THE IMPACT OF A STUDENT RECOGNITION PROGRAM

Presented by Dr. AnnaMaria Bliven and Dr. Jon Werner

OUTLINE OF PRESENTATION
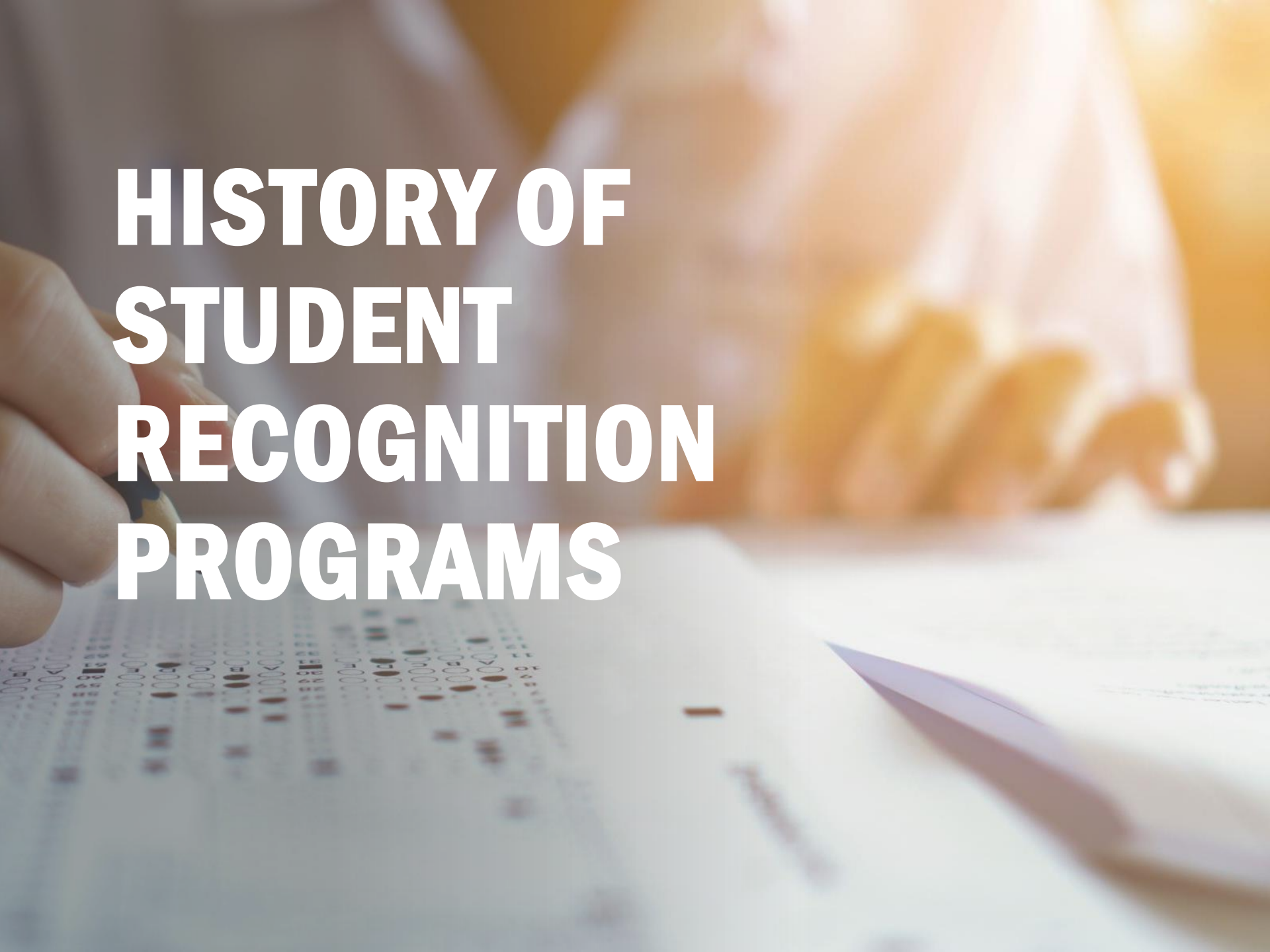
Brief history

What the literature shows

Quantitative and qualitative findings

Anecdotal evidence

Proposed research study at UW-Whitewater

HISTORY OF STUDENT RECOGNITION PROGRAMS

Boston Latin School – first school established in April 1635 strictly for college preparation. Boys attended; Girls were schooled at home.

The first college in the world, the University of Bologne, was founded in 1088 and is the oldest and longest-running university in the world. It started when students began grouping together and hired educators to teach them different things and ideas.

Horace Mann invented school and what is today the United States' modern school system. Horace was born in 1796 in Massachusetts and became the Secretary of Education in Massachusetts where he championed an organized and set curriculum of core knowledge for each student.
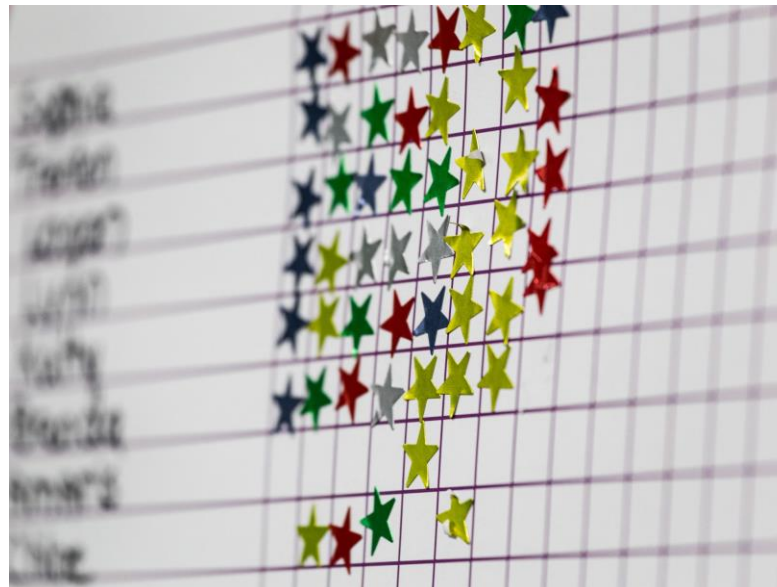
What the past literature shows:

Students struggling with course work improve after receiving an award
(Angrist et al., 2009, 2014; Gneezy et al., 2011)

Increases found in:

- **Student motivation**
  (Stover et al., 2014, Fong et al., 2017)

- **Student self-efficacy**
  (Bartimote-Aufflick et al., 2016; Bi et al., 2019)

- **Student self-regulated learning**
  (Dresel et al., 2015; Rheinberg et al., 2000)

- **Self-determination to succeed**
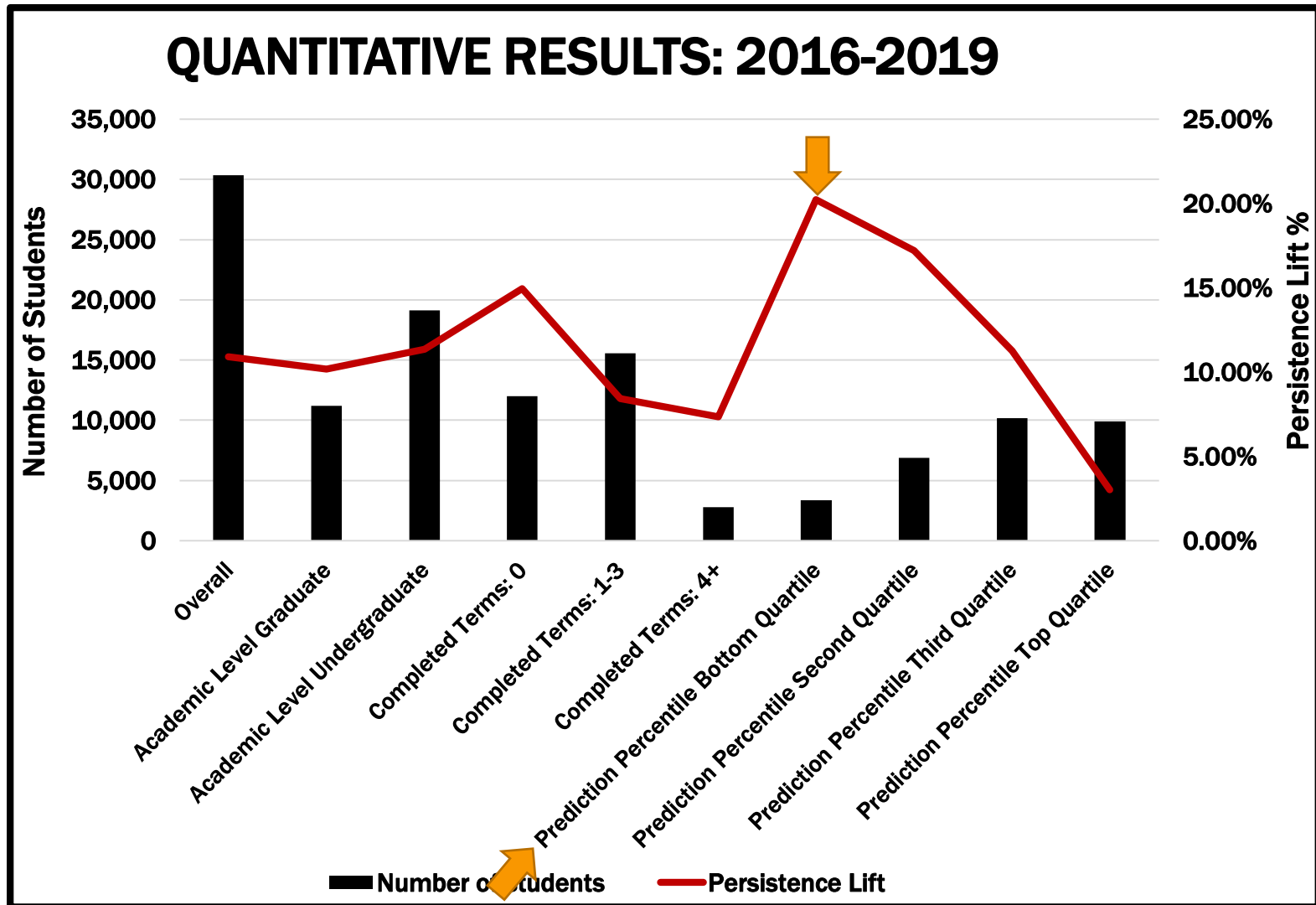 (Baer & Norris 2016; Chang et al., 2013)

Quantitative and Qualitative Findings

What a recent study shows (Bliven & Jungbauer, 2021):

Students struggling with course work improves after receiving an award

QUANTITATIVE RESULTS: 2016-2019

Number of Students (left axis): 35,000 / 30,000 / 25,000 / 20,000 / 15,000 / 10,000 / 5,000 / 0

Persistence Lift % (right axis): 25.00% / 20.00% / 15.00% / 10.00% / 5.00% / 0.00%

Categories: Overall, Academic Level Graduate, Academic Level Undergraduate, Completed Terms: 0, Completed Terms: 1-3, Completed Terms: 4+, Prediction Percentile Bottom Quartile, Prediction Percentile Second Quartile, Prediction Percentile Third Quartile, Prediction Percentile Top Quartile

Legend: ■ Number of Students — Persistence Lift

| PREDICTION TERMS	N =	P LEVEL	PERSISTENCE LIFT
Race: Black (Student of Color)	3,344	<0.01	14.78%+/–3.1%
Ethnicity: Hispanic or Latino	2,184	<0.01	12.75%+/–2.5%
Race: Asian	1,067	<0.01	12.417%+/–3.6%
Race: Caucasian	23,520	<0.01	10.49%+/–0.7%

(Bliven & Jungbauer, 2021)

ANECDOTAL EVIDENCE

Thank you. You all have no idea what is going on in my life right now, but I needed the reminder that I'm not in it alone, and that it will all be worth it in the end.
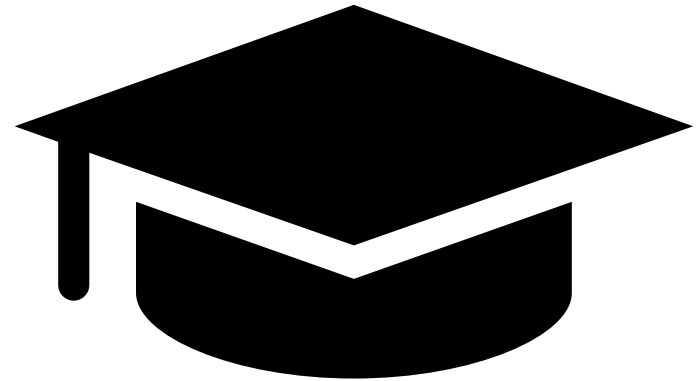
This feels good to be recognized by my school for my writing. It makes me feel like I can still be a competent student. This is encouraging on my road to becoming a manager in my ER that I work at. I think a goal of mine would be to consider being a chief compliance officer of my organization.
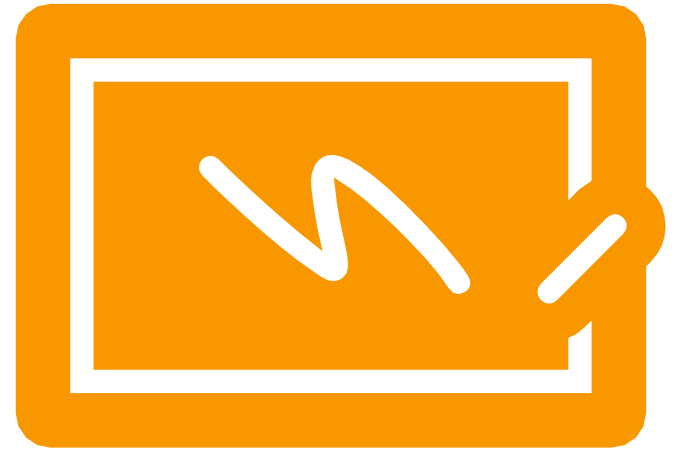
*This term has been the most difficult for me. I have had multiple health issues with myself and my family and school had to take a back seat for quite a while. I was considering calling it quits especially when I couldn't seem to pass my first task in College Geometry. It was returned three times and I had never had that happen. I had only had one other task returned for revision and it passed the second try. I was so frustrated that I couldn't seem to understand what the task was asking for, but I decided to persevere and keep trying and this reward means so much to me. It proves to myself that I can do this. I can still put out the quality of work that I have always required of myself. I've received multiple Excellence awards in the past but this one means more than all of them because **I almost gave up**. Thank you for helping me keep going!*

...this Excellence Award has really opened my eyes to my own accomplishments and potential. This was just the encouragement I needed to put in the extra work this school year!

RESEARCH QUESTIONS

(1) What effect is the university's student recognition program, the Dean's List, having on students' persistence and their graduation rate?

(2) How does student recognition of excellence support and enhance indicators of student success, such as persistence and graduation rate?
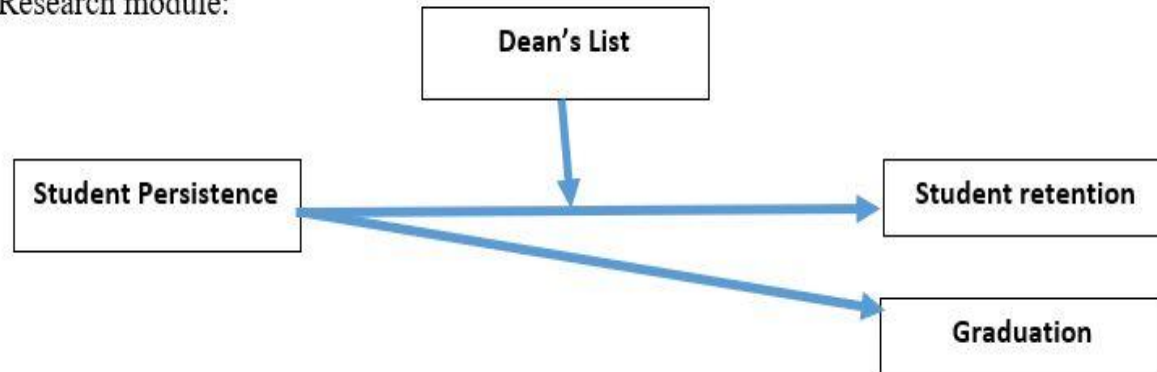
METHODOLOGY

Quantitative

Comparing groups of student

Longitudinal (2019, 2020, 2021)

Research module:

$$SO = \beta_0 + \beta_1 * PER + \beta_2 * CCR * DL$$

SO = Student outcome as defined by the student retention and graduation rates

PER = levels of student persistence

DL = Students selected for the Dean's List

RESEARCH MODEL

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DISCUSSION

ANY QUESTIONS

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