

EAD 966

*Students in Higher Education*

- Module 6
- **Student Outcomes:**
- **Between & Within College Effects**

# Today's Agenda

Between-College Effects

Within-College Effects

Proposals & Lit Review

Outcomes & Stakeholder Matching (if time)

Moving Forward

# Between-College Effects

How do differences in institution-level characteristics affect outcomes?

## Institution-Level Differences

What differences in *institution-level* characteristics might contribute to difference in student outcomes?

Think of Schools You Know

- Undergrad, Masters, EdD/PhD
- Employment
- Family / Friends / Hometown

# Cognitive / Intellectual Development

## Difference

1. -

2. -

3. -

## Outcome

1. -

2. -

3. -

# Persistence / Attainment

## Difference

1. -

2. -

3. -

## Outcome

1. -

2. -

3. -

# Career / Economic Outcomes

## Difference

1. -

2. -

3. -

## Outcome

1. -

2. -

3. -

# Within College Effects

(PREflection-Guided Discussion)

What differences in student experiences, environments, activities, conditions, etc. affect differences in student outcomes?

# Person, Preparation & Privilege

## From Preflection

- So much of the college student outcomes data seems to be related to students' pre-college characteristics [Michael]
- Institutional selectivity seems to be the most influential between-college effect [Lauren]
- Student body selectivity tends to have an influence on students' earnings. Conversely, attending a higher quality college does not necessarily lead to greater job satisfaction. [James]

## Discussion Questions

1. Who goes to which types of colleges? What's causing that?
2. What might explain the contrasting outcomes James mentions?

# Gendered & Racialized Institutions

## From Preflection

- Men attending a more selective institution are less likely to pursue careers fields typically gendered as female.
  - Connecting this insight to theories of gendered organizations, like Joan Acker, (read last semester in Brendan's class), it would be interesting to theorize how gendered organizational structures contribute towards gendered career fields. [Jacob]
  - Might also consider racialized institutions, or those with specialized programs that draw distinct populations. [Brad]

## Discussion Questions

1. What are the general, across the board effects of major field of study?
2. Do those effects change at schools with different dominant student?

# Conditional Effects – A preview from Jessica

- “Increased expenditures on student services (e.g., student affairs and registrar) **did not significantly predict graduation** for the entire sample, but they did predict improvements among students with below-average ACT scores” (Pg. 370)
- “First-year students of color who enrolled in colleges that were less structurally diverse made more cognitive gains than students of color enrolled in colleges that were more structurally diverse. (Loes et al).
- Student faculty interactions; effective teaching and interactions with faculty had a positive effect on math knowledge for women but negative for men (pg. 91)

*Experiences → Outcomes differ based on student Inputs*

$B = f(PxE)$  [Kurt Lewin]

# Proposals

# General Feedback

1. Justification: Might be a reason there's not much on the topic
2. Population: Differentiate from similar populations
3. Outcomes: Name family/cluster/type
4. Balance: Broad & Narrow (both population and outcome)
5. Adapt: Start early to refine based on availability

# DECONSTRUCT, TRIANGULATE & SYNTHESIZE

Population: \_\_\_\_\_

*Alternate Terms / Overlapping Groups*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Outcome: \_\_\_\_\_

*Alternate Terms / Related Outcomes*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Population /  
Outcome

Population /  
Outcome

Population /  
Outcome

Population /  
Outcome

# DECONSTRUCT, TRIANGULATE & SYNTHESIZE

Population: Autistic Students

*Alternate Terms / Overlapping Groups*

1. Autism, Autism Spectrum Disorder, ASD
2. Asperger('s), Aspie, PDD, Spectrum
3. Neurodiverse, neurodivergent
4. Adult with \_\_
5. Autis\*, Asperg\*, Neurod\*

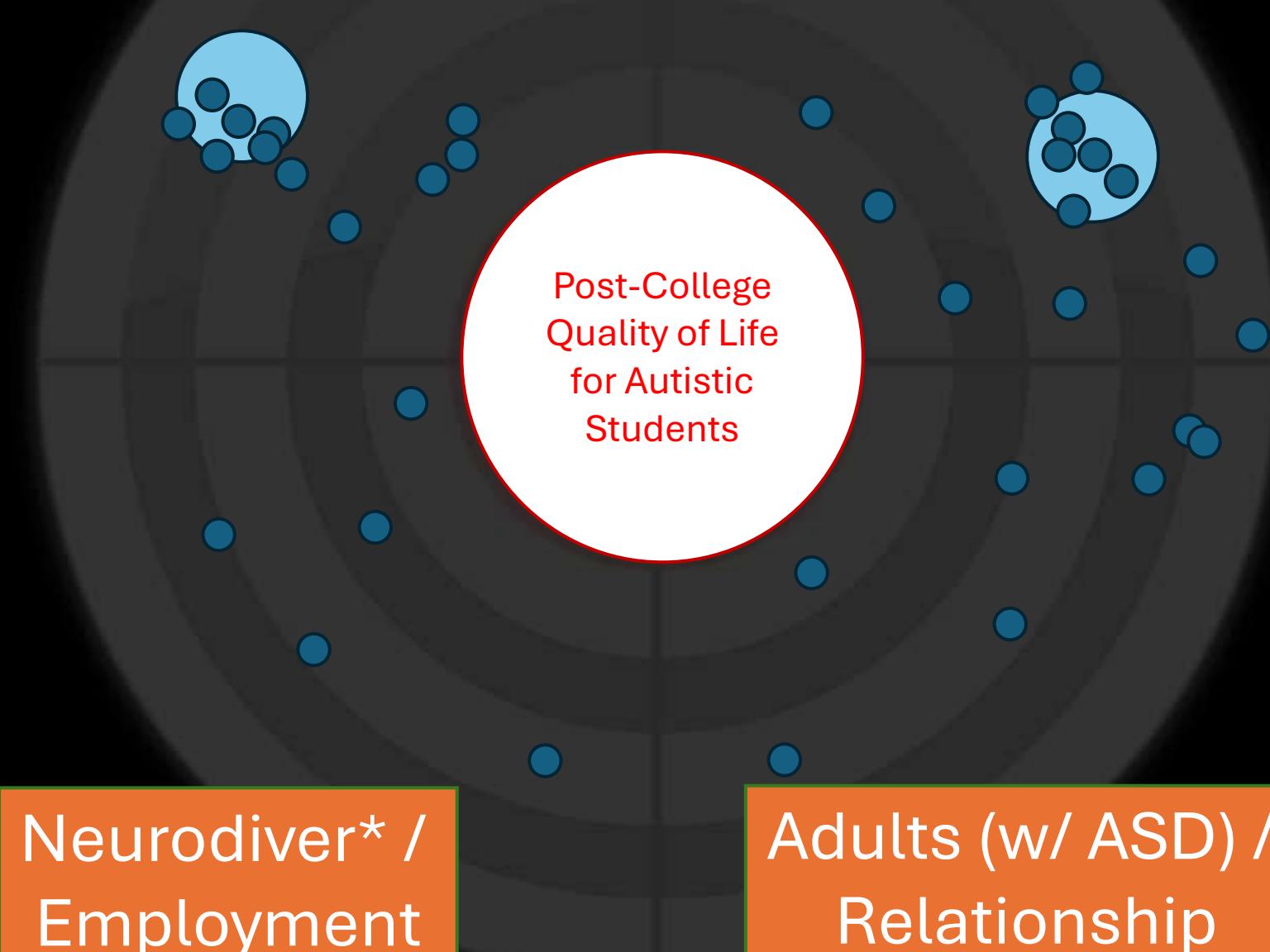
Outcome: Post-College Quality of Life

*Alternate Terms / Related Outcomes*

1. Mental Health, Well-Being, Satisfaction
2. Independence, Contribution
3. Employment, Income, Financial
4. Relationship, Residence

Autistic Student /  
Mental Health

Asperg\* /  
Independence



Post-College  
Quality of Life  
for Autistic  
Students

Neurodiver\* /  
Employment

Adults (w/ ASD) /  
Relationship

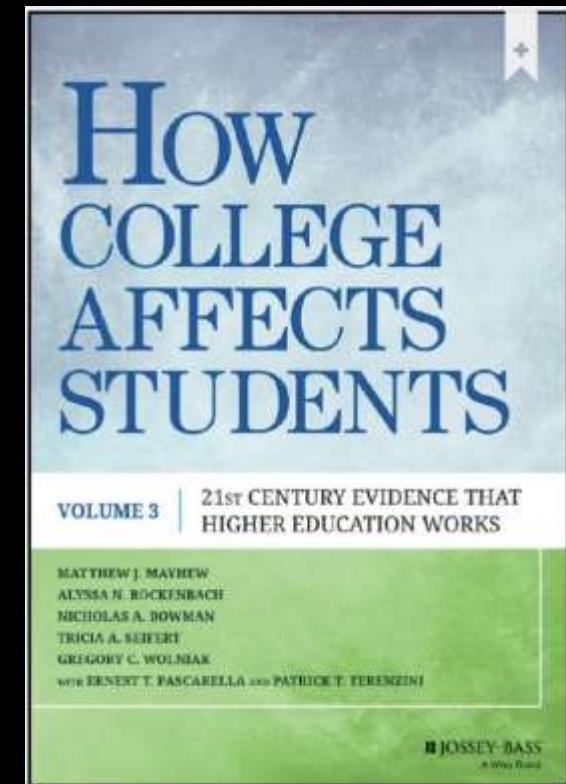
# Source Seeking (HCAS Backwards)

*How College Affects Student: 21st Century Evidence That Higher Education Works*

- Find the chapter associated with your outcome
- Find *two* sources
  - 1. Seminal/Foundational/Early
  - 2. Year 2000+
- For each source, use a reverse citation search to find 2015+ articles that reference it
  - Google Scholar
  - Web of Science

# Matching Stakeholders to Outcomes

	Stakeholder 1	Stakeholder 2	Stakeholder 3
Quant/Verb/Subj Competence			
Cognitive/Intellectual Development			
PsychoSocial Development			
Attitudes / Values			
Moral Development			
Educational Attainment / Persistence			
Career / Economic			
Quality of Life			





# Moving Forward

## **Week 7: Catch Up & Conditional Effects**

- No New Readings
  - Catch up on old stuff if needed
- Work on Annotations
- Come ready to indicate whether your final project will be a *paper* or *case study*.