

**NSSE**

national survey of  
student engagement

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NSSE 2014 Summary Presentation for  
the Faculty Senate  
March 2, 2017

# Foundational Premise...

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- ***Student Engagement*** is a domain of constructs representing two critical features of collegiate quality:
  1. **The amount of time and effort students put into educationally purposeful activities, and**
  2. **How the institution organizes the curriculum and other learning opportunities to get students to participate in such activities.**
- **The NSSE is used to measure the extent to which students engage in effective educational practices that are empirically linked with learning, personal development, and other desired outcomes such as persistence, satisfaction, and graduation.**

# NSSE 2014 and 2017 Possible Comparison Groups

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**NSSE 2014  
Institutions**  
(622 institutions)

**Carnegie  
Classification**  
(109 institutions)

**Southeast Public**  
(108 institutions)

# 2014 NSSE Response Rates

	2014 LU (n=812)		2014 NSSE Inst (n=622)		2014 SE Public Inst (n=108)	
Overall Response Rate	<b>47%</b>		<b>32%</b>		<b>21 %</b>	
	<b>FY</b>	<b>SR</b>	<b>FY</b>	<b>SR</b>	<b>FY</b>	<b>SR</b>
Response Rate	44%	51%	29%	34%	18%	23%
No of Respondents	439	373	153,021	202,843	29,419	40,137

# NSSE Overview in simplest terms

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## NSSE asks undergraduates about:

- **Their exposure to and participation in effective educational practices**
- **Their use of time in and out of class**
- **What they feel they have gained from their education experiences**
- **The quality of their interactions with faculty and other students**
- **The extent to which they perceive the institution provides a supportive environment**

# Prompts and Scales used on the NSSE

In your experience at LU during the current school year, about how often have you...

*Never*  
*Often*  
*Sometimes*  
*Very Often*

During the current school year, how much has your coursework emphasized...

To what extent does LU emphasize...

To what extent has your experience at LU contributed to your knowledge, skills, and personal development in...

*Very Little*  
*Some*  
*Quite a Bit*  
*Very Much*

During the current school year, about how much or about how many hours...

*Ranges of numbers*

Overall, how would you evaluate...

*Poor*  
*Fair*  
*Good*  
*Excellent*

# Overall LU Engagement Indicator Results compared to SE Public

## Engagement Indicators

Sets of items are grouped into ten Engagement Indicators, organized under four broad themes. At right are summary results for LU institution. For details, see LU Engagement Indicators report.

Key:

▲ LU students' average was significantly higher (p < .05) with an effect size at least .3 in magnitude.

△ LU students' average was significantly higher (p < .05) with an effect size less than .3 in magnitude.

-- No significant difference.

▼ LU students' average was significantly lower (p < .05) with an effect size less than .3 in magnitude.

▽ LU students' average was significantly lower (p < .05) with an effect size at least .3 in magnitude.

Theme	Engagement Indicator	LU students compared with Southeast Public	
		First-year	Senior
Academic Challenge	Higher-Order Learning	--	△
	Reflective & 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	△	△

# Engagement Indicators: Overall Mean Comparisons

Theme	Engagement Indicator Mean	First-Year		Seniors	
		LU	SE Pub	LU	SE Pub
<i>Academic Challenge</i>	Higher-Order Learning	39.2	38.8	42.7	41.2*
	Reflective & Integrative Learning	35.6	35.1	40.3	38.5**
	Learning Strategies	39.5	40.0	39.7	41.3*
	Quantitative Reasoning	27.1	27.8	28.2	30.7**
<i>Learning with Peers</i>	Collaborative Learning	33.4	32.4	35.6	33.5**
	Discussions with Diverse Others	43.3	41.7*	44.8	43.2*
<i>Experiences with Faculty</i>	Student-Faculty Interaction	23.2	20.3***	32.3	24.6***
	Effective Teaching Practices	41.0	39.7*	43.2	41.1**
<i>Campus Environment</i>	Quality of Interactions	43.8	41.1***	45.8	42.2***
	Supportive Environment	39.9	38.2**	38.5	34.7***

\*p<.05, \*\*p<.01, \*\*\*p<.0001

Darkest Shading indicates effect size >.3



# Highest and Lowest performing Engagement Indicator Item Comparisons (First Year Students)

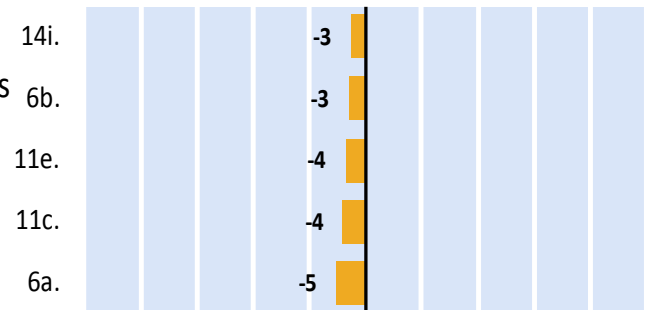
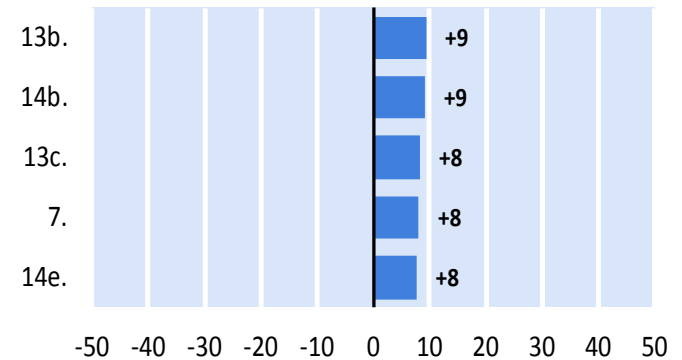
## First-year Students

### Highest Performing Relative to Southeast Public

- Quality of interactions with academic advisors
- Institution emphasis on providing support to succeed academically
- Quality of interactions with faculty
- Assigned more than 50 pages of writing
- Institution emphasis on providing opportunities to be involved socially

### Lowest Performing Relative to Southeast Public

- Institution emphasis on attending important social/econ/polit issues events
- Used numerical information to examine a real-world problem or issue
- Worked with a faculty member on a research project
- Participated in a learning community or some formal program where...
- Reached conclusions based on your own analysis of numerical information



% Point Difference with Southeast Public

# Highest and Lowest performing Engagement Indicator Item Comparisons (Seniors)

## Senior Students

### Highest Performing Relative to Southeast Public

Participated in an internship, field exp, student teach, clinical placement

Completed a culminating senior experience

Talked about career plans with a faculty member

Number courses included a community-based project (service-learning)

Instructors provided feedback on a draft or work in progress

### Lowest Performing Relative to Southeast Public

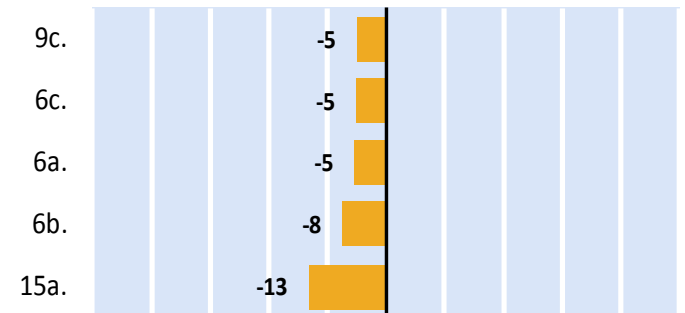
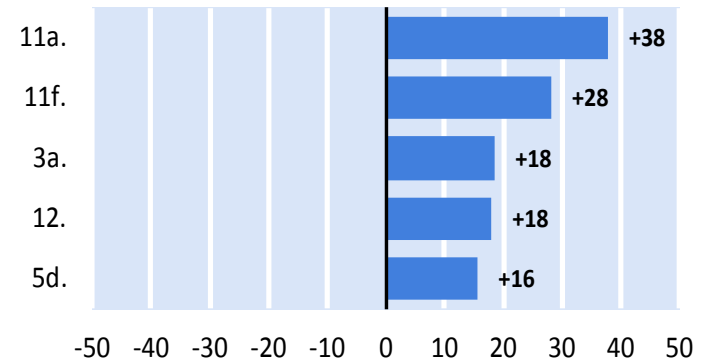
Summarized what you learned in class or from course materials

Evaluated what others have concluded from numerical information

Reached conclusions based on your own analysis of numerical information

Used numerical information to examine a real-world problem or issue

Spent more than 15 hours per week preparing for class



% Point Difference with Southeast Public

# *Six High-Impact Practices*

First-Yr  
Students

Seniors

Learning community or some other formal program where groups of students take two or more classes together



Courses that included a community-based project (service-learning)



Work with a faculty member on a research project



Internship, co-op field experience, student teaching, or clinical placement



Study abroad



Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)



# High-Impact Practices: Participation Comparisons

Percentage Reporting "Done or in Progress"	First-Year		Seniors	
	LU	SE Pub	LU	SE Pub
Learning Community	12%	16% *	40%	25% ***
Service Learning	55%	50% *	77%	59% ***
Research with Faculty	2%	6% **	36%	25% ***
Internship or Field Experience	-	-	87%	49% ***
Study Abroad	-	-	22%	12% ***
Culminating Senior Experience	-	-	72%	44% ***
Participated in at least one	59%	57%	98%	85% ***
Participated in two or more	10%	13%	91%	61% ***

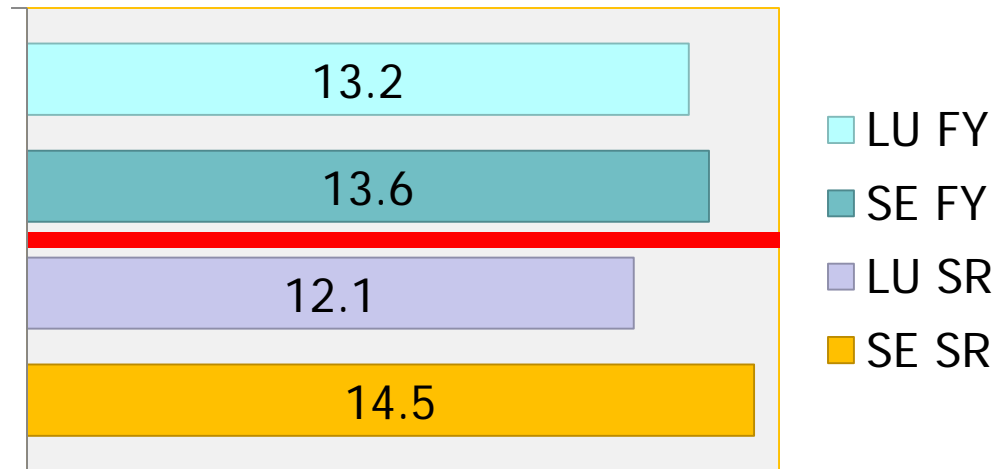
\*p<.05, \*\*p<.01, \*\*\*p<.0001

Darkest Shading indicates effect size >.3

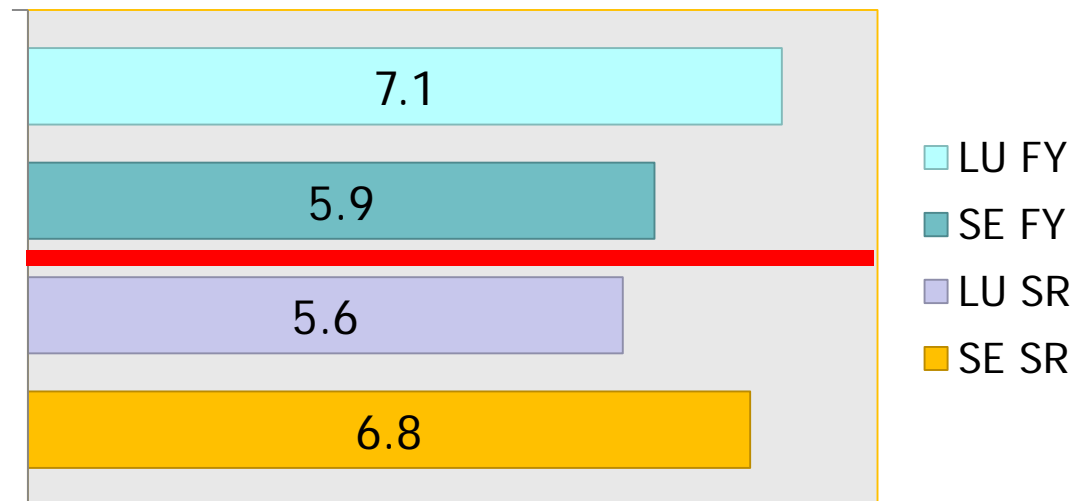
# Academic Challenge: Additional Items

## “Time spent studying and reading”

Average Hours/Week Preparing for Class



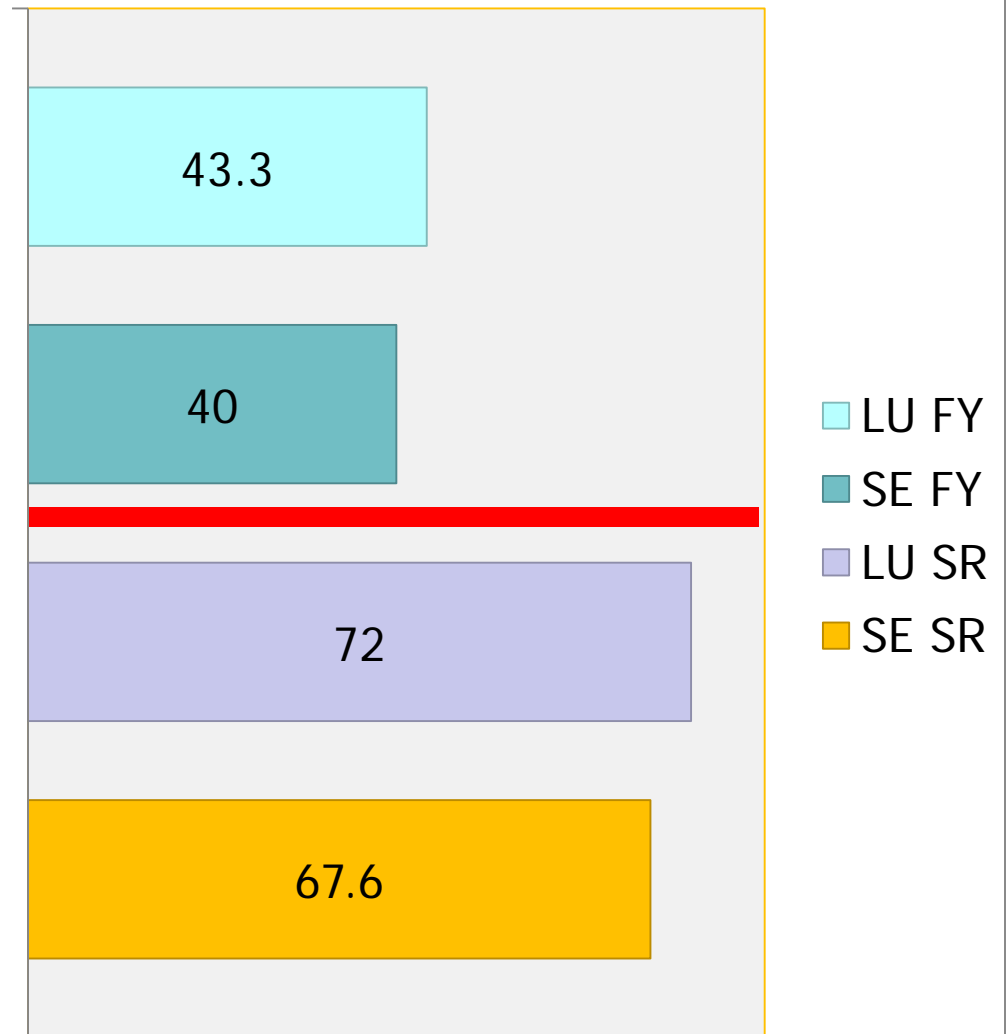
Average Hours/Week on Course Reading



# Academic Challenge: Additional Items

## “Writing expectations”

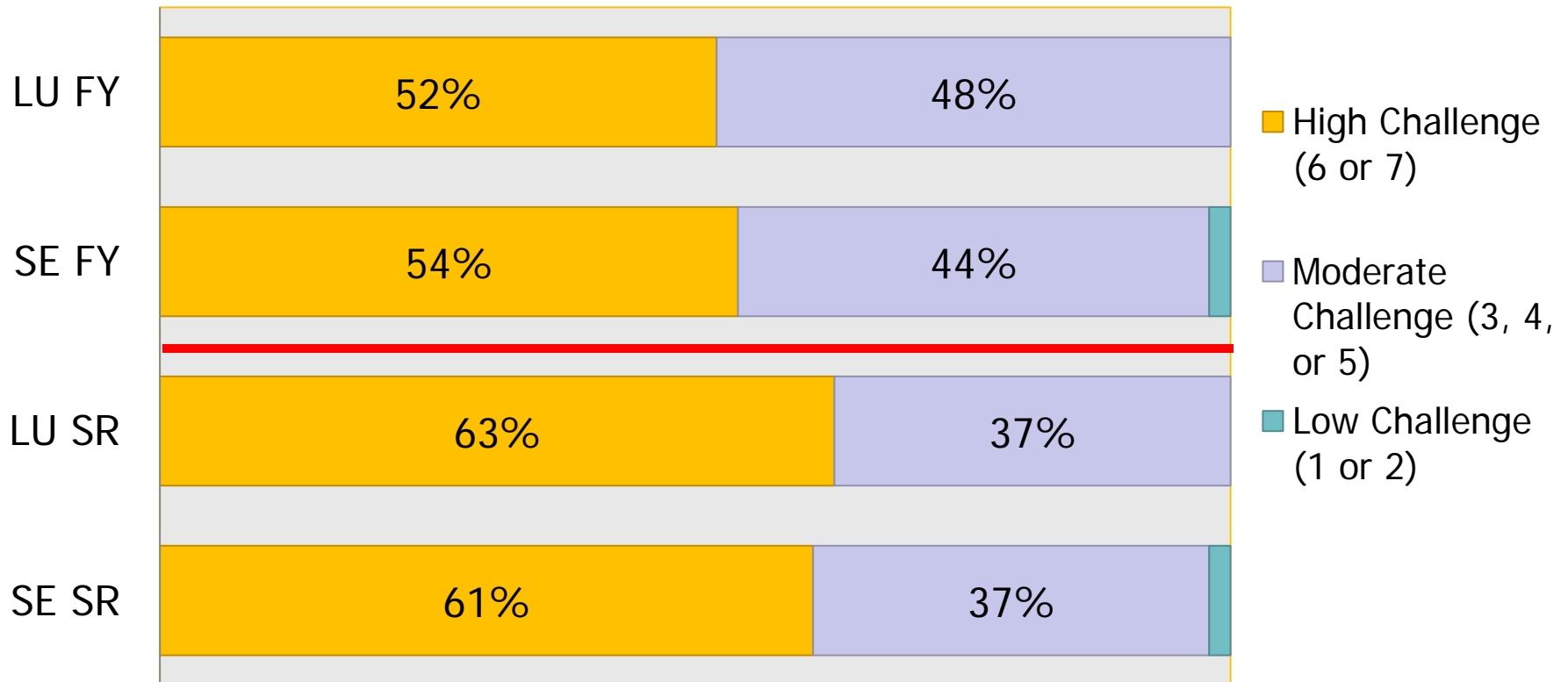
Average Pages of Assigned Writing,  
Current Year



# Academic Challenge: Additional Items

## “Challenge to do Best Work”

To what extent did students' courses challenge them to do their best work?

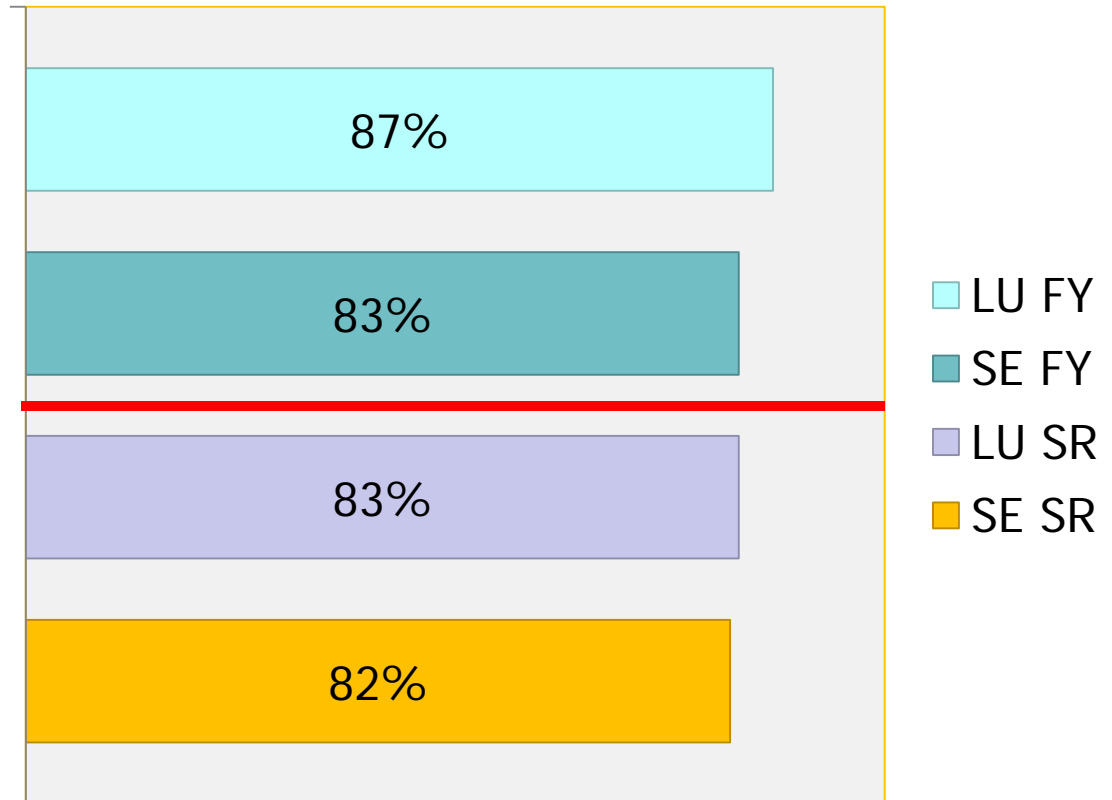


## Academic Challenge: Additional Items

# “Perceived Institutional Emphases”

**“How much does your institution emphasize spending significant time studying and on academic work?”**

% Responding “Very much” or “Quite a bit”





# Perceived Gains Among Seniors

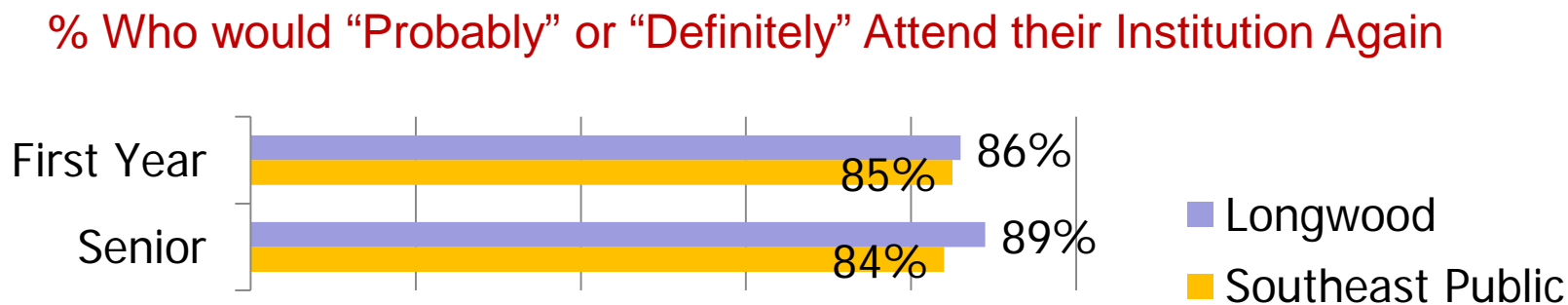
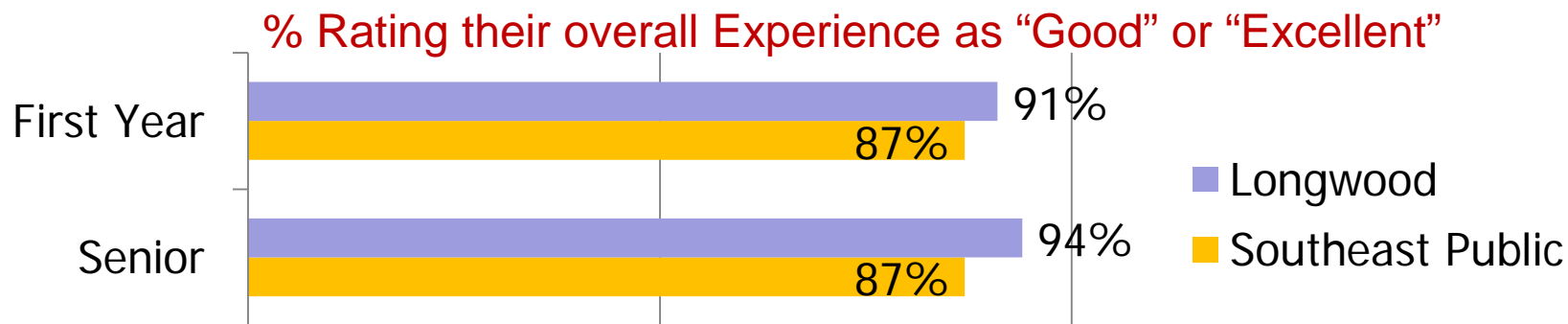
## Percentage of SRs responding “Very much” or “Quite a bit”



# Overall Satisfaction with Institution

LU's Mean Score Differences		LU	SE Pub
An evaluation of the student's entire educational experience at this institution - (1) Poor to (4) Excellent	FY	3.3	3.2**
	SR	3.5	3.3***
If starting over, would the student attend the same institution - (1) Definitely No to (4) Definitely Yes	FY	3.3	3.3
	SR	3.4	3.3**

\*p<.05, \*\*p<.01, \*\*\*p<.0001



# Important Details about the NSSE 2017 Administration

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- Administered via email to all first-year and senior students
- Email invitation and reminders are signed by President Reveley but arrive in inbox from [nsse@nsse-survey.org](mailto:nsse@nsse-survey.org)
- Reminders go out weekly to non-respondents until closed on Monday, March 27, 2017
- Incentive awards include a drawing for three \$50 LancerCa\$h awards and one \$150 LancerCas\$h award; early completers have a greater chance to win
- Results are critical to SCHEV Competency and QEP Assessment and ability to look at differences among colleges, majors, and sub-populations. Goal is 40% Response Rate!