Lessons from BCSSE, NSSE, & FSSE, 2007-08

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What are all these “essies”? 

► National Survey of Student Engagement (NSSE) 
► Beginning College Survey of Student Engagement (BCSSE) 
► Faculty Survey of Student Engagement (FSSE) 
► All coordinated by the Indiana University Center for Postsecondary Research
“Because individual effort and involvement are the critical determinants of impact, institutions should focus on the ways they can shape their academic, interpersonal, and extracurricular offerings to encourage student engagement.”

Does engagement come “naturally”? 

► We cannot assume that students will naturally become engaged in college. *(If we do assume this, it is at the institution’s peril.)*

► Why do students go to college?
  - Ideally?
  - Practically?

► Are students today different from previous generations of students?
  - Entitlement mentality (e.g., hs grade inflation)
  - Cumulative deficit re: attitudes, study habits, academic skills
  - More diverse than previous cohorts
Students Today

► Jillian Kinzie from NSSE says, “Student success in college may require that professors explain more things to students today that were once taken for granted.”

- Example: “You must buy the book, you must read it and come to class, you must observe deadlines or make special arrangements when you miss one” Prof. Richard Turner (1998, p.4)

► 40% of fall 2008 new cohort of Stetson students are first generation college students (i.e., neither parent earned bachelors degree)
Key Conclusions from NSSE Headquarters…

► “The single best predictor of student satisfaction with college is the degree to which they perceive the college environment to be supportive of their academic and social needs.”

► “At institutions where faculty members use effective educational practices more frequently in their classes, students are more engaged over all and gain more from college.”

► “Grades, persistence, student satisfaction, and engagement go hand in hand.”

Kinzie presentation, 2006.
What percent of Stetson *seniors* study, on average, more than 20 hours per week?

A) 12%
B) 18%
C) 28%
D) 41%
E) 50%
Student Engagement Quiz

What percent of Stetson First-Year students study, on average, more than 20 hours per week?

A) 12%
B) 22%
C) 32%
D) 42%
E) 50%
Student Engagement Quiz

What percent of First-Year students thought they would study, on average, more than 20 hours per week?

A) 13%
B) 23%
C) 33%
D) 43%
E) 53%
Disappointing Results from NSSE

► New students studied fewer hours during their first year than they expected to when they started college. This matches national findings.

► Almost 1/3 of Stetson first-year students (29%) reported spending no time on co-curricular activities.

► Only 15% of first-year students at our selected peer schools spent no time on co-curricular activities.
Selected Peer Schools

- Drake University
- Eckerd College
- Elon University
- Fairfield University
- Furman University
- John Carroll University
- Loyola University New Orleans
- Rollins College
- Samford University
- St. Lawrence University
- University of Puget Sound
- University of Richmond
- Washington and Lee University
- Xavier University
What percent of Stetson’s first-year students frequently* worked with other students on projects during class? (* % very often and often)

A) 14%
B) 24%
C) 34%
D) 44%
E) 54%
Measures of Supportive Campus Environment

► How well do students get along with other students?
  - 64% of FY students report that their peers are friendly, supportive, and help them feel as if they belong.

► Are students satisfied with their overall educational experience?
  - 91% of FY students report a favorable image of this institution; 86% of seniors would choose this school again if they could start their college career over.
More Measures of Supportive Campus Environment

► How much time do students devote to co-curricular activities?
  - 13% of FY students spend more than 15 hours a week participating in co-curricular activities.
  - 29% spend no time participating in co-curricular activities.

► How well do students get along with administrators and staff?
  - 38% of FY students find the administrative personnel and offices helpful, considerate, and flexible.
Even More Measures of Supportive Campus Environment

► To what extent does the school help students deal with their academic and social needs?

- 85% of FY students feel that this institution has a substantial commitment to their academic success.
- 53% of FY students feel well-supported by the institution regarding their social needs; Very little=17%; Some=30%.
A Measure of Enriching Educational Experiences

How often do students interact with peers with different social, political, or religious views?

- 65% of FY students say they frequently have serious conversations with students who are different from themselves in terms of their religious, political, or personal beliefs.
- 28% of faculty perceive that FY students frequently have serious conversations with students views in these areas.
Another Measure of Enriching Educational Experiences

How often do students interact with peers of a different race or ethnicity?

- 56% of FY students say they frequently have serious conversations with students of a different race or ethnicity.
- Only 15% of faculty perceive that FY students frequently have serious conversations with students of a different race or ethnicity than themselves.
Time to Reflect

► Do these data fit your perceptions?
► What surprised you?
► Where might we look to improve?

► All results will be posted on the IR website in the next few weeks. Please study and share.
Thanks!

► Thanks for all you do to support our students.

► Let’s do this again!