

# 2006 NSSE & FSSE

## Western Michigan University

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# Institutional Effectiveness

What is institutional effectiveness?

- Comparison of institutional performance to institutional purpose.

# Institutional Effectiveness

Why is it important?

- It informs and is informed by strategic academic planning and implementation, institutional and program accreditation, institutional and program assessment, and effective allocation of resources.

# Defining Student Engagement

- “The time and energy students devote to educationally sound activities inside and outside the classroom and the policies and practices institutions use to induce students to take part in these activities.”

George Kuh, *Change*, March/April 2003

# Why look at student engagement?

“Research shows that the more actively engaged students are—with college faculty and staff, with other students, and with the subject matter they study—the more likely they are to learn and persist toward achieving their academic goals.

Student engagement is a valuable yardstick for assessing whether, and to what extent, an institution is employing educational practices likely to produce successful results—more students across all subgroups achieving their academic goals.”

# National Survey of Student Engagement (NSSE – ‘nessie’)

- Measures the extent to which students engage in educational practices that have been *empirically linked* to high levels of learning and development.
- Mirrors Chickering and Gamson’s *Seven Principles for Good Practice in Undergraduate Education* (1987)

# NSSE

## Why is NSSE important?

- “The research is unequivocal: students who are actively involved in both academic and out-of-class activities gain more from the college experience than those who are not so involved.” (Pascarella and Terenzini, 1991)

# NSSE Benchmarks

1. Level of Academic Challenge (LAC)
  2. Active and Collaborative Learning (ACL)
  3. Student-Faculty Interaction (SFI)
  4. Enriching Educational Experience (EEE)
  5. Supportive Campus Environment (SCE)
- WMU is compared to Selected Peers, Carnegie Peers, and NSSE 2006

# Statistically Significant Differences, Benchmark Comparisons

## First-year Students

Selected  
Peers

Carnegie  
Type

NSSE  
2006

LAC

ACL

SFI

EEE

SCE

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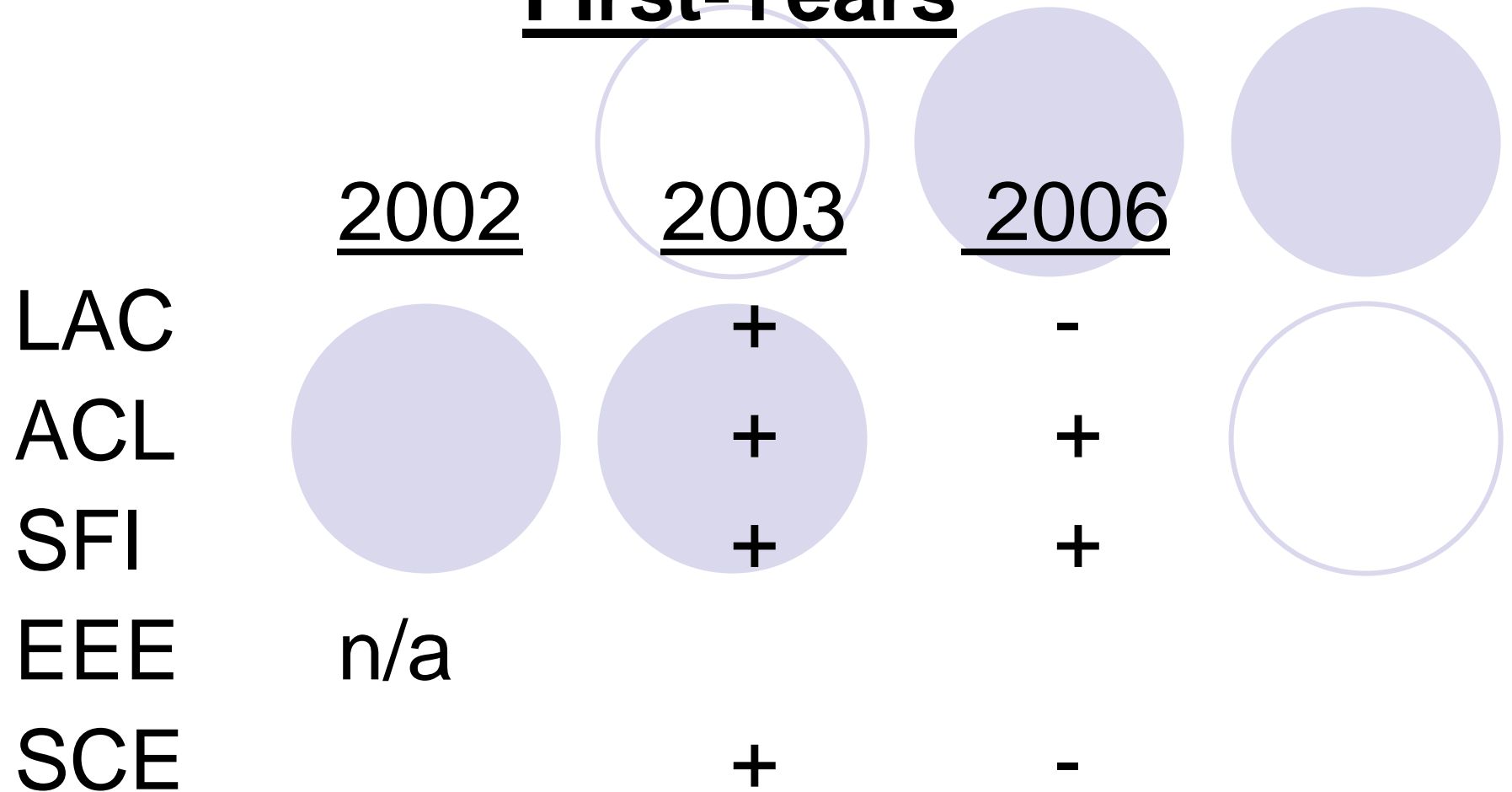
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# Statistically Significant Differences, Benchmark Comparisons

	<u>Selected Peers</u>	<u>Seniors</u> <u>Carnegie</u> <u>Type</u>	<u>NSSE</u> <u>2006</u>
LAC			
• ACL	+	+	+
• SFI	+		
• EEE	+		
• SCE	-	-	-

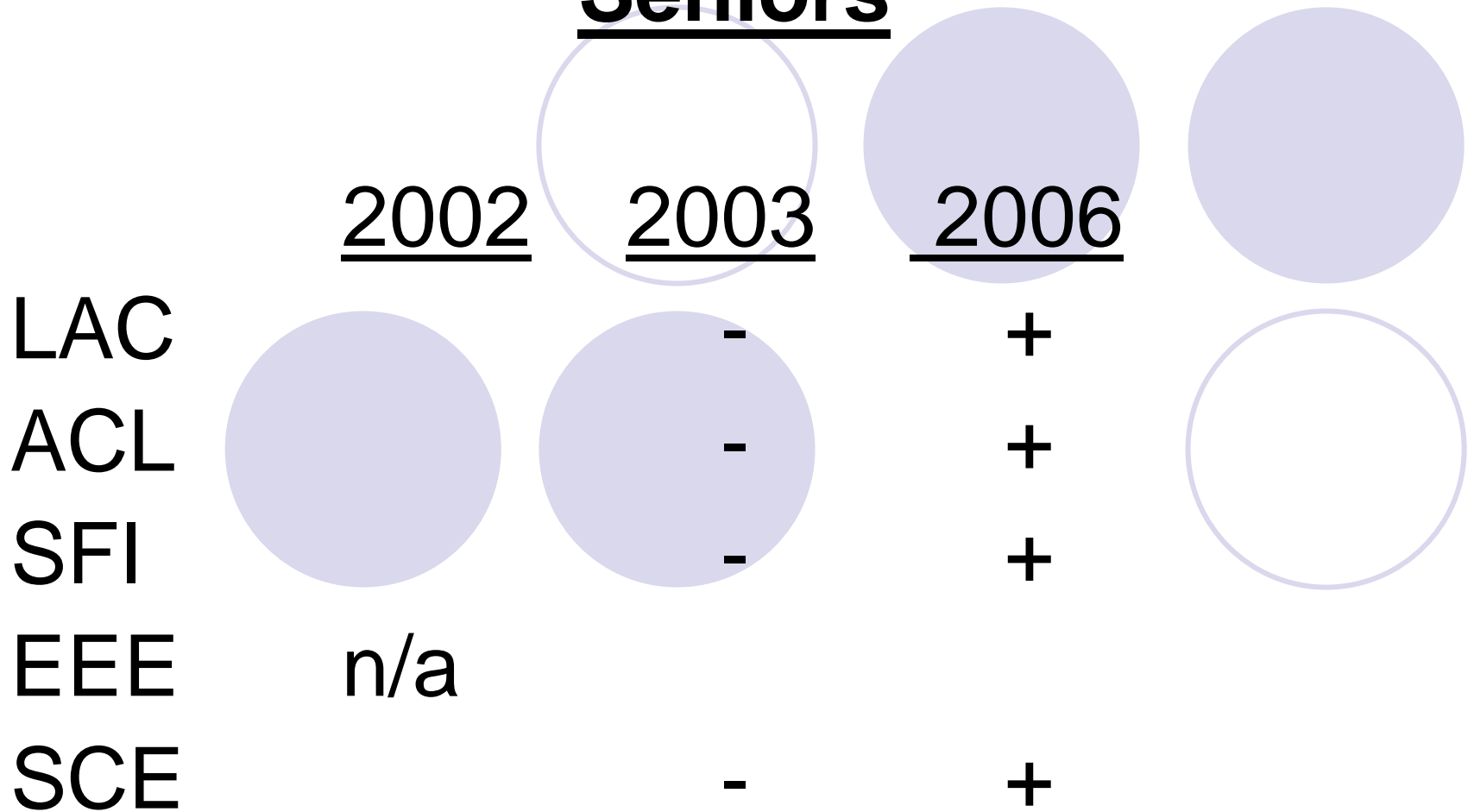
# Benchmark Comparisons, Three Years of NSSE at WMU

## First-Years



# Benchmark Comparisons, Three Years of NSSE at WMU

## Seniors



# Supportive Campus Environment

First area of emphasis:

Quality of student relationships with other students, faculty, and administrative personnel

Across these 3 questions, seniors had equal or higher percentages in the desired direction than did FY students.

# Supportive Campus Environment

- Quality of Student Relationships (% of students who responded favorably; attributes of 6 or 7)
  - with other students—friendly, supportive, sense of belonging,
    - FY—56%
    - Seniors—**60%**
  - with faculty members—available, helpful, sympathetic
    - FY—32%
    - Seniors—**49%**
  - with administrative personnel—helpful, considerate, flexible
    - FY—20%
    - Seniors—20%

# Supportive Campus Environment

Second area of emphasis:

Areas of Institutional Emphasis, such as support from campus environment in terms of academic and non-academic responsibilities

Across 5 of the 7 questions, FY students had higher % in the favorable direction than did seniors.

# Supportive Campus Environment

- Institutional Emphasis--% of students reporting “very much or quite a bit”
  - Time spent on academic work
    - FY—67%
    - Seniors—67%
  - Support to thrive academically
    - FY—**64%**
    - Seniors—54%

# Supportive Campus Environment

- Institutional Emphasis--% of students reporting “very much or quite a bit”
  - Encouraging contact among diverse students
    - FY—**40%**
    - Seniors—31%
  - Coping with non-academic responsibilities
    - FY—**23%**
    - Seniors—14%
  - Support to thrive socially
    - FY—**38%**
    - Seniors—26%

# Supportive Campus Environment

- Institutional Emphasis--% of students reporting “very much or quite a bit”

- Attending campus events

- FY—**55%**

- Seniors—46%

- Using computers in academic work

- FY—83%

- Seniors—**89%**

# Enriching Educational Experiences

Consists of one set of questions, all of which address what students report doing or planning to do.

For 5 of the 8 questions, FY students report higher % in the favorable direction than do seniors.

# Enriching Educational Experiences

● % of students reporting they have done or plan to do before they graduate:

○ practicum, internship, field experience

● FY—**79%**

● Seniors—**78%**

○ community service/volunteer work

● FY—**70%**

● Seniors—**73%**

○ participate in a learning community

● FY—**35%**

● Seniors—**33%**

# Enriching Educational Experiences

- work on a research project w/ faculty
  - FY—**25%**
  - Seniors—24%
- foreign language requirement
  - FY—**42%**
  - Seniors—40%
- study abroad
  - FY—**33%**
  - Seniors—17%

# Enriching Educational Experiences

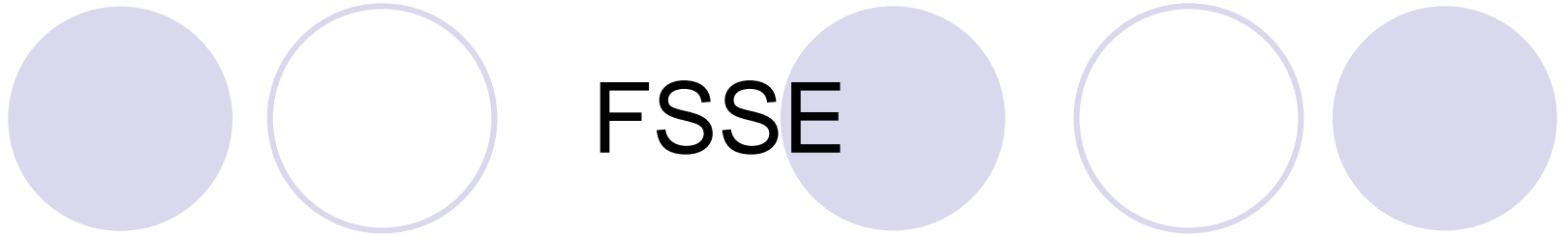
- independent study or self-designed major
  - FY—11%
  - Seniors—**18%**
- culminating senior experience
  - FY—41%
  - Seniors—**47%**

# NSSE 2006 Summary— Comparison to Selected Peers

- WMU compares quite favorably on Active and Collaborative Learning, Student-Faculty Interaction, and Enriching Educational Experiences.
- While WMU FY students compare less favorably on EEE, for 5 of 8 measures, their %s are higher than WMU seniors.
- Both groups compare less favorably on Supportive Campus Environment.

# Faculty Survey of Student Engagement (FSSE – ‘fessie’)

- Measures faculty expectations for student engagement in educational practices that are known to be *empirically linked* with high levels of learning and development.
- Also gathers information about the types of learning experiences emphasized at WMU.



- Why is FSSE important?
  - “Integrating faculty perceptions of the importance of student engagement activities with student reports of the frequency of occurrence of engagement is a valuable strategy for deciding which engagement activities to facilitate.” (FSSE Invitation to Participate, 2005)

# Enriching Educational Experiences

## Comparison of Perceptions & Intentions

- community service or volunteer work

- Lower Division—52%
- Upper Division—51%
- FY—70%
- Seniors—73%

- work on a research project w/ faculty

- Lower Division—54%
- Upper Division—54%
- FY—25%
- Seniors—24%

- study a foreign language

- Lower Division—60%
- Upper Division—53%
- FY—42%
- Seniors—40%

- study abroad

- Lower Division—49%
- Upper Division—45%
- FY—33%
- Seniors—17%

- independent study or self-designed major

- Lower Division—29%
- Upper Division—34%
- FY—11%
- Seniors—18%

- culminating senior experience

- Lower Division—84%
- Upper Division—83%
- FY—41%
- Seniors—47%

# Supportive Campus Environment Comparison of Perceptions

- Institutional Emphasis—similar perceptions
  - encouraging contact among diverse students
    - Lower Division—30% (“very much” or “quite a bit”)
    - Upper Division—30%
    - FY—**40%** (“very much” or “quite a bit”)
    - Seniors—31%
  - helping students cope with their non-academic responsibilities
    - Lower Division—15% (“very much” or “quite a bit”)
    - Upper Division—17%
    - FY—**23%** (“very much” or “quite a bit”)
    - Seniors—14%

# Supportive Campus Environment Comparison of Perceptions

- Institutional Emphasis
  - encouraging computer use in academic work
    - Lower Division—94% (“very much” or “quite a bit”)
    - Upper Division—94%
    - FY—83%
    - Seniors—89%

# Supportive Campus Environment Comparison of Perceptions

- Institutional Emphasis—varying perceptions
  - requiring students to spend time studying
    - Lower Division—54% (“very much” or “quite a bit”)
    - Upper Division—54%
    - FY—**67%**
    - Seniors—**67%**
  - providing support to thrive academically
    - Lower Division—54% (“very much” or “quite a bit”)
    - Upper Division—56%
    - FY—**64%**
    - Seniors—54%

# Supportive Campus Environment Comparison of Perceptions

## ● Institutional Emphasis

### ○ providing support to thrive socially

- Lower Division—17% (“very much” or “quite a bit”)
- Upper Division—24%
- FY—**38%**
- Seniors—26%

### ○ encouraging students to attend campus events

- Lower Division—47% (“very much” or “quite a bit”)
- Upper Division—45%
- FY—**55%**
- Seniors—46%

# Perceptions vs. Reported Behavior

- **Points of interest:**

- Contributing in class

- Lower Division—21% (“50% or higher of students in course”)
- Upper Division—31%
- FY—47% (“very often or often during current school year”)
- Seniors—68%

- Preparing 2 or more drafts

- Lower Division—37% (“very important or important in selected course”)
- Upper Division—50%
- FY—55% (“very often or often during current school year”)
- Seniors—44%

# Perceptions vs. Reported Behavior

- **Points of interest:**

- Faculty-student interaction via email

- Lower Division—32% (“50% or higher of students in course”)
- Upper Division—38%
- FY—69% (“very often or often during current school year”)
- Seniors—85%

- Receiving prompt feedback

- Lower Division—84% (“very often or often in selected course”)
- Upper Division—87%
- FY—46% (“very often or often during current school year”)
- Seniors—59%

# Perceptions vs. Reported Behavior

- Points of interest

- Coursework emphasis on memorization
- Lower Division—26% (“very much or quite a bit in selected course”)
- Upper Division—25%
- FY—72% (“very much or quite a bit during current school year”)
- Seniors—68%



# Considerations

- Response rate
- Faculty course level
- Time referent
- Percentages without raw numbers
- Construction of benchmarks
- Nonequivalent attributes
- Artificial class distinctions

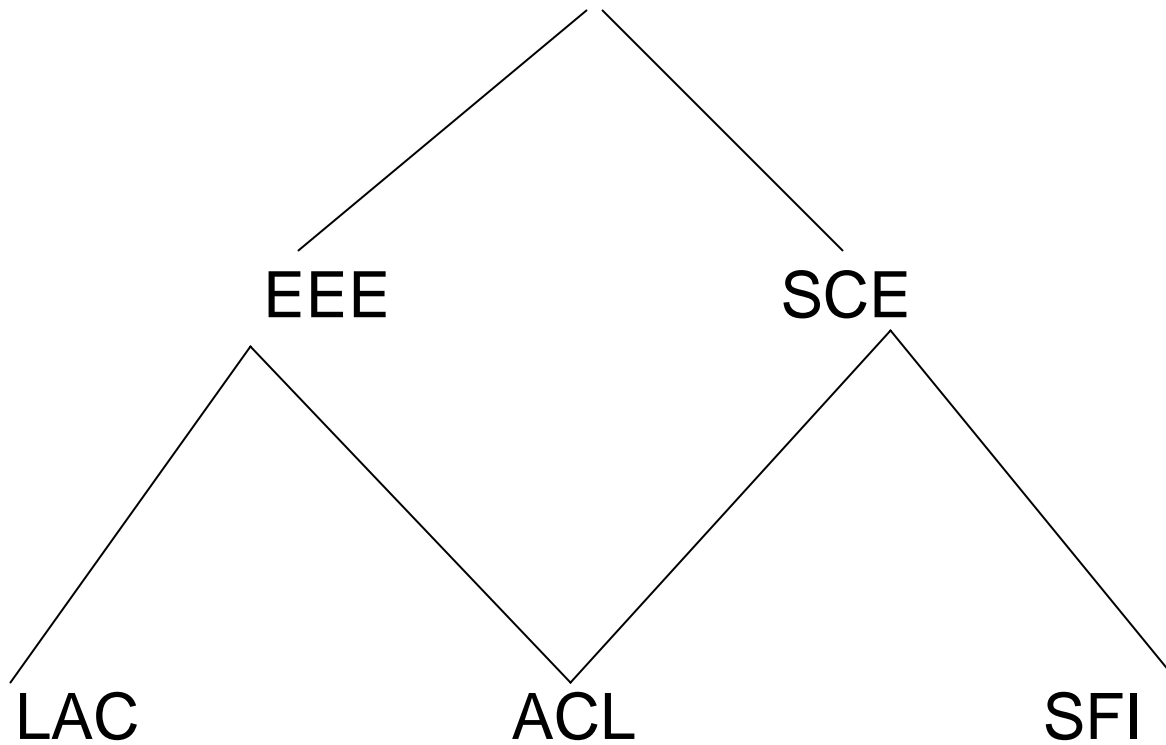


# Future Steps

- Administer NSSE and FSSE regularly and in parallel
- Link outcomes to student success policy development
- EEE, for FY students, complementary learning opportunities (diversity experiences, technology, internships, community service, senior capstones) to integrate/apply knowledge
- Build on ACL—a strength for seniors, need to incorporate for FY students as appropriate
- Use NSSE/FSSE to reinforce USSC recommendations

# Future Outlook

Student Engagement at WMU



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Solid Foundation