

NSSE* 2002 Results for Western Michigan University

[*National Survey of Student Engagement]

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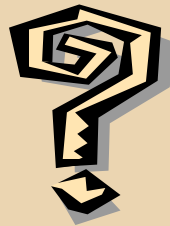
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NSSE and Assessment Overview

- What Do We Know About College Student Engagement?
- What is NSSE and Why is “Engagement” Important?
- The NSSE 2002 Report
- Western Michigan University’s Data
- Uses for the NSSE Data
- Questions and Discussion

What Do We Know About College Student Engagement?



What percent of our students relax and socialize more than 20 hours per week?

First-Year

31.7%

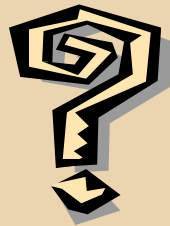
(Doc-Ext 25.5%)

Seniors

17.8%

(Doc-Ext 17.8%)

What Do We Know About College Student Engagement?



What percent of our students work more than 20 hours per week off-campus for pay?

First-Year

4.9%

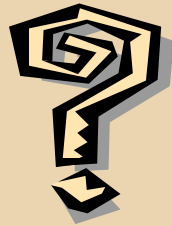
(Doc-Ext 7.6%)

Seniors

38.3%

(Doc-Ext 24.6%)

What Do We Know About College Student Engagement?



What percent of Western Michigan University students spent more than 20 hours per week preparing for class?

First-Year

12.2%

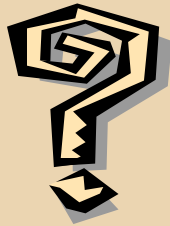
(Doc-Ext 21.9%)

Seniors

18.2%

(Doc-Ext 22.9%)

What Do We Know About College Student Engagement?



What percent of WMU students spent more than ten hours per week participating in co-curricular activities?

First-Year

7.3%

(Doc-Ext 12.4%)

Seniors

9.4%

(Doc-Ext 12.1%)

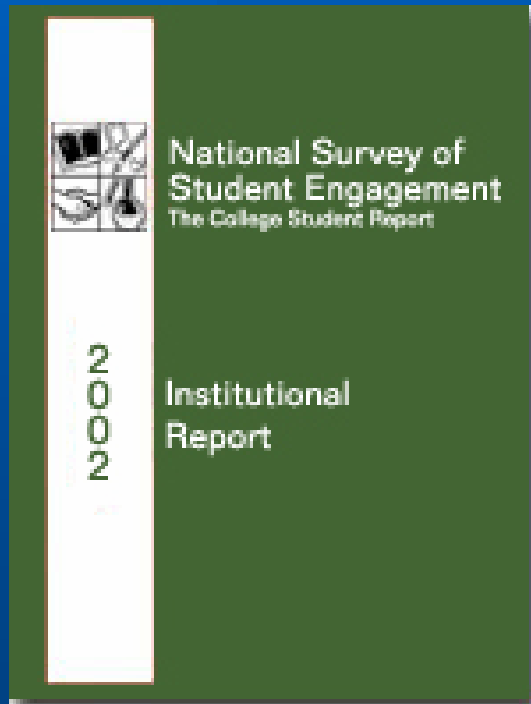
What *Really* Matters in College: Engagement

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 & Terenzini (1991),
How College Affects Students



NSSE 2002 Institutional Report



- Overview
- Institutional student data
- Means summary report
- Frequency distribution report
- Codebook
- 1st year vs. seniors
- Comparative data for same Carnegie type
- National benchmark data

What is NSSE?

(pronounced “nessie”)

- NSSE Survey assesses the extent to which first-year and senior students engage in educational practices associated with high levels of learning and academic development
- Supported by grants from Lumina Foundation for Education and The Pew Charitable Trusts



- Co-sponsored by The Carnegie Foundation for the Advancement of Teaching and The Pew Forum on Undergraduate Learning⁹

Why a National Survey?

- Refocus conversations about undergraduate quality in terms of academic practices
- Enhance institutional improvement efforts
- Fosters comparative & consortial activities
- Informs accountability
- Systematic national data on “good educational practices”



Good Educational Practices

- Student-faculty contact
- Active learning
- Prompt feedback
- Time on task
- High expectations
- Cooperation among students
- Respect for diverse talents and ways of learning



“Seven principles of good practice in undergraduate education” (Chickering and Gamson, 1987)

NSSE Project Scope

Project Year	Colleges/Universities
NSSE 2000	276
NSSE 2001	321
NSSE 2002	366

- 618 different colleges/universities
- 49 states, DC & Puerto Rico
- 250 institutions in 30 consortia
- Data from more than 267,000 students

Use and Validity of Self-Reports



- Requested information is known to undergraduate respondents
- Questions phrased clearly and unambiguously
- Respondents take questions seriously and thoughtfully
- Answering does not threaten, embarrass, or violate privacy, or compel a socially desirable response

National assessment experts designed the NSSE survey, *The College Student Report*, to meet all these conditions

Survey Administration

- Administered to random sample of first-year & senior students
- Paper & Web-based survey
- Flexible to accommodate consortium questions
- Multiple follow-ups to increase response rates

The College Student Report 2002

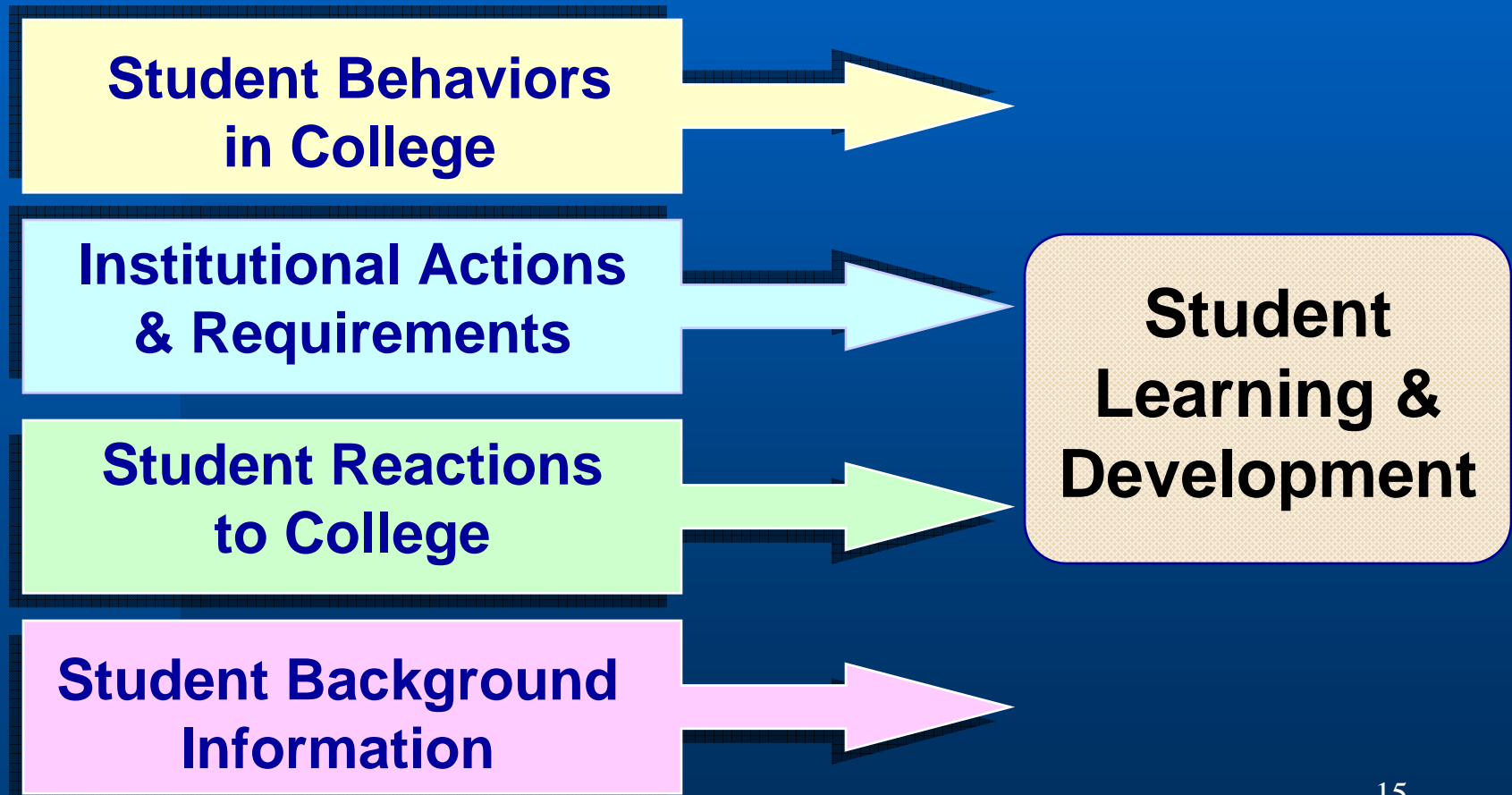
1 In your experience at your institution during the current school year, about how often have you done each of the following? Mark your answers in the boxes. Examples: or

	Very often	Often	Some- times	Never
a. Asked questions in class or contributed to class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Made a class presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. 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"/>
d. Worked on a paper or project that required integrating ideas or information from various sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Came to class without completing readings or assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Worked with other students on projects during class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Worked with classmates outside of class to prepare class assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Put together ideas or concepts from different courses when completing assignments or during class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Taught or taught other students (paid or voluntary)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Participated in a community-based project as part of a regular course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Used an electronic medium (lectures, chat groups, Internet, etc.) to discuss or complete an assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Used e-mail to communicate with an instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Discussed grades or assignments with an instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Talked about career plans with a faculty member or advisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Discussed ideas from your readings or classes with faculty members outside of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Received prompt feedback from faculty on your academic performance (written or oral)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Worked harder than you thought you could to meet an instructor's standards or expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Had serious conversations with students of a different race or ethnicity than your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

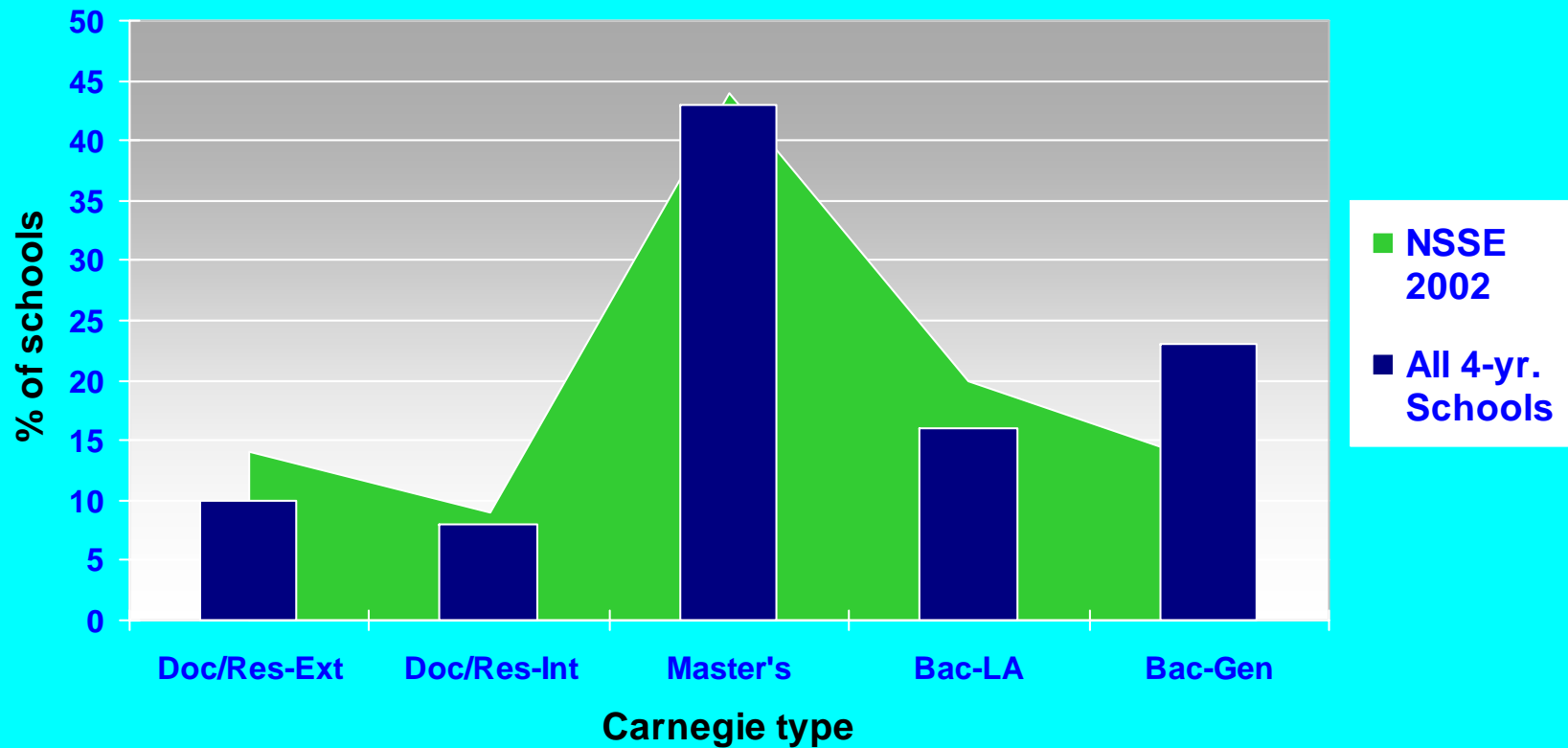
2 During the current school year, to what extent has your coursework emphasized the following mental activities?

	Very much	Quite a bit	Some	Very little
a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Making judgments about the value of information, arguments, or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Applying theories or concepts to practical problems or in new situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

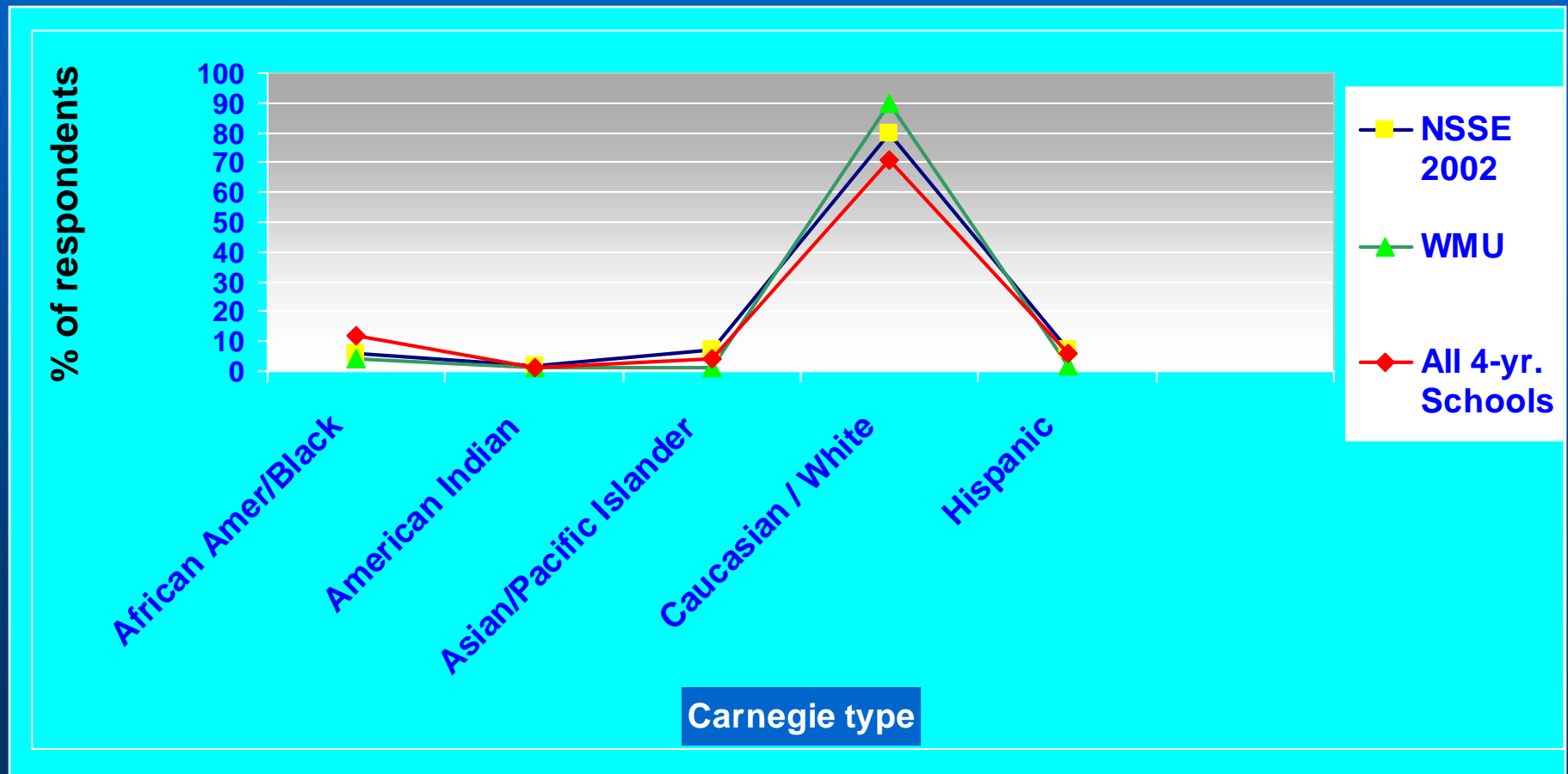
What Does *The College Student Report Cover?*



NSSE 2002 Institutions by Carnegie Type



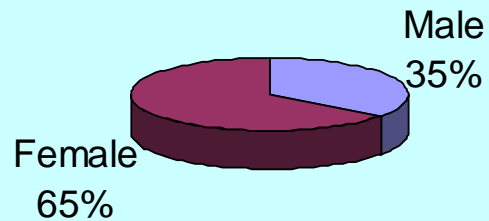
NSSE 2002 Respondents Race and Ethnicity



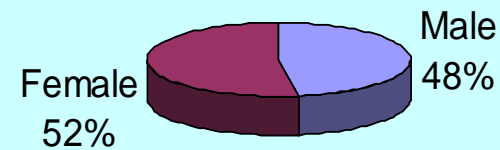
NSSE 2002 Respondents

Gender and Class

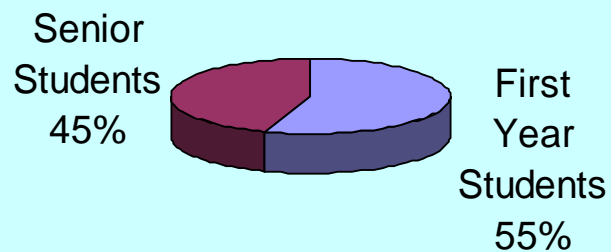
WMU Student Respondents by Gender



WMU Population Estimate by Gender



WMU Student Respondents by Class



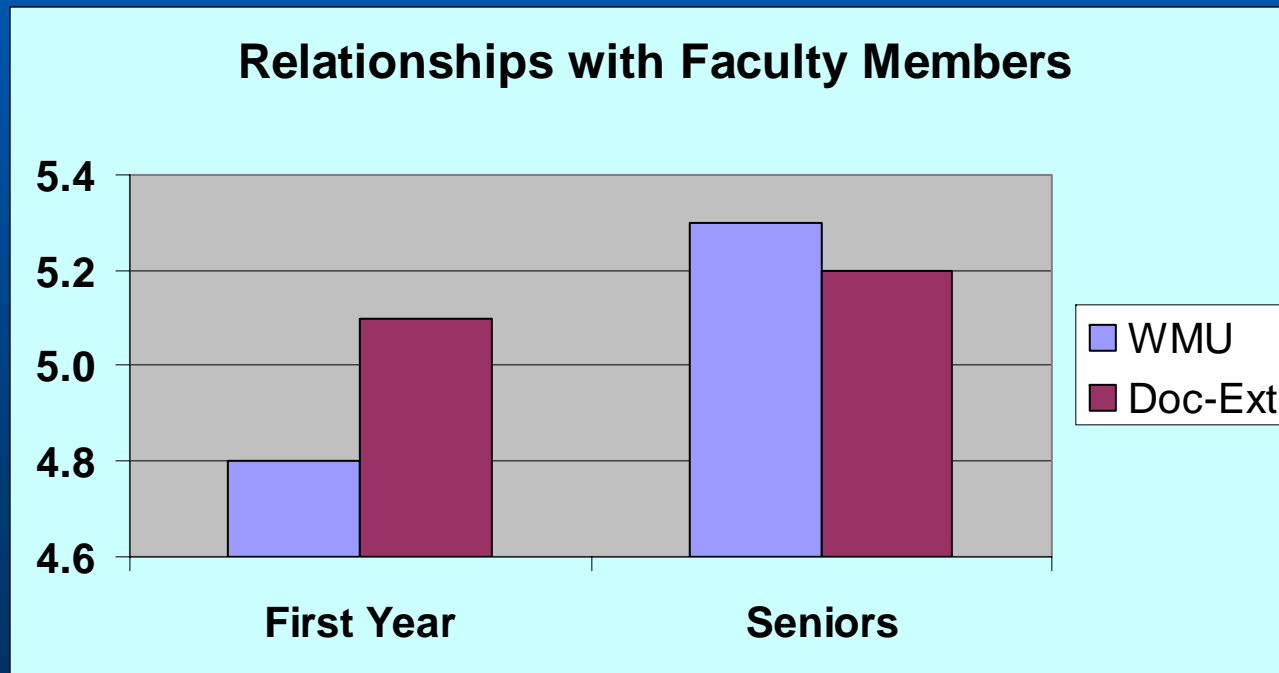
NSSE 2002 Response Rates

- **WMU's 2002 response rate = 39%**
- 40% overall response rate for participating NSSE 2002 institutions
- 62% completed paper version and 38% of students responded via the Web
- 39% for Web-only institutions

NSSE 2002

Western Michigan University's Results

Thinking about your overall experience at this institution, how would you rate the quality of relationships with the faculty?

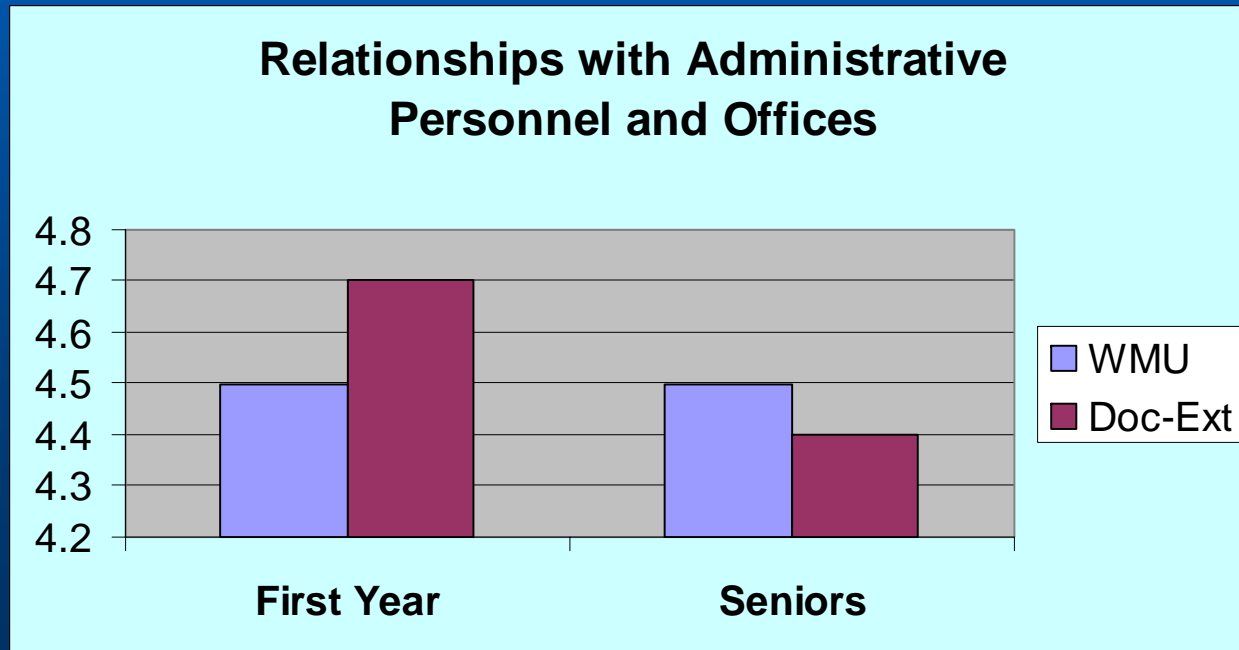


1=unfriendly, unsupportive, sense of alienation to 7=friendly, supportive, sense of belonging

NSSE 2002

Western Michigan University's Results

Thinking about your overall experience at this institution, how would you rate the quality of relationships with administrative personnel and offices?

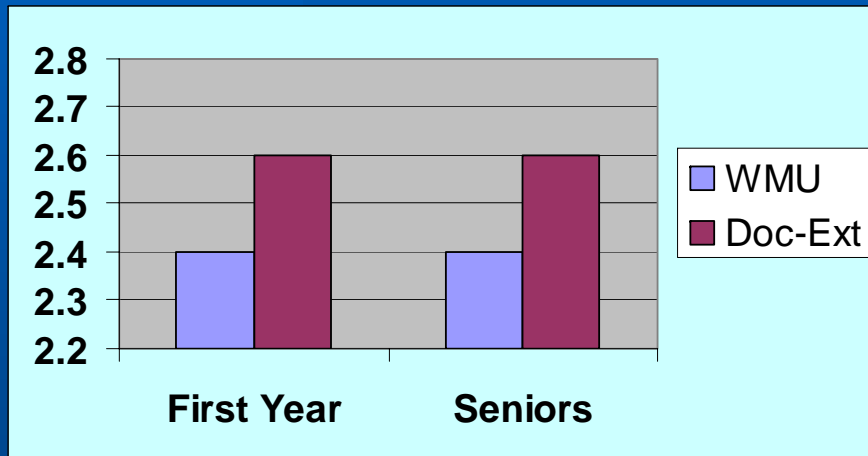


1=unhelpful, inconsiderate, rigid to 7=helpful, considerate, flexible

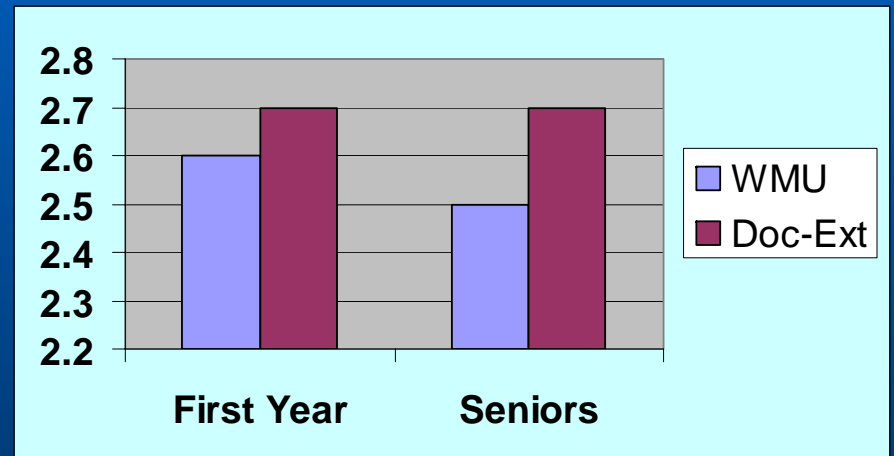
NSSE 2002

Western Michigan University's Results

In your experience at your institution during the current school year, about how often have you done each of the following?



Had serious conversations with students of a different race or ethnicity than your own



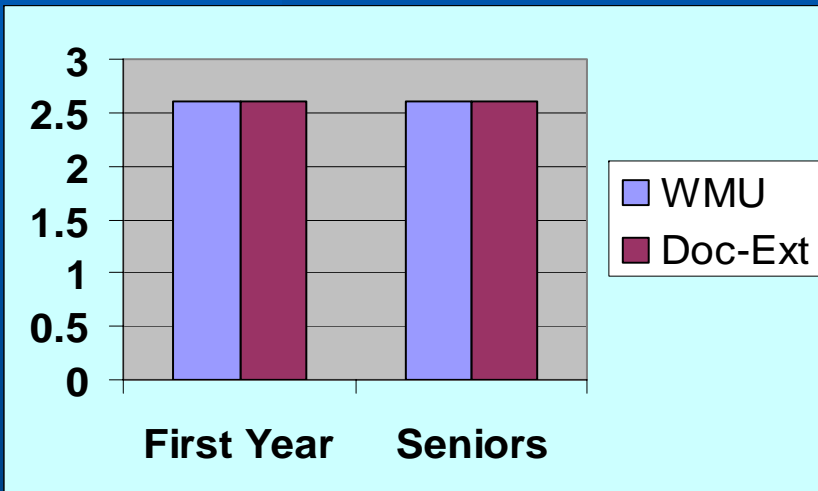
Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values

1=never, 2=sometimes, 3=often, 4=very often

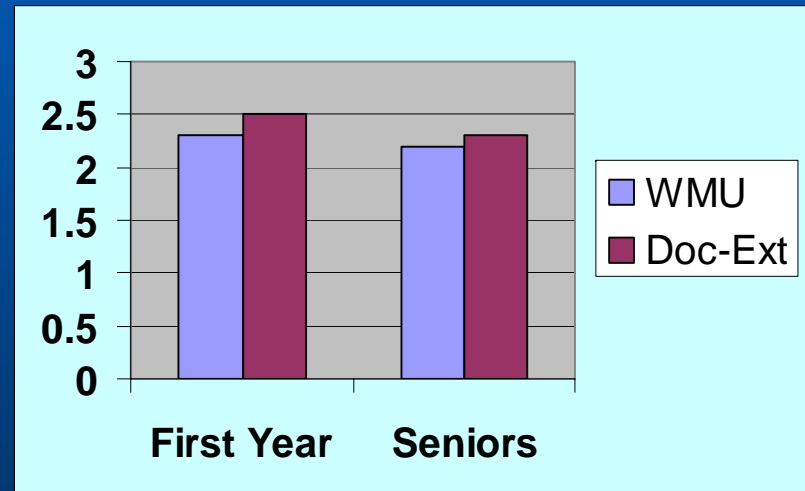
NSSE 2002

Western Michigan University's Results

To what extent has your experience at *this institution* contributed to your knowledge, skills, and personal development in the following areas?



Understanding people of other racial and ethnic backgrounds



Encouraging contact among students from different economic, social, and racial or ethnic backgrounds

1=very little, 2=some, 3=quite a bit, 4=very much

WMU's NSSE 2002 DATA: Positives & Negatives

POSITIVES

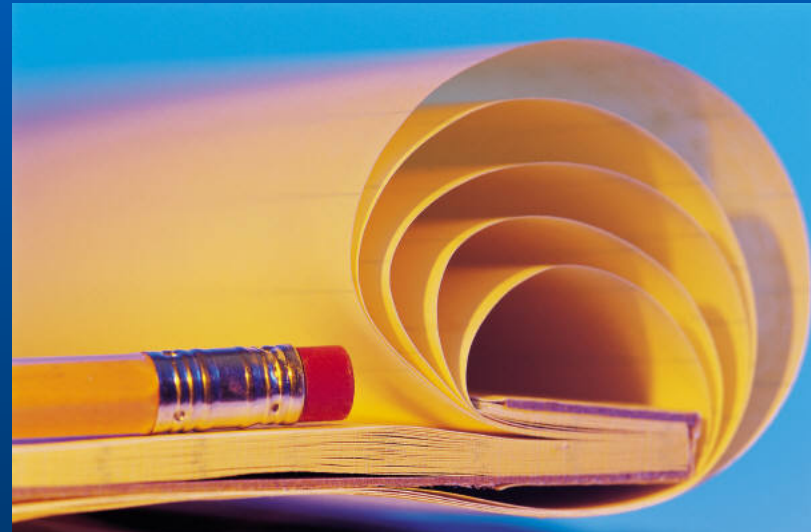
- Supportive campus environment for seniors, especially in terms of collaborative learning and class presentations
- WMU students write more papers of fewer than five pages than do their peers

NEGATIVES

- More First Year and Senior students spent less time studying and on academic work, and had less interest in foreign languages than did their peers
- Comparatively, WMU first-year students: (a) had fewer positive educational experiences, (b) perceived little academic support, and (c) fewer worked with faculty outside of their course requirements

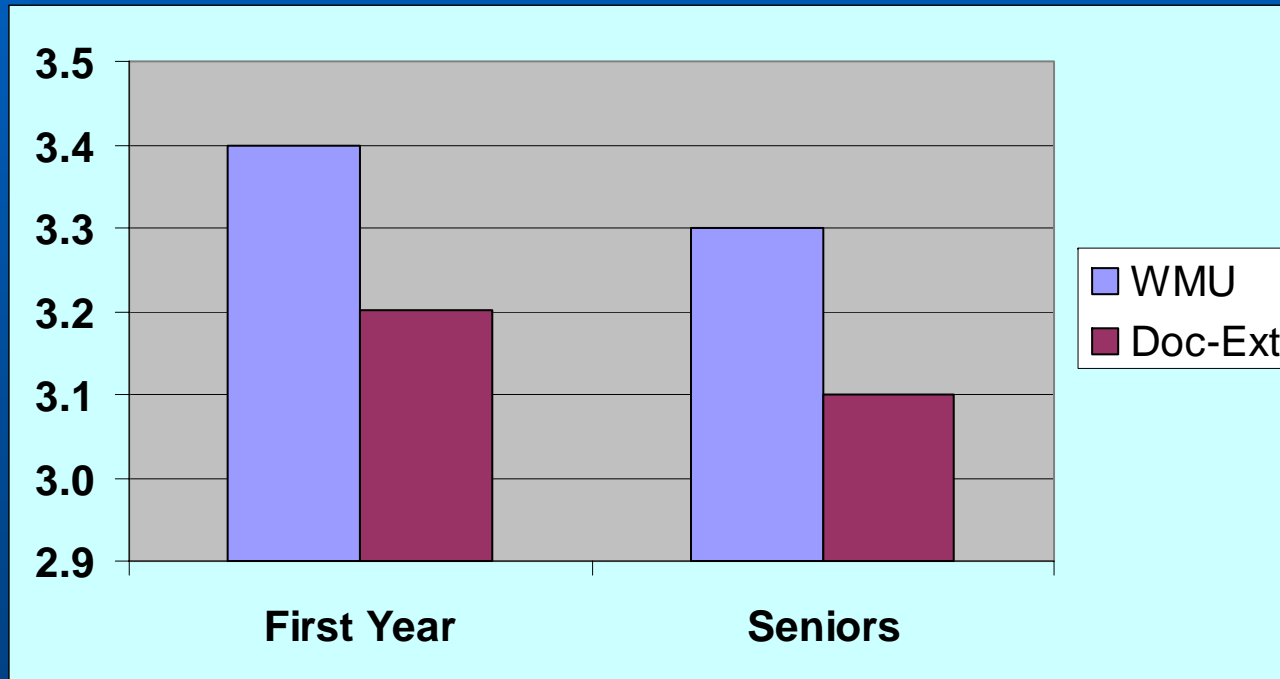
Positives and Negatives (Cont.)

- **Seniors reported that:**
(a) few had serious conversations with someone of different race or ethnicity, and
(b) they acquired less job-related knowledge despite high number of paid work hours



NSSE 2002 Promising Findings

During the current school year, how much writing of papers or reports of fewer than 5 pages have you done?



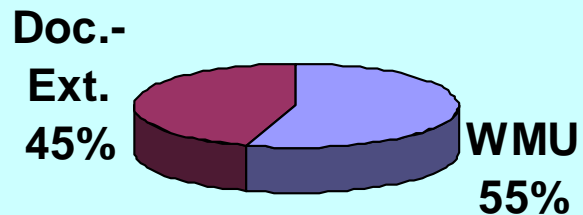
1=none, 2= between 1 and 4, 3=between 5 and 10, 4=between 11 and 20, 5=more than 20

NSSE 2002 Promising Findings

Collaborative Learning

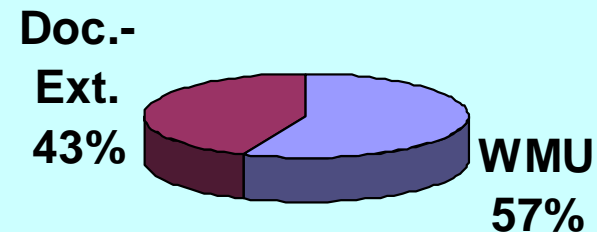
First-Year Students

Worked with other students on projects during class



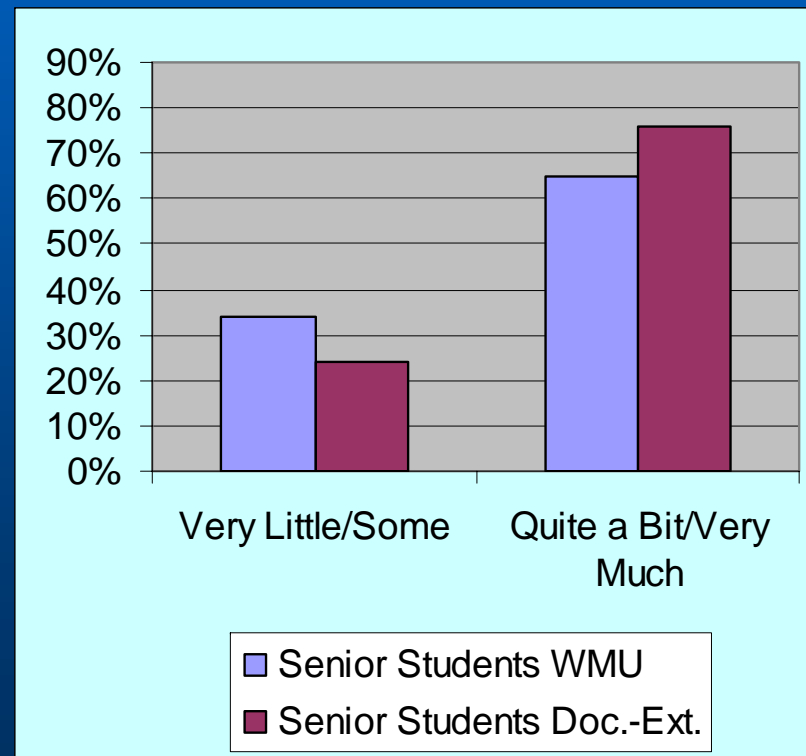
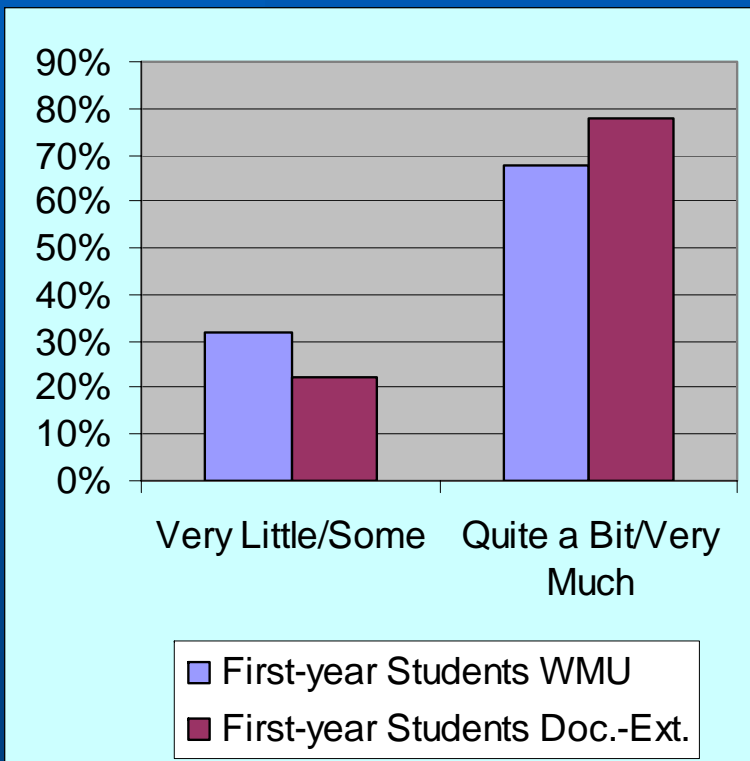
Senior Students

Worked with other students on projects during class



NSSE 2002 Disappointing Findings

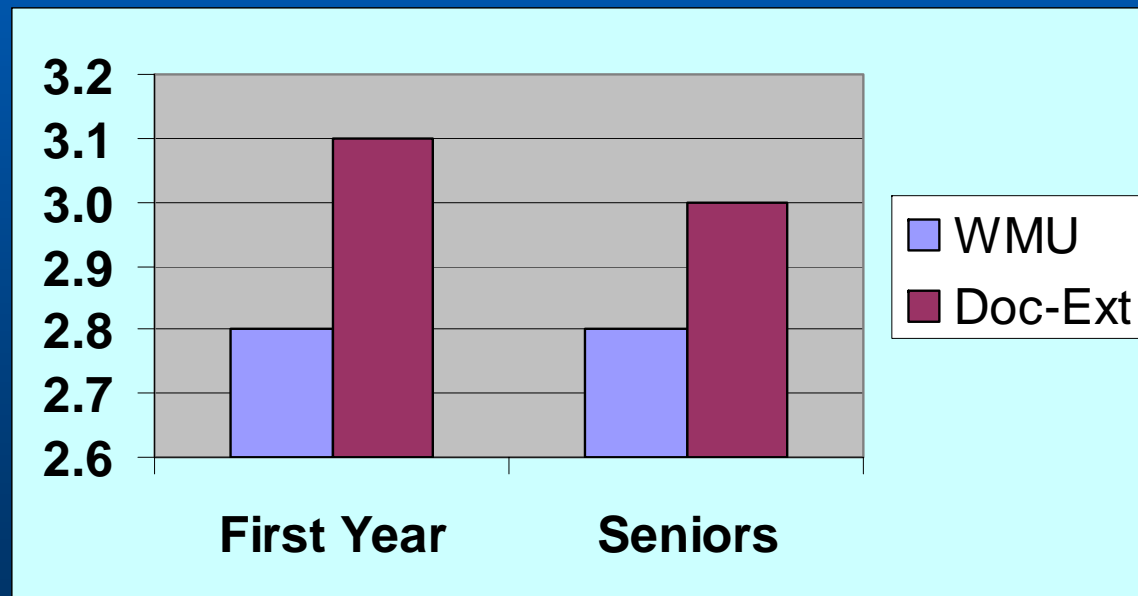
Student Perceptions: Emphasis on Academic Work



NSSE 2002 Disappointing Findings

To what extent has your experience *at this institution* contributed to your knowledge, skills, and personal development in the following areas?

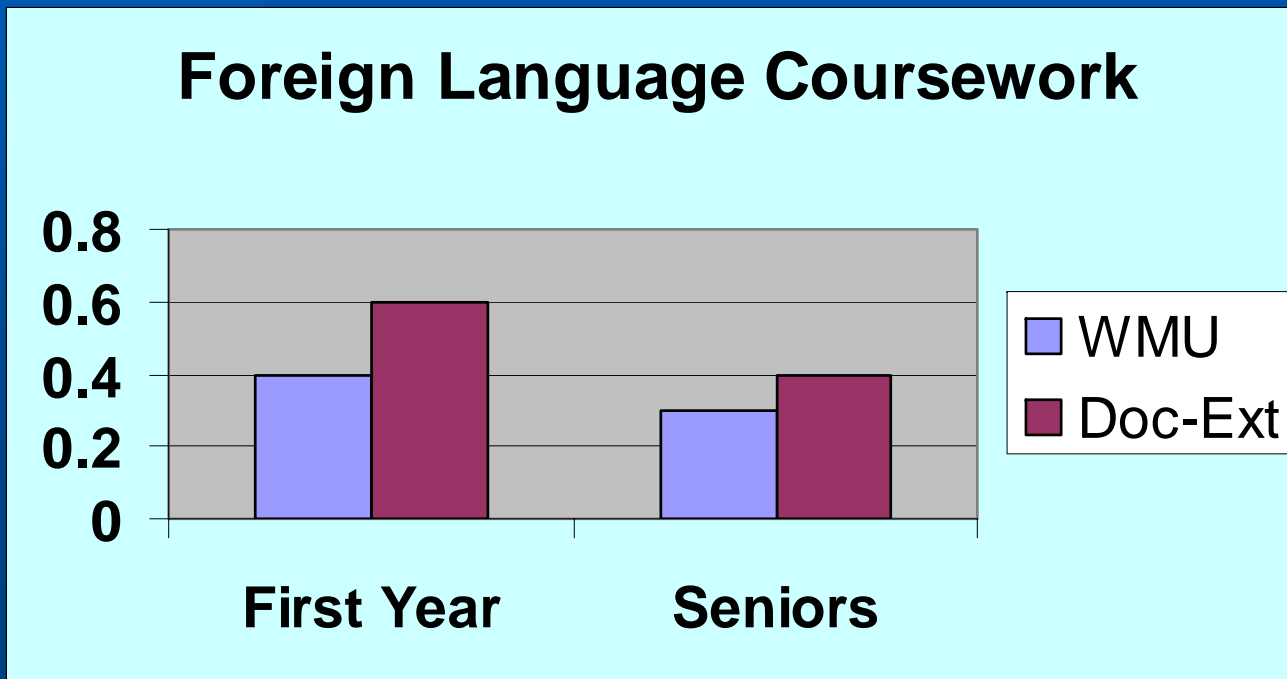
Emphasize:
spending
significant
amounts of time
studying and on
academic work



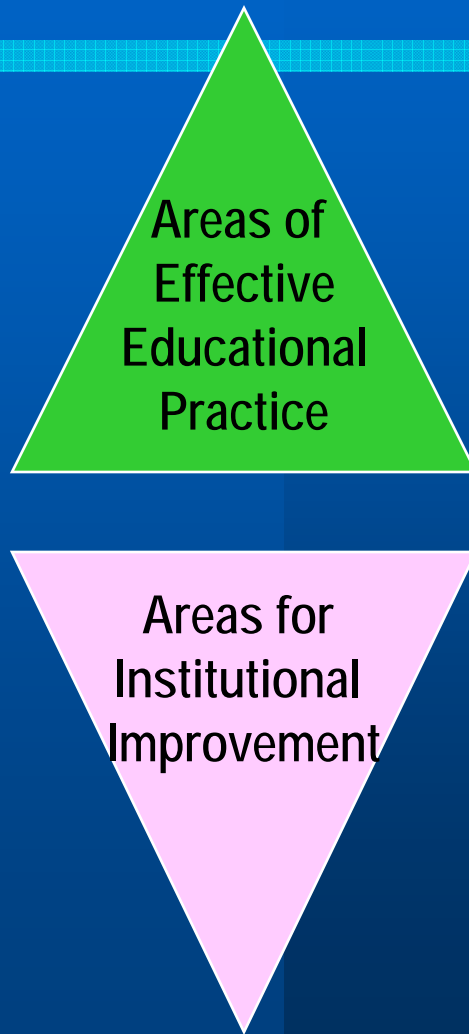
1=very little, 2=some, 3=quite a bit, 4=very much

NSSE 2002 Disappointing Findings

Which of the following have you done or do you plan to do before you graduate from your institution? (Means are the proportion of students responding "Yes.")



Using NSSE Data



- Help students understand what is required to “succeed”
- Discover current levels of engagement (institution, major field, year in school)
- Determine if current levels are satisfactory (criterion reference, normative, or peer comparison)
- Target areas for improvement and modify programs, services, and policies accordingly

Campus Uses (Internal)



- Assess student growth (first year to senior year)
- Improve orientation, curricula, and services
- Assess campus response over time with focus on good educational practice
- Link with other evidence from assessment to focus campus dialogue and help improve programs

Campus Uses (External)



- **Assess status vis-à-vis peers and competitors**
- **Identify and develop distinctive competencies**
- **Encourage collaboration in consortia**
- **Provide evidence of accountability for targeted processes (while awaiting evidence about improvement in outcomes)**

Using NSSE at WMU

- Department, College, and Student Group Presentations
- Faculty Senate, Academic Forum, and Deans' Council
- Enrollment Management
- Retention & Student Loyalty
- Benchmarking for National Comparisons, Accreditation
- Presentation to WMU's Board of Trustees and other Boards



Questions and Discussion



How Do I Find Out More?

Contact Linda Delene at:
linda.delene@wmich.edu

WMU NSSE Report
www.wmich.edu/poapa/NSSE/nsse.pdf

NSSE Website
www.iub.edu/~nsse

