

AAC&U 2017 | January 27, 2017, 8:45 - 10:00am | San Francisco, CA

How College Affects Students: Lessons Learned from Recent Evidence

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OUTLINE

1

THE PROJECT

WHY & WHAT
METHODS

2

KEY FINDINGS

ECONOMIC EFFECTS
CONFIRMING OLD FINDINGS
ADDING NUANCE
NEW AND SURPRISING
FINDINGS

3

IMPLICATIONS

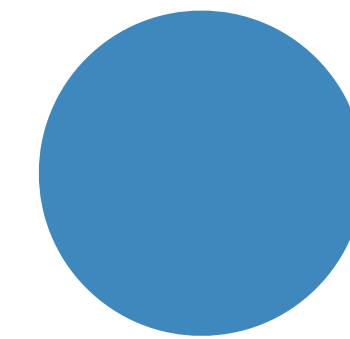
FOR PRACTICE

4

Q & A

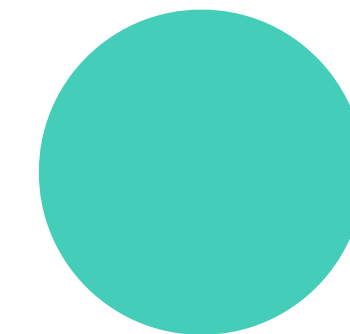
1. THE PROJECT

Since at least the early 1960s with the publication of *The American College* (Sanford, 1962), higher education has occupied a distinct and well-defined area of research within the social and behavioral sciences. We have benefited from several comprehensive syntheses.



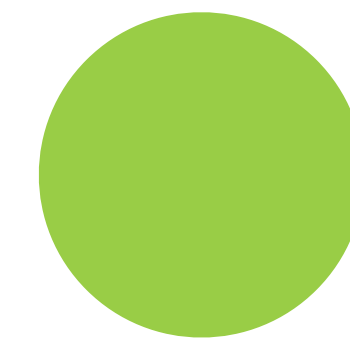
Up to the 1960s

Sanford (1962): *The American College*
Feldman & Newcomb (1969): *The Impact of College on Students*



1970s, 1980s

Pascarella & Terenzini (1991): *How College Affects Students, Vol 1*



1990s

Pascarella & Terenzini (2005): *How College Affects Students, Vol 2*

1. THE PROJECT: WHY & WHAT

 To build on the legacy of Pascarella & Terenzini (1991, 2005):

- Covered evidence from 1967 to 2001
- Together, cited over 9500 times
- Each reviewed 2500+ studies

 To update the field on recent evidence: 2002-2013

- Reviewed and synthesized over 1800 rigorous empirical works
- Organized across eight outcome categories:

➔ **Development of Verbal, Quantitative, and Subject Matter Competence**

➔ **Cognitive Development**

➔ **Psychological Change**

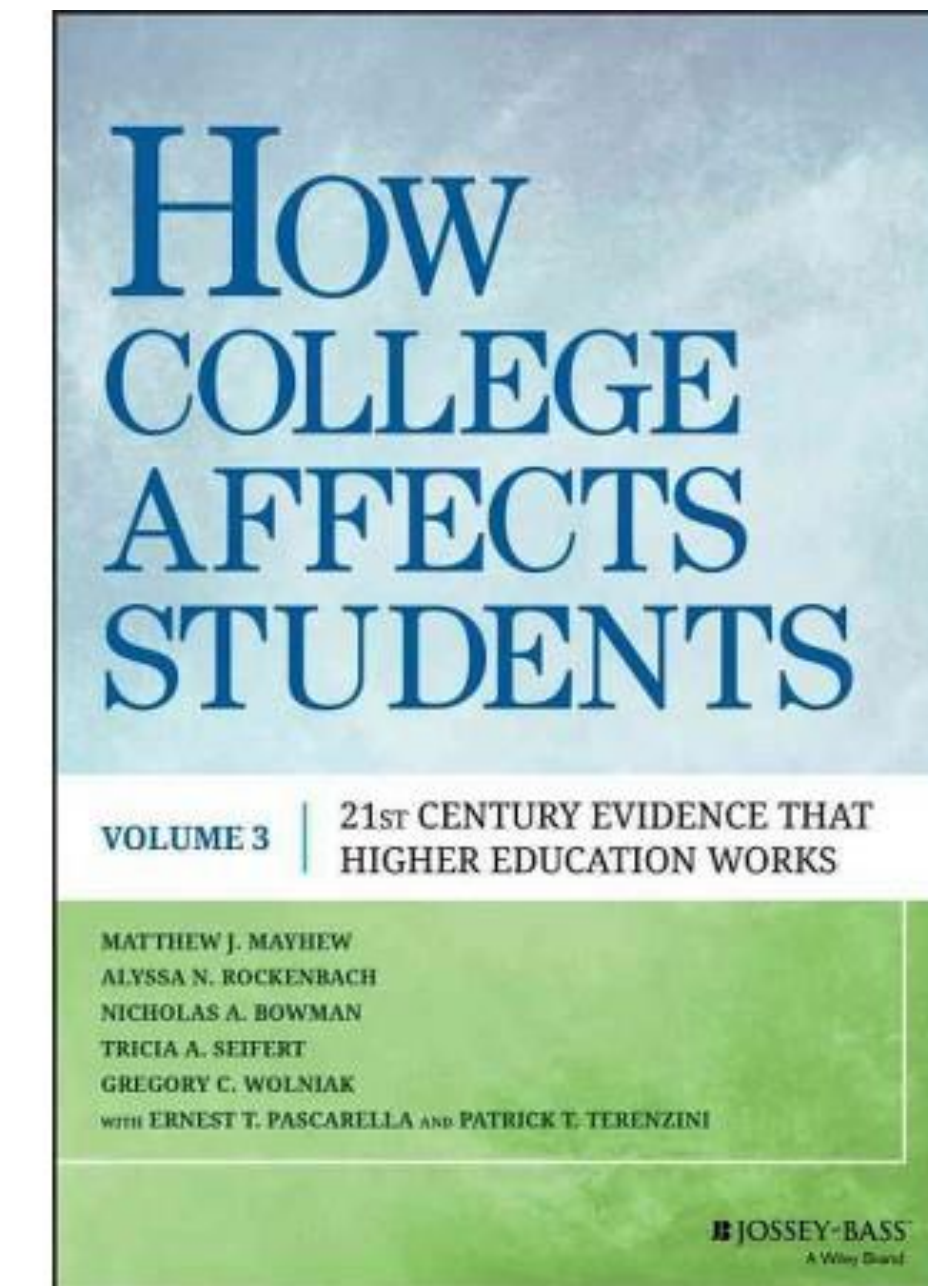
➔ **Attitudes & Values**

➔ **Moral Development**

➔ **Educational Attainment & Persistence**

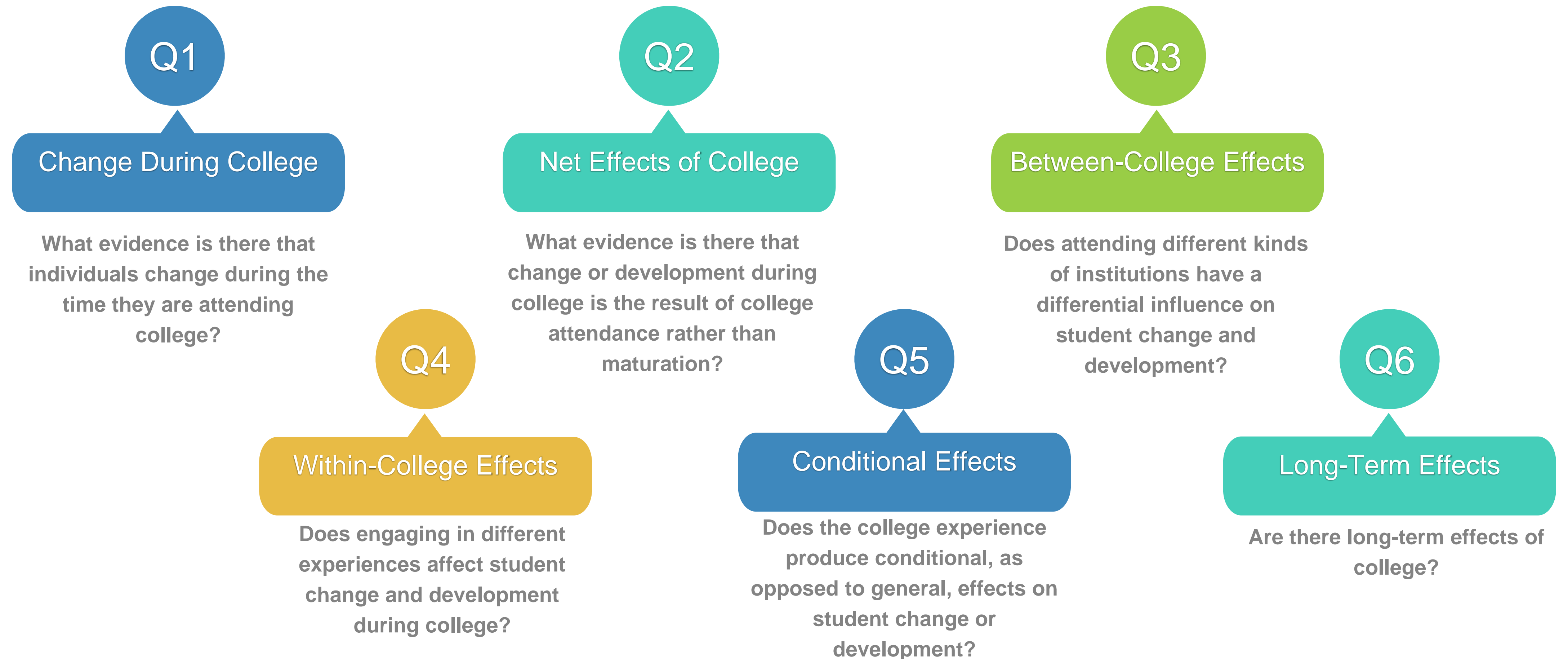
➔ **Quality of Life After College**

➔ **Career & Economic Impacts**



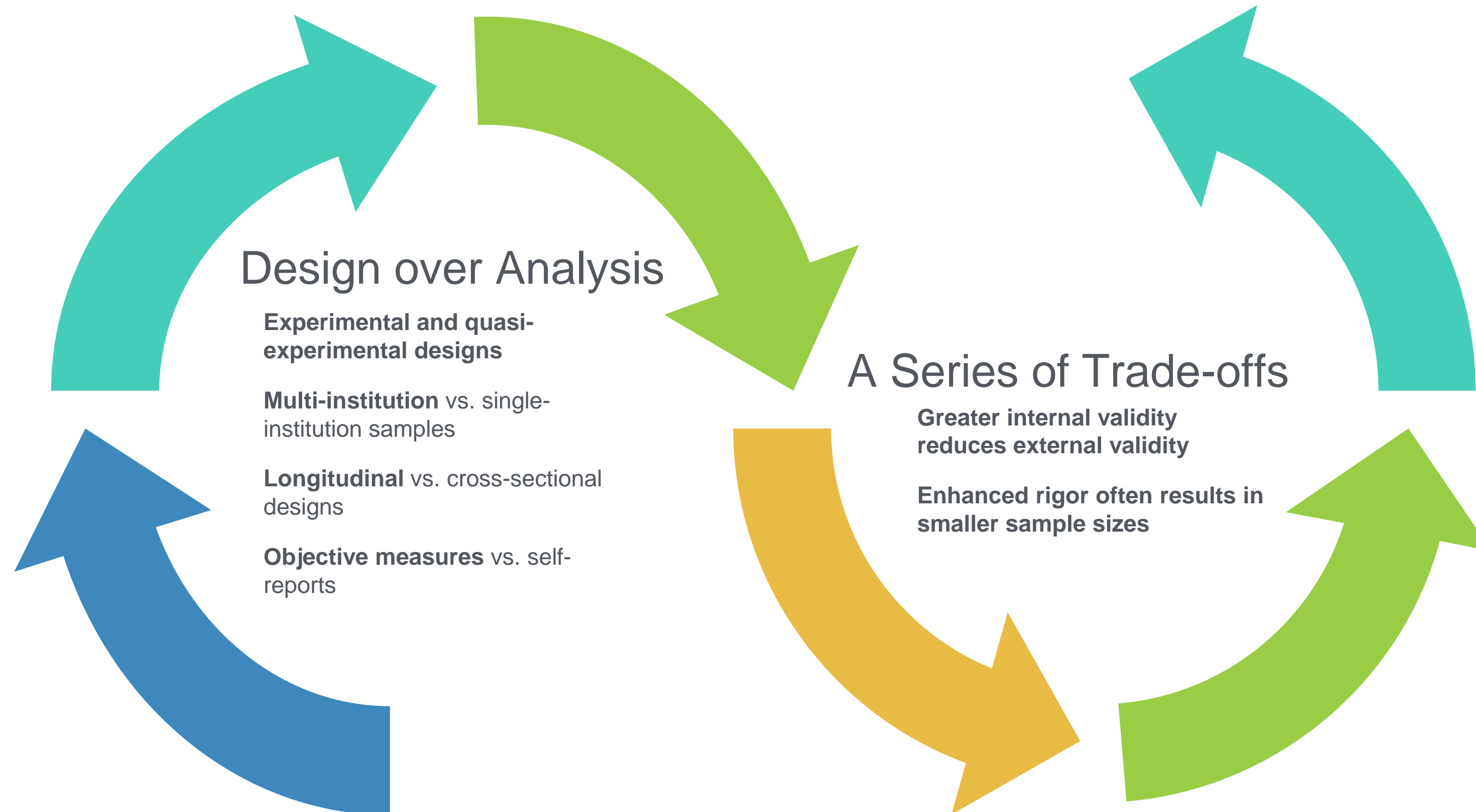
1. THE PROJECT: METHODS

For each outcome category, literature was examined in relation to the following six research questions



1. THE PROJECT: METHODS

How College *Affects* Students implies causality. But, causal research is rarely achieved. Stronger designs were favored over weaker designs, strengthening the validity of findings.



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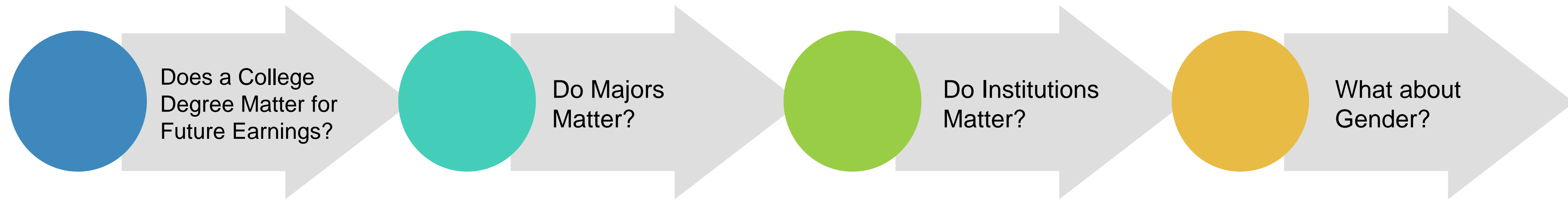
IMPLICATIONS

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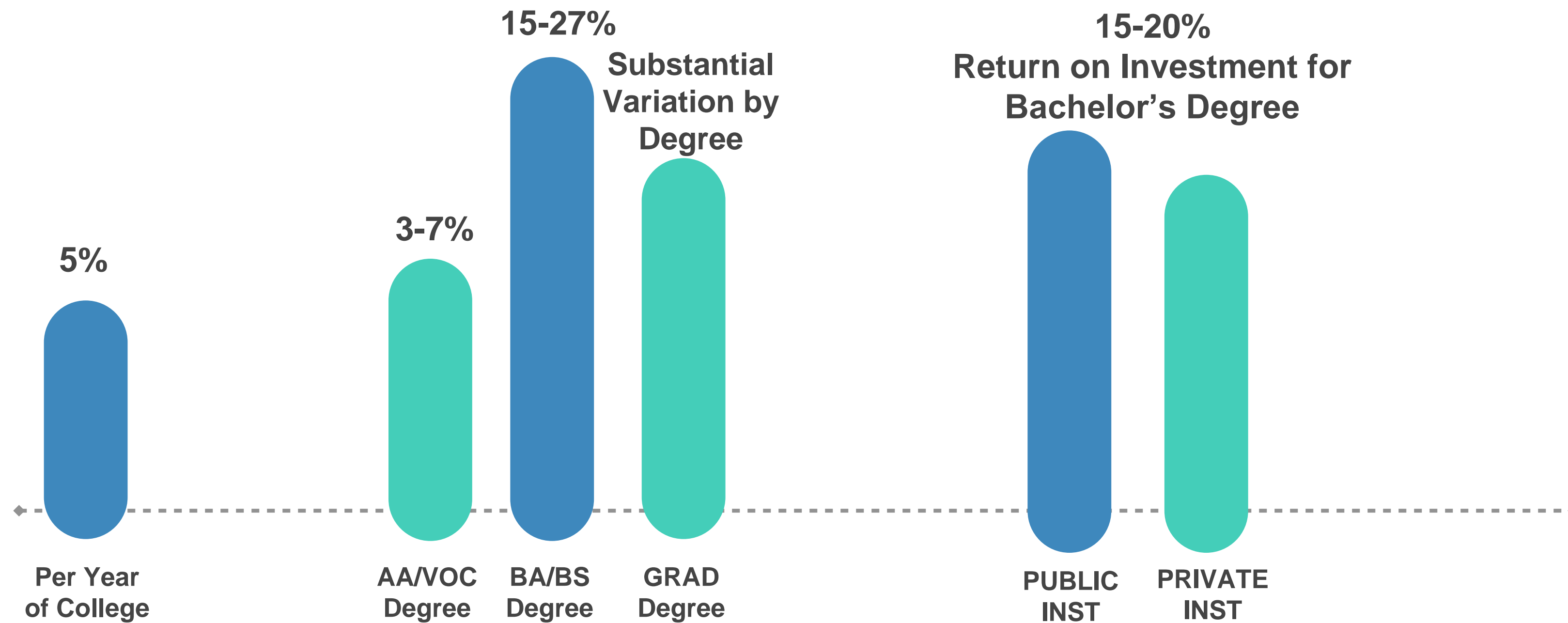
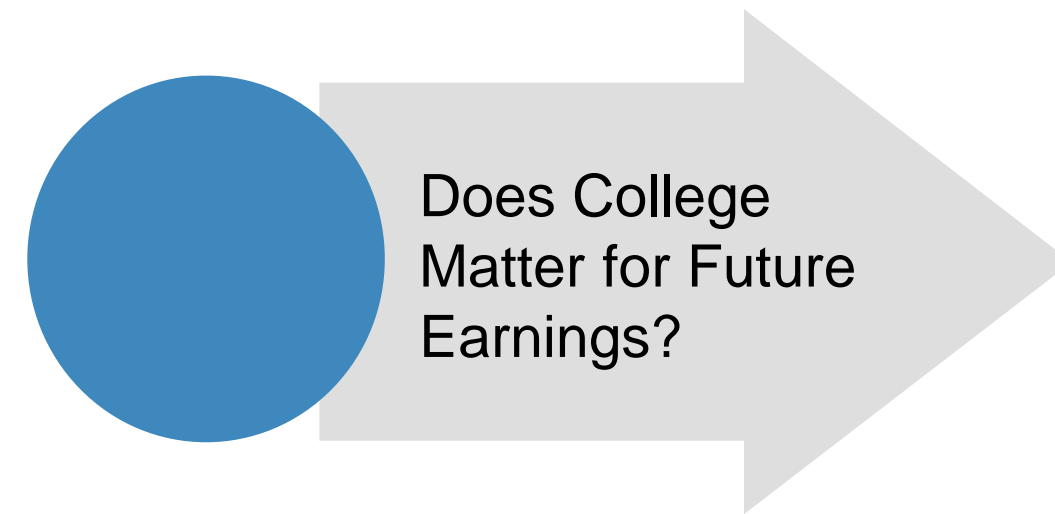
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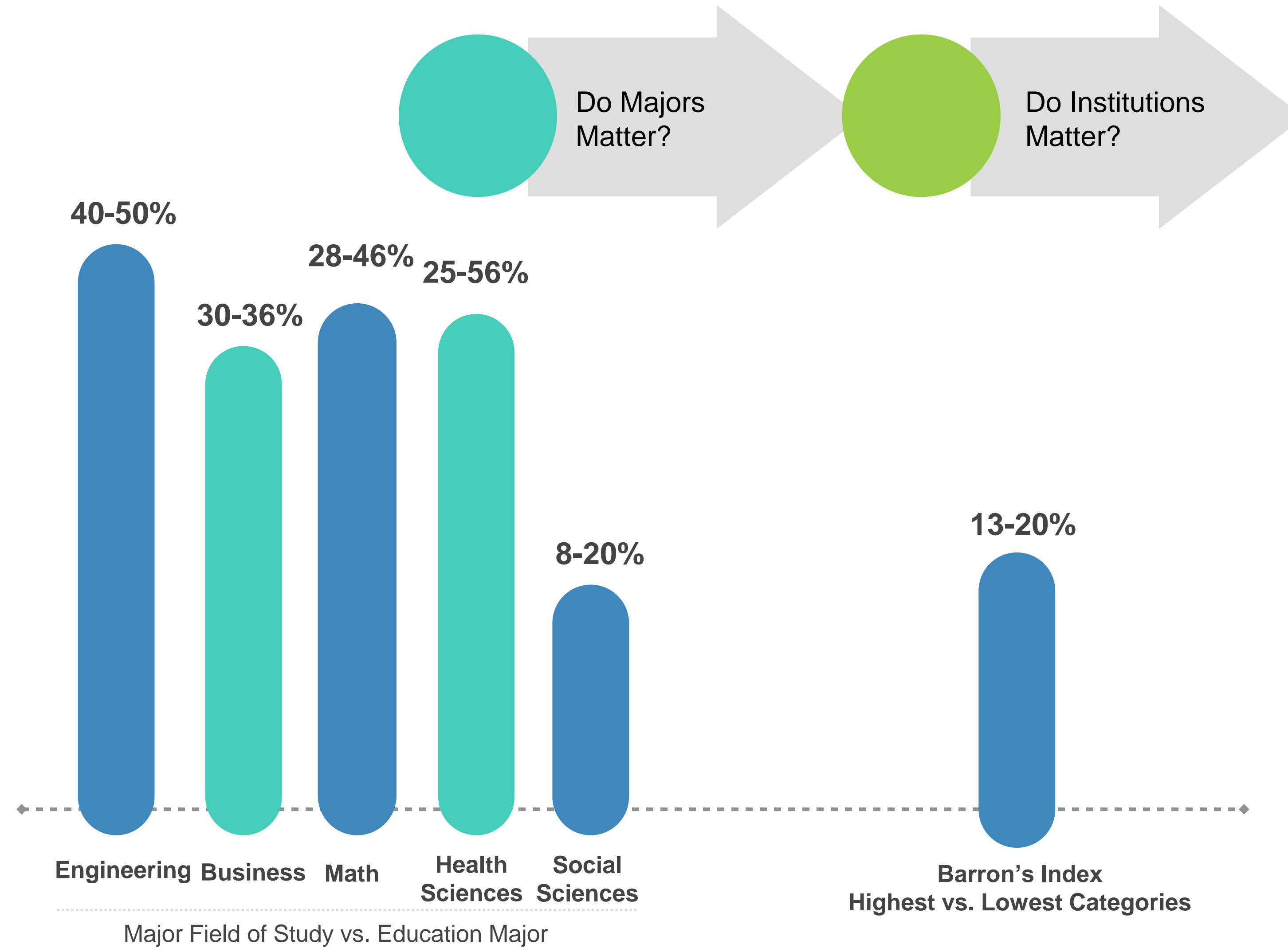
2. KEY FINDINGS: ECONOMIC EFFECTS



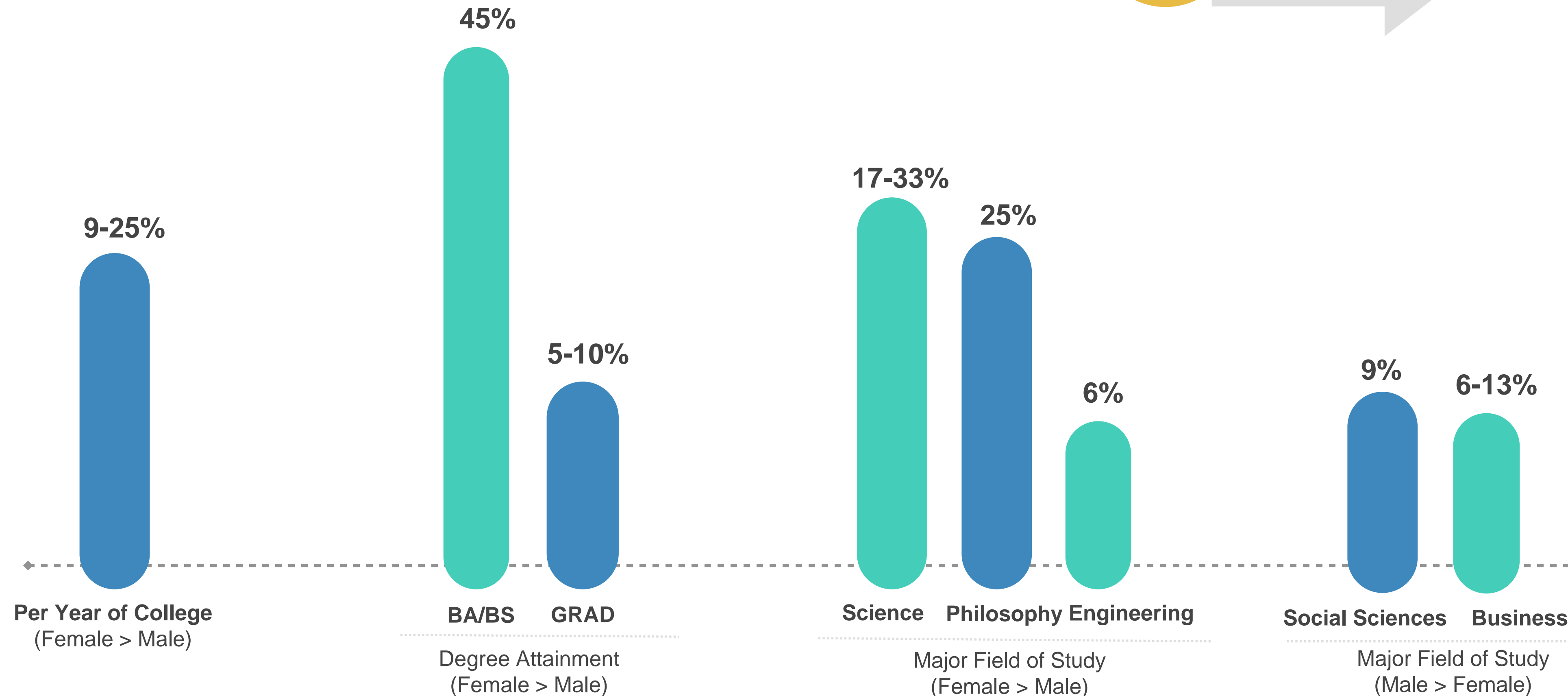
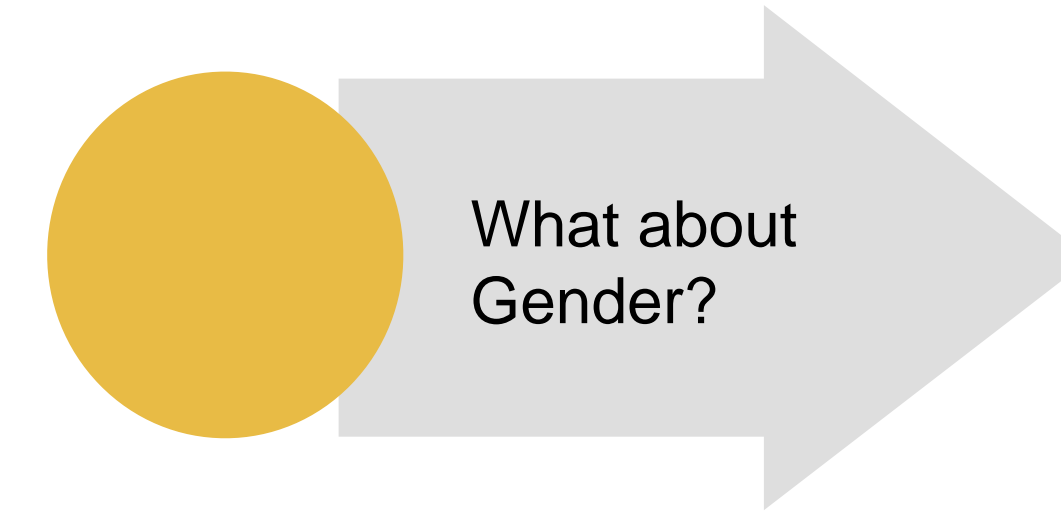
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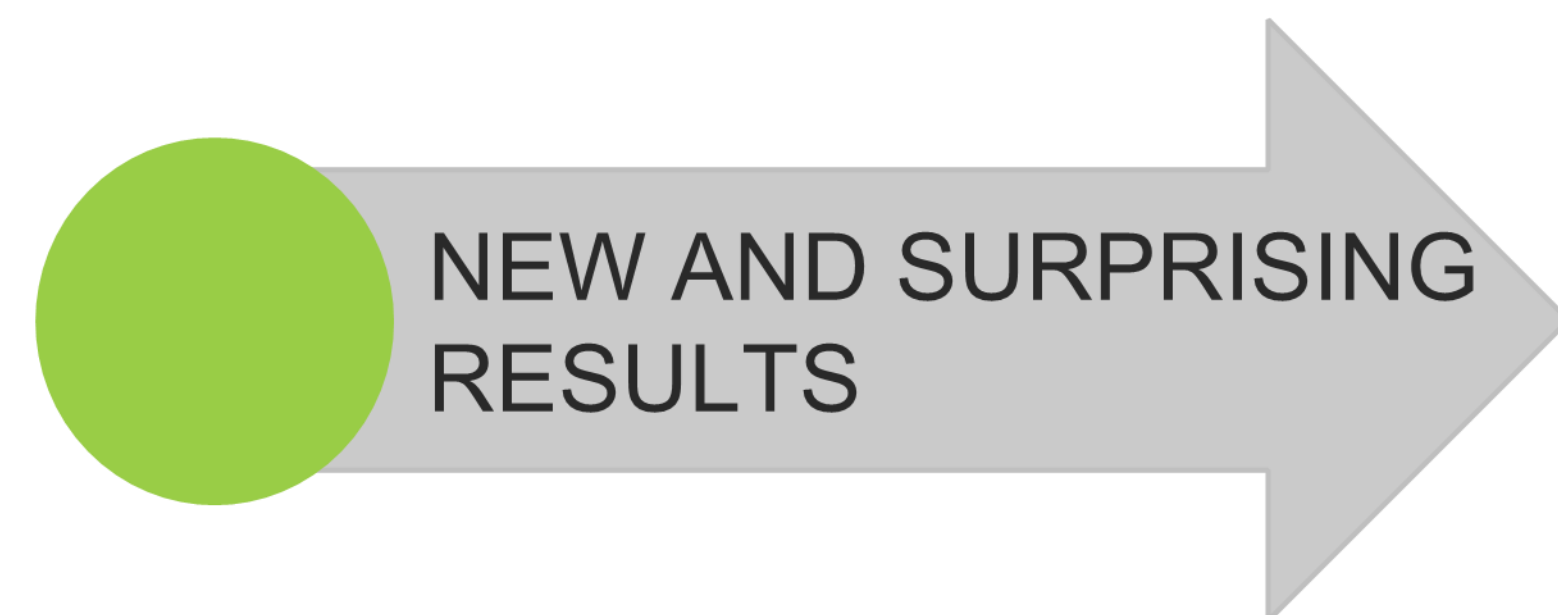
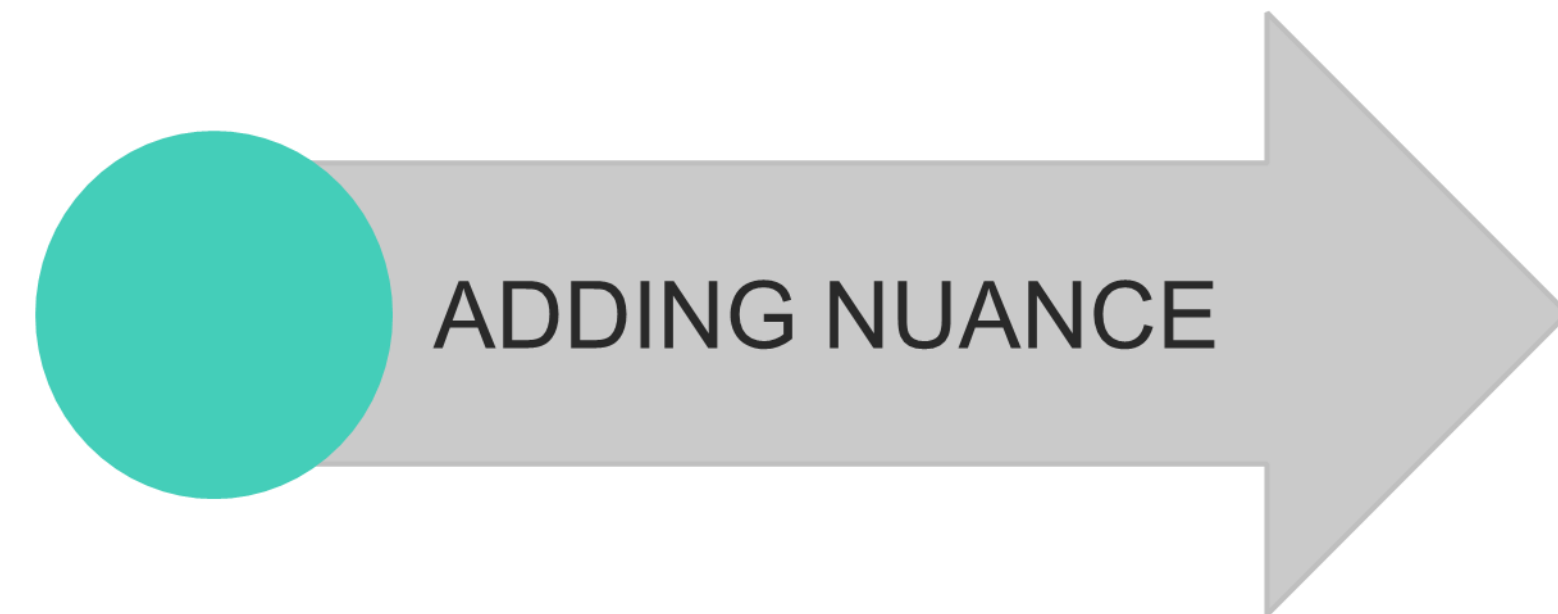
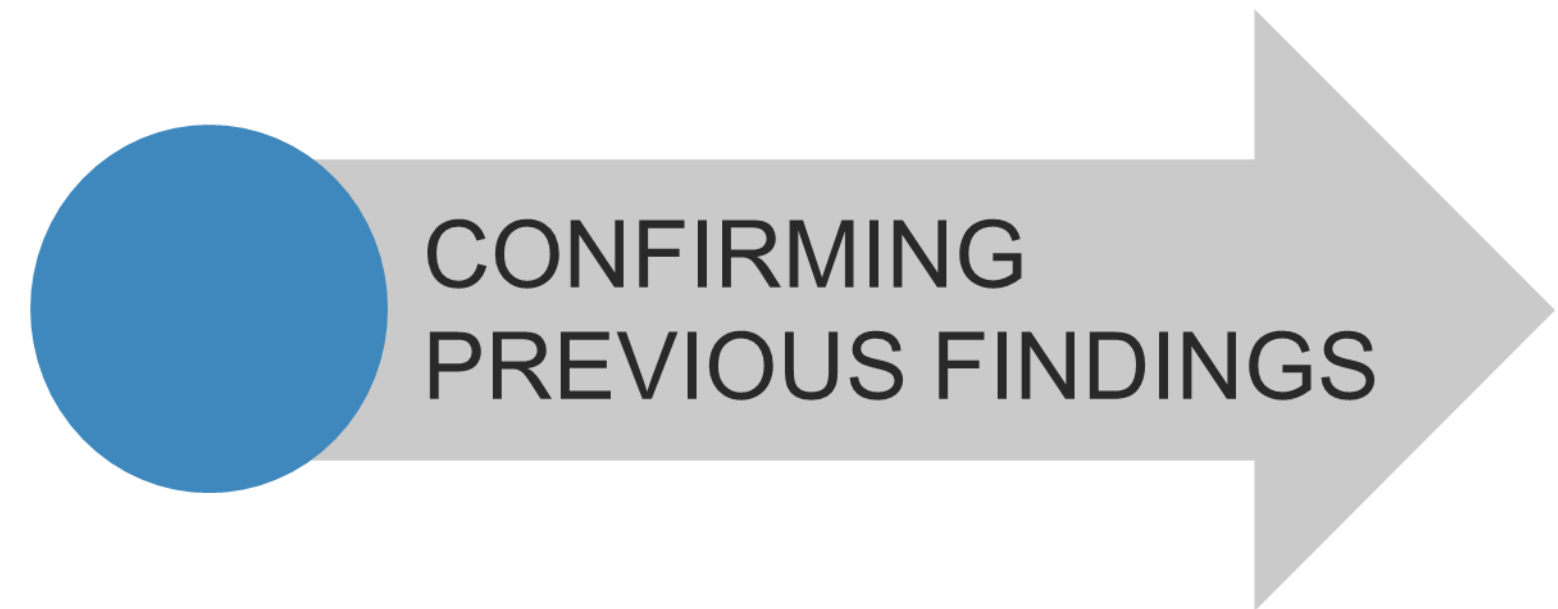
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2. KEY FINDINGS



2. KEY FINDINGS – CONFIRMING PREVIOUS FINDINGS

- Overall positive impact of college
 - Learning and cognition
 - Attitudes and values
 - Moral reasoning
 - Economic and career outcomes
 - Physical health
 - Intergenerational effects
- Impact of attending college and participating in experiences versus choosing a college
- Role of some college experiences (e.g., undergraduate major)

2. KEY FINDINGS – ADDING NUANCE

- Broad effects of good teaching and diversity experiences
- Nature of effective peer and faculty interactions
- Types of financial aid
- Link between achievement and persistence

2. KEY FINDINGS – NEW AND SURPRISING RESULTS

- On-campus residence
- Online coursework and degree programs
- Programmatic retention efforts
- Religious/spiritual engagement
- Institutional expenditures

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3. IMPLICATIONS: FOR PRACTICE



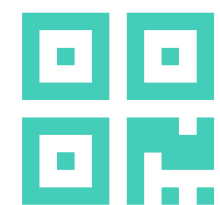
Empowering the message: Higher Education works.



Educating the educators



Channeling resources toward instruction, less toward administration



Diversifying without diversity in organization, instruction, and education?

3. IMPLICATIONS: FOR PRACTICE



Recasting learning potential of residential education, as living-in has smaller influence than ever before



Expanding the reach of curricular innovations, like Honors Colleges, to those that stand to benefit the most, including first-generation students and those from lower family economic narratives



Unleashing the quantitative reasoner

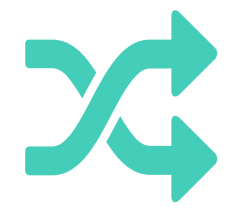


Emphasizing the role of career services in helping students make strategic decisions about major and employment

3. IMPLICATIONS: FOR PRACTICE



Adopting a comprehensive retention strategy including Student Affairs



Reframing the potential for peer engagement as networking opportunities



Using data to evaluate, expand, eliminate



Framing solution-building through the use of equity-mindedness makes room for innovative practice

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What about the findings/implications resonated with you?

What would you like to learn more about?

What will you do differently as a result of the findings?