

**College Student Satisfaction And Engagement Survey**

*The research is clear: online learning works best when faculty build regular, positive, and interactive relationships with students. A strategy that helps forge such a relationship is the use of videos. Student satisfaction and course engagement levels also increase with the use of instructor-generated videos - the subject of this book. Beginning by outlining the different types of videos you can create, and what the research says about their effectiveness, Karen Costa explains how they can be designed to reinforce learning, to align with and promote course outcomes, and to save you time across your courses. She then describes how to create successful videos with commonly available technologies such as your smartphone, and without a major investment of time, demonstrating the simple steps she took to develop her bank of videos and build her confidence to deliver short, straightforward learning aids that are effective and personal. Embedded QR codes in the text enable you to view sample videos and screenshots that bring the book's advice to life as you read. If you've been wanting to include videos in your teaching but haven't found the time or confidence, this book will help you to develop a simple and sustainable video development process, supporting both your success and the success of your students.*

*Student Success in College describes policies, programs, and practices that a diverse set of institutions have used to enhance student achievement. This book clearly shows the benefits of student learning and educational effectiveness that can be realized when these conditions are present. Based on the Documenting Effective Educational Practice (DEEP) project from the Center for Postsecondary Research at Indiana University, this book provides concrete examples from twenty institutions that other colleges and universities can learn from and adapt to help create a success-oriented campus culture and learning environment.*

*Mobile technologies are reshaping and reframing the practice of teaching and learning in higher education. This volume critically examines new research on how mobile technologies and m-learning technologies like Skype are being used in higher education to increase learner engagement in an era of increasing globalization and mobility.*

*These conference proceedings focus on "Assessment for Learning: Within and Beyond the Classroom" in recognition of the power of assessment for learning as a way of boosting student performance. They explore the breadth, depth and quality of the best models and practices, strategies, lessons learnt and discuss cases of successful implementation of assessment within the classroom and beyond, including the virtual space. They also provide fertile ground for stimulating and comparing responsive assessment approaches and practices in relatively new areas of assessment such as graduate capability assessment in view of the need for educational institutions to evidence graduate employability.*

*An Exploratory Study of Student Engagement at a Technical College  
Assessment for Learning Within and Beyond the Classroom*

*A Comparative Study of Student Engagement, Satisfaction, and Academic Success Among International and American Students*

*Civic Engagement and Community Service at Research Universities  
(Experimental Statistics : Data Being Developed).*

*What Good is Engagement?*

**DRIVERS OF ENGAGEMENT IN PROFESSIONAL DEVELOPMENT ACTIVITY**

Many colleges and universities have a desire to become more student-centered, yet some struggle with establishing what student-centered means to them. Without a clear definition, it is difficult to determine which areas to strengthen in order to become more student-centered. The purpose of this study was to examine results from the National Survey of Student Engagement (nsse) to decipher what variables influence overall student satisfaction with the college experience and to create a statistical model to help student-centeredness. The driving theory of this study was Alexander Astin's student involvement theory. A connection has been made in this study to link student involvement and student-centeredness. A subset of the nsse national dataset was used to conduct a blocked stepwise regression to determine which student involvement variables influence student satisfaction. The significant predictors of student satisfaction were then used to create a regression model for other colleges and universities to use with their data to determine which of those items best predict satisfaction on their campuses, which will help to define student-centeredness for that institution. The University of Toledo nsse data was used as an example of how the model can be utilized and to demonstrate how the results can help formulate a definition of student-centeredness. [The dissertation citations contained here are published with the permission of ProQuest Ilc. Further reproduction is prohibited without permission. Copies of dissertations may be obtained by Telephone (800) 1-800-521-0600. Web page: http://www.proquest.com/en-US/products/dissertations/individuals.shtml.]

Blended learning is firmly established in universities around the world, yet to date little attention has been paid to how students are engaging with this style of learning. Presenting a theoretically-based and empirically-validated model of engagement, this book examines the application of the model to improve the quality and productivity of university education. Covering the key qualities of blended learning, it analyses how online learning influences campus-based education, develops the student perspective of online learning, examines online learning systems as agents of change, provides insights and guidance for educational developers and administrators attempting to improve quality of learning, and considers how institutions can maximise educational returns from large investments in online learning technologies. Illustrated with case studies and developing ideas for practice, this book will be valuable reading for researchers and developers keen to improve their understanding of the emerging dynamics of contemporary student engagement with online learning.

Institutions of higher education around the country are concerned with student performance and retention. This dissertation used the theory of sense-of-community to explore how universities and colleges can influence student grade point averages and persistence to degree completion. Data were collected with the National Survey of Student Engagement at a Midwestern University. Factor analysis suggested four factors of sense-of-community within the National Survey of Student Engagement: Campus Social Milieu, Student Involvement, and Relationships Quality. Results further analyses indicated that sense-of-community influenced student satisfaction primarily through Relationship Quality and Campus Social Milieu. Sense-of-community also had a slight influence on student success. Campus Social Milieu, Relationship Quality, and Institutional Involvement seemed to affect grade point average. Relationship Quality and Institutional Involvement seemed to affect degree completion. Institutions wishing to assist the increase of academic achievement and graduation rates in addition to students' satisfaction with their experience in college are advised to invest in programs and policies building sense-of-community among their students, faculty, and administrators.

As higher educational learning enters a new age, Historically Black Colleges and Universities (HBCUs) are seeking innovative ways to establish strategies to compete with other academic institutions. As establishments that have played a pivotal role in transforming the landscape of higher education, HBCUs are facing rapid transformation and various obstacles leading to questions regarding to the cost, quality, and sustainability of these institutions. Examining Student Retention and Engagement Strategies at Historically Black Colleges and Universities is a pivotal reference source that provides vital research on the role of HBCUs in today's higher education and the various research methods addressing student retention rates, success levels, and engagement. While highlighting topics such as enrollment management, student engagement, and online learning, this publication explores successful engagement strategies that promote educational quality and equality, as well as the methods of social integration and involvement for student success.

This book is ideally designed for researchers, academicians, scholars, educational administrators, policymakers, graduate students, and curriculum designers.

Policy Insights and International Research Perspectives

Validity and Limitations of College Student Self-Report Data

Relationships Matter

IMPLICATIONS FOR COLLEGIATE SATISFACTION AND STUDENT ENGAGEMENT

A Guide for Online Teachers and Flipped Classes

A Student Experience in the Research University (SERU) Project Research Paper. Research & Occasional Paper Series: CSHE.2.07

Wired and Engaged?

**College Student Satisfaction Engagement Survey 2016-17(experimental Statistics : Data Being Developed).**Using the National Survey of Student Engagement as a Tool to DetermineInfluences of Overall Student Satisfaction with the College Experienceand Help Define Student-Centeredness

Many factors have led to the focus on quality and services in higher education. With an increase in competition from other academic institutions, a reduction in state resources, and increased program and service demands, the value and quality of higher education has come under public scrutiny. This increased scrutiny provides an opportunity to examine more appropriate ways to effectively measure the professional delivery of service to students. Therefore, the purpose of this study was to examine the relationship between service quality in the classroom as a predictor of academic engagement, academic performance, and student satisfaction. This study was founded on the established model of service delivery and the work of Parasuraman, Zeithaml, and Berry. The adapted SERVQUAL instrument was used to access the relationship between the variables satisfaction, academic engagement, and academic performance. The research participants were undergraduate business students enrolled in a leadership and professional development class. Data were gathered from 174 undergraduate students enrolled in a college of business at public university in the spring of 2014. The results of the study were consistent with the literature published on the service delivery model and behavioral outcomes. Service quality in this study showed to have a significant positive relationship with satisfaction with the instructor and academic engagement. Likewise the service quality instrument SERVQUAL reported a significant positive relationship between each of the five dimensions and the two variables student satisfaction and academic engagement. The third variable academic performance had no significant relationship with service quality or any of the 5 dimensions of SERVQUAL. This study included various implications for academic administrators and instructors. These recommendations for instructors include improvement on the care, attention, and courtesy, ability to convey trust and confidence and their performance of instruction can increase student satisfaction. The same behavior changes that improve satisfaction along with improvements in timeliness of response and showing a willingness to help can increase a student's academic engagement. The recommendations for academic administrators included the use service quality measures independently or in combination with current student opinion of instruction. The study concluded with recommendations for future research.

Student disengagement is a growing concern among educators that threatens to negatively impact student learning and success (Fredericks, Blumenfeld, & Paris, 2004). Engagement, or the manifestation of student motivation through active psychological investment in learning and academic activities, is important in helping students to think critically about their work and be apply to transfer their knowledge and apply skills to new contexts (Arjomandi, Suefert, O'Brien, & Anwar, 2018; Newmann, 1992). Engagement is fueled by students' motivational resources, and self-determination theory describes this process (Ryan & Deci, 2000). Highlighting basic need satisfaction and supportive environmental conditions as the key factors in elevating student engagement levels, this study analyzes various elements of group projects to examine how students' need satisfaction levels interact with these environmental conditions and measures subsequent engagement scores. Results indicated that total engagement scores were best predicted by the combination of need satisfaction scores and participants' degree of choice in group project formation. Behavioral engagement was best predicted by participants' need satisfaction levels, while cognitive and emotional engagement were best predicted by degree of choice in group formation. Multiple moderations revealed that the relationship between degree of choice in group projects and the various types of engagement was predicted by different levels of relatedness satisfaction and competence satisfaction. This pattern of results suggests that teachers who provide their students with environmental conditions that are supportive to their needs will foster greater levels of engagement in their students, and thus professors should be aware of students' need satisfaction and the degree of choice they provide them in group projects.

Every semester, colleges and universities ask students to complete innumerable course and teaching evaluation questionnaires to evaluate the learning and teaching in courses they have taken. For many universities it is a requirement that all courses be evaluated every semester. The laudable rationale is that the feedback provided will enable instructors to improve their teaching and the curriculum, thus enhancing the quality of student learning. In spite of this there is little evidence that it does improve the quality of teaching and learning. Ratings only improve if the instruments and the presentation of results are sufficiently diagnostic to identify potential improvements and there is effective counselling. Evaluating Teaching and Learning how evaluation can be more effective in enhancing the quality of teaching and learning and introduces broader and more diverse forms of evaluation. This guide explains how to develop questionnaires and protocols which are valid, reliable and diagnostic. It also contains proven instruments that have undergone appropriate testing procedures, together with a substantial item bank. The book looks at the specific national frameworks for the evaluation of teaching in use in the USA, UK and Australia. It caters for diverse methodologies, both quantitative and qualitative and offers solutions that allow evaluation at a wide range of levels: from classrooms to programmes to departments and entire institutions. With detail on all aspects of the main evaluation techniques and instruments, the authors show how effective evaluation can make use of a variety of approaches and combine them into an effective project. With a companion website which has listings of the questionnaires and item bank, this book will be of interest to those concerned with organising and conducting evaluation in a college, university, faculty or department. It will also appeal to those engaged in the scholarship of teaching and learning.

Student Engagement in Online Learning at the Community College Level

New Directions for Institutional Research, Number 150

A First Look

University Connections

Student Engagement in Campus-Based and Online Education

Student Success in College

The authors call for a strategic framework capable of understanding and shaping the major impact of technology on institutions.

This dissertation identifies variables that predict academic performance and university satisfaction among 146 undergraduate students at Washington University tested during their first semester of freshman year and later as sophomores or juniors. Hierarchical regression analysis reveals that, after controlling for SAT scores, freshman levels of conscientiousness and upperclass Academic Engagement predict higher GPA. Freshman levels of life satisfaction, Co-curricular Engagement, and low regret, and upperclass levels of happiness, social support, and low regret predict university satisfaction. A quantifiable model of Student Engagement is also offered.

Empirical research demonstrates that student engagement changes over time. Implications for strengthening academic performance and increasing student satisfaction are discussed.

Since colleges and university students typically vary in their utilization of student services and resources, the variance in undergraduate business student engagement levels in professional development activity was explored by this quantitative study. Professional development is defined as career-related preparation of students for entry into the professional business environment and is accomplished through coaching, workshops, mentoring, student professional organization involvement, and internships that complement the content knowledge taught in the classroom. The results of a mandatory student satisfaction survey were analyzed to identify drivers/correlates of engagement, specifically relative to participation in professional development activity at a mid-Atlantic, urban research institution with an undergraduate business school population of approximately 5,700 students. The goal was to assess the demographic, organizational and motivational factors (using a digital to proximal flow of relevance) that serve as potential initiators of variance in engagement levels related to professional development activity. This study attempted to provide insight as to the types of students who are engaged or disengaged by examining a combination of student background characteristics, pre-college credentials, college credentials, and organizational/motivational factors. The existing literature has concentrated on identification of "good practices" leading to engagement, as well as the impact of educationally purposeful activities on the higher education experience, but has not clearly identified the precise drivers of student engagement. Academic research on undergraduate student engagement in professional development activity is even more challenging to locate and is practically non-existent. The study population consisted of 864 graduating seniors who completed the mandatory senior student satisfaction survey. Student demographic data from the University's information system as well as self-reported survey responses comprised the independent variables. This information was used to create thirty drivers of engagement categorized into five variable sets. The dependent variables, identified as behavioral indicators of engagement in student professional development activity, were derived from self-reported responses in the senior survey. A factor analysis was used to create a Total DV score relative to student engagement in professional development activity. Descriptive statistics provided a picture of each group of students. ANOVA and correlational analyses were used to determine the predictive factors (by variable sets) for professional development activity engagement (PDAE). Twenty-five of the thirty independent variables produced significant correlations (.000) spanning the five variable sets thereby indicating that multiple factors are ultimately involved in this complex model of student engagement in professional development activity.

Student Affairs by the Numbers aims to be the go-to-book for student affairs professionals who want to know the basics of quantitative research and statistics for their work. Books on assessment in student affairs tend to discuss processes more than research design and statistics. Most books on statistics share too much information for practitioners, overwhelming them and making it difficult to discern what they need to know. Since these books do not use examples from student affairs, it is even more difficult for practitioners to connect with new concepts. Student Affairs professionals need to know how to design a study, collect data, analyze data, interpret results, and present the results in an understandable manner. This book will begin by establishing the need for these skills in student affairs and then quickly move to how to develop a research culture, how to conduct research, how to understand statistics, and concluding with how to change our research/assessment behaviors in order to make higher education better for students.

Increasing Student Engagement and Knowledge Retention in an Entry-LevelGeneral Nutrition Course with Technology and Innovative Use of a Graduate-Level Teaching Assistant

The Incorporated Student in Alabama

The Impact of Participation in a Virginia Community College Orientation Program Course on Student Engagement, Satisfaction, Academic Achievement, and Retention

Improving Student Engagement and Retention with Marketing Strategies

Student Engagement and the Quality of Higher Education

Taylor 's 8th Teaching and Learning Conference 2015 Proceedings

An Exploration of Student Success and Satisfaction Using the National Survey of Student Engagement

Drawing together major global studies from leading researchers, this book presents novel results, ideas, and developments from the world's largest collaborative study of student engagement in higher education. It builds insight into contemporary higher education practice, policy, and research. The chapters are written by experts who lead student engagement research in nine diverse countries in Asia Pacific, North and South America, Europe and Africa. The book presents analysis, results, benchmark data, and case studies. It deep-dives into research programs, analytical capabilities, empirical situations, and development trajectories. The book updates earlier publications and charts emerging perspectives and development opportunities. The research contributions are for students of higher education, as well as for policymakers, advisors, and university administrators. Higher education practitioners and leaders around the world will enjoy this book.

Over the past 10 years, higher education has experienced dramatic changes due to online instruction, especially at community colleges. It is important to recognize the role of the college in the implementation of online techniques and strategies that can serve to engage students effectively in the online learning environment. However, very little is known about student engagement in online learning at the community college level. The present study is a replication of Robinson's 2006 study on student engagement at the 4-year university level, which used a modified nsse survey instrument. The purpose of this study was to measure the level of student engagement in online learning at the community college level and to determine if there was any relationship between engagement factors and student satisfaction with the institution in which the online course was taken through four nsse benchmarks. Additionally, this study analyzed to what extent were the factors of gender, age, and dependent care related to student engagement in the online learning environment. The participants in this study were 465 students enrolled in an online course at one of three community colleges in a multi-college district in a suburb of Southern California. A combined framework using Cheever and Galletta's Seven Principles for Good Practice and Kearsley and Smeiderman's Engagement Theory was chosen as the lens by which to examine and analyze the literature on methods and strategies used to engage students in the online learning environment. The data were analyzed through multiple quantitative methods--descriptive statistics, multiple regression analysis, and 2 x 2 x 3 factorial ANOVAs. The findings indicate higher than average levels of engagement and that student satisfaction with the community college in which the online course was taken in was positively correlated with three benchmarks. Finally, age was found to have a significant interaction with two benchmarks. Findings from this type of research may aid instructors and institutions on how best to develop and offer their online courses. Recommendations include ongoing research in online learning because of its continuously evolving nature. Areas for future research include replication in urban and rural areas. [The dissertation citations contained here are published with the permission of ProQuest Ilc. Further reproduction is prohibited without permission. Copies of dissertations may be obtained by Telephone (800) 1-800-521-0600. Web page: http://www.proquest.com/en-US/products/dissertations/individuals.shtml].

"This unique book explores exciting programs and initiatives that can both engage undergraduate students with academic libraries and assist academic librarians in creating a vibrant library atmosphere"--

Student engagement has been used as one of the antidotes to solve declining academic achievement and motivation among American students, especially urban high school students. In addition, student engagement has been a focus of higher education researchers and policy makers. After the higher education expansion, faculty and the public have observed and lamented the declining quality of higher education and Taiwanese undergraduates. The purpose of this study is to explore the nature of student engagement in Taiwan as well as factors that influence student engagement among Taiwanese undergraduates. It intends to sharpen and refine student engagement theory in the context of Taiwanese higher education and provide suggestions to improve the quality of higher education. The theoretical framework of this study assumes that student engagement is not independent from the interference of educational context, student-faculty interaction, and student characteristics. This study investigated student engagement in eight selected universities in Taiwan by using a revised version of the 2008 College Student Report from National Survey of Student Engagement (NSSE). Several methods are applied to analyze the self-reported survey data of 886 undergraduates: descriptive statistics, correlation, cluster analysis, t-test, factor analysis, and structural equation modeling. Descriptive statistics reveals demographic backgrounds while correlation explores relationships among factors that influence student engagement. This study uses structural equation modeling (SEM) to construct a model of student engagement based on this sample population in Taiwan. Cluster analysis assists in revealing characteristics of undergraduates in Taiwan. In order to compare the level of engagement differences among students assigned in different subcultures, the t-test is conducted. Finally, correlation analysis shows the strength of relationship among factors influencing student engagement. In general, this study's findings on the nature of student engagement correspond well to the findings in the extant literature of student engagement with the exception of emotional dimensions of student engagement. Specifically, this current study found that the willingness of Taiwanese undergraduates to take on challenges was more related to their emotional engagement than their cognitive engagement. As for factors affecting student engagement, this study found that the educational context is not related to student engagement, but student learning satisfaction is related to student engagement. Gender was the only demographic background feature that somewhat related to student engagement; however, gender influenced student engagement less than student subculture. Student-faculty interaction was highly related to student engagement and student subculture. Results of this study suggest the general profile of student subculture and student engagement in Taiwan that may be used to tackle complexity of student learning. Student-faculty interaction appears to have an important influence on student engagement and the quality of higher education in Taiwan. In addition, this study may offer useful recommendations in theoretical, methodological, and educational practices for researchers, educational practitioners, and policy makers on student engagement and the quality of higher education in Taiwan as well is in other nations.

Increasing Student Engagement and Retention Using Mobile Applications

Handbook of Research on Student Engagement

Piecing Together the Student Success Puzzle: Research, Propositions, and Recommendations

Smartphones, Skype and Texting Technologies

The Effects of Minority Student Engagement on College Satisfaction

Exploring Resources for Psychological Need Satisfaction

A Contextual and Analytical Study of Current Taiwanese Undergraduates

The purpose of this correlational research study was to examine the student engagement variables most likely to predict the academic success and satisfaction of African American male college students. Research suggests that African American males who are actively engaged in campus life gain more from the college experience and are more likely to succeed academically (Harper, 2012; Pascarella & Terenzini, 1991, 2005; Strayhorn, 2008b). This investigation used the National Survey of Student Engagement questionnaire to survey 3,000 students to learn what relationships existed between five student engagement variables and the students' perceived satisfaction with their overall college experience. There is a plethora of research that has examined the college experiences, engagement and academic success of minority students in totality (Fleming, 1984; Outcalt & Skewes-Cox, 2002; Strayhorn & DeVita, 2010; Watson & Kuh, 1996; Watson, Terrell, Wright, Bonner, Cuyjet, & Gold, 2002); however limited research exists specifically targeting the correlation between engagement factors and the academic success and college satisfaction of African American males (Greene, 2005; Harvey-Smith, 2002; Kimbrough & Harper, 2006; Outcalt & Skewes-Cox, 2002; Palmer, Davis, & Maramba, 2010). Utilizing a conceptual theory of student involvement based on the work of Astin (1984, 1999), this investigation employed multiple regression analysis to explore the relationship between five student engagement factors (Academic Challenge, Collaborative Learning, Faculty Interaction, Supportive Campus, and Enriching Experiences) and African American males' academic success and overall satisfaction with their college experience. Four research questions directed this study relative to the student engagement factors and institutional characteristics that best predict African American male satisfaction with their college experience. The results indicated that three variables significantly predicted the overall college satisfaction of African American males: Supportive Campus, Faculty Interaction, and Academic Challenge. Additionally, African American males attending private institutions reported a significantly higher mean score relative to their overall satisfaction with their college experience than those attending a public college or university, while no significance was found between African American males attending an historically Black institution as opposed to a predominately white institution. Conclusions drawn from the study lead to further questions surrounding how student engagement is defined and perceived by African American college students and higher education institutions. Further the study draws attention to the need to address and incorporate academic and co-curricular initiatives, services and policies in culture of higher education institutions that will enhance the college experience and ensure academic success, retention and matriculation of African American males.

Bridging the gap between higher education research and policy-making was always a challenge, but the recent calls for more evidence-based policies have opened a window of unprecedented opportunity for researchers to bring more contributions to shaping the future of the European Higher Education Area (EHEA). Encouraged by the success of the 2011 first edition, Romania and Armenia have organised a 2nd edition of the Future of Higher Education - Bologna Process Researchers' Conference (FOHE-BPRC) in November 2014, with the support of the Italian Presidency of the European Union and as part of the official EHEA agenda. Reuniting over 170 researchers from more than 30 countries, the event was a forum to debate the trends and challenges faced by higher education today and look at the future of European cooperation in higher education. The research volumes offer unique insights regarding the state of affairs of European higher education and research, as well as forward-looking policy proposals. More than 50 articles focus on essential themes in higher education: Internationalization of higher education; Financing and governance; Excellence and the diversification of missions; Teaching, learning and student engagement; Equity and the social dimension of higher education; Education, research and innovation; Quality assurance. The impacts of the Bologna Process on the EHEA and beyond and Evidence-based policies in higher education. "The Bologna process was launched at a time of great optimism about the future of the European project - to which, of course, the reform of higher education across the continent has made a major contribution. Today, for the present, that optimism has faded as economic troubles have accumulated in the Euro-zone, political tensions have been increased on issues such as immigration and armed conflict has broken out in Ukraine. There is clearly a risk that, against this troubled background, the Bologna process itself may falter. There are already signs that it has been downgraded in some countries with evidence of political withdrawal. All the more reason for the voice of higher education researchers to be heard. Since the first conference they have established themselves as powerful stakeholders in the development of the EHEA, who are helping to maintain the momentum of the Bologna process. Their pivotal role has been strengthened by the second Bucharest conference." Peter Scott, Institute of Education, London (General Rapporteur of the FOHE-BPRC first edition)

For more than two decades, the concept of student engagement has grown from simple attention in class to a construct comprised of cognitive, emotional, and behavioral components that embody and further develop motivation for learning. Similarly, the goals of student engagement have evolved from dropout prevention to improved outcomes for lifelong learning. This robust expansion has led to numerous lines of research across disciplines and are brought together clearly and comprehensively in the Handbook of Research on Student Engagement. The Handbook guides readers through the field's rich history, sorts out its component constructs, and identifies knowledge gaps to be filled by future research. Grounding data in real-world learning situations, contributors analyze indicators and facilitators of student engagement, link engagement to motivation, and gauge the impact of family, peers, and teachers on engagement in elementary and secondary grades. Findings on the effectiveness of classroom interventions are discussed in detail. And because assessing engagement is still a relatively new endeavor, chapters on measurement methods and issues round out this important resource. Topical areas addressed in the Handbook include: Engagement across developmental stages. Self-efficacy in the engaged learner. Parental and social influences on engagement and achievement motivation. The engaging nature of teaching for competency development. The relationship between engagement and high-risk behavior in adolescents. Comparing methods for measuring student engagement. An essential guide to the expanding knowledge base, the Handbook of Research on Student Engagement serves as a valuable resource for researchers, scientist-practitioners, and graduate students in such varied fields as clinical child and school psychology, educational psychology, public health, teaching and teacher education, social work, and educational policy.

Community colleges have traditionally struggled with student retention. A growing subset of today's community college students seek degree programs that will not only fortify their minds, but prepare them to meet current workforce demands. The post-recession view of community colleges as engines of change, relative to affordability and gainful employment, has prompted government officials and college leaders to explore ways to best meet students' needs from enrollment to graduation. This study examined the effects of infusing relationship-marketing strategies into academic advising practice to improve student retention. The researcher believes that service augmentation and relationship customization can significantly improve student-institution bonds. The conceptual framework for this study is grounded in Tinto's student engagement model (retention), Berry's relationship-marketing approach, and academic advising theory. The researcher used an explanatory mixed-methods design to explore the following research questions: (a) How can relationship-marketing strategies be used to improve the formation of affective advisor-advisee bonds? (b) How does academic advisors' implementation of relationship-marketing strategies impact student retention? And (c) What is the relationship between students' satisfaction with academic advising and retention rates? This research used an explanatory mixed-methods approach and a sample of 93 students and four professional academic advisors to examine the impact of relationship-marketing on student retention. The results indicated that relationship-marketing concepts, namely service augmentation and relationship customization were strong determinants of affective advisor-advisee bonds. The results also indicate that students' retention behavior was strongly determined by advisor-advisee bonds and a sense of belonging to the institution. Student satisfaction with the advising process was also a contributing factor in their decision to remain enrolled at the college. In addition, trust, honesty, and openness in the relationship-building process was a strong determinant of a student's decision to return. The findings of this study suggest that a comprehensive, authentic approach to developing, managing, and maintaining student relationships can impact student satisfaction with the university and their college experience.

Across the Disciplines, Across the Academy

Engaging Undergraduates for Social Justice, Social Change and Responsible Citizenship

Using Reflection and Metacognition to Improve Student Learning

Higher Education in the Digital Age

ACADEMIC AND CAMPUS EXPERIENCES OF AFRICAN AMERICAN MALES

Evaluating Teaching and Learning

Proceedings of the 3rd International Conference on Economics, Business and Economic Education Science, ICE-BEES 2020, 22-23 July 2020, Semarang, Indonesia

Higher student enrollment rates and evolving student expectations are current challenges for many universities. Today's students expect teaching pedagogy that integrates technology and offers flexibility. Blended course designs provide both of these things because they include both face-to-face and online learning opportunities. Utilizing web-based learning platforms, now offered by many college textbook publishers, can also enhance a student's online learning experience and performance. This research focuses on a blended-design general education nutrition course offered at Utah State University(USU). Prior to Fall 2015, 0 -MasteringU+ (Pearson Publishing)was the web-based learning platform being used in this course.A separate study, completed in 2015, assessed the

efficacy of Mastery over two consecutive semester periods and concluded that it was ineffective in increasing students' final letter grade or improving knowledge retention. As a result, Mastering was replaced by anew web-based learning platform,called 0 -Connect0 + (McGraw Hill Publishing). One of the purposes of this study was to evaluate Connect.Students who used Connect earned higher final grades and showed increased knowledge retention rates at the end of the semester compared to students who had used the old platform (Mastering). When below-average and above-average pre-test score groups were compared, there was no statistical difference between Mastering andConnect on students' knowledge retention rates on a post-test administered 4 months after course completion. We also found that, like Mastering, the knowledge retention rate for students who used Connect increased the most among the students who scored the lowest on an initial assessment of nutrition-related knowledge. One complaint of blended courses that students often report is a feeling of disconnection or decreased engagement.A second part of this research measured self-reported rates of student satisfaction and engagement to determine the effect, if any, of additional technological tools (Google+, for example) and greater interaction and support from a graduate-level teaching assistant (TA). Compared to the class without the additional tools and TA support, final grade, course satisfaction level,and student attendance rate improved in the classes that did incorporate these things. A student engagement survey was given at the beginning and end of the semester to measure the change in the engagement level during the semester.Interestingly, freshman students earned higher final grades than upper classmen and student engagement rates decreased as the semester progressed. Overall, the Connect platform and the additional tools and TA support had desirable effects, including greater student-reported levels of course satisfaction and improved academic performance. Also, it appears that these additional components helped at-risk students the most-especially freshmen students and students who scored low on the pre-test that measured existing nutrition knowledge at the beginning of the course.

Research has identified the importance of helping students develop the ability to monitor their own comprehension and to make their thinking processes explicit, and indeed demonstrates that metacognitive teaching strategies greatly improve student engagement with course material. This book -- by presenting principles that teachers in higher education can put into practice in their own classrooms -- explains how to lay the ground for this engagement, and help students become self-regulated learners actively employing metacognitive and reflective strategies in their education. Key elements include embedding metacognitive instruction in the content matter; being explicit about the usefulness of metacognitive activities to provide the incentive for students to commit to the extra effort; as well as following through consistently. Recognizing that few teachers have a deep understanding of metacognition and how it functions, and still fewer have developed methods for integrating it into their curriculum, this book offers a hands-on, user-friendly guide for implementing metacognitive and reflective pedagogy in a range of disciplines. Offering seven practitioner examples from the sciences, technology, engineering and mathematics (STEM) fields, the social sciences and the humanities, along with sample syllabi, course materials, and student examples, this volume offers a range of strategies for incorporating these pedagogical approaches in college classrooms, as well as theoretical rationales for the strategies presented. By providing successful models from courses in a broad spectrum of disciplines, the editors and contributors reassure readers that they need not reinvent the wheel or fear the unknown, but can instead adapt tested interventions that aid learning and have been shown to improve both instructor and student satisfaction and engagement.

This book outlines how undergraduate students engage with civic and community projects and how this can be encouraged by their universities. It also explores how universities can build on this involvement and develop undergraduates' civic and democratic capacities, including programmatic strategies and conceptual frameworks for understanding the students' activities. As higher education across the globe experiences increasing student numbers it is important to understand how students engage with civic and community service.

The incarceration rate in the United States is slowly declining after decades of record growth. The result of this decline is a growing number of formerly incarcerated individuals reentering society. It is known that by participating in education while incarcerated, individuals are 28% less likely to recidivate following release (Bozick, Steele, Davis, & Turner, 2018). Alabama's recidivism rate in 2015 was 29.3%, with approximately 3,149 out of 10,715 released individuals returning to prison (Alabama Department of Corrections, 2018). Most often the measurement of successful educational programing is based on outcomes of recidivism rates and job placement without regard to the benefits of student engagement and the success that comes from the academic environment. While much is known about student engagement in community colleges and four-year institutions, little is known about the implications of engagement for incarcerated students in a technical college setting. This exploratory quantitative study sought to explore incarcerated student engagement in career and technical education (CTE) by utilizing a new survey instrument, the Incarcerated Student Engagement Questionnaire (ISEQ), to systematically collect data in the areas of program engagement, academic engagement, and student aspirations. The results indicated that students enrolled in CTE classes through the technical college exhibited high levels of engagement. Factors of engagement were predictive of overall student satisfaction. Additionally, engagement factors were predictive of students' perception of courses inspiring them to think in new ways.

A STUDY OF UNDERGRADUATE BUSINESS MAJORS

Technology Issues and Strategies for American Colleges and Universities

Quantitative Research and Statistics for Professionals

The European Higher Education Area

Student Engagement in Law Schools

ICE-BEES 2020

Learning in times of COVID-19: Students', Families', and Educators' Perspectives

In the challenging digital economy, bridging the gap between the external stakeholder and business entities through effective applications of technology carries more importance than ever before. By building a strong online presence and maintaining a long-lasting relationship with valuable customers through high-quality customer experience, companies continue to thrive during this digital age. The Handbook of Research on Technology Applications for Effective Customer Engagement is a pivotal reference source that provides vital research on the utilization of the best research practices for consumer satisfaction and loyalty. While highlighting topics such as target marketing, consumer behavior, and brand equity, this publication explores the applications of modern technology in marketing as well as recent business activities of international companies. This book is ideally designed for business professionals, practitioners, marketers, advertisers, brand managers, retailers, managers, academics, researchers, and graduate-level students.

We proudly present the proceedings of 3rd International Conference on Economics, Business and Economic Education Science 2020 (ICE-BEES 2020). It focuses on the relation of economics, business, education, environment and sustainable development. The issue of economics and sustainable development is important today, especially in the time of Covid-19, not only globally, but also Indonesia nationally to the local level. There are several important issues related to this, both institutionally and the relationships between individuals and groups in supporting the agenda of sustainable development. More than 150 manuscripts were presented at this conference with around 49 of them selected to be published in proceedings. We hope by this conference, discussions on the importance of sustainable development will increasingly become an important concern together and bring better response from the government and social relations for development.

Previous research has demonstrated that higher education creates distinct challenges to first-generation students' well-being and motivation in university. Amid growing interest in psychological interventions to support first-generation students' well-being in college, this study used the self-determination theory of basic needs as a framework to examine these students' resources and strategies. Previous research within this framework has emphasized teaching practices to boost student engagement through support for autonomy, competence, and relatedness. However, much remains to be explored regarding students' active role in need fulfillment and agentic efforts to reshape their learning environments. Beliefs and strategies regarding self-determination have also been linked to orientations toward autonomy satisfaction as asserted (self-reliant) or assisted (reliant on supportive environments and relationships). This study sought to extend our understanding of how inner and environmental resources intertwine in first generation students' active pursuit of psychological well-being. First-generation students (n=212) were surveyed regarding their beliefs, perceived resources for psychological need satisfaction in college, and agentic engagement. This mixed-method study integrated findings from correlation and regression analyses, used to examine associations between student beliefs, perceived need support, and agentic engagement, with findings from the analysis of qualitative responses regarding students' salient experiences of need satisfaction or frustration in college. Results demonstrate that first-generation students' interdependent motives for college may coincide with either asserted or assisted orientations toward experiencing autonomy, but only an assisted orientation was linked to significantly greater overall satisfaction in college. However, alongside supportive teacher practices, the orientation toward asserted autonomy predicted increased agentic engagement in college classes. Participant narratives highlighted how environments and relationships in college life also were connected with first-generation students' proactive efforts to fulfill their psychological needs. This research develops an understanding of how the college environment, instructors, and learners' own agentic efforts help nurture first-generation students' inner motivational resources

This study examines the relationship between student goal orientation and student satisfaction, academic engagement, and achievement. A variety of studies has shown that the type of goal orientation determines students' cognitive and behavioral reactions as well as their educational performance. Using data on 2309 college students from the University of California Undergraduate Experience Survey (UCUES), this study analyzes the relationship between different types of goal orientations and student behavior and academic outcomes. Three questions are addressed in this paper: First, it explores how students can be classified according to their goal orientation. Second, the study examines how multiple achievement goals relate to different socio-demographic characteristics. Third, the relative influence of goal orientation on indices of satisfaction, achievement, and academic engagement among undergraduate students is assessed. The results support the notion that students pursuing both mastery and performance goals are more satisfied with their academic experience, show a higher degree of academic engagement, and achieve better grades than students who pursue a mastery orientation alone or a work-avoidance/performance orientation. One practical implication of the study of goal orientation is that student applicants could be screened on the basis of both a high mastery as well as a high performance orientation. Items and Reliabilities for Scales Used in the Study are appended. (Contains 1 table and 7 figures).

The Effect of Social Class on First-year College Student Engagement and Satisfaction

ASHE Higher Education Report

Predicting Academic Performance and College Satisfaction from Personality, Social Support, and Student Engagement

The Role of Student's Motivational Resources and Semester Long Group Experiences on Student Engagement in the College Classroom

A practical handbook for colleges, universities and the scholarship of teaching

99 Tips for Creating Simple and Sustainable Educational Videos

Handbook of Research on Technology Applications for Effective Customer Engagement

Creating the conditions that foster student success in college hasnever been more important. As many as four-fifths of high schoolgraduates need some form of postsecondary education to beeconomically self-sufficient and manage the increasingly complexsocial, political, and cultural issues of the 21st century. Butabout 40 percent of those who start college fail to earn a degreewithin 6 or 8 years, an unacceptably low number. This report examines the complicated array of social, economic,cultural and educational factors related to student success incollege, defined as academic achievement, engagement ineducationally purposeful activities, satisfaction, acquisition ofdesired knowledge, skills and competencies, persistence, andattainment of educational objectives. Although the trajectory for academic success in college isestablished long before students matriculate, most institutions can do more than they are at present to shape how students prepared forcollege and they engage in productive activities after theyarrive. This is the 5th issue of the 32nd volume of the Jossey-Basseries ASHE Higher Education Report. Each monographis the definitive analysis of a tough higher education problem,based on thorough research of pertinent literature andinstitutional experiences. Topics are identified by a nationalsurvey. Noted practitioners and scholars are then commissioned towrite the reports, with experts providing critical reviews of eachmanuscript before publication.

Autonomy and Agentic Engagement Among First-generation College Students

Student Affairs by the Numbers

Multiple Goals, Satisfaction, and Achievement in University Undergraduate Education

SERVICE QUALITY AS A PREDICTOR FOR ACADEMIC ENGAGEMENT, ACADEMIC PERFORMANCE, AND STUDENT SATISFACTION.

Between Critical Reflections and Future Policies

Examining Student Retention and Engagement Strategies at Historically Black Colleges and Universities

College Student Satisfaction Engagement Survey 2016-17