

East Stroudsburg University
Office of Academic and
Institution Effectiveness
Fall 2011

What is Student Engagement?

- What students *do*
 - Time & energy
 - Students' studies
 - Other educationally purposeful activities
- What institutions *do*
 - Using resources and effective educational practices to induce students to do the right things
- Educationally effective institutions
 - Channel student energy toward the right activities

NSSE Benchmarks of Effective Educational Practice

**Level of Academic
Challenge**

**Active &
Collaborative
Learning**

**Enriching
Educational
Experiences**

**Student – Faculty
Interaction**

**Supportive Campus
Environment**

Why should NSSE results matter to ESU?

- Indirect measure providing us with students' perspective
 - Three of the six strategic themes
 - Engaged Learning
 - Collaboration
 - People
 - Overarching principles
 - Assessment Driven Improvement
 - Transparency (for presentation of the results)
- PASSHE has designated this as optional performance indicator

NSSE and ESU's Strategic Plan Construct Alignment

- Engaged Learning
 - Level of Academic Challenge
 - Active Collaborative Learning
 - Student-Faculty Interaction
 - Enriching Educational Experience
- People
 - Supportive Campus Environment
 - Student-Faculty Interaction
- Collaboration
 - Student Faculty Interaction
 - Active Collaborative Learning

Survey Administration

- Census-administered first-year & senior students
- Spring 2011 administration
- Web-based
- Multiple follow-ups to increase response rates
- PASSHE Consortium participation enabled addition of custom questions

National Survey of Student Engagement 2011
The College Student Report

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	Some	Never
a. Asked questions in class or contributed to class discussions	<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"/>
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"/>
d. Worked on a paper or project that required integrating ideas or information from several sources	<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"/>
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"/>
h. Worked with classmates outside of class to prepare class assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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"/>
j. Told or taught other students (paid or voluntary)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Participated in a community-based project (e.g., service learning) as part of a regular course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Used an electronic medium (forums, chat groups, Internet, instant messaging, etc.) to discuss or complete an assignment	<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"/>
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 class 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 written or oral feedback from faculty on your academic performance	<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"/>
s. Worked with faculty members on activities other than coursework (conferences, seminars, student life activities, etc.)	<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 (classmates, family members, co-workers, etc.)	<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"/>
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"/>

2 During the current school year, how much has your coursework emphasized the following mental activities?

	Very much	Quite a bit	Some	Very little
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"/>
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"/>
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"/>
d. Making judgments about the value of information, arguments, or methods, such as examining interpreted data and assessing the soundness of their conclusions	<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"/>

PASSHE Selected Comparison Group

- Bloomsburg University of Pennsylvania
- California University of Pennsylvania
- Cheyney University of Pennsylvania
- Edinboro University of Pennsylvania
- Indiana University of Pennsylvania
- Kutztown University of Pennsylvania
- Lock Haven University



Carnegie Classification

- **East Stroudsburg University of Pennsylvania**

- **Level** 4-year or above
- **Control** Public
- **Student Population** 7,576

Classification

Undergraduate Instructional Program:

Category

Bal/SGC: Balanced arts & sciences/professions, some graduate coexistence

Graduate Instructional Program: Postbac-Comp: Postbaccalaureate comprehensive

Enrollment Profile: HU: High undergraduate Undergraduate
FT4/S/HTI: Full-time four-year, selective, higher transfer-in

Size and Setting: M4/R: Medium four-year, primarily residential Basic Master's L: Master's Colleges and Universities (larger programs)

Basic: Master's L: Master's Colleges and Universities (larger programs)

NSSE 2011 Selected **ESU** Results



NSSE 2011 Survey Population and Respondents

- Survey was available for students during Spring 2011
- ~ 2 million students invited to participate in NSSE
- 537,605 responding (33%)
- **2559** ESU students were invited to participate, with **546** responding (21%)



NSSE Institution Response Rates

ESU's 2011 response rate = **21%**

ESU's 2008 response rate = **32%**

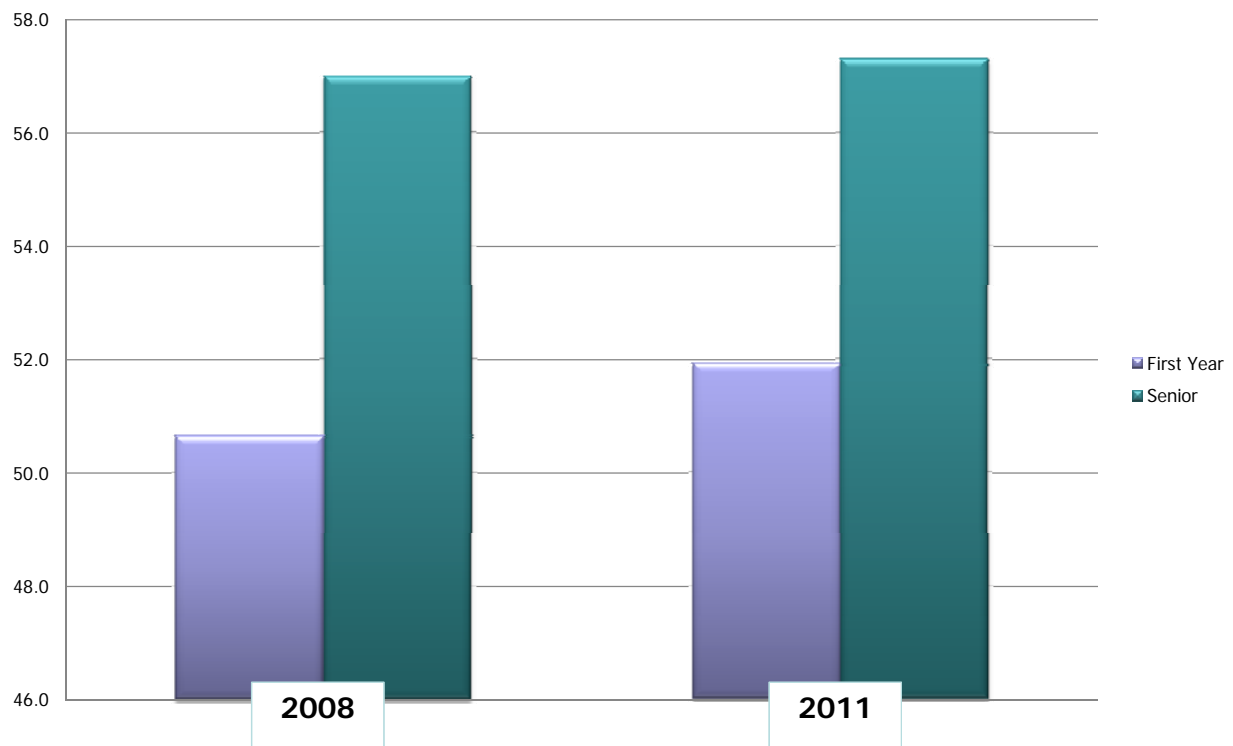
NSSE 2011 Institutional Response Rates

All NSSE 2011 institutions = 33%

NSSE 2011 Public = 24%

PASSHE institutions = 23%

Level of Academic Challenge



Level of Academic Challenge

- “How challenging is your institution’s intellectual and creative work?”
- Differences?
 - None noticed
- Component Differences?
 - Yes

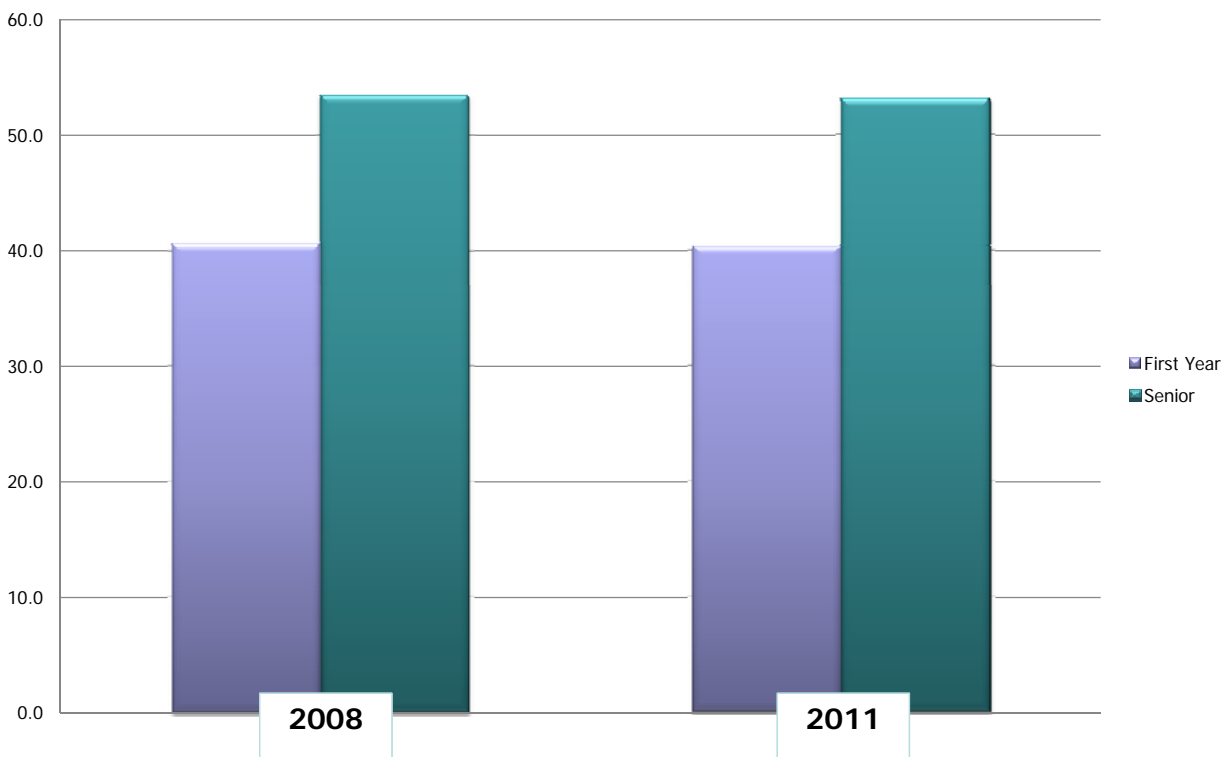
Differences in *First Year* Students for Level of Academic Challenge

Items	PASSHE	Carnegie Class	NSSE Public
Applying theories or concepts	✓	✓	✓
Number of written papers (5 pages or less)	✓	✓	✓
Number of written papers (20 pages or more)	✗	✗	✗
Synthesizing and organizing ideas		✗	✗
Preparing for class	✗	✗	✗
Relaxing/ Socializing (not part of this group)	✓	✓	✓

Differences in *Seniors* for Level of Academic Challenge

Items	PASSHE	Carnegie Class	NSSE Public
Worked harder than you thought you could to meet an instructor's standards?	✓	✓	✓
Spending significant amounts of time studying and on academic work.		✓	✓

Active and Collaborative Learning



Active and Collaborative Learning

- *Are your students actively involved in their learning?*
- For *First Year* students
 - ESU is **lower** than Carnegie Class Public Schools
- For *Senior Students*
 - ESU is **higher** than NSSE Public Schools

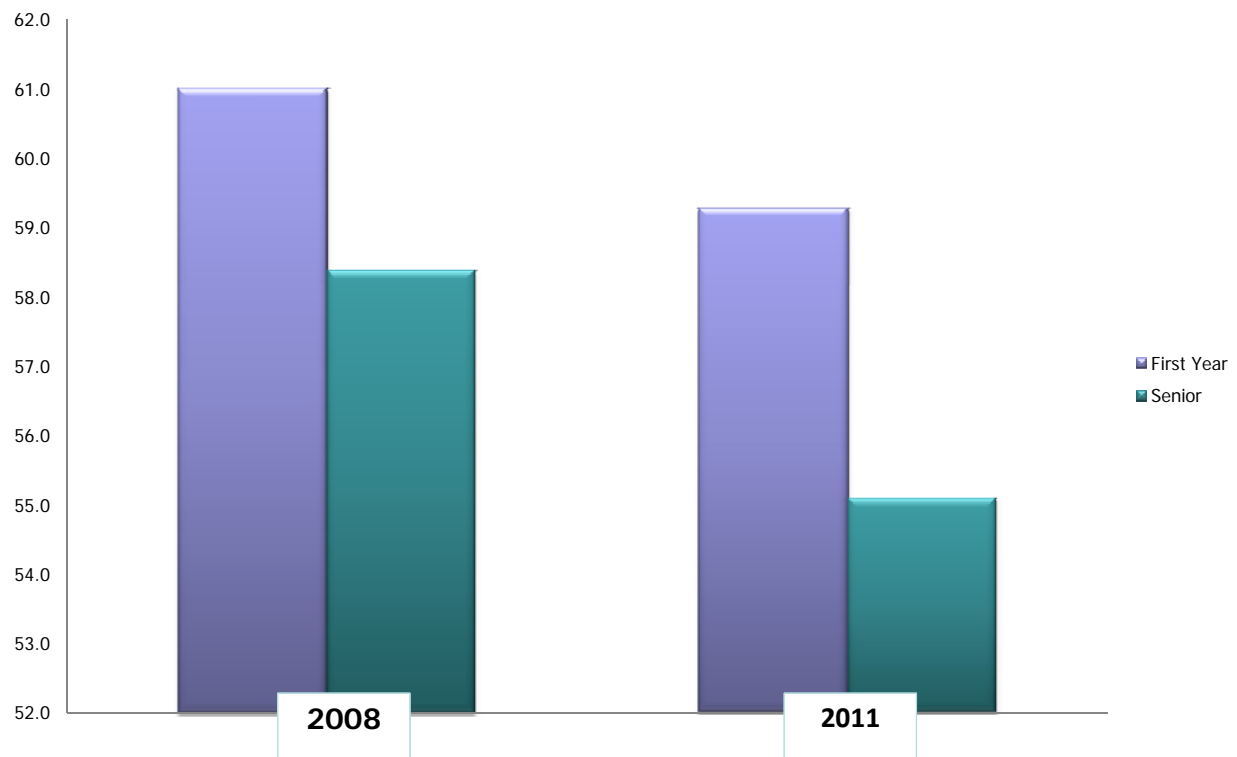
Differences in *First Year* Students for Active and Collaborative Learning

Items	PASSHE	Carnegie Class	NSSE Public
Make Presentations		✓	
Work with classmates outside of class		✓	✓
Tutored or taught by other students			✓

Differences in *Seniors* for Active and Collaborative Learning

Items	PASSHE	Carnegie Class	NSSE Public
Asked questions in class or contributed to class discussion		✓	✓
Make Presentations			✓
Work with students on project during class	✓		✓

Supportive Campus Environment



Supportive Campus Environment

- *Do your students feel the institution is committed to their success?*
- For *First Year* students
 - No noticeable differences
- For *Senior Students*
 - ESU is **lower** than PASSHE, Carnegie Class, and NSSE Public Schools

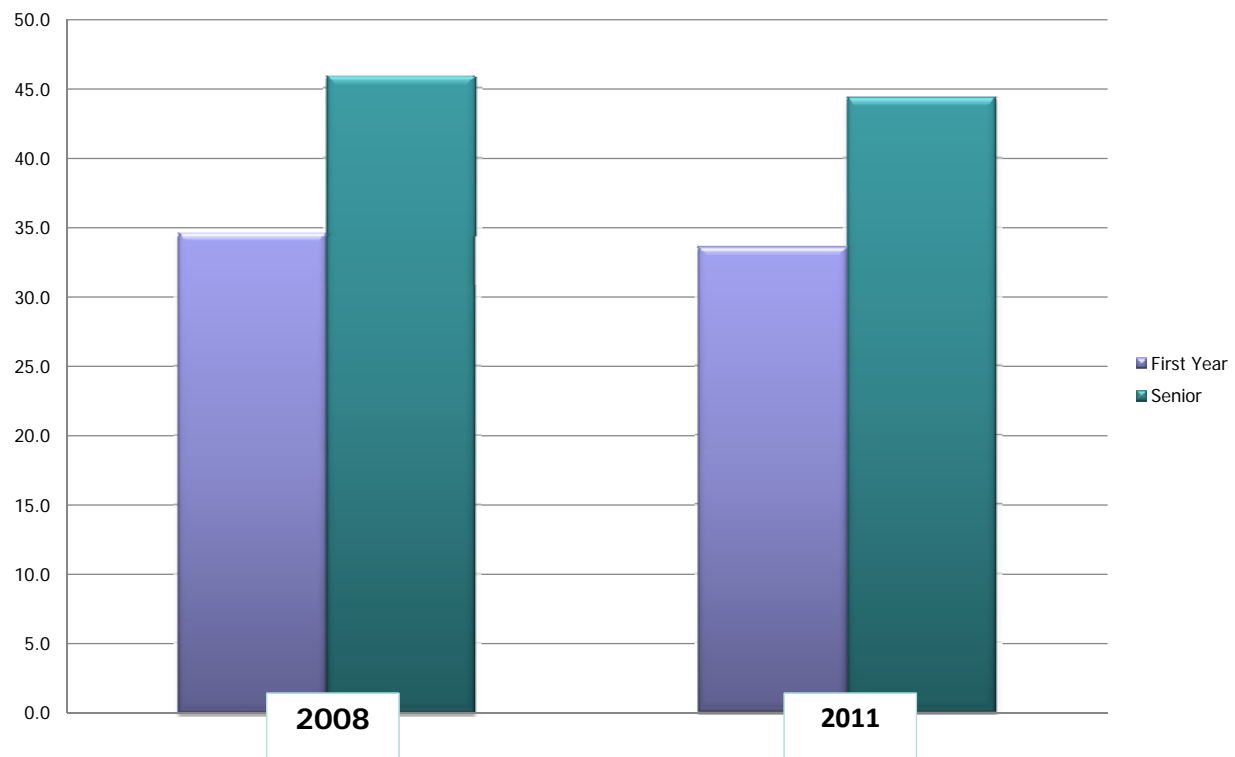
Differences in *First Year* Students for Supportive Campus Environment

Items	PASSHE	Carnegie Class	NSSE Public
Relationship with administrative personnel and offices		✓	✓

Differences in *Senior* Students for Supportive Campus Environment

Item	Scale Low/High	ESU	PASSHE	Carnegie Public	NSSE Public
Quality of relationships with other <i>students</i>	1 to 7	5.55	5.62	5.63	5.60
Quality of relationships with <i>faculty</i> members	1 to 7	5.53	5.54	5.45	5.38
Quality of relationships with <i>administrative personnel and offices</i>	1 to 7	3.96	4.56	4.60	4.59
Providing the support you need to help you succeed <i>academically</i>	1 to 4	2.75	2.94	2.93	2.91
Helping you cope with your <i>non-academic responsibilities</i>	1 to 4	1.96	2.03	2.01	1.97
Providing the support you need to help you thrive <i>socially</i>	1 to 4	2.16	2.30	2.25	2.24

Enriching Educational Experiences



Enriching Educational Experience

- *Do your students take advantage of complementary learning opportunities?*
- First Year and Seniors
 - No noticeable differences overall

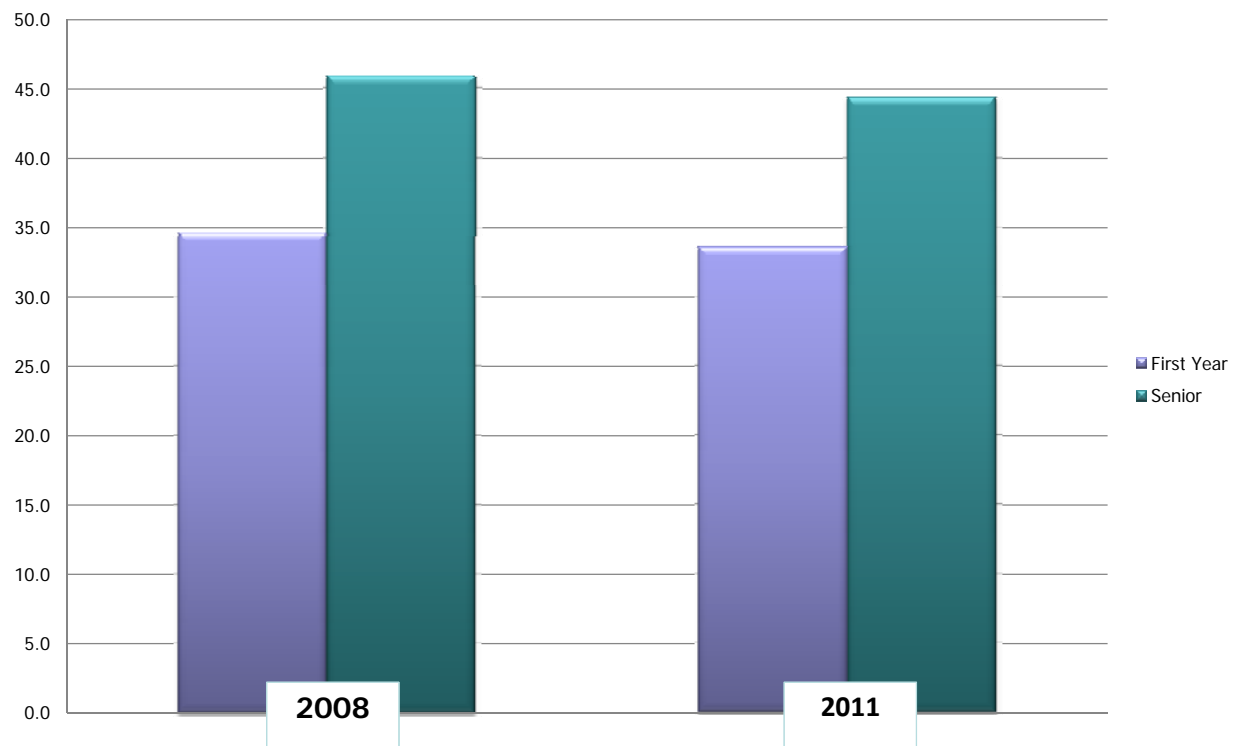
Differences in *First Year* Students for Enriching Educational Experience

Items	PASSHE	Carnegie Class	NSSE Public
Had a serious conversation with a student of a different race and ethnicity than your own	✓		
Foreign language course	✓		

Differences in *Seniors* for Enriching Educational Experience

Items	PASSHE	Carnegie Class	NSSE Public
Use electronic medium to discuss or complete an assignment	✓	✓	✓
Had a serious conversation with a student of a different race and ethnicity than your own	✓		
Foreign language course	✓	✓	✓
Participated in co-curricular activities		✓	

Student – Faculty Interaction



Student- Faculty Interaction

- *Do your students work with faculty members inside and outside of the classroom?*
- First year Students
 - No noticeable difference
- Seniors
 - **Higher** than Carnegie Classification and NSSE Public

Differences in *First Year* Students for Enriching Educational Experience

Items	PASSHE	Carnegie Class	NSSE Public
Received prompt written or oral feedback	✓	✓	
Work with faculty member on activities other than course work		✓	✓

Differences in *Seniors* for Enriching Educational Experience

Items	PASSHE	Carnegie Class	NSSE Public
Talk about career plans with faculty member or advisor		✓	✓
Received prompt written or oral feedback	✓		
Worked harder than you thought you could to meet an instructor's standards or expectations	✓	✓	✓
Worked with faculty member on activities other than coursework		✓	✓

The First Year Students' Perspective ...

Items	PASSHE	Carnegie Class	NSSE Public
Acquiring Broad Education	✓	✓	✓
Work Effectively with Others	✓		✓
Number of Problem Sets that Take you More than an Hour to Complete		✓	✓
Speak Clearly and Effectively		✓	
Extent to which your examinations have challenged you to do your best	✓		

As seniors are leaving ESU ...

Items	PASSHE	Carnegie Class	NSSE Public
Thinking Critically & Analytically		✓	✓
Analyzing Quantitative Problems		✓	✓
Using Computer and Information Technology		✓	✓
Learning Effectively on your own	✓	✓	✓
Solving Real World Problems		✓	✓
Understanding People of other Racial Backgrounds		✓	✓

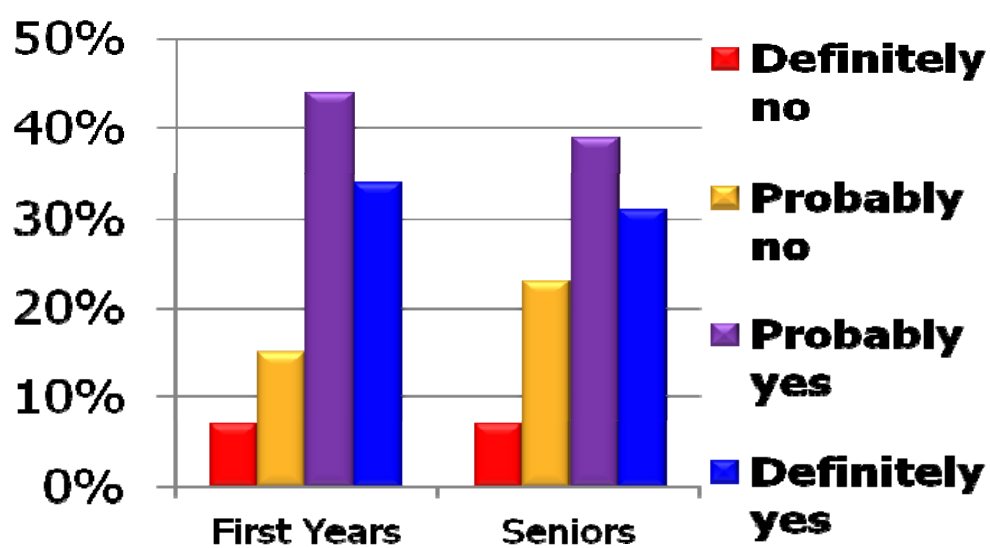
What about ESU Seniors and Math?

Items	PASSHE	Carnegie Class	NSSE Public
Number of Problem Sets that take you more than an hour to complete		✓	✓
Number of Problem Sets that take you less than an hour to complete		✓	✓

Seniors final thoughts ...

Items	PASSHE	Carnegie Class	NSSE Public
Overall, how would you evaluate the quality of academic advising you have received at your institution		✓	✓
How would you evaluate your entire educational experience at this institution ?	✓	✓	✓
If you could start it over again, would you go to the same institution?	✓	✓	✓

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



Questions & Discussion



Contact Information

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NSSE information on the S Drive is located At:
S: (Campus on Jaguar)\Acad. & Inst.
Effectiveness\Assessment\ESU Specific\National Survey
of Student Engagement – NSSE\2011

NSSE information is also located at the Office of
Academic and Institutional Effectiveness website:
http://www4.esu.edu/faculty_staff/campus_info/oaie/index.cfm



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