

## **As you come in, talk to your neighbor about...**

- What student engagement opportunity are you ***most familiar*** with?
- What student engagement opportunity are you ***least familiar*** with?



# **Mapping the Student Engagement Journey: Discoveries from a Faculty Fellow Project**

Hailley Fargo & Ally Mastrangelo

*Student Engagement Network Summit  
November 13, 2019*

**Hello!**



**Hailley Fargo** (she/her/hers)  
*Student Engagement  
Coordinator, University Libraries  
SEN Faculty Fellow  
Tweets @hailthefargoats*



**Ally Mastrangelo**  
(she/her/hers)  
*Undergraduate research  
assistant  
Senior, Labor & Employment  
Relations and Psychology*

# Online presence

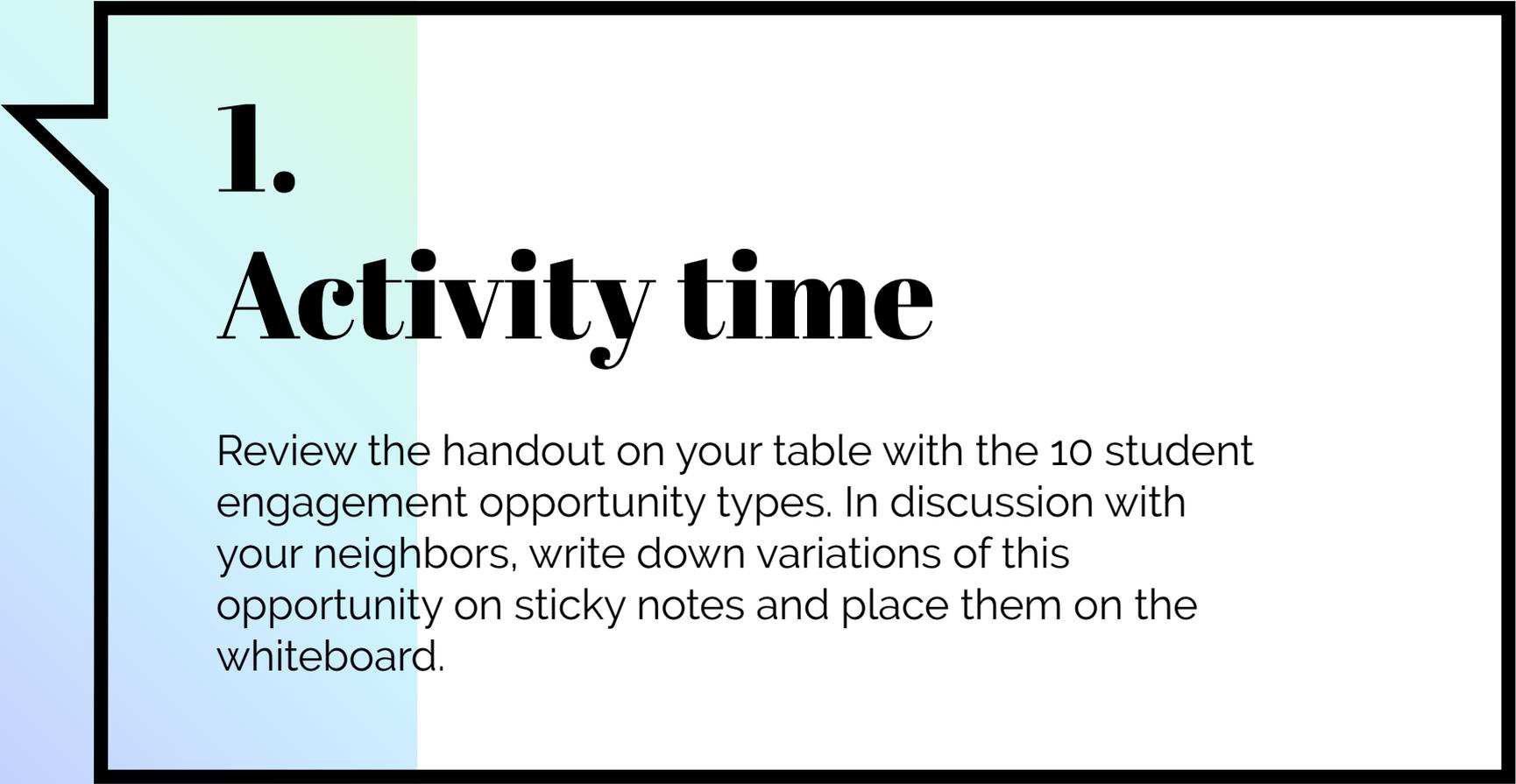
Use the hashtag #mappingSE

Explore our blog: <http://bit.ly/mappingSE>

**Let's take a poll.**

**Two questions at**

**<http://bit.ly/summitpoll19>**



**1.**

# *Activity* time

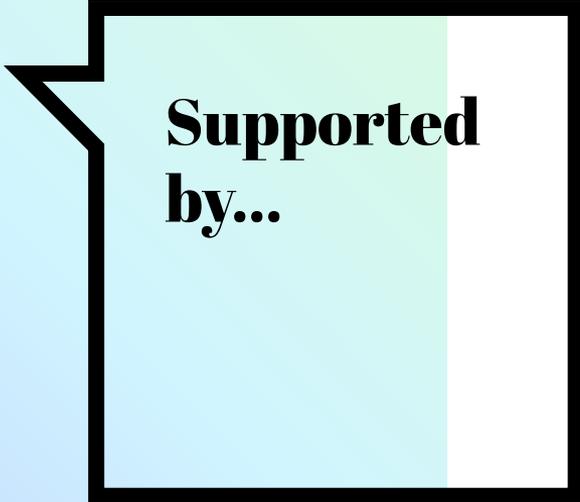
Review the handout on your table with the 10 student engagement opportunity types. In discussion with your neighbors, write down variations of this opportunity on sticky notes and place them on the whiteboard.

**“ How does a Penn State student navigate the student engagement landscape? What do these experiences look like?”**

**2.**

# **Project overview**

*An exploratory, qualitative research project*



**Supported  
by...**

**Institute for Research Design in  
Librarianship (IRDL)**

**Student Engagement Network  
Faculty Academy**

**University Libraries**



## **Research questions**

- How do undergraduate students discover student engagement opportunities at Penn State?
- Why do students choose particular student engagement experiences?
- Are student engagement opportunities linked? Do their experiences build off one another or are they treated as individual, non-linked experiences?

**Research  
questions,  
*library  
focused***

- How do library services and support enhance student engagement experiences?

*If we know how students think about consuming and creating information, we might be able to find new ways to integrate information literacy with student engagement opportunities.*

# Project scope

- Interview 24 students, across the 12 colleges at University Park
- Part of the interview includes a journey map, where students identify their student engagement experiences at Penn State
- Conducted within the 2019-20 academic year

## **Hiring an undergraduate research assistant**

- Important to have a student perspective
- Meta student engagement experience
- Looking for a student who cared about student engagement, and wanted to learn more about libraries and qualitative research

**3.**

***Ally***



## Mapping the Student Engagement Journey



# My Path to Graduation



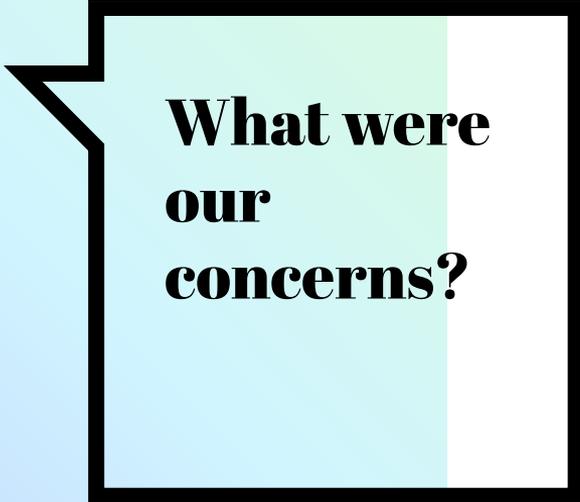
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# **Putting together our data set**



**Who do we  
want to  
interview?**

- Sophomore, junior, or senior class standing
- Located at University Park
- Have participated in at least one student engagement opportunity
- Interview sample to be distributed across colleges



**What were  
our  
concerns?**

- Ending up with a weighted sample
- If we reached out to stakeholders in each college, we might end up with the same type of really involved, face-of-the-college student

**“ What if we identified a stratified random sample?”**

# 31,307

*Potential number of student names we would have if we just pulled information from the 2018-19 year...*

**“ What classes offered at  
Penn State indicate  
student engagement?”**

**295, 395, 495**

Internship courses

**-94 and sometimes -96**

Undergraduate research

**-99**

Study abroad courses

# Peer mentoring

Code code/number	Course name
CI 200	Curriculum & Instruction
CAS 490	Peer tutoring for public speaking
ENGL 250	Peer tutoring in writing
APLNG 250	Peer tutoring for multilingual writers
HIED 302	The Role of the Resident Assistant: Theory and Practice
HIED 303	Leadership Development Through Orientation
EDTHP 434	Honors teaching experience for Leadership Jumpstart
BIOL 251	Peer leadership in biology
BBH 324	HealthWorks Peer Education training

**Service  
learning &  
courses with  
out-of class  
components**

Code code/number	Course name
GEOG 493	Geography course around service learning
HONOR 493H	Honors version of a supervised service learning experience
LER 497	Human Resources & Technology, with an optional week-long trip to Silicon Valley
MGMT/IST/ENGR 426	Invention Commercialization

**“ We know we don’t have a comprehensive list, but we think it’s a good starting point.**



**So our  
sample...**

- Students who took any of these courses in the 2018-2019 year
- Still had to be “active” this year (haven't graduated)
- With credits between 29.1 - 149.1+ credits\*\*
- Sample divided into colleges
- **6,312** students in our sample

\*\*Assuming those credits loosely line up to students who are sophomores-seniors

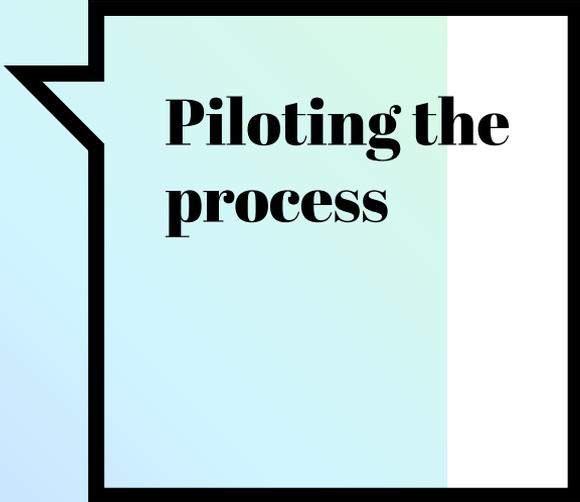
**5.**

**Getting ready**

## Putting the questions together

Matrix questions, to be asked for each experience, in any order. Mark questions as they have been asked. Questions in green indicate that it must be asked. Red is for most challenging.

	<b>Pre-experience</b>	<b>Example or potential Q</b>	<b>Post-experience</b>
Discovery	How did you discover this opportunity?	Was there something special or important to know about the person who helped you find or showed you the opportunity?	Once the experience concluded, did you discover any related opportunities you wanted to pursue?
Motivation	What motivated you to seek out this opportunity?	For challenging: Can you tell me about a time during your experience where motivation helped you continue through?	What were you motivated to do after you completed this engagement experience?
Learning	What were you hoping to learn during the experience? Was there anything you expected to learn during [experience name]		What do you think are one or two lessons from this experience that have influenced you after you completed [experience name]?
Skills	What skills were you expecting to gain from this experience?	Can you tell us of a moment during your experience where you felt like you had mastered a skill or were using a new skill?	How have these skills allowed you to pursue or do other things?
Information literacy, research process, & finding information	How did you find information on either the experience or leading up to the experience to prepare you? How did that research process influence the experience?	Can you tell us of a moment during your experience where you had to do research to find information or to solve a problem? What did that process look	What did you do with the new information you learned during [experience name]? Did you share this experience with anyone?



## **Piloting the process**

- Interviewed five students (including Ally) before recruitment
- Some had experience with SEN, others were brand new
- Confirmed that we had the right questions and prepared us for the real thing!

**6.**

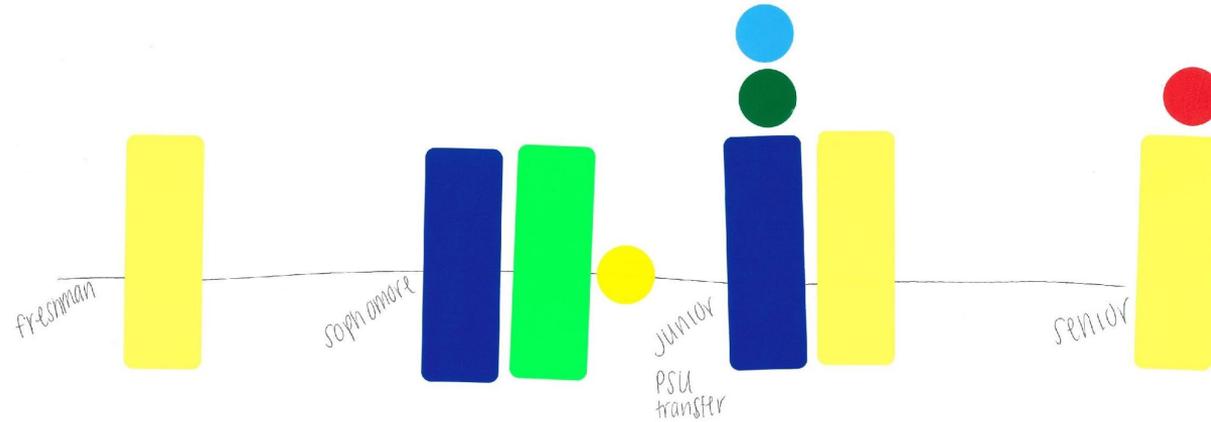
**Results so far**

## **Recruitment**

- 40+ emails sent
- 6 students interviewed
- Recruit on a weekly basis

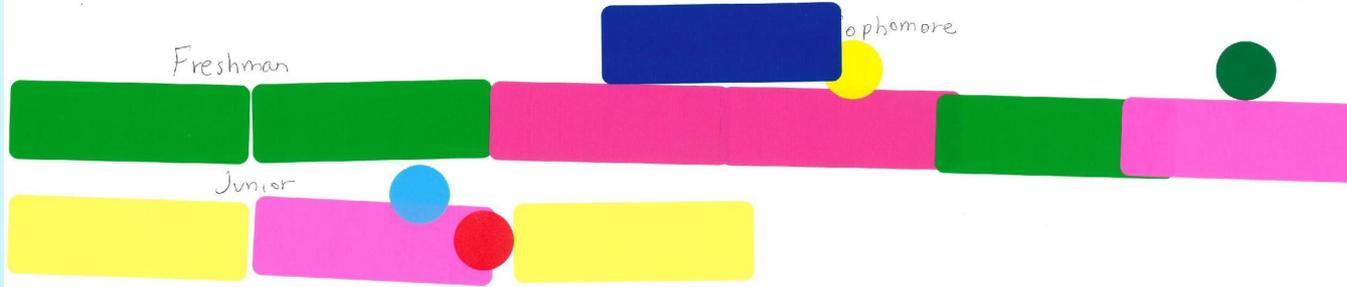
*Recruiting by colleges: HHD, Communications, Liberal Arts, Eberly, Arts & Architecture, EMS, Smeal, & Education*

## Experience Timeline



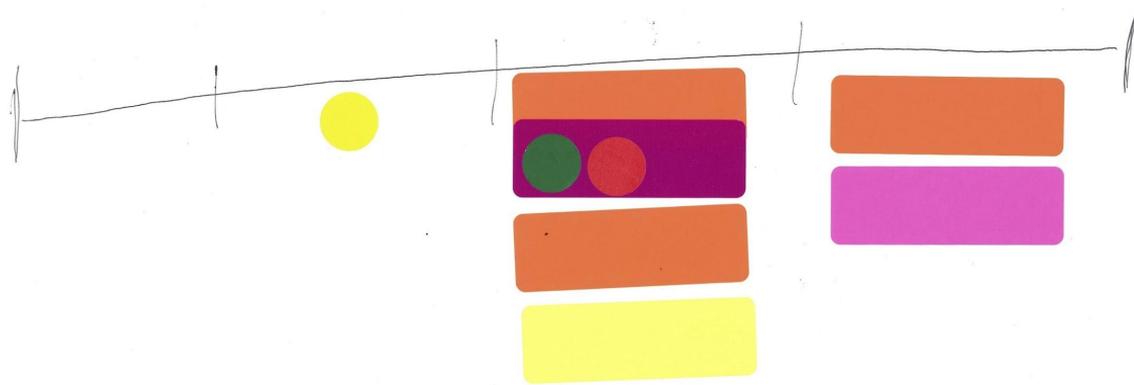
**“ Being in a sorority teaches professionalism. It’s not just about joining an organization and having friends, it’s a lot about how you carry yourself...”**

# My Growth Journey



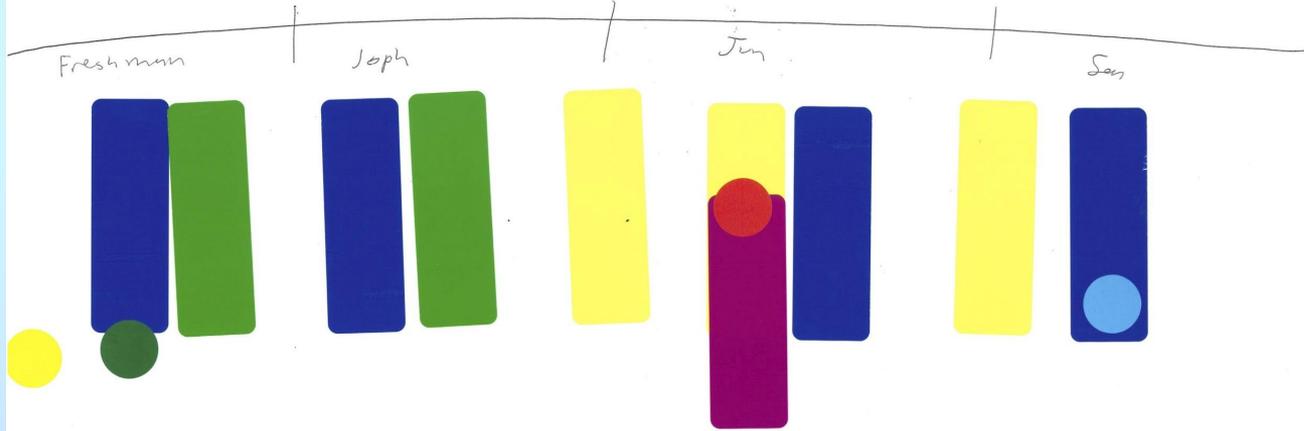
**“ Before I came to college people definitely put it in my mind that I have to get involved because it’s important for resume reasons.**

Process Path to Morocco



**“ That was a big problem I had with Penn State...the way social life is structured here, it’s like, “You have to join a club to have friends...”**

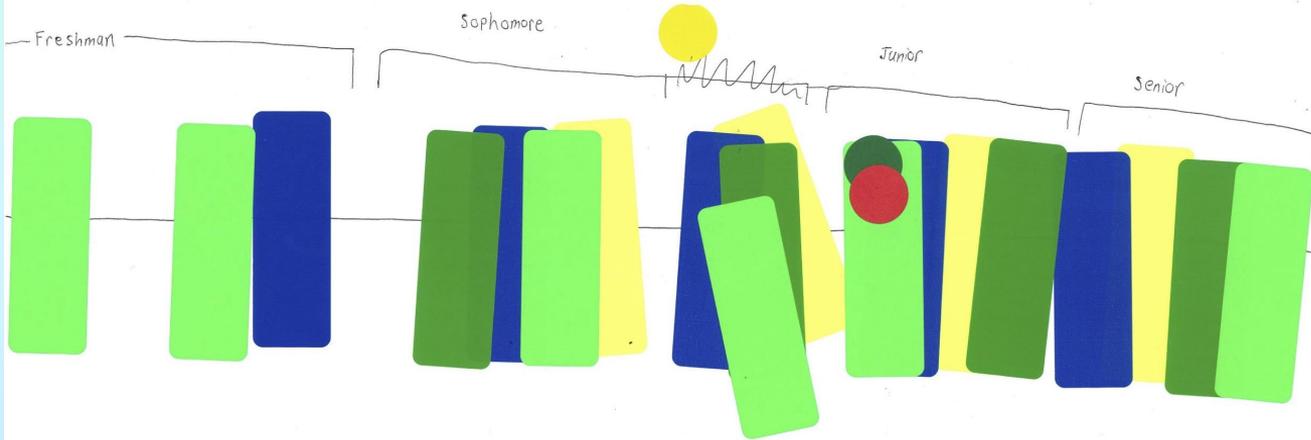
Justin Dec



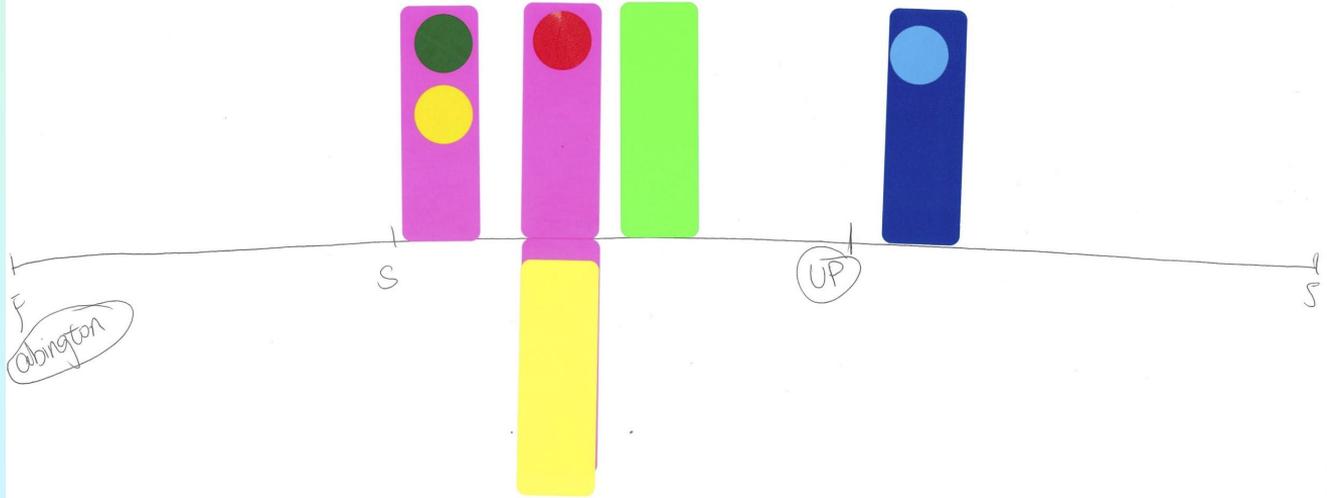
- **Brendan, Communications, senior**

**“ Experiences like these...it was incredibly vital and important to developing a better understanding of what I wanted to do.**

Pablo



**“ Ohh...I used Interlibrary Loan to get a piece that we played...it’s so cool that they do that.**



Rainbow

**“ Lots of students when they think about library, they think about this place as a study place, not as a resources they can talk to other people and get help...”**

# Themes

- Professional development drives engagement choices, especially in colleges we've interviewed so far
- Many participants so far have joined a first. Many mention the involvement fair as a "gateway"
- We've seen all growth areas, but ethical reasoning is less seen/spoken about
- Peers/family/faculty & staff impact/influence engagement choices

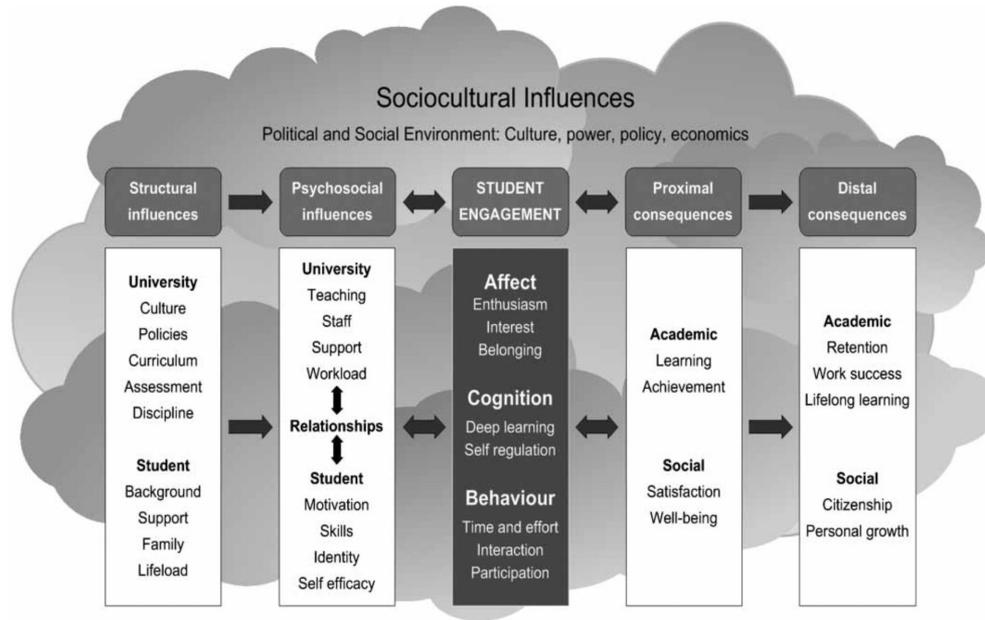
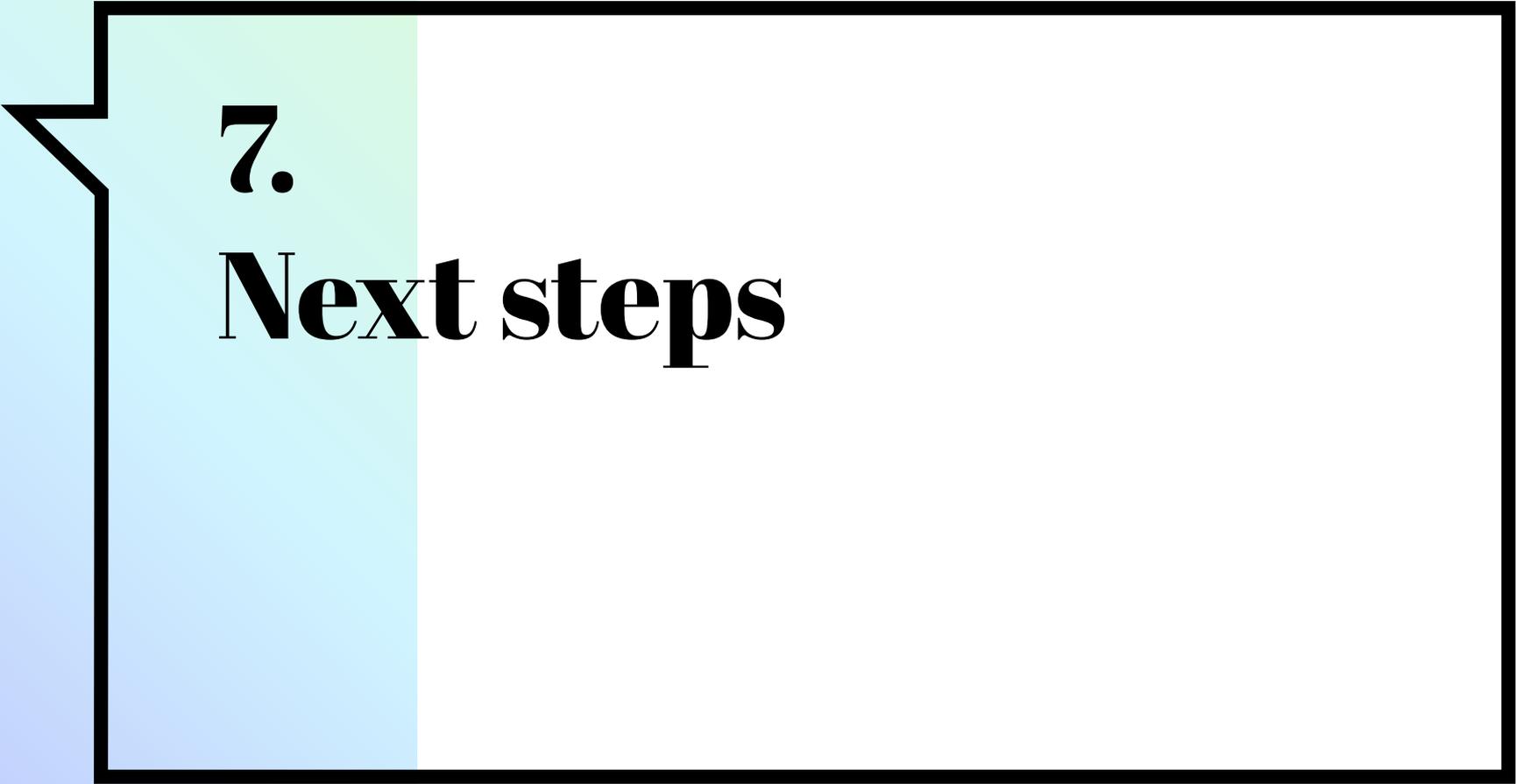


Figure 1. Conceptual framework of engagement, antecedents and consequences.

From Kahu, E. R. (2013). Framing student engagement in higher education. *Studies in Higher Education*, 38(5), 758–773. <https://doi.org/10.1080/03075079.2011.598505>

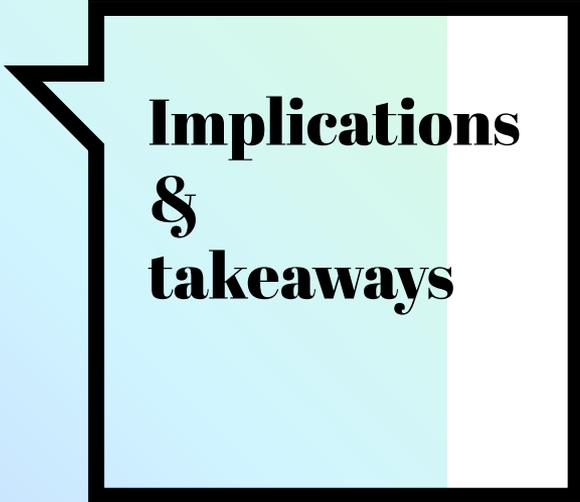


**7.**

**Next steps**

**December  
2019 - May  
2020**

- Finish interviews with 24 students
  - Transcribe and code results
- Continue having conversations around our discoveries, at Penn State, in higher education, and in libraries
- Pursue publication & presentation opportunities



## **Implications & takeaways**

- Each map looks different, and we should honor that
  - *Students view continual student engagement experiences in different ways*
- Faculty/staff interactions can play a HUGE role
- Student engagement opportunities can be required for graduation, impacts motivation

**“ I actually wasn’t considering Penn State...they [woodwind faculty] somehow found my high school...and I got to meet...the clarinet teacher...we worked really well together...It was a sign.**

- Ailene

**“ As an intern...I know the advisor knows things, but you just need to ask them the correct questions.**

**- Nina**



**What takeaways  
do you see?**

# Future directions

- Explore possibility of creating a survey
- Extend this research to Commonwealth campuses
- Method could be applied to other institutions, based on their definition of student engagement

# Thanks!

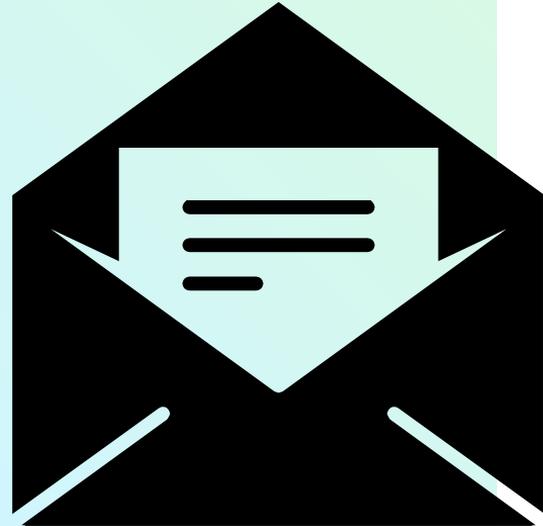
Any questions?

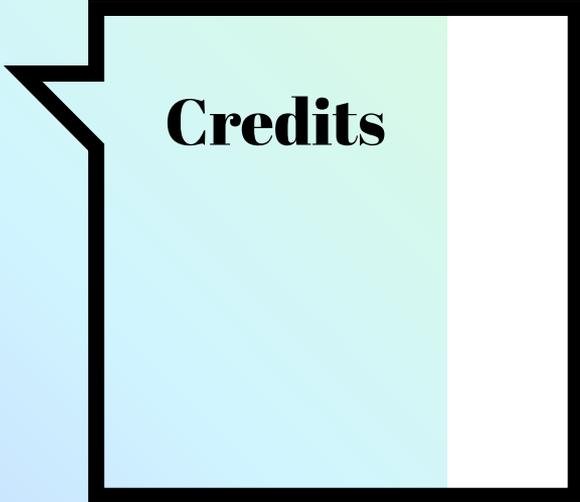
Please get in touch!

[hmf14@psu.edu](mailto:hmf14@psu.edu)

[arm38@psu.edu](mailto:arm38@psu.edu)

<http://bit.ly/mappingSE>





## Credits

Special thanks to all the people who made and released these awesome resources for free:

- Presentation template by [SlidesCarnival](#)