

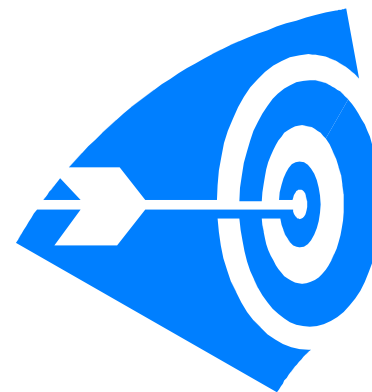
NSSE 2005

FSSE 2005

Office of Institutional Research

Office of University Planning

Survey Series 2006



OUTLINE

- ❖ NSSE 2005

 - ❖ Results

 - ❖ Benchmark Report

- ❖ FSSE 2005

 - ❖ Results

 - ❖ Comparisons to NSSE 2005

- ❖ Concluding thoughts to ponder

- ❖ Questions are welcome



What is NSSE?



- ❖ **National Survey of Student Engagement**
- ❖ **Began in 2000**
- ❖ **Purpose: “To assess the extent to which students engage in educationally effective activities; premise is student participation at reasonable levels is a proxy for collegiate quality”**
- ❖ **Co-sponsored by the Carnegie Foundation for the Advancement of Teaching**
- ❖ **UNCW began participating in 2001**

What NSSE is NOT:

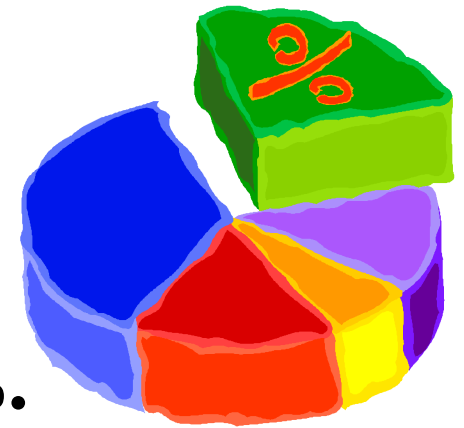


- ❖ **A substitute for measuring learning outcomes**
- ❖ **A DEFINITIVE answer to “what our students do or think about what they do?”**
- ❖ **Something to be ignored as results can give us some INDICATION what to study next or where challenge areas could be hiding**

NSSE BIG 5

- 1. Level of Academic Challenge**
- 2. Active and Collaborative Learning**
- 3. Student-Faculty Interaction**
- 4. Enriching Education Experiences**
- 5. Supportive Campus Environment**

Statistical briefs



- ❖ **Response rate overall was 31%.**
 - ❖ **5 points higher than last year**
 - ❖ **Greatest point increase seen in freshmen rate (35% vs. 28% in 2004).**
- ❖ **Error rate has decreased each successive year**
- ❖ **NSSE results in terms of response rates and error rates are continuing to improve as more students choose to participate**

Who responded?



- ❖ **3 out of 4 were female**
- ❖ **Around 10% were minority**
- ❖ **63% state grades have been a B+ or better**
- ❖ **96% 'agree' with hard work and practice a person can develop their academic ability**
- ❖ **80% 'agree' no concept is beyond a student if they put forth the effort**

**How do we
communicate the results?**

Graphics & Navigation

- ❖ **Direction of arrow indicates whether UNCW's mean is significantly above or below the comparison group**
- ❖ **Color/gradient of arrow indicates 'strength' of significance and effect size.**
- ❖ **Significance levels: Light color- .05, medium color- .01, dark color .001**
- ❖ **Blank cell = no significant difference indicated**



UNCW 2005 Peer Listing

California Polytechnic State University- San Luis Obispo

College of Charleston

College of New Jersey

Humboldt State University

James Madison University

Murray State University

Rowan University

Sonoma State University

Towson University

Truman State University






















University of Northern Iowa
















University of Texas at Dallas




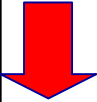
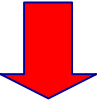
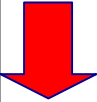


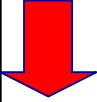

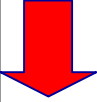





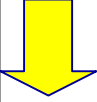



University of Wisconsin- Eau Claire

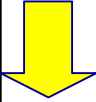

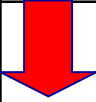


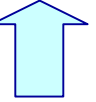

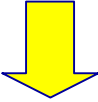
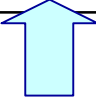
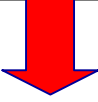
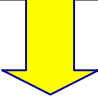
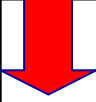



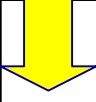


Western Washington University



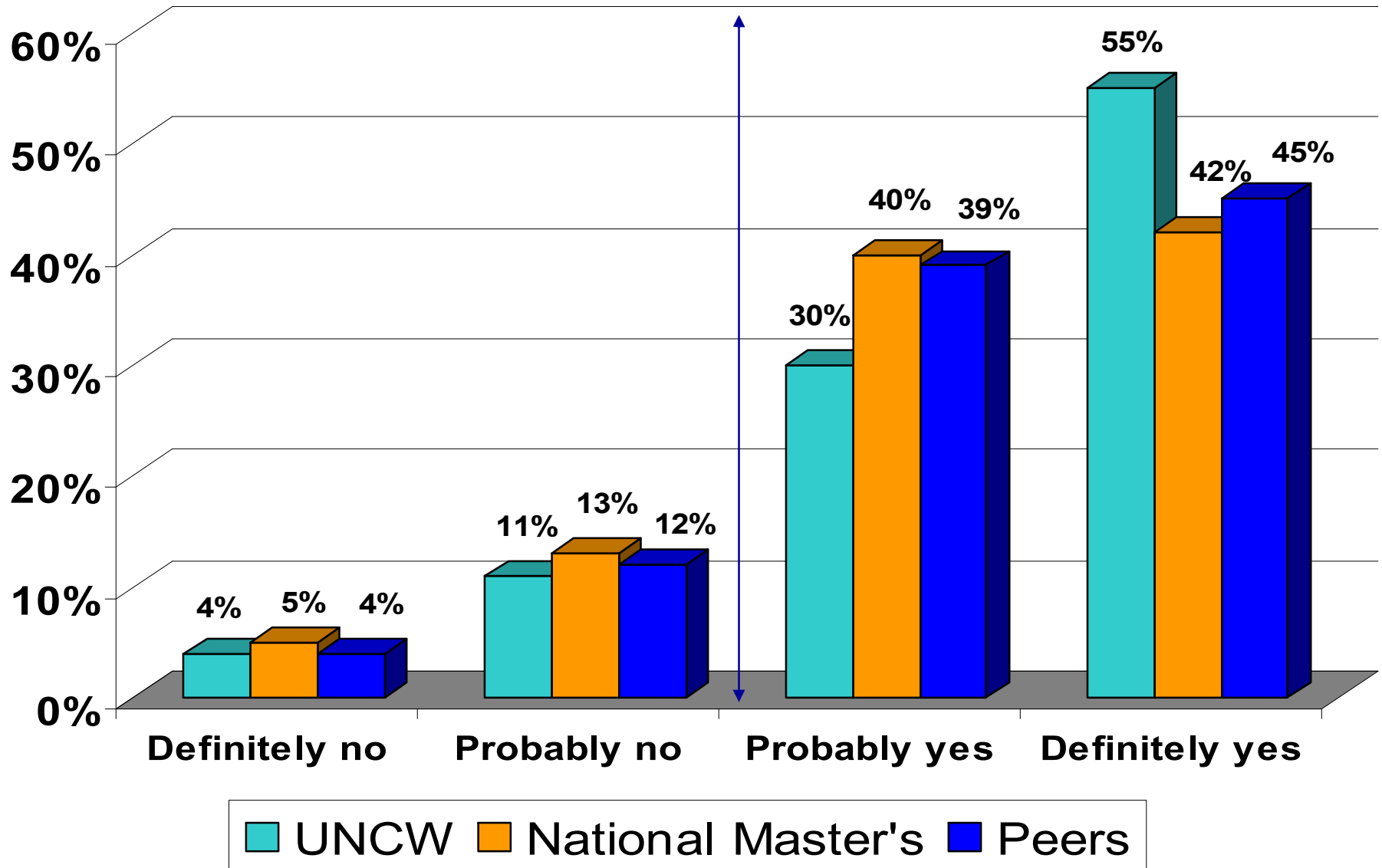
First-Year Students			STUDENT-FACULTY INTERACTION	Seniors		
Peers	Master's	Nat'l		Peers	Master's	Nat'l
			Discussed grades or assignments.			
			Discussed ideas outside of class.			
			Talked about career plans.			
			Received prompt feedback.			
			Worked on non-course activities.			
			Worked on a research project.			

First-Year Students			SUPPORTIVE CAMPUS ENVIRONMENT	Seniors		
Peers	Master's	Nat'l		Peers	Master's	Nat'l
			Support to thrive socially.			
			Support to succeed academically.			
			Non-academic support.			
			Relationships with students.			
			Relationships with faculty.			
			Relationships with administrators.			

First-Year Students			ACTIVE AND COLLABORATIVE LEARNING	Seniors		
Peers	Master's	Nat'l		Peers	Master's	Nat'l
			Asked questions in class.			
			Made a class presentation.			
			Worked on projects during class.			
			Worked with classmates outside class			
			Tutored other students.			
			Participated in a community-based project.			
			Discussed ideas from class with others.			

First-Year Students			LEVEL OF ACADEMIC CHALLENGE	Seniors		
Peers	Master's	Nat'l		Peers	Master's	Nat'l
			Number of assigned readings.			
			Number of papers of 20 pages or more.			
			Number of papers between 5 and 19 pages.			
			Number of papers of fewer than 5 pages.			
			Analyzing basic elements of an idea.			
			Synthesizing and organizing ideas.			
			Making judgments about information,			
			Applying theories to practical problems.			
			Worked harder to meet an instructor's expectations.			
			Time preparing for class.			
			UNCW emphasizes time studying.			

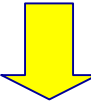
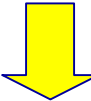



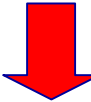









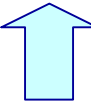





Same College? UNCW Senior Responses



NSSE 2005 BENCHMARK REPORT

What does the benchmark report contain?

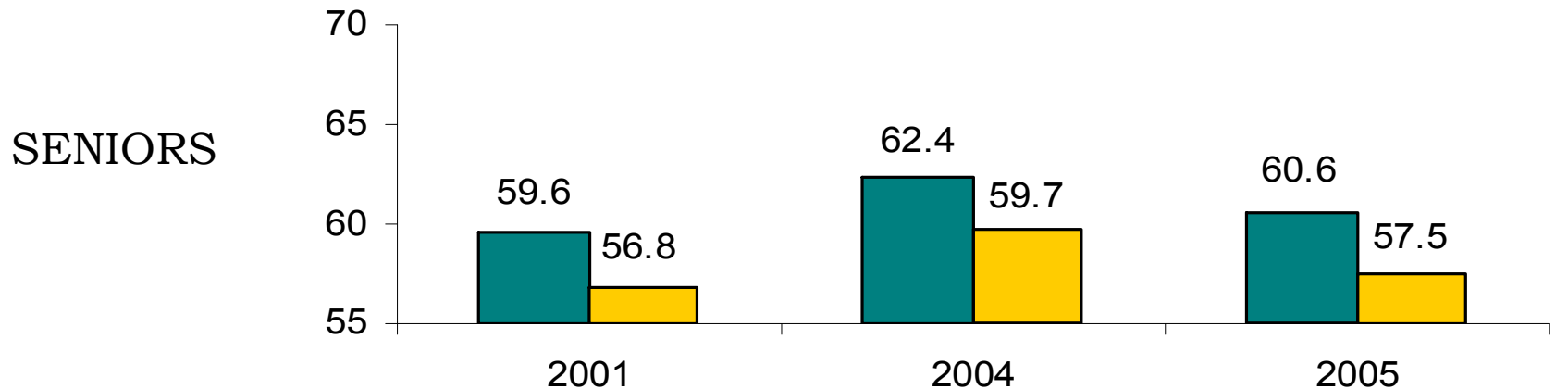
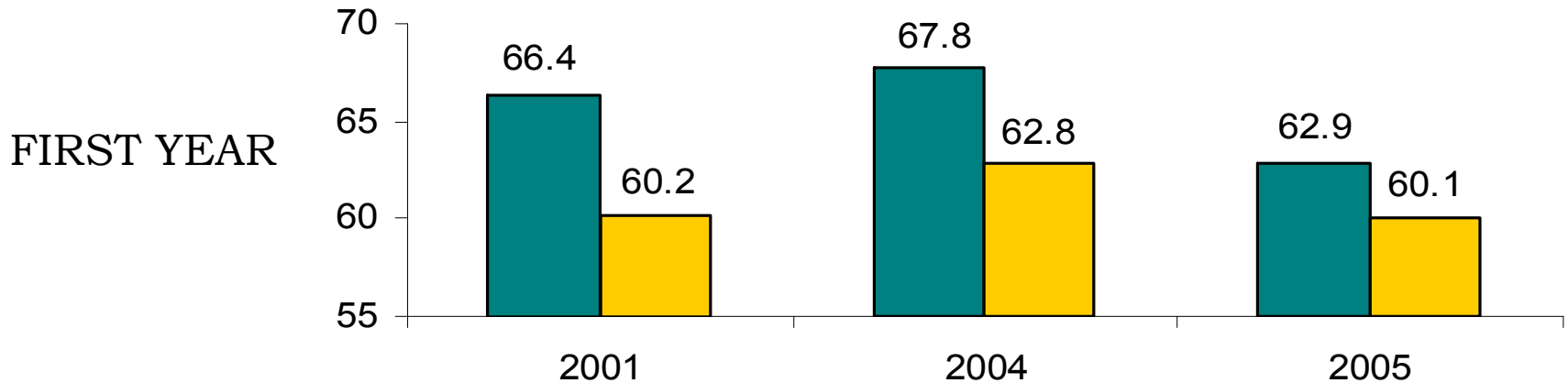
- ❖ Compares UNCW scores to schools in our Carnegie classification and national norms**
- ❖ Index represents the degree to which UNCW students do more or less than expected in terms of their engagement in the five areas**
- ❖ Adjustments are made for type of students and institutional characteristics**

First Year			NSSE 2005 Benchmarks	Seniors		
Peers	Master's	Nat'l		Peers	Master's	Nat'l
			Level of Academic Challenge			
			Active and Collaborative Learning			
			Student-Faculty Interaction			
			Enriching Educational Experiences			
			Supportive Campus Environment			

NSSE BENCHMARKS:

Supportive Campus Environment Trend

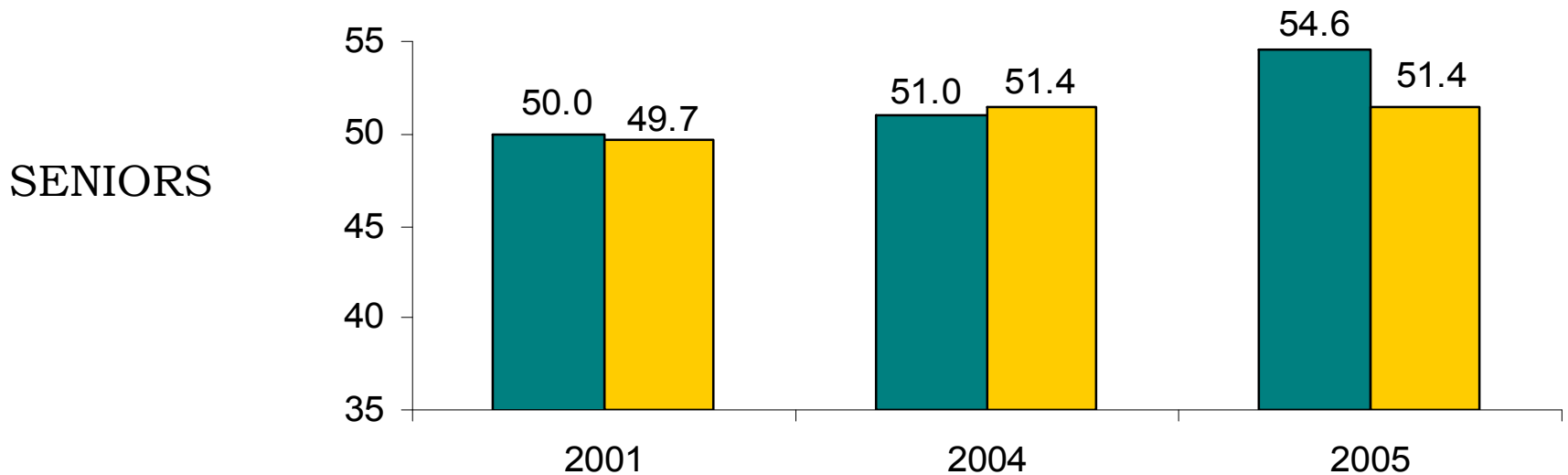
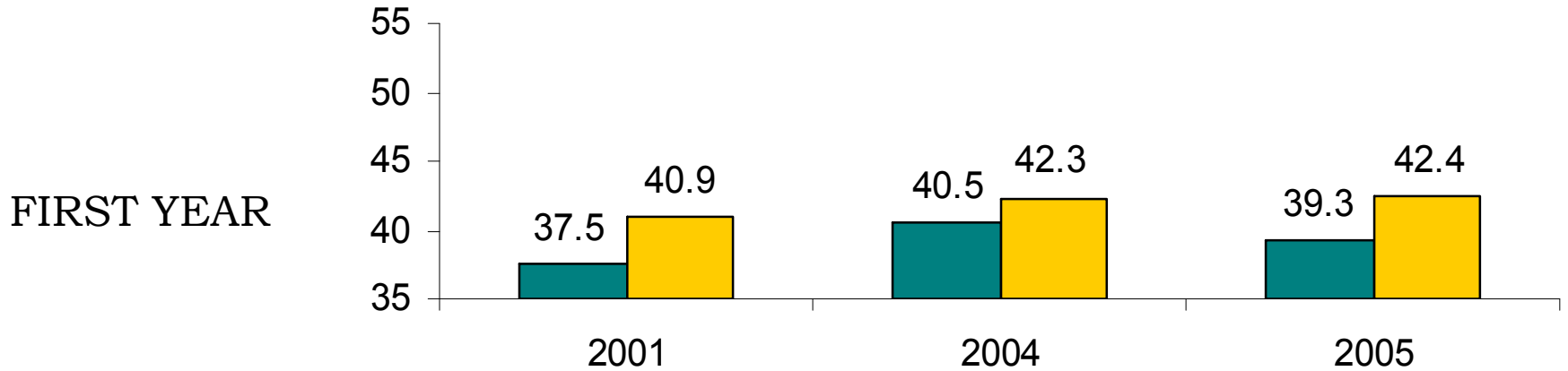
■ UNCW mean ■ National mean



NSSE BENCHMARKS:

Active and Collaborative Learning Trend

■ UNCW mean ■ National mean

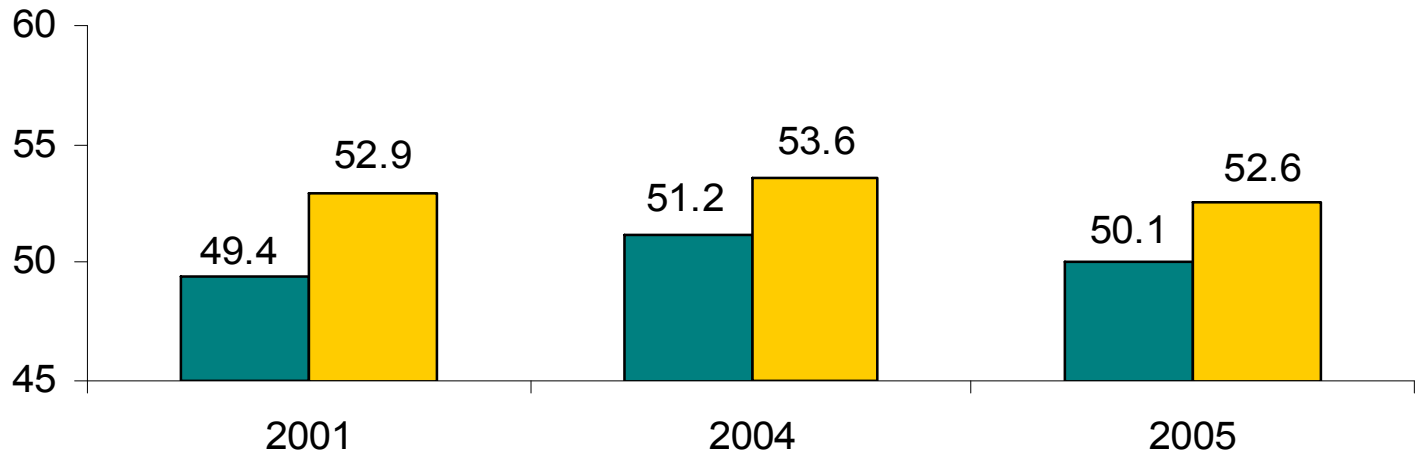


NSSE BENCHMARKS:

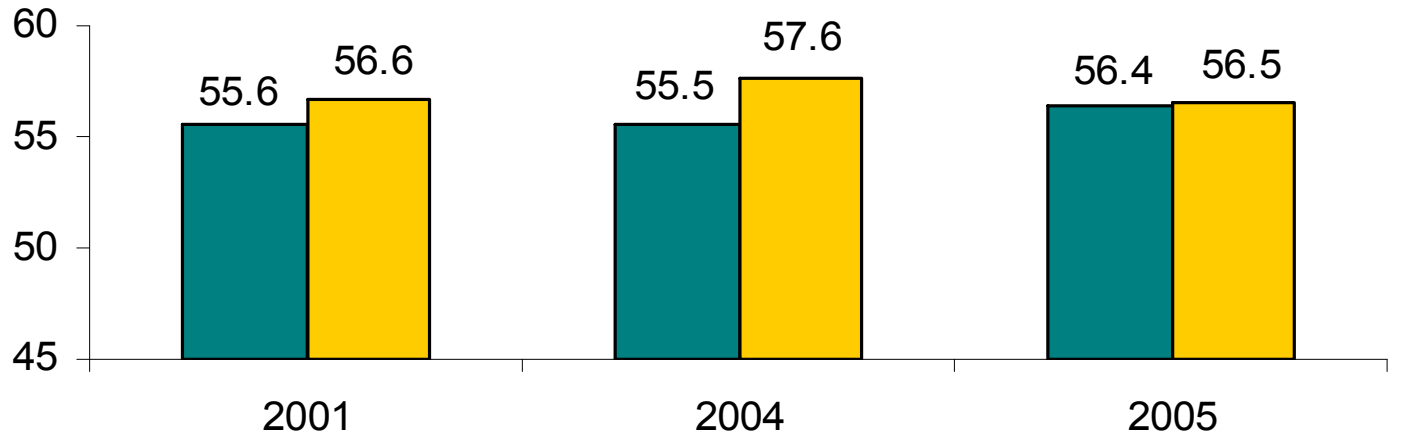
Academic Challenge Trend

■ UNCW mean ■ National mean

FIRST YEAR



SENIORS



NSSE Summary for UNCW 2005

- ❖ **Areas of greatest strength**
 - ❖ **Student-Faculty Interaction**
 - ❖ **Supportive Campus Environment**
 - ❖ **Active and Collaborative Learning (Seniors)**
- ❖ **Areas of greatest gains (from First-Year to Senior)**
 - ❖ **Active and Collaborative Learning**
- ❖ **Areas for further investigation**
 - ❖ **Level of Academic Challenge (First-Year Students)**
 - ❖ **Active and Collaborative Learning (First-Year Students)**

SECTION II

FSSE 2005

What is FSSE?

- **F**aculty **S**urvey of **S**tudent **E**ngagement
- Began in 2001
- UNCW participated in 2004 and 2005
and will participate in 2006
- Purpose of FSSE: “To measure faculty expectations of student engagement in educational practices that are empirically linked with high levels of learning and development”

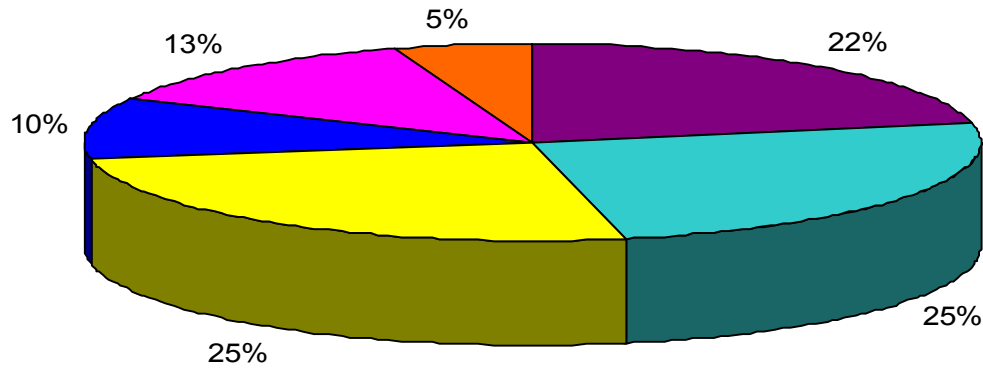
FSSE uses

- **“FSSE can be used to identify areas of institutional strength as well as aspects of the undergraduate experience that may warrant attention.”**
- **“The information is intended to be a catalyst for productive discussions related to teaching, learning, and the quality of students’ educational experiences.”**

Statistical briefs

- ❖ **Second time participating in FSSE**
- ❖ **55% participation rate**
- ❖ **Faculty respondent characteristics**
 - ❖ **Around 3 out of 4 have earned their doctoral degree**
 - ❖ **A little over half were male**
 - ❖ **Almost 8 out of 10 were full-time**
 - ❖ **Over 6 out of 10 were 45 years old or older**
 - ❖ **Over 10% were minority**

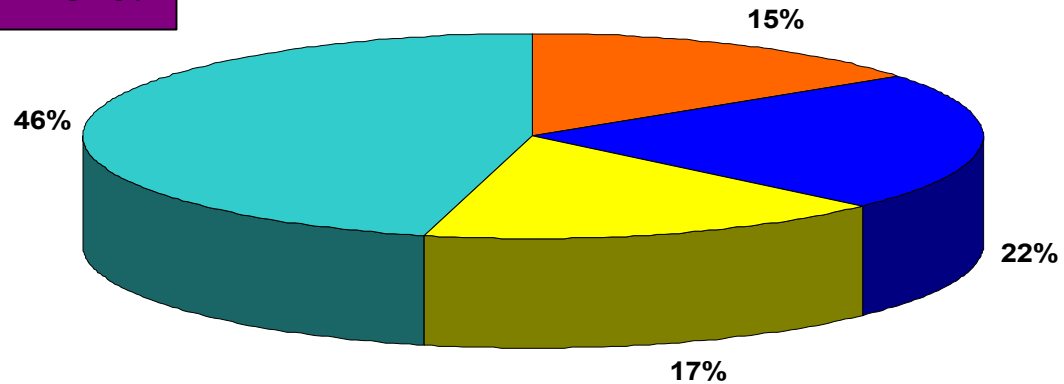
Faculty Rank and Teaching Experience



Almost 3 out of 4 faculty surveyed hold rank of Assistant Professor or higher.

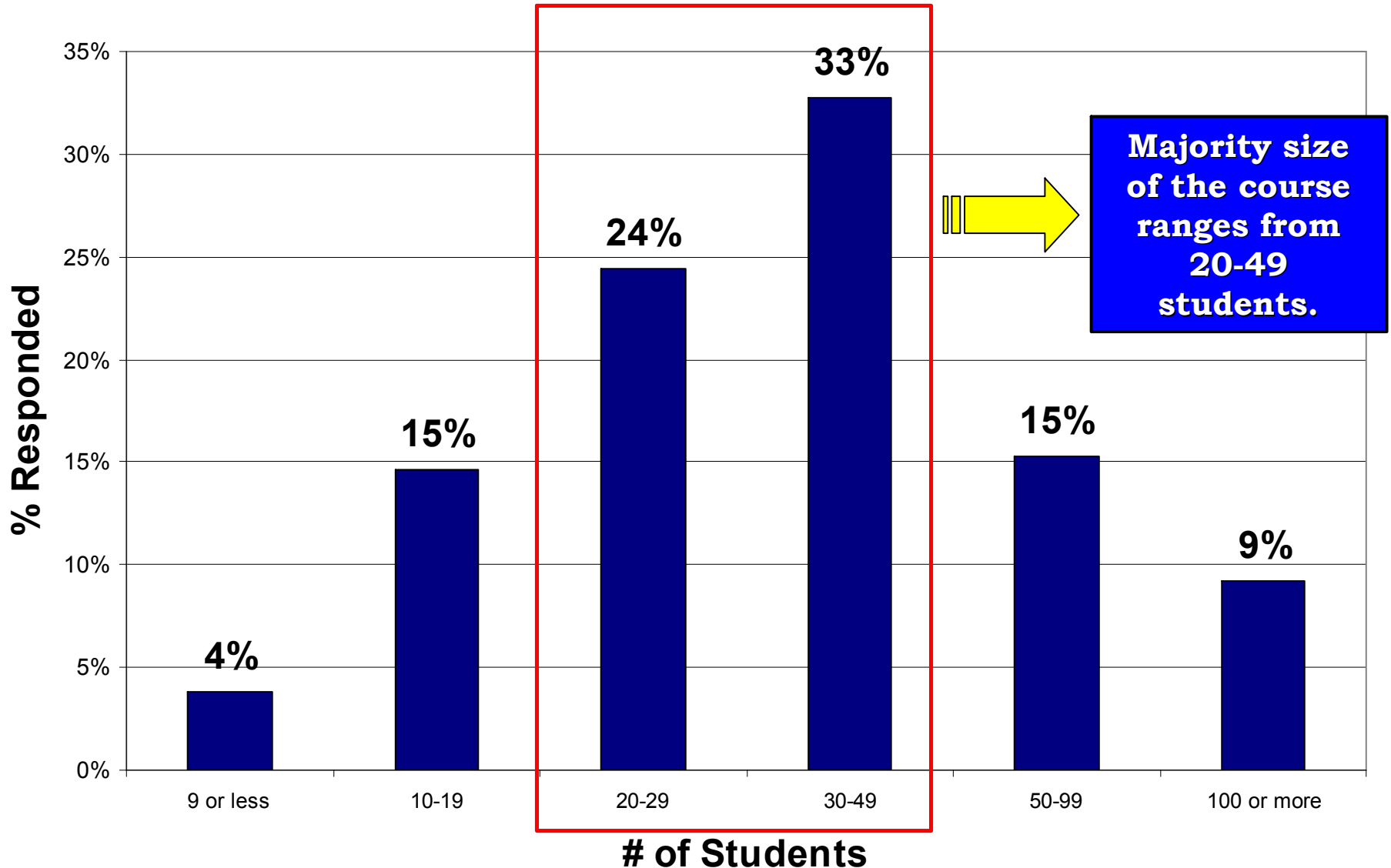
■ Professor ■ Associate Professor ■ Assistant Professor ■ Instructor ■ Lecturer ■ Other

Over half the faculty surveyed have taught 10 years or more.

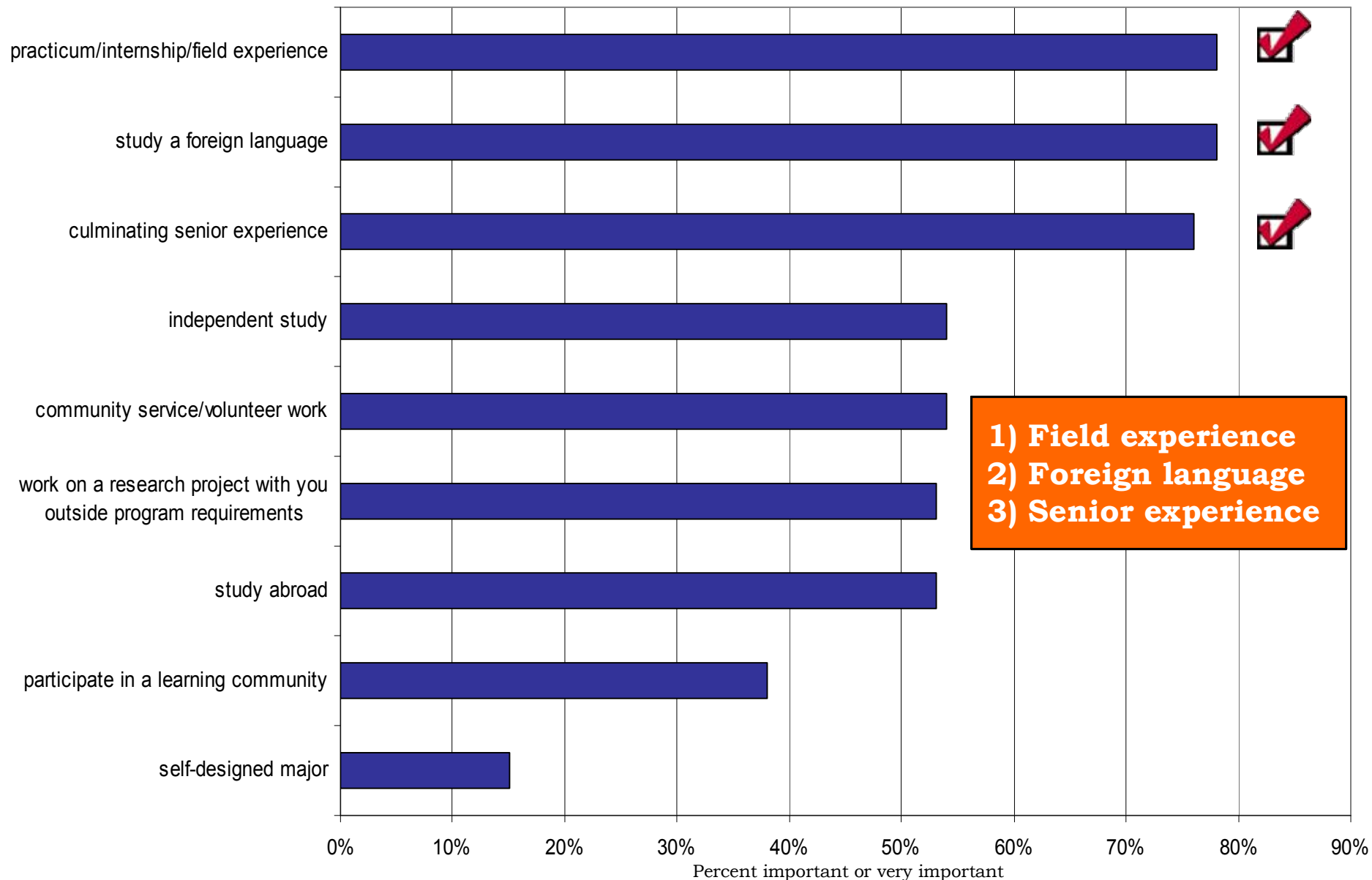


■ 4 or less ■ 5-9 ■ 10-14 ■ 15 or more

Number of students in the course?

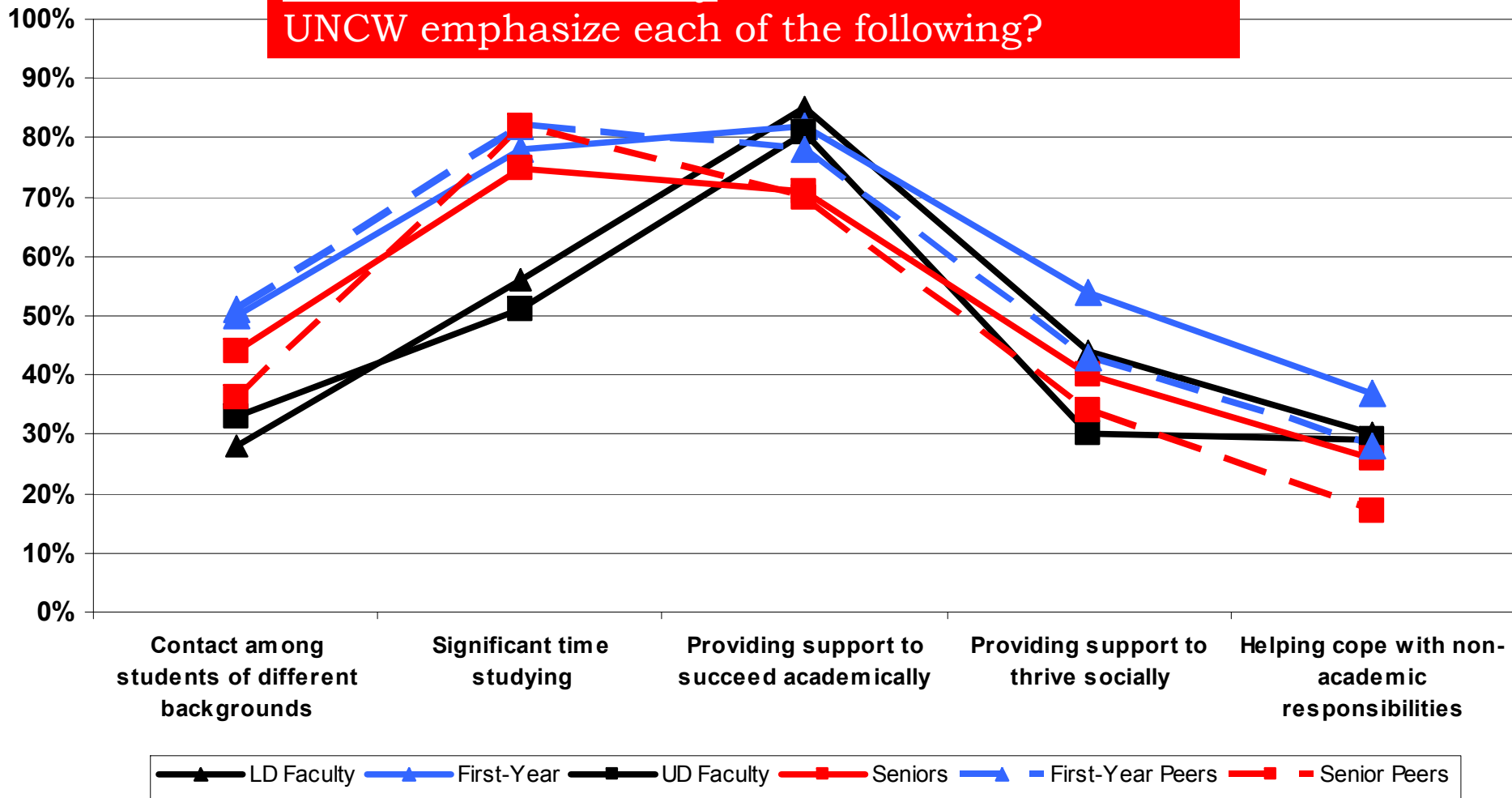


Faculty: How important is it to you that undergraduates at UNCW do the following?



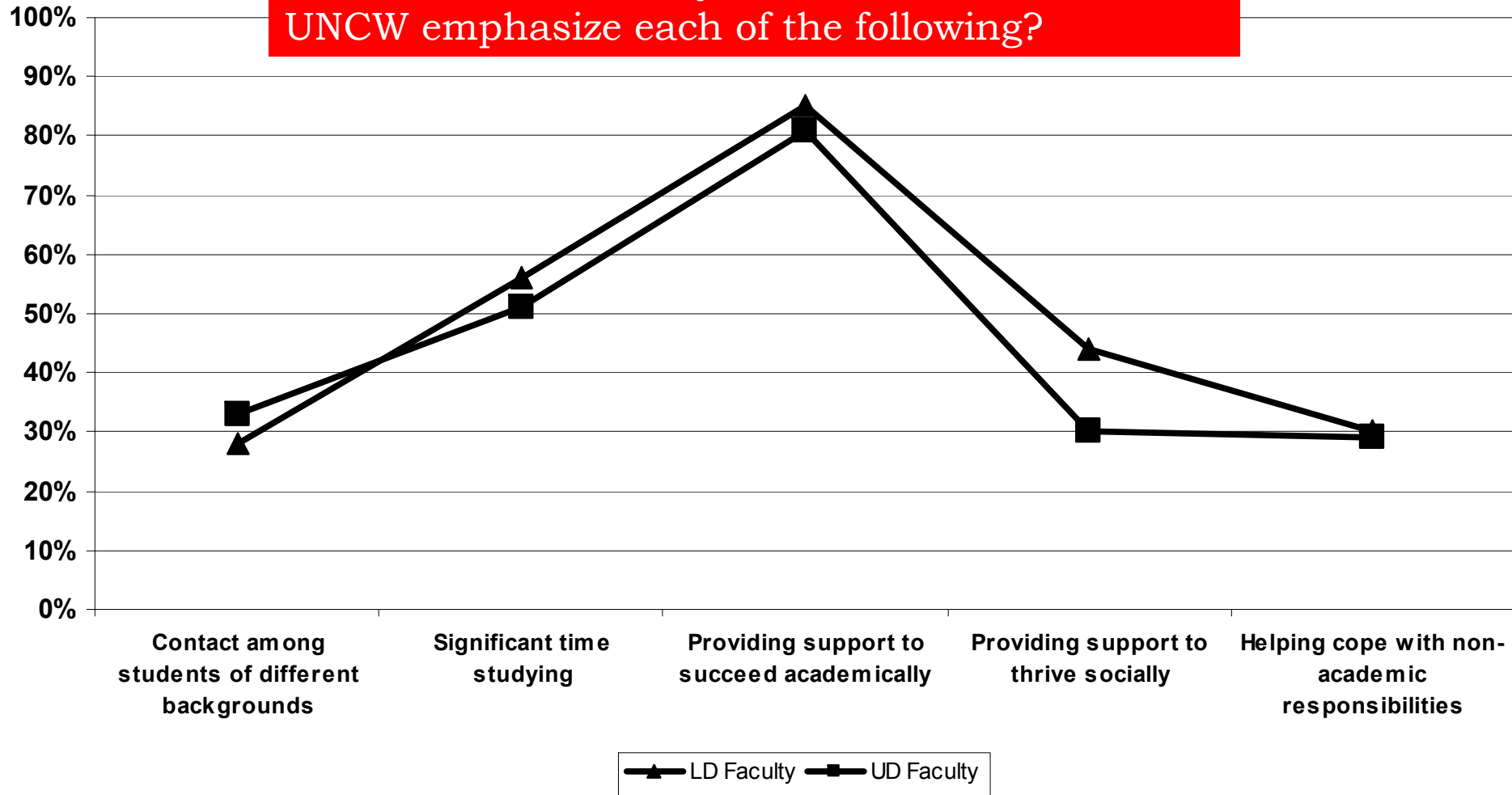
Institutional Emphasis

Students and Faculty: To what extent does UNCW emphasize each of the following?



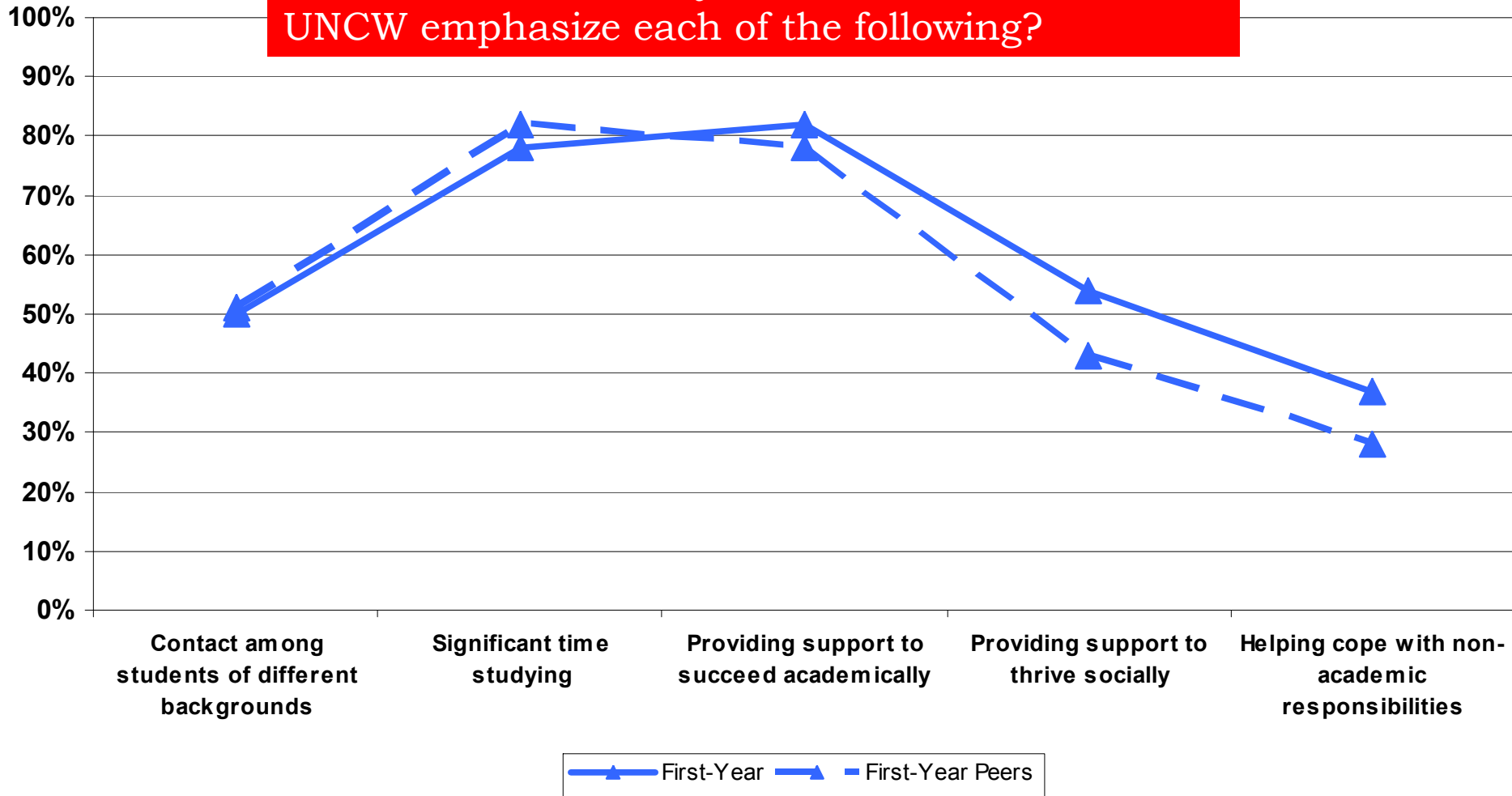
Institutional Emphasis

Students and Faculty: To what extent does UNCW emphasize each of the following?



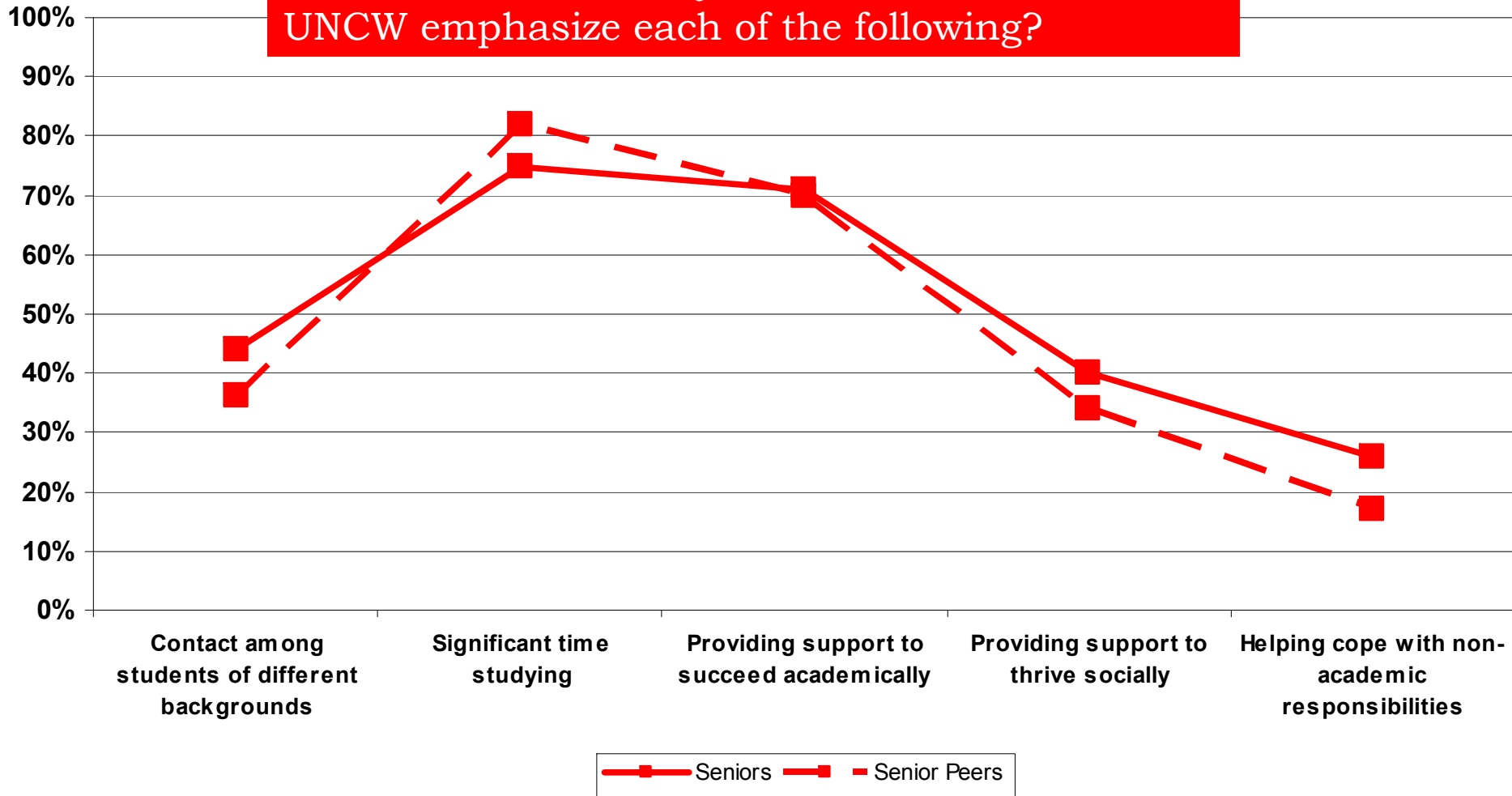
Institutional Emphasis

Students and Faculty: To what extent does UNCW emphasize each of the following?



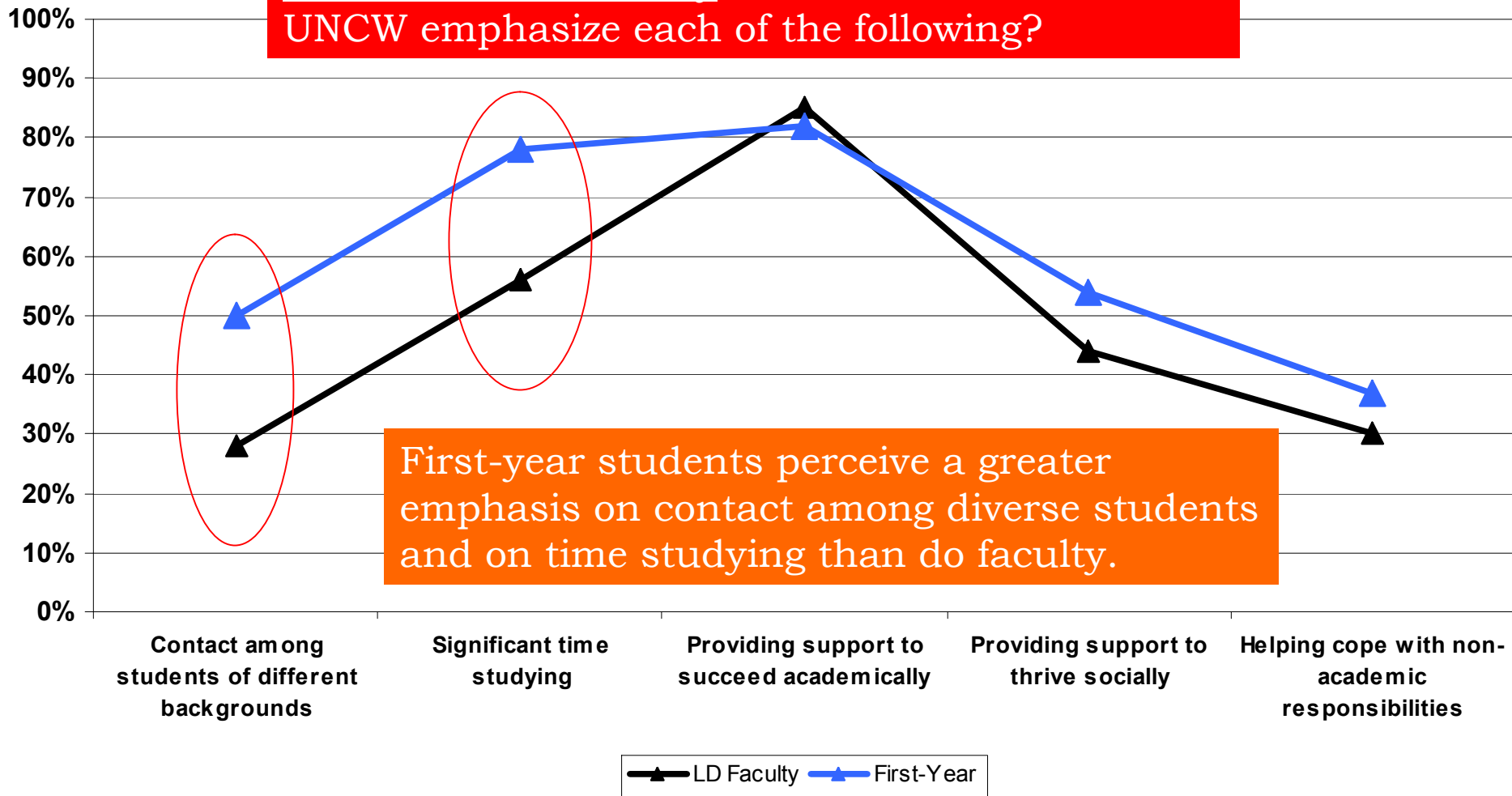
Institutional Emphasis

Students and Faculty: To what extent does UNCW emphasize each of the following?



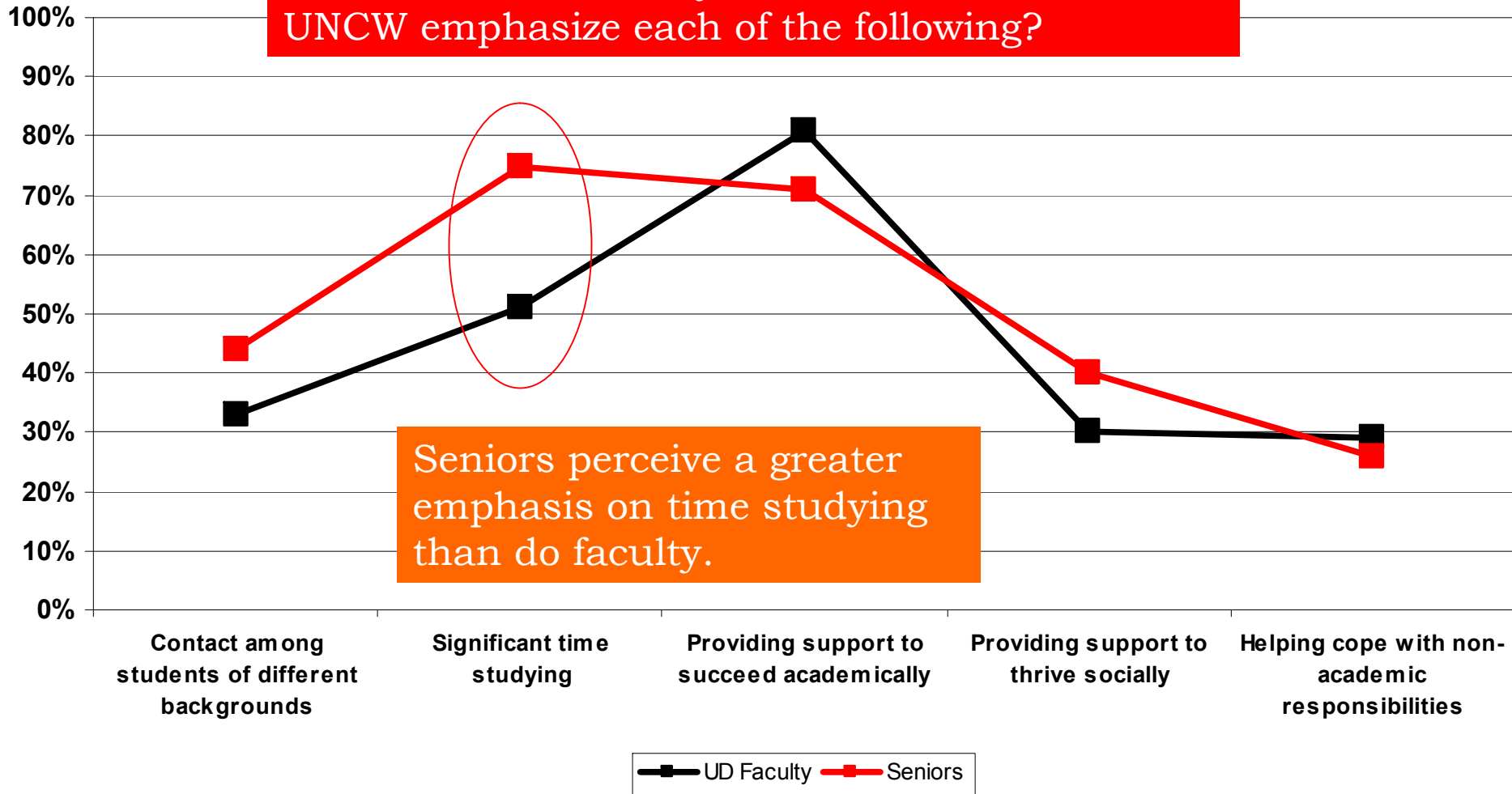
Institutional Emphasis

Students and Faculty: To what extent does UNCW emphasize each of the following?





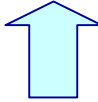


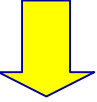








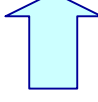
Institutional Emphasis

Students and Faculty: To what extent does UNCW emphasize each of the following?

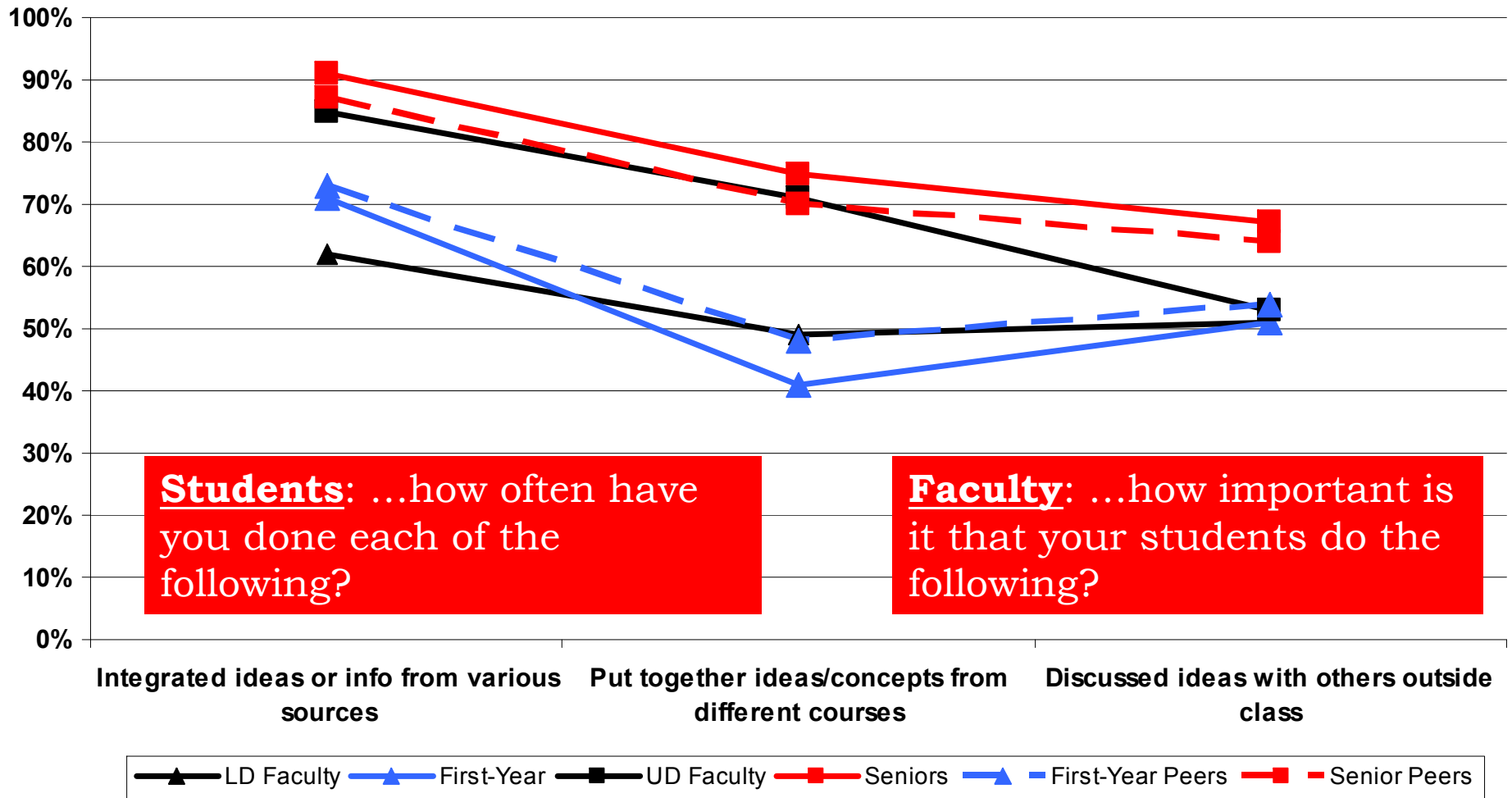


ADDITIONAL NSSE CLUSTERS

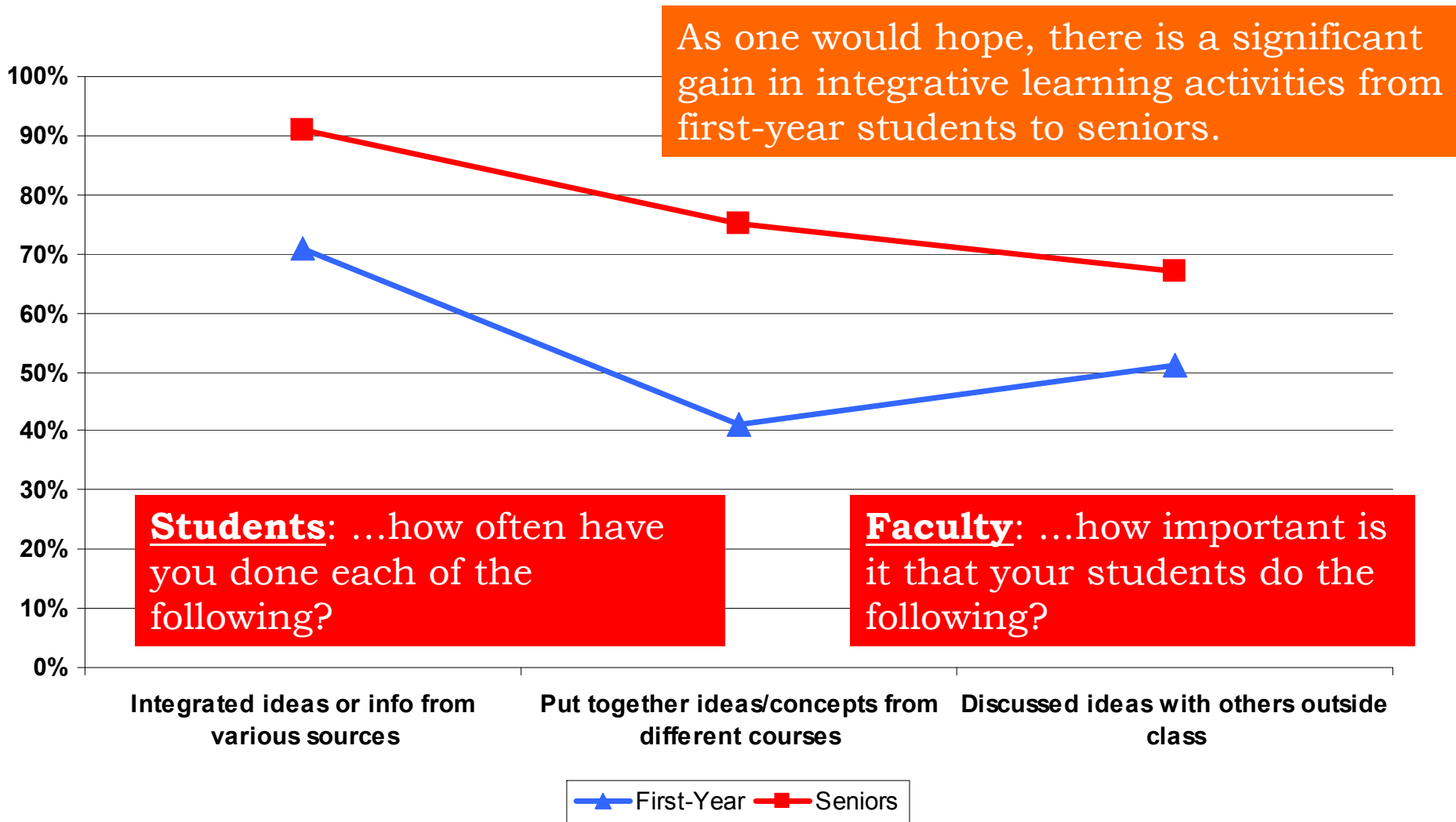
- 1. Integrative Learning**
- 2. Higher Order Thinking**
- 3. Gains in General Education**
- 4. Diversity***



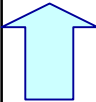
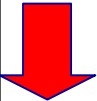

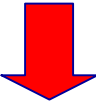
First-Year Students			INTEGRATIVE LEARNING	Seniors		
Peers	Master's	Nat'l		Peers	Master's	Nat'l
			Integrated ideas from various sources.			
			Put together ideas from different courses.			
			Discussed ideas with faculty outside class.			
			Discussed ideas with others outside class			

Integrative Learning

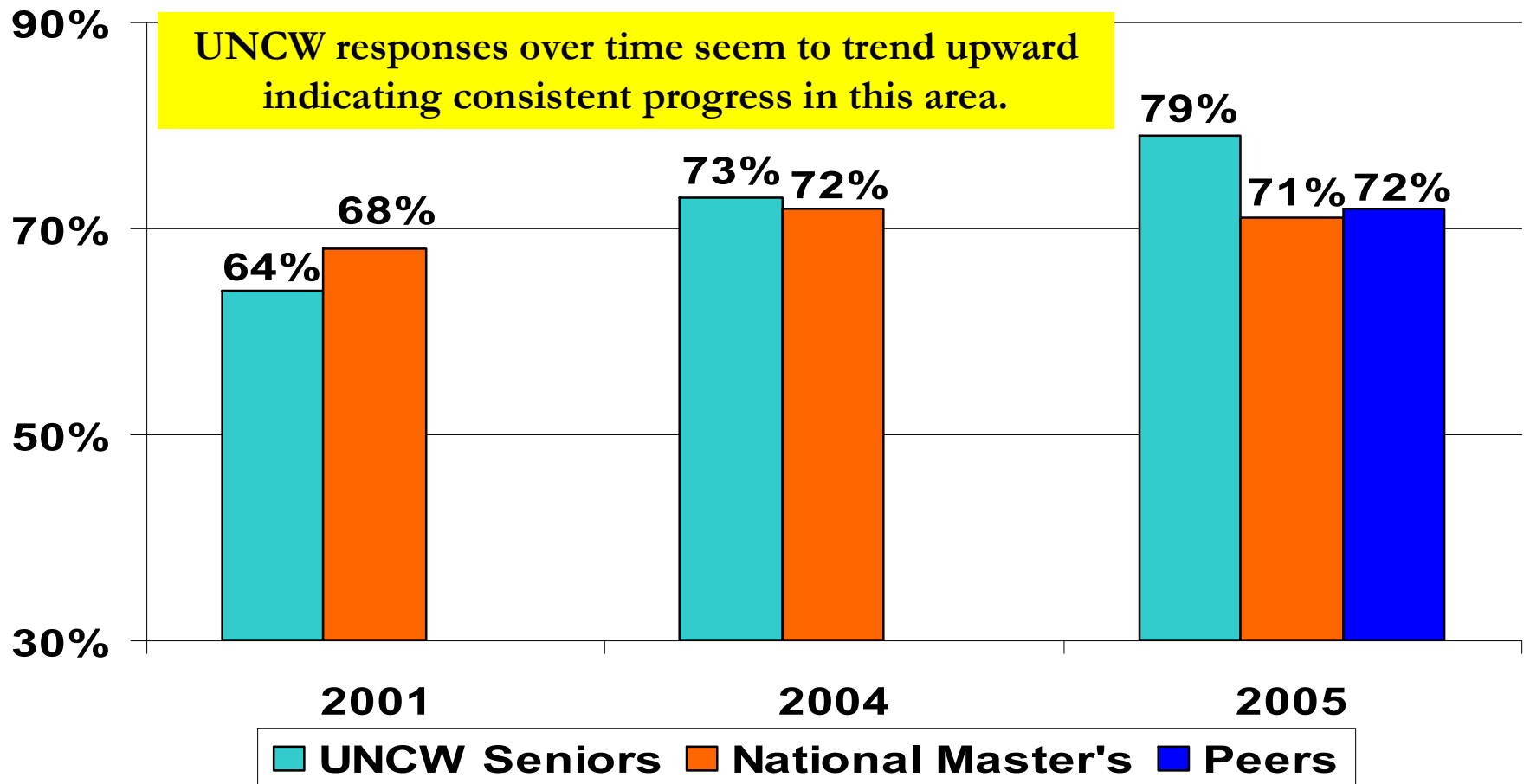


Integrative Learning

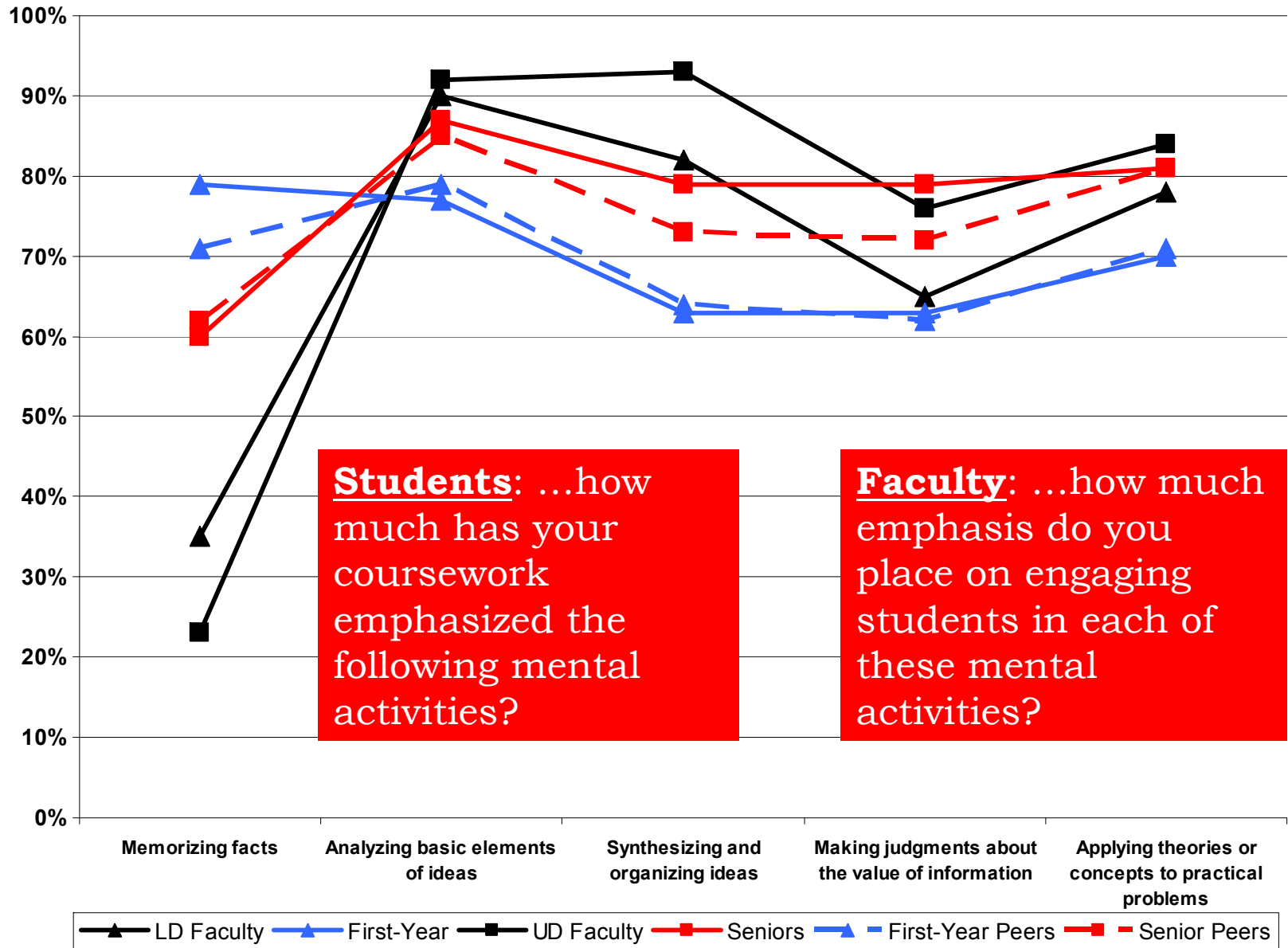


First-Year Students			HIGHER ORDER THINKING	Seniors		
Peers	Master's	Nat'l		Peers	Master's	Nat'l
			Analyzing ideas.			
			Synthesizing and organizing ideas.			
			Judging the value of information.			
			Applying theories to practical problems.			
			Memorizing facts, ideas or methods...			

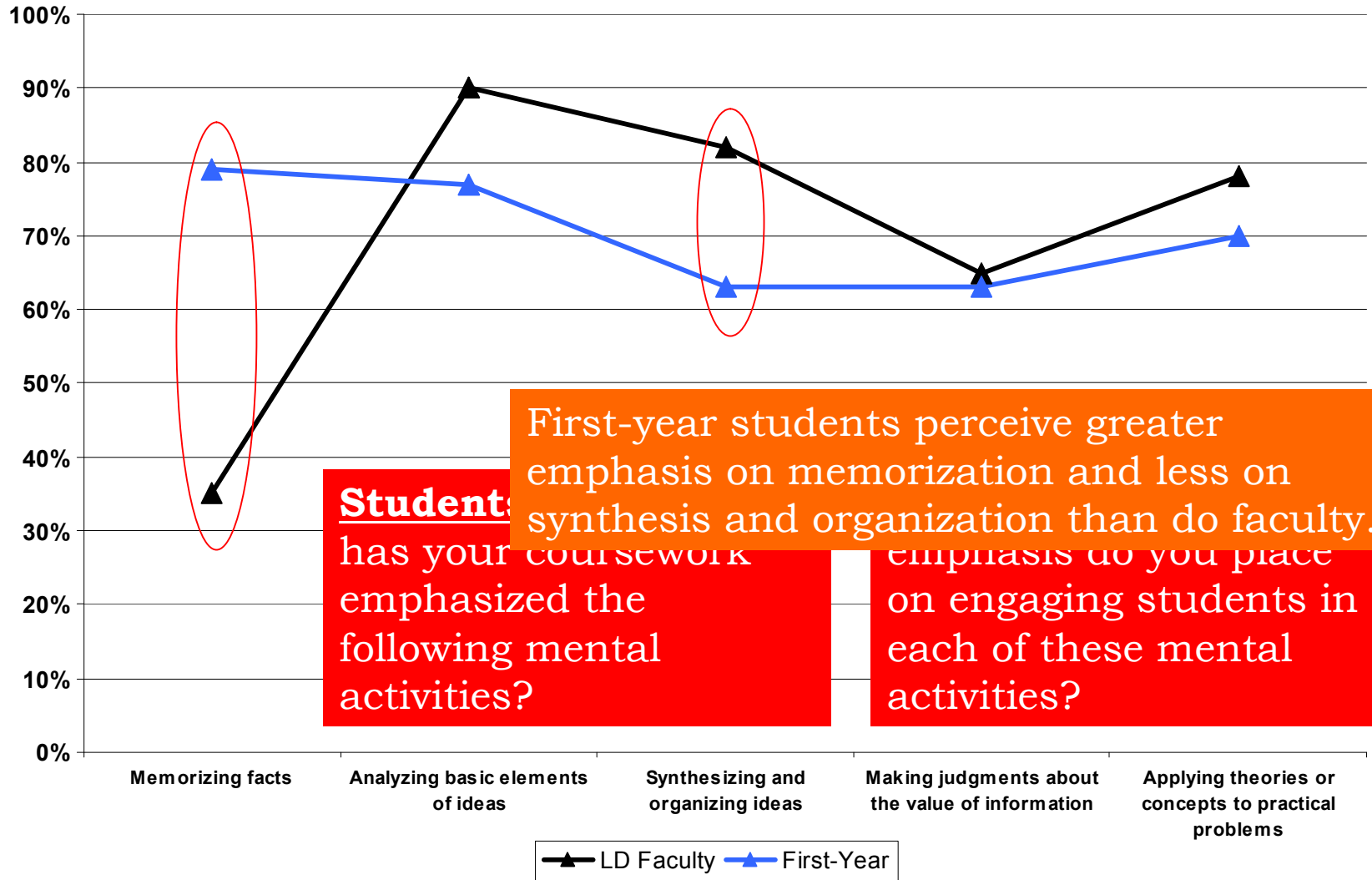
Seniors' trend: Making judgments about the value of information



Higher Order Thinking



Higher Order Thinking

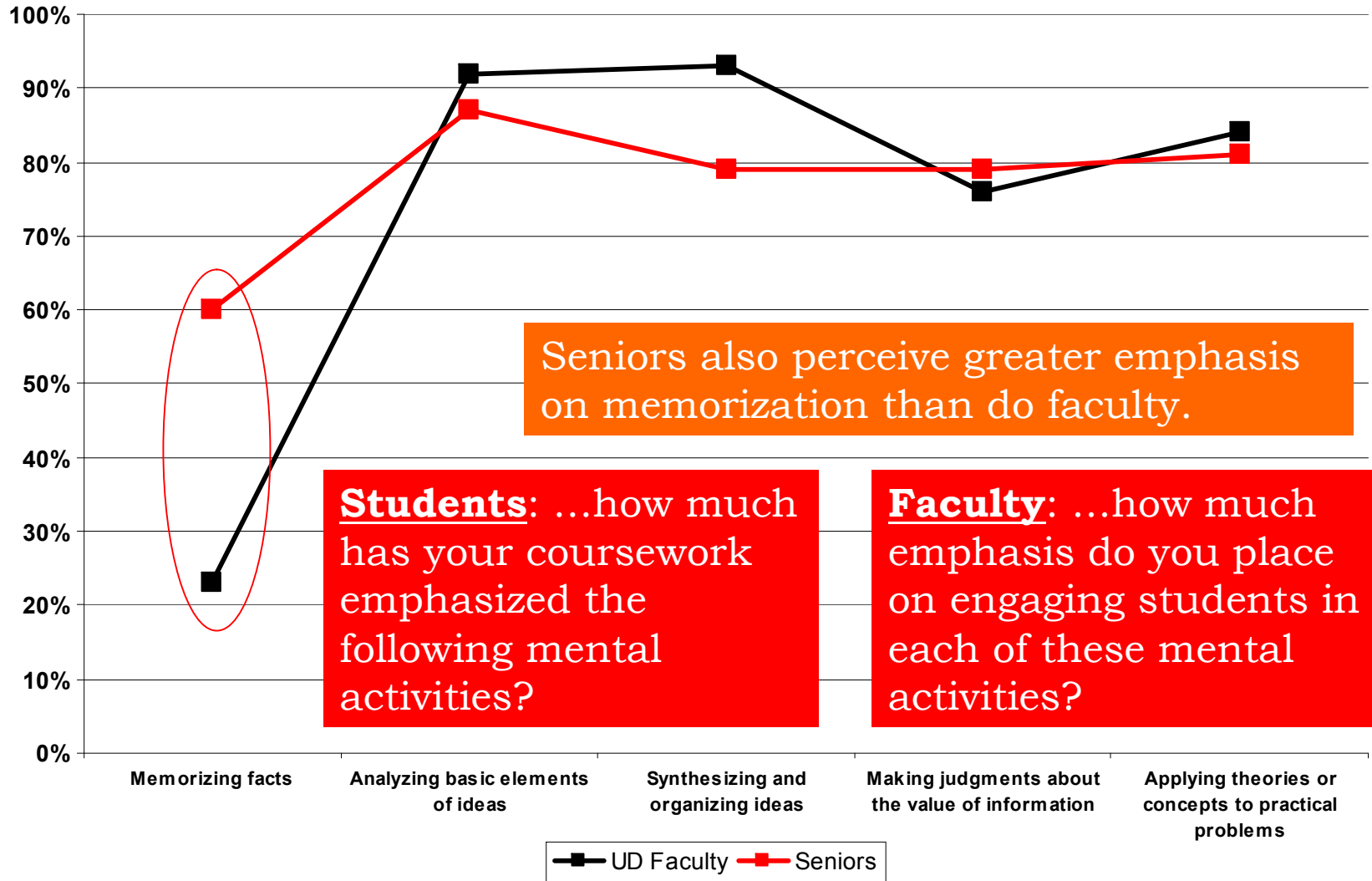






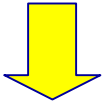

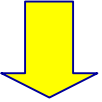


Student: has your coursework emphasized the following mental activities?

First-year students perceive greater emphasis on memorization and less on synthesis and organization than do faculty.

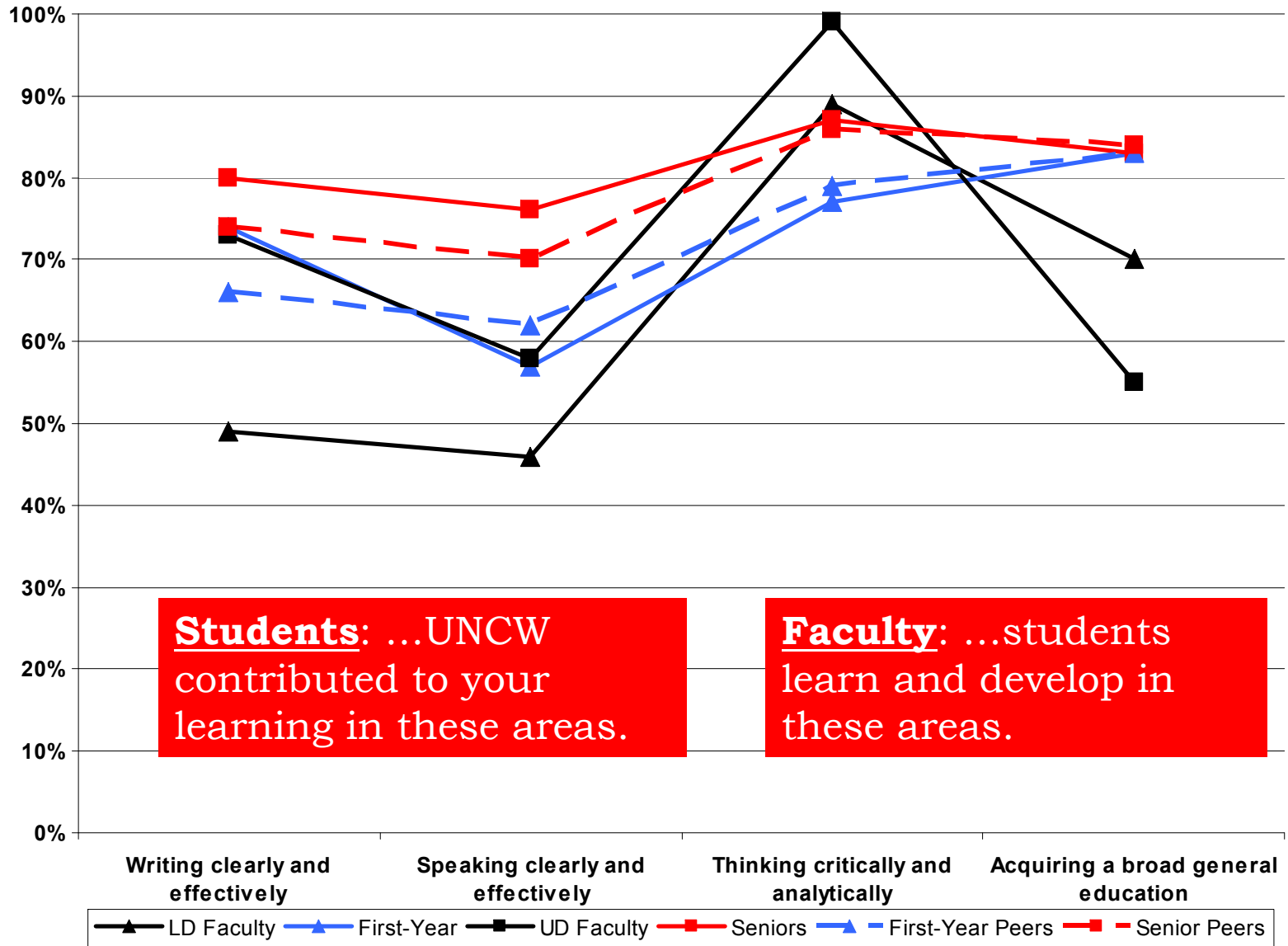
emphasis do you place on engaging students in each of these mental activities?

Higher Order Thinking



First-Year Students			GAINS IN GENERAL EDUCATION	Seniors		
Peers	Master's	Nat'l		Peers	Master's	Nat'l
			Writing clearly and effectively.			
			Speaking clearly and effectively.			
			Thinking critically and analytically.			
			Acquiring a broad general education.			

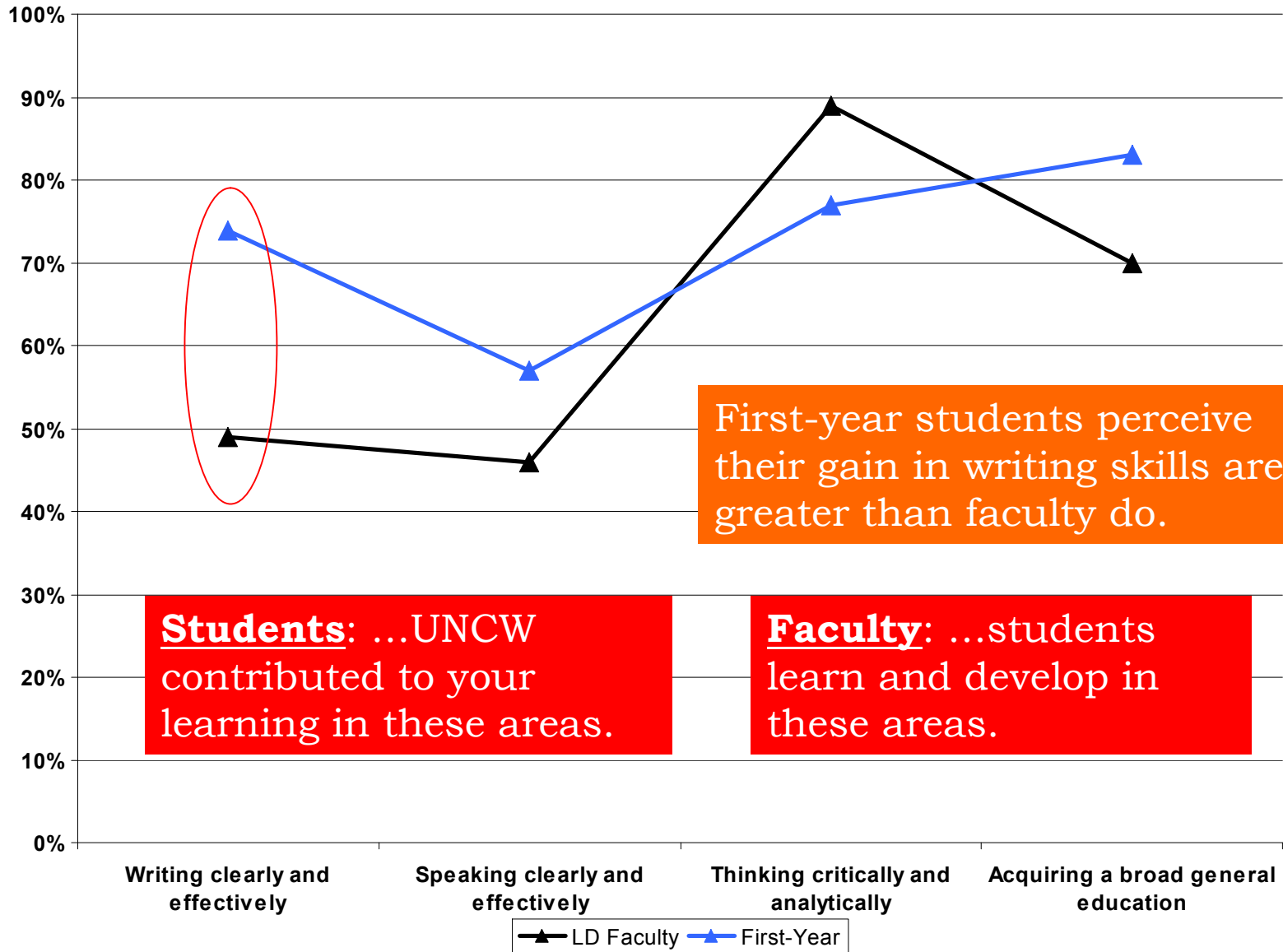
Gains in General Education



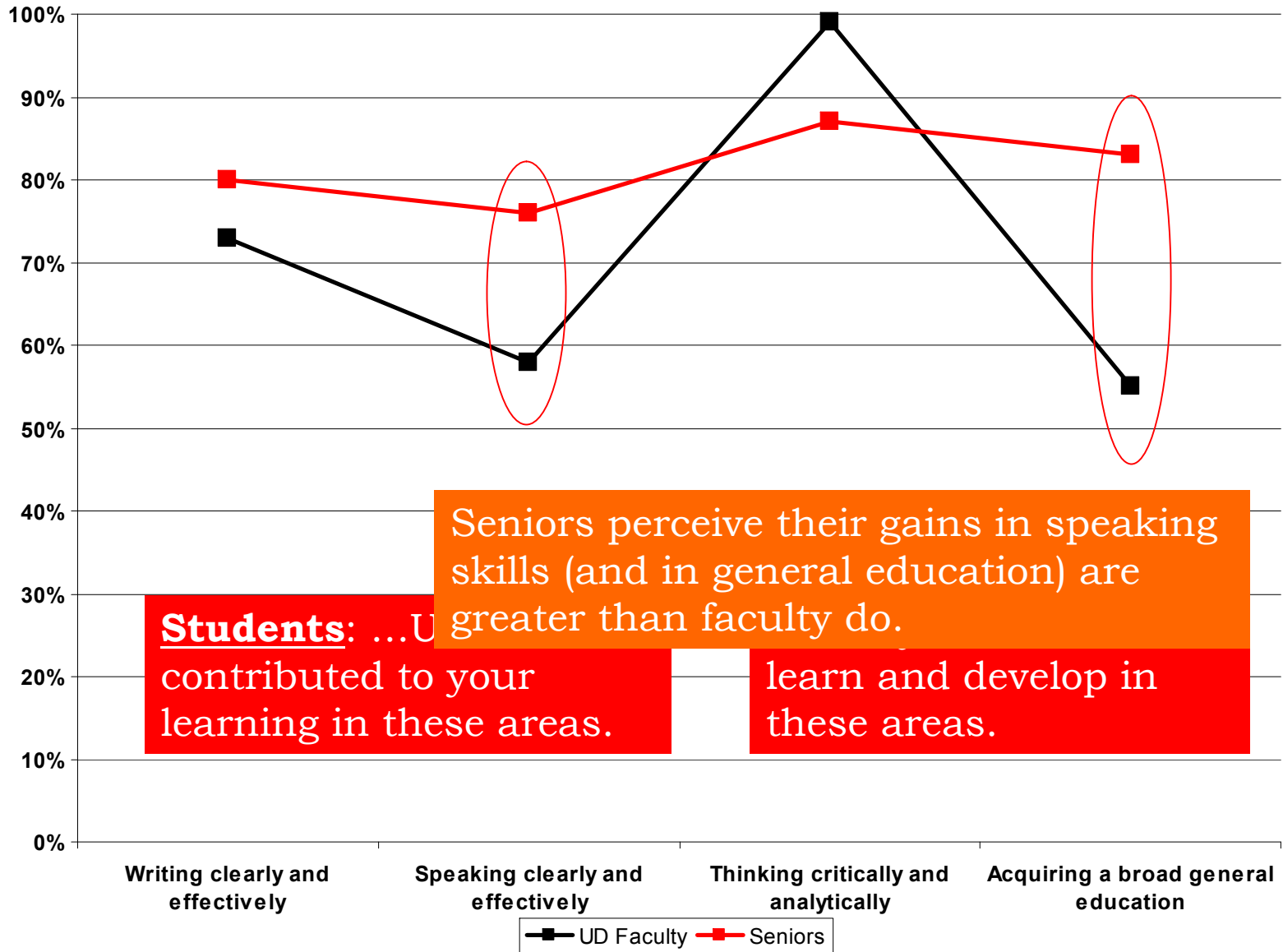
Students: ...UNCW contributed to your learning in these areas.

Faculty: ...students learn and develop in these areas.

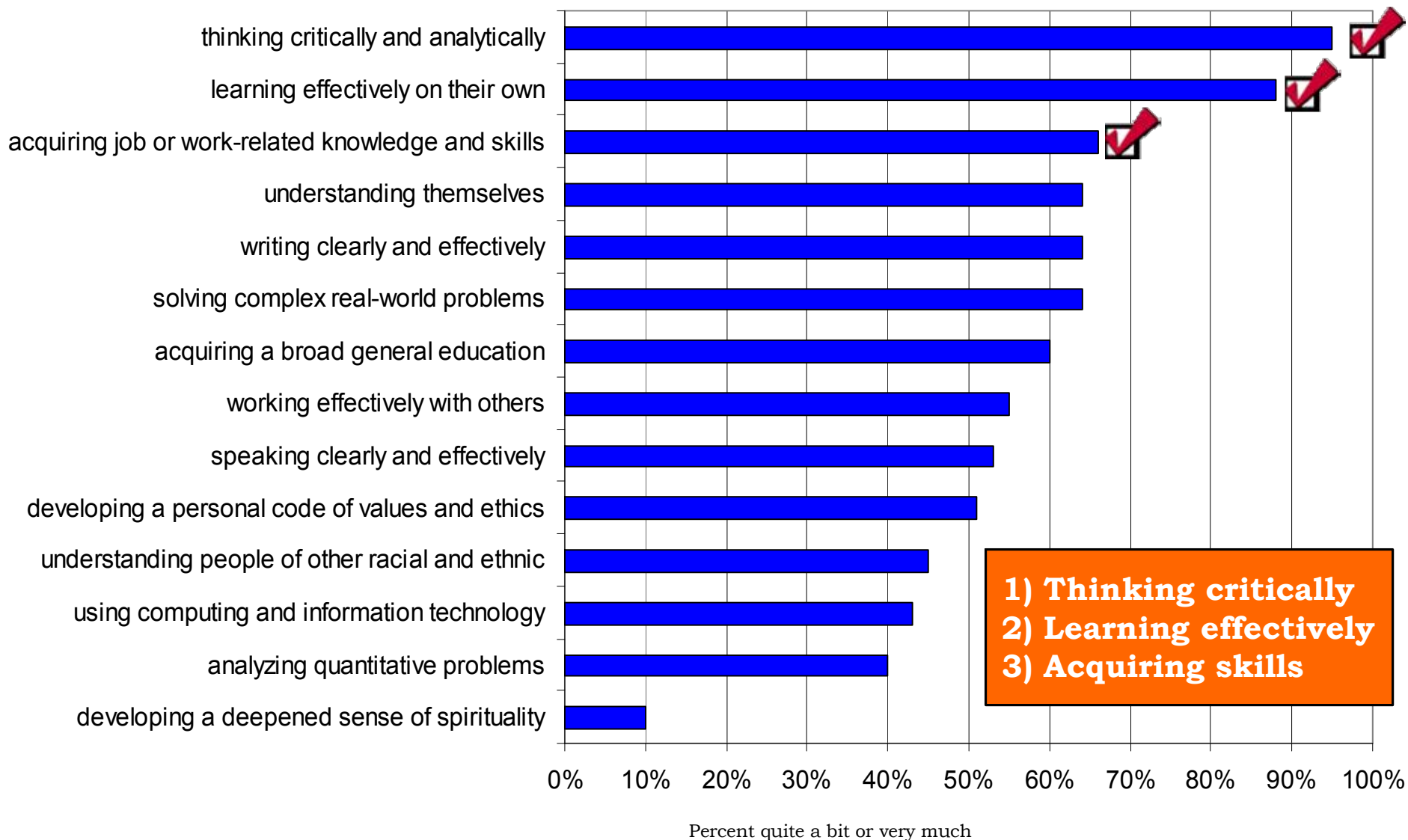
Gains in General Education



Gains in General Education

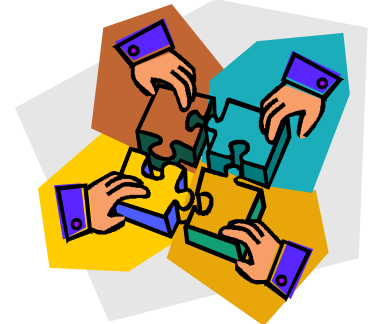


To what extent do you structure your selected course so that students learn and develop in these areas?



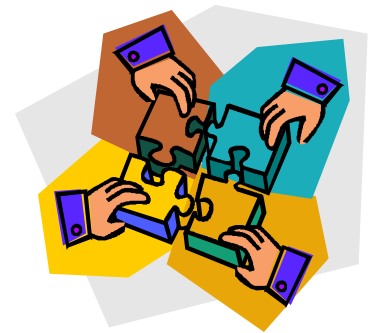
Link to Strategic Plan

- ❖ **Goal 1: “Create the most powerful learning experience possible for our students.”**
 - ❖ **Level of Academic Challenge**
 - ❖ **Active and Collaborative Learning**
 - ❖ **Enriching Educational Experiences**
- ❖ **Objective 2: “Improve the range and quality of student-faculty interactions.”**
 - ❖ **Student-Faculty Interaction**
- ❖ **Goal 3, Objective 7: “...curriculum that is educationally compelling...diverse ideas, beliefs...”**
 - ❖ **Diversity**



Link to Strategic Plan cont.

- ❖ **Mission...UNCW “seeks to stimulate critical thinking and thoughtful expression...”**
 - ❖ **Gains in General Education**
 - ❖ **Higher Order Thinking**
 - ❖ **Integrative Learning**
- ❖ **Vision...UNCW will “value individual growth and development.”**
 - ❖ **Supportive Campus Environment**



NSSE Summary for UNCW 2005

- ❖ **Areas of greatest strength**
 - ❖ **Student-Faculty Interaction**
 - ❖ **Supportive Campus Environment**
 - ❖ **Active and Collaborative Learning (Seniors)**
 - ❖ **Integrative Learning (Seniors)**
- ❖ **Areas of greatest gains (from First-Year to Senior)**
 - ❖ **Active and Collaborative Learning**
 - ❖ **Gains in General Education**
- ❖ **Areas for further investigation**
 - ❖ **Level of Academic Challenge (First-Year Students)**
 - ❖ **Active and Collaborative Learning (First-Year Students)**

Conclusions

- ❖ **For both first-year and seniors, UNCW students indicate their connection to faculty and to the campus is strong.**
- ❖ **Seniors are in general academically engaged at a high level.**
- ❖ **First-year students do not seem to be as academically engaged as seniors are.**

Discussion