

NSSE 2003 UNR Results

University of Nevada, Reno

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▶ 2002/2003 Alumni & Employer Surveys

- ▶ *Combined 2002/2003 Alumni & Employer Reports*
- ▶ *2002 Alumni & Employer Reports*
- ▶ *2003 Alumni & Employer Reports*

2004 Assessment Conf. Presentations

2005 Assessment Conference

[UNR 2004-2005 Catalog](#)

▶ 2003 NSSE Survey Reports

- ▶ *Means, Institutional Comparisons*
- ▶ *Frequency, Institutional Comparisons*
- ▶ *Means, Peer Institution Comparisons*
- ▶ *Frequency, Peer Institution Comparisons*
- ▶ *2003 NSSE Codebook*
- ▶ *Visit the NSSE Homepage!*

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Deaon Clausell, Programmer/Analyst
Vicki Healey, Administrative Assistant

2003 University-wide

National Survey of Student Engagement Reports (.pdf)



View 3-min NSSE mpg

- [Means, Institutional Comparisons](#)
- [Frequency, Institutional Comparisons](#)
- [Means, Peer Institution Comparisons](#)
- [Frequency, Peer Institution Comparisons](#)
- [2003 NSSE Codebook](#)



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- **NSSE Resources at Texas State University, San Marcos**
 - ◊ [Annotated Bibliography](#)
 - ◊ [Actions to Enhance Student Engagement](#)
 - ◊ [Useful NSSE Websites](#)

What is



College student survey that assesses the extent to which students engage in educational practices associated with high levels of student learning and development.

A measure of the extent to which the university advances policies and practices that encourage student learning and development.

What does NSSE Measure?

1. Student Behavior in Engagement Activities
2. Higher Order Mental Activities Emphasized in Courses
3. Challenge of Exams
4. Amounts of Reading and Writing
5. Enrichment Activities
6. Quality of Relationships
7. Hours Students Spend in Activities
8. Institutional Emphasis on Learning
9. Quality of Advising

NSSE 2003 Response Rates

- **UNR response rate = 48% (651 of 1344)**
 - 291 First Year (FY=43%)
 - 360 Seniors (SR=54%)
- 2003 institutional response rates ranged from 15% to 78%
 - 135,000 respondents from 430 4-year institutions
- 43% overall response rate for all NSSE 2003 institutions

Future NSSE Data

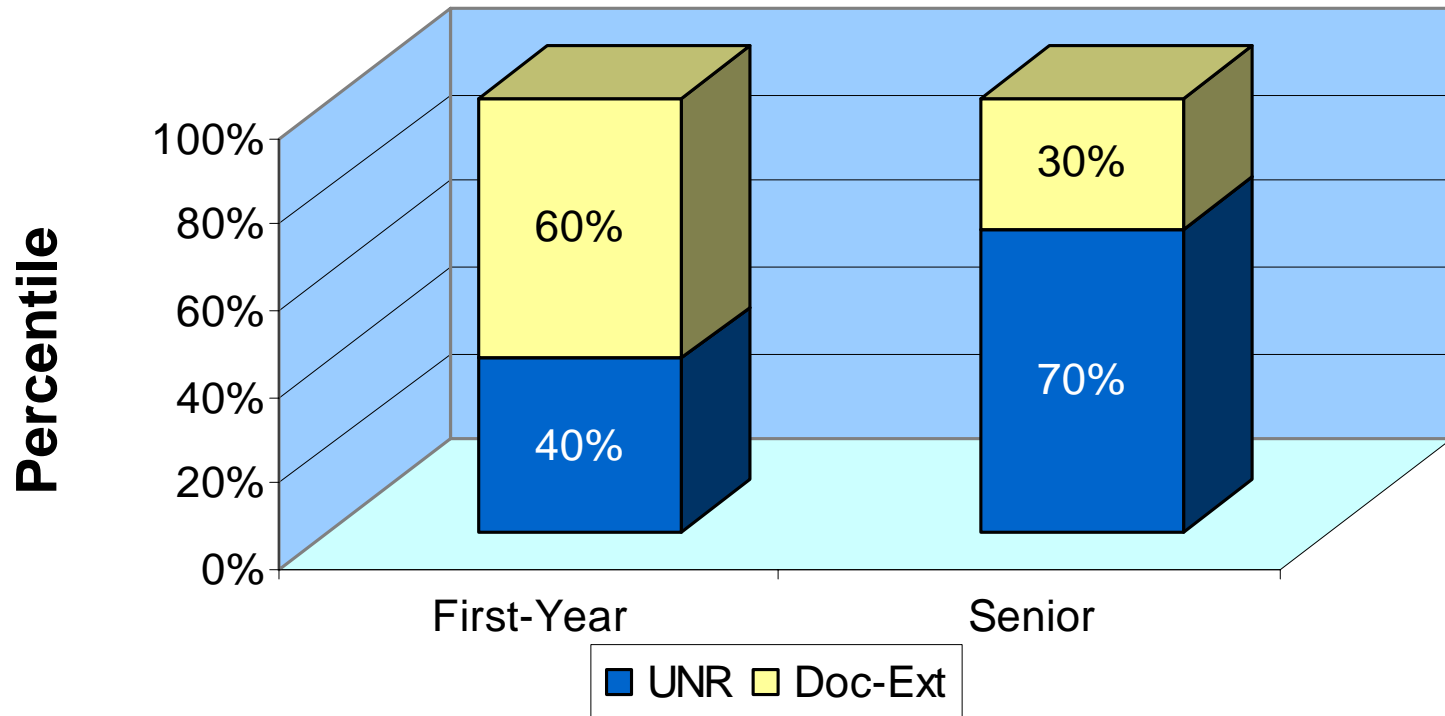
- 2004 – Beginning College NSSE
- 2005 NSSE – 1400 First Year & 1400 Seniors via Web

NSSE BENCHMARK AREAS

- **Level of Academic Challenge**
- **Active and Collaborative Learning**
- **Enriching Educational Experiences**
- **Student-Faculty Interactions**
- **Supportive Campus Environment**

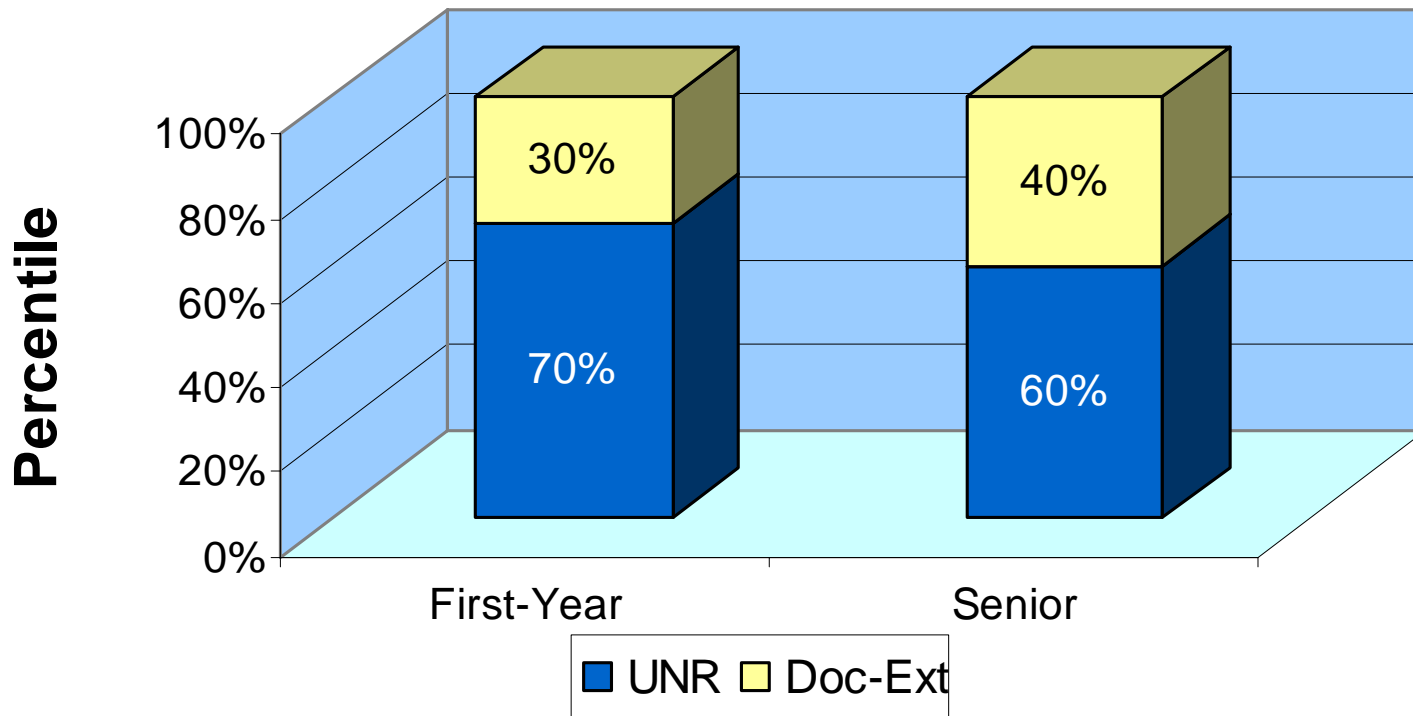
Level of Academic Challenge

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



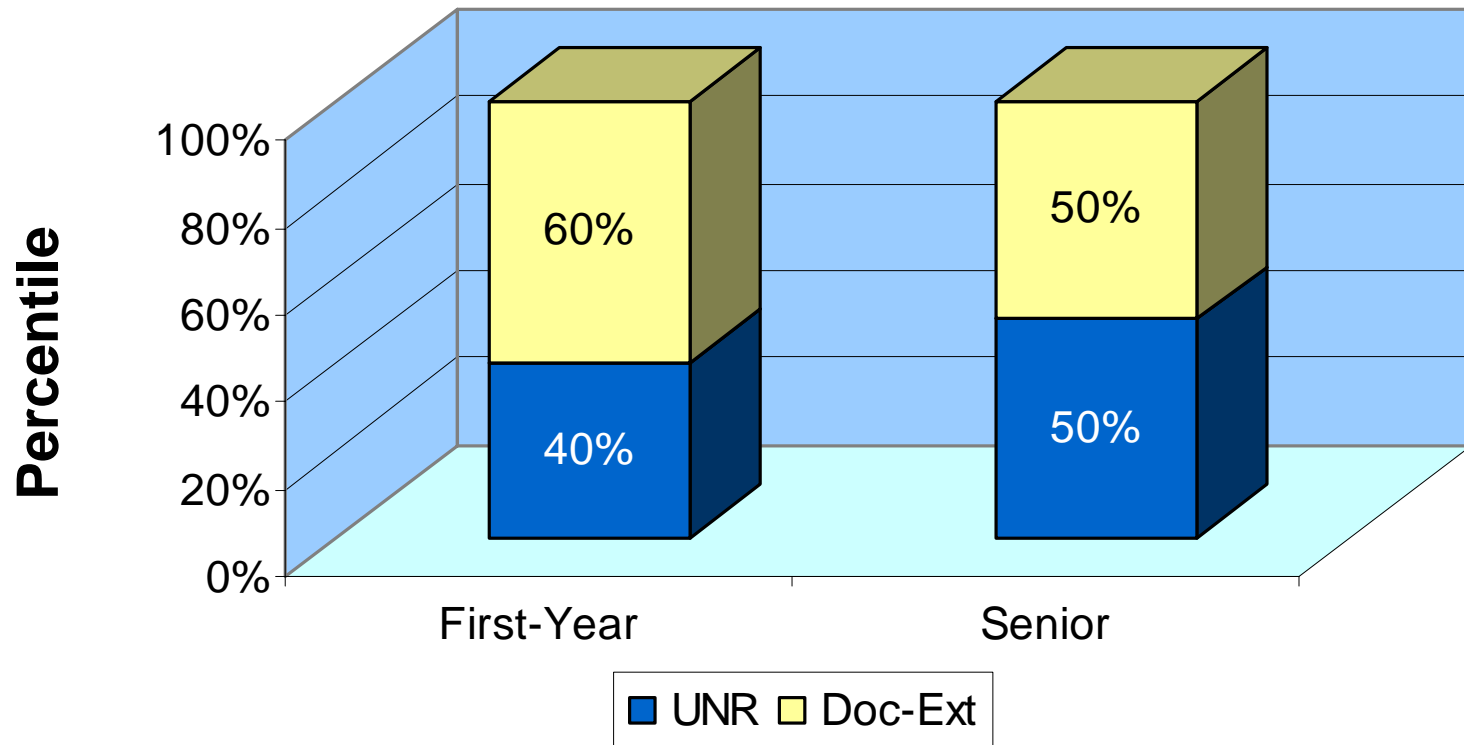
Active & Collaborative Learning

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



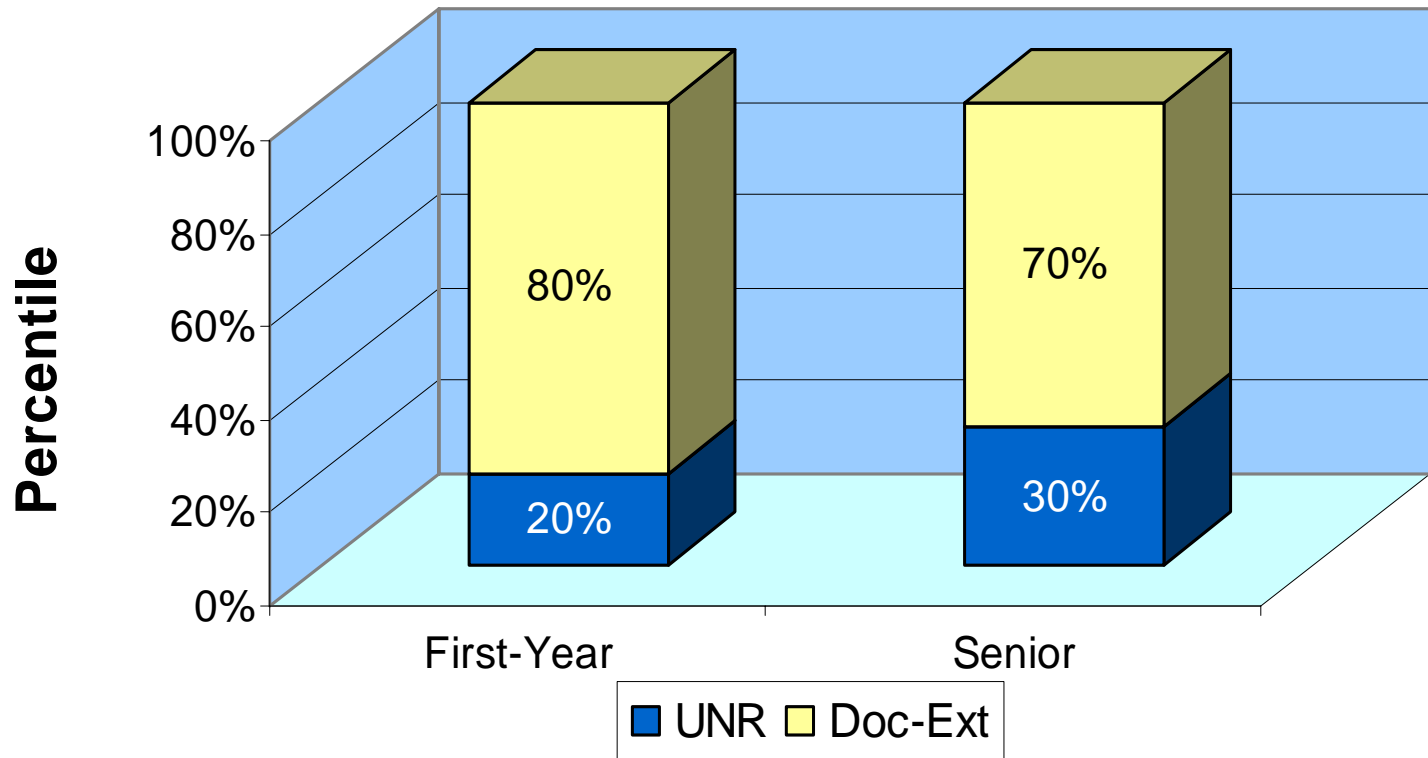
Enriching Educational Experiences

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



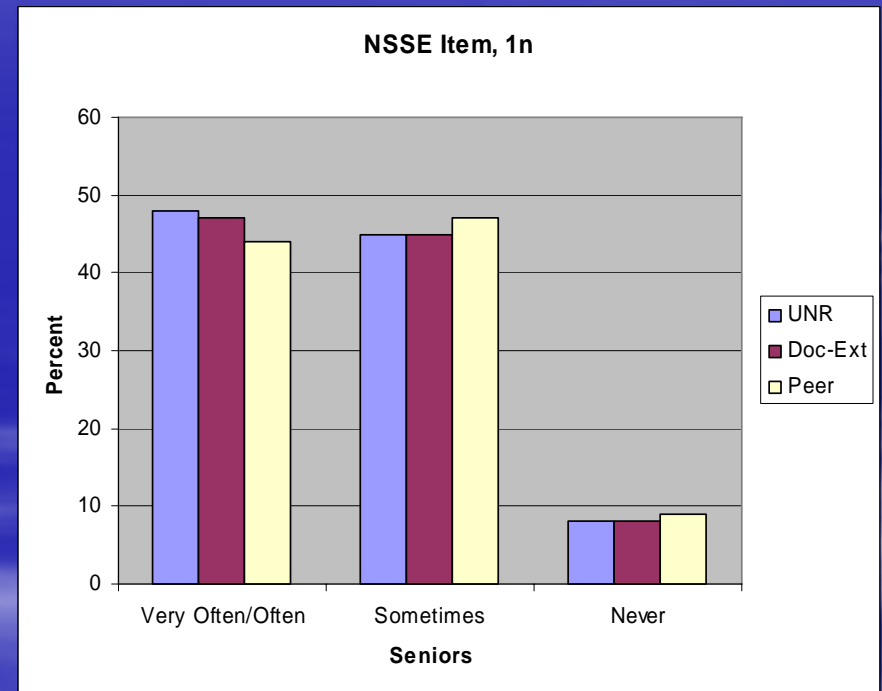
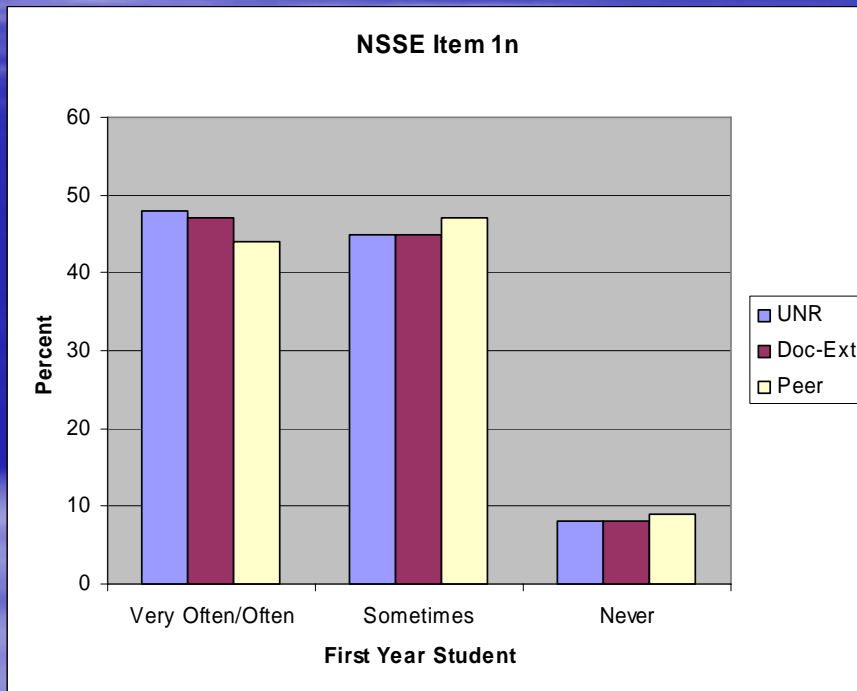
Student Faculty Interaction

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



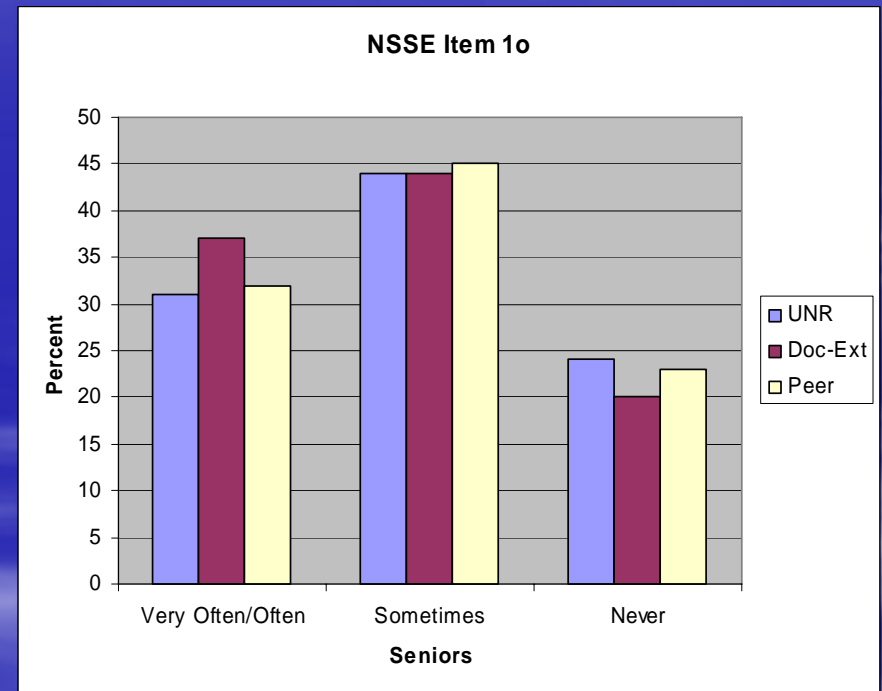
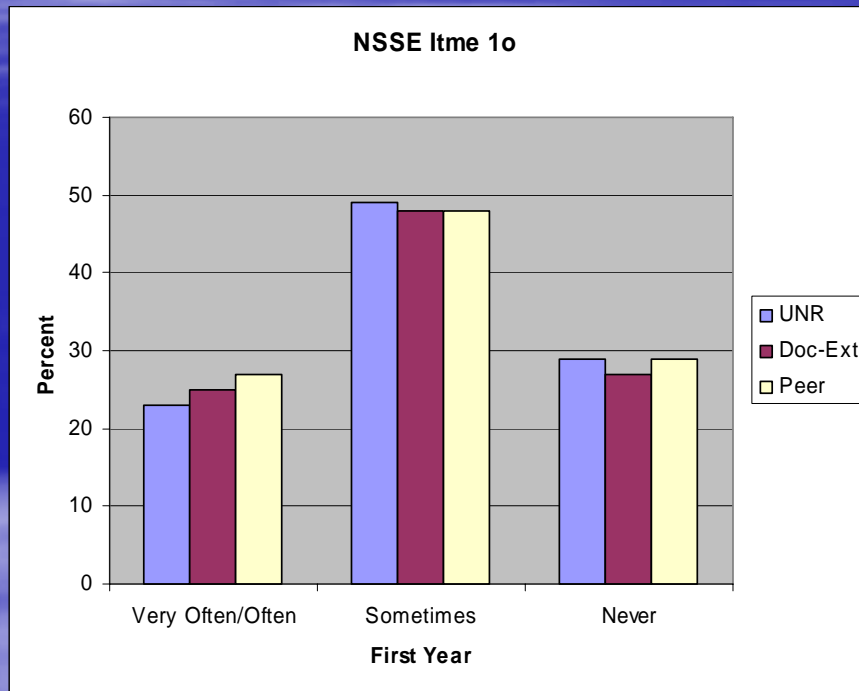
Student Faculty Interaction Items

1n. Discussed grades or assignments with an instructor.



Student Faculty Interaction

1o. Talked about career plans with a faculty member outside of class.



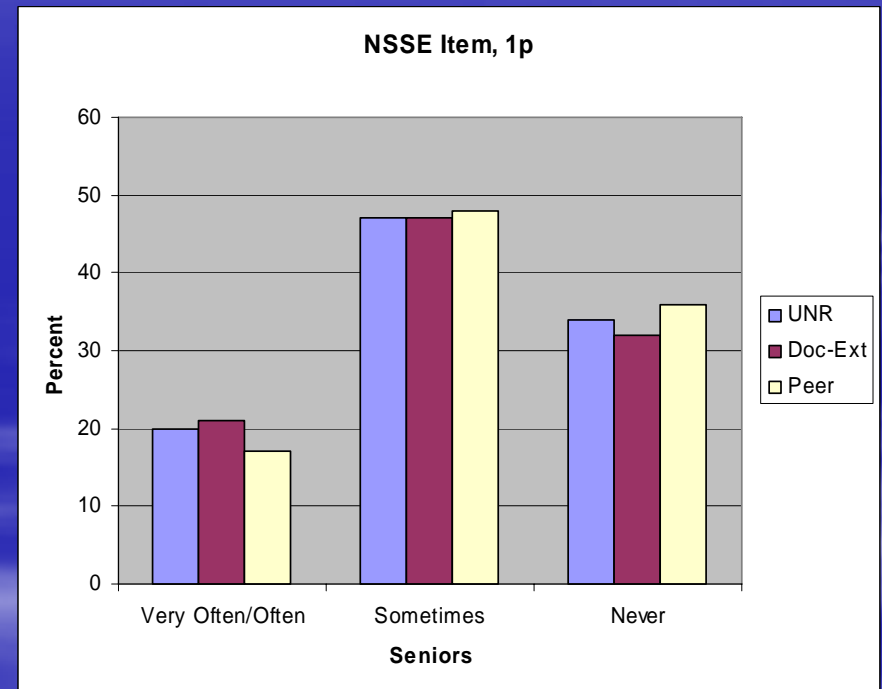
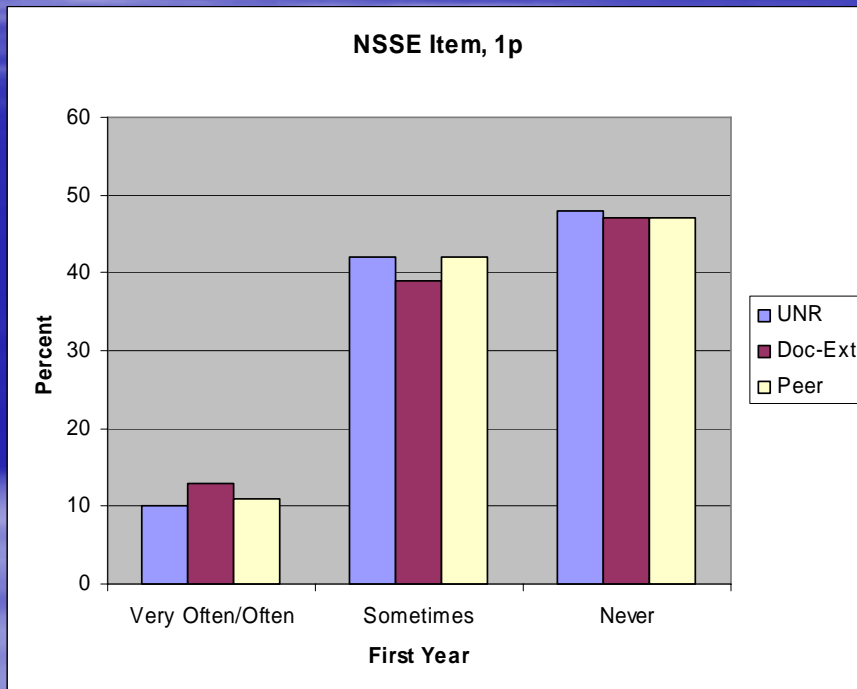
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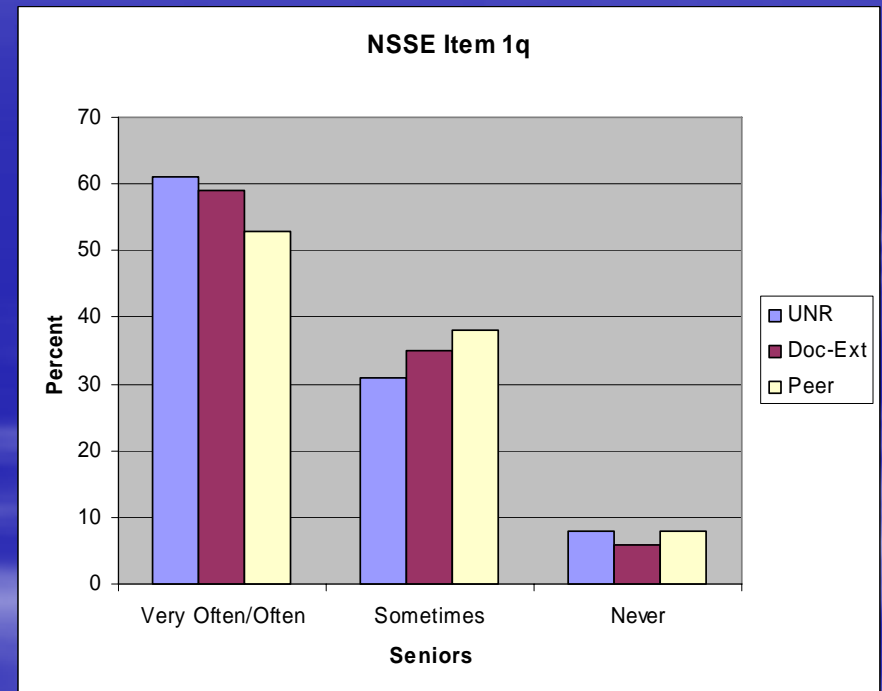
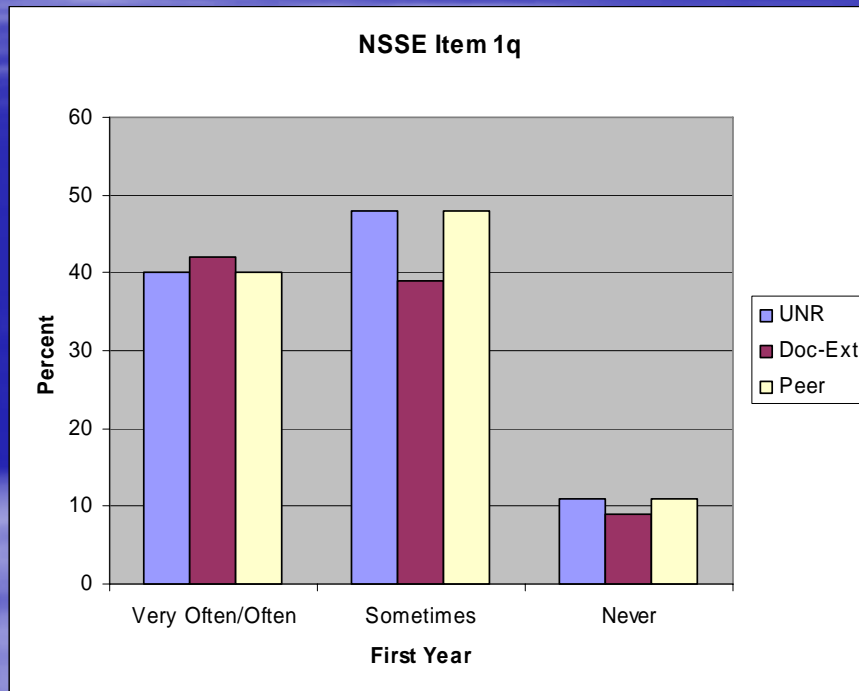
Student Faculty Interaction

1p. Discussed ideas from your readings or classes with faculty members outside of class.



Student Faculty Interaction

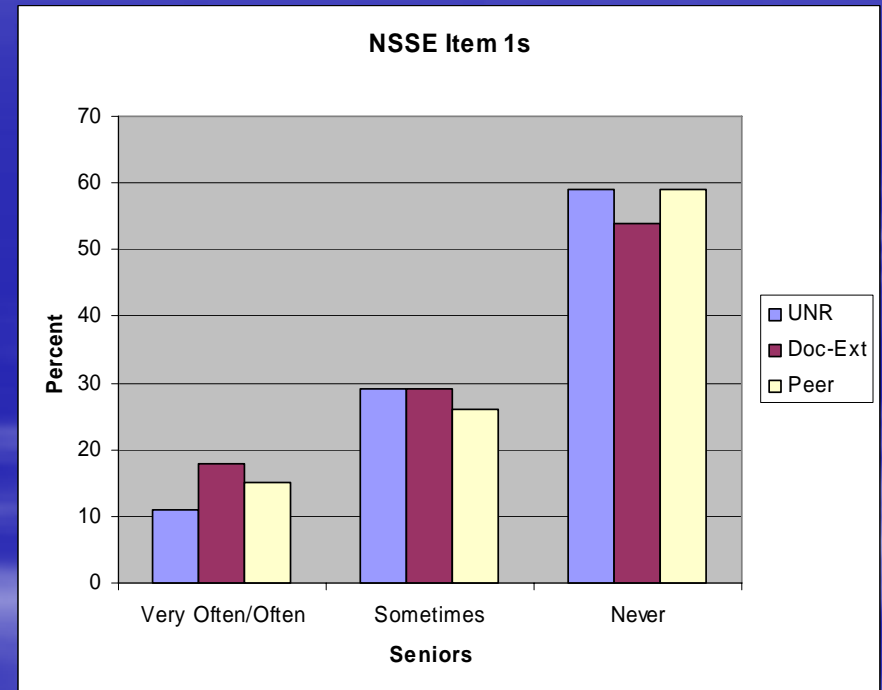
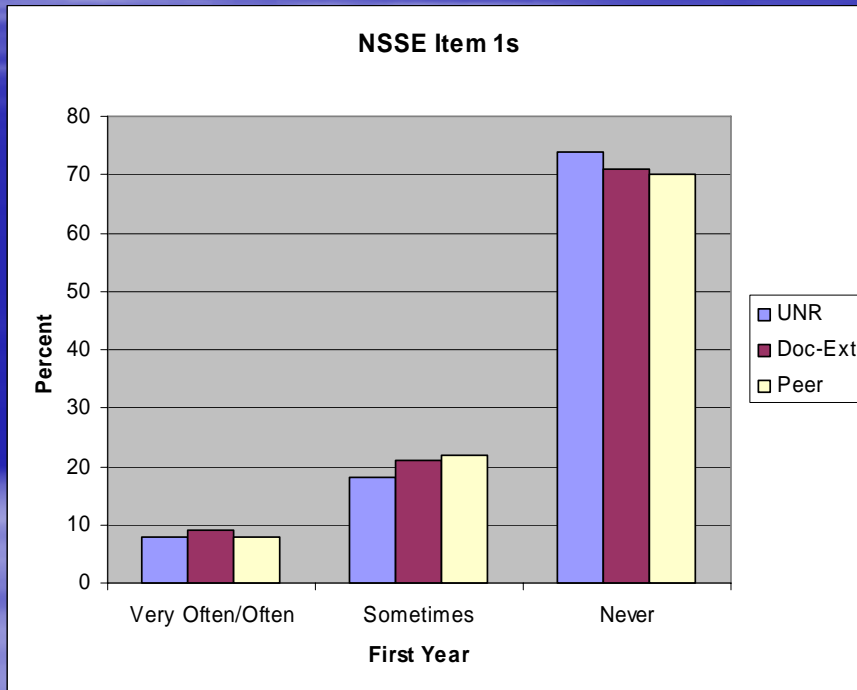
1q. Received prompt feedback from faculty on your academic performance.



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Student Faculty Interaction

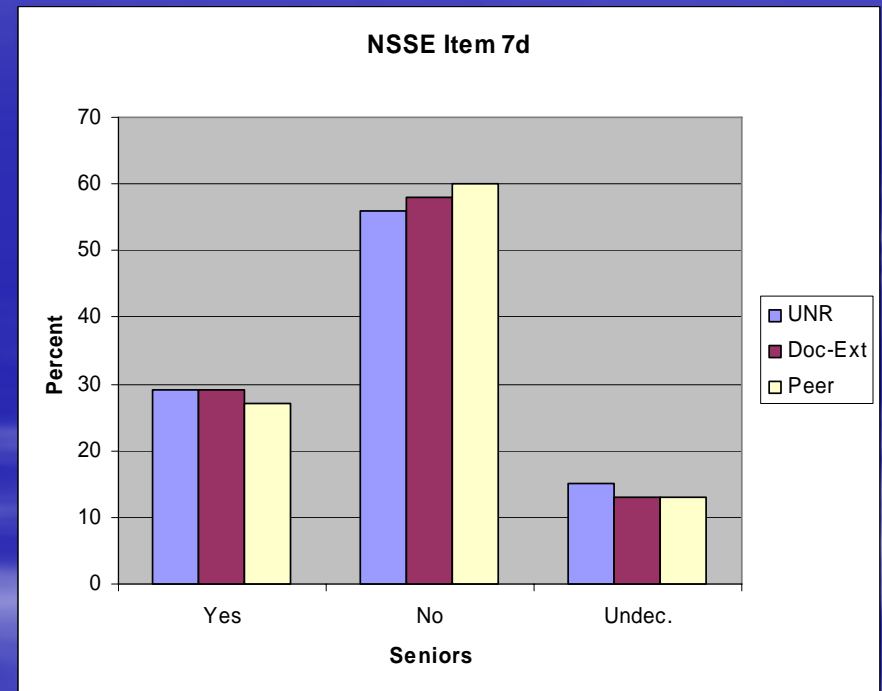
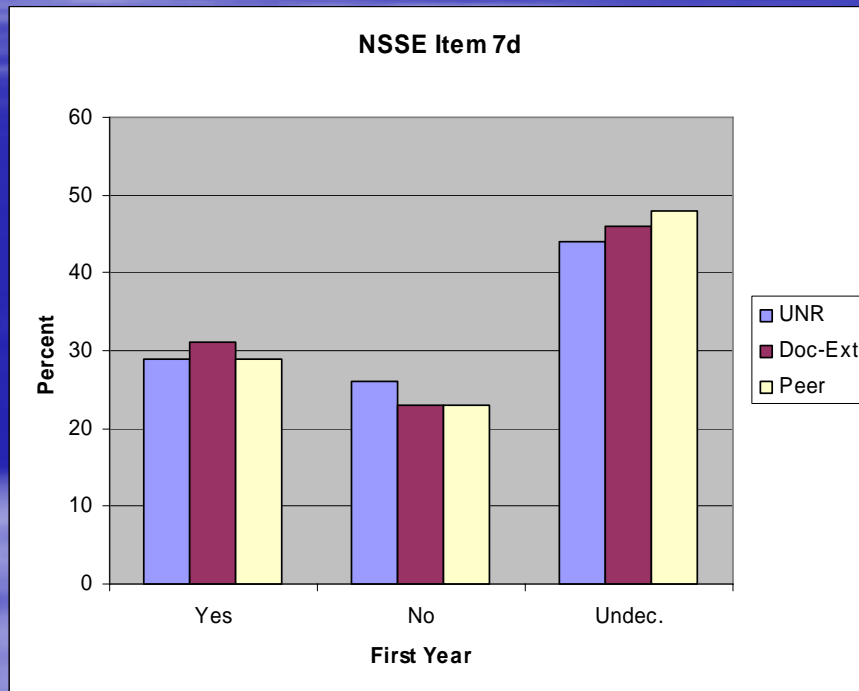
1s. Worked with faculty member on activities other than course work.



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Student Faculty Interaction

7d. Work on a research project with a faculty member outside of course or program requirements.

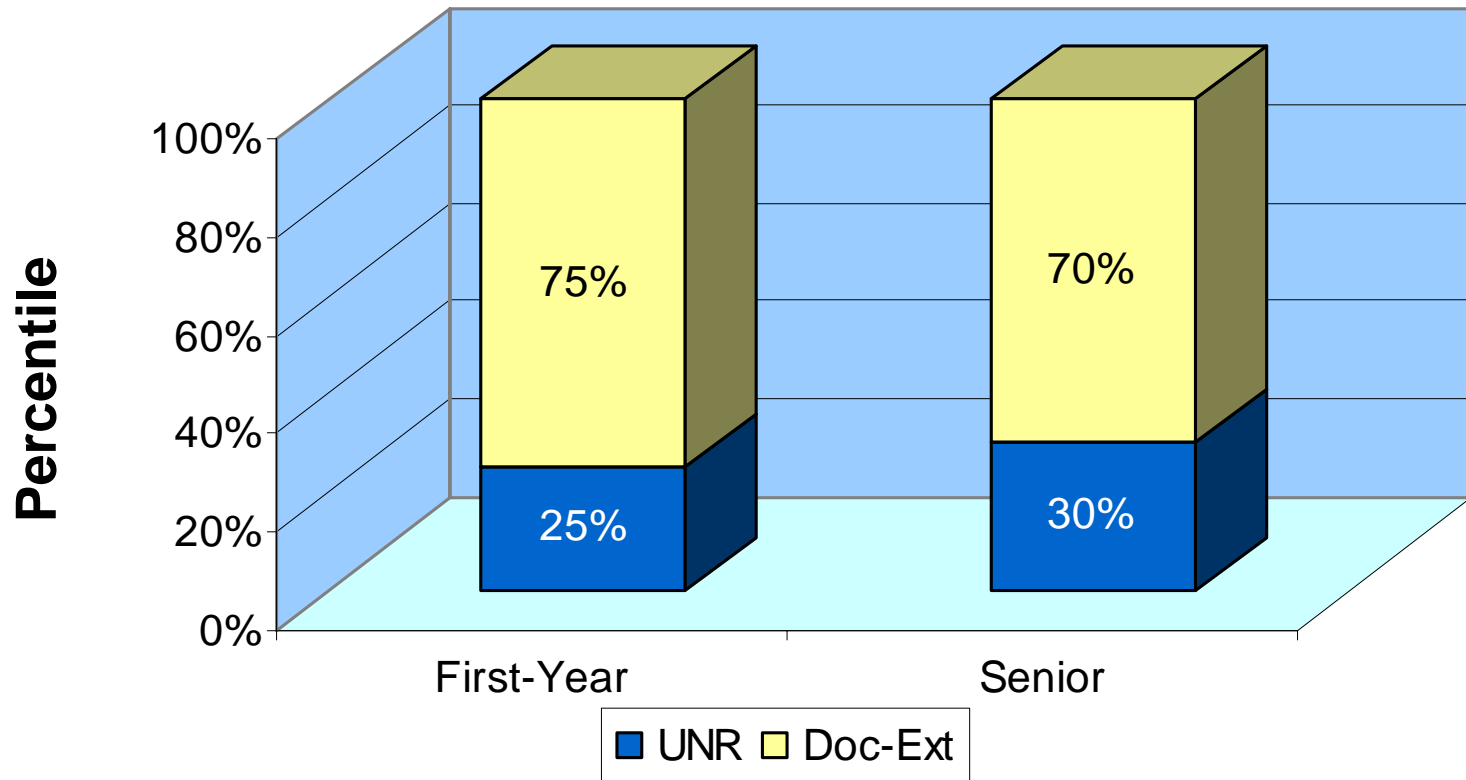


FINDINGS

1. Approximately half of first year and senior students said they talk with faculty about their grades and assignments. 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.
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; **however**, students reported otherwise.

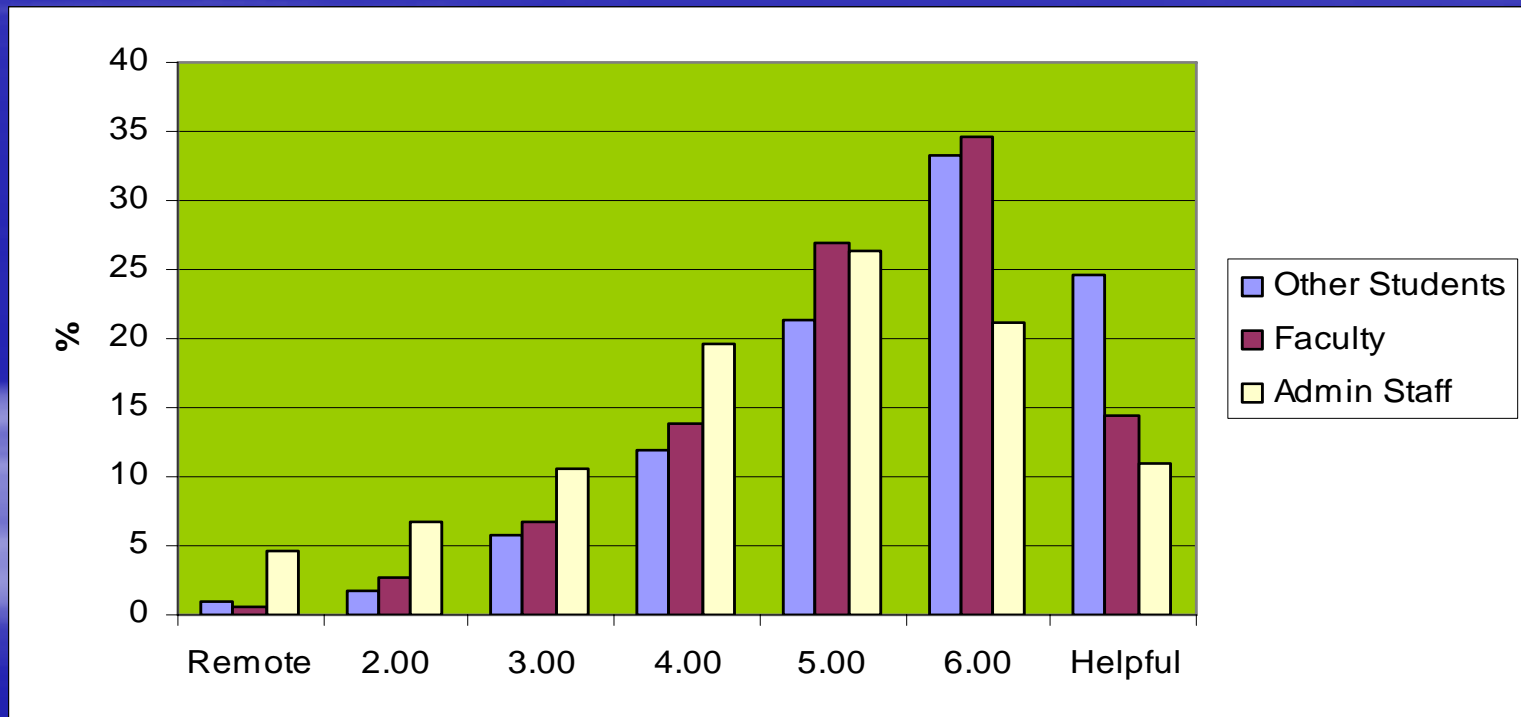
Supportive Campus Environment

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



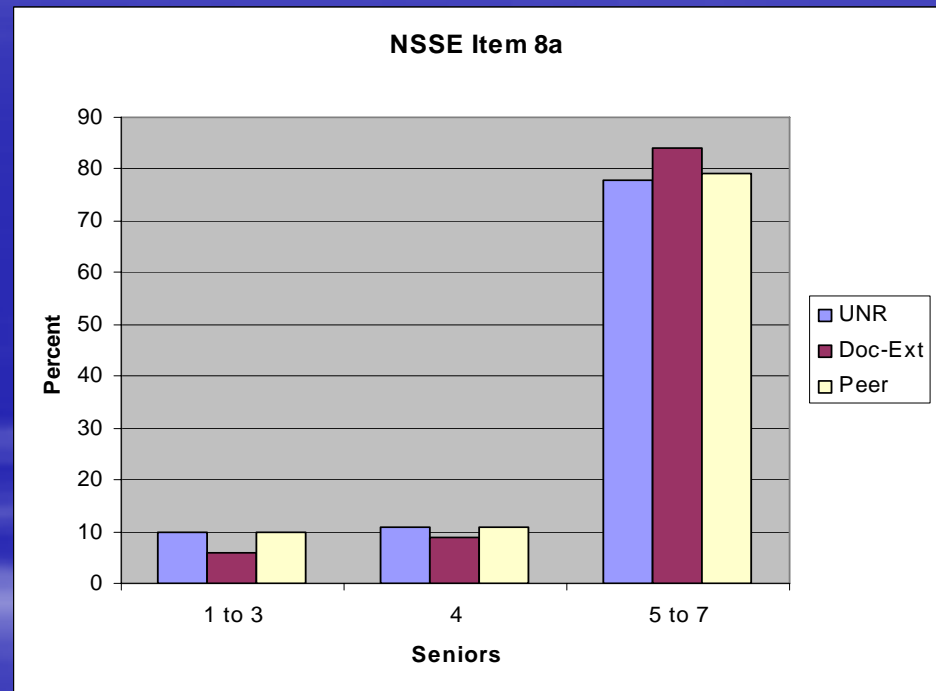
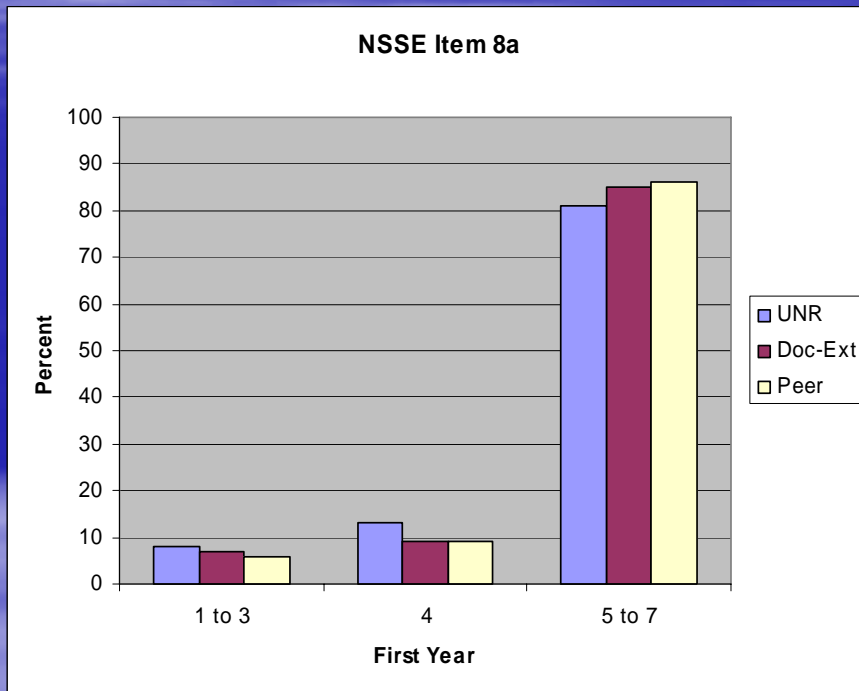
Supportive Campus Environment Relationships

8a, b, & c. Thinking about your overall experience at UNR, how would you rate the quality of relationships with other students (a), faculty (b), and administrative personnel and offices (c)?



Supportive Campus Environment

8a. How would you rate the quality of relationships with other students.

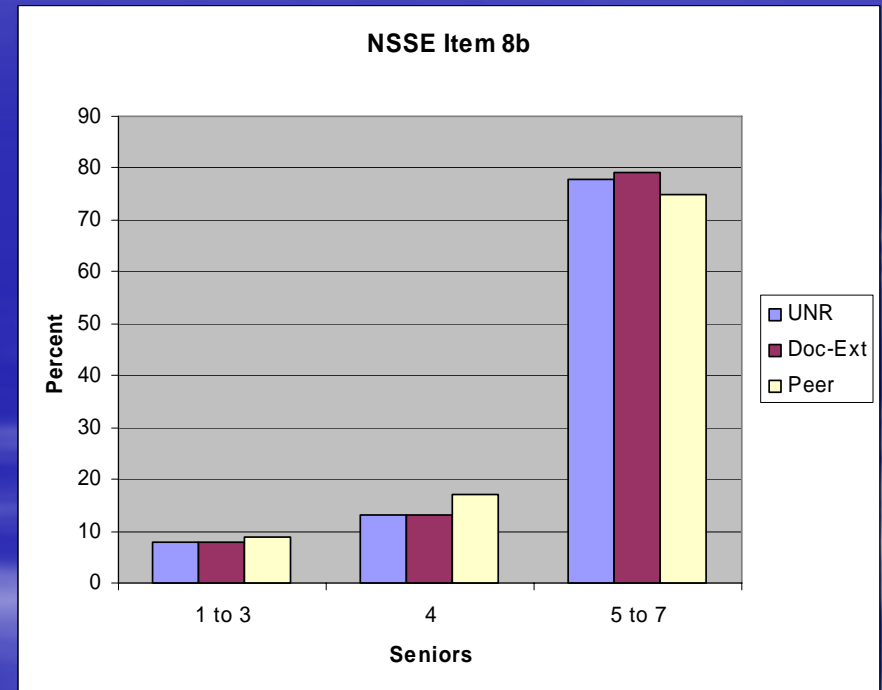
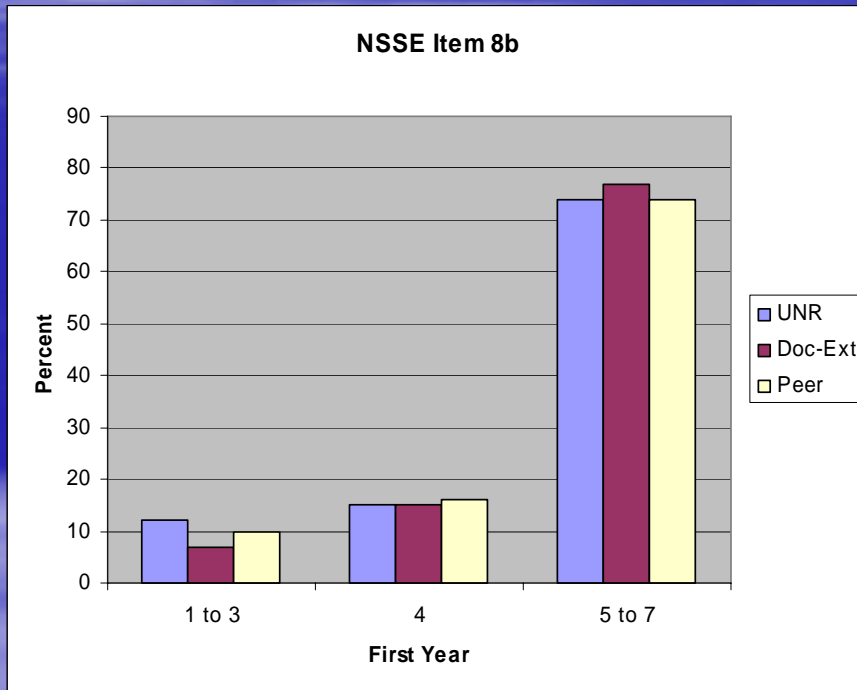


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Supportive Campus Environment

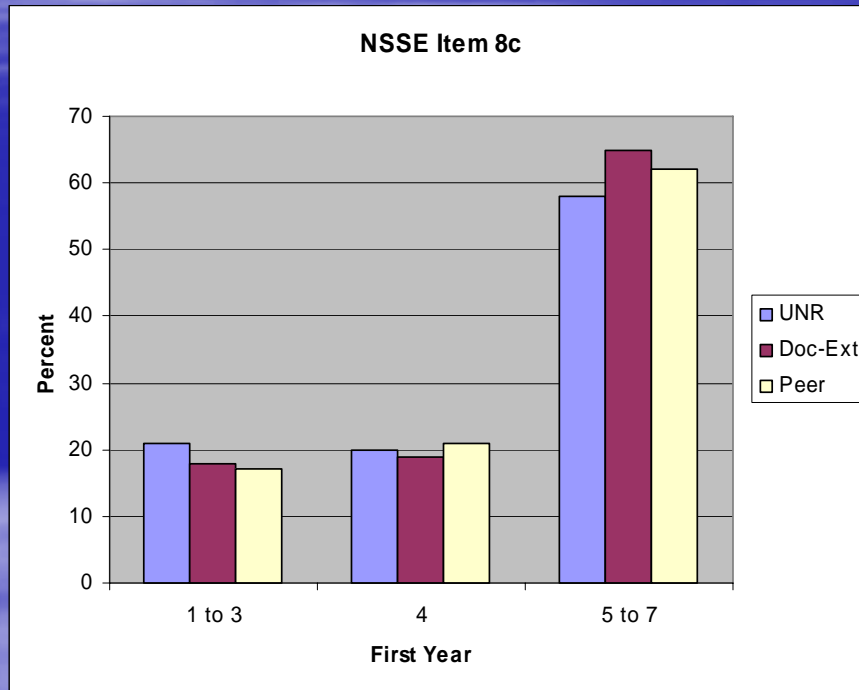
8b. How would you rate the quality of relationships with faculty members.



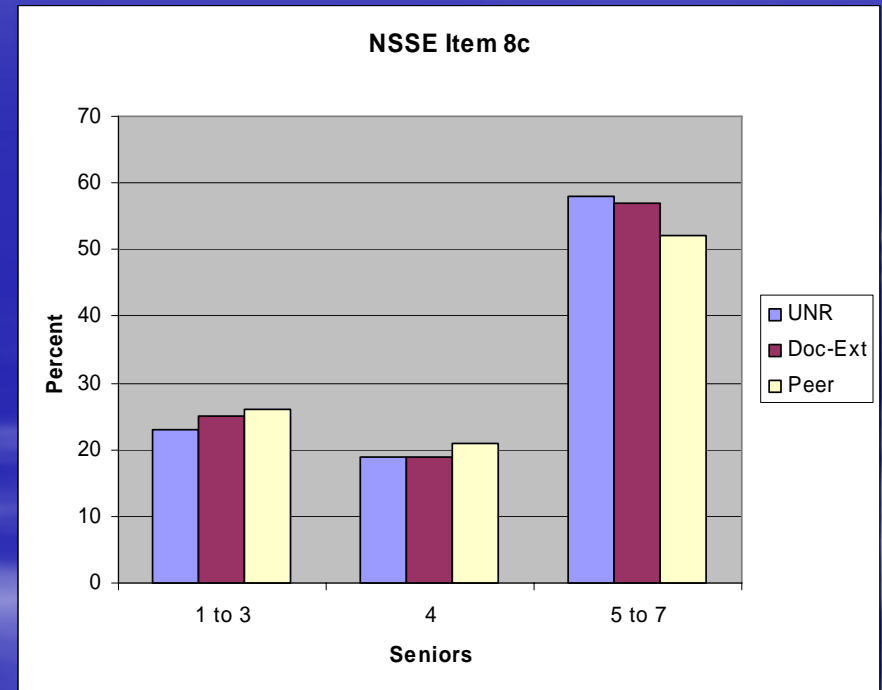
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Support Campus Environment

8c. How would you rate the quality of relationships with administrative personnel and offices.



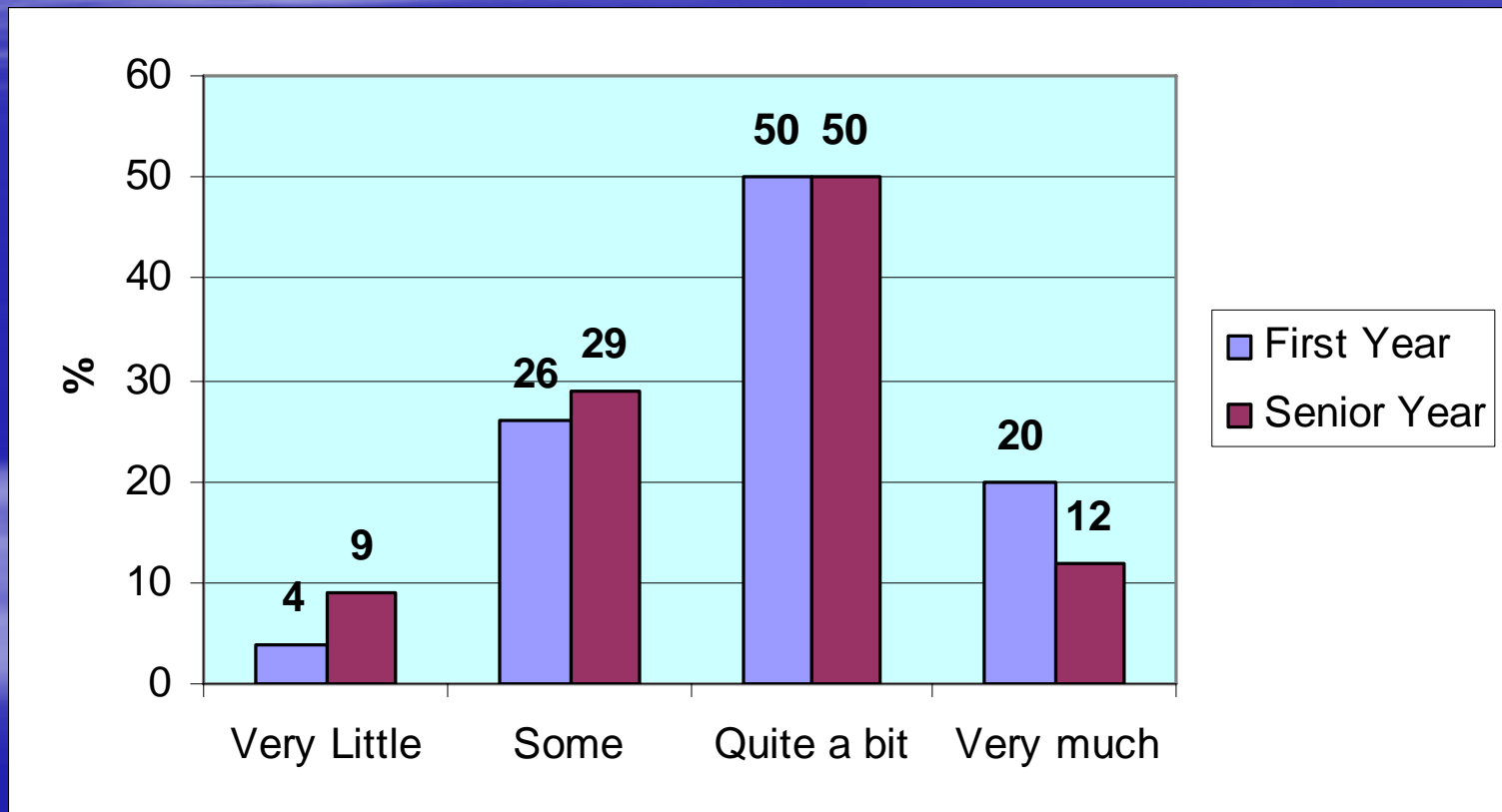
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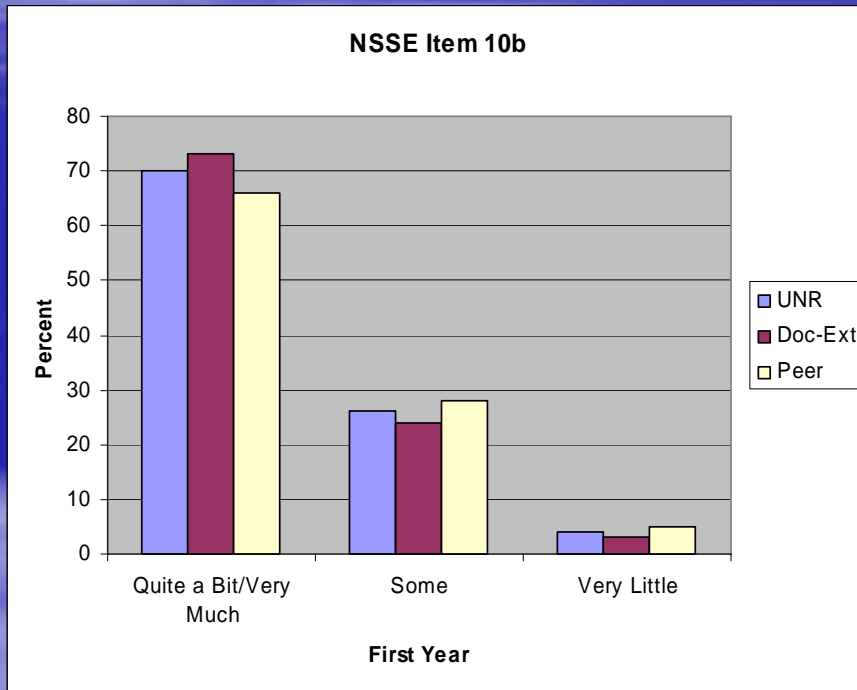
Academic Support

10b. Extent UNR emphasizes providing support you need to help you succeed academically.

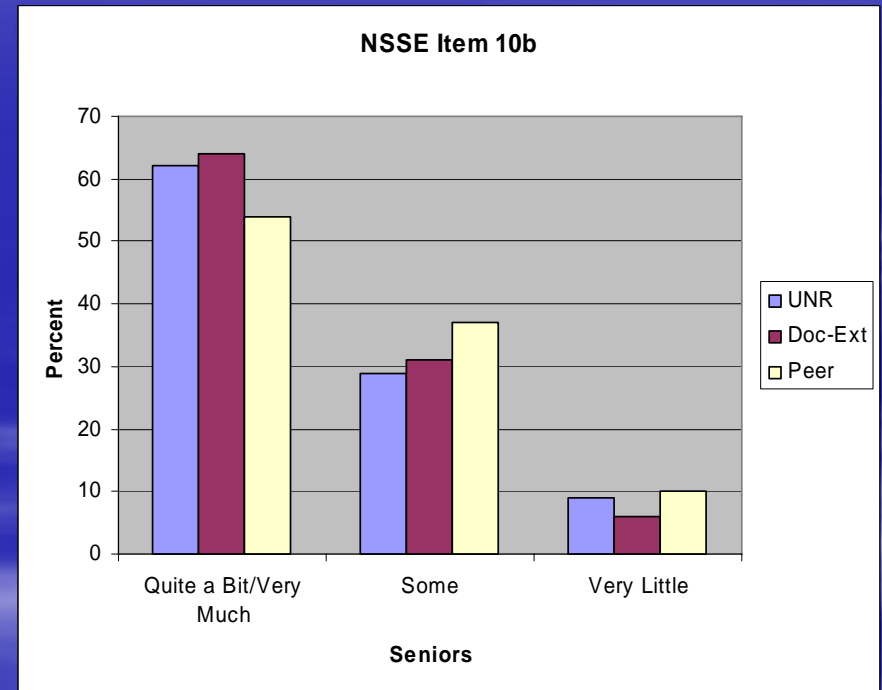


Supportive Campus Environment

10b. Extent UNR emphasizes providing support you need to help you succeed academically.



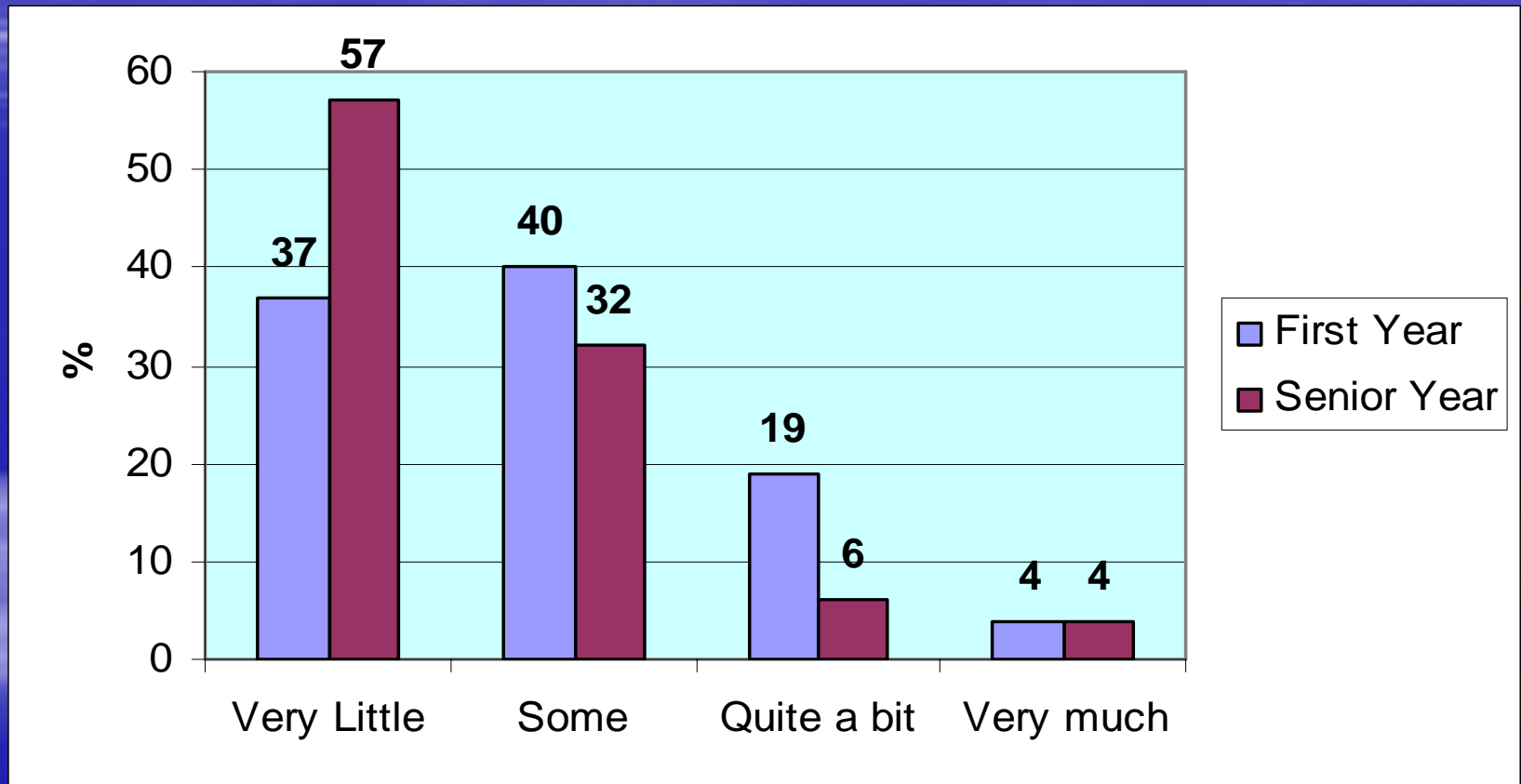
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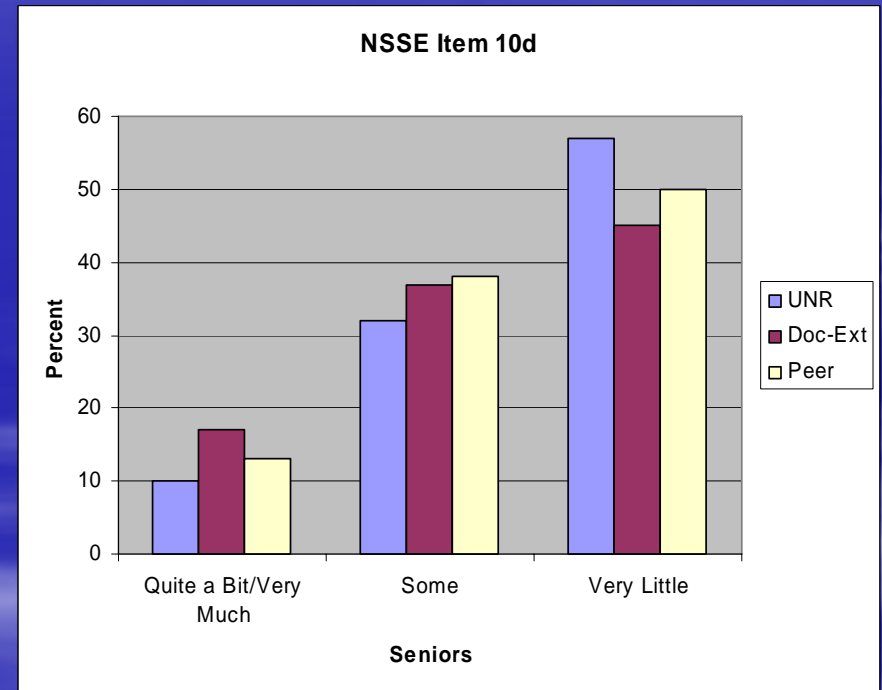
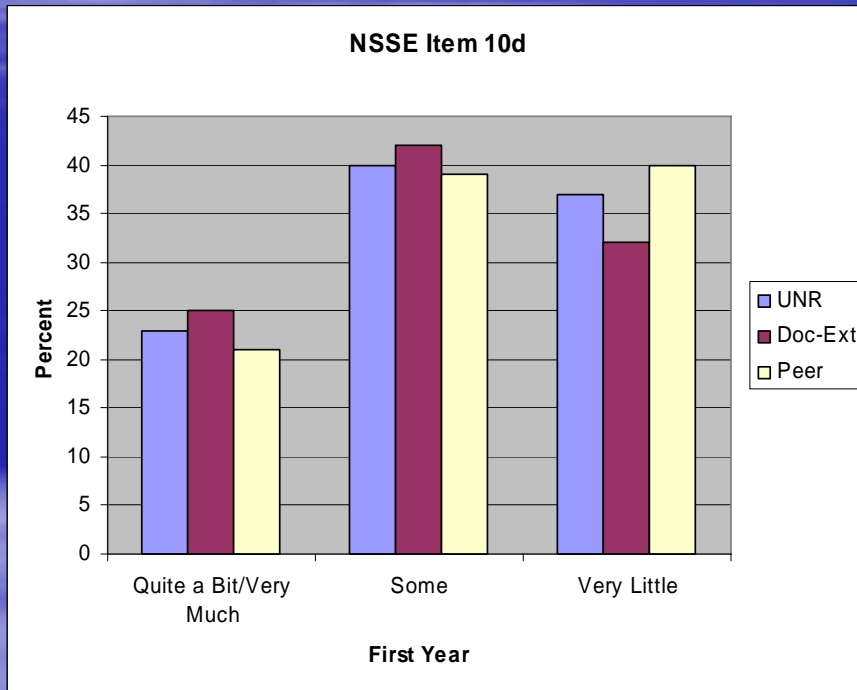
Non-academic Support

10d. Extent UNR emphasizes helping you cope with your non-academic responsibilities.



Supportive Campus Environment

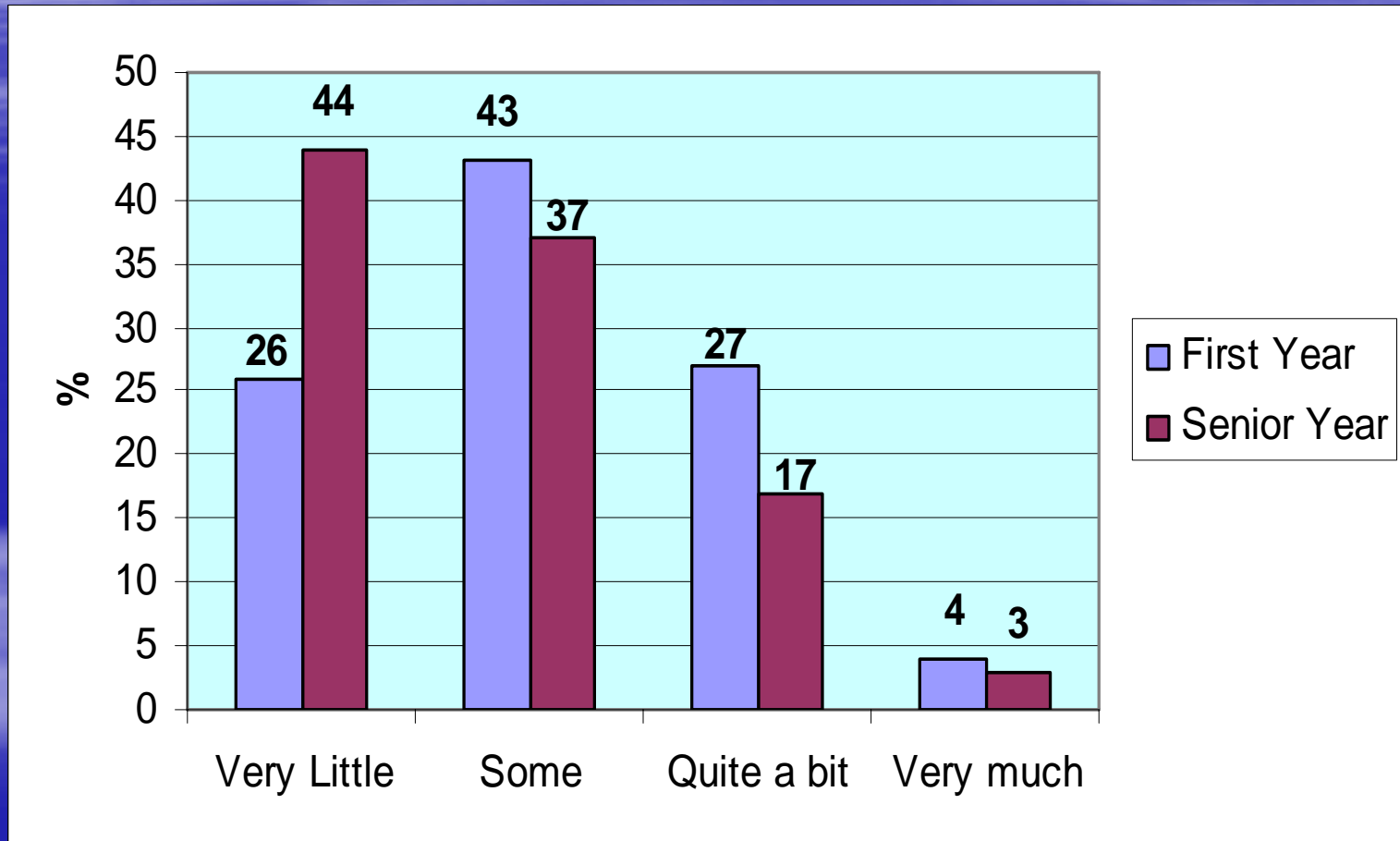
10d. Extent UNR emphasizes helping you cope with your non-academic responsibilities.



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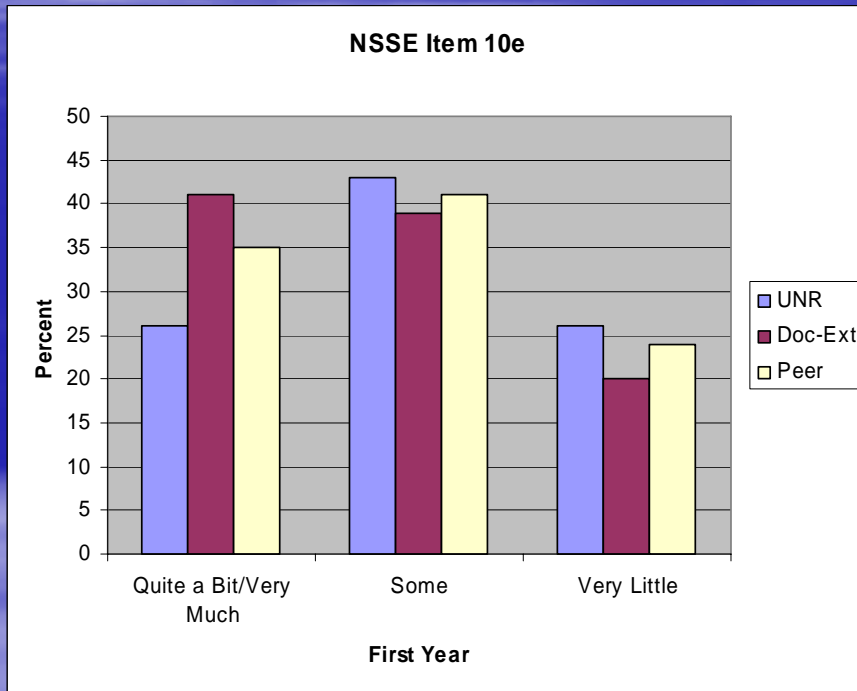
Social Support

10e. Extent UNR emphasizes providing the support you need to thrive socially.

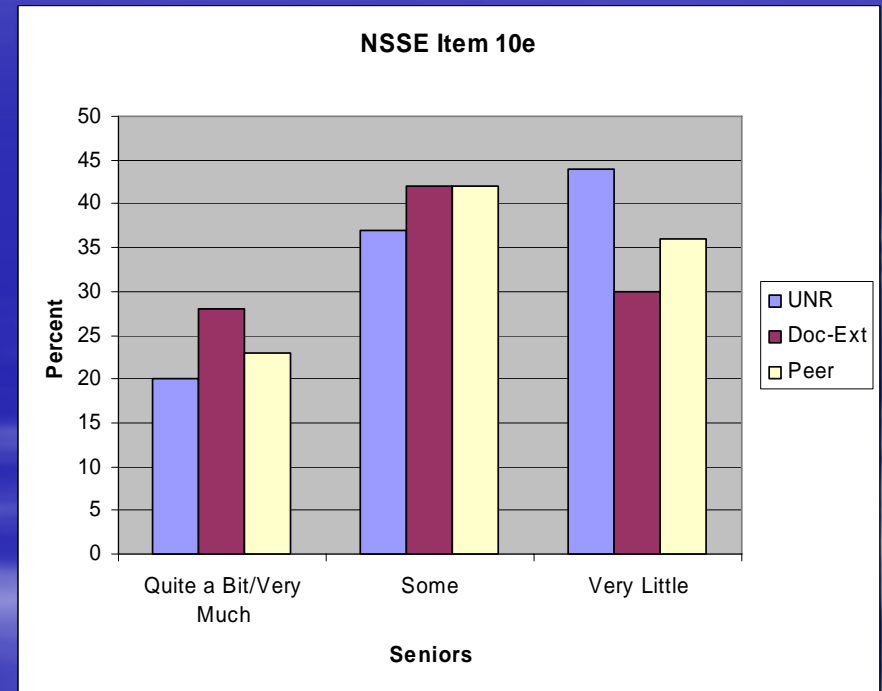


Supportive Campus Environment

10e. Extent UNR emphasizes providing the support you need to thrive socially.



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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:
 - a) UNR does a **GOOD** job with academic support.
 - b) UNR does **NOT** offer much non-academic or social support.

Which Students?

- Disaggregate by SIS
 - High School GPAs & Entrance Exam Scores
 - Gender
 - Ethnicity
 - Age
 - State/County/High School
- Disaggregate by NSSE demographics
 - Living Arrangements
 - Started Elsewhere (transfers)
 - Mother/Father Education Level
 - Student Athletes

Living Arrangements

NSSE Items 27

	First Year	Seniors
<i>Campus housing</i>	143	7
<i>Walking distance</i>	22	60
<i>Driving distance</i>	121	284
<i>Fraternity or sorority</i>	4	6

Transfer Students

NSSE Item 21

	First Year	Seniors
<i>Started UNR</i>	277	187
<i>Started Elsewhere</i>	10	169
<i>Transfer Credits (n/mean credits)</i>	84/8.2	301/46.5
<i>Mother Education (mean)</i>	3.75	3.61
<i>Father Education (mean)</i>	3.85	3.86

Gender/Age/Athletes

Gender - SIS

	First Year	Seniors
<i>Female</i> (SIS)	172	217
<i>Male</i> (SIS)	119	143

Age – SIS & Athlete - NSSE

	First Year	Seniors
<i>Age</i> (SIS)	19.3	28.2
<i>Athletes</i> (NSSE)	18	7

Can or Should we use NSSE?

- TO:
 - Assess Current Programs?
 - Modify Existing Programs?
 - Develop New Programs?
 - Target Students Groups?
 - Identify Staff Development Needs?

“Engagement differences between students at any institution are usually larger than engagement differences between institutions.”