

Chapter 2: NATIONAL SURVEY OF STUDENT ENGAGEMENT (NSSE)

Who takes it?

All freshmen and seniors are requested to complete the survey.

When is it administered?

In the Spring.

How long does it take for the students to complete the instrument?

15 minutes.

What office administers it?

NSSE personnel administer it online with campus coordination by the Provost's Office.

Who originates this survey?

National Survey of Student Engagement
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?

Late summer.

What type of information is sought?

NSSE attempts to measure levels of student engagement. Spring 2010 NSSE participants answered questions in five sections: level of academic challenge, active and collaborative learning, student-faculty interactions, enriching educational experiences, and supportive campus environment. A copy of the survey is available at http://nsse.iub.edu/pdf/US_paper_10.pdf.

From whom are the results available?

The Provost's Office.

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 2010 Results and Interpretation Assembled by Marty Eisenberg

With the 2010 administration, NSSE allowed us to choose our comparison groups. Our comparison groups were

1. COPLAC Schools
2. Private National Liberal Arts College. These were schools identified by *US News and World Report* as being national liberal arts colleges who administered NSSE in 2010. 92 schools met this definition. The group includes a wide variety of schools with differing amounts of resources.
3. NSSE 2010. The 563 schools that administered NSSE in 2010.

Some observations

- In comparison with private national liberal arts colleges, first-year Truman students report less academic challenge, less active and collaborative learning, less student-student-faculty interaction and similar enriching-educational experiences and supportive campus environment. Truman freshmen report more similar experiences with private national liberal arts colleges in 2010 than they did in 2010.
- In comparison with private national liberal arts colleges, senior Truman students report less similar academic challenge, active and collaborative learning, student-faculty interaction, and a similar supportive campus environment. They report more enriching education experiences. Looking at the 2010 results, the 2010 responses suggest that the Truman experience is becoming more similar to the experience at private national liberal arts colleges.

Truman students report

- Spending more time preparing for class
- Spending more time on co-curricular activities
- About the same time relaxing and socializing
- Spending more time working for pay on campus (seniors)
- Spending less time working for pay off-campus
- Having fewer assigned readings compared to private national liberal arts colleges
- Writing fewer papers over 5 pages compared to private national liberal arts colleges
- Completing more problem sets that take over an hour (freshmen)
- More volunteer work or community service (seniors)
- More foreign language
- More study abroad than COPLAC and NSSE schools (seniors)
- Fewer serious conversations with students of a different race or ethnicity
- Fewer self reported gains in developing a personal code of ethics
- About the same amount of memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form

Summary Table

		Truman Compared to		
		COPLAC	Priv Nat'l Lib Arts	NSSE 2010
Level of Academic Challenge	FY	Similar	Less	Similar
	SR	More	Similar	More
Active and Collaborative Learning	FY	Similar	Less	Similar
	SR	More	Similar	More
Student-Faculty Interaction	FY	Similar	Less	Similar
	SR	More	Similar	More
Enriching Educational Experiences	FY	More	Similar	More
	SR	More	More	More
Supportive Campus Environment	FY	More	Similar	More
	SR	Similar	Less	Similar

The table tells us that for freshmen Truman provides similar academic challenge compared to COPLAC schools and less academic challenge than private national liberal arts schools. See the more detailed tables for the questions that make up these categories.

Level of Academic Challenge

	Truman Mean ^s	<i>Truman compared with:</i>								
		COPLAC			Priv Nat'l Lib Arts			NSSE 2010		
	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	
First-Year	54.0		.08	57.2	***	-.25	54.1		.00	
Senior	60.2	***	.14	60.5		-.02	57.5	***	.19	

a Weighted by gender, enrollment status, and institutional size

b * p<.05 ** p<.01 *** p<.001 (2-tailed)

c Mean difference divided by the pooled standard deviation

Compared with		COPLAC	Priv Nat'l Lib Arts	NSSE 2010
Overall	FY SR	-- More	Less --	-- More
Preparing for class (studying, reading, writing, doing homework or lab work, etc. related to academic program)	FY SR	More More	More More	More More
Number of assigned textbooks, books, or book-length packs of course readings	FY SR	Less --	Less Less	-- More
Number of written papers or reports of 20 pages or more	FY SR	Less --	Less Less	Less --
Number of written papers or reports between 5 and 19 pages	FY SR	Less Less	Less --	Less More
Number of written papers or reports of fewer than 5 pages	FY SR	-- More	Less --	-- More
Coursework emphasizes: Analysis of the basic elements of an idea, experience or theory	FY SR	-- --	Less --	-- --
Coursework emphasizes: Synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships	FY SR	-- --	Less --	-- More
Coursework emphasizes: Making of judgments about the value of information, arguments, or methods	FY SR	Less --	Less Less	Less --
Coursework emphasizes: Applying theories of concepts to practical problems in new situations	FY SR	More More	-- --	-- More
Working harder than you thought you could to meet an instructor's standards or expectations	FY SR	-- --	Less Less	Less Less
Campus environment emphasizes: Spending significant amount of time studying and on academic work	FY SR	More More	More More	More More

Active and Collaborative Learning

Truman compared with:

	Truman	COPLAC			Priv Nat'l Lib Arts			NSSE 2010		
	Mean ^s	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	43.4	43.8		-.03	45.8	***	-.15	43.7		-.02
Senior	54.2	51.9	***	.14	54.1		.00	51.4	***	.16

a Weighted by gender, enrollment status, and institutional size

b * p<.05 ** p<.01 *** p<.001 (2-tailed)

c Mean difference divided by the pooled standard deviation

Compared with		COPLAC	Priv Nat'l Lib Arts	NSSE 2010
Overall	FY SR	-- More	Less --	-- More
Asked questions in class or contributed to class discussions	FY SR	-- Less	Less Less	-- --
Made a class presentation	FY SR	-- --	-- Less	-- --
Worked with other students on projects during class	FY SR	Less Less	Less Less	Less Less
Worked with classmates outside of class to prepare class assignments	FY SR	More More	More More	More More
Tutored or taught other students (paid or voluntary)	FY SR	More More	-- More	-- More
Participated in community-based project (e.g., service learning) as part of a regular course	FY SR	-- --	Less --	Less --
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	FY SR	-- --	Less --	-- --

Student-Faculty Interaction

	Truman Mean ^s	<i>Truman compared with:</i>								
		COPLAC			Priv Nat'l Lib Arts			NSSE 2010		
	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	
First-Year	34.6	34.6	.00	37.3	***	-.15	35.2		-.03	
Senior	48.4	43.6	***	.23	48.6	-.01	42.4	***	.29	

a Weighted by gender, enrollment status, and institutional size

b * p<.05 ** p<.01 *** p<.001 (2-tailed)

c Mean difference divided by the pooled standard deviation

Compared with		COPLAC	Priv Nat'l Lib Arts	NSSE 2010
Overall	FY	--	Less	--
	SR	More	--	More
Discussed grades or assignments with an instructor	FY	--	Less	Less
	SR	--	Less	--
Talked about career plans with a faculty member or advisor	FY	More	More	More
	SR	More	--	More
Discussed ideas from your readings or classes with faculty members outside of class	FY	Less	Less	Less
	SR	--	Less	--
Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)	FY	--	Less	--
	SR	More	More	More
Received prompt written or oral feedback from faculty on your academic performance	FY	--	Less	--
	SR	More	--	More
Worked on a research project with a faculty member outside of course or program requirements	FY	--	Less	Less
	SR	More	More	More

Enriching Educational Experiences

Truman compared with:

	Truman	COPLAC			Priv Nat'l Lib Arts			NSSE 2010		
	Mean ^s	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	29.7	27.5	***	.18	30.0		-.02	27.9	***	.14
Senior	47.9	41.0	***	.51	48.2	**	.09	40.5	***	.51

a Weighted by gender, enrollment status, and institutional size

b * p<.05 ** p<.01 *** p<.001 (2-tailed)

c Mean difference divided by the pooled standard deviation

Compared with		COPLAC	Priv Nat'l Lib Arts	NSSE 2010
Overall	FY SR	More More	-- More	More More
Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, etc.)	FY SR	More More	More More	More More
Practicum, internship, field experience, co-op experience, or clinical assignment	FY SR	Less --	Less Less	Less --
Community service or volunteer work	FY SR	More More	-- More	-- More
Foreign language coursework	FY SR	More More	More More	More More
Study abroad	FY SR	Less More	Less Less	Less More
Independent or self-designed major	FY SR	Less Less	Less Less	Less --
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FY SR	-- More	-- More	-- More
Serious conversations with students of different religious beliefs, political opinions, or personal values	FY SR	-- More	-- --	More More
Serious conversations with students of a different race or ethnicity than your own	FY SR	Less --	Less --	Less --
Using electronic medium (e.g., listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FY SR	-- --	-- More	-- --
Campus environment encouraging contact among students from different economic, social, and racial or ethnic background	FY SR	-- --	Less Less	-- --
Participate in a learning community or some other formal program where groups of students take two or more classes together	FY SR	Less --	Less Less	Less Less

Supportive Campus Environment

Truman compared with:

	Truman	COPLAC			Priv Nat'l Lib Arts			NSSE 2010		
	Mean ^s	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	64.5	61.3	***	.18	65.1		-.03	62.5	**	.11
Senior	59.9	58.9		.06	61.9	**	-.11	59.6		.02

a Weighted by gender, enrollment status, and institutional size

b * p<.05 ** p<.01 *** p<.001 (2-tailed)

c Mean difference divided by the pooled standard deviation

Compared with		COPLAC	Priv Nat'l Lib Arts	NSSE 2010
Overall	FY SR	More --	-- Less	More --
Campus environment provides the support you need to help you succeed academically	FY SR	More More	-- --	More More
Campus environment helps you cope with your non-academic responsibilities (work, family, etc.)	FY SR	-- --	-- Less	-- Less
Campus environment provides the support you need to thrive socially	FY SR	-- --	Less Less	-- --
Quality of relationships with other students	FY SR	More More	More More	More More
Quality of relationships with faculty members	FY SR	-- --	Less Less	-- --
Quality of relationships with administrative personnel and offices	FY SR	-- Less	-- Less	-- Less

Time Usage

About how many hours do you spend in a typical 7-day week doing each of the following? 1=0 hrs/wk, 2=1-5hrs/wk 3=6-10 hrs/wk
4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=More than 30hrs/wk

Compared with		COPLAC	Priv Nat'l Lib Arts	NSSE 2010
Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	FY SR	More More	More More	More more
Working for pay on campus	FY SR	Less More	Less --	Less More
Working for pay off campus	FY SR	Less Less	Less Less	Less Less
Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	FY SR	More More	More More	More More
Relaxing and socializing (watching TV, partying, etc.)	FY SR	Less --	-- --	-- More
Providing care for dependents living with you (parents, children, spouse, etc.)	FY SR	Less Less	Less Less	Less Less
Commuting to class (driving, walking, etc.,)	FY SR	Less Less	Less Less	Less less

Other questions

Compared with		COPLAC	Priv Nat'l Lib Arts	NSSE 2010
Prepared two or more drafts of a paper or assignment before turning it in	FY SR	Less Less	Less Less	Less Less
Come to class without completing readings or assignments	FY SR	-- --	-- --	-- --
Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	FY SR	More --	More --	-- --
Acquiring a broad general education (Gains)	FY SR	More More	-- More	More More
Solving complex real-world problems (Gains)	FY SR	-- --	Less --	Less --
Developing a personal code of values and ethics (Gains)	FY SR	-- Less	Less Less	Less Less
Overall, how would you evaluate the quality of academic advising you have received at your institution?	FY SR	Higher --	-- Lower	Higher --

To see more detail and other questions, go to <http://assessment.truman.edu/almanac/2010/index.asp>