

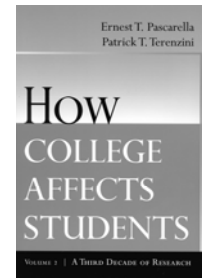
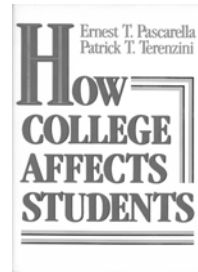
From Myopic to Systemic Thinking

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NACADA



- 35 Years of research on college effects on students
- More than 5,000 books, journal articles, misc. reports

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Ernie and Another Famous Scholar of College Effects on Students



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Questions Driving the Review for How College Affects Students (Vol. 2): A Third Decade of Research

1. Do students change during the college years?
2. How much of that change is due to college?
3. Do different institutions have different effects?
4. Do different experiences have different effects?
5. Does the same experience have a different effect for different kinds of students?
6. What are the long-term effects of college?

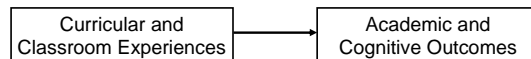
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Defining "Success" in Higher Education

- Multiple forms of college "success:"
 - ✓ Knowledge acquisition and cognitive development
 - ✓ Various forms of psychosocial development
 - ✓ Enhanced moral reasoning skills
 - ✓ Attitudes and values formation, refinement, and application
 - ✓ Educational attainment
 - ✓ Economic and occupational rewards
 - ✓ Quality of life
- Will focus on the range of influences on a wide array of outcomes.

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A Modest Map



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Curricular and Classroom Effects on Academic and Cognitive Learning

Instructional approaches and content acquisition

- Supplemental Instruction (.39 sd, or +15 %ile pts)
- Computer-based instruction (avg. = .31 sd, or +12 %ile pts)
- Collaborative/cooperative learning (.47- .54 sd, or +18-20 %ile pts)
- Active learning (.25 sd, or +10 %ile pts)
- Service learning (+, but size unknown)

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Curricular and Classroom Effects on Academic and Cognitive Learning

Effective instructor behaviors:

- Clarity and understandableness (e.g., uses examples, identifies key points)
- Expressiveness/Enthusiasm (e.g., speaks emphatically, maintains eye-contact)
- Preparation and organization (e.g., provides outlines, clear objectives, uses class time effectively, makes connections, signals transitions)
- Availability and helpfulness
- Quality and frequency of feedback to students
- Concern for, and rapport with, students

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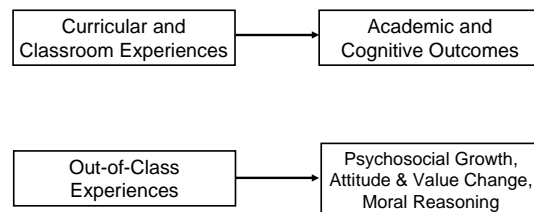
Curricular and Classroom Effects on Academic and Cognitive Learning

The Curriculum

An **interdisciplinary, integrated** core curriculum **emphasizing links** across courses and ideas (+)

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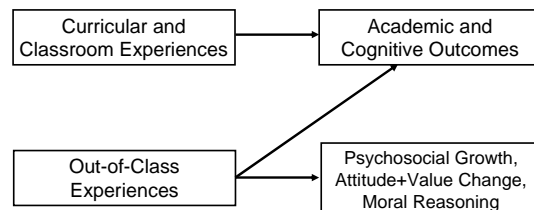
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Out-of-Class Influences on Changes in Psychosocial Areas, Attitudes, and Moral Reasoning

- Interactions with peers, particularly those from a different racial/ethnic background
- Interactions with faculty members
- Community service (generic)
- Cultural awareness workshops
- Leadership development courses and experiences
- Involvement in co-curricular activities

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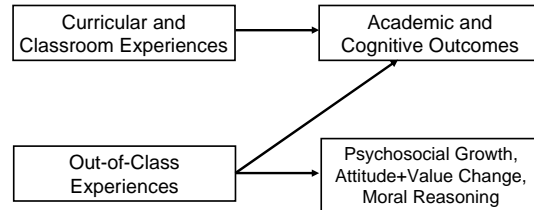
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Out-of-Class Effects on Academic and Cognitive Learning

- Quality of student effort/engagement (+)
- Interactions with peers (+)
- Interactions with faculty members (+)
- "Diversity" experiences (+)
- Academic advising (but effect may more *indirect* than direct)
- On-/off-campus work (neutral, if part-time)
- Fraternity membership (-)
- Intercollegiate athletics (revenue-producing sports) (-)

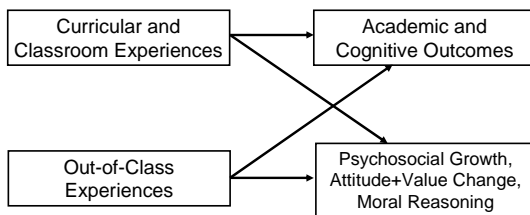
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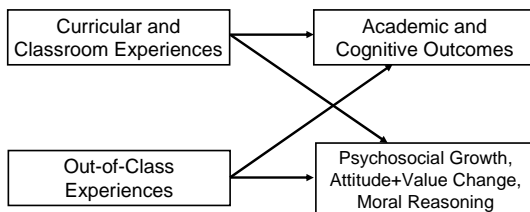
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Curricular and Classroom Effects on Changes in Psychosocial Dimensions, Attitudes and Values, and Moral Reasoning

- Selected courses (e.g., women's studies, diversity and ethnic studies courses)
- Learning in multiracial-ethnic classrooms
- Service learning
- Environment within major department
- Membership in racial/ethnic organizations
- Active and collaborative teaching methods
- Study abroad

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Characteristics of Experiences That Influence Student Learning

1. Entail encounters with challenging **ideas** and **people**
2. Require active engagement with those challenges
3. Provided in a supportive environment
4. Stress real-world activities
5. Entail relational, social activities
6. Are found virtually everywhere, unbounded by time or place

Virtually ALL student experiences that influence learning involve one or more of these characteristics

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Learning Involves Interlaced Influences, Settings, and Outcomes

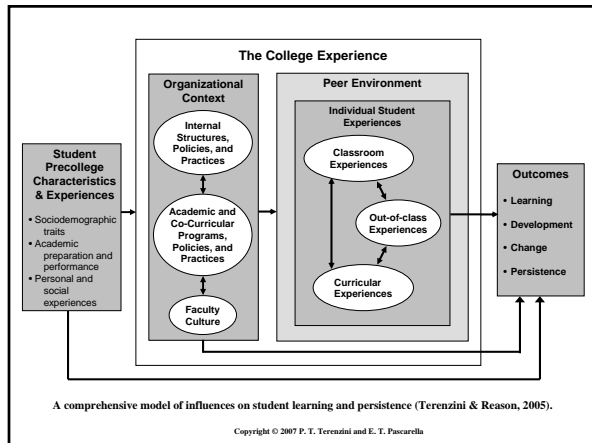
- Multiple influences, operating in
- Multiple settings, affecting
- Multiple outcomes

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A Debilitating Focus on the Parts

- Scholarly Myopia
 - ✓ Fixation on single-source influences
 - ✓ Confounding of variables across the academic vs. out-of-class divide
 - ✓ Reliance on single-discipline theories
 - ✓ Theoretical "drive-by" studies
- Administrative Myopia
 - ✓ Operational concentration on "My Area/Unit"
 - ✓ The search for "Best Practices"

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Implications for Practice & Policy

1. Align what we do with what we know: Use the six characteristics of learning as programmatic touchstones.
2. Out-of-class experiences are a source of significant impacts on cognitive and psychosocial development, persistence, and degree completion.
3. No silver bullets.
4. Think systemically and collaboratively.
5. Concentrate on the first year; Light the fires early!

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