NSSE 2014:
Overview and Select Results for UMass Dartmouth
Presentation Overview

1. NSSE and the Concept of Student Engagement
2. Selected NSSE Results for UMass Dartmouth
3. User Resources
4. Using NSSE Data
5. Questions & Discussion
6. 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.


Kuh et al. present institutional policies, programs, and practices that promote student success. Provide 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>
</tr>
<tr>
<td>2004</td>
<td>473</td>
</tr>
<tr>
<td>2005</td>
<td>529</td>
</tr>
<tr>
<td>2006</td>
<td>557</td>
</tr>
<tr>
<td>2007</td>
<td>610</td>
</tr>
<tr>
<td>2008</td>
<td>769</td>
</tr>
<tr>
<td>2009</td>
<td>640</td>
</tr>
<tr>
<td>2010</td>
<td>595</td>
</tr>
<tr>
<td>2011</td>
<td>751</td>
</tr>
<tr>
<td>2012</td>
<td>577</td>
</tr>
<tr>
<td>2013</td>
<td>621</td>
</tr>
<tr>
<td>2014</td>
<td>713</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
Engagement in meaningful academic experiences

Engagement in High-Impact Practices

Student Reactions to College

Student Background Information

Student Learning & Development
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 & seniors
- Spring administration
- Multiple follow-ups to increase response rates
- Topical Modules provide option to delve deeper into the student experience
- Consortium participation enables addition of custom questions
NSSE 2014 Institutions by Carnegie Classification

- NSSE Schools
- All 4-year Schools

RU/VH: 4% 6%
RU/H: 7% 6%
DRU: 5% 5%
Master’s L: 29% 25%
Master’s M: 13% 11%
Master’s S: 7% 8%
Bac/A&S: 17% 16%
Bac/Diverse: 18% 23%
<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>NSSE 2014 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>American Indian/Alaskan Native</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Asian</td>
<td>5%</td>
<td>6%</td>
</tr>
<tr>
<td>Native Hawaiian/other Pacific Islander</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Caucasian/White</td>
<td>66%</td>
<td>61%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>11%</td>
<td>13%</td>
</tr>
<tr>
<td>Multiracial/Ethnic</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Foreign/nonresident alien</td>
<td>3%</td>
<td>4%</td>
</tr>
</tbody>
</table>

Notes: Totals may not sum to 100% due to rounding. NSSE 2014 population consists of first-year and senior undergraduates. Data were provided by participating institutions. U.S. percentages are unweighted and based on data from the fall 2012 IPEDS Institutional Characteristics and Enrollment data. Includes all class years. Institution-reported data. Excludes students whose race/ethnicity was unknown or not provided.
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
Selected NSSE Results for UMass Dartmouth
More than 1.8 million students were invited to participate in NSSE 2014, with 473,633 responding.

2,709 UMassD students were invited to participate with 549 responding (i.e., a 20% response rate).
UMassD’s response rate = 20%
All NSSE 2014 institutions = 32%

<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>271</td>
<td>39%</td>
</tr>
<tr>
<td>2,501 to 4,999</td>
<td>136</td>
<td>30%</td>
</tr>
<tr>
<td>5,000 to 9,999</td>
<td>111</td>
<td>24%</td>
</tr>
<tr>
<td>10,000 or more</td>
<td>104</td>
<td>22%</td>
</tr>
<tr>
<td>All institutions</td>
<td>622</td>
<td>32%</td>
</tr>
</tbody>
</table>
NSSE 2014 Results for UMassD

Overall results compared to UMassD’s new peer group for each Engagement Indicator.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Engagement Indicator</th>
<th>First-year</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Higher-Order Learning</td>
<td>△</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>Reflective &amp; Integrative Learning</td>
<td>--</td>
<td>▼</td>
</tr>
<tr>
<td></td>
<td>Learning Strategies</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>Quantitative Reasoning</td>
<td>△</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>Collaborative Learning</td>
<td>△</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>Discussions with Diverse Others</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>Student-Faculty Interaction</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>Effective Teaching Practices</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>Quality of Interactions</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td>Supportive Environment</td>
<td>--</td>
<td>▼</td>
</tr>
</tbody>
</table>

Key:
- Your students’ average was significantly higher (p < .05) with an effect size at least .3 in magnitude.
- Your students’ average was significantly lower (p < .05) with an effect size less than .3 in magnitude.
- No significant difference.
Engagement Indicator: Quality of Interactions

- Indicate the quality of your interactions with the following people at your institution. (First-year students)
Engagement Indicator: Discussions with Diverse Others

- How often have you had discussions with people from the following groups? (First-year students)

<table>
<thead>
<tr>
<th>People of a race or ethnicity other than your own</th>
<th>People with political views other than your own</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Never</strong></td>
<td><strong>Never</strong></td>
</tr>
<tr>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>8%</td>
<td>8%</td>
</tr>
<tr>
<td><strong>Sometimes</strong></td>
<td><strong>Sometimes</strong></td>
</tr>
<tr>
<td>19%</td>
<td>19%</td>
</tr>
<tr>
<td><strong>Often</strong></td>
<td><strong>Often</strong></td>
</tr>
<tr>
<td>29%</td>
<td>30%</td>
</tr>
<tr>
<td>31%</td>
<td>31%</td>
</tr>
<tr>
<td><strong>Very often</strong></td>
<td><strong>Very often</strong></td>
</tr>
<tr>
<td>47%</td>
<td>47%</td>
</tr>
<tr>
<td>32%</td>
<td>32%</td>
</tr>
</tbody>
</table>
UMassD Comparisons with New Peers

High-Impact Practices

- Percentage of first-year students who participated in a learning community and in course-based service-learning.
UMassD Comparisons with New Peers

Engagement Indicators

- Higher-Order Learning and Collaborative Learning (First-Year Students)

![Comparison chart showing EI scores for Higher-Order Learning and Collaborative Learning between First-Year Students and New Peers.](chart.png)

<table>
<thead>
<tr>
<th>EI Score</th>
<th>First-Year Students</th>
<th>New Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher-Order Learning</td>
<td>40.3</td>
<td>37.4</td>
</tr>
<tr>
<td>Collaborative Learning</td>
<td>34.3</td>
<td>31.3</td>
</tr>
</tbody>
</table>
UMassD Comparisons with New Peers

High-Impact Practices

- Percentage of seniors who worked on a research project with a faculty member and who did a culminating senior experience.
UMassD Comparisons with New Peers

Engagement Indicators:

- Student-Faculty Interaction and Effective Teaching Practices (Seniors)

![Bar chart showing engagement indicators]
### UMassD Comparisons with New Peers

#### How do students spend their time?
- Average hours per week **preparing for class**

<table>
<thead>
<tr>
<th>Class</th>
<th>UMassD</th>
<th>New Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year</td>
<td>15 hrs</td>
<td>14 hrs</td>
</tr>
<tr>
<td>Senior</td>
<td>16 hrs</td>
<td>15 hrs</td>
</tr>
</tbody>
</table>
UMassD Comparisons with New Peers

How do students spend their time?

- Average hours per week students spend participating in co-curricular activities

<table>
<thead>
<tr>
<th>Class</th>
<th>UMassD</th>
<th>New Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year</td>
<td>4.4</td>
<td>5.0</td>
</tr>
<tr>
<td>Senior</td>
<td>3.8</td>
<td>4.2</td>
</tr>
</tbody>
</table>
UMassD Comparisons with New Peers

Engagement Indicators:
- Quality of Interactions and Supportive Environment (Seniors)

![Bar chart showing comparisons between Seniors and New Peers in Quality of Interactions and Supportive Environment.](chart)

- Quality of Interactions:
  - Seniors: 40.7
  - New Peers: 28.6

- Supportive Environment:
  - Seniors: 41.3
  - New Peers: 31.3
During the current school year, to what extent have your academic advisors … Helped you get information on special opportunities (study abroad, internship, research projects, etc.?)

*Percentages do not total 100% because NSSE includes “Not applicable” responses as an additional category when calculating percentages.
During the current school year, to what extent have your academic advisors … Discussed your career interests and post-graduation plans?*

*Percentages do not total 100% because NSSE includes “Not applicable” responses as an additional category when calculating percentages.
During the current school year, for how many writing assignments have you ... Summarized material you read, such as articles, books, or online publications?
During the current school year, for how many writing assignments have you … Analyzed or evaluated something you read, researched, or observed?

- None: 3% First-Year, 10% Senior
- Few: 12% First-Year, 12% Senior
- Some: 32% First-Year, 21% Senior
- Most: 36% First-Year, 38% Senior
- All: 17% First-Year, 19% Senior
"UMass does not provide enough support for the full-time working evening students. It is very difficult to enroll in all the classes needed for a degree if you cannot take classes during the day time. The selection of online classes needs to be expanded..."

“Advising really needs work. My adviser hardly ever had time to meet with me and when we did meet it felt rushed and unhelpful.”

“UMass Dartmouth is an amazing institution. Despite being only a commuter, it was not hard to become part of the school community. The college offers many opportunities to be involved and holds many events on campus."
User Resources: Overview of NSSE Institute Activities
User Resources and the NSSE Institute

The NSSE Institute for Effective Educational Practice develops user resources and responds to requests for assistance in using student engagement results to improve student learning and institutional effectiveness.

- **Resources:**
  - Free Webinars
  - User Workshops
  - System and Consortium Workshops
  - Accreditation Toolkits
  - Guides to Data Use
  - Degree Qualifications Profile Toolkit
  - A 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:
- A Pocket Guide to Choosing a College gives questions to ask during a campus visit about what matters to learning.

For NSSE Institutions:
- A data report, NSSE 2014 Answers from Students provides results for admissions, orientation, prospective students and families, and campus Web sites.

* Available in Spanish, and in a mobile version.
Using Your NSSE Data
It is important for NSSE to discover and share ways student engagement results are used.

NSSE results are used across all types of institutions.

The following slides illustrate how NSSE data inform educational policy and practice at specific institutions.
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

### NSSE 2014 Survey Items Mapped to SACSCOC Criteria

<table>
<thead>
<tr>
<th>NSSE 2014 Survey Items</th>
<th>SACS Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. During the current school year, about how often have you done the following?</strong></td>
<td></td>
</tr>
<tr>
<td>a. Asked questions or contributed to course discussions in other ways</td>
<td>3.3.1.1</td>
</tr>
<tr>
<td>b. Prepared two or more drafts of a paper or assignment before turning it in</td>
<td>3.3.1.1</td>
</tr>
<tr>
<td>c. Come to class without completing readings or assignments</td>
<td>3.3.1.1</td>
</tr>
<tr>
<td>d. Attended an art exhibit, play, dance, music, theater, or other performance</td>
<td>2.10, 3.3.1.3</td>
</tr>
<tr>
<td>e. Asked another student to help you understand course material</td>
<td></td>
</tr>
<tr>
<td>f. Explained course material to one or more students</td>
<td>2.1</td>
</tr>
<tr>
<td>g. Prepared for exams by discussing or working through course material with other students</td>
<td>3.3.1.1</td>
</tr>
<tr>
<td>h. Worked with other students on course projects or assignments</td>
<td>3.3.1.1</td>
</tr>
<tr>
<td>i. Gave a course presentation</td>
<td>3.3.1.1</td>
</tr>
<tr>
<td><strong>2. During the current school year, about how often have you done the following?</strong></td>
<td></td>
</tr>
<tr>
<td>a. Combined ideas from different courses when completing assignments</td>
<td>3.3.1.1</td>
</tr>
<tr>
<td>b. Connected your learning to societal problems or issues</td>
<td>3.3.1.1</td>
</tr>
</tbody>
</table>
Example of Data Use: Increasing Academic Challenge

FAYETTEVILLE STATE UNIVERSITY

Finding:
- Writing and time spent preparing for class were lower than desired.

Action:
- Provided NSSE data to department chairs so that areas of potential improvement could be identified. The institution also increased investment in learning communities and capstone courses to strengthen writing across the curriculum and class preparation.
Example of Data Use: Enriching the First-Year Experience

WASHINGTON STATE UNIVERSITY

Finding:

- Campus was not meeting expectations for collaborative learning, student-faculty interaction, and learning communities.

Action:

- Freshman Focus learning communities provide 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 and High-Impact Practices

JACKSONVILLE STATE UNIVERSITY

Finding:

- Student reported engagement in service-learning and other high-impact practices were not as high as desired.

Action:

- The Office of Leadership and Service was created to coordinate service-learning, promote service learning, and provide support to faculty interested in developing service-learning courses.
Example of Data Use: Foster Collaboration and Focus

TEXAS CHRISTIAN UNIVERSITY

Finding:

- Early results showed lower NSSE and FSSE scores than desired.

Action:

- Increased attention and energy on student engagement. Promoted collaboration between Academic Affairs and Student Affairs to enhance student engagement in and out of the classroom.
Additional Data Use Examples and Resources

- **Lessons from the Field (Volumes 1 & 2)**, including examples for transitioning to the updated NSSE, is instructive as institutions seek to move from data to action.

- Searchable database for examples of NSSE use.

- Making NSSE Results Public.

- Guidelines for Display of NSSE Results.

www.nsse.iub.edu/html/lessons_from_the_field.cfm
Questions & Discussion
Contact Information

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Web: nsse.iub.edu