2010 National Survey of Student Engagement (NSSE): UNL Results

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Office of Undergraduate Studies
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• First-Year & Senior student participation in programs and activities representing empirically confirmed "good practices" in undergraduate education

• Survey items reflect student and institutional behaviors associated with desired college outcomes
• On-line survey sent to all First-Year and Senior students in Spring 2010

• UNL Response Rate: 36%
  - Peer response rate: 26%

• # of Respondents:
  First-Year = 1,537  Senior = 1,020

• Previously administered in:
• Association of American Universities (AAU)

• Carnegie Peers (RU/VH)

• Big 10/Regental Peers

* significant overlap between peer groups
• Indiana Univ – Bloomington
• Michigan State Univ
• Ohio State Univ
• Univ of Illinois – Urbana/Champaign
• Univ of Kansas
• Univ of North Carolina – Chapel Hill
• Univ of Texas - Austin
• Carnegie Mellon
• Emory Univ
• Indiana Univ
• Kansas State
• Michigan State
• Ohio State
• Oregon State
• Purdue
• Univ of Colo – Denver

• Univ of Hawaii
• Univ of Illinois
• Univ of North Carolina
• Univ of South Florida
• Univ of Tennessee
• Univ of Texas
• Washington State
• Yeshiva Univ
Big 10/Regental Peers

- Indiana Univ – Bloomington  
  Big 10 Peer
- Michigan State Univ  
  Big 10 Peer
- Ohio State Univ  
  Big 10 & Regental Peer
- Purdue Univ  
  Big 10 & Regental Peer
- Univ of Illinois – Urbana/Champaign  
  Big 10 & Regental Peer
- Univ of Kansas  
  Big 10 Peer
2010 NSSE

BENCHMARK RESULTS
1. **Level of Academic Challenge (LAC)**
   Academic work and expectations challenging

2. **Active and Collaborative Learning (ACL)**
   Involved in actively constructing knowledge

3. **Student-Faculty Interaction (SFI)**
   Contact and interaction with faculty

4. **Enriching Educational Experiences (EEE)**
   Activities broaden experience and knowledge

5. **Supportive Campus Environment (SCE)**
   Relationships with different campus groups
First-Year

• All 5 benchmark scores have improved since 2004.
• In comparison with peers, room to improve on all five benchmarks.

Senior

• All 5 benchmark scores have improved since 2004 or 2007.
• In comparison with peers, room to improve on 3 benchmarks. (LAC, EEE, SCE)
• Improvement in UNL benchmarks over time for both first-year and seniors is positive.
• Comparison with peers indicates room for improvement.
• Decisions on how to be improved explored through demographic analysis.
UNL’s Benchmark Scores

DEMOGRAPHIC ANALYSIS
Demographics Considered (1 of 2)

Compared benchmark scores for the following groups:

- **Gender** (Male/Female)
- **Race/Ethnicity** (Caucasian/Students of Color)
- **First Generation**
  - (Parent attended college/Parents did not attend college)
- **Do/Do not work off campus**
- **Student on-campus worker** (Yes/No)
- **Do/Do not care for dependents**
Compared benchmark scores for the following groups:

- Living on/off campus
- Honors Student (Yes/No)
- Athlete (Yes/No)
- Transfer Student (Started at UNL/Started Elsewhere)
- Fraternity/Sorority member (Yes/No)
Demographic Analysis

FIRST-YEAR (FY) RESULTS
• Find academic work and expectations more challenging
  – Females
  – Fraternity/Sorority members
  – Honors Students
  – Students of Color
• Make more effort to actively construct knowledge
  – Student on-campus workers
  – Honors Students
• More contact and interaction with faculty
  – Student on-campus workers
  – Students who care for dependents
  – Fraternity/sorority members
FY Enriching Educational Experience

Office of the Dean of Undergraduate Studies

• More likely to participate in activities broaden experience and knowledge
  – Honors Students
  – Fraternity/Sorority members
  – Students of color
• More positive perceptions about UNL’s commitment to their success and relationship with different campus groups
  – Females
  – Fraternity/Sorority members
  – Students who live on-campus
  – Student who DO NOT work off-campus
First-Year Trends/Conclusions

- Honors students responses are as expected (Academic Challenge, Active & Collaborative, Enriching Educational Experiences)
- Fraternity/Sorority membership is positive (Academic Challenge, Student-Faculty Interaction, Enriching Educational Experiences, Supportive Campus Environment)
- Working on campus improves Active & Collaborative and Student-Faculty Interaction
- Working off campus or living off-campus lowers perceptions of Supportive Campus Environment
- Students of Color positive scores in Academic Challenge and Enriching Educational Experiences
Demographic Analysis

SENIOR (SR) RESULTS
• Find academic work and expectations more challenging
  – Student on-campus workers
  – Students DO NOT work off-campus
• Make more effort to actively construct knowledge
  – Students on-campus workers
  – Fraternity/Sorority members
  – Students w/ parent at least BA/BS degree
More contact and interaction with faculty

- Student on-campus workers
- Student DO NOT work off-campus
- Students started at UNL (non-transfer)
- Females
- Fraternity/Sorority members
- Honors Students
- Students of Color
- Student w/ parent at least BA/BS
- Live on-campus
• More likely to participate in activities broaden experience and knowledge
  – Student on-campus workers
  – Students DO NOT work off-campus
  – Students who started at UNL (non-transfer)
  – Students DO NOT care for dependents
  – Females
  – Fraternity/Sorority members
  – Honors Students
• More likely to participate in activities broaden experience and knowledge
  – Athletes
  – Students w/ parent at least BA/BS
  – Live on-campus
• More positive perceptions about UNL’s commitment to their success and relationship with different campus groups
  – Student on-campus workers
  – Students DO NOT work off-campus
  – Students who start at UNL (non-transfer)
  – Students DO NOT care for dependents
  – Fraternity/Sorority members
  – Honors Students
  – Live on-campus
SR Trends & Conclusions

- Positive effects of student involvement in Honors (Student-Faculty Interaction, Enriching Educational Experiences, Supportive Campus Environment) and Fraternity/Sorority (Active & Collaborative, Student-Faculty Interaction, Enriching Educational Experiences, Supportive Campus Environment) continue into senior year.

- SR Students of Color are interacting well with faculty (Student-Faculty Interaction).

- SR students w/ parent at least BA/BS are more involved (Active & Collaborative, Student-Faculty Interaction, Enriching Educational Experience).
• Student on-campus workers positively benefit in all areas

• Students who work off-campus are negatively impacted in all areas
• Transfer students lower in Student-Faculty Interaction, Enriching Educational Experience and Supportive Campus Environment than their peers

• Living on-campus improves SR engagement (Student-Faculty Interaction, Enriching Educational Experience, Supportive Campus Environment)

• SR care for dependents are less involved in Enriching Educational Experiences and feel less support (Supportive Campus Environment)
2010 NSSE

ACE-RELATED SURVEY RESULTS
Using NSSE to assess ACE

a. NSSE 2010: Capture first year of ACE


c. Follow-up on 09-10 First-year response as Seniors (2013 NSSE)

d. Comparison with peer institutions (AAU, RU/VH, Big 10/Regental)
To what extent has your experience at UNL contributed to...
## Writing clearly & effectively (ACE Outcome 1)

<table>
<thead>
<tr>
<th></th>
<th>2004 (% Agree)</th>
<th>2010 (% Agree)</th>
<th>Peer Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year</td>
<td>64%</td>
<td>68%</td>
<td>Equal to</td>
</tr>
<tr>
<td>Senior</td>
<td>64%</td>
<td>68%</td>
<td>Lower than</td>
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</tbody>
</table>

## Speaking clearly & effectively (ACE Outcome 2)

<table>
<thead>
<tr>
<th></th>
<th>2004 (% Agree)</th>
<th>2010 (% Agree)</th>
<th>Peer Comparison</th>
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</thead>
<tbody>
<tr>
<td>First-Year</td>
<td>47%</td>
<td>61%</td>
<td>Equal to</td>
</tr>
<tr>
<td>Senior</td>
<td>58%</td>
<td>65%</td>
<td>Lower than</td>
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Working effectively with others (ACE Outcome 2)

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<tr>
<th></th>
<th>2004 (% Agree)</th>
<th>2010 (% Agree)</th>
<th>Peer Comparison</th>
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</thead>
<tbody>
<tr>
<td>First-Year</td>
<td>52%</td>
<td>74%</td>
<td>Equal to</td>
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<tr>
<td>Senior</td>
<td>66%</td>
<td>78%</td>
<td>Lower than</td>
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Analyzing quantitative problems (ACE Outcome 3)

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<tr>
<th></th>
<th>2004 (% Agree)</th>
<th>2010 (% Agree)</th>
<th>Peer Comparison</th>
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<tbody>
<tr>
<td>First-Year</td>
<td>52%</td>
<td>74%</td>
<td>Equal to</td>
</tr>
<tr>
<td>Senior</td>
<td>66%</td>
<td>78%</td>
<td>Lower than</td>
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Acquiring a broad general education (ACE Outcome 4-7)

<table>
<thead>
<tr>
<th></th>
<th>2004 (% Agree)</th>
<th>2010 (% Agree)</th>
<th>Peer Comparison</th>
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<tbody>
<tr>
<td>First-Year</td>
<td>75%</td>
<td>80%</td>
<td>Lower than</td>
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<tr>
<td>Senior</td>
<td>81%</td>
<td>80%</td>
<td>Lower than</td>
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# ACE Institutional Objective 3

### Developing a personal code of value/ethics (ACE Outcome 8)

<table>
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<tr>
<th></th>
<th>2004 (% Agree)</th>
<th>2010 (% Agree)</th>
<th>Peer Comparison</th>
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</thead>
<tbody>
<tr>
<td>First-Year</td>
<td>43%</td>
<td>57%</td>
<td>Equal to</td>
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<tr>
<td>Senior</td>
<td>42%</td>
<td>53%</td>
<td>Lower than</td>
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### Contributing to the welfare of your community (ACE Outcome 8)

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<th></th>
<th>2004 (% Agree)</th>
<th>2010 (% Agree)</th>
<th>Peer Comparison</th>
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<tbody>
<tr>
<td>First-Year</td>
<td>28%</td>
<td>44%</td>
<td>Lower than</td>
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<tr>
<td>Senior</td>
<td>28%</td>
<td>38%</td>
<td>Lower than</td>
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Understanding people of other racial/ethnic backgrounds (ACE Outcome 9)

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<tr>
<th></th>
<th>2004 (% Agree)</th>
<th>2010 (% Agree)</th>
<th>Peer Comparison</th>
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<tbody>
<tr>
<td>First-Year</td>
<td>40%</td>
<td>51%</td>
<td>Lower than</td>
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<tr>
<td>Senior</td>
<td>42%</td>
<td>47%</td>
<td>Lower than</td>
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### Thinking critically/analytically (ACE Outcome 10)

<table>
<thead>
<tr>
<th></th>
<th>2004 (% Agree)</th>
<th>2010 (% Agree)</th>
<th>Peer Comparison</th>
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<tbody>
<tr>
<td>First-Year</td>
<td>76%</td>
<td>83%</td>
<td>Lower than</td>
</tr>
<tr>
<td>Senior</td>
<td>82%</td>
<td>85%</td>
<td>Lower than</td>
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### Solving complex real-world problem (ACE Outcome 10)

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<tr>
<th></th>
<th>2004 (% Agree)</th>
<th>2010 (% Agree)</th>
<th>Peer Comparison</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year</td>
<td>41%</td>
<td>57%</td>
<td>Lower than</td>
</tr>
<tr>
<td>Senior</td>
<td>54%</td>
<td>61%</td>
<td>Lower than</td>
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Conclusions about ACE

- Student perception about extent to which their UNL experience has contributed to the development of general education knowledge and skills is steadily improving over time.
- Seniors (under UNL’s former CEP general education programs) were often lower than their peers.
- 2010 only a benchmark for ACE – 2013 NSSE will tell us more about impact of ACE on students’ perceived achievement.
2010 NSSE
HIGH IMPACT PRACTICES
• Five educational practices that theory and some evidence suggest lead to higher levels of student performance, learning, and development than traditional classroom experiences

• 5 high-impact practices are: Internships, Learning communities, Service Learning, Undergraduate Research & Capstone experiences
% UNL Seniors & Peers participating in High Impact Practices (2010)

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UNL

Big 10/Regental

Research with Faculty

Interships

Culminating Senior Experience

Service Learning (as part of a course)

Learning Communities
Conclusions about High Impact Practices

• UNL seniors are as involved as seniors at several of the Big 10/Regental peer schools.
• UNL seniors participation in culminating senior experience is significantly higher.
• UNL seniors participation in service learning is slightly lower. UNL effort to develop a civic engagement certificate could boost participation.