

Chapter VI: 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 survey?

15 minutes

What office administers it?

NSSE personnel administer it on line 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 2014 NSSE participants answered questions in four sections: academic challenge, learning with peers, experiences with faculty, and campus environment.

A copy of the survey is available at

http://nsse.iub.edu/pdf/survey_instruments/2014/NSSE%202014%20-%20US%20English.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 from other universities?

Yes

NSSE 2014 Engagement Indicators

For 2014, Truman's comparison groups were COPLAC schools, Carnegie Class Institutions, and NSSE 2014 (all schools that administered the NSSE in 2014).

Observations

1. Compared with students from COPLAC schools and with the NSSE 2014 participants, Truman first-year students reported participating more frequently in collaborative learning. They rated higher their interactions with other students, academic advisers, faculty, student services staff and other administrative offices. Also in comparison with COPLAC and NSSE 2014, Truman first-year students found the institution to be a more supportive environment for them. In comparison with Carnegie Class students, Truman first-year students reported slightly lower experiences with higher-order learning, reflective and integrative learning, discussions with diverse others, student-faculty interaction and effective teaching practices.
2. Senior Truman students, compared with students from COPLAC institutions, reported fewer experiences with reflective and integrative learning and with the use of learning strategies. However, in comparison with both COPLAC institutions and the NSSE 2014 participants, they showed a higher percentage on collaborative learning and the quality of interactions, as well as a greater experience of the campus as a supportive environment. In comparison with senior students from the Carnegie Class, Truman seniors reported a lower degree of emphasis on higher-order learning, as well as well as less experience with student-faculty interaction and effective teaching practices. Among all of the comparisons generated by the NSSE results, the only difference that was significantly lower with an effect size at least .3 in magnitude was the

comparison between Truman seniors and Carnegie Class seniors in the area of reflective and integrative learning.

Truman students report...

- having asked more often another student to help them understand course material, as well as having explained the course material to another student
- having more frequent discussions with people with political views different from their own and with people of religious beliefs different from their own
- having worked more often with other students on course projects or assignments
- having excellent interactions with other students, as well as with student services staff and other administrative staff members

- that the institution places emphasis on attending campus activities and events and encourages opportunities to be involved socially
- that the institution emphasizes support to help students succeed academically

- less experience with evaluating a point-of-view, decision or information source
- fewer discussions with people from a race or ethnicity other than their own
- fewer excellent interactions with academic advisers

In between the first and senior year, Truman students report a much greater frequency of working with faculty on activities other than their coursework, from 16% in the first year to 37% in the senior year. Similarly, only 28% of first-year students report having discussed course topics, ideas or concepts with a faculty member outside of class, while 44% of seniors report this experience. Truman students also grow in the areas of applying facts, theories or methods to practical problems or new situation, from 76% in the first year to 84% in the senior year, and in combining ideas from different courses when completing an assignment, from 59% in the first year to 73% in the senior year.

Summary Table

Engagement Indicator	Truman compared with...	COPLAC	Carnegie Class	NSSE 2014
Academic Challenge	FY Senior	Similar Less	Less Less	Similar Similar
Learning with Peers	FY Senior	More More	Less Similar	More More
Experiences with Faculty	FY Senior	Similar Similar	Less Less	Similar More
Campus Environment	FY Senior	More More	Similar Similar	More More

