

NIU

**NORTHERN
ILLINOIS
UNIVERSITY**

**NATIONAL SURVEY OF
STUDENT ENGAGEMENT**

PRELIMINARY FINDINGS

FALL 2009

WHY STUDENT ENGAGEMENT?

“The research is unequivocal: students who are actively involved in both academic and out-of-class activities gain more from the college experience than those who are not so involved... [therefore,] it is important to focus on the ways in which an institution can shape its academic, interpersonal, and extracurricular offering to encourage *student engagement*.”

Pascarella & Terenzini. (2005). How college affects students: A third decade of research. San Francisco: Jossey-Bass Publishers, 2005.

KEYS TO ENGAGEMENT

Two key components of Engagement:

- The amount of time and effort students put into their studies and educationally purposeful activities.
- The ways an institution uses its resources and organizes the curriculum and other learning opportunities to encourage student participation


Kuh, G., Kinzie, J., Schuh, J., & Whitt, E. (2005). Assessing conditions to enhance educational effectiveness: The inventory for Student Engagement and Success. San Francisco: Jossey-Bass.

WHAT IS NSSE?

Administered by the Indiana University Center for Postsecondary Research, The National Survey of Student Engagement (NSSE) is the most comprehensive assessment of effective practice in higher education and includes data from more than 334,000 students at 640 four-year college and universities.*


***Statistics above are from the 2009 NSSE Results**


WEB-BASED SURVEY





National Survey
of Student Engagement


The College Student Report



 Help

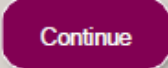
 Contact Us

 FAQs

 Save and Exit

In your experience at your institution during the current school year, about how often have you done each of the following?

	Very often	Often	Some-times	Never
Asked questions in class or contributed to class discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made a class presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepared two or more drafts of a paper or assignment before turning it in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on a paper or project that required integrating ideas or information from various sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Come to class without completing readings or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with other students on projects during class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with classmates outside of class to prepare class assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Source: http://nsse.iub.edu/html/survey_instruments_2009.cfm

NSSE SURVEY ITEM ORGANIZATION

- Q.1 – Academic activities**
- Q.2 – Learning mental activities**
- Q.3 – Reading & Writing**
- Q.4 – Homework**
- Q.5 – Academic challenge**
- Q.6 – Co-curricular activities**
- Q.7 – Enriching educational experiences**
- Q.8 – Campus relationship**
- Q.9 – Time usage**
- Q.10 – Institutional emphasis**
- Q.11 – Gains**
- Q.12-14 – Satisfaction**

SURVEY RESPONDENTS

Student Characteristics	First Year (n=496)	Seniors (n=631)
Response Rate	20%	25%
Gender		
Female	60%	62%
Male	40%	38%
Enrollment		
Full-Time	98%	88%
Part	2%	12%
Race/Ethnicity		
Am. Indian/Native American	0%	0%
Asian/Asian Am/Pacific Is.	6%	7%
Black/African American	12%	5%
White (non-Hispanic)	67%	73%
Hispanic/Latino	7%	5%
Multiracial	4%	3%
Other/No response	5%	
Transfer Students	8%	61%
On-Campus	74%	8%
Traditional Age (less than 24)	98%	66%

NSSE BENCHMARKS OF EFFECTIVE EDUCATIONAL PRACTICE

- **Level of Academic Challenge (LAC)**
- **Active and Collaborative Learning (ACL)**
- **Student-Faculty Interaction (SFI)**
- **Enriching Educational Experiences (EEE)**
- **Supportive Campus Environment (SCE)**



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.



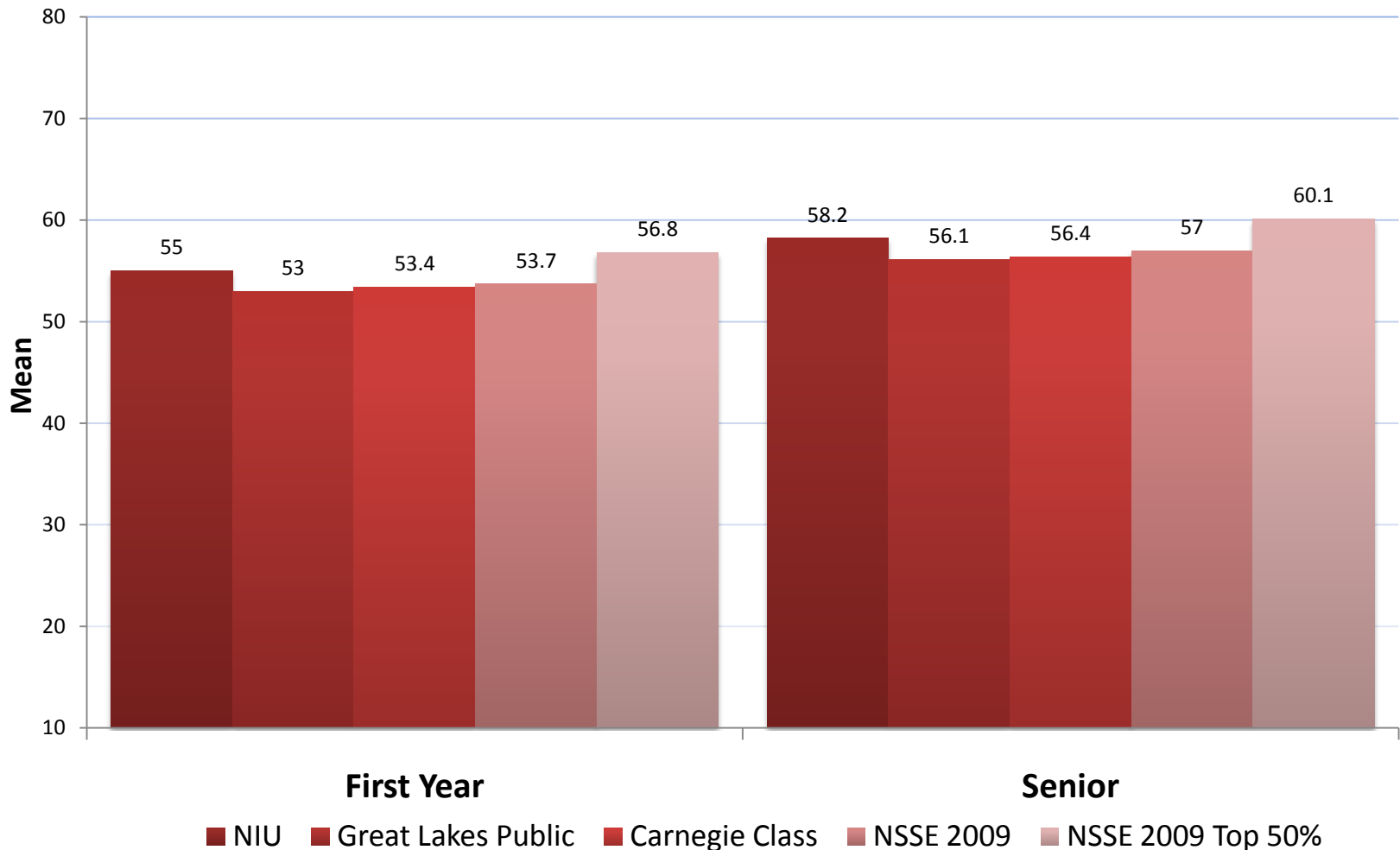
LEVEL OF ACADEMIC CHALLENGE

Activities and conditions:

- Time spent preparing for class (studying, reading, writing, rehearsing, and other activities related to your academic program)
- Worked harder than you thought you could to meet an instructor's standards or expectations
- Number of assigned textbooks, books, or booklength packs of course readings
- Number of written papers or reports of 20 pages or more
- Number of written papers or reports between 5 and 19 pages
- Number of written papers or reports fewer than 5 pages
- Coursework emphasizes: Analyzing the basic elements of an idea, experience, or theory
- Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences
- Coursework emphasizes: Making judgments about the value of information, arguments, or methods
- Coursework emphasizes: Applying theories or concepts to practical problems or in new situations
- Campus environment emphasizes spending significant amounts of time studying and on academic work

LEVEL OF ACADEMIC CHALLENGE

Level of Academic Challenge Benchmark



STUDENT-FACULTY INTERACTION

Students see first-hand 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.



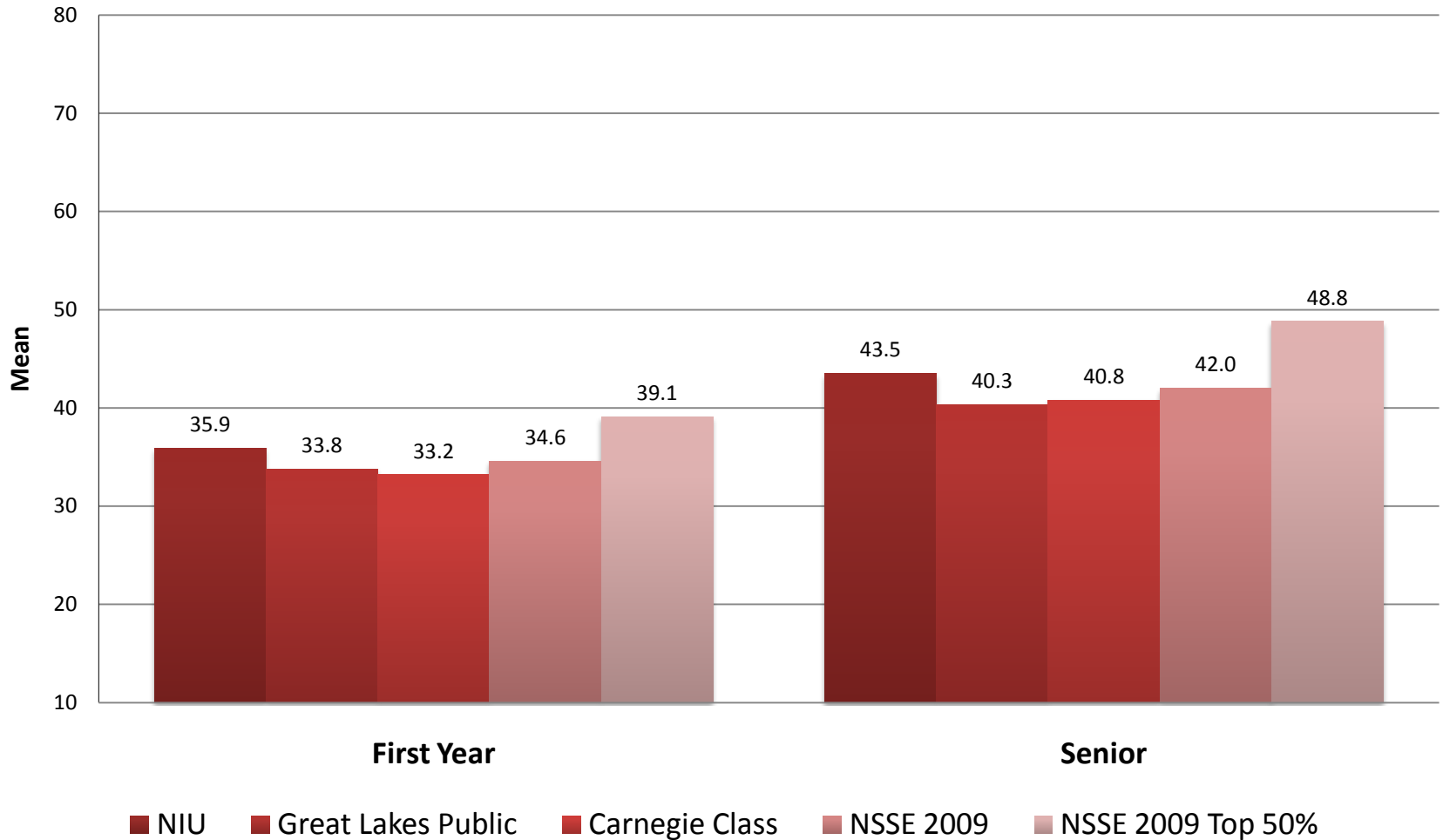
STUDENT-FACULTY INTERACTION

Activities:

- **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**
- **Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)**
- **Received prompt written or oral feedback from faculty on your academic performance**
- **Worked with a faculty member on a research project**

STUDENT-FACULTY INTERACTION

Student-Faculty Interactions Benchmark



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.



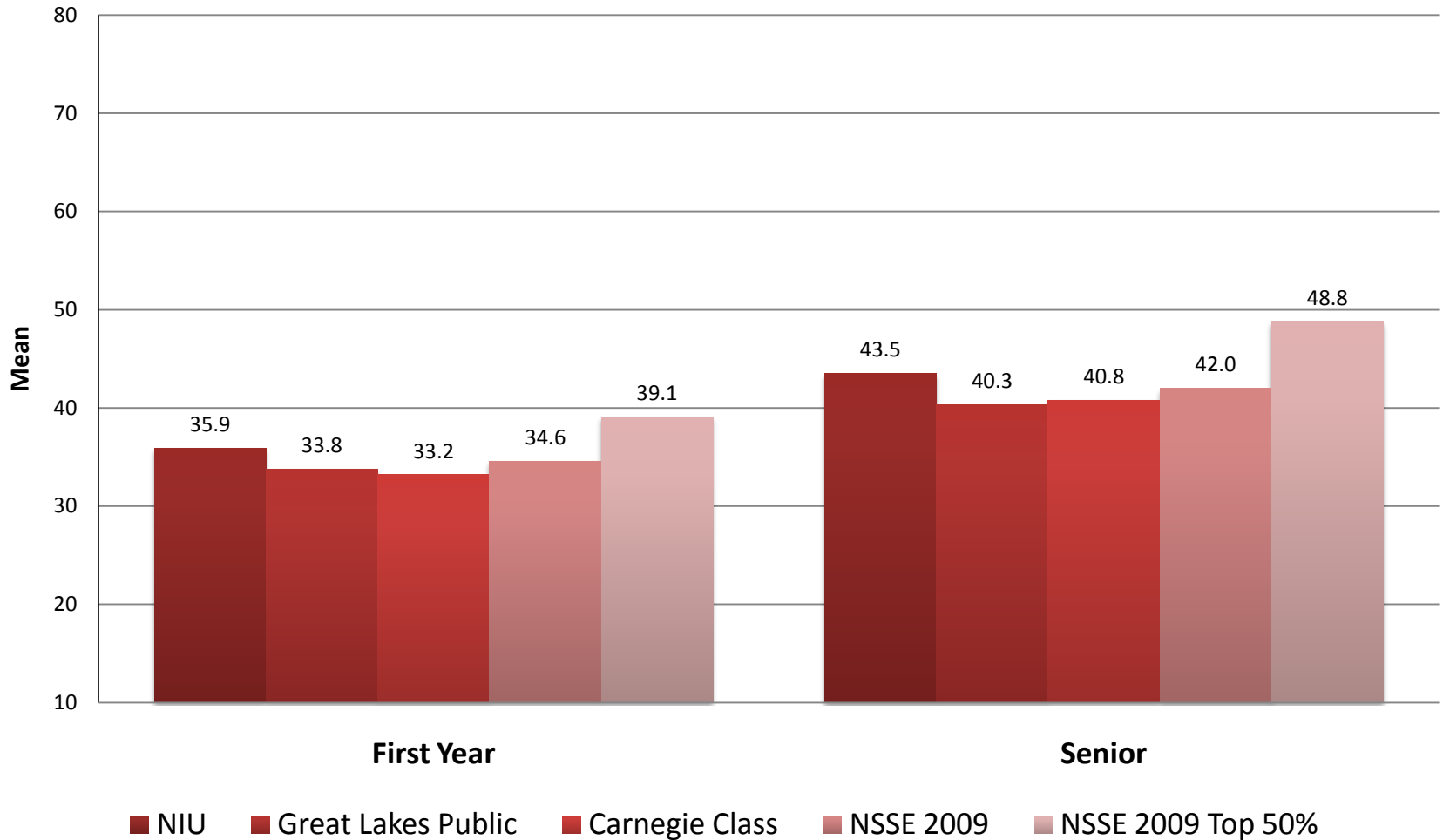
SUPPORTIVE CAMPUS ENVIRONMENT

Conditions:

- **Campus environment provides support you need to help you succeed academically**
- **Campus environment helps you cope with your non-academic responsibilities (work, family, etc.)**
- **Campus environment provides the support you need to thrive socially**
- **Quality of relationships with other students**
- **Quality of relationships with faculty members**
- **Quality of relationships with administrative personnel and offices**

SUPPORTIVE CAMPUS ENVIRONMENT

Student-Faculty Interactions Benchmark



ACTIVE AND COLLABORATIVE LEARNING

Students learn more when they are intensely involved in their education and are asked to think about and apply what they are learning in different settings.

Collaborating with others in solving problems or mastering difficult material prepares students to deal with the messy, unscripted problems they will encounter daily during and after college.



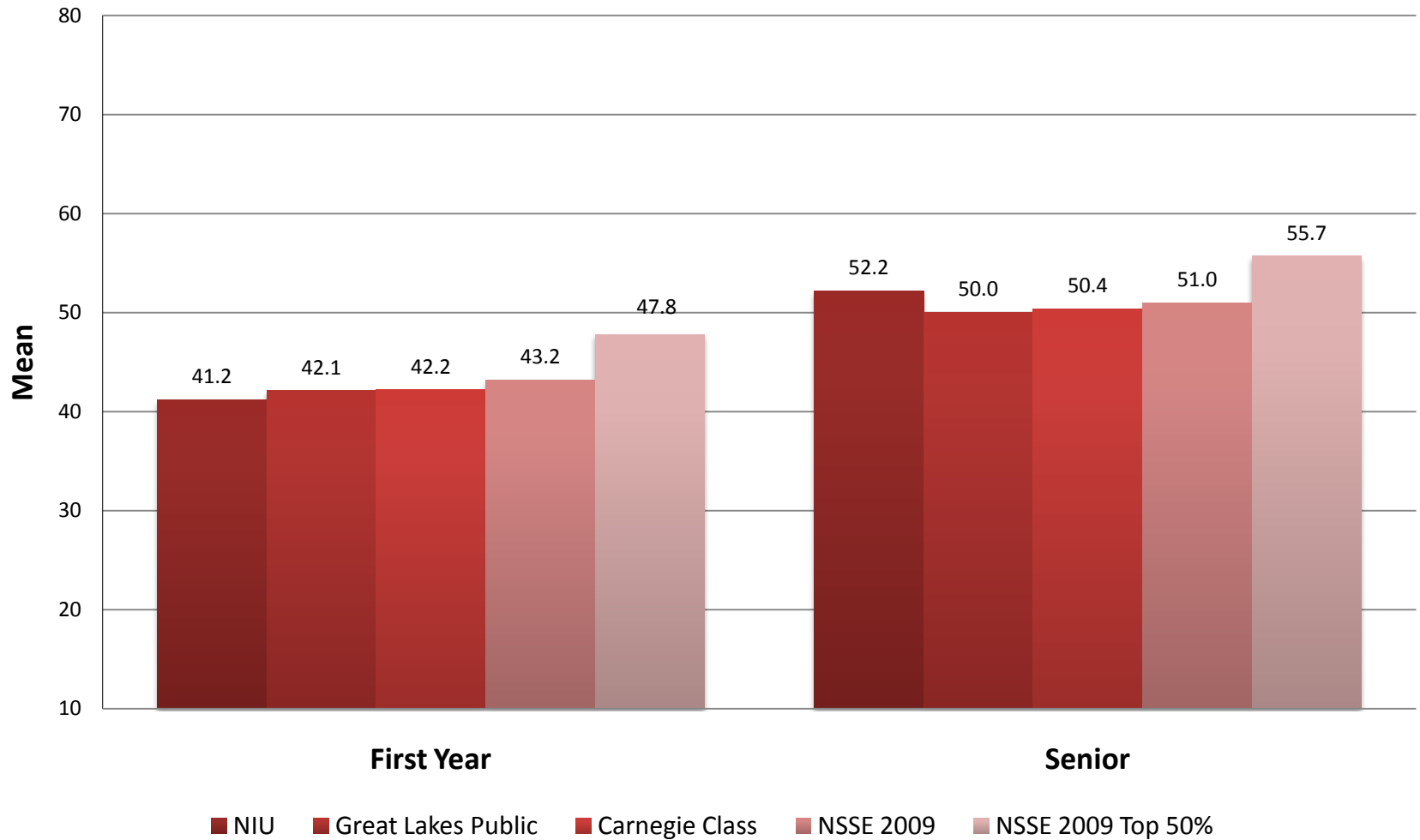
ACTIVE AND COLLABORATIVE LEARNING

Activities:

- **Asked questions in class or contributed to class discussions**
- **Made a class presentation**
- **Worked with other students on projects during class**
- **Worked with classmates outside of class to prepare class assignments**
- **Tutored or taught other students**
- **Participated in a community-based project as part of a regular course**
- **Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)**

ACTIVE AND COLLABORATIVE LEARNING

Active and Collaborative Learning Benchmark



ENRICHING EDUCATIONAL EXPERIENCE

Complementary learning opportunities inside and outside the classroom augment the academic program. Experiencing diversity teaches students valuable things about themselves and other cultures. Used appropriately, technology facilitates learning and promotes collaboration between peers and instructors. Internships, community service, and senior capstone courses provide students with opportunities to synthesize, integrate, and apply their knowledge. Such experiences make learning more meaningful and, ultimately, more useful because what students know becomes a part of who they are.



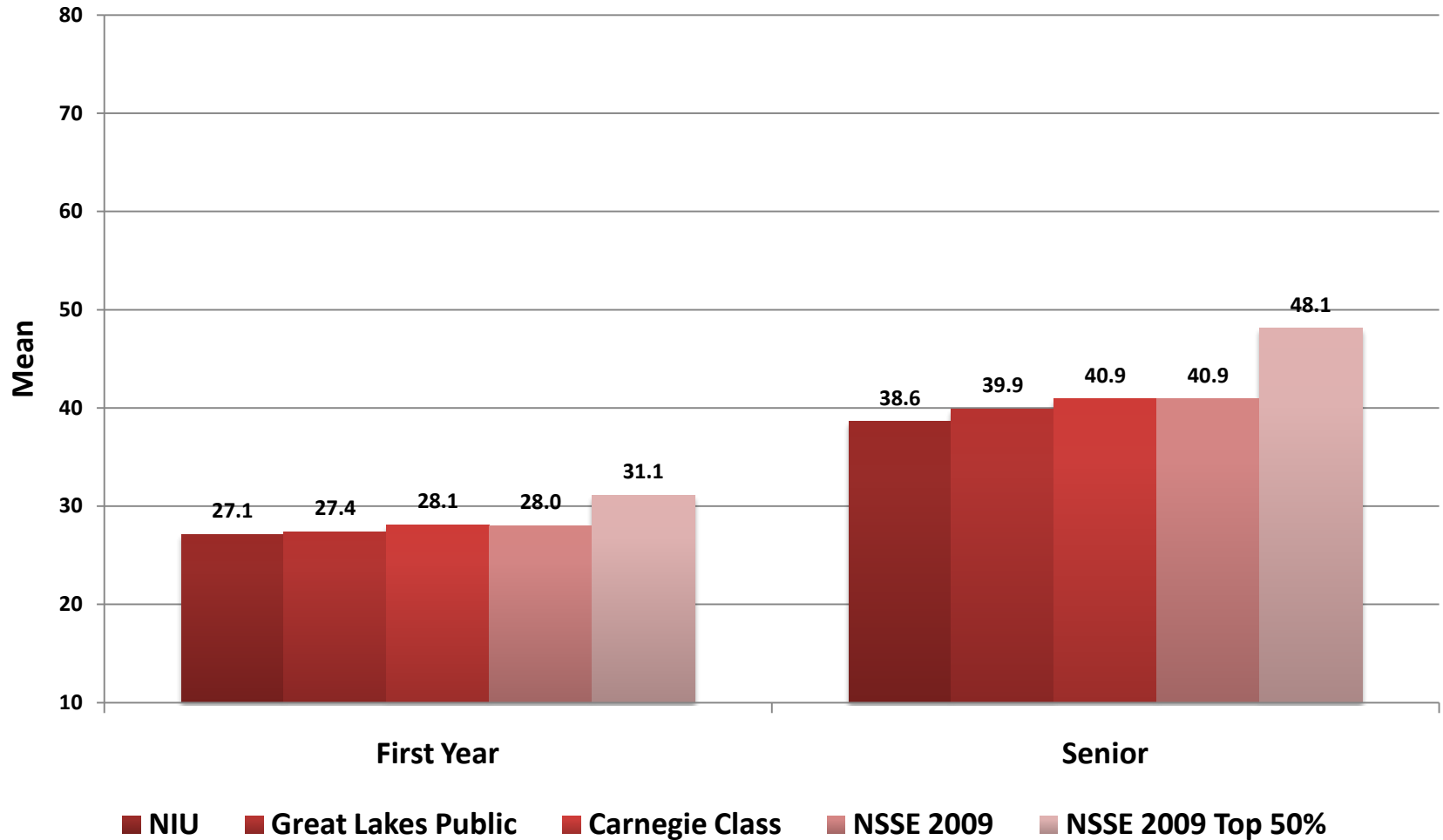
ENRICHING EDUCATIONAL EXPERIENCE

Activities and conditions:

- Talking with students with different religious beliefs, political opinions, or values
- Talking with students of a different race or ethnicity
- An institutional climate that encourages contact among students from different economic, social, and racial or ethnic backgrounds
- Using electronic technology to discuss or complete assignments
- Participating in:
 - Internships or field experiences
 - Community service or volunteer work
 - Foreign language coursework
 - Study abroad
 - Independent study or self-assigned major
 - Culminating senior experience
 - Co-curricular activities
 - Learning communities

ENRICHING EDUCATIONAL EXPERIENCE

Enriching Educational Experiences Benchmark



TRENDS

- **NIU Seniors scored higher than Great Lake Publics, Carnegie Class, and NSSE 2009 institutions in all benchmarks, except EEE.**
- **NIU First Year students scored higher than Great Lake Publics, Carnegie Class, and NSSE 2009 institutions in LAC and SFI benchmarks.**
- **In both populations, NIU scored than our comparison groups in the Enriching Educational Experience benchmark.**
- **First year students lagged behind our comparison groups in Active and Collaborative Learning.**

TRENDS

Enriching Educational Experience is an improvement area.

Strengths:

- **Both groups scored higher than our comparison groups on the two questions asking about whether a student had engaged in a serious conversation with others of a different race/ethnicity and/or with different beliefs, opinion etc.**

Areas for Growth:

- **Seniors are lower in community service or volunteer work and culminating senior experience than our comparison groups.**
- **First year students are lower in participation in learning communities than our comparison groups.**
- **Both groups are lower in undergraduate research participation, study abroad experience, and foreign language study than our comparison groups.**

RECOMMENDATIONS

- **With the implementation of components in the Great Journeys Strategic Plan, and the completion of the Foundations of Excellence and Baccalaureate Review in early 2010, NIU is poised to roll out multiple engaged learning programs for 2010 including:**
 - **Campus-wide learning communities for incoming freshman,**
 - **Enhanced and expanded undergraduate research programs.**
- **Increase awareness among faculty, staff and students of NIU's "high impact educational practices" and encourage the development of more engagement opportunities.**
- **We should make our aspirational goal to be in the Top 50% of NSSE Institutes when the next NSSE data are collected.**