

CENTRE FOR THE STUDY OF STUDENTS  
IN POSTSECONDARY EDUCATION

Research Paper Series

Winter 2009

<http://css.oise.utoronto.ca>

## Recession-Friendly Tactics for Promoting Student Success in University

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The global economic meltdown presents unprecedented challenges to organizations of every sector, including postsecondary educational institutions. Even the best endowed universities in North America are not immune from the financial crisis, with Harvard, Dartmouth, and Johns Hopkins announcing staff reductions and drawdowns in operational spending. At the same time, the demand for postsecondary training remains strong and is expected to increase as individuals seek to obtain 21<sup>st</sup> century skills and competencies (Association of American Colleges and Universities, 2007). These circumstances mean that universities will have to do more with less as their enrollments swell. A substantial number of new students may be underprepared for university study or not eligible for admission to the faculty of their choice.

In this paper I describe seven recession-friendly tactics for promoting student success. By student success, I mean *academic achievement, engagement in educationally purposeful activities, satisfaction, acquisition of desired knowledge, skills and competencies, persistence, and attainment of educational objectives* (Kuh et al., 2007). These ideas are “recession-friendly” because they do not necessarily cost more to implement than what many universities are presently doing, although some may require reallocation of resources that are presently being used for less productive activities. In addition, these tactics assume that institutions cannot alter the pre-college achievement levels of their students, which is the surest way to increase student persistence and educational attainment rates. In almost every instance, research studies show that these programs and activities recommended in these tactics are positively linked with one or more dimensions of student success listed above (Kuh et al., 2005; Kuh et al., 2007; Pascarella & Terenzini, 2005).