

Student Engagement

Seniors Self-Reported Frequency of Engagement with Educationally Purposeful Activities and Practices

Four Themes of Engagement Indicators

Engagement Indicator items are converted to a 60-point scale (e.g., Never=0, Sometimes=20, Often=40, and Very often=60), then averaged together to compute student-level scores.

1) Academic Challenge: coursework emphasizes challenging cognitive tasks; reexamine beliefs and consider issues from other perspectives; enhance effective learning strategies; use and understand numerical and statistical information in everyday life.

	Women	Men
Higher-Order Learning	42.5	39.6
Reflective and Integrative Learning	39.2	40.1
Learning Strategies	40.3	41.1
Quantitative Reasoning	32.8	34.8

Both women and men engaged fairly often with activities that promote Academic Challenge; quantitative reasoning had the lowest level of engagement (both women and men).

2) Learning with Peers: Peer collaboration on course materials; working on group projects; interacting and learning with others from different backgrounds and life experiences.

	Women	Men
Collaborative Learning	35.2	39.9
Discussions with Diverse Others	41.7	43.5

Both women and men engaged fairly often with activities that promote Learning with Peers; women somewhat less than men regarding Collaborative Learning.

2016 National Survey of Student Engagement

Response Rate = 44% (women = 68%)

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3) Experiences with Faculty: Formal and informal interaction with faculty; effective teaching that promotes comprehension and learning.

	Women	Men
Student-Faculty Interaction	32.5	35.8
Effective Teaching Practices	42.7	44.1

Overall, both women and men reported fairly frequent Experiences with Faculty. However, the engagement level concerning the Student-Faculty Interaction indicator was weaker than expected.

4) Campus Environment: Environments characterized by positive interpersonal relations (w/students, faculty, staff) that promote student learning and success; student support and involvement across cognitive, social, and physical domains.

	Women	Men
Quality of Interactions	45.4	42.9
Supportive Environment	36.7	36.2

Women and men reported fairly positive engagement concerning the Campus Environment theme. However, the engagement level concerning the Supportive Environment indicator was somewhat weaker than expected.

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Seniors Self-Reported Frequency of Engagement with High Impact Practices

High Impact Practices - represent enriching educational experiences that can be life-changing. They typically demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and other students, encourage collaboration with diverse others, and provide frequent and substantive feedback.

Which of the following have you done?

	Women	Men
Internship, co-op, field experience	77%	88%
Learning community	24%	27%
Study abroad	43%	38%
Research with Faculty	55%	52%
Culminating senior experience	66%	50%

About how many of your courses at this institution have included a community-based project (service-learning)?

Percentage of Students Who Reported “Most” or “All.”

	Women	Men
Service-learning	11%	6%

Women reported higher levels of engagement than men in four of the six High Impact Practices.

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