CSU 2016 NSSE Results

Heather Novak, PhD
Diversity Symposium
September 2016
National Survey of Student Engagement (NSSE)

Your CSU is just a click away

Check your inbox or RamWeb and take the National Survey of Student Engagement for a chance to win an iPad.
Some Highlights...

- 89% of CSU first-year students and 86% of CSU seniors said that if they could start over again they would still pick CSU.
- 88% of CSU first-year students and 86% of CSU seniors rated their entire educational experience at CSU very highly.
- 80% of CSU seniors rated the quality of their interactions with faculty members highly and 83% report ever having talked with faculty about their career plans.
- 80% of CSU seniors plan to do or have done an internship.
- 65% of CSU seniors said that their time at CSU has significantly improved their work related knowledge and skills and 68% said that their experiences at CSU have vastly improved their ability to work with others.
NSSE Themes / Engagement Indicators

- **Learning with Peers**: Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college.
  - Collaborative Learning
  - Discussions with Diverse Others

- **Academic Challenge**: Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning.
  - Higher order Learning
  - Reflective & Integrative Learning
  - Learning Strategies
  - Quantitative Reasoning

- **Experiences with Faculty**: Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. Effective teaching requires that faculty deliver course material and provide feedback in student-centered ways.
  - Student Faculty Interactions
  - Effective Teaching Practices

- **Campus Environment**: Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff.
  - Quality of Interactions
  - Supportive Environment
Large Land Grant Comparison Group

Auburn University (Auburn, AL)
Iowa State University (Ames, IA)
Kansas State University (Manhattan, KS)
Louisiana State University and Agricultural & Mechanical College (Baton Rouge, LA)*
Michigan State University (East Lansing, MI)
Ohio State University, The (Columbus, OH)
Oklahoma State University (Stillwater, OK)*
Oregon State University (Corvallis, OR)
Rutgers University-New Brunswick/Piscataway (New Brunswick, NJ)*
University of Arizona, The (Tucson, AZ)*
University of Arkansas (Fayetteville, AR)
University of Illinois at Urbana-Champaign (Urbana, IL)
University of Kentucky (Lexington, KY)*
University of Missouri-Columbia (Columbia, MO)*
University of Tennessee, Knoxville, The (Knoxville, TN)
Washington State University (Pullman, WA)*
# Learning with Peers

## First-Year Comparisons

<table>
<thead>
<tr>
<th>Engagement Indicator</th>
<th>CSU Mean</th>
<th>Large Land Grant Mean</th>
<th>Effect Size</th>
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<tbody>
<tr>
<td>Collaborative Learning</td>
<td>35.4</td>
<td>34.6 *</td>
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<td>Discussions with Diverse Others</td>
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## Senior Comparisons

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<td>38.1</td>
<td>41.8 ***</td>
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Collaborative Learning

During the current school year, about how often have you done...
(very often, often, sometimes, never)

- Asked another student to help you understand course material
  - 61% of CSU first-year and 53% of CSU seniors responded very often or often

- Explained course material to one or more students
  - 65% of CSU first-year and 68% of CSU seniors responded very often or often

- Prepared for exams by discussing or working through course material with other students
  - 62% of CSU first-year and 55% of CSU seniors responded very often or often

- Worked with other students on course projects or assignments
  - 55% of CSU first-year and 70% of CSU seniors responded very often or often
Discussions with Diverse Others

During the current school year, about how often have you had discussions with... (very often, often, sometimes, never)

- People from a race or ethnicity other than your own
  - 69% of CSU first-year and 56% of CSU seniors responded very often or often

- People from an economic background other than your own
  - 73% of CSU first-year and 67% of CSU seniors responded very often or often

- People with religious beliefs other than your own
  - 73% of CSU first-year and 67% of CSU seniors responded very often or often

- People with political views other than your own
  - 72% of CSU first-year and 68% of CSU seniors responded very often or often
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<td>31.4 *** .12</td>
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Higher Order Learning

During the current school year, about how much has your coursework emphasized... (very much, quite a bit, some, very little)

- Applying facts, theories, or methods to practical problems or new situations
  - 74% of CSU first-year and 79% of CSU seniors responded very much or quite a bit

- Analyzing an idea, experience, or line of reasoning in depth by examining its parts
  - 72% of CSU first-year and 74% of CSU seniors responded very much or quite a bit

- Evaluating a point of view, decision, or information source
  - 68% of CSU first-year and 61% of CSU seniors responded very much or quite a bit

- Forming a new idea or understanding from various pieces of information
  - 68% of CSU first-year and 69% of CSU seniors responded very much or quite a bit
Reflective & Integrative Learning

During the current school year, about how often have you done… (very often, often, sometimes, never)

- Combined ideas from different courses when completing assignments
  - 61% of CSU first-year and 75% of CSU seniors responded very often or often

- Connected your learning to societal problems or issues
  - 58% of CSU first-year and 61% of CSU seniors responded very often or often

- Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments
  - 52% of CSU first-year and 44% of CSU seniors responded very often or often

- Examined the strengths and weaknesses of your own views on a topic or issue
  - 65% of CSU first-year and 64% of CSU seniors responded very often or often

- Tried to better understand someone else's views by imagining how an issue looks from his or her perspective
  - 70% of CSU first-year and 68% of CSU seniors responded very often or often

- Learned something that changed the way you understand an issue or concept
  - 70% of CSU first-year and 70% of CSU seniors responded very often or often

- Connected ideas from your courses to your prior experiences and knowledge
  - 79% of CSU first-year and 85% of CSU seniors responded very often or often
Learning Strategies

During the current school year, about how often have you done... (very often, often, sometimes, never)

- Identified key information from reading assignments
  - 76% of CSU first-year and 72% of CSU seniors responded very often or often

- Reviewed your notes after class
  - 53% of CSU first-year and 54% of CSU seniors responded very often or often

- Summarized what you learned in class or from course materials
  - 59% of CSU first-year and 57% of CSU seniors responded very often or often
Quantitative Reasoning

During the current school year, about how often have you done... (very often, often, sometimes, never)

- Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)
  - 57% of CSU first-year and 62% of CSU seniors responded very often or often

- Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)
  - 46% of CSU first-year and 50% of CSU seniors responded very often or often

- Evaluated what others have concluded from numerical information
  - 46% of CSU first-year and 54% of CSU seniors responded very often or often
## Experiences with Faculty

### First-Year Comparisons

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<tr>
<th>Engagement Indicator</th>
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<td>Effective Teaching Practices</td>
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<td>37.5 .03</td>
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<td>22.9 .04</td>
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<td>38.0</td>
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Student Faculty Interactions

During the current school year, about how often have you... (very often, often, sometimes, never)

- Talked about career plans with a faculty member
  - 38% of CSU first-year and 42% of CSU seniors responded very often or often

- Worked w/faculty on activities other than coursework (committees, student groups, etc.)
  - 22% of CSU first-year and 28% of CSU seniors responded very often or often

- Discussed course topics, ideas, or concepts with a faculty member outside of class
  - 27% of CSU first-year and 33% of CSU seniors responded very often or often

- Discussed your academic performance with a faculty member
  - 29% of CSU first-year and 27% of CSU seniors responded very often or often
Effective Teaching Practices

During the current school year, about how much have instructors... (very often, often, sometimes, never)

- Clearly explained course goals and requirements
  - 81% of CSU first-year and 80% of CSU seniors responded very often or often

- Taught course sessions in an organized way
  - 78% of CSU first-year and 80% of CSU seniors responded very often or often

- Used examples or illustrations to explain difficult points
  - 78% of CSU first-year and 79% of CSU seniors responded very often or often

- Provided feedback on a draft or work in progress
  - 58% of CSU first-year and 51% of CSU seniors responded very often or often

- Provided prompt and detailed feedback on tests or completed assignments
  - 56% of CSU first-year and 58% of CSU seniors responded very often or often
## Campus Environment

### First-Year Comparisons

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<td>Quality of Interactions</td>
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<td>Supportive Environment</td>
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<tr>
<td>Supportive Environment</td>
<td>32.3</td>
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<td>33.3 **</td>
<td>-.08</td>
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Quality of Interactions

Indicate the quality of your interactions with the following people at your institution... (on a scale from 1="Poor" to 7="Excellent")

- **Students**
  - 59% of CSU first-year and 59% of CSU seniors responded with a 6 or 7

- **Academic Advisors**
  - 54% of CSU first-year and 50% of CSU seniors responded with a 6 or 7

- **Faculty**
  - 48% of CSU first-year and 52% of CSU seniors responded with a 6 or 7

- **Student services staff (career services, student activities, housing, etc.)**
  - 48% of CSU first-year and 40% of CSU seniors responded with a 6 or 7

- **Other administrative staff and offices (registrar, financial aid, etc.)**
  - 42% of CSU first-year and 35% of CSU seniors responded with a 6 or 7
Supportive Environment

During the current school year, how much does your institution emphasize the following….. (very much, quite a bit, some, very little)

- Providing support to help students succeed academically
  - 81% of CSU first-year and 74% of CSU seniors responded very much or quite a bit

- Using learning support services (tutoring services, writing center, etc.)
  - 80% of CSU first-year and 67% of CSU seniors responded very much or quite a bit

- Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)
  - 63% of CSU first-year and 43% of CSU seniors responded very much or quite a bit

- Providing opportunities to be involved socially
  - 77% of CSU first-year and 65% of CSU seniors responded very much or quite a bit

- Providing support for your overall well-being (recreation, health care, counseling, etc.)
  - 78% of CSU first-year and 69% of CSU seniors responded very much or quite a bit

- Helping you manage your non-academic responsibilities (work, family, etc.)
  - 50% of CSU first-year and 29% of CSU seniors responded very much or quite a bit

- Attending campus activities and events (performing arts, athletic events, etc.)
  - 70% of CSU first-year and 54% of CSU seniors responded very much or quite a bit

- Attending events that address important social, economic, or political issues
  - 57% of CSU first-year and 42% of CSU seniors responded very much or quite a bit
High Impact Practices: Proportion of students who participated in these activities

First-Year
- Learning Community
- Service-Learning
- Research with Faculty Member

Senior
- Learning Community
- Service-Learning
- Research with Faculty Member
- Internship or Field Experience
- Study Abroad
- Culminating senior Experience
HIP Participation Rates
First-Year Students

HIP Participation Rates for Various Activities:
- Learning Community: 29% (FG), 28% (Students of Color), 32% (Overall)
- Service Learning: 59% (FG), 52% (Students of Color), 55% (Overall)
- Research with Faculty: 5% (FG), 6% (Students of Color), 4% (Overall)
- At least 1 HIP: 68% (FG), 63% (Students of Color), 67% (Overall)
- 2 or more HIP: 22% (FG), 20% (Students of Color), 24% (Overall)

Legend:
- FG
- Students of Color
- Pell
- Overall
HIP Participation Rates
Sophomore Students

Learning Community: 30% (FG 24%, Students of Color 24%, Pell 24%, Overall 24%)
Service Learning: 57% (FG 54%, Students of Color 51%, Pell 5%, Overall 7%)
Research with Faculty: 67% (FG 63%, Students of Color 62%, Pell 7%, Overall 6%)
At least 1 HIP: 67% (FG 63%, Students of Color 62%, Pell 7%, Overall 6%)
2 or more HIP: 24% (FG 16%, Students of Color 16%, Pell 16%, Overall 16%)
HIP Participation Rates
Seniors

- Learning Community
- Service Learning
- Research with Faculty
- Internship
- Study Abroad
- Capstone
- At least 1 HIP
- 2 or more HIP

FG | Students of Color | Pell | -- Overall
---|------------------|------|----------------
Learning Community | 23% | 24% | 30%
Service Learning | 55% | 54% | 54%
Research with Faculty | 22% | 23% | 28%
Internship | 56% | 49% | 62%
Study Abroad | 13% | 13% | 16%
Capstone | 63% | 59% | 66%
At least 1 HIP | 89% | 88% | 92%
2 or more HIP | 69% | 66% | 73%
## Engagement Indicator Comparison with Large Land Grant Schools

<table>
<thead>
<tr>
<th>Theme</th>
<th>Engagement Indicator</th>
<th>Your first-year students compared with Large Land Grant</th>
<th>Your seniors compared with Large Land Grant</th>
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<tbody>
<tr>
<td><strong>Academic Challenge</strong></td>
<td>Higher-Order Learning</td>
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<tr>
<td><strong>Experiences with Faculty</strong></td>
<td>Student-Faculty Interaction</td>
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<td>Effective Teaching Practices</td>
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<tr>
<td><strong>Campus Environment</strong></td>
<td>Quality of Interactions</td>
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<td>Supportive Environment</td>
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- **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- **No significant difference.**
- **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
<table>
<thead>
<tr>
<th>First Year HIP Comparisons</th>
<th>FG</th>
<th>Students of Color</th>
<th>Pell</th>
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<tr>
<td>Learning Community</td>
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<td>At least 1 HIP</td>
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<td>2 or more HIP</td>
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## CSU NSSE RESULTS

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For more information, visit [http://www.ir.colostate.edu/data-reports/students/student-engagement/](http://www.ir.colostate.edu/data-reports/students/student-engagement/)

- Informational Powerpoint
- NSSE Institutional Data Quality Analysis
Do you have additional Research Ideas with NSSE?

Heather Novak  
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Heather.novak@colostate.edu  
491-2163