

# SST Retreat Advance Handout

Student Success Team

The University of Iowa

July 2007

# Admissions Policy Update

The University of Iowa

November 2006

# Key Findings

- Regents requirements influence high schools and high school students.
- Four available factors predict success (HS rank, GPA, core courses, ACT)
- Index based on four factors predicts better than current one factor

# Regents Admission Index:

*RAI* =

HS Rank (%tile) + (2 \* ACT Composite) + (20 \*  
GPA) + (5 \* Core courses)

# Persistence and Graduation Data

The University of Iowa

# Six Year Graduation (2000 Cohort)

Top Decile	83.5%
IA Public 4 yr	69.6%
IA Public AA	66.9%
Non-resident	66.8%
White, Non-Hisp.	66.7%
Females	66.5%
<i>All Students</i>	<i>65.5%</i>
Resident	64.7%
Male	64.2%
Asian/ Pac Islander	61.9%
Hispanic	60.2%
IA Public no AA	55.4%
Fifth decile	53.7%
African American	45.5%
American Indian	33.3%

# Reasons for Leaving

## Most Cited

- Did not achieve feeling of belonging (36%)
- Classes too large (30%)
- Emotional (23%)
- Homesick (21%)
- Transfer to lower cost (19%)

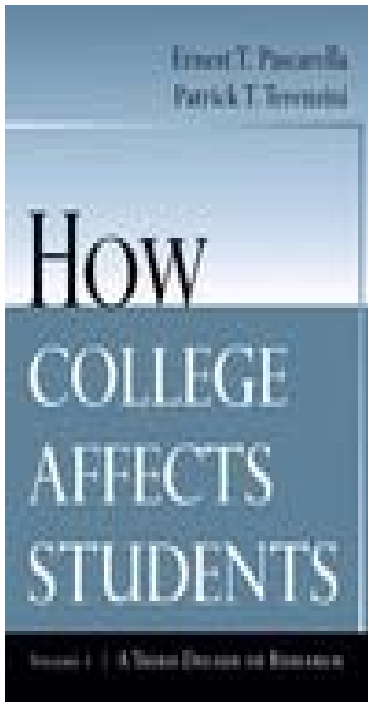
## Least Cited

- Addiction (2%)
- Financial aid not renewed (2%)
- Job vs. studies (2%)
- Moved (1%)
- Afraid for safety (1%)

# **Student Success in College: Creating Institutional Conditions that Matter**

**Elizabeth J. Whitt  
SST, February 2007**

# What *Really* Matters for College Student Success: Student Engagement



*The greatest impact [of college] appears to stem from students' total level of campus engagement, particularly when academic, interpersonal, and extracurricular involvements are mutually reinforcing... Therefore, 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. 647

# What *Really* Matters for College Student Success: Student Engagement

Engagement has 2 components:

- The quality of students' time and effort and
- The institution's allocation of resources and organization of learning opportunities and services to engage students in educationally purposeful activities.

Therefore, what matters most is what students do, not who they are.

# What Matters for Student Success

- Effective Educational Practices
  - Academic Challenge
  - Active and Collaborative Learning
  - Student-Faculty Interaction
  - Enriching Educational Experiences
  - Supportive Campus Environments

(c.f., Chickering & Gamson, 1987; Kuh et al., 2005; Pascarella & Terenzini, 2005)

# Project DEEP

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



# DEEP Guiding Questions:

- ❖ What do 'high-performing' colleges and universities do to promote student success?
- ❖ What campus features -- policies, programs, and practices – are related to higher-than-predicted graduation rates and student engagement?

# 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

Consider: Region and institutional type, special mission

# Project DEEP Schools

## Doctoral Extensive

University of Kansas  
University of Michigan

## Doctoral Intensive

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

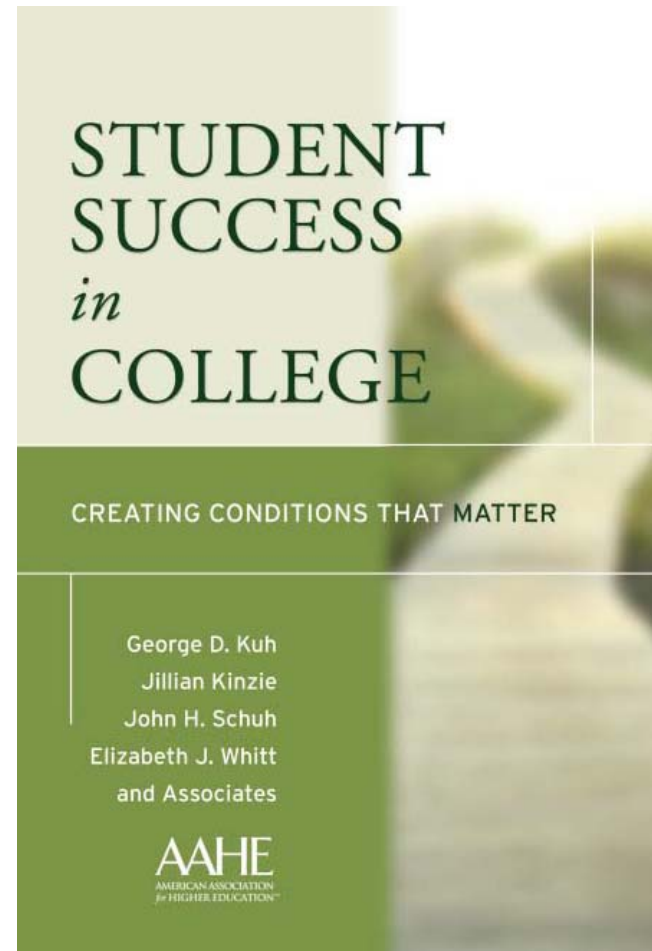
# DEEP Research Approach

## Qualitative Research Methods:

- 24 researchers: faculty, administrators, grad students
- 2 multiple-day site visits to each institution by teams of 3-6 researchers.
- Data collection: observations, document analysis, interviews
  - ✓ 2,700+ people, 60 classes, 30 events
- Data analysis: within and across sites

# What We Learned from Project DEEP

Jossey-Bass  
2005



# Points to Ponder

- ? Which of these practices does UI offer? What proportion of UI undergraduate students engages in and benefits from them? Is that enough?
- ? What are the outcomes of these practices for UI students? How do you know?
- ? Which of these practices are transferable and adaptable to UI? Which are not, and why?

# Six Shared Conditions

- 1. “Living” Mission and “Lived” Educational Philosophy**
- 2. Unshakeable Focus on Student Learning**
- 3. Clearly Marked Pathways to Student Success**
- 4. Improvement-Oriented Ethos**
- 5. Environments Adapted for Educational Enrichment**
- 6. Shared Responsibility for Educational Quality**

# Lessons from Project DEEP

## 1. Living Mission and “Lived” Educational Philosophy

- A clear mission, widely understood and endorsed.
- A web of complementary policies and practices tailored to the school’s mission and students’ needs and abilities.
- Institutional values really do guide important policy and operation decisions, from admissions to orientation to graduation requirements.

# “Living” Mission

3 short stories:

- Fayetteville State University
- University of Michigan
- California State University, Monterey Bay

One theme: We know our educational mission, we know our students, and we have brought our resources to bear in a coherent fashion to foster success for those students.

# Lessons from Project DEEP

## 2. Unshakeable Focus on Student Learning

- Students are our business
- Teaching for learning
- High expectations and high standards
  - “Work with the students we have”

# Focus on Student Learning

“Sea change” at KU to emphasize undergraduate instruction: “We’re all in this together”

- Awards and rewards for good teaching
- Faculty in each academic unit serve as “Faculty Ambassadors” to the Center for Teaching Excellence; CTE ‘fall teaching summit.’
- Course enrollments kept low in many undergraduate courses; 80% have 30 or fewer students; 93% 50 or fewer students.

# Lessons from Project DEEP

## **3. Clearly Marked Pathways to Student Success**

- Acculturation
- Alignment

# Clear Pathways

Miami's First Year Experience (FYE) Committee designed a way to bring more coherence to the first-year by linking: (1) Miami Plan Foundation courses; (2) first-year seminars; (3) community living options that emphasize leadership and service; and (4) cultural, intellectual, and arts events.

# Clear Pathways

Among the explicit goals for MU students are:  
“Invest considerable time in your own and your peers’ academic learning. [Ask yourself] ‘Why did I come to college? Am I devoting enough time to my studies?’ Identify your educational goals and make purposeful choices about your major, courses and extracurricular experiences to advance those goals.”

# Clear Pathways

- ❖ Among the explicit goals for MU faculty are:  
“Set high expectations for learning in your courses. Partner with others on campus to deepen students’ learning.”
- ❖ Goals for student affairs staff include “Assist students in focusing on their educational objectives and devoting time to their studies.”

# Clear Pathways

All DEEP institutions have some form of “early warning system” consistent with student and institutional characteristics, and composed of multiple and integrated safety nets involving faculty and staff.

# Lessons from Project DEEP

## 4. Improvement-oriented ethos

- “Positive restlessness”
- Investments in student success
- Decision-making informed by data
- “We know who we are and to what we aspire.”

# Improvement-Oriented Ethos

- ✓ Miami
- ✓ Michigan
- ✓ Macalester
- ✓ Kansas

What can you tell us about how to improve?

# Lessons from Project DEEP

## 5. Environments Adapted for Educational Advantage

- DEEP schools make, wherever they are “a good place for a college!”
- Connect to the local community in mutually beneficial, educationally purposeful ways.
- “Human scale” structures and facilities
- Psychological size fosters engagement with peers, faculty and staff.

# Environments for Educational Advantage

Ursinus College's Common Intellectual Experience (CIE) is a two-semester course for all first-year students. First-year students are housed with their CIE peers and some CIE classes meet in the dorms. Common readings and the "Uncommon Hour" give students a shared intellectual experience outside the classroom -- and in the residence hall -- that complements class activities. Advising is done by "teams"

# Environments for Educational Advantage

University of Michigan has sought to reduce its psychological size through extensive development of living-learning centers, the residential college, and academic-related residential programs. Most touch a relatively small number of students but, collectively, they serve thousands of UM undergraduates.

# Lessons from Project DEEP

- **6. Shared responsibility for educational quality**
- Supportive educators are everywhere
- Student and academic affairs collaboration
- Student ownership
- A caring, supportive community

# Shared Responsibility

- Wheaton: Each First-Year Seminar includes a faculty member, a student affairs staff member, a librarian and 2 student preceptors.
- George Mason: Comprehensive program of advising integrating advising center staff, faculty, career center, orientation, librarians, and others.

# Shared Responsibility

All University of Kansas committees must have 20% student representation, including search and screen committees. A student is the the 'Vice-Chair' of every committee and serves as chair in the absence of the faculty chairperson.

# Shared Responsibility

At Alverno, student affairs staff members described themselves as “partners in learning in developing a community of learners” and have identified desired cocurricular outcomes that complement the College’s Eight Ability outcomes. A staff member noted, “We see ourselves as an extension of the classroom.”

# Creating Conditions that Matter

## **First and Foremost, Focus Everyone's Attention On Student Success**

- ✓ Know your institution and know your students
- ✓ Make student success everyone's business
  - Mission matters
  - So does institutional leadership

# Creating Conditions that Matter

## **Specify The Path To Student Success**

- ✓ Draw an accurate map; ‘distribute’ it widely and follow it consistently
- ✓ Implement a comprehensive network of early warning systems and safety nets
- ✓ If something works, consider requiring it

# Creating Conditions that Matter

## Use Data to Inform Decisions

- ✓ Conduct ongoing outcomes assessment and use the results.
- ✓ Do more of what you know works for student success; do less of what you know doesn't [or can't demonstrate does
- ✓ Review and revise time commitments and priorities

# Creating Conditions that Matter

## **Put Money Where It Will Make A Difference In Student Engagement**

- ✓ Align the reward system with the institutional mission, values, and priorities
- ✓ Invest in student learning and activities that contribute to student success
- ✓ Invest in faculty and staff members who are doing the right things

# Creating Conditions that Matter

## **Create Spaces For Learning**

- ✓ Make every student residence a learning community
- ✓ Build and renovate spaces to reflect commitment to student engagement
- ✓ Recognize and exploit the educational advantages of your setting

# DEEP Reflections

- ? What do you find most interesting or surprising about the DEEP results?
- ? What conditions foster student success at UI? How do you know?
- ? What are we not doing that we should? What could we stop doing without negative consequences?
- ? What are the implications of the DEEP results for the Student Success Team?

# Research on Iowa Student Experiences

**Elizabeth J. Whitt**  
**October 19, 2006**  
**Student Success Team**

# RISE Research Questions

- What are the dimensions of undergraduate experiences and outcomes at UI? What matters for UI undergraduates?
- What outcomes do UI undergraduates achieve and how?
- How do UI undergraduates describe their experiences and the impact of college?
- In what ways, if any, do the experiences and outcomes of UI undergraduates differ from those desired by the university and/or described in its mission?

# RISE Research Methods

- Quantitative Methods :
- Qualitative Methods:

# RISE Research Methods

- Caveats:

# RISE Research Methods

- General Results

# RISE Results

- Senior Interviews:
  - “I stayed [at UI] because I got involved.”
    - ✓ But, in most cases, “I wasn’t involved my freshman year.”
  - “I stayed [at UI] because I had a great experience my freshman year.”
    - ✓ Key elements: “My floor,” “my friends on my floor,” “my dorm,” “someone encouraged me to get involved.”

# RISE Results

- First-Year Interviews:
  - Job 1: adjusting to college, learning to be a college student: “Time management is the big one.”
    - ✓ Key elements: “My floor,” “my roommate,” “my friends on my floor,” “my dorm,” and the floor environment.
  - “I have more free time than I expected,” “I have a lot of free time.”
  - Generally, “a typical day,” doesn’t include formal out-of-class experiences or other types of “formal” involvement

# RISE Results: Interviews

- Themes across both frosh and seniors:
  - Reasons for attending UI: Location, location, location
  - General satisfaction with UI and interactions with faculty, staff, and other students
  - Lack of academic challenge
  - Alcohol use: “A culture of drinking,” including excessive consumption and underage drinking.
  - “You’re on your own”

# RISE Results: Outcomes

- Survey results for first-year students and seniors
  - “Worked on a research project with a faculty member”: positive association with cumulative gpa, growth in general/liberal arts education, growth in career/ professional preparation, personal/ interpersonal growth, overall composite growth.

# RISE Results: Outcomes

- Survey results for first-year students and seniors
  - “Member of an honors program”: positive association with cumulative gpa, growth in general/liberal arts education.
  - “Tutored or taught other students”: positive association with cumulative gpa, personal/interpersonal growth

# RISE Results: Outcomes

- Survey results for first-year students and seniors
  - “Participated in a racial or cultural awareness workshop”: positive association with growth in general/liberal arts education, personal/interpersonal growth, overall composite growth.

# RISE Results: Outcomes

- RISE Survey Results for First-Year Students
  - “Participated in a living-learning community”: Significant positive relationship to cumulative grade point average.

# RISE Results: Use of Time

- RISE Survey Results for First-Year Students:
  - 17.5% participated in a living-learning community
  - 34.4% participated in an honors program
  - 8.8 % worked on a research project with a faculty member outside of class
  - 6.3% participated in a racial or cultural awareness workshop
  - 14.6% taught or tutored other students
  - 16.4% belonged to a fraternity or sorority

# RISE Results: Use of Time

- RISE Survey Results for First-Year Students:
  - 87.8% of first-year students were involved in 'extracurricular activities' 0-5 hours per week in the current semester (Spring '06).
  - 81% of first-year students worked 0 hours per week for pay on campus; 82.3% worked 0 hours for pay off campus.

# RISE Results: Use of Time

- RISE Survey Results for First-Year Students:
  - 62.2% of first-year students were involved in community service activities 0 hours per week in the current semester.
  - 34% of first-year students spent 0-10 hours per week preparing for class during the current semester; 0-15: 57%; 0-20: 79.3%; 10%: 0-5; 10%: 26-30>.

# RISE Results: Use of Time

- RISE Survey Results for Seniors:
  - 36.9% held a leadership position; 10% participated in leadership training
  - 49.3% participated in an honors program
  - 24.2% worked on a research project with a faculty member outside of class
  - 11.9% participated in a racial or cultural awareness workshop
  - 22% taught or tutored other students
  - 17.4% belonged to a fraternity or sorority

# RISE Results: Use of Time

- RISE Survey Results for Seniors:
  - 88% were involved in 'extracurricular activities' 0-5 hours per week in the current semester.
  - 62% worked 0 hours per week for pay on campus; 59% worked 0 hours for pay off campus.

# RISE Results: Use of Time

- RISE Survey Results for Seniors:
  - 53% were involved in community service activities 0 hours per week in the current semester.
  - 42% spent 0-10 hours per week preparing for class during the current semester; 0-15: 64%; 0-20: 84%; 0-5: 15%; 26-30+: 11%.

# RISE Results: Academic Engagement

- ▶ RISE Survey Results for First-Year Students:
  - Assigned books and readings read this academic year: 0-4 19.5%; 5-10 43.5%; 0-10 63%
  - Essay exams this academic year: 0-4 65.1%; 5-10 23.4%; 0-10 85.5%
  - Term papers and written reports this academic year: 0-4 28.3%; 5-10 47.4%; 0-10 76%

# RISE Results: Academic Engagement

- RISE Survey Results for Seniors:
  - Assigned books and readings read this academic year: 0-4 34%; 5-10 39.4%; 0-10 73%.
  - Essay exams this academic year: 0-4 68%; 5-10 21.4%; 0-10 83%.
  - Term papers and written reports this academic year: 0-4 50%; 5-10 30.3%; 0-10 80%.

# RISE Results: 1<sup>st</sup>- to 2<sup>nd</sup>-Year Retention

- Variables predicting return of 1<sup>st</sup>-year students for a 2<sup>nd</sup> year at UI (w/controls for ACT, UI gpa, work, race, sex, residence, financial aid, parents' education, other experiences):
  - ✓ Participation in 1<sup>st</sup>-year living-learning program (note: 17.5% of sample)
  - ✓ Perceptions of overall quality of teaching received (i.e., clarity and organization)

# RISE Research Methods

- Results regarding binge drinking

# RISE Results: Binge Drinking

- First-year students report substantial increase (21.6 percentile points) in binge drinking behavior between high school and first year at Iowa.
- No statistically significant difference in binge drinking behavior between first-year students and seniors.

# RISE Results: Binge Drinking

- Binge Drinking
  - 25.4 % of first-year students said they had 5 or more drinks in one sitting 3 to 5 times in a typical 2-week period in college.
  - 10.5% of first-year students said they had 5 or more drinks in one sitting 6 or more times in a typical 2-week period in college.
  - **So: 36% first-year students reported 5 or more drinks in one setting 3 to 6+ times in a typical 2-week period in college.**

# RISE Results: Binge Drinking

- Binge Drinking
  - 29.2 % of seniors said they had 5 or more drinks in one sitting 3 to 5 times in a typical 2-week period in college.
  - 13.5% of seniors said they had 5 or more drinks in one sitting 6 or more times in a typical 2-week period in college.
  - So: **43% of seniors reported 5 or more drinks in one sitting 3-6+ times in a typical 2-week period in college.**

# RISE Results: Binge Drinking

- Experiences enhancing (+) binge drinking for 1<sup>st</sup>-year students (w/controls: ACT, high school gpa, high school binge drinking, sex, race, financial aid, residence, parents' education, academic major):
  - Belonged to fraternity/sorority (+)
  - Participated in intramural sports (+)

# RISE Results: Binge Drinking

- Experiences inhibiting (-) binge drinking for 1st-year students (w/controls):
  - Living/Learning community (-)
  - Honors program (-)
  - Racial/Cultural awareness workshop (-)

# RISE Results: Binge Drinking

- Experiences enhancing (+) binge drinking for seniors (w/controls: ACT, high school gpa, high school binge drinking, sex, race, financial aid, residence, parents' education, academic major):
  - Belonged to fraternity/sorority (+)
  - Participated in intramural sports (+)

# RISE Results: Binge Drinking

- Experiences inhibiting (-) binge drinking for seniors (w/controls):
  - Peer Educator (-)
  - Honors program (-)
  - Racial/Cultural awareness workshop (-)
  - Tutored/Taught other students (-)

# RISE Results: Binge Drinking

- In the presence of all statistical controls, binge drinking had no significant relationship to any of the outcome measures except cumulative grade point average:
  - We found a clear inverse relationship between frequency of binge drinking and grades for both first-year students and seniors.

# RISE Results: Binge Drinking

- Significant Net Negative Effects of Binge Drinking Frequency on Cumulative Grades for 1<sup>st</sup>-year students:

	Men	Women
– 1 v. 0		
– 2 v. 0		-.142
– 3-5 v. 0		-.149
– 6> v. 0	-.262	-.318

# RISE Results: Binge Drinking

- Significant Net Negative Effects of Binge Drinking Frequency on Cumulative Grades for Seniors:

	Men	Women
– 1 v. 0		-.116
– 2 v. 0		-.120
– 3-5 v. 0		-.181
– 6> v. 0	-.169	-.199

# RISE Results: Binge Drinking

- Binge Drinking
  - Binge drinking had a significant negative association with grade point average for first-year students (and for seniors, but more negative for frosh); more bingeing, more negative relationship (with controls for high school GPA, ACT scores, etc.).
  - These effects were particularly negative for women.

# RISE Results: General Preliminary Conclusions

- First-year – Senior Differences
- Engagement in Educationally-Purposeful Activities
- “A culture of alcohol”

# Resources

Kuh, G.D., Kinzie, J.I., Schuh, J.H., Whitt, E.J. & Associates (2005). *Student success in college: Creating conditions that matter*. San Francisco: Jossey-Bass.

Kuh, G.D., Kinzie, J.I., Schuh, J.H., & Whitt, E.J. (2005). *Assessing conditions to enhance educational effectiveness: The inventory for student engagement and success*. San Francisco: Jossey-Bass.

Pascarella, E.T., & Terenzini, P.T. (2005). *How college affects students, volume two: A third decade of research*. San Francisco: Jossey-Bass.

Pascarella, E.T., Whitt, E.J. & Associates (2006). *Research on Iowa student experiences (RISE): Report to the Office of the Provost*. Iowa City, IA: Center for Research on Undergraduate Education, The University of Iowa.

DEEP Policy and Practice Briefs:

<http://webdb.iu.edu/Nsse/?view=deep/briefs>

- ▶ Recommendations for campus leaders, faculty, student affairs, advisors, student leaders, department chairs, new faculty, accreditation teams, business leaders.
- ▶ About creating conditions so all students can learn, collaborating to create educational effectiveness, using resources effectively.