

The Pandemic Turning Point: Fostering a Student Engagement and Purpose Reset in Higher Education

Indiana Commission for Higher Education Faculty Leadership Conference 2023



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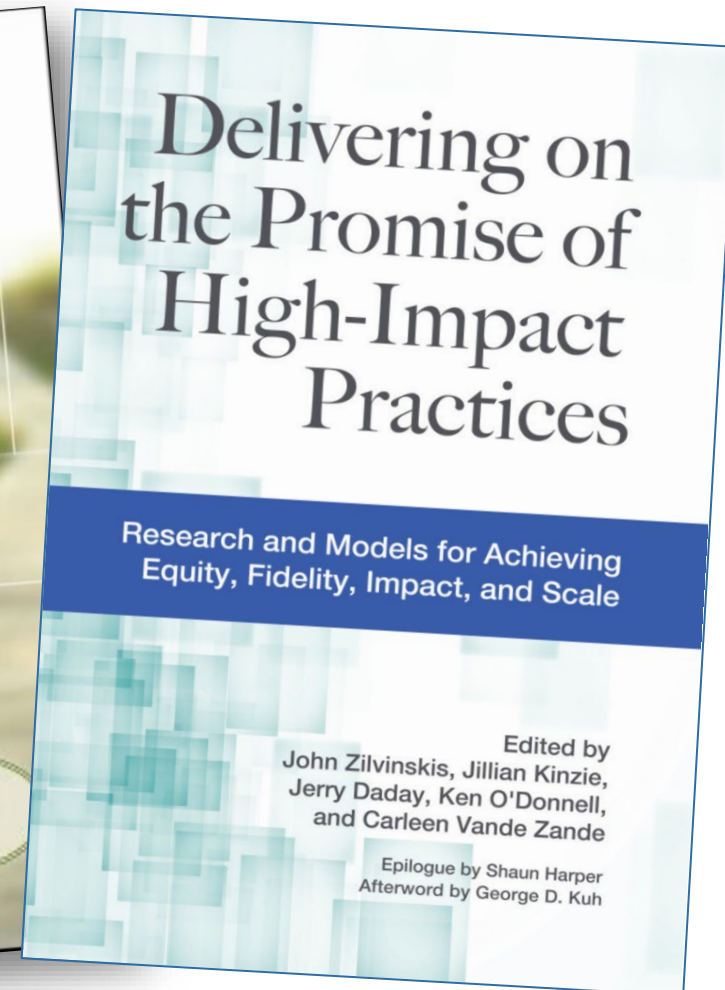
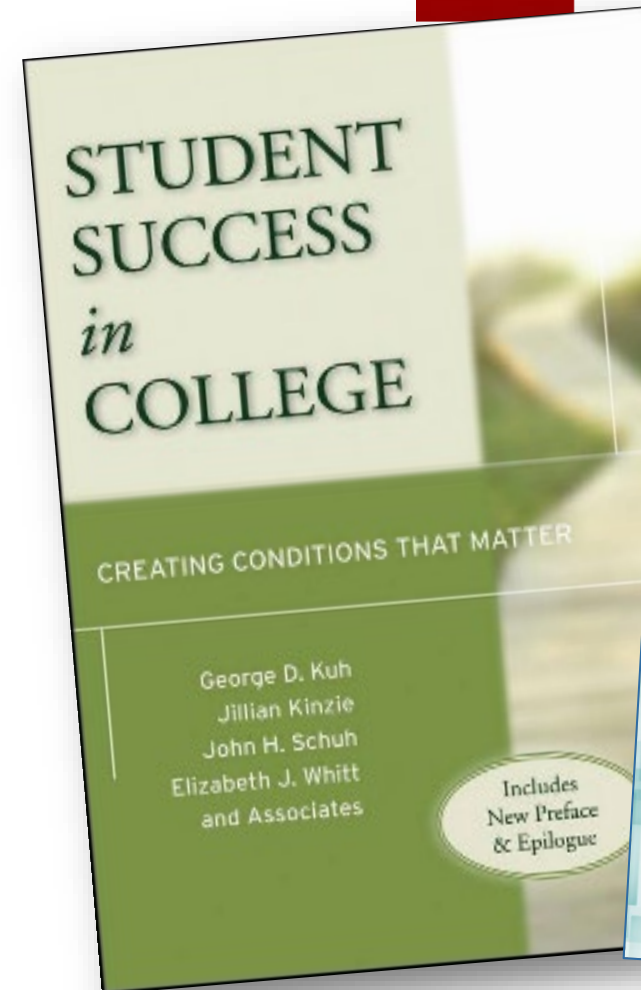
My points of view: Higher education scholar of student development & success, assessment practice, quality improvement, and teaching & learning



INDIANA UNIVERSITY BLOOMINGTON



20 Year Survey Project
6.4 million students @
1,700 4 yr. institutions



Why Are Students So Disengaged?

A new survey by Wiley finds that one-fourth of students said they would be more invested in their courses if they learned in a way that emulated their future careers.

By **Johanna Alonso** • Published February 13, 2023



Teaching in an Age of 'Militant Apathy'



The Society for College
and University Planning

How has the pandemic changed college
and university facility planning?

Nearly 50% plan to expand multicultural student spaces to make
campuses more inclusive and equitable.

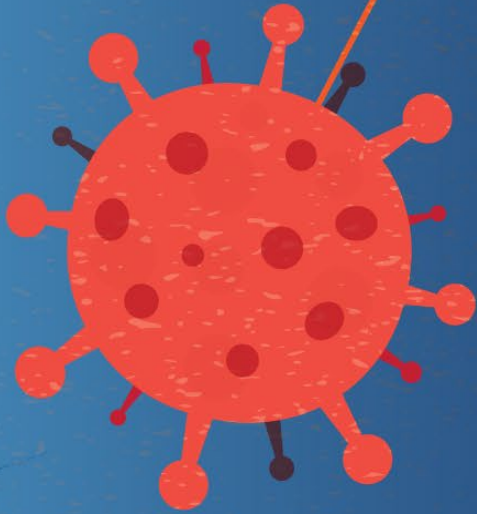
HyFlex Learning: Viable Beyond Emergencies?

The hybrid approach kept classroom learning accessible during the pandemic. Do the pros
outweigh the cons in "normal" times?

By **Doug Lederman** • Published February 22, 2023

INSIDE
HIGHER ED

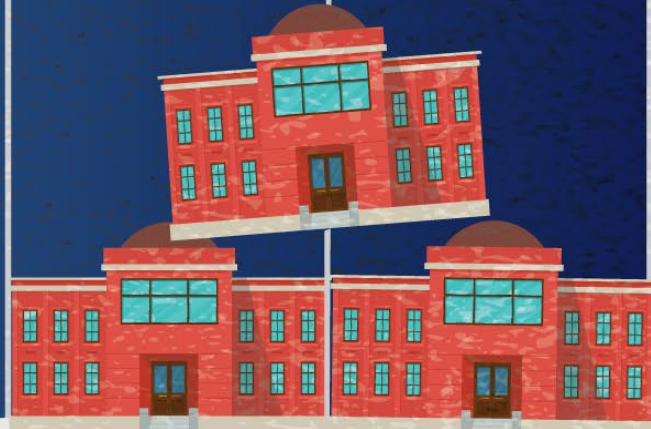
COVID upended higher education



2020

2021

2022



Enduring Impacts:

- Disconnection
- Unfocused students
- Elevated anxiety
- Mental health concerns
- “Disengagement”
- Gaps in social dimension of learning
- Lagging return to experiential learning



The Pandemic as a Reset Point: What Colleges & Universities Can Do

- Embrace Educational Flexibility
- Explicitly Address New Students Preparation Concerns & Expected Difficulty
- Emphasize Relationships
- Encourage Reflection on Purpose & Value
- Address Holistic Student Success



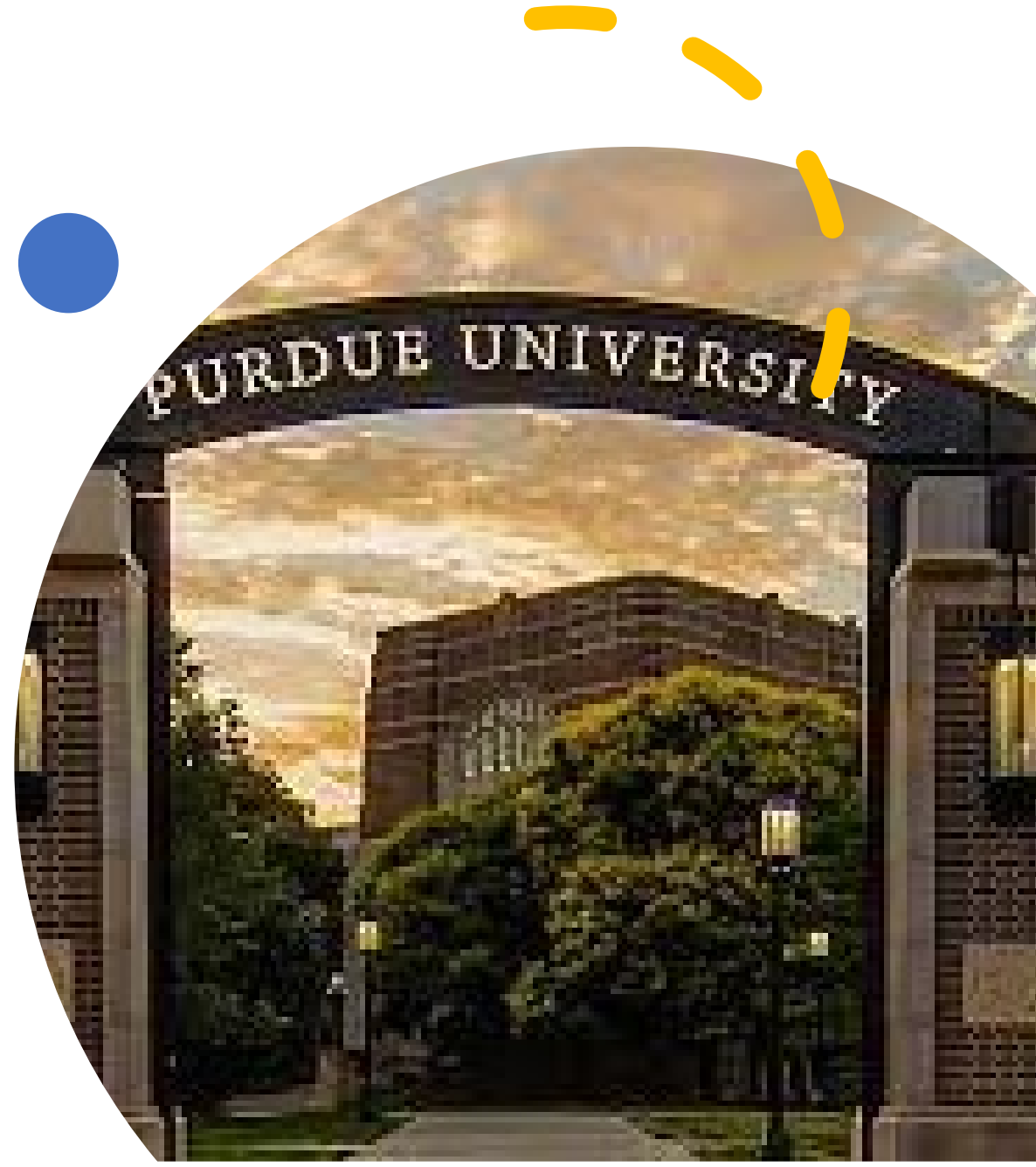
Rebuilding Inclusive Campuses Where All Students Flourish

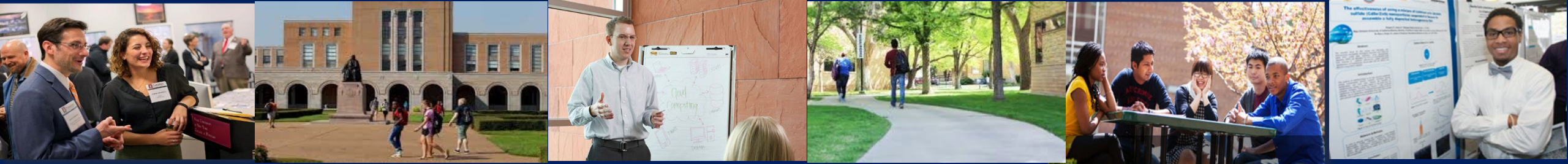
We can respond to the frame of *student disengagement* with annoyance, frustration, and blame, or learn from the pandemic and take steps to re-engage students in ways that support their path to success.

Reflection...

What are you doing in this reset moment?

What is your institution doing well in this regard?





**Call to create more inclusive,
holistic, integrated learning
environments
for equitable student
learning and success**




**The
Equity-
Excellence
Imperative**

*A 2030 Blueprint for
Undergraduate Education
at U.S. Research Universities*

The Boyer 2030 Commission
The Association for Undergraduate
Education at Research Universities (UERU)

- **How will we ensure that our students – all of them, without exception – are educated using evidence-informed pedagogies in intentionally inclusive and empathy-based environments?**
- **How can we render high-impact practices – hallmarks of excellence – accessible to all?**

Students need to be engaged in their learning...

- dedicating time & effort to educationally purposeful activities
- being active, collaborative learners
- interacting at substantive levels with peers & faculty
- participating in challenging experiential learning opportunities...undergraduate research, internships
- leading clubs & organizations
- developing rich relationships with peers, faculty & staff
- contributing to and benefiting from a supportive, inclusive environment



Student Engagement Rebounding in 2022

Released February 16, 2023!!



NSSE 2022 results show:

- increases in collaborative learning, discussions with diverse others, student-faculty interaction, perceptions of campus support,
- study abroad & internships, lower than pre-pandemic
- depressed engagement in campus activities, hours spent in co-curricular activities, perception of institutional emphasis to be social - up from 2021, but still slightly lower than in the past
- students fear lapses in academic prep, expect difficulty, worry about ineffective learning habits from relaxed circumstances
- mental exhaustion influencing engagement
- seniors regret missed opportunities, uncertain about value of degree, issues of mental health

Student Engagement Considerations

- Collaborative Learning
- Sense of Belonging
- Advising
- Course-based Career Experiences
- HIPs



1. Collaborative Learning

Peers are a potent influence on student success

During the current school year, about how often have you done the following? (*Response options: Very often, Often, Sometimes, Never*)

- 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



When instructors and institutions create environments where peers help each other learn, students become legitimate resources for support & cognitive growth.

Space for Collaboration



**Culture Centers:
Welcoming Spaces
That Engage & Unify
Students**

Research on the positive role of peers is strong

Yet, we've likely under-deployed peers as a positive influence

How might we make more of cohorted programs, peer teachers, peer mentors, peer-assisted learning, peer advisors, peer learning groups...

What more can you do to harness the power of peers for student learning & success?



2. Sense of Belonging

Do I belong here?
How can I fit?

The psychological feeling of belonging or connectedness to a social, spatial, cultural, professional, or other type of group or a community (Hurtado & Carter, 1997).

Whether or not students feel respected, valued, accepted, cared for, included, and that they matter, in the classroom, at college, or in their chosen career path (Strayhorn, 2012)



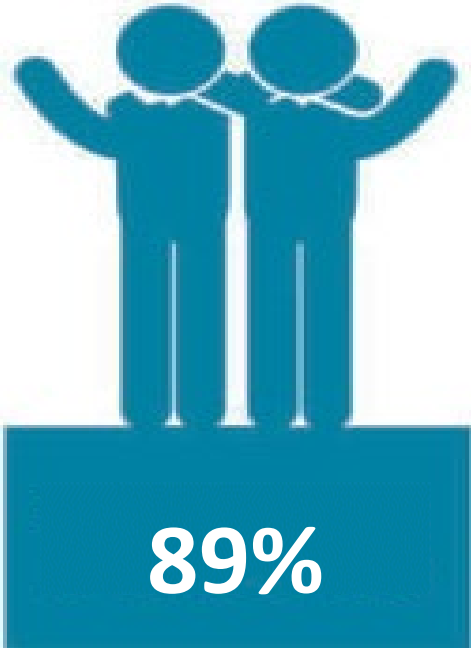
Why Sense of Belonging?

- **Sense of belonging influences student persistence**
- **Interventions can improve students' sense of belonging**

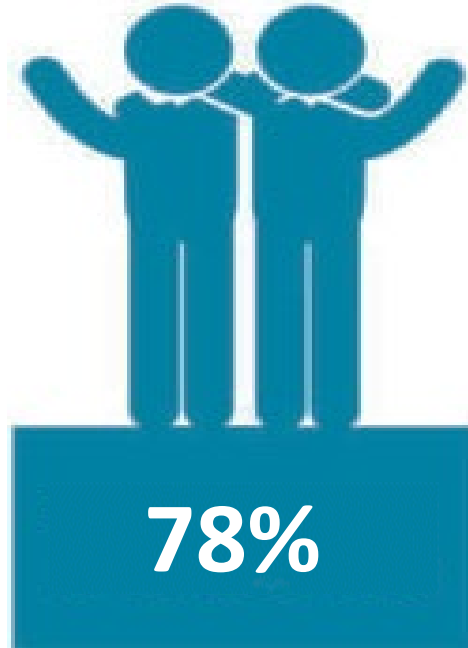




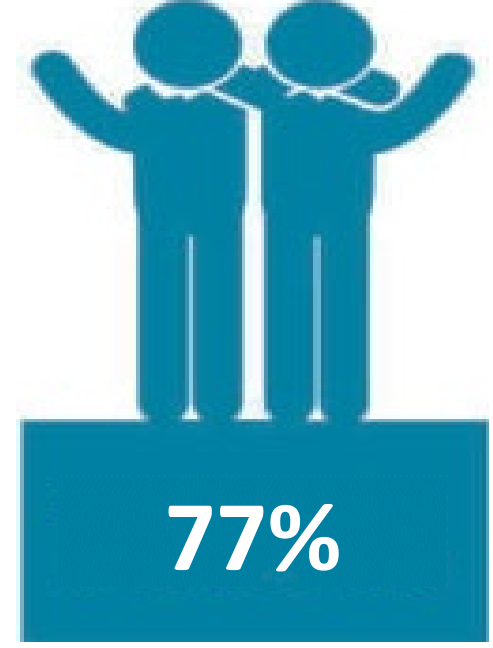
First-Year Student Sense of Belonging 2022



I feel **comfortable being myself** at this institution



I feel **valued** by this institution



I feel like **part of the community** at this institution

Consistent sense of belonging...but varies by social identities



Engagement Practices Associated with High Sense of Belonging: Black/African American FY Students



1. Emphasis on encouraging contact among students from different background
2. Excellent interaction with faculty
3. Emphasis on attending events that address important social, economic, political issues
4. Frequently included diverse perspectives in courses

What does this suggest for your course or program?



3. Academic Advising



- Advising is vital to student learning and persistence
- Need to make advising less transactional and more purposeful
- Strong emphasis on improving or “reimagining advising” (more holistic, integrated coaching, teaching, reflective...)



What do we know from NSSE:

Quality of Students Interaction with Advisors

True or False?

About 60% of First-Year Students overall rate the quality of their interactions with academic advisors as “very good or excellent”.

False. 53% FY & 48% SR

What percentage of FY students *should* rate it VG or Excellent?
(ranges: 43% - 68%; little variation by major, Educ highest at 60%)

Importance of Advising

- Through **relationship building and advocacy**, academic advisors help students feel welcomed and supported as they transition to college and progress toward graduation
- Traits possessed by advisors who develop positive relationships with students are: **active listening, empathy, and cultural sensitivity.**

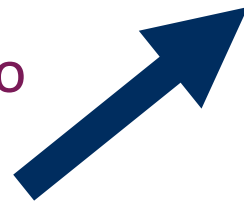




NSSE's Academic Advising Module

Module includes 35 items regarding:

- Frequency of student-advisor discussions regarding academic interests, course selections, or academic performance
- Student awareness of how to contact an advisor
- Quality of advising
- Frequency of student-advisor discussions regarding goals and future plans



**LRC
scale**

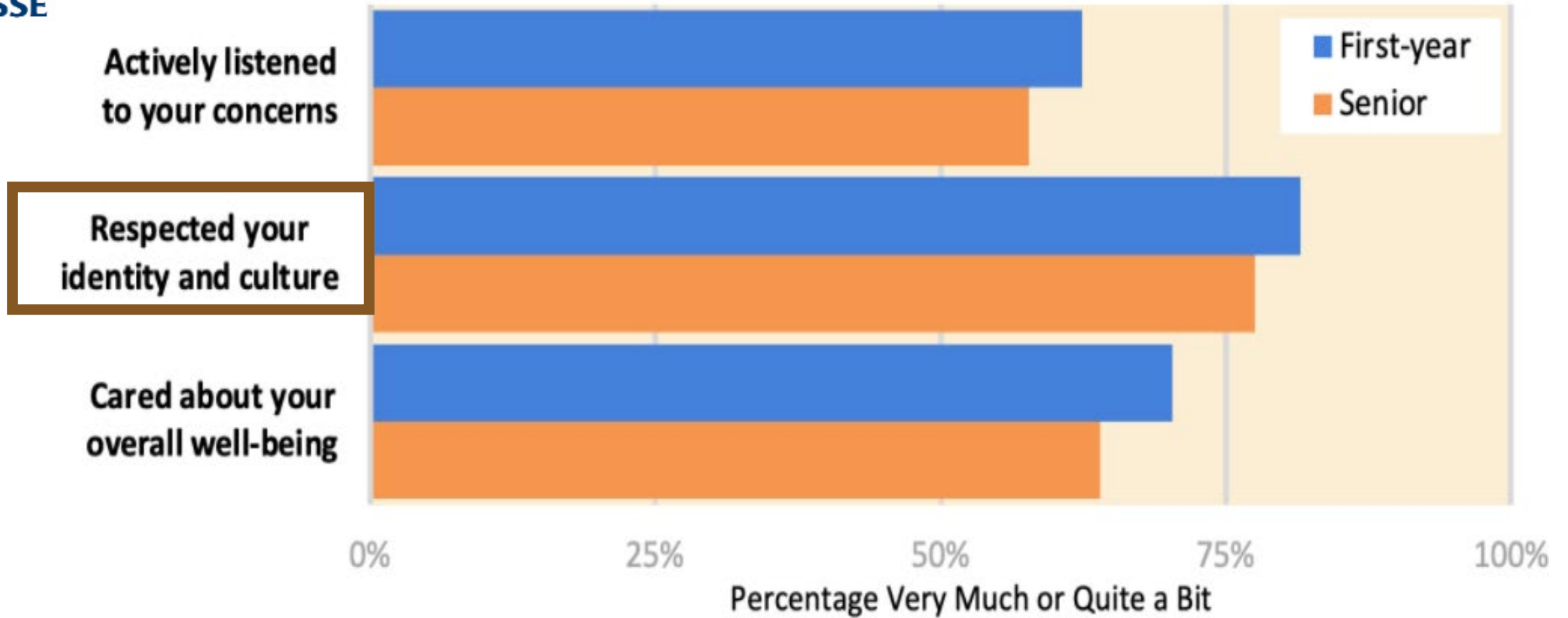
Thinking about academic advising, how much have people and resources at your institution done the following?

Response options: Very much, Quite a bit, Some, Very little, Not applicable

- a. Been available when needed
- b. Provided prompt and accurate information
- c. Provided information about learning support services (tutoring, writing center, success skills, etc.)
- d. Notified you of important policies and deadlines
- e. Reached out to you about your academic progress or performance
- f. Followed up with you regarding something they recommended
- g. Asked questions about your educational background and needs
- h. Actively listened to your concerns**
- i. Respected your identity and culture**
- j. Cared about your overall well-being**



NSSE's Listening, Respecting, Caring (LRC) Scale

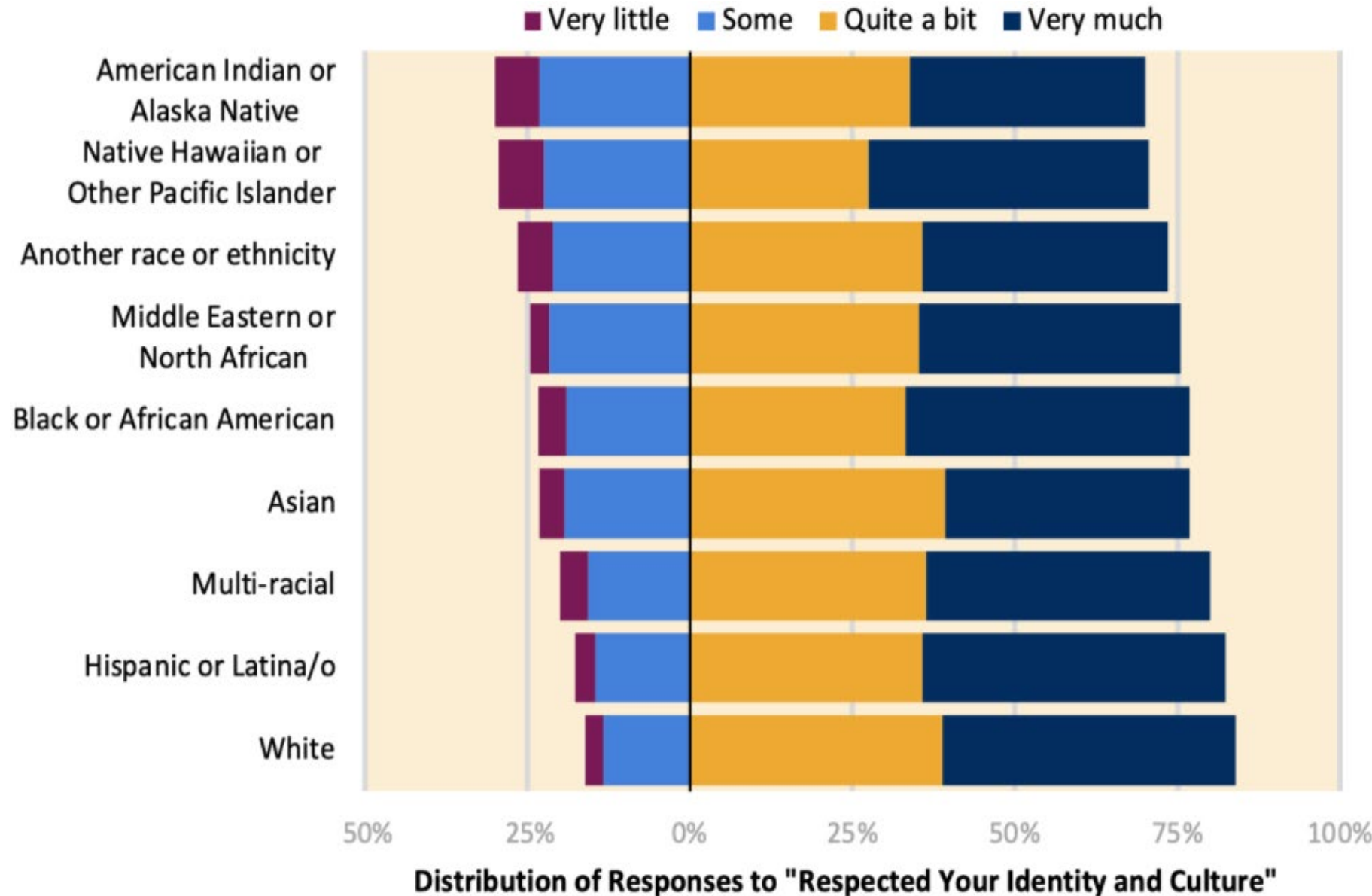


Most students feel listened to, respected, and care about . . .



Advising LRC by Racial/Ethnic Identity

To meet the needs of a diverse student body, look closely at the experiences of students by the items that comprise the LRC scale.



What do faculty think about their advising role?

Faculty Survey of Student Engagement (FSSE) Advising Module results

% Faculty Agreement

(strongly agree + agree)

- Feel comfortable in their role as an advisor **93%**
- Understands the advising needs of majority and minority student populations **79%**



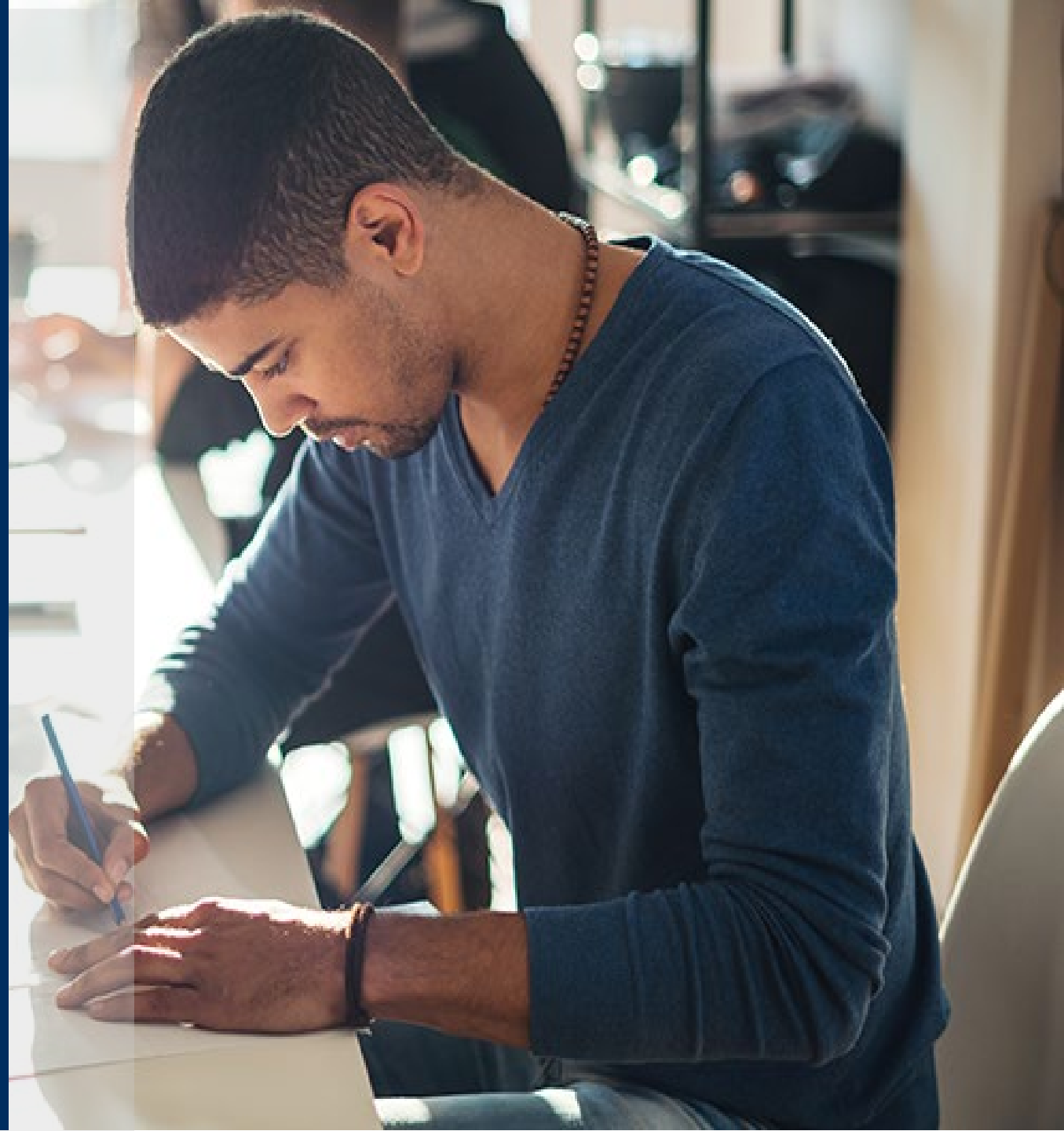
Implications of LRC & Advising

- **Structured prompts to inquire about students' goals, opportunities**
- **Longer appointment to allow discussion**
- **Sensitivity to student identity, inclusive approaches**
- **Comprehensive adviser assignments – professional academic advisor, a faculty mentor, and career coach**
- **Dedicated Student Success Centers housing advisors and learning support and enrichment services**



4. Preparation for Work & Career

Course-Based Career Experiences



Addressing the Career Education Gap

Employers and the public increasingly feel that universities are not doing enough to prepare students for the workforce

Provide students more practice in the context of the workplace by increasing course-based opportunities with a career emphasis

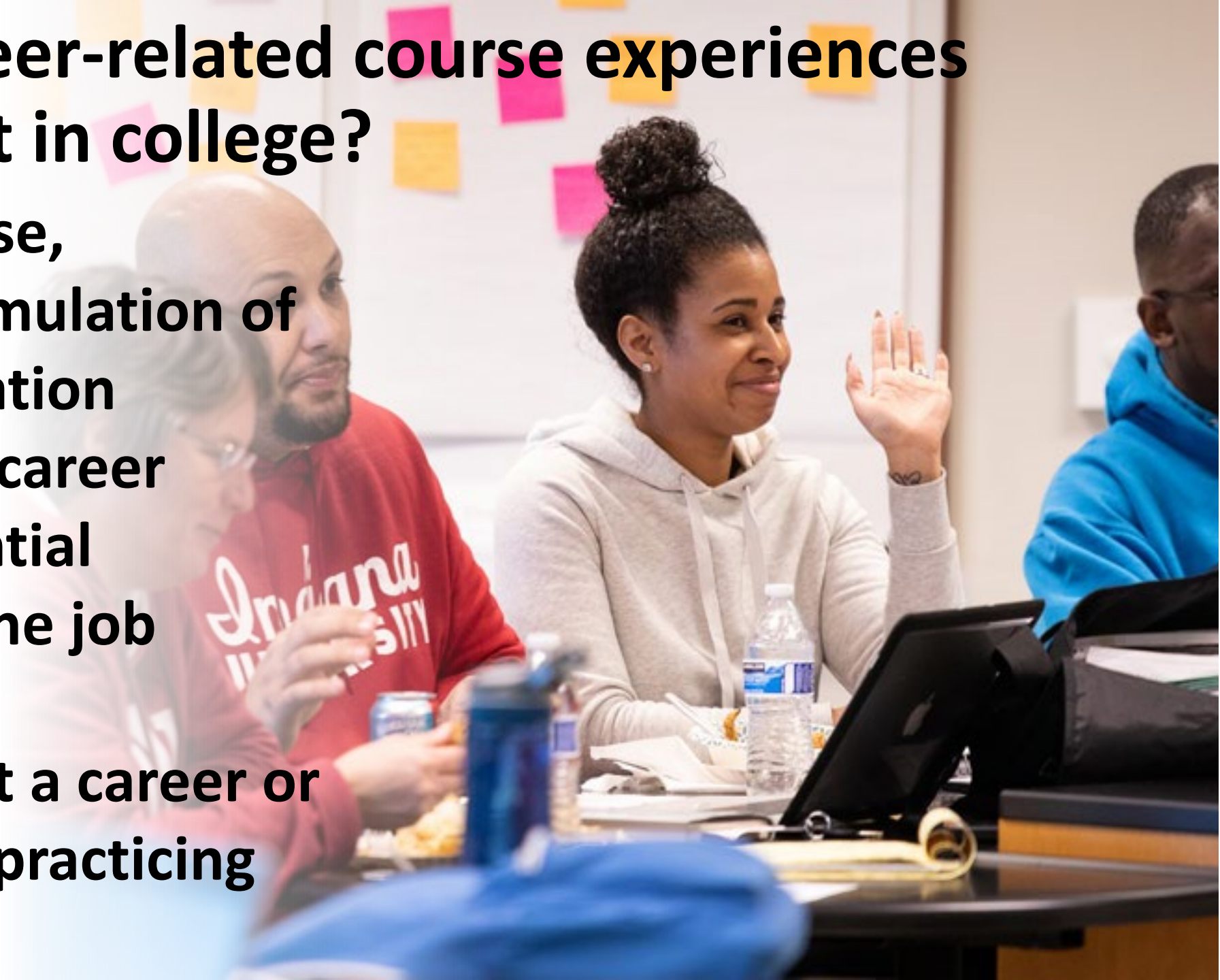
FY Career exploration course; Assignment to interview employer; apply course concept to your career interest

Project to work with a community client; Simulations; Team-design challenge competitions

Case studies; Capstone project with real-world problem, real client

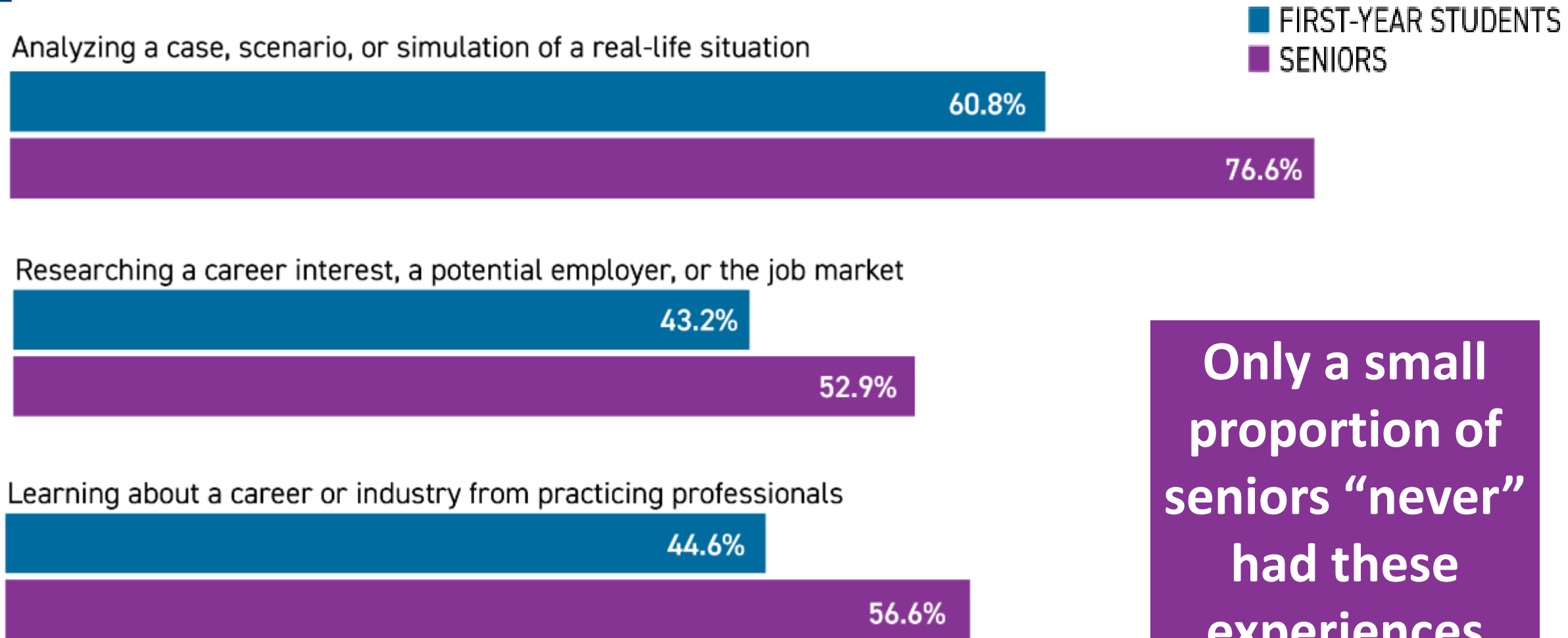
How much career-related course experiences do students get in college?

1. Analyzing a case, scenario, or simulation of a real-life situation
2. Researching a career interest, potential employer, or the job market
3. Learning about a career or industry from practicing professionals





How much career-related course experiences do students get in college? (% very often + often)



Only a small proportion of seniors “never” had these experiences



Do Career-Related Experiences in Courses Vary by Major Field?

	ANALYZED A CASE, SCENARIO, OR SIMULATION OF A REAL-LIFE SITUATION	RESEARCHED A CAREER INTEREST, A POTENTIAL EMPLOYER, OR THE JOB MARKET	LEARNED ABOUT A CAREER OR INDUSTRY FROM PRACTICING PROFESSIONALS
ARTS & HUMANITIES	60%	43%	50%
BIO, AGRIC, & NAT RES	69%	44%	46%
PHYS SCI, MATH, CS	57%	39%	41%
SOCIAL SCIENCES	79%	49%	50%

BUSINESS

COMM, MEDIA, PR

EDUCATION

ENGINEERING

HEALTH PROF.

SOCIAL SVC PROF.

NOTE: PERCENTAGES ARE THE SUM OF "VERY OFTEN" AND "OFTEN."



Relationship between course-based career experiences and students' perceptions of career preparation outcomes

Seniors with *high frequency* of course-based career experiences—analyzing, researching, and learning—had significantly higher perceptions of career-relevant learning, ability to describe knowledge skills, and sense of support from faculty about career plans, *than seniors with low or no experiences*



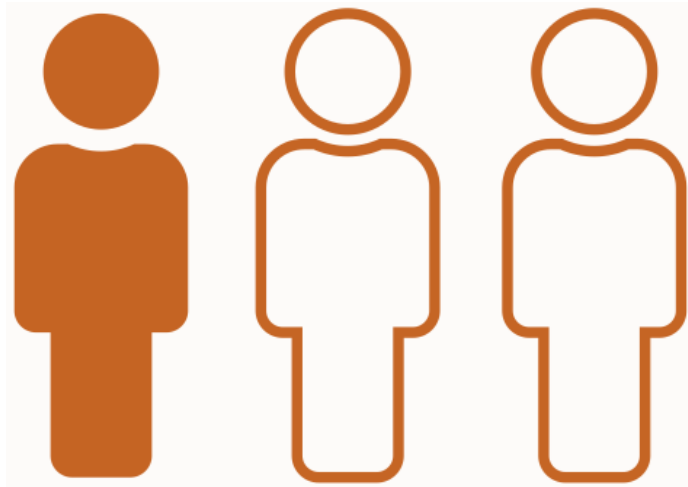
Student-faculty interactions – *discussing career interests, career plans, and providing feedback and support to students about their performance and skills related to careers* – is important

45%

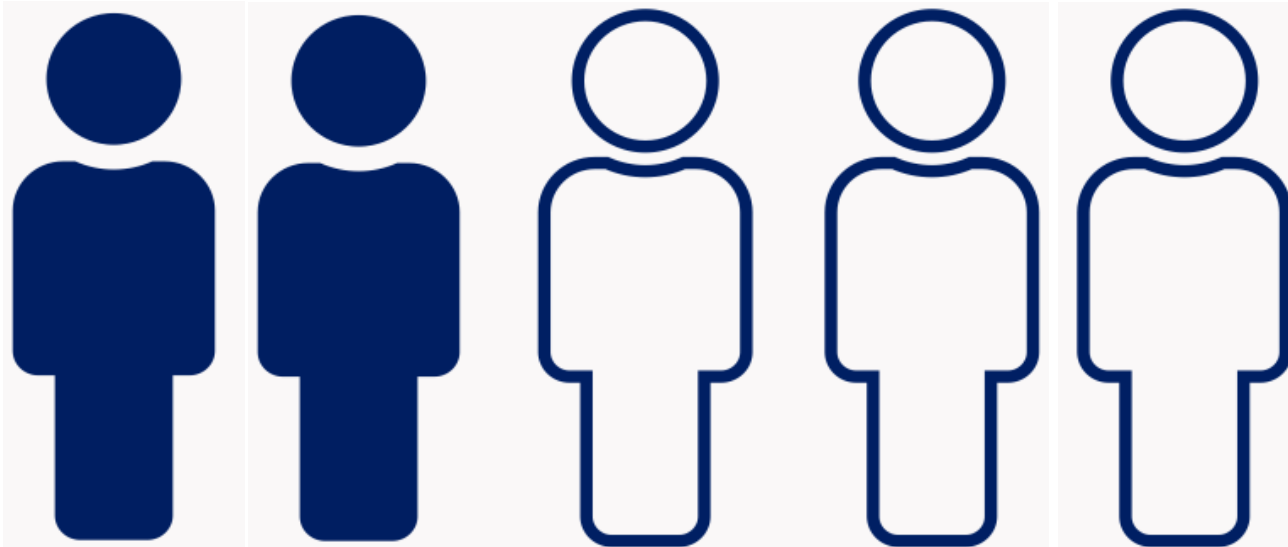
students discussed career plans with a faculty member



Interactions with faculty members or advisers influenced career plans (very much + quite a bit)



First year students



Seniors



Practically relevant, and intentionally sequenced course-based and co-curricular experiences can provide rich, purposeful student learning.

5. High-Impact Practices

Widespread emphasis on expanding HIP opportunities



***Substantial evidence that
– when done
well – a handful of
selected practices
engage students at levels
that boost their
performance across a
variety of educational
activities and desired
outcomes***

High-Impact Practices

Learning community

Service-learning

Research with faculty

Internship or field experience

Study abroad

Culminating senior experience

High-Impact Practices



- ★ **First-Year Seminars and Experiences**
- ★ **Common Intellectual Experiences**
- ★ **Learning Communities**
- ★ **Writing-Intensive Courses**
- ★ **Collaborative Assignments & Projects**
- ★ **Undergraduate Research**
- ★ **Diversity/Global Learning**
- ★ **Service Learning, Community-Based Learning**
- ★ **Internships**
- ★ **Capstone Courses/Projects**
- ★ ***E-portfolios (new in 2016)***



*Association
of American
Colleges and
Universities*

College Learning for a New Global Century (2007)



**HIP participation
positively related
to:**

- + Engagement
Indicators**
- + Perceived gains
in learning and
development**
- + Satisfaction**



HIPs have many enthusiasts.

Hundreds of colleges and universities are working to scale currently existing HIPs and add others so *more students can participate in a HIP.*



What percentage of students do HIPs?

62% of seniors:
At least some Service-
learning courses



52% of seniors:

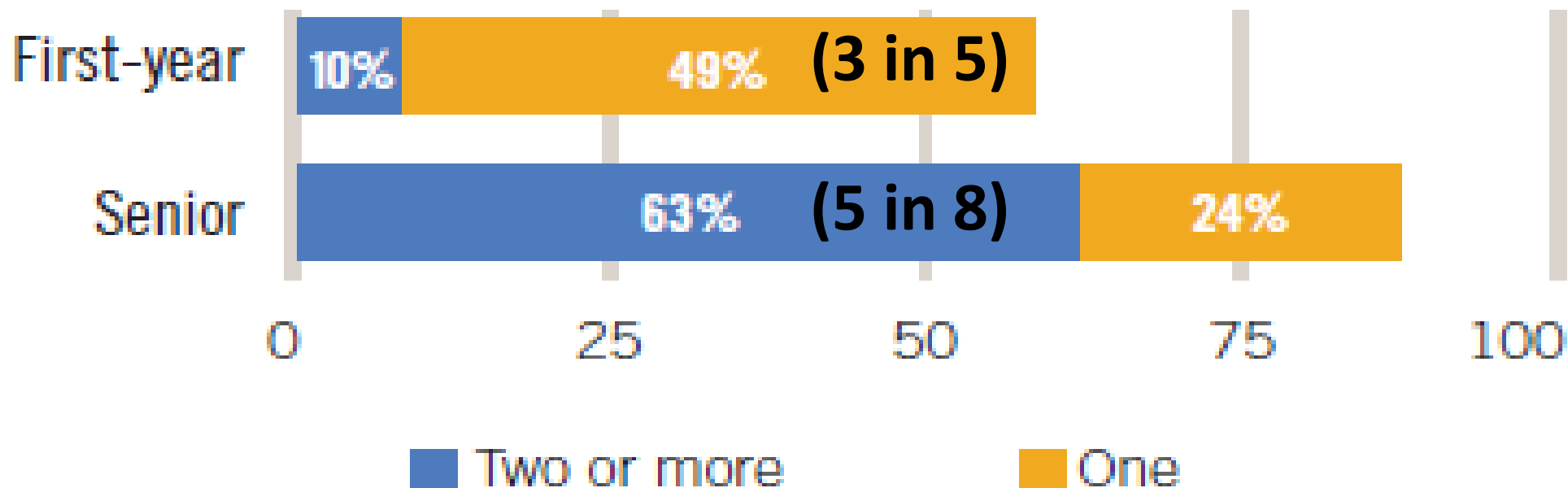
Participated in an internship, co-op, field experience, student teaching, or clinical placement

23% of seniors:

Worked with a faculty member on a research project



Percentage of Students Experiencing 1 and/or 2 or More HIPs



Note: All counts include participation in service-learning, learning community, and research with faculty. The senior counts also include internship or field experience, study abroad, and culminating senior experience.



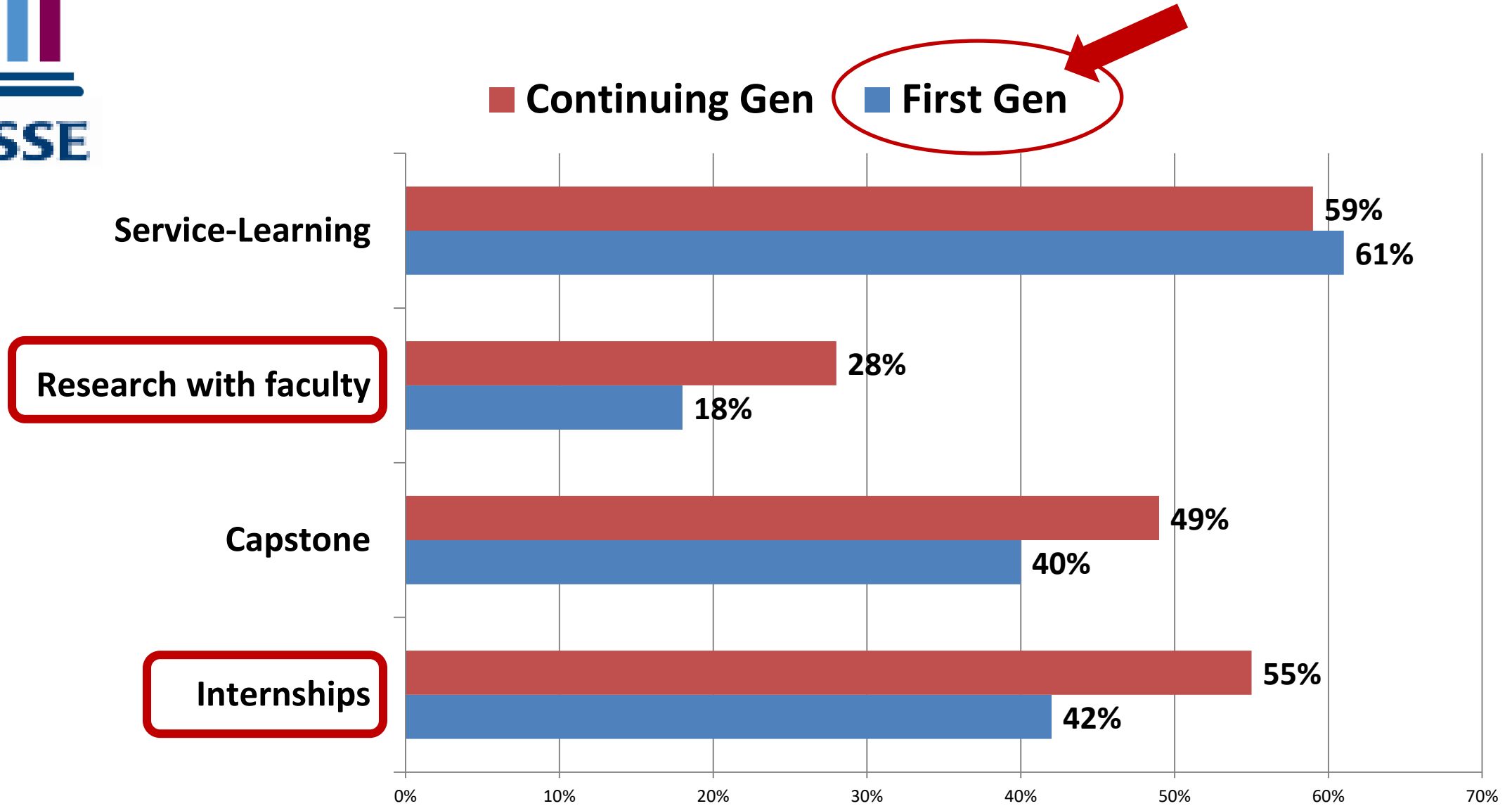
Calling Attention to Equity

Inequities in HIPs: Access and Participation

- Participation inequities - % by student populations
- Access inequities, for example, involvement in service-learning *“necessitates a level of leisure time, money, and an ability to access local organizations; luxuries many multiply marginalized students do not always have.”* (Stewart & Nicolazzo, 2018)

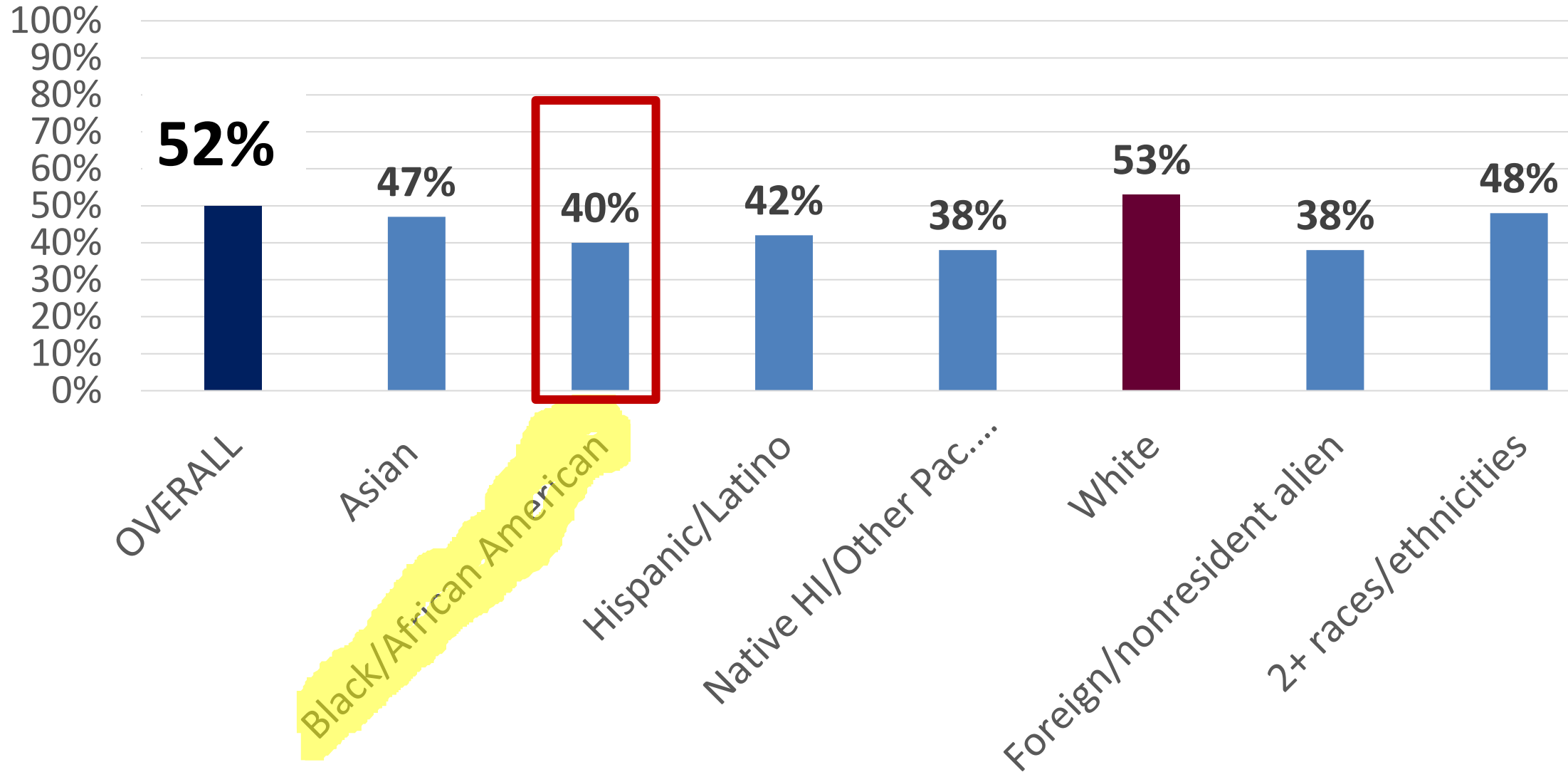


HIPs & First-Generation Student Status



Data source: NSSE 2019

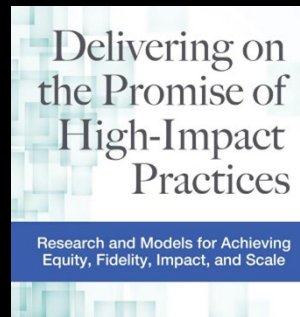
Equity Findings: Disaggregated Internship Participation Overall & by Race-Ethnicity





George Kuh, NSSE Annual Results, 2007

***When done well - HIPs
boost student
performance across a
variety of educational
outcomes and desired
outcomes.***



23 chapters showcasing theory & campus practice!



HIP Quality

**Just naming something a
HIP does not make it
high-impact**



Is a HIP Always a HIP?

What Makes HIPS Effective:

*The name alone
does not make it HIP*

1. High performance expectations
2. Significant investment of student time and effort over an extended period
3. Interactions with faculty and peers about substantive matters
4. Students are exposed to and must contend with people and circumstances that differ from those with which they are familiar
5. Frequent, timely, and constructive feedback
6. Periodic, structured opportunities to reflect and integrate learning
7. Opportunities to discover relevance of learning through real-world applications
8. Public demonstration of competence

Kuh, O'Donnell, & Reed (2013). *Ensuring quality and taking high-impact practices to scale*, Washington, DC: AAC&U.

<https://nsse.indiana.edu/research/special-projects/hip-quality/index.html#eightkey>

Delivering on the Promise of High-Impact Practices

Research and Models for Achieving
Equity, Fidelity, Impact, and Scale

Edited by
John Zilvinskis, Jillian Kinzie,
Jerry Daday, Ken O'Donnell,
and Carleen Vande Zande

Epilogue by Shaun Harper
Afterword by George D. Kuh

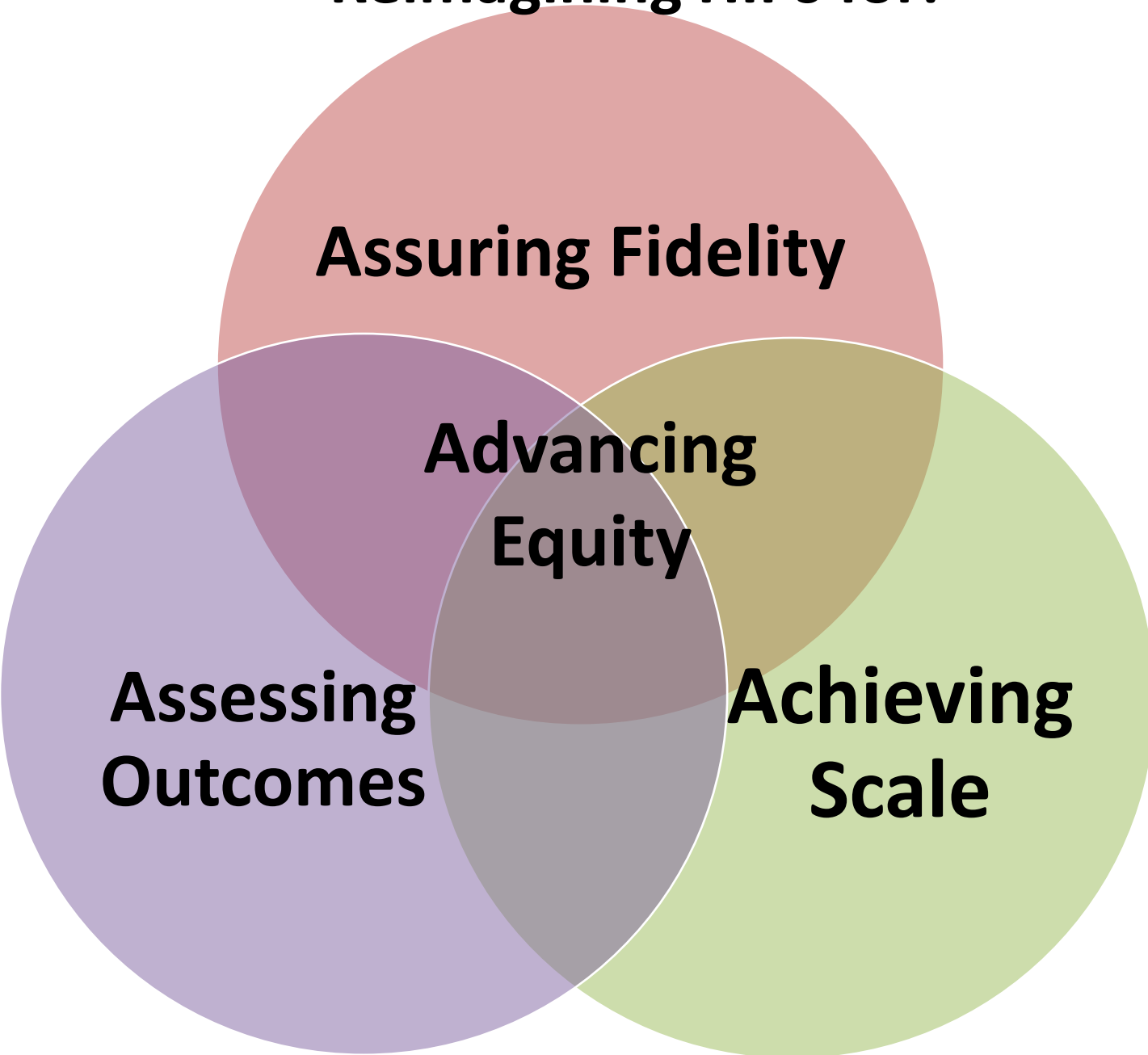
Assuring Fidelity

Advancing
Equity

Assessing
Outcomes

Achieving
Scale

Reimagining HIPs for:



Equity - promoting equity & access for underserved student populations, equity-minded practices

Fidelity – high-quality, intentional, evidence-based efforts to ensure reliable and consistent delivery

Scale - moving beyond niche experiences

Outcomes - advanced methods to isolate impact, to improve



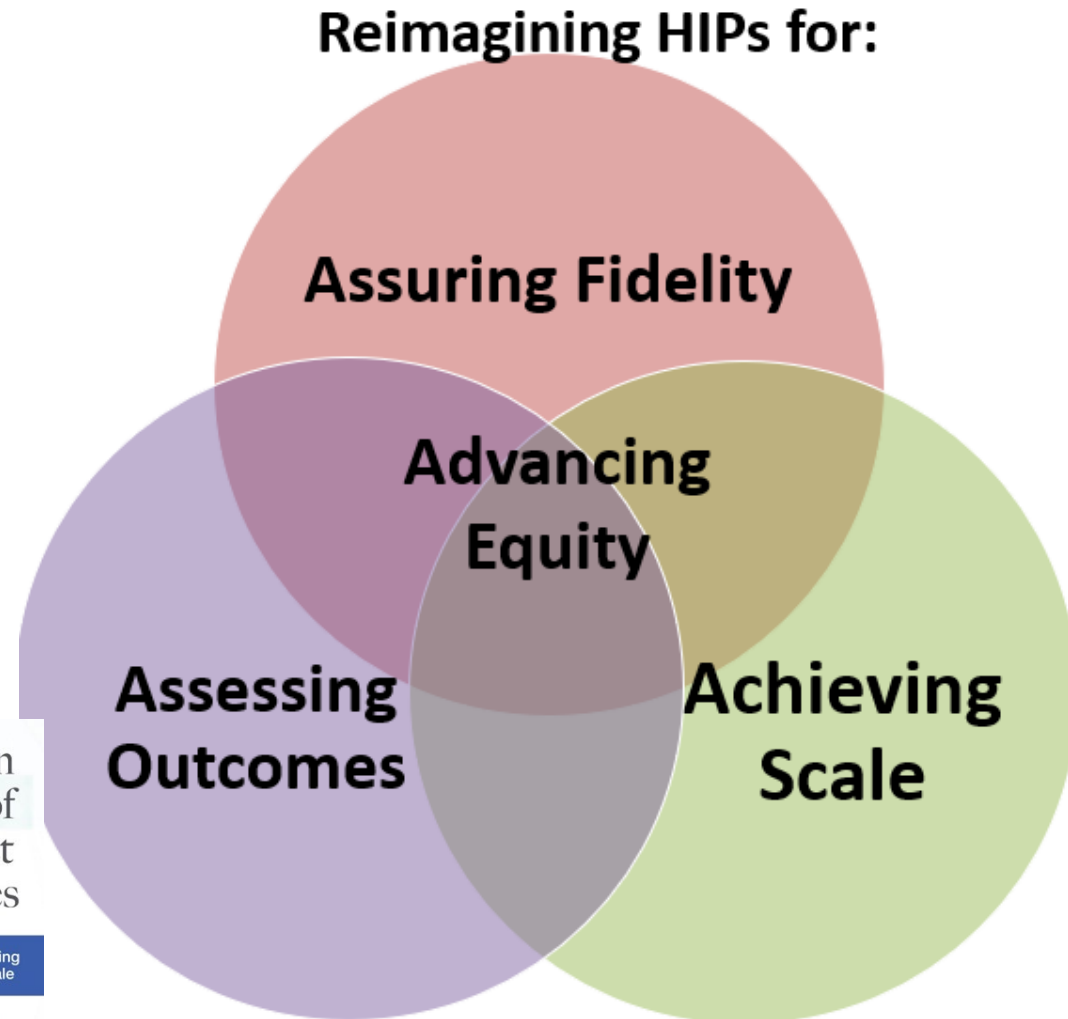
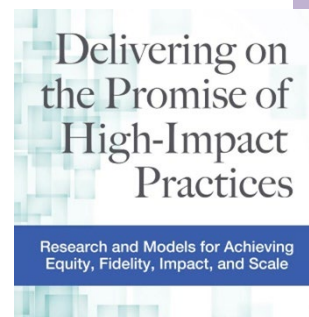
Hansen & Hahn -- Themed Learning Communities and Service-Learning-Leveraged for Student Success



Fidelity is guided
by campus
taxonomies for
TLCs & SLs, for
project planning,
and institutional
assessment

Reimagining HIPs for Equity, Fidelity, Scale & Outcomes

- **Advance HIP Equity, Fidelity, Scale and Outcomes** - What is inspiring you?
- **Enrich HIP quality** – what elements need emphasis?
- **Urgent attention to equity** – who is partaking, what is the variation in experience, *what else is transformative for historically underrepresented students?*



Reflections: What does this suggest for you and your teaching and program?

Engagement Reset

Engaging Practices

1. Collaborative Learning
2. Sense of Belonging
3. Advising – *Listening, Respect, Caring*
4. Course-based Career Experiences
5. High-Impact Practices



We owe it to our students...to believe in their talent, implement proven educational strategies, and ensure innovations intended to enhance their success are implemented equitably and with fidelity so students realize the promised benefits.

