

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?

Center for Postsecondary Research

Indiana University Bloomington

1900 East Tenth Street

Eigenmann Hall Suite 419

Bloomington, IN 47406-7512

(812) 856-5824

<http://nsse.iub.edu>

e-mail: nsse@indiana.edu

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 2017 survey is available at http://nsse.indiana.edu/pdf/survey_instruments/2017/NSSE_2017_US.pdf

From whom are the results available?

The Office of Assessment and Testing

To whom are the results regularly distributed?

The University community through this Almanac, the President, and the Strategic Planning and Assessment Workshop.

Are the results available by department or discipline?

No. However, some reports are available by predetermined groupings of majors provided the grouping had at least the minimum number of required responses provided.

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. NSSE 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. National Liberal Arts Colleges.
3. NSSE 2016 and 2017 colleges. The 961 U.S. colleges and universities that administered NSSE in 2016 and/or 2017.

In 2017, 455 Truman first-year students responded for a response rate of 36%. In the same year, 344 Truman seniors answered the survey for a response rate of 27%. These response rates are similar to those of other institutions, and likely provide a representative sample of the population.

Select Findings:

Freshman and senior Truman students reported at a higher frequency than the COPLAC institutions and all NSSE participating institutions that they asked another student to help them understand course material and that they explained course material to one or more students. Seniors also reported asking another student to help understand course materials at a higher frequency than the National Liberal Arts comparison group. First-year Truman students reported preparing for exams by discussing or working through course materials with other students more often than the students within the COPLAC and all NSSE participating institution groups. Both first-year and seniors reported memorizing course materials more often than the COPLAC and the National Liberal Arts groups and seniors also reported memorizing more often than the all NSSE participating institution group. First-year students reported their courses challenged them to do their best work more than the COPLAC and all NSSE participating groups. Related to the number of hours spent in a typical 7-day week on various activities, Truman students reported they spent more time preparing for class (studying, reading, writing, doing homework, etc.) than first-year students at all three comparison group institutions and seniors at COPLAC and all NSSE participating institutions.

Freshman and senior Truman students reported at a higher frequency than the COPLAC group and the all NSSE participating institutions group that they attended an art exhibit, play, or other arts performance (dance, music, etc.). First-year and senior students reported having discussions with people with religious beliefs other than their own and people with political views other than their own more frequently than all three comparison groups. Truman seniors reported better quality of interactions with students than the National Liberal Arts and all NSSE participating institutions.

Seniors reported holding a formal leadership role in a student organization or group more than all 3 comparison groups. Seniors participated in study abroad, worked with a faculty member on a research project or completed a culminating senior experience more than both the COPLAC and all NSSE participating groups. First-year students reported better interactions with the Student services staff (career services, housing, etc.) than all 3 comparison groups.

Both first-year and senior students reported that Truman emphasizes spending significant amounts of time studying and on academic work significantly more than all three comparison groups. First-year Truman students reported Truman provided support for their overall well-being (recreation, health care,

counseling, etc.) better than the COPLAC and all NSSE participating institutions. Seniors reported Truman provided opportunities to be involved socially better than all three comparison groups. Truman seniors reported that Truman contributed more to their knowledge, skills, and personal development related to thinking critically and analytically than students at the COPLAC and all NSSE participating institutions. First-year and senior Truman students reported spending more time participating in co-curricular activities (organizations, campus publications, student government, etc.) than COPLAC and all NSSE participating institutions.

First-year and senior students evaluated their entire educational experience at Truman as better than students' educational experiences at COPLAC and all NSSE participating institutions. First-year Truman students also reported that if they could start over again, they would go to Truman again more than students at institutions included in all three comparison groups.

Areas where Truman first-year students' responses did not compare well with all three comparison groups (the COPLAC, National Liberal Arts, and All NSSE participating institutions) were: Prepared two or more drafts of a paper or assignment before turning it in; Included diverse perspectives in course discussions or assignments; Discussed your academic performance with a faculty member; Evaluating a point of view, decision, or information source; Instructors didn't provide feedback on a draft or work in progress; Instructors didn't provide prompt and detailed feedback on tests or completed assignments; Used numerical information to examine a real-world problem or issue; Lengths of writing tasks, papers or reports; Participate in an internship, co-op, field experience, student teaching or clinical placement; Participate in study abroad program; Work with a faculty member on a research project; Helping you manage your non-academic responsibilities; and Writing clearly and effectively.

Areas where Truman seniors' responses did not compare well with all three comparison groups were: Prepared two or more drafts of a paper or assignments before turning it in; Summarized what you learned in class or from course materials; quality of interactions with Academic advisors; Helping you manage your non-academic responsibilities; and Attending events that address important social, economic, or political issues.

NSSE 2017 Multi-Year Report

Detailed Statistics: High-Impact Practices

Truman State University

		First-year students				Seniors			
		2014	2015	2016	2017	2014	2015	2016	2017
Learning Community^a	%	8	10	10	9	22	23	24	26
	<i>n</i>	420	365	348	351	346	285	272	291
Service-Learning^a	%	37	46	44	47	62	61	63	58
	<i>n</i>	420	366	349	351	345	285	272	290
Research with Faculty^a	%	6	5	8	2	42	38	42	38
	<i>n</i>	419	366	347	351	342	285	269	292
Internship or Field Experience (First-year results: Plan to do)	%	81	84	79	82	59	57	56	55
	<i>n</i>	428	368	351	355	346	285	271	291
Study Abroad (First-year results: Plan to do)	%	45	45	44	47	23	26	28	25
	<i>n</i>	424	364	350	352	344	286	271	291
Culminating Senior Experience (First-year results: Plan to do)	%	78	82	76	78	71	73	69	69
	<i>n</i>	421	365	350	352	343	287	271	292
Overall HIP Participation^b									
Participated in one HIP	%	34	43	39	50	14	13	16	15
	<i>n</i>	430	368	350	355	346	287	272	292
Participated in two or more HIPs	%	8	9	11	4	81	81	78	79
	<i>n</i>	430	368	350	355	346	287	272	292

Notes: n = Number of respondents;

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

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

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 799 Truman students on the 2017 survey.



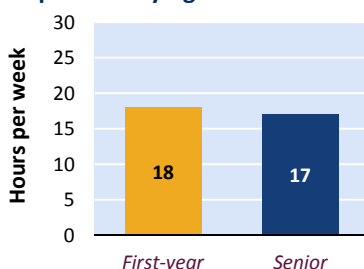
A Pocket Guide to Choosing a College is available at nsse.indiana.edu/html/pocket_guide.cfm



Academics

How much time do students spend studying each week?

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



Do courses challenge students to do their best?^a

53% 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 37 pages of writing and seniors estimated an average of 76 pages.

How much reading is expected?

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

How often do students make course presentations?^b

32% of FY students and 58% of seniors "frequently" gave course presentations.

Do class discussions and assignments include the perspectives of diverse groups of people?^b

45% of FY students "frequently" included diverse perspectives in course discussions or assignments.

Are students expected to use numbers or statistics throughout their coursework?^b

34% of FY students "frequently" used numerical information to examine a real-world problem or issue; 55% of seniors "frequently" reached conclusions based on their own analysis of numerical information.

Experiences with Faculty

How do students rate their interactions with faculty?^c

50% 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?^b

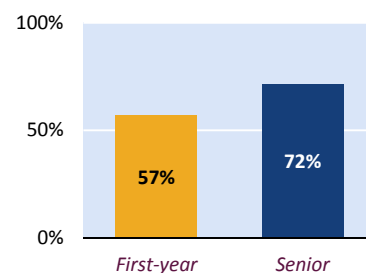
30% of FY and 52% of seniors "frequently" discussed career plans with faculty.

Do faculty members clearly explain course goals and requirements?

80% of FY students said instructors clearly explained course goals and requirements "quite a bit" or "very much."

Do students receive prompt and detailed feedback?^d

57% of FY students and 72% 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?^b

22% of FY students "frequently" discussed course topics, ideas, or concepts with a faculty member outside of class.

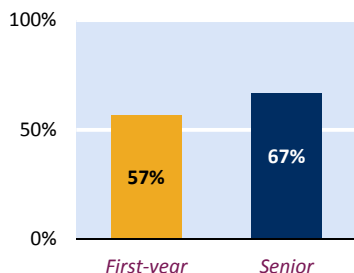
How many students work on research projects with faculty?

2% 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?^b

57% of FY students and 67% of seniors "frequently" worked with their peers on course projects and assignments.



Do students help each other learn?^b

67% of seniors "frequently" explained course material to one or more students.

How often do students work together to prepare for exams?^b

53% 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?^b

Among FY students, 76% "frequently" had discussions with people with different political views, 73% "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)?^d

78% of FY students said the institution "substantially" emphasized the use of learning support services.

How do students rate their interactions with academic advisors?^c

44% of FY students and 42% of seniors gave the quality of their interactions with academic advisors a "high" rating.

How well do students get along with each other?^c

53% of FY students gave the quality of their interactions with their peers a "high" rating.

How satisfied are students with their educational experience?

90% of FY and 89% 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, 9% 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?

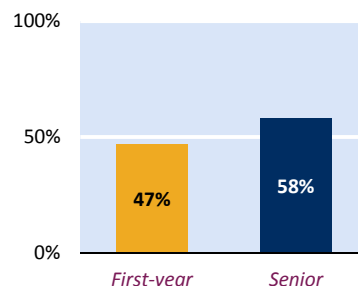
By their senior year, 25% of students had studied abroad.

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

By spring of their senior year, 55% 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?^e

47% of FY students and 58% 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."



Center for Postsecondary Research
Indiana University School of Education
1900 East Tenth Street, Suite 419
Bloomington, IN 47406-7512
Phone: 812-856-5824
Email: nsse@indiana.edu
Web: nsse.indiana.edu
Twitter: @NSSEsurvey, @NSSEinstitute
Facebook: @NSSEsurvey
Blog: NSSEsightings.indiana.edu