



Purposeful Lives and Meaningful Work: Preparing Students to Thrive After College

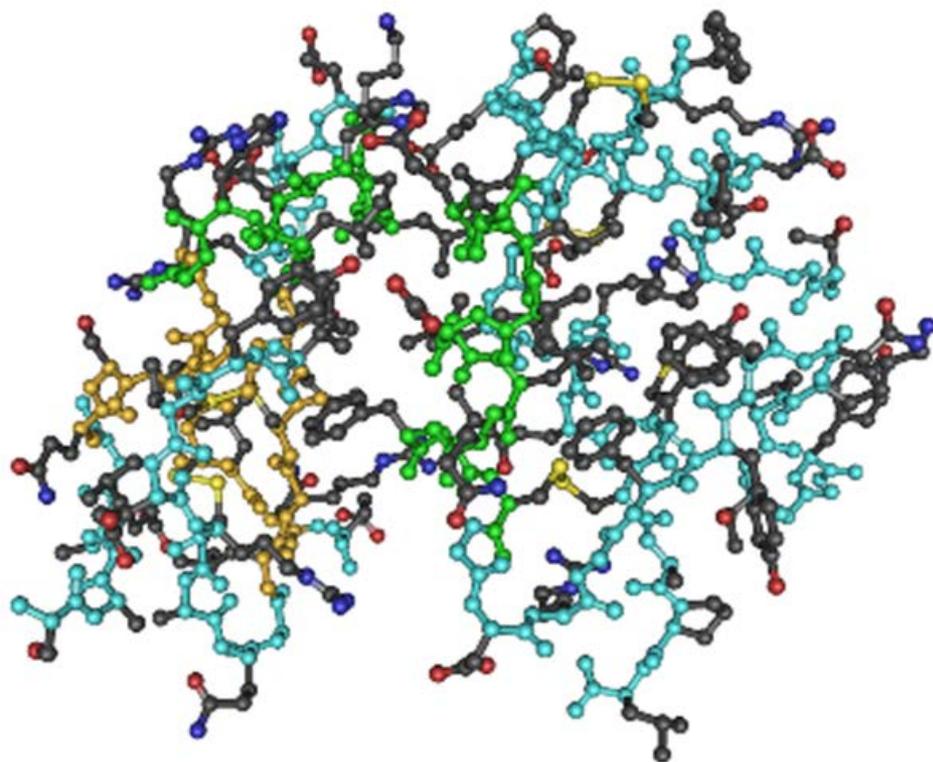
*OUTCOMES: WHAT SHOULD BE MEASURED,
WHEN, AND HOW?*

Randy Stiles, Ph.D.
Special Advisor for the President
Grinnell College

April 13, 2018



AND THE ANSWER IS:



IT DEPENDS



AND,
IT'S COMPLICATED!



IT DEPENDS ON:

MISSION, VALUES, INSTITUTIONAL CULTURE, AND CONTEXT



Small

Private

Liberal Arts

Residential

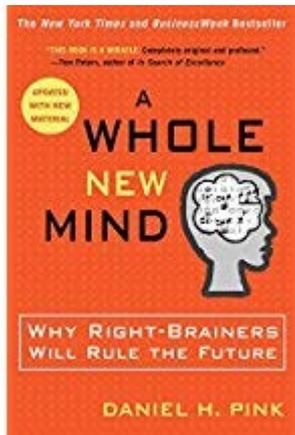
Highly-Selective

Diversity²

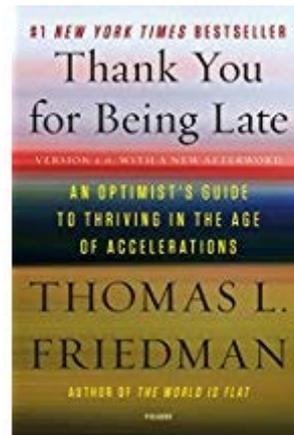


IT DEPENDS ON:

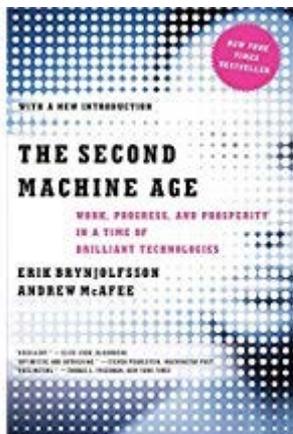
SOCIETAL TRENDS



Daniel Pink: “The **Conceptual Age**” ([A Whole New Mind](#))



Thomas Freidman: “The Age of **Accelerations**” ([Thank You for Being Late](#))



Erik Brynjolfsson and Andrew McAfee: [The Second Machine Age](#)

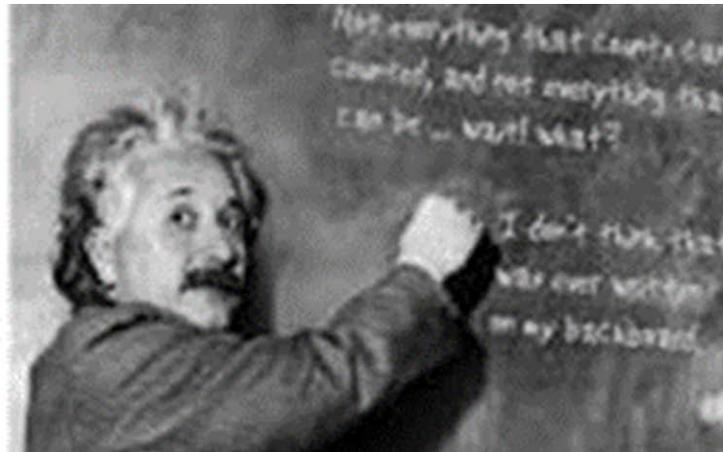
“The Age of **Accountability** in Higher Education” (many sources)



IT DEPENDS ON:

OUR ABILITY TO MAKE MEANINGFUL MEASUREMENTS

What are the measurements that matter?

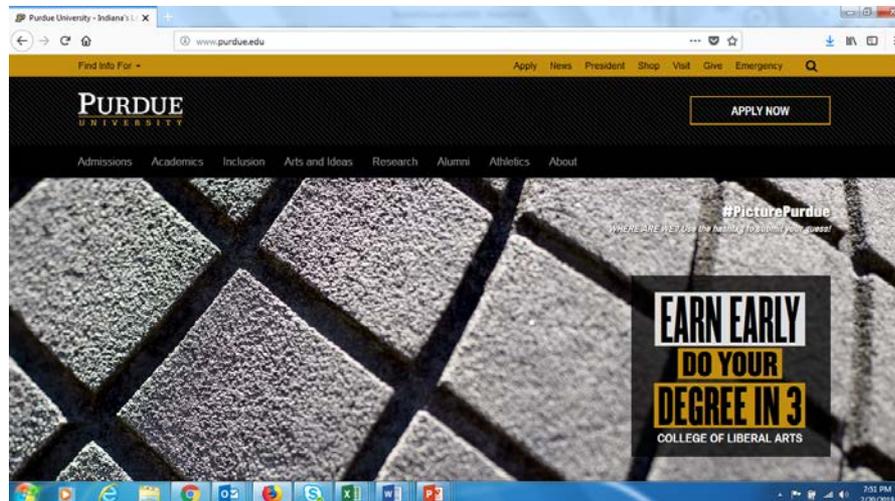
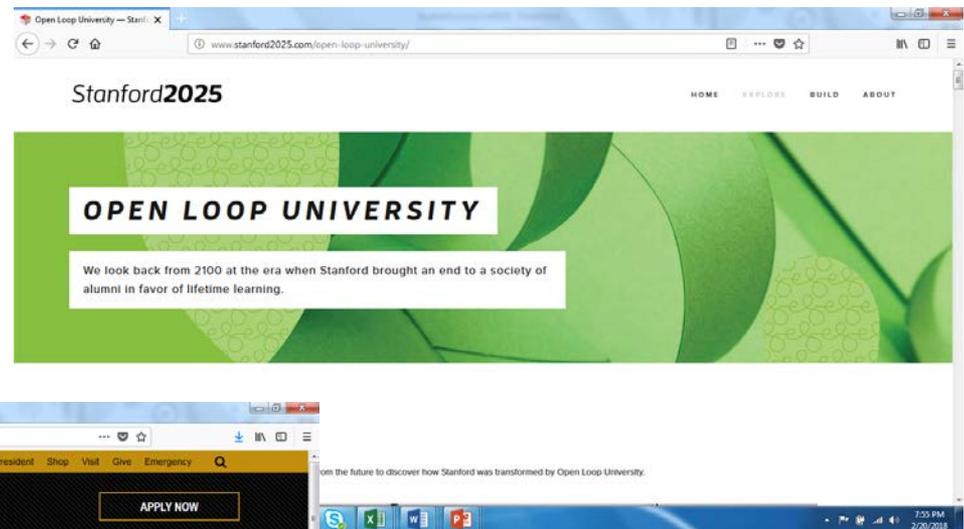


*“Not everything that counts can be counted,
and
not everything that can be counted counts”*



IT DEPENDS ON:

THE COMPETITION





DATA: PRIMORDIAL SOUP?

THE MEASUREMENT LANDSCAPE IN HIGHER EDUCATION

Ratings and Rankings
(we track 7 systems)

Grinnell's Metrics
(Core and Committee)
(7 domains of special interest)



Data Sharing
(IPEDS, CDS, HEDS, CSRDE)

Learning Outcomes Assessment
(What are students learning?)
(National instruments, e.g., CLA)
(Direct vs Indirect Assessment)
(see NILOA site)

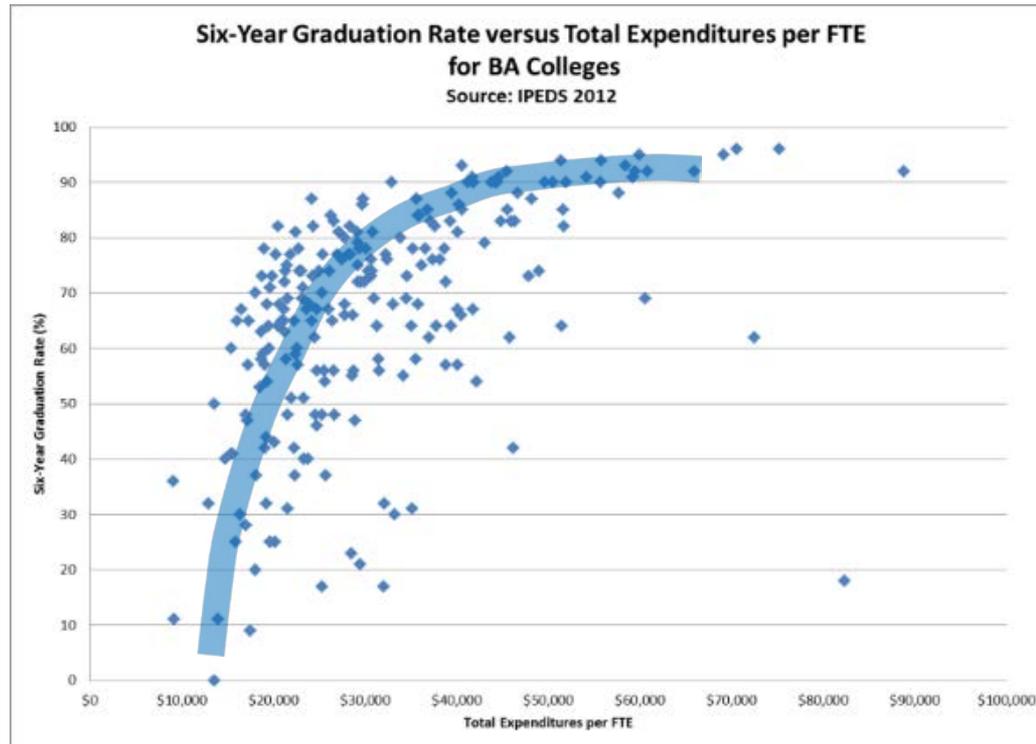
Accreditation
(regional , program)
(quality assurance)
(institutional improvement)



ROI RISING!

COST, VALUE, AND ACCOUNTABILITY *Note: data are from 2012*

GRADUATION RATE



TOTAL EXPENSES PER FTE



EVOLVING THINKING:

Student Success?

- **Persistence** – first to second year retention rate
- **Completion** – four, five, six, ... year graduation rate



Thriving Quotient™*

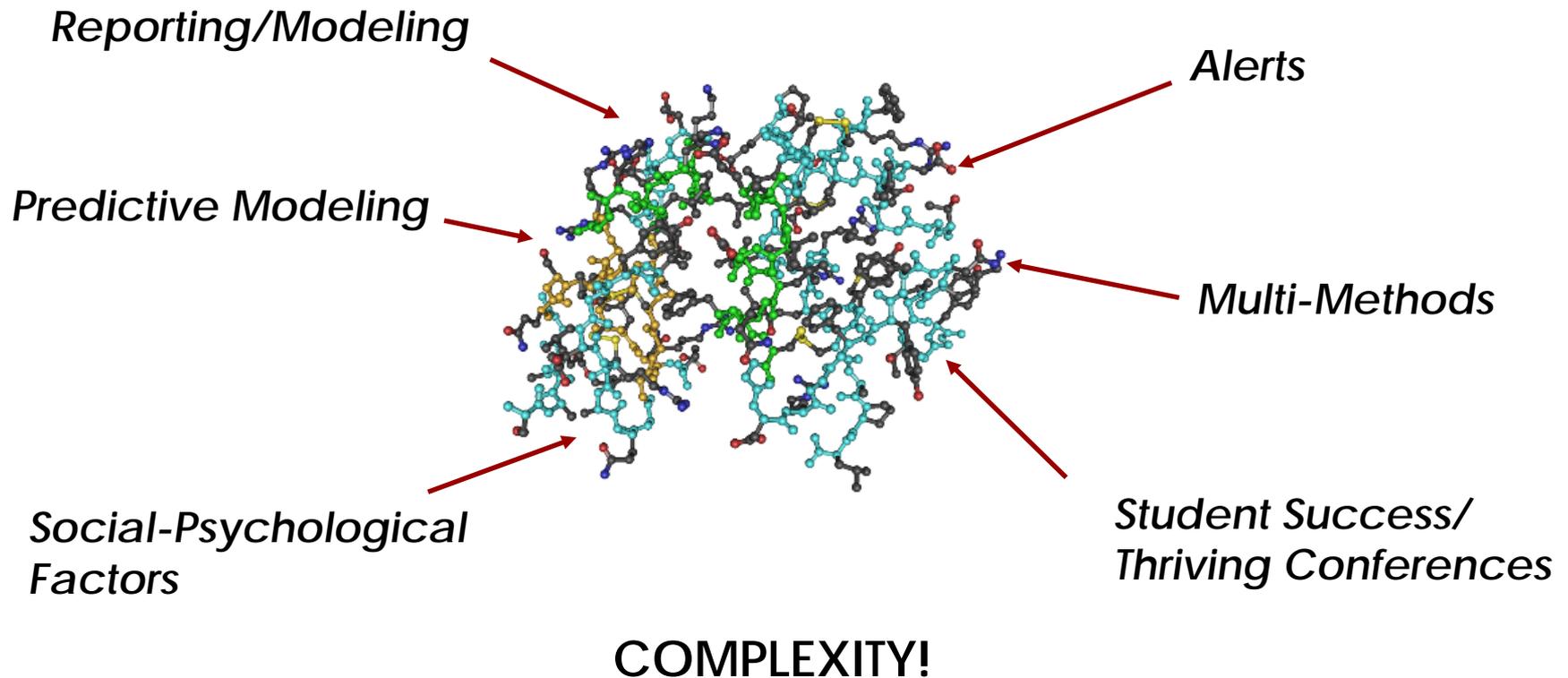
- **Engaged Learning** – a measure of the degree to which students are meaningfully processing what happens in class, energized by what they are learning, and continuing to think about it outside of class
- **Academic Determination** – a measure of students' goal-directedness, investment of effort, and regulation of their own learning and use of time
- **Positive Perspective** – a measure of students' optimism, and explanatory style
- **Social Connectedness** – a measure of students' involvement in healthy relationships and social support networks, whether on or off campus
- **Diverse Citizenship** – a measure of students' desire to make a difference in the community around them, as well as their openness to differences in others



*<http://www.thrivingincollege.org/the-thriving-quotient/>

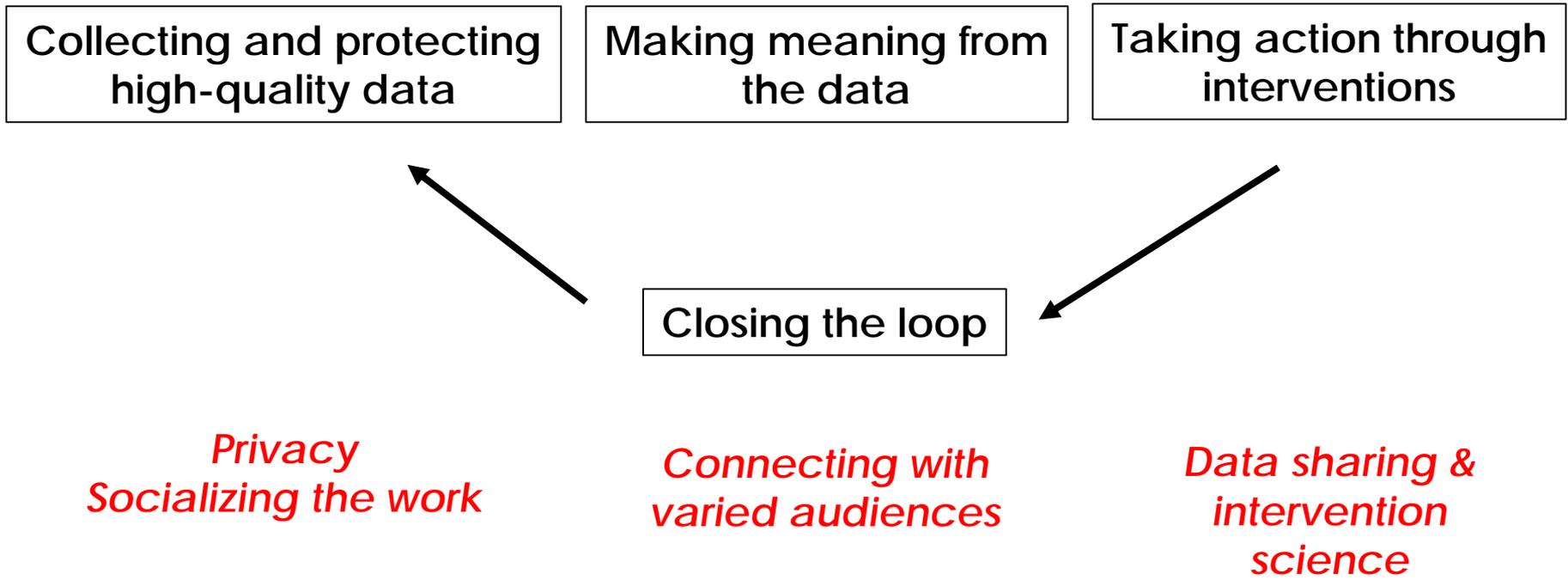


OUR STUDENT SUCCESS RESEARCH





Key Areas of Work





TOO MUCH INFORMATION?



We don't have too much information. Its quantity and rapid growth is not a problem. In fact, it represents a wealth of potential. The problem is that most of us don't know how to dive into this ocean of information, net the best of it, bring it back to shore, and sort it out—that is, understand it well enough to make good use of it.

(Stephen Few, Now You See IT: Simple Visualization Techniques for Quantitative Analysis [Oakland: Analytics Press, 2009], 1)



THE FUTURE

A BRIGHT, ORGANIC “OCEAN” OF *LIFELONG LEARNING*

High-Quality
Credentials



Available
To All

Outcomes: What Should Be Measured, When, and How?

Carleton Career Center
and Learning Outcomes

Kimberly Betz, Director of the Career Center

April 13, 2018



Carleton

A Statement on Carleton's Mission, Vision, Values and Goals

The mission of Carleton College is to provide an exceptional undergraduate liberal arts education. In pursuit of this mission, the College is devoted to academic excellence, distinguished by the creative interplay of teaching, learning, and scholarship, and dedicated to our diverse residential community and extensive international engagements.

The College's aspiration is to prepare students to lead lives of learning that are broadly rewarding, professionally satisfying, and of service to humanity.

“The College’s aspiration is to prepare students to lead lives of learning that are broadly rewarding, professionally satisfying, and of service to humanity.”

Carleton is a place of the high spirit. Quietly and courageously, and is vigorous and a responsible

Carleton's broad and rigorous studies in the liberal arts disciplines. Mentored by dedicated faculty and staff, students become active members of a learning and living community that promotes the exploration of passionate interests and emerging vocations. Students learn higher order thinking skills: disciplinary inquiry, analysis of evidence, arts of communication and argumentation, and problem-solving strategies. In their chosen fields of study, students strengthen their capabilities for disciplinary and interdisciplinary research and artistic production. Students acquire the knowledge necessary for the continuing study of the world's peoples, arts, environments, literatures, sciences, and institutions.

Carleton develops qualities of mind and character that prepare its graduates to become citizens and leaders, capable of finding inventive solutions to local, national, and global challenges.

Traditional expectations of how Career Centers ought to measure outcomes

- Who has a job...
 - in a field related to their major
 - within 6 weeks of graduation
 - earning at least \$xx,xxx



What are we missing when we limit measurement to time-bound, quantifiable metrics?

- What are students learning?
 - About themselves (interests, skills, values)
 - About the world of work & vocations
- How do students make meaning of what they're learning?
- What is the depth of students' understanding of different work cultures/settings?
- Are students prepared to artfully manage their careers for a lifetime?

Learning outcomes as a measure of success

By working with the Career Center and actively making use of the support, resources, and guidance available, every Carleton student will:

1. Understand how to work through a process of **self-assessment**.
2. Learn about a wide variety of **career fields and opportunities**.
3. Be able to **market themselves successfully** to prospective employers.
4. Be able to **articulate their skills** - transferable, liberal arts, and work-related.
5. Proficiently use job and internship **search resources**.
6. Gain meaningful **career-related experience**.
7. Know about **graduate and professional degrees** and programs.
8. Understand how to **network effectively** and gain access to a network of alumni, parents, and employment recruiters

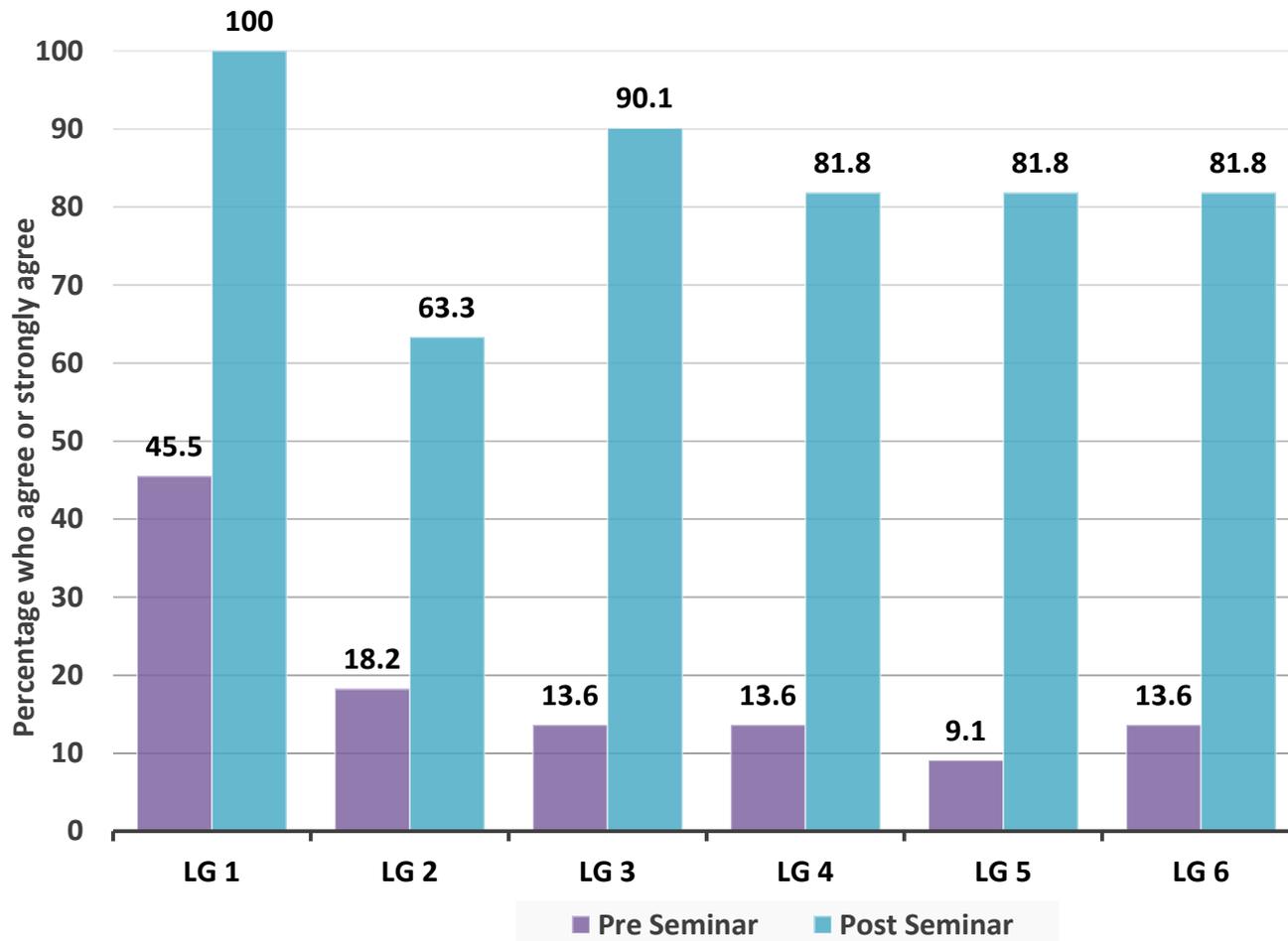


Making outcomes clear to students

- Transparency of learning goals that we set
- Focus on assisting students in determining their own learning outcomes
- Rubrics
- Pre/post surveys



Career Kickstarter Seminar: Learning Goals Outcomes



LG 1: I am able to understand and articulate my **liberal arts education along with my transferable and work-related skills.**

LG 2: I am knowledgeable about a **wide variety of career fields and opportunities**

LG 3: I have the **ability to market myself to prospective employers** (by creating effective resumes and cover letters, by interviewing effectively, by creating a professional online presence, and through other means)

LG 4: I am proficient in using job (and internship) search resources, and am **knowledgeable about job search strategies.**

LG 5: I understand how to network effectively, and how to **be strategic in building professional networks.**

LG 6: I have the ability to **network effectively with alumni, parents, and employment recruiters**



Rubric used to rate quality of internship funding applications



Result: increased quality of applications; students begin learning about internship expectations

	2 points	1 point	0 points
Ability to describe the general tasks and activities of the internship	Applicant provides detailed information about what they will be doing (i.e. projects)	Applicant provides general information about their role	Applicant does not provide information about what they will do
Express clear learning goals for the internship	Applicant has 3+ clearly defined learning goals, including a core skill	Applicant has described one learning goal	Applicant does not describe any learning goals
Demonstrates preparation for the internship	Applicant articulates their previous related experience and planned preparation for the internship	Applicant has a general idea of related experience and planning to be done for the internship	Applicant does not describe planning for the internship
Ability to explain how internship is relevant to academic interests and pursuits	Applicant has clearly explained how internship relates to their major and/or coursework at Carleton	Applicant has a general notion of how the internship relates to their major and/or coursework	Applicant does not explain how the internship is related to their academics at Carleton
Explanation of how internship is relevant to post-Carleton plans (career and/or future education)	Applicant has clearly identified how the internship is relevant to post-Carleton plans (i.e. career clarification)	Applicant has a general explanation of how the internship links to post-Carleton plans	Applicant does not explain how the internship is related to post-Carleton plans
Ability to describe why funding is important to the application	Applicant has clearly demonstrated the importance of funding in their personal situation	Applicant has made a general request for funding	Applicant does not explain why funding is needed
Strength of faculty recommendation	Recommender has met with and has no objection to funding applicant	Recommender has not met with applicant, but has no objection to funding applicant	Recommender objects to/does not support funding applicant
Accurate and realistic presentation of budget	Applicant provides detailed, realistic figures (with supportable expenses), including explaining other funding sources (if needed)	Applicant provides some information about summer budget, but does not provide detailed explanations	Applicant provides unrealistic figures, including possibly listing inappropriate and unsupported expenses
Overall accuracy of the application and attention to detail	Application is free from errors of spelling, grammar, and punctuation	Application has 1 – 3 minor errors of spelling, grammar, or punctuation	Application has multiple (more than 3) errors of spelling, grammar, and/or punctuation
Quality of resume	Resume is well done and reflects Career Center and/or industry best practices	Resume provides basic information, but needs improvement	Resume lacks basic information, has weak formatting, and is hard to read

Internship outcomes: What's a “good” outcome?

- ? Job offer from internship employer
- ? Decreased time to a job offer in the same industry
- ? Decreased time to any job offer
- ? Higher salary in first job after graduation
- ? Student clarifies career goals
- ? Student confirms or changes major

What do they learn?

Carleton College* research on employee skills and metacognition. Studied 90 students who completed (funded) internships in Summer 2016

- Application essays
- Learning contracts
- Blog posts
- Reflective essays

*Researchers: Carol Trosset, Abby Trout, Rachel Leatham

An unexpected student learning outcome: “Good employee” skills

	Goal	Outcome		Goal	Outcome
Work Ethic	0	3	Taking Direction	1	12
Engagement	0	6	Teamwork	8	9
Quality of Work	0	9	Interpersonal Skill	1	7
Time Management	12	10	Initiative	0	4
Flexibility	1	6	Confidence	0	6
Professionalism	3	3	Communication Skills	12	13

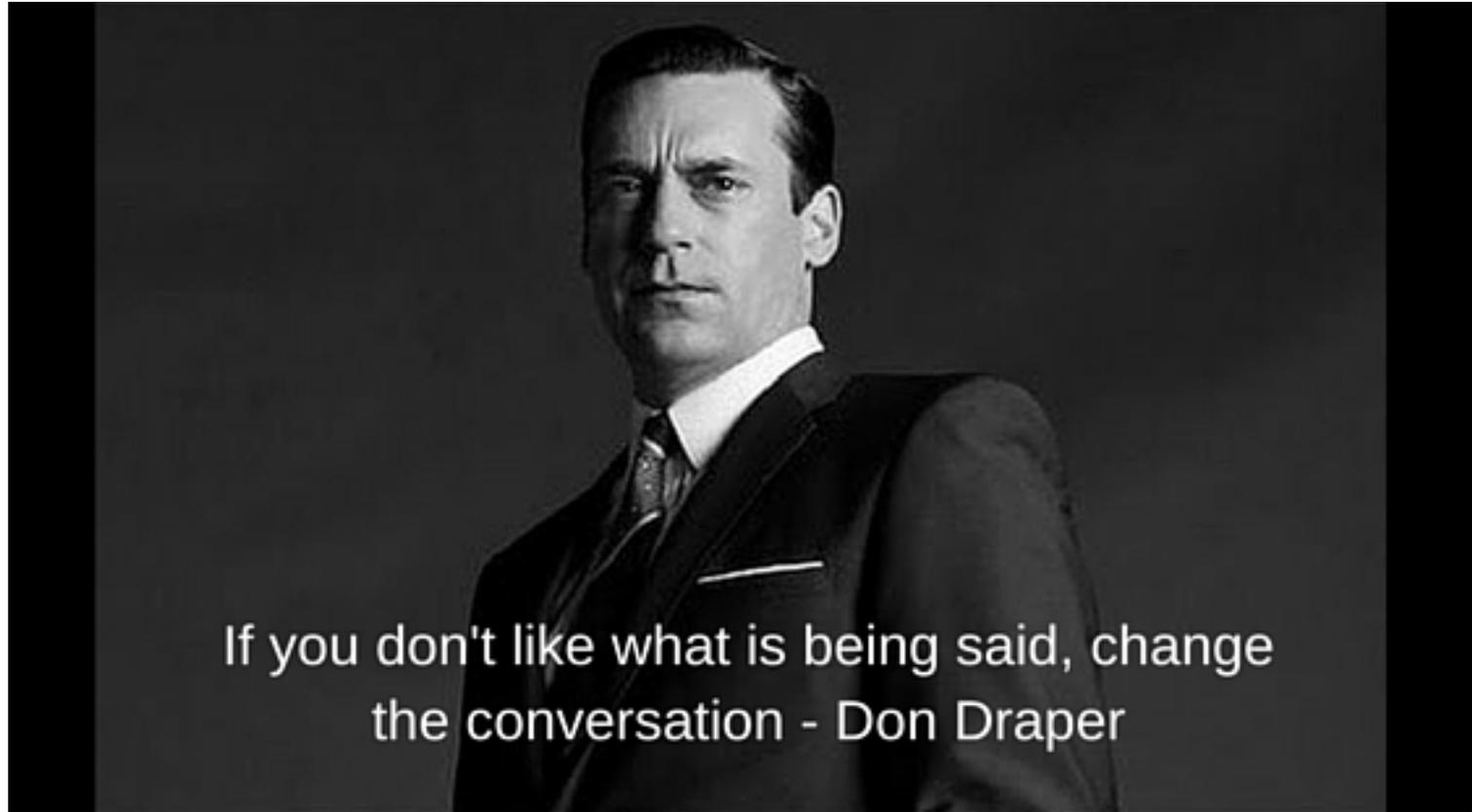
What did the Career Center learn?

- Require one of students' pre-internship learning goals to be a generalizable/good employee skill
- Create reflection blog prompts that call attention to good employee skills
- Ask employers to provide feedback to interns to help improve their generalizable/good employee skills

Blog prompt examples:

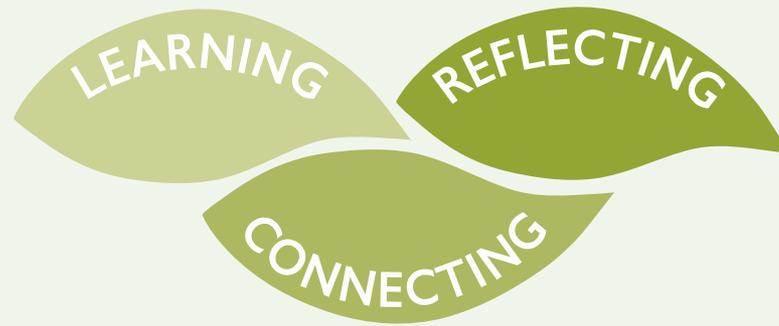
- **Work ethic:** “How does your productivity at your internship compare with your productivity at Carleton?”
- **Professionalism:** “How is your relationship with your supervisor similar to and different from your relationship with your professors?”
- **Taking Direction:** “Reflect on feedback you received at your mid-summer evaluation. Did you agree with all of it? If you disagreed with anything, can you see your supervisor’s point of view?”
- **Confidence:** “What problems have you solved at your internship? How did you approach the problem?”
- **Quality of work:** “Reflect on a mistake you’ve made at your internship. What did you learn from this? Who noticed and how did they respond? What would you do differently next time?”

Can we change the conversation?



IOWA GROW[®]

Guided Reflection on Work



Creating a High-Impact Student Employment Experience

Goals of Iowa GROW[®]

- To make student employment a high-impact activity by providing structured opportunities for students to reflect on and integrate what they are learning
- To help students better articulate what they have learned from their job



Guided Reflection On Work

- Iowa GROW[®] uses brief, structured conversations between student employees and their supervisors to help make the learning that is occurring through student employment more “visible” to students.
- The conversations focus on 4 key questions about what students are learning and how they are applying their learning.
 - How is this job fitting in with your academics?
 - What are you learning here that’s helping you in school?
 - What are you learning in class that you can apply here at work?
 - Can you give me a couple of examples of things you’ve learned here that you think you’ll use in your chosen profession?



What does Iowa GROW[®] involve?

- Two brief, structured conversations per semester
- Guided by the 4 questions. We offer additional questions you can use over time.
- Conversations can be 1:1 or small group (as many as 8 students)
- An average conversation takes 5 minutes

THE
UNDERGRADUATE
EXPERIENCE

FOCUSING INSTITUTIONS ON
WHAT MATTERS MOST

“Not only does GROW illustrate the power of simple reflective practices, but it also underscores how small interventions can have significant outcomes for the undergraduate experience.”

-Felten, et al (2016)

We want to teach students to:

- **Reflect:** think about experiences inside and outside the classroom
- **Integrate:** connect what they are learning from different courses, out of class experiences and life beyond the institution
- **Apply:** transfer and use what they have learned in different settings presenting novel challenges and opportunities (develop “*adaptive expertise*”)
- **Connect:** skills they develop to what employers want and need



Making employment high-impact

- Identified outcomes
- Deliberate reflection
- “Scaffolding” — using prompts that encourage students to connect previous knowledge and experience to new experiences and knowledge



Iowa GROW[®] at Iowa

- Spring 2009 - Student Employee Survey indicated that an intervention was needed to enhance learning from student employment
- Summer 2009 – Iowa GROW[®] was created, based on research on learning theory and student development
- Fall 2009 and Spring 2010 – Pilot Phase I
- Fall 2010 and Spring 2011 – Pilot Phase II
- 2012 – Iowa GROW[®] implemented across the Division of Student Life



Iowa GROW[®] outcomes

- Division of Student Life Student Employee Survey is conducted every spring.
- Spring 2017 Survey – 714 responses (38% response rate).
- Iowa GROW[®] participants were determined based on their answer to the following question:
 - “How often during the spring semester have you had conversations with your supervisor about connections between your job and your academics? Your supervisor may refer to these as Iowa GROW conversations.”



Iowa GROW[®] participants were significantly more likely ($p < .01$) to agree/strongly agree that their job was helping them attain the following 10 outcomes of student employment:

- 1** My supervisor helps me make connections between my work and my life as a student.
- 2** My job has helped prepare me for the world of full-time employment.
- 3** I can see connections between my job and major/coursework.
- 4** My job has helped me learn about career options.
- 5** My job has helped me improve my writing skills.
- 6** My job has helped me develop more effective time management skills.
- 7** My job has helped me improve my verbal communication skills.
- 8** My job has helped me develop conflict negotiation skills.
- 9** My job has helped me use critical thinking skills to form opinions and solve problems.
- 10** Because of my job, I am able to work effectively with individuals with a variety of backgrounds, experiences, and cultures.

"My communications skills have increased. I've had many different situations to showcase my communication skills through group meetings, one on one meetings, e-mail communication, phone etiquette, etc. That's the biggest thing that has improved for me personally, and I wouldn't have grown without continuously having to communicate at my job in so many different ways."



What do employers want?

- Leadership
- Ability to work in a team
- Written communication skills
- Problem solving skills
- Strong work ethic

Students gain these skills from campus employment. BUT, unless we support them in making learning more visible, they will not be able to effectively articulate this to future employers.



“My job provided me with a sense of belonging. It gave me a place where I was needed, a place where I was accepted, and a place I was expected to be.”



Specialists in student employment

- Typically, student affairs and academic student services are the largest employers of students. We can be leaders in high-impact student employment.
- To do this, we must reframe student employment from **transactional to transformational**, from **supervision to mentoring**, from **cost to investment**.



Student employment as a retention strategy

For an average of approximately \$5,000 in wages per student per year, we get:

- **Retention:** Students employed on campus are retained higher rates.
- **Graduation (4-year & 6-year):** Students employed on campus graduate at higher rates.

In the Division of Student Life, participants in Iowa GROW[®] are retained as UI students at higher rates than those who did not receive the conversations.



IOWA GROW

[®]

Reflection is Powerful

Iowa GROW[®] participants are six times more likely than non-participants to report key outcomes of employment.



Supervisors Matter

Students in Iowa GROW[®] are consistently more likely to report their supervisor is a partner in learning. Students note that their workplace can be a “home away from home” for them, with a caring supervisor.



GROW is a Retention Tool

GROW participants are retained at 3 points higher than non- GROW participants.



Growing GROW

Over 150 institutions and the NASPA/Bill & Melinda Gates Foundation have contacted UI about GROW.