Presentation Overview

- NSSE Instrument and Administration
- Selected UNLV Spring 2012 Results
- Questions & Discussion
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.


Presents institutional policies, programs, and practices that promote student success. Provides 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>
</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 Survey Content

- Student Behaviors in College
- Institutional Actions And Requirements
- Student Reactions to College
- Student Background Information

Student Learning & Development
NSSE Benchmarks of Effective Educational Practice

- Level of Academic Challenge
- Active & Collaborative Learning
- Enriching Educational Experiences
- Student – Faculty Interaction
- Supportive Campus Environment
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
Updated NSSE Coming in 2013

- We are pleased to announce the updated NSSE Survey, built upon years of evidence-based testing, institutional feedback and recent advances in educational and survey research.

- The survey was updated with four goals in mind:
  1. Develop new measures related to effective teaching and learning;
  2. Refine existing measures and scales;
  3. Improve the clarity and applicability of survey language; and
  4. Update terminology to reflect current educational contexts.
NSSE Administration

- Every 3 years
- 2006, 2009, 2012 – same version
- 2015 – 50% of items will be changed or new
## UNLV Response Rate

### Table: UNLV Response Rate

#### National response rate = 33%

<table>
<thead>
<tr>
<th></th>
<th>FRESHMAN</th>
<th>SENIOR</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>157</td>
<td>190</td>
<td>347</td>
</tr>
<tr>
<td></td>
<td>9%</td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>392</td>
<td>318</td>
<td>710</td>
</tr>
<tr>
<td></td>
<td>11%</td>
<td>16%</td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>741</td>
<td>1,078</td>
<td>1,819</td>
</tr>
<tr>
<td></td>
<td>18%</td>
<td>20%</td>
<td></td>
</tr>
</tbody>
</table>
Survey Administration 2012

- Web-based
- Email from Dr. Smatresk went to all first-year & senior students
- Multiple follow-ups to increase response rates
- Incentive - $3 coupon for on-campus dining
- Campus communication before and during
Comparison Groups

- Select 7
  - Florida International University
  - George Mason University
  - Indiana University-Purdue Indianapolis
  - University of Houston
  - University of Louisville
  - University of Texas at Arlington, The
  - Wayne State University

- Carnegie Class – 45 institutions
- All NSSE institutions – 577 institutions
## Overall Experience

- How would you evaluate your entire educational experience?

<table>
<thead>
<tr>
<th></th>
<th>Freshman</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>3%</td>
<td>4%</td>
</tr>
<tr>
<td>Fair</td>
<td>22%</td>
<td>24%</td>
</tr>
<tr>
<td>Good</td>
<td>54%</td>
<td>52%</td>
</tr>
<tr>
<td>Excellent</td>
<td>22%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Mean: 2.94*** 2.88***

*Blue = below Select 7 peers, *p<.05  **p<.01  ***p<.001*
Overall Experience

*p<.05  **p<.01  ***p<.001

F06 = Freshman 2006
F09 = Freshman 2009
F12 = Freshman 2012
S06 = Seniors 2006
S09 = Seniors 2009
S12 = Seniors 2012
Overall Experience – No Impact

- Demographics of students had no significant impact on how rated overall experience
  - Native American, Hispanic and Multi-racial students tended to rate UNLV higher
  - Positive correlation with grades
  - Youngest (19 or younger) and Oldest (55 or older) slightly higher
  - Transfers slightly lower
  - Part-time slightly lower

- Gender, parent education level (first generation), military, international, hours commute, where reside, major – no significant difference
Overall Experience - Impact

- Quality of academic advising
- Relationships with
  - Faculty
  - Administrators and Offices
  - Other students
- Prompt feedback from faculty
NSSE Scales

- Between 2006 and 2009 Freshman and Seniors reported improvement in all 5 scales

- In 2012 freshman reported improvement in 3 scales
  - Level of Academic Challenge
  - Student Faculty Interaction
  - Supportive Campus Environment

- Seniors reported improvement in
  - Supportive Campus Environment
NSSE Scales

- Between 2009 and 2012 Freshman declined in
  - Enriching Educational Experiences

- Seniors declined in
  - Enriching Educational Experiences
  - Active and Collaborative Learning
  - Student Faculty Interactions
  - Level of Academic Challenge
Level of Academic Challenge

- *p<.05
- **p<.01
- ***p<.001

F06 = Freshman 2006
F09 = Freshman 2009
F12 = Freshman 2012
S06 = Seniors 2006
S09 = Seniors 2009
S12 = Seniors 2012

*p<.05   **p<.01   ***p<.001
Active and Collaborative Learning

- *p<.05
- **p<.01
- ***p<.001

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F12 = Freshman 2012
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S09 = Seniors 2009
S12 = Seniors 2012
Student-Faculty Interaction

- \*p < .05
- \**p < .01
- \***p < .001

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S09 = Seniors 2009
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*p < .05  **p < .01  ***p < .001
**Enriching Educational Experiences**

- *p<.05
- **p<.01
- ***p<.001

- F06 = Freshman 2006
- F09 = Freshman 2009
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- S06 = Seniors 2006
- S09 = Seniors 2009
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- *p<.05
- **p<.01
- ***p<.001
Supportive Campus Environment

F06 = Freshman 2006
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S06 = Seniors 2006
S09 = Seniors 2009
S12 = Seniors 2012

*p<.05     **p<.01    ***p<.001

UNLV
Select 7
Out of 16 self reported educational outcomes

- Freshman below Select 7 peers in 13
- Seniors below Select 7 peers in 15
- Seniors self-reported learning decreased 11 out of 16 outcomes between 2009 and 2012
## NSSE – Learning Outcomes

<table>
<thead>
<tr>
<th></th>
<th>Freshman</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquiring job knowledge/skills</td>
<td>2.63</td>
<td>2.82-</td>
</tr>
<tr>
<td>Working effectively with others</td>
<td>2.73</td>
<td>2.90-</td>
</tr>
<tr>
<td>Solving complex real-world problems</td>
<td>2.53</td>
<td>2.66-</td>
</tr>
<tr>
<td>Using computing and info technology</td>
<td>2.73-</td>
<td>2.90-</td>
</tr>
<tr>
<td>Learning effectively on own</td>
<td>2.85</td>
<td>2.89-</td>
</tr>
<tr>
<td>Analyzing quantitative problems</td>
<td>2.89+</td>
<td>3.01+</td>
</tr>
<tr>
<td>Contributing to community</td>
<td>2.24+</td>
<td>2.33-</td>
</tr>
<tr>
<td>Acquiring broad general education</td>
<td>3.09+</td>
<td>3.12-</td>
</tr>
<tr>
<td>Thinking critically and analytically</td>
<td>3.14</td>
<td>3.17</td>
</tr>
</tbody>
</table>

*Blue = below Select 7 peers minimally significant to the p<.05*

* - = decreased since 2009 administration  
+ = increased since 2009 administration

*weighted by gender, enroll status, institutional size*
### NSSE – Learning Outcomes

<table>
<thead>
<tr>
<th>Activity</th>
<th>Freshman</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking clearly and effectively</td>
<td>2.81</td>
<td>2.81</td>
</tr>
<tr>
<td>Understanding yourself</td>
<td>2.56-</td>
<td>2.54-</td>
</tr>
<tr>
<td>Understanding other race/ethnicities</td>
<td>2.56-</td>
<td>2.54-</td>
</tr>
<tr>
<td>Developing personal ethics</td>
<td>2.55+</td>
<td>2.53-</td>
</tr>
<tr>
<td>Writing clearly and effectively</td>
<td>3.01</td>
<td>2.92</td>
</tr>
<tr>
<td>Voting in elections</td>
<td>2.07-</td>
<td>1.93-</td>
</tr>
<tr>
<td>Developing deepened spirituality</td>
<td>1.86+</td>
<td>1.67</td>
</tr>
</tbody>
</table>

*Blue = below Select 7 peers minimally significant to the p < .05*  
*
-* = decreased since 2009 administration  
*+ = increased since 2009 administration*  

*weighted by gender, enroll status, institutional size*
## NSSE – Faculty Impact

### Order of significance

<table>
<thead>
<tr>
<th>Activity</th>
<th>Freshman</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Received prompt feedback from faculty</td>
<td>2.63</td>
<td>2.59</td>
</tr>
<tr>
<td>Talked about career plans w/ faculty/advisor</td>
<td>2.07</td>
<td>2.23</td>
</tr>
<tr>
<td>Worked hard to meet instructor standards</td>
<td>2.73</td>
<td>2.74</td>
</tr>
<tr>
<td>Included diverse perspectives in class</td>
<td>2.89</td>
<td>2.71</td>
</tr>
<tr>
<td>Discussed ideas with faculty outside of class</td>
<td>1.83</td>
<td>1.93</td>
</tr>
<tr>
<td>Discussed course concepts outside of class</td>
<td>2.68</td>
<td>2.84</td>
</tr>
<tr>
<td>Put together concepts from different courses</td>
<td>2.68</td>
<td>2.85</td>
</tr>
<tr>
<td>Used email to communicate w/ instructor</td>
<td>3.06</td>
<td>3.24</td>
</tr>
<tr>
<td>Worked w/ faculty on activities other than coursework (student orgs, events, etc)</td>
<td>1.56</td>
<td>1.64</td>
</tr>
</tbody>
</table>

*Blue = below Select 7 peers minimally significant to the p<.05*
NSSE – Time Spent

- UNLV Seniors spend less time than peers:
  - Applying theories or concepts to practical problems or new situations
  - Synthesizing and organizing ideas into new more complex interpretations
  - Analyzing basic elements of an idea or theory
  - Including diverse perspectives in class or assignments
  - Making class presentations
  - Working with classmates outside of class to prepare an assignment
  - Working with other students during class
  - Participating in service learning
  - Communicating with faculty via email
  - Receiving prompt written or oral feedback from faculty on academic performance
  - Participating in co-curricular activities
NSSE – Time Spent

- UNLV Freshman spend less time than peers:
  - Working with other students on projects during class
  - Writing pages or reports between 5 and 19 pages
  - Examining the strengths or weaknesses of own views on a topic or issue
  - Tutoring other students
  - Participating in community service (not as part of course)
  - Participating in activities to enhance spirituality
  - Participating in co-curricular activities
NSSE – Time Spent

UNLV spend same time as peers:

- Reading assigned and non-assigned books
- Having serious conversations with students of different race, religion, or political beliefs
- Discuss ideas from courses outside of class
- Discussing readings with faculty outside of course
- Working with faculty other than coursework
- Worked harder than thought could to meet instructors standards
- Using electronic medium (listserv, chat, etc) to complete an assignment
## NSSE – Enriching Experiences

### Order of significance

<table>
<thead>
<tr>
<th>Experience</th>
<th>Freshman</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community service or volunteer work</td>
<td>30%</td>
<td>45%</td>
</tr>
<tr>
<td>Community-based service learning project</td>
<td>37%</td>
<td>60%</td>
</tr>
<tr>
<td>Participate in learning community</td>
<td>11%</td>
<td>20%</td>
</tr>
<tr>
<td>Work on research project w/ faculty</td>
<td>4%</td>
<td>14%</td>
</tr>
<tr>
<td>Practicum or internship experience</td>
<td>6%</td>
<td>34%</td>
</tr>
<tr>
<td>Attended art exhibit, theater performance</td>
<td>60%</td>
<td>59%</td>
</tr>
<tr>
<td>Co-curricular involvement</td>
<td>39%</td>
<td>34%</td>
</tr>
<tr>
<td>Culminating senior experience</td>
<td>21%</td>
<td></td>
</tr>
</tbody>
</table>

% Often or Very Often

*Blue = below Select 7 peers / Green = above Select 7 peers*
NSSE – Impact of Service

- Participation in community service has positive impact on outcomes:

<table>
<thead>
<tr>
<th></th>
<th>Done Service</th>
<th>No Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contribute to welfare of community</td>
<td>46%</td>
<td>33.7%</td>
</tr>
<tr>
<td>Solving complex real-world problems</td>
<td>61.6%</td>
<td>51%</td>
</tr>
<tr>
<td>Working effectively with others</td>
<td>69.7%</td>
<td>60.4%</td>
</tr>
<tr>
<td>Developing personal code of ethics</td>
<td>58.2%</td>
<td>49%</td>
</tr>
<tr>
<td>Acquiring job related skills</td>
<td>64.9%</td>
<td>56.7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>UNLV</th>
<th>Select 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year</td>
<td>30%+</td>
<td>40%</td>
</tr>
<tr>
<td>Senior</td>
<td>45%</td>
<td>60%</td>
</tr>
</tbody>
</table>
NSSE – Impact of Involvement

- Participation in co-curricular has positive impact on outcomes:

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Involved</th>
<th>Not Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contribute to welfare of community</td>
<td>45.6%</td>
<td>34.9%</td>
</tr>
<tr>
<td>Understanding yourself</td>
<td>64.3%</td>
<td>53.3%</td>
</tr>
<tr>
<td>Developing personal code of ethics</td>
<td>58.9%</td>
<td>49.3%</td>
</tr>
<tr>
<td>Solving complex real-world problems</td>
<td>61.4%</td>
<td>51.8%</td>
</tr>
<tr>
<td>Acquiring job related skills</td>
<td>65.6%</td>
<td>57%</td>
</tr>
<tr>
<td>Understanding people of other race and ethnic backgrounds</td>
<td>56.1%</td>
<td>48.8%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>UNLV</th>
<th>Select 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year</td>
<td>39%</td>
<td>52%</td>
</tr>
<tr>
<td>Senior</td>
<td>34%</td>
<td>39%</td>
</tr>
</tbody>
</table>
### NSSE – Where focus?

- Scales in order of degree impacted students overall experience at UNLV:

<table>
<thead>
<tr>
<th>Scale</th>
<th>Freshman</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Supportive Campus Environment</td>
<td>55.9+</td>
<td>52.4+</td>
</tr>
<tr>
<td>2. Level of Academic Challenge</td>
<td>53.0-</td>
<td>54.6-</td>
</tr>
<tr>
<td>3. Student Faculty Interaction</td>
<td>32.6+</td>
<td>36.3-</td>
</tr>
<tr>
<td>4. Active and Collaborative Learning</td>
<td>39.0</td>
<td>45.6-</td>
</tr>
<tr>
<td>5. Enriching Educational Experience</td>
<td>25.9-</td>
<td>34.3-</td>
</tr>
</tbody>
</table>

*Blue = below Select 7 peers, p < .001*

* = decreased since 2009 administration  
+ = increased since 2009 administration
How students rated the quality of academic advising had the most significance on how rated overall experience.

<table>
<thead>
<tr>
<th></th>
<th>Freshman</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>7%</td>
<td>12%</td>
</tr>
<tr>
<td>Fair</td>
<td>22%</td>
<td>24%</td>
</tr>
<tr>
<td>Good</td>
<td>47%</td>
<td>42%</td>
</tr>
<tr>
<td>Excellent</td>
<td>24%</td>
<td>23%</td>
</tr>
</tbody>
</table>

Mean 2.88** 2.75***

Blue = below Select 7 peers, *p<.05  **p<.01  ***p<.001
NSSE – Academic Advising

F06 = Freshman 2006
F09 = Freshman 2009
F12 = Freshman 2012
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S12 = Seniors 2012

*p<.05  **p<.01  ***p<.001
Academic Advising by College
Not statistically significant

- Business: Freshman 78, Senior 55
- Education: Freshman 65, Senior 55
- Engineering: Freshman 80, Senior 66
- Fine Arts: Freshman 59, Senior 55
- Allied Health: Freshman 73, Senior 71
- Hotel: Freshman 72, Senior 78
- Liberal Arts: Freshman 71, Senior 70
- Sciences: Freshman 69, Senior 69
- Urban Affairs: Freshman 62, Senior 69
- Undecided: Freshman 75, Senior 75
Overall Satisfaction by College
Not statistically significant

- Business: Freshman 71, Seniors 67
- Education: Freshman 70, Seniors 74
- Engineering: Freshman 84, Seniors 71
- Fine Arts: Freshman 65, Seniors 62
- Allied Health: Freshman 75, Seniors 73
- Hotel: Freshman 70, Seniors 77
- Liberal Arts: Freshman 85, Seniors 75
- Sciences: Freshman 81, Seniors 71
- Urban Affairs: Freshman 76, Seniors 80
- Undecided: Freshman 72, Seniors 72
Average hours per week seniors study (freshman average = 12)

<table>
<thead>
<tr>
<th>Field</th>
<th>Hours per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allied Health</td>
<td>25</td>
</tr>
<tr>
<td>Sciences</td>
<td>21</td>
</tr>
<tr>
<td>Education</td>
<td>16</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>16</td>
</tr>
<tr>
<td>Urban Affairs</td>
<td>15</td>
</tr>
<tr>
<td>Engineering</td>
<td>14</td>
</tr>
<tr>
<td>Hotel</td>
<td>13</td>
</tr>
<tr>
<td>Business</td>
<td>11</td>
</tr>
<tr>
<td>Liberal Arts</td>
<td>9</td>
</tr>
</tbody>
</table>
Implications - Freshman

- Academic Support
- Academic Advising
- Non-academic support
- Social opportunities - environment that encourages community
- Peer to peer projects – learning communities, service learning
Implications - Seniors

- Faculty relationships
- Academic support – faculty
- Peer to peer projects – transdisciplinary focus on real world problems
- Academic to career advising
- Level of academic challenge
Using NSSE Data

- College/School Specific Data
- College Student Report - Voluntary System of Accountability (VSA)
- Further inquiry
Other NSSE Surveys

- CLASSE – class specific [free]
- BCSSE – beginning college pre-assessment. Can track student responses over time
- FSSE – measures faculty opinions to compare to student opinions