NESSIE SURVEY

http://www.dixie.edu/reg/nsse.html
Dixie State College
NSSE Results – 2008

Presented at:
Fall 08 Faculty Workshops
An Introduction:
NSSE and the Concept of Student Engagement
What is Student Engagement?

- What students *do* -- time and energy devoted to educationally purposeful activities
- What institutions *do* -- using effective educational practices to induce students to do the right things
- Educationally effective institutions channel student energy toward the right activities
Foundations of Student Engagement

Time on task (Tyler, 1930s)

Quality of effort (Pace, 1960-70s)

Student involvement (Astin, 1984)

Social, academic integration (Tinto, 1987, 1993)

Good practices in undergraduate education (Chickering & Gamson, 1987)

College impact (Pascarella, 1985)

Student engagement (Kuh, 1991, 2005)
Seven Principles of Good Practice in Undergraduate Education

(Chickering & Gamson, 1987; Pascarella & Terenzini, 2005)

- Student-faculty contact
- Active learning
- Prompt feedback
- Time on task
- High expectations
- Experiences with diversity
- Cooperation among students
Because individual effort and involvement are the critical determinants of impact, institutions should focus on the ways they can shape their academic, interpersonal, and extracurricular offerings to encourage student engagement. – p. 62
Student Success in College: Creating Conditions that Matter
(Kuh, Kinzie, Schuh, Whitt, and Associates, 2005)

Illustrates actual institutional policies, programs, and practices that promote student success.

- Comprehensive report of in-depth study of successful educational practices across institutional types
- Practical guidance on how to implement effective practice in a variety of contexts
- Co-sponsored by leading higher education groups (CFAT, Pew Forum on Undergraduate Learning)
NSSE Survey Content

- Student Behaviors in College
- Institutional Actions And Requirements
- Student Reactions to College
- Student Background Information

Student Learning & Development
NSSE Indicators of Effective Educational Practice

- Level of Academic Challenge
- Active & Collaborative Learning
- Enriching Educational Experiences
- Student - Faculty Interaction
- Supportive Campus Environment
Why a National Survey?

- Refocus conversations about undergraduate quality to what matters most
- Enhance institutional improvement efforts
- Foster comparative and consortium activity
- Inform accountability efforts
- Provide systematic national data on “good educational practices”
NSSE Project Scope

- Approximately **1,300** different colleges and universities
- **50** states, Puerto Rico, and Canada
- Data from more than **2,030,000** students
- Institutions include Historically Black Colleges and Universities, Hispanic-Serving Institutions, Tribal Colleges, and single-gender colleges

<table>
<thead>
<tr>
<th>Year</th>
<th>Institutions</th>
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<tbody>
<tr>
<td>2001</td>
<td>321</td>
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<tr>
<td>2002</td>
<td>367</td>
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<td>2005</td>
<td>529</td>
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<td>2006</td>
<td>557</td>
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<td>2007</td>
<td>610</td>
</tr>
<tr>
<td>2008</td>
<td>769</td>
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</table>
Survey Administration

- Administered to random samples of first-year & senior students
- Administration occurs in the spring academic term
- Paper & Web-based survey
- Flexible to accommodate consortium questions
- Multiple follow-ups to increase response rates

<table>
<thead>
<tr>
<th>National Survey of Student Engagement 2008</th>
<th>The College Student Report</th>
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</thead>
<tbody>
<tr>
<td>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 □</td>
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<tr>
<td>- a. Studied in class or contributed to class discussions □ □ □ □ □</td>
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<td>- b. Made a class presentation □ □ □ □ □</td>
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<tr>
<td>- c. Turned in a final draft of a paper or assignment before turning it in □ □ □ □ □</td>
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<td>- d. Worked on a paper or project that required integrating ideas or information from various sources □ □ □ □ □</td>
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<tr>
<td>- e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments □ □ □ □ □</td>
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<td>- f. Corrected class without completing relations or assignments □ □ □ □ □</td>
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<td>- g. Worked with other students on projects during class □ □ □ □ □</td>
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<tr>
<td>- h. Worked with classmates outside of class to prepare class assignments □ □ □ □ □</td>
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<tr>
<td>- i. Put together ideas or concepts from different class sources when completing assignments or during class discussions □ □ □ □ □</td>
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<td>- j. Listed or taught other students (paid or volunteer) □ □ □ □ □</td>
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<tr>
<td>- k. Participated in a community-based project (e.g., service learning) as part of a regular course □ □ □ □ □</td>
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<td>- l. Used an electronic medium (e.g., chat groups, bulletin boards, e-mail) to discuss or complete an assignment □ □ □ □ □</td>
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<tr>
<td>- m. Used email to communicate with instructors □ □ □ □ □</td>
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<tr>
<td>- n. Discussed grades or assignments with an instructor □ □ □ □ □</td>
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<tr>
<td>- o. Talked about course plans with a faculty member or another student □ □ □ □ □</td>
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<tr>
<td>- p. Brained ideas from your readings or class with faculty members outside of class □ □ □ □ □</td>
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</tr>
<tr>
<td>- q. Received prompt written or oral feedback from faculty on your academic performance □ □ □ □ □</td>
<td></td>
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</tbody>
</table>

2. During the current school year, how much has your coursework emphasized the following mental activities? |
<table>
<thead>
<tr>
<th>Very Often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Very Rare</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Synthesizing facts, ideas, or perspectives from your coursework and readings so you can rephrase them in your own words □ □ □ □ □</td>
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<tr>
<td>b. Analyzing the basic elements of an idea, experience, or theory, such as examining a particular cause or effect in depth and considering its components □ □ □ □ □</td>
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<tr>
<td>c. Synthesizing and comparing ideas, information, or experiences from your coursework and other readings and relationships □ □ □ □ □</td>
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<tr>
<td>d. Making judgments about the value of information, arguments, or methods, such as evaluating their strengths, patterns, and patterns and interpreting data and assessing the soundness of their conclusions □ □ □ □ □</td>
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<tr>
<td>e. Applying theories or concepts to practical problems or in new situations □ □ □ □ □</td>
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NSSE 2008 & Selected Dixie State College Results
NSSE 2008 Survey
Population and Respondents

- More than 1.4 million students were invited to participate in NSSE 2008, with 478,079 responding.
- At DSC, 1062 freshmen were invited to respond, and 283 actually did. Out of 457 seniors, 140 responded.
NSSE 2008 Institution Response Rates

- **Dixie State College’s** response rate = 28%

Average Institutional Response Rates

- 37% for all NSSE 2008 institutions
- 32% for *Paper mode* institutions
- 39% for *Web-only* institutions
- 35% for *Web+* institutions
Who we compared ourselves with …

- Rocky Mountain Institutions
- Carnegie Class Institutions
- All institutions who participated in NSSE

[Link to Spreadsheet]
Freshmen Question: Used an electronic medium (listserv, chat group, internet, instant messaging, etc.) to discuss or complete an assignment
Senior Question: Used an electronic medium to discuss or complete an assignment ..
Freshman Question: Used e-mail to communicate with an instructor…
Plan on doing Volunteer Service - Freshmen

- Have not decided
- Do not plan to do
- Plan to do
- Done
Plan on doing Volunteer Service – Seniors

- Have not decided
- Do not plan to do
- Plan to do
- Done

DSC, Rocky Mtn, Carnegie, NSSE
Quality of relationships with administrative personnel and offices
If you could start over again, would you go to this institution?
Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.) - Freshmen
Using our NSSE 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
External Campus Uses

- Assess status vis-à-vis peers, competitors
- Identify, develop, market distinctive competencies
- Encourage collaboration in consortia (e.g., statewide NSSE conference)
- Provide evidence of accountability for good processes (while awaiting improvement in outcomes)
THE END

For more detailed info:
http://www.dixie.edu/reg/nsse.html
A now a quick commercial about Retention …

“Students who have frequent contact with faculty members in and out of the class during their college years are more satisfied with their educational experiences, are less likely to drop out, and perceive themselves to have learned more than students who have less faculty contact.” - K. Patricia Cross
Freshmen retention rates …

First-Time Freshmen Cohort, Full and Part-Time

<table>
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<tr>
<th>Fall Term</th>
<th>Adjusted Cohort **</th>
<th>2nd Fall</th>
<th>%</th>
<th>3rd Fall</th>
<th>%</th>
<th>4th Fall</th>
<th>%</th>
<th>5th Fall</th>
<th>%</th>
<th>6th Fall</th>
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<td>819</td>
<td>387</td>
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<td>88</td>
<td>11%</td>
<td>87</td>
<td>11%</td>
<td>45</td>
<td>5%</td>
<td>21</td>
<td>3%</td>
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<td>1995</td>
<td>993</td>
<td>478</td>
<td>48%</td>
<td>110</td>
<td>11%</td>
<td>101</td>
<td>10%</td>
<td>66</td>
<td>7%</td>
<td>40</td>
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<td>1996</td>
<td>1018</td>
<td>446</td>
<td>44%</td>
<td>89</td>
<td>9%</td>
<td>89</td>
<td>9%</td>
<td>55</td>
<td>5%</td>
<td>35</td>
<td>3%</td>
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<tr>
<td>1997</td>
<td>1258</td>
<td>513</td>
<td>41%</td>
<td>122</td>
<td>10%</td>
<td>145</td>
<td>12%</td>
<td>93</td>
<td>7%</td>
<td>48</td>
<td>4%</td>
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<td>42%</td>
<td>141</td>
<td>10%</td>
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<td>11%</td>
<td>103</td>
<td>7%</td>
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<td>323</td>
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<td>242</td>
<td>17%</td>
<td>174</td>
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<td>2004</td>
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<td>334</td>
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<td>285</td>
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<td>2005</td>
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<td>2007</td>
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* First-time students include those who took college courses concurrently while attending high school.
Faculty Involvement …

- Participate in the Early Alert Program (weeks 3 thru 6) … identifying students who are at risk of failing your class for various reasons.
- Participate in the Midterm Grading Program (week 7) … assign an “X” (or actual grade) for students performing below “C-” work.
- Get to know your students by name – also apply relevant pointers located at: http://www.dixie.edu/reg/faculty-retention-2007.pdf
INVolVEMENT MATTERS!

“There’s enormous evidence in the literature that students who stay in college and who graduate are much more likely to be students who developed a relationship with one significant person in the employ of the college.”

John Gardner, National Resource Center for the 1st year experience