

National Survey of Student Engagement (NSSE)

Slippery Rock University
2022

Student Engagement

- 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
- 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?

- Results from NSSE can provide prospective students with insights into how they might learn and develop at a given college
- 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

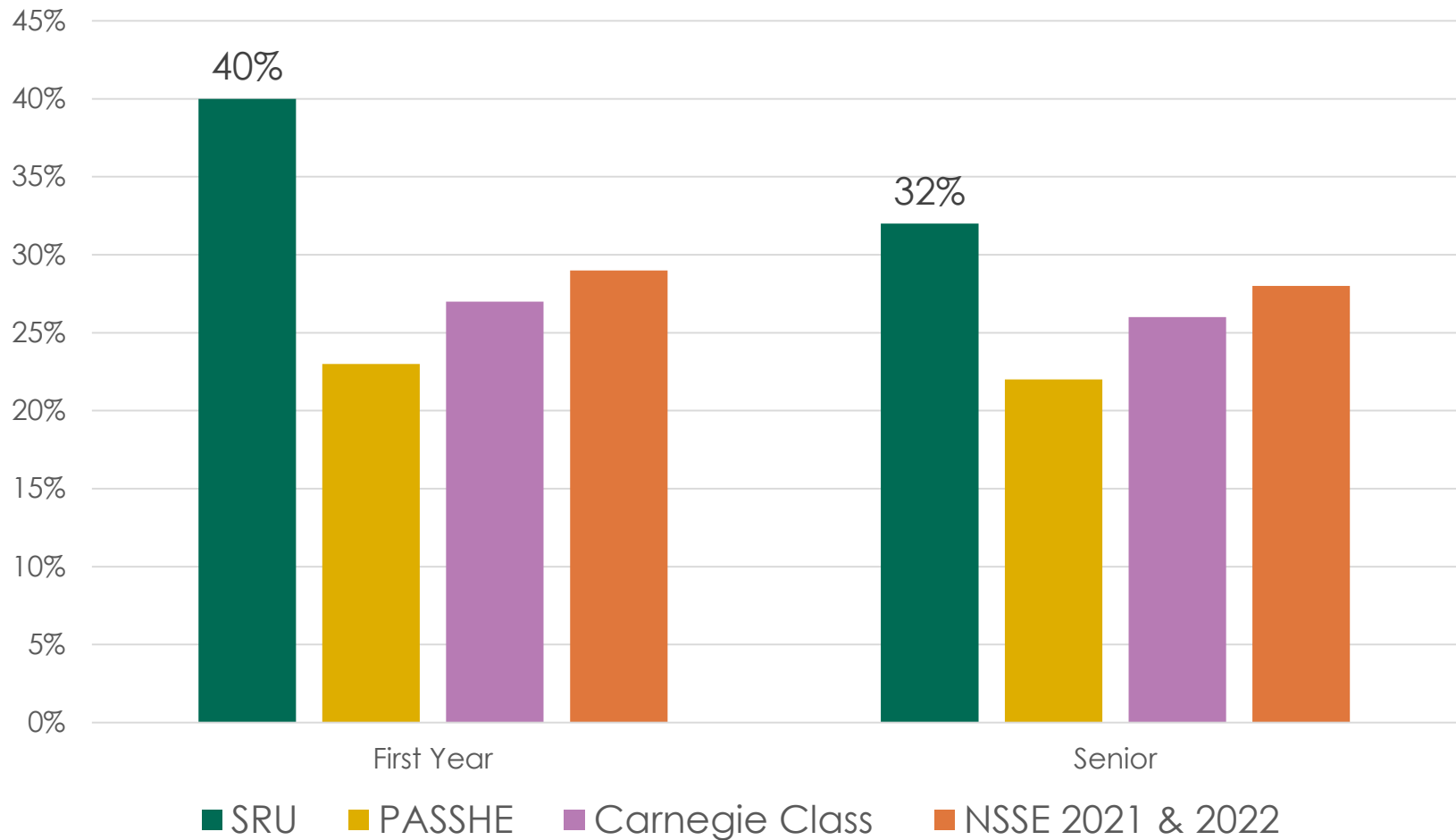
NSSE Project Overview

- More than 1 600 bachelor's-granting colleges/universities have been used for measurements
- Approximately 1.1 million first-year/senior students from 469 institutions were invited to participate in NSSE 2022
 - 460 in the US, 5 in Canada, and 4 in other countries
 - Of this population, 252,336 students responded to the survey

Selected Comparison Groups

- Group 1: PASSHE
 - NSSE 2021 and 2022 institutions in same geographic region and sector
(PA State System universities participating in NSSE)
- Group 2: Carnegie Class
 - NSSE 2021 and 2022 institutions sharing institution's 2020 Basic Carnegie Classification
 - “Master's L: Master's Colleges and Universities (larger programs)”
- Group 3: Mid-east Universities
 - NSSE 2021 & 2022
 - All other NSSE 2021 and 2022 U.S. institutions.

2022 Response Rates



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



Academic
Challenge

- Collaborative Learning
- Discussions with Diverse Others



Learning with
Peers

- Student-Faculty Interaction
- Effective Teaching Practices



Experiences with
Faculty

- Quality of Interactions
- Supportive Environment



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.

2022 SRU scores vs. comparison groups (First-year)

First-Year Students		Your first-year students compared with PASSHE	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2021 & 2022
<i>Theme</i>	<i>Engagement Indicator</i>			
<i>Academic Challenge</i>	Higher-Order Learning		--	--
	Reflective & Integrative Learning			
	Learning Strategies		--	--
	Quantitative Reasoning		--	--
<i>Learning with Peers</i>	Collaborative Learning	▲	▲	▲
	Discussions with Diverse Others			
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--		
	Effective Teaching Practices	--	--	--
<i>Campus Environment</i>	Quality of Interactions		--	
	Supportive Environment			

2022 SRU scores vs. Comparison groups (Seniors)

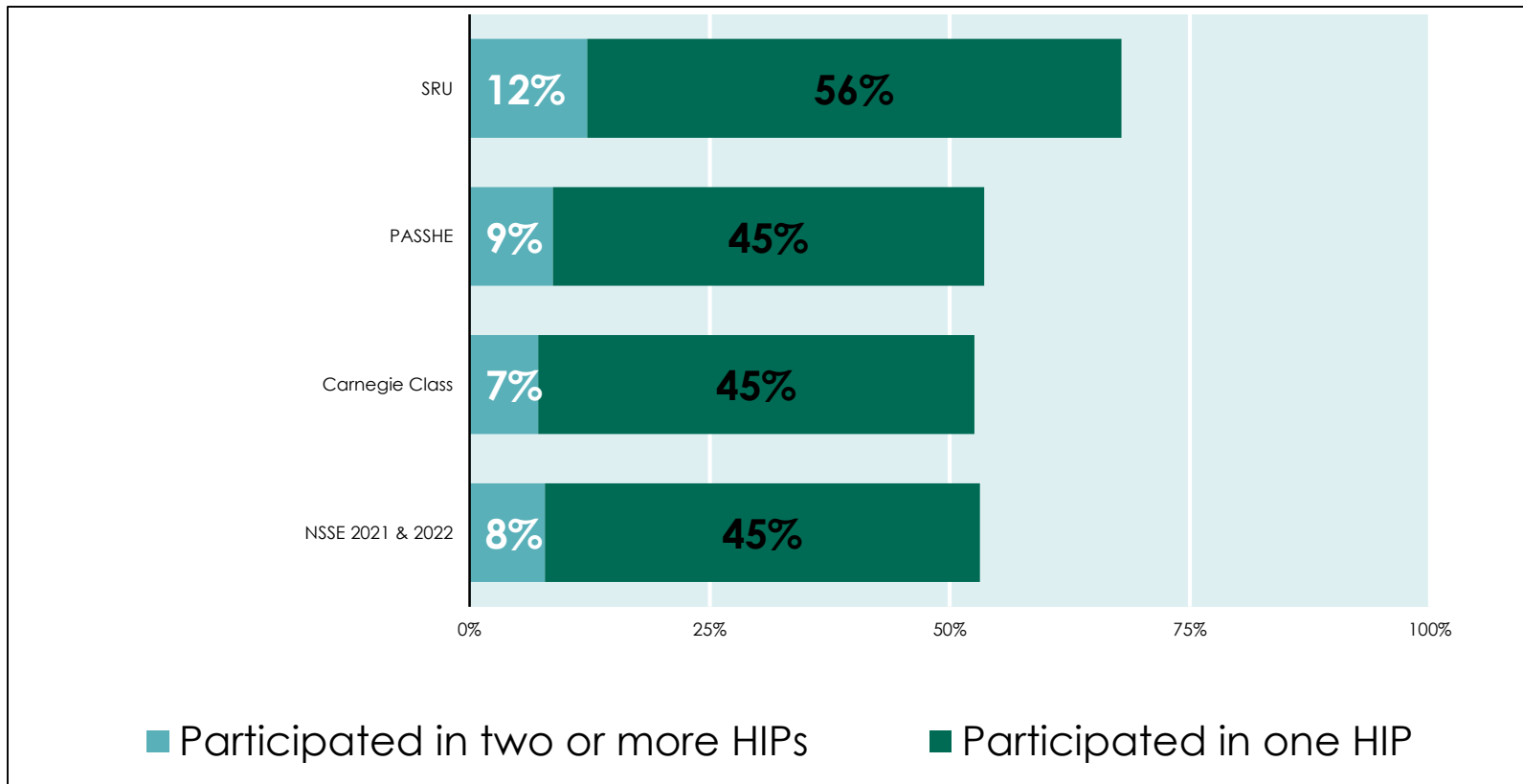
Seniors		Your seniors compared with PASSHE	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2021 & 2022
<i>Theme</i>	<i>Engagement Indicator</i>			
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning		▲	▲
	Discussions with Diverse Others	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction		▲	▲
	Effective Teaching Practices	--		
<i>Campus Environment</i>	Quality of Interactions	--	--	
	Supportive Environment	--		

High-Impact Practices (HIP)

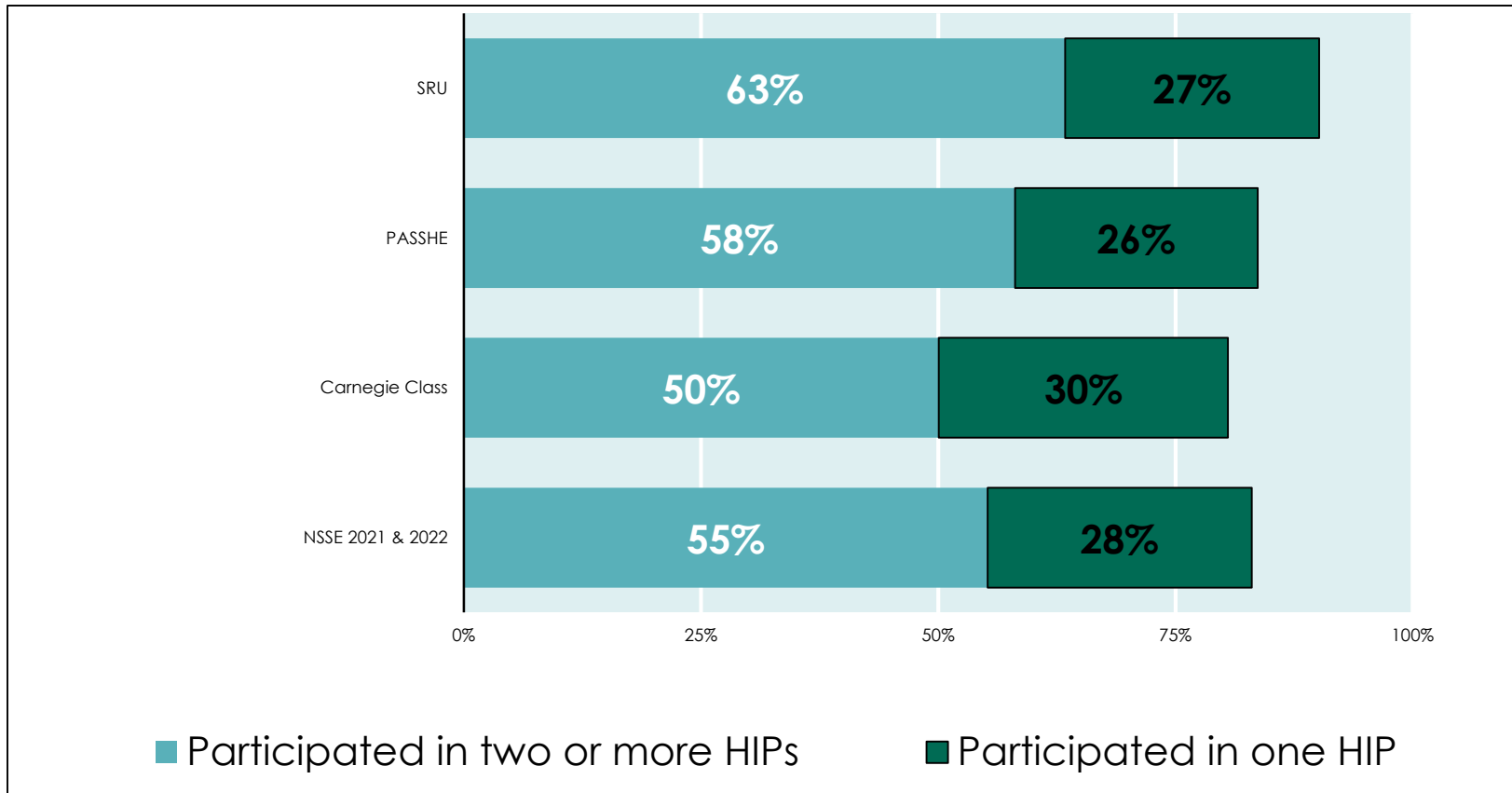
Participation involving:

- Service-Learning
 - Courses that included a community-based project
- Learning Community
 - Formal program where groups of students take two or more classes together
- Research with Faculty
 - Work with a faculty member on a research project
- Internship or Field Experience
 - Internship, co-op, field experience, student teaching, or clinical placement
- Study Abroad
- Culminating Senior Experience
 - Capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.

High-Impact Practices (HIP) 2022 First-Year



High-Impact Practices (HIP) 2022 Seniors



Multi-Year Report

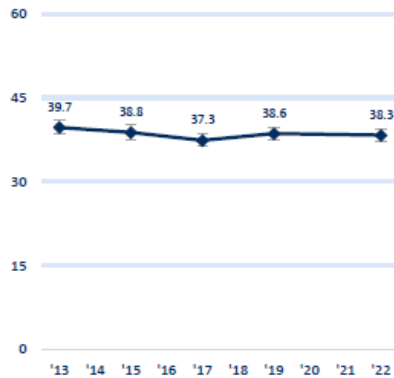
- Presents year-to-year results of key academic challenge items
- These results are used to illustrate patterns of change or stability

Multi-Year Report

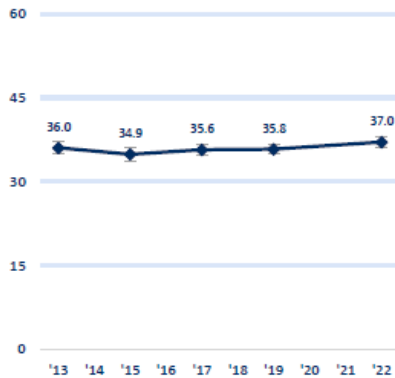
First-Year

Academic Challenge: First-year students

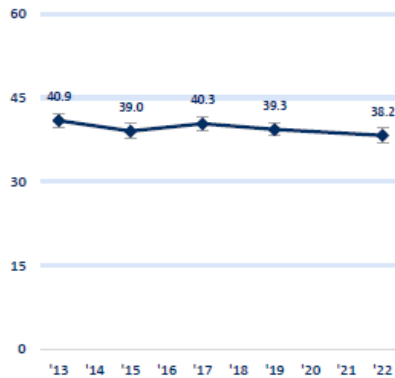
Higher-Order Learning



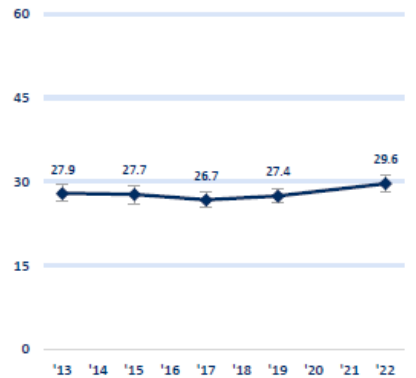
Reflective & Integrative Learning



Learning Strategies

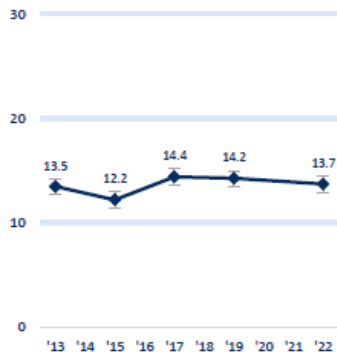


Quantitative Reasoning

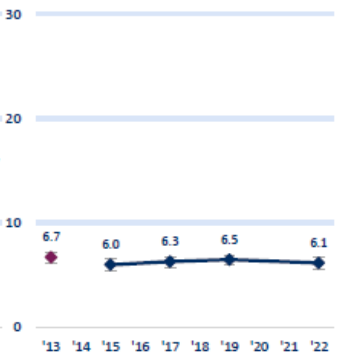


Academic Challenge (additional items): First-year students

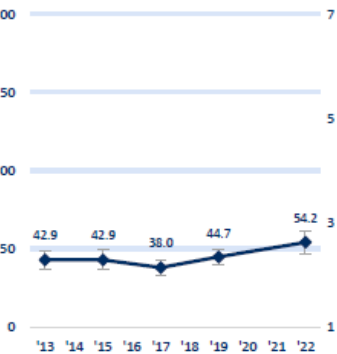
Preparing for Class (hrs/wk)



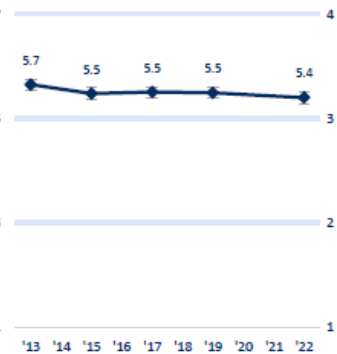
Course Reading (hrs/wk)^a



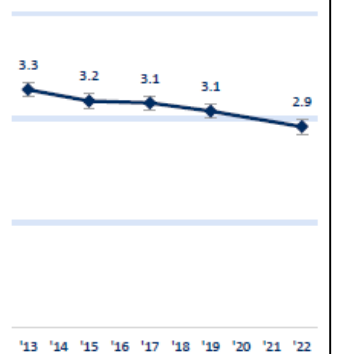
Assigned Writing (pages)^a



Course Challenge^b



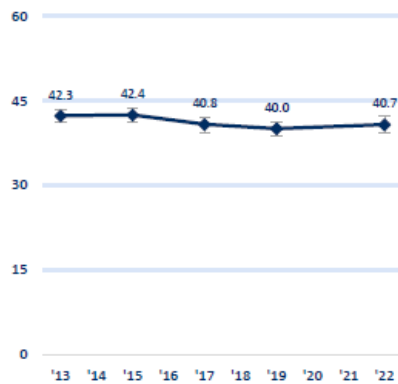
Academic Emphasis^c



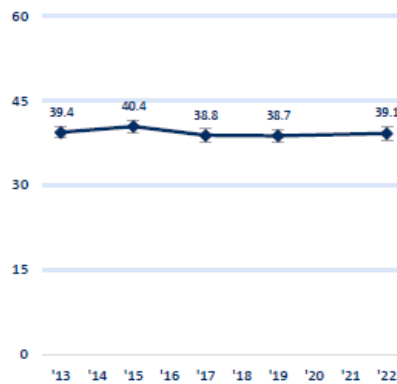
Multi-Year Report Seniors

Academic Challenge: Seniors

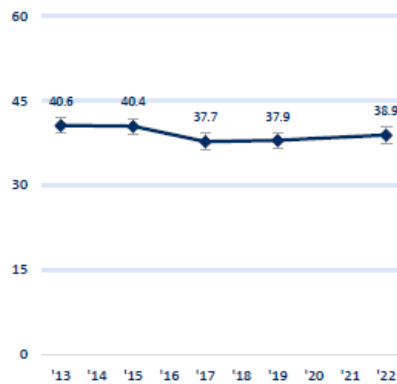
Higher-Order Learning



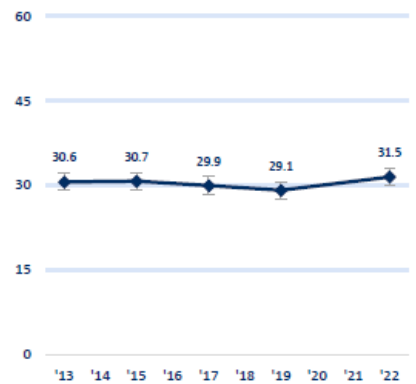
Reflective & Integrative Learning



Learning Strategies

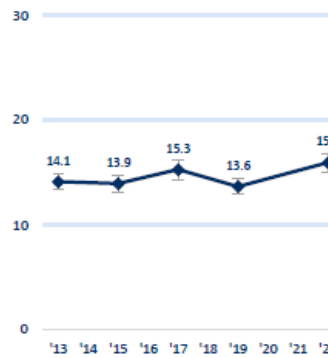


Quantitative Reasoning

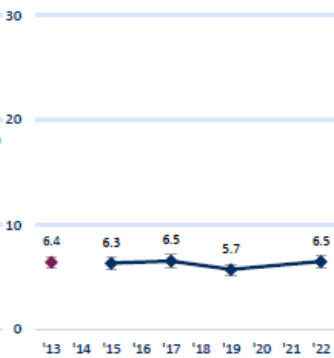


Academic Challenge (additional items): Seniors

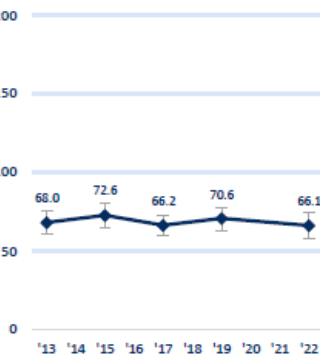
Preparing for Class (hrs/wk)



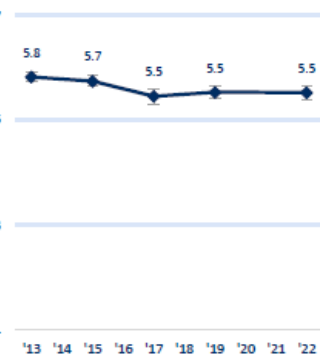
Course Reading (hrs/wk)^a



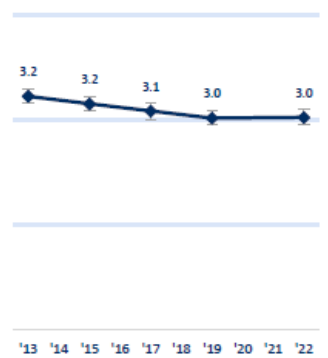
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



Strengths

- Participation in high-impact practices is higher among FY and SR students than all comparison groups
- SRU students participate in service-learning at a rate at least 15 percentage points higher than comparison groups
- SRU seniors participated in more learning communities and in more culminating senior experiences than comparison groups

Areas of Improvement for First-Year Students

- SRU is not included among the top 50% of NSSE institutions for:
 - Student-faculty interaction
 - Effective teaching practices
 - Quality of interactions
- Academic emphasis has been trending down over the past nine years

Areas of Improvement for Senior Students

- SRU is not included in the top 50% of NSSE institutions for:
 - Learning strategies
 - Discussions with diverse others
 - Quality of interactions
- Academic emphasis has been trending down over the past nine years

