



# **Helping US Become Knowledge-Able About Student Engagement**

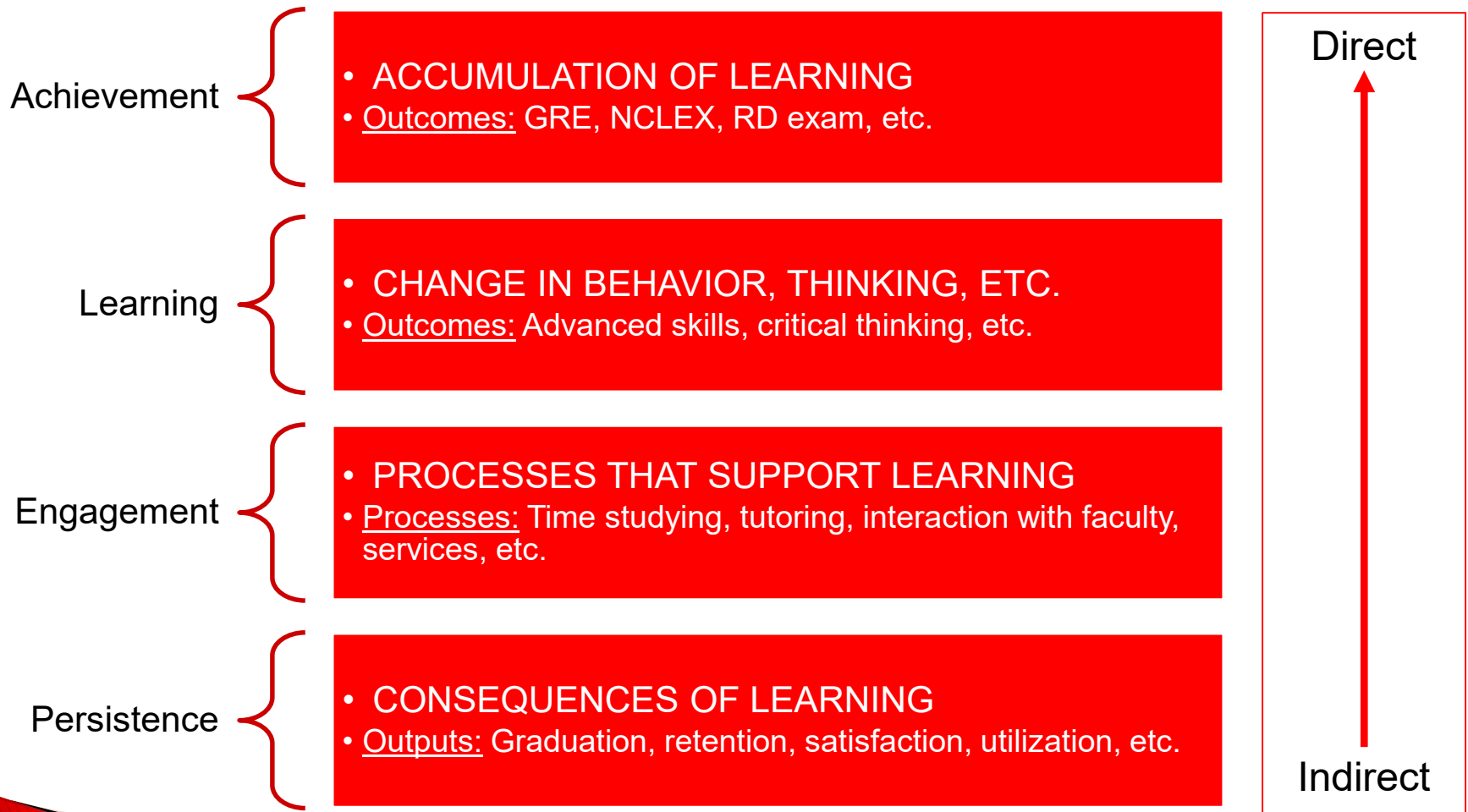
**Derek Herrmann & Ryan Smith  
University Assessment Services**



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# Background

# Dimensions of Learning & Assessment



# Background

- ▶ What is student engagement?
  - Amount of time and effort put into academic and co-curricular activities
  - Ways institution allocates resources and organizes opportunities for students to participate in activities linked to student learning

# Background

- ▶ What is student engagement?
  - Amount of time and effort put into academic and co-curricular activities
  - Ways institution allocates resources and organizes opportunities for students to participate in activities linked to student learning
- ▶ How can information on student engagement be used?
  - Identify areas of excellence
  - Identify opportunities for improvement
  - Used in discussions related to teaching and learning

# Background

- ▶ **Beginning College Survey of Student Engagement (BCSSE)**
  - Assesses\*
    - The time and effort entering, first-year students devoted to educationally purposeful activities in high school and expect to devote to during their first year of college
    - What these entering first-year students expect their institutions to provide them regarding opportunities and emphasis
  - Compliments the National Survey of Student Engagement (NSSE) and the Faculty Survey of Student Engagement (FSSE)

# Background

- ▶ **Beginning College Survey of Student Engagement (BCSSE)**
  - 2012 Administration at ISU
    - During Preview sessions
    - 2,016 incoming students responded
      - 65% of all students who attended Preview
      - 89% of sampled students

# Background

Year	2009	2010	2011	2012	2013	2014	2015	2016
Survey	BCSSE	NSSE	FSSE	BCSSE	NSSE	FSSE	BCSSE	NSSE
Student Cohort 1	B4	FY			SR			
Student Cohort 2				B4	FY			SR
Student Cohort 3							B4	FY



# Background

Year	2009	2010	2011	2012	2013	2014	2015	2016
Survey	BCSSE	NSSE	FSSE	BCSSE	NSSE	FSSE	BCSSE	NSSE
Student Cohort 1	B4	FY			SR			
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Student Cohort 3							B4	FY

# Background

Year	2009	2010	2011	2012	2013	2014	2015	2016
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Student Cohort 1	B4	FY			SR			
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# Findings

# BCSSE Scales

Scale	Mean	Standard Deviation
Expected Academic Difficulty	5.0	1.6
High School Academic Engagement	5.3	1.3
Expected Academic Engagement	6.0	1.6
Expected Academic Perseverance	7.2	1.5
Importance of Campus Environment	7.3	1.7
Perceived Academic Preparation	7.4	1.5

Range: 0 - 10

# BCSSE Scales

- ▶ Expected Academic Difficulty
  - Details
    - 4 items
    - 6-point scale (higher score indicates more difficulty)
  - Highest means
    - Managing your time ( $M = 4.2$ ;  $SD = 1.3$ )
    - Learning course material ( $M = 3.9$ ;  $SD = 1.0$ )
  - Lowest means
    - Interacting with faculty ( $M = 2.8$ ;  $SD = 1.2$ )
    - Getting help with school work ( $M = 3.1$ ;  $SD = 1.1$ )

# BCSSE Scales

- ▶ High School Academic Engagement
  - Details
    - 12 items
    - 4-point scale (higher score indicates more often)
  - Highest means
    - Asked questions in class or contributed to class discussions ( $M = 3.1$ ;  $SD = 0.8$ )
    - Worked with other students on projects during class ( $M = 2.9$ ;  $SD = 0.7$ )

# BCSSE Scales

- ▶ High School Academic Engagement
  - Highest means
    - Asked questions in class or contributed to class discussions ( $M = 3.1$ ;  $SD = 0.8$ )
    - Worked with other students on projects during class ( $M = 2.9$ ;  $SD = 0.7$ )
  - Lowest means
    - Discussed ideas from your readings or classes with teachers outside of class ( $M = 2.0$ ;  $SD = 0.9$ )
    - Worked with classmates outside of class to prepare class assignments ( $M = 2.3$ ;  $SD = 0.7$ )

# BCSSE Scales

- ▶ Expected Academic Engagement
  - Details
    - 8 items
    - 4-point scale (higher score indicates more often)
  - Highest means
    - Work with classmates outside of class to prepare class assignments ( $M = 3.1$ ;  $SD = 0.7$ )
    - Ask questions in class or contribute to class discussions ( $M = 3.0$ ;  $SD = 0.7$ )



# BCSSE Scales

- ▶ Expected Academic Engagement
  - Highest means
    - Work with classmates outside of class to prepare class assignments ( $M = 3.1$ ;  $SD = 0.7$ )
    - Ask questions in class or contribute to class discussions ( $M = 3.0$ ;  $SD = 0.7$ )
  - Lowest means
    - Discuss ideas from your readings or classes with faculty members outside of class ( $M = 2.6$ ;  $SD = 0.8$ )
    - Discuss ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) ( $M = 2.7$ ;  $SD = 0.8$ )

# BCSSE Scales

- ▶ Expected Academic Perseverance
  - Details
    - 6 items
    - 6-point scale (higher score indicates more certainty)
  - Highest means
    - Finish something you have started when you encounter challenges ( $M = 5.0$ ;  $SD = 0.9$ )
    - Ask instructors for help when you struggle with course assignments ( $M = 4.8$ ;  $SD = 1.1$ )

# BCSSE Scales

- ▶ Expected Academic Perseverance
  - Highest means
    - Finish something you have started when you encounter challenges ( $M = 5.0$ ;  $SD = 0.9$ )
    - Ask instructors for help when you struggle with course assignments ( $M = 4.8$ ;  $SD = 1.1$ )
  - Lowest means
    - Participate regularly in course discussions even when you don't feel like it ( $M = 4.1$ ;  $SD = 1.1$ )
    - Study when there are other interesting things to do ( $M = 4.2$ ;  $SD = 1.1$ )

# BCSSE Scales

- ▶ Importance of Campus Environment
  - Details
    - 6 items
    - 6-point scale (higher score indicates more importance)
  - Highest means
    - Support to help you succeed academically  
( $M = 5.3$ ;  $SD = 0.9$ )
    - Opportunities to attend campus events and activities  
( $M = 4.9$ ;  $SD = 1.1$ )

# BCSSE Scales

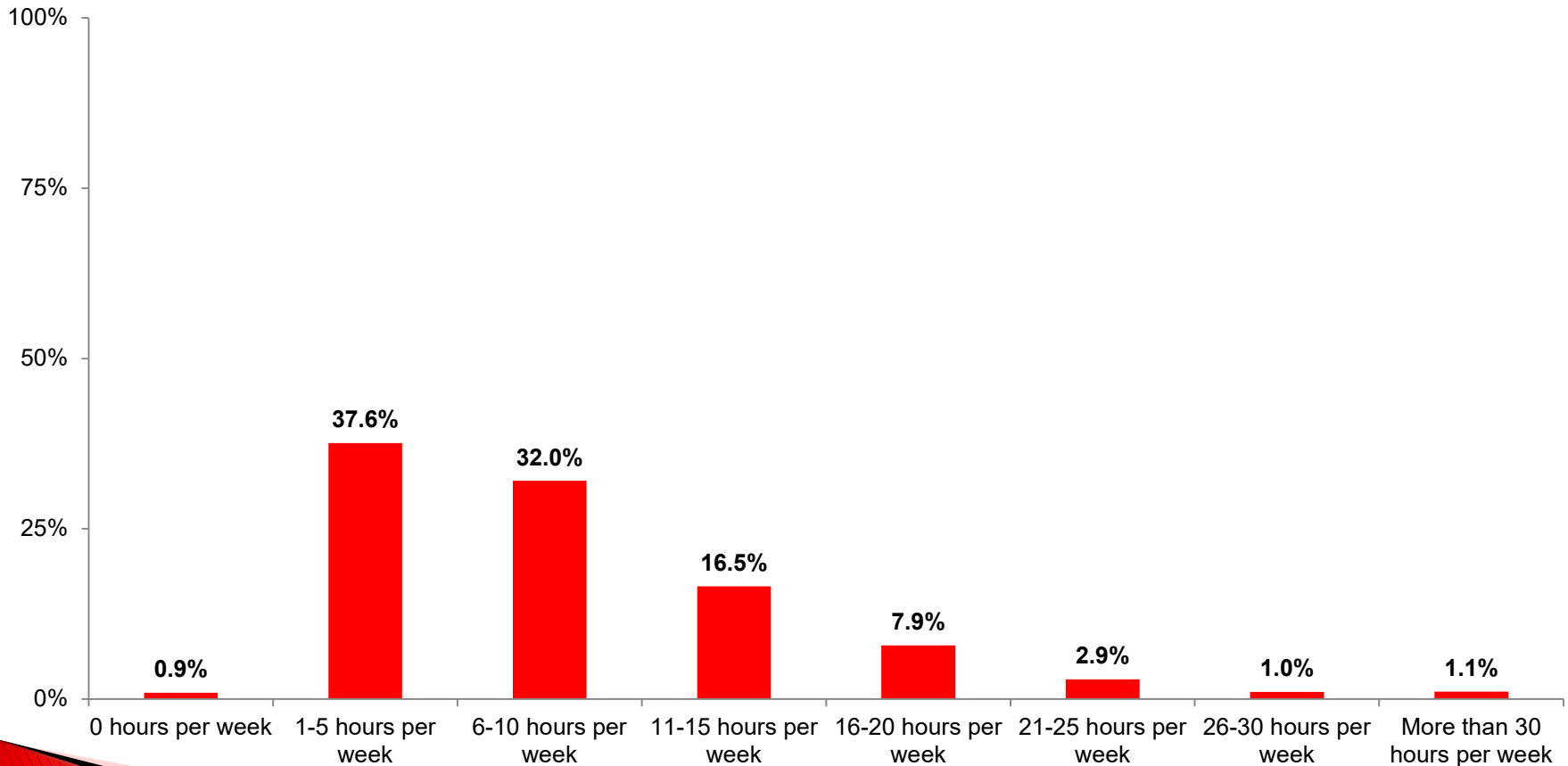
- ▶ Importance of Campus Environment
  - Highest means
    - Support to help you succeed academically ( $M = 5.3$ ;  $SD = 0.9$ )
    - Opportunities to attend campus events and activities ( $M = 4.9$ ;  $SD = 1.1$ )
  - Lowest means
    - Assistance coping with your non-academic responsibilities (work, family, etc.) ( $M = 4.2$ ;  $SD = 1.3$ )
    - Support to help you thrive socially ( $M = 4.4$ ;  $SD = 1.3$ )

# BCSSE Scales

- ▶ Perceived Academic Preparation
  - Details
    - 7 items
    - 6-point scale (higher score indicates more prepared)
  - Highest means
    - Work effectively with others ( $M = 5.2$ ;  $SD = 0.9$ )
    - Learn effectively on your own ( $M = 4.9$ ;  $SD = 1.0$ )
  - Lowest means
    - Analyze math or quantitative problems ( $M = 4.2$ ;  $SD = 1.3$ )
    - Use computing and information technology ( $M = 4.4$ ;  $SD = 1.1$ )

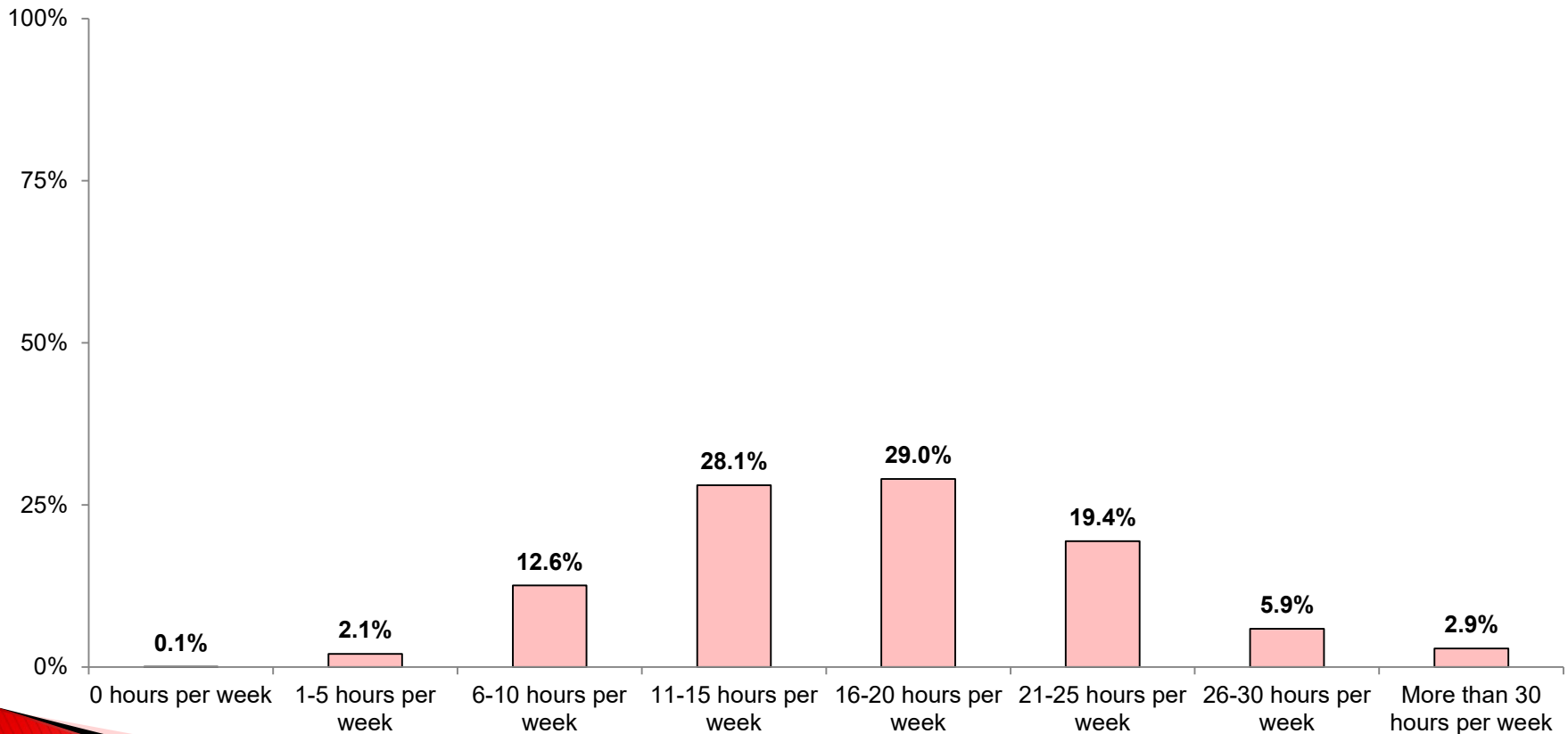
# Last Year vs. Expected First Year

During your last year of high school, about how many hours did you spend in a typical 7-day week preparing for class (studying, doing homework, rehearsing, etc.)?



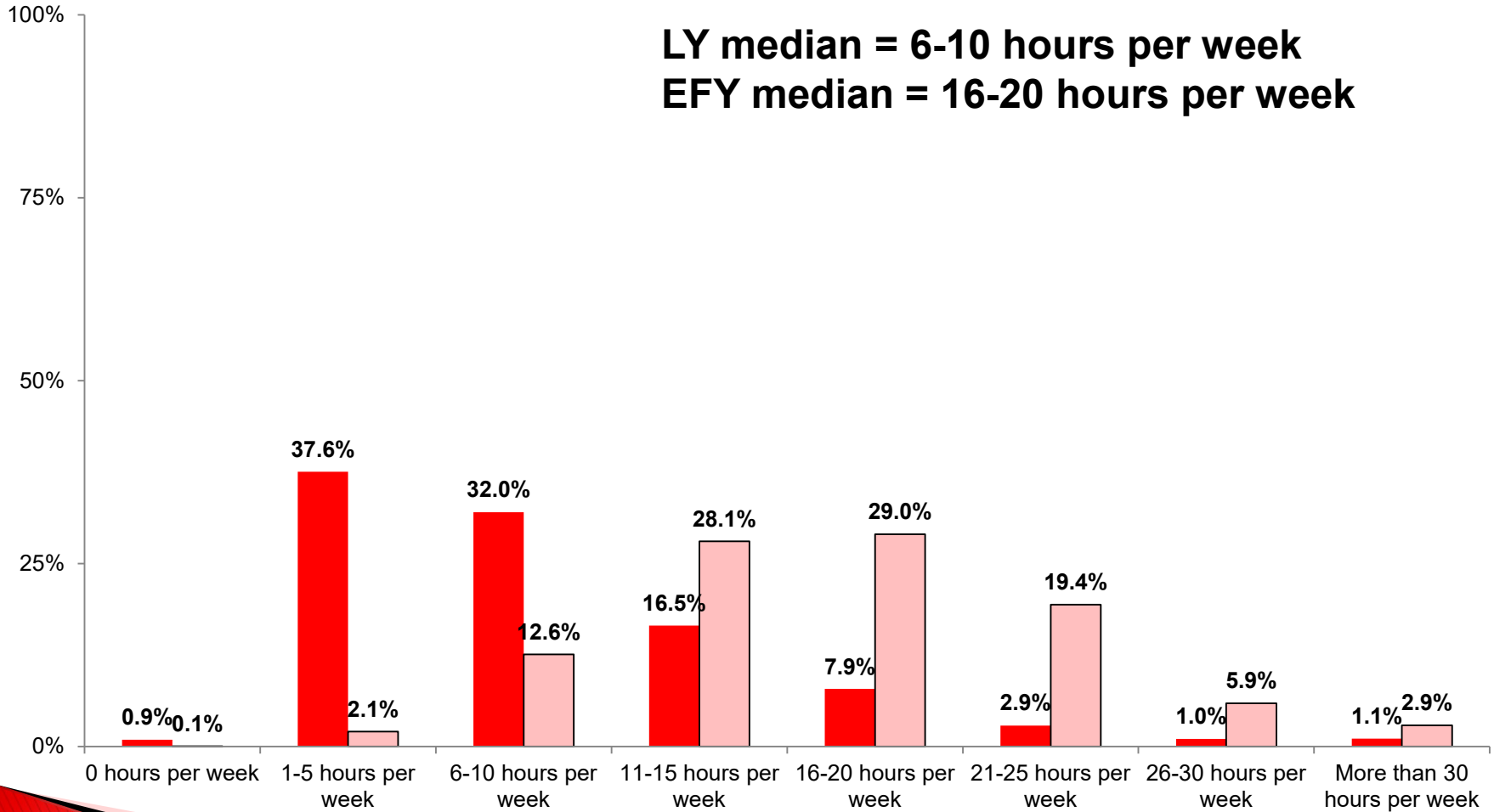
# Last Year vs. Expected First Year

During the coming school year, about how many hours do you think you will spend in a typical 7-day week preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)?



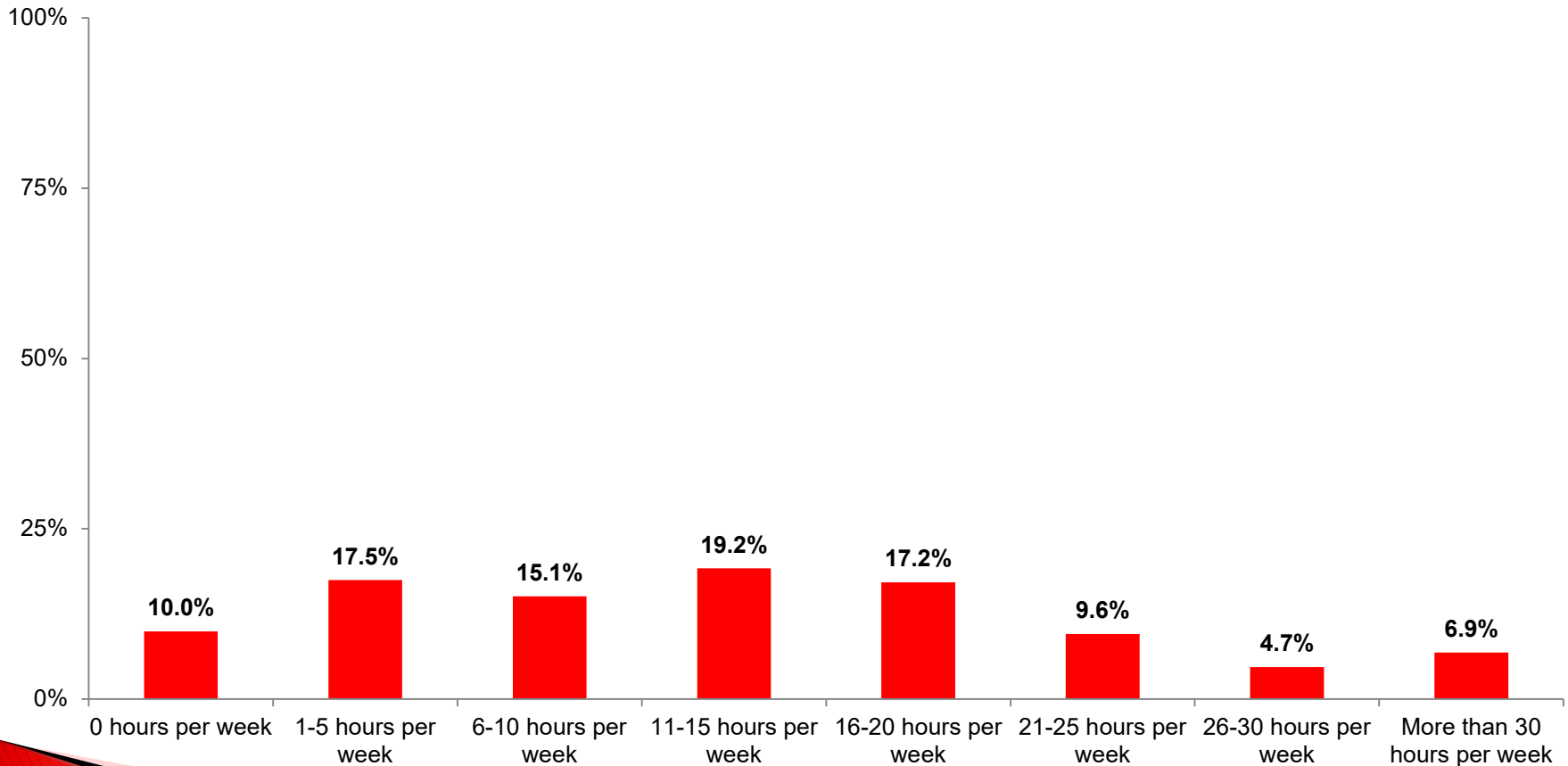


# Last Year vs. Expected First Year



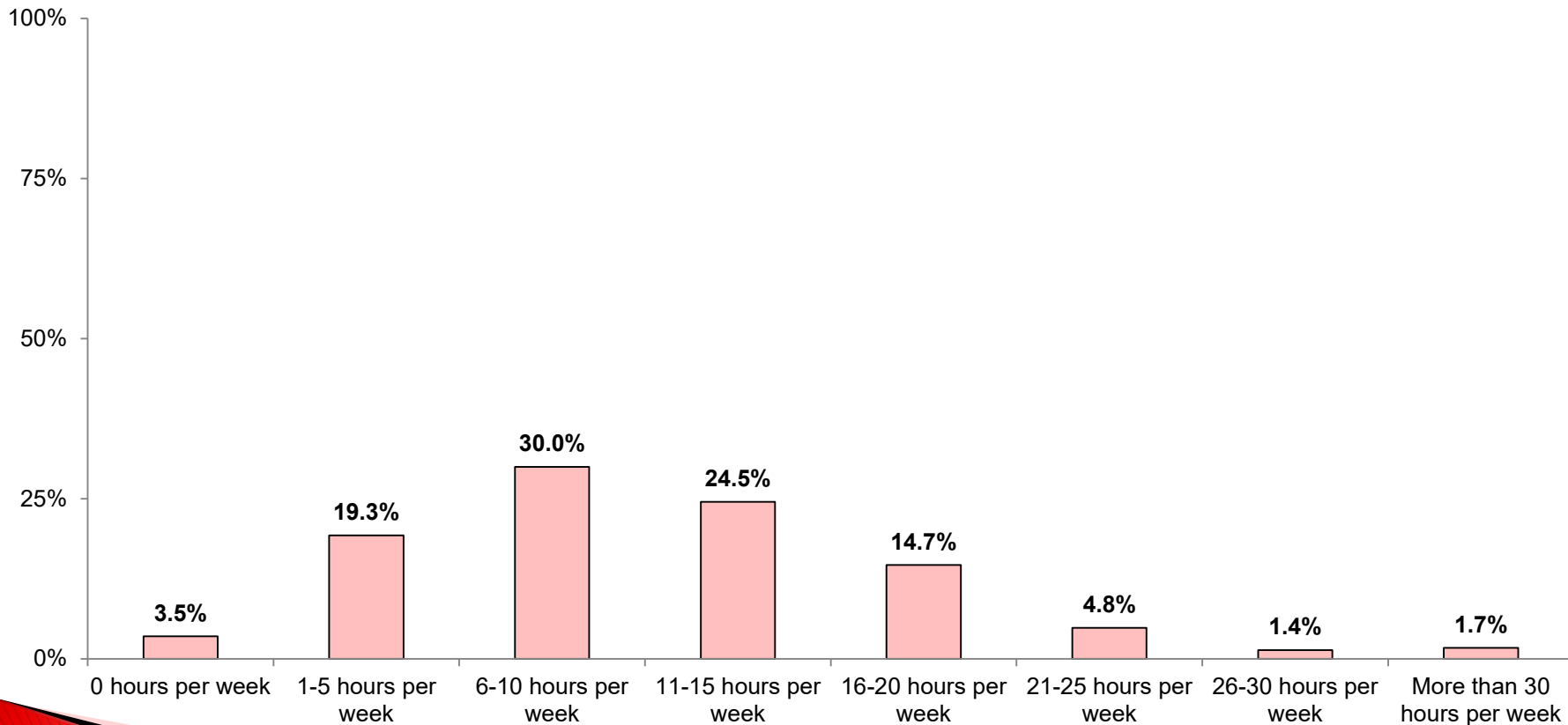
# Last Year vs. Expected First Year

During your last year of high school, about how many hours did you spend in a typical 7-day week participating in co-curricular activities (arts, clubs, athletics, etc.)?

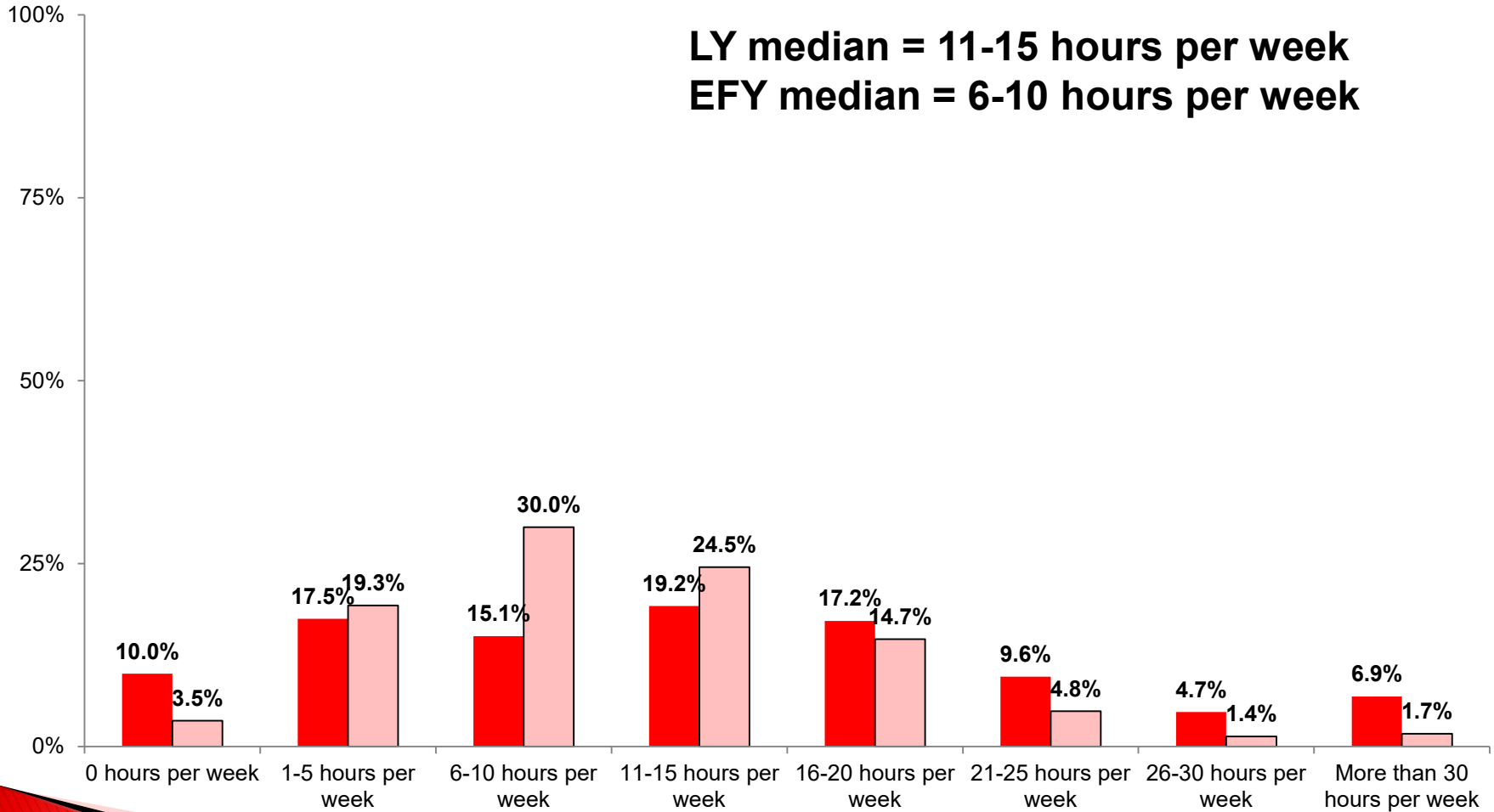


# Last Year vs. Expected First Year

During the coming school year, about how many hours do you think you will spend in a typical 7-day week participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramura)

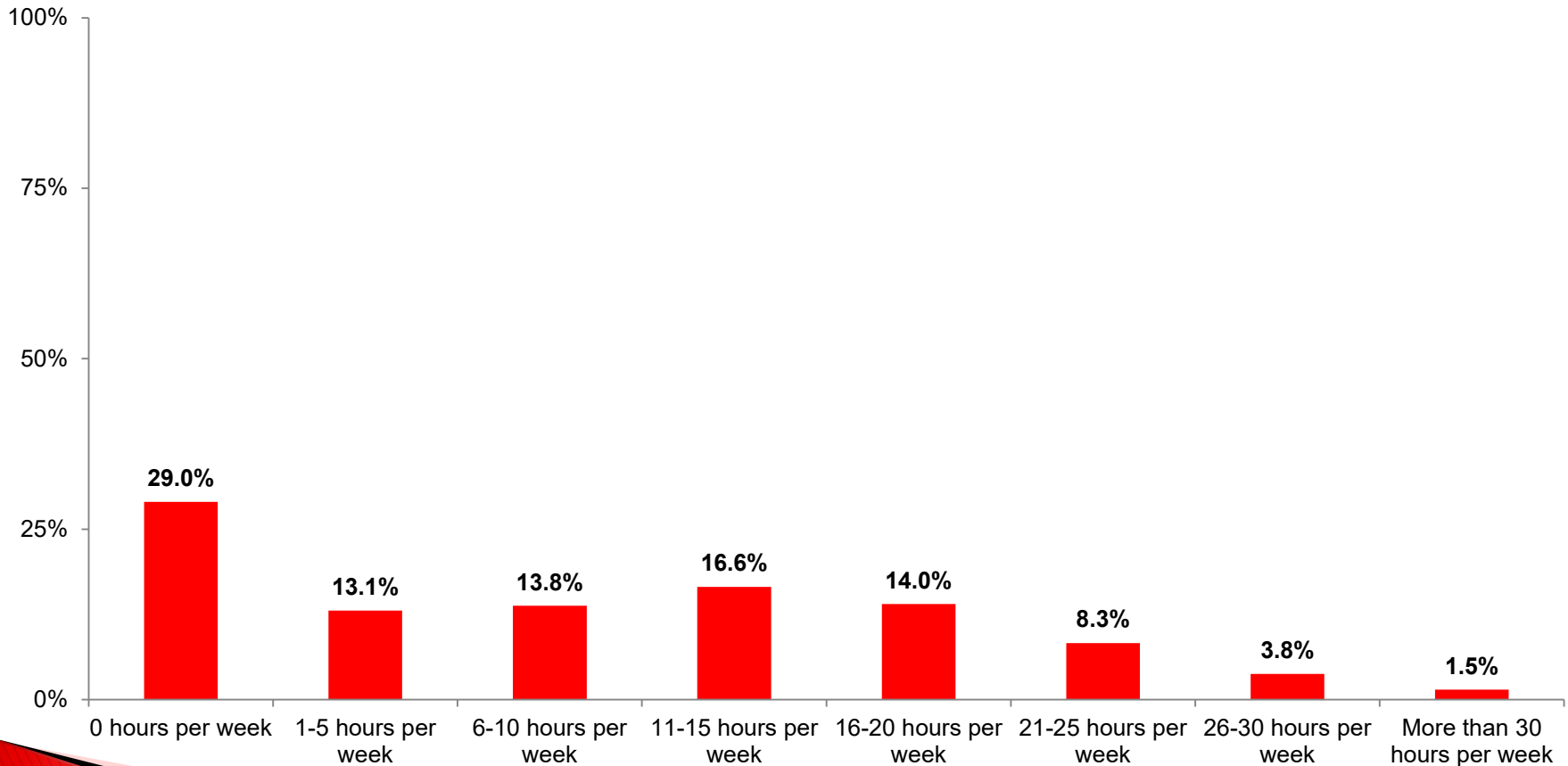


# Last Year vs. Expected First Year



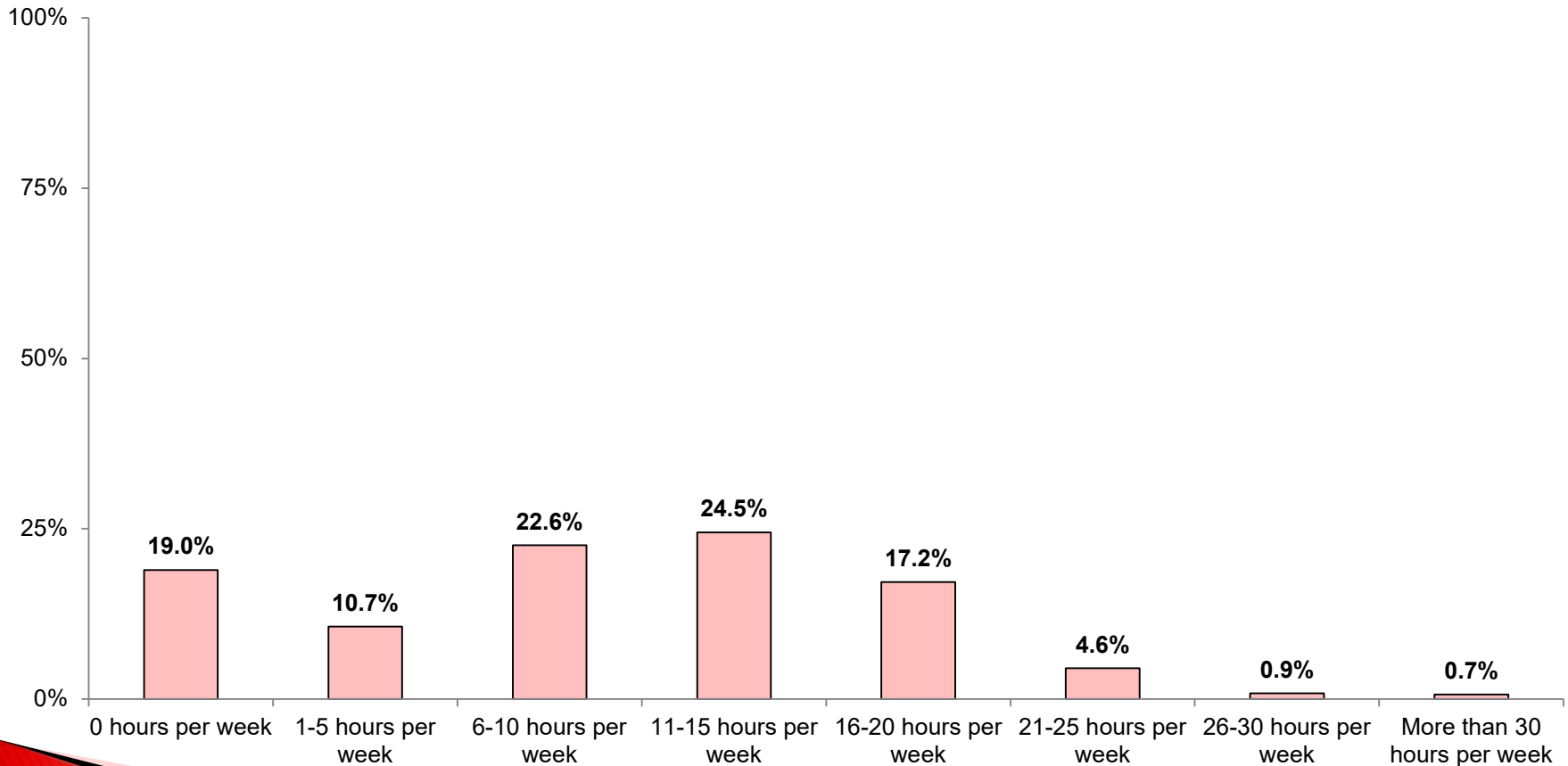
# Last Year vs. Expected First Year

During your last year of high school, about how many hours did you spend in a typical 7-day week working for pay (before or after school, weekends)?

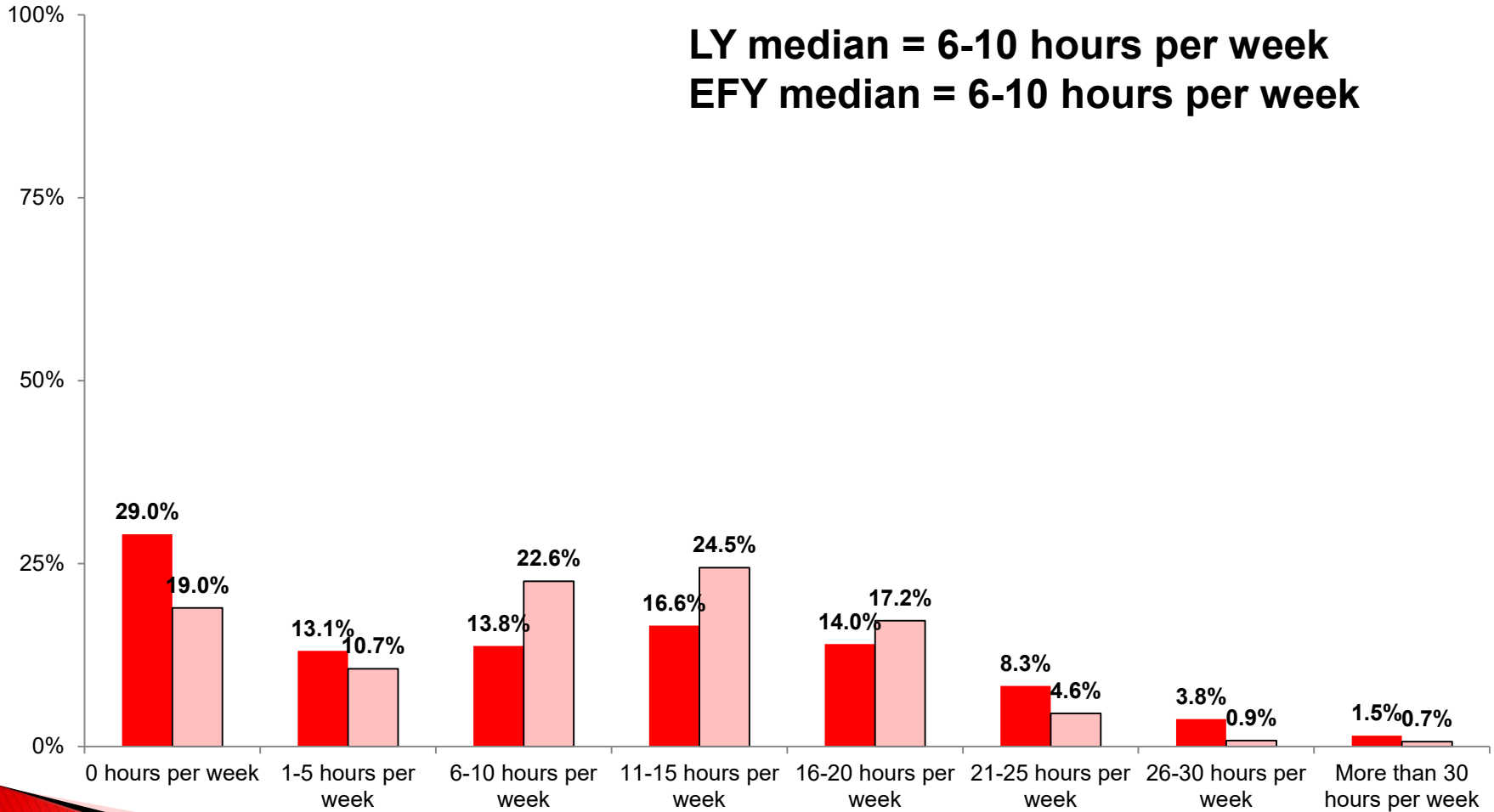


# Last Year vs. Expected First Year

During the coming school year, about how many hours do you think you will spend in a typical 7-day week working for pay on- or off-campus?

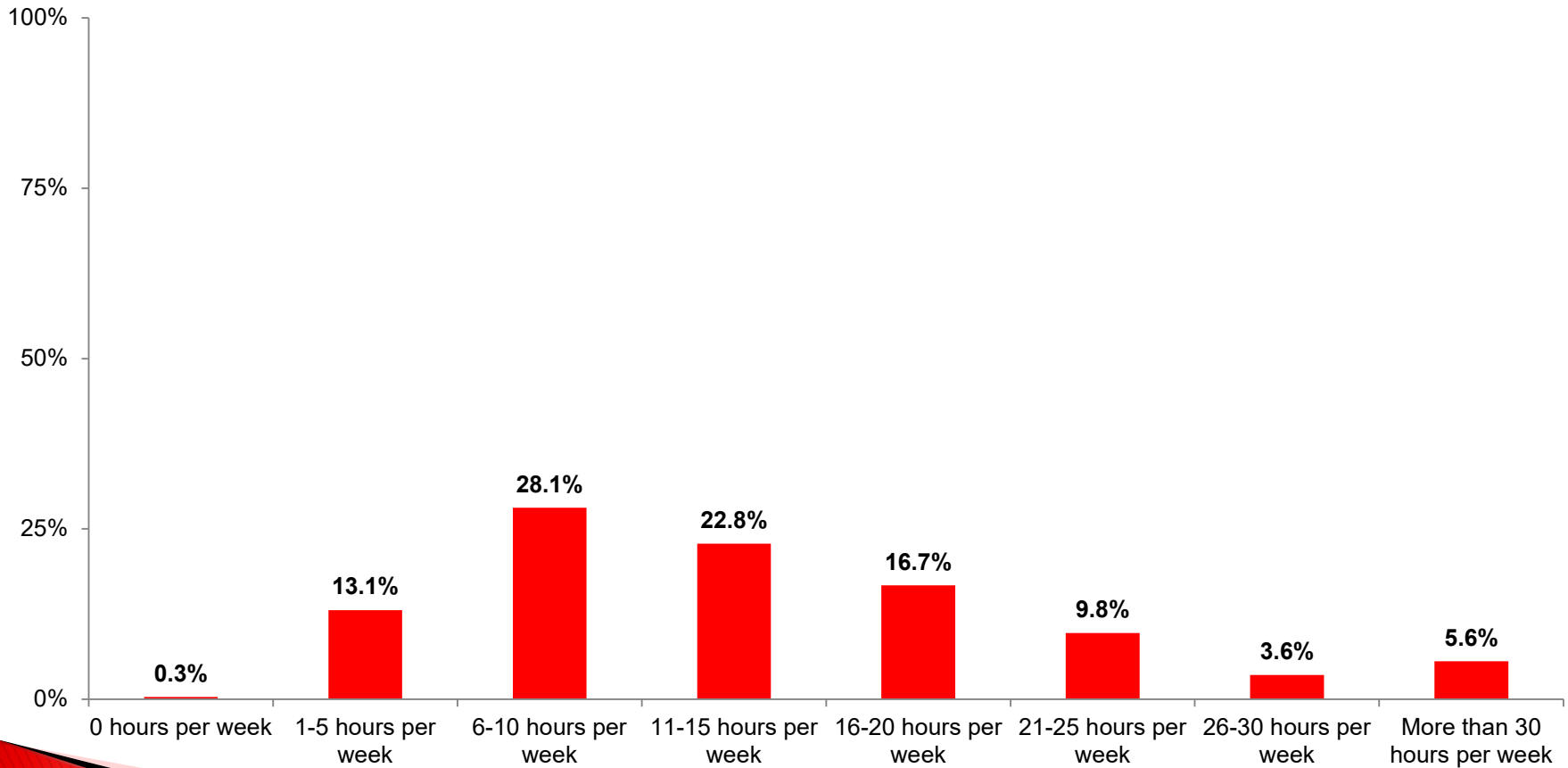


# Last Year vs. Expected First Year



# Last Year vs. Expected First Year

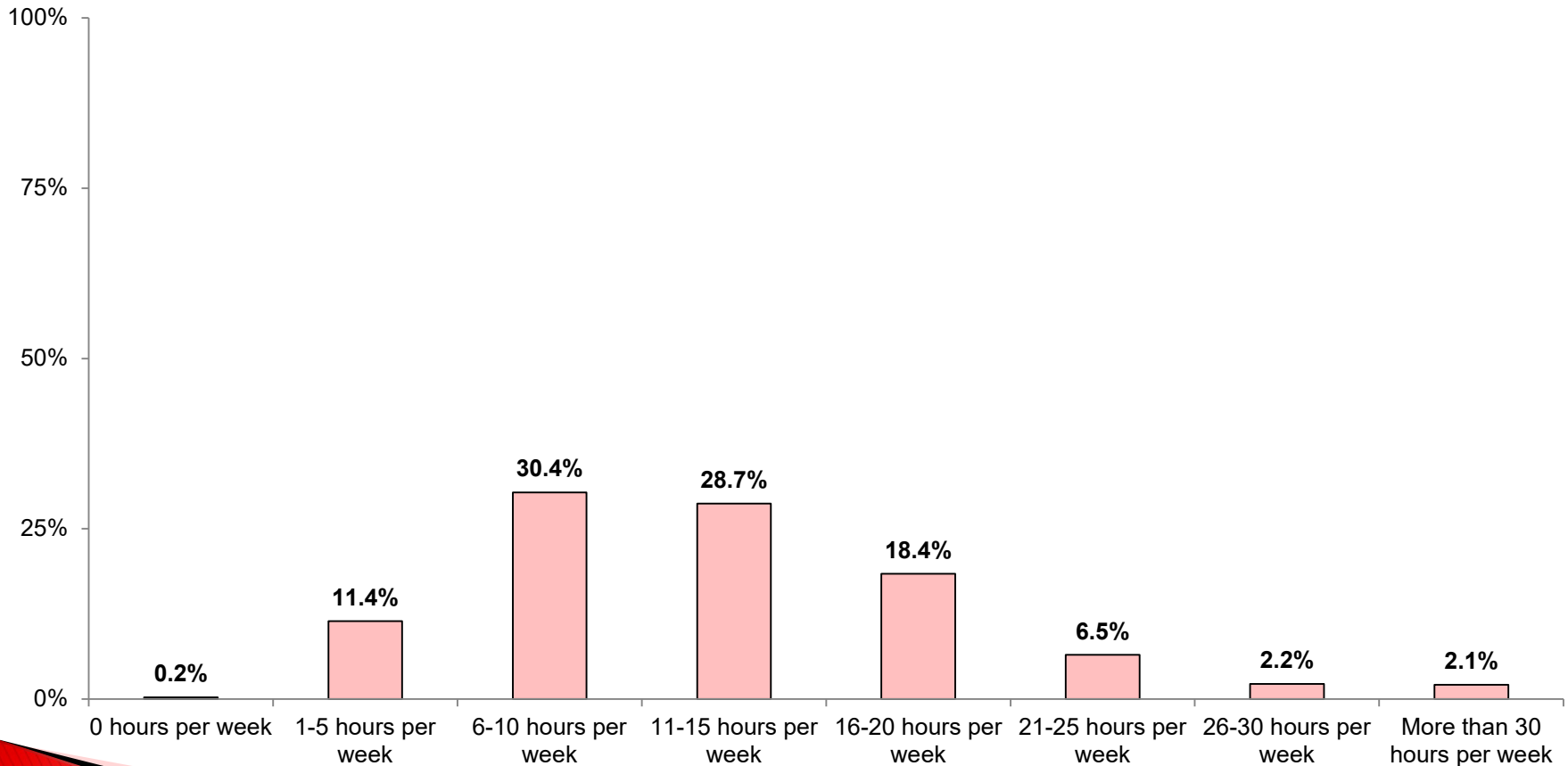
During your last year of high school, about how many hours did you spend in a typical 7-day week relaxing and socializing (watching TV, partying, etc.)?



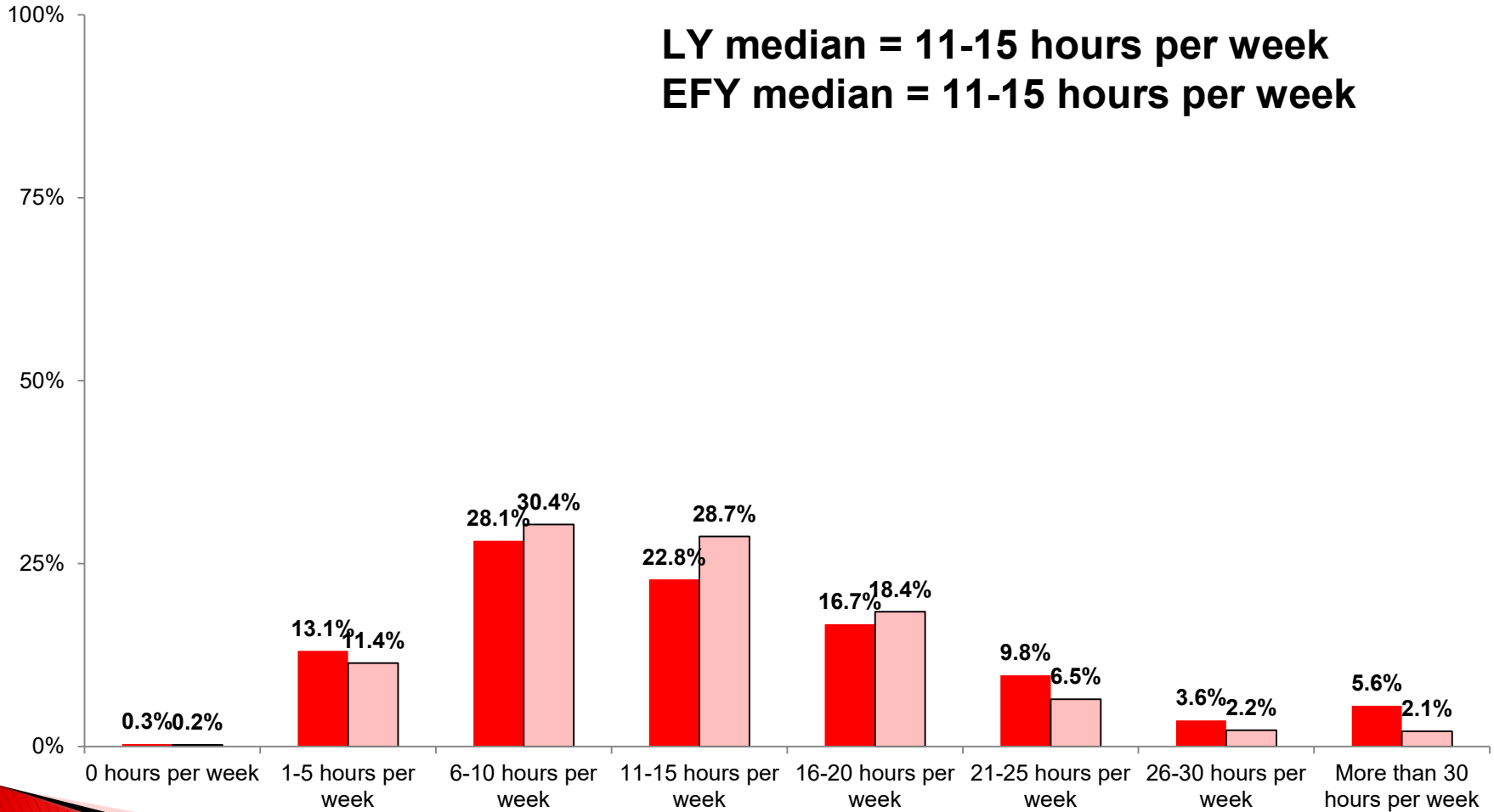


# Last Year vs. Expected First Year

During the coming school year, about how many hours do you think you will spend in a typical 7-day week relaxing and socializing (watching TV, partying, etc.)?



# Last Year vs. Expected First Year





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# Discussion

# Discussion

## ▶ Summary

### ◦ BCSSE Scales

- Lowest average score – Expected Academic Difficulty
- Highest average score – Perceived Academic Preparation

### ◦ Most difficulty expected

- Managing time
- Learning course material

# Discussion

## ▶ Summary

- Academic engagement
  - Most often
    - Ask questions in class or contribute to class discussions
    - Work with other students (LY during class; EFY outside of class)
  - Least often – discussing ideas with others outside of class

# Discussion

## ▶ Summary

- Most certain
  - Finish something when encounter challenges
  - Ask instructors for help
- Most important
  - Support to help achieve academic success
  - Opportunities to attend campus events and activities

# Discussion

## ▶ Summary

- Most prepared
  - Work effectively with others
  - Learn effectively on their own
- Last Year vs. Expected First Year
  - Expected to increase – Preparing for class
  - Expected to decrease – Participating in co-curricular activities
  - No change expected
    - Working for pay
    - Relaxing and socializing



# Discussion

## ▶ Conclusions

- Time management skills are a concern
- Lower expectations to discuss ideas with others outside of class
- Confident in asking instructors for help
- Having academic support and campus activities are important
- Feel prepared to work and learn with others



# Discussion

- ▶ Implications
  - Emphasize scheduling time for assignments
  - Encourage discussions of course materials
  - Be available to provide assistance
  - Provide information on resources and support
  - Encourage learning individually and in groups

# Discussion

- ▶ Limitations
  - Sample size
  - Mean differences
- ▶ Future directions
  - Continue to disseminate information
  - Look at student engagement longitudinally with the NSSE

- ▶ Questions?
- ▶ Comments?
- ▶ Concerns?

# Want more information?

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