


NSSE: National Survey of Student Engagement

FSSE: Faculty Survey of Student Engagement

Office of Institutional Research
Analysis of Surveys Administered Spring 2011
October 26, 2011




WICHITA STATE UNIVERSITY

Assessment Committee asked...

1. For a review of NSSE and FSSE results for Academic year 2011
2. For a summary of results that might be useful in considering two specific areas:
Foresight 2020
Learner Outcomes
3. That we begin a discussion of how, or if, NSSE and/or FSSE results could be used to address issues related to assessment of student learning.

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First a brief review of NSSE & FSSE

NSSE and FSSE: Commonalities

- National surveys designed to measure "engagement" in the total collegiate experience for freshmen and senior students.
- **NSSE:** Students are asked to respond to questions about their experiences at the university including academics, university services, and various out of classroom activities.
- **FSSE:** Faculty teaching undergraduate courses are asked similar questions based on their experiences with students and their practices in a selected undergraduate course section.



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- Engagement is defined by George Kuh as:
 - What students **do** -- time and energy devoted to educationally purposeful activities both in and out of the classroom
 - What institutions **do** -- using effective educational practices to induce students to do the right things



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NSSE: National Study of Student Engagement

- First full data collection in 2000
- Averages 600-700 schools per year
- Almost 400,000 students completed the survey this year
- Over 2.7 million students have completed NSSE since 2000

| National Survey of Student Engagement 2009 | |
|---|----------------|
| The College Student Report | |
| The percentage of your students who strongly agree or agree with the following statements is: | |
| Item | Strongly Agree |
| 1. I am very satisfied with my college experience. | 80% |
| 2. I am very satisfied with my college education. | 78% |
| 3. I am very satisfied with my college life. | 75% |
| 4. I am very satisfied with my college experience. | 72% |
| 5. I am very satisfied with my college education. | 70% |
| 6. I am very satisfied with my college life. | 68% |
| 7. I am very satisfied with my college experience. | 65% |
| 8. I am very satisfied with my college education. | 63% |
| 9. I am very satisfied with my college life. | 60% |
| 10. I am very satisfied with my college experience. | 58% |
| 11. I am very satisfied with my college education. | 55% |
| 12. I am very satisfied with my college life. | 53% |
| 13. I am very satisfied with my college experience. | 50% |
| 14. I am very satisfied with my college education. | 48% |
| 15. I am very satisfied with my college life. | 45% |
| 16. I am very satisfied with my college experience. | 43% |
| 17. I am very satisfied with my college education. | 40% |
| 18. I am very satisfied with my college life. | 38% |
| 19. I am very satisfied with my college experience. | 35% |
| 20. I am very satisfied with my college education. | 33% |
| 21. I am very satisfied with my college life. | 30% |
| 22. I am very satisfied with my college experience. | 28% |
| 23. I am very satisfied with my college education. | 25% |
| 24. I am very satisfied with my college life. | 23% |
| 25. I am very satisfied with my college experience. | 20% |
| 26. I am very satisfied with my college education. | 18% |
| 27. I am very satisfied with my college life. | 15% |
| 28. I am very satisfied with my college experience. | 13% |
| 29. I am very satisfied with my college education. | 10% |
| 30. I am very satisfied with my college life. | 8% |




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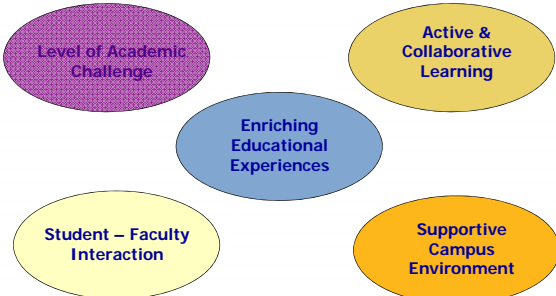
NSSE Questions


85 items with varying response options such as

- How often have you... 1 Never to 4 very often
- To what extent have your experiences contributed to knowledge, skills, personal growth in areas 1 Very little 4 very much
- How would you rate... 1 very unfavorable to 7 highly favorable
- How would you evaluate...1 poor to 4 excellent
- How much emphasis... 1 very little to 4 very much

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Benchmarks Represent Areas of Effective Practice




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FSSE: Faculty Study of Student Engagement


- First collection in 2003
- 630 schools have participated
- 160,000 faculty completed the survey since 2003
- Almost 20,000 faculty in 2011



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FSSE: Faculty Survey of Student Engagement

- Web-based survey
 - designed to complement NSSE
 - Ask questions of faculty who taught at least one undergraduate course in the year
- Four Purposes
 - Perceptions of how often students engage in various activities
 - Importance faculty place on various areas of learning
 - Nature and frequency of faculty student interactions
 - How faculty members organize their time both in the classroom and outside their classes

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FSSE Questions

- FSSE: Similar to NSSE with additional course related questions
 - How important is it that your undergraduates do various activities... 1 Not very to 4 Very important
 - To what extent does your institution emphasize ... 1 very little to 4 very much
 - About what percent of students in your class do None with increments of 25%
 - To what extent are your courses structured to learn in various areas: 1 Very little to 4 Very much

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WSU Experience with NSSE & FSSE

1. Response Rate
2. Demographics of Respondents

Response Rates Over Administrations

| NSSE | | | | | FSSE | | |
|-------|----------|------|---------|------|------|-----|-----|
| Year | Freshmen | | Seniors | | Year | N | RR |
| | N | RR | N | RR | | | |
| 2004* | 110 | ~34% | 121 | ~34% | 2005 | 269 | 54% |
| 2004 | 220 | 31% | 324 | 35% | 2011 | 226 | 45% |
| 2005 | 185 | 23% | 292 | 32% | | | |
| 2007 | 433 | 28% | 572 | 38% | | | |
| 2008 | 417 | 34% | 532 | 39% | | | |
| 2009 | 359 | 28% | 470 | 32% | | | |
| 2011 | 473 | 34% | 1144 | 36% | | | |

*SEPARATE RESPONSE RATES NOT CALCULATED BEFORE 2005

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NSSE Respondents Compared to Total Student Pool

| | First Year | | Senior Year | |
|-------------------|------------|-------|-------------|-------|
| | Responders | Total | Responders | Total |
| Full Time | 89% | 84% | 79% | 73% |
| % Women | 61% | 51% | 61% | 56% |
| % Minority | 27% | 30% | 17% | 20% |
| % International | 7% | 5% | 6% | 5% |
| Live on campus | 32% | 26% | 3% | 2% |
| Traditional(<24) | 84% | 83% | 45% | 45% |
| Transfer Students | 45% | 41% | 91% | 91% |

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FSSE Respondents(N=226) Compared to Total Faculty Pool(N=497)


| | Respondents | Total Group |
|----------------------|-------------|-------------|
| Full Time Faculty | 79% | 85% |
| Professor | 24% | 23% |
| Associate Professor | 28% | 25% |
| Assistant Professor | 22% | 19% |
| Instructor | 11% | 7% |
| Non-Ranked Faculty | 16% | 26% |
| Tenured/Probationary | 71% | 64% |
| Terminal Degree* | 69% | 66% |
| Minority | 15% | 15% |

*Doctorate or MFA

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FSSE Respondents(N=226) Compared to Total Faculty Pool(N=497)


| | Respondents | Total Group |
|---------------|-------------|-------------|
| Sex(% Women) | 49% | 45% |
| Age <34 | 6% | 7% |
| 35-44 years | 22% | 21% |
| 45 – 54 years | 26% | 24% |
| Over 54 years | 46% | 48% |

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Plan for Today: Compare and contrast NSSE and FSSE


- Items related to the Academic Challenge Benchmark
- Items related to Enriching Educational Experiences.
- Items addressing learner outcomes with understanding that these are indirect measures only.




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Responses considered

- Seniors only (N=1,144)
- Faculty who indicated that they taught a course at the upper division level i.e. primarily juniors and seniors (N=135)
- Comparison with responses from Seniors at other urban schools




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Academic Challenge Items

Perceptions of WSU Seniors, Urban school Seniors and WSU Faculty teaching upper level courses in 2010-11


Academic Challenge

- Hours spent preparing for class
- Assigned textbooks, books, or book-length readings
- Writing papers: >20 pages, 5 to 19 pages and fewer than five
- Courses emphasizes on analysis, synthesis, making judgments, & applying theory
- Working harder than thought to meet expectations
- Campus environment that emphasizes studying

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Academic Challenge: Writing and Reading Assignments

| Items (student/faculty responses) | WSU Seniors | Urban Seniors | Faculty |
|---|-------------|---------------|---------|
| Wrote /Assigned a paper of any length | 97% | | 88% |
| Wrote/assigned a paper >=20 pages | 41% | 42% | 24% |
| Wrote /assigned a paper 5 – 19 pages | 81% | 88% | 61% |
| Wrote/assigned a paper <5 pages | 92% | 94% | 73% |
| Read/ Assigned at least one textbook, book, or book-length course materials | 98% | 98% | 91% |

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Academic Challenge: Academic and Skill Emphases within course work

| Items (student/faculty responses) Percents represent those reporting quite a bit or very much | WSU Seniors | Urban Seniors | Faculty |
|---|-------------|---------------|------------|
| Analysis of elements of ideas, theories, experiences | 82% | 84% | 90% |
| Synthesis of ideas, information, experiences into new interpretations | 68% | 68% | 88% |
| Making Judgments about information & experiences | 68% | 68% | 77% |
| Applying theories and concepts to real world situations | 78% | 78% | 88% |
| Memorizing facts, ideas, methods* | 66% | 61% | 25% |

22 *Not part of benchmark WICHITA STATE UNIVERSITY

Academic Challenge: Campus emphasis on studying and time spent

| Items (student/faculty responses) | WSU Seniors | Urban Seniors | Faculty |
|--|-------------|---------------|---------|
| Students worked harder than they thought they could to meet expectations(often or very often/> half of students) | 55% | 58% | 27% |
| Campus emphasizes : spend significant times studying and on academic work{(quite a bit or very much) | 77% | 78% | 61% |
| Preparing for all classes: Students | | | |
| <6 hours | 20% | 16% | |
| 6 - 10 hours | 26% | 25% | |
| >30 hours | 7% | 8% | |
| Following is per course: Faculty only | | | |
| Faculty: hours expected per week in class preparation | | | |
| <=4 hours | | | 33% |
| 5-6 hours | | | 37% |
| Faculty: Perceived hours actually spent per week | | | |
| <=4 hours | | | 85% |
| 5-6 hours | | | 9% |

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Characteristics of Examinations


| | |
|--|--|
| <p>Percent of faculty who indicated that their evaluation of student performance challenged students to do their best work*:</p> <p style="text-align: center; font-size: 24px; font-weight: bold;">96%</p> <p style="font-size: x-small;">*responses 5,6 and 7 on seven point scale</p> | <p>Percent of students reporting that the examinations during the school year challenged them to do their best work**:</p> <p style="text-align: center; font-size: 24px; font-weight: bold;">82%</p> <p style="font-size: x-small;">**5, 6 and 7 on seven point scale</p> |
|--|--|

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Enriching Educational Experiences

EEE: Summary of items

- Hours spent in co-curricular activities e.g. organizations, student gov., fraternities, sororities
- Practicum, internships, clinical, COOP, community service
- Specific course work i.e. foreign language, independent studies, capstone course, learning community
- Serious conversation with those with different values, opinions, races/ethnicity
- Used electronic media

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EEE: Opportunities for Courses and Study

| Items (student/faculty responses) | WSU Seniors | Urban Seniors | Faculty |
|---|-------------|---------------|---------|
| Practicum, internship, COOP, clinical experiences Students: Done or plan to do Faculty rated as important or very important | 79% | 72% | 83% |
| Culminating Senior Experience Students: Done or plan to do Faculty rated as important or very important | 61% | 70% | 82% |
| Foreign Language course work Students: Done or plan to do Faculty rated as important or very important | 45% | 48% | 45% |
| Study Abroad Students: Done or plan to do Faculty rated as important or very important | 15% | 20% | 22% |
| Independent study or self-designed major Students: Done or plan to do Faculty rated as important or very important | 22% | 24% | 25% |

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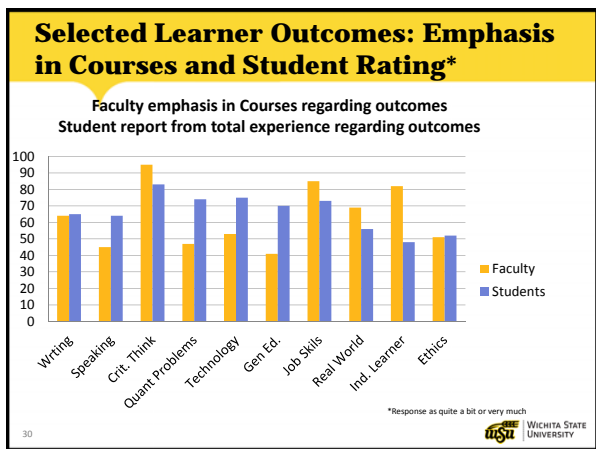
EEE: Options for experiences with diverse groups

| Items (student/faculty responses) | WSU Seniors | Urban Seniors | Faculty |
|--|-------------|---------------|---------|
| Students: Serious conversation about different religious beliefs, political opinions, or personal values: Often/very often | 49% | 51% | |
| Faculty: Class activity related diverse perspectives: often/very often | | | 43% |
| Had a serious conversation Often or very often Students: With students from a different race or ethnicity | 49% | 54% | |
| Faculty: In course with students from different ethnicity/race | | | 41% |
| Campus encourage contact those from different economic, social, and racial or ethnic back grounds quite a bit or very much | 45% | 48% | 51% |

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Learner Outcomes

Recognizing that these are indirect measures of outcomes



Thank You



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AND RESEARCH*

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