Leading Assessment and Improvement for Student Success

SACSCOC Institute on Quality Enhancement & Accreditation
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21st Century: Turning Point for Higher Education

Need students to have high quality educational experiences— and be better prepared for 21st century workforce.
Attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace.

Employability
Career Readiness
College, Employer Disconnect?

Colleges
Our institution is very or somewhat effective in preparing students for the world of work.
99% agree

Employers
Higher education institutions in this country are graduating students with the skills and competencies my business needs.
11% strongly agree

All Americans
Higher education institutions in this country are graduating students with the skills and competencies employers need.
13% agree

Strada Education Network and Gallup Survey
A Call to Reform Undergraduate Education

Assure students *have* high-quality learning experiences

Make a “systemic commitment” to improve college teaching

Use data to enable institution-specific insights through nuanced analyses and effective student interventions

American Academy of Arts & Sciences Report, 2017
Endorsed Principles for Principles for Effective Assessment of Student Achievement (2013)

Higher Education Associations:
- AACC, AASCU, ACE, AAU, APLU, NAICU
- MSCHE, NEASC-CIHE, NSA, HLC, NWCCU, SACS, WASC-SSIC, WASC-ACSCU

Regional Accrediting Commissions:

All institutions should be expected to provide evidence of success in three domains:

- Evidence of Student Learning Experience
- Evaluation of Student Academic Performance
- Post-Graduation Outcomes

www.learningoutcomeassessment.org/documents/endorsedassessmentprinciples_sup.pdf
All institutions provide evidence of success in three domains:

- Evidence of Student Learning Experience
- Evaluation of Student Academic Performance
- Post-Graduation Outcomes
How Do We Foster High Quality Learning so More Students Succeed?
Our Focus Today:

- Explore What we Know about Student Success
- Introduce student success framework
- Leading assessment for student success
- Make Learning outcomes explicit
Student Success Defined

Increased numbers of diverse student groups participating in high-quality educational experiences, earning high-quality credentials.
We Know A lot About Student Success

Theoretical Roots

Psychology
Sociology
Economics
Organizational Development

Student success
Student Success Scholars:
Astin (1984, 1993)
Braxton (2000)
Pascarella & Terenzini (1991, 2005)
Tinto (1975, 1993, 2005)
Upcraft, Gardner & Barefoot (2005)
Mayhew, Rockenbush, Bowman, Seifert & Wolniak (2017)
Viti (2009)
To Make Greater Strides to Improve Student Success

1. Re-examine assumptions about student success
Student Success: More Stakeholders, More Views

Engagement in High-Quality Experiences Matters

Everyone must be committed to student success principles

No Grad Rate Gaps

Address student success holistically

More Support for Underserved Students

Student success

Success begins before students enter college

Institutions are responsible for helping students succeed
Assumptions about Student Success

What’s the new culture of leadership for student success?

“College-Ready Students”

“Student-Ready Colleges”
What's the new culture of leadership for student success? **BLUE or RED?**

“Student-Ready Colleges”
Partnerships for Student Success

Is the Campus Pulling in the Same Direction for Student Success?

✓ Collaborating on intentionally designed, courses, student leadership, peer education, co-curricular activities... educational experiences that matter to learning

✓ Aligning activities with the institutional mission, specific outcomes, and assessing for effectiveness

✓ Partnering to act on student engagement and learning outcomes assessment results

✓ Fostering engagement for all students
To Make Greater Strides to Improve Student Success

2. Sharpen use of evidence-based practice
Data and Predictive Analytics

Use data to enable institution-specific insights and to deliver effective student interventions
The dashboard compares NSSE advising module findings in 2014 and 2017. The advising module examines students’ experiences with academic advising, including frequency, accessibility, and types of information provided. It also asks students to identify their primary source of advice. The dashboard also displays a question on the core survey (QAdvisor) about the quality of students’ interactions with academic advisors.

**Race/Ethnicity**

**Gender**

**Residential College**

**Pell**

**First Generation**

### 2014

**Question:** Quality of interactions with academic advisors

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<thead>
<tr>
<th>Responses</th>
<th>Freshman (1st year)</th>
<th>Senior (4th year)</th>
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<tbody>
<tr>
<td>1 Poor</td>
<td>4%</td>
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<td>7 Excellent</td>
<td>25%</td>
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### 2017

**Question:**

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**Student Class:** Senior (4th year)

**Responses:** 4

**% of Total Respondents:** 12%
Your Analytic System

• Is it connecting students to supports?
• Are students/educators using it?
Pathways to Student Success
1. Clarify paths to student end goals
2. Help students choose & enter a pathway
3. Help students stay on path
4. Ensure students are learning
Gateway Course Redesign:

“Nothing I’m doing here is in line with how learning works”
Kelly Hogan, Bio. professor UNC Chapel Hill

Revised instructional practice...
- Start each class with a question, then T-P-S
- Quizzes, challenge games
10 ways to promote student success in your classroom

Here are 10 simple ways that you can start promoting student success in YOUR classroom.

1. Show a genuine interest in your students – Learn their names and how to pronounce them
2. Create an inclusive learning community – Incorporate a statement in your syllabus that sets a tone for respect. Here are several examples: Syllabus Statements
3. Incorporate active learning activities in your class. Consider pairing activities such as “think, pair, share”. Students learn from each other.
4. Clearly communicate what the students will learn from your course (student learning outcomes)
5. Make sure assignments, tests, projects,... are meaningful and directly linked to the course student learning outcomes
6. Provide opportunities for students to receive feedback on their performance early in the course. This can be done with assignments, clicker questions, online quizzes, ...
7. Encourage students to be a support for each other – ex: have them exchange contact info with those they sit near
8. Be accessible outside the classroom (by appointment, during office hours, virtual office hours, come early and also hang around after class).
9. Direct students to campus resources such as the Office of Academic Enrichment, Center for Counseling & Student Development, Writing Center or Math tutoring. Help them before they are truly struggling.
10. Use the UD online syllabus template to help communicate all of the above!
Engaged learning is a gateway to the desired outcomes of college

Students who engage more frequently in educationally purposeful activities both in and outside the classroom get better grades, are more satisfied, and are more likely to persist and graduate.
Student-Faculty Interaction

Whether its working on a research project with a faculty member, or discussing ideas after class...

For most students, most of the time, the more interaction with faculty the better.

Lundberg, Kim, Andrade & Bahner (2018). High Expectations, Strong Support: Faculty Behaviors Predicting Latina/o Community College Student Learning, JCSD
Power of Peers and Collaborative Learning

Students can learn a lot from working in groups, but the learning potential of collaboration is underused in practice.

Johnson DW, Johnson RT, & Smith K. (2007); Dunbar, Dingel, Dame, Winchip & Petzold (2018); Espey (2017)
High-Impact Practices

- First-Year Seminars and Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity/Global Learning
- Service Learning, Community-Based Learning
- Internships
- Capstone Courses/Projects
- E-portfolios
Impact of HIPs is Greatest for Historically Underserved Students
Public Universities: High-Impact Practices (HIPs) & First-Gen Status (Seniors)

- **Capstone**
  - Non FG: 47%
  - First Gen: 40%

- **Study Abroad**
  - Non FG: 16%
  - First Gen: 8%

- **Research with faculty**
  - Non FG: 27%
  - First Gen: 19%

- **Internships**
  - Non FG: 54%
  - First Gen: 44%

- **Service-Learning**
  - Non FG: 57%
  - First Gen: 61%
Do I have what it takes?

Do I really belong here?

Belonging
To Make Greater Strides to Improve Student Success

3. Implement an integrated student success framework
Integrated Student Success Framework

Not enough to have an array of evidence-based practices

Practices must be integrated, connected in a framework to reach the goal
Reframing Student Success in College
Kinzie & Kuh (2017)
Change magazine
Institutional Efforts Must be Aligned with the 5 Drivers for Student Success
Development of a comprehensive, integrated approach to student success.

Implementation of literature-informed, empirically-based approaches

Enactment of cultural system of student success

Application of clear pathways for student learning & success

Enactment of a student success mindset

BIG GOAL: Increased student success
Development of a comprehensive, integrated approach to student success. An integrated approach requires the identification and elimination of scattershot, isolated, or boutique programs for student success and bringing together stakeholders and efforts to ensure collaboration, and where necessary, special programs for underserved students.
Implementation of literature-informed, empirically-based approaches to student enrollment, transition, persistence, and student learning & success, and assessment of outcomes to ensure quality and effectiveness.
BIG GOAL: Increased student success

Enactment of cultural system of student success between postsecondary institutions & P-16 partners and among all units and departments and stakeholders (trustees, governing board, state legislatures) across the institution.
Application of clear pathways for student learning & success that guide students to completion and is monitored with real time data systems that identify when a student is off track.
Enactment of a student success mindset that employs an asset-based narrative for students and institutional belief in talent development.

BIG GOAL: Increased student success
BIG GOAL: Increased student success

1. Development of a comprehensive, integrated approach to student success.
2. Implementation of literature-informed, empirically-based approaches.
3. Enactment of cultural system of student success.
5. Enactment of a student success mindset.
Examples of Institutional Practices that Exemplify Drivers to Increase Student Success

1. Cleveland State University: interconnected policies including multi-term registration; guaranteed placement of community college degree-holders into desired program; “last dollar” scholarships.

2. University of Maryland: redesign of gateway courses to increase faculty capacity to employ active learning approaches.

3. Creation of food pantries

4. Meta-majors with career planning, educational pathway enhancements
Student Success Driver Mantra

We are doing these things because they exemplify the 5 drivers for student success
Student Success Initiatives are evidence-based and assessed.
All institutions provide evidence of success in three domains:

- Evidence of Student Learning Experience
- Evaluation of Student Academic Performance
- Post-Graduation Outcomes

Leading Assessment for Improvement & Student Success
In the last decade, assessment has...

- Increased
- Expanded
- Evolved
4 Shifts in Assessment Practice

FROM

- Compliance & Accountability
- Faculty Involvement
- Selecting Assessment Technology
- Keep it to Ourselves

TO

- Improvement
- Faculty Support
- Integrating Assessment Technology
- Tell Our Story
When you think about your assessment work....

- Has evidence-informed decision making resulted in higher quality learning?
- Have you seen improvements to student learning & success? And more equity?
- Does action taken actually lead to improvements in learning?

If we design our assessment systems with improvement in mind, we’ll be better positioned to gather evidence to that end.
Lead with Improvement... Accountability is free!

Peter T. Ewell is President Emeritus of the National Center for Higher Education Management Systems (NCHEMS), and Godfather of Assessment
Assessment & Faculty
What’s been the relationship between faculty and assessment?

Learning outcomes are an imposition

I know my students learn. I see it in their eyes

Need Buy-In

What do we want it to be?
From Faculty Involvement to Faculty Support

instead of faculty simply participating in assessment, support is needed to assist faculty in making sense of and using the results to improve.
Assessment & Faculty Support

- Greater reliance on Embedded Assessment – assignments, rubrics, classroom-based work
- Recognition of assessment support from Centers for Teaching & Learning
Shift from Selecting, To Integrating Assessment Technology

• Institutions have employed assessment technologies
• Still need help selecting the right software or system to *best meet institutional needs*
• But, the shift is to integrate
Related to Technology: Valuing Multiple Sources of Evidence from ALL places learning happens

Quantitative & Qualitative; Direct & Indirect; Pre-Post; curricular & co-curricular; student information systems; LMS, data analytics

my gains in becoming a better speaker, writer & leader is because of my involvement in organizations...

OBSERVATION RUBRIC SCORES

- my gains: 4.5
- observation score: 36
- 25
- 2
- 1
Institutions should be unafraid of telling their stories...they should take control of the narrative, and show how the institution is embracing these data, highlight lessons being learned and actions being taken campus-wide to improve student learning.

-- Provost, NILOA Report 2018
Story Telling Approaches:

Narrative construction – discuss “why” you do what you do/why you’re doing this

Evidence-based storytelling – evidence used to support claims or arguments to persuade
Specific, actionable learning outcomes statements

Concrete, clear proficiencies students are to achieve -- reference points for student performance

Dream Exercise

At the end of this program, we want and hope that our students will...
Anchored in the catholic tradition that affirms faith and builds character...

In all our programs, MCU ensures that students advance their communication, analysis and decision-making skills, while broadening their appreciation of multiple perspectives to learn from experience. These Institutional Student Learning Outcomes flow from our commitment to Academic Excellence, Real World Learning and Character Formation.

Click each major to see student learning and achievement in action! www.marymountcalifornia.edu/student-achievement/achievement-careers-internships/
Assessment for Student Success communicates a complex picture of student learning that couples evidence of learning outcomes and student success data (persistence & grad rates) with data about educational quality.
Student Success Moonshot

We choose to improve student success! .... not because it is easy, but because it is hard; because that goal will serve to organize and measure the best of our energies and skills, because that challenge is one that we are willing to accept, one we are unwilling to postpone, and one we intend to win...