

Exploring Student Engagement and Gender Identity

Presentation at the 2015 AAC&U's Diversity, Learning, and Student Success Conference, San Diego



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Session Objectives

- Understand more about the gender identities of college students
- Understand about how students with different gender identities engage in effective educational practices
- Plan to make relevant change on your own campus

Session Outline

- Brief overview of NSSE and NSSE's new question about gender identity
- Overall findings about different gender identities
- Findings about the engagement of students with different gender identities
- Discussion
- Plans for action on individual campuses

Before We Begin...

What conversations about gender identity are happening on your campus right now?

Thinking Further...

What is your campus doing to investigate gender identity and student experiences?

Asking about Gender

Before

After

Your sex:

- Male
 Female

Why Change Now?

Why we hadn't changed:

- Consistency
- Very small numbers for some response options, survey practice
- Quantitative difficulties
- Does this matter to engagement/is there a literature base?

Why we changed:

- Increase inclusivity
- Increased attention in higher education
- Fortunate timing—survey overhaul
- Energy behind using the data

Asking about Gender

Before

Your sex:

- Male
- Female

After

What is your gender identity?

- Man
- Woman
- Another gender identity, please specify:
- I prefer not to respond

Overall Results

What is your gender identity? (n=376,076)

- 34.6% Man
- 63.6% Woman
- 0.3% Another gender identity
 - 1,096 respondents
 - 85% wrote in a response
 - Ranges from 0% to 2.7% by institution
- 1.5% I prefer not to respond

What did students write in?

- What is your gender identity?
 - Another gender identity, please specify:

What kinds of responses do you expect to see?
What responses do you think were most popular?

Another Gender Identity: Top 4

- 25% genderqueer, nonbinary (n=277)
- 12% gender fluid, fluid, polygender (n=131)
- 10% agender, gender neutral, etc. (n=112)
- 10% transgender, trans, FTM, MTF, etc. (n=111)

Any surprises?

Another Gender Identity: Some Smaller Groups

- 4% androgynous, androgyne (n=38)
- 2% cisgender, cis-man, cis-woman, etc. (n=25)
- 2% bi-gender (n=24)
- 2% nonconforming (n=22)
- 2% two spirit, third gender, pangender, other (n=20)

Another Gender Identity: Other Responses

- 15% [blank] (n=159)
- 12% invalid responses (n=131)
- 2% sexual orientation: gay, lesbian, etc. (n=24)
- 2% questioning (n=16)
- 1% gender expression: masculine, feminine, etc. (n=6)

Any groups you expected to see but didn't?

Engagement

- Higher-Order Learning
- Reflective & Integrative Learning
- Quantitative Reasoning
- Learning Strategies
- Collaborative Learning
- Discussions with Diverse Others
- Student-Faculty Interaction
- Effective Teaching Practices
- Quality of Interactions
- Supportive Environment
- Perceived Gains

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Where do you expect to see differences by gender identity?

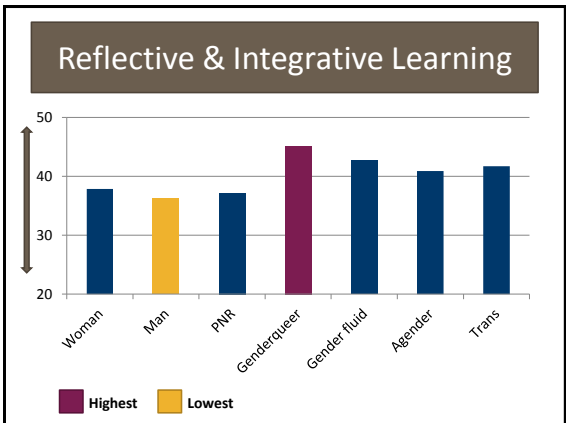
Engagement Differences Overall

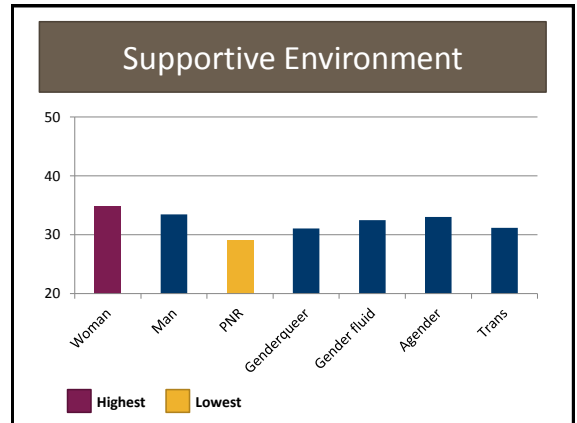
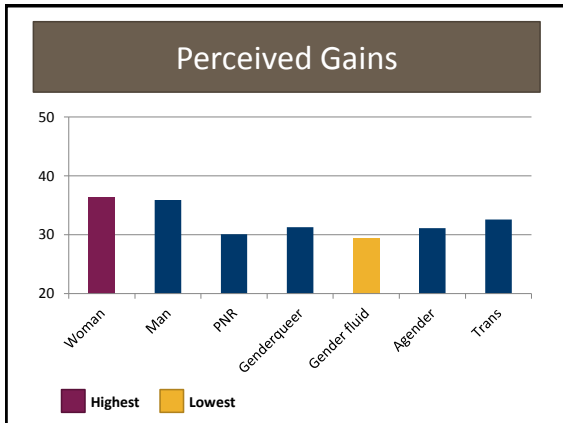
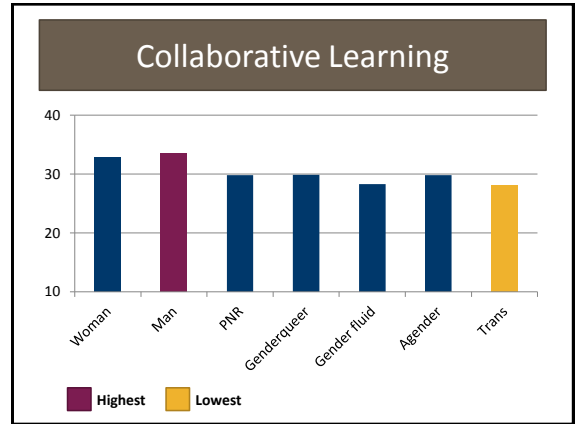
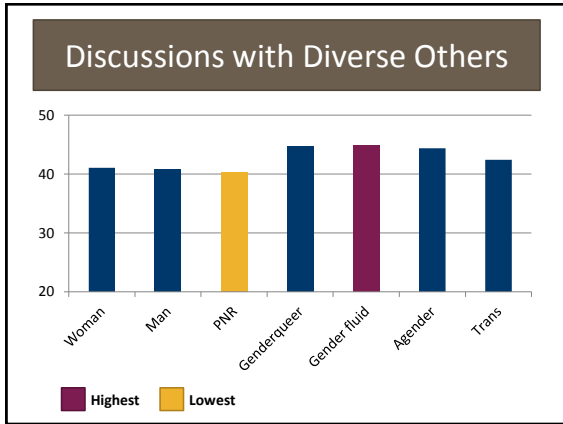
Lower Engagement	Higher Engagement
<ul style="list-style-type: none"> • Higher-Order Learning • Quantitative Reasoning • Learning Strategies • Collaborative Learning • Effective Teaching Practices • Quality of Interactions • Supportive Environment • Perceived Gains 	<ul style="list-style-type: none"> • Reflective & Integrative Learning • Discussions with Diverse Others • Student-Faculty Interaction

Engagement Differences Overall

Lower Engagement	Higher Engagement
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How might this differ within gender identity?





Discussion

- What have you learned from these results?

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- What else would you like to know?
- How does your work on campus connect to these results?

Plans for Action: Step 1

- Things to think about:
 - What do you want to start or change?
 - At what level (course, department, campus, etc.) do you want to begin your work?
 - Who needs to be part of your conversation?
 - What resources do you have available?
 - Who might partner with you?
 - Who has information or how could you get information like this on your campus?
 - What kinds of helpful information can researchers provide?

Plans for Action: Step 2

- Identify some concrete goals
 - What is your first step?
 - What can you accomplish next week?
 - What can you accomplish next month?
- What challenges will you face?
- How can you sustain momentum?

Final thoughts and questions?



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Extra Slides

