Presentation Overview

- NSSE and the Concept of Student Engagement
- NSSE 2013 & Selected University of North Dakota Results
- User Resources
- Using NSSE Data
- Questions & Discussion
- Contact Information
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

After reviewing approximately 2,500 studies on college students from the 1990s, in addition to the more than 2,600 studies from 1970 to 1990, Ernest Pascarella and Patrick Terenzini concluded student engagement is a central component of student learning.


Presents institutional policies, programs, and practices that promote student success. Provides practical guidance on implementation of effective institutional practice in a variety of contexts.

NSSE Background

- Launched with grant from The Pew Charitable Trusts in 1999, supported by institutional participation fees since 2002.
- More than 1,500 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.

<table>
<thead>
<tr>
<th>Year</th>
<th>Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>321</td>
</tr>
<tr>
<td>2002</td>
<td>367</td>
</tr>
<tr>
<td>2003</td>
<td>437</td>
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<td>2004</td>
<td>473</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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<tr>
<td>2007</td>
<td>610</td>
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<tr>
<td>2008</td>
<td>769</td>
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<tr>
<td>2009</td>
<td>640</td>
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<tr>
<td>2010</td>
<td>595</td>
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<tr>
<td>2011</td>
<td>751</td>
</tr>
<tr>
<td>2012</td>
<td>577</td>
</tr>
<tr>
<td>2013</td>
<td>621</td>
</tr>
</tbody>
</table>
Goals of NSSE Project

- Focus conversations on undergraduate quality
- Enhance institutional practice and improvement initiatives
- Foster comparative and consortium activity
- Provide systematic national data on “good educational practices”
NSSE Updated in 2013!

- **What we’ve learned…** connect engagement data to indicators of success; student behaviors; institutional improvement is possible

- **Updating NSSE…** same focus; new & refined measures; updated terminology
  - Emerging areas of interest – HIPs, quantitative reasoning, effective teaching, deep approaches, topical modules

Read the *Change* magazine article May/June 2013
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

- Census-administered or randomly sampled first-year & senior students
- Spring administration
- Multiple follow-ups to increase response rates
- Additional Modules provide option to delve deeper into the student experience
- Consortium participation enables addition of custom questions
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.iub.edu/links/psychometric_portfolio
NSSE 2013 & Selected University of North Dakota Results
NSSE 2013 Institutions by Carnegie Classification

Carnegie Classification

- RU/VH
- RU/H
- DRU
- Master’s L
- Master’s M
- Master’s S
- Bac/A&S
- Bac/Diverse

NSSE Schools

All 4-year Schools
### NSSE 2012 Respondents by Race, Ethnicity, and Nationality

<table>
<thead>
<tr>
<th></th>
<th>NSSE 2013 Respondents</th>
<th>U.S. Bachelor’s-Granting Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American/Black</td>
<td>10%</td>
<td>13%</td>
</tr>
<tr>
<td>Amer. Indian/Alaskan Native</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Asian</td>
<td>3%</td>
<td>6%</td>
</tr>
<tr>
<td>Native Hawaiian/other PI</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Caucasian/White</td>
<td>70%</td>
<td>62%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>10%</td>
<td>12%</td>
</tr>
<tr>
<td>Multiracial/Ethnic</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Foreign/nonresident alien</td>
<td>3%</td>
<td>3%</td>
</tr>
</tbody>
</table>

Totals may not sum to 100% due to rounding. U.S. percentages are unweighted and based on data from the 2011 IPEDS Institutional Characteristics and Enrollment File. IPEDS and NSSE categories for race and ethnicity differ. Percentages exclude students whose ethnicity was unknown or not provided.
More than 1.5 million students were invited to participate in NSSE 2013, with 364,193 responding.

5,804 University of North Dakota students were invited to participate, with 1,101 responding.
University of North Dakota’s response rate = 19%

NSSE 2013 U.S. Institutional Response Rates
All NSSE 2013 institutions = 30%

<table>
<thead>
<tr>
<th>Undergraduate Enrollment</th>
<th>Number of Institutions</th>
<th>Avg. Institutional Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,500 or fewer</td>
<td>255</td>
<td>37%</td>
</tr>
<tr>
<td>2,501 to 4,999</td>
<td>113</td>
<td>28%</td>
</tr>
<tr>
<td>5,000 to 9,999</td>
<td>96</td>
<td>22%</td>
</tr>
<tr>
<td>10,000 or more</td>
<td>104</td>
<td>21%</td>
</tr>
<tr>
<td>All institutions</td>
<td>568</td>
<td>30%</td>
</tr>
</tbody>
</table>
NSSE 2013
University of North Dakota Results

Overall results compared to peer group for each Engagement Indicator.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Engagement Indicator</th>
<th>Your students compared with Carnegie Class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>First-year</td>
</tr>
<tr>
<td><strong>Key:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>▲ Your students’ average was significantly higher (p &lt; .05) with an effect size at least .3 in magnitude.</td>
<td>Higher-Order Learning (HO)</td>
<td>▲</td>
</tr>
<tr>
<td>▲ Your students’ average was significantly higher (p &lt; .05) with an effect size less than .3 in magnitude.</td>
<td>Reflective &amp; Integrative Learning (RI)</td>
<td>▲</td>
</tr>
<tr>
<td>▲ Learning Strategies (LS)</td>
<td></td>
<td>▲</td>
</tr>
<tr>
<td>▲ Quantitative Reasoning (QR)</td>
<td></td>
<td>--</td>
</tr>
<tr>
<td>▲ Collaborative Learning (CL)</td>
<td></td>
<td>--</td>
</tr>
<tr>
<td>▲ Discussions with Diverse Others (DD)</td>
<td></td>
<td>▲</td>
</tr>
<tr>
<td>▲ Student-Faculty Interaction (SF)</td>
<td></td>
<td>--</td>
</tr>
<tr>
<td>▲ Effective Teaching Practices (ET)</td>
<td></td>
<td>▲</td>
</tr>
<tr>
<td>▲ Quality of Interactions (QI)</td>
<td></td>
<td>▲</td>
</tr>
<tr>
<td>▲ Supportive Environment (SE)</td>
<td></td>
<td>▲</td>
</tr>
</tbody>
</table>
### Highest and lowest performing items compared to Carnegie Class

#### First-year

**Highest Performing Relative to Carnegie Class**
- Asked another student to help you understand course material\(^b\) (CL)
- Talked about career plans with a faculty member\(^b\) (SF)
- Reached conclusions based on your own analysis of numerical information \(...\)\(^b\) (QR)
- Inst. emphasizes... Providing support for your overall well-being... \(^c\) (SE)
- Explained course material to one or more students\(^b\) (CL)

**Lowest Performing Relative to Carnegie Class**
- Inst. emphasizes... Attending events that address important social/econ./pol. issues... \(^c\) (SE)
- Quality of interactions with... Faculty\(^d\) (QI)
- Inst. emphasizes... Using learning support services \(...\)\(^c\) (SE)
- Participated in a learning community or some other formal program where... \(\text{(HIP)}\)
- Discussions with... People of a race or ethnicity other than your own\(^b\) (DD)

#### Percentage Point Difference with Carnegie Class

<table>
<thead>
<tr>
<th>Item #</th>
<th>1e.</th>
<th>3a.</th>
<th>6a.</th>
<th>14f.</th>
<th>1f.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difference</td>
<td>+3</td>
<td>+2</td>
<td>+2</td>
<td>+2</td>
<td>+1</td>
</tr>
</tbody>
</table>

Percentage: -30, -20, -10, 0, 10, 20, 30
NSSE 2013
University of North Dakota Results

Highest and lowest performing items compared to Carnegie Class.

Senior

Highest Performing Relative to Carnegie Class
- Completed a culminating senior experience (...) (HIP)
- Reached conclusions based on your own analysis of numerical information (...) (QR)
- Asked another student to help you understand course material (CL)
- Combined ideas from different courses when completing assignments (RI)
- Used numerical information to examine a real-world problem or issue (QR)

Lowest Performing Relative to Carnegie Class
- Summarized what you learned in class or from course materials (LS)
- Inst. emphasizes... Encouraging contact among students from different backgrounds... (SE)
- Discussions with... People with religious beliefs other than your own (DD)
- Discussions with... People from an economic background other than your own (DD)
- Discussions with... People of a race or ethnicity other than your own (DD)

Percentage Point Difference with Carnegie Class

<table>
<thead>
<tr>
<th>Item #</th>
<th>11f</th>
<th>6a</th>
<th>1e</th>
<th>2a</th>
<th>6b</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highest</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11f</td>
<td>+13</td>
<td>+5</td>
<td>+4</td>
<td>+4</td>
<td>+3</td>
</tr>
<tr>
<td>6a</td>
<td></td>
<td>-6</td>
<td>-7</td>
<td>-11</td>
<td>-22</td>
</tr>
<tr>
<td>1e</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6b</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Percentage Point Difference with Carnegie Class |
Engagement Indicator: Quality of Interactions

- Indicate the quality of your interactions with the following people at your institution.
Engagement Indicator: Quality of Interactions

- Indicate the quality of your interactions with the following people at your institution.
Engagement Indicator: Discussions with Diverse Others

- During the current school year, about how often have you had discussions with people from the following groups?

![Bar chart showing the distribution of responses to the question about discussions with people of a race or ethnicity other than your own and people with religious beliefs other than your own.](chart_url)
Engagement Indicator: Discussions with Diverse Others

- During the current school year, about how often have you had discussions with people from the following groups?
Carnegie Class with UND First Year Results

High-Impact Practices

- Which of the following have you done or do you plan to do before you graduate?
  - Learning community
Carnegie Class with UND First Year Results

Engagement Indicators: Learning Strategies and Collaborative Learning

- Means of UND and Carnegie Class First Year Students
High-Impact Practices

Which of the following have you done or do you plan to do before you graduate?

Complete a culminating senior experience (capstone course, senior thesis or project, comprehensive exam, portfolio, etc)?

- Have not Decided
  - Seniors: 3%
  - Carnegie Class: 9%
- Do not Plan to Do
  - Seniors: 8%
  - Carnegie Class: 23%
- Plan to Do
  - Seniors: 33%
  - Carnegie Class: 25%
- Done or in Progress
  - Seniors: 56%
  - Carnegie Class: 43%
Carnegie Class with UND Senior Results

Engagement Indicators: Higher Order Thinking and Student-Faculty Interaction

Means of UND and Carnegie Class Senior Students

<table>
<thead>
<tr>
<th></th>
<th>Seniors</th>
<th>Carnegie Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher order thinking</td>
<td>36.6</td>
<td>38.8</td>
</tr>
<tr>
<td>Student-Faculty Interactions</td>
<td>22.8</td>
<td>23.1</td>
</tr>
</tbody>
</table>
What percentage of our students (in comparison to selected peers) spent 11 or more hours per week preparing for class?

<table>
<thead>
<tr>
<th>Class</th>
<th>University of North Dakota</th>
<th>Carnegie</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year</td>
<td>More than 58%</td>
<td>More than 65%</td>
</tr>
<tr>
<td>Senior</td>
<td>More than 67%</td>
<td>More than 63%</td>
</tr>
</tbody>
</table>
What percentage of University of North Dakota students spent more than 5 hours per week participating in co-curricular activities?

<table>
<thead>
<tr>
<th>Class</th>
<th>University of North Dakota</th>
<th>Carnegie</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year</td>
<td>More than 29%</td>
<td>More than 34%</td>
</tr>
<tr>
<td>Senior</td>
<td>More than 22%</td>
<td>More than 27%</td>
</tr>
</tbody>
</table>
User Resources: Overview of NSSE Institute Activities
User Resources and the NSSE Institute for Effective Educational Practice

- The Institute develops user resources, collects and disseminates research on promising practices and assists schools in using data for institutional improvement and student success initiatives.

- **Resources:**
  - NSSE Users Workshops
  - System and Consortium Workshops
  - Free Webinars
  - Accreditation Toolkits
  - Guides to Data Use: *Moving from Data to Action and Using NSSE to Assess and Improve Undergraduate Education: Lessons from the Field*
  - NSSE Degree Qualifications Profile Toolkit
  - *Pocket Guide to Choosing a College*
  - Voluntary System of Accountability (VSA)

nsse.iub.edu/institute
A Pocket Guide to Choosing a College*

- For Students and Families: NSSE’s *A Pocket Guide to Choosing a College* helps students ask questions during a campus visit that help them know how they might learn and develop at a given institution.

- For NSSE Institutions: A data report, *NSSE 2013 Answers from Students*, provides NSSE schools with a consistent template for sharing results with admission officers, orientation staff, prospective students and their families, and for presenting student engagement results on institutional Web sites.

* Also available in Spanish
Using Your NSSE Data
Using NSSE Data

- Discovering and sharing ways student engagement results are being used is one of NSSE’s most important activities.
- NSSE results are being used across all types of institutions.
- The following slides illustrate how NSSE data can inform educational policy and practice and provide examples of how specific institutions have used their NSSE results in productive ways.
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)
Supporting NSSE Use in Accreditation

- **NSSE Accreditation Toolkits** – resource tailored to regional and program accreditors
- Maps NSSE items to accreditation standards /criteria to support data use in accreditation

<table>
<thead>
<tr>
<th>Sample: 2013 NSSE Survey Items Mapped to SACSCOC Accreditation Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong></td>
</tr>
<tr>
<td>1. a.</td>
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<td>1. b.</td>
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<tr>
<td>1. c.</td>
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<td>1. d.</td>
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<td>1. e.</td>
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<td>1. f.</td>
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<td>1. g.</td>
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<tr>
<td>1. h.</td>
</tr>
<tr>
<td>1. i.</td>
</tr>
</tbody>
</table>

| **2** | **During the current school year, about how often have you done the following?** |
| 2. a. | Combined ideas from different courses when completing assignments | 3.3.1.1 |
Example of Data Use: Increasing Academic Challenge

FAYETTEVILLE STATE UNIVERSITY

- **Finding:** Student reported levels of writing and time spent preparing for class were lower than institution desired.

- **Action:** Began providing NSSE data disaggregated by major to department chairs so that areas of potential improvement could be identified in various fields of study. The institution also increased its investment in learning communities and development of capstone courses to strengthen writing across the curriculum and levels of class preparation.
Example of Data Use: Enriching the First Year Experience

WASHINGTON STATE UNIVERSITY

- **Finding**: NSSE results indicated the campus was not meeting student expectations for collaborative learning, student-faculty interaction, and learning in community.

- **Action**: Freshman Focus learning communities were created to provide all incoming freshmen the opportunity to engage in an extensive living-learning community system.
Example of Data Use: Student – Faculty Interaction

CALIFORNIA STATE UNIVERSITY - FRESNO

- **Finding**: NSSE results showed that student-faculty interaction was lower than expected.

- **Action**: Student success task force identified ways to improve student success. Participated in Building Engagement and Attainment for Minority Students (BEAMS) program to develop Mentoring Institute. Now 200+ faculty members, staff and student mentors have been trained.
Example of Data Use: Enriching Educational Experiences

JACKSONVILLE STATE UNIVERSITY

- **Finding**: Student reported engagement in service-learning and other enriching experiences was not as high as institution desired.

- **Action**: A new Office of Leadership and Service was created to coordinate service learning opportunities, promote service learning, and provide support to faculty interested in developing service learning courses.
Example of Data Use: Faculty and Staff Development

ILLINOIS STATE UNIVERSITY

- **Finding**: Needed to increase campus dialogue relevant to student learning among students, faculty, and student affairs personnel alike.
- **Action**: A four-part series, focusing on manageable methods to improve the quality of student writing, was developed for faculty based on the data from the FSSE and NSSE surveys.
Additional Data Use Examples and Resources

- *Moving from Data to Action and Using NSSE to Assess and Improve Undergraduate Education: Lessons from the Field, Volumes 1 & 2*

- Making NSSE Results Public
  - *Guidelines for Display of NSSE Results*
Questions & Discussion
Contact Information

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