

Civic Engagement on College Campuses

Implications from
NSSE and FSSE

Thomas F. Nelson Laird

Mahauganee D. Shaw

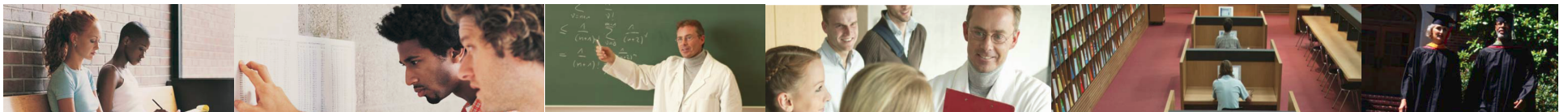
Eddie R. Cole

Indiana University Center for Postsecondary Research

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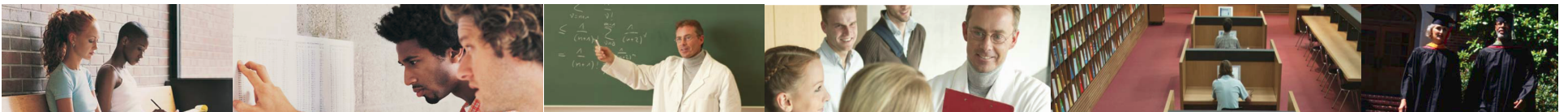
Presentation Outline

- Overview of NSSE and FSSE
- Purpose of our work
- Civic Engagement items
- Results and Small Group Discussions
- Implications, feedback, campus approaches, and more



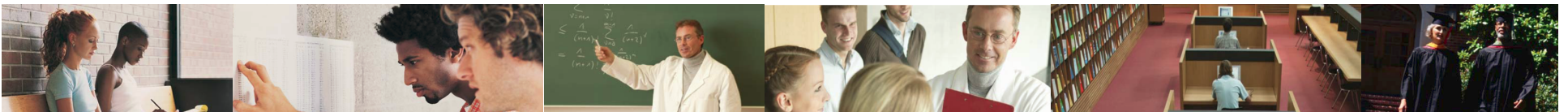
What's NSSE?

- National Survey of Student Engagement
 - Annual spring survey to FYS and SRs
 - Hundreds of institutions participate
 - Assesses exposure to and participation in effective educational practices
- Goal: To query undergraduates directly about their educational experiences



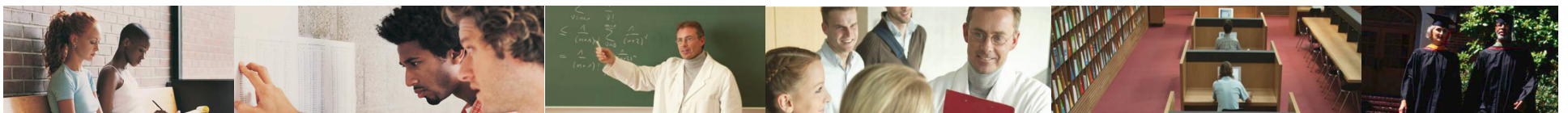
What's FSSE?

- Faculty Survey of Student Engagement
 - Annual spring survey of faculty members
 - ~150 institutions participate each year
 - Assesses faculty perceptions and encouragement of student engagement
- Goal: to provide additional information for the improvement of undergraduate education

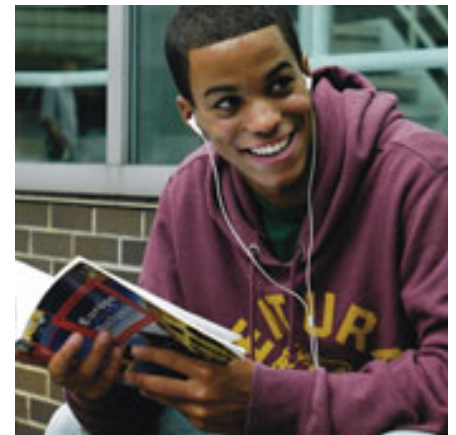


Our Purpose

- To better understand...
 - Students' civic engagement
 - Faculty encouragement of civic engagement
 - Institutions' emphasis on civic engagement



NSSE and FSSE 2010 Civic Engagement Items



Students were asked, which of the following activities they had done or plan to do:

Run for an elected campus leadership position (e.g., in student government, a club or Greek chapter)

Volunteer to work on a political issue or campaign

Manage or provide leadership for a university/college club or organization

Student responses: Done, Plan to do, Do not plan to do, Have not decided

Students were asked, about how often they did each of the following:

Attended a speech about political or social issues that was **not** a part of a class assignment

Supported a political or social cause by organizing, petitioning, or protesting

Attended a meeting where students discussed campus issues or policies among themselves

Contributed to a political blog or other electronic form of political action

Student responses: Very often, Often, Sometimes, Never

Students were asked, about how often they did each of the following:

Proposed ideas at a meeting where students discussed campus issues or policies among themselves

Learned more about how local, state or national government functions through coursework

Attended a meeting where administrators or faculty discussed campus issues or policies with students

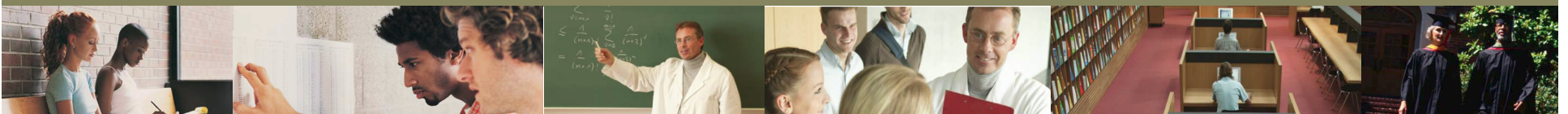
Refused to buy a product because of the policies of the company that produced it

Student responses: Very often, Often, Sometimes, Never

Faculty were asked, whether they encouraged students to do the activities listed on the three previous slides

Faculty responses: Yes, No

Note: 2 activities were only asked of students



Students and faculty were asked to what extent does their institution emphasize each of the following?

Resolving controversies with civility

Being aware of global, political, and social issues

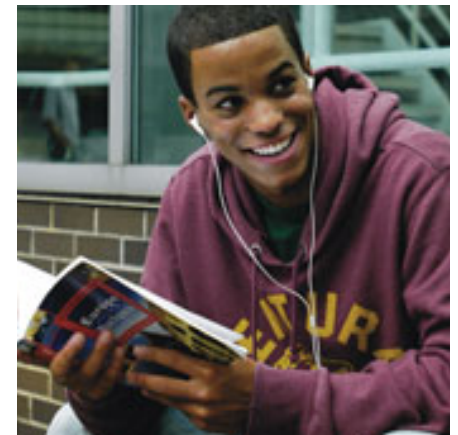
Weighing the pros and cons of different positions on political or social issues

Developing strategies for political and social action

Organizing people for political and social action

Responses: Very much, Quite a bit, Some, Very little

Student Civic Engagement



Student Civic Engagement

% FY Plan to Do	% FY Done	% SR Done
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Manage or provide leadership for a club or organization

30%	6%	24%
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Run for an elected campus leadership position

17%	6%	16%
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Volunteer to work on a political issue or campaign

18%	4%	8%
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Student Civic Engagement (cont.)

	FY	SR
Learned more about how local, state or national government functions through coursework	45%	49%
Refused to buy a product because of the policies of the company that produced it	39%	47%
Attended a speech about political or social issues that was not a part of a class assignment	41%	42%
Attended a meeting where students discussed campus issues or policies among themselves	39%	34%

% Responding “Sometimes” or “Often” or “Very often”

Student Civic Engagement (cont.)

	FY	SR
Attended a meeting where administrators or faculty discussed campus issues or policies...	32%	30%
Proposed ideas at a meeting where students discussed campus issues or policies...	28%	27%
Supported a political or social cause by organizing, petitioning, or protesting	28%	26%
Contributed to a political blog or other electronic form of political action	19%	17%

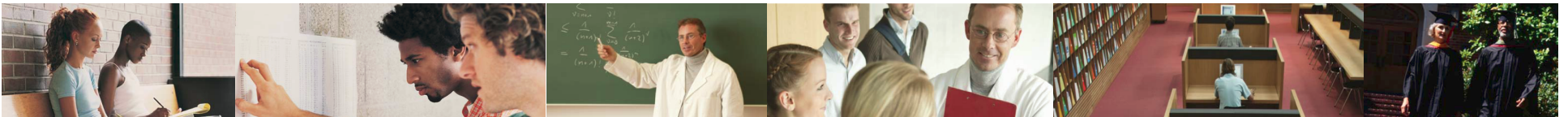
% Responding “Sometimes” or “Often” or “Very often”

Some Additional Findings

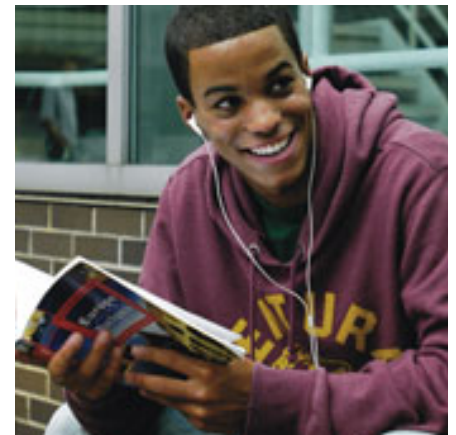
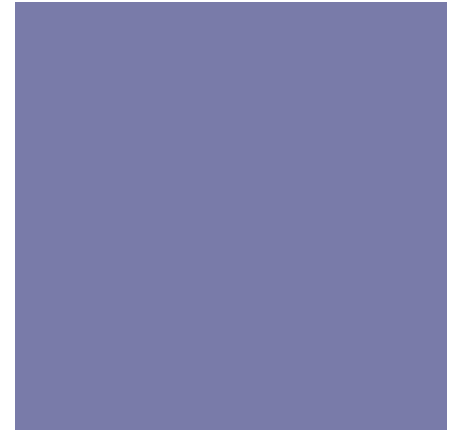
- **Male** students more likely to be civically engaged than females
- **FT** students more likely to be civically engaged than PT
- Students at **Baccalaureate** inst more likely to be civically engaged than those at other types of inst

Small Group Discussion 1

- Anything surprising?
- Is this enough engagement?
- If you were going to try to change something, where would you start?
How?



Faculty Encouragement of Civic Engagement



Faculty Encouragement

	% LD Yes	% UD Yes
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Manage or provide leadership for a club or organization

	53%	56%
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Run for an elected campus leadership position

	36%	39%
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Volunteer to work on a political issue or campaign

	22%	21%
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Faculty

Encouragement (cont.)

	% LD Yes	% UD Yes
Attend a speech about political or social issues that was not a part of a class assignment	48%	45%
Attend a meeting where administrators or faculty discussed campus issues or policies...	42%	43%
Attend a meeting where students discussed campus issues or policies among themselves	36%	34%

Faculty

Encouragement (cont.)

% LD
Yes

% UD
Yes

Learn more about how local, state or national government functions through coursework

32% **35%**

Support a political or social cause by organizing, petitioning, or protesting

20% **19%**

Refuse to buy a product because of the policies of the company that produced it

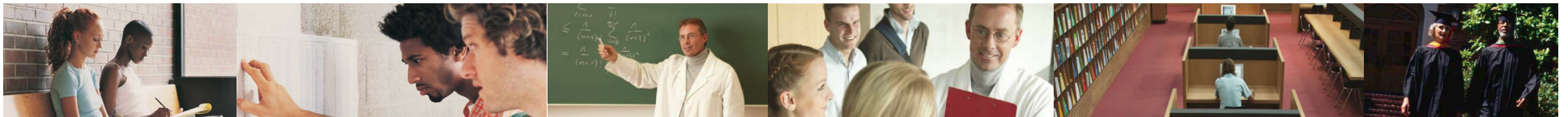
19% **18%**

Some Additional Findings

- **Women** faculty more likely to encourage civic engagement than men
- **FT** faculty much more likely to encourage civic engagement than **PT**
- Faculty at **baccalaureate** inst more likely to encourage civic engagement than those at research inst

Small Group Discussion 2

- Anything surprising?
- What should faculty encourage more?
Less?
- Which activities do you and your colleagues encourage? How? More than faculty?



Institutional Climate for Civic Engagement



Institutional Emphasis

Students

Faculty

Resolving controversies with civility

Being aware of global, political, and social issues

Weighing the pros and cons of different positions on political or social issues

Developing strategies for political and social action

Organizing people for political and social action

% Responding “Quite a bit” or “Very much”

Institutional Emphasis

Students

Faculty

Resolving controversies with civility

50%

68%

Being aware of global, political, and social issues

59%

68%

Weighing the pros and cons of different positions on political or social issues

47%

50%

Developing strategies for political and social action

36%

33%

Organizing people for political and social action

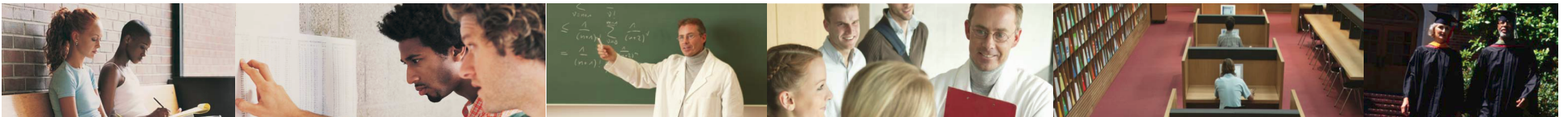
30%

24%

% Responding “Quite a bit” or “Very much”

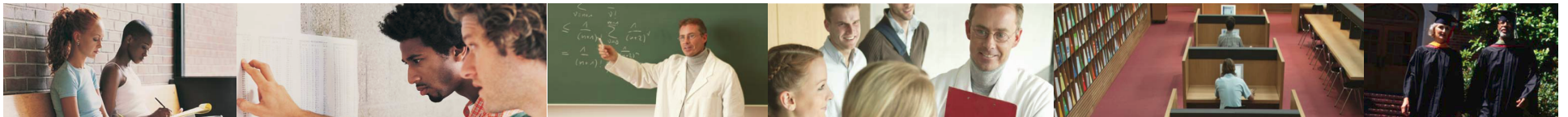
Some Additional Findings

- **FT** students report greater inst emphasis on civic engagement than PT
- Most other student, faculty, and inst differences seem small or non-existent

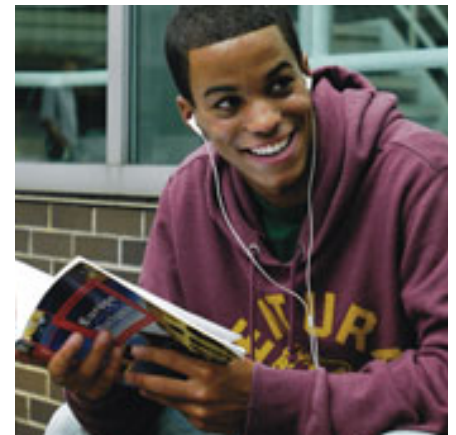
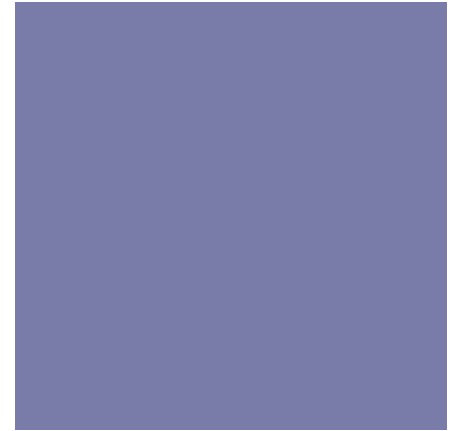


Small Group Discussion 3

- What explains changes from first 2 items to last 2 items?
- What should student affairs professional emphasize?
- How do these types of civic engagement connect to your inst mission?

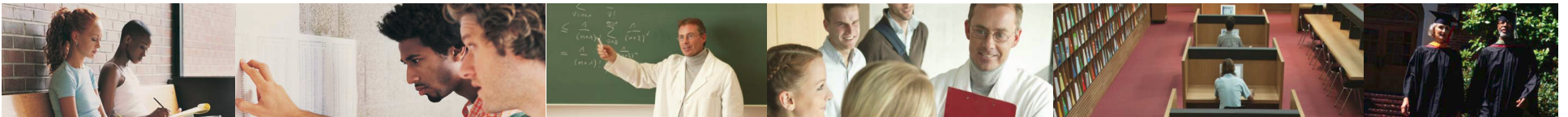


Implications & Ideas for Moving Forward



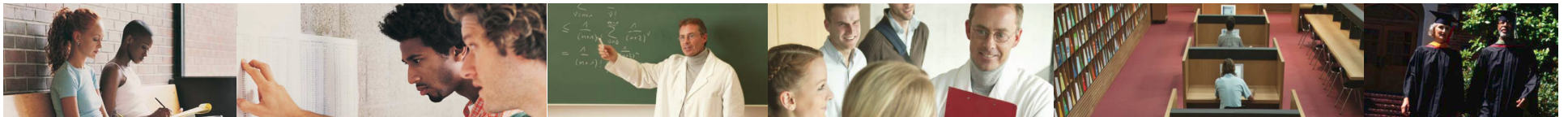
Implications

- Room for increased participation
- Faculty reluctance
- Better connect PT students and PT faculty to civic engagement
- Climate/culture for civic engagement
- ???????



Moving Forward

- Looking at add'l group and inst diff
- Relationships with other engagement
- Survey of student affairs professionals?
- Programs to promote encouragement of civic engagement?
- ???????



Thank you!!

fsse@indiana.edu