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

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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

- Student Behaviors
- Institutional Actions & Requirements
- Reactions to College
- Student Background Information

Student Learning & Development
Five Indicators of Effective Educational Practice

- Level of Academic Challenge
- Supportive Campus Environment
- Enriching Educational Experiences
- Student Faculty Interaction
- Active & Collaborative Learning

National Survey of Student Engagement
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
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
• 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

<table>
<thead>
<tr>
<th>Expected Grade</th>
<th>Not difficult</th>
<th>Moderately difficult</th>
<th>Very difficult</th>
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</thead>
<tbody>
<tr>
<td>B- or lower</td>
<td>0%</td>
<td>25%</td>
<td>17%</td>
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<tr>
<td>B or B+</td>
<td>35%</td>
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<td>24%</td>
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<td>A- or A</td>
<td>50%</td>
<td>48%</td>
<td>75%</td>
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National Survey of Student Engagement
Institution B

Expected Grade by Expected Difficulty

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<th>Not difficult</th>
<th>Moderately difficult</th>
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<tr>
<td>B- or lower</td>
<td>31%</td>
<td>8%</td>
<td>62%</td>
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<tr>
<td>B or B+</td>
<td>34%</td>
<td>28%</td>
<td>38%</td>
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<tr>
<td>A- or A</td>
<td>37%</td>
<td>36%</td>
<td>28%</td>
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National Survey of Student Engagement
Institution A
Supportive Campus Environment

Very little: 11% (Not important -- 0%)
Some: 54% (Moderately important -- 35%)
Quite a bit: 24% (Very important -- 65%)
Very much: 11% (Not important -- 0%)

National Survey of Student Engagement
Institution B
Supportive Campus Environment

National Survey of Student Engagement
Institution A

Discussed ideas from readings/classes with teachers outside of class

National Survey of Student Engagement
Institution B

Discussed ideas from readings/classes with teachers outside of class

National Survey of Student Engagement
Assessment Question 2

• How do student values/expectations match faculty values/expectations?
Institution A
Percent Who Place Importance on...

- Preparing 2 or more drafts: 58% (Incoming FYS), 41% (LD Faculty)
- Working with classmates outside of class: 76% (Incoming FYS), 52% (LD Faculty)
- Discussing ideas with others: 64% (Incoming FYS), 45% (LD Faculty)

National Survey of Student Engagement
Institution B

Percent Who Place Importance on...

- Preparing 2 or more drafts: 65% (Incoming FYS), 75% (LD Faculty)
- Working with classmates outside of class: 76% (Incoming FYS), 45% (LD Faculty)
- Discussing ideas with others: 68% (Incoming FYS), 55% (LD Faculty)

National Survey of Student Engagement
Institution A
Percent Who Place Importance on...

- Examining the strengths and weaknesses of own views: 79% (Incoming FYS) vs. 93% (LD Faculty)
- Trying to better understand someone else's views: 54% (Incoming FYS) vs. 50% (LD Faculty)
- Learning something that changes the way one understands: 84% (Incoming FYS) vs. 93% (LD Faculty)

National Survey of Student Engagement
27
Examining the strengths and weaknesses of own views
85%

Trying to better understand someone else's views
70%

Learning something that changes the way one understands
87%

100%

Institution B
Percent Who Place Importance on...

Incoming FYS

LD Faculty

National Survey of Student Engagement
Assessment Question 3

- How much do students study?
Institution A: Study Time Hours/Wk

Expected college vs. actual high school

- Expected < HS: 2%
- Expected ~= HS: 21%
- Expected > HS: 78%

Expected college vs. actual college

- Expected > Actual: 62%
- Expected ~= Actual: 24%
- Expected < Actual: 13%
Institution B: Study Time Hours/Wk

**Expected college vs. actual high school**

- **Expected < HS**: 1%
- **Expected ~= HS**: 12%
- **Expected > HS**: 87%

**Expected college vs. actual college**

- **Expected > Actual**: 55%
- **Expected ~= Actual**: 25%
- **Expected < Actual**: 20%
Institution A: Study Time Hours/ Wk

Faculty and Student, Expected and Actual

- Faculty Expectation: 25.6
- Student Expectation: 16.6
- Faculty Estimate of Student Actual: 12.3
- Student Actual: 11.3
Institution B: Study Time Hours/Wk

Faculty and Student, Expected and Actual

<table>
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<tr>
<th>faculty expectation</th>
<th>student expected</th>
<th>faculty estimate of student actual</th>
<th>student actual</th>
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<td>29.6</td>
<td>19.9</td>
<td>21.6</td>
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Faculty Expectation

Student Expectation

Faculty Estimate of Student Actual

Student 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?
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