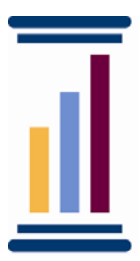


Creative Coursework Exposure: Enhancing College Student Engagement Across Disciplines

Angie L. Miller, Ph.D.

Center for Postsecondary Research
Indiana University Bloomington

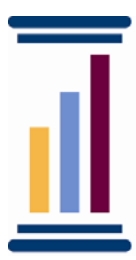




REVIEW OF LITERATURE

- Creativity training can be effective in academic settings and teachers, in particular, can have an impact on creativity (Scott et al., 2004)
- Incorporating creativity into classroom activities/assignments can encourage student engagement (Halpern, 2010)

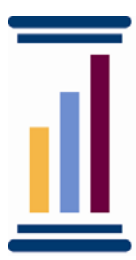
Purpose of current study: explore how exposure to creative coursework can predict student engagement in a variety of areas



STUDENT ENGAGEMENT

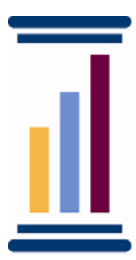
National Survey of Student Engagement (NSSE)

- NSSE gives a snapshot of college student experiences in and outside of the classroom by surveying **first-year** and **senior** students
- NSSE items represent good practices related to desirable college outcomes
- Indirect, process measures of student learning and development
- Annual survey, spring administration



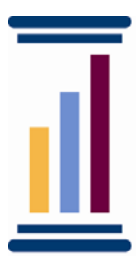
NSSE ENGAGEMENT INDICATORS

- Higher-Order Learning
- Reflective & Integrative Learning
- Learning Strategies
- Quantitative Reasoning
- Collaborative Learning
- Discussions with Diverse Others
- Student-Faculty Interaction
- Effective Teaching Practices
- Quality of Interactions
- Supportive Environment



DATA SOURCE

- In 2016 and 2017, 266 institutions selected “Senior Transitions” Topical Module: Responses from over 61,000 seniors
- **Creative Coursework Scale** - Extent major coursework has emphasized:
 - Generating new ideas or brainstorming
 - Taking risks in your coursework without fear of penalty
 - Evaluating multiple approaches to a problem
 - Inventing new methods to arrive at unconventional solutions
- **Engagement Indicators** and other demographic and institutional characteristics from core survey



OLS INDEPENDENT VARIABLES

Student demographics

First-generation

Age

Gender

Race/Ethnicity

ACT/SAT score

College experiences

Enrollment status

Percentage of online courses

Major field

College grades

Transfer student

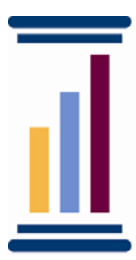
Institutional context

Control

Institution size

***Exposure to Creative Coursework (Step 2)**

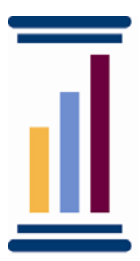
DVs: 10 Engagement Indicators



RESULTS: SENIOR MODELS

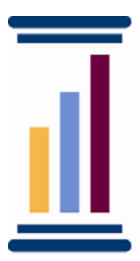
Seniors			
DV Engagement Indicator	Adj. R ²	ΔR^2	Std. β
Higher-Order Learning	.226	.193	.452
Reflective & Integrative Learning	.225	.147	.394
Quantitative Reasoning	.195	.097	.321
Learning Strategies	.146	.104	.332
Collaborative Learning	.142	.056	.243
Discussions with Diverse Others	.055	.044	.217
Student-Faculty Interaction	.189	.119	.355
Effective Teaching Practices	.184	.161	.413
Quality of Interactions	.127	.100	.326
Supportive Environment	.206	.179	.435

All significant at $p < .001$



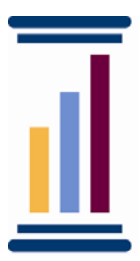
DISCUSSION

- Significant predictor for every single engagement indicator, even after controlling for other variables
- Some expected (i.e. higher-order, reflective & integrative) but others more surprising (i.e. quantitative reasoning)
- Strong explanatory power in most models
 - And coefficients relatively strong in magnitude
- Creative coursework overall part of good teaching/positive educational experiences



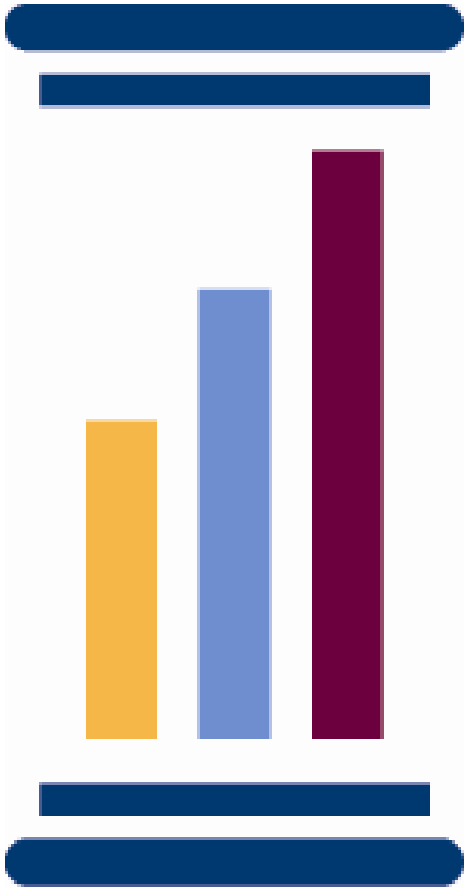
LIMITATIONS

- Self-reported data
- Self-selection: for institutions and students
- Correlational, not causal design



FUTURE RESEARCH

- Institution-level variance?
 - Case studies with high-performing schools
- Other constructs of potential influence (i.e. personality traits)
- Previous experiences with creative activities
- Link to outcomes: job attainment and career plans
- Other suggestions?



Questions & Comments?

Angie L. Miller

anglmill@indiana.edu