NSSE 2013: What You Need to Know

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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

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 Updated in 2013!

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 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

If you could start over again, would you go to the same institution you are now attending?

Overall Satisfaction

How would you evaluate your entire educational experience at this institution?

AAU Institutions

Ohio State
How do students spend their time?

- Preparing for Class (>10 hrs/ wk): 73% (Ohio State) vs 69% (AAU Institutions)
- Participating in co-curricular activities (>5 hrs/ wk): 35% (Ohio State) vs 38% (AAU Institutions)
How do students spend their time?

![Bar chart showing time spent working for pay at Ohio State and AAU Institutions.](chart)

- **On campus (0 hours/ wk):** 77% for Ohio State, 75% for AAU Institutions.
- **Off campus (0 hours/ wk):** 81% for Ohio State, 79% for AAU Institutions.

Legend: "Ohio State" in red, "AAU Institutions" in gray.
High-Impact Practices

Columbus Campus – All Students

- *Participated in at least one HIP*: 48% (AAU Institutions), 62% (Ohio State)
- *Participated in two or more HIPs*: 13% (AAU Institutions), 16% (Ohio State)
- Research with Faculty: 5% (AAU Institutions), 6% (Ohio State)
- *Service Learning*: 35% (AAU Institutions), 52% (Ohio State)
- Learning Community: 23% (AAU Institutions), 24% (Ohio State)

*Statistically Significant*
High-Impact Practices

- Columbus Campus – Retained Students

- Participated in at least one HIP
  - Not Retained: 9%
  - Retained: 49%

- Participated in two or more HIPs
  - Not Retained: 11%
  - Retained: 49%

- Research with Faculty
  - Not Retained: 9%
  - Retained: 5%

- Service Learning
  - Not Retained: 10%
  - Retained: 34%

- *Learning Community
  - Not Retained: 26%
  - Retained: 42%

*Statistically Significant
## Engagement Indicators

### Overall results compared to AAU Institutions for each Engagement Indicator.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Engagement Indicator</th>
<th>First-year</th>
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<tbody>
<tr>
<td><strong>Academic Challenge</strong></td>
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<tr>
<td>Higher-Order Learning (HO)</td>
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<td>Reflective &amp; Integrative Learning (RI)</td>
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<td>Learning Strategies (LS)</td>
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<td>Quantitative Reasoning (QR)</td>
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<td><strong>Learning with Peers</strong></td>
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<td>Collaborative Learning (CL)</td>
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<td>Discussions with Diverse Others (DD)</td>
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<td><strong>Experiences with Faculty</strong></td>
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<td>Student-Faculty Interaction (SF)</td>
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<td>Effective Teaching Practices (ET)</td>
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<tr>
<td><strong>Campus Environment</strong></td>
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<tr>
<td>Quality of Interactions (QI)</td>
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<td>Supportive Environment (SE)</td>
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**Key:**

- **Your students’ average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- **Your students’ average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- **No significant difference.**
During the current school year, how much has your coursework emphasized the following?

- **FORMING a new idea or understanding from various pieces of information**
  - Not Retained: 55%
  - Retained: 64%

- **EVALUATING a point of view, decision, or information source**
  - Not Retained: 56%
  - Retained: 63%

- **ANALYZING an idea, experience, or line of reasoning in depth by examining its parts**
  - Not Retained: 58%
  - Retained: 72%

- **APPLYING facts, theories, or methods to practical problems or new situations**
  - Not Retained: 72%
  - Retained: 79%

*Statistically Significant*
**Learning Strategies**

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

- **Summarized what you learned in class or from course materials**
  - Male: 54%
  - Female: 58%

- **Reviewed your notes after class**
  - Male: 59%
  - Female: 70%

- **Identified key information from reading assignments**
  - Male: 73%
  - Female: 84%

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

- *Evaluated what others have concluded from numerical information*
  - Not Retained: 29%
  - Retained: 40%

- Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)
  - Not Retained: 35%
  - Retained: 40%

- *Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)*
  - Not Retained: 45%
  - Retained: 58%

*Statistically Significant*
Collaborative Learning

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

- Worked with other students on course projects or assignments
  - FTFY: 47%
  - Not FTFY: 38%

- *Prepared for exams by discussing or working through course material with other students
  - FTFY: 49%
  - Not FTFY: 27%

- *Explained course material to one or more students
  - FTFY: 64%
  - Not FTFY: 39%

- *Asked another student to help you understand course material
  - FTFY: 55%
  - Not FTFY: 34%

*Statistically Significant
Discussions with Diverse Others

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

* Had discussions with people of a race or ethnicity other than your own
  - FTFY: 78%
  - Not FTFY: 67%

* Had discussions with people from an economic background other than your own
  - FTFY: 78%
  - Not FTFY: 61%

* Had discussions with people with religious beliefs other than your own
  - FTFY: 76%
  - Not FTFY: 67%

* Had discussions with people with political views other than your own
  - FTFY: 73%
  - Not FTFY: 67%

*Statistically Significant
Student-Faculty Interaction

- Discussed your academic performance with a faculty member: 26% (AAUDE), 20% (OSU)
- Discussed course topics, ideas, or concepts with a faculty member outside of class: 25% (AAUDE), 21% (OSU)
- Worked with faculty on activities other than coursework (committees, student groups, etc.): 15% (AAUDE), 16% (OSU)
- Talked about career plans with a faculty member: 31% (AAUDE), 29% (OSU)
Effective Teaching Practices

- Used examples or illustrations to explain difficult points: 79.5%
- Taught course session in an organized way: 82.3%
- Provided prompt and detailed feedback on tests or completed assignments: 52.4%
- Provided feedback on a draft or work in progress: 50.7%
- Clearly explained course goals and requirements: 82.5%

Bar chart showing the percentage of students who found the teaching practices substantial or not substantial.
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.
<table>
<thead>
<tr>
<th>Supportive Environment</th>
<th>Substantial</th>
<th>Not Substantial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using learning support services</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>Spending significant amounts of time</td>
<td>87%</td>
<td>13%</td>
</tr>
<tr>
<td>Providing support to help students</td>
<td>79%</td>
<td>21%</td>
</tr>
<tr>
<td>Providing support for your overall</td>
<td>84%</td>
<td>16%</td>
</tr>
<tr>
<td>Providing opportunities to be involved</td>
<td>83%</td>
<td>17%</td>
</tr>
<tr>
<td>Helping you manage your non-academic</td>
<td>48%</td>
<td>52%</td>
</tr>
<tr>
<td>Encouraging contact among students</td>
<td>64%</td>
<td>36%</td>
</tr>
<tr>
<td>Attending events that address</td>
<td>61%</td>
<td>39%</td>
</tr>
<tr>
<td>Attending campus activities and events</td>
<td>80%</td>
<td>20%</td>
</tr>
</tbody>
</table>
Academic Advising

- Been available when needed: 71%
- Discussed your career interests and post-graduation goals: 44%
- Helped you get information on special opportunities: 46%
- Helped you understand academic rules and policies: 42%
- Informed you of important deadlines: 68%
- Informed you of academic support options: 58%
- Helped you when you had academic difficulties: 42%
- Provided useful information about courses: 33%
- Listened closely to your concerns and questions: 24%
- Discussed your career interests and post-graduation goals: 44%
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- Informed you of important deadlines: 68%
- Informed you of academic support options: 58%
- Helped you when you had academic difficulties: 42%
- Provided useful information about courses: 33%
- Listened closely to your concerns and questions: 24%

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

- Website, catalog, other published sources: 5.3%
- Online Advising system (degree progress report, etc.): 3.1%
- I did not seek academic advice this year: 5.3%
- Friends or other students: 11.8%
- Family members: 19.1%
- Faculty or staff not formally assigned as an advisor: 6.7%
- Academic Advisor(s) available to any student: 7.8%
- Academic Advisor(s) assigned to you: 38.6%
How many times have you and an academic advisor discussed your academic interests, course selections, or academic performance?

- 0 times: 6.4%
- 1 time: 20.1%
- 2 times: 27.6%
- 3 times: 25.0%
- 4 times: 9.5%
- 5 times: 5.1%
- 6 or more times: 6.4%
Learning with Technology

Teaching with new, cutting-edge technologies

- Quite a bit/Very Much
- Very little/some
Learning with Technology

Providing technology to help you learn, study or complete coursework

Quite a bit/Very Much

Very little/some

Mansfield
Newark
Marion
Learning with Technology

Providing support services to assist you with your use of technology

- Quite a bit/Very Much
- Very little/some

Cities: Mansfield, Newark, Marion
Discussion and Next Steps
Contact Information

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