

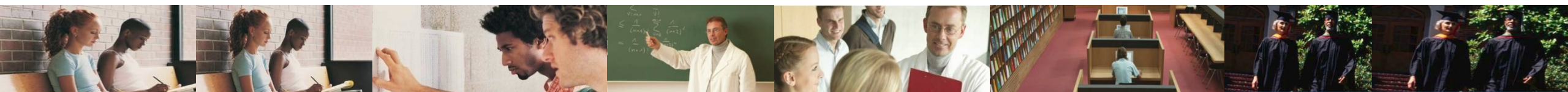


# First-year College Students' Expected and Actual Engagement

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# Overview

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- Brief review of background and literature
- Theory of Planned Behavior
- Data source and analytic approach
- Conceptual model
- Results
- Discussion

# Introduction

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- Expectations of entering first-year college students often exceed what they actually do in college (Kuh, 2005; Redish, Saul, & Steinberg, 1998; Schilling & Schilling, 1999)
  - Is the lack of correspondence due to unrealistic expectations or a failing of the institution to facilitate student expectations?
  - Research provides evidence for both positions. However, as institutions we often focus on what “we” can do better to help students be successful.

# Introduction

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- Do expectations matter?
- “Expectations affect students’ motivation, engagement, and investment of effort in learning”  
(Konings, Brand-Gruwel, van Merriënboer, & Broers, 2008, p 536)
- Optimistic expectations often lead to higher accomplishment (Armor & Taylor, 1998; Bandura, 1982; Schilling & Schilling, 2005).

# Theory of Planned Behavior

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- Ajzen's Theory of Planned Behaviors
  - Attitude toward behavior, subjective norms, and perceived behavioral control, together shape an individual's behavioral intentions and behaviors.
  - This study focuses on the expectation (intention) and subjective norm as predictive of engagement.

# Our Study is to answer...

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- What is the relationship of entering college student's expected and actual engagement
- Under what circumstances do students more likely to fulfill their expectations of engagement in colleges and universities?

# Data Sources

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Beginning College Survey of Student Engagement (2014)



National Survey of Student Engagement (2015)

# Beginning Survey of College Engagement (BCSSE)

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Purpose of BCSSE is to measure entering first-year students' pre-college academic and co-curricular experiences, as well as their expectations and attitudes for participating in educationally purposeful activities during the first college year.



# National Survey of Student Engagement

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NSSE annually collects information at hundreds of four-year colleges and universities about first-year and senior students' participation in programs and activities that institutions provide for their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending college.

# Engagement Indicators

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## ***Collaborative Learning***

*How often [do you expect to do/have you done] the following:  
(two example items)*

- ask another student to help you understand course material
- explain course material to one or more students

## ***Student-Faculty Interaction***

*How often [do you expect to do/have you done] the following:  
(two example items)*

- talk about career plans with a faculty member
- work with a faculty member on activities other than coursework

# Engagement Indicators

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## ***Discussions with Diverse Others***

*How often [do you expect to do/have you done] the following:  
(two example items)*

- people of a race or ethnicity other than your own
- people from an economic background other than your own

# Subjective Norm

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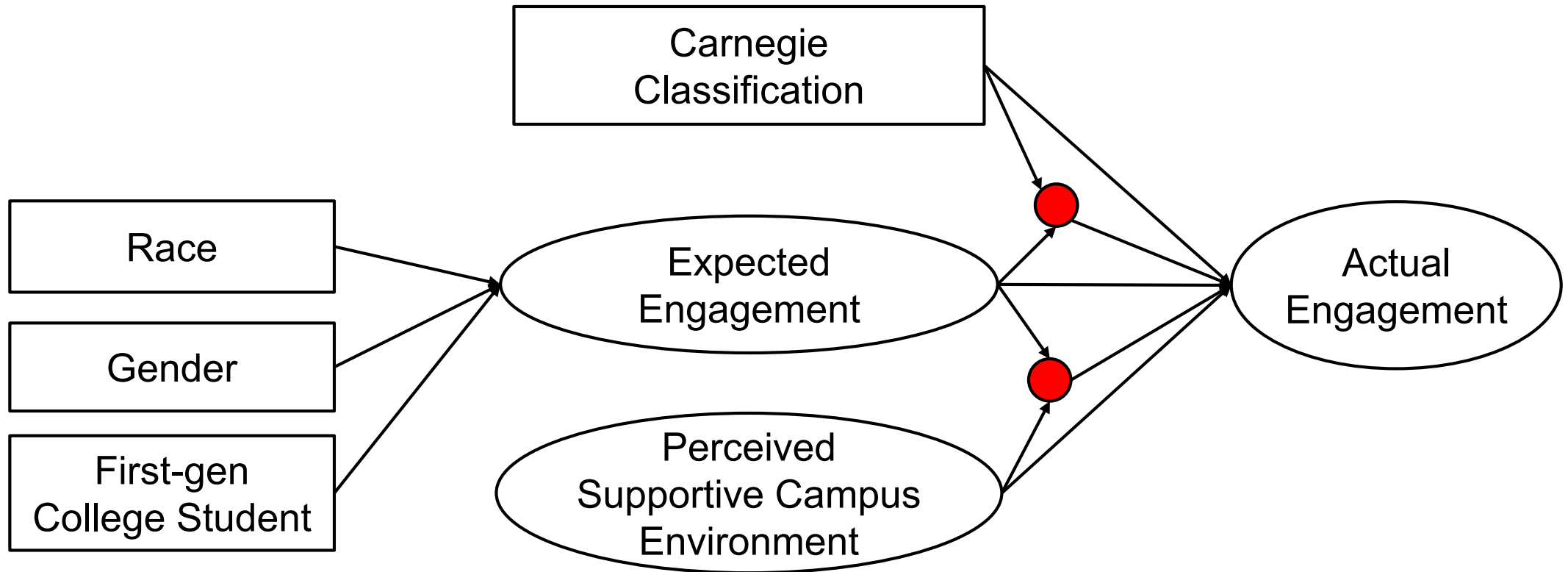
## Perceived Campus Support

*How much does your institution emphasize the following:*

*(two example items)*

- *Providing support to help students succeed academically*
- *Using learning support services (tutoring services, writing center, etc.) what they gain from attending college*

# Conceptual Model



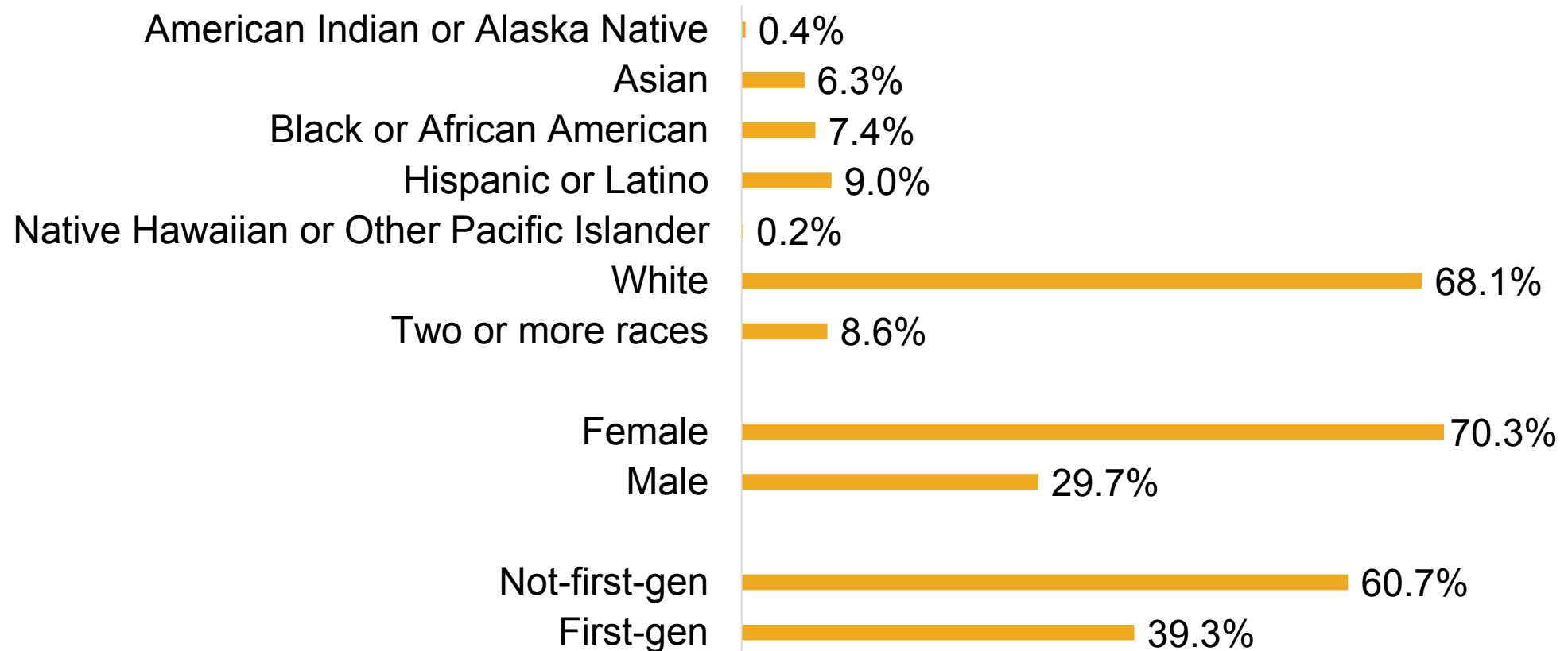
# Sample

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- Select:
  - U.S. undergraduates only
  - Who participated both BCSSE14 and NSSE15
- Final sample:
  - 9,414 students from 70 U.S. colleges and universities

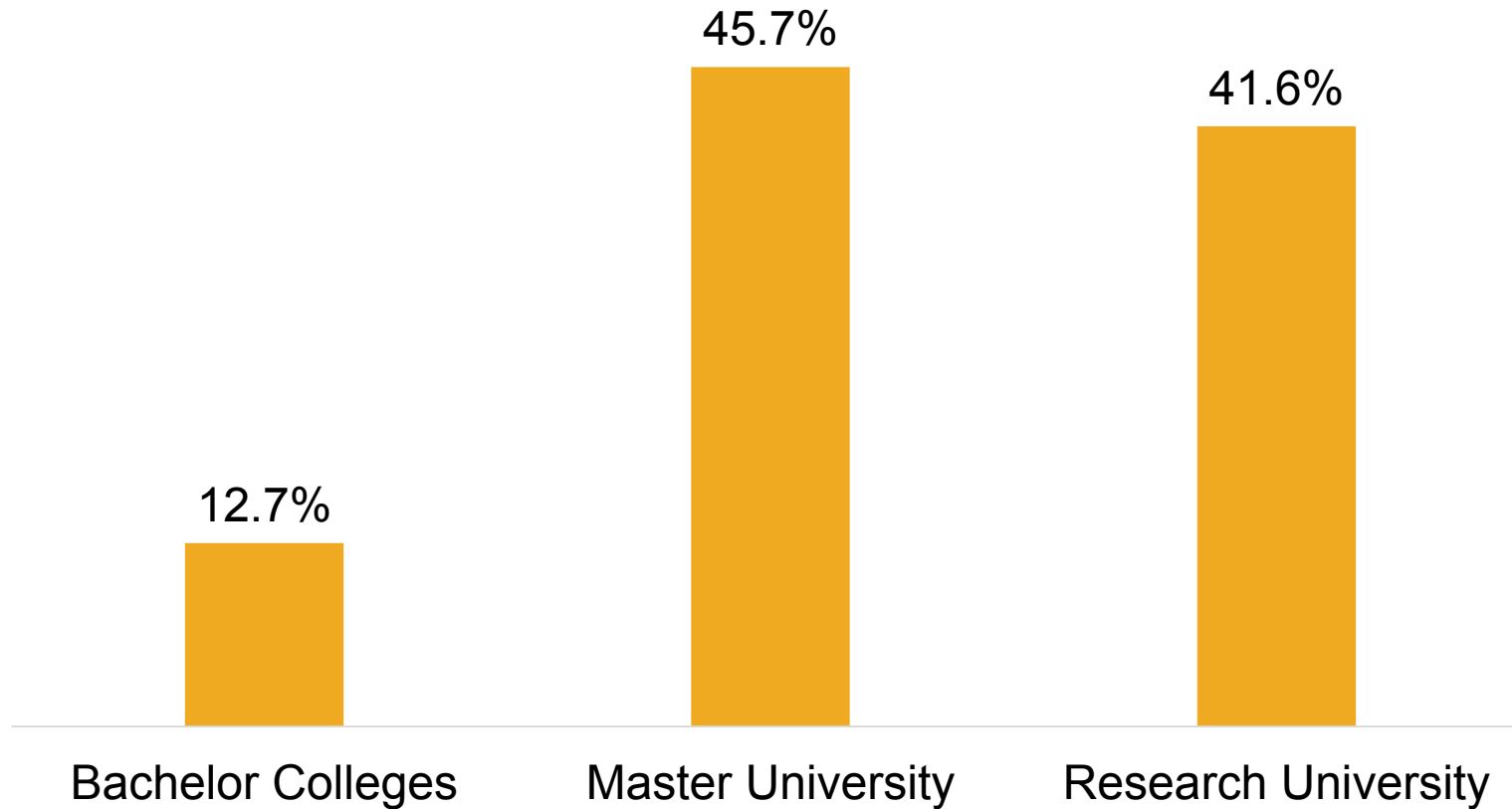
# Sample (cont.)

## Distribution of Students by Background Characteristics



# Sample (cont.)

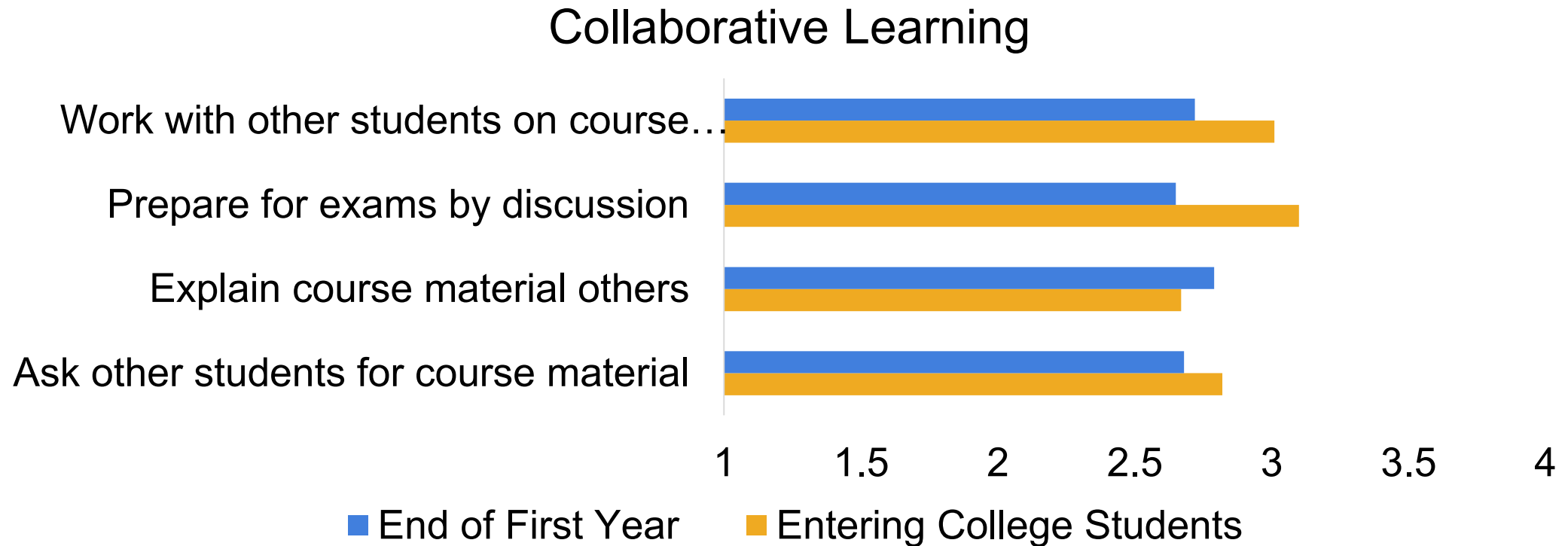
## Distribution of Students by Basic Carnegie Classification





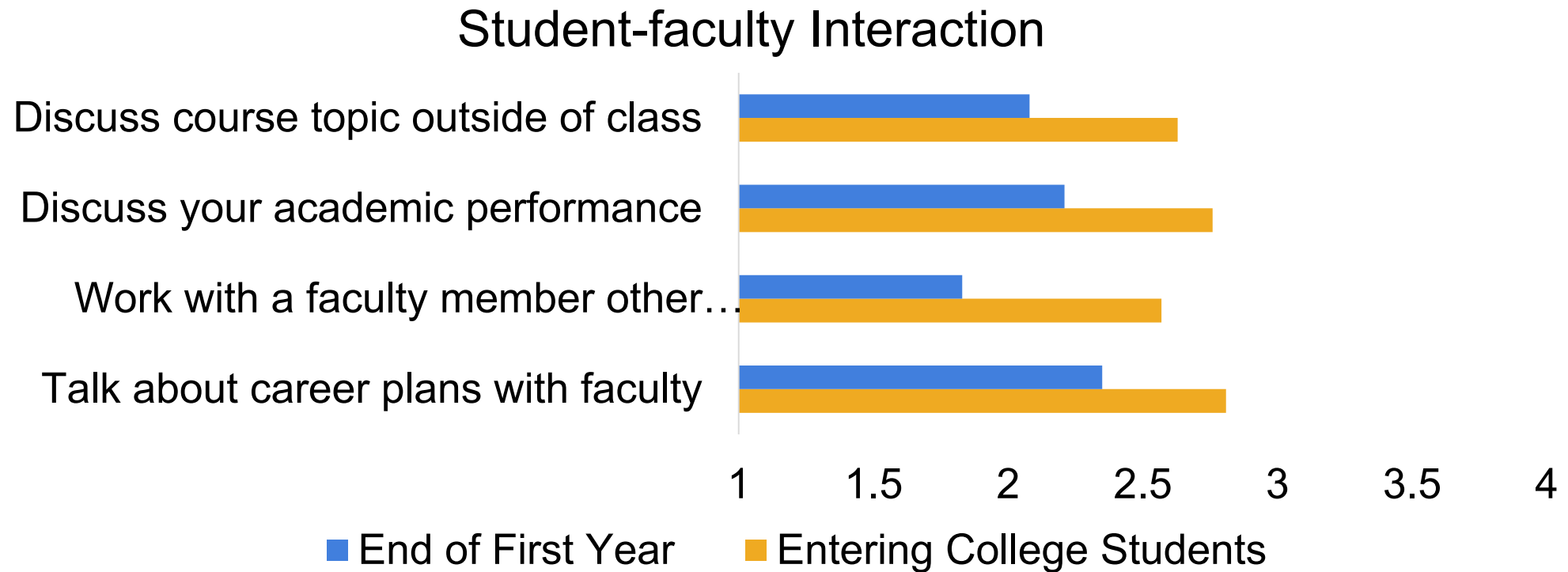
# Entering College Students' Expectation

*Findings from our data:*



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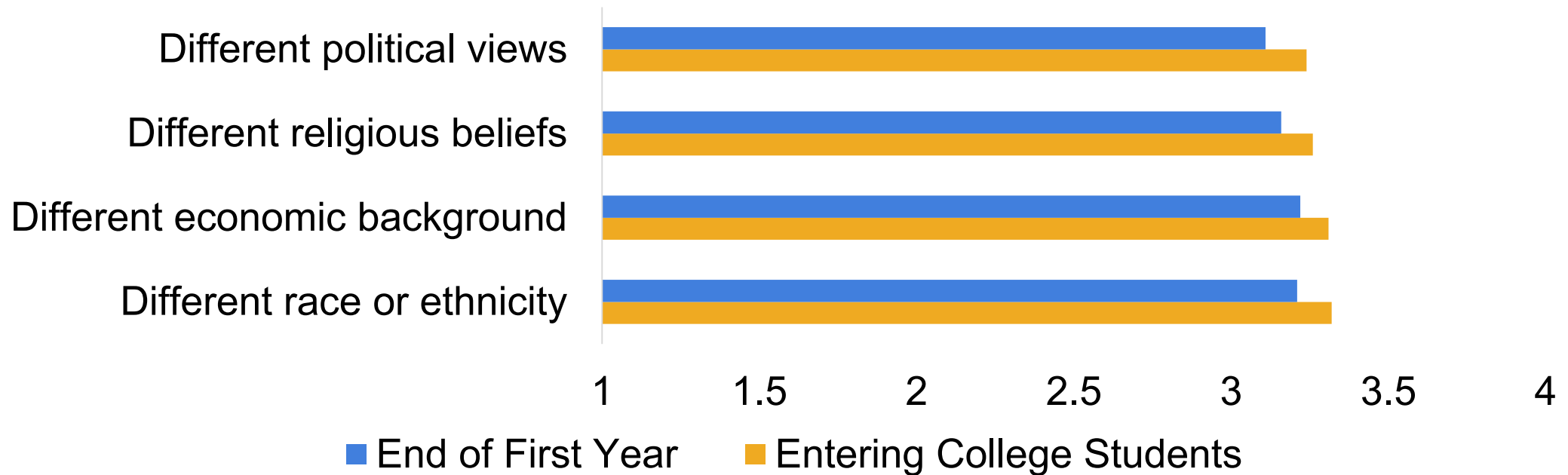
*Findings from our data:*



# Entering College Students' Expectation

*Findings from our data:*

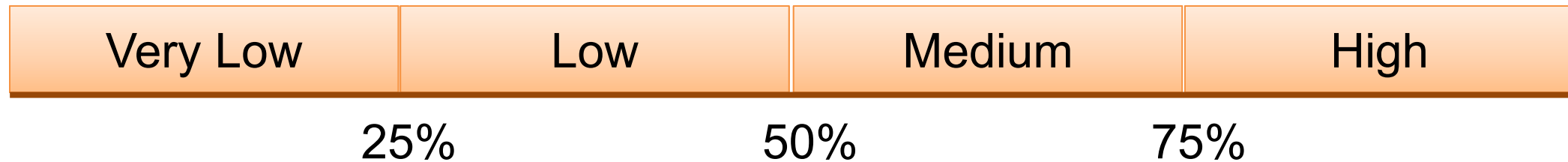
## Discussion with Diverse Others



# Analysis Techniques (1)

## Analysis at individual level

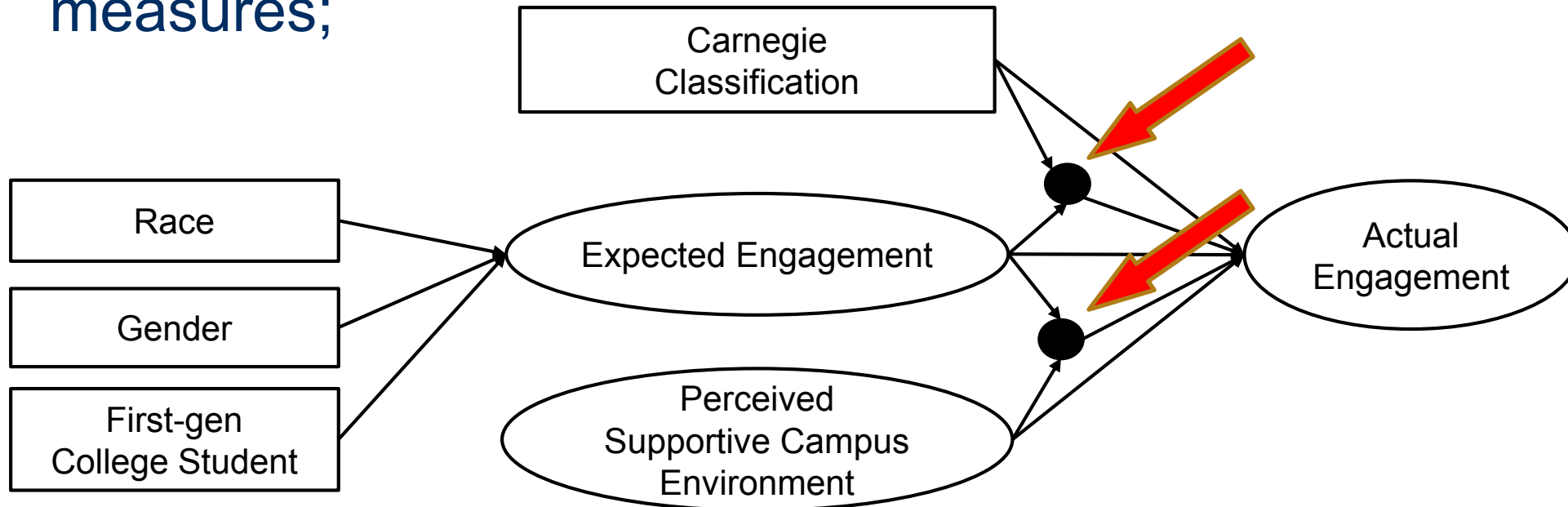
- Steps:
  - Use the mean of one's responses as expectation level;
  - Calculate one's  $(\text{expectation} - \text{mean}_{\text{expectation}})^2$
  - Group students by the two dimensions separately



# Analysis Techniques (2)

## Structural Equation Model

- Use latent variables to represent abstract concepts
- Latent variable is measured by two or more observed measures;



# Correlations of Expected and Actual Engagement by Items

	Correlation
<b><i>Collaborative Learning</i></b>	
Ask another student to help you understand course material	0.29
Explain course material to one or more students	0.28
Prepare for exams by discussing ...with other students	0.27
Work with other students on course projects or assignments	0.22
<b><i>Student-faculty Interaction</i></b>	
Talk about career plans with a faculty member	0.24
Work with a faculty member on .. other than coursework	0.26
Discuss your academic performance with a faculty member	0.26
Discuss course topics.. with a faculty member outside of class	0.27
<b><i>Discussion with Diverse Others</i></b>	
People of a race or ethnicity other than your own	0.31
People from an economic background other than your own	0.28
People with religious beliefs other than your own	0.32
People with political views other than your own	0.31

## Correlation between Expected and Actual Engagement by Average and Variance of Expectation Separately

Average Expectation	Average Correlation	Variance of Expectation	Average Correlation
<b>Very low</b>	0.17	Least varied	0.31
<b>Low</b>	0.18	A bit varied	0.27
<b>Moderate</b>	0.17	Somewhat varied	0.24
<b>High</b>	0.14	Highly varied	0.24

# Average Correlations of Expected and Actual Engagement by the Mean and Variance of Expectation

Very Low Expectation	
Variance of Expectation	Average Correlation
Least varied	0.11
A bit varied	0.15
Somewhat varied	0.21
Highly varied	0.22

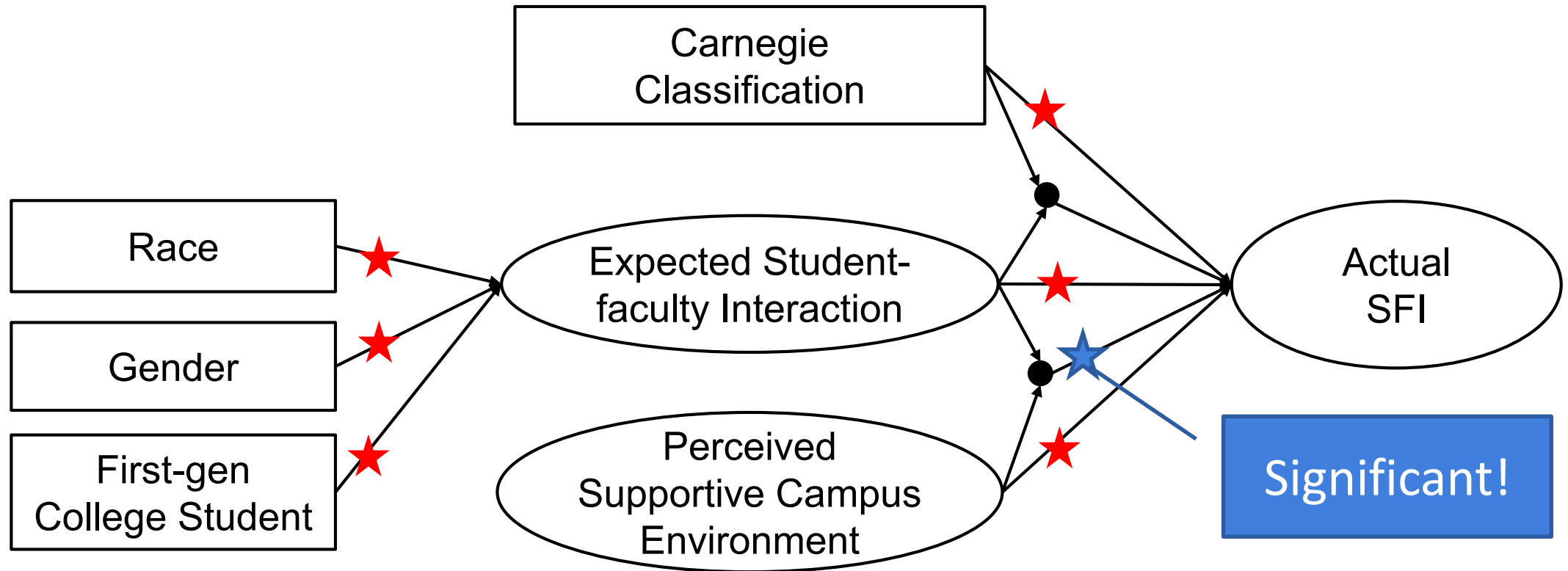
Moderate Expectation	
Variance of Expectation	Average Correlation
Least varied	0.03
A bit varied	0.16
Somewhat varied	0.16
Highly varied	0.17

Low Expectation	
Variance of Expectation	Average Correlation
Least varied	0.08
A bit varied	0.13
Somewhat varied	0.15
Highly varied	0.21

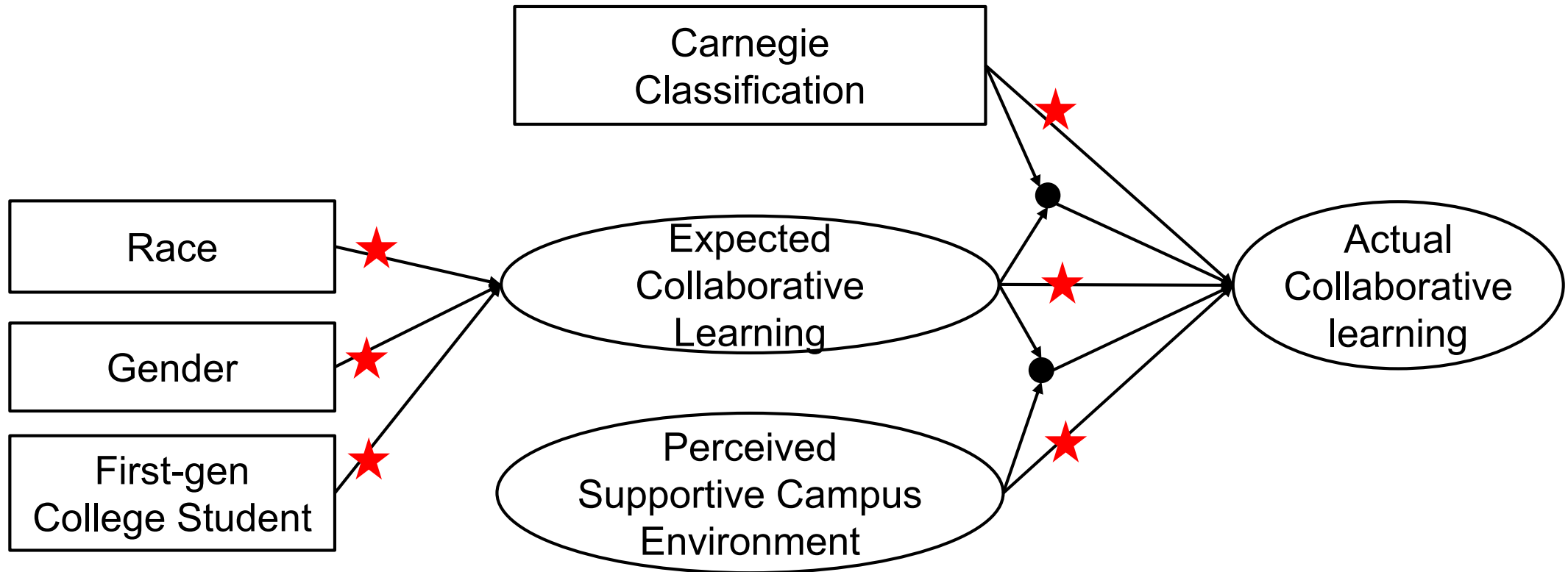
High Expectation	
Variance of Expectation	Average Correlation
Least varied	0.12
A bit varied	0.12
Somewhat varied	0.12
Highly varied	0.18



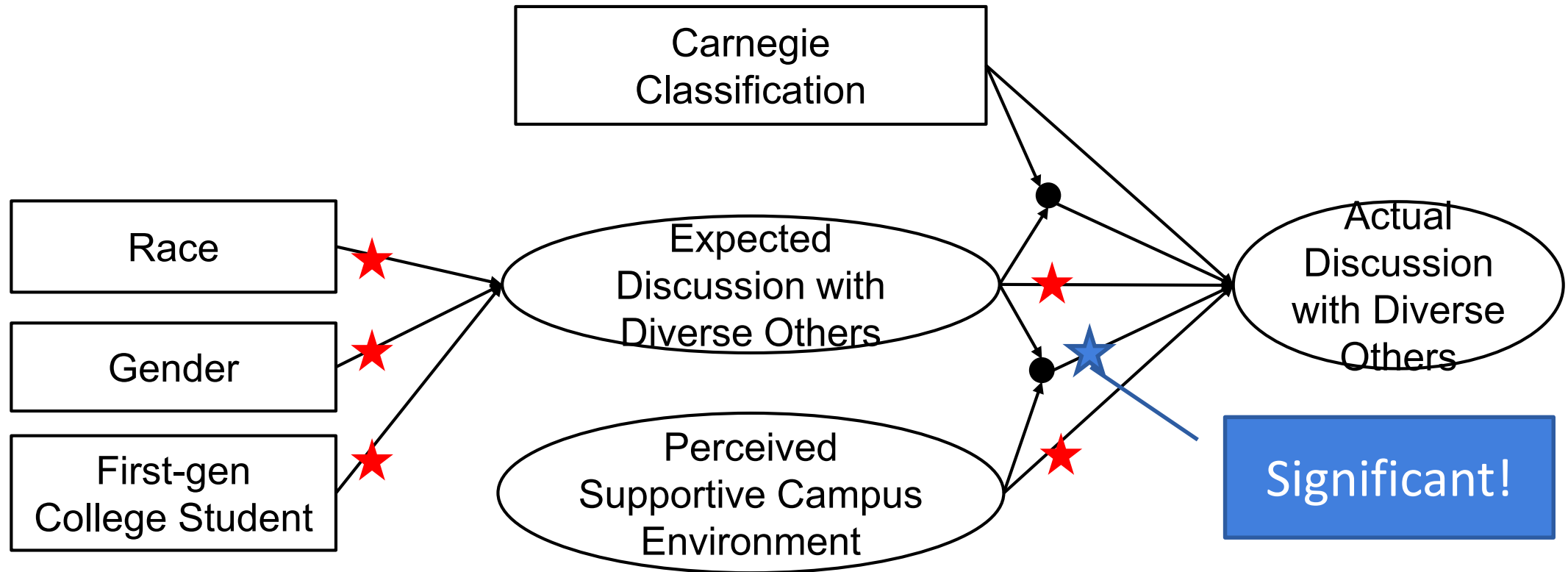
# Results of Student-faculty Interaction



# Results of Collaborative Learning



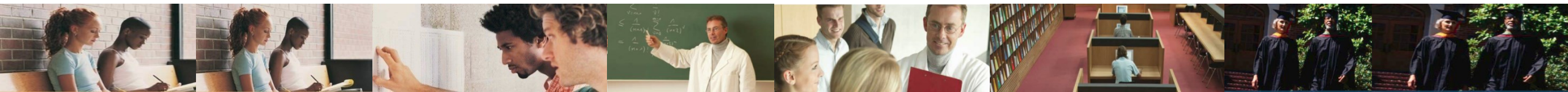
# Results of Discussion with Diverse Others



# Summary

- Carnegie classification does not have statistically significant moderation effects Student-faculty interaction, collaborative learning, and discussion with others.
- Perceived supportive environment, on the other hand, was a positive moderator of expected and actual engagement for student-faculty interaction and discussions with diverse others. Provides evidence that environment influences behaviors and demonstrates the critical role of campus environment on students' engagement. The supportive environment encourages students to be more engaged and further facilitates the positive influence of students' academic expectations.
- Overall, students' expected and actual engagement has a positive and strong correlation. This is the case for all the three engagement aspects we examined: student-faculty interaction, collaborative learning, and discussion with diverse others.

# Questions & Discussion



# Contact Information

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