National Survey of Student Engagement (NSSE)

Slippery Rock University
Student Engagement

- NSSE collects information from first-year and senior students about their experiences in and outside of the classroom through survey.
- This survey is used to measure the extent to which students engage in effective practices for overall development.
Why use a survey to measure engagement?

- Focuses on students’ practices involving learning and personal development
- Brings knowledge to the university about what to improve on
- Shows comparative results against opposing universities
NSSE Project Overview

- More than 1600 bachelor’s-granting colleges/universities have been used for measurements
- Approximately 2 million first-year/senior students from 725 institutions were invited to participate in NSSE 2017
- 650 in the US, 72 in Canada, and 3 in other countries
- Of this population 517,850 responded to the survey from 708 institutions
Selected Comparison Groups

- **Group 1: PASSHE**
  - PA State System universities participating in NSSE

- **Group 2: Carnegie Class**
  - All other current and prior year NSSE institutions sharing the Carnegie classification (Master’s Colleges and Universities)

- **Group 3: NSSE 2016/2017**
  - All other NSSE previous participants
Response Rates

- First Year
- Senior

Categories:
- SRU
- PASSHE
- Carnegie Class
- NSSE 2016 & 2017
Description of SRU NSSE Results

- Engagement Indicators
- High-Impact Practices (HIP)
- Multi-Year Report
NSSE Engagement Indicators

- Higher-Order Learning
- Reflective & Integrative Learning
- Learning Strategies
- Quantitative Reasoning

- Collaborative Learning
- Discussions with Diverse Others

- Student-Faculty Interaction
- Effective Teaching Practices

- Quality of Interactions
- Supportive Environment

Academic Challenge

Learning with Peers

Experiences with Faculty

Campus Environment
Engagement score scale

- Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement.

- Use the following key:

  ▲ Your students’ average was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.

  △ Your students’ average was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.

  — No significant difference.

  ▼ Your students’ average was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.

  ▼ Your students’ average was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.
**SRU scores vs. comparison groups (First-year)**

<table>
<thead>
<tr>
<th>First-Year Students</th>
<th>Engagement Indicator</th>
<th>Your first-year students compared with PASSHE</th>
<th>Your first-year students compared with Carnegie Class</th>
<th>Your first-year students compared with NSSE 2016 &amp; 2017</th>
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</thead>
<tbody>
<tr>
<td><strong>Academic Challenge</strong></td>
<td>Higher-Order Learning</td>
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<td>Reflective &amp; Integrative Learning</td>
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<td>Learning Strategies</td>
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<td>Quantitative Reasoning</td>
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</table>
## SRU scores vs. Comparison groups (Seniors)

<table>
<thead>
<tr>
<th>Seniors</th>
<th>Engagement Indicator</th>
<th>Your seniors compared with PASSHE</th>
<th>Your seniors compared with Carnegie Class</th>
<th>Your seniors compared with NSSE 2016 &amp; 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theme</strong></td>
<td><strong>Academic Challenge</strong></td>
<td>Higher-Order Learning</td>
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High-Impact Practices (HIP)

- Participation involving:
  - Service-Learning
  - Learning Community
  - Research with Faculty
  - Internship or Field Experience (Seniors)
  - Study Abroad (Seniors)
  - Culminating Senior Experience (Seniors)
High-Impact Practices (HIP)

- First-year

<table>
<thead>
<tr>
<th>Institution</th>
<th>Participated in two or more HIPs</th>
<th>Participated in one HIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>SRU</td>
<td>14%</td>
<td>52%</td>
</tr>
<tr>
<td>PASSHE</td>
<td>9%</td>
<td>48%</td>
</tr>
<tr>
<td>Carnegie Class</td>
<td>10%</td>
<td>48%</td>
</tr>
<tr>
<td>NSSE 2016 &amp; 2017</td>
<td>11%</td>
<td>47%</td>
</tr>
</tbody>
</table>

- Participated in two or more HIPs
- Participated in one HIP
High-Impact Practices (HIP)

- **Seniors**

  - **SRU**
    - Participated in two or more HIPs: 66%
    - Participated in one HIP: 23%
  - **PASSHE**
    - Participated in two or more HIPs: 61%
    - Participated in one HIP: 27%
  - **Carnegie Class**
    - Participated in two or more HIPs: 57%
    - Participated in one HIP: 26%
  - **NSSE 2016 & 2017**
    - Participated in two or more HIPs: 60%
    - Participated in one HIP: 25%
Multi-Year Report

- Presents year-to-year results of key academic challenge items

- These results are used to illustrate patterns of change or stability
Multi-Year Report (First-year)

Academic Challenge: First-year students

Higher-Order Learning

Reflective & Integrative Learning

Learning Strategies

Quantitative Reasoning

Academic Challenge (additional items): First-year students

Preparing for Class (hrs/wk)

Course Reading (hrs/wk)^a

Assigned Writing (pages)^a

Course Challenge^b

Academic Emphasis^c
Multi-Year Report (Seniors)

**Academic Challenge: Seniors**

- **Higher-Order Learning**
  - 2013: 42.3
  - 2014: 42.4
  - 2015: 40.8

- **Reflective & Integrative Learning**
  - 2013: 45
  - 2014: 39.4
  - 2015: 40.4

- **Learning Strategies**
  - 2013: 45
  - 2014: 40.6
  - 2015: 40.4

- **Quantitative Reasoning**
  - 2013: 45
  - 2014: 30.6
  - 2015: 30.7

**Academic Challenge (additional items): Seniors**

- **Preparing for Class (hrs/wk)**
  - 2013: 14.1
  - 2014: 13.9
  - 2015: 15.3

- **Course Reading (hrs/wk)**
  - 2013: 6.4
  - 2014: 6.3
  - 2015: 6.5

- **Assigned Writing (pages)**
  - 2013: 68.0
  - 2014: 72.6
  - 2015: 66.2

- **Course Challenge**
  - 2013: 5.8
  - 2014: 5.7
  - 2015: 5.5

- **Academic Emphasis**
  - 2013: 3.2
  - 2014: 3.2
  - 2015: 3.1
Areas of improvement

- Collaborative learning and Experiences with Faculty Senior scores could be higher in comparison to the other groups involving engagement indicators.
- The Multi-year Academic Challenge results have been stagnant or declining slightly in most areas.
Strengths

- Participation of High-Impact practices
- First-year SRU students had the highest percentage of HIPs versus the other comparison groups
- Senior students had the highest percentage of participation in more than one HIP
First-year students had higher scores in campus environment activities versus other comparison groups.

Both first-year and senior students showed significant improvements in “Preparing for class” in the Academic Challenge category.