

National Survey of Student Engagement 2003

Calvin College

Faculty Assembly

October 27, 2003



What is NSSE?

(pronounced “nessie”)

- Survey that assesses the extent to which first-year and senior students engage in educational practices associated with high levels of learning and development
- Supported by grants from Lumina Foundation for Education and the Center of Inquiry in the Liberal Arts at Wabash College



- Co-sponsored by The Carnegie Foundation for the Advancement of Teaching and the Pew Forum on Undergraduate Learning

NSSE Project Scope

- More than 730 different colleges/universities
- 49 states, DC & Puerto Rico
- 375 institutions in 44 consortia
- Data from more than 397,000 students

Year	Colleges/ Universities
2000	276
2001	321
2002	366
2003	437

Why a National Survey?

- Refocus conversations about undergraduate quality to what matters most
- Enhance institutional improvement efforts
- Foster comparative & consortial activity
- Inform accountability
- Systematic national data on “good educational practices”



Use and Validity of Self-Reports



- Requested information is known to respondents
- Questions phrased clearly & unambiguously
- Respondents take questions seriously and thoughtfully
- Answering does not threaten, embarrass, or violate privacy or compel a socially desirable response



National assessment experts designed the NSSE survey, *The College Student Report*, to meet all these conditions

Why should we care? (1)

- Results are important to national conversations in higher education:
- *The most influential institutions—those most likely to have distinctive imprints on their students – have a powerful, conforming campus culture. But such cultures almost always have side effects, one of which may be blunted intellectual and spiritual development (e.g. students who arrive at college with a “foreclosed” view of their faith and are not challenged to examine this view)...Recall the lower gains reported by CCCU students in the intellectual and academic area. What is the appropriate balance between emphasizing character development and intellectual development? Are they mutually exclusive? (Kuh, 2002).*



National conversations, con't

- The Atlantic, November 2003:

The researchers behind the National Survey of Student Engagement realized that to reform or replace existing rankings they would have to be as comprehensive about measuring learning as U.S. News already was about measuring resources.

Why should we care? (2)

- NSSE is based on theory and research on effective undergraduate education:

The research is unequivocal: students who are actively involved in both academic and out-of-class activities gain more from the college experience than those who are not so involved

Pascarella & Terenzini. (1991).

How college affects students

Good Educational Practices

- **Student-faculty contact**
- **Active learning**
- **Prompt feedback**
- **Time on task**
- **High expectations**
- **Cooperation among students**
- **Respect for diverse talents and ways of learning**

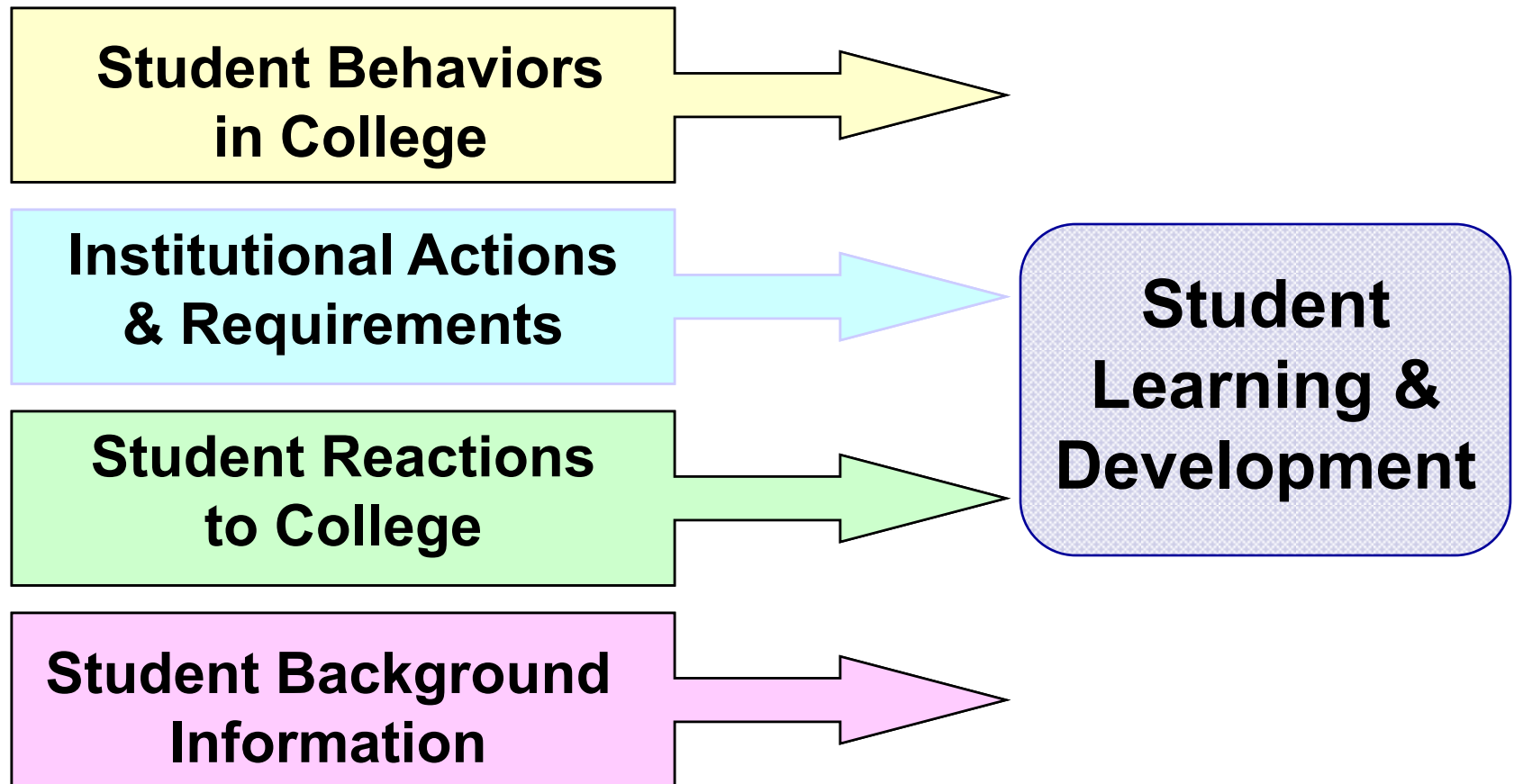


“Seven principles of good practice in undergraduate education” (Chickering and Gamson, 1987)

Why should we care? (3)

- The results are useful for Assessment and Accreditation processes.
- The results give us useful, comparative information about our undergrad experience.

What Does *The College Student Report Cover?*



Survey Administration

- Administered to random sample of first-year & senior students
- Web-based survey
- Multiple follow-ups to increase response rates

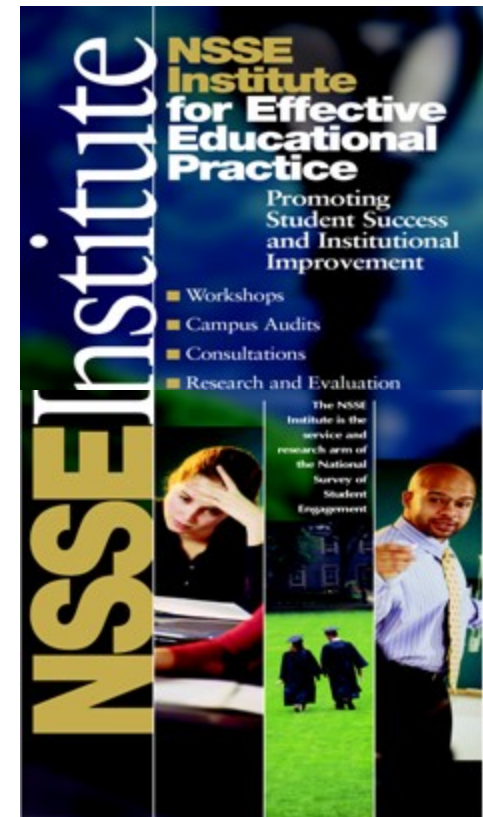
The College Student Report 2003
National Survey of Student Engagement

1 In your experience at your institution during the current school year, about how often have you done each of the following? Mark your answers in the boxes. Examples: or

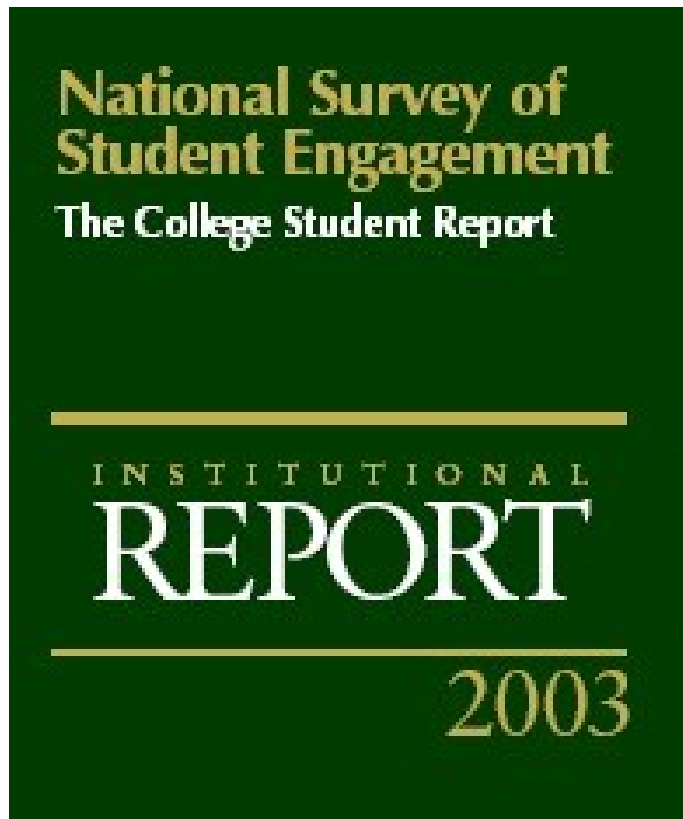
	Very often ▼	Often ▼	Sometimes ▼	Never ▼		Very often ▼	Often ▼	Sometimes ▼	Never ▼
a. Asked questions in class or contribute to class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	r. Worked harder than you thought you could to meet an instructor's standards or expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Made a class presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Prepared two or more drafts of a paper or assignment before turning it in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	t. Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Worked on a paper or project that required integrating ideas or information from various sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	u. Had serious conversations with students of a different race or ethnicity than your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Came to class without completing readings or assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
g. Worked with other students on projects during class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2 During the current school year, how much has your coursework emphasized the following mental activities?				
h. Worked with classmates outside of class to prepare class assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Very much ▼	Quite a bit ▼	Some ▼	Little ▼
i. Put together ideas or concepts from different courses when completing assignments or during class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. Memorizing facts, ideas, or methods from your course and readings so you can repeat them in pretty much the same form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Tutored or taught other students (paid or voluntary)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Participated in a community-based project as part of a regular course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Used an electronic medium (chat, news, chat groups, Internet, etc.) to discuss or complete an assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d. Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Used e-mail to communicate with an instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	e. Applying theories or concepts to practical problems or in new situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Discussed grades or assignments with an instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
o. Talked about career plans with a faculty member or advisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
p. Discussed ideas from your readings or classes with faculty members outside of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
q. Received prompt feedback from faculty on your academic performance (written or oral)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

NSSE Institute for Effective Educational Practice

- Documents and disseminates policies and practices that more fully engage students in productive learning activities
- Determines strategies for guiding schools in using engagement data to develop success-oriented institutional cultures
- Project DEEP, BEAMS

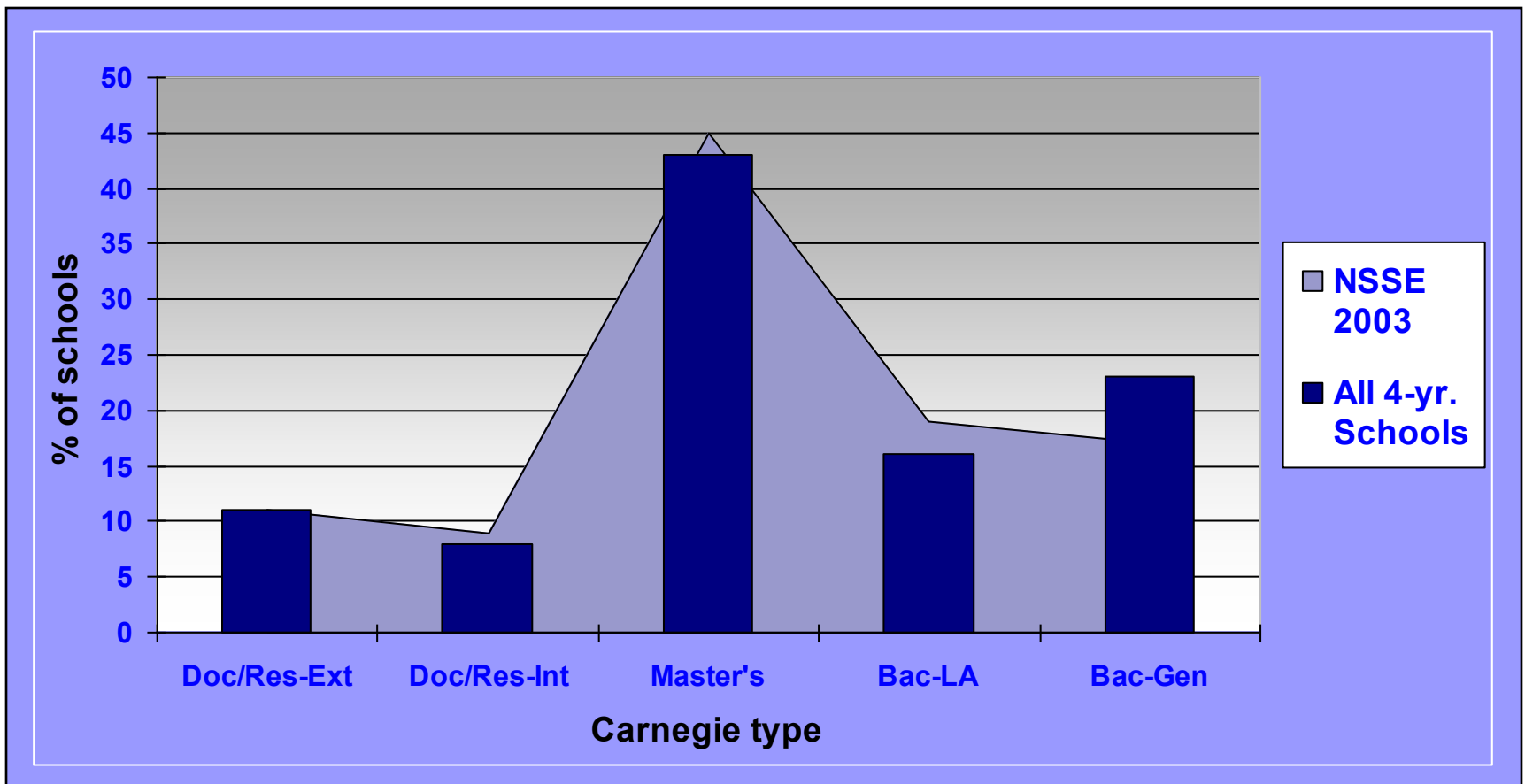


NSSE 2003 Institutional Report



- Overview
- Institutional student data
- Means summary report
- Frequency distribution report
- Codebook
- First-year vs. seniors
- Comparative data for same Carnegie type, consortium, and national
- National benchmark data (available in November)

NSSE 2003 Institutions by Carnegie Type



NSSE 2003 Response Rates


- Calvin College response rate = 57%
- 43% overall for all NSSE 2003 institutions
- 473 FY
- 306 SR



Bottom Line:

How would you evaluate your entire educational experience at this institution?

■ Poor:	1% of FY	0 % of SR
■ Fair	6% of FY	2% of SR
■ Good	39% of FY	22 % of SR
■ Excellent	55 % of FY	75% of SR



If you could start over again, would you go to the same institution you are now attending?

■ Def NO	2% of FY	1% of SR
■ Prob NO	5% of FY	5% of SR
■ Prob YES	40% of FY	26% of SR
■ Def YES	53% of FY	68% of SR

NSSE Benchmarks

(available in Nov.)


Level of Academic Challenge

Active and Collaborative Learning

Student-Faculty Interaction

Enriching Educational Experiences

Supportive Campus Environment

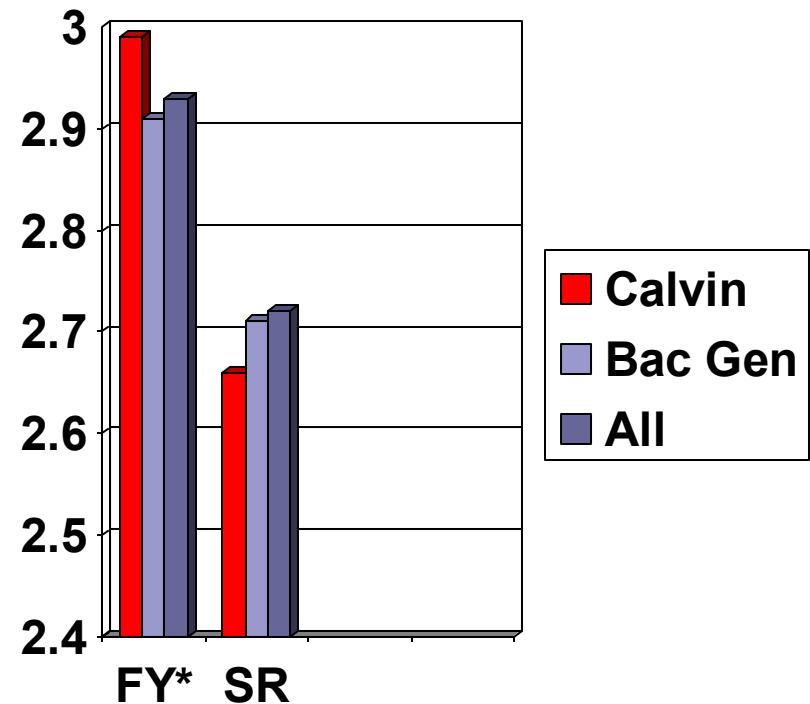


1. Academic Challenge and Intellectual experiences

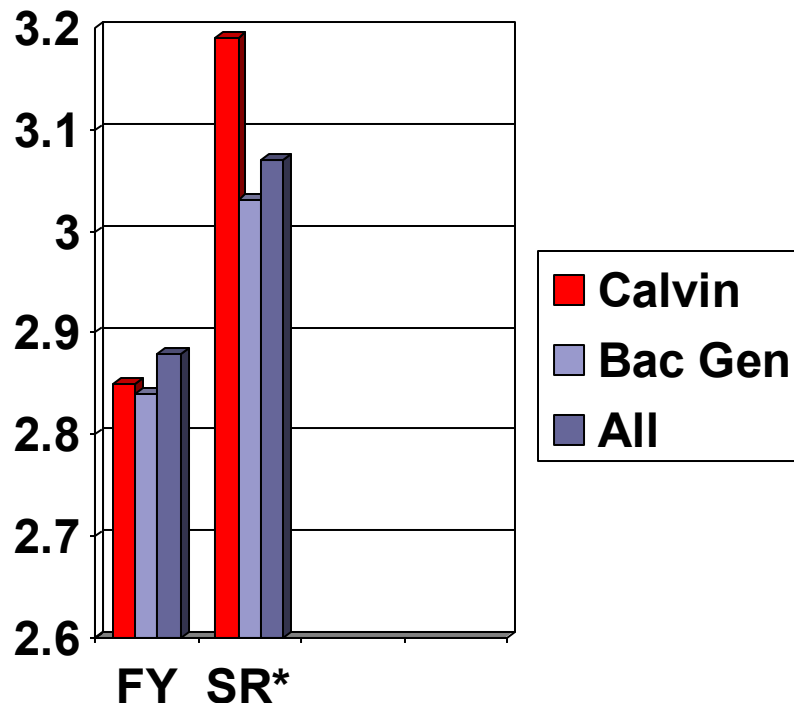
- Time on task
- Assigned reading
- Assigned writing
- Upper level mental activities
- “Working harder than you thought you could”
- Environment that emphasizes academic work

Mental Activities

- **Memorizing** facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form.
- 2= some
- 3= quite a bit



Mental Activities



- **Synthesizing** and organizing ideas, information, or experiences into new, more complex interpretations and relationships.



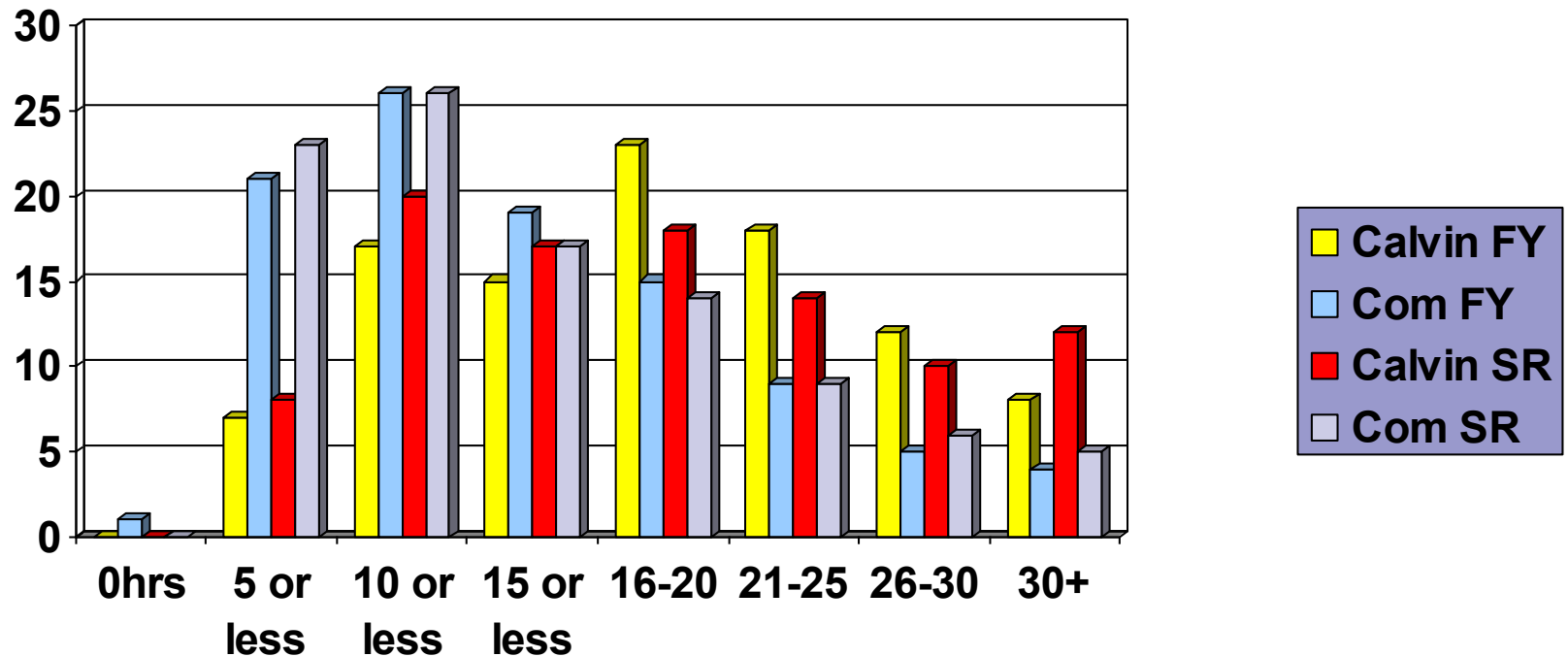
Mental Activities

- Analyzing
 - (Sig higher than other colleges)
- Making Judgments
 - (Sig. higher - seniors only)
- Applying
 - (no difference)

Time Usage

- More time preparing for class (mean was almost 16 – 20 hours per week) (but more likely to come to class unprepared)
- Less time working for pay off campus
- Srs more time working on campus
- More time relaxing, socializing
- Co-curricular – no difference, no change from FY to SR (mean 2 – 6 hours/week)
- Less time caring for families and commuting to class.

Preparing for class



Reading and Writing

Calvin students:

- write two or more drafts **less** frequently
- write longer papers **less** frequently
- receive prompt feedback **less** frequently
- write shorter papers **more** frequently
- read **more** assigned reading
- read between 1 and 4 books/year for personal enjoyment (no difference, and very small increase between FY and SR)

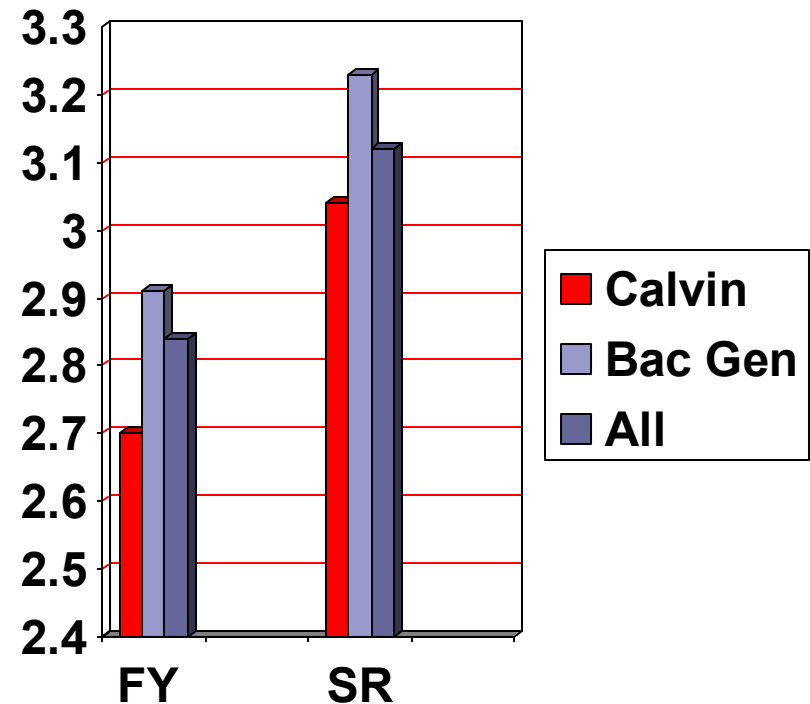


2. Active Learning: Classroom Learning

- Lower rate of asking questions in class
- Lower rate of class presentations
- Lower rates of working with other students during class
- Lower rate of working with classmates outside of class

Asked questions in class or contributed to class discussion

- 1 – never
- 2 – sometimes
- 3 – often
- 4 – very often





ACTIVE LEARNING: Community Based Learning

- Higher rates of community based projects as part of a regular course
- Higher rates of practicums and internships (81%)
- Higher rates of community service (85%)
- Higher rates of foreign language (61%)
- Higher rates of study abroad (50%)

3. STUDENT-FACULTY INTERACTION

- Discussed assignments or grades with faculty
- Talked about career plans with faculty (change from FY to SR)
- Discussed ideas outside of class (change)
- Received prompt feedback (change)

Student faculty interaction, con't

- Worked on activities other than coursework (change)
- Worked on research project with faculty outside of class requirements
- Relationships with faculty: (sig change, and sig higher than other colleges)



One intriguing question:

- Why are our scores on student-faculty interaction low, when
 - Satisfaction in general is so high
 - “relationships with faculty” are high
 - We think and hear that this is one of our strengths

4. ENRICHING EDUCATIONAL EXPERIENCES

- Co-curricular participation
- Practicums, internships, etc.
- Community Service
- Foreign Language
- Study Abroad
- Capstone courses
- Conversations, etc. with diverse groups

Diversity

- Included diverse perspectives in class or writing....
 - no sig diff from other colleges
 - very little change from FY to SR
- Had serious conversations with students of different race or ethnicity...
 - no sig diff from other colleges,
 - no change from FY to SR

Diversity (con't)

- Had serious conversations with students who are different from you in terms of religious beliefs, political opinions, or personal values
 - No significant difference with other colleges
 - Non sig decrease from FY to SR

Diversity (con't)

- To what extent does the institution encourage contact among students from different economic, social, and racial or ethnic backgrounds?
 - FY – significantly greater (mean answer is “quite a bit”)
 - SR – decrease from FY
no difference from other colleges,

5. SUPPORTIVE CAMPUS ENVIRONMENT

- Supports academic work
- Supports of diversity (decrease from FY to SR)
- Supports non-academic responsibilities
- Supports social thriving
- Supports attendance at campus events
- Supports computer use



Quality of Relationships

- With students – sig better
- With faculty – sig better, and better for SR than FY
- With administrative personnel and offices – no sig differences



Academic Advising

- Rated an average of “good”
- No difference from other colleges at FY
- Much better at SR

Contribution to growth in these areas: Positive areas

- Broad general education
- Job related skills
- Writing clearly and effectively
- Critical thinking
- Quantitative thinking
- Using computers
- Understanding yourself
- Solving complex real world problems
- Developing a personal code of values and ethics
- Contributing to the welfare of your community




Contribution to growth in these areas: Areas for improvement

- Speaking clearly and effectively (increase between FY and SR)
- Understanding people of other racial and ethnic backgrounds (decrease from FY to SR)
- Learning effectively on your own (increase from FY to SR)
- Voting in local, state or national elections
- Working effectively with others (increase from FY to SR)



Take Home Messages:

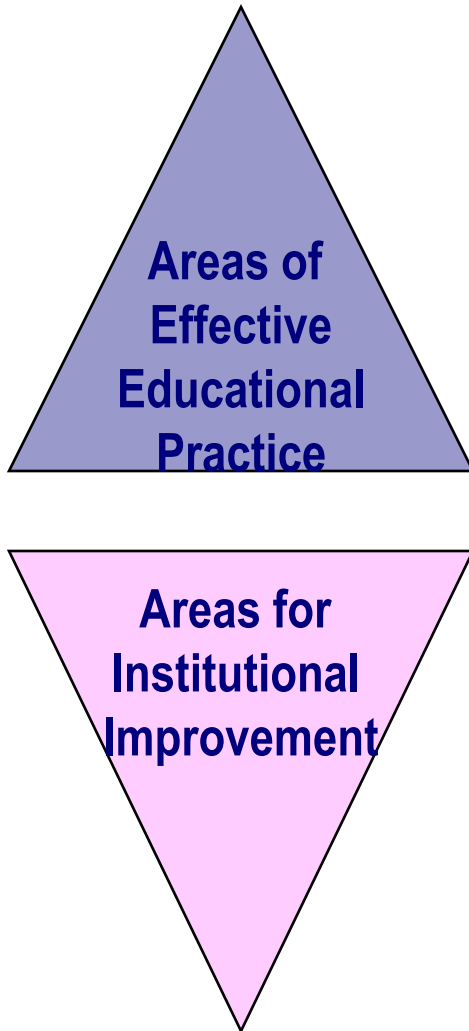
- We can have both a supportive campus and academic challenge
 - There is a lot of good news here...
 - High academic challenge
 - High time on task
 - Community engagement
 - High satisfaction



If we choose to rate ourselves according to these criteria, we could focus on:

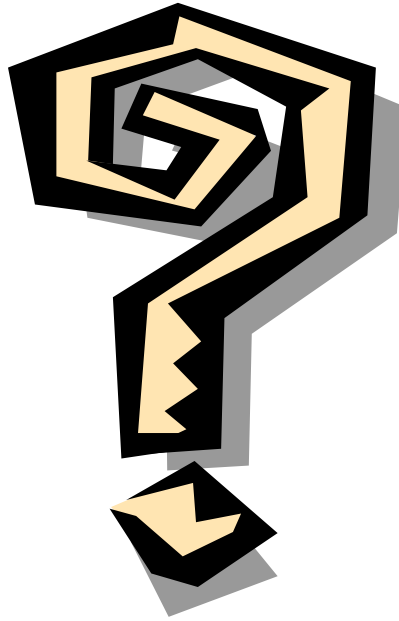
- Faculty - student contact in the first year
 - **Outside of the classroom and**
 - **Through prompt feedback**
- Active learning within the classroom
 - **Student ownership of learning**
 - **Group work / presentations**
 - **Work with other students**
- Speaking skills in the first year
- Maintaining an emphasis on diverse perspectives beyond the first year.
- Encouraging voting

Using NSSE Data



- **Discover current levels of engagement (institution, major field, year in school)**
- **Determine if current levels are satisfactory (criterion reference, normative or peer comparison)**
- **Target areas for improvement**
- **Modify programs and policies accordingly**
- **Teach students what is required to “succeed”**
- **Monitor student & institutional performance**

Questions and Discussion



How Do I Find Out More?

Benchmarks report

Chimes article

Claudia Beversluis

NSSE Website
www.iub.edu/~nsse

The screenshot shows the NSSE website interface within a web browser window. The address bar displays "http://www.iub.edu/~nsse". The page header includes the NSSE logo and the text "National Survey of Student Engagement - The College Student Report". A navigation menu on the left lists "Registration", "About NSSE", "Contact Us", "In the News", "Partners", "Research", "Survey", and "Student Home". The main content area features a "Featured Story" with a photograph of two students and text describing the spring semester survey. Below this, there are sections for "Highlights" and "Features" with various links. On the right side, there are sections for "NSSE 2003", "NSSE 2002", and "NSSE 2001", each with a list of related links. The browser's taskbar at the bottom shows several open applications, including "NSSE - Web.com...", "Legal Internship...", "Microsoft Active...", "Windows Media P...", "Photos & Images", "IPW: NSSE 2001...", and "Microsoft Photo E...".