

NSSE

national survey of
student engagement

Allison Thompson

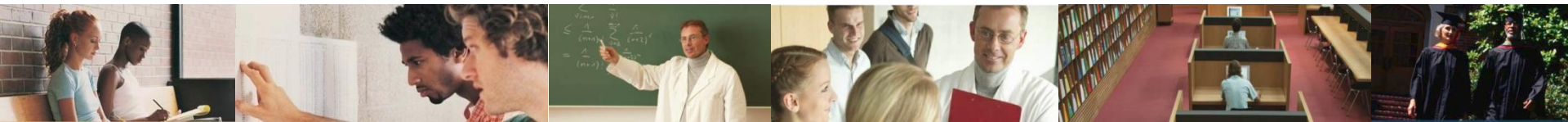
Director of Assessment and Evaluation
and Associate SACSCOC Liaison

August 14, 2018

Presentation Overview

- 1. NSSE and the Concept of Student Engagement**
- 2. Selected NSSE Results for ULM**
- 3. Selected BCSSE Results for ULM**
- 4. Using Our NSSE and BCSSE Data**
- 5. Questions & Discussion**

NSSE and the Concept of Student Engagement



What is Student Engagement?

What students do –

Time and energy devoted to studies and 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

Seven Principles of Good Practice in Undergraduate Education

Student-faculty contact

Active learning

Prompt feedback

Time on task

High expectations

Experiences with diversity

Cooperation among students



Chickering, A. W. & Gamson, Z. F. (1987). *Seven principles for good practice in undergraduate education*. AAHE: Bulletin, 39 (7), 3-7.

NSSE Background

- **Launched with grant from The Pew Charitable Trusts in 1999, supported by institutional participation fees since 2002.**
- **More than 1,600 baccalaureate-granting colleges and universities in the US and Canada have participated to date.**
- **Institution types, sizes, and locations represented in NSSE are largely representative of U.S. baccalaureate institutions.**

Year	Institutions
2001 thru 2012	1504
2013	613
2014	713
2015	585
2016	557
2017	722
2018	505

NSSE Engagement Indicators

Meaningful Academic Engagement Themes

Academic Challenge

Learning with Peers

Experiences with Faculty

Campus Environment

Engagement Indicators

Higher-Order Learning

Reflective & Integrative Learning

Learning Strategies

Quantitative Reasoning

Collaborative Learning

Discussions with Diverse Others

Student-Faculty Interaction

Effective Teaching Practices

Quality of Interactions

Supportive Environment

Survey Administration

- Randomly sampled first-year students & seniors
- Mobile-optimized survey
- Spring administration
- Multiple follow-ups to increase response rates
- Topical Modules provide option to delve deeper into the student experience

NSSE national survey of student engagement
THE COLLEGE STUDENT REPORT

During the current school year, about how often have you done the following? 0% complete

	Very often	Often	Sometimes	Never
Asked questions or contributed to course discussions in other ways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepared two or more drafts of a paper or assignment before turning it in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Come to class without completing readings or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended an art exhibit, play or other arts performance (dance, music, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked another student to help you understand course material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explained course material to one or more students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepared for exams by discussing or working through course material with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with other students on course projects or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gave a course presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During the current school year, about how often have you done the following?

	Very often	Often	Sometimes	Never
Combined ideas from different courses when completing assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connected your learning to societal problems or issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Examined the strengths and weaknesses of your own views on a topic or issue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learned something that changed the way you understand an issue or concept	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connected ideas from your courses to your prior experiences and knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

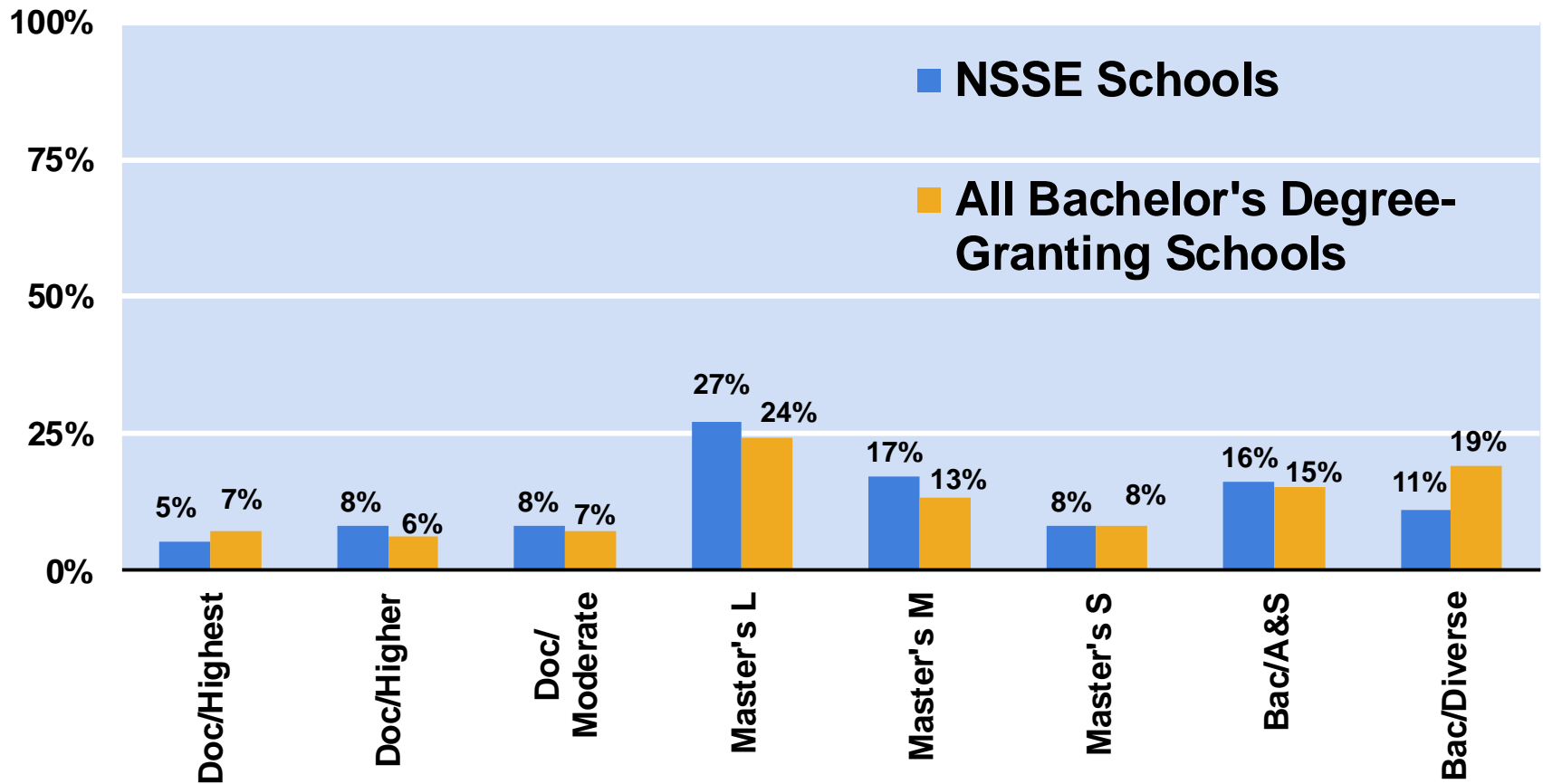
A Commitment to Data Quality

NSSE's Psychometric Portfolio presents evidence of validity, reliability, and other indicators of data quality. It serves higher education leaders, researchers, and professionals who use NSSE.

See the Psychometric Portfolio
nsse.indiana.edu/html/psychometric_portfolio.cfm



NSSE 2018 Institutions by Carnegie Classification



NSSE 2018 Percentage Respondents by Race, Ethnicity, and Nationality

	NSSE 2018 Respondents	U.S. Bachelor's-Granting Population
African American/Black	10	12
American Indian/Alaska Native	1	1
Asian	6	7
Native Hawaiian/other Pacific Islander	<1	<1
Caucasian/White	62	56
Hispanic/Latino	14	16
Multiracial/multiethnic	4	4
Foreign/nonresident alien	4	5

NSSE 2018 Survey Population and Respondents

- **Approximately 1.2 million students were invited to participate in NSSE 2018, with 289,867 responding**
- **2,741 of ULM's students were invited to participate, with 680 responding**



NSSE 2018 U.S. Institution Response Rates

ULM's response rate = 25%

All NSSE 2018 institutions = 30%

**NSSE 2018
U.S. Average
Institutional
Response Rates
by Enrollment:**

Undergraduate Enrollment	Number of Institutions	Avg. Institutional Response Rate
2,500 or fewer	219	35
2,501 to 4,999	109	28
5,000 to 9,999	74	25
10,000 or more	71	21
All institutions	476	30

Selected NSSE Results for ULM



NSSE 2018 Results for ULM

Engagement Indicators

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

Key:

- Your students' average was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- Your students' average was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
- Your students' average was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- Your students' average was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

Theme	Engagement Indicator	Your students compared with Vision Statement	
		First-year	Senior
Academic Challenge	Higher-Order Learning	<input type="checkbox"/>	<input type="checkbox"/>
	Reflective & Integrative Learning	<input type="checkbox"/>	<input type="checkbox"/>
	Learning Strategies	<input type="checkbox"/>	<input type="checkbox"/>
	Quantitative Reasoning	<input type="checkbox"/>	<input type="checkbox"/>
Learning with Peers	Collaborative Learning	<input type="checkbox"/>	<input type="checkbox"/>
	Discussions with Diverse Others	<input type="checkbox"/>	<input type="checkbox"/>
Experiences with Faculty	Student-Faculty Interaction	<input type="checkbox"/>	<input type="checkbox"/>
	Effective Teaching Practices	<input type="checkbox"/>	<input type="checkbox"/>
Campus Environment	Quality of Interactions	<input type="checkbox"/>	<input type="checkbox"/>
	Supportive Environment	<input type="checkbox"/>	<input type="checkbox"/>

NSSE 2018 Results for ULM Freshmen

Highest Performing Relative to Vision Statement

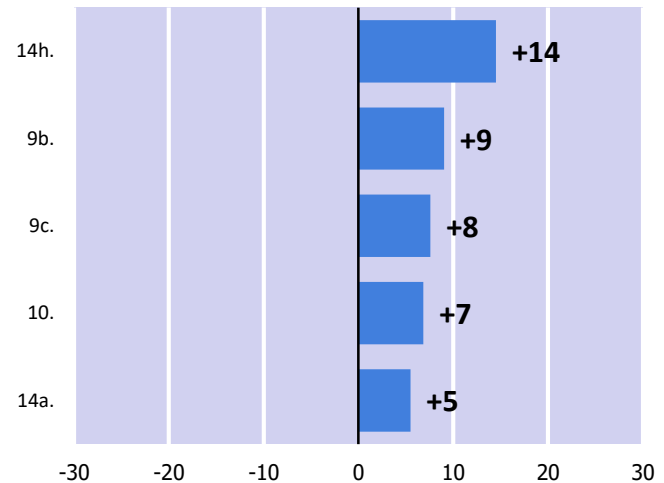
Institution emphasis on attending campus activities and events

Reviewed your notes after class

Summarized what you learned in class or from course materials

Extent to which courses challenged you to do your best work

Institution emphasis on studying and academic work



Lowest Performing Relative to Vision Statement

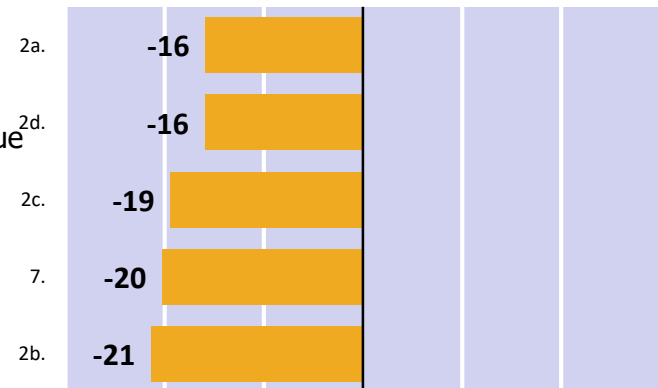
Combined ideas from different courses when completing assignments

Examined the strengths/weaknesses of your own views on a topic or issue

Included diverse perspectives (...) in course discussions or assignments

Assigned more than 50 pages of writing

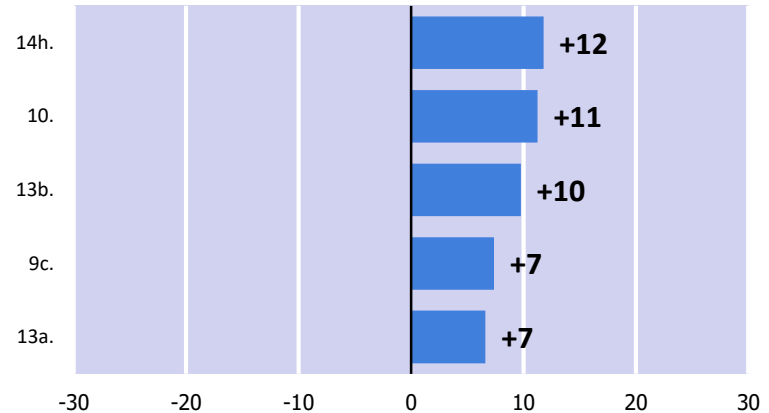
Connected your learning to societal problems or issues



NSSE 2018 Results for ULM Seniors

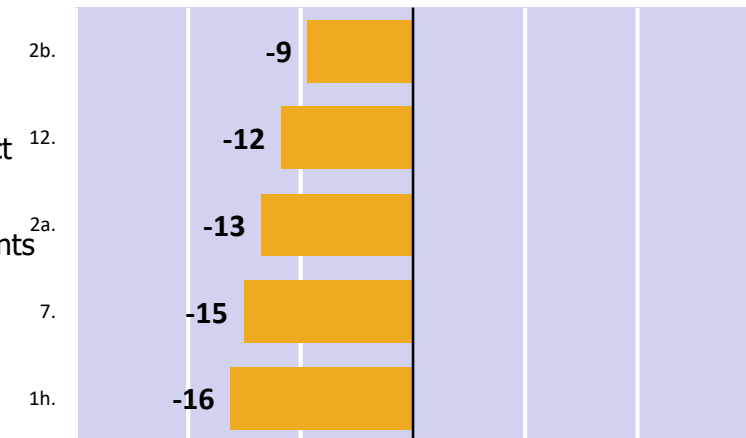
Highest Performing Relative to Vision Statement

- Institution emphasis on attending campus activities and events
- Extent to which courses challenged you to do your best work
- Quality of interactions with academic advisors
- Summarized what you learned in class or from course materials
- Quality of interactions with students



Lowest Performing Relative to Vision Statement

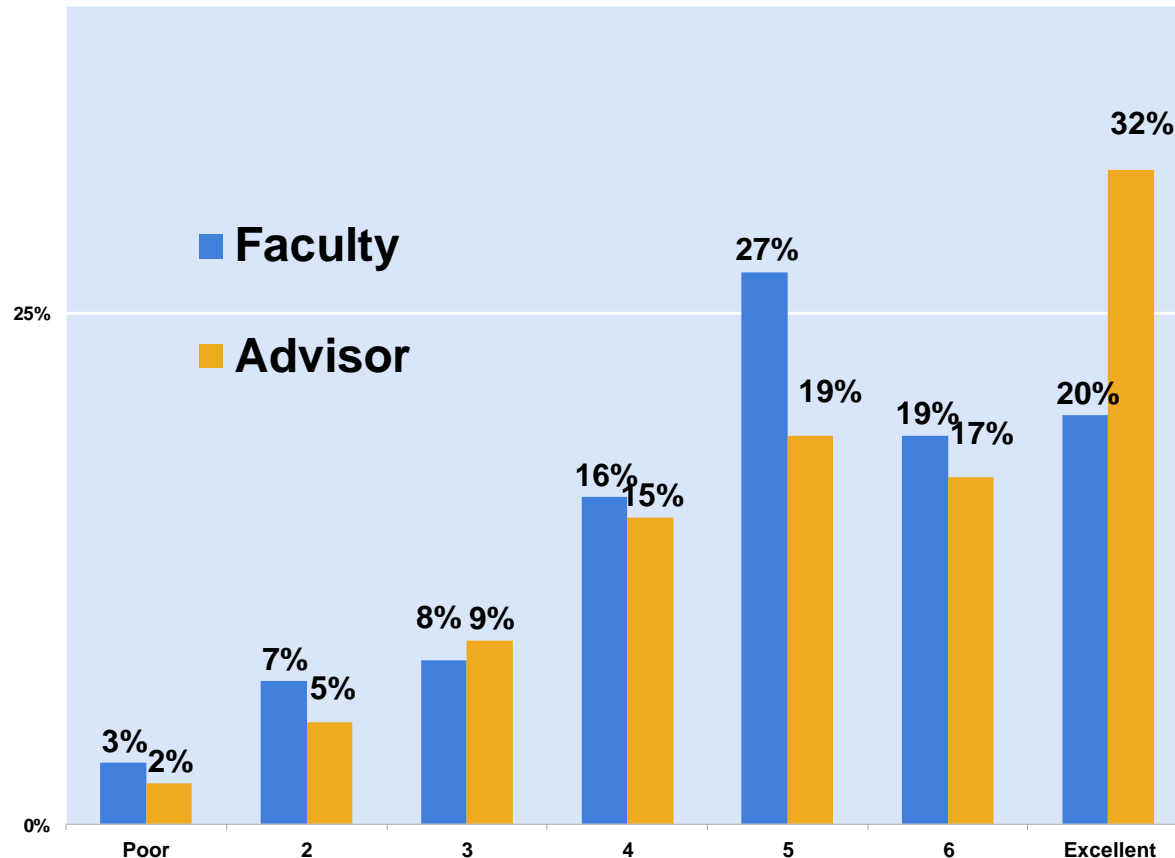
- Connected your learning to societal problems or issues
- About how many courses have included a community-based project
- Combined ideas from different courses when completing assignments
- Assigned more than 50 pages of writing
- Worked with other students on course projects or assignments



NSSE 2018 Results for ULM First-Year

Engagement Indicator: Quality of Interactions

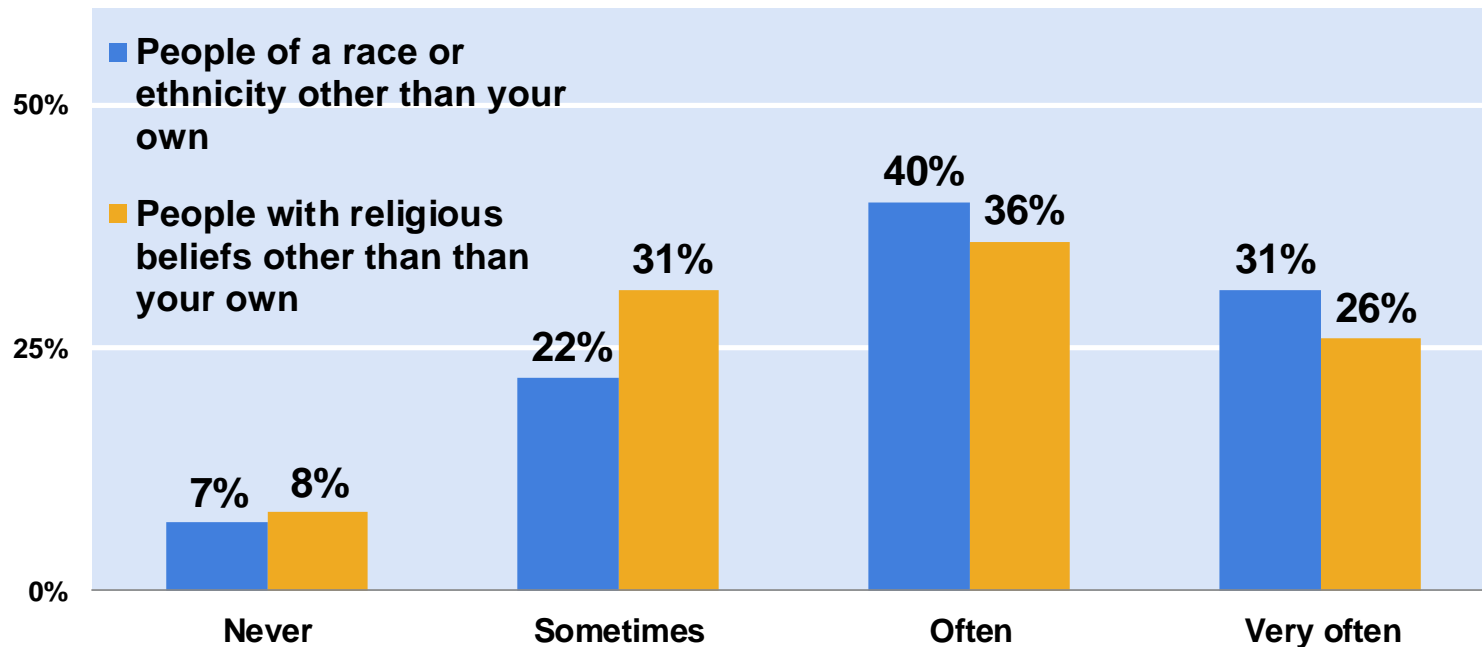
- Indicate the quality of your interactions with the following people at your institution.



NSSE 2018 Results for ULM First-Year

Engagement Indicator: Discussions with Diverse Others

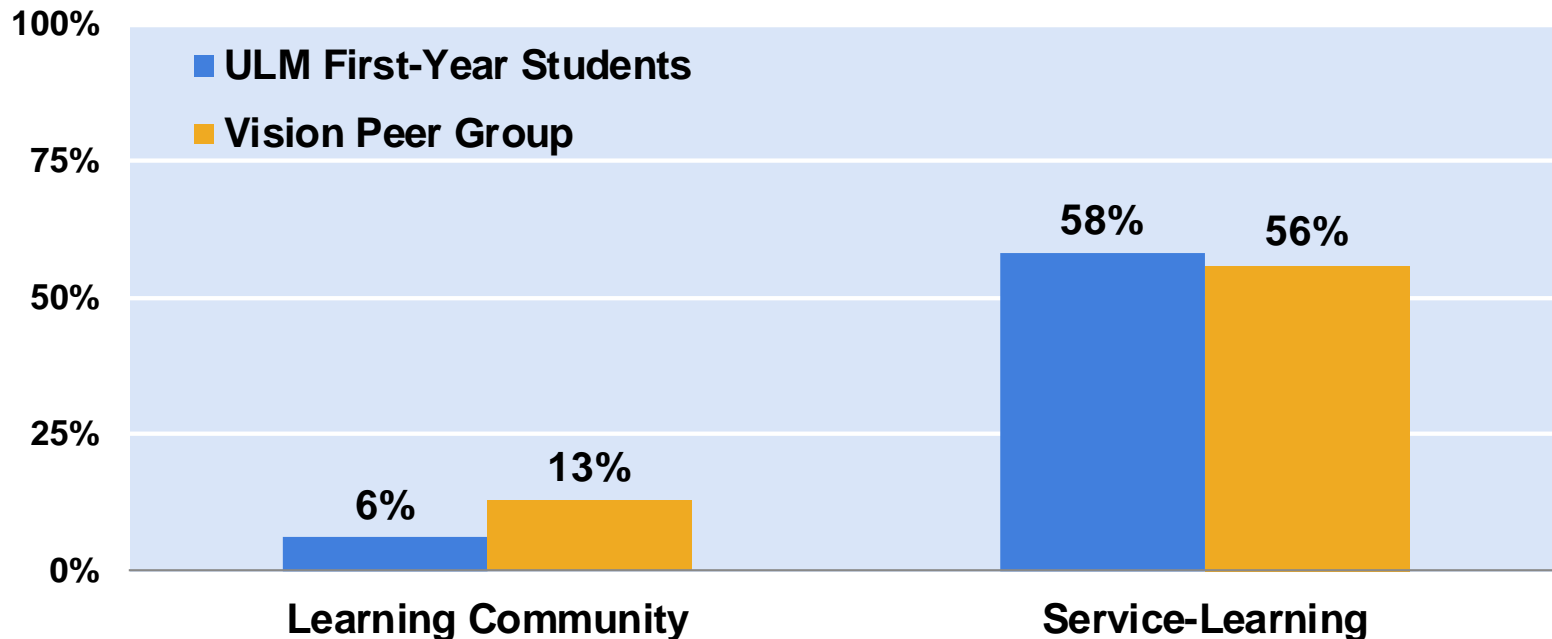
- How often have you had discussions with people from the following groups?



ULM Comparisons with Vision Statement peer group

High-Impact Practices

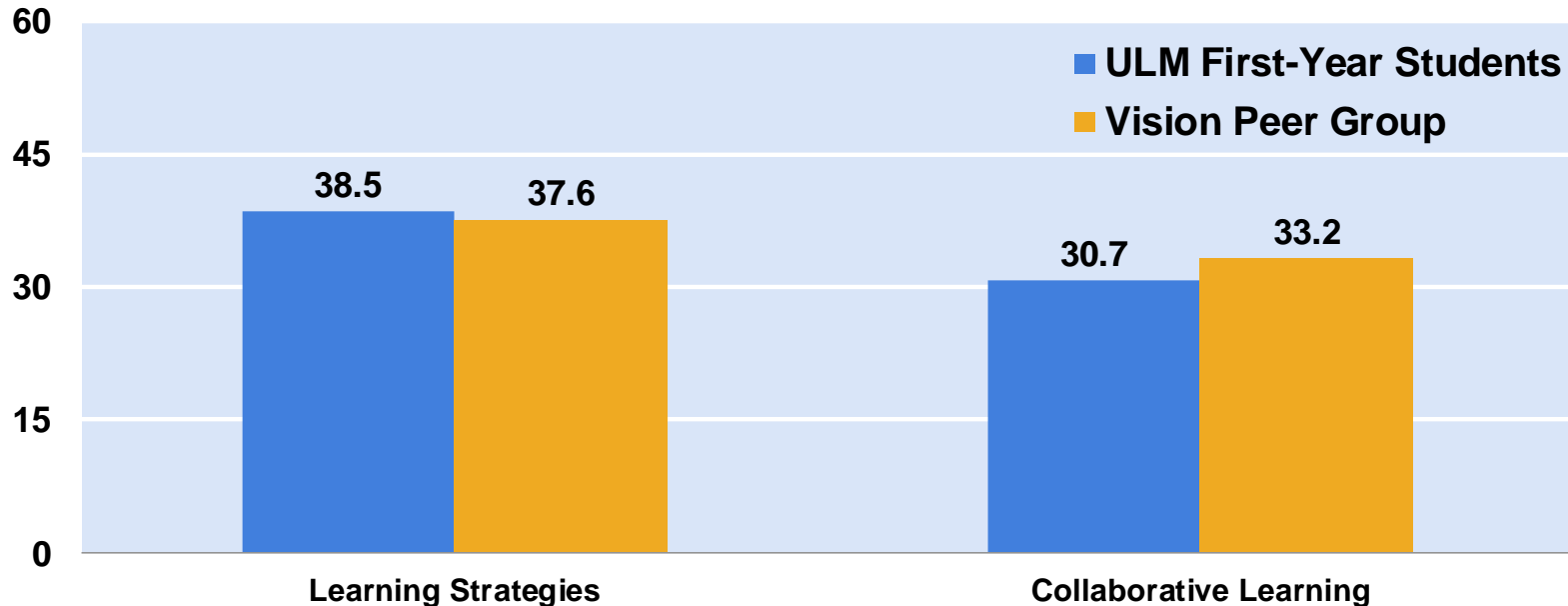
- Percentage of first-year students who participated in a learning community and in course-based service-learning.



ULM Comparisons with Vision Peer Group

Engagement Indicators

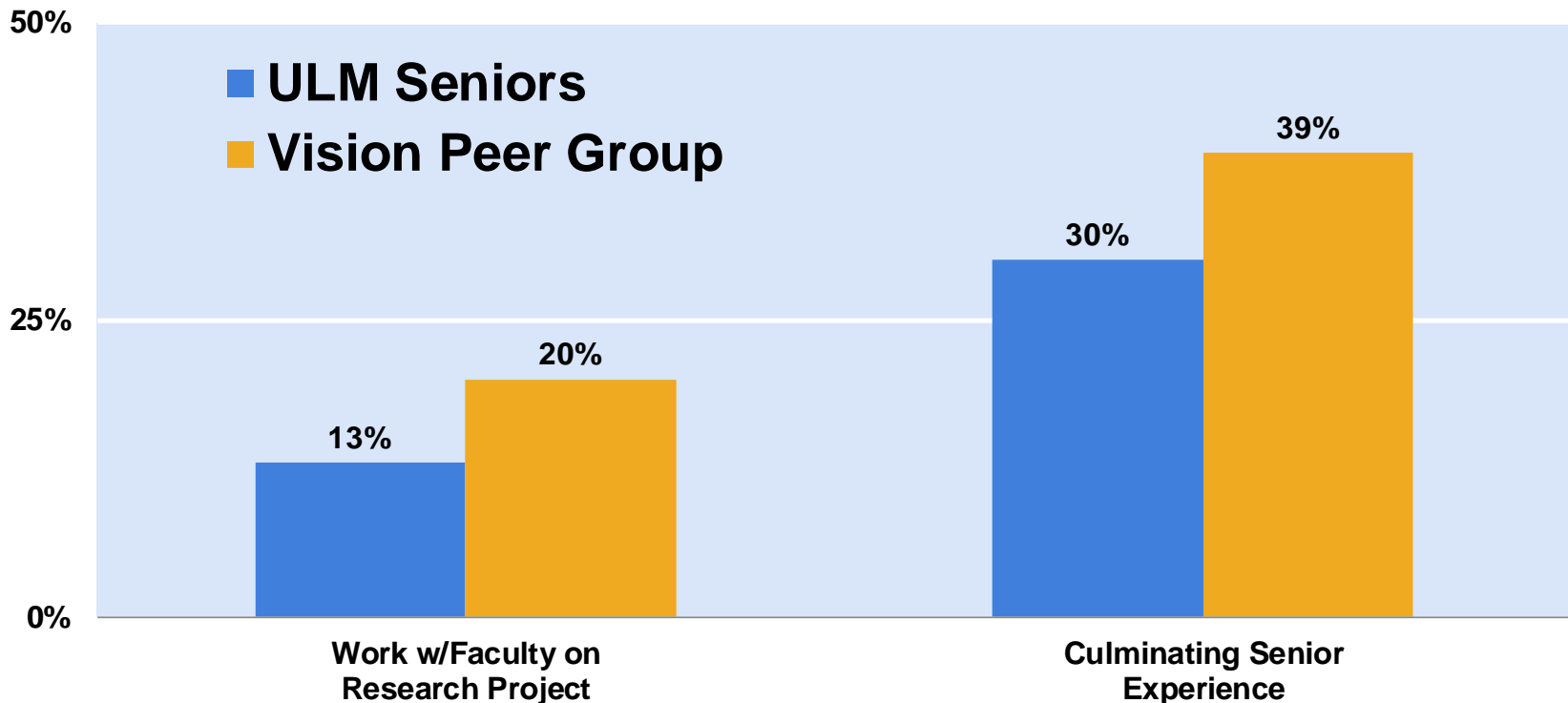
- Learning Strategies and Collaborative Learning (First-Year Students)



ULM Comparisons with Vision Peer Group

High-Impact Practices

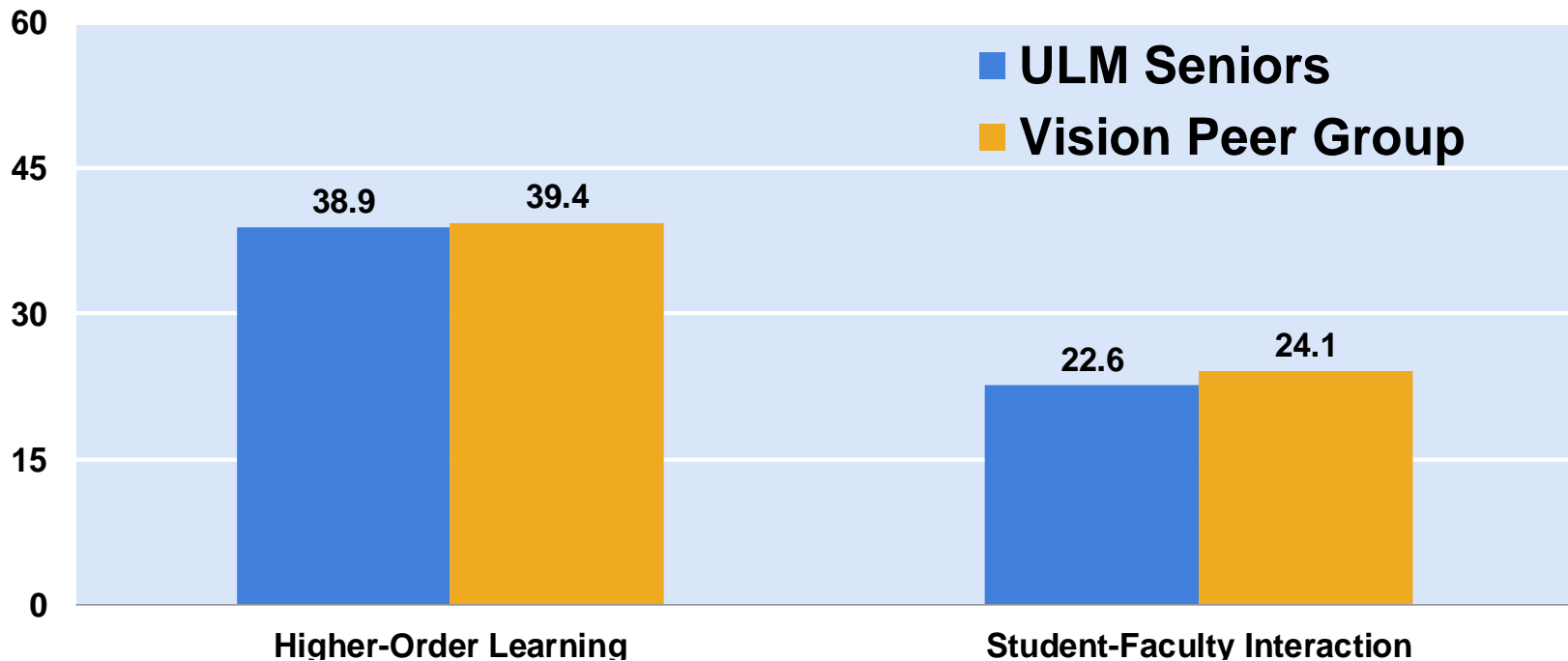
- Percentage of seniors who worked on a research project with a faculty member, and who did a culminating senior experience.



ULM Comparisons with Vision Peer Group

Engagement Indicators:

- Higher-Order Learning and Student-Faculty Interaction (Seniors)



ULM Comparisons with Vision Statement Peer Group

How do students spend their time?

- Percentage spending more than 10 hours per week preparing for class

Class	ULM	Vision Peer Group
First-Year	More than 62%	More than 61%
Senior	More than 56%	More than 63%

ULM Comparisons with Vision Peer Group

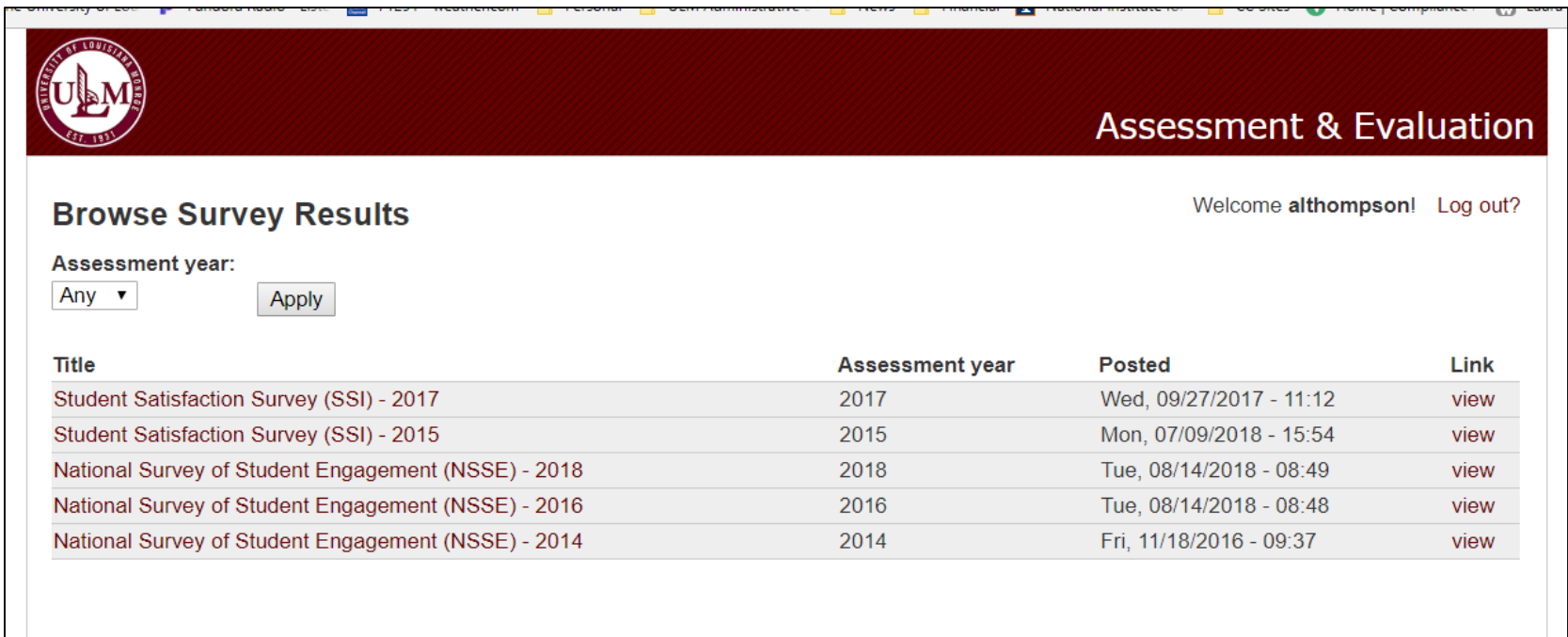
How do students spend their time?

- Percentage of students spending more than 5 hours per week **participating in co-curricular activities**

Class	ULM	Vision Peer Group
First-Year	More than 38%	More than 32%
Senior	More than 25%	More than 30%

Viewing ULM NSSE Results

University survey results are posted within the Office of Assessment and Evaluation's online documentation repository at ulm.edu/assessment ; use your MyULM credentials to log in.




The screenshot shows the 'Assessment & Evaluation' page on the University of Louisiana at Monroe (ULM) website. The page features a dark red header with the ULM logo on the left and the text 'Assessment & Evaluation' on the right. Below the header, the page title is 'Browse Survey Results'. On the right side of the page, there is a welcome message: 'Welcome althompson!' and a 'Log out?' link. Under the 'Assessment year:' label, there is a dropdown menu set to 'Any' and an 'Apply' button. Below this is a table with four columns: 'Title', 'Assessment year', 'Posted', and 'Link'. The table lists five survey results, including Student Satisfaction Surveys (SSI) and National Surveys of Student Engagement (NSSE) for various years (2014, 2015, 2016, 2017, 2018). Each row includes a 'view' link.

Title	Assessment year	Posted	Link
Student Satisfaction Survey (SSI) - 2017	2017	Wed, 09/27/2017 - 11:12	view
Student Satisfaction Survey (SSI) - 2015	2015	Mon, 07/09/2018 - 15:54	view
National Survey of Student Engagement (NSSE) - 2018	2018	Tue, 08/14/2018 - 08:49	view
National Survey of Student Engagement (NSSE) - 2016	2016	Tue, 08/14/2018 - 08:48	view
National Survey of Student Engagement (NSSE) - 2014	2014	Fri, 11/18/2016 - 09:37	view

Viewing ULM NSSE Results

Email or call the Office of Assessment and Evaluation if you would like guest access to online results.

- #1029
- althompson
- kcole



NSSE 2018 Institutional Report

University of Louisiana Monroe

Els +	HIPs +	Items +	More +	Year +	Report Builder +
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Guest Access

This page allows you to grant other institutional constituents access to your institution's online report.

Your guest login is https://bl-educ-cprtest.ads.iu.edu/inst_report/index.php?token=e43afd6dfbe901b023b&year=2018&entry=Y.

This login will expire on October 13, 2018.

Note: Guest users do not have access to the Report Builder.

To email this login please fill out the form below.

Your name:

Your email:

Recipient's email:

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nsse.indiana.edu

More ULM NSSE Results Options

Raw data allows us to pull data in a variety of ways:

- Majors
- FT / PT
- Transfer
- Online

	A	B
1	Student reported: What is your class level/current year of study in university?	(Multiple Items) [v]
2	First-Generation Status (neither parent or anyone who raised you holds a bachelor's degree)	(All) [v]
3	Racial/ethnic background (based on re_amin through re_pnr where each student is represented only once)	(All) [v]
4	Major or first major	(Multiple Items) [v]
5	Collapsed recode of courses taken online	
6	Student reported: Are you a full-time student?	
7	What have most of your grades been up to now at this institution?	
8	Did you begin college at this institution or elsewhere?	
9	Identifies respondents who also completed BCSE	
10		
11	Values	
12	Average of Asked questions or contributed to course discussions in other ways	
13	Average of Prepared two or more drafts of a paper or assignment before turning it in	
14	Average of Come to class without completing readings or assignments	
15	Average of Attended an art exhibit, play, or other arts performance (dance, music, etc.)	
16	Average of Asked another student to help you understand course material	
17	Average of Explained course material to one or more students	
18	Average of Prepared for exams by discussing or working through course material with other students	
19	Average of Given a course presentation	
20	Average of Reverse code of the variable unprepared	
21	Average of Connected your learning to societal problems or issues	
22	Average of About how many of your courses at this institution have included a community-based project (learning)?	
23	Average of Combined ideas from different courses when completing assignments	
24	Average of Worked with other students on course projects or assignments	
	Average of Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussion	

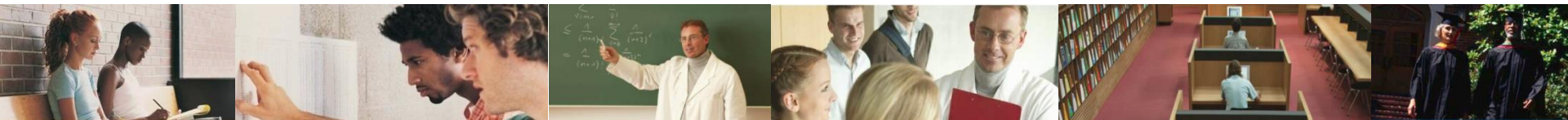
Search [magnifying glass icon]

- Business
- Business administration
- Business management
- Business marketing
- Child psychology
- Communication
- Communication disorders
- Communication studies
- Communications
- Communications - Public Relations
- Communications (PR)
- Communications-Journalism
- Computer information systems
- Computer Science
- Confidential
- Conscienceology
- Construction management
- Counseling
- Counseling psychology
- Criminal justice
- Cs
- CSCI
- Dental
- Dental Hygiene
- Digital communication and multimedia
- Ed
- Education
- Elementary education
- Elementary education or General Studies

Select Multiple Items

[OK] [Cancel]

Selected BCSSE Results for ULM



BCSSE Purpose

BCSSE collects data about entering first-year students' high school academic and co-curricular experiences, as well as their expectations for participating in educationally purposeful activities during the first college year.

2018 Invitation to Participate



BCSSE

beginning college survey
of student engagement



"We use BCSSE data in our predictive analytics and to inform our support personnel about the students they serve. By knowing which BCSSE variables are significant predictors of first-year persistence, we can identify students for early intervention."

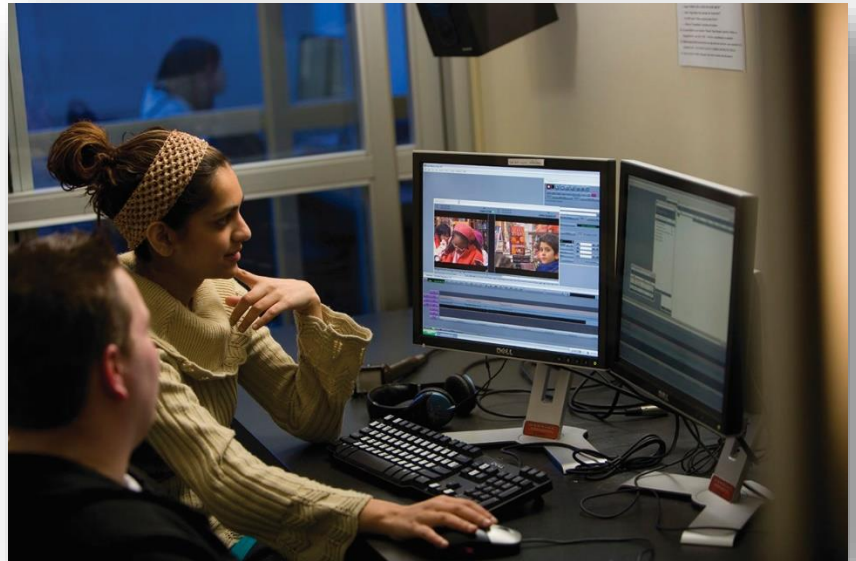
— Michelle Bombaugh, PhD, Assistant Director,
Office of Academic Advocacy, University of South Florida

**Registration opens March 1, 2018
at bcsse.indiana.edu**

BCSSE Survey Content

There are three sections to the BCSSE survey:

1. High school experiences
2. Expectations and beliefs regarding the first year of college
3. Background characteristics



BCSSE Survey Content

High School Experiences

8 During your *last year* of high school, about how many hours did you spend in a typical 7-day week doing each of the following?

a. Preparing for class (studying, reading, doing homework, etc.)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
Hours per week							

b. Working for pay

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
Hours per week							

c. Participating in co-curricular activities (organizations, school publications, student government, sports, etc.)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
Hours per week							

d. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
Hours per week							

10 During your *last year* of high school, about how often did you do the following?

	Very often	Often	Sometimes	Never
	▼	▼	▼	▼

a. Came to class without completing readings or assignments

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

b. 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"/>
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c. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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d. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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e. Evaluated what others have concluded from numerical information

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

BCSSE Survey Content

Many of these questions are designed to be paired with NSSE, providing an in-depth view of the first-year experience.

BCSSE

8 During your *last year* of high school, about how many hours did you spend in a typical 7-day week doing each of the following?

a. Preparing for class (studying, reading, doing homework, etc.)

0 1-5 6-10 11-15 16-20 21-25 26-30 More than 30

Hours per week



13 During the coming school year, about how many hours do you expect to spend in a typical 7-day week doing each of the following?

a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)

0 1-5 6-10 11-15 16-20 21-25 26-30 More than 30

Hours per week



About how many hours do you spend in a typical 7-day week doing the following?

	Hours per week							
	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

NSSE

BCSSE Scales

BCSSE Scales	Corresponding NSSE Engagement Indicator
High School Quantitative Reasoning	✓
High School Learning Strategies	✓
Expected Student-Faculty Interactions	✓
Expected Collaborative Learning	✓
Expected Discussions with Diverse Others	✓
Importance of Campus Environment	✓
Expected Academic Perseverance	*
Expected Academic Difficulty	*
Expected Academic Help-Seeking	*
Perceived Academic Preparation	* *

* Items in these three BCSSE scales also correspond to NSSE's First-Year Experience Module

** Items in this BCSSE scale also correspond to NSSE's personal gains items

BCSSE Reports

Four reports are provided:

- **BCSSE Institutional Report (Summer/Fall 2017)**
- **BCSSE Student Advising Report (Summer/Fall 2017)**
- **Grand Frequencies and Means (Fall 2017)**
 - Overall
 - Institution types
- **BCSSE-NSSE Combined Report (Summer 2018)**



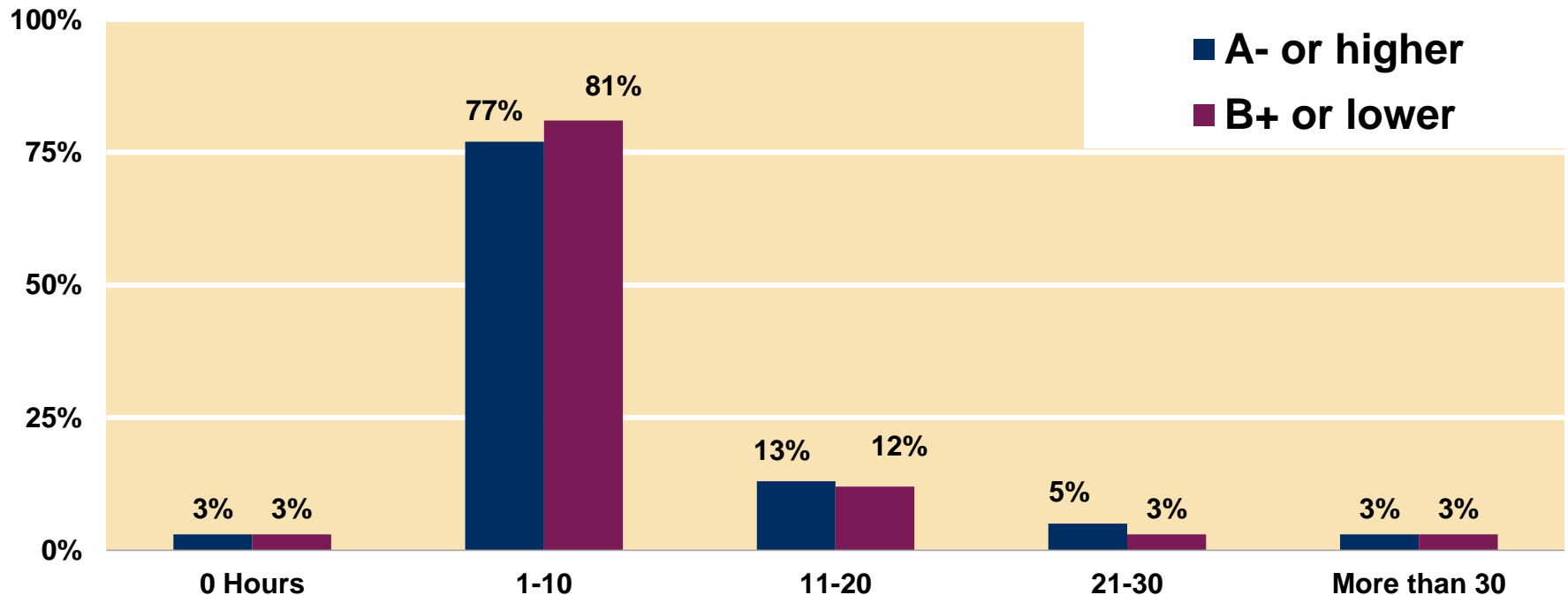
BCSSE 2017-NSSE 2018 Combined Report Cross-Sectional Results NSSEville State University

		BCSSE ^a		NSSE ^b			
		High School Count	%	Expected First-Year Count	%	First-Year Count	%
How often [did you do/do you expect to do/have you done] each of the following?							
Come to class without completing readings or assignments	Never/Sometimes	536	91	553	95	249	82
	Often/Very often	54	9	28	5	55	18
	Total	590	100	581	100	304	100
Prepare two or more drafts of a paper or assignment before turning it in	Never/Sometimes	336	57	141	24	144	47
	Often/Very often	253	43	440	76	161	53
	Total	589	100	581	100	305	100
Reach conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	Never/Sometimes	229	39			140	49
	Often/Very often	356	61			143	51
	Total	585	100			283	100
Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	Never/Sometimes	336	57			177	63
	Often/Very often	251	43			104	37
	Total	587	100			281	100

BCSSE 2017 Results for ULM

During your last year of high school, about how many hours did you spend in a typical 7-day week doing each of the following?

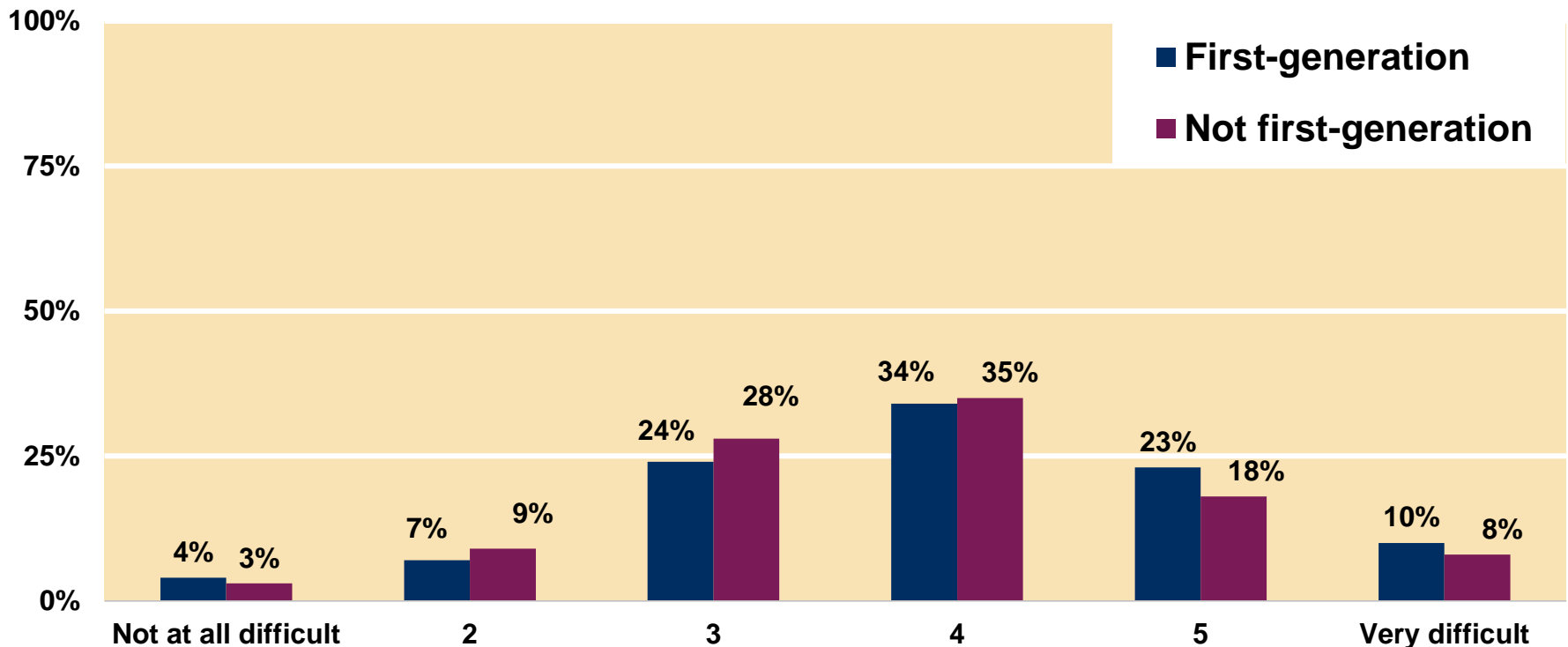
- Preparing for class (studying, doing homework, rehearsing, etc.)



BCSSE 2017 Results for ULM

During the coming school year, how difficult do you expect the following to be?

- Learning course material

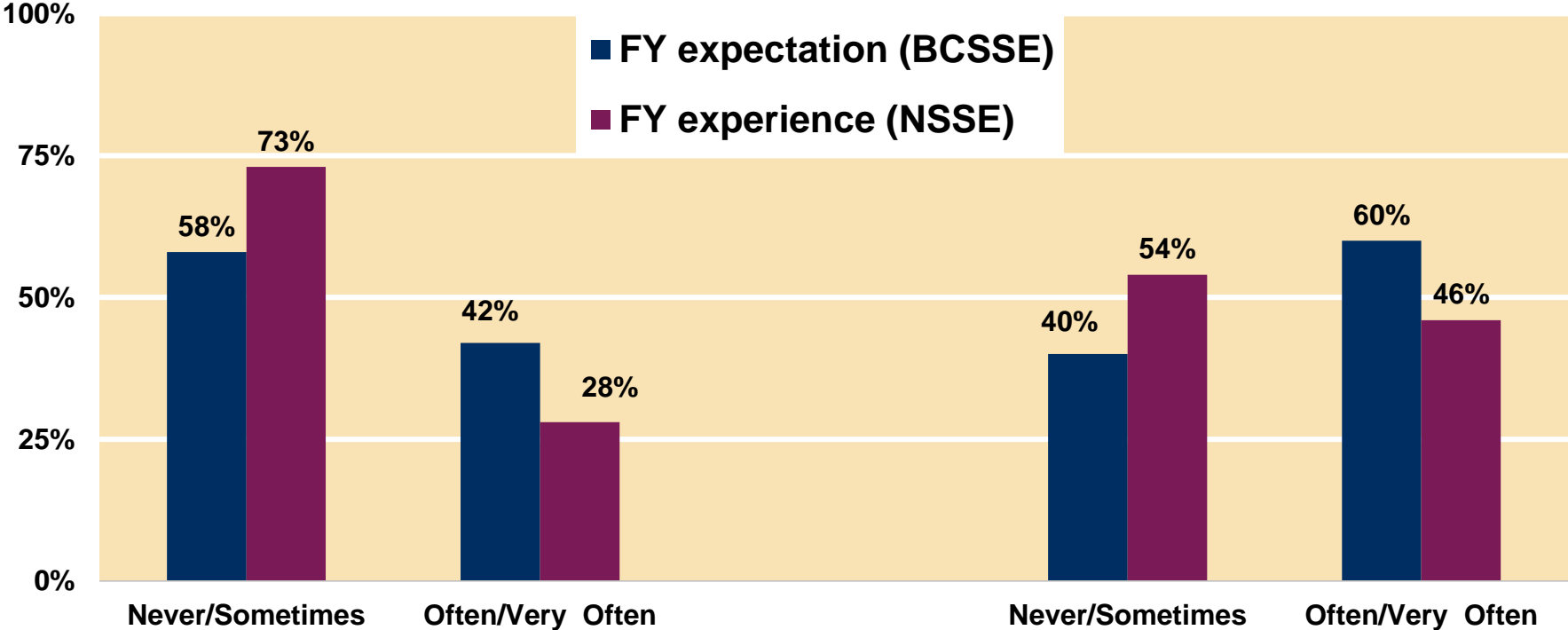


BCSSE 2017-NSSE 2018 Combined Results for ULM

How often [do you expect to do/have you done] each of the following?

Discuss your academic performance with a faculty member

Work with other students on course projects or assignments

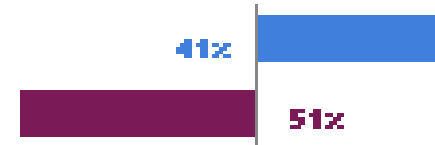


BCSSE-NSSE Longitudinal Results

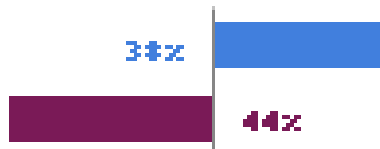
Quantitative Reasoning



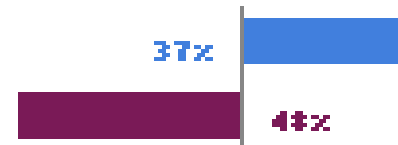
Collaborative Learning



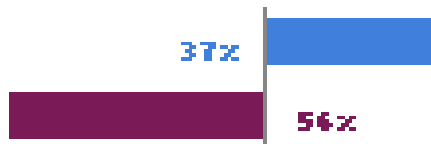
Learning Strategies



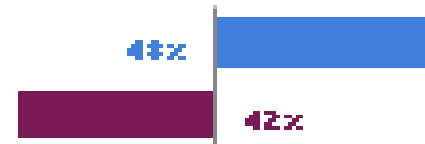
Discussions with Diverse Others



Student-Faculty Interaction



Supportive Environment



Using NSSE and BCSSE Data



Internal Campus Uses

- Gauge status of campus priorities
- Examine changes in student engagement between first and senior years
- Assess campus progress over time
- Encourage dialogue about good practice
- Link with other data to test hypotheses, evaluate programs
- Improve curricula, instruction, services



NSSE Results on ULM's Campus

- **As part of the Institutional Effectiveness Plan**
- **To inform the Diversity Committee and the Council on Students with Special Needs of results of Topical Module**
- **To further inform analysis of general education assessment results; perceived gains and many specific items align with ULM's competencies**
- **To keep Student Success informed on student expectations and performance**
- **To learn where students can be better informed of resources and opportunities**
- **To assist colleges, schools, programs, and offices in understanding their student constituencies' perceptions and plan actions to seek improvement**

Questions & Discussion

