

## Chapter 2: National Survey of Student Engagement (NSSE)

*Who takes it?*

All freshmen and seniors are invited to complete the survey.

*When is it administered?*

In the Spring of each year

*How long does it take for the students to complete the survey?*

Approximately 15 minutes

*What office administers it?*

NSSE personnel administer it online with campus coordination by the Office of Assessment and Testing

*Who originates the survey?*

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*When are results typically available?*

Early Fall.

*What type of information is sought?*

NSSE attempts to measure levels of student engagement. Updated in 2013, the survey asked students to answer questions in five different categories: participation in educationally purposeful activities, institutional requirements and the challenging nature of coursework, perceptions of the college environment, estimates of educational and personal growth since starting college, and background and demographic information. A copy of the 2016 survey is available at [http://nsse.indiana.edu/pdf/survey\\_instruments/2016/NSSE\\_2016-US\\_English.pdf](http://nsse.indiana.edu/pdf/survey_instruments/2016/NSSE_2016-US_English.pdf)

*From whom are the results available?*

The Office of Assessment and Testing

*To whom are the results regularly distributed?*

The University community through a website, the University Conference, Undergraduate Council, the summer Strategic Planning and Assessment Workshop, and through this *Almanac*.

*Are the results available by department or discipline?*

No.

*Are the results comparable to data of other universities?*

Yes.

## **Selected NSSE Results and Interpretation**

Because NSSE results are now tied to state performance funding, NSSE is administered every year, rather than every other year. Results from 2015 were unintentionally left out of the assessment almanac, so both 2015 and 2016 results are included here.

NSEE allows several kinds of comparisons across institutions. Truman's selected comparison groups were the following:

1. Council of Public Liberal Arts Colleges (COPLAC) Schools. Truman State University is one of 30 public colleges and universities aimed at driving awareness of the importance of public liberal arts education in a student-centered, residential environment per COPLAC's mission statement.
2. Private National Liberal Arts College.
3. NSSE 2016. The 560 colleges and universities that administered NSSE in 2016.

In 2015, 421 Truman first-year students responded for a response rate of 33%. In the same year, 342 Truman seniors answered the survey for a response rate of 27%. In 2016, 434 Truman first-year students responded for a response rate of 35%. In that same year, 336 Truman seniors answered the survey for a response rate of 29%. These response rates are similar to those of other institutions, and likely provide a representative sample of the population.

### **Select Findings:**

One of the themes in the results is that Truman students work together for academic work. Seniors report that they "Worked with other students on course projects or assignments" more frequently than students in any of the three comparison groups. This was true in 2015 and 2016.

First-year students reported similar trends, endorsing this statement at higher rates than COPLAC and NSSE15 and NSSE16 comparison groups. Similarly, Truman students were often more likely to endorse statements such as “Explained course material to one or more students,” “Asked another student to help you understand course material” and “Prepared for exams by discussing or working through course material with other students”

Truman is especially interested in the learning opportunities provided to students. NSSE provides insight into how students think about their participation in those activities. The following table shows trends over the past three years in self-reported participation.

# NSSE 2016 Multi-Year Report

## Detailed Statistics: High-Impact Practices

### Truman State University

		First-year students			Seniors		
		2014	2015	2016	2014	2015	2016
<b>Learning Community<sup>a</sup></b>	%	<b>8</b>	<b>10</b>	<b>10</b>	<b>22</b>	<b>23</b>	<b>24</b>
	<i>n</i>	420	365	348	346	285	272
<b>Service-Learning<sup>a</sup></b>	%	<b>37</b>	<b>46</b>	<b>44</b>	<b>62</b>	<b>61</b>	<b>63</b>
	<i>n</i>	420	366	349	345	285	272
<b>Research with Faculty<sup>a</sup></b>	%	<b>6</b>	<b>5</b>	<b>8</b>	<b>42</b>	<b>38</b>	<b>42</b>
	<i>n</i>	419	366	347	342	285	269
<b>Internship or Field Experience<sup>b</sup></b>	%	<b>81</b>	<b>84</b>	<b>79</b>	<b>59</b>	<b>57</b>	<b>56</b>
	<i>n</i>	428	368	351	346	285	271
<b>Study Abroad<sup>b</sup></b>	%	<b>45</b>	<b>45</b>	<b>44</b>	<b>23</b>	<b>26</b>	<b>28</b>
	<i>n</i>	424	364	350	344	286	271
<b>Culminating Senior Experience<sup>b</sup></b>	%	<b>78</b>	<b>82</b>	<b>76</b>	<b>71</b>	<b>73</b>	<b>69</b>
	<i>n</i>	421	365	350	343	287	271
<b>Overall HIP Participation<sup>c</sup></b>							
<b>Participated in one HIP</b>	%	<b>34</b>	<b>43</b>	<b>39</b>	<b>14</b>	<b>13</b>	<b>16</b>
	<i>n</i>	430	368	350	346	287	272
<b>Participated in two or more HIPs</b>	%	<b>8</b>	<b>9</b>	<b>11</b>	<b>81</b>	<b>81</b>	<b>78</b>
	<i>n</i>	430	368	350	346	287	272

Notes: n = Number of respondents;

a. Results are the percentage who had done the activity.

b. First-year results are the percentage who planned to do the activity, and senior results are the percentage who had done the activity.

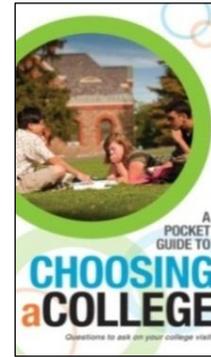
c. First-year results are limited to participation in a Learning Community, Service-Learning, and Research with Faculty; senior results include all six HIPs."

The following pages are excerpts from the reports provided by NSSE.

Each year the National Survey of Student Engagement (NSSE) asks students at hundreds of colleges and universities to reflect on the time they devote to various learning activities. The topics explored are linked to previous research on student success in college.

Results from NSSE can provide prospective students with insights into how they might learn and develop at a given college. To help in the college exploration process, NSSE developed *A Pocket Guide to Choosing a College* to give students and their families key questions to ask during campus visits.

The following responses were provided by 763 Truman students on the 2015 survey.



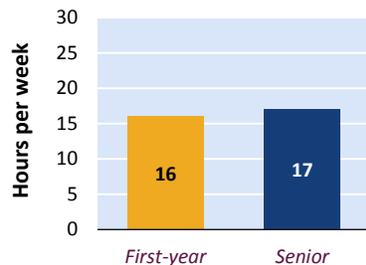
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## Academics

### How much time do students spend studying each week?

First-year (FY) students spent an average of 16 hours per week preparing for class while seniors spent an average of 17 hours per week.



### Do courses challenge students to do their best?<sup>a</sup>

59% of FY students reported that their courses "highly" challenged them to do their best work.

### How much writing is expected?

In an academic year, FY students estimated they were assigned an average of 40 pages of writing and seniors estimated an average of 80 pages.

### How much reading is expected?

FY students estimated they spent an average of 7 hours per week on assigned reading, and seniors read 8 hours per week.

### How often do students make course presentations?<sup>b</sup>

42% of FY students and 58% of seniors "frequently" gave course presentations.

### Do class discussions and assignments include the perspectives of diverse groups of people?<sup>b</sup>

48% of FY students "frequently" included diverse perspectives in course discussions or assignments.

### Are students expected to use numbers or statistics throughout their coursework?<sup>b</sup>

35% of FY students "frequently" used numerical information to examine a real-world problem or issue; 54% of seniors "frequently" reached conclusions based on their own analysis of numerical information.

## Experiences with Faculty

### How do students rate their interactions with faculty?<sup>c</sup>

53% of FY students rated the quality of their interactions with faculty as "high."

### How often do students talk with faculty members or advisors about their career plans?<sup>b</sup>

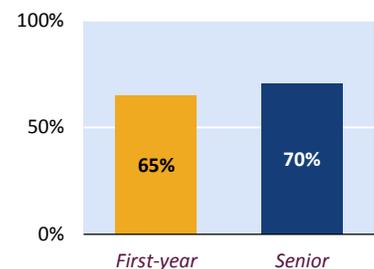
28% of FY and 55% of seniors "frequently" discussed career plans with faculty.

### Do faculty members clearly explain course goals and requirements?

82% of FY students said instructors clearly explained course goals and requirements "quite a bit" or "very much."

### Do students receive prompt and detailed feedback?<sup>d</sup>

65% of FY students and 70% of seniors said instructors "substantially" gave prompt and detailed feedback on tests or completed assignments.



### How often do students talk with faculty members outside class about what they are learning?<sup>b</sup>

23% of FY students "frequently" discussed course topics, ideas, or concepts with a faculty member outside of class.

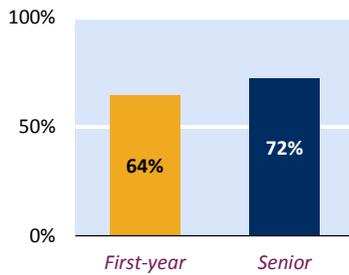
### How many students work on research projects with faculty?

5% of FY students and 38% of seniors worked on a research project with a faculty member.

## Learning with Peers

### How often do students work together on class projects and assignments?<sup>b</sup>

64% of FY students and 72% of seniors "frequently" worked with their peers on course projects and assignments.



### Do students help each other learn?<sup>b</sup>

64% of seniors "frequently" explained course material to one or more students.

### How often do students work together to prepare for exams?<sup>b</sup>

56% of FY students "frequently" prepared for exams by discussing or working through course material with other students.

### How often do students interact with others who have different viewpoints or who come from different backgrounds?<sup>b</sup>

Among FY students, 79% "frequently" had discussions with people with different political views, 76% "frequently" had discussions with people from a different economic background, and 69% "frequently" had discussions with people from a different race or ethnicity.

## Campus Environment

### Are students encouraged to use learning support services (tutors, writing center)?<sup>d</sup>

83% of FY students said the institution "substantially" emphasized the use of learning support services.

### How do students rate their interactions with academic advisors?<sup>c</sup>

52% of FY students and 46% of seniors gave the quality of their interactions with academic advisors a "high" rating.

### How well do students get along with each other?<sup>c</sup>

65% of FY students gave the quality of their interactions with their peers a "high" rating.

### How satisfied are students with their educational experience?

93% of FY and 90% of seniors rated their entire educational experience at this institution as "excellent" or "good."

## Rich Educational Experiences

### What types of honors courses, learning communities, and other distinctive programs are offered?

During their first year, 10% of students participated in a learning community. By spring of their senior year, 73% of students had done (or were doing) a culminating senior experience.

### How many students study in other countries?

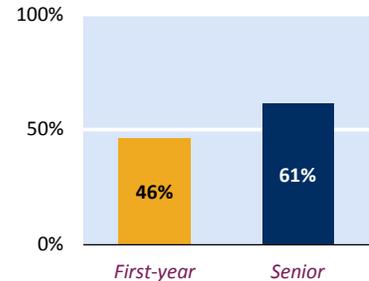
By their senior year, 26% of students had studied abroad.

### How many students get practical, real-world experience through internships or field experiences?

By spring of their senior year, 57% of students had participated in some form of internship, co-op, field experience, student teaching, or clinical placement.

### How many courses include community-based service-learning projects?<sup>e</sup>

46% of FY students and 61% of seniors said "at least some" of their courses included a community-based service-learning project.



#### Notes

- "Highly" is a 6 or 7 on a seven-point scale where 1 is "Not at all" and 7 is "Very much."
- "Frequently" is "Often" or "Very often."
- A "High" rating is a 6 or 7 on a seven-point scale where 1 is "Poor" and 7 is "Excellent."
- "Substantially" is "Quite a bit" or "Very much."
- "At least some" is defined by combining responses of "Some," "Most," and "All."

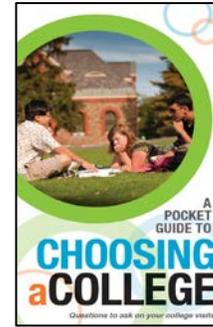


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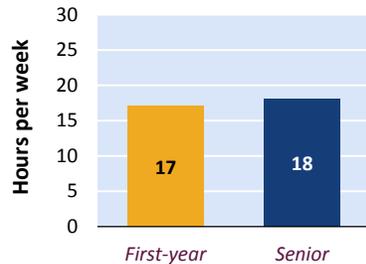
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## Academics

### How much time do students spend studying each week?

First-year (FY) students spent an average of 17 hours per week preparing for class while seniors spent an average of 18 hours per week.



### Do courses challenge students to do their best?<sup>a</sup>

57% of FY students reported that their courses "highly" challenged them to do their best work.

### How much writing is expected?

In an academic year, FY students estimated they were assigned an average of 39 pages of writing and seniors estimated an average of 75 pages.

### How much reading is expected?

FY students estimated they spent an average of 8 hours per week on assigned reading, and seniors read 9 hours per week.

### How often do students make course presentations?<sup>b</sup>

34% of FY students and 69% of seniors "frequently" gave course presentations.

### Do class discussions and assignments include the perspectives of diverse groups of people?<sup>b</sup>

48% of FY students "frequently" included diverse perspectives in course discussions or assignments.

### Are students expected to use numbers or statistics throughout their coursework?<sup>b</sup>

30% of FY students "frequently" used numerical information to examine a real-world problem or issue; 56% of seniors "frequently" reached conclusions based on their own analysis of numerical information.

## Experiences with Faculty

### How do students rate their interactions with faculty?<sup>c</sup>

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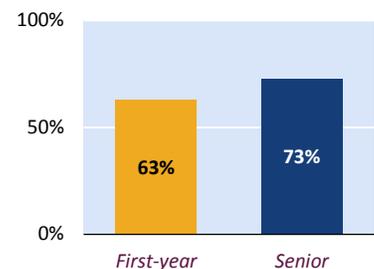
31% of FY and 50% of seniors "frequently" discussed career plans with faculty.

### Do faculty members clearly explain course goals and requirements?

85% of FY students said instructors clearly explained course goals and requirements "quite a bit" or "very much."

### Do students receive prompt and detailed feedback?<sup>d</sup>

63% of FY students and 73% of seniors said instructors "substantially" gave prompt and detailed feedback on tests or completed assignments.



### How often do students talk with faculty members outside class about what they are learning?<sup>b</sup>

26% of FY students "frequently" discussed course topics, ideas, or concepts with a faculty member outside of class.

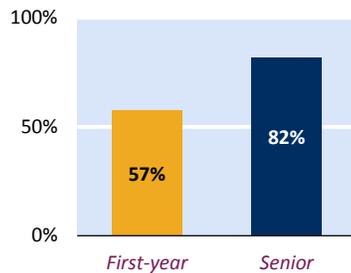
### How many students work on research projects with faculty?

8% of FY students and 42% of seniors worked on a research project with a faculty member.

## Learning with Peers

### How often do students work together on class projects and assignments?<sup>b</sup>

57% of FY students and 82% of seniors "frequently" worked with their peers on course projects and assignments.



### Do students help each other learn?<sup>b</sup>

69% of seniors "frequently" explained course material to one or more students.

### How often do students work together to prepare for exams?<sup>b</sup>

54% of FY students "frequently" prepared for exams by discussing or working through course material with other students.

### How often do students interact with others who have different viewpoints or who come from different backgrounds?<sup>b</sup>

Among FY students, 76% "frequently" had discussions with people with different political views, 74% "frequently" had discussions with people from a different economic background, and 66% "frequently" had discussions with people from a different race or ethnicity.

## Campus Environment

### Are students encouraged to use learning support services (tutors, writing center)?<sup>d</sup>

79% of FY students said the institution "substantially" emphasized the use of learning support services.

### How do students rate their interactions with academic advisors?<sup>c</sup>

52% of FY students and 50% of seniors gave the quality of their interactions with academic advisors a "high" rating.

### How well do students get along with each other?<sup>c</sup>

64% of FY students gave the quality of their interactions with their peers a "high" rating.

### How satisfied are students with their educational experience?

92% of FY and 90% of seniors rated their entire educational experience at this institution as "excellent" or "good."

## Rich Educational Experiences

### What types of honors courses, learning communities, and other distinctive programs are offered?

During their first year, 10% of students participated in a learning community. By spring of their senior year, 69% of students had done (or were doing) a culminating senior experience.

### How many students study in other countries?

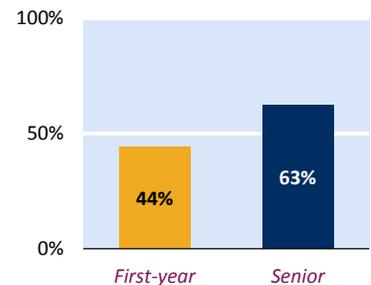
By their senior year, 28% of students had studied abroad.

### How many students get practical, real-world experience through internships or field experiences?

By spring of their senior year, 56% of students had participated in some form of internship, co-op, field experience, student teaching, or clinical placement.

### How many courses include community-based service-learning projects?<sup>e</sup>

44% of FY students and 63% of seniors said "at least some" of their courses included a community-based service-learning project.



#### Notes

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