

A stack of three books is shown on the left side of the image. The top book is white, the middle one is blue with a red spine, and the bottom one is white. A red apple and a yellow pencil with a pink eraser are resting on top of the white book. The background is a solid teal color.

Want to be first in your CLASSE?

Investigating Student Engagement in Your Courses

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A stack of several books is shown on the left side of the slide. On top of the stack, there is a bright red apple and a yellow pencil with a pink eraser. The background behind the books is a solid teal color.

Overview

- Review of Student Engagement
- The CLASSE Tool*
 - Standard Questions
 - Course Specific Items
- Possible Uses & Reports
- Planning for Fall Pilot

*Special thanks to Bob Smallwood for use of sample items, results pages, and general information on the tool.

Review of Student Engagement

- Student Engagement relates to :
 - Amount of time and effort students put into their studies and other educationally purposeful activities.
 - How the institution organizes learning opportunities to get students to participate in activities that research studies show are linked to student learning
 - “ingredients” for learning



Review of Student Engagement

- UW-L has used the NSSE (National Survey of Student Engagement) to measure this at the institutional level.
- We've also made use of the FSSE (for Faculty) and BCSSE (for students at pre-entry) to help us view engagement from these angles.



Possible Concerns about Institutional-Level Results

**Institutional
Engagement
Results**

→ **"Not my students!"**



**Disaggregate
to the
College Level**



**"Sample size
too small!"**

"Not my students!"



**Department
Level
Results**

→ **"Not my students!"**

**Can We Measure Student Engagement
at the Classroom Level?**



The CLASSE Tools

- Based on work of Bob Smallwood (U Alabama) and Judy Ouimet (Indiana U)
- 49 Items
 - Part I: Engagement Activities (n=19)
 - Part II: Cognitive Skills (n=5)
 - Part III: Other Educational Practices (n=10)
 - Part IV: Class Atmosphere Impressions (n=4)
 - Part V: Optional Course-specific Items (n=8)
 - Part VI: Demographic Items (n=3)
- Does require approval from NSSE who owns copyright on items



The CLASSE is composed of two instruments:

- CLASSE Student - asks students how frequently they engage in various educational practices within the course
- CLASSE Faculty - asks the faculty instructor how important the various educational practices are in facilitating student success within the course

The CLASSE enables one to compare:

a) what students are doing

with

b) what the instructor believes is important for being successful within the designated course.





CLASSE Sections:

- Part I: Engagement Activities (n=19)**
- Part II: Cognitive Skills (n=5)**
- Part III: Other Educational Practices (n=10)**
- Part IV: Class Atmosphere Impressions (n=4)**
- Part V: Optional Course-specific Items (n=8)**
- Part VI: Demographic Items (n=3)**



CLASSE_{STUDENT}

Classroom Survey of Student Engagement*



This survey includes items that ask about your participation in **[Course XYZ]** and about educational practices that occur in this class. Your honest and straightforward responses to these questions will help us identify targets for improvements and enable us to provide an even higher quality academic experience.

PART I: ENGAGEMENT ACTIVITIES

So far this semester, how often have you done each of the following in your [Course XYZ] class?

	Never	1 or 2 times	3 to 5 times	More than 5 times
	▼	▼	▼	▼
1. Asked questions during your [Course XYZ] class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Contributed to a class discussion that occurred during your [Course XYZ] class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Prepared two or more drafts of a paper or assignment in your [Course XYZ] class before turning it in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Worked on a paper or a project in your [Course XYZ] class that required integrating ideas or information from various sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART II: Cognitive Skills

So far this semester, how much of your coursework in your GEO105 class emphasized the following mental activities?

	Very Little	Some	Quite a bit	Very	Much
20 Memorizing facts, ideas or methods so that you can repeat them in pretty much the same form	▼ 28%	▼ 48%	▼ 17%	▼ 7%	
21 Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	▼ 6%	▼ 40%	▼ 39%	▼ 16%	



Part III: Other Educational Practices

29. How many times have you been absent so far this semester in your [Course XYZ] class?
- None 1 - 2 absences 3 – 4 absences 5 or more absences
30. How frequently do you take notes in your [Course XYZ] class?
- Never/Rarely Sometimes Often Very Often
31. How often do you review your notes prior to the next scheduled meeting in your [Course XYZ] class?
- Never/Rarely Sometimes Often Very Often
32. How often have you participated in a study partnership with a classmate in your [Course XYZ] class to prepare for a quiz or a test?
- Never Once 2 times 3 or more times
33. How often have you attended a review session or help session to enhance your understanding of the content of your [Course XYZ] class?
- Never Once 2 times 3 or more times
34. How interested are you in learning the [Course XYZ] course material?
- Very uninterested Uninterested Interested Very Interested



PART IV: CLASS ATMOSPHERE

So far this semester, what are your general impressions of the [Course XYZ] class atmosphere?

35. How comfortable are you talking with the instructor of your [Course XYZ] class?

- Uncomfortable Somewhat Comfortable Comfortable Very Comfortable

36. How much do you enjoy group work with your classmates in your [Course XYZ] class?

- Very Little Some Quite a Bit Very Much

37. How difficult is the course material in your [Course XYZ] class?

- Easy Somewhat Difficult Difficult Very Difficult

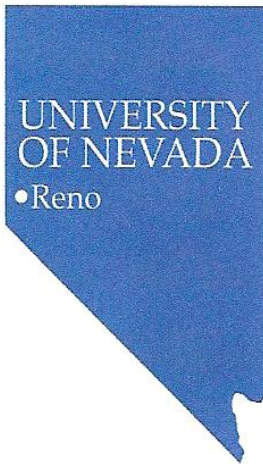
38. How easy is it to follow the lectures in your [Course XYZ] class?

- Difficult Somewhat Easy Easy Very Easy

Course Specific Items

- Structured in the similar format of a stem with four response options
- May address meaningful issues such as new teaching strategies or assignments, use of specific resources (library, tutoring)
- Dependent on your needs for information. (First year courses may differ from Senior level)





CLASSE_{FACULTY}

Classroom Survey of Student Engagement*

This survey asks about your perception of the importance of various activities and practices occurring in your [Course XYZ] class. Your honest and straightforward responses to these questions will help us to identify targets for improvements within the course.

PART I: ENGAGEMENT ACTIVITIES

For students to be successful in your [Course XYZ] class, how important is it that they

	Not Important	Somewhat Important	Important	Very Important
	▼	▼	▼	▼
1. Ask questions during your [Course XYZ] class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Contribute to class discussions that occur during your [Course XYZ] class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Prepare two or more drafts of a paper or assignment in your [Course XYZ] class before turning it in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Work on a paper or a project in your [Course XYZ] class that requires integrating ideas or information from various sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Possible Uses

- Formative mode early in semester to identify what you value and what students are actually doing
 - Allows for intervention
- Summative mode in late semester to see if students have adopted the practices and sense the atmosphere you have tried to stress



Results Reports

- Basic response frequencies
- Quadrant Analysis based on student means
- Demographic data



Classroom Survey of Student Engagement*

This survey includes items that ask about your participation in Psych 1300 and about educational practices that occur in this class. Your honest and straightforward responses to these questions will help us identify targets for improvements and enable us to provide an even higher quality academic experience.

Student Ratings

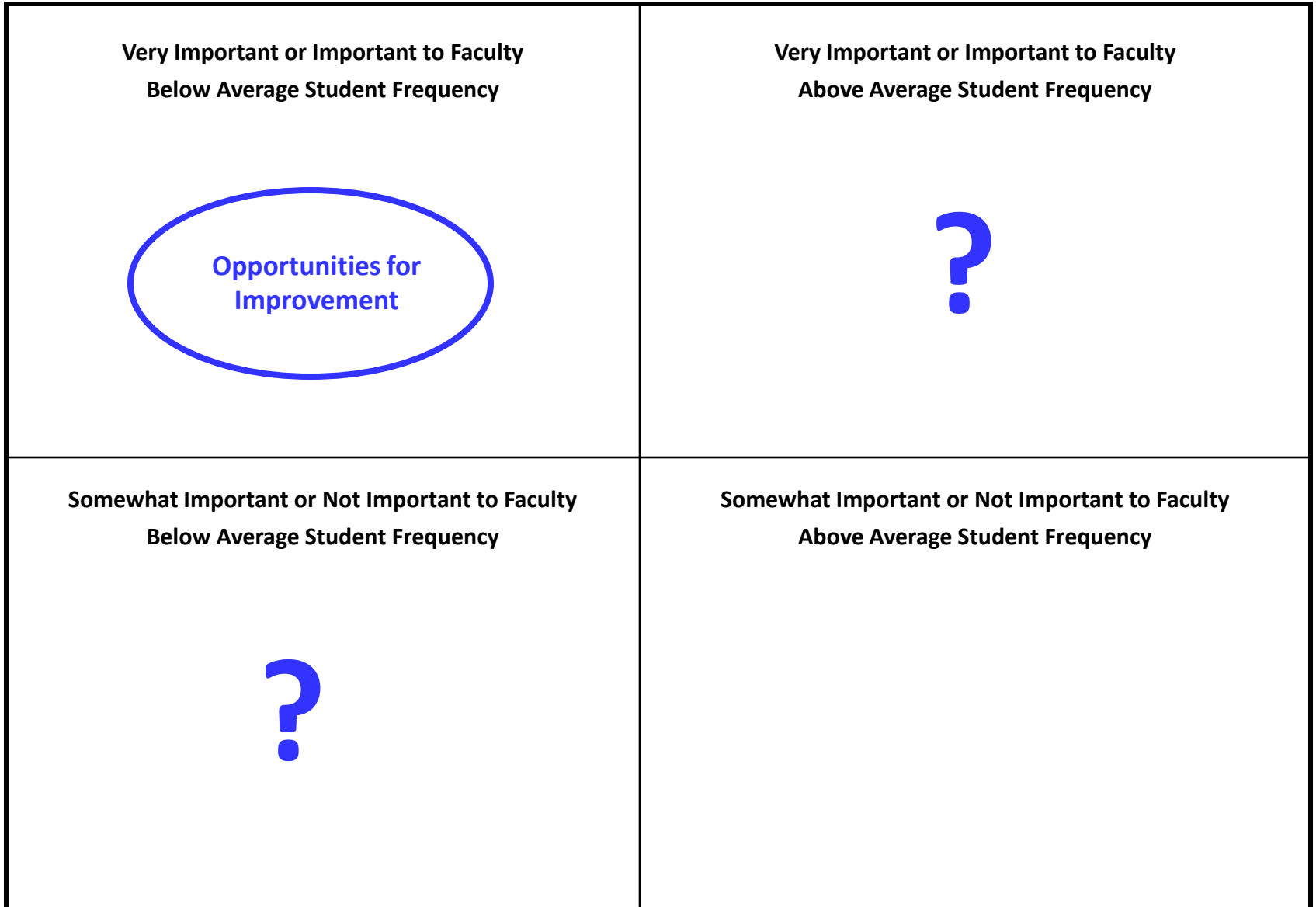
Faculty Ratings

Part I: Engagement Activities Student

So far this semester, how often have you done each of the following in your Psych 1300 class?	Never	1 or 2 times	3 to 5 times	More than 5 times	Faculty Ratings
	▼	▼	▼	▼	
1. Asked questions during your Psych 1300 class	16%	51%	25%	8%	Important
2. Contributed to a class discussion that occurred during your Psych 1300 class	9%	28%	44%	19%	Very Important
3. Prepared two or more drafts of a paper or assignment in your Psych 1300 class before turning it in	74%	16%	7%	3%	Somewhat Important
4. Worked on a paper or a project in your Psych 1300 class that required integrating ideas or information from various sources	10%	68%	16%	6%	Important

Quadrant Analysis

Importance (Faculty Ratings)



Frequency (Student Ratings)

Science Methods Course Quadrant Analysis

Importance (Faculty Ratings)

<p>Very Important or Important for Faculty Below Average Student Frequency ($\bar{x} < 2.5$)</p> <p>(Q2) Questioned validity, sought clarification ($\bar{x} = 2.38$) (Q6) Student perception of impact on others ($\bar{x} = 2.46$) (Q18) Discuss topics with instructor outside of class ($\bar{x} = 2.00$) (Q34) Students spend 3+ hours preparing for class ($\bar{x} = 2.38$)</p>	<p>Very Important or Important for Faculty Above Average Student Frequency ($\bar{x} > 2.5$)</p> <p>(Q1) Application of class topic in life ($\bar{x} = 2.92$) (Q3) Students not discourteous ($\bar{x} = 2.69$) (Q4) Passion for what you do ($\bar{x} = 3.23$) (Q5) Clear connections btw topics ($\bar{x} = 2.77$) (Q7) Ask questions ($\bar{x} = 3.08$) (Q11) Come to class <u>prepared</u> ($\bar{x} = 1.77$) (Q17) Email to instructor ($\bar{x} = 2.77$) (Q20) Prompt/informative feedback ($\bar{x} = 3.00$) (Q24) Discuss class topics with others ($\bar{x} = 3.46$) (Q25) Include diverse perspectives in class discussions ($\bar{x} = 2.85$) (Q26) Incorporate ideas from other classes ($\bar{x} = 3.00$) (Q27) Coursework emphasis on integrating ideas ($\bar{x} = 3.31$) (Q29) Coursework emphasis on analysis ($\bar{x} = 3.54$) (Q30) Coursework emphasis on synthesis ($\bar{x} = 3.69$) (Q31) Coursework emphasis on judgment ($\bar{x} = 3.25$) (Q32) Coursework emphasis applying concepts ($\bar{x} = 3.62$) (Q36) Challenging exams ($\bar{x} = 3.62$) (Q37) Need to work harder ($\bar{x} = 3.31$)</p>
<p>Somewhat Important or Not Important for Faculty Below Average Student Frequency ($\bar{x} < 2.5$)</p> <p>(Q13) Review class notes ($\bar{x} = 2.15$) (Q15) Participated in a service learning project ($\bar{x} = 1.54$) (Q16) Attend a review session ($\bar{x} = 1.46$) (Q19) Discuss grades/assign w instruc during office hrs ($\bar{x} = 1.92$) (Q23) Participated in study partnerships ($\bar{x} = 2.15$) (Q28) Coursework emphasis on memorization ($\bar{x} = 2.46$) (Q33) Assign multiple tasks requiring 1+ hr to complete ($\bar{x} = 1.92$) (Q35) Assign reports > 5 pages in length ($\bar{x} = 2.31$)</p>	<p>Somewhat Important or Not Important for Faculty Above Average Student Frequency ($\bar{x} > 2.5$)</p> <p>(Q8) Participated in class discussion ($\bar{x} = 3.46$) (Q9) Take class notes ($\bar{x} = 3.08$) (Q10) Attend class ($\bar{x} = 3.38$) (Q12) Prepare 2 or more drafts of a paper/assignment ($\bar{x} = 2.54$) (Q14) Email classmates to discuss assignments ($\bar{x} = 2.69$) (Q21) Worked with classmates on projects during class ($\bar{x} = 3.62$) (Q22) Worked with classmates on assignments outside of class ($\bar{x} = 2.54$)</p>

Frequency (Student Ratings)

CLASSE Course Demographics

Course Prefix and Number: EN 103

Course Title: Constitutional Argument

Instructor Demographics:

A. Number of Times Having Taught This Course:	None X	Once	Twice	3or more
B. Years Teaching Experience:	<3 yrs	3-6 yrs X	7-10 yrs	11+yrs
C. Number of Enrolled Students in this Class:	<15	15-30	31-60 X	61+

Student Demographics:

A. Number of Credit Hours Currently Enrolled:	1-6 hrs 4%	7-11 hrs 15%	12-15 hrs 19%	>15 hrs 63%
B. Classification:	Freshman 78%	Soph 0%	Junior 11%	Senior 11%
C. Academic Major:	Television and Film Business Mathematics economics and accounting			

2011-2012 Pilot

- Hoping for 5 faculty/IAS to volunteer
- CATL (i.e. Patrick) will provide assistance with item development, IRB, NSSE participation forms, and item delivery (Qualtrics)
- Assistance from Bob Smallwood, U Alabama creator of CLASSE for scoring and report generation.
- Costs: No \$, some time & effort





CLASSE Resources

- Summary of Bob Smallwood's and Judy Ouimet's work at <http://www.assessment.ua.edu/CLASSE/Overview.htm>
- NSSE page on CLASSE http://nsse.iub.edu/_/?cid=211