Supporting Students’ Success: Lessons Learned and New Directions

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Theoretical Frameworks

- Sociological Theories
- Psychosocial Theories
- Cognitive - Motivational Theories
- Student Development and Identity Theories
- Person - Environment Theories
  - $B = f(P + E + PE)$
  - Student Behavior or Success is a function of who students were before they entered college (Person) what happened to them after they enrolled (Environment) and the interaction of P and E.
Astin’s Input-Environment-Outcome (I-E-O) Model
# James Marcia’s Model of Identity Status

## Career/Major Exploration

<table>
<thead>
<tr>
<th>Commitment</th>
<th>No Crisis</th>
<th>Crisis</th>
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</thead>
<tbody>
<tr>
<td>No</td>
<td>Identity diffused</td>
<td>Moratorium</td>
</tr>
<tr>
<td>Yes</td>
<td>Foreclosed</td>
<td>Identity Achieved</td>
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Student Characteristics, Dispositions, and Attitudes

- Academic Preparation
- Knowledge, Skills, and Abilities
- Student Demographics
- Socioeconomic Level and Financial Resources
- Cognitive Motivation (self-efficacy, hope, understanding and commitment to goals)
- Support Systems
- Institutional Commitment
- Intentions
- External Commitments (family, friends, work)
Institutional Factors

• Academic Support
• Personal and Social Support
• Academic and Social Integration
• Engaging and Challenging Instructional Strategies
• Early Interventions and Early Warning Systems
• Financial Support and Scholarships
• Involvement in Co-curricular Activities
• Helping Students Build Knowledge, Skills, and Abilities
• Enhancing Sense of Belongingness and Commitment to IUPUI
• Helping Students Feel Sense of Purpose, Self-Efficacy, Hope, and Commitment to Goals
• Providing Major/Career Exploration and Development Opportunities
Risk Factors for IUPUI Students – Associated with Low Levels of Academic Achievement and Persistence

- Gender (Males).
- Being a First-Generation college student.
- Amount of time spent working off-campus for pay (over 20 hours per week).
- Institutional commitment (Intent to Transfer).
- Low levels of academic preparation (High school GPA is a strong predictor).
- Living off-campus.
- Not earning satisfactory academic performance in first-semester (earning below a 2.0).
- Reporting that she/he was not careful in completing high school assignments and did not complete the assignments on time.
- Not participating in early interventions or academic support programs.
- Offered a Pell Grant (proxy for low SES).
High Impact Practices

“When I am asked, what one thing we can do to enhance student engagement and increase student success? I now have an answer: make it possible for every student to participate in at least two high impact activities during his or her undergraduate program, one in the first year, and one taken later in relation to the major field. The obvious choices for incoming students are first-year seminars, learning communities, and service learning” (George Kuh, 2008)
National Survey of Student Engagement (NSSE)

• National survey that assesses the extent to which undergraduate students are involved in educational practices empirically linked to high levels of learning and development.

• Specifically designed to assess the extent to which students are engaged in empirically derived effective educational practices and what they gain from their college experiences.

• Random sample of first-year students and seniors.
NSSE Learning to Improve Study

• Analyzed multi-year NSSE results to identify colleges and universities that have shown a trend of improvement over four or more NSSE administrations on at least one of several measures.
IUPUI Improved on Five Measures – First Year Students

• **Active and Collaborative Learning**
  – How often students participate in class and collaborate with other students in solving problems or mastering difficult material.

• **Active Learning**
  – Students learn more when they are intensely involved in their education and are asked to think about and apply what they are learning in different settings.

• **Collaborative Learning**
  – Collaborating with others in solving problems or mastering difficult material prepares students to deal with the messy, unscripted problems they will encounter daily during and after college.

• **Supportive Campus Environment**
  – The extent to which students perceive the institution is committed to their success, and provides institutional support for academic success, and cultivates high quality student relationships with faculty and administrators, and peers.

• **Student-Faculty Interaction**
  – How often students interact with faculty members inside and outside the classroom.
Effective Programs and Interventions

- Summer Success Academy
- Summer Bridge
- Themed Learning Communities
- Summer Bridge – Themed Learning Communities
- Learning Communities (e.g., Math Linked)
- First-Year Seminars
- Academic Advising and Career Development
- Student Support Services
- SAAB and SAAS
- Personal Development Plans (PDPs)
2009 Themed Learning Community Impact on Fall Semester GPA: ANCOVA Results

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<th></th>
<th>N</th>
<th>Avg. Fall GPA</th>
<th>Avg. Adjusted Fall GPA</th>
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<tr>
<td>TLC</td>
<td>695</td>
<td>2.84</td>
<td>2.87</td>
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<tr>
<td>Non Participants</td>
<td>1403</td>
<td>2.81</td>
<td>2.79</td>
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<tr>
<td>Overall</td>
<td>2198</td>
<td>2.82</td>
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**Note 1**: Bolded items are marginally significantly different based on ANCOVA Results \(p = .06\). Covariates included the following: H.S. GPA, SAT score, First-Generation, and gender.

**Note 2**: Comparison group includes only students enrolled in First-Year Seminars. Students who were Administratively Withdrawn or Withdrew were excluded.
2008 National Survey of Student Engagement

Significant differences between TLC students (144) in comparison to IUPUI non-TLC students (375) and notably different compared to NSSE Peer Institutions group:

**Diversity**
- Included diverse perspectives in class discussions or writing assignments.
- Institutional emphasis on encouraging contact among students from different economic, social, and racial or ethnic backgrounds.
- Tried to better understand someone else's views by imagining how an issue looks from his or her perspective.
- Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values.

**Service & Out of Class Learning**
- Worked with classmates outside of class.
- Participated in a community-based project.
- Community service or volunteer work.

**Academic Challenge**
- Worked harder than thought they could to meet an instructor's standards or expectations.
- Made class presentations.
- Learned something that changed the way you understand an issue or concept.

**Interdisciplinary Learning**
- Put together ideas or concepts from different courses.
- Worked on a paper or project that required integrating ideas or information from various sources.

**Supportive Campus**
- Overall higher quality of relationships with other students.
- Overall higher quality of academic advising.
- More institutional emphasis on providing the support students need to help them thrive socially.
NSSE Benchmarks: TLC Students Higher than IUPUI Students and Peer Institutions

• Active and Collaborative Learning
• Enriching Academic Experiences
Why Effective?

- Promote Academic and Social Integration
- Promote Sense of Belongingness and Commitment to IUPUI
- Active and Engaging Pedagogies
- Foster Deep Learning
- Enhance Self-Awareness and Goal Commitment
- Provide Students with a Sense of Purpose
- Enhance Academic Self-Efficacy
- Enhance Career Decision Making Self-Efficacy
Students’ Voices: Summer Bridge

• Social Integration and Peer Interactions
  – “Meeting new people and forming friendships.”
  – “Making friends with other first years.”
  – “The friendships that help me throughout my four years.”

• Academic Integration
  – “I also found it helpful to learn where my classes are and how to navigate the campus.”
  – “I found the tour of campus most valuable because now that I know where my classes are, I’m not as stressed.”
  – “Learning about the campus and what to expect.”
  – “Just being able to see how the campus functions was very beneficial.”
  – “Getting more familiar with campus before classes start.”
  – “I found the introduction to the many opportunities available to me at IUPUI is very valuable.”
Students’ Voices: First-Year Seminars

• Meeting New People and Forming Friendships
  – “Learning about different varieties of people and making friends.”
  – “The friendships and connections I made were most valuable.”

• Faculty, Advisors, and Mentor Support / Interaction
  – “I found having all my teachers in one class convenient.”
  – “Most valuable were the professors and mentors because of all the great help they gave!”

• Understanding Campus Resources
  – “Learning about resources available on campus.”

• Major and Career Exploration
  – “Learning about my career goals.”
  – “Being able to explore different majors.”
  – “Learning about different majors and seeing some first-hand.”
Students’ Voices: TLCs

• College Transitions and Adjustment
  – “My TLC experience made it is for me to transition from high school to college. The TLC made me feel comfortable.”
  – “I became more at ease with the IUPUI campus. I feel better prepared for upcoming classes.”

• Making Connections and Forming Friendships
  – “Classes with friends made me want to go to class.”
  – “It allowed me to meet new friends and get involved.”
  – “got to meet people, was able to ask peers for homework help.”

• Integrative Learning Experiences
  – “Every class was connected so it helped with retaining the material.”
  – “TLC contributed to my learning because what you learned in one class you use in the others.”
Contributing to Learning: Deep Learning and Meta-Cognition

• “I believed it has improved my overall learning ability.”
• “It helped me think more effectively.”
• “It helped me learn more.”
• “Helped me develop more skills like analyzing and research.”
• “It contributed to my learning by making me think more in depth.”
Next Steps And Discussion

• How can we apply what we have learned in the first year to improve experiences and academic success for all students?
• Know that you are all implementing effective programs and strategies to assist students at all levels.
• What are those strategies?
• How can we organize them and provide structures of academic and social support?
• What can we learn from one another?
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