

NSSE Results 2001 - 2005



Assessment Town Hall for Faculty

Indiana University Kokomo

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Center for Teaching, Learning, & Assessment

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Why Student Engagement?

- ◆ NSSE defines *student engagement* as active involvement in academic and out of class activities
- ◆ Research suggests that students who are engaged gain more from their college experience than those who are not
- ◆ Student engagement is one measure of the quality of the institution

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Who Takes the NSSE?

- ◆ Surveys first year students and seniors
- ◆ Prior to 2006, selected a random sample
- ◆ In 2006, nearly all freshmen and seniors have been invited to complete it
 - ◆ As of this morning, we have 255 completed surveys (26% response rate)
 - ◆ Please encourage first-year and senior students to complete it
 - ◆ Takes 10 – 15 minutes, does not have to be completed in one sitting

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What Kinds of Questions Does the NSSE Contain?

- ◆ How active students are in academic and out-of-class activities
- ◆ Effective educational practices
 - ◆ student-faculty contact
 - ◆ active learning
 - ◆ high expectations
 - ◆ cooperation among students
 - ◆ respect for diverse talents and ways of learning
- ◆ How students spend their time

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What Kinds of Scores Does NSSE Report?

- ◆ Five clusters of items → Benchmark scores
 - ◆ Level of Academic Challenge
 - ◆ Active and Collaborative Learning
 - ◆ Student-Faculty Interaction
 - ◆ Enriching Educational Experiences
 - ◆ Supportive Campus Environment
- ◆ Scores on individual NSSE items

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How Do We Know How Well We're Doing?

- ◆ NSSE compares the 5 Benchmark scores and the individual item scores to those of several groups
 - ◆ All schools participating in NSSE that year
 - ◆ Other NSSE schools with our Carnegie Classification of Baccalaureate General
 - ◆ All NSSE schools who elected to participate in NSSE's American Democracy Project consortium (beginning 2005)

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How Do We Know How Well We're Doing?

- ◆ Benchmark (but not individual item) scores for 2005 are also compared to those of a peer group selected specifically for IU Kokomo at our request
 - ◆ Public 4- year schools
 - ◆ Fewer than 5% of students live on campus
 - ◆ Rated as a 1 or 2 on Barron's selectivity
 - ◆ 1 = noncompetitive
 - ◆ 2 = less competitive (this is IU Kokomo's rating)
 - ◆ Fewer than 2/3 of students attend full time

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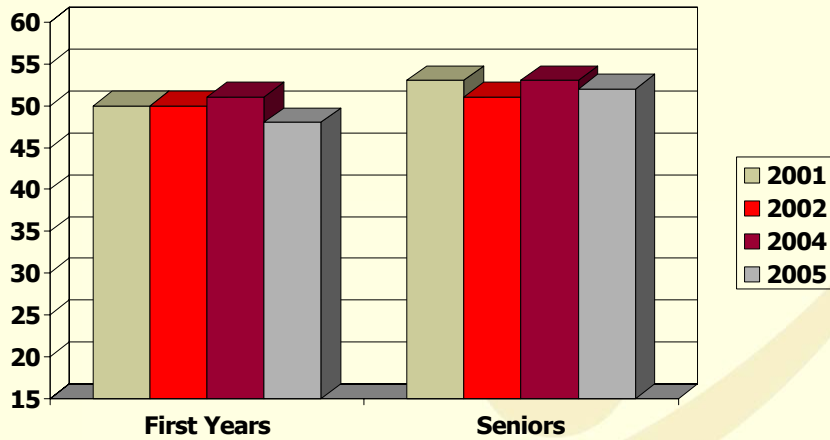
Demographic Information

	2004 FY's	2004 Seniors	2005 FY's	2005 Seniors
Response Rate	24%	30%	38%	38%
Number of Respondents	52	63	139	128
Enrollment Status	81% FT	69% FT	83% FT	73% FT
Transfer Students	9%	48%	5%	54%
% Traditional (≤ 24 y.o.)	73%	33%	83%	36%

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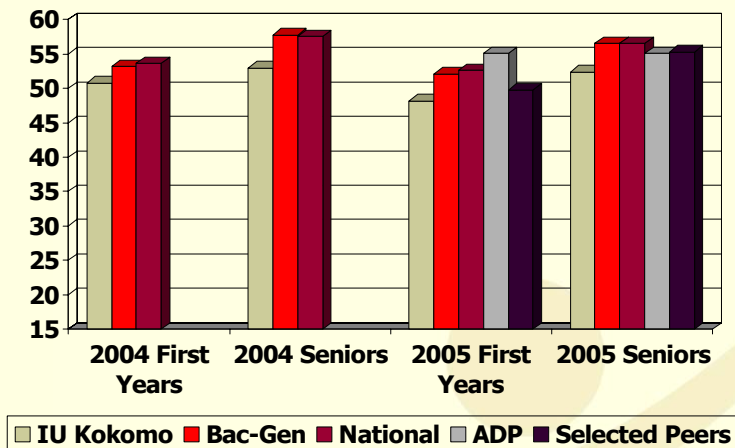
Level of Academic Challenge: IU Kokomo Scores Across Time



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Level of Academic Challenge: Comparison with Peer Groups



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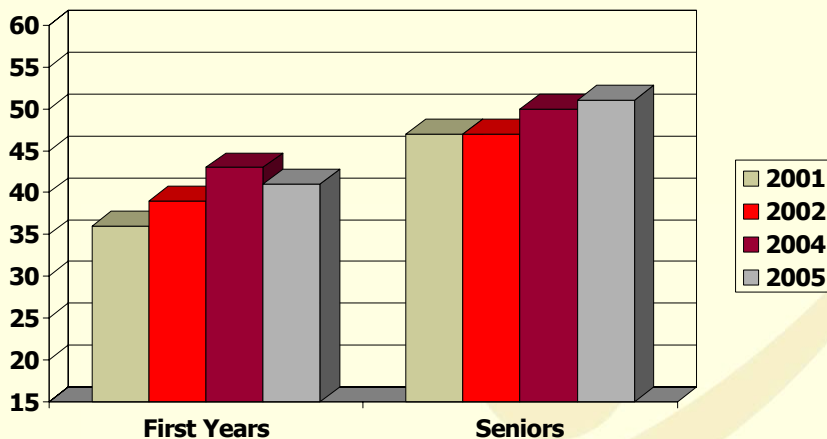
Level of Academic Challenge: Individual Items

- ◆ Seniors, compared to their peers, were less likely to say that they “had worked harder than [they] thought [they] could to meet the instructor’s standards or expectations”
- ◆ They reported that their coursework had less of an emphasis on analysis and application
- ◆ They reported lower numbers of assigned readings than their peers (could be artifact of large # of part time students)
- ◆ They reported writing an equivalent number of papers of 20+ pages, but fewer 5 – 19 page papers and less-than-5-page papers

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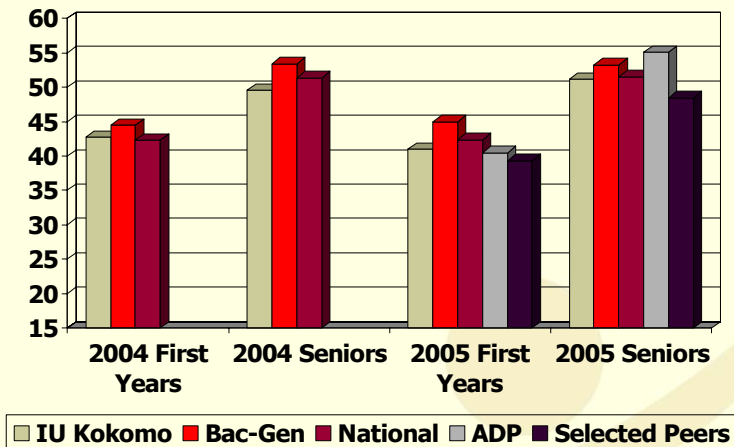
Active and Collaborative Learning: Over Time



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Active and Collaborative Learning: Peer Comparisons



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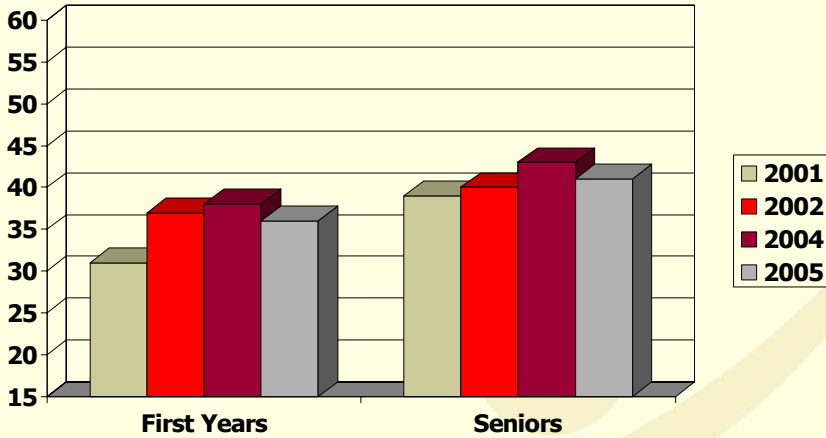
Active & Collaborative Learning: Individual Items

- ◆ Freshmen, in comparison to their peers, reported making a class presentation more often and working with other students in class more often.
- ◆ They reported lower rates of teaching or tutoring other students (paid or voluntary).

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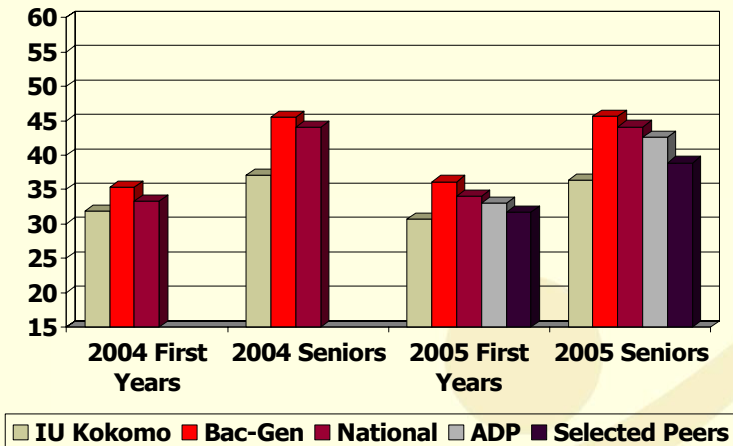
Student-Faculty Interaction: Over Time



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Student-Faculty Interaction: Peer Comparisons



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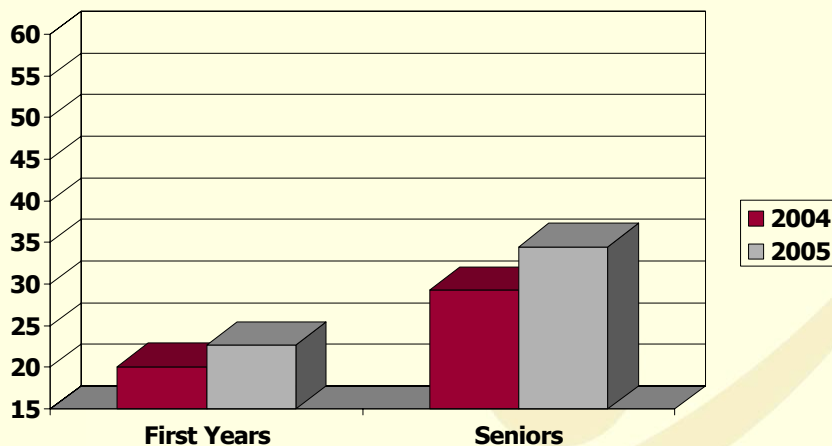
Student-Faculty Interaction: Individual Items

- ◆ Seniors, compared to peers, reported lower rates of
 - ◆ discussing grades/assignments with an instructor
 - ◆ talking about career plans with a faculty member or advisor
 - ◆ discussing ideas/readings with a faculty member outside of class
 - ◆ receiving prompt feedback (written or oral) from faculty on their academic performance

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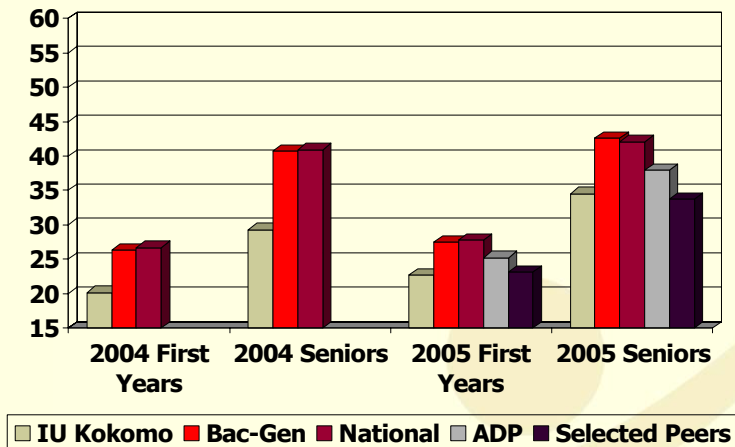
Enriching Educational Experiences: Over Time



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Enriching Educational Experiences: Peer Comparisons



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Enriching Educational Experiences: Individual Items

- ◆ Both first-year and senior students reported much lower levels of
 - ◆ having a serious conversation with students of a different race or ethnicity from theirs
 - ◆ having a serious conversation with students who differ from them in terms of religious beliefs, political opinions, or personal values
 - ◆ participation in co-curricular activities

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