

Using National Data to Inform Teaching and Academic Initiatives:

Understanding and Strengthening Faculty and Student Engagement

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The Civic Engagement Imperative: Student Learning and the Public Good

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Introductions



Goals for Session

- ◆ Become familiar with purposes of several national studies
- ◆ Understand strengths & limitations of large studies
- ◆ Explore how to use national studies to inform institutional work
- ◆ Discuss issues/questions when applying research to courses/programs



Questions to Explore...



1. How do we know that courses and activities have the outcomes we expect and desire?
2. What do the studies tell us about faculty culture and beliefs around engagement?
3. How do we utilize research findings in order to strengthen institutional academic initiatives?



What is HERI?

- ◆ Research Unit in the UCLA Graduate School of Education and Information Studies
- ◆ Home of the Cooperative Institutional Research Program (CIRP)
- ◆ Research Program and Long-term Follow-ups Supported by Grants

National Surveys

- ◆ NCES-National Center Education Statistics
 - IPEDS is a federally-funded comprehensive data collection system (digest of statistics, students, faculty, institutions)
- ◆ CIRP-Cooperative Institutional Research Prg.
- ◆ NSEE-National Survey of Student Engagement
 - Focus on student curricular and co-curricular engagement and faculty engagement: the Indiana University Center for Survey Research

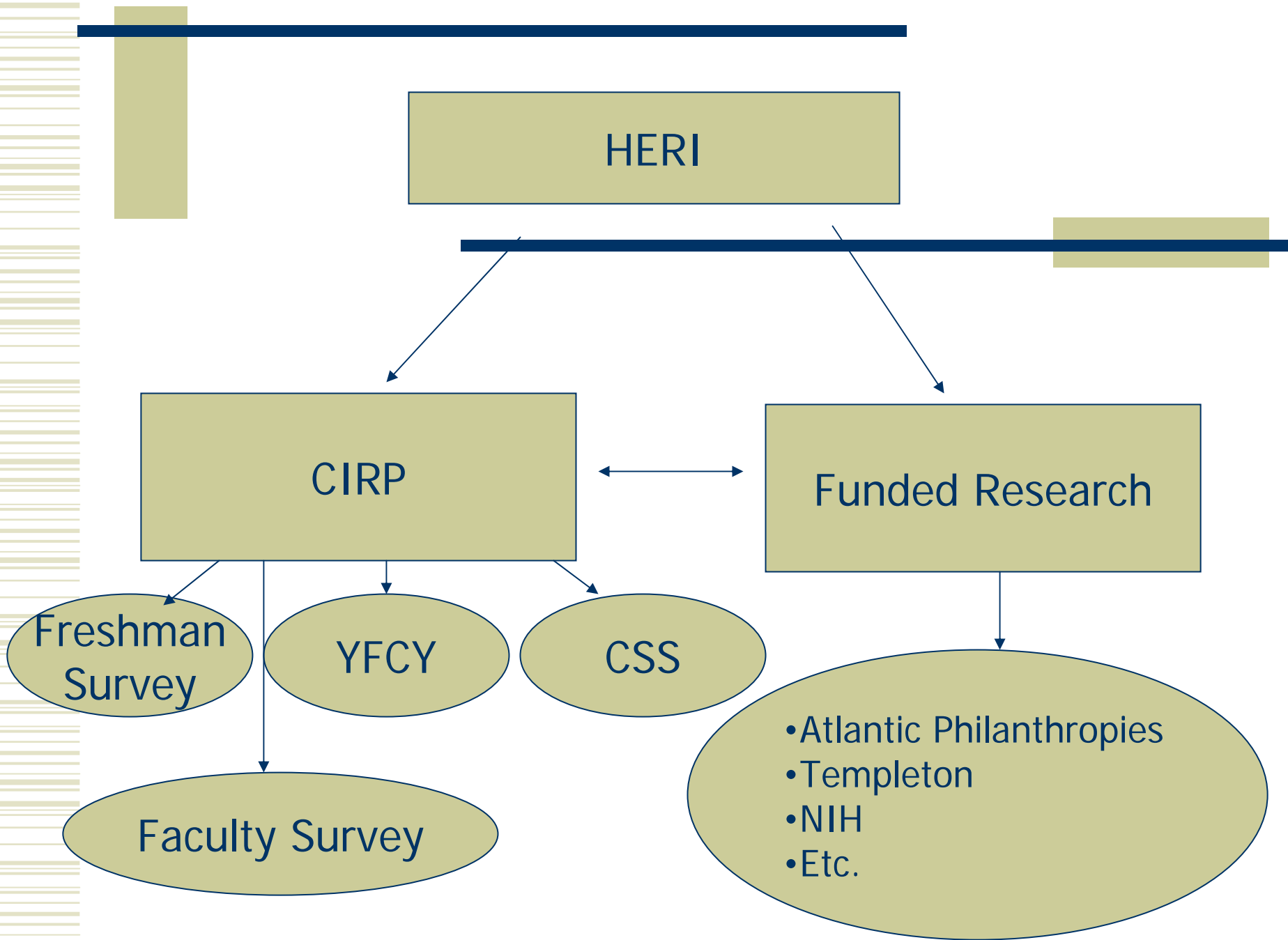
National Studies

◆ Strengths

- Large studies offer analysis options not available with smaller samples
- Often, large studies have dissemination efforts built in

◆ Limitations

- May not speak to your institutional issues; may ‘stifle’ important contextual aspects
- Larger data sets take longer to ‘clean’ and analyze, delaying getting results to public
- Individuals may have difficulty accessing data for own use



HERI

CIRP

Funded Research

Freshman
Survey

YFCY

CSS

Faculty Survey

- Atlantic Philanthropies
- Templeton
- NIH
- Etc.

CIRP/HERI Surveys

Student Surveys

Freshman Survey

- 300,000+ entering students each year
- Started in 1966

Follow-up Surveys

- Your First College Year (YFCY)
- College Student Survey (CSS)

Faculty Survey

- ◆ Administered every 3 years
- ◆ In 2004, 37,827 Full-time Undergraduate Teaching Faculty members from over 400 institutions
- ◆ Faculty data can be merged with student data to better understand environments



Students...



- ◆ 10-Year Study
- ◆ 8474 Graduates at all three time points: 1994, 1998, & 2004
- ◆ 50% response rate in 2004
- ◆ Data weighted to correct for response bias (population = 1994 entering students who graduated in 6 years)

Civic Outcomes for Students

- ◆ What we measure:
 - Volunteering
 - Political engagement
 - Civic leadership
 - Working in communities
- ◆ How do we measure civic outcomes?
 - Values, beliefs, behaviors

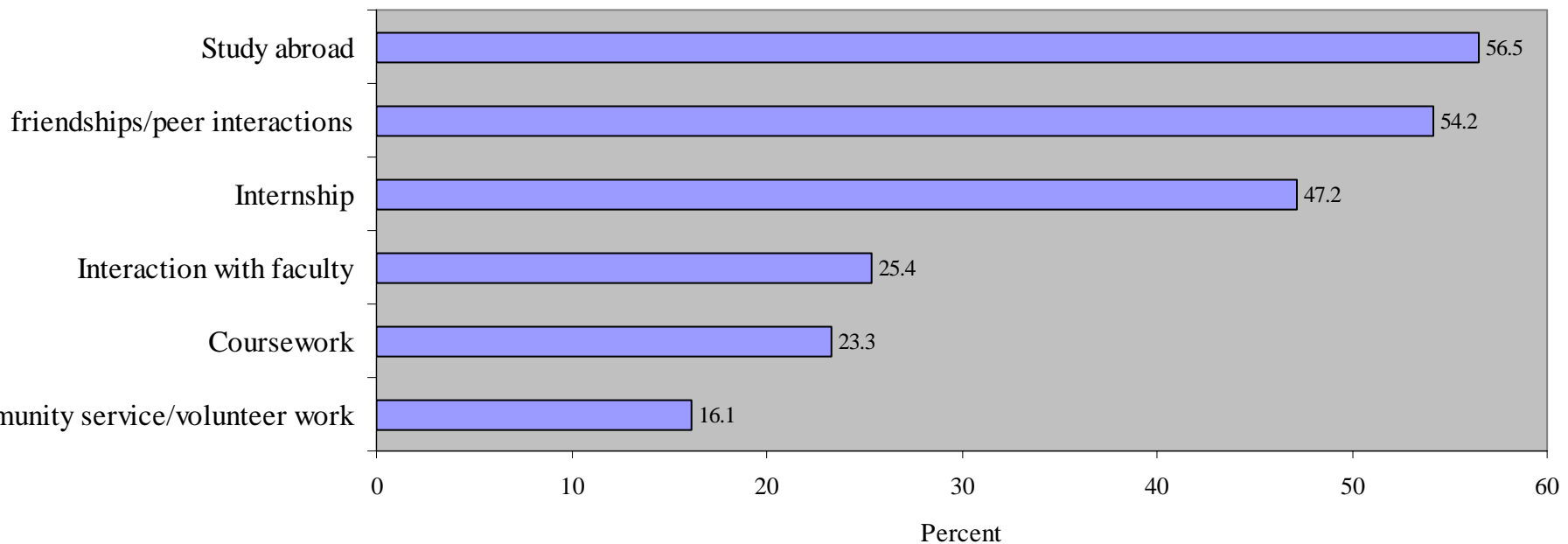
Engaged Scholarship for Faculty

- ◆ In the faculty survey we measure:
 - Community collaborations
 - Service-learning
 - Address community issues through scholarship
- ◆ How do we measure engaged scholarship?
 - Allocation of time, student interaction, teaching methods, sources of stress and satisfaction, values
 - Perceptions of institutional climate



Student Findings...

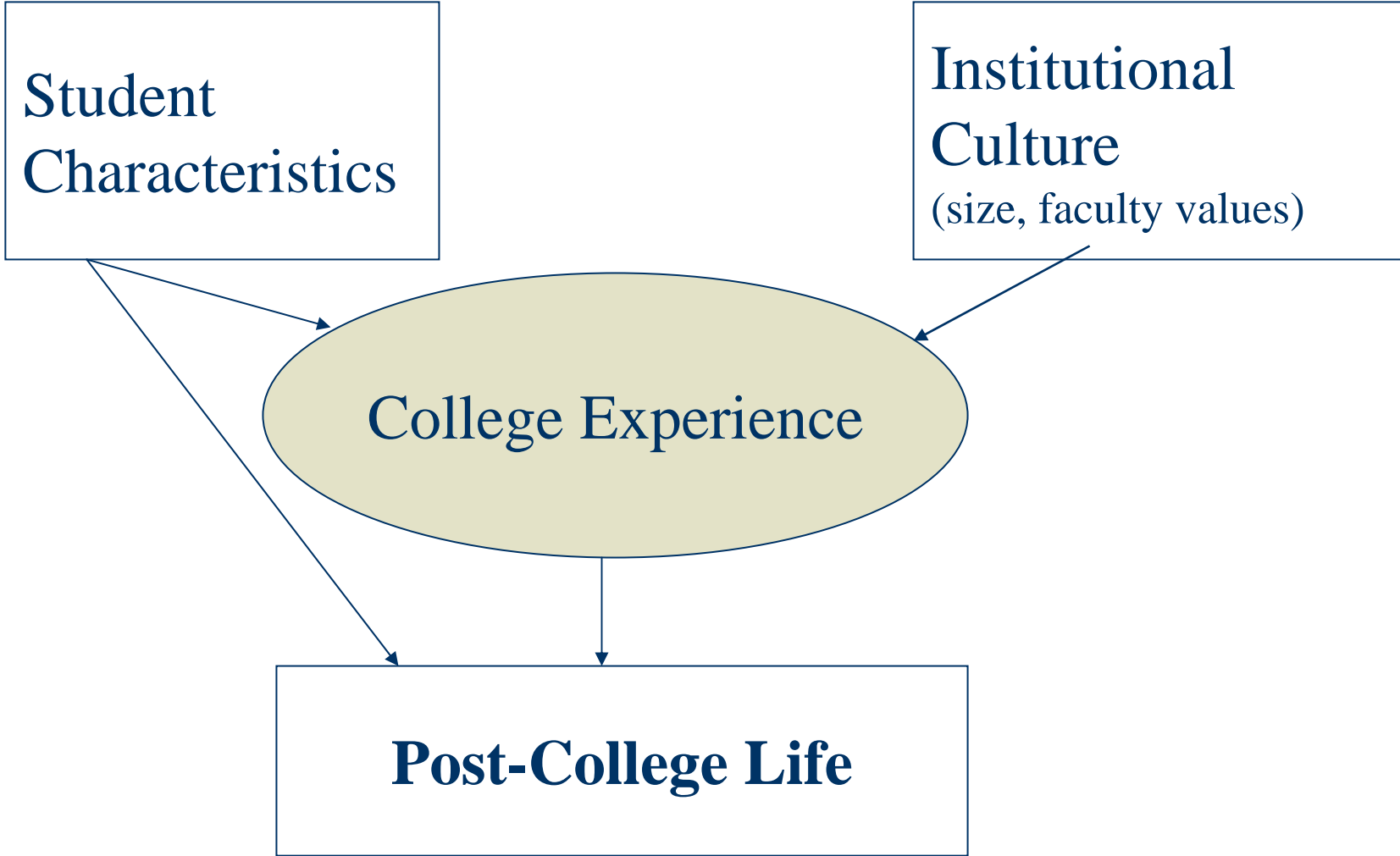
“Strong Impact” on Life after College

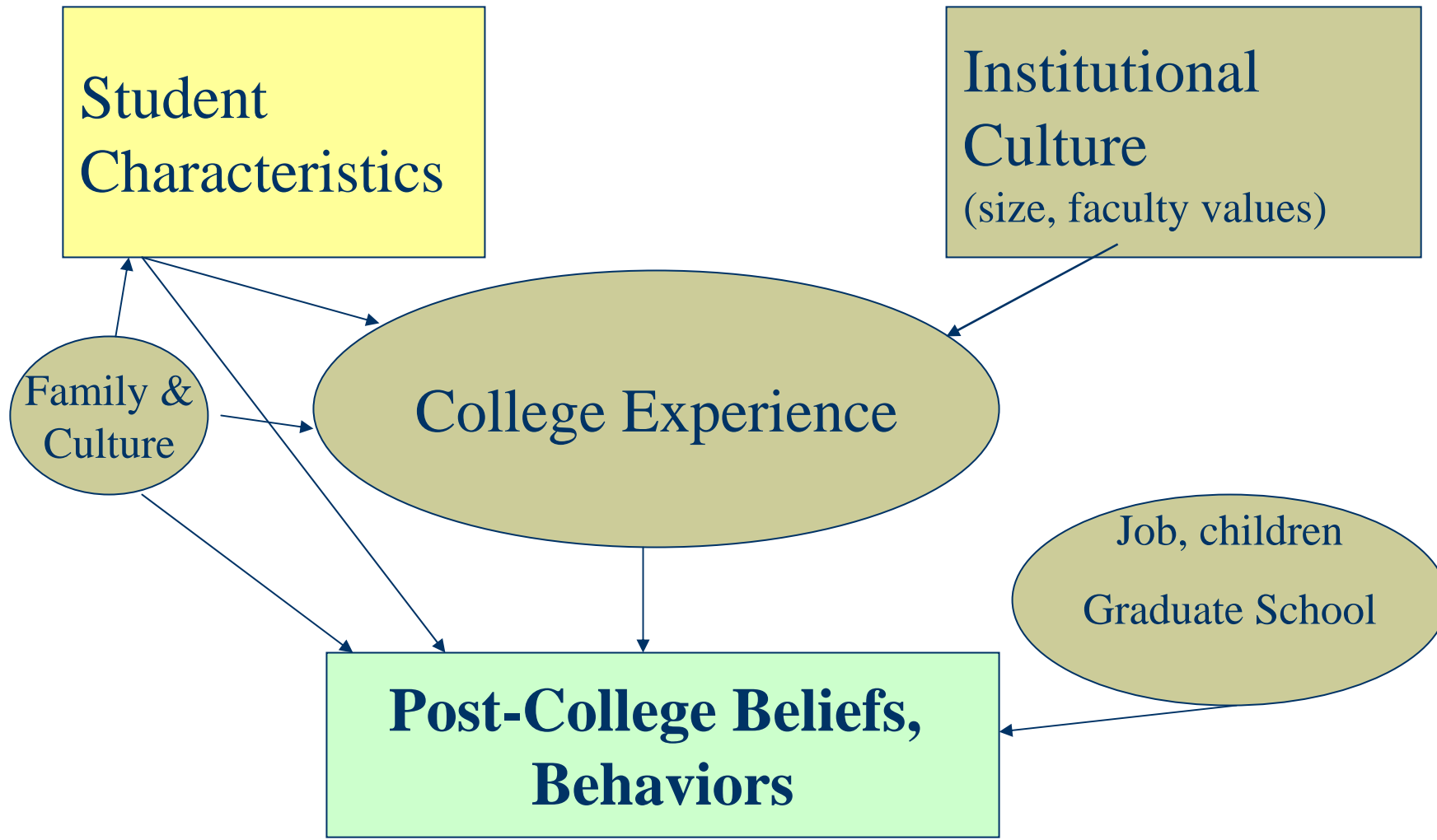


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graph TD; A([College Experience]) --> B[Post-College Life];
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College Experience

Post-College Life



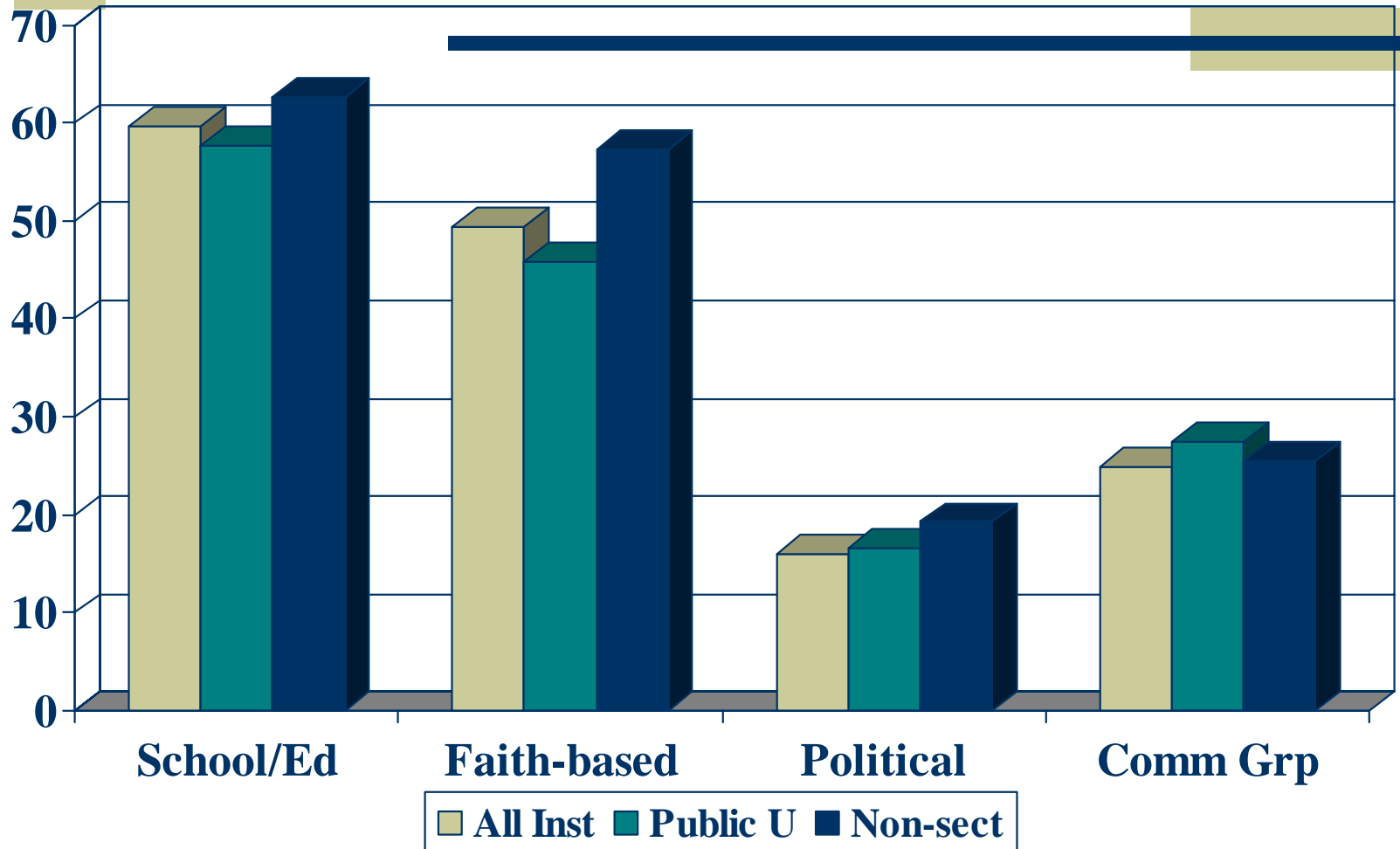




Examining Differences

- ◆ By demographics
- ◆ By institutional type
- ◆ By college experiences (i.e. service-learning)
- ◆ Multiple contexts simultaneously

Service via Organizations in 2004



Political Engagement

Political Engagement = total of 19 items

Voting, boycott, buycott, discuss politics, etc.

High Engagement is top 25% of total scores

Reflection: writing in journal, discussion experience with professor, discussion experience with other students

High reflection is engaging in at least two types on an occasional basis

‘High Level’ of Political Engagement Since Leaving College

	No Service In College	Service-Learning (high reflection)*
High School Service		
None	11%	18%
Occasionally	13%	29%
Frequently	18%	36%

*If a respondent participated in *both* volunteer work and service-learning, they are included in the service-learning group.

‘High Level’ of Political Engagement Since Leaving College

	No Service In College	Volunteer (high reflection)	Service-Learning (high reflection)
High School Service			
None	11%	18%	18%
Occasionally	13%	25%	29%
Frequently	18%	34%	36%

* If a respondent participated in *both* volunteer work and service-learning, they are included in the service learning group.

“Played a Leadership Role in the Community” Since Leaving College

	No Service In College	Service-Learning (high reflection)
High School Service		
None	6%	22%
Occasionally	8%	21%
Frequently	12%	30%

% reporting playing leadership role “Occasionally” or “Frequently”

“Played a Leadership Role in the Community” Since Leaving College:

	No Service In College	Volunteer (high reflection)	Service-Learning (high reflection)
High School Service			
None	6%	24%	22%
Occasionally	8%	15%	21%
Frequently	12%	26%	30%

% reporting playing leadership role “Occasionally” or “Frequently”



Multivariate Analyses



- ◆ What is the effect of service-learning once pre-disposing characteristics, institutional differences and other college involvements are controlled?



Dependent Measures



- ◆ Civic Leadership
- ◆ Volunteering
- ◆ Political Engagement
- ◆ Working in Communities

Control Variables

- ◆ Gender
- ◆ Race
- ◆ Parents' ed/income
- ◆ High School experiences
- ◆ Beliefs, values at college entry
- ◆ Institutional characteristics
- ◆ Peer measures
- ◆ College experiences
 - Generic service
 - Service-learning
 - Interdisciplinary courses
 - Major



Results



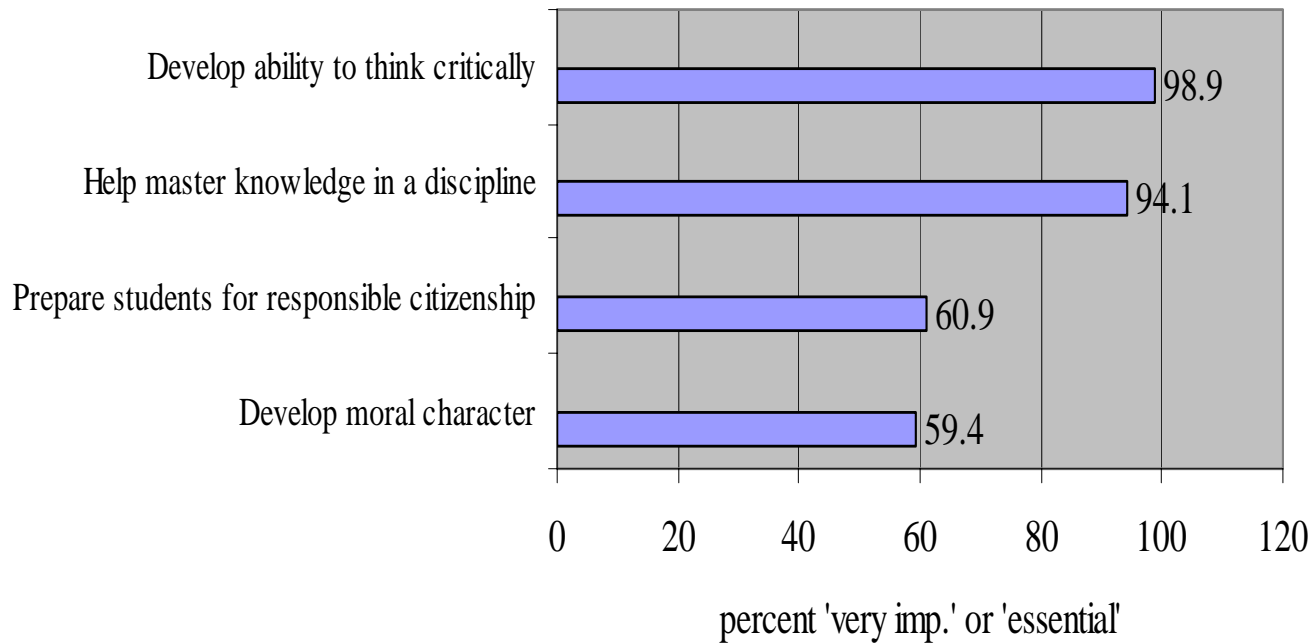
- ◆ See handout table



Faculty Findings...

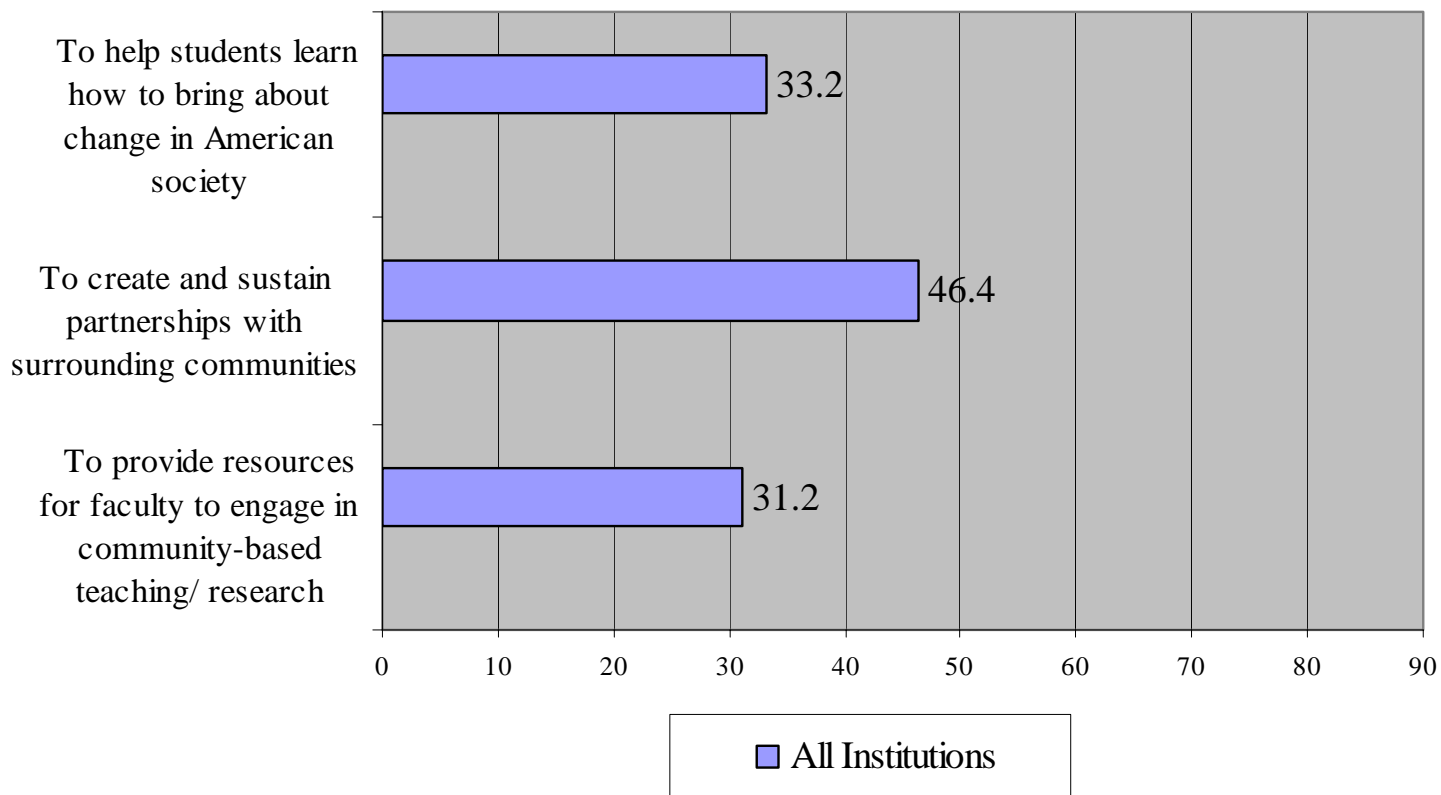


Faculty Goals for Students

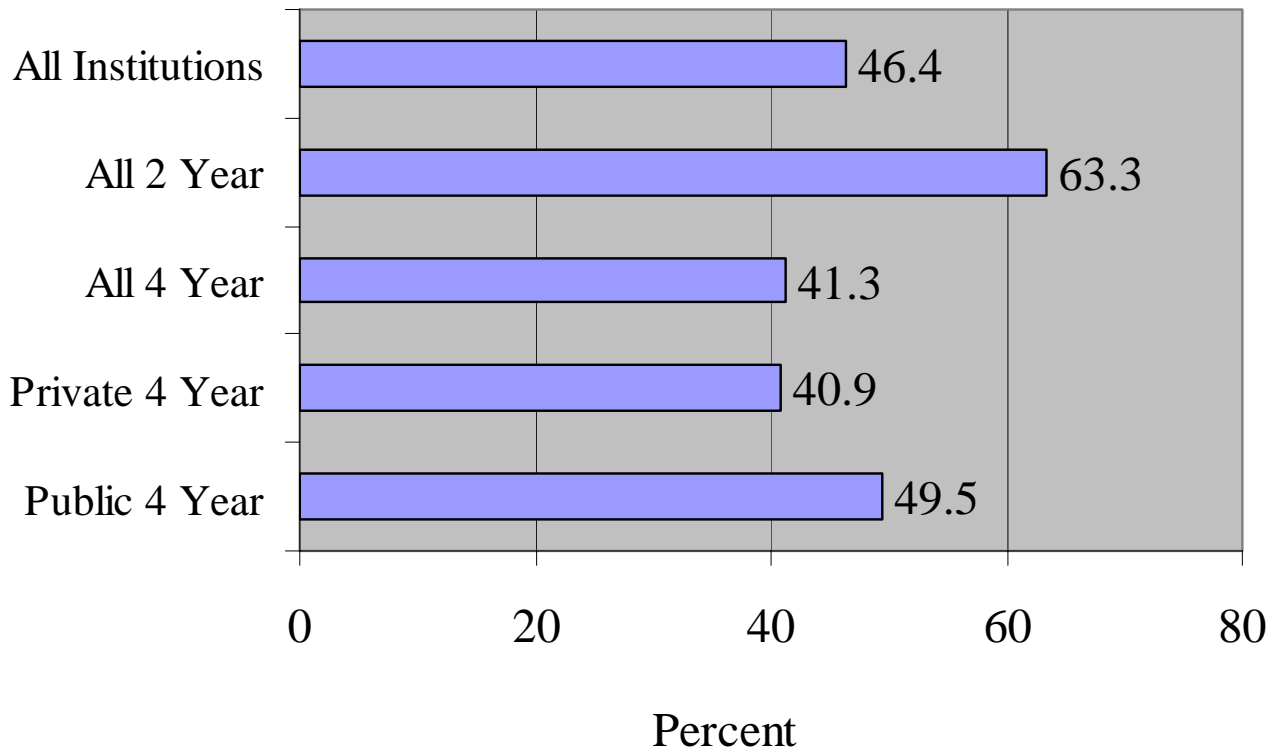


■ All Institutions

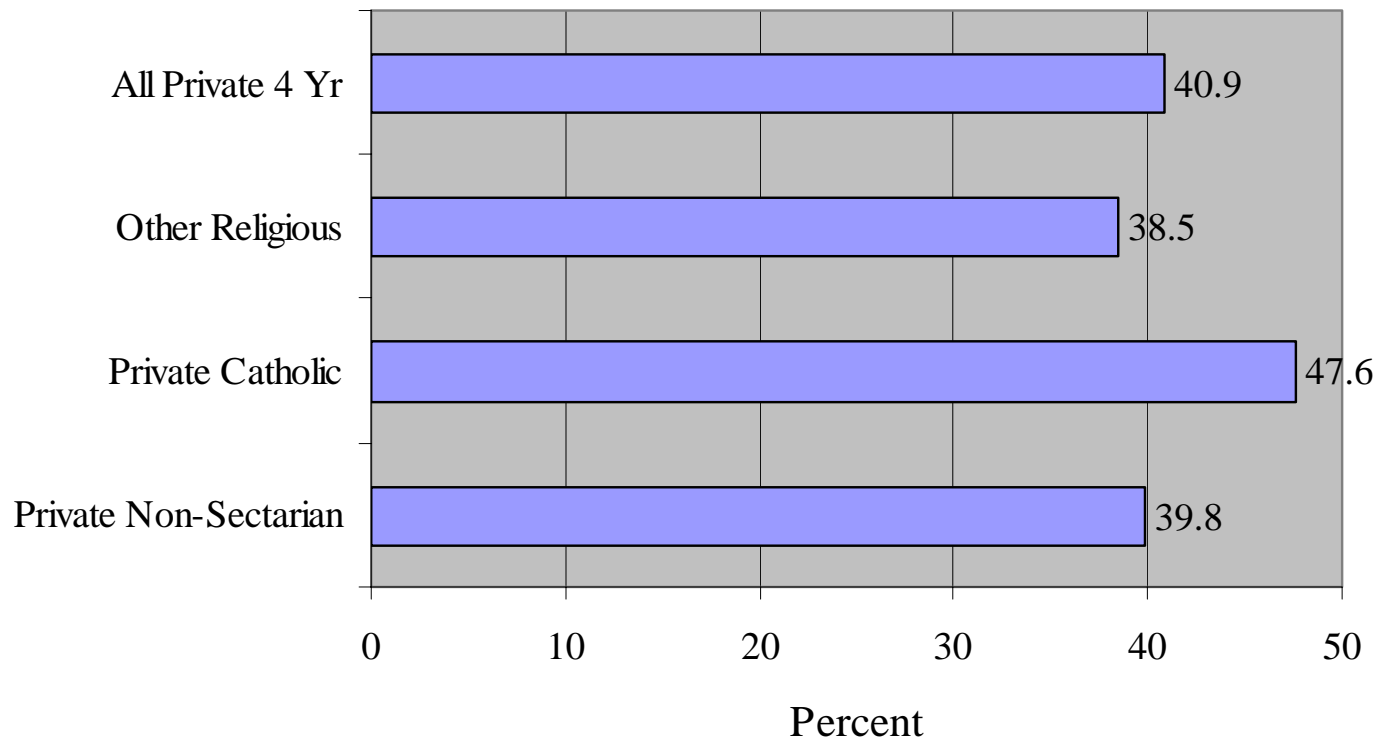
Institutional Priorities—Faculty 2004



To Create and Sustain Partnerships with Surrounding Communities



To Create and Sustain Partnerships with Surrounding Communities



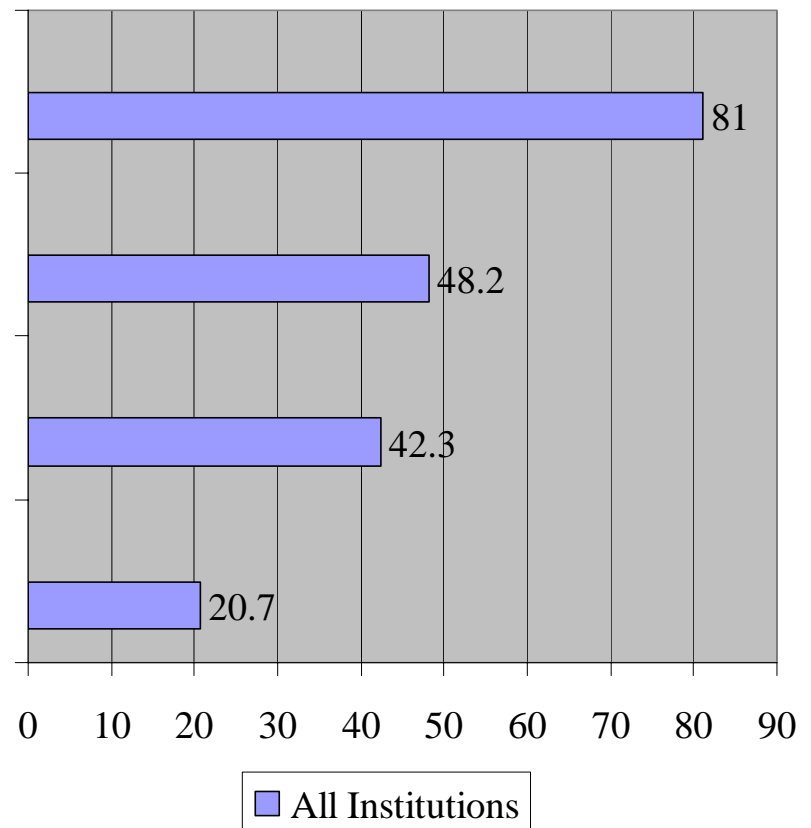
Engaged Scholarship

Agree: Colleges have responsibility to work w/
surrounding community

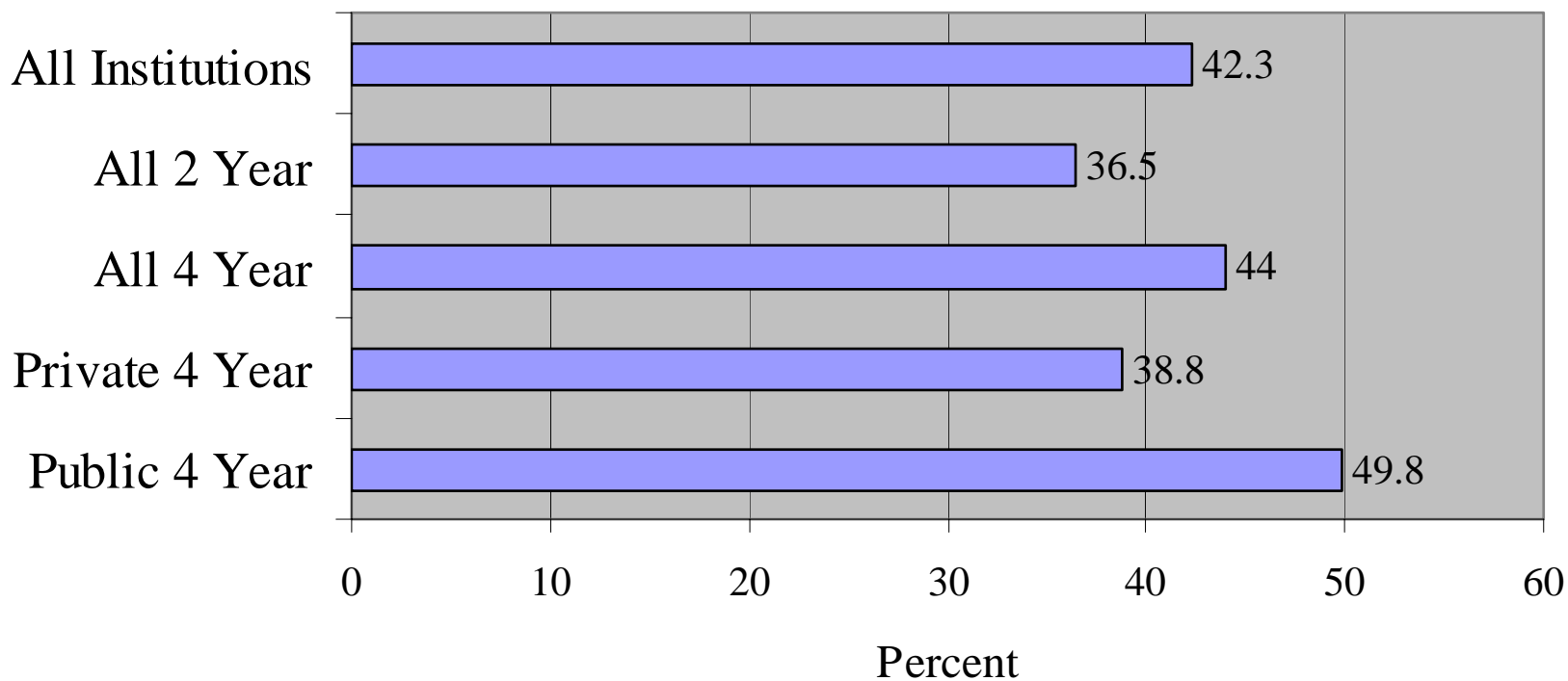
Used Scholarship to address issues local
community needs

Collaborated with the local community in
research/teaching (past 2 yrs)

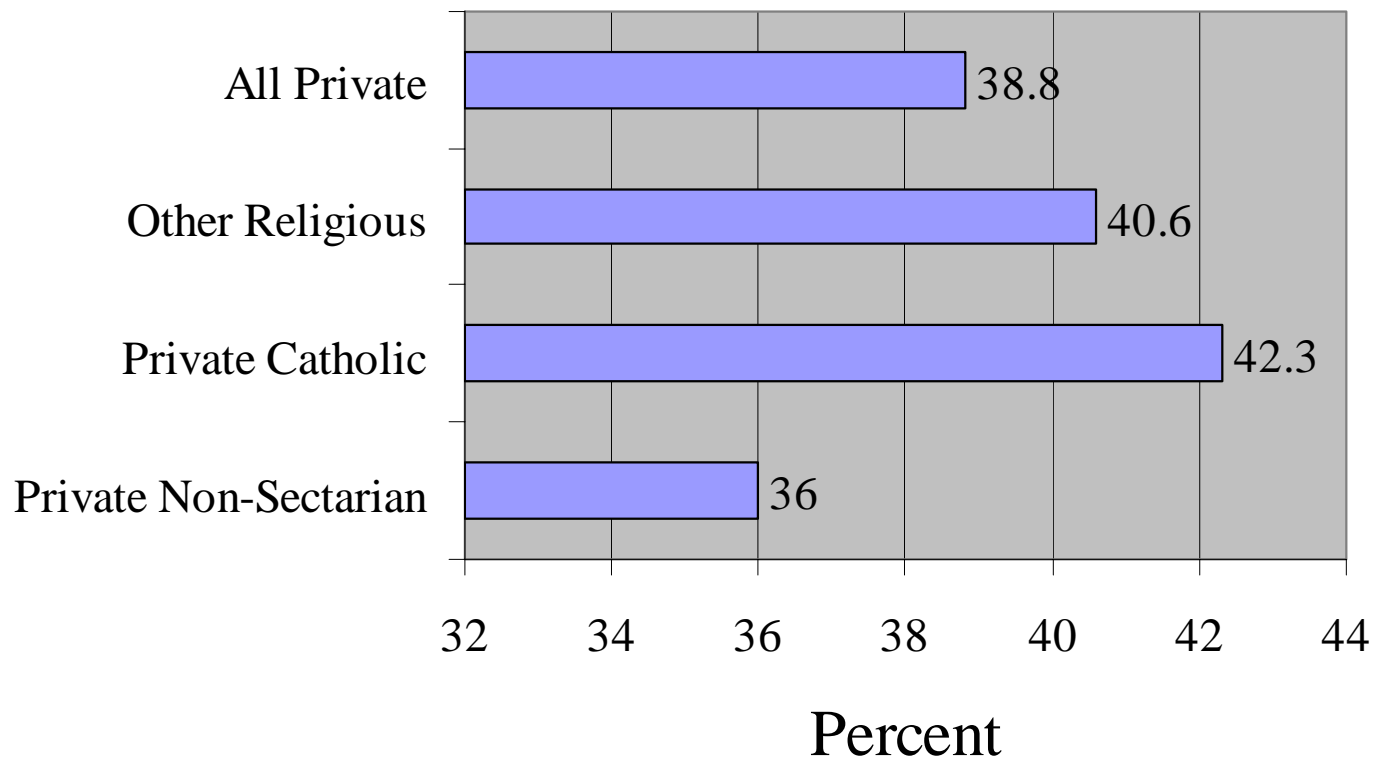
Taught a service learning course (past 2 years)



Collaborated with the Local Community in Research/Teaching



Collaborated with the Local Community in Research/Teaching





Connecting National Research to Local Assessment

- ◆ What are issues for you in your professional context?



Thinking about local assessment...



- ◆ Institutional work
- ◆ Courses and programs



Measurement Issues

- ◆ How do we define civic engagement?
- ◆ What are the appropriate timeframes?
- ◆ What are we measuring? (values, behaviors...)



The Campus Context



- ◆ Political realities
- ◆ Resources
- ◆ Strategic communication regarding civic engagement
- ◆ Institutional culture/Faculty buy-in
- ◆ External relations



Closing



- ◆ Opportunities for collaboration
- ◆ Resources
- ◆ Questions
- ◆ Comments



VISIT US ON THE WEB

**Understanding The Effects of Service-Learning
(The Atlantic Project)**

<http://www.gseis.ucla.edu/heri>

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