

NATIONAL SURVEY OF STUDENT ENGAGEMENT AT IU KOKOMO

Faculty Senate April 12, 2010

What is NSSE?



- Administered by IU Center for Postsecondary Research
- More than 500 institutions nationwide participate each year
- Designed to measure “Student Engagement”

What is NSSE?



Two Components of Student Engagement

- What **students** do—time and energy spent devoted to educationally purposeful activities
- What **institutions** do—using effective educational practices to induce students to do the right things

Why Engagement?



- Student engagement is one measure of the quality of the institution
- Research shows that students who are engaged
 - ▣ Learn more
 - ▣ Move further along in their development
 - ▣ Are more likely to persist to complete their degree

Respondent Characteristics

Demographics

Parents' educational attainment

How they spend their time

Spring 2009 Demographics

	First Year Students	Seniors
Response Rate	30% (n = 151)	39% (n = 190)
% Full Time	76%	54%
% Female	75%	72%
% Transfer students	12%	54%
% Aged 24 and older	25%	74%
Race/ethnicity:		
African-American	4%	3%
White non-Hispanic	86%	86%
Did not answer	6%	4%
All other	4%	7%

Parents' Educational Attainment



- 11 - 12% of respondents' fathers did not finish high school
- 9 – 13% of respondents' mothers did not finish high school
- 51 – 55% of fathers have not attended college
- 48 - 53% of mothers have not attended college

Compared to students at peer institutions, our students spend:

Less time working for pay **on campus**

More time working for pay **off campus**

More time caring for dependents living with them

About the **same** amount of time commuting to class

Benchmark Scores



Level of
Academic
Challenge

Active and
Collaborative
Learning

Student-
Faculty
Interaction

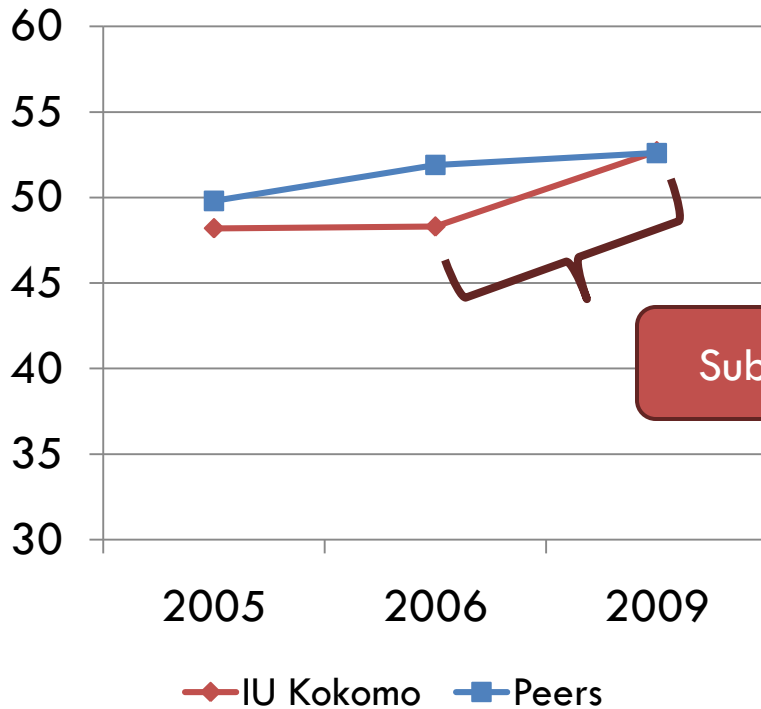
Enriching
Educational
Experiences

Supportive
Campus
Environment

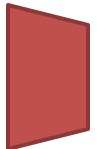
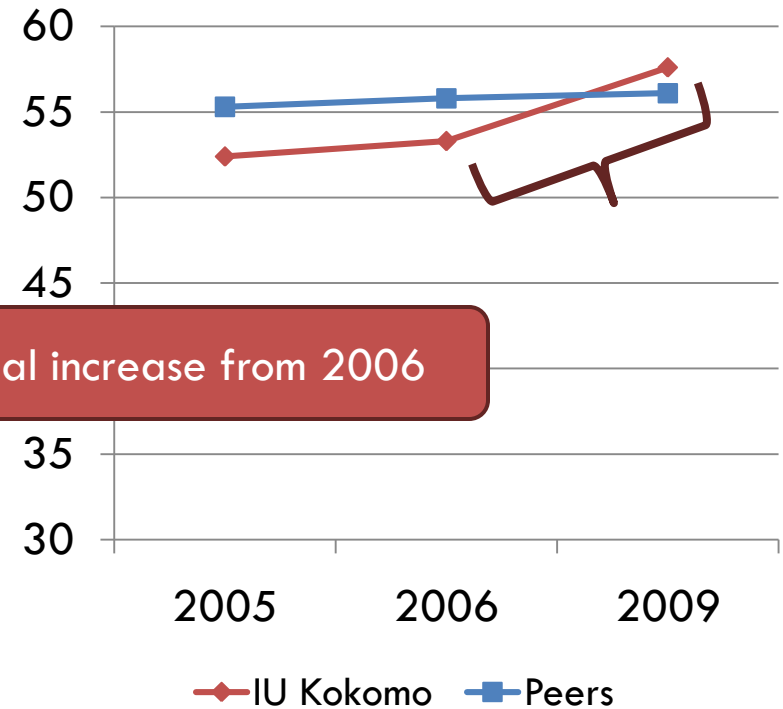
Level of Academic Challenge



First Year Students



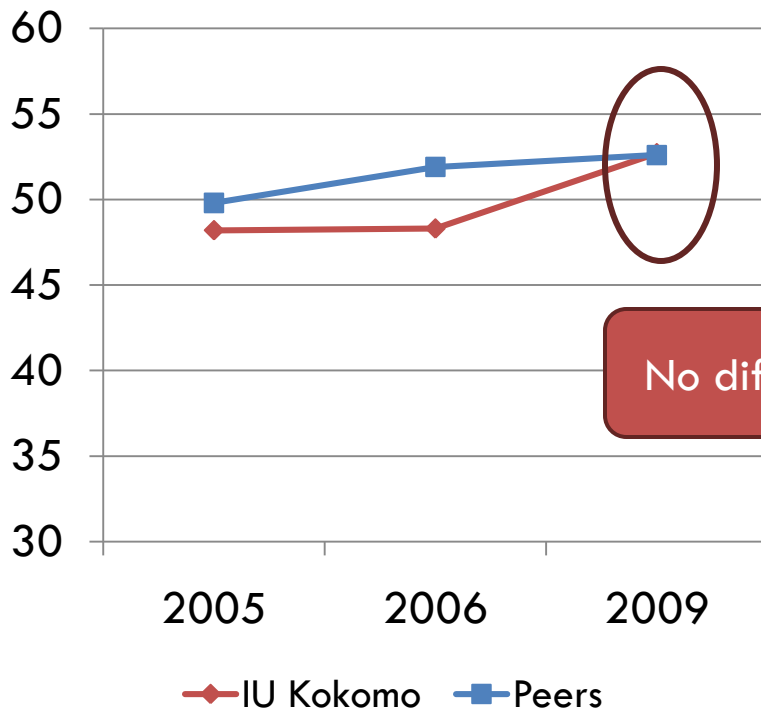
Senior Students



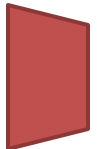
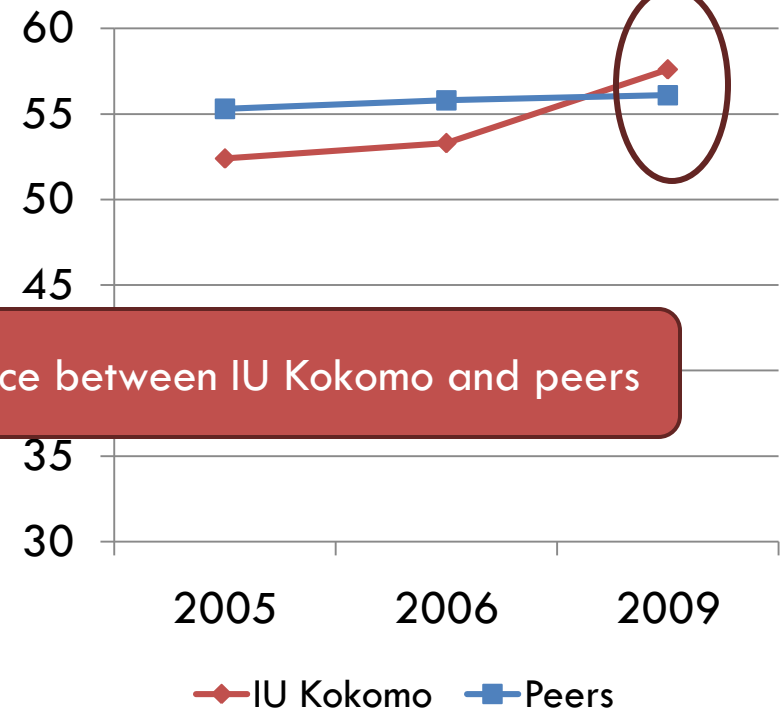
Level of Academic Challenge



First Year Students



Senior Students



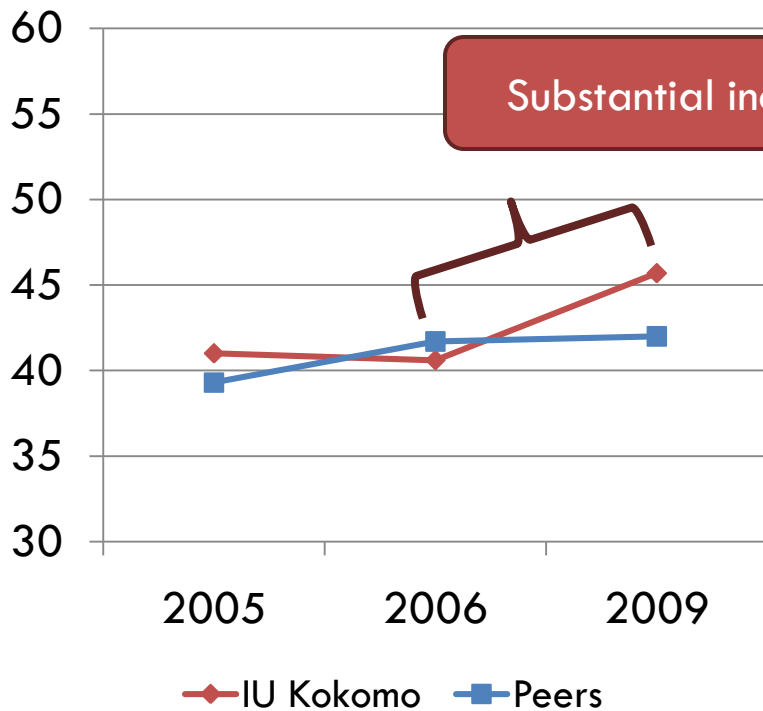
Level of Academic Challenge

- IU Kokomo seniors spend **MORE** time than seniors at peer institutions **preparing for class**
- Our freshmen are **LESS** likely than peers to say they **worked harder** than they thought they could to meet an instructor's standards
- FY also **LESS** likely during the school year to have **written papers** or reports
 - ▣ of 20 pages or more
 - ▣ of fewer than 5 pages
 - ▣ (equally likely to have written 5 – 19 page papers)

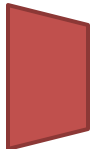
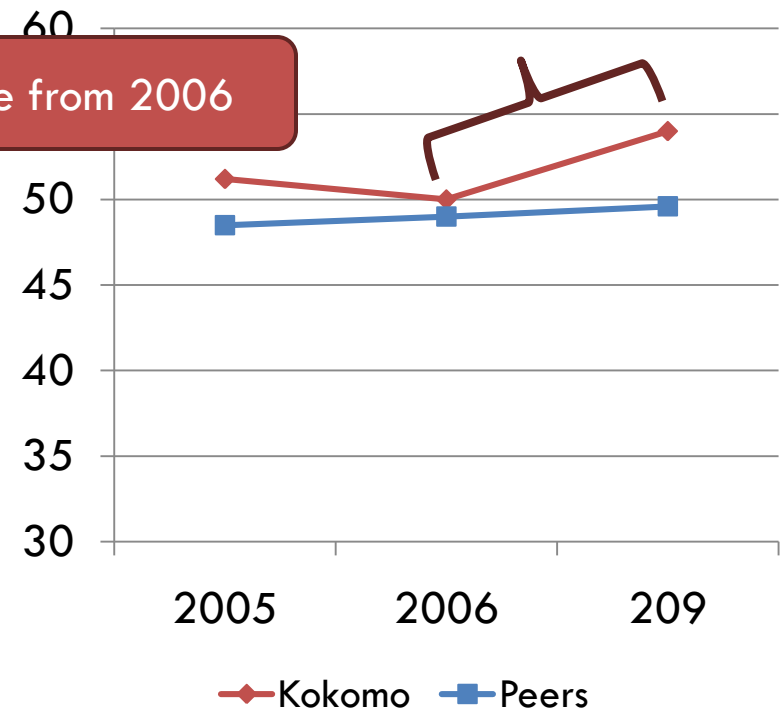
Active & Collaborative Learning



First Year Students



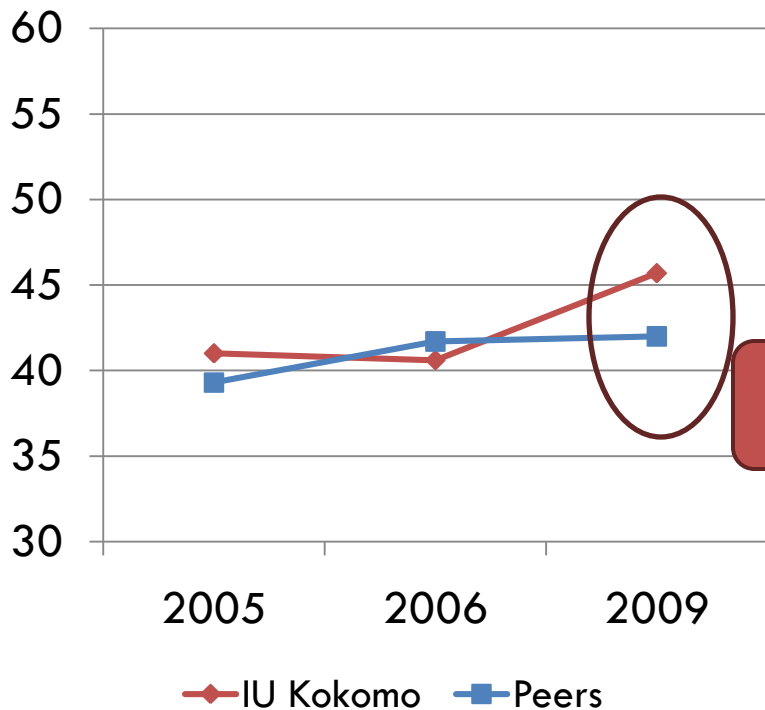
Senior Students



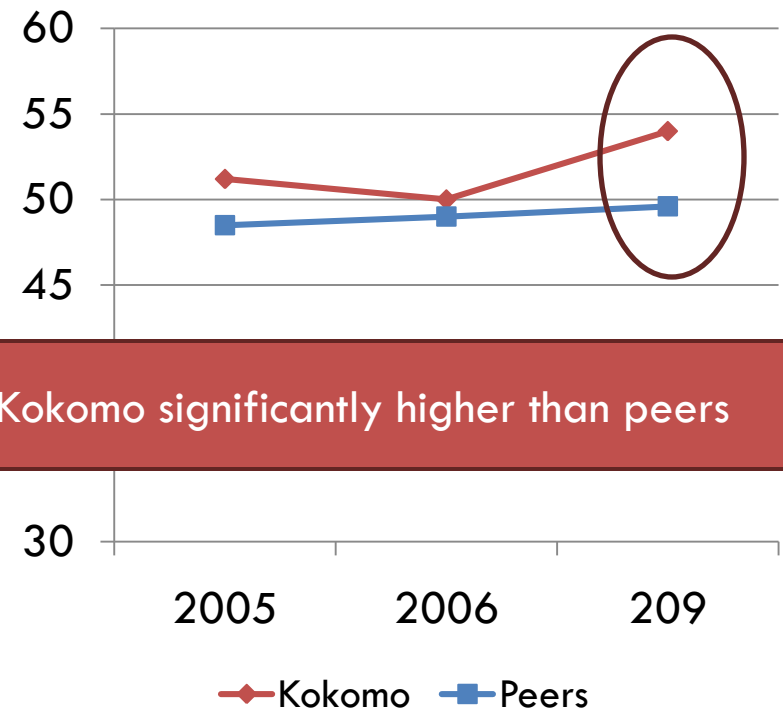
Active & Collaborative Learning



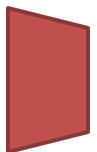
First Year Students



Senior Students



IU Kokomo significantly higher than peers



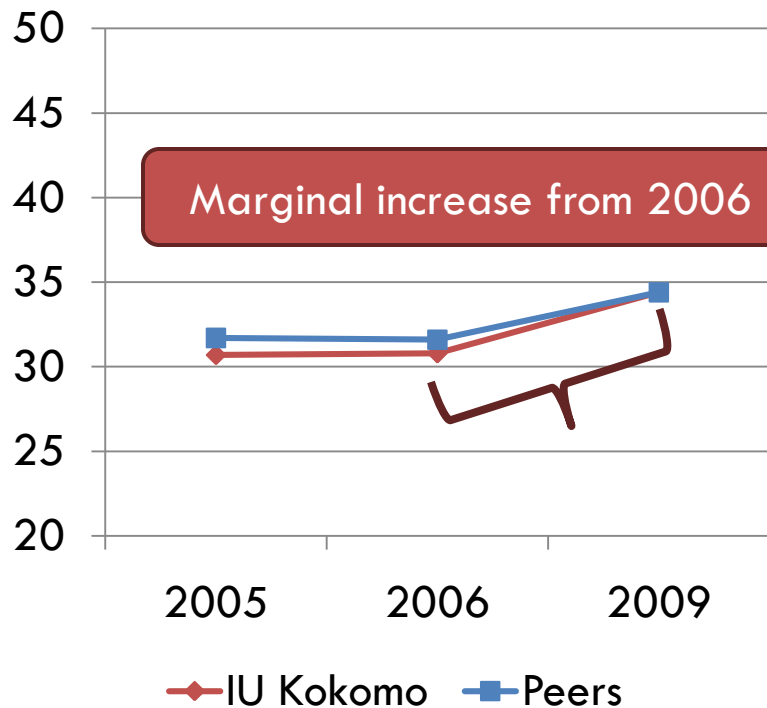
Active and Collaborative Learning

- Freshmen **MORE** likely than peers to have made a **class presentation**
- Seniors **MORE** likely than peers to have **participated in a community based project** as part of a regular course
- Both **MORE** likely than peers to have
 - ▣ worked with other students on projects **in class**
 - ▣ worked with other students on assignments **outside of class**

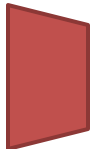
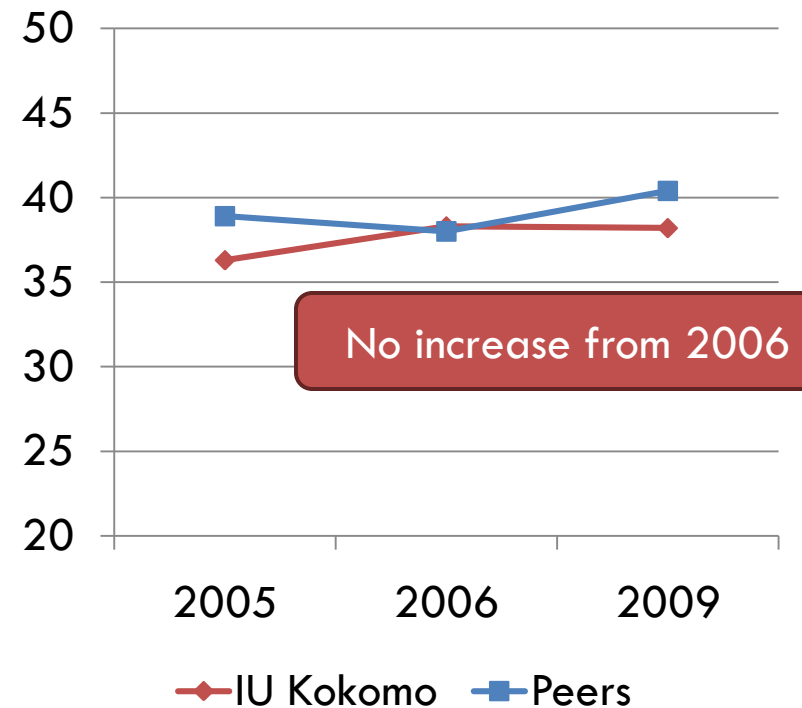
Student-Faculty Interaction



First Year Students



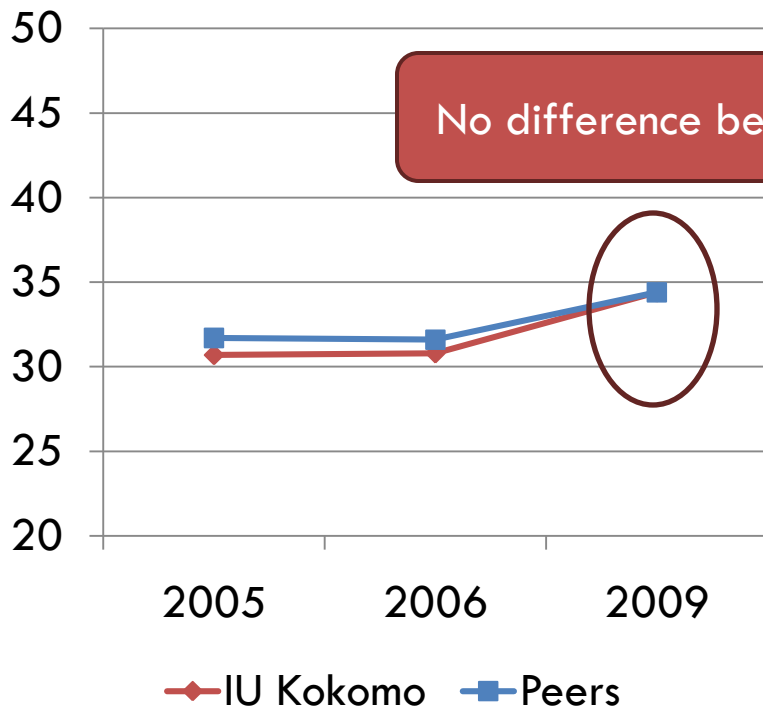
Senior Students



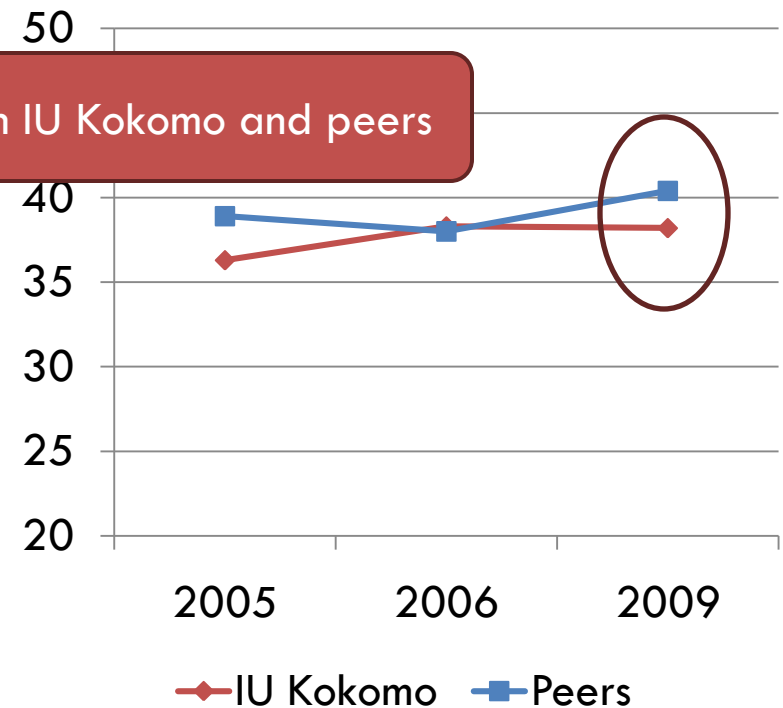
Student-Faculty Interaction



First Year Students



Senior Students

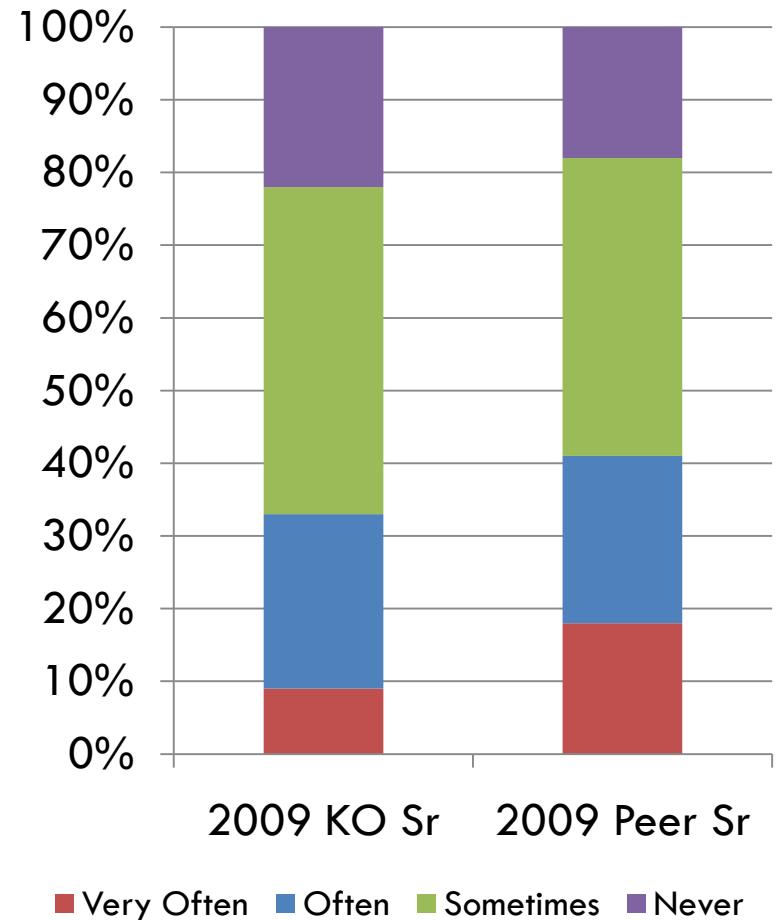


Student-Faculty Interaction: Types of Items

- In the past year, about how often have you
 - Discussed grades or assignments with an instructor
 - Talked about career plans with a faculty member or advisor
 - Discussed ideas from your readings or classes with faculty members outside of class
 - Received prompt written or oral feedback from faculty on your academic performance
 - Worked with faculty on activities other than coursework (committees, orientation, student life activities, etc.)

Student-Faculty Interaction

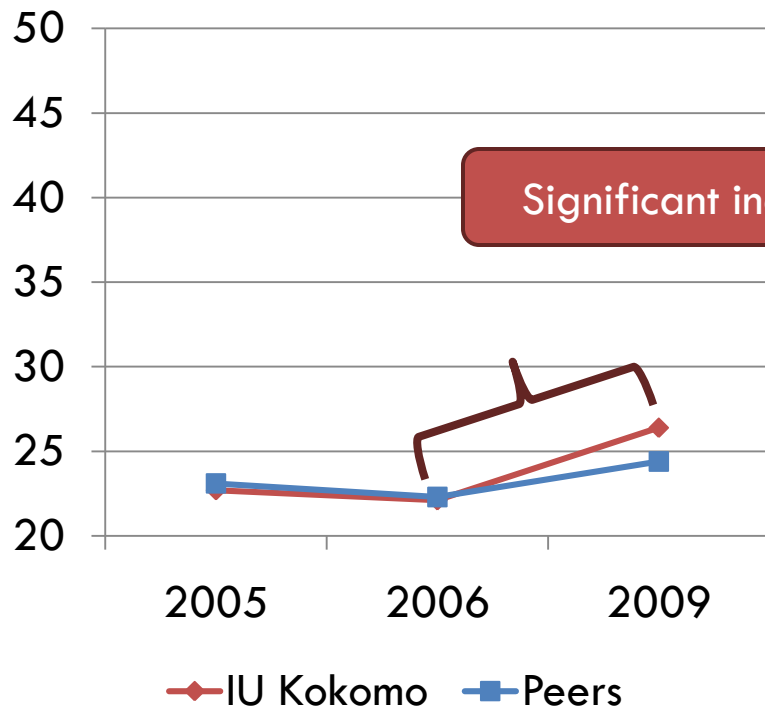
- Our seniors discussed career plans with faculty or advisors **less often** than seniors at peer institutions
- 33% often or very often had such conversations (compared to 41% of peers)



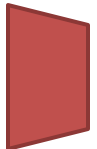
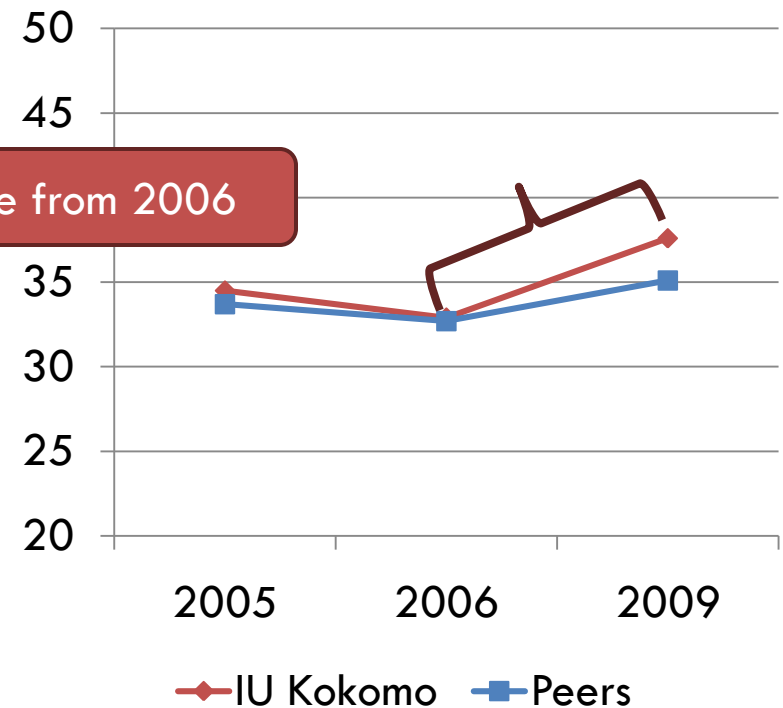
Enriching Educational Experiences



First Year Students



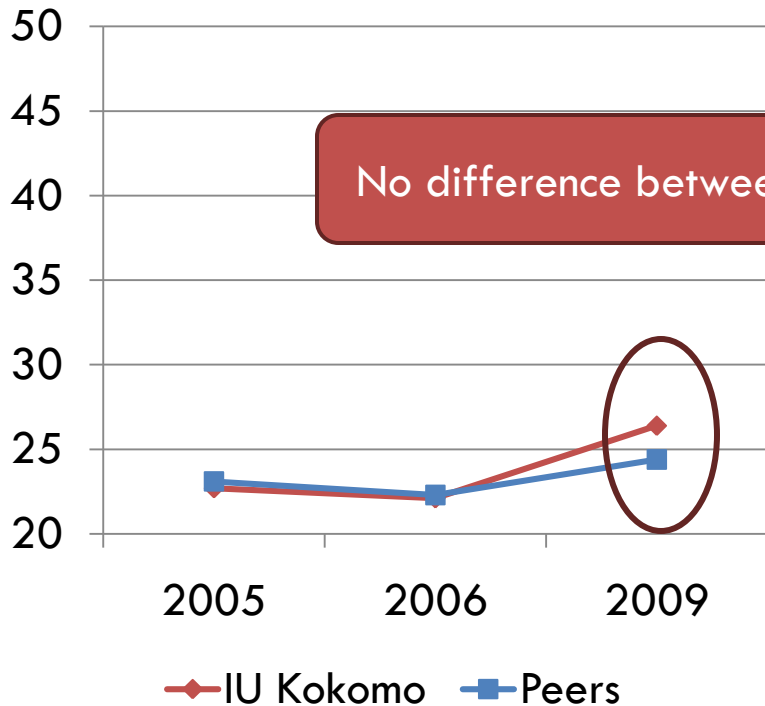
Senior Students



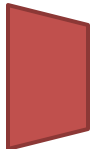
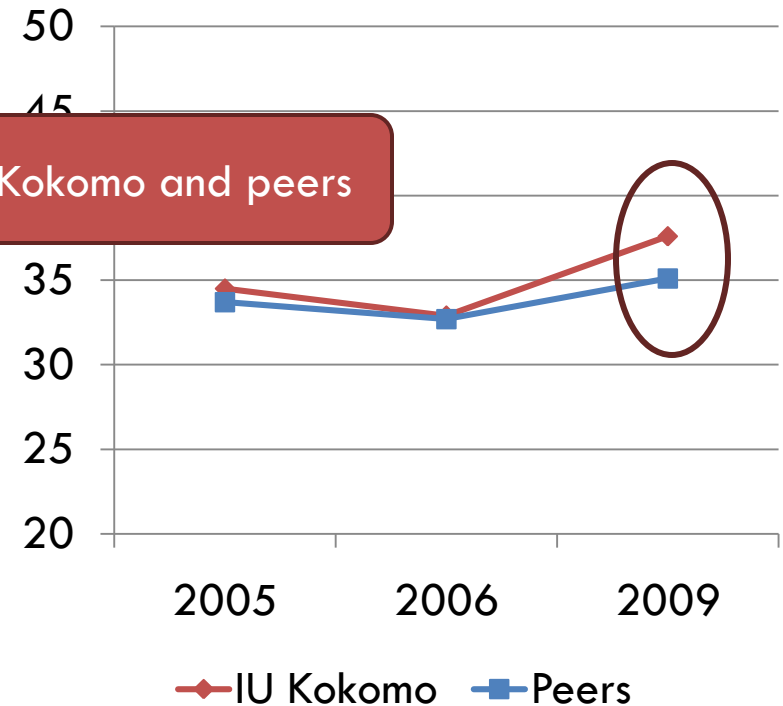
Enriching Educational Experiences



First Year Students



Senior Students



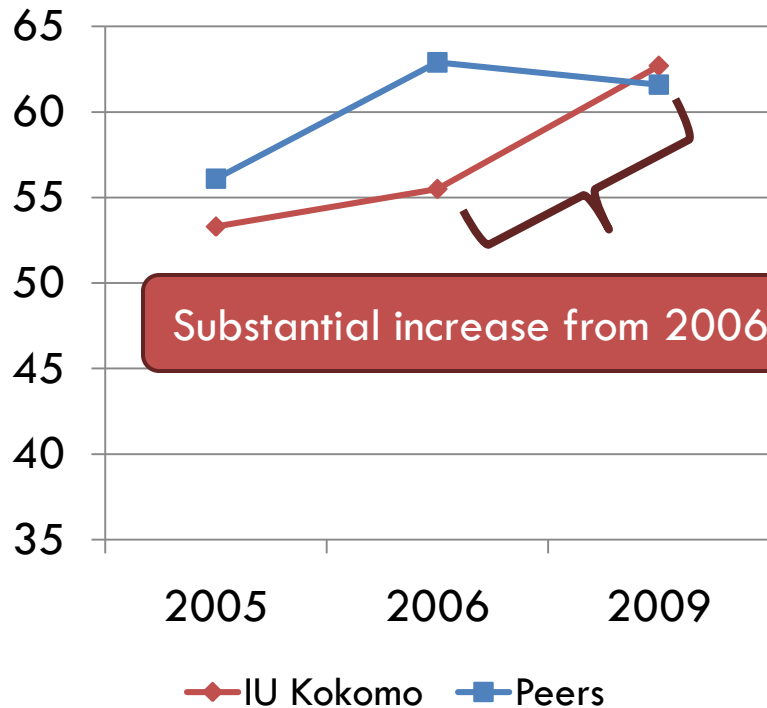
Enriching Educational Experiences

- Both freshmen and seniors **more** likely than peers to have
 - ▣ been in a learning community
 - ▣ completed an internship or field experience
- Seniors **more** likely than peers to have
 - ▣ participated in a culminating senior experience
- Both freshmen and seniors are **less** likely to have
 - ▣ participated in co-curricular activities
 - ▣ studied abroad
- Freshmen **less** likely than peers to have
 - ▣ taken a foreign language

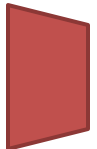
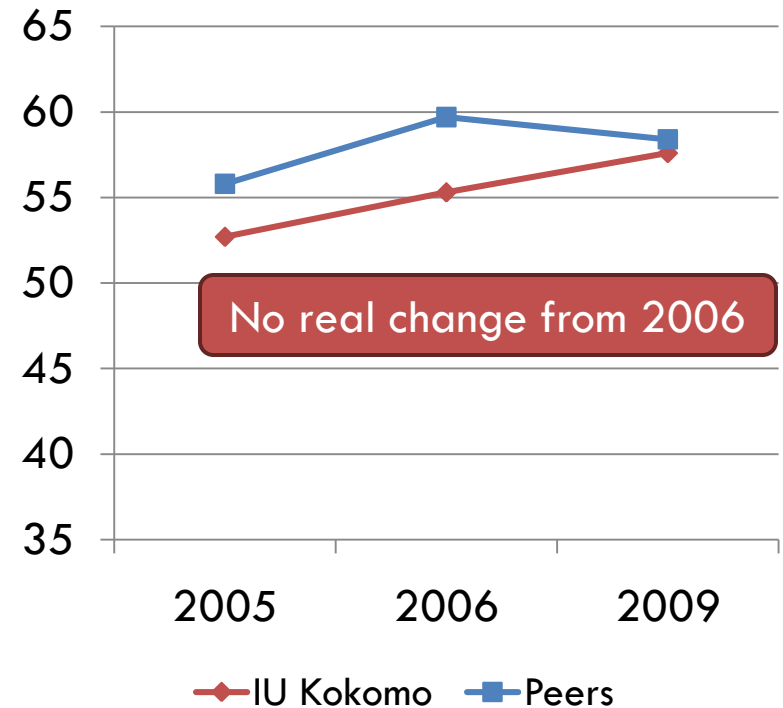
Supportive Campus Environment



First Year Students



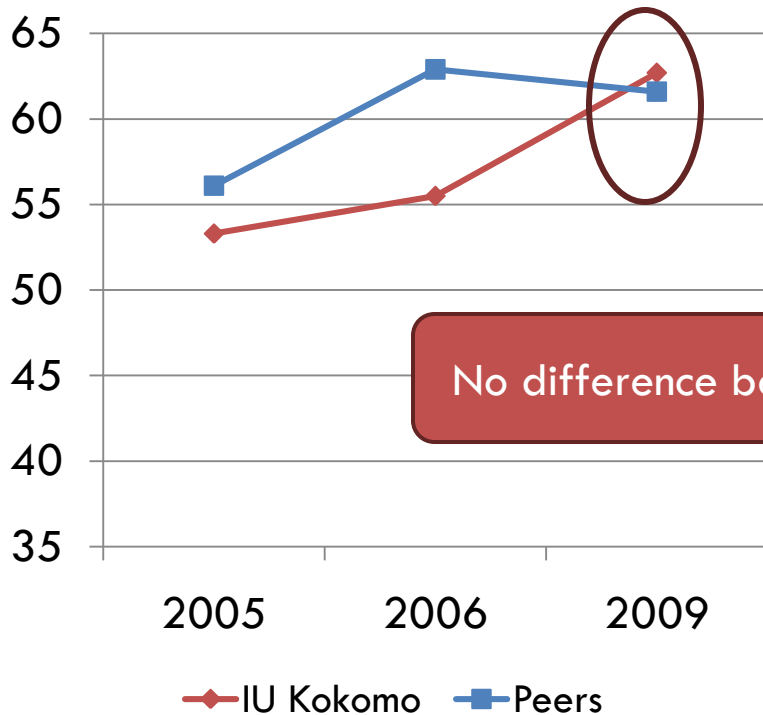
Senior Students



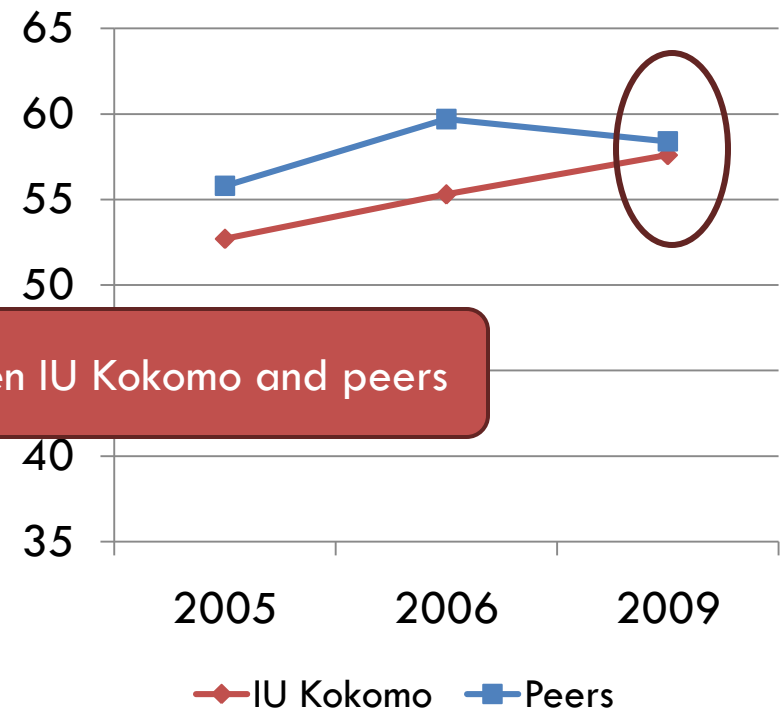
Supportive Campus Environment



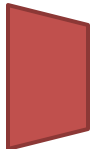
First Year Students



Senior Students



No difference between IU Kokomo and peers



Supportive Campus Environment

- Quality of relationships with **other students** and **faculty** has stayed about the same as in previous years
- Quality of relationships with **administrative offices and personnel** has improved—is now equivalent to peers!



To what extent does your institution emphasize providing support you need to...

- Help you succeed academically?
 - ▣ 79% of FY & 70% of Seniors said “quite a bit” or “very much”
 - ▣ Similar to peers
- Help you cope with non-academic responsibilities?
 - ▣ 39% of FY and 22% of Seniors said “quite a bit” or “very much”
 - ▣ Similar to peers
- Thrive socially?
 - ▣ 45% of FY and 25% of Seniors said “quite a bit” or “very much”
 - ▣ Similar to peers for FY, but **below peers for Seniors**

Overall Satisfaction Items



Overall, how would you evaluate the quality of academic advising you have received at your institution?

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

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

Academic Advising

Overall, how would you evaluate the quality of academic advising you have received at your institution?

Poor

Fair

Good

Excellent

We scored well below peers in the past, but now are par with peers

80% of First Years and 70% of Seniors rated advising as *Good* or *Excellent* in Spring 2009



Entire Educational Experience

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

Poor

Fair

Good

Excellent

Though we scored below our peers in the past, our 2009 scores are equivalent to peer scores

88% of First Years and 85% of Seniors rated their education experience at IU Kokomo as *Good or Excellent*



Choose Same Institution: Peer Comparison

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

Definitely No
Probably No
Probably Yes
Definitely Yes

Though we scored below peers in the past, our 2009 scores are equivalent to those of our peers

88% of First Years and 79% of Seniors would *Definitely* or *Probably* choose IU Kokomo again





Summary

In 2009, as compared to 2006, we find...

- **Substantial improvement** for both First Year and Senior students in
 - ▣ Level of Academic Challenge
 - ▣ Active and Collaborative Learning
 - ▣ Enriching Educational Experiences
- **Substantial improvement** for First Year students in
 - ▣ Supportive Campus Environment (substantial)
- Marginal improvement for First Year students in
 - ▣ Student-Faculty Interaction

In 2009, compared to our peer institutions...

- We **exceed** our peers in
 - ▣ Active and Collaborative Learning
- We **are equal to** our peers in
 - ▣ Level of Academic Challenge
 - ▣ Student-Faculty Interaction
 - ▣ Enriching Educational Experiences
 - ▣ Supportive Campus Environment

Some areas to watch

- Writing
 - ▣ FY students writing less than their peers
 - ▣ We participated in a consortium which gathered more data on writing instruction
 - ▣ Will be reviewing those data next
- Participation in co-curricular activities
 - ▣ Seniors say we don't help them “thrive socially”—yet they don't participate in co-curricular activities
- How changes in advising structure affect student satisfaction with advising

NSSE 2009 Presentation to Faculty Senate

April 12, 2010

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