

student outcomes

Ngaere Blair

HERDSA 2010 Conference

overview

Student outcomes:

- What they are
- Why they matter
- How to achieve them

what they are

What does it mean to have a higher education in the 21st Century?

‘[A degree] is meaningful, after all, only when it represents forms of learning that are both valued by society and empowering to the individual’ (LEAP, 2008)

student outcomes

- **Learning outcomes;** subject knowledge, information literacy, critical inquiry, writing , broad general knowledge, self-reliance, self-awareness
- **Personal development;** decision making, values, interpersonal skills, adaptability, resilience, self-reliance, self-awareness
- **Career development;** job related skills and knowledge, global awareness, life-long learning, networking, communication skills, self-reliance, self-awareness

overlap and synergy.....*e-Portfolio?*

the 'selves'

- **self-awareness**

- Able to identify their own skills, values and attributes
- Knowledge of their role and responsibilities within specific contexts; social, workplace, community
- Understanding of and commitment to learning development

- **self-reliance**

- Ability to take responsibility for their actions and meet the expectations of others
- Decision making and creating opportunities
- Able to identify opportunities to improve personal, academic and career development

general development outcomes

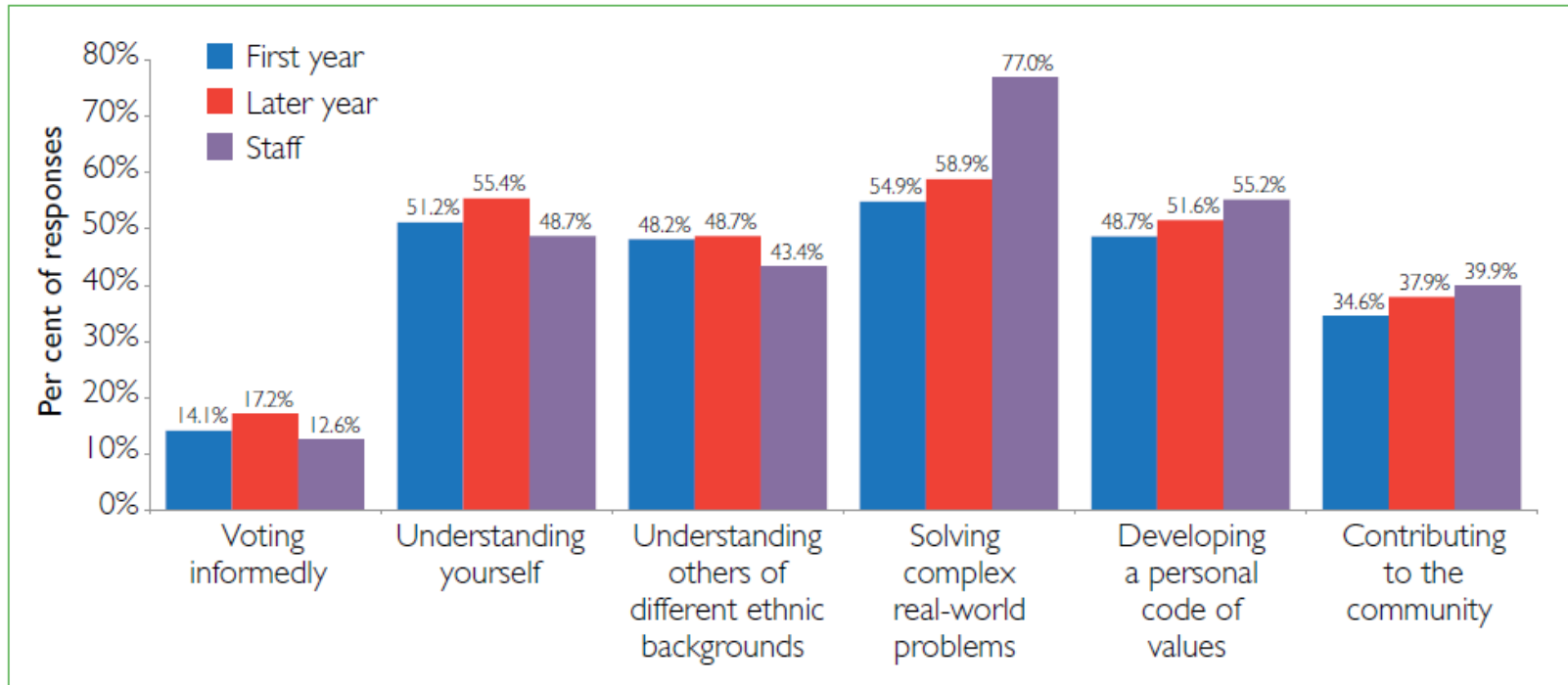


Figure 28 Proportion of students and staff who feel that university has contributed at least 'quite a bit' to general development outcomes

AUSSE 2009

HERDSA 2010

career development outcomes

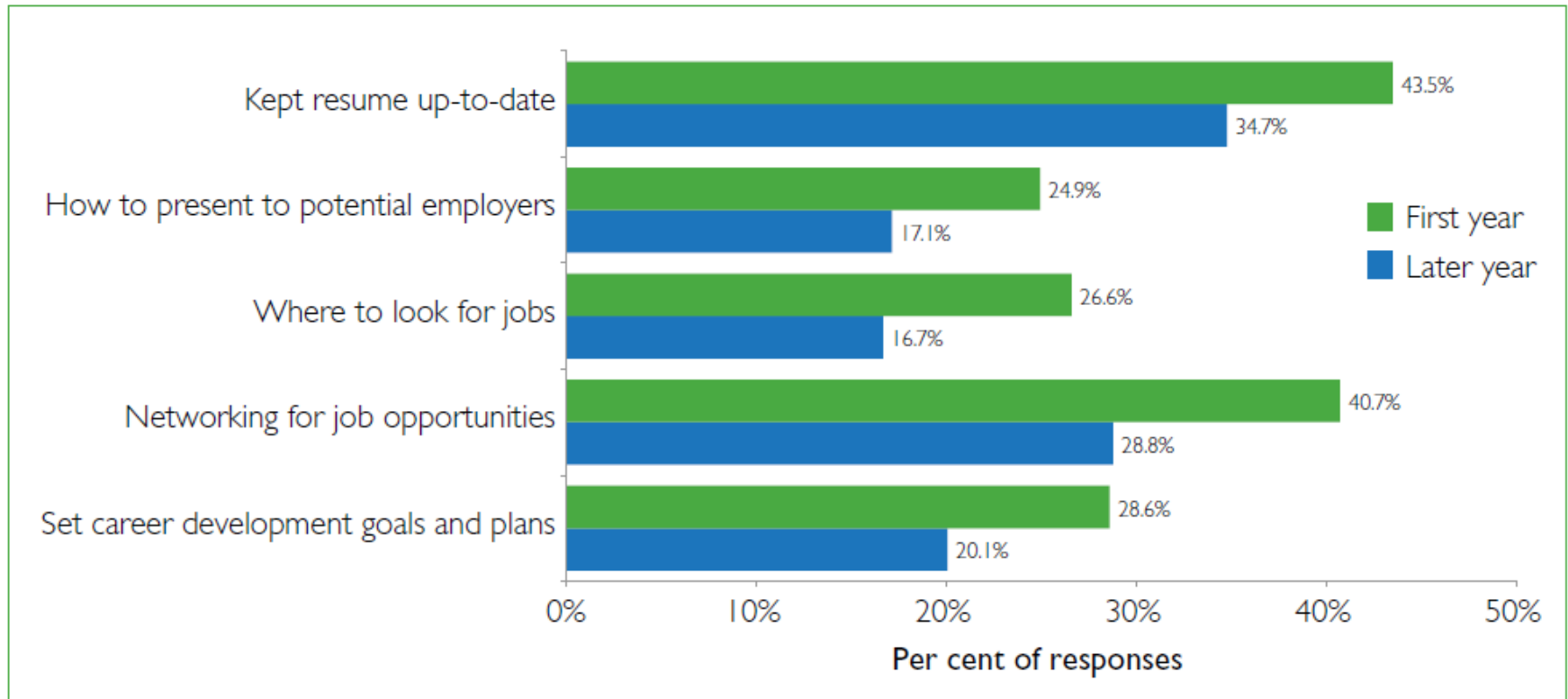


Figure 30 Proportion of students who 'never' participate in career preparation activities

AUSSE 2009

HERDSA 2010

general learning outcomes

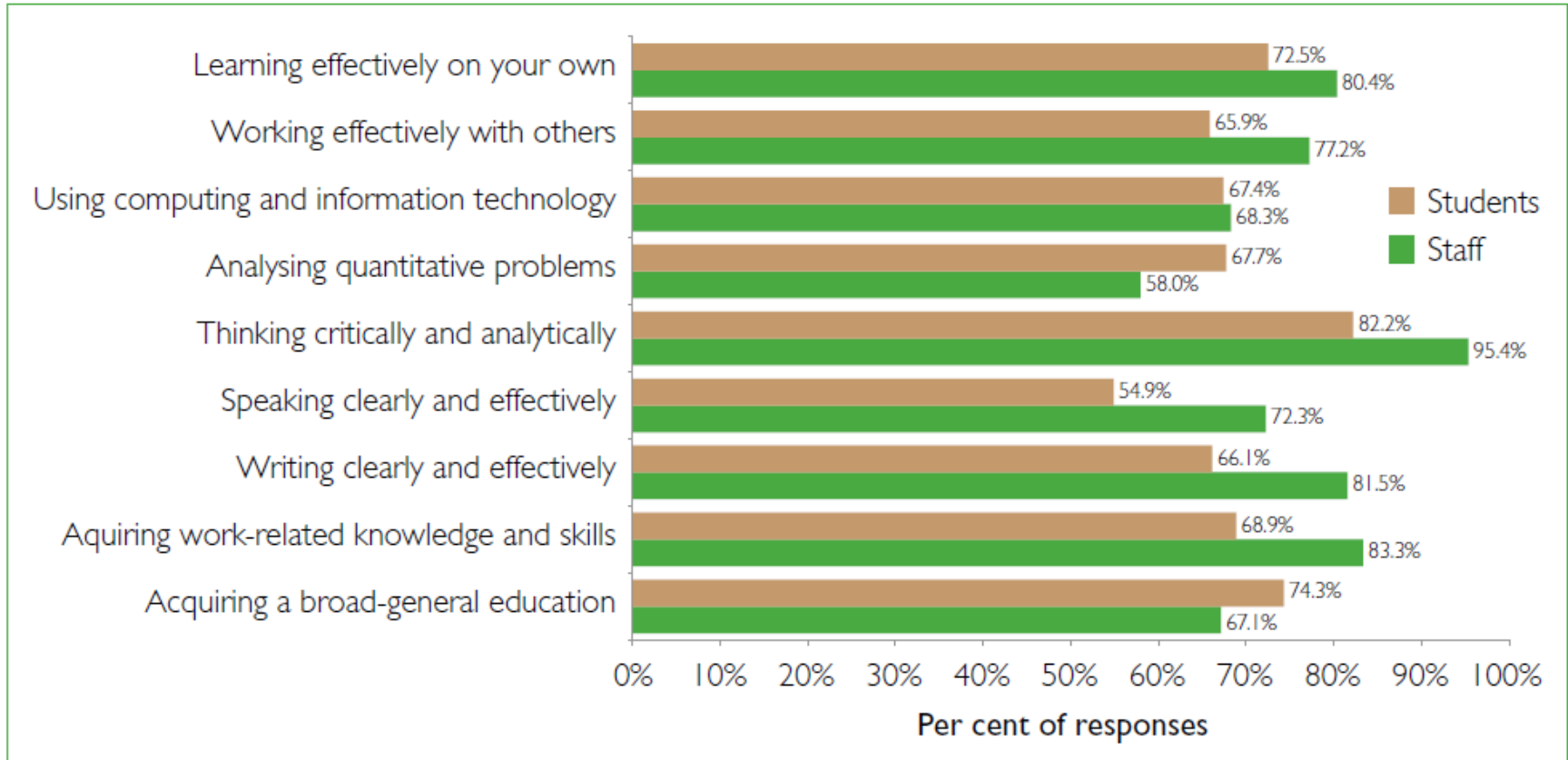


Figure 27 Proportion of students and staff who believe university contributes at least 'quite a bit' to knowledge, skill and personal development outcomes

why they matter

- **Student expectations;** uni = career
- **Economic demand;** uni = graduates equipped for global world of work
- **Government agenda;** outcomes = funding
- **Quality;** engagement & outcomes = teaching quality

‘what counts as powerful knowledge must be periodically negotiated with the needs and realities of a changing world’

(LEAP, 2008)

world of work

- **Globalisation;** diversity of people, culture, currency
- **Technology;** new processes, tools, access to information
- **Workplace;** teamwork, contracts, skill-deepening, outsourcing, career change

what employers want

1. Interpersonal and communication skills (both written and oral)
2. Passion/Knowledge of the industry/Drive/Attitude/Commitment
3. Critical reasoning and analytical skills / Problem solving / Lateral thinking / Technical skills
4. Calibre of academic results
5. Teamwork skills
6. Work experience
7. Cultural alignment/Values fit
8. Emotional intelligence (including self-awareness, strength of character, confidence motivation)
9. Leadership skills
10. Intra and extracurricular activities

(source; Graduate Opportunities 2010)

skill deficiencies

The *skill deficiencies* most commonly cited by employers are:

- a lack of communication skills;
- a lack of interpersonal skills; and
- a lack of understanding of business practice.

(source; Graduate Opportunities 2010)

how to achieve them

What students *do* has a greater impact on their outcomes than *who* they are or *where* they study

(Kuh, et al,; Pascarella and Terenzini, 1991, 2005)

‘The greatest impact appears to stem from students’ total level of campus engagement, particularly when academic, interpersonal and extracurricular involvements are mutually reinforcing and relevant to a particular educational outcome’.

(Pascarella & Terenzini, 2005)

student engagement

- Time and effort in educationally purposeful activities
- Institutional conditions (e.g., resources) that encourage student participation in educationally purposeful activities



(Astin, 1993, Kuh, et al.; Pascarella and Terenzini, 1991, 2005)

enriching educational experiences

- Work integrated learning
- Service learning
- Personal development planning
- Capstone courses
- Learning communities
- Leadership, mentoring and volunteering programs
- Student clubs or associations
- Study abroad

designed to....

- Enhance job specific skills and knowledge
- Foster engagement with community and causes
- Enhance self-awareness of learning, personal and career development
- Enhance peer engagement and cultural integration
- Improve communication, interpersonal and self-reliance skills
- Cultural awareness and independence

personal development planning

A structured process that allows students to:

- Become more effective, self-directed learners
- Understand how their learning relates to wider context
- Improve general skills for study and career management
- Articulate personal goals and evaluate progress
- Encourage positive attitude to life-long learning

(adapted from Quality Assurance Agency, UK)

consider...

Build **partnerships** with ‘student engagement’, ‘student services’, ‘student affairs’ colleagues;

help them design strong **learning foundations** to programs and invite them to **share their expertise** on student engagement and outcomes

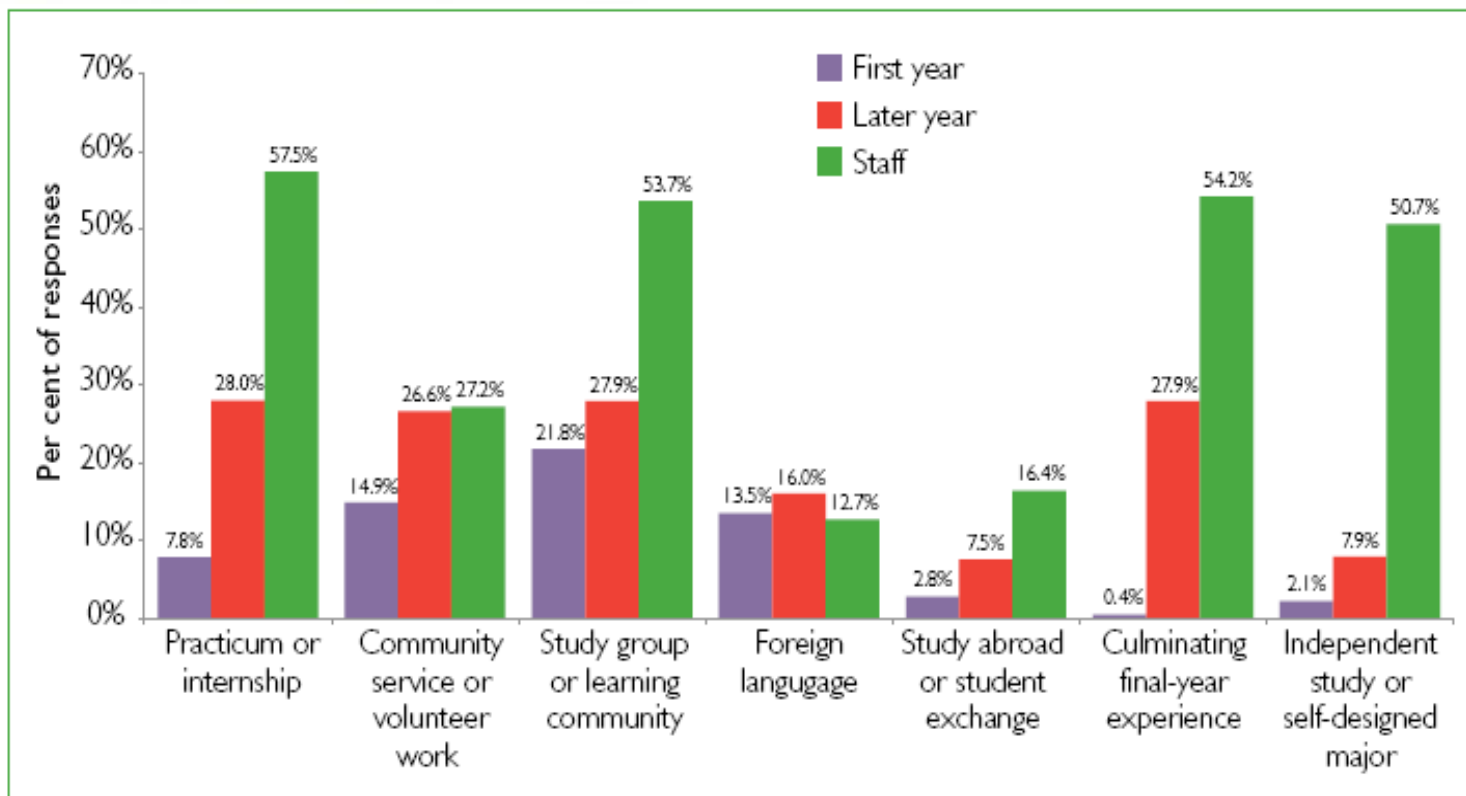


Figure 17 Comparison of teachers' ratings of importance and students' participation in enriching educational experiences

consider...

Encourage and reward **student participation** in co-curricula activities;

teaching staff have great powers to **influence student involvement** and even more when credit points or assessment is offered

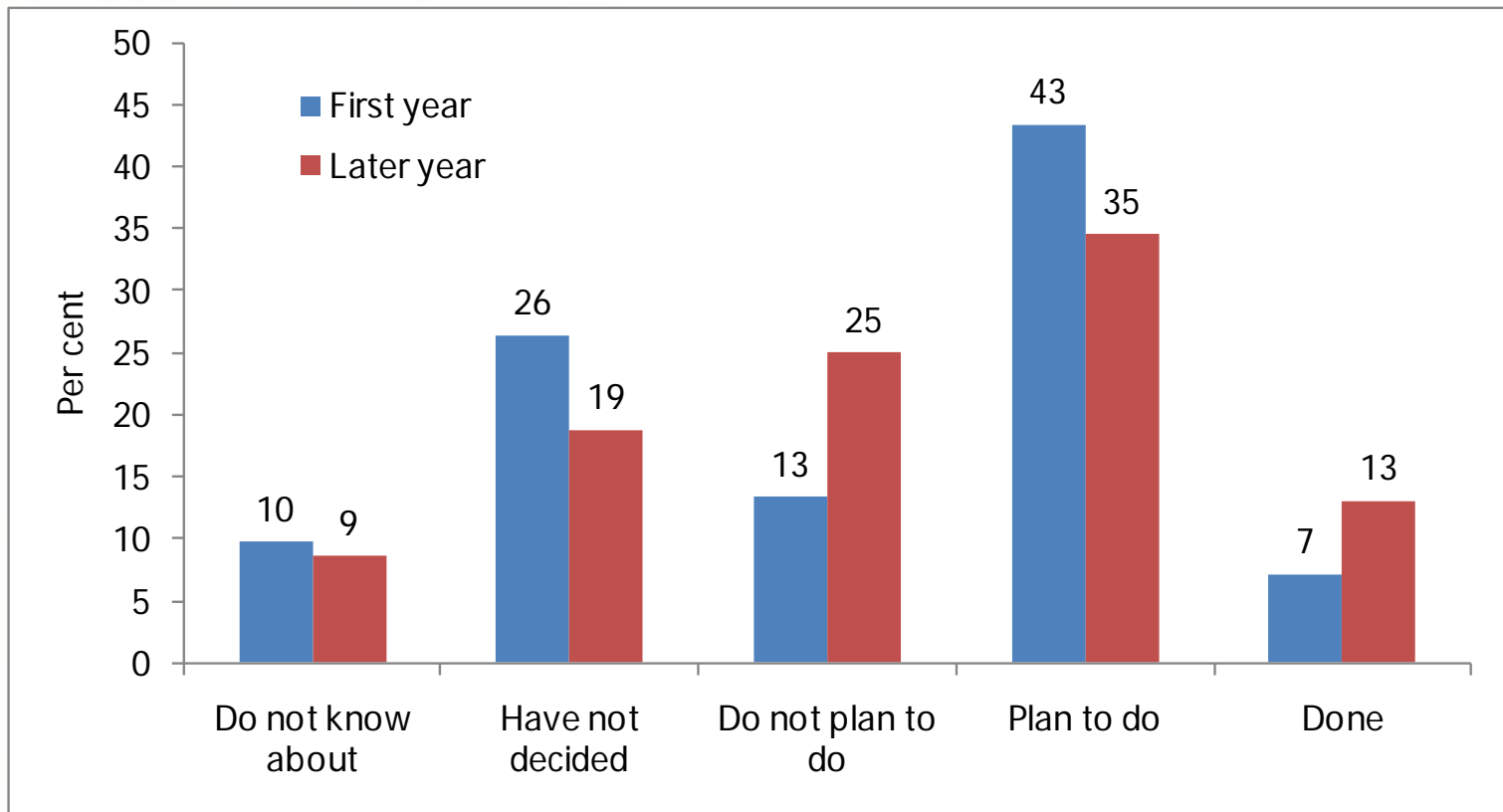
e-Portfolio?

consider...

Invite your Careers staff into the classroom;

they can deliver programs on career planning, world of work, employer networking, integrating employability skills

e-Portfolio?



Consulting a university careers service for advice

university vs the real world

- 78% in employment
- 49% care for dependents
- Information overload
 - Internet, iPad, mobile phones, real time media



<http://www.inksome.com/community/avalonians/>

consider...

Acknowledge the '**real world**';

encourage **reflection** on the skills students are acquiring through employment, family life, other activities

e-Portfolio?

consider...

Make it **clear**;

students often need help to **find meaning** in what they are expected to do, and how to **articulate their achievements**

e-Portfolio?

consider...

Student voice;

- Surveys and institutional data
- Focus group
- Student summit
- Blog
- Panel

final thought

‘Successful partnerships create the essential social, intellectual, and political capital that can then be used to [produce] graduates who desire to continually learn and create in the interrelated and connected world around them.’

(Grace, 2002. p. 10)

Flash

Thank You

e: n.blair@latrobe.edu.au

t: 03 9479 3425



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