



**Opening the Activism and Postsecondary Education
Black Box: Relating High-Impact Practices and Student
Identity with Activist Behaviors**

Outline

 **Setting the Context**

 **Literature Review**

 **Methods**

 **Results**

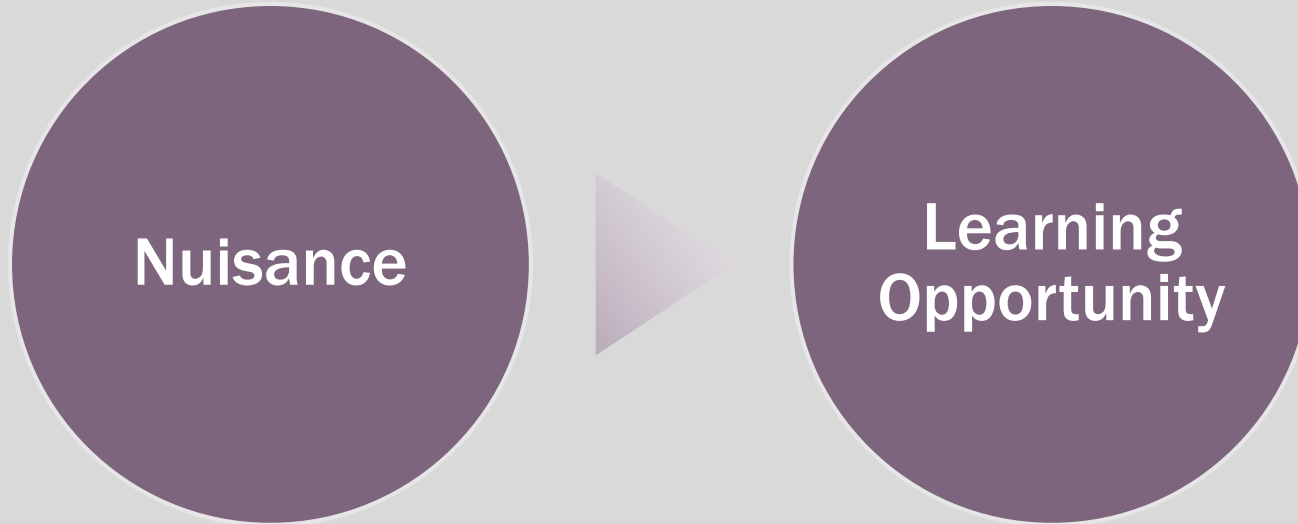
 **Implications for Practice**

 **Future Research**



Setting the Context

Calls to Reframe Student Activism



HOME / ABOUT / BLOG / COMPLIMENTARY-RESOURCES-AVAILABLE-ON-STUDENT-ACTIVISM-AND-SOCIAL-JUSTICE

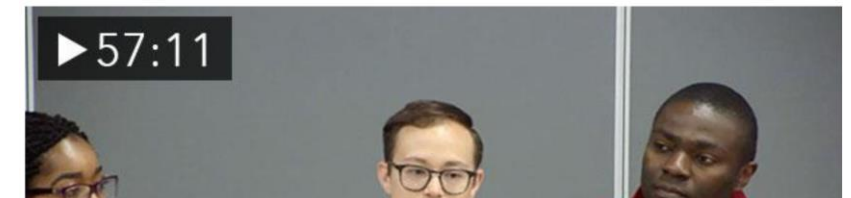
Who We Are
Membership
Volunteer
Awards
Engage
Press
Partners & Sponsorship

COMPLIMENTARY RESOURCES AVAILABLE ON STUDENT ACTIVISM AND SOCIAL JUSTICE

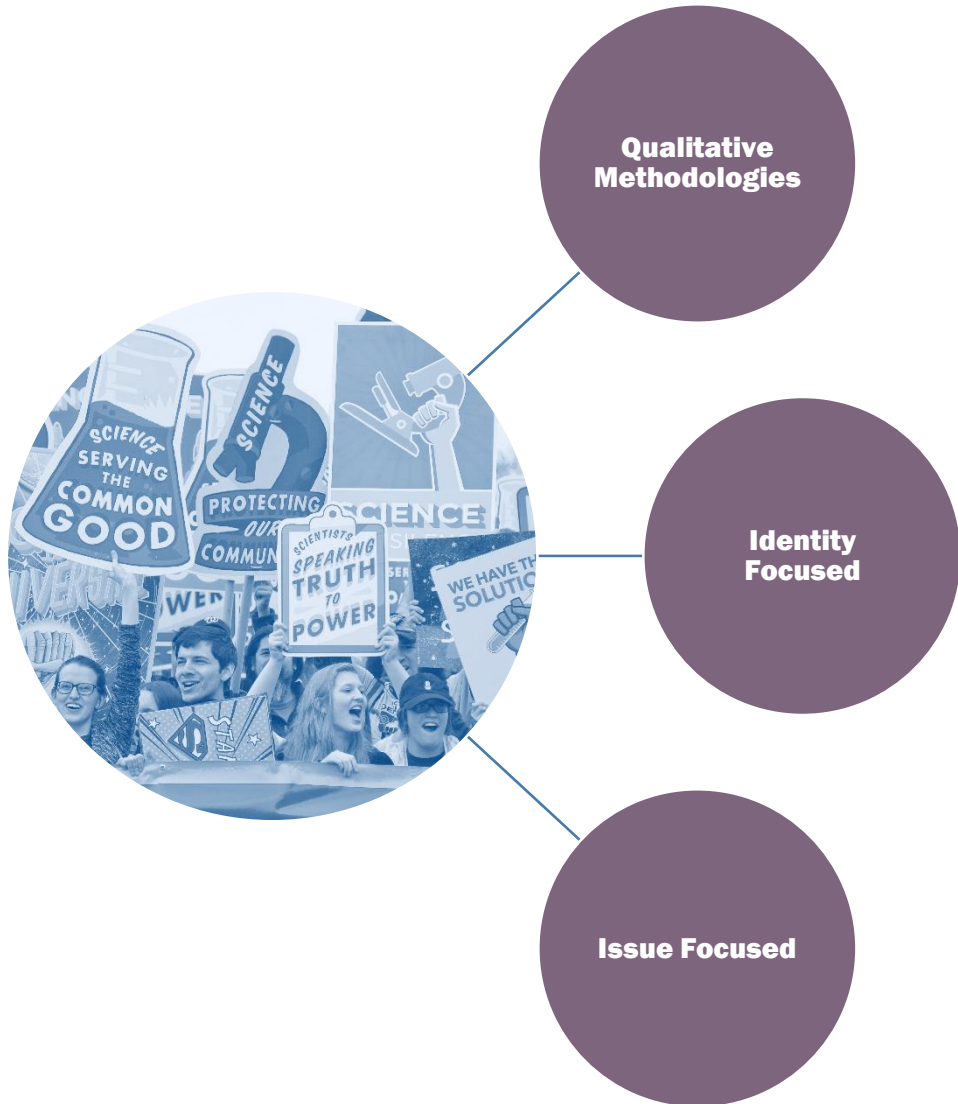


Standing Up, Speaking Out, Making Change: Student Social Movements, Protests, and Activism

Hardly a day passes without a media story highlighting the actions of students making change on their campus, in their community, or in the world. Student activism is a topic throughout this years convention. Building from the opening sessions description of the Maple Spring student protest, this panel will talk about what motivates their activism and sustains their commitment. If you have wondered how your voice can matter, you wont want [more]



Characteristics of Recent Research on Activism



- **Examples:**

- (Linder & Rodriguez, 2012): Student activism in response to sexual violence,
- (Muñoz, 2015): Student activists navigating Deferred Action for Childhood Arrivals (DACA) and Development, Relief and Education for Alien Minors (DREAM) Act policies.
- (Baker & Blissett, 2017): Institutional characteristics that correspond with the emergence of the #ITooAm campaign,
- (Davis, 2018): Examines the Dream Defenders, college students whose activism around “Stand Your Ground Laws” in Florida manifested in spaces beyond their campuses, such as on social media and in surrounding communities.

The connection between activism and educational experiences that institutions intentionally offer and promote (e.g., HIPs) is pivotal in helping institutions understand how they might shift to seeing student activism as an asset and an important learning outcome.





Relevant Literature

Operationalizing Activism and High-Impact Practices

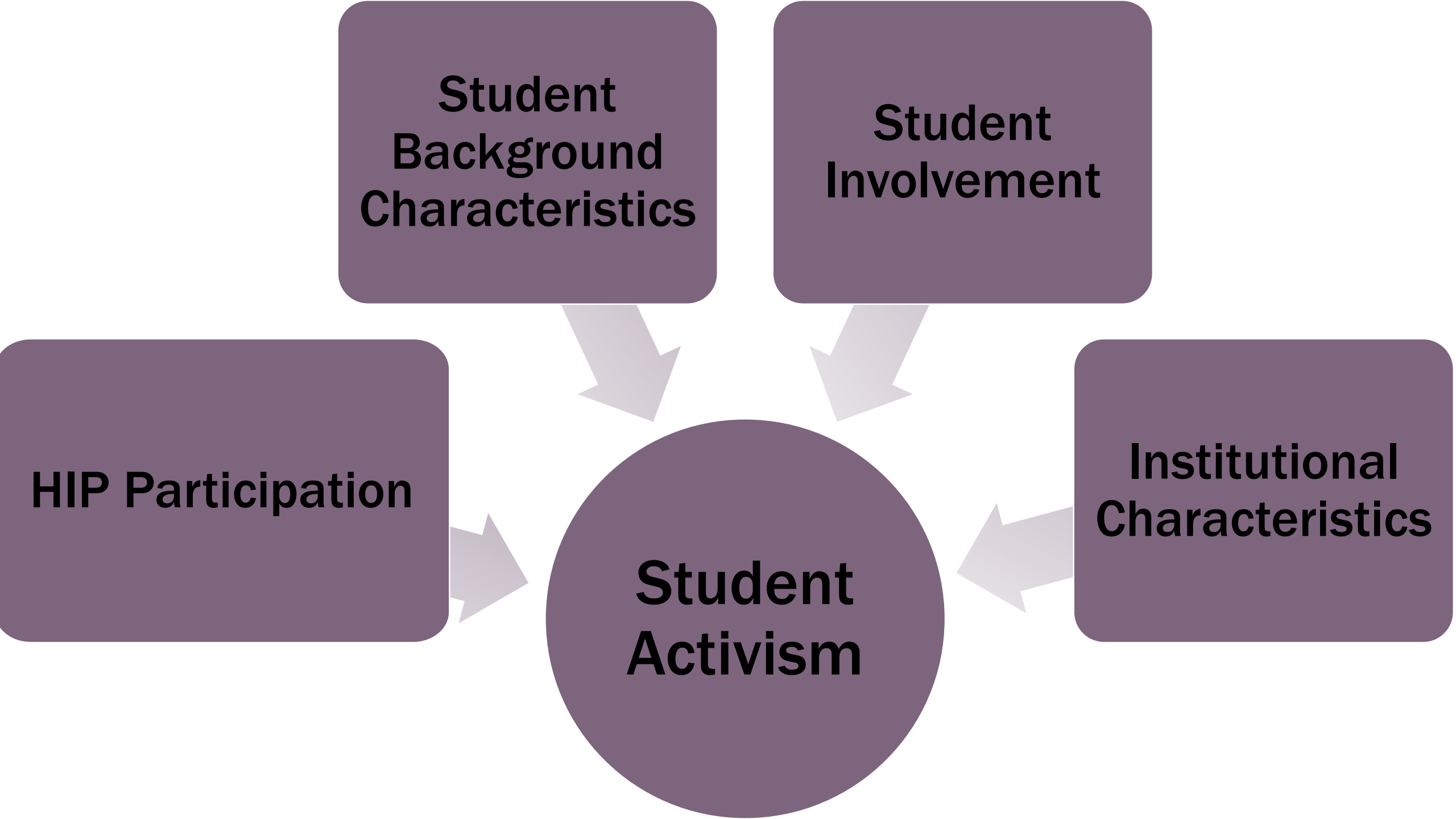
Dimensions of Activism

- **Target of Activism Behavior** (Hoffman & Mitchell, 2016)
- **Tactics Employed** (Barnhardt, 2015)
- **Collective or Individualized Benefit** (Coleman, 2009)

Operationalizing Activism and High-Impact Practices

High-Impact Practices (HIPS)

- *HIPS help students experience proven educational practices in a structured and prolonged manner*
 - Learning communities, service-learning courses, research with faculty members, internships (e.g., co-op, field experience, student teaching, or clinical placement), study abroad programs, and (culminating) senior (capstone) experiences, among other practices (Kuh 2009; Kuh et al. 2010)
- Linked to **desirable educational outcomes** (e.g., improved retention, persistence, graduation, and openness to diversity among undergraduate students (Kilgo et al. 2015; Kuh et al. 2010; Mayhew et al. 2016))



**Student
Background
Characteristics**

**Student
Involvement**

HIP Participation

**Institutional
Characteristics**

**Student
Activism**



Deliberative Dialogue



Civic & Political Action



Engagement Theory





Data & Methods

Data Sources

- **2017 Administration of the National Survey of Student Engagement (NSSE)**
- **Supplemental item set on social and political activism and perceptions of institutional support for political engagement was electively administered at 25 participating institutions**

Participants

- Administered to **7,000** first-year and senior students attending 25 4-year institutions
- **n=3,257** seniors who completed the supplemental item set
 - Response rate of **78.1%**.
- Sample Demographics
 - **~66%** identified as women, identified as white, and attended master's degree-granting institutions.
 - **~41%** identified as a first-generation student
 - **~39%** attended university elsewhere before arriving at their current institution
 - **~25%** lived on campus or in a fraternity or sorority house
 - **~11%** identified as Queer

Measures

- **Student Level**

- Gender[^]

- Sexual Orientation[^]

- Race/Ethnicity[^]

- Participation in Various HIPs

- ([^]denotes measures that were recoded using effect coding (Mayhew and Simonoff 2015))

Measures

- **Institutional Level**
 - **Carnegie Classification Degree Type**
 - **Enrollment Size**
 - **Selectivity**

Measures

- **Student Activism Factors**
 - How often they had participated during the current academic year in 10 forms of political activism:
 - Response Options:
 - Never
 - Sometimes
 - Often
 - Very Often
 - Participation in various forms of activism on their campuses or in their communities
 - Response options:
 - Have not decided
 - Do not plan to do
 - Plan to do
 - Done or in progress
 - Ordered by ease of participation or frequency.

Appendix A
Items Comprising the Student Activism Factors

Deliberative Dialogue (Cronbach's $\alpha = 0.66$)

During the current school year, about how often have you done the following?

Discussed a social or political issue with friends, family, or coworkers *in person* [ACT1701a]

Discussed a social or political issue with friends, family, or coworkers *on social media* [ACT1701b]

Addressed a social or political issue in course discussions or as part of an assignment [ACT1701c]

Consciousness Raising (Cronbach's $\alpha = 0.87$)

During the current school year, about how often have you done the following?

Distributed pamphlets, stickers, or other informational material to promote a social or political cause [ACT1701d]

Wore something (shirt, wristband, button, etc.) to promote a social or political cause [ACT1701e]

Attended a public event (protest, rally, march, prayer or candlelight vigil, etc.) about a social or political cause [ACT1701f]

Wrote a blog post, opinion piece, or letter to the editor to promote a social or political cause [ACT1701g]

Contacted college, university, or governmental leaders to promote a social or political cause [ACT1701h]

Reached out to people on campus or in your community (knocked on doors, distributed petitions, phone banked, etc.) to promote a social or political cause [ACT1701i]

Asked others to donate money for a social or political cause [ACT1701j]

Civic and Political Action (Cronbach's $\alpha = 0.69$)

During the current school year, which have you done/plan to do on campus or in your community?

Participate in a group that has submitted or will submit a list of demands to college, university, or government leaders [ACT1702a]

Participate in a boycott, strike, sit-in, walk-out, or the like [ACT1702b]

Organize a public event (a protest, rally, march, prayer or candlelight vigil, etc.) about a social or political cause [ACT1702c]

Data Analysis

$$\begin{aligned} Y_{ij} = & \beta_{0j} + \beta_{1j} \text{Woman}_{ij} + \beta_{2j} \text{Another Gender Identity}_{ij} \\ & + \beta_{3j} \text{Gender Prefer Not to Respond}_{ij} + \beta_{4j} \text{Queer}_{ij} \\ & + \beta_{5j} \text{Sexual Orientation Prefer Not to Respond}_{ij} \\ & + \beta_{6j} \text{Asian, Native Hawaiian, Other Pacific Islander}_{ij} + \beta_{7j} \text{Black or African American}_{ij} \\ & + \beta_{8j} \text{Hispanic or Latino}_{ij} + \beta_{9j} \text{Multiracial}_{ij} + \beta_{10j} \text{Other Race or Ethnicity}_{ij} \\ & + \beta_{11j} \text{First-generation}_{ij} + \beta_{12j} \text{Transfer}_{ij} + \beta_{13j} \text{Traditional Age}_{ij} \\ & + \beta_{14j} \text{Veteran}_{ij} + \beta_{15j} \text{Disability}_{ij} + \beta_{16j} \text{gpcService-Learning}_{ij} \\ & + \beta_{17j} \text{gpcLearning Community}_{ij} + \beta_{18j} \text{gpcResearch with Faculty}_{ij} + \beta_{19j} \text{gpcInternship}_{ij} \\ & + \beta_{20j} \text{gpcStudy Abroad}_{ij} + \beta_{21j} \text{gpcSenior Experience}_{ij} + \beta_{22j} \text{gpcSTEM Major}_{ij} \\ & + \beta_{23j} \text{gpcFraternity or Sorority}_{ij} + \beta_{24j} \text{gpcOn Campus}_{ij} + \beta_{25j} \text{gpcAthlete}_{ij} + R_{ij} \\ \beta_{0j} = & \gamma_{00} + \gamma_{01}(\overline{\text{Private}})_{.j} + \gamma_{02}(\overline{\text{Doc}})_{.j} + \gamma_{03}(\overline{\text{Masters}})_{.j} + \gamma_{04}(\overline{\text{Size}})_{.j} + \\ & \gamma_{05}(\overline{\text{Selectivity}})_{.j} + U_{0j} \end{aligned}$$

Limitations

- **Generalizability**
- **Self-Selection Bias**
- **Institutional Level Variables**
- **“Why” questions**



What We Found: Study Results

Outcome of Interest: Student Activism



Results

Participated in Activism



HIPs & Student Activism



Service Learning



HIPs & Student Activism

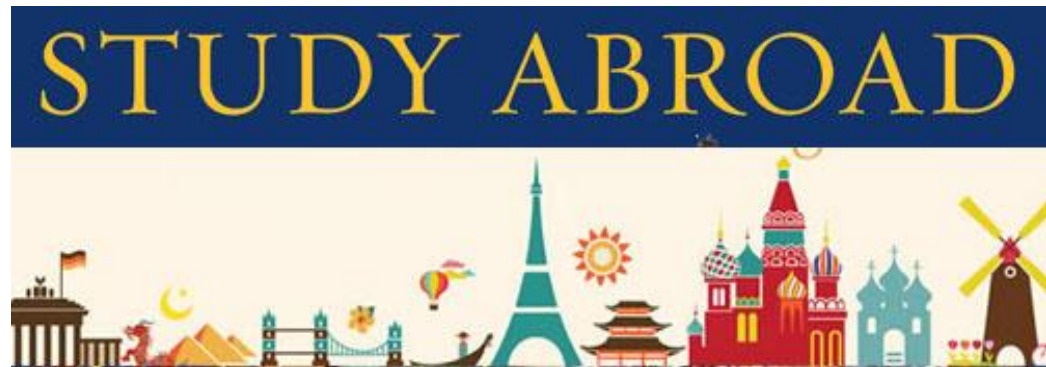
LIVING LEARNING COMMUNITIES



HIPs & Student Activism



HIPs & Student Activism



Discussion



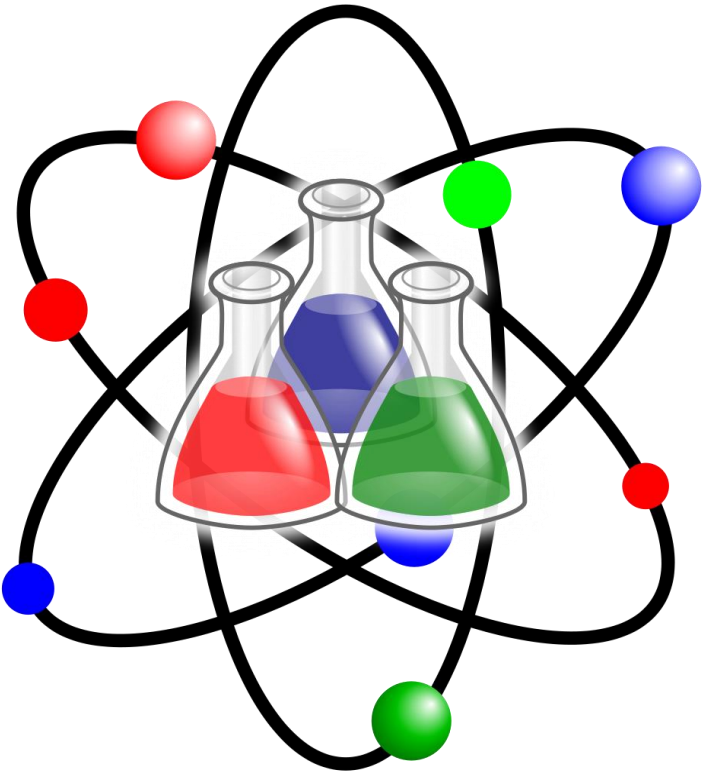
Nuancing Student
Activism Among
Minoritized Student
Populations

Discussion



Provisional Role of HIPs in Activism Behaviors

Discussion



Differences among
student in STEM
areas of study

Discussion



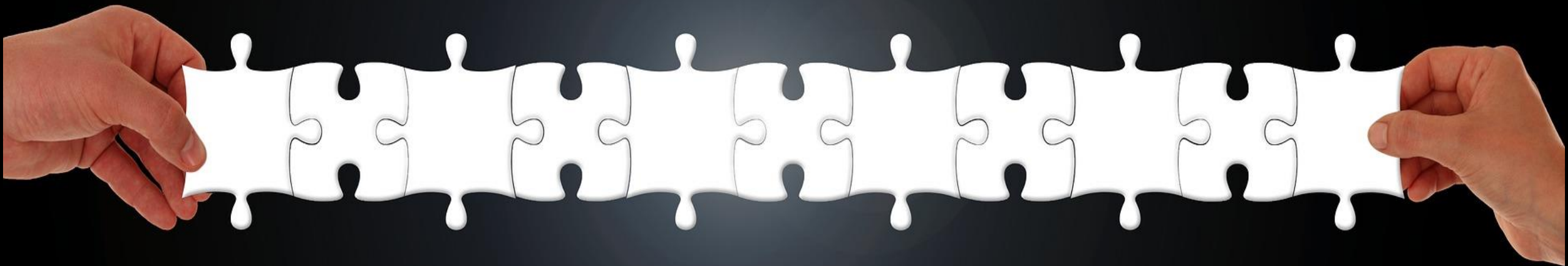
**Institutional Level
Variables**



‘So what?’

Implications for Practice

Future Research



Thank You