

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

What Really Matters in College: *Student Engagement*

- ▶ “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*.”

Pascarella & Terenzini, *How College Affects Students*, 2005, p. 602

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.

Student Engagement Quiz

- ▶ 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

Student Engagement Quiz

- ▶ 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!