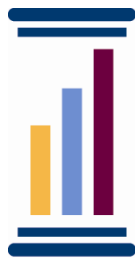




ESU's NSSE 2013 Overview



NSSE

national survey of
student engagement

Joann Stryker

Office of Institutional Research and Assessment

University Senate, March 2014

National Survey of Student Engagement - NSSE

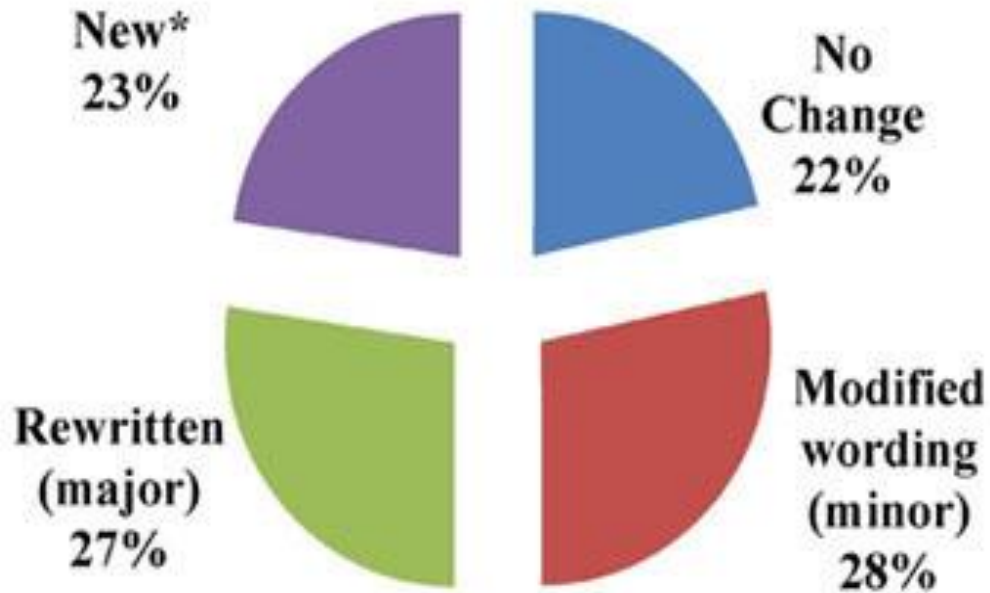
Assesses the extent to which students engage in educational practices associated with high levels of learning and development

- 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
- ESU – 2008, 2011, 2013

NSSE 2013 – Updated



** 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

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

ESU First Years

■ 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

ESU Seniors

Theme	Engagement Indicator	PASSHE	Carnegie Class	NSSE 2013 Public
<i>Academic Challenge</i>	Higher-Order Learning	▽	▽	--
	Reflective and Integrative Learning	▽	←	--
	Learning Strategies	▽	▽	▽
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	--	△	△
	Discussions with Diverse Others	△	←	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	△	△	▲
	Effective Teaching Practices	▽	←	--
<i>Campus Environment</i>	Quality of Interactions	▽	←	▽
	Supportive Environment	▽	←	▽

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

ESU Seniors

- 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.)

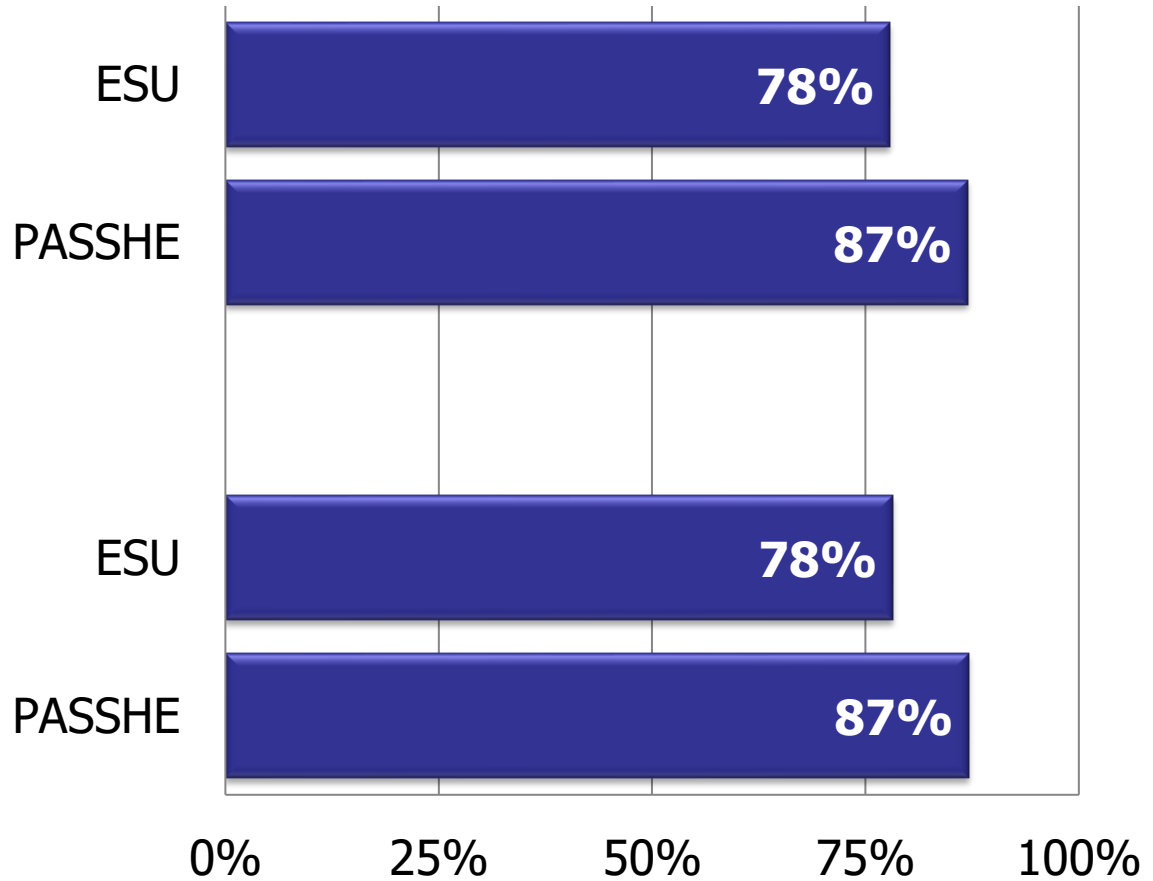
ESU Seniors

■ 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"

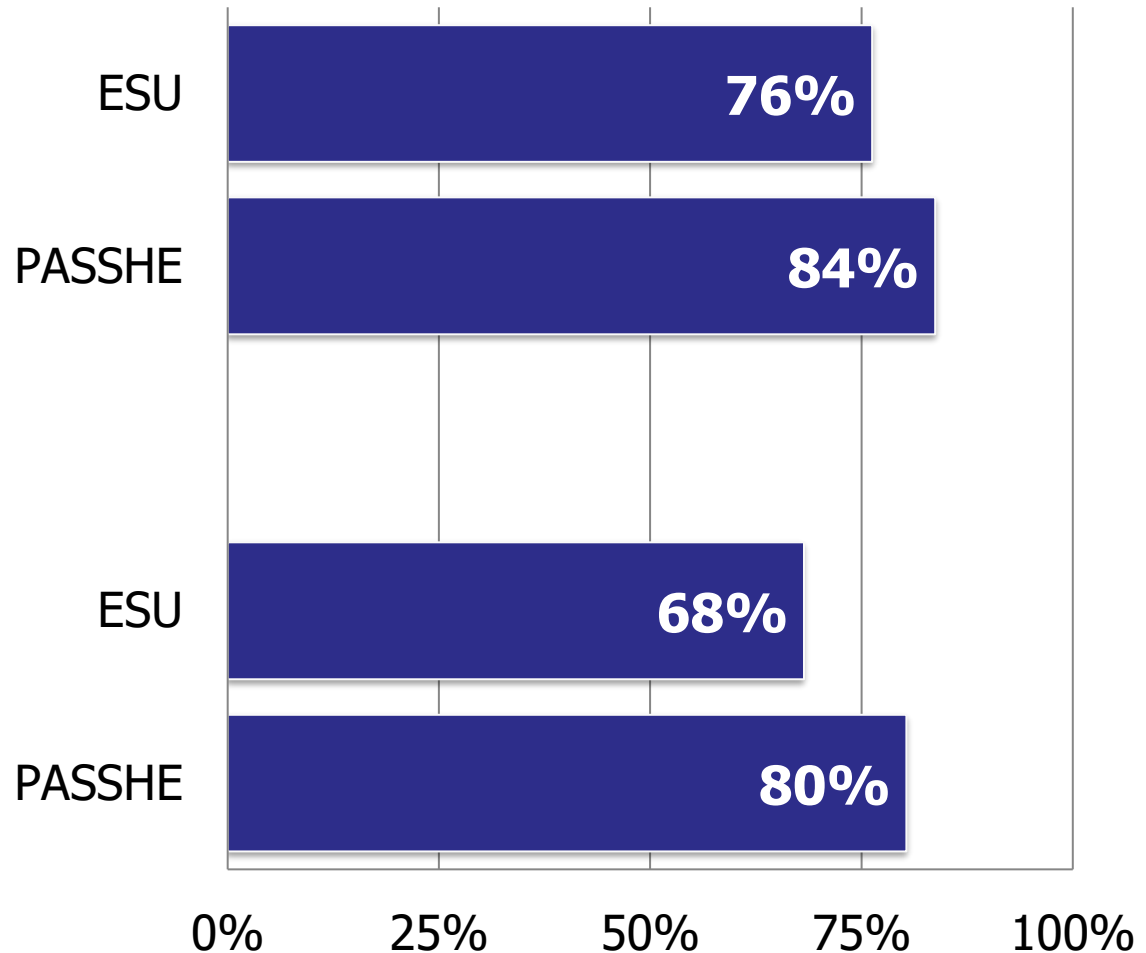
First Year



Senior

Percentage Who Would "Definitely" or "Probably" Attend This Institution Again

First Year



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

NSSE Schedule	
Invitation	2/25
Reminder 1	3/5
Reminder 2	3/12
Reminder 3	3/26
Final Reminder	4/1

- 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)

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- 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

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