ESU’s NSSE 2013 Overview

Joann Stryker
Office of Institutional Research and Assessment
University Senate, March 2014
National Survey of Student Engagement - NSSE

Assesses the extent to which students engage in educational practices associated with high levels of learning and development

- Inside and Outside Classroom
- Estimate
  - how undergraduate students spend their time
  - what they gain from attending college
- Research-based “good practices”
NSSE - Overview

- Indiana University at Bloomington
- Online
- Undergraduates - first year and senior
- PASSHE required and paid
NSSE 2013 – Updated

- New*: 23%
- No Change: 22%
- Rewritten (major): 27%
- Modified wording (minor): 28%

*Offset by deletions
NSSE Engagement Indicators

- Academic Challenge
  - Higher-Order Learning
  - Reflective and Integrative Learning
  - Learning Strategies
  - Quantitative Reasoning

- Learning with Peers
  - Collaborative Learning
  - Discussions with Diverse Others

- Experiences with Faculty
  - Student-Faculty Interaction
  - Effective Teaching Practices

- Campus Environment
  - Quality of Interactions
  - Supportive Environment

- High Impact Practices
  - Research with Faculty
  - Culminating Senior Experience
  - Internship
NSSE 2013 – Optional Modules

- Academic Advising
- Civic Engagement
- Development of Transferable Skills
- Experiences with Diversity
- Experiences with writing
- Learning with Technology
- Experiences with Information Literacy
- Global Perspectives – Cognitive & Social
ESU ADMINISTRATION
NSSE 2013
NSSE – ESU 2013

- Administered during Spring 2013
  - Base Survey
  - Academic Advising Module
  - PASSHE Consortium Questions

- Overall Response Rate 23%
  - First-year 238 (19%)
  - Senior 402 (26%)

- Events of AY 2012-2013
OVERVIEW ESU RESULTS
NSSE 2013
The Life of an ESU Student

- 62% work on or off campus
- 2/3 participate in co-curricular activities
- 47% volunteer/do community service
- 45% spend 11+ hours/week socializing
- 32% care for dependents
- 25% spend 5+ hours/week commuting to campus
## ESU First Years

<table>
<thead>
<tr>
<th>Theme</th>
<th>Engagement Indicator</th>
<th>PASSHE</th>
<th>Carnegie Class</th>
<th>NSSE 2013 Public</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Challenge</strong></td>
<td>Higher-Order Learning</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>Reflective and Integrative Learning</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>Learning Strategies</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>Quantitative Reasoning</td>
<td>--</td>
<td>▼</td>
<td>▼</td>
</tr>
<tr>
<td><strong>Learning with Peers</strong></td>
<td><strong>Collaborative Learning</strong></td>
<td>▼</td>
<td>▼</td>
<td>▼</td>
</tr>
<tr>
<td></td>
<td>Discussions with Diverse Others</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td><strong>Experiences with Faculty</strong></td>
<td>Student-Faculty Interaction</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>Effective Teaching Practices</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td><strong>Campus Environment</strong></td>
<td>Quality of Interactions</td>
<td>▼</td>
<td>▼</td>
<td>▼</td>
</tr>
<tr>
<td></td>
<td>Supportive Environment</td>
<td>▼</td>
<td>▼</td>
<td>▼</td>
</tr>
</tbody>
</table>
Learning with Peers

Collaborative Learning (ITEM 1e – 1h; 4 pt scale; Never to Very Often)

• asked another student to help you understand course material
• explained course material to one or more students
• prepared for exams by discussing or working through course material with other students
• worked with other students on course projects or assignments
ESU First Years

▪ Campus Environment

▪ Quality of Interactions (ITEM 13; 7 pt scale; Poor to Excellent)
  • students
  • academic advisors
  • faculty
  • student services staff (career services, student activities, housing, etc.)
  • other administrative staff and offices (registrar, financial aid, etc.)
ESU First Years

- Campus Environment
  - Supportive Environment (ITEM 14b to 14i; 4 pt scale; Very Little to Very Much)
    - support to succeed academically
    - using learning support services
    - contact diverse backgrounds
    - support overall well-being
    - help manage non-academic responsibilities
    - providing opportunities to be involved socially
    - attending campus activities and events (performing arts, athletic events, etc.)
    - attending events that address social, economic or political issues
<table>
<thead>
<tr>
<th>Theme</th>
<th>Engagement Indicator</th>
<th>PASSHE</th>
<th>Carnegie Class</th>
<th>NSSE 2013 Public</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Challenge</strong></td>
<td>Higher-Order Learning</td>
<td>▼</td>
<td>▼</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>Reflective and Integrative Learning</td>
<td>▼</td>
<td>▼</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>Learning Strategies</td>
<td>▼</td>
<td>▼</td>
<td>▼</td>
</tr>
<tr>
<td></td>
<td>Quantitative Reasoning</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td><strong>Learning with Peers</strong></td>
<td>Collaborative Learning</td>
<td>--</td>
<td>△</td>
<td>△</td>
</tr>
<tr>
<td></td>
<td>Discussions with Diverse Others</td>
<td>△</td>
<td>△</td>
<td>--</td>
</tr>
<tr>
<td><strong>Experiences with Faculty</strong></td>
<td>Student-Faculty Interaction</td>
<td>△</td>
<td>△</td>
<td>△</td>
</tr>
<tr>
<td></td>
<td>Effective Teaching Practices</td>
<td>▼</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td><strong>Campus Environment</strong></td>
<td>Quality of Interactions</td>
<td>▼</td>
<td>▼</td>
<td>▼</td>
</tr>
<tr>
<td></td>
<td>Supportive Environment</td>
<td>▼</td>
<td>▼</td>
<td>▼</td>
</tr>
</tbody>
</table>
ESU Seniors

- **Academic Challenge**
  - Higher Order Learning (ITEM 4b to 4e; 4 pt scale; Very Little to Very Much)
    - applying facts, theories, or methods to practical problems or new situations
    - analyzing an idea, experience or line of reasoning in depth by examining its parts
    - evaluating a point of view, decision, or information source
    - forming a new idea or understanding from various pieces of information
ESU Seniors

- Academic Challenge
  - Reflective & Integrative Learning (Item 2a to 2g; 4 pt scale, Never to Very Often)
    - combined ideas from different courses when completing assignments
    - connected your learning to societal problems or issues
    - included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments
    - examined the strengths and weaknesses of your own views on a topic or issue
    - tried to better understand someone else’s views by imagining how an issue looks from his or her perspective
    - learned something that changed the way you understand an issue or concept
    - connected ideas from your courses to your prior experiences and knowledge
ESU Seniors

- **Academic Challenge**
  - Learning Strategies (Item 9a to 9c; 4 pt scale, Never to Very Often)
    - identified key information from reading assignments
    - reviewed your notes after class
    - summarized what you learned in class or from course materials
ESU Seniors △

- Learning with Peers
  - Discussions with Diverse Others (Item 8a to 8d; 4 pt scale, Never to Very Often)
    - people of a race or ethnicity other than your own
    - people from an economic background other than your own
    - people with religious beliefs other than your own
    - people with political views other than your own
ESU Seniors

- **Experiences with Faculty**
  - **Student Faculty Interaction (Item 3a to 3d; 4 pt scale, Never to Very Often)**
    - talked about career plans with a faculty member
    - worked with a faculty member on activities other than coursework (committees, student groups)
    - **discussed course topics, ideas, or concepts with a faculty member outside of class**
    - discussed your academic performance with a faculty member
Experiences with Faculty

Effective Teaching Practices (Item 5a to 5e; 4 pt scale, Never to Very Often)

- clearly explained course goals and requirements
- taught course sessions in an organized way
- used examples or illustrations to explain difficult points
- provided feedback on a draft or work in progress
- provided prompt and detailed feedback on tests or completed assignments
ESU Seniors

- Campus Environment
  - Quality of Interactions (ITEM 13; 7 pt scale; Poor to Excellent, Not Applicable)
    - students
    - academic advisors
    - faculty
    - student services staff (career services, student activities, housing, etc.)
    - other administrative staff and offices (registrar, financial aid, etc.)
Campus Environment

- Supportive Environment (ITEM 14b to 14i; 4 pt scale; Very Little to Very Much)
  - support to succeed academically
  - using learning support services
  - contact diverse backgrounds
  - support overall well-being
  - help manage non-academic responsibilities
  - providing opportunities to be involved socially
  - attending campus activities and events (performing arts, athletic events, etc.)
  - attending events that address social, economic or political issues.
Percentage Rating Their Overall Experience as "Excellent" or "Good"

First Year
- ESU: 78%
- PASSHE: 87%

Senior
- ESU: 78%
- PASSHE: 87%
Percentage Who Would "Definitely" or "Probably" Attend This Institution Again

First Year

- ESU: 76%
- PASSHE: 84%

Senior

- ESU: 68%
- PASSHE: 80%
TAKE AWAYS
Big Picture

- Busy Students
- Diverse Campus
- Senior Student-Faculty Interactions Positive
Big Picture: Campus Environment

▪ IMPROVE QUALITY OF INTERACTIONS WITH OUR STUDENTS

▪ Everyone

▪ Impacts
  ▪ Recruitment
  ▪ Retention
Big Picture: Academic Challenge

- INCREASINGLY CHALLENGE OUR STUDENTS IN VARIOUS FORMS OF DEEP LEARNING
  - Higher Order Learning
  - Reflective & Integrative Learning
  - Learning Strategies
- Faculty and Professional Staff
- Impacts
  - Student perception of educational quality
  - Satisfaction
NEXT STEPS
NSSE Mobile Pilot (Free)

- Started February 25, 2014
- Making the survey more mobile friendly

<table>
<thead>
<tr>
<th>NSSE Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invitation</td>
</tr>
<tr>
<td>Reminder 1</td>
</tr>
<tr>
<td>Reminder 2</td>
</tr>
<tr>
<td>Reminder 3</td>
</tr>
<tr>
<td>Final Reminder</td>
</tr>
</tbody>
</table>

- Why ESU?
  - Over 20% of our students completed the 2013 survey on their phone or other mobile device.
Delve Deeper

- **Reports Posted on Campus (Jaguar)**
  
  S:\Acad. & Inst. Effectiveness\Assessment\ESU Specific\National Survey of Student Engagement - NSSE\2013

- **Program Reports**
  
  5 or More Respondents, Means and Frequencies, Upon return from spring break

- **Focused Presentations/Discussions**
  
  Administrative Council, SA and SAA Directors, College Meetings

- **Open Forum**
Delve Deeper

- What do you find surprising?
- What do you want to know more about?
- What is most concerning?
Delve Deeper

- What can we do differently?
  - Retention Committee

- What can the University Senate do?

- TAKE ACTION – MAKE CHANGES
QUESTIONS

?????