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
AAC&U Conference
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Providence, Rhode Island
November 10, 2005
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

Funded Research
- Atlantic Philanthropies
- Templeton
- NIH
- Etc.

CI RP
- Freshman Survey
- YFCY
- CSS

Faculty Survey
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
- 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

- Study abroad: 56.5%
- Friendships/peer interactions: 54.2%
- Internship: 47.2%
- Interaction with faculty: 25.4%
- Coursework: 23.3%
- Community service/volunteer work: 16.1%
College Experience

Post-College Life
Student Characteristics

Institutional Culture (size, faculty values)

College Experience

Post-College Life
Student Characteristics

Institutional Culture (size, faculty values)

College Experience

Family & Culture

Post-College Beliefs, Behaviors

Job, children
Graduate School
Examining Differences

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

<table>
<thead>
<tr>
<th>High School Service</th>
<th>No Service In College</th>
<th>Service-Learning (high reflection)*</th>
</tr>
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<tbody>
<tr>
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<td>11%</td>
<td>18%</td>
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*If a respondent participated in *both* volunteer work and service-learning, they are included in the service-learning group.
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“Played a Leadership Role in the Community” Since Leaving College

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

- Develop ability to think critically: 98.9%
- Help master knowledge in a discipline: 94.1%
- Prepare students for responsible citizenship: 60.9%
- Develop moral character: 59.4%

percent 'very imp.' or 'essential'

All Institutions
Institutional Priorities—Faculty 2004

- To provide resources for faculty to engage in community-based teaching/research: 31.2%
- To create and sustain partnerships with surrounding communities: 46.4%
- To help students learn how to bring about change in American society: 33.2%

All Institutions
To Create and Sustain Partnerships with Surrounding Communities

- All Institutions: 46.4%
- All 2 Year: 63.3%
- All 4 Year: 41.3%
- Private 4 Year: 40.9%
- Public 4 Year: 49.5%
To Create and Sustain Partnerships with Surrounding Communities

- All Private 4 Yr: 40.9%
- Other Religious: 38.5%
- Private Catholic: 47.6%
- Private Non-Sectarian: 39.8%
Engaged Scholarship

- Agree: Colleges have responsibility to work w/ surrounding community: 81%
- Used Scholarship to address issues local community needs: 48.2%
- Collaborated with the local community in research/teaching (past 2 yrs): 42.3%
- Taught a service learning course (past 2 years): 20.7%

[Bar chart showing the percentages for each activity]
Collaborated with the Local Community in Research/Teaching

- All Institutions: 42.3%
- All 2 Year: 36.5%
- All 4 Year: 44%
- Private 4 Year: 38.8%
- Public 4 Year: 49.8%
Collaborated with the Local Community in Research/Teaching

- **All Private**: 38.8%
- **Other Religious**: 40.6%
- **Private Catholic**: 42.3%
- **Private Non-Sectarian**: 36%
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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