



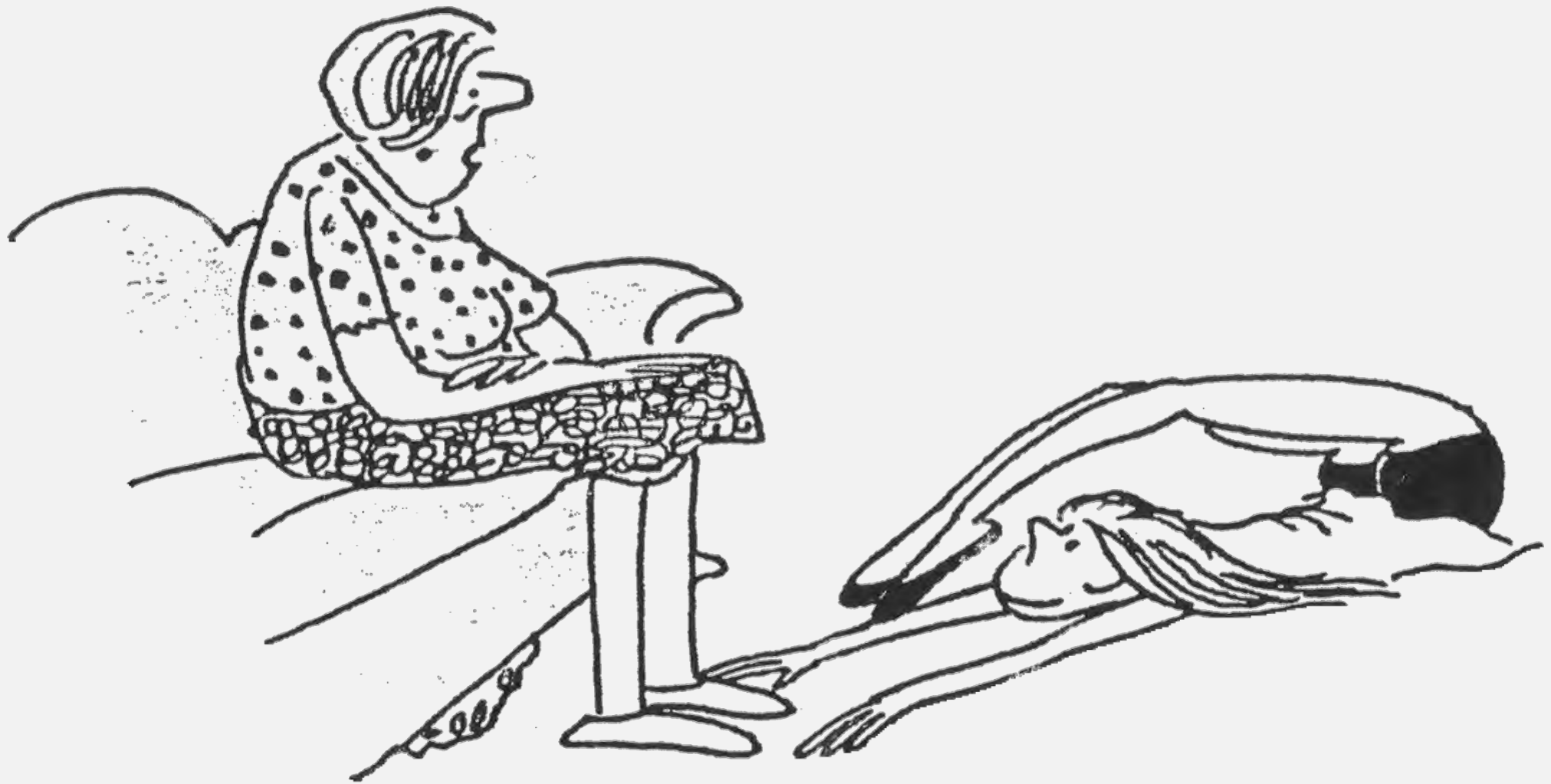
# What Does an Engaging Campus Look Like?

## The Role of Surveys in the Assessment of Student Engagement

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Indiana University Bloomington

Association for the Promotion of Campus Activities

July 21, 2017, New York, NY



***“That’s nice. What else  
have we learned at school?”***



WE LUV  
YOU  
BEATLES

A large crowd of people is gathered on a green lawn in front of a red brick building with a clock tower. The building has a sign that says "ALAMANCE" and "WELCOMES THE CLASS OF 2010". There are many people in graduation gowns and caps, and some people in civilian clothes. The scene is outdoors with many trees and a clear sky.

Imagine walking onto  
the most engaging  
college campus.

What do you see?



Participating in co-curricular activities



**Discussing ideas  
from readings or  
classes with  
instructors outside  
of class**



**Service-learning—A community-based project as part of a regular course**

LEARN.  
CONNECT.

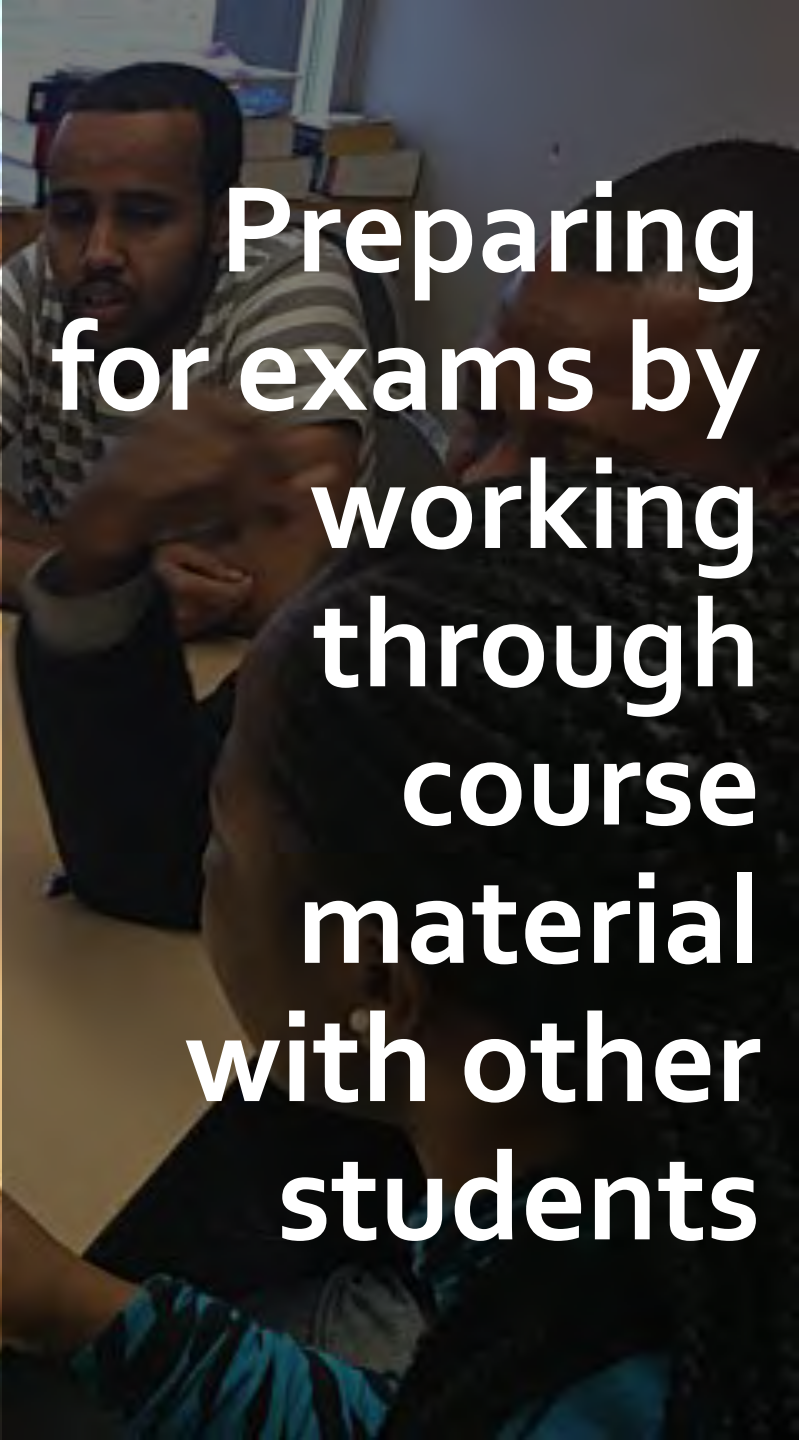
Attending art exhibits, plays, or other arts performances (dance, music, etc.)







**Encouraging contact among students from different economic, social, and racial or ethnic backgrounds**



Preparing for exams by working through course material with other students



**Using learning support services (tutoring services, writing center, etc.)**

Learning  
to work  
effectively  
with  
others



# Student Engagement.

A photograph of two students, a woman and a man, sitting at a table in a library. They are looking down at papers on the table, appearing to be engaged in a study session. The background is filled with bookshelves containing many books.

“ All learning and development requires an investment of time and effort by the student.

C. Robert Pace (1984).  
Measuring the Quality of  
College Student Experiences

# Student Engagement

## Wabash National Study of Liberal Arts Education

Engagement results are good proxy measures for growth in important educational outcomes such as

- ✓ critical thinking,
- ✓ moral reasoning,
- ✓ intercultural effectiveness,
- ✓ personal well-being, and a
- ✓ positive orientation toward literacy activities.

# Student Engagement

## “Connecting the Dots” Study



Significantly positive effects on grades and persistence, net of pre-college achievement, financial aid, SES, and many other student characteristics.

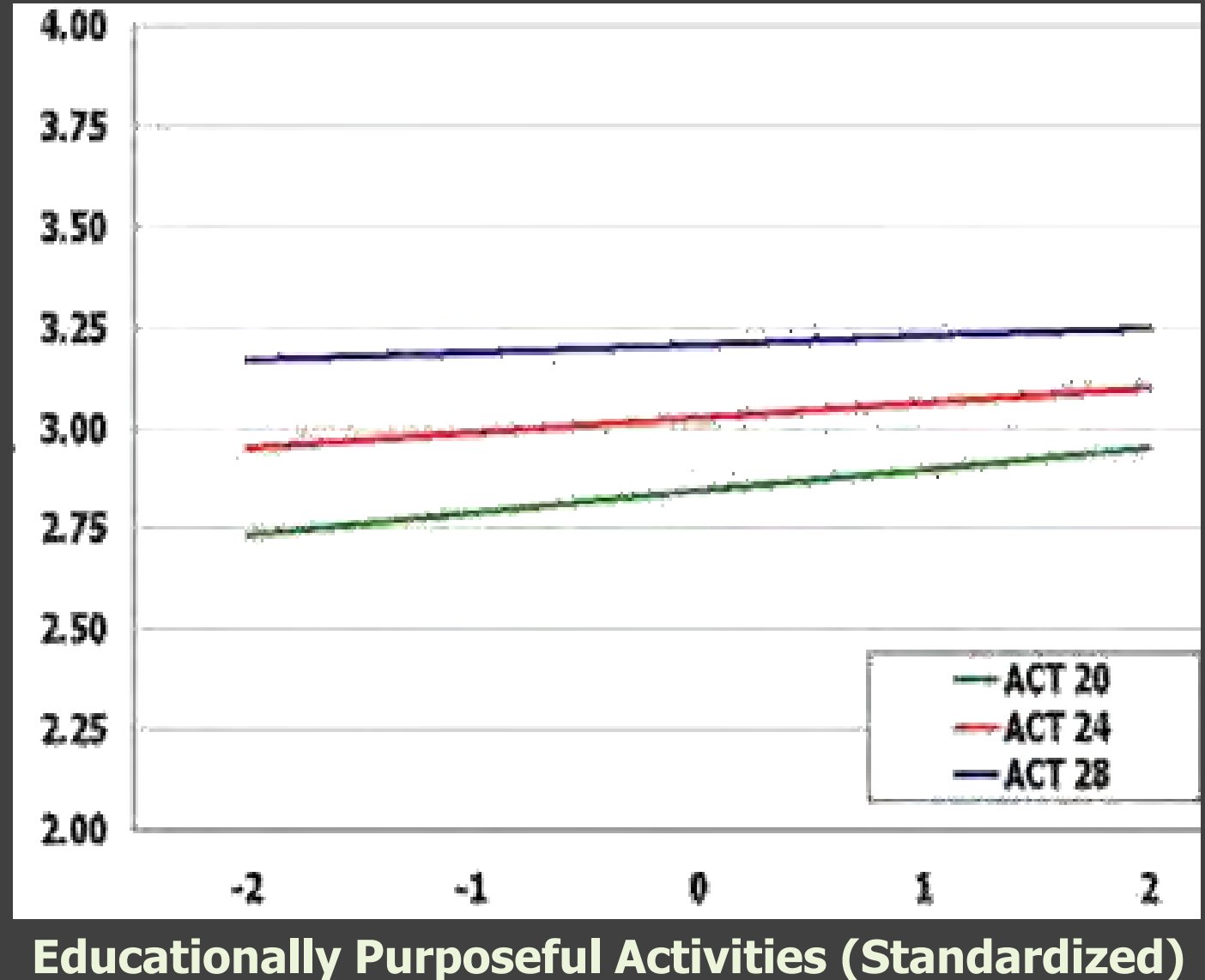
What's more, engagement has *compensatory* effects on grades and persistence – i.e., salutary effects are even greater for lower ability students and underrepresented students.

# Student Engagement

Compensatory  
Effects

Net Impact of  
Engagement on  
First-Year GPA by  
Pre-College  
Achievement Level

First-Year GPA

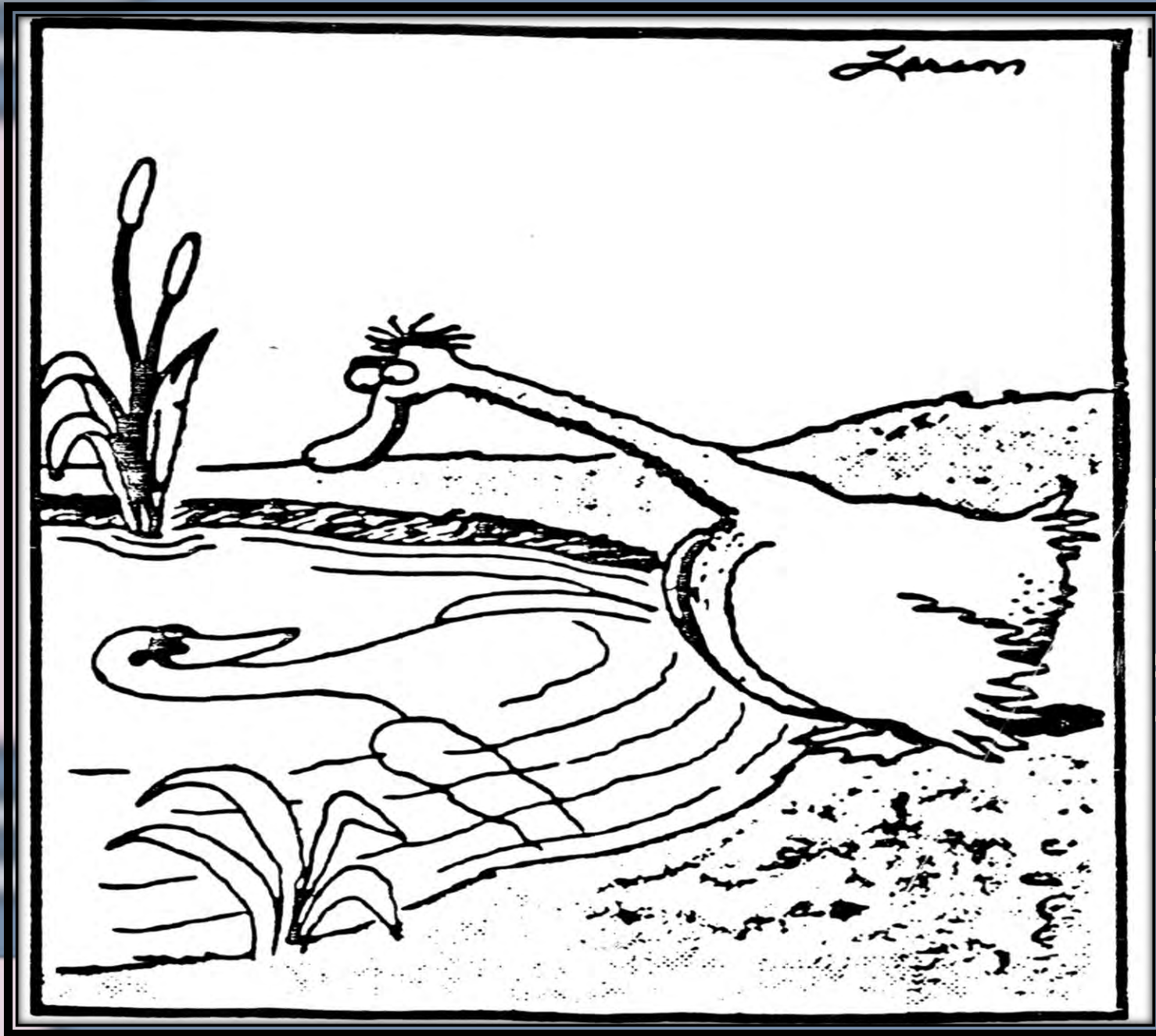






# Assessment

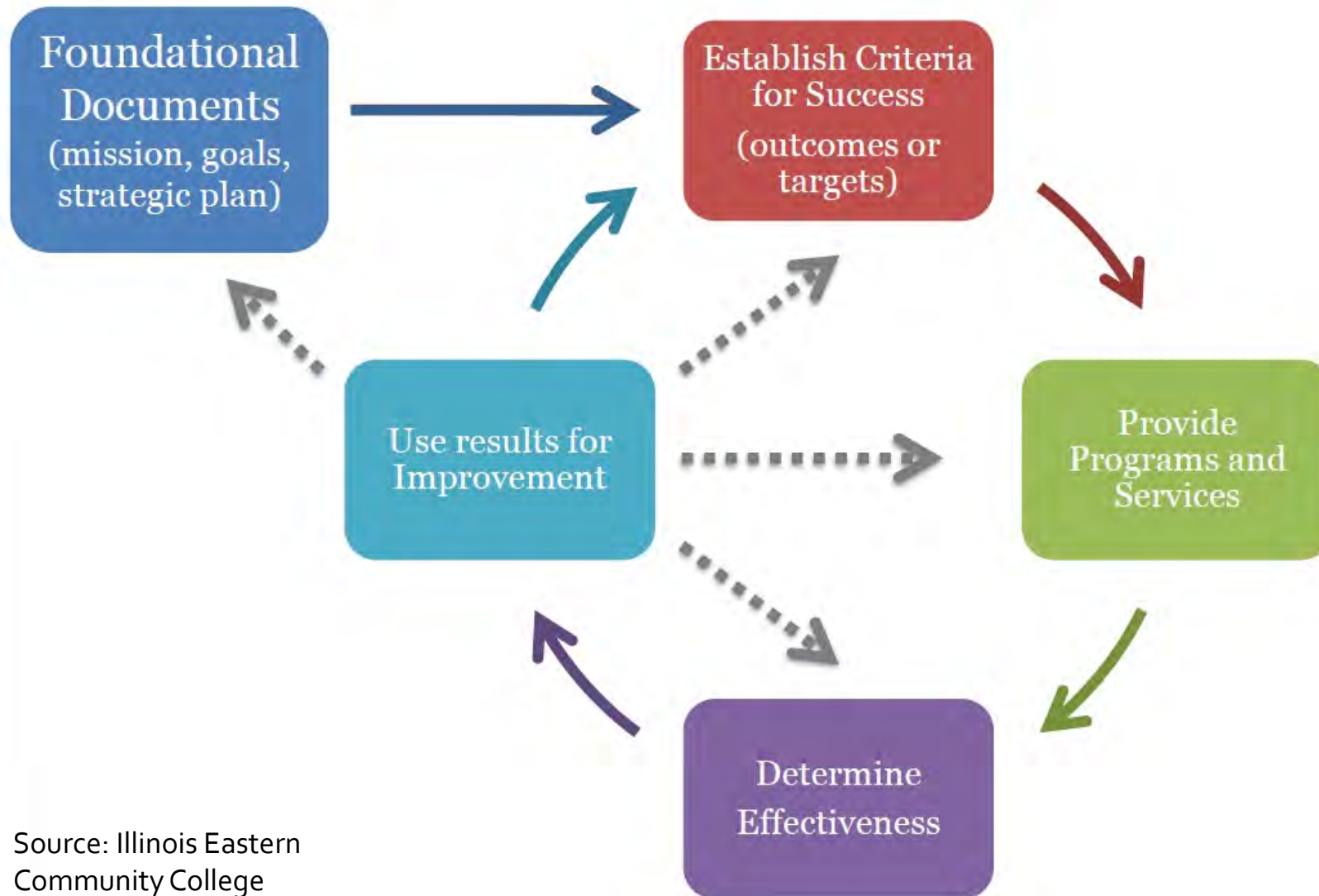
The process of gathering and using evidence to improve the effectiveness of student learning initiatives



Assessment

for improving  
existing initiatives

# Focus on the assessment cycle



Source: Illinois Eastern  
Community College

# Three Assessment Approaches

Criterion-Referenced

Norm-Referenced

Self-Referenced

$a \rightarrow A$

$a \rightarrow b$

$a_1 \rightarrow a_2$

# What forms of evidence are available to you?

- Observing
- Talking with students and others
- Campus records (card swipes, etc.)
- Feedback or evaluations
- Social media buzz
- Participation numbers
- Traffic
- Card-swipe data
- .... aaaaaand surveys?





**NSSE**

national survey of  
student engagement

Since 2000



**CCSSE**

Community College Survey  
of Student Engagement

Since 2001



*“This is interesting, 70% of the respondents to our survey said they don't respond to surveys.”*

# NSSE Engagement Indicators

## *Themes*

## *Engagement Indicators*

### **Academic Challenge**

Higher-Order Learning

Reflective & Integrative Learning

Learning Strategies

Quantitative Reasoning

### **Learning with Peers**

Collaborative Learning

Discussions with Diverse Others

### **Experiences with Faculty**

Student-Faculty Interaction

Effective Teaching Practices

### **Campus Environment**

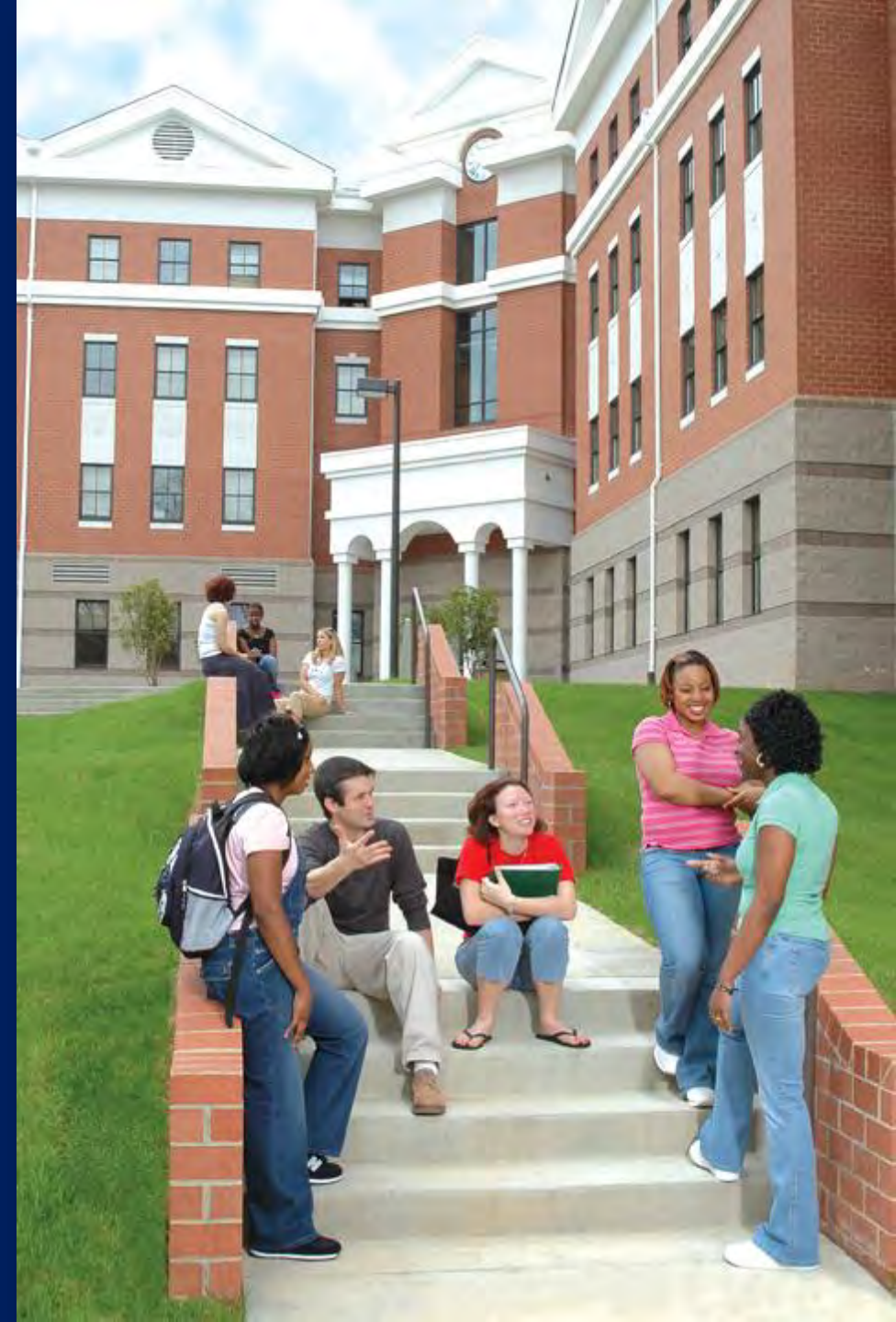
Quality of Interactions

Supportive Environment



# Perceived Gains

- ✓ Working effectively with others
- ✓ Developing or clarifying a personal code of values or ethics
- ✓ Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)
- ✓ Solving complex real world problems
- ✓ Being an informed and active citizen



# Southern Institution: High/Low Question Results

## Senior

### Highest Performing Relative to Barron's Most Compet

About how many courses have included a community-based project (service-learning)?<sup>e</sup>

Talked about career plans with a faculty member<sup>b</sup> (SF)

Discussed course topics, ideas, or concepts with a faculty member outside of class<sup>b</sup> (SF)

Discussed your academic performance with a faculty member<sup>b</sup> (SF)

Worked with other students on course projects or assignments<sup>b</sup> (CL)

### Lowest Performing Relative to Barron's Most Compet

Spent more than 15 hours per week preparing for class

Discussions with... People with political views other than your own<sup>b</sup> (DD)

Discussions with... People from an economic background other than your own<sup>b</sup> (DD)

Discussions with... People with religious beliefs other than your own<sup>b</sup> (DD)

Discussions with... People of a race or ethnicity other than your own<sup>b</sup> (DD)



# Southern Institution:

## Time Spent Preparing for Class; Amount of Writing

*First-year*

Southern Institution

13.5

Barron's Most Compet

16.7

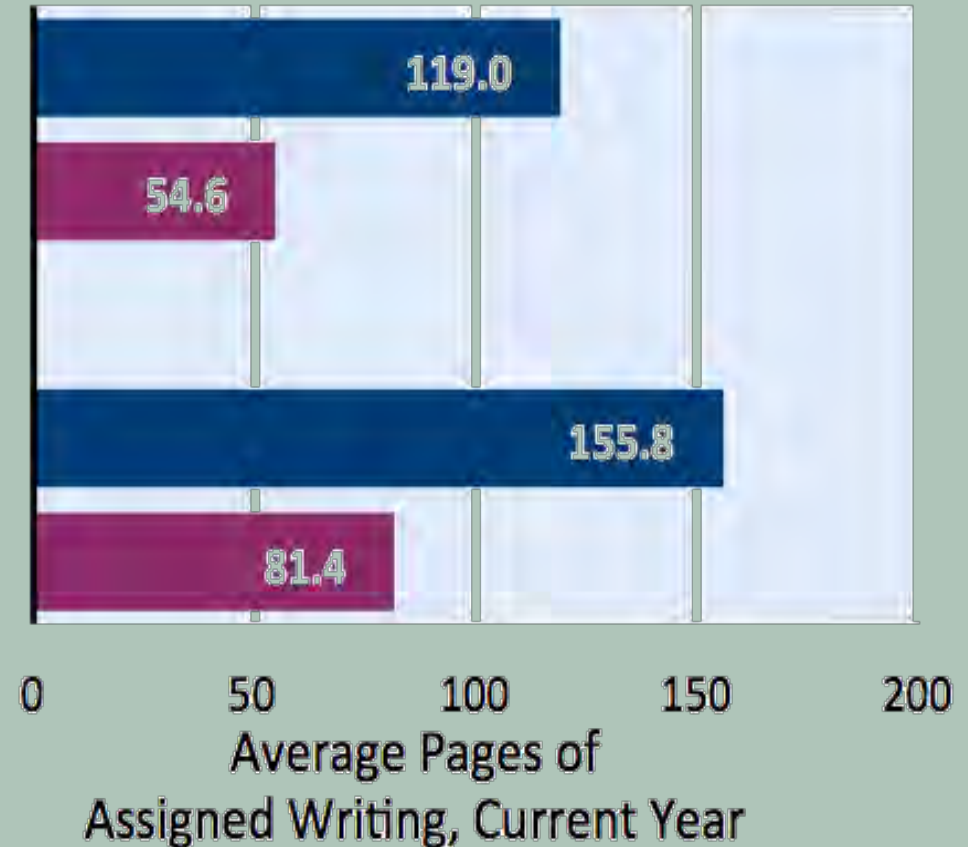
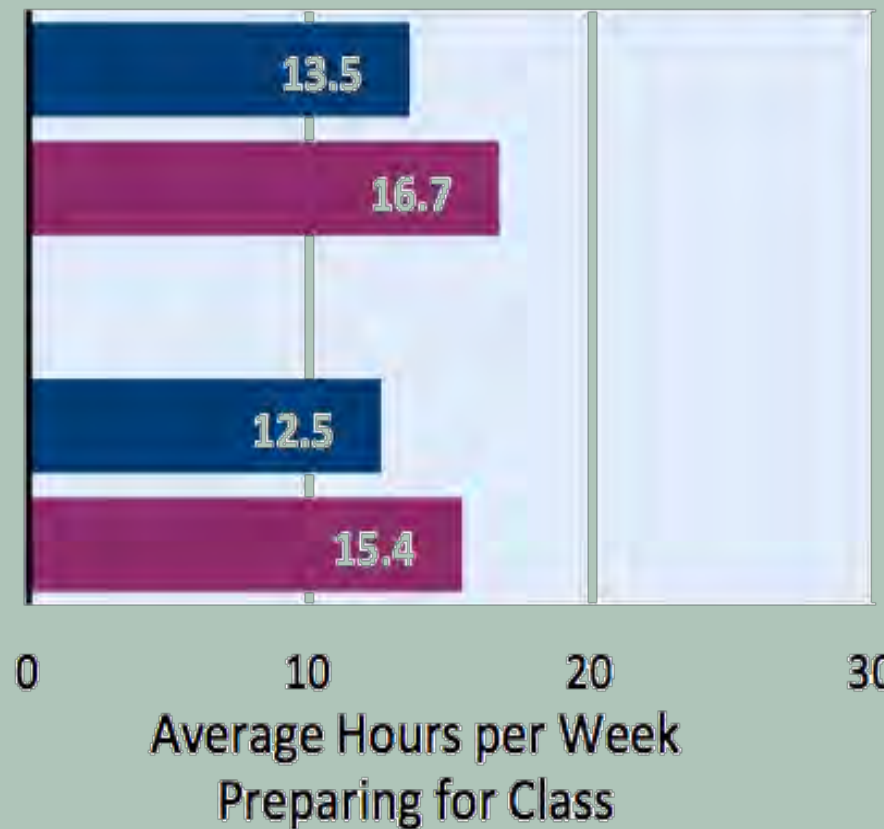
*Senior*

Southern Institution

12.5

Barron's Most Compet

15.4



# Southern Institution

## Perceived Gains for Seniors

“To what extent has  
experience at this institution  
contributed to their  
knowledge, skills, and  
personal development?”

### Perceived Gains (Sorted highest to lowest)

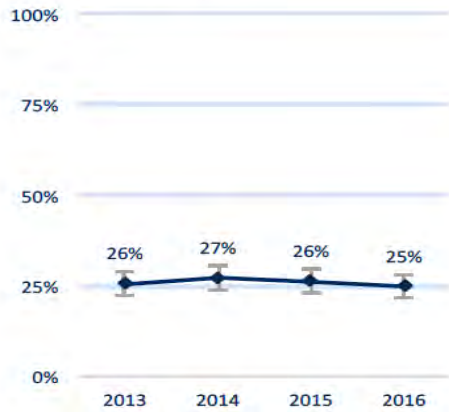
### Percentage of Seniors Responding "Very much" or "Quite a bit"



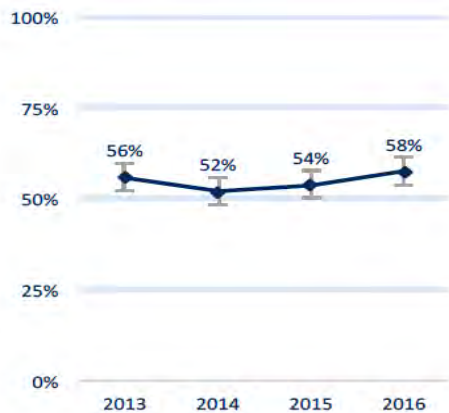
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 12 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

#### High-Impact Practices: Seniors

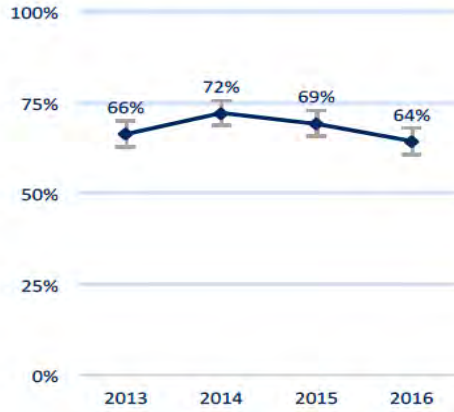
##### Learning Community (Done or in progress)



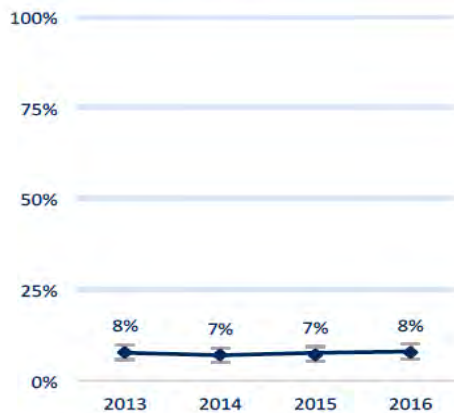
##### Internship/Field Experience (Done or in progress)



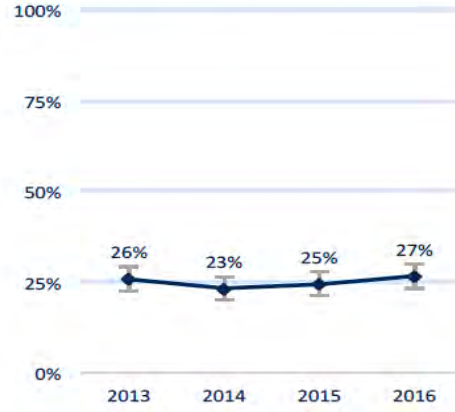
##### Service-Learning (Some, most, or all courses)



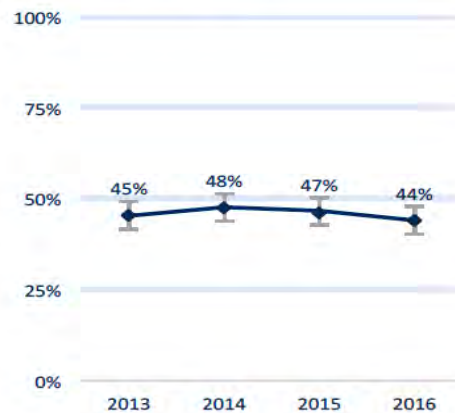
##### Study Abroad (Done or in progress)



##### Research with Faculty (Done or in progress)

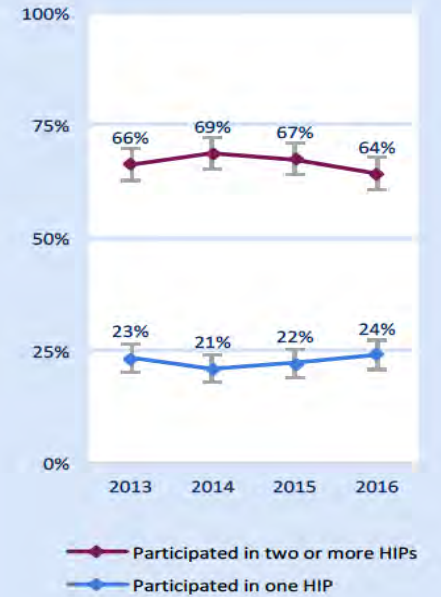


##### Culminating Senior Experience (Done or in progress)



#### Overall senior HIP participation

The figure below displays the percentages of seniors who participated in one, and two or more, HIPs. The figure includes all six HIPs.

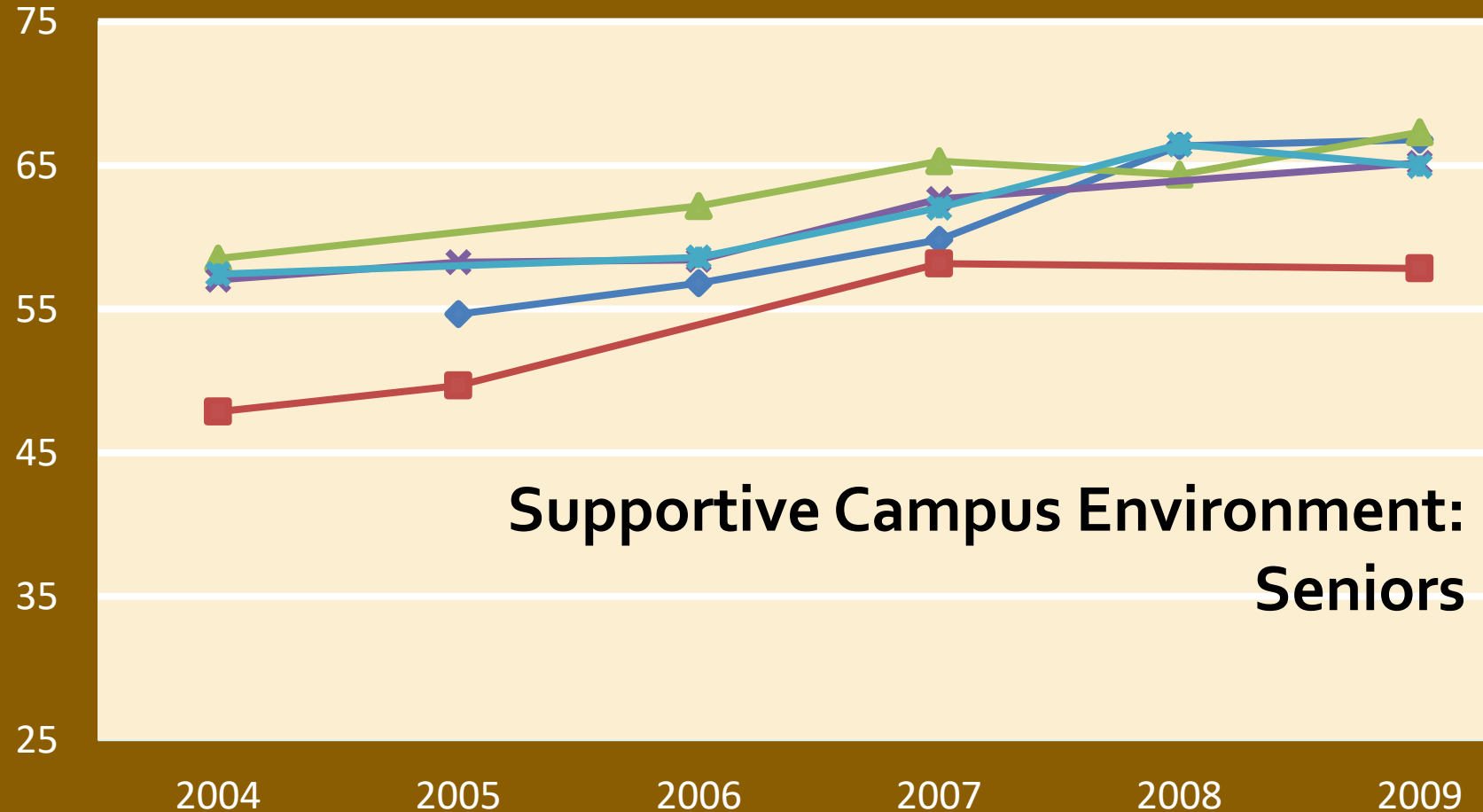


# Are Institutions Improving?

Yes.

Evidence of improvement found at 41% of institutions on at least one measure;

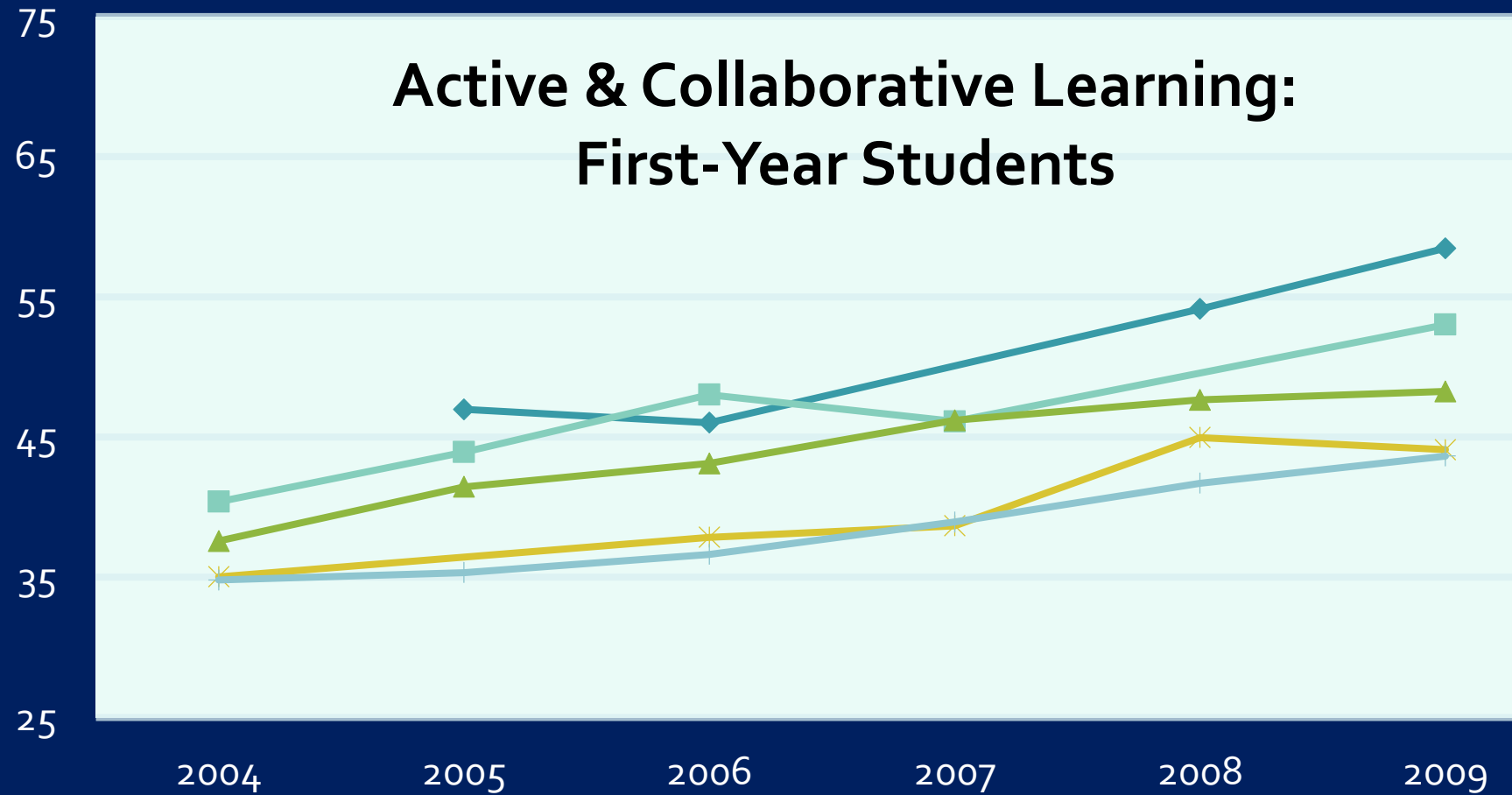
- These institutions represented all types and sizes
- Examples of downward trends were rare



# Are Institutions Improving? Yes.

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- Examples of downward trends were rare



# Worth Pondering

How do we reach our least engaged students?





HOW YOU SEE YOURSELF:



JORGE CHAM © 2009

HOW MOST PROFESSORS SEE YOU:

BRAIN



STICK

SO, HOW'S RESEARCH?

WWW.PHDCOMICS.COM

“

The contribution of out-of-class experiences to student engagement cannot be overstated. ...Today's student affairs professional must learn how to use observable evidence to effectively plan, implement, assess, and improve outcomes.

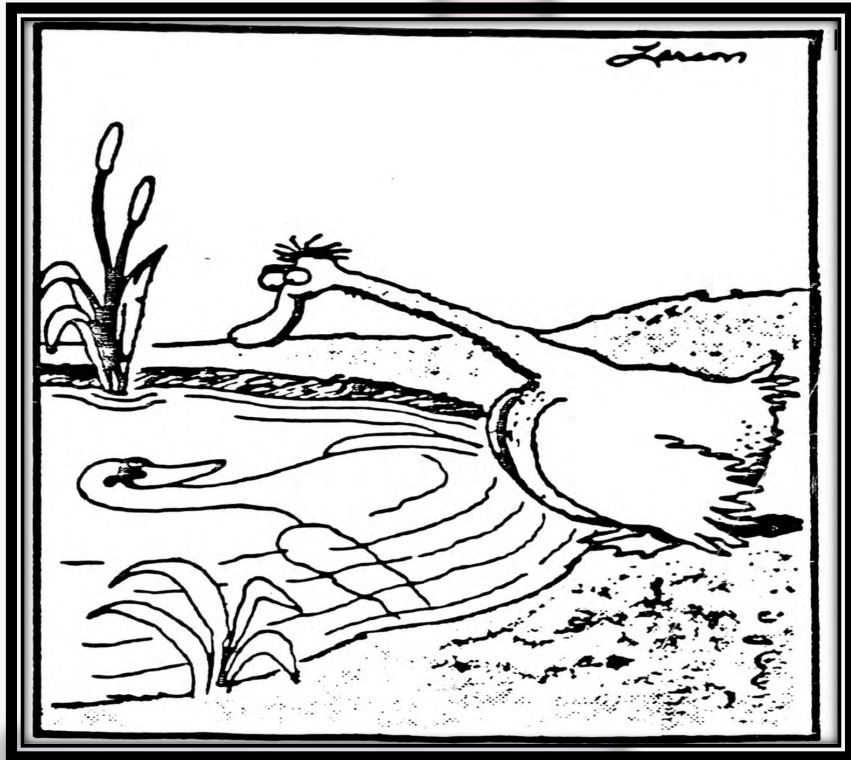
*Elizabeth J. Whitt*

*Promoting Student Success: What Student Affairs Can Do*

It takes a  
whole  
campus to  
educate a  
student.



# Discussion with You



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