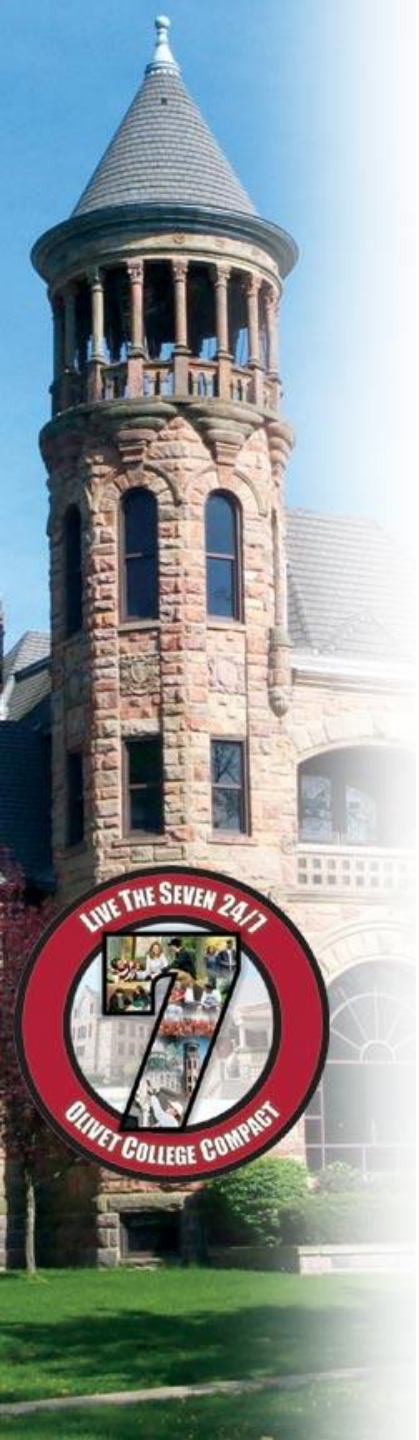


Determinants of Success at Graduation

Charles A. Graessle, Ph.D.
Director of Institutional Research

Olivet College Olivet, Michigan





Professional Involvement (PI)

New employment &/or graduate study at graduation

Current knowledge

improves within one year

summer used as “Gap Year”, job search

Giving objective advice: the multiple causes of PI

using correlations (simple & multiple)

How to analyze illustrated for (easiest is first):

A. academic engagement

B. campus involvement

C. faculty and their assessments



A. Academic Engagement

| Simple Correlations with PI | <i>r</i> |
|---|----------|
| Classroom presentations, asking questions, discussions, etc. | .070 |
| Discussed issues, ideas, careers with faculty or advisors | .077 |
| Help achieving knowledge/ abilities attained to enter a career or job | -.055 |
| Help achieving knowledge/ skills for life-long learning/ entry into graduate school | -.016 |

All are insignificant



Giving Advice from Null Results/Pattern

Poor measures of “engagement”

but is representative and similar to others

we know these predict other things

Unwanted variability

but the n is large $N=310$

Engagement focus of past does not work: Can not separate pedagogical technique from content

jobs *and* grad school *in* their fields

casual “career” discussion is not enough



B. Campus Engagement

Simple Correlation of Campus Engagement w PI

| Type of Engagement | <i>r</i> |
|--|----------|
| Wider community involvement as senior | .126* |
| Any academic club membership as senior | .165* |
| Any social club membership as senior | .029 |
| Any varsity team membership as senior | -.071 |
| Any Greek organization membership | .009 |

* Significant $p < .05$



Datamining a Campus Engagement

Stepped Multiple R of Academic Membership with Professional Involvement

| GPA at Step | St. Beta | <i>p</i> |
|-------------------------|----------|----------|
| 1. Before GPA is forced | .169 | .003* |
| 2. After GPA is forced | .146 | .019* |

* Significant $p < .05$

GPA had little/no effect, so academic membership is related to PI beyond the fact that “good” (*e.g.*, high GPA) students are in such clubs



C. Learning Outcomes Assessments

| Simple Correlation of 3 Assessments w PI | <i>r</i> |
|---|----------|
| Overall individual responsibility outcome | .209* |
| Overall social responsibility outcome | .442* |
| Senior career GPA (from courses) | .117* |

* Significant $p < .05$

Problem: Separating three correlations implying how faculty assess responsibility outcome: 2 hypotheses:

- 1. Like they do when grading courses for GPA**
- 2. SOR experiences favor grad school entry**



C 1. Grading and Fac Assessment

Stepped Multiple R of Assessments with PI of

| Individual Responsibility (IR) at Step | St. Beta | p |
|--|----------|-------|
| 1. Before GPA is forced | .209 | .032* |
| 2. After GPA is forced | .122 | .283 |

IR mirrors GPA-predicted PI

| Social Responsibility (SOR) at Step | St. Beta | p |
|-------------------------------------|----------|-------|
| 1. Before GPA is forced | .442 | .016* |
| 2. After GPA is forced | .380 | .043* |

SOR does *not* mirror GPA-predicted PI

* Significant $p < .05$



C 2. Assessment Favors Grad School

Simple r of experiences with grad school entry

Field work (*Pearson $r = .129^*$, $N = 317$)*

Full internships (*Pearson $r = .040$, $N = 317$)*

Stepped R of w SOR Evaluation with PI

| at Step | St. Beta | p |
|-------------------------------|----------|-------|
| 1. Before field work forced | .415 | .000* |
| 2. After field work is forced | .456 | .000* |

* Significant $p < .05$

Field work had little/no effect, so faculty's SOR outcome evaluation taps something else



What This Teaches Us

Pattern must change

efficient use of college services

rapid graduation (4 yr) becoming norm

accreditor wants to see improvement

Class activities do not mesh with career entry

Faculty grading-methodology

is same as IR-like things

but social justice goes involves more

Community involvement – not campus-focused

e.g., academic clubs, grades, & grad school

Determinants of Success at Graduation

Questions/Comments

cgraessle@olivetcollege.edu

