

Office of Institutional Research and Planning

One Harpst Street • Arcata, California 95521-8299

707.826.5489 • www.humboldt.edu/irp

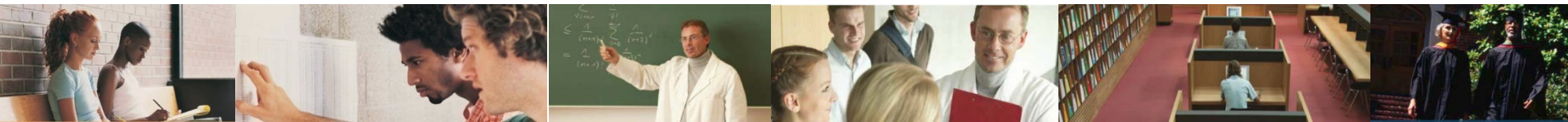




Presentation Overview

- ✓ Concept of Student Engagement
- ✓ NSSE in 2013
- ✓ 2013 HSU NSSE Administration
- ✓ Selected HSU Results
 - ✓ HSU First-Year Students
 - ✓ HSU Senior Students
- ✓ Questions & Discussion

NSSE and the Concept of Student Engagement





What is Student Engagement?

- ✓ What students do -- time and energy devoted to studies and other educationally purposeful activities
- ✓ What institutions do -- using resources and effective educational practices to induce students to do the right things
- ✓ Educationally effective institutions channel student energy toward the right activities

Seven Principles of Good Practice in Undergraduate Education

- ✓ Student-faculty contact
- ✓ Active learning
- ✓ Prompt feedback
- ✓ Time on task
- ✓ High expectations
- ✓ Experiences with diversity
- ✓ Cooperation among students





Brief Background of NSSE

- ✓ Launched with grant from The Pew Charitable Trusts in 1999, supported by institutional participation fees since 2002.
- ✓ More than 1,500 baccalaureate-granting colleges and universities in the US and Canada have participated to date.
- ✓ Institution types, sizes, and locations represented in NSSE are largely representative of U.S. baccalaureate institutions.

Year	Institutions
2001	321
2002	367
2003	437
2004	473
2005	529
2006	557
2007	610
2008	769
2009	640
2010	595
2011	751
2012	577
2013	621

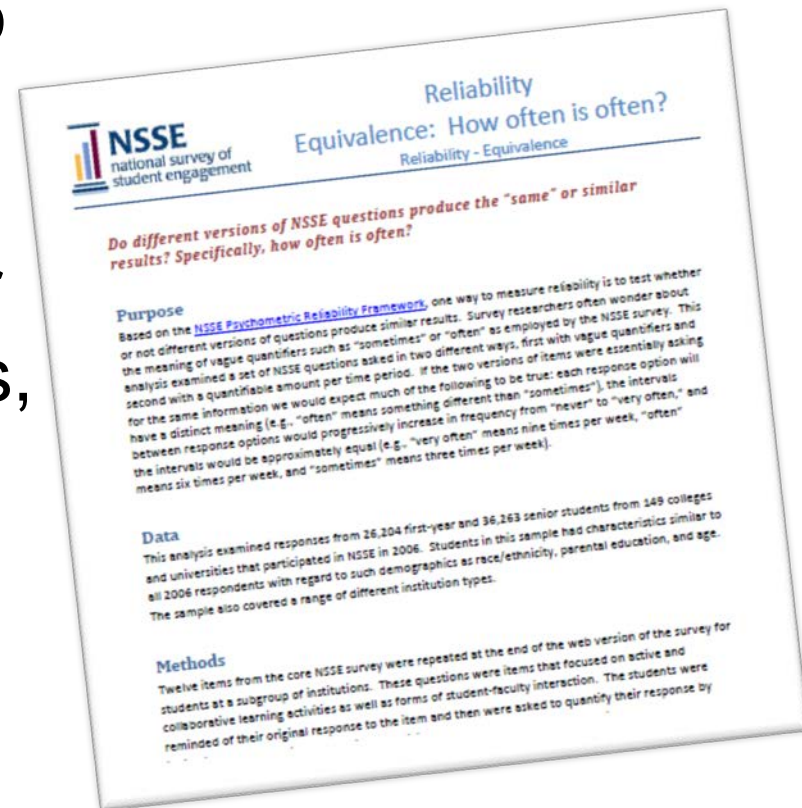
Goals of NSSE Project

- ✓ Focus conversations on undergraduate quality
- ✓ Enhance institutional practice and improvement initiatives
- ✓ Provide systematic national data on “good educational practices”



A Commitment to Data Quality

NSSE's Psychometric Portfolio presents evidence of validity, reliability, and other indicators of data quality. It serves higher education leaders, researchers, and professionals who use NSSE.



See the Psychometric Portfolio

nsse.iub.edu/links/psychometric_portfolio

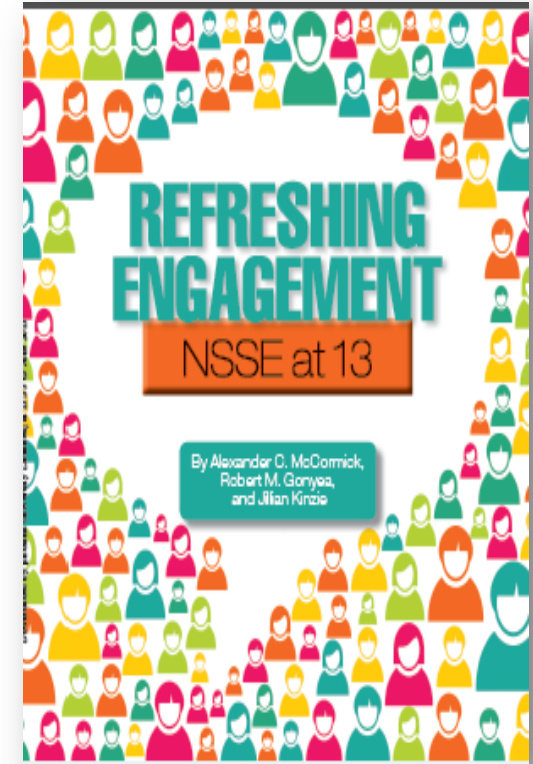
NSSE in 2013



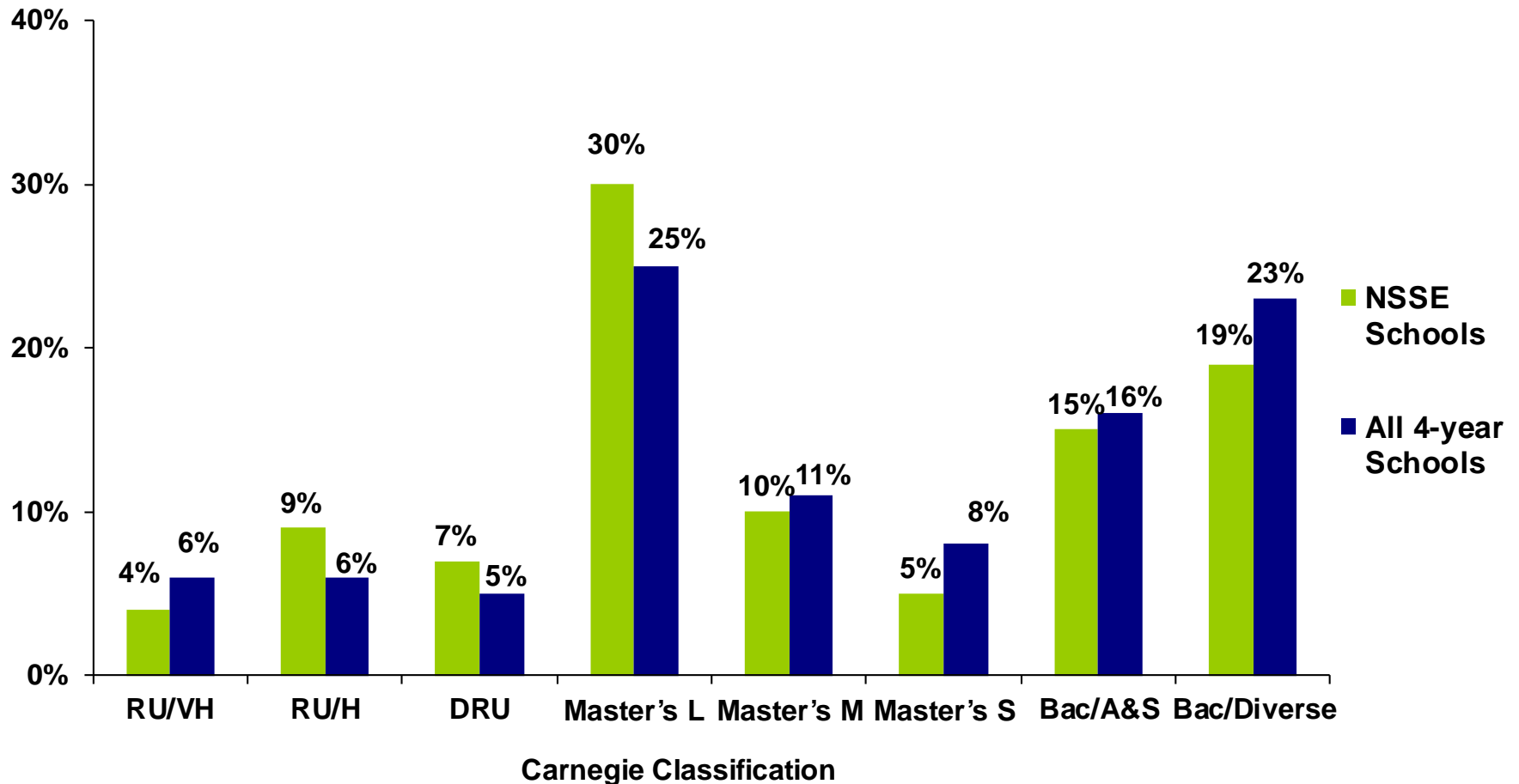
HSU photos are courtesy of HSU Marketing and Communication Department.
www.flickr.com/photos/humboldtstate

NSSE Updated in 2013!

- **Updating NSSE...**
 - Connect engagement data to indicators of success, student behaviors, and institutional improvement
 - Emerging areas of interest – HIPs, quantitative reasoning, effective teaching, deep approaches, topical modules



NSSE 2013 Institutions by Carnegie Classification

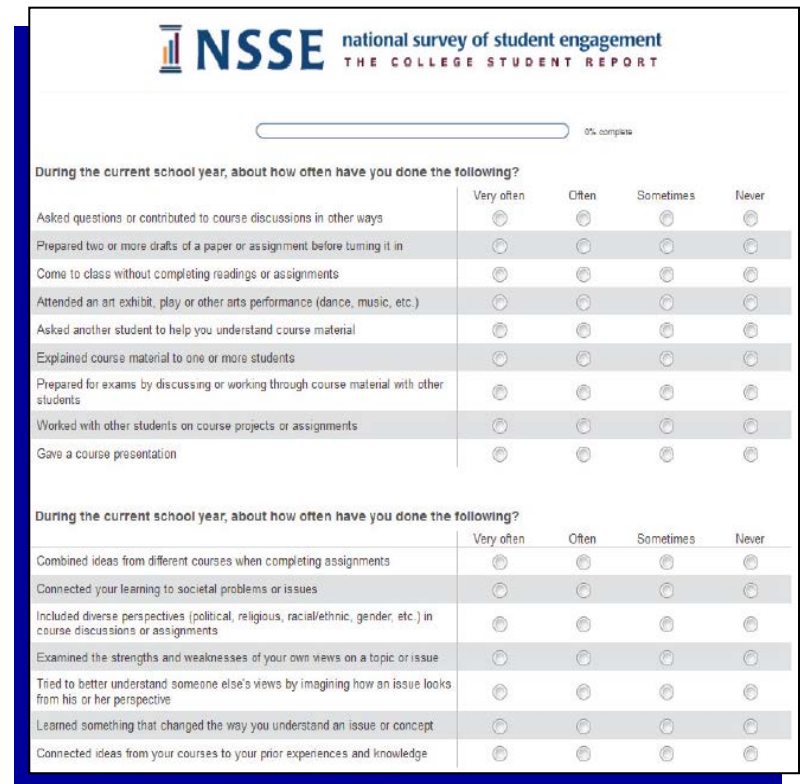


2013 HSU NSSE Administration



Survey Administration

- Sampled all first-year & senior students
- Administered Spring 2013
- Multiple reminders to increase response rates
- Additional Modules
 - Academic Advising
 - Experiences with Writing



NSSE national survey of student engagement
THE COLLEGE STUDENT REPORT

0% complete

During the current school year, about how often have you done the following?

	Very often	Often	Sometimes	Never
Asked questions or contributed to course discussions in other ways	<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"/>
Come to class without completing readings or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended an art exhibit, play or other arts performance (dance, music, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked another student to help you understand course material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explained course material to one or more students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepared for exams by discussing or working through course material with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with other students on course projects or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gave a course presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During the current school year, about how often have you done the following?

	Very often	Often	Sometimes	Never
Combined ideas from different courses when completing assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connected your learning to societal problems or issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Examined the strengths and weaknesses of your own views on a topic or issue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learned something that changed the way you understand an issue or concept	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connected ideas from your courses to your prior experiences and knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

NSSE 2013 Survey

Population and Respondents

- More than 1.5 million students were invited to participate in NSSE 2013, with 364,193 responding
- 4,017 **HSU** students were invited to participate, with 1,303 responding





NSSE 2013 U.S. Institution Response Rates

First-year HSU response rate = 29%

Senior HSU response rate = 34%

NSSE 2013 U.S. Institutional Response Rates

All NSSE 2013 institutions = 30%

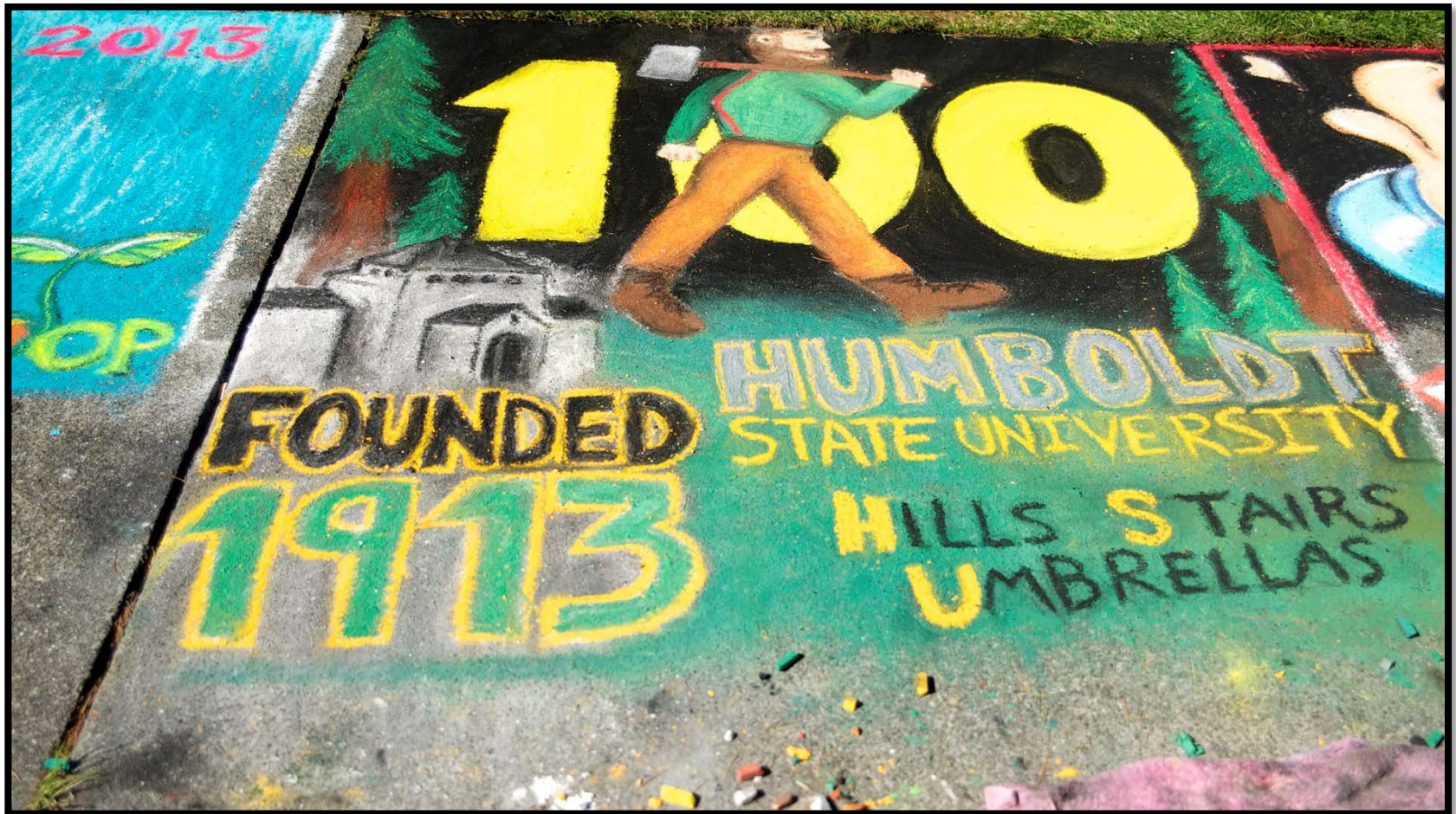
Undergraduate Enrollment	Number of Institutions	Avg. Institutional Response Rate
2,500 or fewer	255	37%
2,501 to 4,999	113	28%
5,000 to 9,999	96	22%
10,000 or more	104	21%
All institutions	568	30%

NSSE 2013 Respondents by Race, Ethnicity, and Nationality

	Bachelor's-Granting	NSSE 2013 Respondents	First Year HSU	Senior HSU
African American/Black	13%	10%	4%	2%
Amer. Indian/Alaskan Native	1%	1%	1%	1%
Asian	6%	3%	5%	2%
Native Hawaiian/other PI	<1%	<1%	<1%	<1%
Caucasian/White	62%	70%	43%	61%
Hispanic/Latino	12%	10%	35%	16%
Multiracial/Ethnic	2%	2%	6%	6%
Foreign/nonresident alien	3%	3%	1%	1%

Totals may not sum to 100% due to rounding. U.S. percentages are unweighted and based on data from the 2011 IPEDS Institutional Characteristics and Enrollment File. IPEDS and NSSE categories for race and ethnicity differ. Percentages exclude students whose ethnicity was unknown or not provided.

Selected HSU Results





Methods

Comparison Groups

- Far West Public Institutions ($n=18$)
- Carnegie Class Institutions ($n=55$)
 - Master's Colleges and Universities (medium programs)
- NSSE 2013 Institutions ($n=567$)

Significant Findings

Table 2. Significance and effect sizes for collaborative learning and engagement

Variable Name	First-Year Students						Seniors					
	Significance			Effect size			Significance			Effect size		
	Far West	Carnegie	NSSE	Far West	Carnegie	NSSE	Far West	Carnegie	NSSE	Far West	Carnegie	NSSE
1 a. askquest	.000	.000	.000	.23	.40	.32	.014	.000	.001	.08	.23	.11
b. drafts	.000	.000	.023	.21	.18	.12	.000	.000	.041	.18	.16	.07
c. unpreparedr	.000	.000	.001	.21	.25	.18	.000	.000	.000	.34	.40	.29
d. attendart	ns	.032	.044	.07	.11	.10	.000	.000	.000	.40	.39	.37
e. Claskhelp	ns	.005	ns	.06	.13	.09	.000	.000	.000	.25	.31	.30
f. CLexplain	ns	ns	ns	.04	.05	.02	.000	.000	.000	.25	.33	.30
g. CLstudy	ns	ns	ns	.05	.10	.05	.000	.000	.000	.25	.33	.32
h. CLproject	ns	ns	ns	.04	.02	.02	.000	.000	.000	.17	.24	.17
i. present	.038	.002	.021	.10	.15	.11	.001	.015	.000	.11	.08	.14

Significant Findings

- Statistically significant findings
 - First-year Students
 - Senior Students
- Full report found at:
 - www.humboldt.edu/irp/Reports/NESSE/NSSE.html



HSU First-Year Students





First-year Students

Collaborative Learning, Classroom Engagement, and Preparation

- Asked questions or contributed to course discussions in other ways
- Prepared two or more drafts of a paper or assignment before turning it in
- Went to class without completing readings or assignments
- Gave a course presentation

2008 Classroom Engagement

- Prepared two or more drafts of a paper or assignment before turning it in more often than all NSSE participants
- Students went to class without completing readings or assignments less often than Carnegie Class and NSSE comparison groups
- Only gave a course presentation less often than students at other CSUs: Did not differ from other groups.

Compared to All Three Peer Groups

- Blue = Higher than
- Red = Lower than

First-year Students

Reflective and Interactive Learning

- Combined ideas from different courses when completing assignments
- Connected your learning to societal problems or issues
- Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments
- Examined the strengths and weaknesses of your own views on a topic or issue
- Tried to better understand someone else's views by imagining how an issue looks from his or her perspective
- Connected ideas from your courses to your prior experiences and knowledge



Compared to All Three Peer Groups

- Blue = Higher than
- Red = Lower than

First-year Students

Student-Faculty Interaction

- Worked with a faculty member on activities other than coursework
 - Such as committees, student groups, etc.



Compared to All Three Peer Groups

- Blue = Higher than
- Red = Lower than

First-year Students

Effective Teaching Practices

- Felt their instructors clearly explained course goals and requirements
- Felt their instructors provided prompt and detailed feedback on tests or completed assignments



Compared to All Three Peer Groups

- Blue = Higher than
- Red = Lower than

First-year Students

Discussions with Diverse Others

- Had discussions with people of a race or ethnicity other than their own
- Had discussions with people from a different economic background other than their own
- Had discussions with people with different religious beliefs other than their own



Compared to All Three Peer Groups

- Blue = Higher than
- Red = Lower than

First-year Students

Learning Strategies

- Reviewed their notes after class
- Summarized what they learned in class or from course materials



Compared to All Three Peer Groups

- Blue = Higher than
- Red = Lower than

First-year Students

Challenge

- Do not feel that their courses challenged them to do their best work

Campus Quality Survey

- Students rate HSU's ability to challenge them as good/excellent overall (83%). Perhaps what HSU students consider high challenge and what other students consider high challenge differ.



Compared to All Three Peer Groups

- Blue = Higher than
- Red = Lower than

First-year Students

Educational and Personal Growth

- Hold a formal leadership role in a student organization or group
- Participate in a learning community or some other formal program where groups of students take two or more classes together
- Participate in a study abroad programs

2008 Educational Experiences

- Participated in a learning community or some other formal program where groups of students take two or more classes together more often

Campus Quality Survey

- 79% of students have not held a leadership position on campus
- Only 5% of students have studied abroad, and 80% of those students say that their experience was extremely important to their education (15% said somewhat important)
- 61% of students did not know they could receive financial aid to study abroad

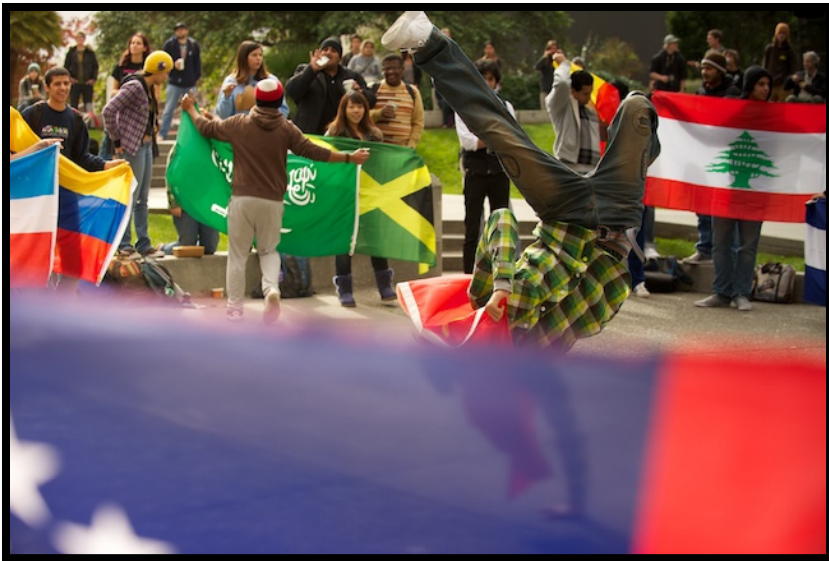
Compared to All Three Peer Groups

- Blue = Higher than
- Red = Lower than

First-year Students

Campus Emphasis

- Encourages contact among students from different backgrounds (social, racial/ethnic, religious, etc.) more than other campuses
- Provide support for your overall well-being (recreation, health care, counseling, etc.) more than other campuses
- Emphasizes attending events that address important social, economic, or political issues more than other campuses



Compared to All Three Peer Groups

- Blue = Higher than
- Red = Lower than

First-year Students

Time Management

- Work on campus
- Work off campus
- Relax and socialize
- Care for dependents
- Commute to campus
- Total hours worked were less than peers

Compared to All Three Peer Groups

- Blue = Higher than
- Red = Lower than



First-year Students

Perceived Gains

- Write clearly and effectively
- Acquired as much job- or work-related knowledge and skills
- Better understanding of people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)



Compared to All Three Peer Groups

- Blue = Higher than
- Red = Lower than

First-year Students

Writing

- Argue a position using evidence and reasoning in their writing
- Write in the style and format of a specific field less often than their peers.
- Instructors provided clear instructions describing what he or she wanted the student to do

Campus Quality Survey

- Only 43% of respondents frequently wrote a term paper. Seniors wrote the most (52%) and freshmen wrote the least (26%). Less than 50% of respondents found writing a term paper difficult.
- Students wrote a term paper or prepared/delivered an oral presentation less often than students at two other CSUs used for comparison

Compared to All Three Peer Groups

- Blue = Higher than
- Red = Lower than

First-year Students

Advising

- Discussed their academic interests, course selections, or academic performance with their advisor .
- Advisors informed them of academic support options (e.g. tutoring)

Campus Quality Survey

- Students rated faculty advising as the most important factor in advising.
- Students rated the quality of advising as excellent/good (82.5%)

Compared to All Three Peer Groups

- Blue = Higher than
- Red = Lower than



HSU Senior Students



Senior Students

2013 Classroom Engagement

- Asked questions or contributed to course discussions in other ways
- Prepared two or more drafts of a paper or assignment before turning it in
- Went to class without completing readings or assignments
- Attended an art exhibit, play or other arts performance (dance, music, etc.)

2008 Classroom Engagement

- Asked questions or contributed to course discussions in other ways more often than CSU students, but less often than CC peers
- Prepared two or more drafts of a paper or assignment before turning it in more often than overall NSSE participants
- Came to class without completing readings or assignments less often than peers

Compared to All Three Peer Groups

- Blue = Higher than
- Red = Lower than

Senior Students

Collaborative Learning

- Asked another student to help him/her understand course material
- Explained course material to one or more students
- Prepared for exams by discussing or working through course material with other students
- Worked with other students on course projects or assignments
- Gave a course presentation

2008 Collaborative Learning

- Worked with other students on course projects or assignments less often than peers
- Gave a course presentation less often than peers

Compared to All Three Peer Groups

- Blue = Higher than
- Red = Lower than

Senior Students

Reflective and Interactive Learning

- Combined ideas from different courses when completing assignments
- Connected their learning to societal problems or issues
- Examined the strengths and weaknesses of their own views on a topic or issue
- Tried to better understand someone else's views by imagining how an issue looks from his or her perspective
- Learned something that changed the way you understand an issue or concept
- Connected ideas from their courses to their prior experiences and knowledge

Compared to All Three Peer Groups

- Blue = Higher than
- Red = Lower than

Senior Students

Student-Faculty Interaction

- Worked with a faculty member on activities other than coursework (committees, student groups, etc.)
- Discussed course topics, ideas, or concepts with a faculty member outside of class

Campus Quality Survey

- Students who work with faculty on projects report an enhanced educational experience



Compared to All Three Peer Groups

- Blue = Higher than
- Red = Lower than

Senior Students

Higher-Order Learning

- Memorize course materials



Compared to All Three Peer Groups

- Blue = Higher than
- Red = Lower than

Senior Students

Effective Teaching Practices

- Felt their instructors provided prompt and detailed feedback on tests or completed assignments

2008 Effective Teaching Practices

- Felt their instructors provided prompt and detailed feedback on tests or completed assignments more often than other CSU students, and as often as other two groups.



Compared to All Three Peer Groups

- Blue = Higher than
- Red = Lower than

Senior Students

Quantitative Reasoning

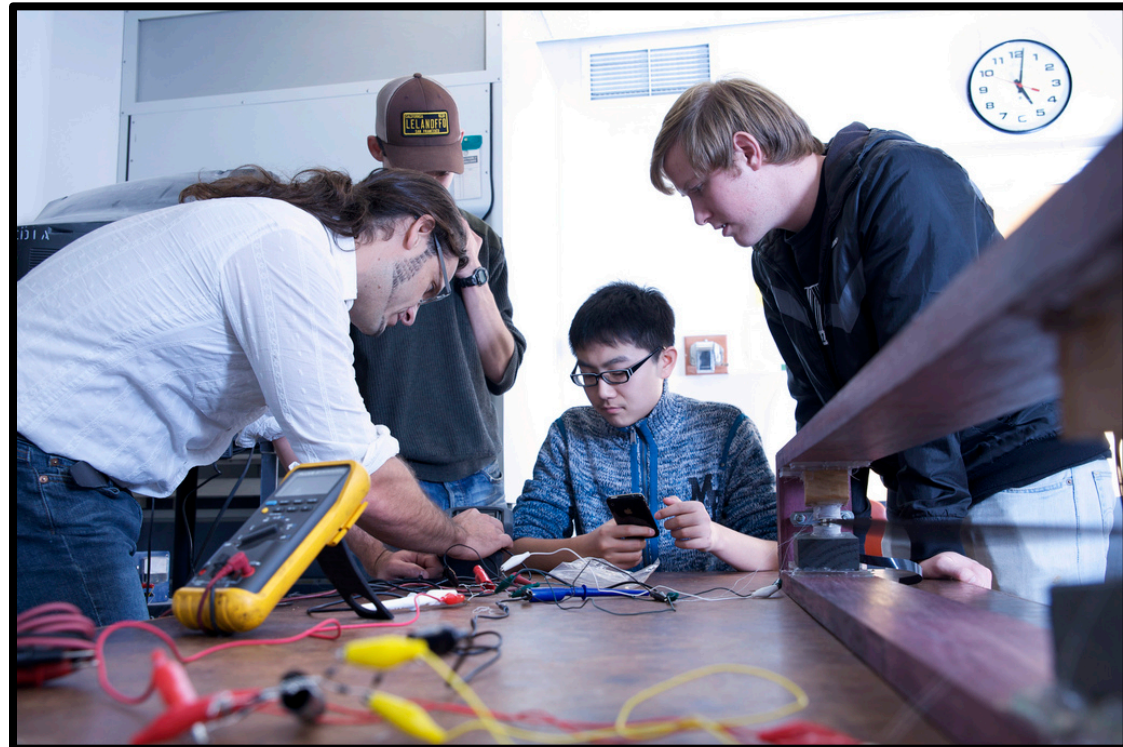
- Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)
- Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health)
- Evaluated what others have concluded from numerical information

Campus Quality Survey

- Students felt the greatest skill they improved in at HSU was critical thinking and analytical reasoning

Compared to All Three Peer Groups

- Blue = Higher than
- Red = Lower than



Senior Students

Reading and Writing Frequency

- Time spent on assigned reading



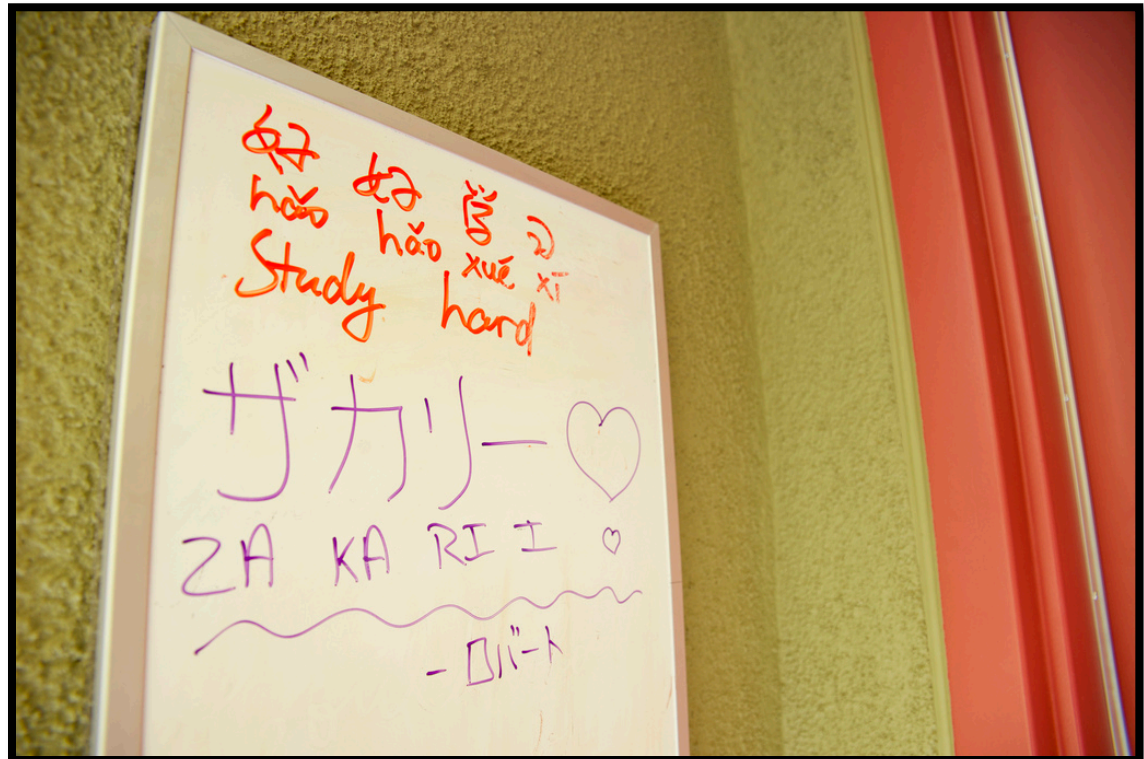
Compared to All Three Peer Groups

- Blue = Higher than
- Red = Lower than

Senior Students

Discussions with Diverse Others

- Had discussions with people of a race or ethnicity other than their own
- Had discussions with people from a different economic background other than their own
- Had discussions with people with political views other than their own



Compared to All Three Peer Groups

- Blue = Higher than
- Red = Lower than

Senior Students

Learning Strategies

- Identified key information from reading assignments
- Reviewed their notes after class
- Summarized what they learned in class or from course materials



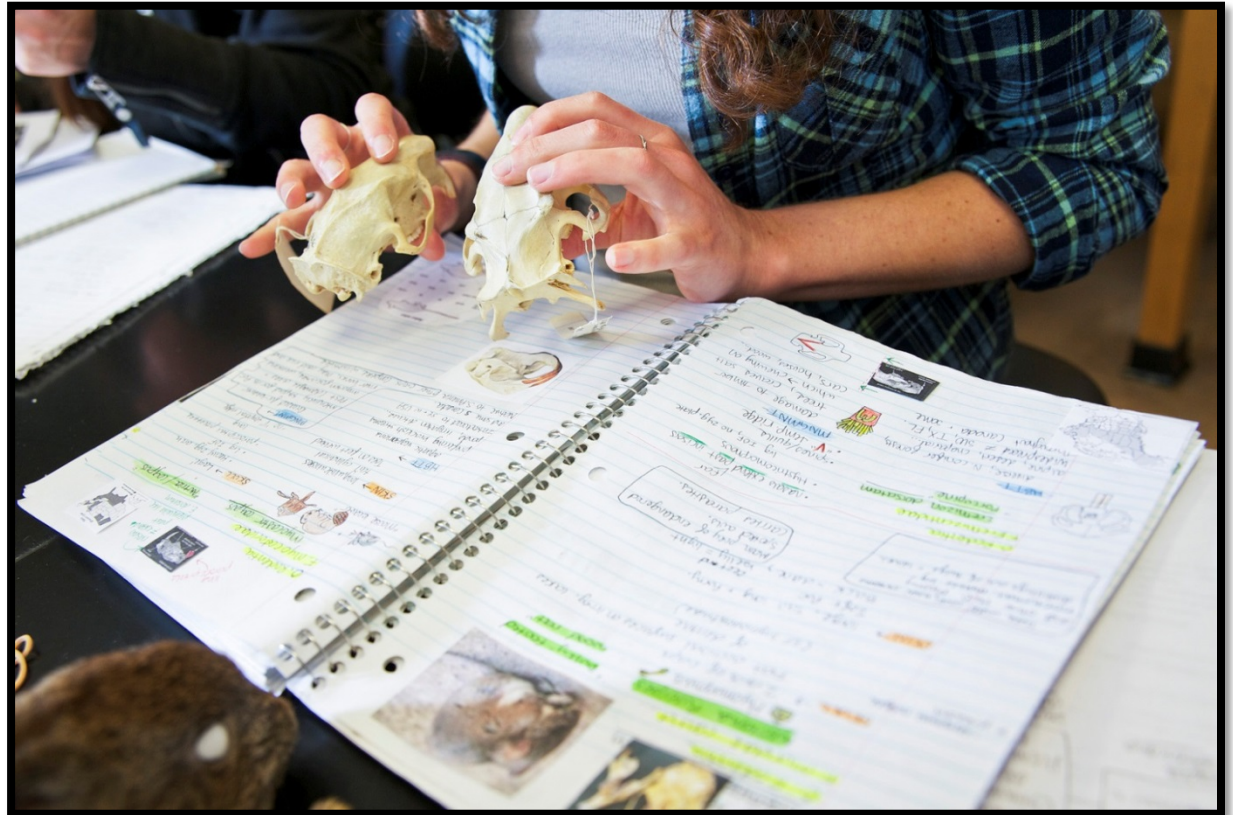
Compared to All Three Peer Groups

- Blue = Higher than
- Red = Lower than

Senior Students

Challenge

- Do not feel that their courses challenged them to do their best work



Compared to All Three Peer Groups

- Blue = Higher than
- Red = Lower than

Senior Students

Educational and Personal Growth

- Work with a faculty member on a research project
- Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)

Campus Quality Survey

- Students who work with faculty on projects report an enhanced educational experience



Compared to All Three Peer Groups

- Blue = Higher than
- Red = Lower than

Senior Students

HSU Emphasizes...

- Providing opportunities to be involved socially
- Providing support for student overall well-being (recreation, health care, counseling, etc.)
- Attending campus activities and events (performing arts, athletic events, etc.)
- Attending events that address important social, economic, or political issues



Compared to All Three Peer Groups

- Blue = Higher than
- Red = Lower than

Senior Students

Time Management

- Preparing for class
- Participating in curricular activities
- Work on campus
- **Work off campus**
- Relaxing and socializing
- **Caring for dependents**
- Assigned reading
- **Total hours worked**

Compared to All Three Peer Groups

- Blue = Higher than
- Red = Lower than



Senior Students

HSU Prepares students to...

- Acquire job- or work-related knowledge and skills
- Solve complex real-world problems
- Be an informed and active citizen



Compared to All Three Peer Groups

- Blue = Higher than
- Red = Lower than



Senior Students

Writing

- Developed ideas before starting assignment
- Received feedback on a draft before final assignment
- Gave feedback to a classmate about a draft or outline
- Analyzed something read, researched, or observed
- Described methods or findings related to data
- Argued a position using evidence and reasoning
- Explained in writing the meaning of statistical data
- Wrote in the style and format of a specific field
- Addressed a real or imagined audience
- Explained in advance learning objectives

Campus Quality Survey

- Only 43% of respondents frequently wrote a term paper. Seniors wrote the most (52%) and freshmen wrote the least (26%). Less than 50% of respondents found writing a term paper difficult.
- Students wrote a term paper less often than students at two other CSUs used for comparison

Compared to All Three Peer Groups

- Blue = Higher than
- Red = Lower than

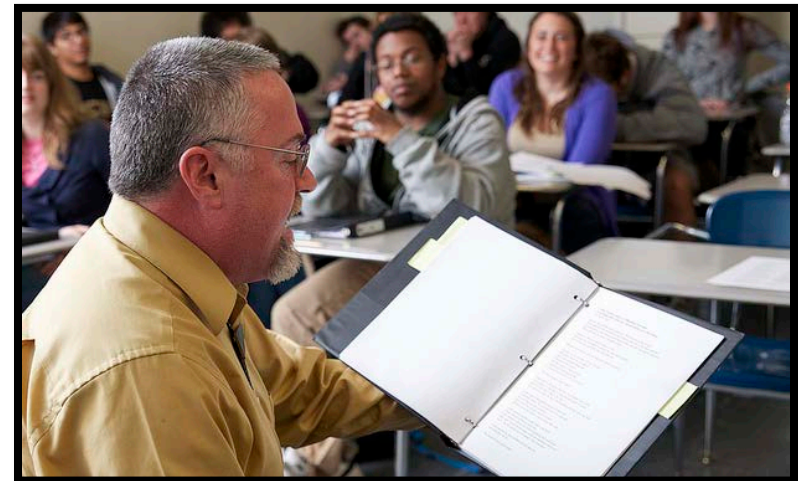
Senior Students

Advising

- Students interacted with an academic advisor
- Were informed of important deadlines by advisors
- Advisors helped students understand academic rules and policies
- Were informed of academic support options less
- Advisors helped students get information on special opportunities

Campus Quality Survey

- Students rated faculty advising as the most important factor in advising.
- Students rated the quality of advising as excellent/good (82.5%)



Compared to All Three Peer Groups

- Blue = Higher than
- Red = Lower than

Questions & Discussion

