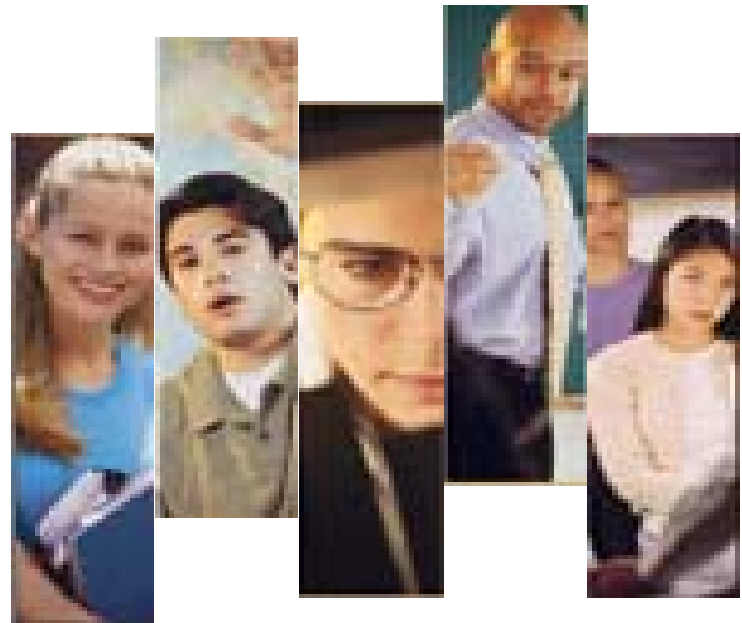


# NSSE 2003 Results

University of Nevada, Reno

**John Mahaffy**  
**Steve Cavote**  
Office of University Assessment



# Overview

- **What is NSSE?**
- **Why is Engagement Important?**
- **NSSE 2003 Response Rates**
- **Review NSSE Benchmarks**
- **University of Nevada, Reno Data**
- **Important Findings ?**
- **Questions and Discussion**

What is



# Good Educational Practices

- **Student-faculty contact**
- **Active learning**
- **Prompt feedback**
- **Time on task**
- **High expectations**
- **Cooperation among students**
- **Respect for diverse talents and ways of learning**



“Seven principles of good practice in undergraduate education” (Chickering and Gamson, 1987)

# Use and Validity of Self-Reports



- Requested information is known to respondents
- Questions phrased clearly & unambiguously
- Respondents take questions seriously and thoughtfully
- Answering does not threaten, embarrass, or violate privacy or compel a socially desirable response



**National assessment experts designed the NSSE survey, *The College Student Report*, to meet all these conditions**

# UNR 2003 NSSE Survey

- A random sample of **1344 first-year & senior UNR students** were invited to complete NSSE during the 2003 spring semester
- Paper & Web-based versions of the instrument were available to students
- Campus publicity & multiple follow-ups were used to increase response rates

The College Student Report 2003  
National Survey of Student Engagement

**1** In your experience at your institution during the current school year, about how often have you done each of the following? Mark your answers in the boxes. Examples:  or

	Very often ▼	Often ▼	Sometimes ▼	Never ▼		Very often ▼	Often ▼	Sometimes ▼	Never ▼
a. Asked questions in class or contributes to class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	f. Worked harder than you thought you could to meet an instructor's standards or expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Made a class presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	g. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Prepared two or more drafts of a paper or assignment before turning it in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	h. Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Worked on a paper or project that required integrating ideas or information from various sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	i. Had serious conversations with students of a different race or ethnicity than your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	j. Had serious conversations with students who are very different from you, in terms of their religious beliefs, political opinions, or personal values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Came to class without completing readings or assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
g. Worked with other students on projects during class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
h. Worked with classmates outside of class to prepare class assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>2</b> During the current school year, how much has your coursework emphasized the following mental activities?				
i. Put together ideas or concepts from different courses when completing assignments or during class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Tutored or taught other students (paid or voluntary)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b. Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Participated in a community-based project as part of a regular course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Used an electronic medium (list-serve, chat group, Internet, etc.) to discuss or complete an assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d. Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Used e-mail to communicate with an instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	e. Applying theories or concepts to practical problems or in new situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Discussed grades or assignments with an instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
o. Talked about career plans with a faculty member or advisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
p. Discussed ideas from your readings or classes with faculty members outside of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
q. Received prompt feedback from faculty on your academic performance (written or oral)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

# NSSE 2003 Response Rates

- **UNR response rate = 49% (651 of 1344)**

- 291 First Year (FY)

- 360 Seniors (SR)

- Institutional response rates ranged from 15% to 78%
- 43% overall response rate for all NSSE 2003 institutions
- 43% for Paper-only & Web-only institutions
- For Paper or Web option institutions:
  - 66% of students completed paper version, &
  - 34% responded via the Web

# NSSE BENCHMARK AREAS

**Benchmarks are clusters of items from the NSSE instrument expressed in 100-point scales to enable comparison with institutions within Carnegie Classifications.**

- Level of Academic Challenge
- Active & Collaborative Learning
- Student-Faculty Interaction
- Enriching Educational Experiences
- Supportive Campus Environment

# Level of Academic Challenge

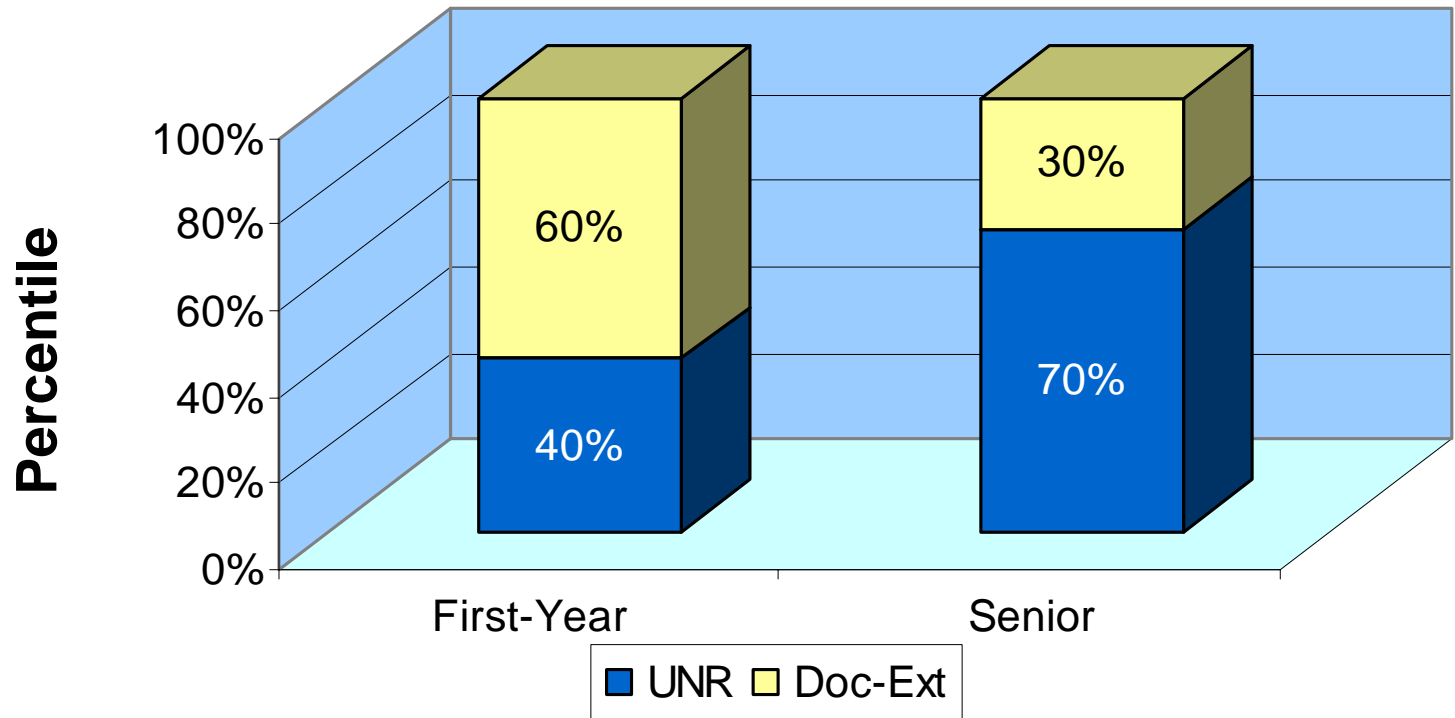
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

## NSSE Survey Items related to Level of Academic Challenge

- 1r. Working harder than you thought you could to meet an instructor's standards or expectations
- 2b. Coursework emphasizing analysis, 2c. synthesis and organizing of ideas, 2d. making judgments, 2e. application of theories or concepts
- 4a. Number of assigned textbooks, books or book-length packs of course readings
- 4c, 4d, 4e. Number of written papers or reports of X pages or more
- 9a. Preparing for class
- 10a. Campus environment emphasizing time studying and on academic work

# Level of Academic Challenge

**Benchmark Score Percentile  
UNR/Doc-Ext Comparisons for First-Year & Seniors**



# FINDINGS

1. Students and faculty agree that most of their coursework emphasized analysis, synthesis and making judgments
2. Significantly more students (especially seniors) than faculty thought most coursework also emphasized memorizing facts, ideas or methods

# FINDINGS

3. More students than faculty state that University emphasized spending significant amounts of time on academic work than do faculty
4. Approximately half of students worked harder than they thought they could to meet an instructor's standards or expectations.

# Active & Collaborative Learning

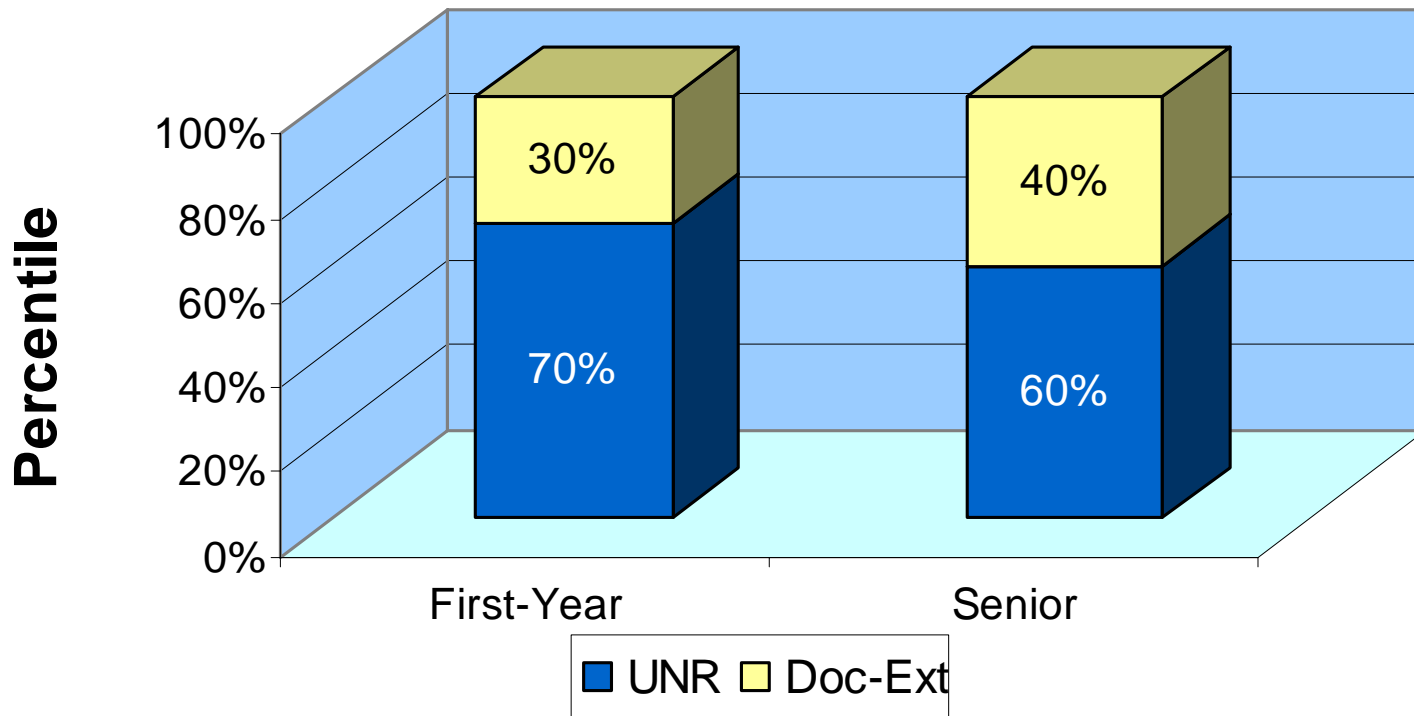
Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares student for the messy, unscripted problems they will encounter daily during and after college.

## NSSE Survey Items related to Active & Collaborative Learning

- 1a. Asked questions in class or contributed to class discussions
- 1b. Made a class presentations
- 1c. Worked with other students on projects during class
- 1h. Worked with classmates outside of class to prepare class assignments
- 1j. Tutored or taught other students
- 1k. Participated in a community-based project as part of a regular course
- 1t. Discussed ideas from your readings or classes with others outside of class

# Active & Collaborative Learning

**Benchmark Score Percentile**  
**UNR/Doc-Ext Comparisons for First-Year & Seniors**



# FINDINGS

1. Very few students participate in community-based projects as part of a course
2. Significantly more students than faculty state that students ask questions and participate in class discussion
3. The vast majority of students report making class presentations

# FINDINGS

4. Students tutoring other students (paid or voluntary) is uncommon
5. However, it is fairly common for students to discuss ideas from class or readings outside of class with students, family members, co-workers, etc.

# Student-Faculty Interaction

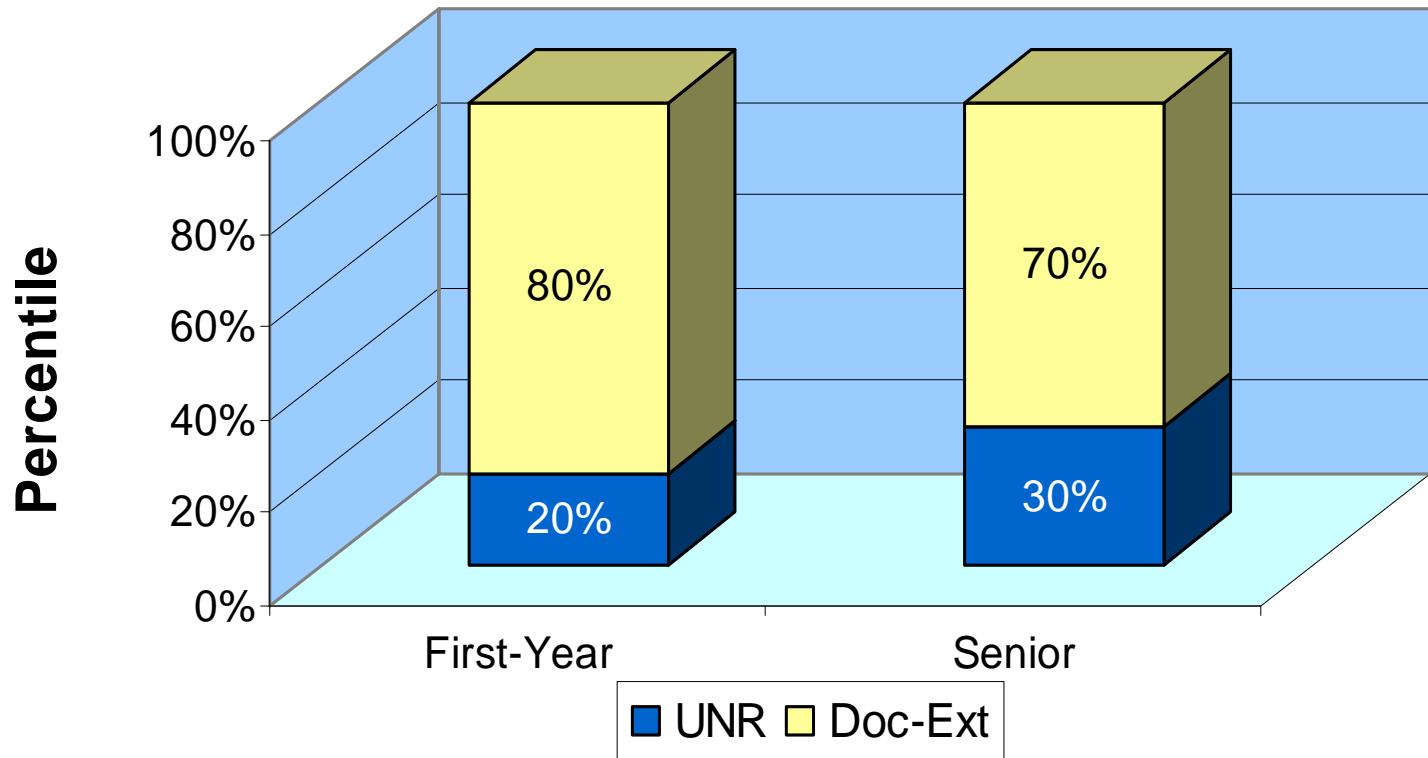
Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.

## NSSE Survey Items related to Student-Faculty Interaction

- 1n. Discussed grades or assignments with an instructor
- 1o. Talked about career plans with a faculty member or advisor
- 1p. Discussed ideas from your readings or classes with faculty members outside of class
- 1s. Worked with faculty members on activities other than coursework
- 1q. Received prompt feedback from faculty on your academic performance (written or oral)
- 7d. Worked or planned to work with a faculty member on a research project outside of course or program requirements

# Student Faculty Interaction

**Benchmark Score Percentile**  
**UNR/Doc-Ext Comparisons for First-Year & Seniors**



# FINDINGS

1. Students say they talk with faculty about their grades and assignments. Approximately half of first year and senior students said they do. The proportion of faculty reporting such discussions, however, is far smaller.
2. Almost half of first-year students and over a third of seniors said they NEVER discussed ideas from a class or readings with faculty.

# FINDINGS

3. More than half of faculty teaching both lower division and upper division classes indicated they are very good about giving prompt feedback to students on their academic performance; students reported otherwise.
4. More students remembered talking about their career plans with faculty than do the faculty themselves; even so, the numbers of students are modest.

# Enriching Educational Experiences

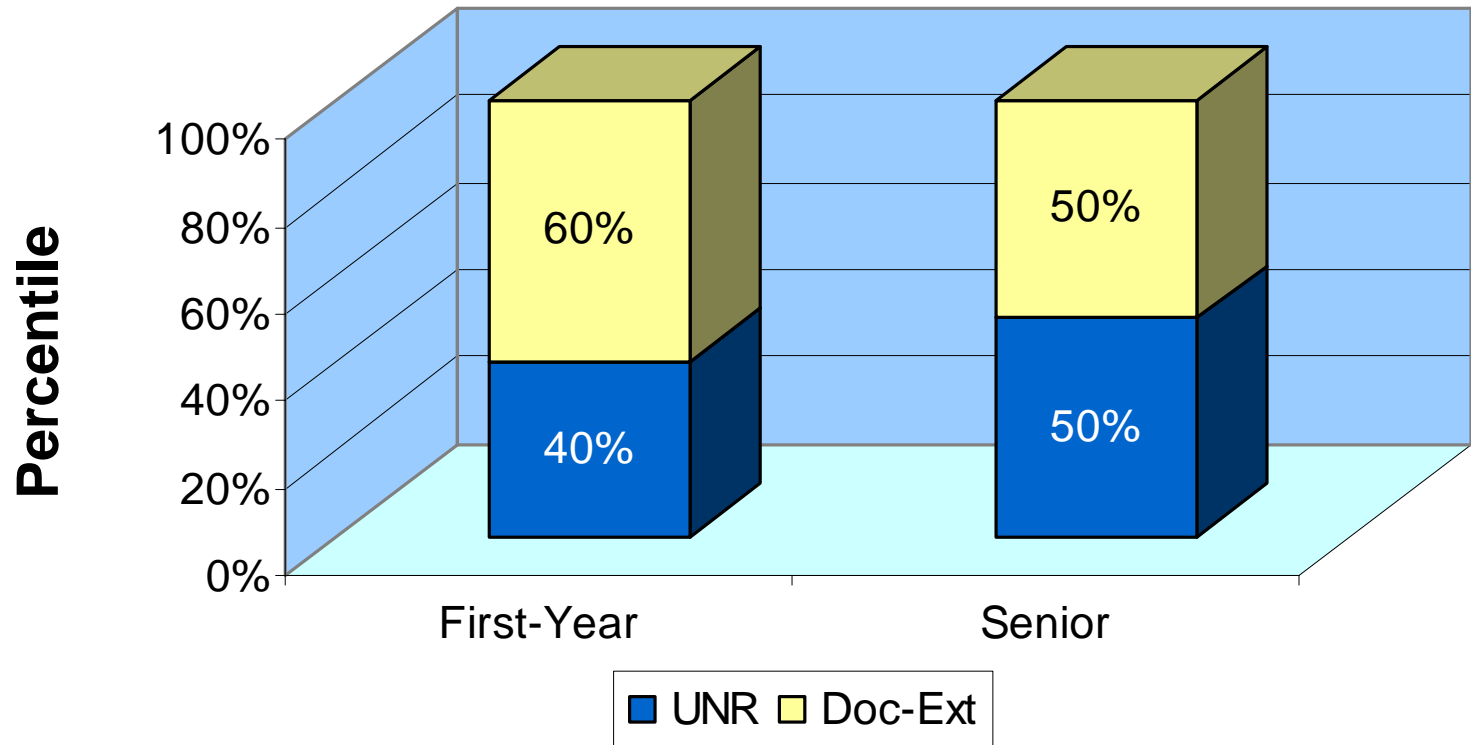
Complementary learning opportunities in and out of class augment academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service and senior capstone courses provide opportunities to integrate and apply knowledge.

## NSSE Survey Items related to Enriching Educational Experience

- 1l. Using electronic technology to discuss or complete an assignment
- 1u. Serious conversations with students of a different race or ethnicity
- 1v. Serious conversations with students of different religious beliefs, political opinions, or personal values
- 7a. Practicum, internship, field experiences, co-op experience, or clinical assignment
- 7b. Community services or volunteer work
- 7e. Foreign language coursework and study abroad
- 7g. Independent study or self-designed major
- 7h. Culminating senior experience
- 9d. Participating in co-curricular activities
- 10c. Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds

# Enriching Educational Experiences

**Benchmark Score Percentile**  
**UNR/Doc-Ext Comparisons for First-Year & Seniors**



# FINDINGS

1. Compared with faculty perceptions, a much higher proportion of students report having serious conversations with students of a different race or ethnicity than their own, and with students who differ from them in terms of their religious beliefs, political opinions or personal values.
2. The vast majority of students reported to have participated in an internship or field experience, and most students participate in community service or volunteer work (significantly fewer than than faculty believed did).

# FINDINGS

3. Fewer than half the students reported having taken taken or plan to take any foreign language coursework.
4. Although fewer than half of first year students believe the University encourages contact among students from different economic, social and racial racial or ethnic backgrounds; the proportion seniors seniors seeing such encouragement is significantly smaller.

# Supportive Campus Environment

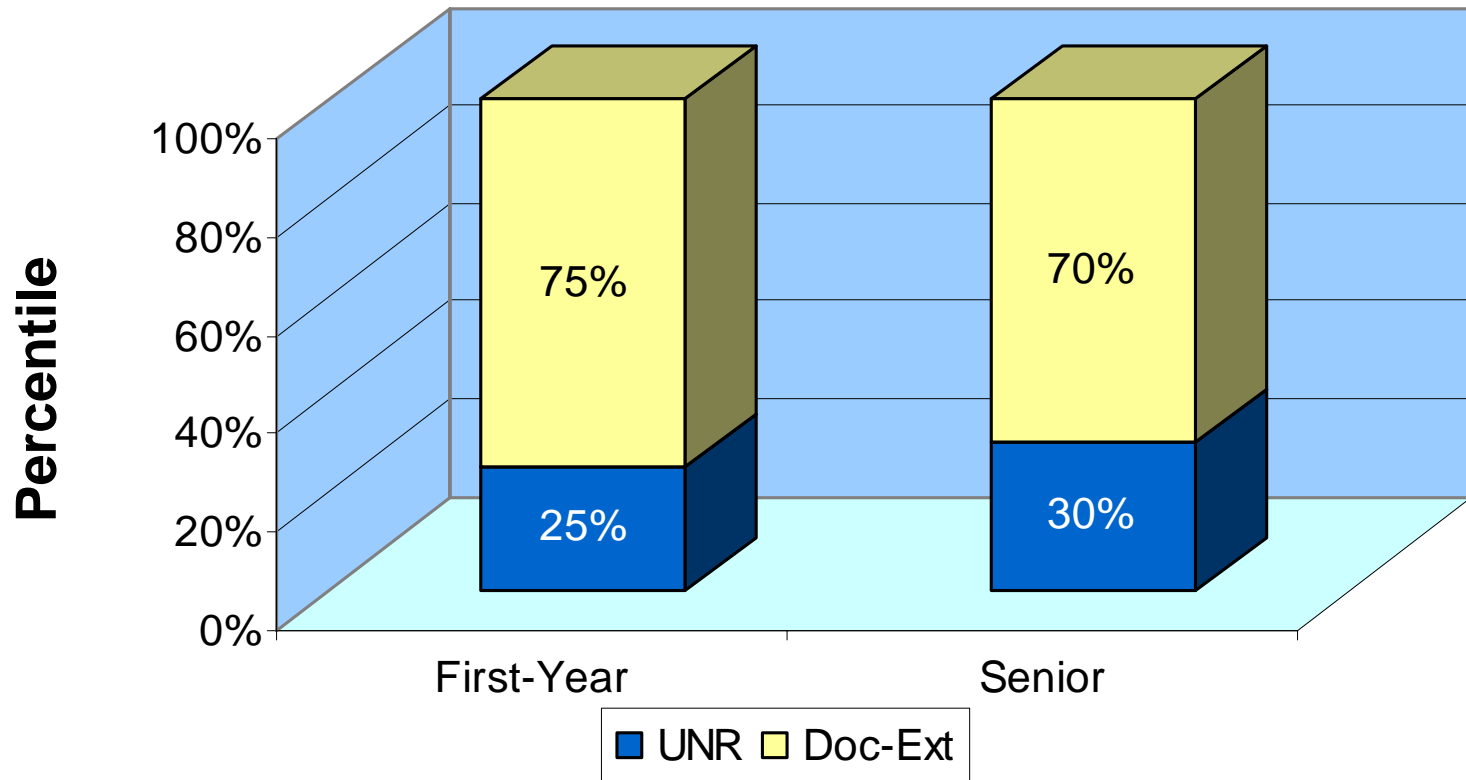
Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.

## NSSE Survey Items related to Supportive Campus Environment

- 8a. Quality of relationships with other students
- 8b. Quality of relationships with faculty members
- 8c. Quality of relationships with administrative personnel and offices
- 10b. Campus environment provides the support you need to help you succeed academically
- 10d. Campus environment helps you cope with your non-academic responsibilities
- 10e. Campus environment provides the support you need to thrive socially

# Supportive Campus Environment

**Benchmark Score Percentile**  
**UNR/Doc-Ext Comparisons for First-Year & Seniors**

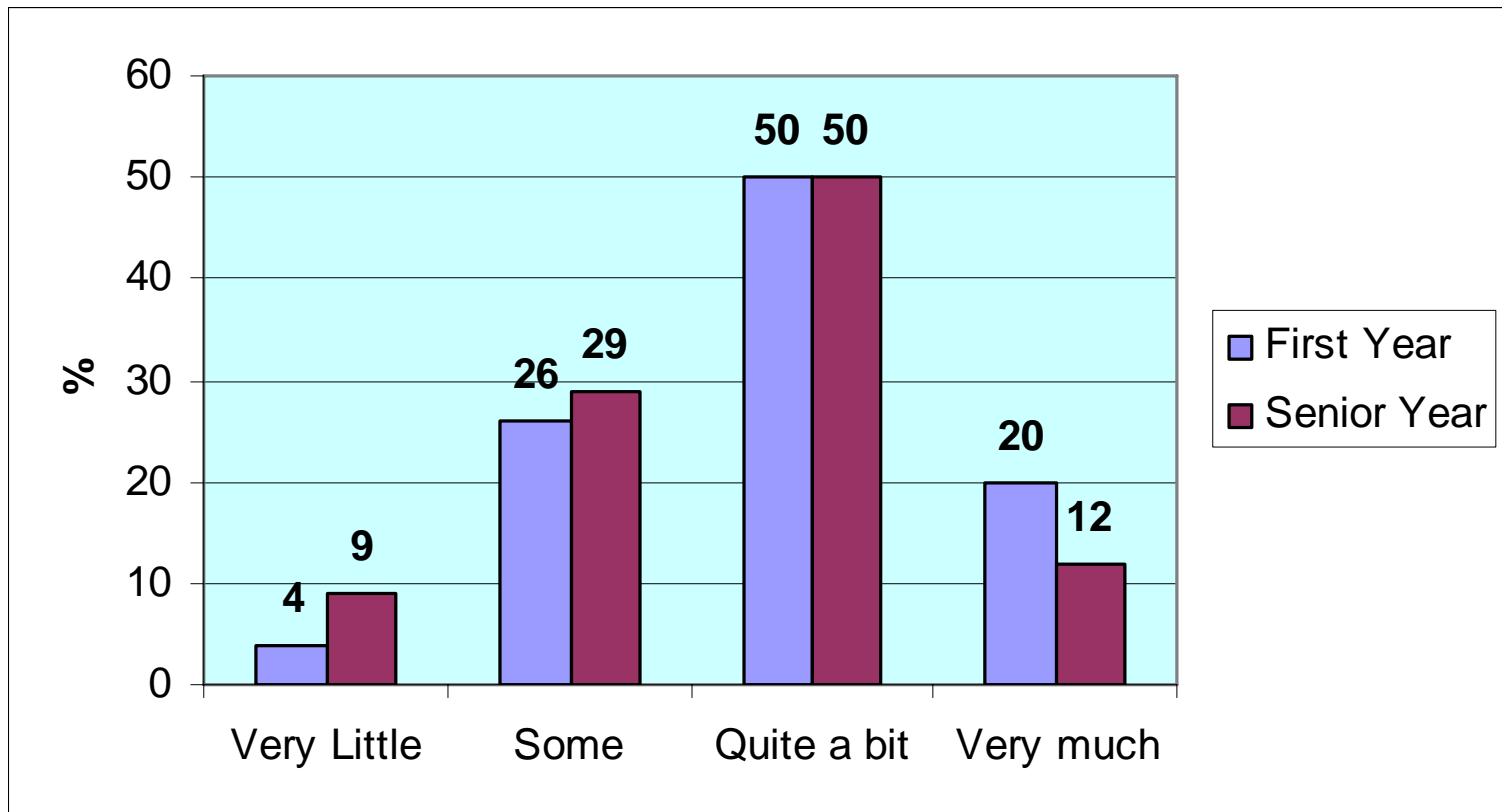


# FINDINGS

1. Students reported having good relationships, overall, with faculty, administrative staff and other students.
2. How helpful is the University in helping students thrive and succeed? Students said:
  1. It does a good job with academic support
  2. It doesn't offer much non-academic or social support

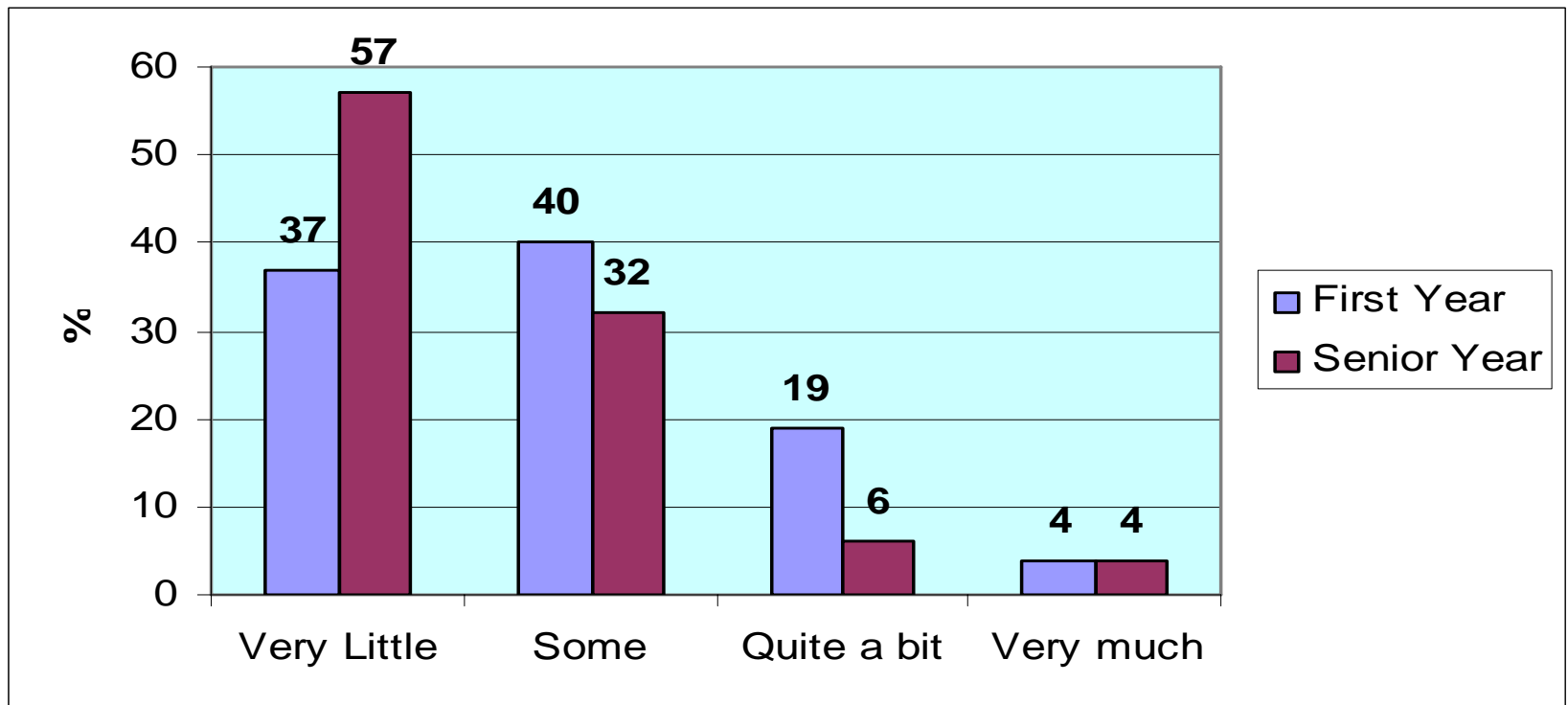
# Academic Support

To what extent does your institution emphasize providing the support you need to help you succeed academically?



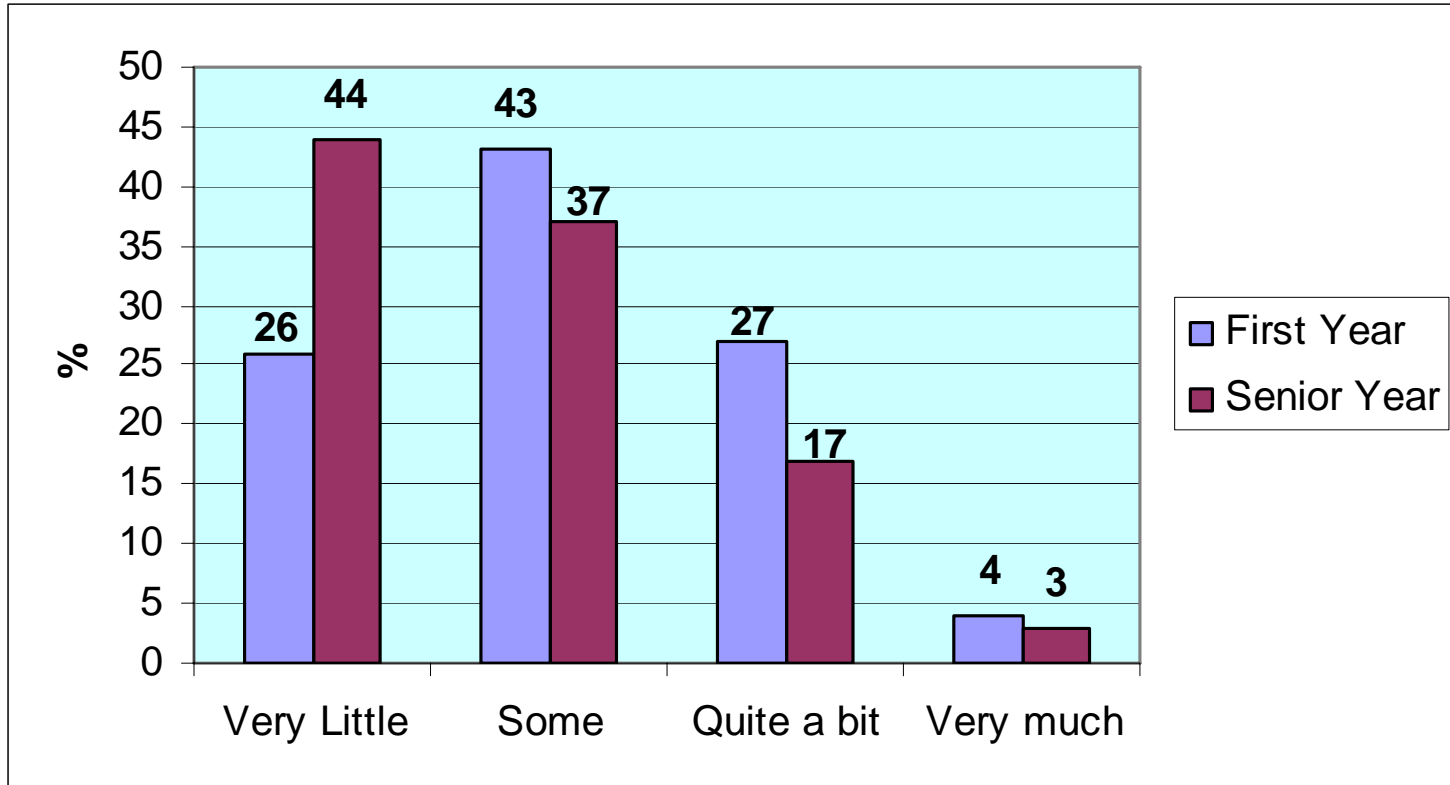
# Non-academic Support

To what extent does your institution emphasize helping you cope with your non-academic responsibilities (work, family, etc.)?



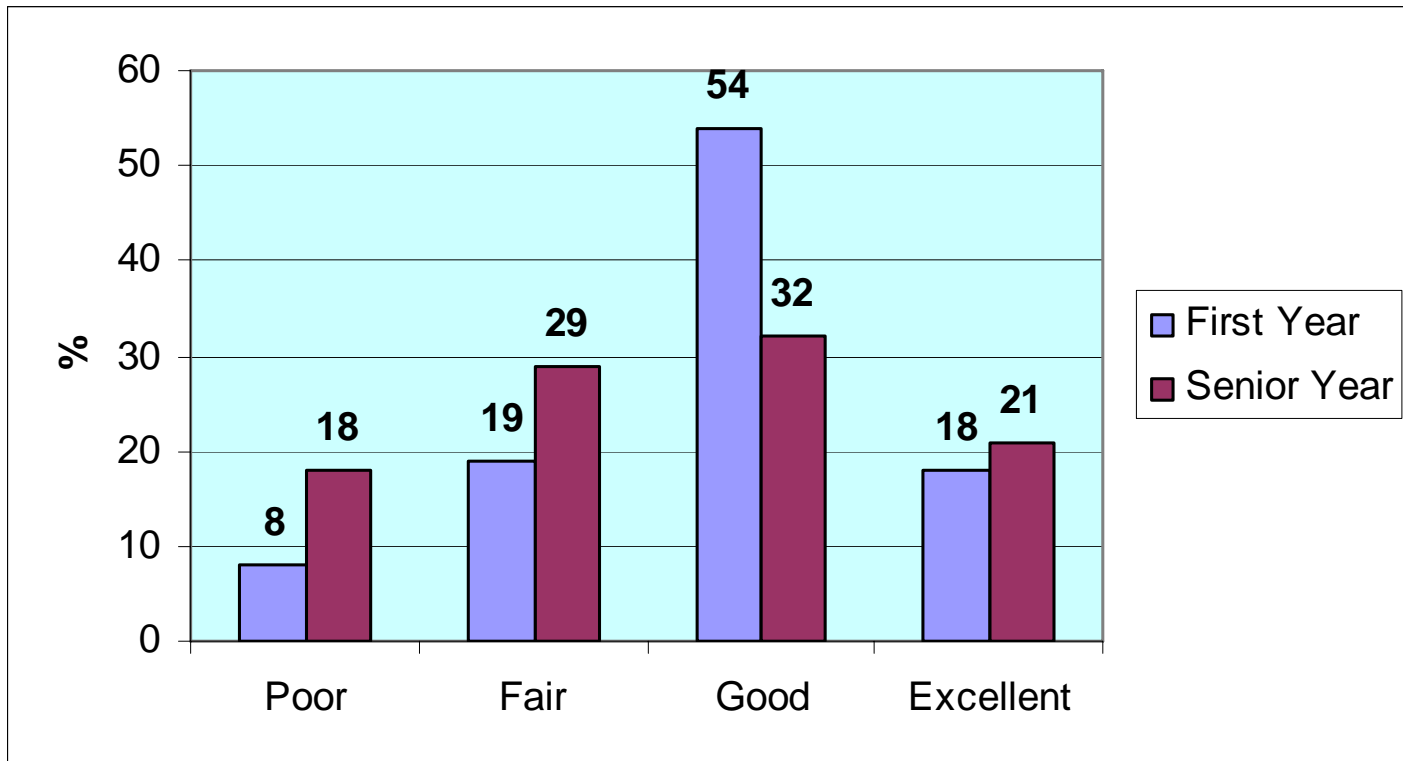
# Social Support

To what extent does your institution emphasize providing the support you need to thrive socially?



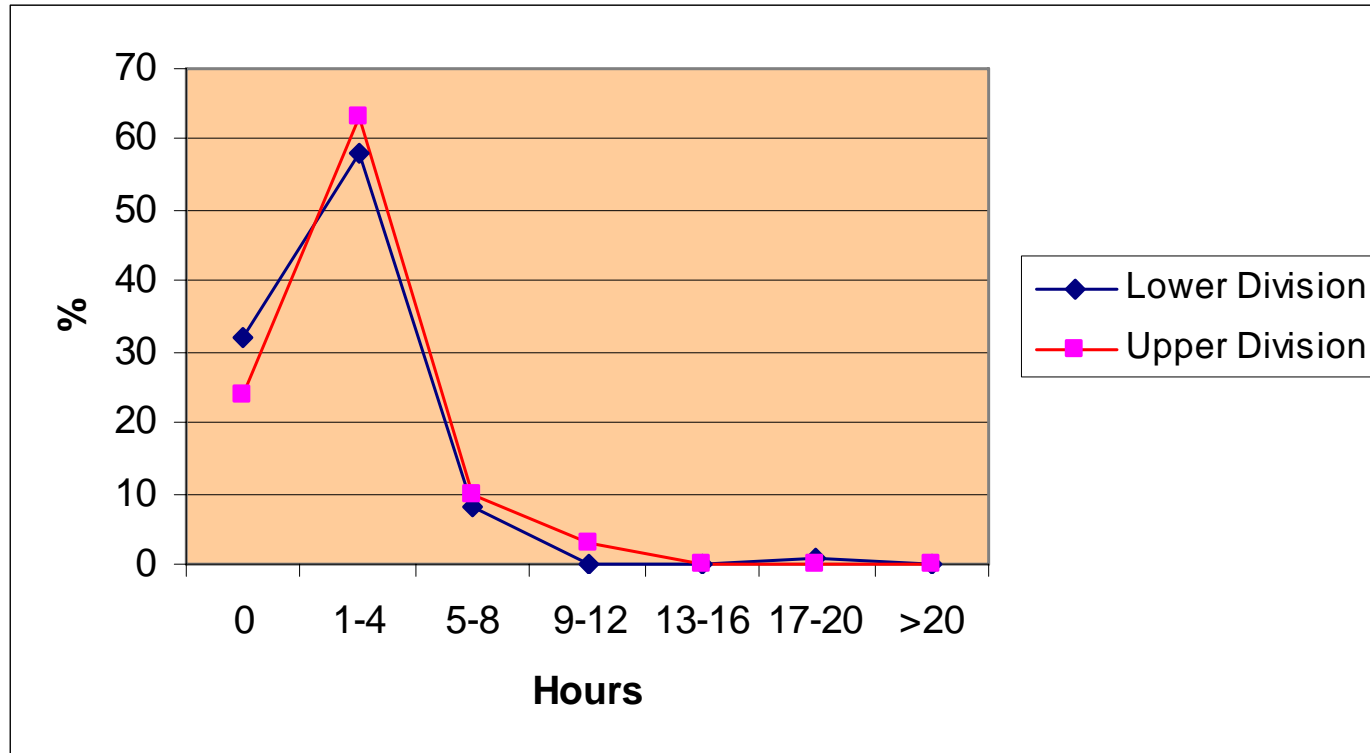
# Advising

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



# FSSE - Faculty Advising Time

About how many hours do you spend in a typical 7-day week advising undergraduate students?

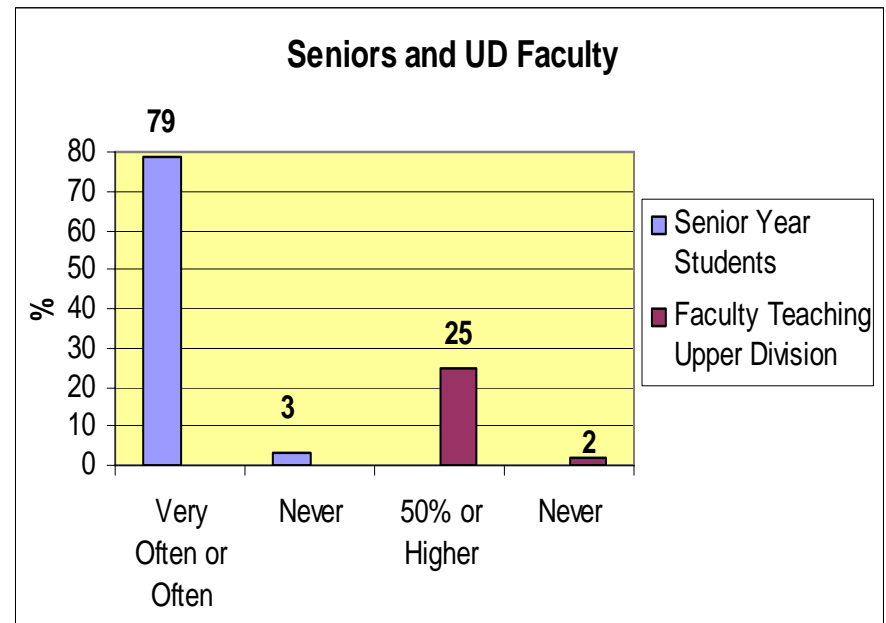
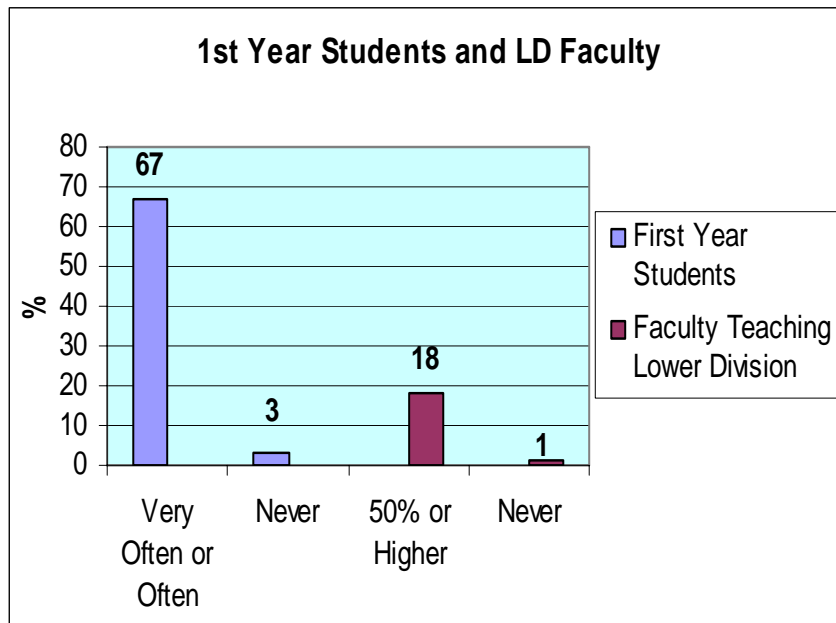


Faculty Responding:

	Lower Division	Upper Division	Other
Full Time	77%	86%	75%
Part Time	23%	14%	25%

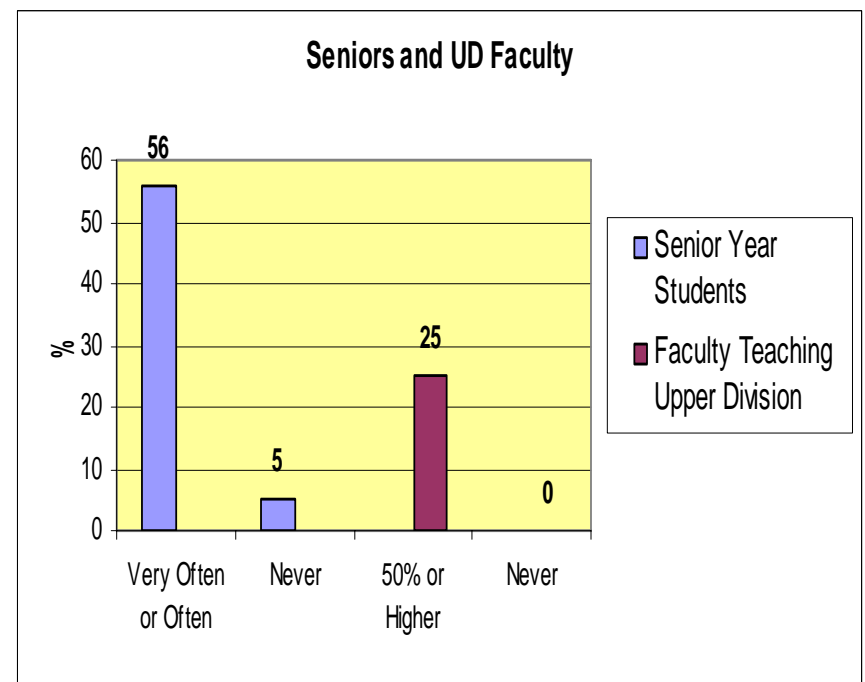
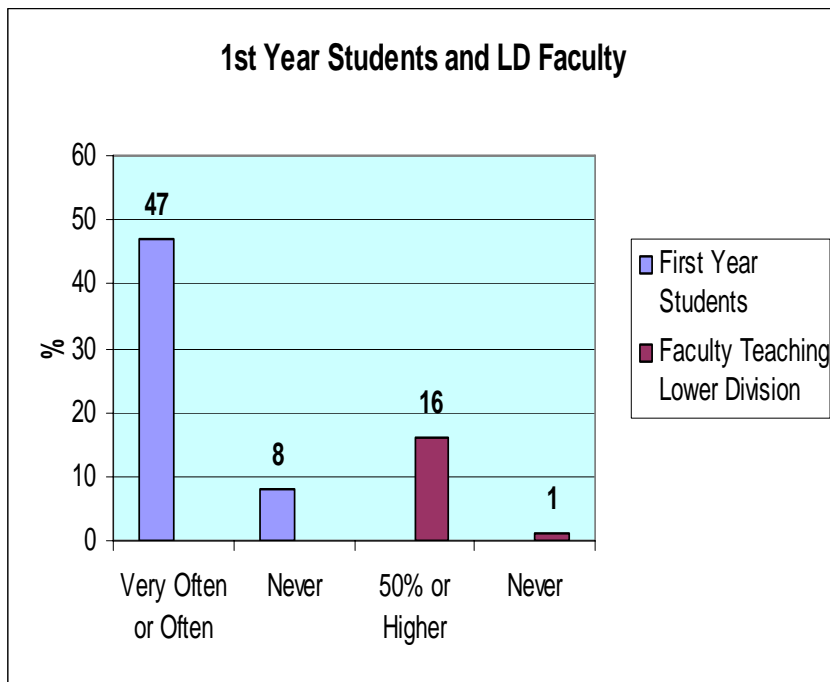
# Communicate with Email

## Perceptions of students' use of email to communicate with faculty.



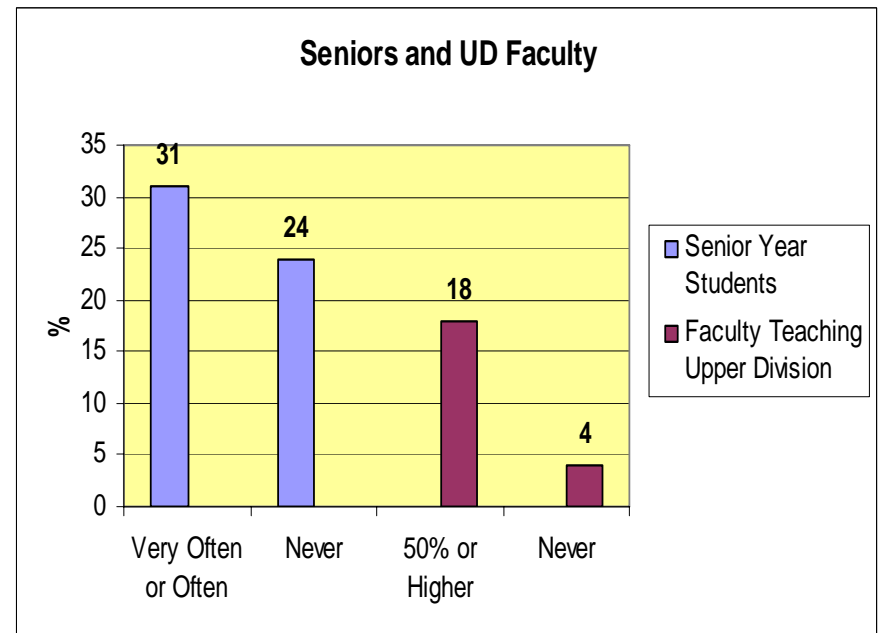
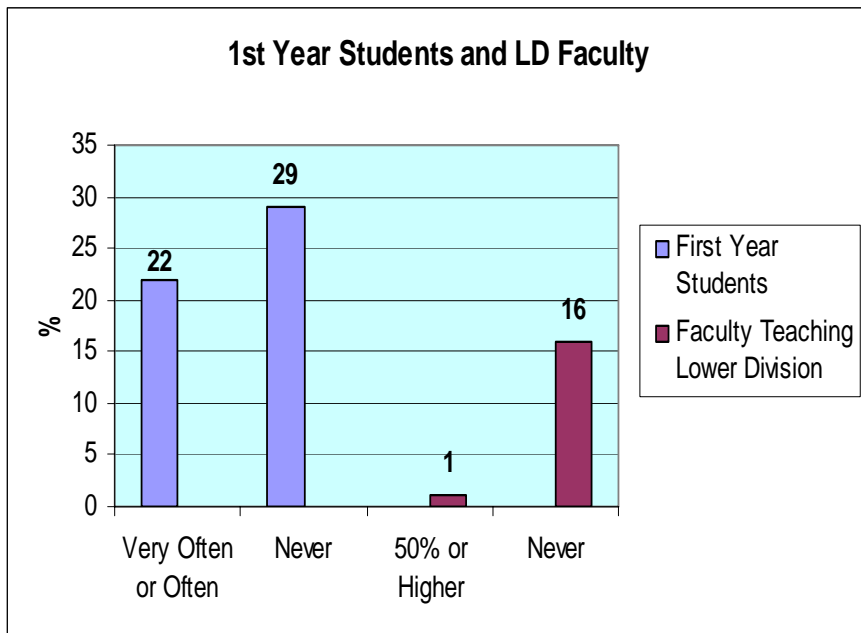
# Discussed Grades and Assignments

Perceptions of how often students discussed grades or assignments faculty.



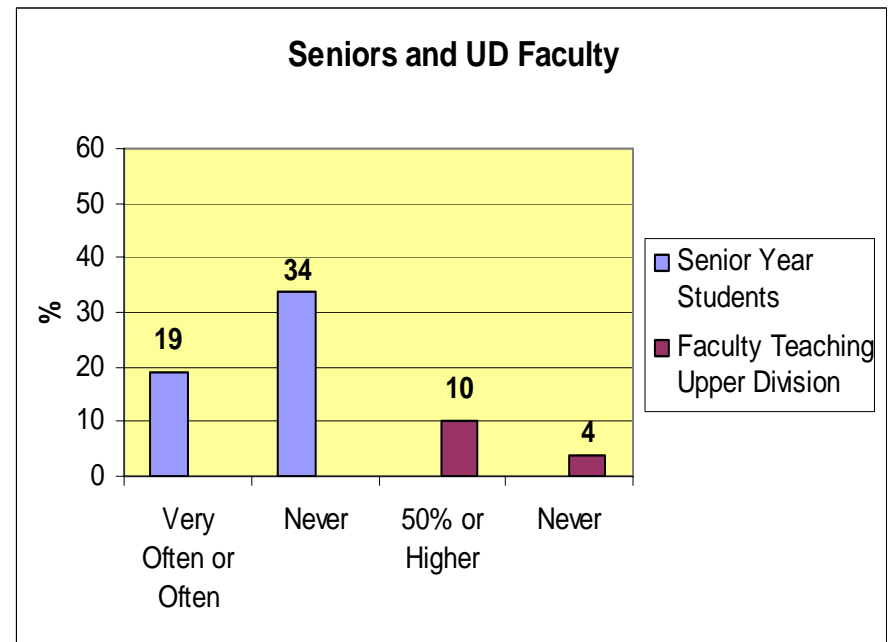
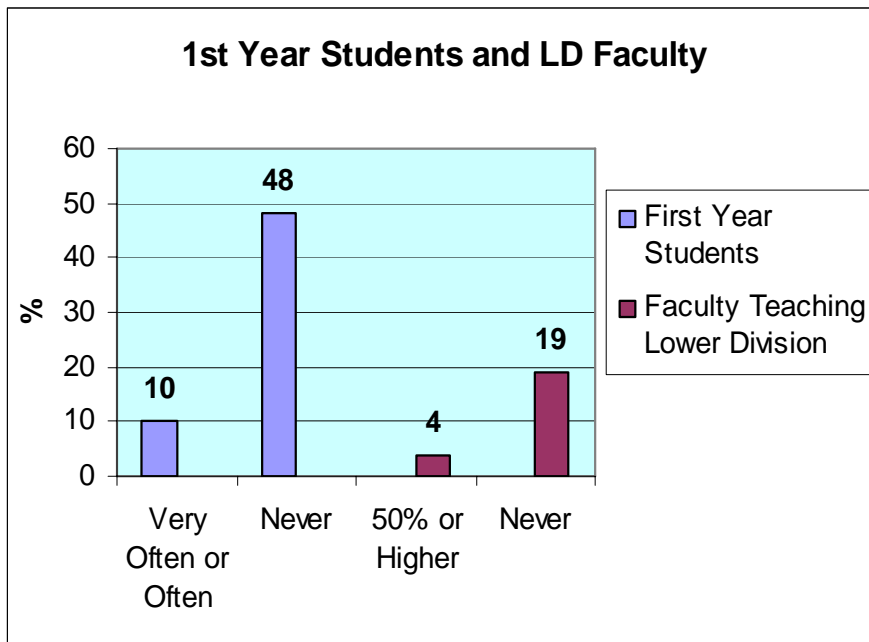
# Discussed Career Plans

Perceptions of how often students discussed career plans with faculty or advisors.



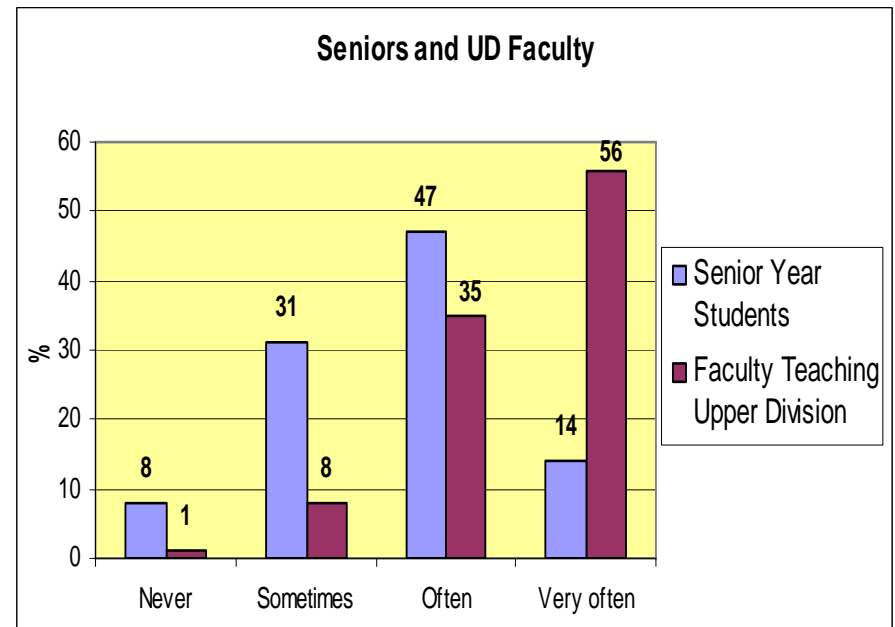
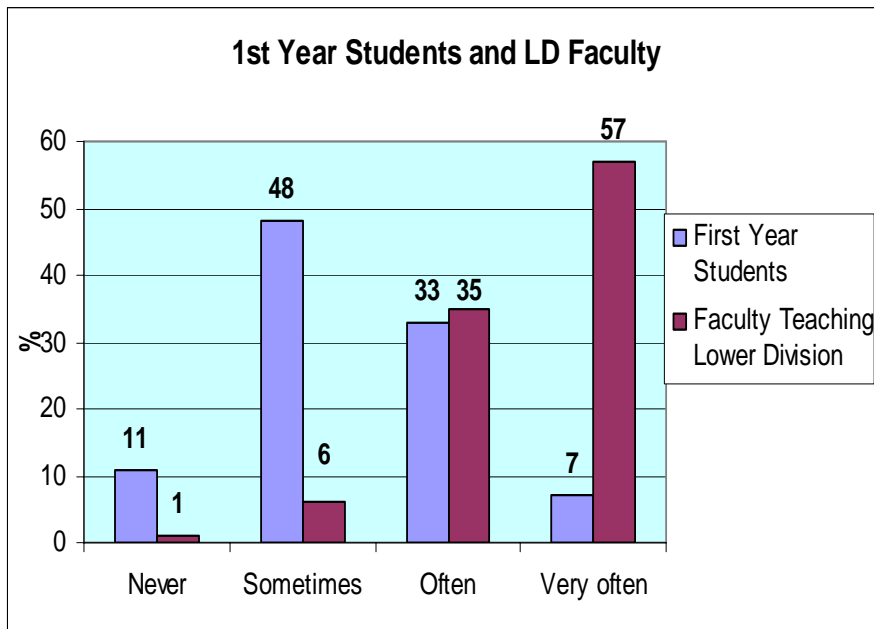
# Discussed Ideas Outside of Class

Perceptions of how often students discussed ideas from classes or readings with faculty outside of class.



# Feedback on Academic Performance

Perceptions of how often students received prompt feedback (written or oral) from faculty on academic performance.



# *ENGAGE*

