

# STUDENT SUCCESS, ENGAGEMENT & SUPPORT

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Sheridan | Get  
Creative

SFU

## SESSION OVERVIEW

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- Framing the Issue/Setting the Stage
  - Student Success
  - Engagement – Kuh, 2009
  - Support
- Theory & Practical Implications
  - Lewin's Equation (1936)
  - Astin's Input/Environment/Outcome Model (1985)
  - Tinto's Model of Student Departure (revised 1995)
- Discussion

# STUDENT SUCCESS

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Longstanding debate on meaning:

- Institution's goals
- Student's personal & academic goals
- Civic & community engagement, pay taxes

NEEDS  
EXPECTATIONS  
SATISFACTION

## STUDENT SUCCESS - METRICS

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- Student Retention [Yay SEM!]
- Educational/Goal Attainment, Academic Achievement, Student Advancement
- Holistic Development (multidimensional): students develop as “whole persons” as they progress through and complete their college/university experience.

## STUDENT ENGAGEMENT

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***Student engagement is generally understood as cognitive, emotional, and behavioral participation in activities that promote post-secondary institutional aims, as well as the role institutions play to facilitate student participation in such activities***

-Kuh, 2009

# STUDENT ENGAGEMENT – INDICATORS & FACILITATORS

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- **Indicators**

signal that engagement has occurred, is occurring, or will occur, and involve behavioural, emotional and cognitive characteristics that are used to define engagement (e.g., “bums in seats”)

- **Facilitators**

are causal factors in the educational landscape that support engagement in a variety of ways. Such factors include students, teachers, and institutions that work together to facilitate successful student engagement.

- Lam, Wong, Yang, and Liu (2012)

# STUDENT SUPPORT

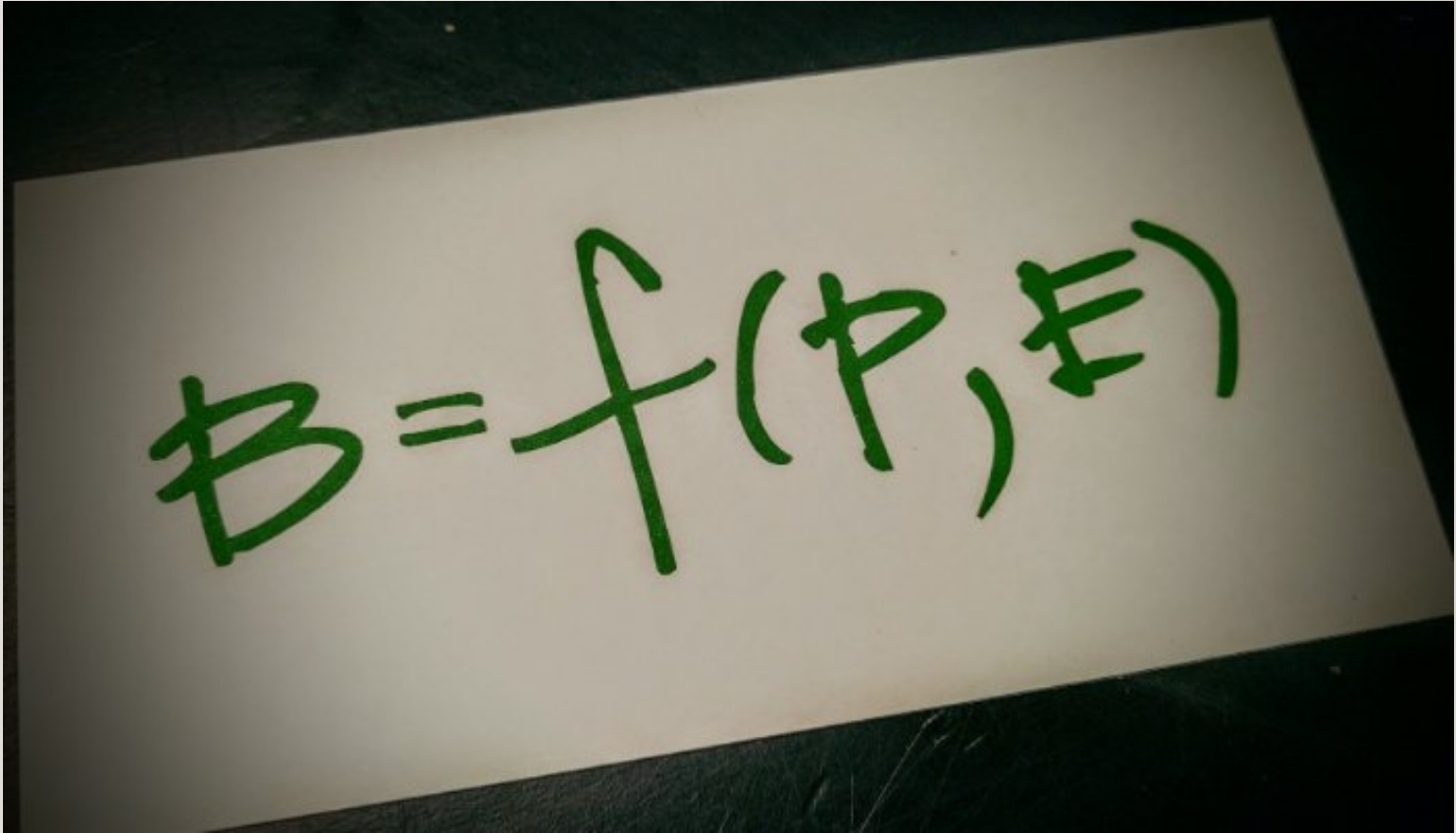
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A moving target!

- Academic supports (e.g., Supplemental instruction, Learning commons/hubs/writing centres, Disability accommodation)
- Personal support (e.g., Counselling, Medical, Residence Life, etc.)
- Targeted Student Populations for pro-active services/programming (e.g., Indigenous, First Generation, International, etc.)
- Others ...

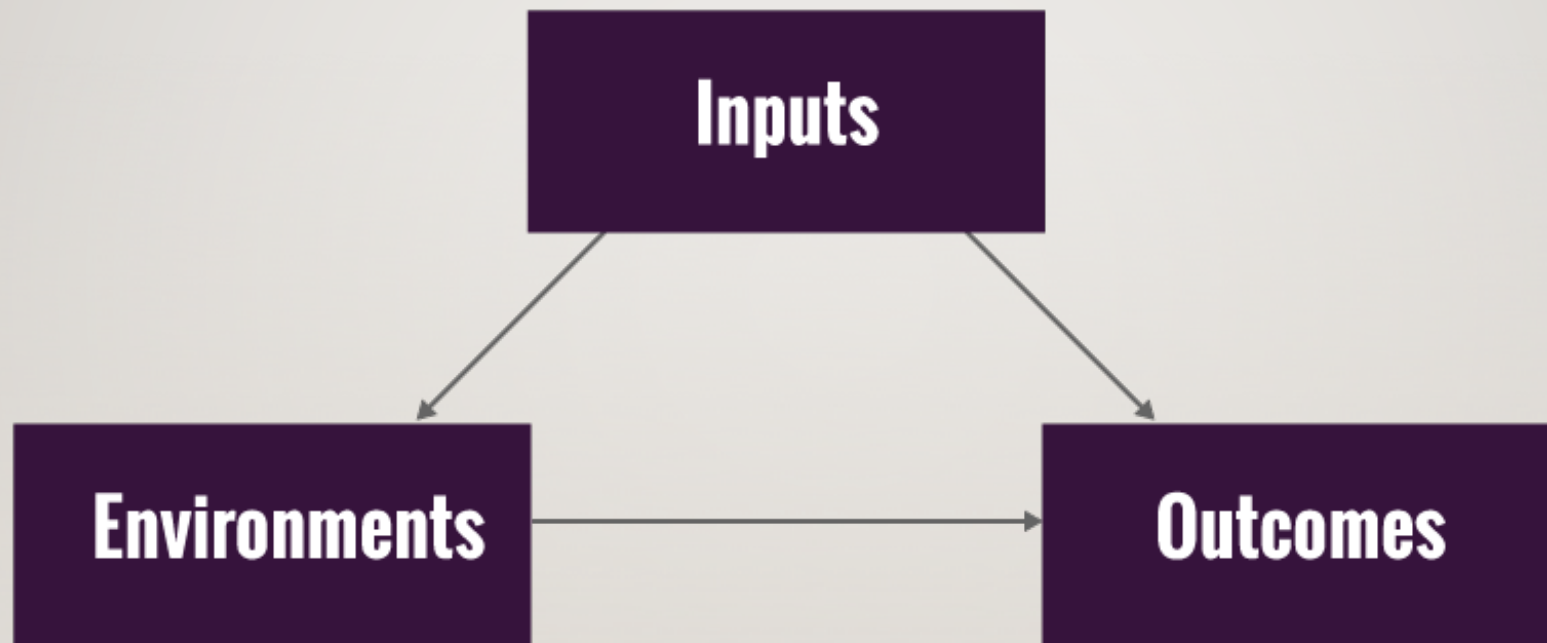
Behavior is a  
function of  
the person in  
their  
environment.

Lewin, 1936

A photograph of a piece of white paper with the equation  $B = f(P, E)$  written in green marker. The paper is slightly tilted and set against a dark background.
$$B = f(P, E)$$



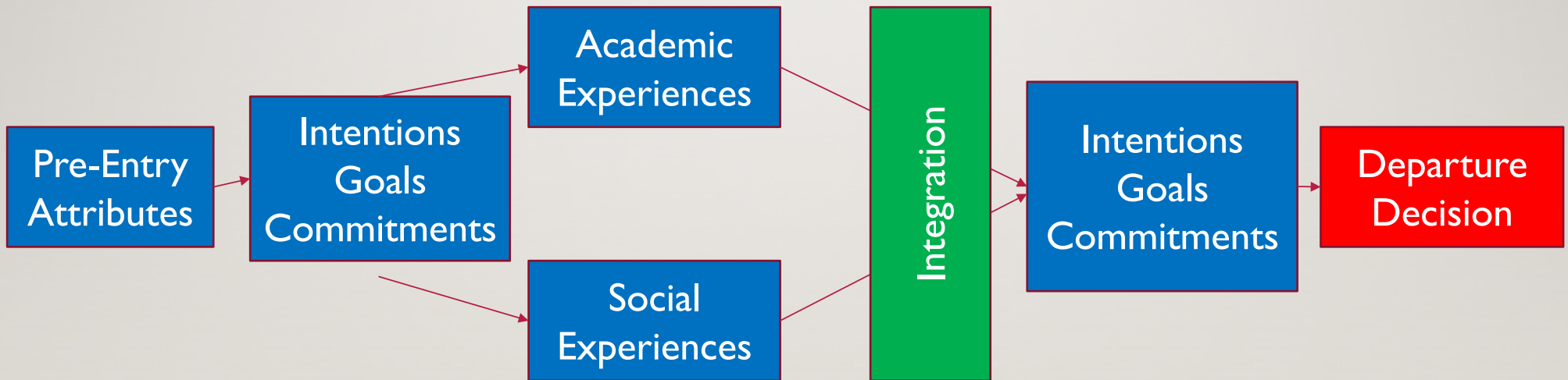
# (I-E-O) ASTIN'S INPUT ENVIRONMENT OUTCOME MODEL



Astin, 1985

# TINTO'S MODEL OF STUDENT DEPARTURE (1995) -- SIMPLIFIED!

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## DISCUSSION Q'S – STUDENT SUCCESS, ENGAGEMENT & SUPPORT

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1. How does institutional size, culture, location, etc. impact student success, engagement & support?  
[Groups: Small 0-5K, Medium 5-15k, Large, 15k & up]
2. How widely understood is the link between student success to engagement, & support:
  - In SEM Community
  - At your institution
3. How should we define & measure student success & engagement  
[Assure Mix: Student Affairs, SEM, etc.]
4. What's working in terms of fostering retention through supports?
  - How do you know?

## REFERENCES

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- Astin, A.W., (1984). *Student involvement: A development theory for higher education*. Journal of college student development. 40, 518-529
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