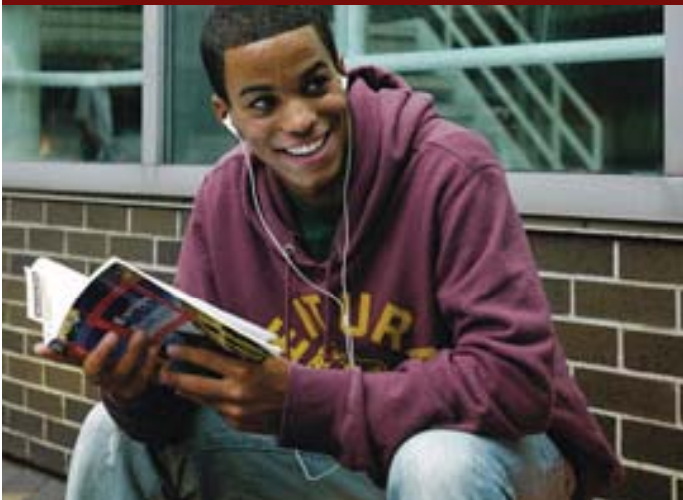


# A More Comprehensive Look at First Year Engagement: A Longitudinal Assessment Approach

Indiana University  
Center for Postsecondary  
Research



Bob Gonyea  
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Jim Cole





# Objectives

## Participants will learn about:

1. Student engagement and the instruments from IUCPR to assess engagement.
2. How engagement surveys can be used in concert to answer more sophisticated/longitudinal assessment questions.
3. Identifying sources of data on their campuses that can be used in combination to answer their assessment questions.



# Overview

- Student Engagement
- Description of NSSE, FSSE, & BCSSE
- 3 Assessment Questions
- Discussion





# What is Student Engagement?





# Foundations of Student Engagement

- Time on task (Tyler, 1930s)
- Quality of effort (Pace, 1960-70s)
- Student involvement (Astin, 1984)
- Social, academic integration (Tinto, 1993)
- Good practices (Chickering & Gamson, 1987)
- Student engagement (Kuh, 2001, 2003)



# Two Components of Student Engagement

- What **students** do—time and energy devoted to educationally purposeful activities
- What **institutions** do—using effective educational practices to induce students to do the right things



# Engagement Surveys

- National Survey of Student Engagement (NSSE)
- Faculty Survey of Student Engagement (FSSE)
- Beginning College Survey of Student Engagement (BCSSE)



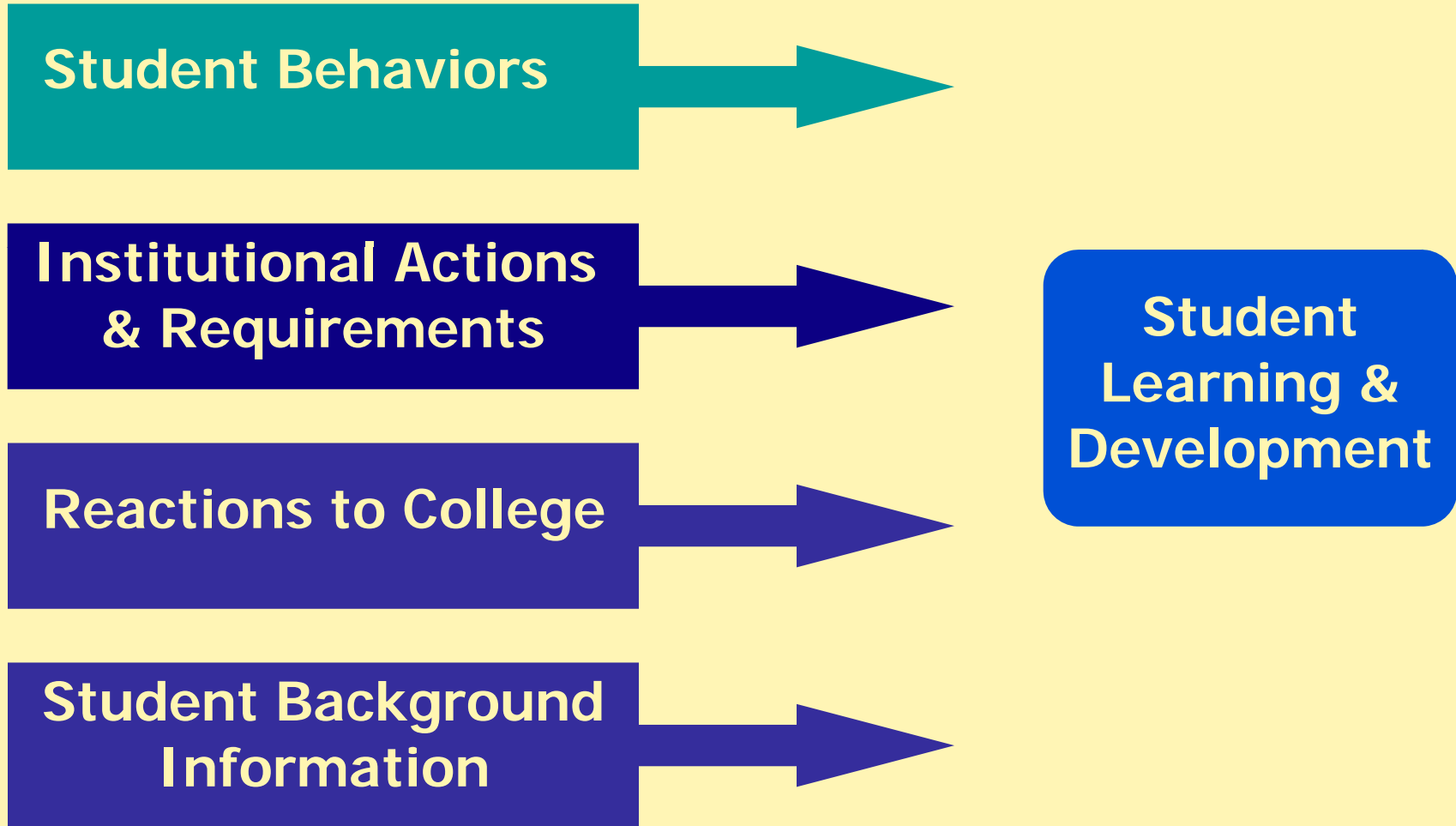
# NSSE Summary

- Annual survey
  - First-year students and seniors
  - Baccalaureate institutions
  - Measures student participation in valuable educational experiences
- Core activities:
  - institutional improvement
  - public advocacy and research
- Companion surveys:
  - FSSE and BCSSE





# The College Student Report





# Five Indicators of Effective Educational Practice

**Level of Academic Challenge**

**Enriching Educational Experiences**

**Supportive Campus Environment**

**Student Faculty Interaction**

**Active & Collaborative Learning**



## Why FSSE?

- Include faculty in the discussion of effective educational practices
- To understand faculty expectations and perceptions as institutions seek to target areas of improvement
- Some previous homegrown faculty surveys that paralleled NSSE seem to work

The logo for the FSSE Survey, featuring a stylized blue circular graphic with three dots and a curved line.

# FSSE Survey

- Faculty perceptions of how often their students engage in different activities
- The importance faculty place on various areas of learning and development
- The nature and frequency of interactions faculty have with students
- How faculty members organize class time





## BCSSE Purpose

- To measure entering first-year students' pre-college academic and co-curricular experiences
- As well as their interest in and expectations for participating in educationally purposeful activities during the first college year.



# BCSSE Content

- High school academic and co-curricular engagement.
- High school academic preparation (e.g., AP courses).
- Expectations to engage in academically meaningful activities.
- Academic aspirations, efficacy, and persistence.
- Expected grades and intention to graduate.
- Financial aid, first-generation status, and other important characteristics.



# Assessment Questions

1. How do student expectations/prior experiences match college experience? (Jim)
2. How do student values/expectations match faculty values/expectations? (Tom)
3. How much do students study? (Bob)



# Institution A

## Characteristics



### INSTITUTION

- Master's College and University (smaller programs)
- Enrollment: approx 7,000
- 85% full-time students
- Public

### STUDENT

- Public school graduate: 92%
- First generation: 44%
- Caucasian/White: 89%
- 400 or more in HS graduating class: 34%





# Institution B

## Characteristics



### INSTITUTION

- Baccalaureate College – Arts & Sciences
- Enrollment: approx 1,500
- 99% full-time students
- Private

### STUDENT

- Public school graduate: 79%
- First generation: 27%
- Caucasian/White: 71%
- 400 or more in HS graduating class: 30%



# Assessment Question 1

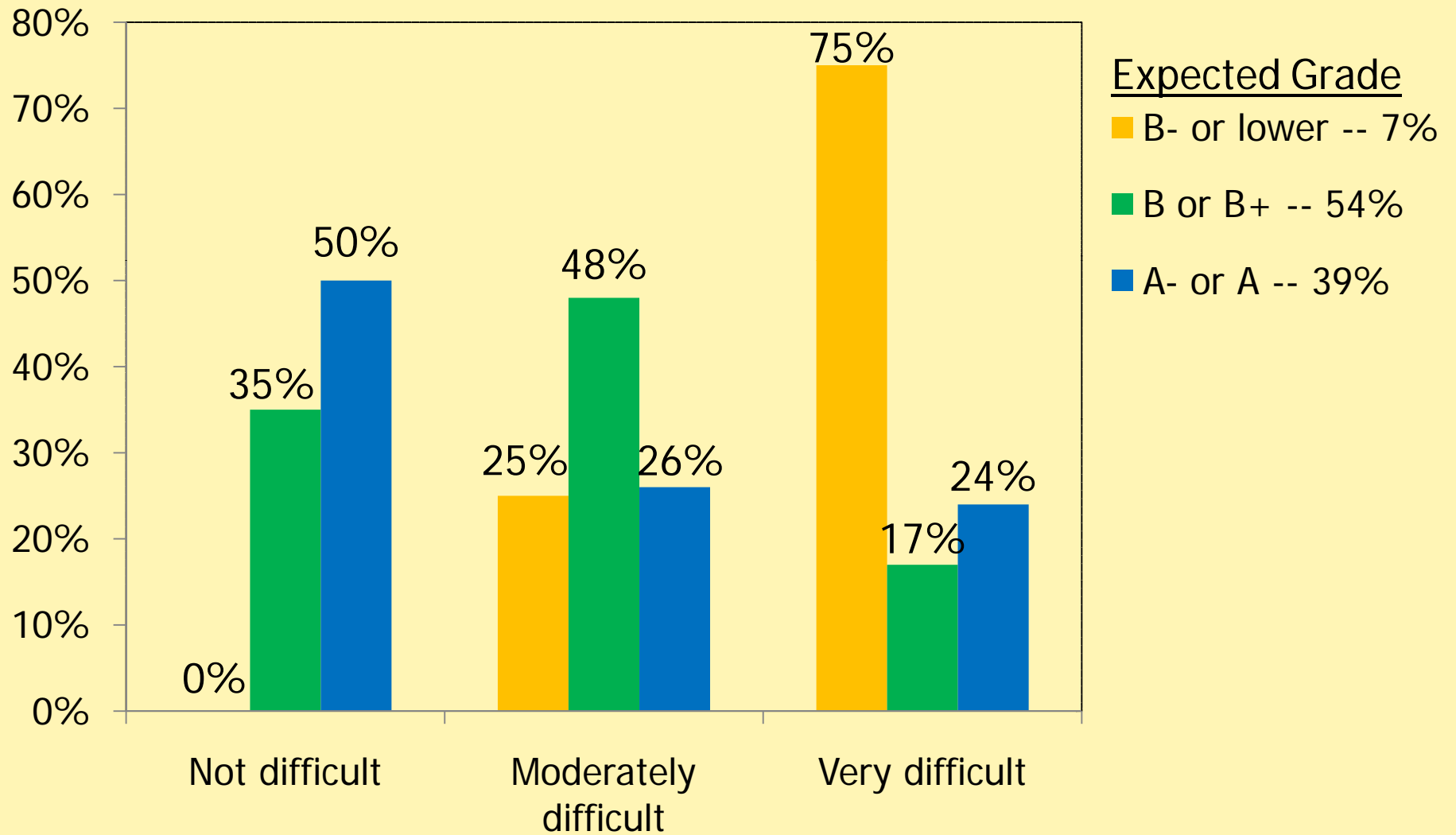
- How do student expectations and prior experiences match college experience?





# Institution A

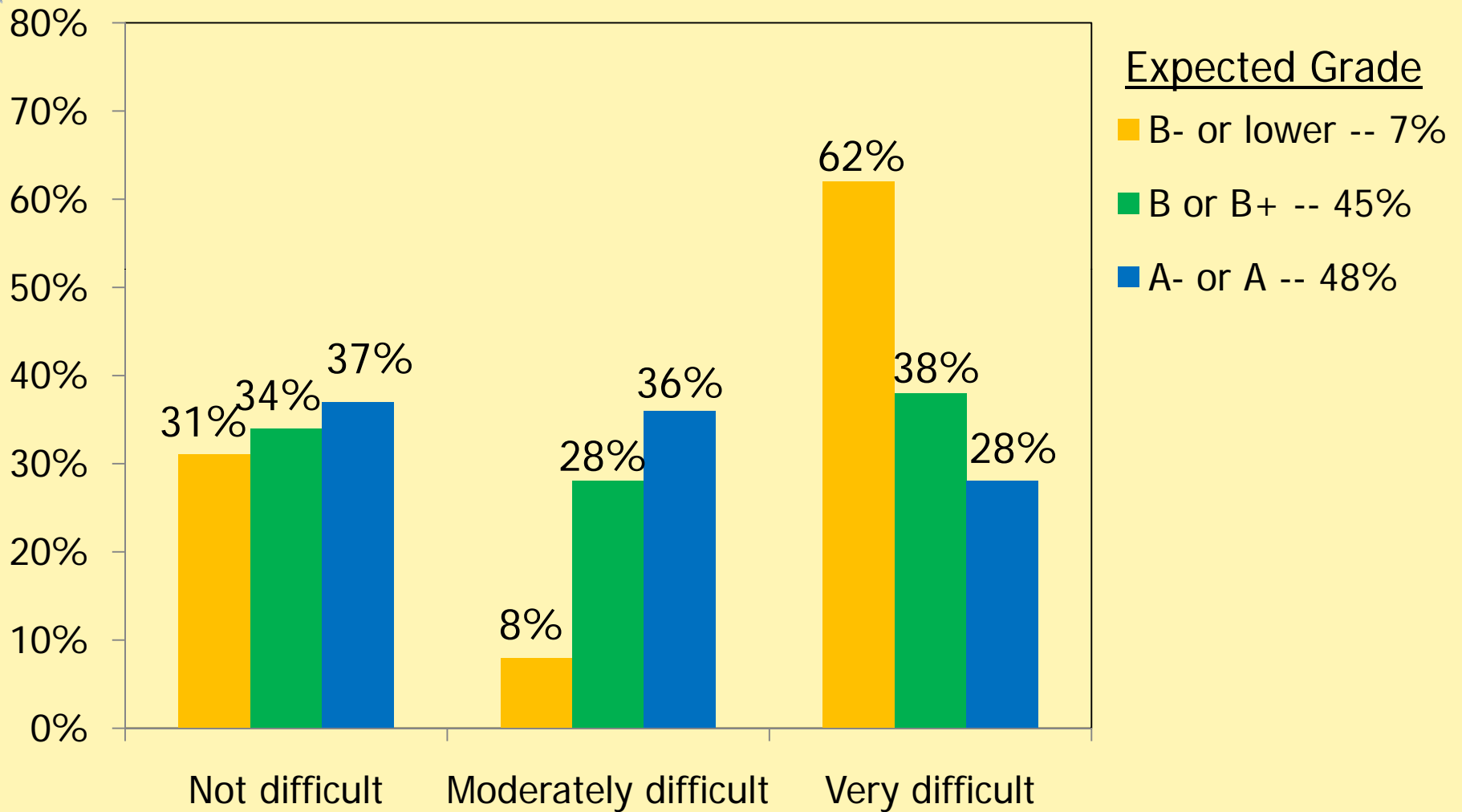
## Expected Grade by Expected Difficulty





# Institution B

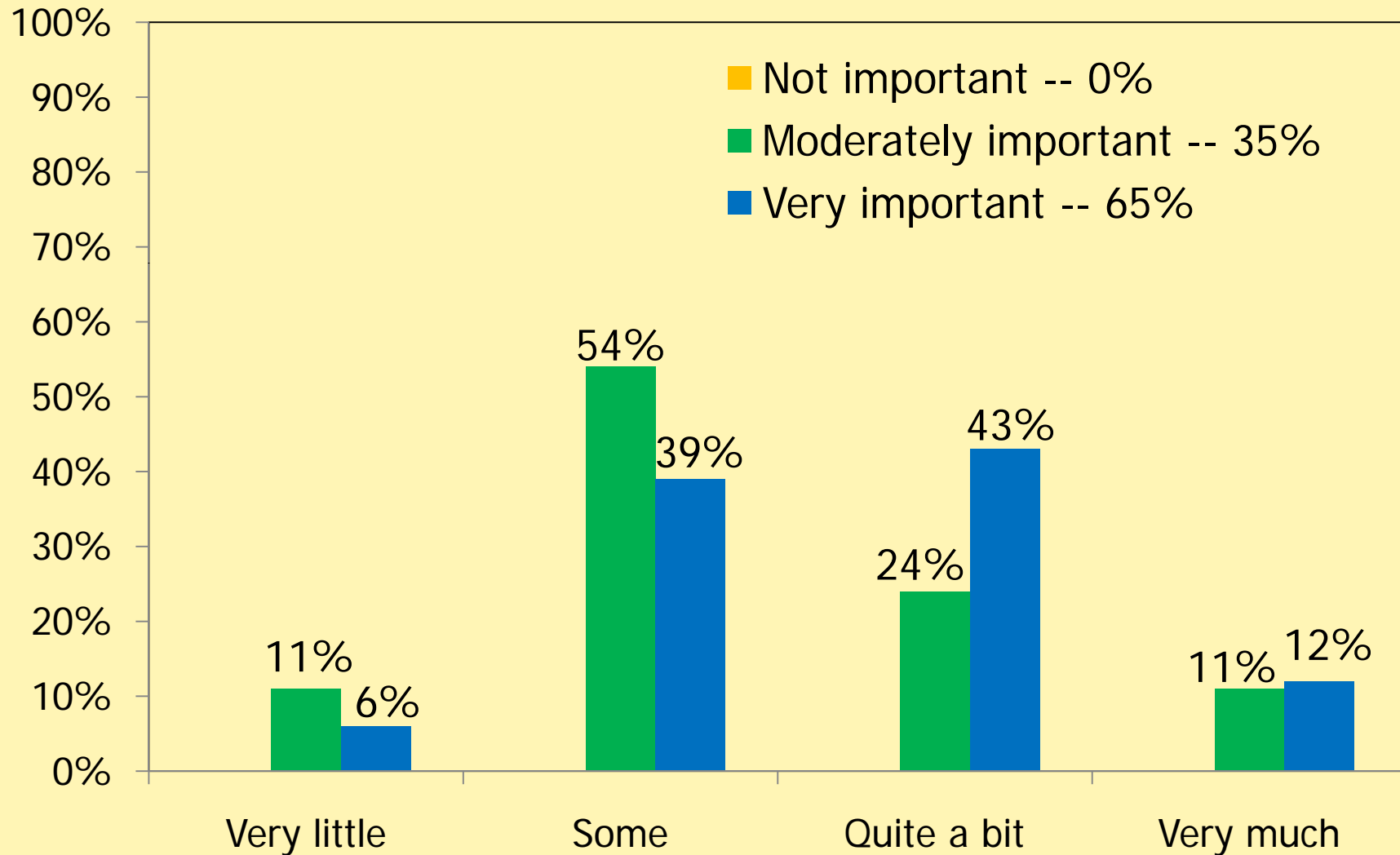
## Expected Grade by Expected Difficulty





# Institution A

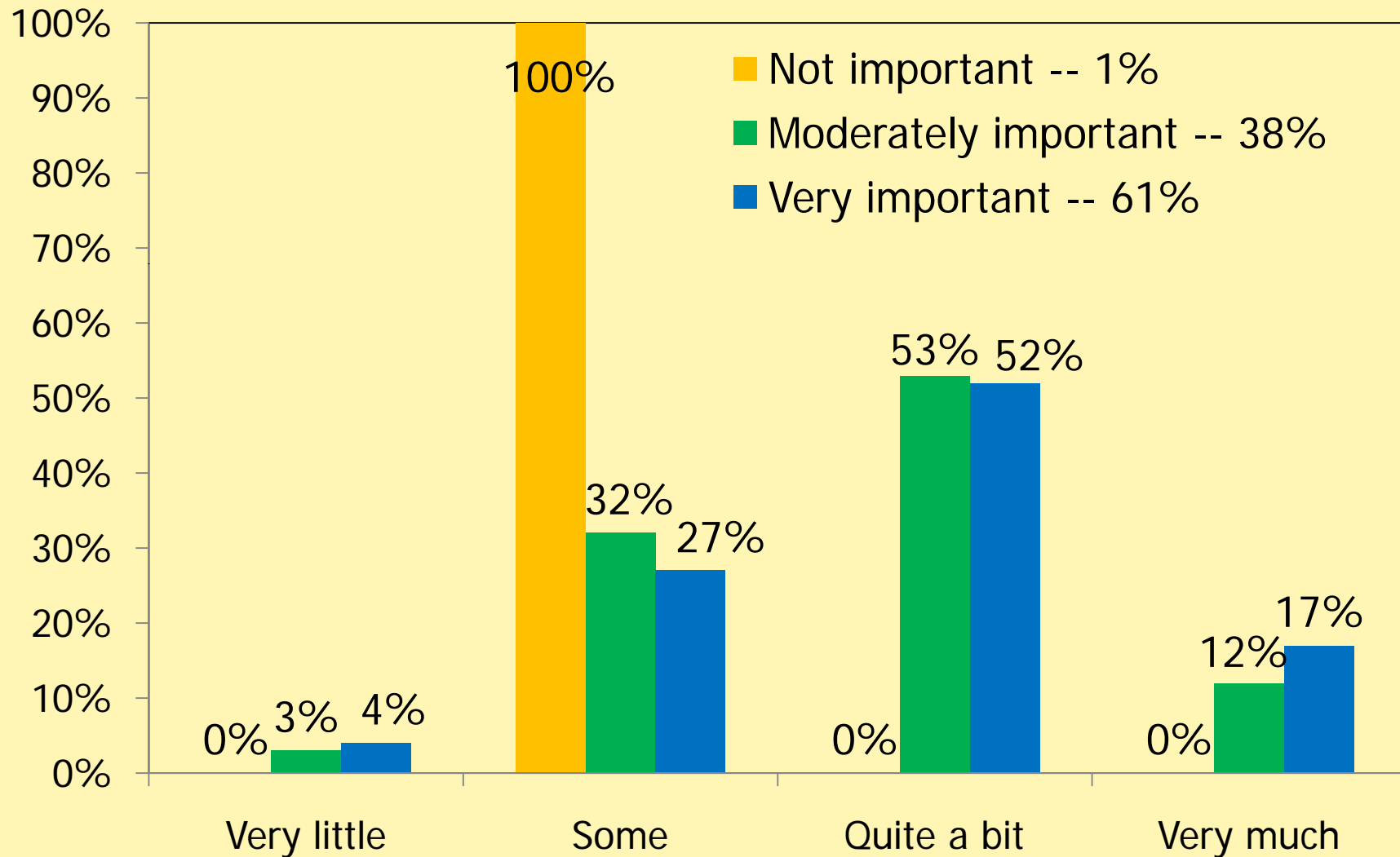
## Supportive Campus Environment





# Institution B

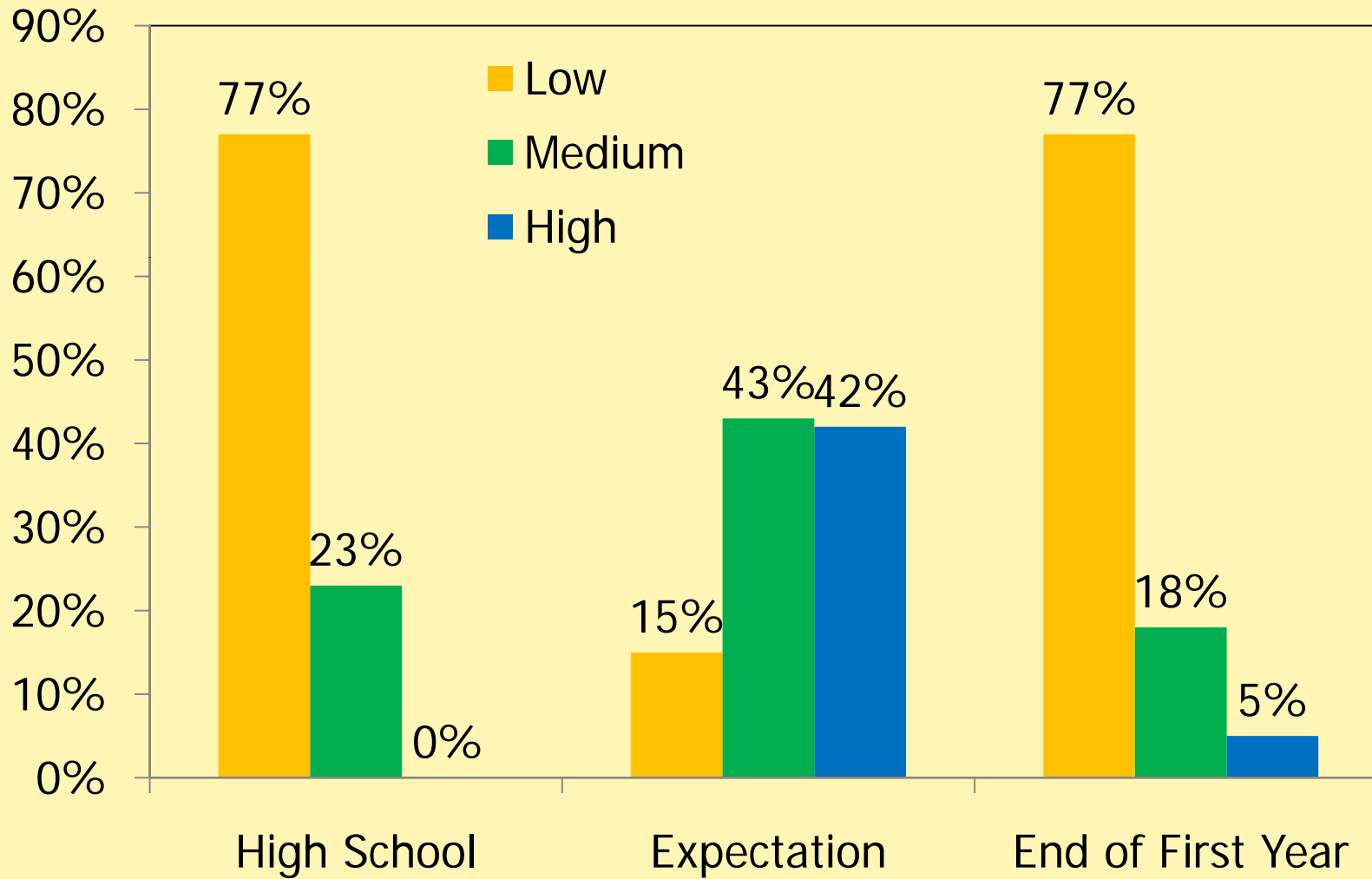
## Supportive Campus Environment





# Institution A

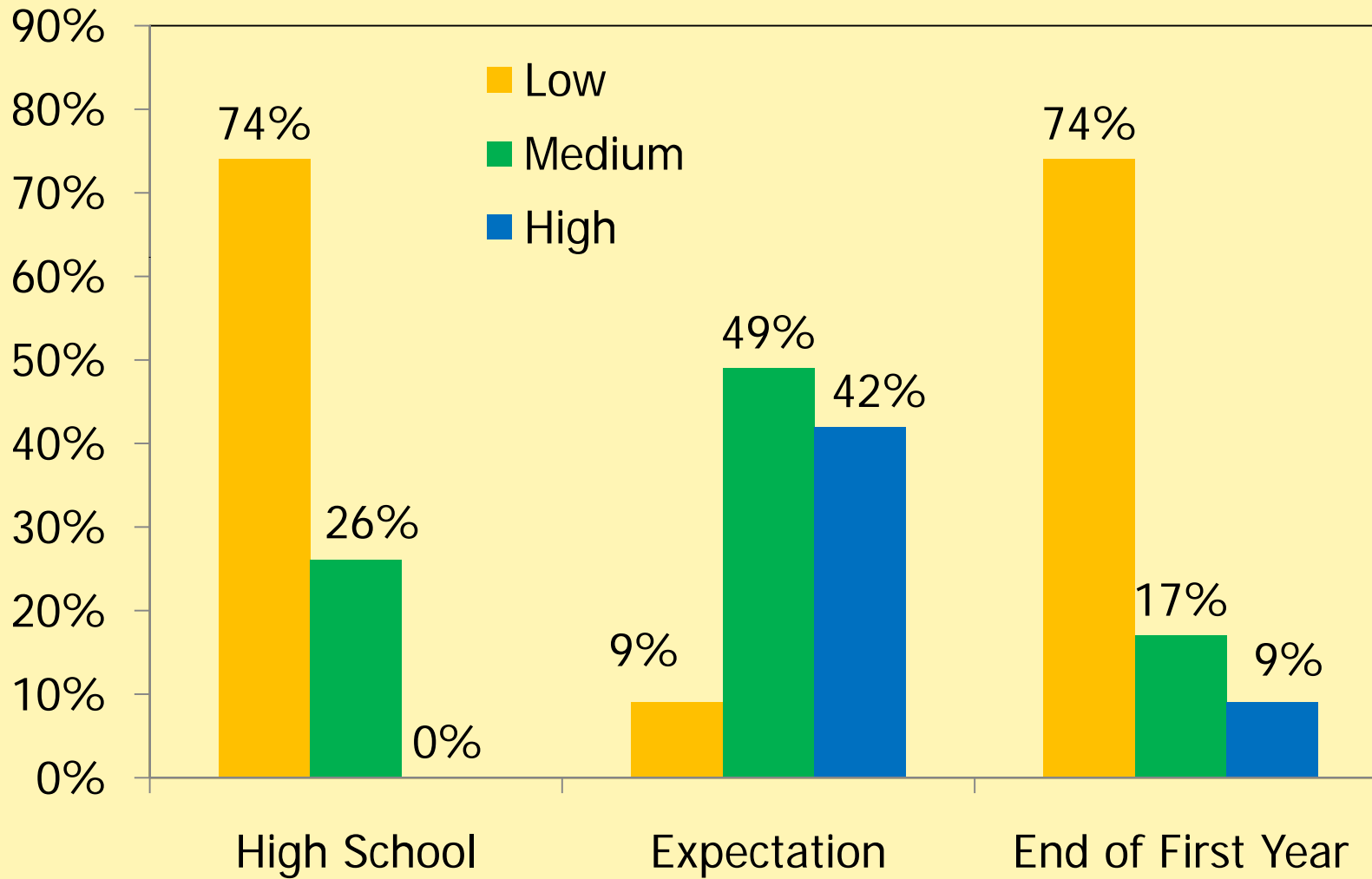
Discussed ideas from readings/classes with teachers outside of class





# Institution B

Discussed ideas from readings/classes with teachers outside of class







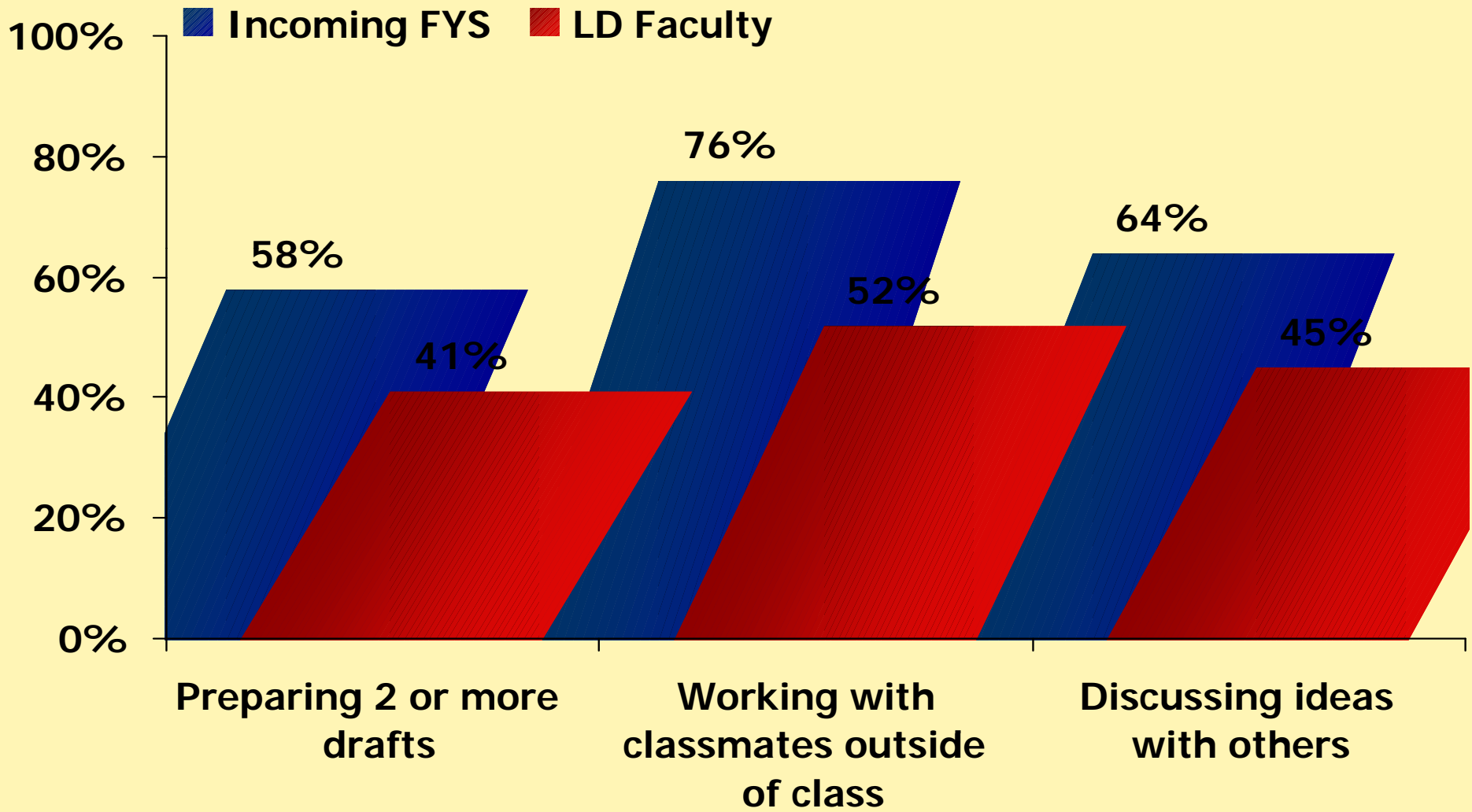
## Assessment Question 2

- How do student values/expectations match faculty values/expectations?



# Institution A

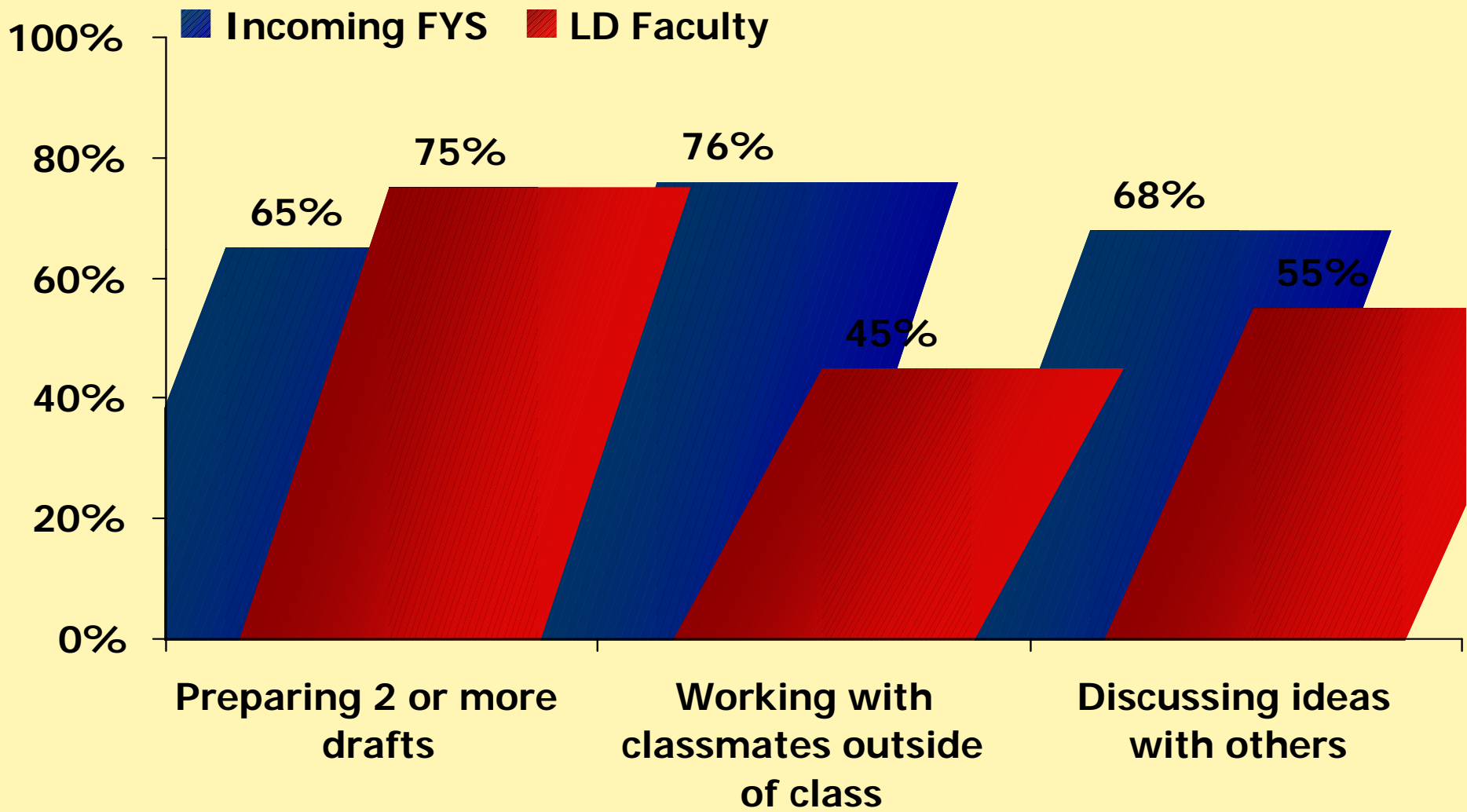
## Percent Who Place Importance on...





# Institution B

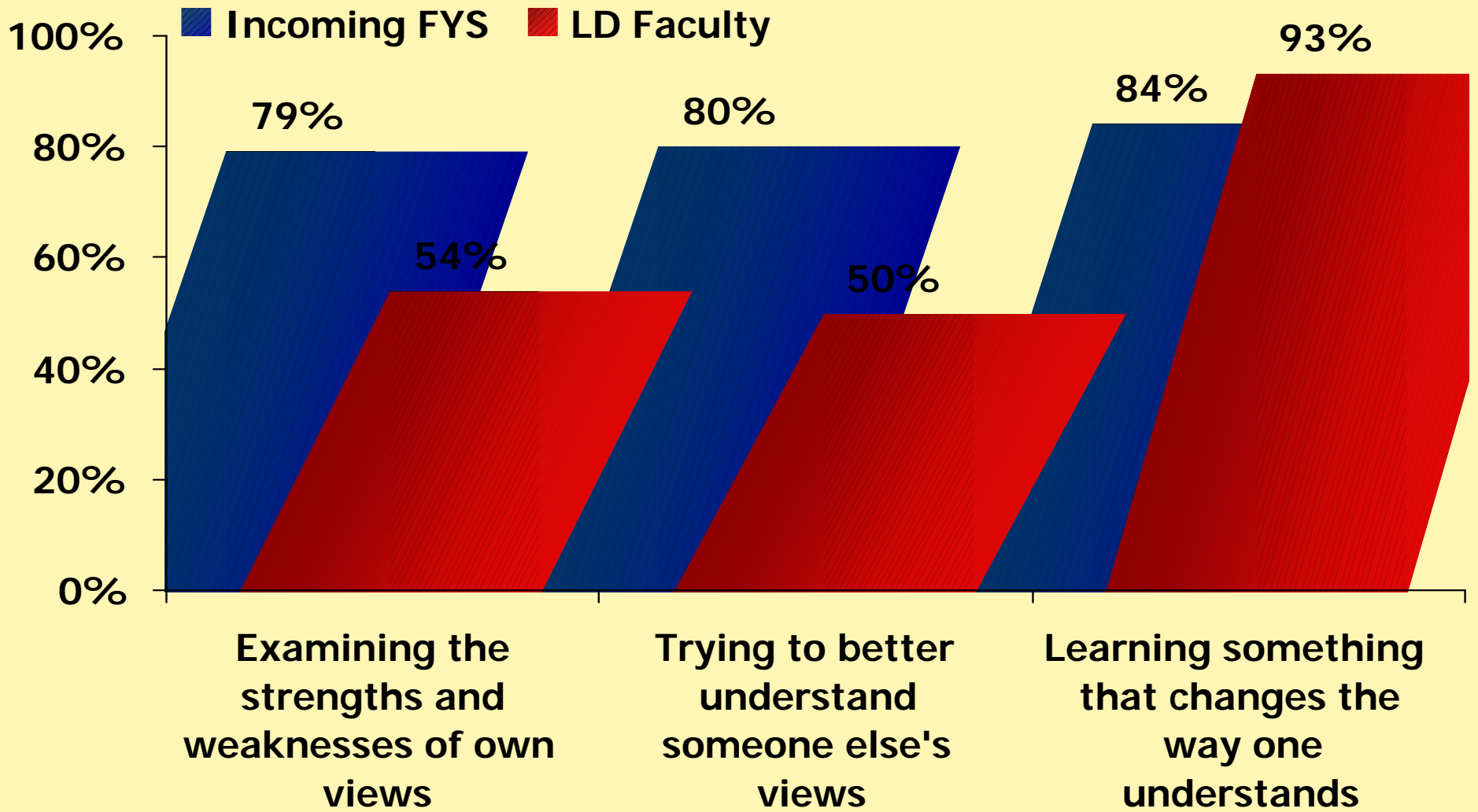
## Percent Who Place Importance on...





# Institution A

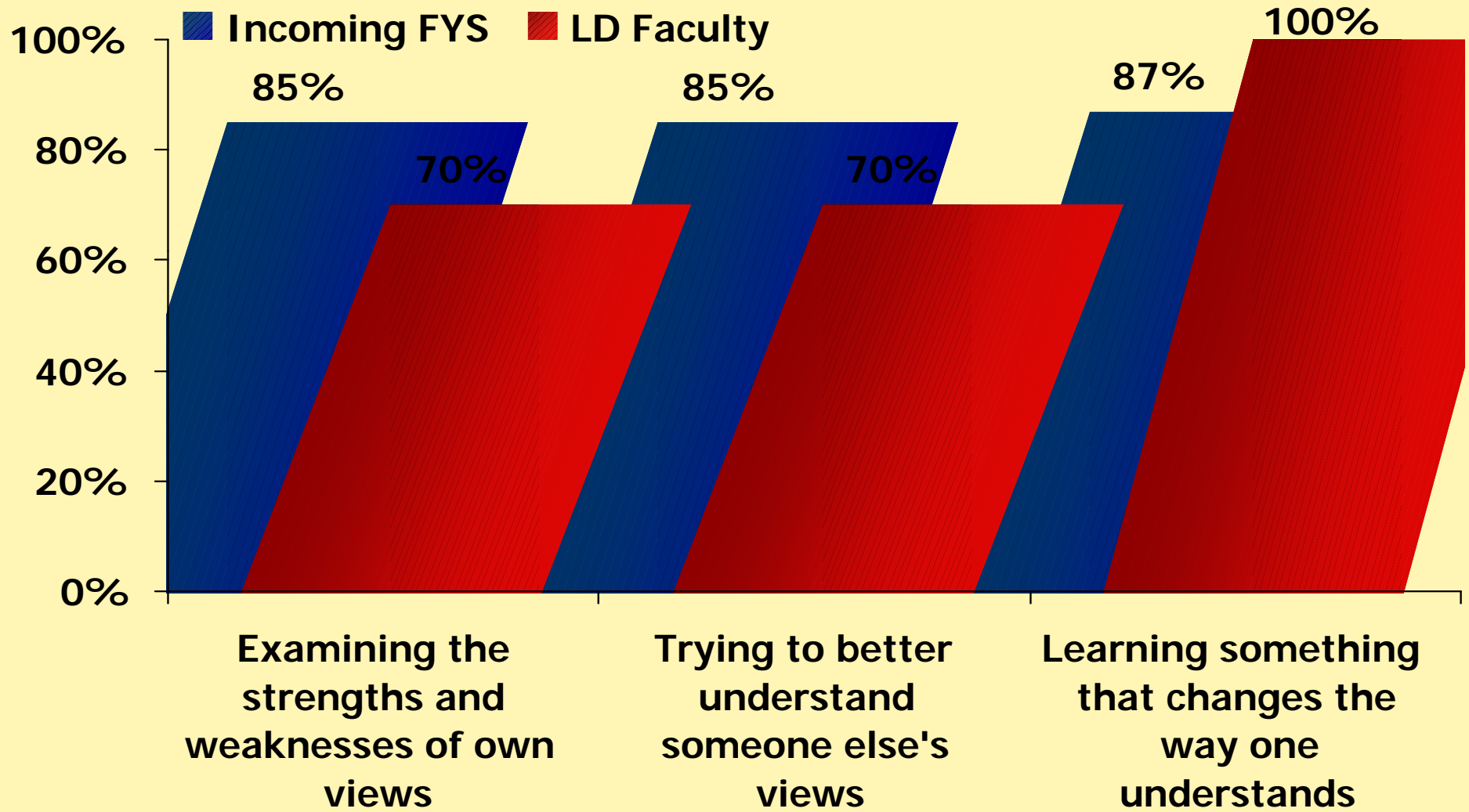
## Percent Who Place Importance on...





# Institution B

## Percent Who Place Importance on...





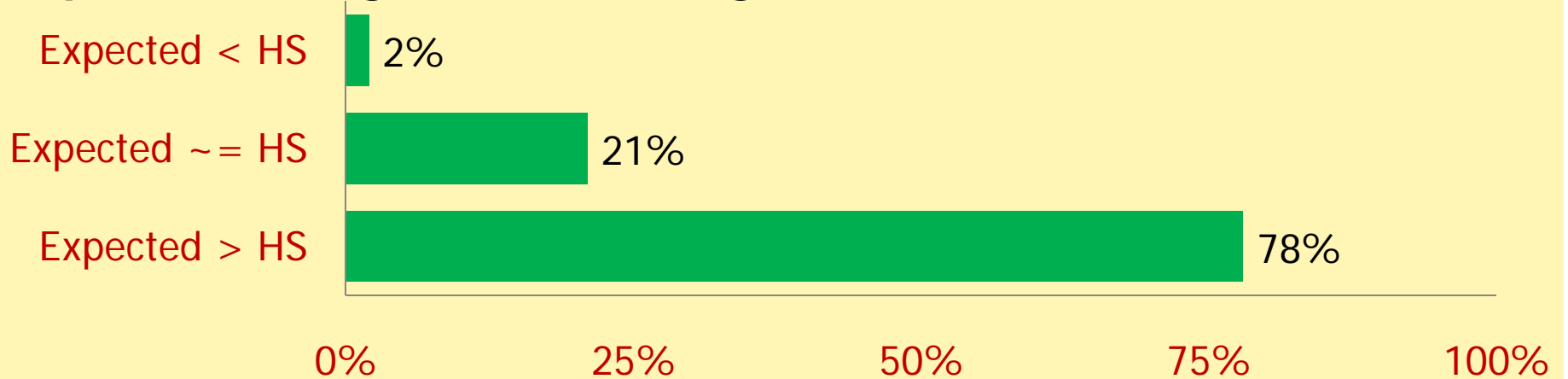
## Assessment Question 3

- How much do students study?

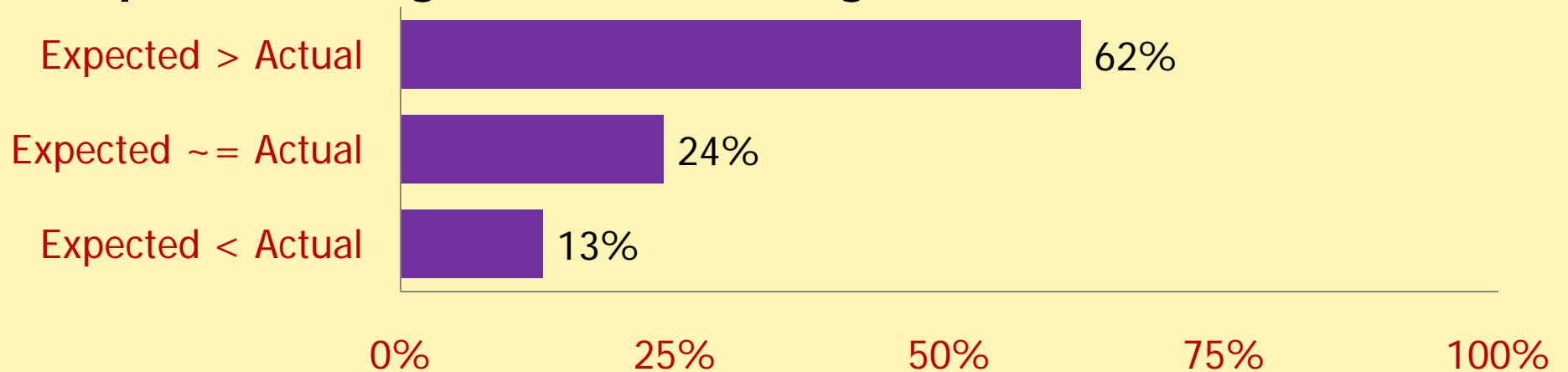


# Institution A: Study Time Hours/Wk

## Expected college vs. actual high school



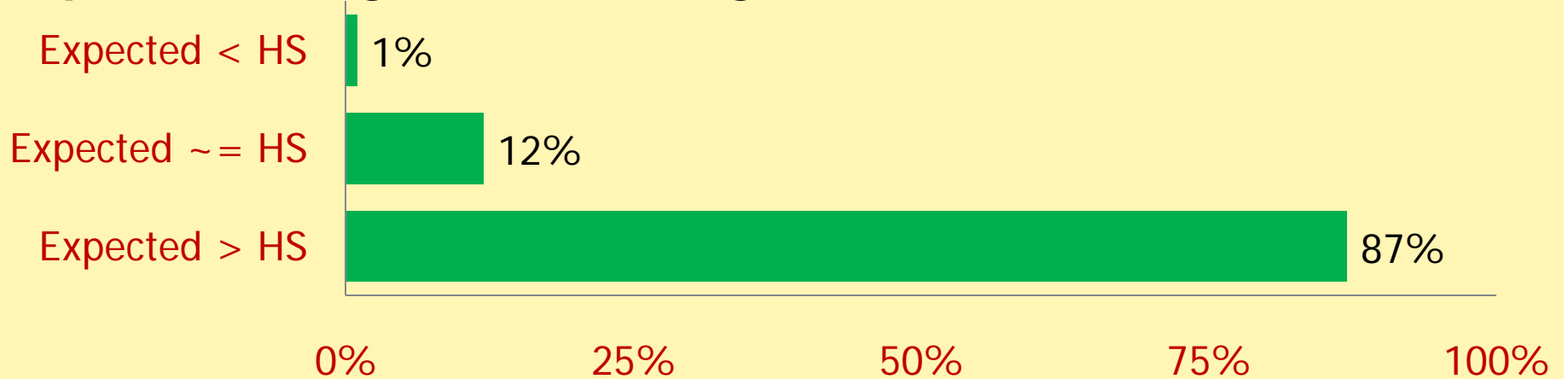
## Expected college vs. actual college



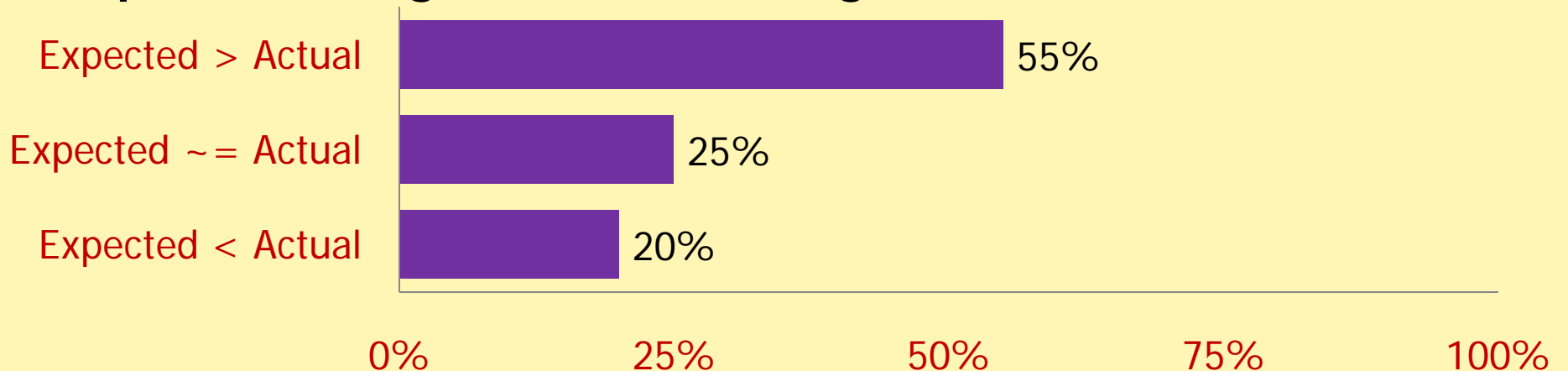


# Institution B: Study Time Hours/Wk

## Expected college vs. actual high school



## Expected college vs. actual college

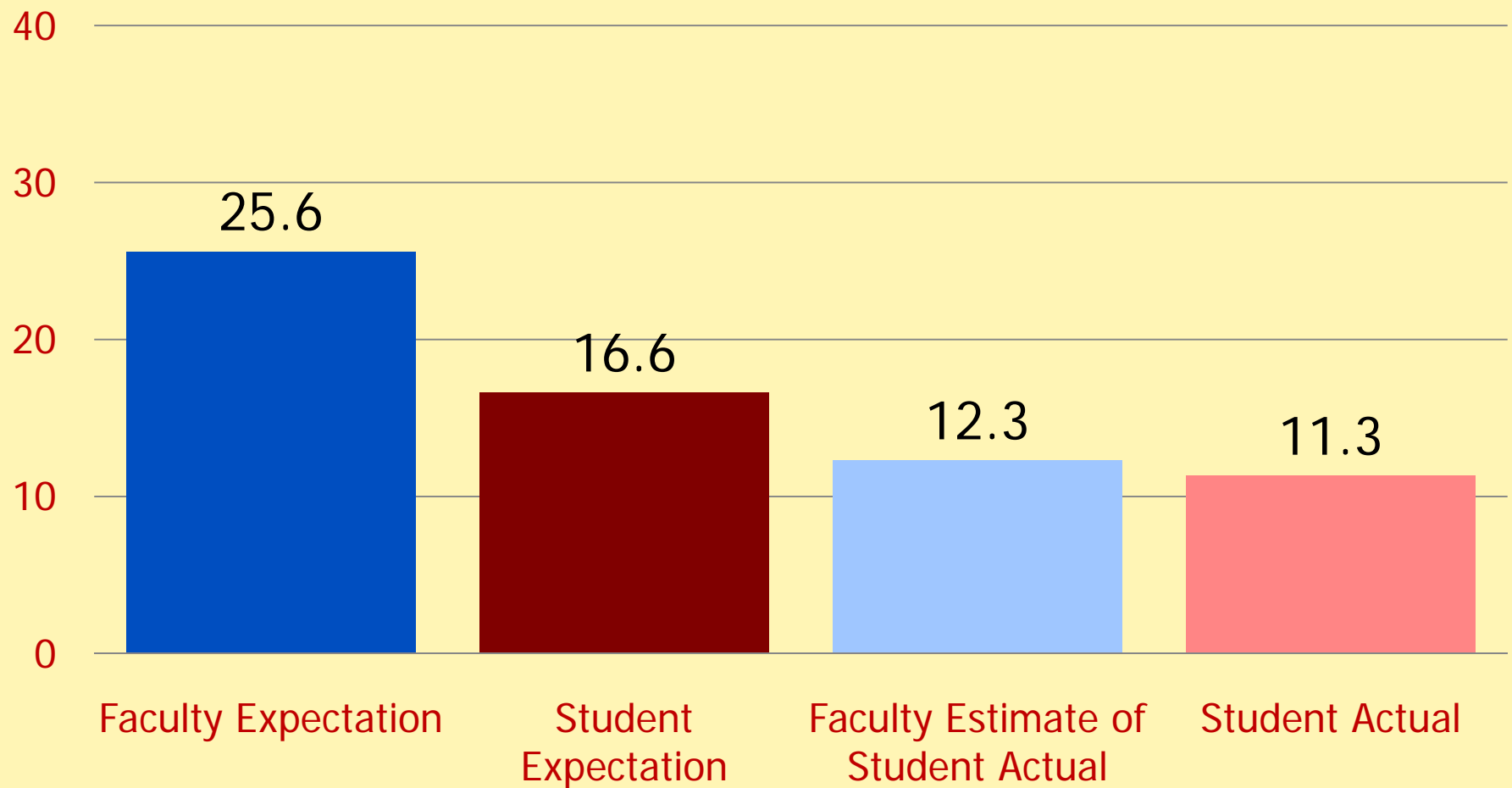






# Institution A: Study Time Hours/Wk

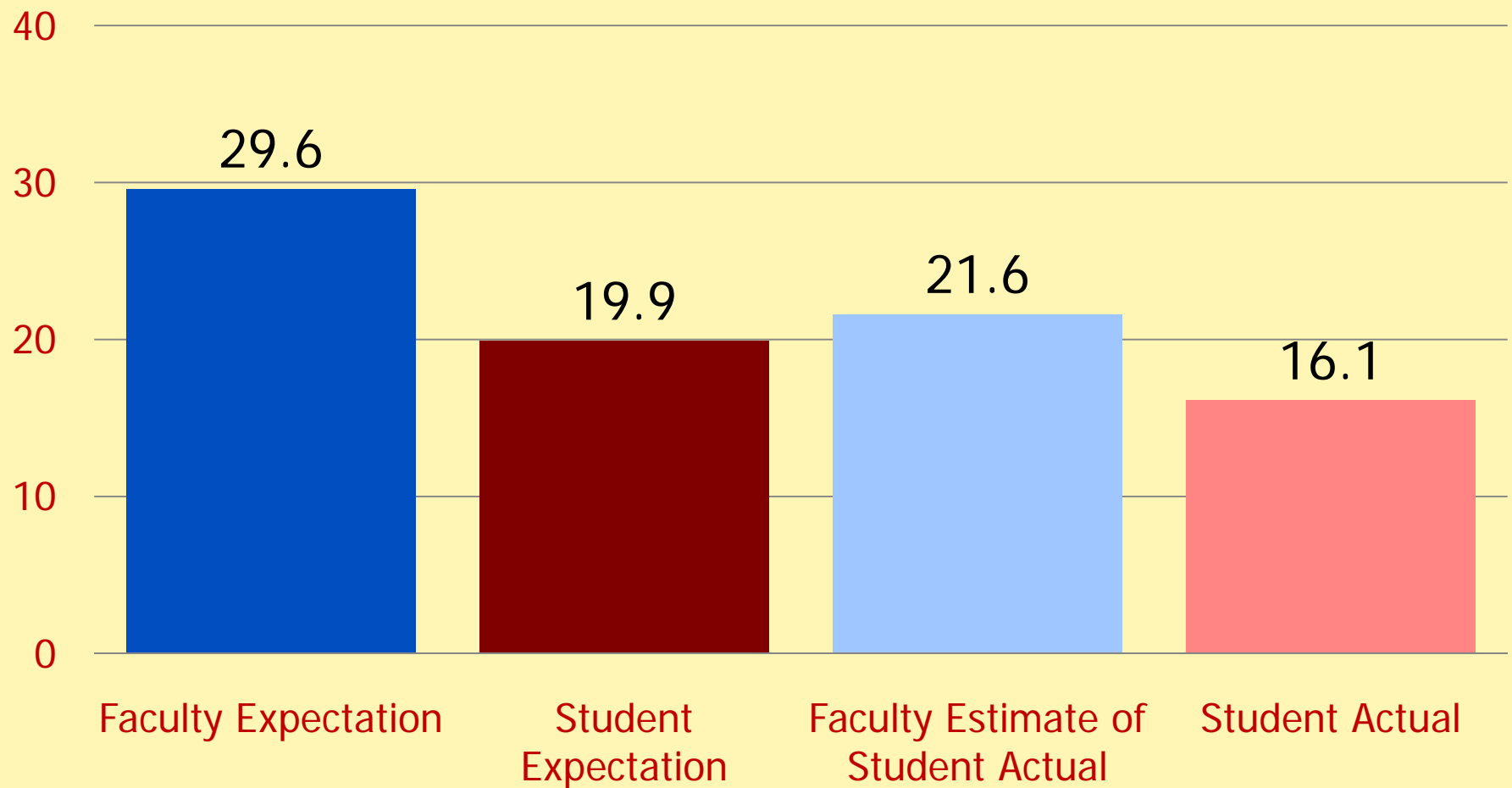
## Faculty and Student, Expected and Actual





# Institution B: Study Time Hours/Wk

Faculty and Student, Expected and Actual





## Discussion

- What assessment questions do you have that can be better answered using multiple sources?
- What multiple sources of data exist on your campus to answer them?





# Contact Us

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