



NSSE 2013: What You Need to Know

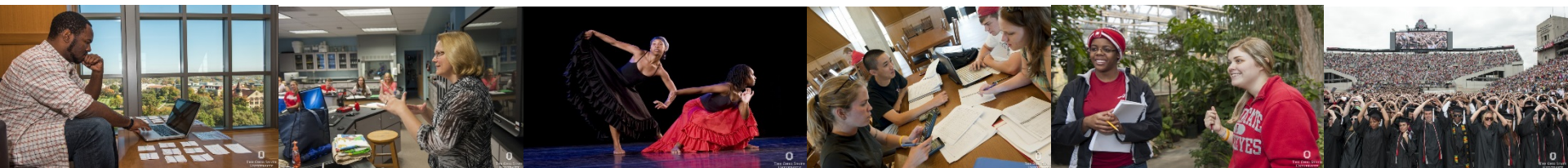


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Institutional Research and Planning

Presentation Overview

- 1. NSSE and the Concept of Student Engagement**
- 2. Administration at Ohio State**
- 3. Selected NSSE Results**
- 4. Next Steps**

NSSE and the Concept of Student Engagement



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

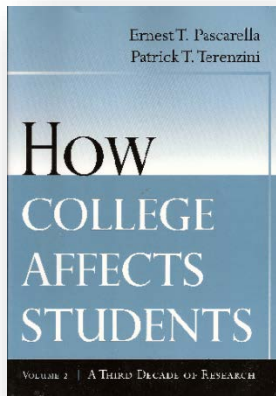
Seven Principles of Good Practice in Undergraduate Education

- ✓ **Student-faculty contact**
- ✓ **Active learning**
- ✓ **Prompt feedback**
- ✓ **Time on task**
- ✓ **High expectations**
- ✓ **Experiences with diversity**
- ✓ **Cooperation among students**



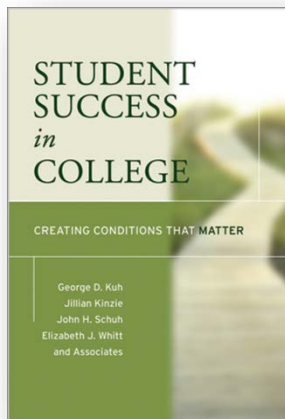
Chickering, A. W. & Gamson, Z. F. (1987). *Seven principles for good practice in undergraduate education*. AAHE: Bulletin, 39 (7), 3-7.

Other Supporting Literature



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.

Pascarella, E. & Terenzini, P (2005). *How college affects students: A third decade of research*. San Francisco: Jossey-Bass Publishers.



Presents institutional policies, programs, and practices that promote student success. Provides practical guidance on implementation of effective institutional practice in a variety of contexts.

Kuh, G. D., Kinzie, J., Schuh, J. H., Whitt, E.J., & Associates (2005). *Student success in college: Creating conditions that matter*. San Francisco: Jossey-Bass.

NSSE Updated in 2013!



** Offset by deletions*

New Items: HIPs, quantitative reasoning, effective teaching, deep approaches, topical modules

NSSE Engagement Indicators

Meaningful Academic Engagement Themes

Academic Challenge

Learning with Peers

Experiences with Faculty

Campus Environment

Engagement Indicators

Higher-Order Learning

Reflective & Integrative Learning

Learning Strategies

Quantitative Reasoning

Collaborative Learning

Discussions with Diverse Others

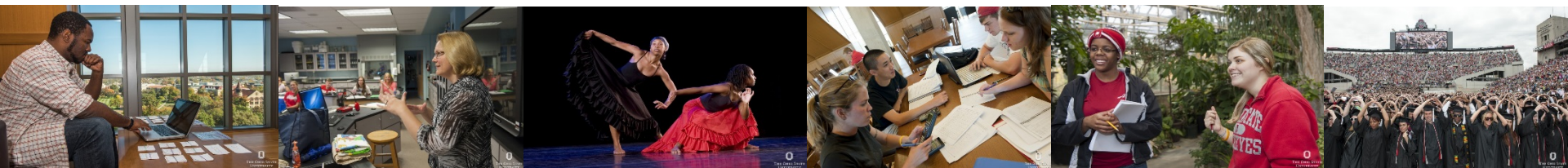
Student-Faculty Interaction

Effective Teaching Practices

Quality of Interactions

Supportive Environment

Administration at Ohio State



Spring 2013 Administration

- Population: Census of first-year students at all campuses
- Topical Modules
 - Advising
 - Learning with Technology (Regional campuses only)
- AAU Consortium Questions (Columbus campus on.ly)

NSSE national survey of student engagement
THE COLLEGE STUDENT REPORT

During the current school year, about how often have you done the following? 9% complete

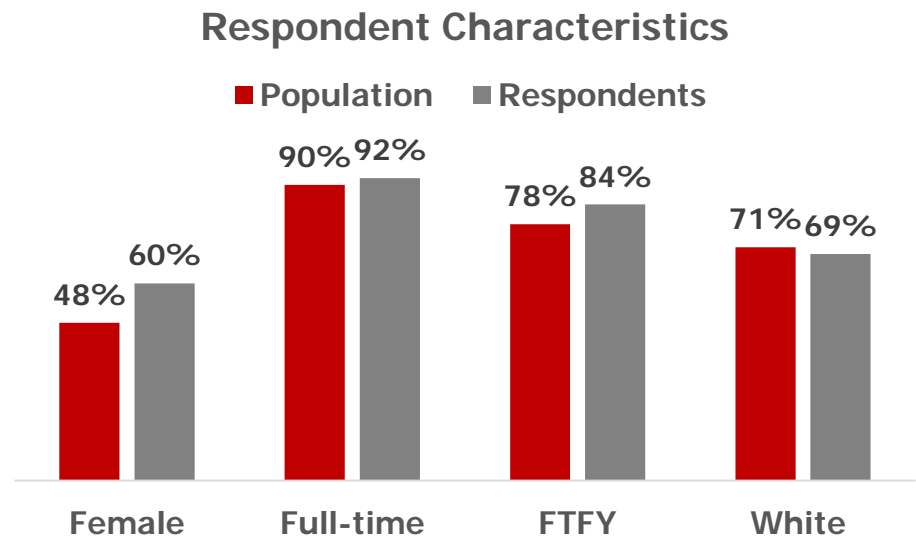
	Very often	Often	Sometimes	Never
Asked questions or contributed to course discussions in other ways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepared two or more drafts of a paper or assignment before turning it in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Come to class without completing readings or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended an art exhibit, play or other arts performance (dance, music, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked another student to help you understand course material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explained course material to one or more students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepared for exams by discussing or working through course material with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with other students on course projects or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gave a course presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During the current school year, about how often have you done the following?

	Very often	Often	Sometimes	Never
Combined ideas from different courses when completing assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connected your learning to societal problems or issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Examined the strengths and weaknesses of your own views on a topic or issue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learned something that changed the way you understand an issue or concept	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connected ideas from your courses to your prior experiences and knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

NSSE 2013 Respondent Demographics

- Response Rates ranged from **9% to 12%** for all campuses
- National response rate for first year students: **27%**
- Respondents were fairly representative of the population



Respondent Rates

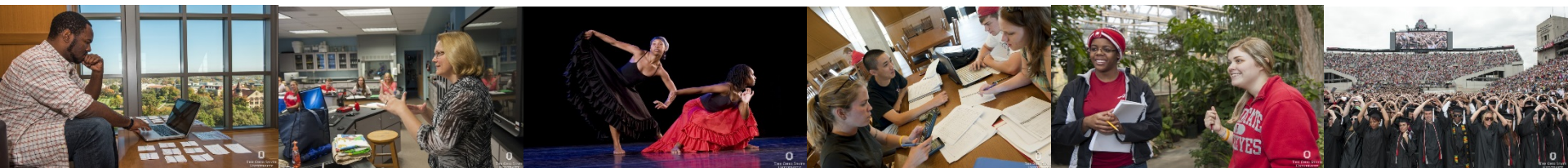
Social Media



Incentives

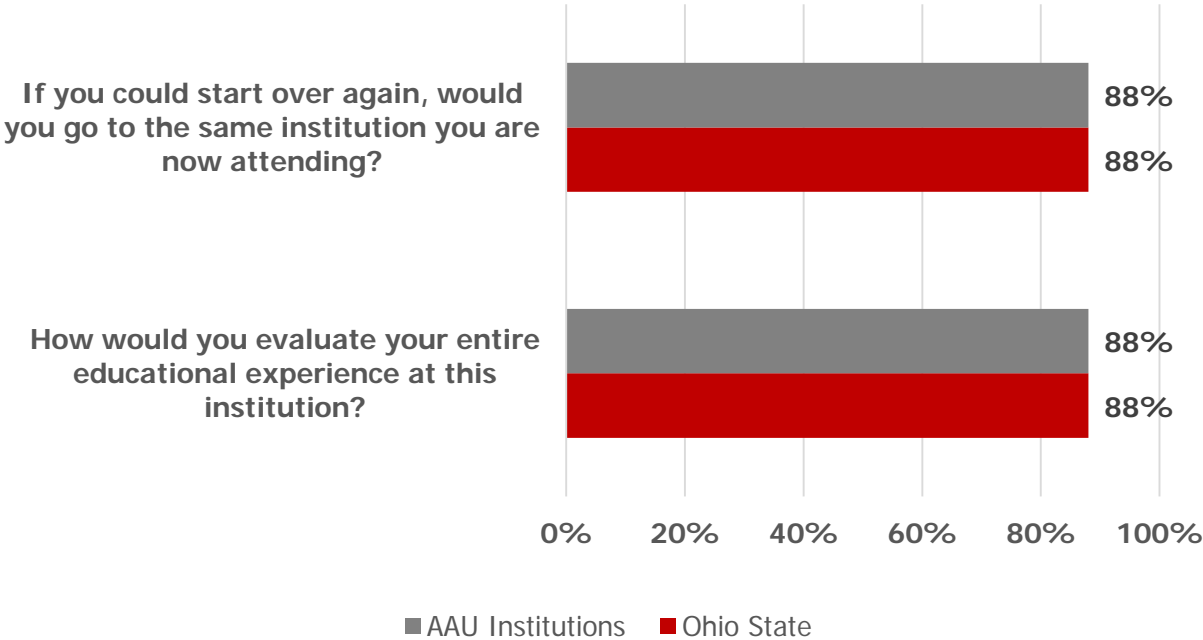


Selected NSSE Results

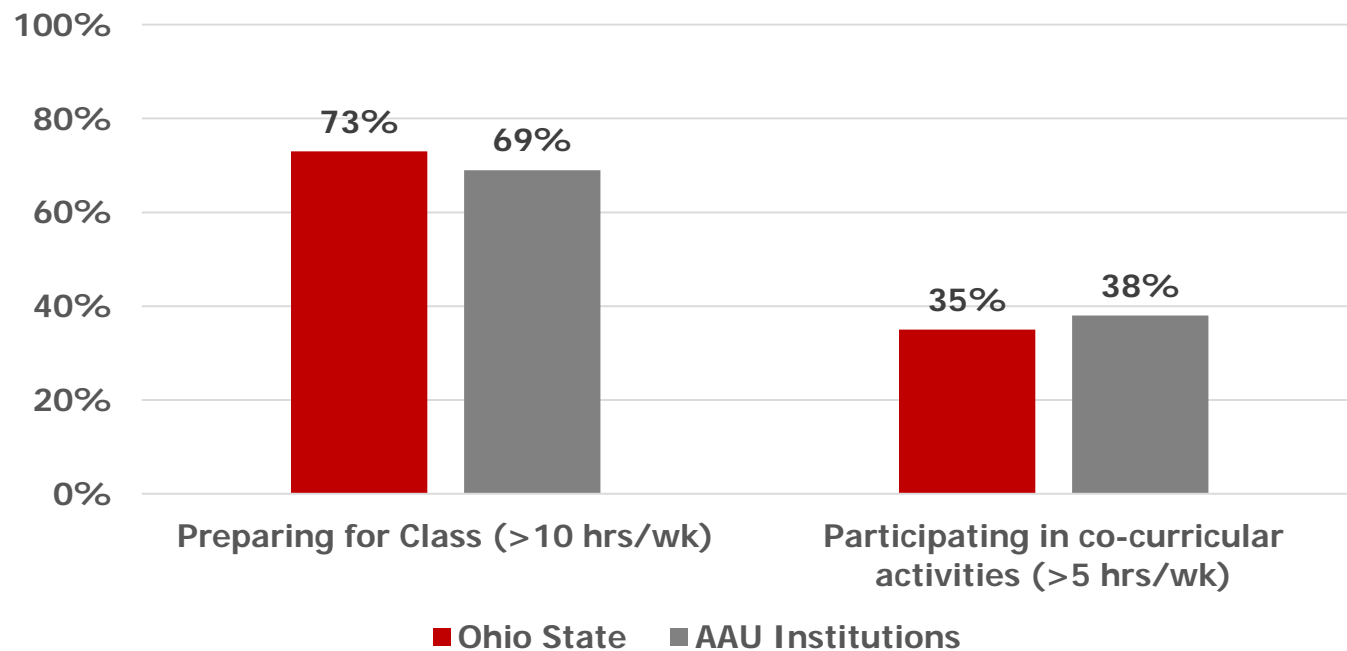


Overall Satisfaction

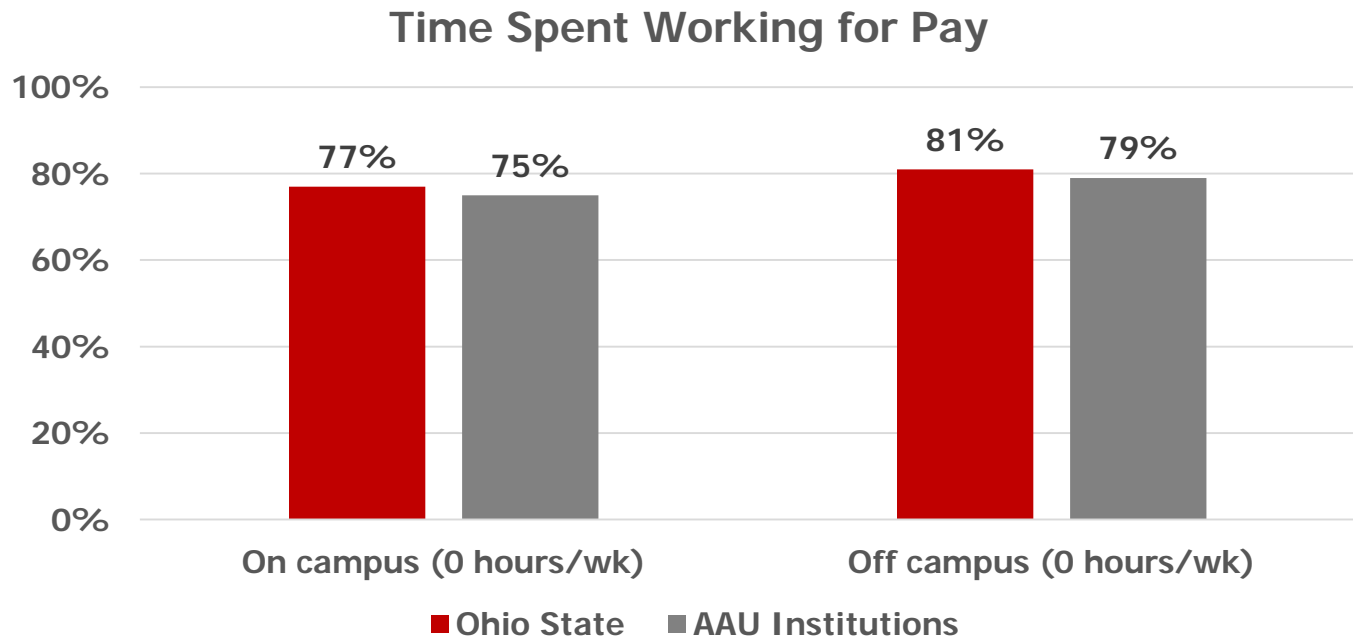
Overall Satisfaction



How do students spend their time?

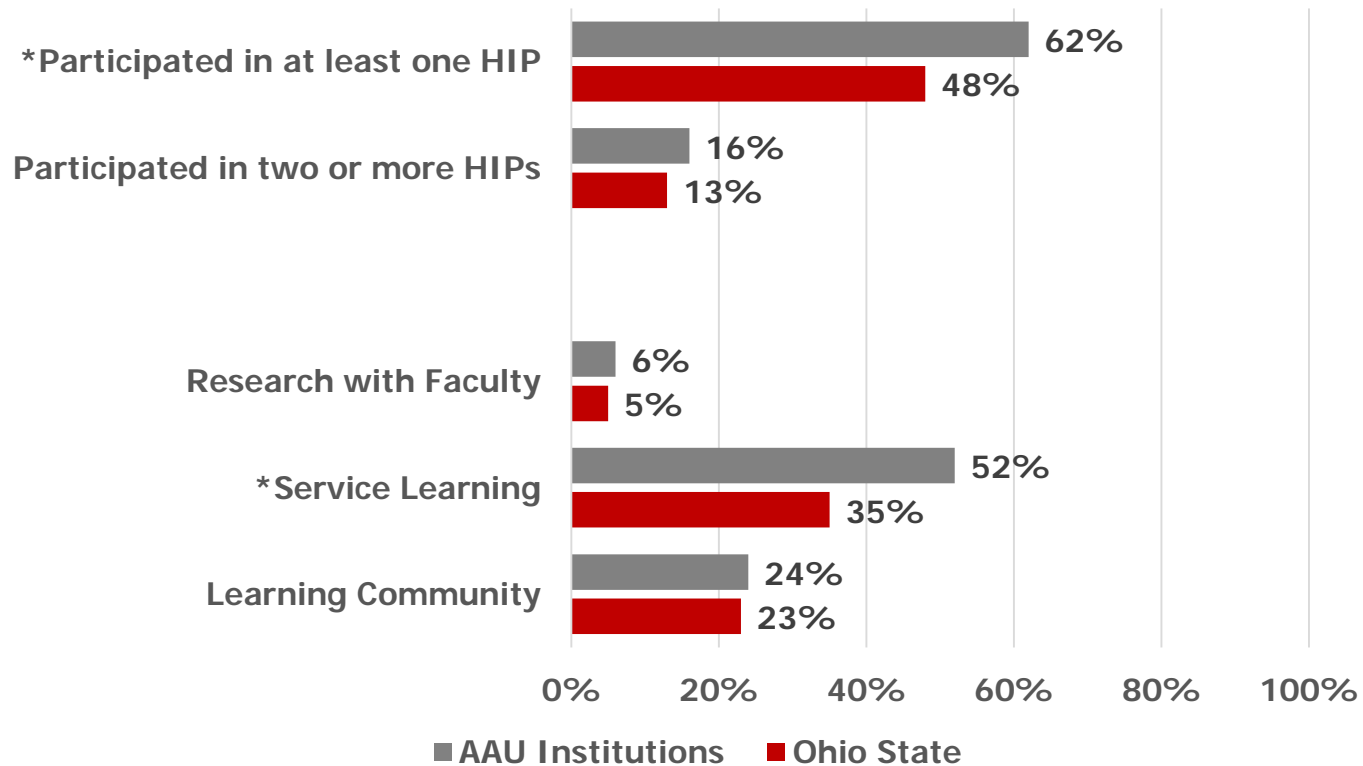


How do students spend their time?



High-Impact Practices

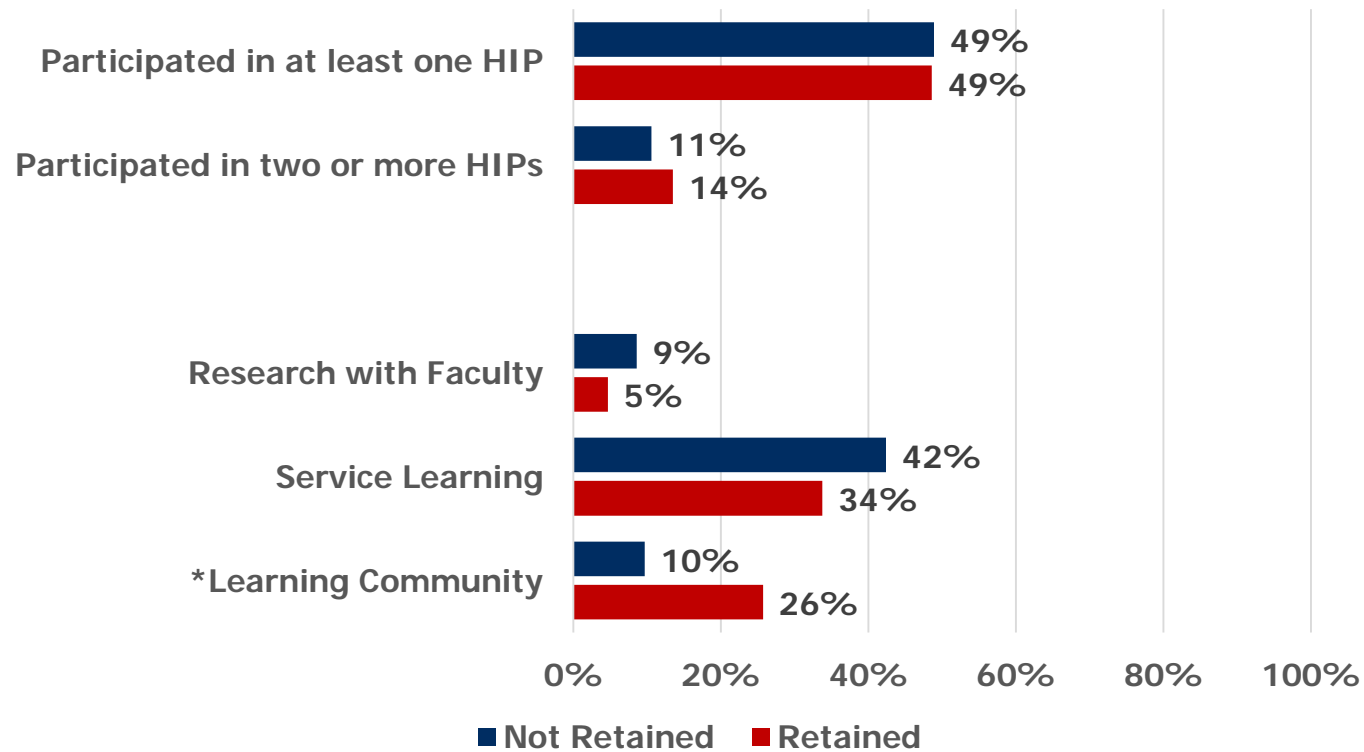
Columbus Campus – All Students



*Statistically Significant

High-Impact Practices

■ Columbus Campus – Retained Students



*Statistically Significant

Engagement Indicators

Overall results compared to AAU Institutions for each Engagement Indicator.

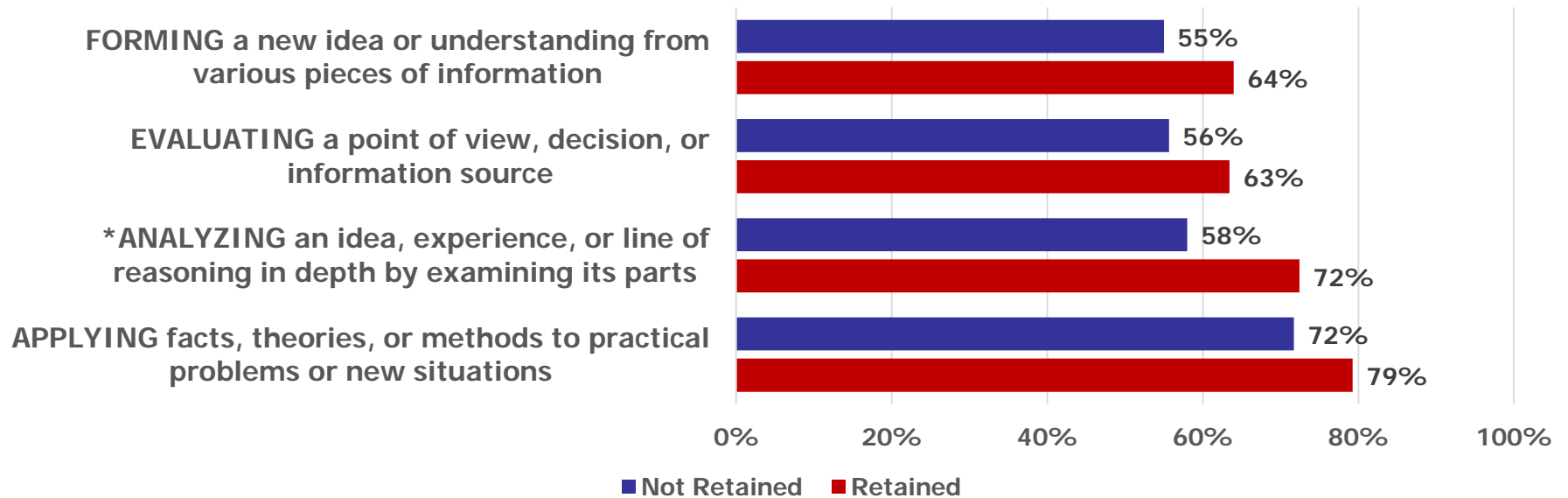
Key:

- ▲ **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.

<i>Theme</i>	<i>Engagement Indicator</i>	<i>First-year</i>
<i>Academic Challenge</i>	Higher-Order Learning (HO)	--
	Reflective & Integrative Learning (RI)	▽
	Learning Strategies (LS)	--
	Quantitative Reasoning (QR)	--
<i>Learning with Peers</i>	Collaborative Learning (CL)	▽
	Discussions with Diverse Others (DD)	△
<i>Experiences with Faculty</i>	Student-Faculty Interaction (SF)	--
	Effective Teaching Practices (ET)	--
<i>Campus Environment</i>	Quality of Interactions (QI)	--
	Supportive Environment (SE)	▲

Higher Order Learning

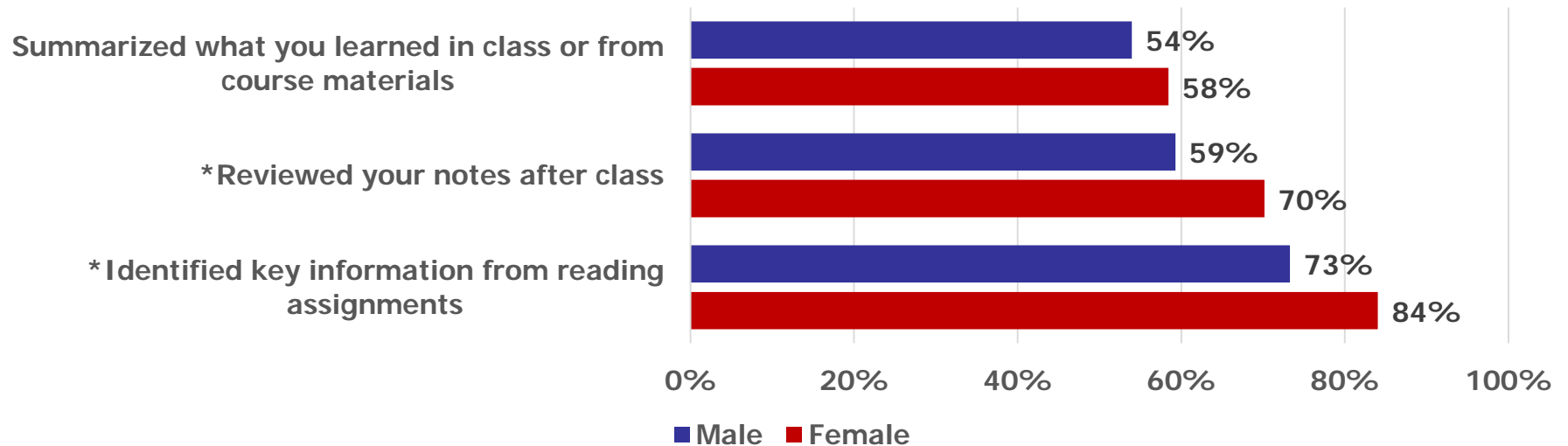
During the current school year, how much has your coursework emphasized the following?



*Statistically Significant

Learning Strategies

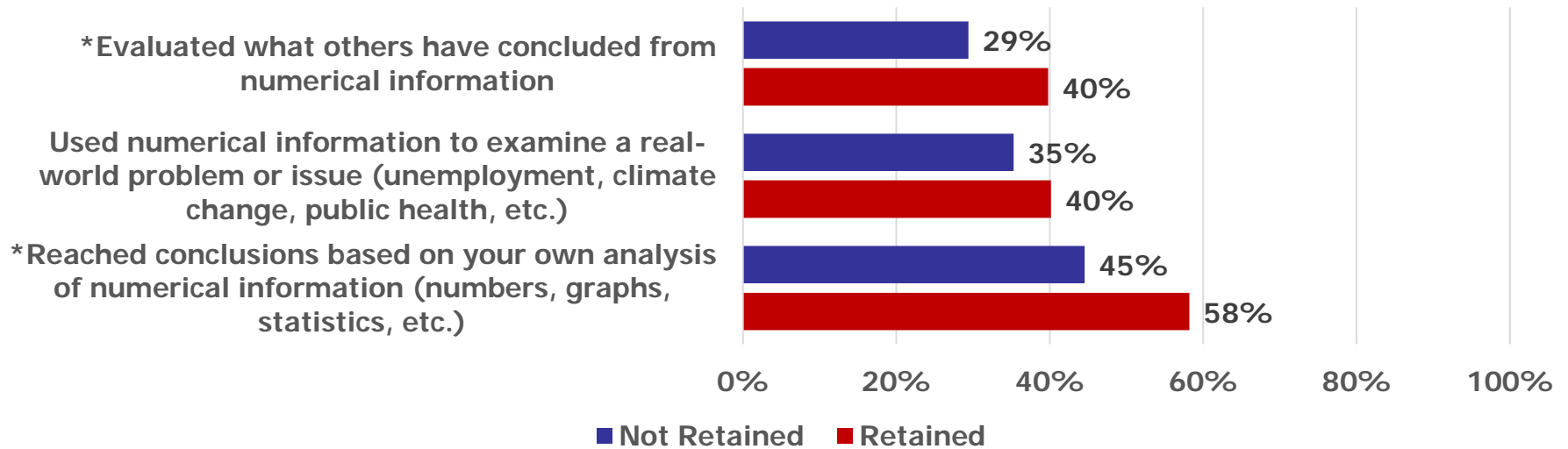
During the current school year, about how often have you done the following?



*Statistically Significant

Quantitative Reasoning

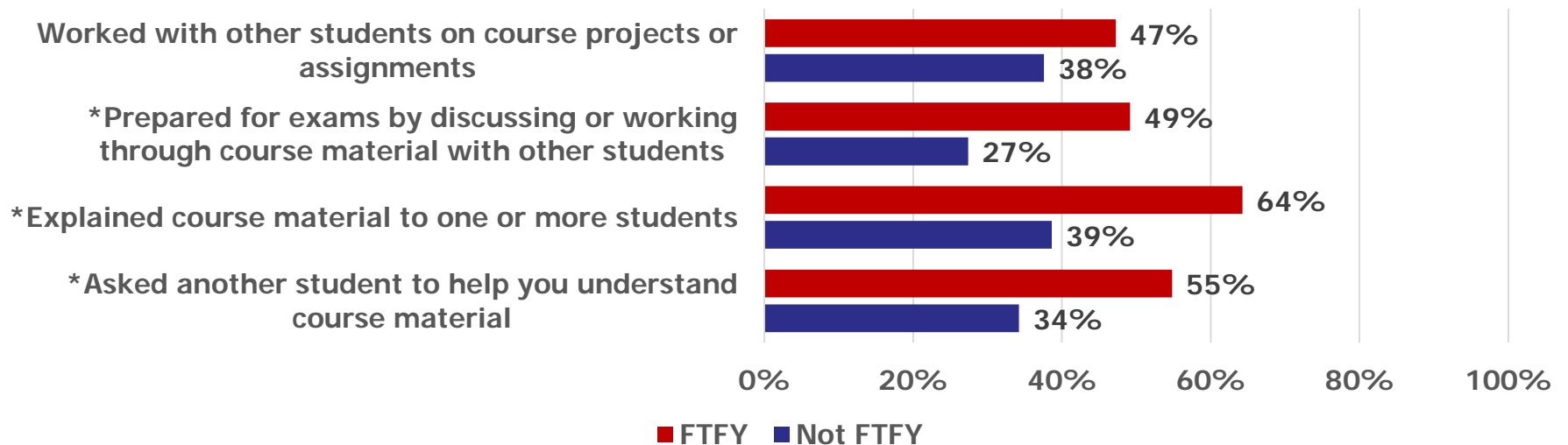
During the current school year, about how often have you done the following?



*Statistically Significant

Collaborative Learning

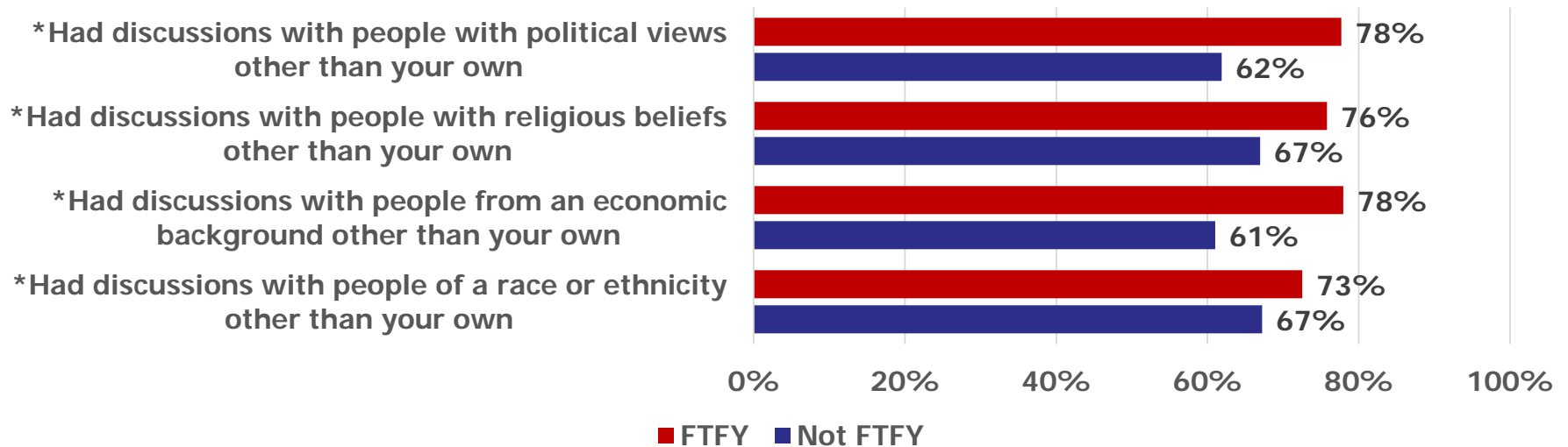
During the current school year, about how often have you done the following?



*Statistically Significant

Discussions with Diverse Others

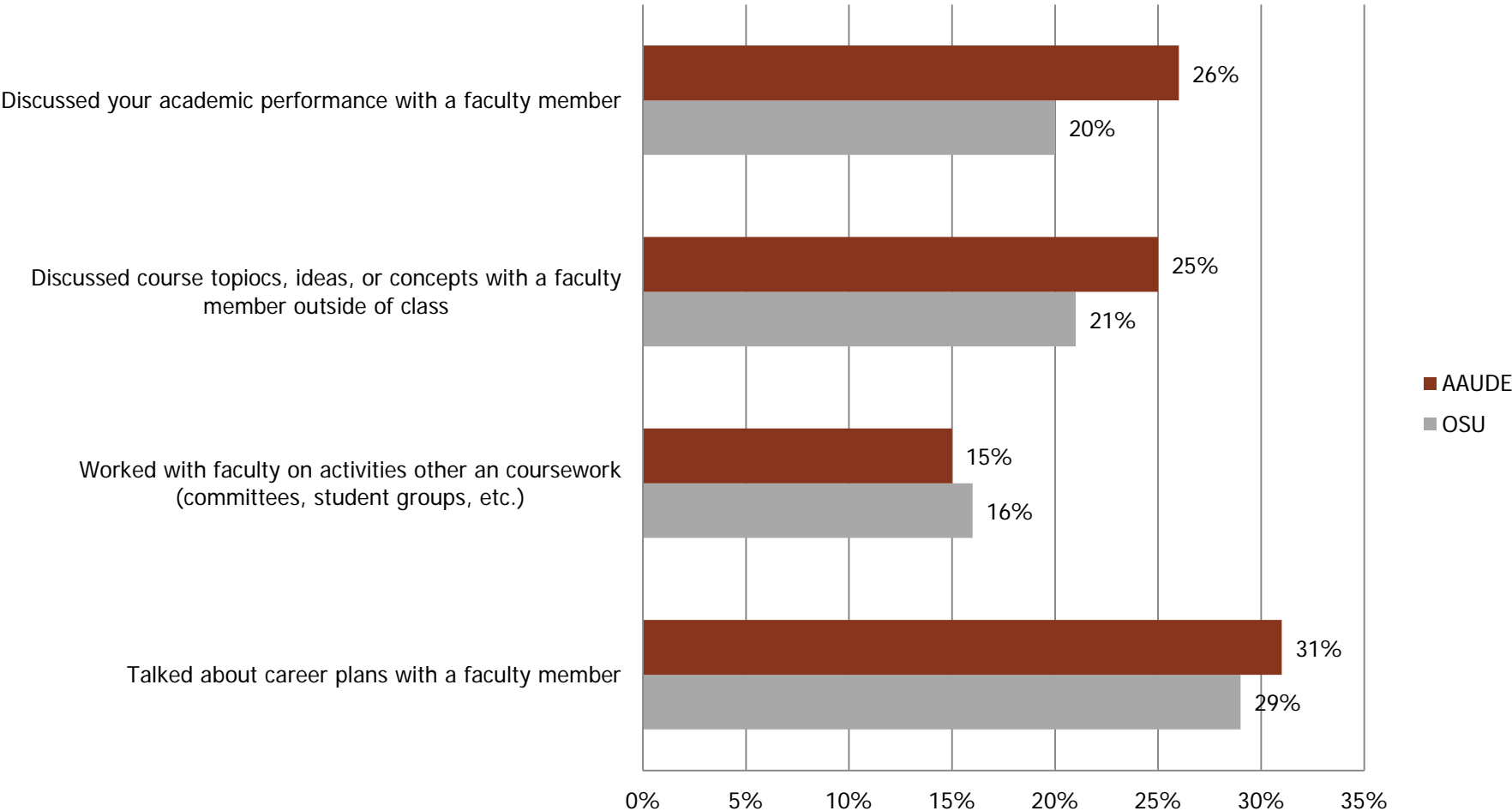
During the current school year, about how often have you done the following?



*Statistically Significant

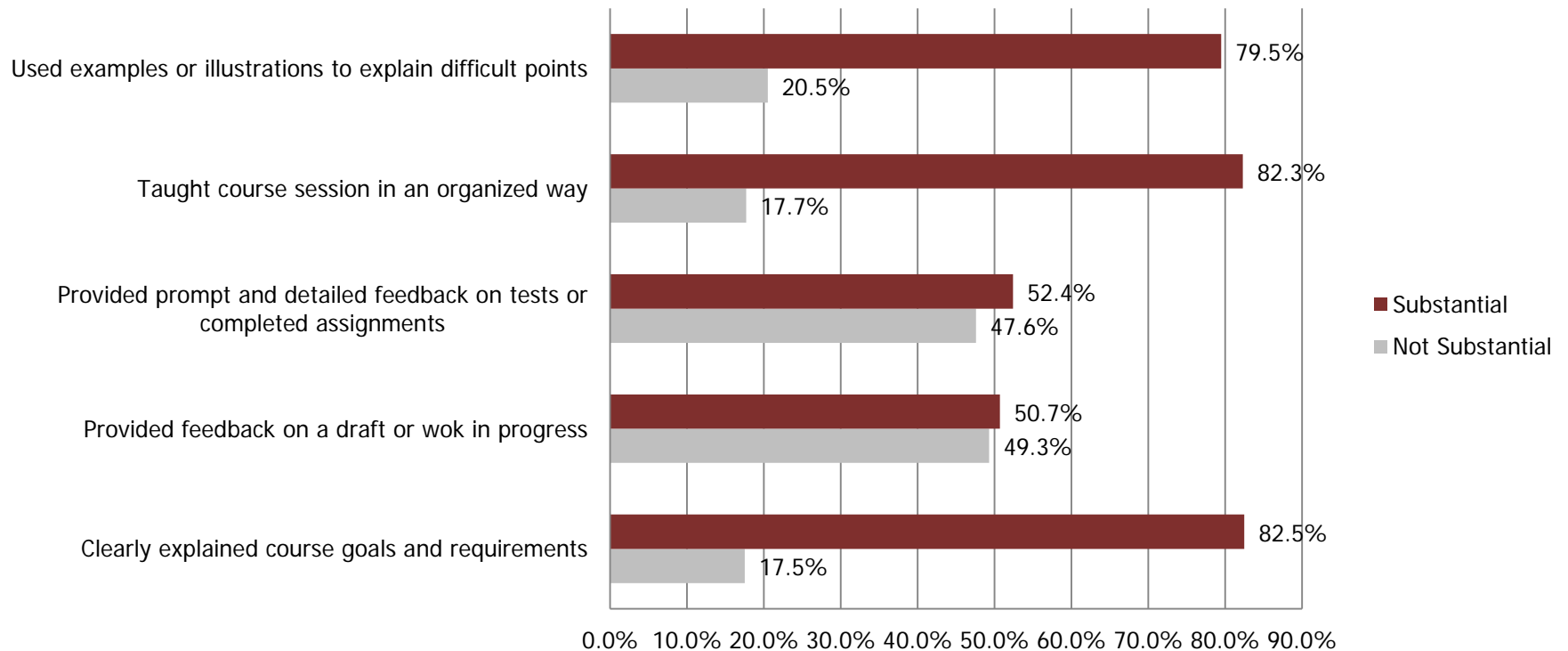
Student-Faculty Interaction

Student - Faculty Interaction



Effective Teaching Practices

Effective Teaching Practices



Quality of Interactions

79% of FY students said that OSU substantially emphasized the use of learning support service



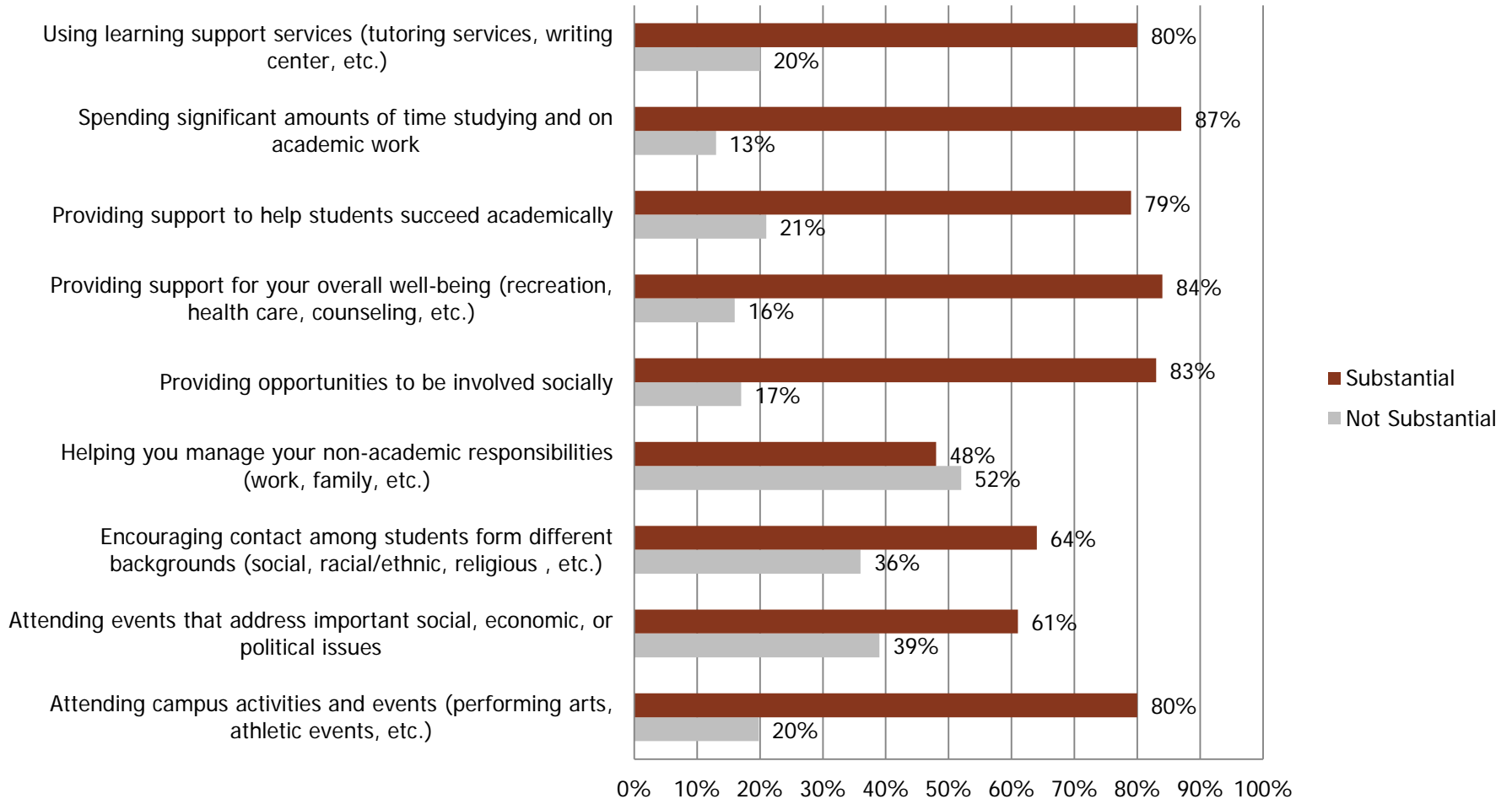
50% of FY students gave the quality of their interactions with academic advisors as high



64% of FY students gave the quality of their interactions with their peers a high rating

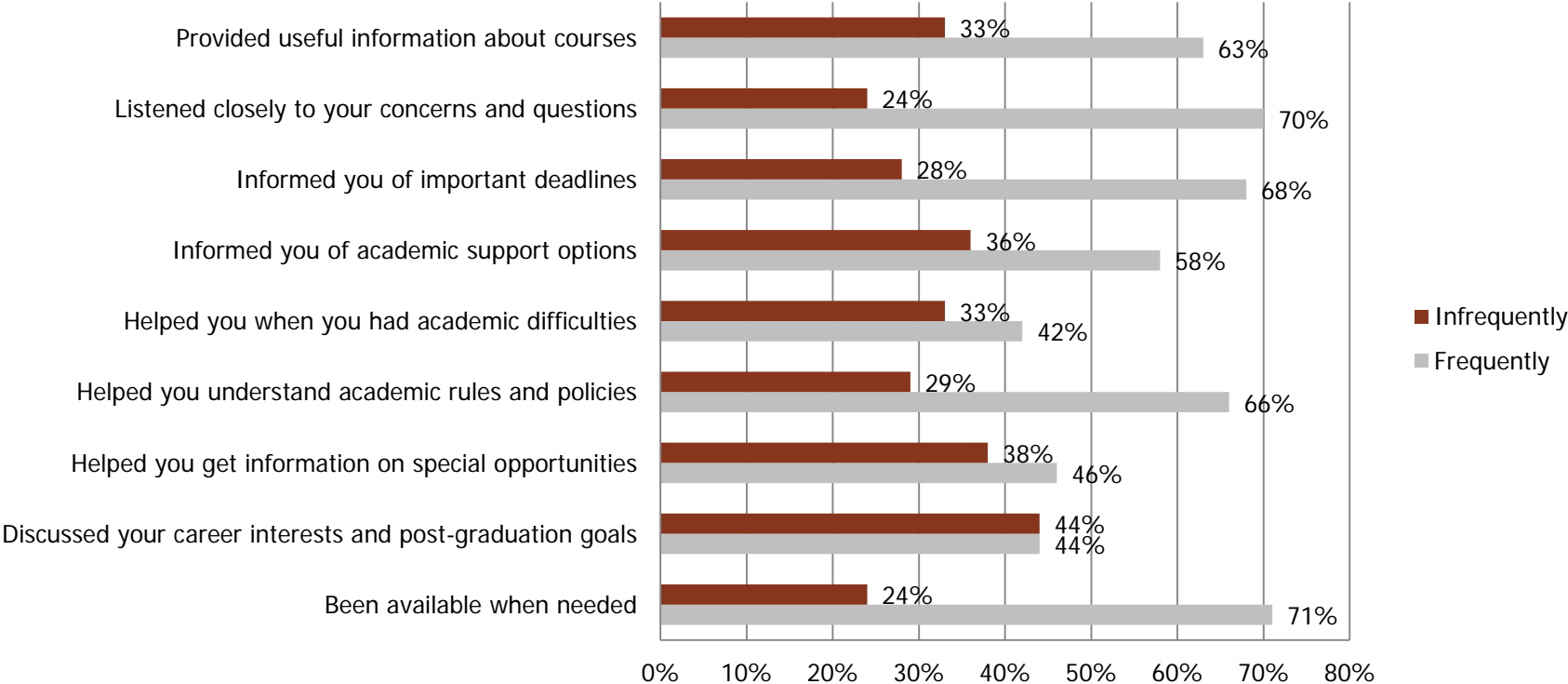
Supportive Environment

Supportive Environment



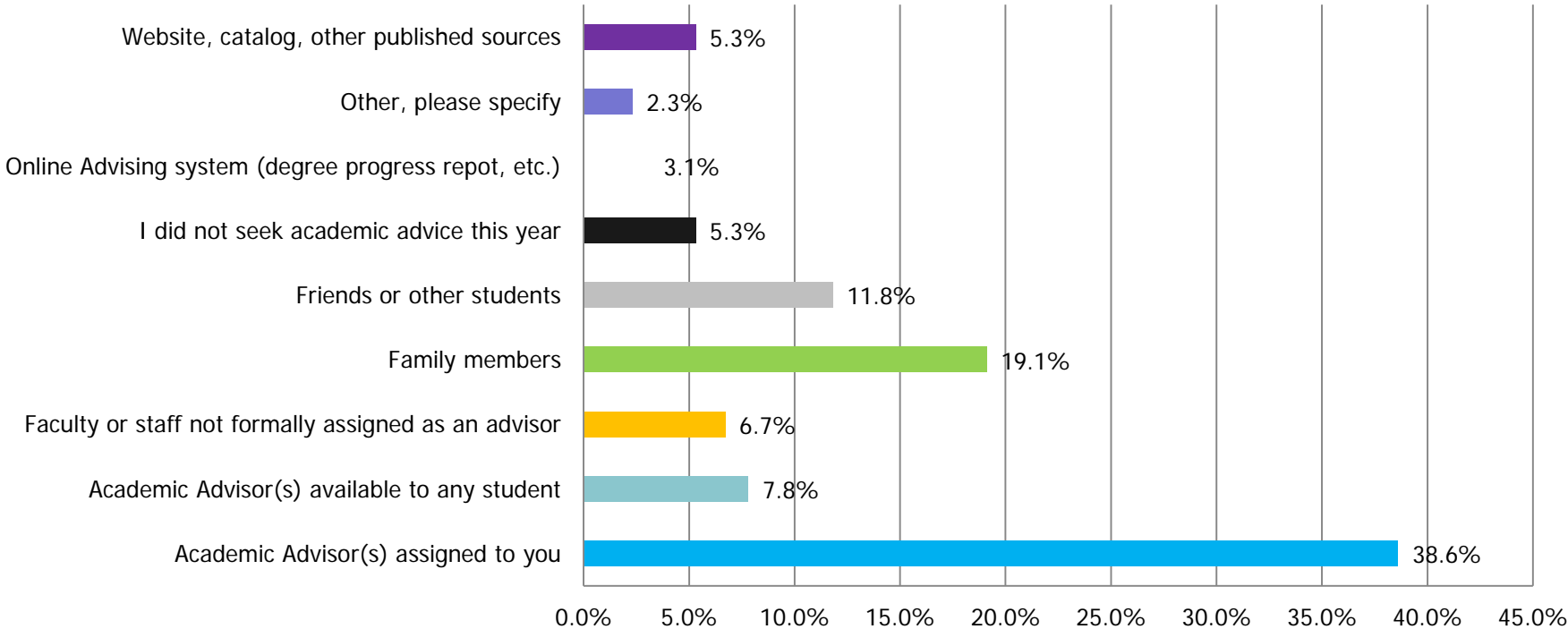
Academic Advising

Academic Advising



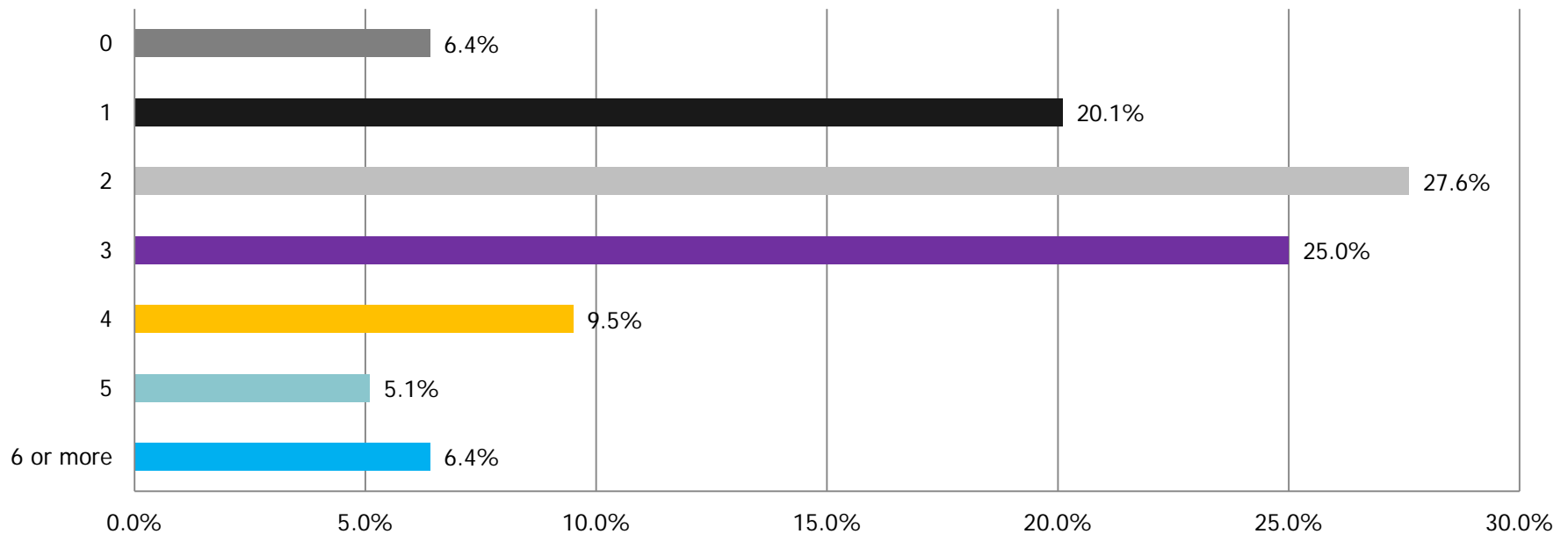
Academic Advising

During the current school year, which of the following has been your primary source of advice regarding your academic plans? (Select one)



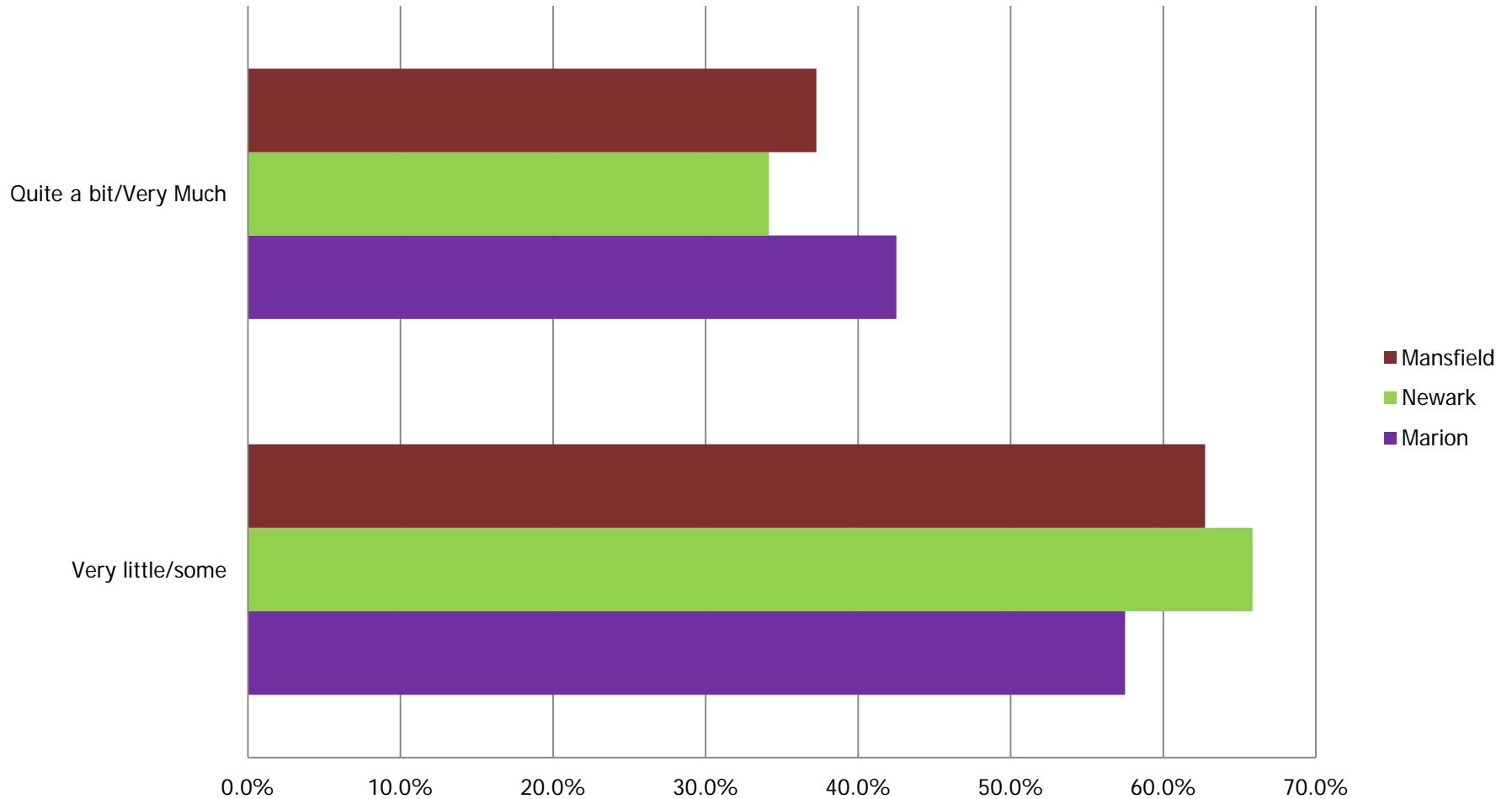
Academic Advising

How many times have you and an academic advisor discussed your academic interests, course selections, or academic performance?



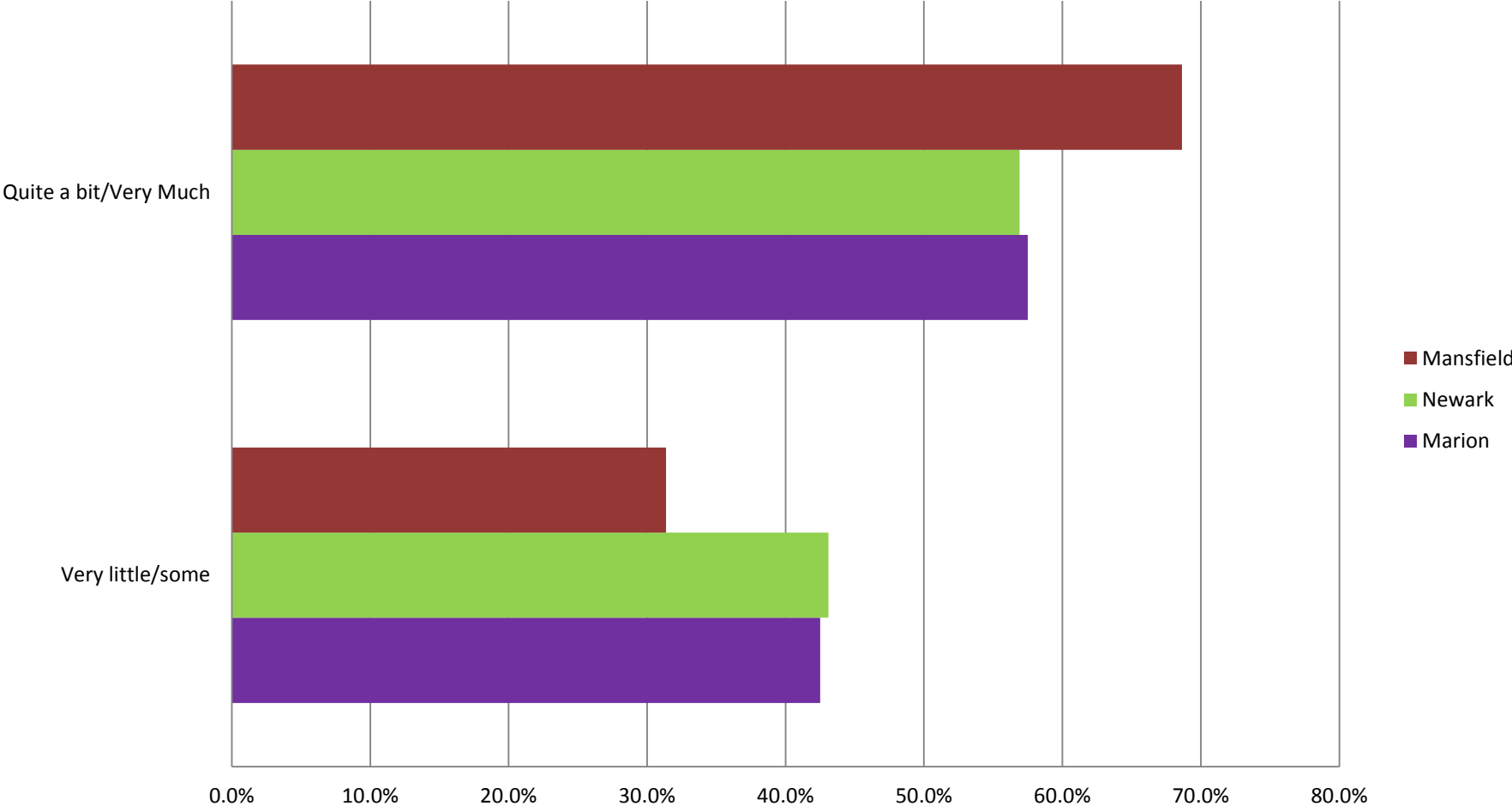
Learning with Technology

Teaching with new, cutting-edge technologies



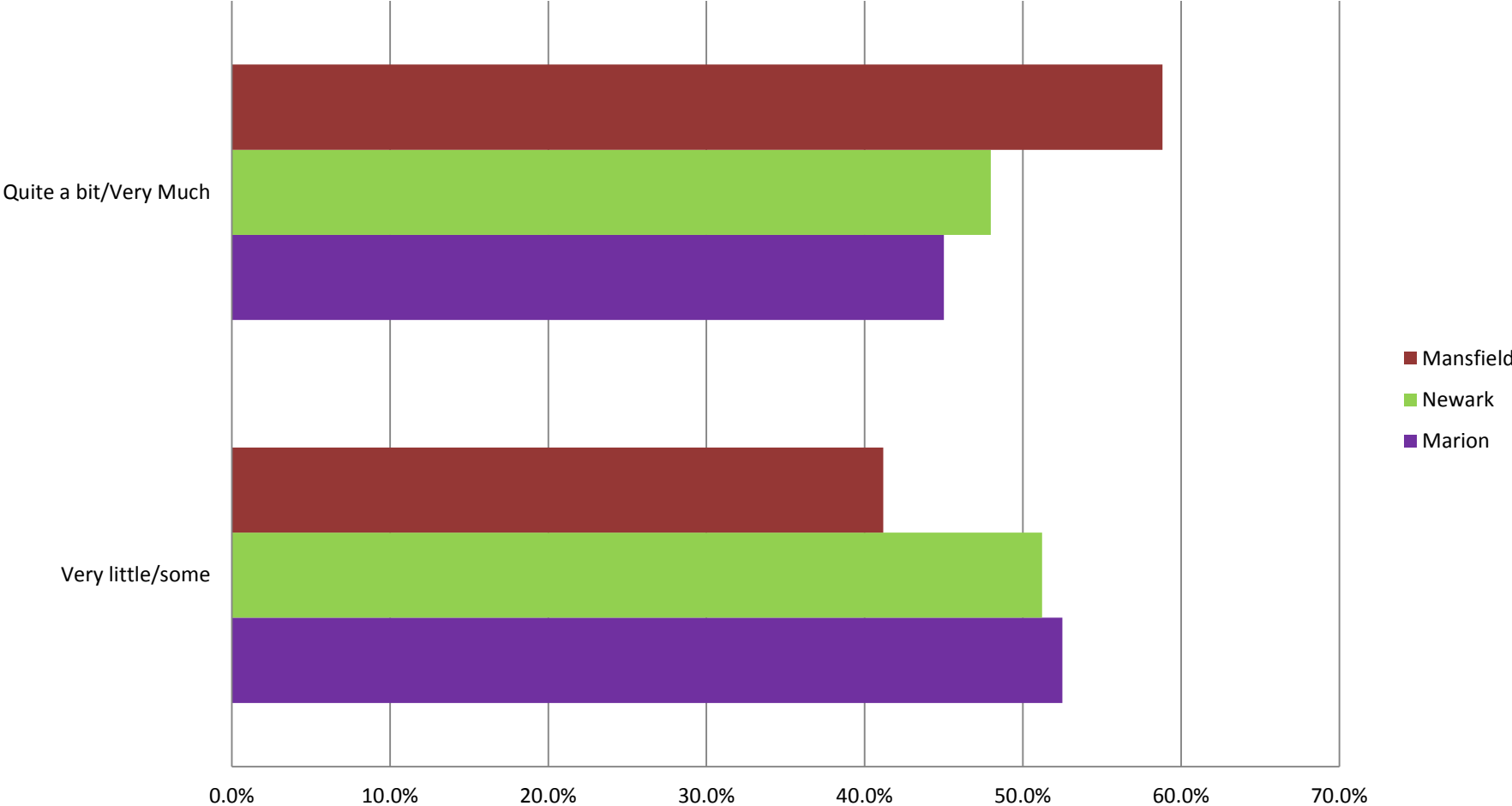
Learning with Technology

Providing technology to help you learn, study or complete coursework

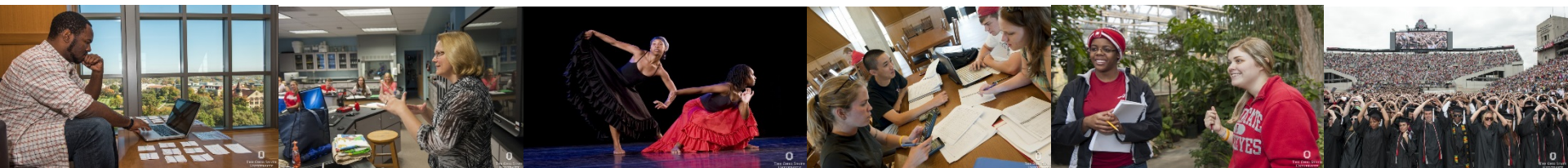


Learning with Technology

Providing support services to assist you with your use of technology



Discussion and Next Steps



Contact Information

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