

Chapter XIII: STUDENT INTERVIEW PROJECT

Who takes it?

Volunteers from a random sample of students complete the Interview Project. The University Assessment Committee selects one or two class levels (e.g., first year students, seniors) from which the sample is drawn.

When is it administered?

The Interview Project is administered during roughly the first half of the spring semester.

How long does it take for the student to complete the interview?

The interview plus accompanying questionnaires require about 30 minutes.

What office administers it?

The Interview Project is administered by the University Assessment Committee and the Chair of the Student Interview Project, plus additional volunteers, including students, faculty, and University administrators. Interviews are conducted by a faculty member or administrator plus a student co-interviewer.

Who originates the questions?

The University Assessment Committee and the Chair of the Student Interview Project write and assemble the project materials.

When are results typically available?

Results are usually available at the end of the summer following data collection.

What type of information is sought?

The University Assessment Committee selects questions based on current curricular or co-curricular topics of interest to the University. In 2008 interviewees reported about their engagement as students at Truman State University.

From whom are the results available?

Results of the Interview Project are available from the Provost's Office and the Chair of the Interview Project.

To whom are the results typically available?

Results are available to the Assessment Committee and the University community through University-wide conferences and this *Almanac*.

Are the results available by department or discipline?

Results are not broken down by department or discipline.

Are the results comparable to data of other universities?

The results are not directly comparable with other institutions.

Executive Summary

In the 2007 and 2008 Student Interview Projects, interviewees described faculty and staff members' behaviors that influenced interviewees' engagement as students at Truman State University. Reliably across the year 2007 ($N = 112$) and 2008 ($N = 116$) samples, interviewees identified specific behaviors in the classroom, outside of the classroom, and during academic advising that increased and decreased their engagement. Further, the interview's correlation with standardized measures of college satisfaction and engagement supported its validity.

The tone of faculty and staff members' interpersonal behavior and their responsiveness to students were prominent in interviewees' reports. Interviewees said that warm, friendly, personable behavior from faculty and staff increased their engagement, whereas cold, aloof, abrupt behavior decreased their engagement. Interviewees also reported that faculty and staff members who tailored presentation of informal (e.g., shared leisure interests, personal experiences) and formal (e.g., graduation requirements, examples to illustrate lecture concepts) information in response to students' backgrounds, current interests and activities, and future plans increased their engagement, whereas unresponsiveness to students in the classroom, outside of the classroom, and during academic advising decreased students' engagement.

Additional important behaviors were more specific and context dependent. The greater and lesser availability of faculty and staff to students outside of the classroom increased and decreased students' engagement, respectively. Faculty and staff who promoted the value of education (e.g., described the importance and usefulness of particular courses and skills) in the classroom and during advising increased students' engagement. Also in the classroom, faculty and staff who encouraged participation increased, and those who appeared disorganized decreased, students' engagement. Finally, faculty and staff who appeared unknowledgeable during advising (e.g., about general education and major requirements) decreased engagement.

The 2007 and 2008 Student Interview Projects provide insights into students' experiences with faculty and staff members. To the extent that faculty and staff want to improve students' verbalized experiences of their education and Truman State University, the Project data merit consideration. Specially, faculty and staff members may wish to consider if participants' descriptions of behavior apply to their functioning in the classroom, in the university community, and during academic advising. Faculty and staff members may choose to amplify, continue, or discontinue particular behaviors in light of students' views of the behaviors.

Background and Rationale

Engagement reflects the extent to which students are interested and involved in their education and predicts positive educational and personal outcomes (e.g., Astin, 2001; Pascarella & Terenzini, 2005). The 2007 Student Interview Project explored connections between faculty and staff members' behaviors and students' engagement at Truman State University (Vittengl, Wessel, & Wooldridge, 2007). Interviewees described faculty and staff members' behaviors in the classroom, outside of the classroom, and during academic advising. Interviewees said frequently that faculty and staff who interacted in a warm and friendly manner (all three contexts), promoted the value of education (classroom), encouraged student participation (classroom), were available to students (outside classroom), participated in the campus community (outside classroom), responded to students' interests (advising), and conveyed expertise (advising) increased their engagement. In contrast, interviewees said faculty and staff who were unresponsive to students' interests (all three contexts), interacted unpleasantly (classroom and outside classroom), were disorganized (classroom), were unavailable to students (outside classroom and advising), and appeared unknowledgeable (advising) decreased their engagement (Vittengl, Wessel, & Wooldridge, 2007). The 2007 Student Interview Project's results matched research at other institutions suggesting that faculty members' behaviors influence students' engagement (e.g., Umbach & Wawrzynski, 2005).

The purpose of the 2008 Student Interview Project was to replicate findings from 2007 in a new sample. With replication, combined 2007 and 2008 Student Interview Project data would allow greater confidence and more powerful insights into students' experiences of faculty and staff members' behaviors. Especially given a consistent pattern of results, faculty and staff members may wish to consider which of their behaviors in the classroom, in the university community, and during academic advising to amplify, maintain, or discontinue in an effort to improve students' engagement at Truman State University.

Method

The methods described following for the 2008 Student Interview Project are substantively unchanged from the 2007 Project. Vittengl, Wessel, and Wooldridge (2007) provided detail about the participants, procedures, and methods in the 2007 Project.

Participants

Participants ($N = 116$) were undergraduates at Truman State University who had completed at least 90 credit hours (seniors). Most participants (66%) were women and 34% were men; 4% were African American or black; 4% Asian American, Asian, or Pacific Islanders; 91% Caucasian or white non-Hispanic; 0% Hispanic or Latina/o; and 1% reported multiple or mixed ethnicities. Most participants were of traditional college age (mean = 21.8 years, range 20-37).

Participants were recruited from a random sample of 300 prospective participants with introductory letters from the University President's Office, and telephone (primary) and email (secondary) contacts by student co-coordinators of the Student Interview Project. Letters and follow-up contacts emphasized the value of all students' participation. Students were informed that their participation was voluntary and that their responses would be identified with arbitrary participant numbers, rather than with names or student identification numbers. The participation rate was 39% (116/300).

Procedure

Participants completed a 30-minute assessment session. Participants first completed a short battery of questionnaires (roughly 10-15 minutes). Participants then completed an interview (roughly 10-20 minutes) conducted jointly by a volunteer faculty or staff member ($N = 35$) paired with a volunteer student co-interviewer ($N = 41$).

Measures

Interview. The semi-structured interview contained six questions about faculty and staff members' behaviors in three contexts (in the classroom, outside of the classroom, advising) that increased and decreased students' engagement (see Appendix A). Interviewers were instructed to ask the questions as written and to avoid follow-up questions and prompts unless an interviewee clearly misunderstood a question. Co-interviewers recorded responses independently as key words and phrases. At the conclusion of the interview, the co-interviewers compared their notes and made corrections to a designated master copy, as needed. The master copies were transcribed verbatim into a computer spreadsheet for coding. Using the coding system developed for the 2007 Student Interview Project, project co-coordinators together rationally coded ordered response categories (absent = 0; response present = 1; two or more distinct responses present = 2) for each question with a subsample of 58 participants. A total of 8-9 response categories were coded for each question (see Appendix C for category definitions and example responses). The

co-coordinators then independently coded a second subsample of 58 participants for each question to check the reliability of their category ratings. In a random effects multilevel model, inter-rater reliability of the pooled ratings (participant-category unit of analysis) was adequate (intraclass correlation = .76). Discrepancies in the co-coordinators' codes were discussed and resolved before further analysis.

College Satisfaction. Satisfaction with Truman State University was measured with a 6-item, rationally constructed questionnaire (Vittengl, Brooks, & Pickett, 2005). Participants rated items such as, "I feel like I belong at Truman State University," and "I would recommend Truman State University to a friend or relative," on a 6-point scale of agreement. A total score was derived by averaging the item ratings. Higher scores indicate greater satisfaction. Alpha internal consistency reliability for the satisfaction scale was moderately high (.81) in the current sample.

National Survey of Student Engagement (NSSE; Kuh, 2004). Engagement was operationalized as the average of the 22 items in the first section of The College Student Report. Higher scores indicate greater engagement. Alpha internal consistency reliability for the engagement scale was adequate (.77) in the current sample.

Results

Consistency between the 2007 and 2008 Student Interview Project Participants' Reports of Engagement and Satisfaction with College

The year 2008 sample of interviewees provided data similar in level and pattern to data provided by the year 2007 sample (Vittengl, Wessel, & Wooldridge, 2007). Descriptive statistics for engagement and satisfaction with college are shown in Table 1. Engagement in the 2008 sample was very close to the national average on the NSSE (Gonyea et al., 2003; National Survey of Student Engagement, 2006) and to average in the year 2007 sample at Truman State University. Further, year 2008 participants' average satisfaction (5.04) was similar to satisfaction in the year 2007 sample, close to averages observed in the 2005 and 2006 Student Interview Projects samples (Vittengl, Brooks, & Pickett, 2005; Vittengl, Wessel, & Wooldridge, 2006), and represented high satisfaction rated on a scale from 1 to 6. The total number of behaviors that participants described during interview as increasing and decreasing engagement changed little from the year 2007 to 2008 samples. Independent *t*-tests confirmed that the four indices of

satisfaction and engagement in Table 1 did not change significantly ($ps > .25$, two-tailed) from the year 2007 to 2008 cohorts.

Table 1: Descriptive Statistics for Satisfaction and Engagement Measures

Variable (Source)	Mean	SD	Range
Year 2007 Sample ($N = 112$)			
Satisfaction with College (Questionnaire)	5.15	0.70	3.00-6.00
Engagement (Questionnaire)	57.84	8.54	39.00-78.00
Behaviors Increasing Engagement (Interview)	6.81	2.30	3.00-15.00
Behaviors Decreasing Engagement (Interview)	4.86	2.09	1.00-12.00
Year 2008 Sample ($N = 116$)			
Satisfaction with College (Questionnaire)	5.04	0.69	3.33-6.00
Engagement (Questionnaire)	57.46	7.25	31.00-67.00
Behaviors Increasing Engagement (Interview)	6.94	1.98	2.00-13.00
Behaviors Decreasing Engagement (Interview)	4.66	2.23	1.00-10.00

Replicating an important finding from the year 2007 sample, the total number of behaviors that the year 2008 interviewees named as increasing their engagement outnumbered behaviors identified as decreasing engagement, $t(115) = 10.82$, $p < .01$ (see Table 1). Further, interviewees' descriptions of faculty and staff members' behaviors replicated strongly between the year 2007 to 2008 cohorts (see Table 2). The Spearman rank correlation of the proportions of participants in years 2007 and 2008 reporting particular behaviors was .90, which indicates high consistency in the pattern of interview results in Table 2. Only 1 of the 51 categories of behaviors in Table 2 showed a significant change in level (Bonferroni-corrected $p < .05$, two-tailed, by exact test)—the proportion of students reporting that advisors behaving in an organized manner increased their engagement decreased from 13% to 2%. This behavior was relatively uncommon both years. Given highly consistent patterns of results, the year 2007 and 2008 samples were combined for further analysis and interpretation.

Table 2: Proportions of Interviewees in Year 2007 and 2008 Samples Reporting Behaviors that Influenced Their Engagement

Faculty and Staff Behavior Category	In Classroom	Outside Classroom	Advising
	2007 / 2008	2007 / 2008	2007 / 2008
Behaviors that Increased Engagement			
Responsive to Students' Interests	16% / 34%	38% / 45%	61% / 69%
Promotes Value of Education	31% / 35%	20% / 18%	30% / 44%
Behaves in an Organized Manner	29% / 33%	6% / 3%	13% / 2%
Conveys Expertise	14% / 15%	7% / 8%	37% / 22%
Interacts Personably	44% / 47%	61% / 59%	34% / 28%
Available to Students	29% / 26%	41% / 38%	22% / 25%
Encourages Student Participation	59% / 71%	26% / 26%	10% / 12%
Participates in Campus Community	---	45% / 27%	---
Other	3% / 4%	3% / 3%	4% / 2%
Behaviors that Decreased Engagement			
Unresponsive to Students' Interests	66% / 63%	21% / 23%	38% / 41%
Devalues Education	21% / 16%	8% / 3%	9% / 4%
Behaves in a Disorganized Manner	26% / 31%	6% / 12%	13% / 12%
Appears Unknowledgeable	7% / 6%	2% / 4%	34% / 28%
Unavailable to Students	21% / 8%	31% / 30%	27% / 21%
Interacts Unpleasantly	38% / 35%	31% / 34%	25% / 22%
Communicates Poorly	23% / 31%	---	6% / 7%
Acts Unprofessionally	17% / 11%	7% / 12%	1% / 4%
Other	3% / 4%	3% / 2%	4% / 0%

Note. *N*s = 112 and 116 in sample years 2007 and 2008. Percentages reflect the proportion of interviewees mentioning at least 1 behavior in a category. --- indicates that the category did not emerge during the coding process.

Faculty and Staff Members' Behaviors Influencing Engagement

In the combined sample ($N = 228$), participants who named more behaviors increasing their engagement also tended to name more behaviors decreasing their engagement (see Table 3). Interview response styles (some participants were consistently more generative than others) confounded correlations with standardized questionnaires on which all participants provided the same number of responses. To control for interview response styles, the number of behaviors that decreased engagement was subtracted from the number of behaviors that increased engagement for each participant to form a difference score. The difference scores correlated significantly with both satisfaction and engagement rated via standardized questionnaires, in support of the validity of the interview (see Table 3). The questionnaire measures of satisfaction and engagement were not significantly correlated, however.

Table 3: Descriptive Statistics and Correlations Among Satisfaction and Engagement in the Combined Year 2007 and 2008 Samples

Variable (Source)	Mean (SD)	Correlations among Variables			
		1	2	3	4
1. Satisfaction with College (Questionnaire)	5.09 (0.70)	---			
2. Engagement (Questionnaire)	57.65 (7.90)	.04	---		
3. Behaviors Increasing Engagement (Interview)	8.79 (3.00)	.02	.11	---	
4. Behaviors Decreasing Engagement (Interview)	5.81 (2.77)	-.13*	-.03	.47*	---
5. Increasing - Decreasing Difference (Interview)	2.98 (2.98)	.15*	.14*	.57*	-.46*

Note. $N = 228$.

* $p < .05$, two-tailed.

Table 4 summarizes interviewees' reports of faculty and staff members' behaviors in the classroom, outside of the classroom, and during academic advising that increased and decreased their engagement in the combined sample. Figure 1 shows the most commonly reported behaviors in the combined sample.

In the classroom, interviewees identified an average of about three behaviors that increased and three behaviors that decreased their engagement (see Table 4 and Figure 1).

Interviewees often said that instructors who encouraged student participation (e.g., “hands on” teaching methods, discussion, group work), interacted personably (e.g., display enthusiasm, energy, warmth toward students), and promoted the value of education (e.g., giving “real world” examples and applications, discussing importance of course material) increased their engagement at Truman State University. Participants also said frequently that instructors who were unresponsive to their interests (e.g., repetitive, scripted, appearing not to care about students’ opinions), unpleasant (e.g., showing little enthusiasm for course material or interest in students, “talking down” to students), and disorganized (e.g., arriving late, seeming unprepared for class, testing on topics unrelated to course material) decreased their engagement.

Outside of the classroom, interviewees identified an average of about three behaviors that increased and one behavior that decreased their engagement (see Table 4 and Figure 1). Interviewees often said that faculty and staff members who interacted personably, were responsive to students’ interests (e.g., converse about students’ extracurricular activities, help with networking, write reference letters), and were available to students (e.g., for informal interactions, encourage students to visit with them during office hours) increased their engagement. Participants also said relatively frequently that faculty and staff who interacted unpleasantly outside of the classroom, were unavailable to students, and were unresponsive to students’ interests decreased their engagement.

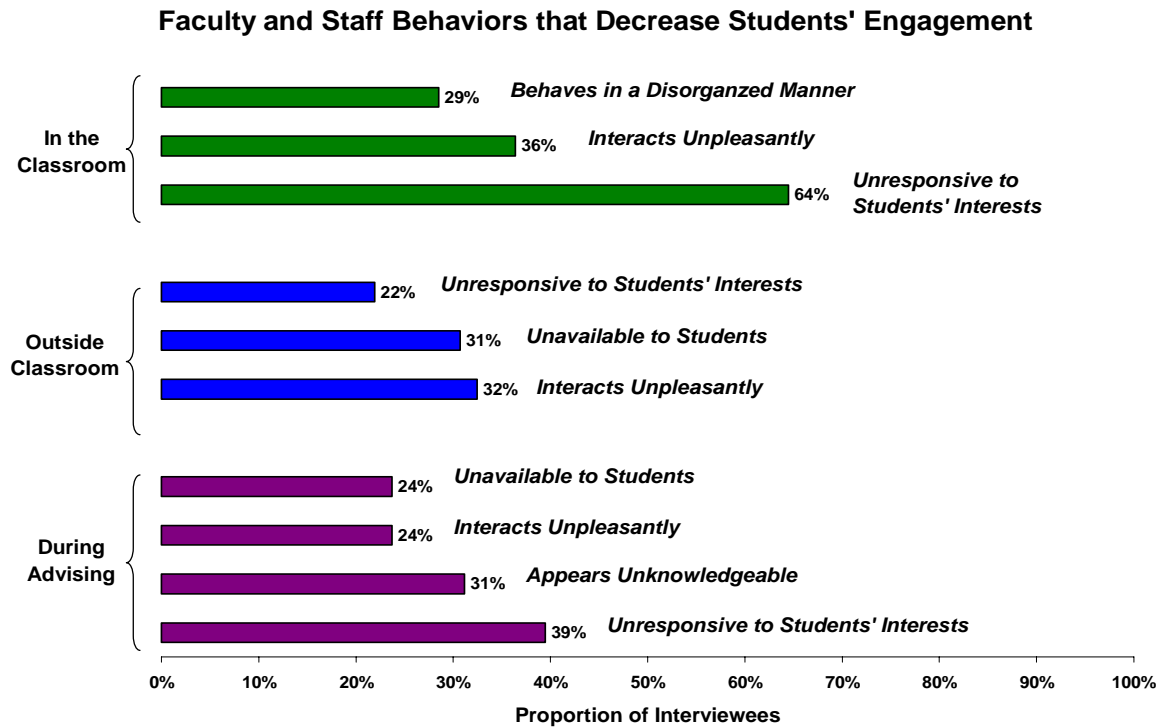
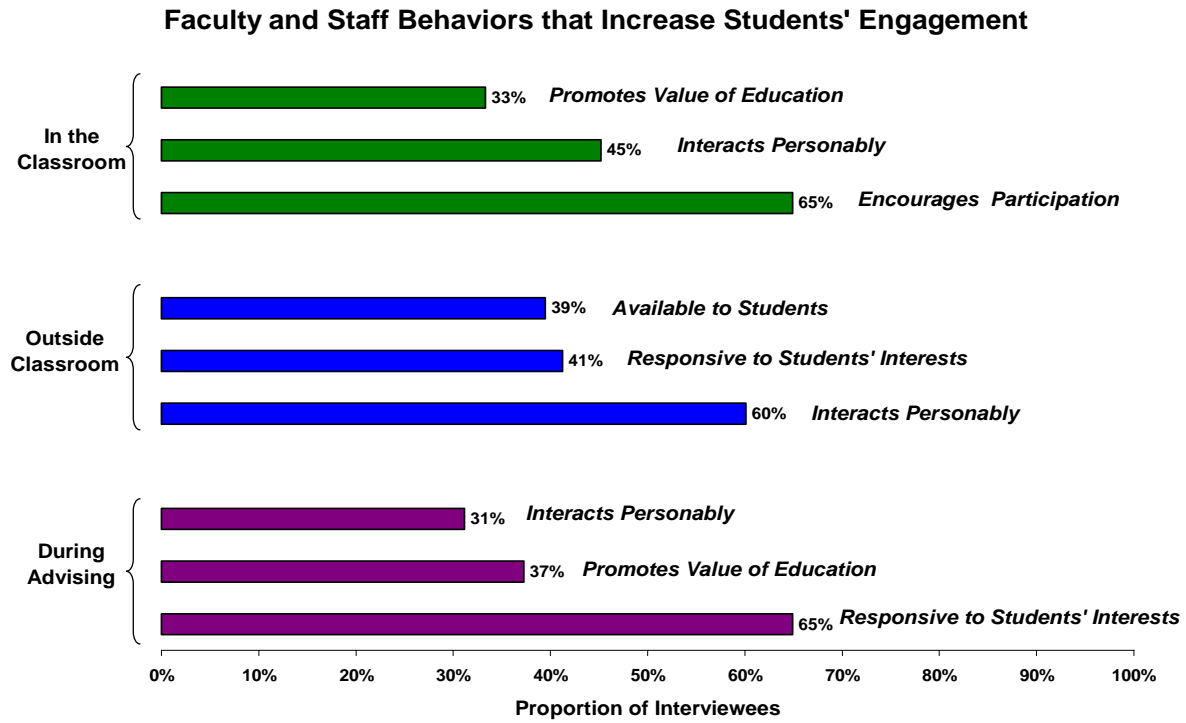
During academic advising, interviewees identified an average of about three behaviors that increased and two behaviors that decreased their engagement (see Table 4 and Figure 1). Interviewees often said that advisors who were responsive to students’ interests, promoted the value of education (e.g., explain the importance of specific courses, make connections to the “real world,” help students in planning career paths), and interacted personably increase their engagement. Participants also reported that advisors who were unresponsive to students’ interests, appeared unknowledgeable (e.g., provide incorrect information, unfamiliar with graduation requirements, can’t answer students’ questions), were unavailable to students, and interacted unpleasantly decreased their engagement. Participants mentioned additional behaviors somewhat less frequently (see Table 4, Appendix B, and raw data available at <http://assessment.truman.edu>).

Table 4: Proportions of Interviewees Reporting Behaviors that Influenced Their Engagement in the Combined Year 2007 and 2008 Samples

Faculty and Staff Behavior Category	In Classroom	Outside Classroom	Advising
Behaviors that Increased Engagement			
Responsive to Students' Interests	25%	41%	65%
Promotes Value of Education	33%	19%	37%
Behaves in an Organized Manner	31%	4%	7%
Conveys Expertise	14%	7%	29%
Interacts Personably	45%	60%	31%
Available to Students	27%	39%	24%
Encourages Student Participation	65%	26%	11%
Participates in Campus Community	---	36%	---
Other	4%	3%	3%
Behaviors Per Interviewee: <i>M (SD)</i>	3.17 (1.44)	2.95 (1.48)	2.67 (1.39)
Behaviors that Decreased Engagement			
Unresponsive to Students' Interests	64%	22%	39%
Devalues Education	18%	6%	7%
Behaves in a Disorganized Manner	29%	9%	13%
Appears Unknowledgeable	7%	3%	31%
Unavailable to Students	14%	31%	24%
Interacts Unpleasantly	36%	32%	24%
Communicates Poorly	27%	---	7%
Acts Unprofessionally	14%	10%	3%
Other	4%	2%	2%
Behaviors Per Interviewee: <i>M (SD)</i>	2.71 (1.44)	1.41 (1.16)	1.70 (1.37)

Note. $N = 228$. Percentages reflect the proportion of interviewees mentioning at least 1 behavior in a category. For each setting, the three most frequently reported behaviors appear in bold type. --- indicates that the category did not emerge during the coding process. Behaviors per interviewee reflect the total number of distinct behaviors described across categories, with scores of 0-2 possible for each category.

Figure 1



Note. N = 228.

Summary and Conclusions

Participants in the 2007 and 2008 Student Interview Projects described faculty and staff members' behaviors that influenced their engagement as students at Truman State University. Reliably across the year 2007 and 2008 samples, interviewees identified specific behaviors in the classroom, outside of the classroom, and during academic advising that increased and decreased their engagement. Participants identified more behaviors that increased than decreased their engagement, overall. In support of the validity of the interview, participants who identified more behaviors that increased than decreased their engagement tended to score higher on standardized questionnaire measures of satisfaction and engagement.

The tone of faculty and staff members' interpersonal behavior was prominent in interviewees' responses. Interviewees judged the positive or negative quality of interpersonal behavior subjectively, but the pervasiveness of this interview response suggest that these data should not be discounted. For all contexts assessed (in the classroom, outside the classroom, during academic advising), interviewees often said that warm, friendly, personable behavior from faculty and staff increased their engagement, whereas cold, aloof, abrupt behavior from faculty and staff decreased their engagement as students at Truman State University.

Interviewees also described faculty and staff members' responsiveness to students' interests frequently. Responsiveness involves listening to information about students (e.g., students' backgrounds, current interests and activities, and future plans) and tailoring behavior to match this information. Tailored responses to students involve presentation of both informal (e.g., shared interests in leisure activities, personal experiences) and formal (e.g., graduation requirements, examples to illustrate lecture concepts) information. Interviewees frequently reported that high responsiveness outside of the classroom and during advising increased their engagement, whereas unresponsiveness in the classroom, outside of the classroom, and during academic advising decreased their engagement.

Additional common behaviors were more specific and context dependent. First, faculty and staff who were available to students outside of the classroom (e.g., volunteering to meet with students, keeping office hours, answering telephone and email) increased engagement, whereas faculty and staff who were unavailable outside of the classroom and for advising decreased students' engagement. Second, faculty and staff who promoted the value of education (e.g., describing the importance and usefulness of particular courses and skills) in the classroom and

during advising increased students' engagement. Third, faculty and staff who encouraged participation (e.g., part of course grade, group activities, facilitated discussion) and appeared disorganized (e.g., arriving late, digressing excessively, not following syllabus) in the classroom increased and decreased students' engagement, respectively. Finally, faculty and staff who appeared unknowledgeable during advising (e.g., unable to answer questions or provided incorrect information about general education and academic major requirements) decreased students' engagement.

The results of the 2007 and 2008 Student Interview Projects provide insights into students' experiences of faculty and staff members' behaviors. The objective accuracy of students' descriptions of faculty and staff members' behavior is uncertain. However, students' interview responses correlated with standardized measures of satisfaction and engagement in college, and interview responses were highly consistent between the year 2007 and 2008 cohorts. Consequently, to the extent that faculty and staff want to improve students' verbalized experiences of their education and Truman State University, the Student Interview Project data merit consideration. Specially, faculty and staff members may wish to consider if participants' descriptions of behavior apply to their functioning in the classroom, in the university community, and during academic advising. Faculty and staff members may choose to amplify, continue, or discontinue particular behaviors in light of students' experiences of these behaviors.

References

- Astin, A. W. (2001). *What matters in college: Four critical years revisited*. San Francisco: Jossey-Bass.
- Gonyea, R. M., Kish, K. A., Kuh, G. D., Muthiah, R. N., Thomas, A. D. (2003). *College Student Experiences Questionnaire: Norms for the Fourth Edition*. Bloomington, IN: Indiana University Center for Postsecondary Research, Policy, and Planning.
- Kuh, G. D. (2004). *The National Survey of Student Engagement: Conceptual framework and overview of psychometric properties*. Bloomington, IN: Indiana University Center for Postsecondary Research, Policy, and Planning.
- National Survey of Student Engagement (2006). *Truman State University Benchmark Comparisons*. Bloomington, IN: Indiana University Center for Postsecondary Research, Policy, and Planning.
- Pace, C. R., & Kuh, G. D. (1998). *College Student Experiences Questionnaire* (4th ed.). Bloomington, IN: Indiana University.
- Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students: A third decade of research*. San Francisco: Jossey-Bass.
- Umbach, P. D., & Wawrzynski, M. R. (2005). Faculty do matter: The role of college faculty in student learning and engagement. *Research in Higher Education*, 46, 153-184.
- Vittengl, J. R., Brooks, E., & Pickett, K. (2005). Student interview project. In *Assessment Almanac* (chapter XIV). Kirksville, MO: Truman State University. Available at <http://assessment.truman.edu/almanac/2005/CH14.pdf>
- Vittengl, J. R., Wessel, A., & Wooldridge, C. (2006). Student interview project. In *Assessment Almanac* (chapter XIV). Kirksville, MO: Truman State University. Available at <http://assessment.truman.edu/almanac/2006/CH14.pdf>
- Vittengl, J. R., Wessel, A., & Wooldridge, C. (2007). Student interview project. In *Assessment Almanac* (chapter XIV). Kirksville, MO: Truman State University. Available at <http://assessment.truman.edu/almanac/2007/CH14.pdf>

Appendix A

Interview Instructions and Questions

Instructions Read by Interviewers to Interviewees

[Co-interviewers alternate reading the paragraphs below.]

We would like to learn about your engagement as a student at Truman State University. We define **engagement** as the degree to which students are deeply and enthusiastically involved in their college education. Students express engagement in many ways. Highly engaged students may participate frequently in class discussions, talk freely with faculty members outside of class, participate actively in campus organizations, attend campus events often, work on research and other creative projects with faculty members or other students, and frequently discuss ideas from class with friends and family. Less engaged students, in contrast, focus more time and energy on activities apart from their college education.

We are interested in the things that faculty and staff members do and say that have influenced your engagement. We are interested in faculty and staff members' specific behaviors because specific behaviors can be reinforced or changed, as needed. For example, a faculty member who misses posted office hours may decrease students' engagement. Knowing about the behavior of missing office hours is more useful than nonspecific descriptions of "disorganized" or "bad" professors. Similarly, an advisor who invites students' questions may increase students' engagement. Knowing about the behavior of inviting questions is more useful than nonspecific descriptions of "nice" or "good" advisors.

We will ask you questions about faculty and staff members' behavior in three contexts: (1) in the classroom, (2) outside of the classroom, and (3) during academic advising. When we ask, please list specific behaviors that have increased and decreased your engagement.

[Show participants the Interview Map to help orient them.]

You may exclude information that would identify faculty and staff members, such as names and the titles of classes. If you give identifying information, the Interview Project Team will remove it from final interview transcripts and reports. In addition, the Interview Project Team always removes interviewees' names from final transcripts and reports.

What questions do you have before we begin? *[Clarify and reassure, as needed.]*

Interview Map: Answer Questions with Examples of Specific Behaviors

ENGAGEMENT = The degree to which students are deeply and enthusiastically involved in their college education.

Faculty and/or Staff Did and Said Things...	These Specific Behaviors Made Me...	
	More Engaged	Less Engaged
In the Classroom	<i>Question 1</i>	<i>Question 2</i>
Outside of the Classroom	<i>Question 3</i>	<i>Question 4</i>
During Academic Advising	<i>Question 5</i>	<i>Question 6</i>

2008 Student Interview Project Questions

- (1) What have faculty and staff members done and said in the classroom that made you more engaged in your college education? Please describe specific behaviors.
- (2) What have faculty and staff members done and said in the classroom that made you less engaged in your college education? Please describe specific behaviors.
- (3) What have faculty and staff members done and said outside of the classroom that made you more engaged in your college education? By “outside of the classroom,” I mean in student organizations, residence halls, administrative offices, around campus, in the community, and so on. Please describe specific behaviors.
- (4) What have faculty and staff members done and said outside of the classroom that made you less engaged in your college education? By “outside of the classroom,” I mean in student organizations, residence halls, administrative offices, around campus, in the community, and so on. Please describe specific behaviors.
- (5) What have faculty and staff members done and said during academic advising that made you more engaged in your college education? Please describe specific behaviors.
- (6) What have faculty and staff members done and said during academic advising that made you less engaged in your college education? Please describe specific behaviors.

Appendix B

Interview Question Coding Categories and Examples

Questions 1, 3, 5—More Engaged	Questions 2, 4, 6—Less Engaged
<p>Responsive to Students’ Interests: Tailors information to students’ interests.</p> <ul style="list-style-type: none"> ○ Tailors information to an individual (e.g., talking about personal life, teaching about something someone likes) ○ Does helpful things for a student (i.e. writing letters of recommendation, seeking outside information, networking) ○ Willing to be flexible with ideas, to accept students’ ideas ○ “genuinely interested in what you will need for future” ○ “interested in what you have to say” ○ Cares about student on a personal level (e.g., asks how classes are going) 	<p>Unresponsive to Students’ Interests:</p> <ul style="list-style-type: none"> ○ Appears uncaring ○ Seems unwilling to go above and beyond job description ○ Does not take initiative to seek out additional information ○ Student has to do all of the work during advising (e.g., finding forms, contacting people) ○ Requires students to take extensive notes, assigns “busy work,” requires participation in group work, repeats information ○ “Straight lectures with no divergence from notes” ○ “didn’t help” ○ “doesn’t discuss [student’s] future plans”
<p>Promotes Value of Education: Demonstrates or explains the value of information and activities.</p> <ul style="list-style-type: none"> ○ Explaining importance of particular courses, course material, getting involved in activities, future planning, etc. ○ Genuinely interested in students’ future careers (e.g., gives information on graduate schools/first “real” jobs) ○ Giving students advice, sharing their perspective on information to demonstrate importance ○ Applies information to “real world” examples ○ “include real world examples” ○ “reinforces importance of material” 	<p>Devalues Education: Displays a negative outlook to invoke student participation.</p> <ul style="list-style-type: none"> ○ Stating unimportance of courses or assignments, overemphasizing difficulty ○ “letting class out early b/c doesn’t care” ○ “just lecturing without tying into real life examples” ○ “made the student feel like he was wasting his time and questioned his major” ○ Says student can’t get into graduate school or won’t be employable after college ○ Professor forces views onto student (tries to live vicariously through student)

Questions 1, 3, 5—More Engaged	Questions 2, 4, 6—Less Engaged
<p>Behaves in an Organized Manner: Is orderly and structured in teaching and other activities. This category focuses on the classroom and how classes are taught.</p> <ul style="list-style-type: none"> ○ Prepared for lectures, promptness, clear expectations for students ○ How class is physically and structurally organized (i.e. seating style or work structure) ○ “structure – organization” ○ “clear presentation style” ○ “teach the classes as small group settings” ○ “circular classroom arrangement” ○ Gives tests/papers back on time/early ○ Uses group projects 	<p>Behaves in a Disorganized Manner: Not orderly and structured in their behaviors and teaching.</p> <ul style="list-style-type: none"> ○ Unprepared for class, not prompt, does not stay on task, administers tests that are unrelated to covered material ○ Doesn’t follow syllabus ○ How class is physically and structurally organized (i.e. seating style or work structure) ○ “not caring about the subject matter of the class” ○ “showing up late for meetings” or not showing up at all ○ “ill prepared professors-student had to do all research on own”
<p>Conveys Expertise: Shows mastery of information presented.</p> <ul style="list-style-type: none"> ○ Appears confident in teaching material, know answers to asked questions ○ Advises on information across academic Divisions ○ Able to bring in material from other disciplines to help students’ grasp materials (helps with non-majors) ○ “really understand material” ○ “knew his material so well it added excitement” ○ “brought outside stuff into classroom” 	<p>Appears Unknowledgeable: Individual does not show mastery of conveyed information.</p> <ul style="list-style-type: none"> ○ Provides incorrect information, does not know material ○ “academic advisor seemed unknowledgeable” ○ did not understand the modes of the LSP ○ “not being familiar with graduation requirements” ○ “people can’t answer questions” ○ don’t know where to direct student for answers
<p>Interacts Personably: Interacts on a personal or social level, behaves warmly toward students.</p> <ul style="list-style-type: none"> ○ Develops good rapport, enthusiastic about things they care about, polite, shows equality in dealings with students ○ “passion about subject” ○ “treated as equal, not student/subordinate” ○ “personal side of prof” ○ Have lunch/dinner with professor ○ A joy to be around 	<p>Interacts Unpleasantly: Individual does not interact warmly with students; lack of enthusiasm for information or students</p> <ul style="list-style-type: none"> ○ Reserved, apathetic ○ Does not connect with audience, bad at teaching ○ “not knowing my name” ○ “professor talked down to students” ○ socially awkward ○ seems boring to students

Questions 1, 3, 5—More Engaged	Questions 2, 4, 6—Less Engaged
<p>Available to Students: Shows willingness to be accessible to students.</p> <ul style="list-style-type: none"> ○ Available outside of formal interactions, encourages contact and questions ○ “inviting to students” ○ “willingness to interrupt lectures” ○ “encouragement to agree or disagree” ○ “friendly and open atmosphere of discussion” ○ Has a lot of office hours (not all on one day or all at one time) ○ Responds to e-mails/voicemails promptly 	<p>Unavailable to Students: Individual is not available for contact outside of formal situation.</p> <ul style="list-style-type: none"> ○ Misses office hours, few office hours, lack of one on one contact, only have office hours ‘by appointment only’ ○ Office hours are all on the same day or at the same time, hard for students whose schedules don’t fit into that schedule ○ Not open to other ideas ○ “doesn’t leave time for questions” ○ “rushes me out of his office” ○ “missed office hours frequently” ○ Does not e-mail back or respond to voicemails
<p>Encourages Student Participation: Interacts with students in a way that encourages (or even requires) student participation. This category focuses on interactions between students and instructors.</p> <ul style="list-style-type: none"> ○ Hands on approaches to discovering new information ○ Requires participation in the classroom (i.e. assignments that require group work or outside research) ○ Way class is run (i.e. group discussion vs. lecture) ○ “hands on activities” ○ Includes in-class activities that help clarify lecture ○ “prompted to give answers” ○ “quizzes that encourage you to keep up” ○ “challenging assignments and high expectations” 	

Questions 1, 3, 5—More Engaged	Questions 2, 4, 6—Less Engaged
<p>Participates in Campus Community (only applicable to Question 3):</p> <ul style="list-style-type: none"> ○ Advisor for organization, attends events in the community ○ Encourages student to get involved in an organization that professor is a part of ○ Talks about the organizations they are in during class time ○ “faculty members devoted to organization” ○ “attendance at games/meets” ○ “being on a research team allows student to get to know prof better” 	
	<p>Communicates Poorly (Questions 2 & 6): Unable to adequately convey information effectively to students.</p> <ul style="list-style-type: none"> ○ Information is unclear ○ Lectures are confusing—nobody knows what’s going on ○ Facing board when talking, does not give feedback to student. ○ “monotone speaking” ○ “teaching with back to class” ○ “not easy to talk to”
	<p>Acts Unprofessionally:</p> <ul style="list-style-type: none"> ○ Showing favoritism, sharing inappropriate personal information, speaking ill of others (e.g., other faculty members). ○ “personal favoring of students” ○ “advisor brought kids to meeting, this was distracting and discouraging” ○ “professor talked bad about student behind back to other students” ○ “sarcastic comment about her religious upbringing” ○ Makes sexist/racist comments

Questions 1, 3, 5—More Engaged	Questions 2, 4, 6—Less Engaged
<p>Other: Meaningful response that does not fit in any of the above categories.</p> <ul style="list-style-type: none"> ○ “repeat/review confusing info even if students don’t ask” ○ “teacher understands students don’t like to ask questions” ○ “clear articulation – not monotonous” ○ “discuss material in passing” ○ “talking outside of class about in-class activities/ideas” 	<p>Other: Meaningful response that does not fit in any of the above categories.</p> <ul style="list-style-type: none"> ○ “seeing professors at bars” ○ “ideas that were against his religious views” ○ Faculty / staff member has poor hygiene. ○ “computer lab classes-hard to stay focused” ○ “had 4 different academic advisors” ○ “OCD-won’t touch papers that he gives to him”

Note: Categories directly across from one another in the table are opposites (or identical in the case of “Other.”). Categories that have no entry directly across are unique.