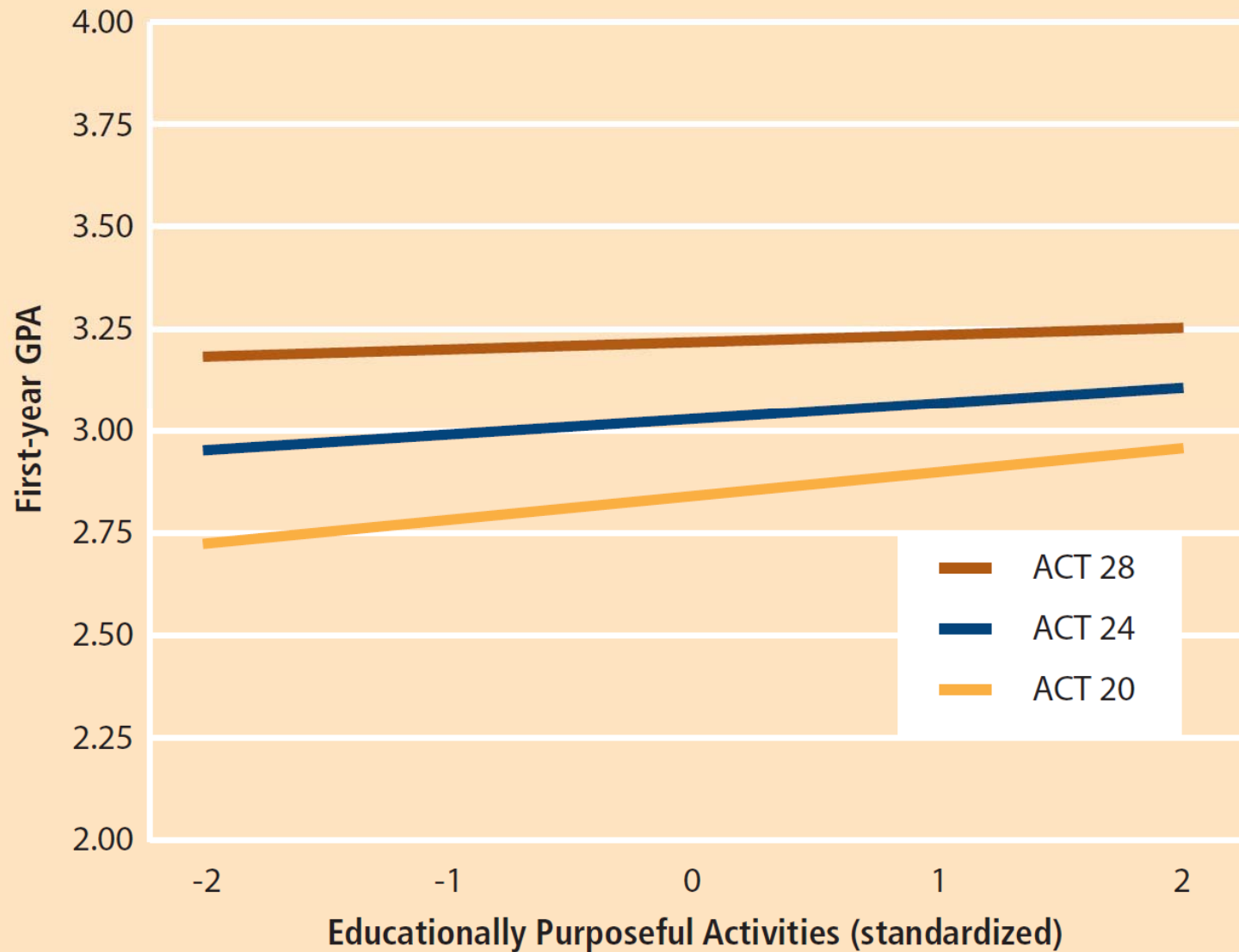
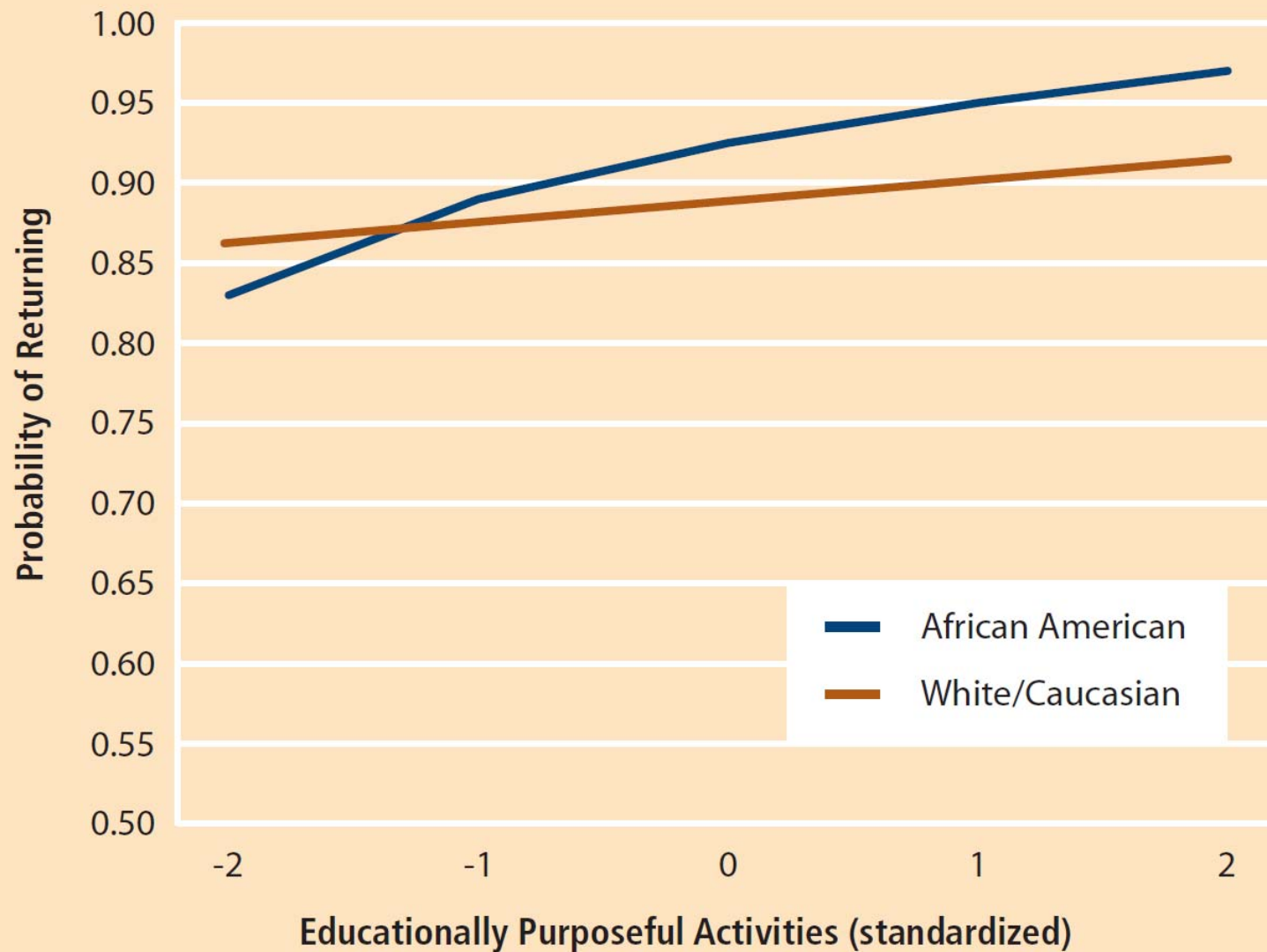


Figure 11: Impact of Educationally Purposeful Activities on the Probability of Returning for the Second Year of College by Race





Discussion

1. What can we do to help students (and parents) understand the importance of engagement?
2. How can we promote engagement by our students?
3. What are the obstacles?

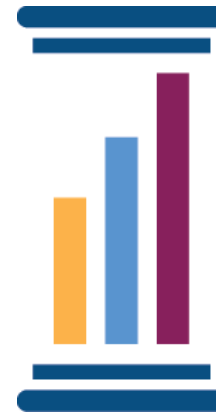


High-Impact Practices

Summary Measures: High-Impact Practices (HIPs)

- Learning community
 - Service-learning
 - Research with faculty
- First-year and senior students
- Study abroad
 - Internship, field experience, etc.
 - Culminating experience (senior project, capstone, etc.)
- Seniors only

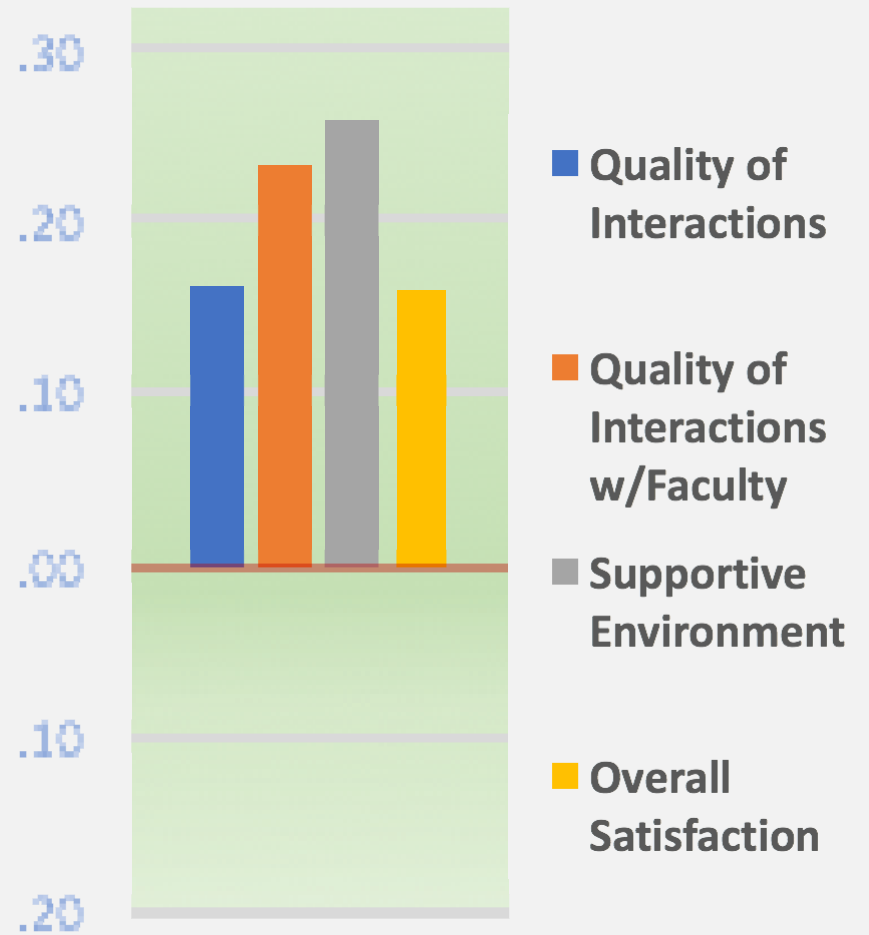
Do HIPs matter for students of color?



Let's compare participants and non-participants

Outcomes Gap

Difference in the outcome between HIP participants and HIP nonparticipants

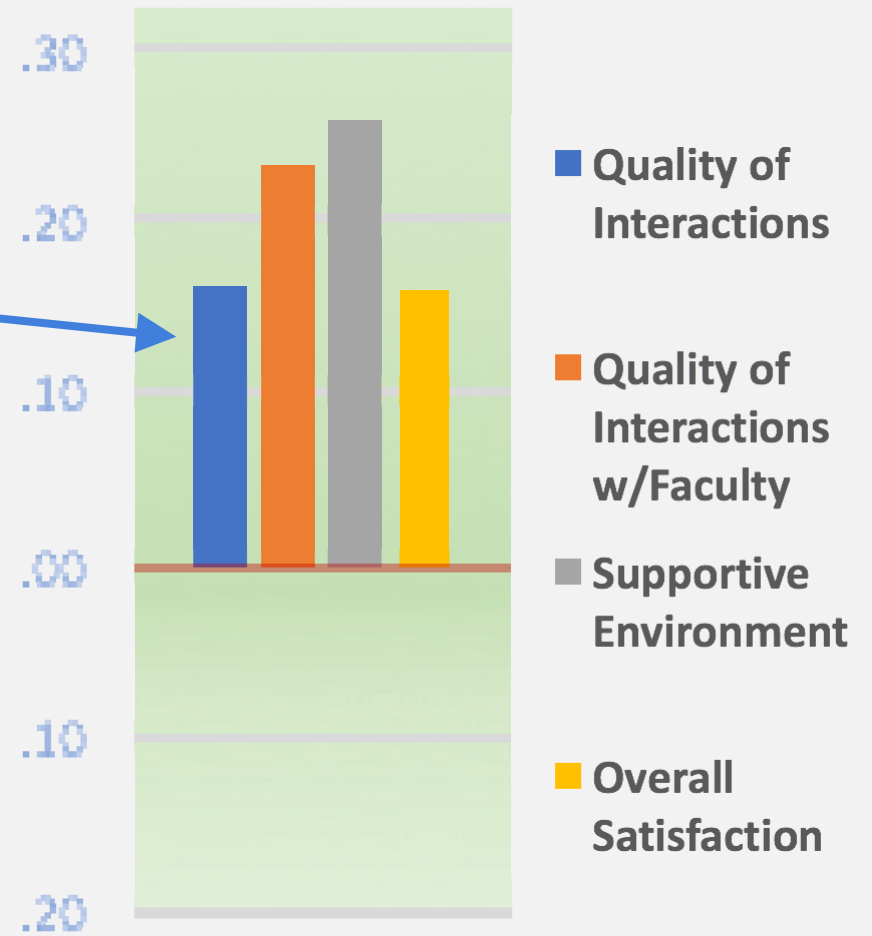


Outcomes Gap

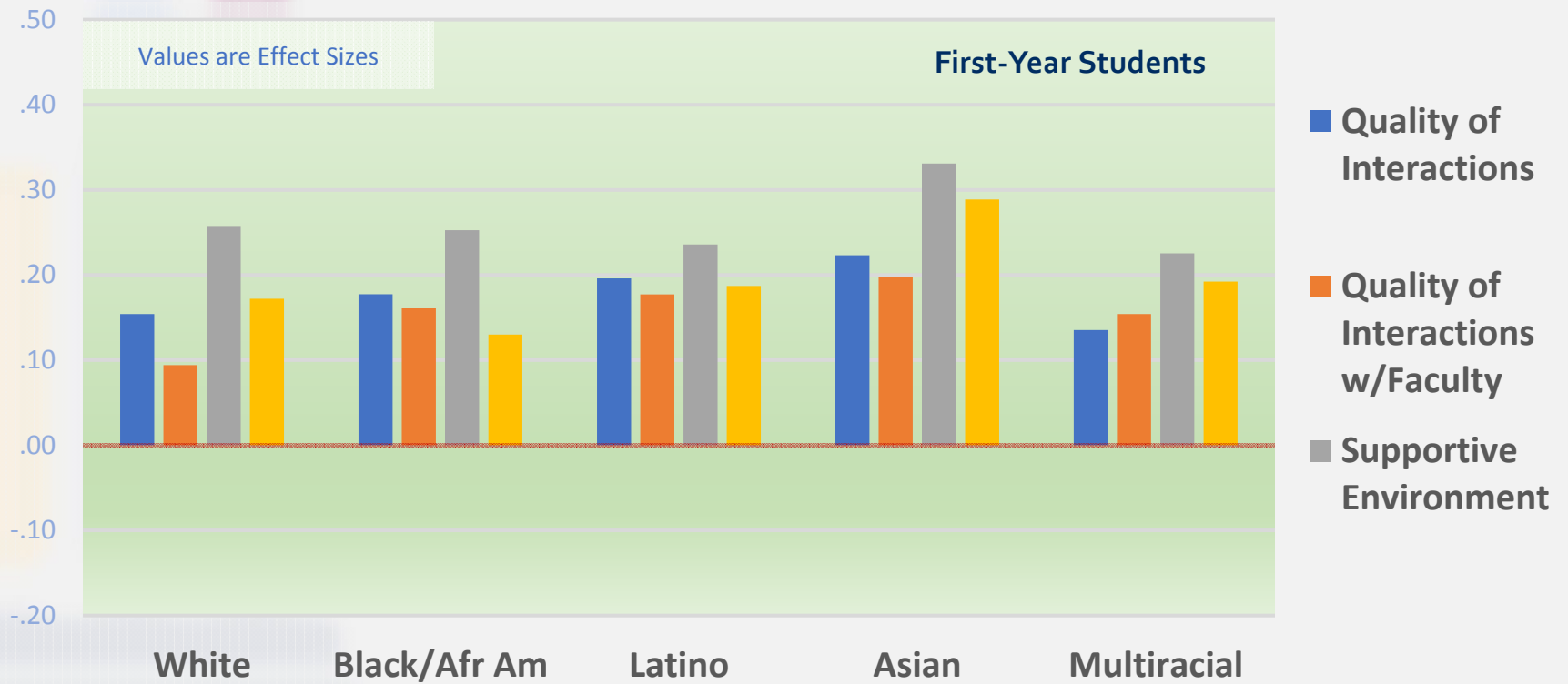
Effect size:
HIP participants minus
nonparticipants

Can be positive or
negative

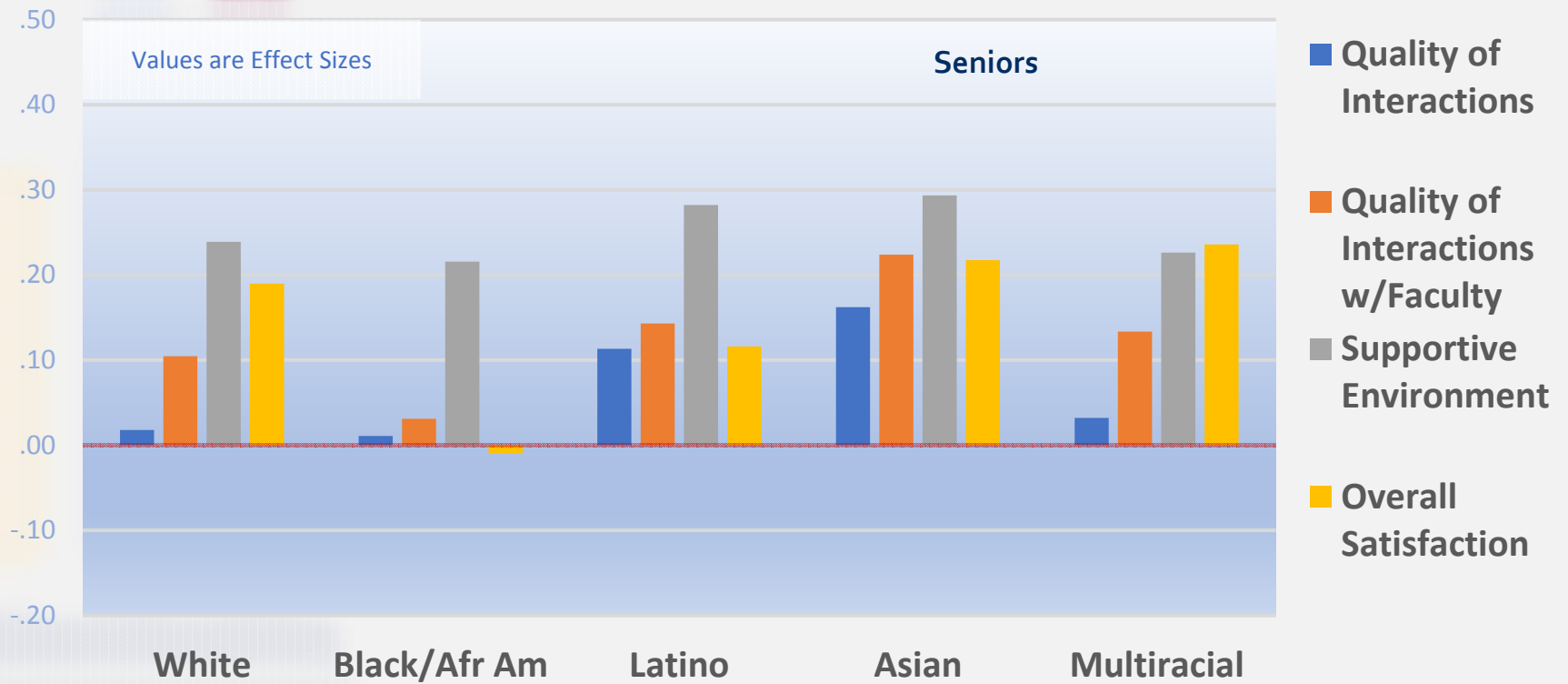
Effect size converts the
difference between
the two group means
into a standard scale



Outcomes Gap: Learning Community



Outcomes Gap: Study Abroad



Outcomes Gaps: HIPs



Service-Learning



Learning Community



Study Abroad



Service-Learning



Research w/Faculty



Internship or Field Experience





Discussion

1. What can we do to help students (and parents) understand the importance of HIPs?
2. How can we promote HIP participation?
3. What are the obstacles?



Q & A

