

# National Survey of Student Engagement (NSSE)

## College of Saint Mary 2009 Results

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# Topics included:

- NSSE at College of Saint Mary
- NSSE Benchmarks: Comparison of CSM to peer institutions and high performing organizations
- Using NSSE to assess CSM students' leadership qualities and skills

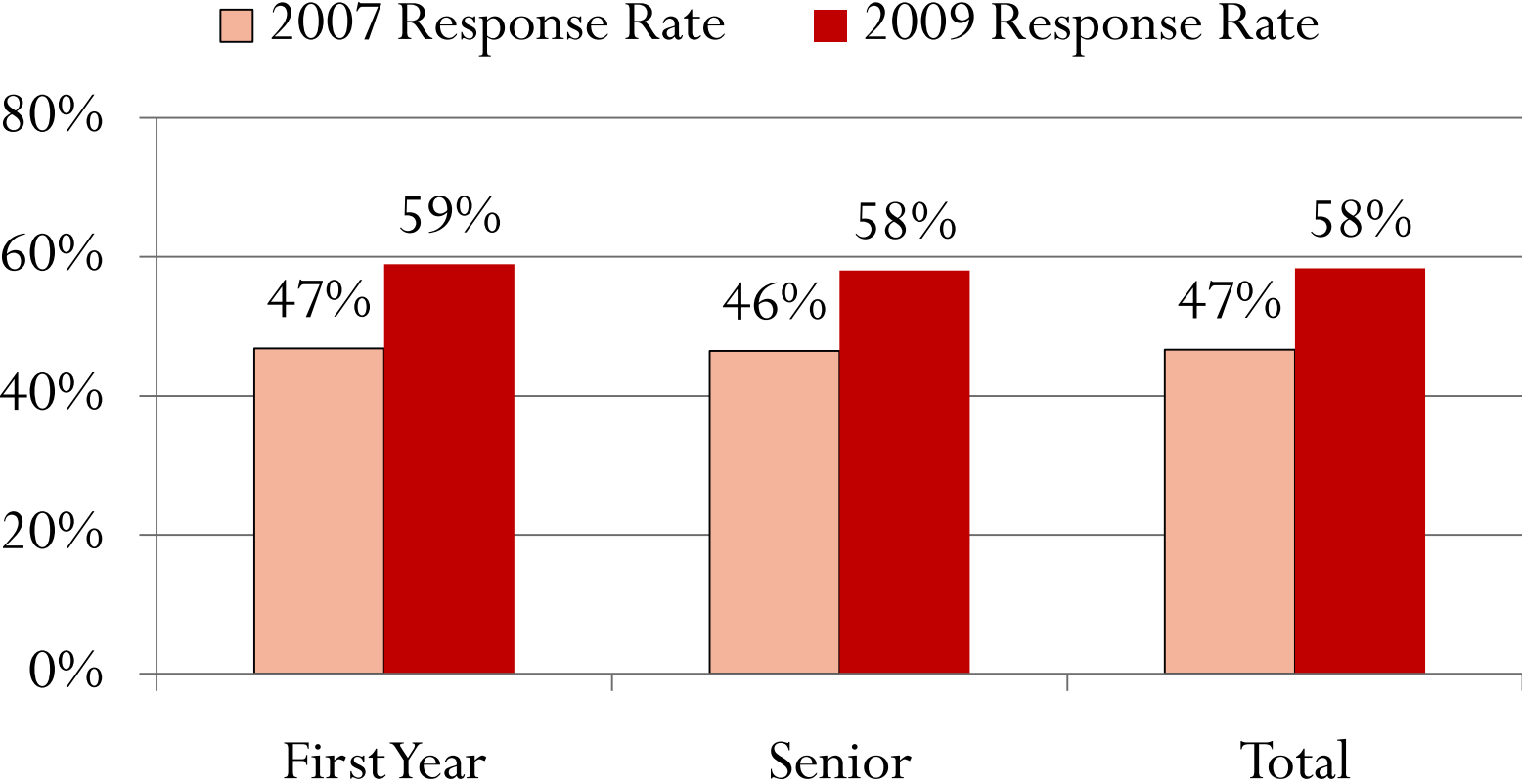
# NSSE

- Includes first year and senior students at Bachelor's level institutions
- Measures extent to which students engage in practices associated with high levels of:
  - Learning
  - Personal development
  - Satisfaction

# CSM Students Participating in NSSE in 2009

	First Year	Senior	Total
Respondents	33	65	98
Eligible population*	56	112	168
Response rate	59%	58%	58%
*Bachelor degree seeking students			

# Comparison CSM Response Rates 2007 to 2009



# Peer Institutions for 2009

- Women's College Consortium  
(14 schools)
- Small and Private  
(75 schools)
- Small, Private, Mission  
(29 schools)



# NSSE Benchmarks

- Clusters of survey items found through research to affect student satisfaction and retention
- Data provided by benchmarks comparing CSM to:
  - Peer institutions
  - Top performing institutions scoring in the top 10% and 50% of all NSSE participating schools

# NSSE Benchmarks

- Level of Academic Challenge
- Supportive Campus Environment
- Enriching Educational Experiences
- Active and Collaborative Learning
- Student – Faculty Interaction

# Level of Academic Challenge

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

# Level of Academic Challenge

## Survey Items

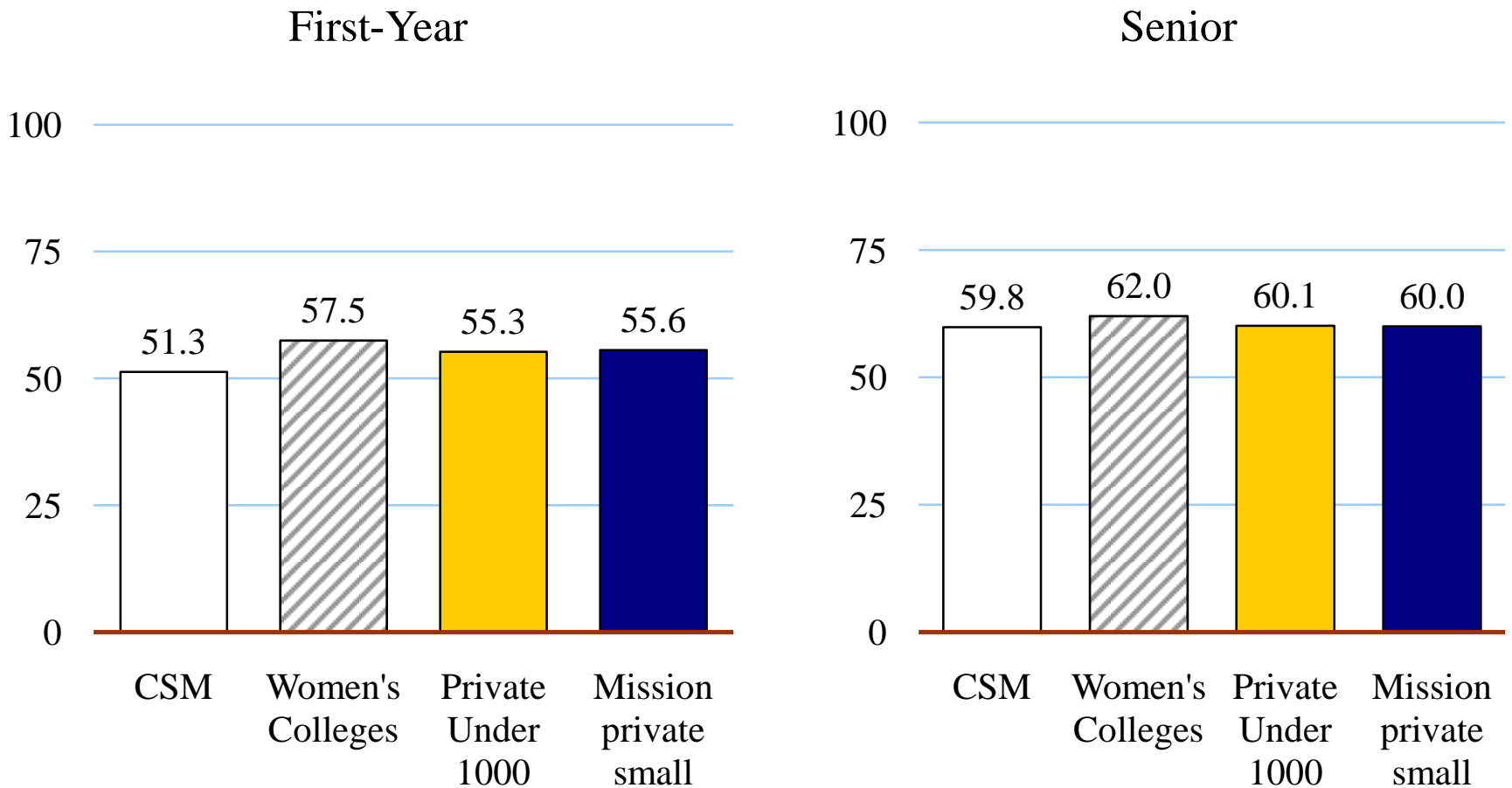
- Preparing for class (studying, reading, writing, rehearsing, etc. related to academic program)
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of 20 pages or more
- Number of written papers or reports of between 5 and 19 pages
- Number of written papers or reports of fewer than 5 pages
- Coursework emphasizing **analysis** of the basic elements of an idea, experience or theory

# Level of Academic Challenge

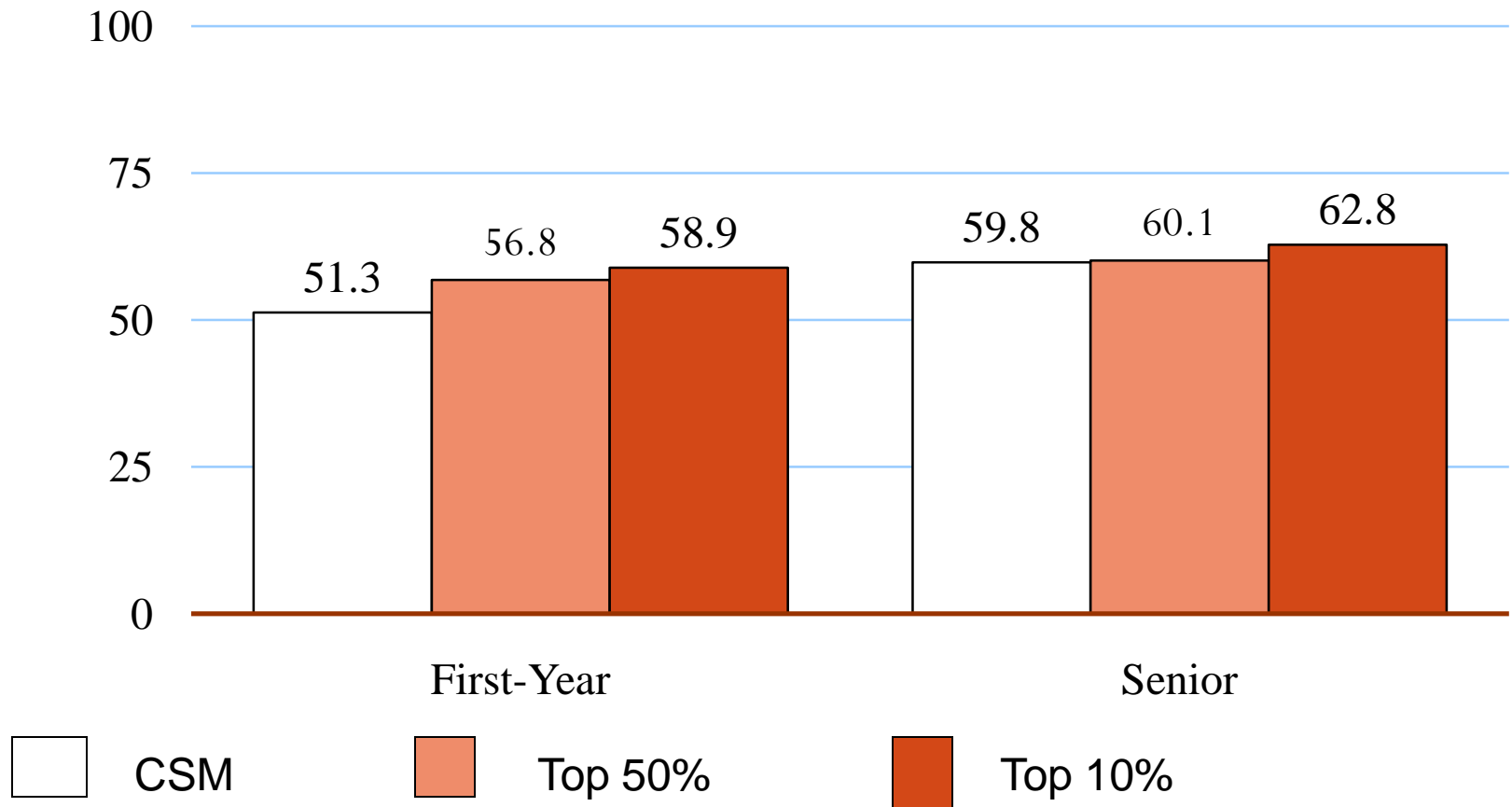
## Survey Items (cont'd)

- Coursework emphasizing **synthesis** and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizing the **making of judgments** about the value of information, arguments, or methods
- Coursework emphasizing **applying** theories or concepts to practical problems or in new situations
- Working harder than you thought you could to meet an instructor's standards or expectations
- Campus environment emphasizes: spending significant amount of time studying and on academic work

# Level of Academic Challenge CSM Compared to Peer Institutions



# Level of Academic Challenge CSM Compared to High Performing Organizations



# Supportive Campus Environment

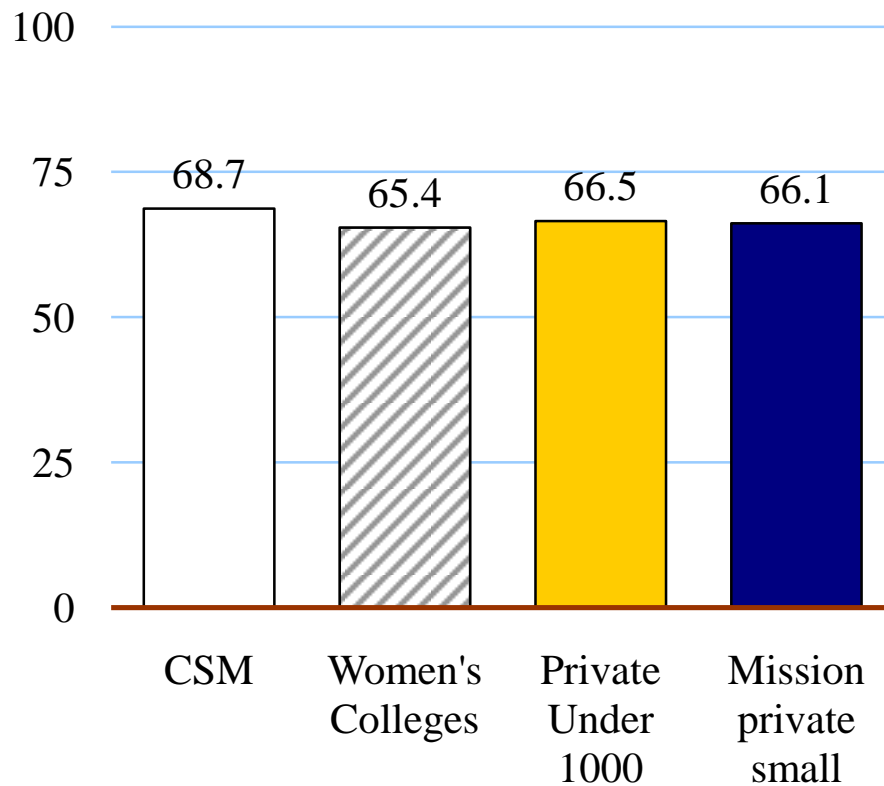
Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.

# Supportive Campus Environment Survey Items

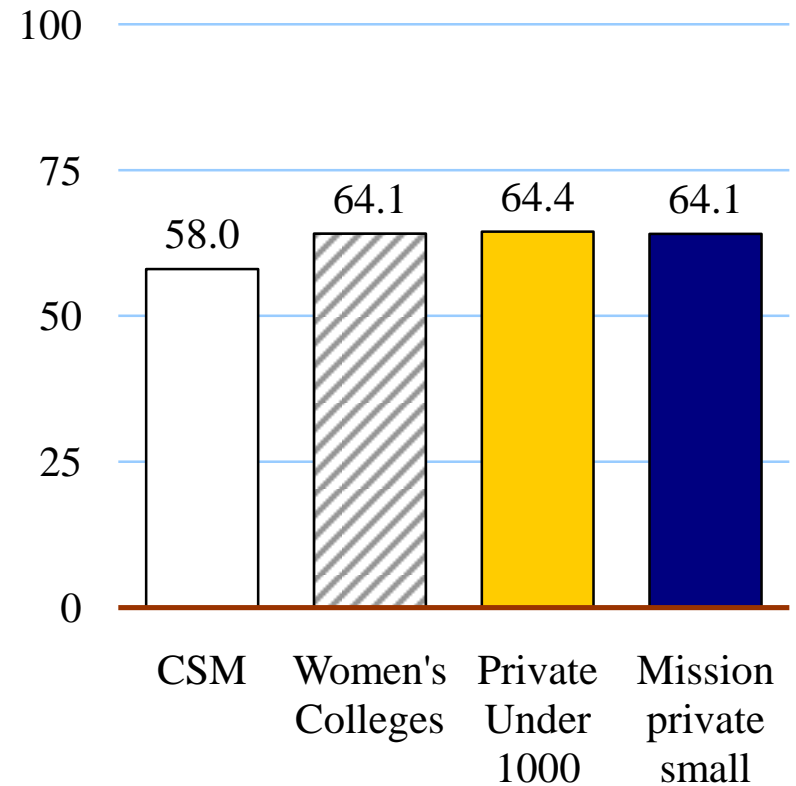
- Quality of relationships with faculty members
- Quality of relationships with administrative personnel and offices
- Quality of relationships with other students
- Campus environment provides the support you need to help you succeed academically
- Campus environment helps you cope with your non-academic responsibilities (work, family, etc.)
- Campus environment provides the support you need to thrive socially

# Supportive Campus Environment

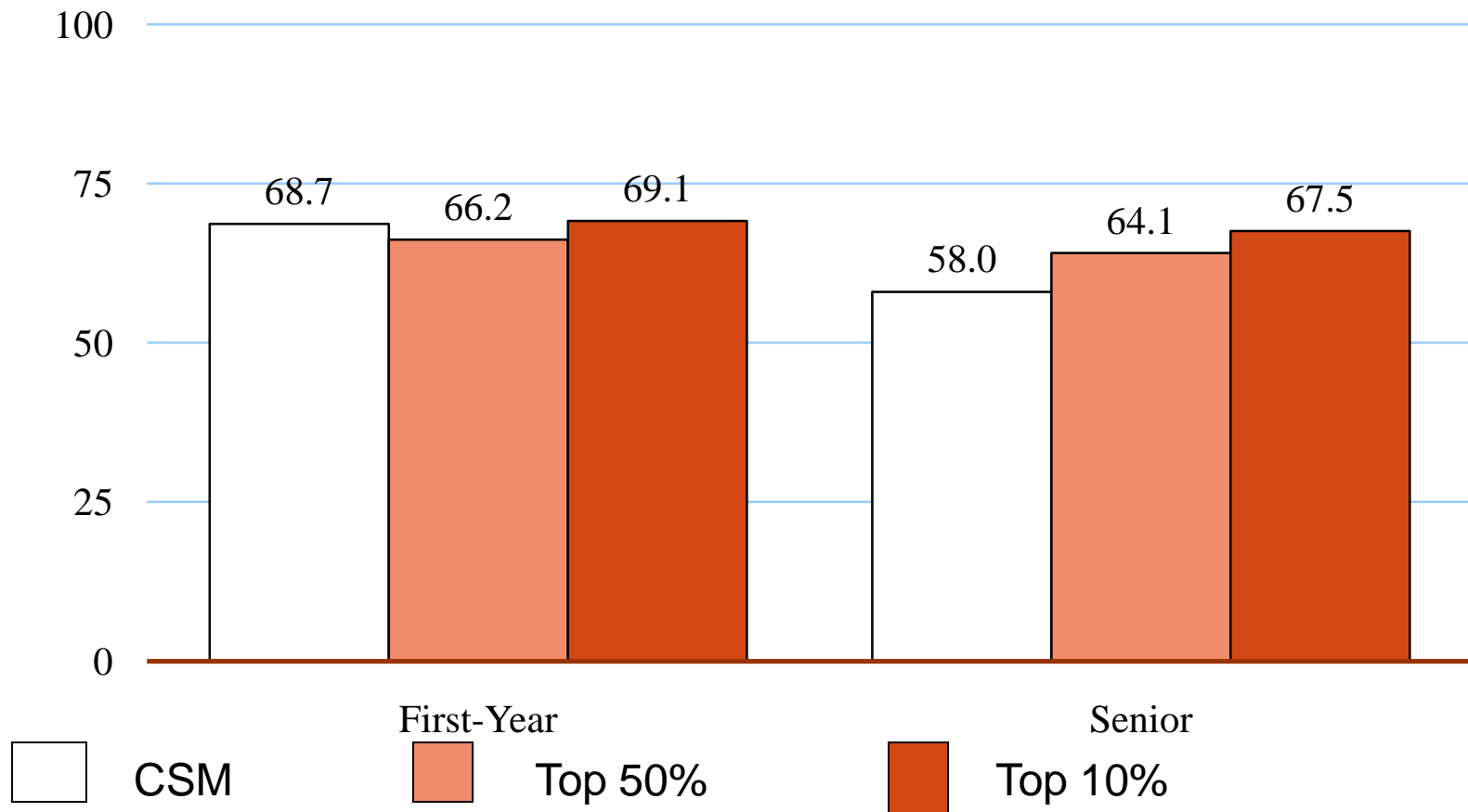
## First-Year



## Senior



# Supportive Campus Environment CSM Compared to High Performing Organizations



# Enriching Educational Experiences

Complementary learning opportunities enhance academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge.

# Enriching Educational Experiences

## Survey Items

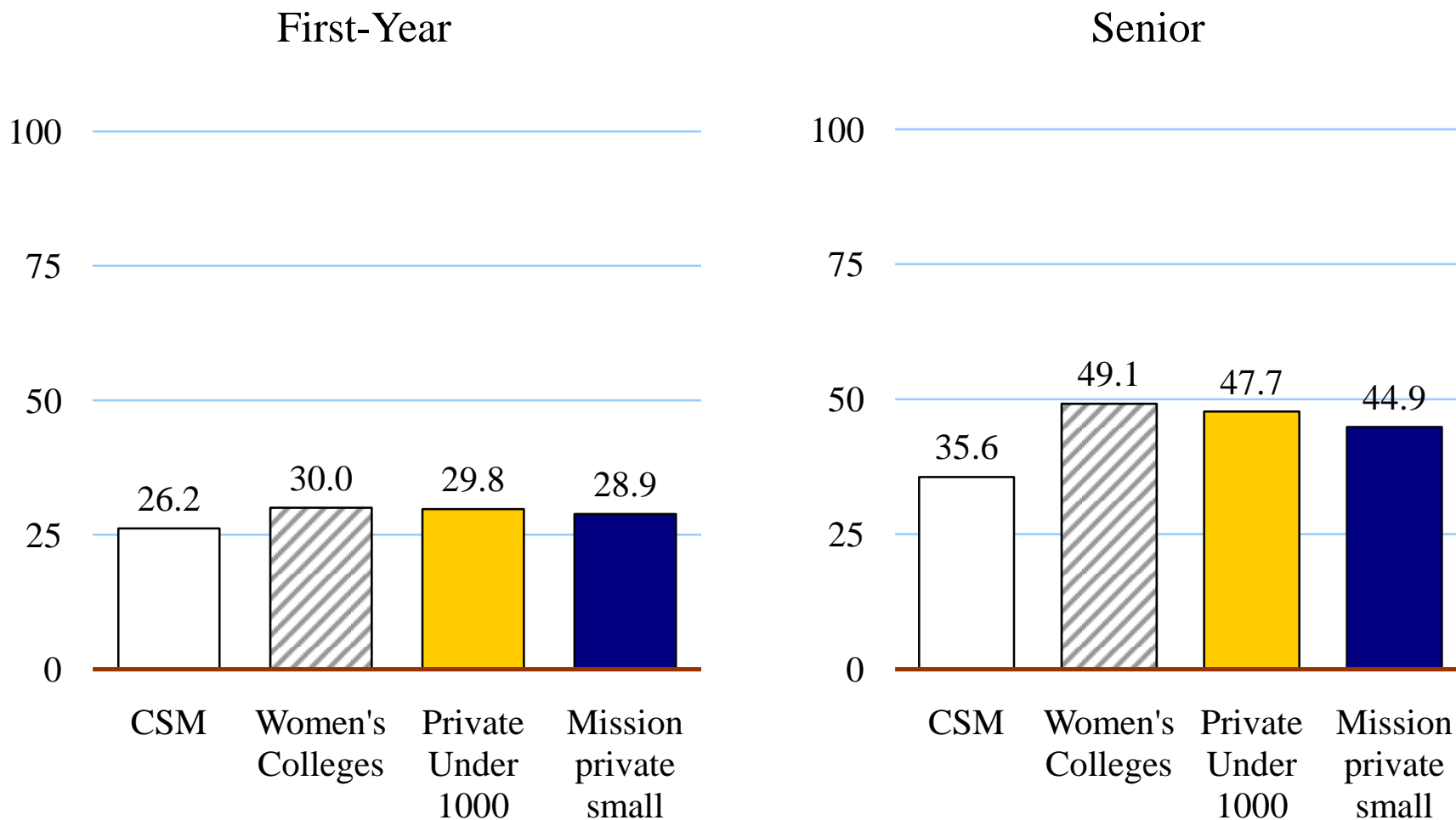
- Practicum, internship, clinical assignment
- Community service or volunteer work
- Participate in a learning community
- Foreign language coursework
- Study abroad
- Independent study or self-designed major

# Enriching Educational Experiences

## Survey Items

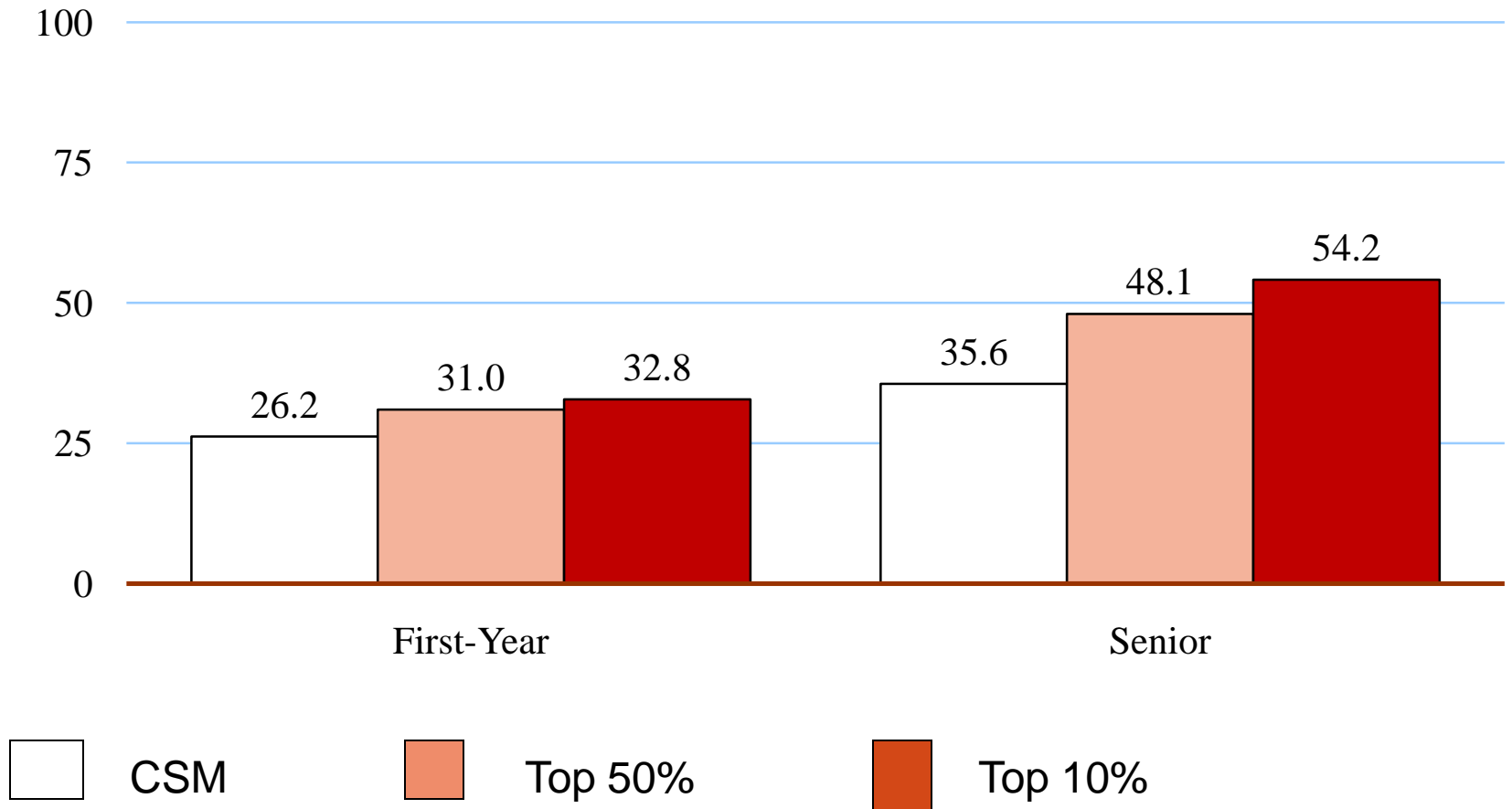
- Culminating senior experience (capstone, senior project, etc.)
- Participation in co-curricular activities
- Campus environment encouraging contact with students from different economic, social and racial backgrounds
- Serious conversations with students of different race
- Serious conversations with students of different religious, political views or personal values
- Using electronic medium (listserv, chat group, Internet) to discuss or complete assignment

# Enriching Educational Experiences CSM Compared to Peer Institutions



# Enriching Educational Experiences

## CSM Compared to High Performing Organizations



# Active and Collaborative Learning

Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings.

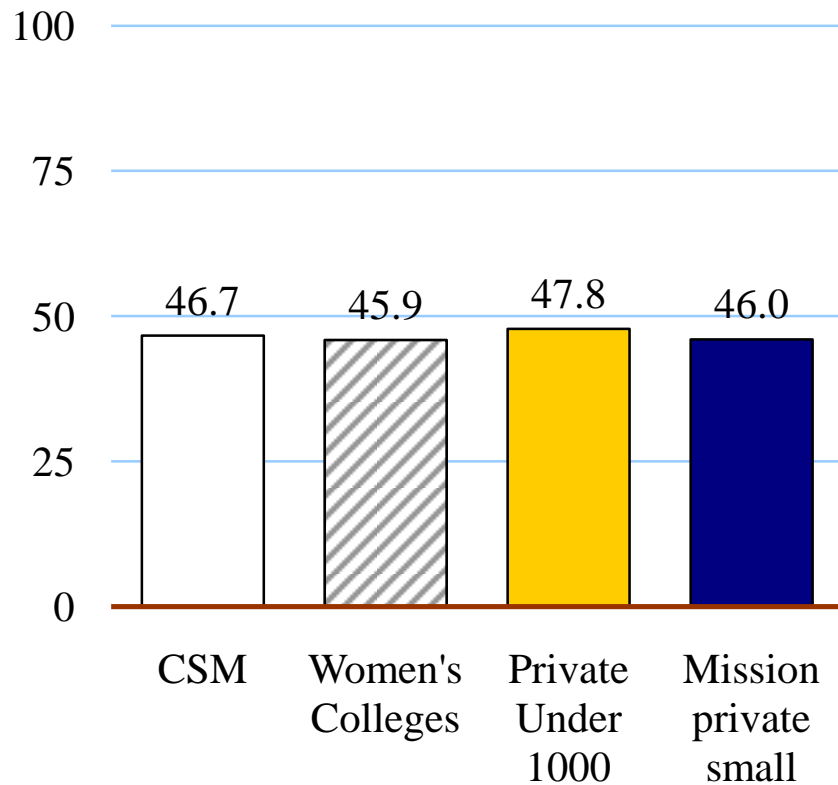
Collaborating with others to solve problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college.

# Active and Collaborative Learning Survey Items

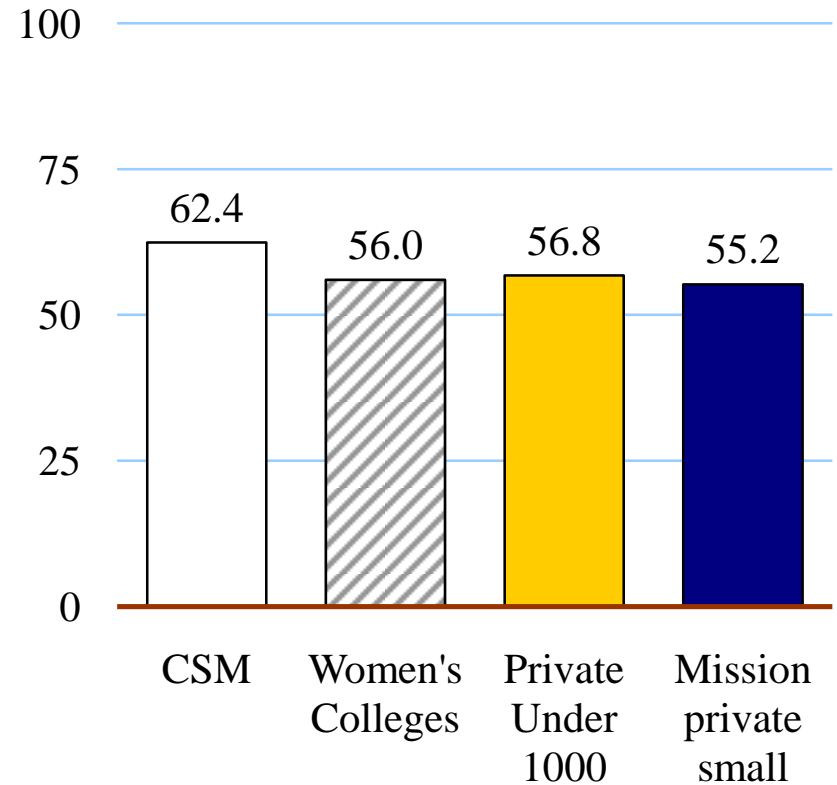
- Asked questions in class or contributed to class discussions
- Made a class presentation
- Worked with other students on projects **during class**
- Worked with classmates **outside of class** to prepare assignments
- Tutored or taught other students (paid or voluntary)
- Participated in a community-based project (e.g. service learning) as part of a regular course
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

# Active and Collaborative Learning CSM Compared to Peer Institutions

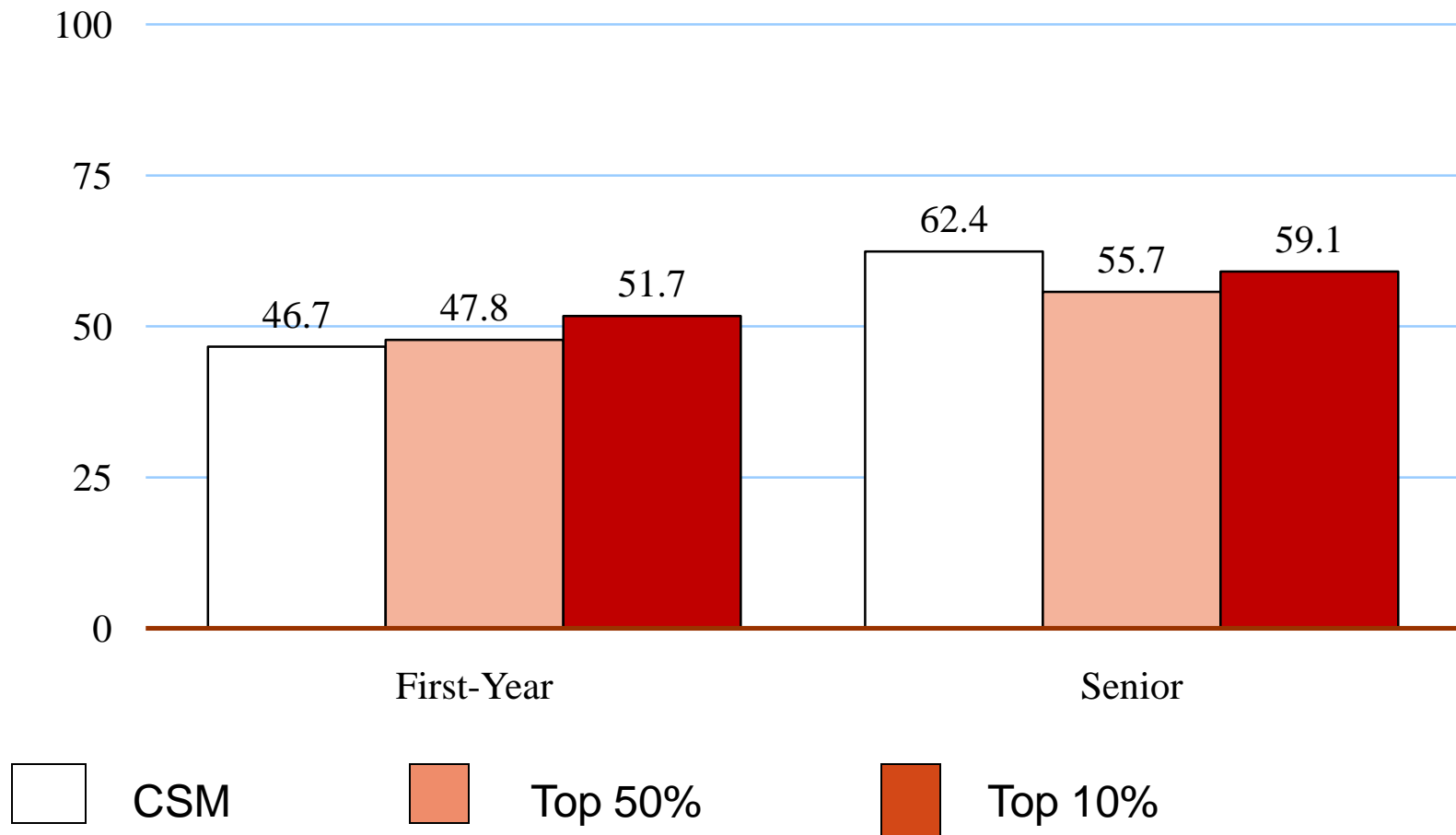
First-Year



Senior



# Active and Collaborative Learning CSM Compared to High Performing Organizations



# Student-Faculty Interaction

Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous life-long learning.

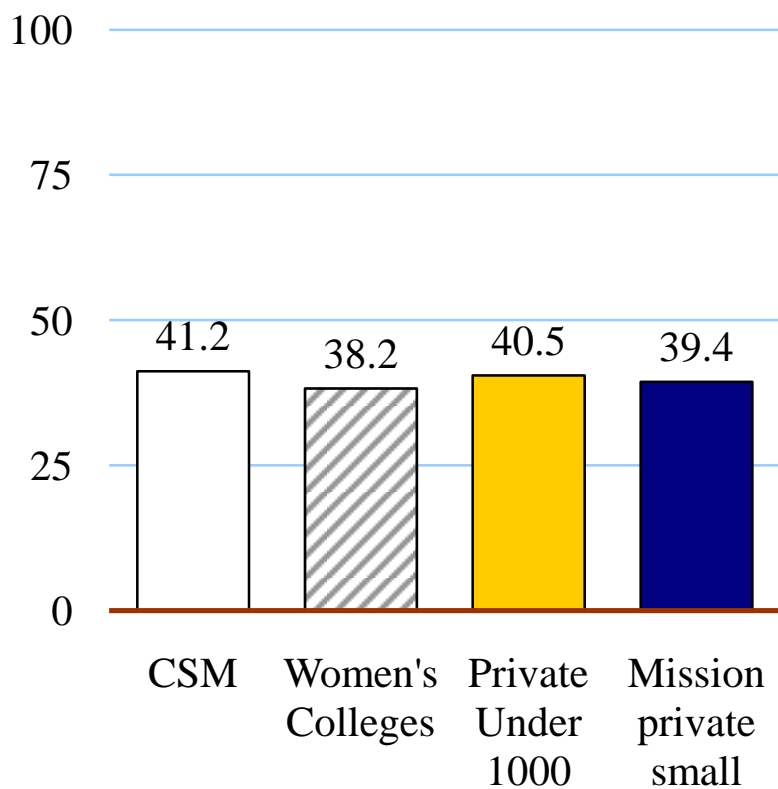
# Student-Faculty Interaction

## Survey Items

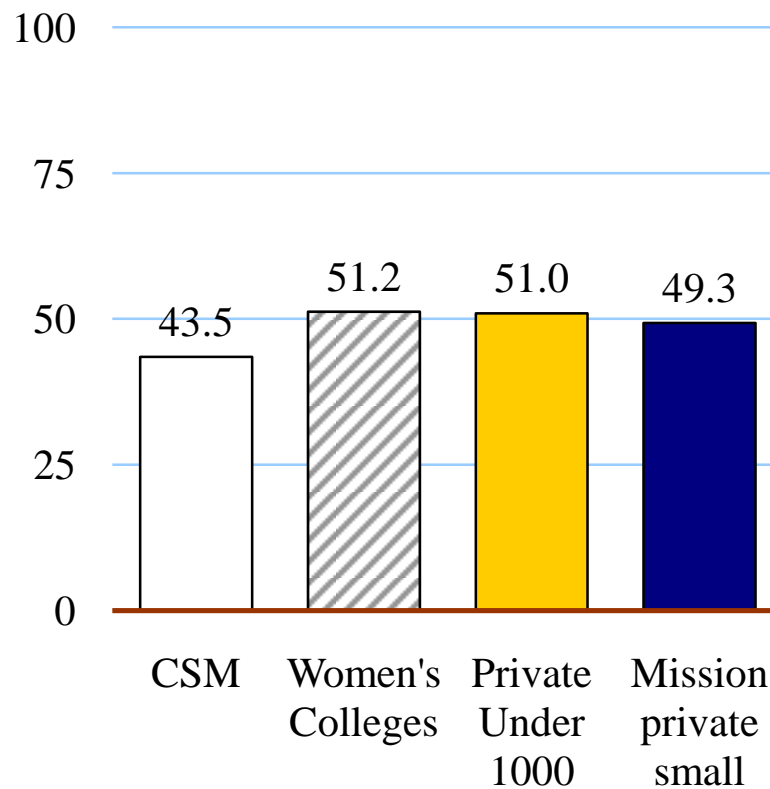
- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from reading or classes with faculty members outside of class
- Received prompt written or oral feedback from faculty on your academic performance
- Worked with faculty on activities other than coursework
- Worked on a research project with a faculty member outside of course or program requirements.

# Student-Faculty Interaction CSM Compared to Peer Institutions

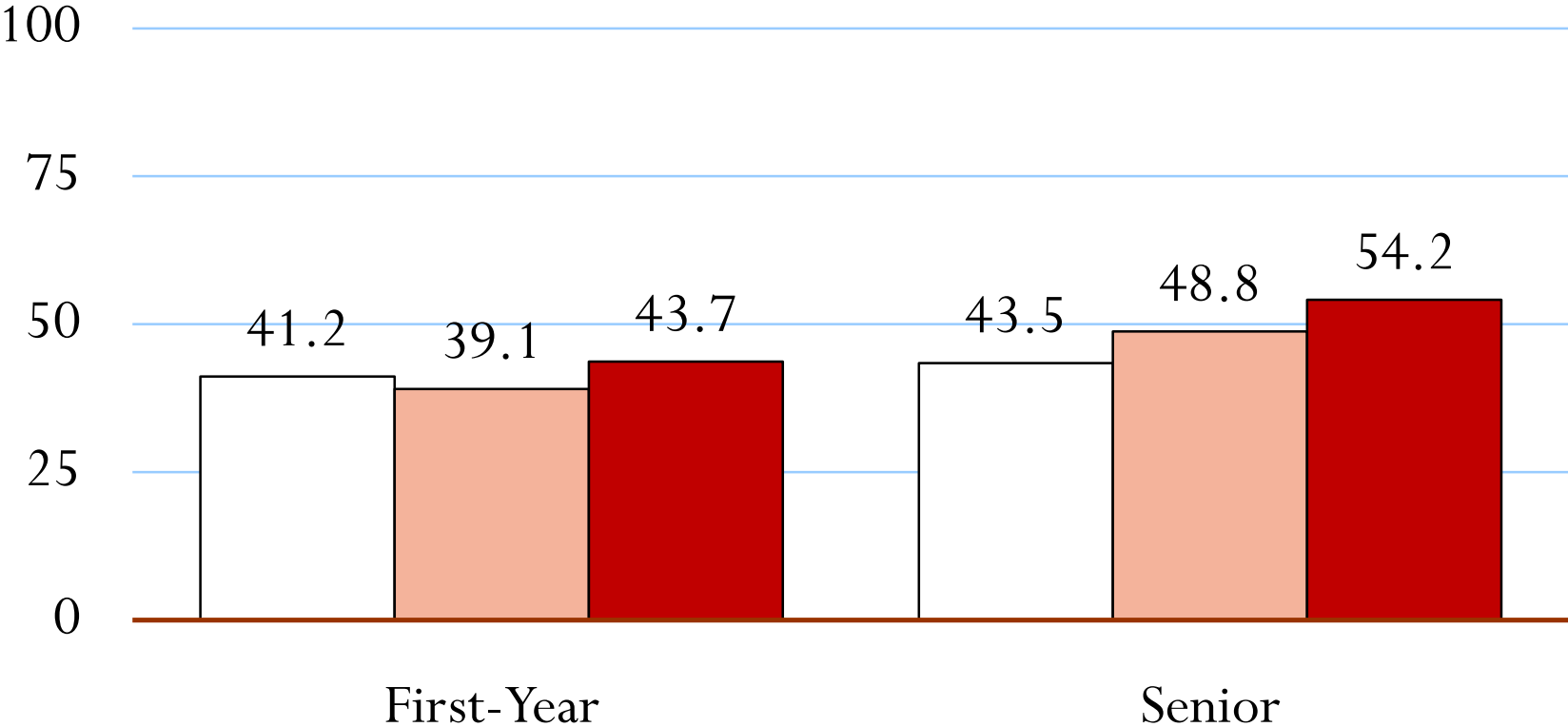
First-Year



Senior



# Student-Faculty Interaction CSM Compared to High Performing Organizations



□ CSM      ■ Top 50%      ■ Top 10%

# CSM Performance on Benchmarks

## High Performing Benchmarks

- First year students
  - Supportive campus environment
- Senior students
  - Active and collaborative learning

## Low Performing Benchmarks

- First year students
  - Enriching educational experiences
  - Level of academic challenge
- Senior students
  - Enriching educational experience
  - Student-faculty interaction
  - Supportive campus environment

# Observations Based on Benchmarks

- Active and Collaborative Learning – CSM senior students
  - Scored in the top 10% of all schools that participated in the NSSE survey
  - Mean increased from 59.2 in 2007 to 62.4 in 2009
- Supportive Campus Environment
  - High performing for first year students
  - Low performing for seniors
- Enriching Educational Environment
  - Low rating for both first year and senior students
  - Declined from 2007

# Assessment of CSM Student Leadership Skills and Qualities

**Using results from the 2009  
National Survey of  
Student Engagement  
(NSSE)**

# AQIP Action Project

## Defining Leadership for CSM Students

### Recommendations

- Utilize definition of student leadership qualities and skills
- Collect and report on survey items that measure these leadership qualities and skills

<b>Leadership Quality and Skill</b>	<b>Number of Items on NSSE (27)</b>
Self-Aware	3
Values driven	1
Communicator	3
Other oriented	7
Action oriented	5
Strategic thinker	6
Visionary	2

# Analysis

Grouped by leadership quality and skill

1. Frequency of responses of CSM students
2. Comparison of means of CSM students to responses of students at peer institutions

# Analysis by Frequency of CSM students' responses

- Responses in top two selections of the scale
  - Often and very often
  - Quite a bit and very much
- 70% and above are high performing items
- 30% and below are low performing items



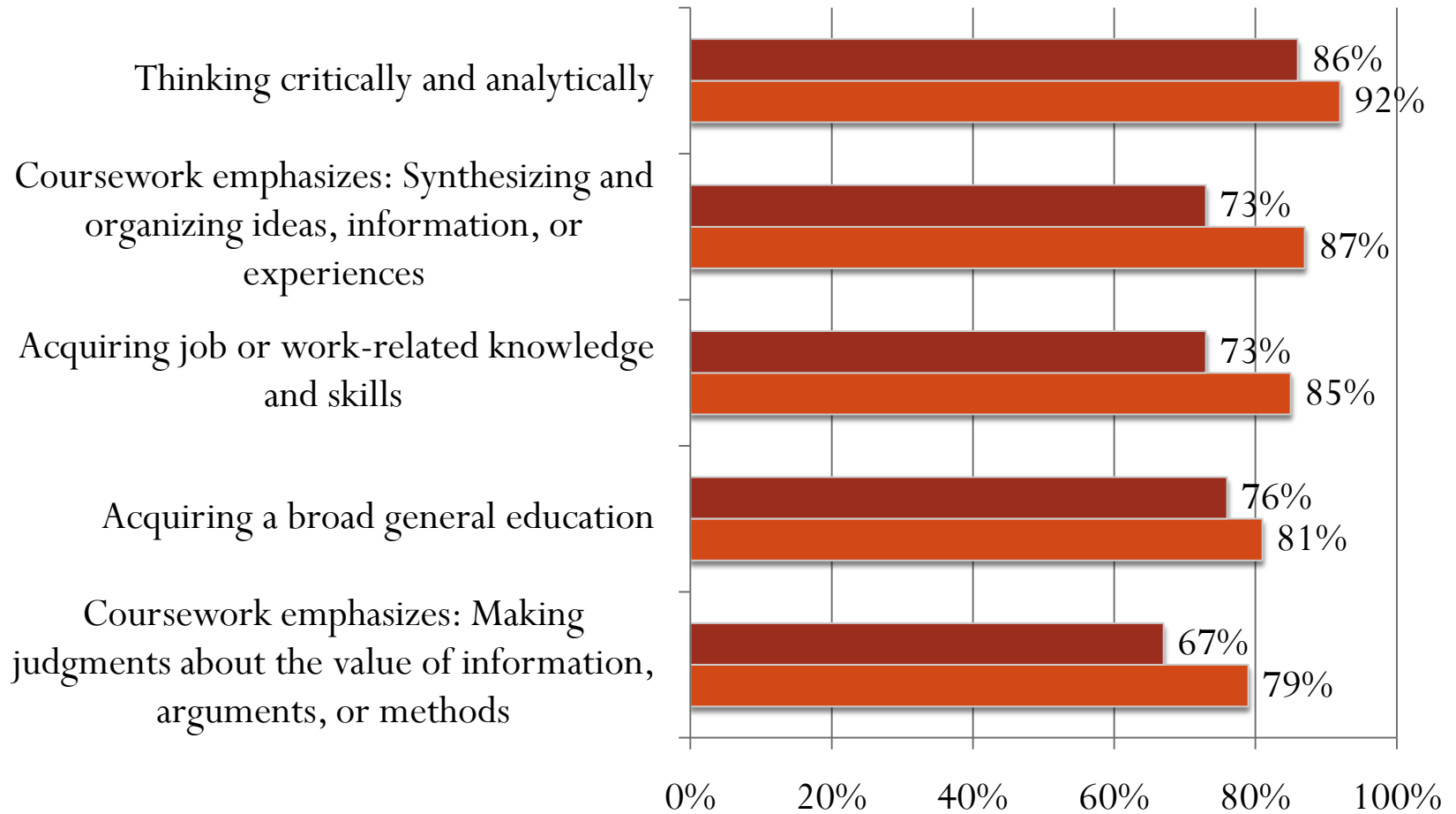
# Strategic Thinker - high performing

- 5 of the 6 survey items were high performing
- Both first year and senior students



# Strategic Thinker

■ First Year ■ Senior

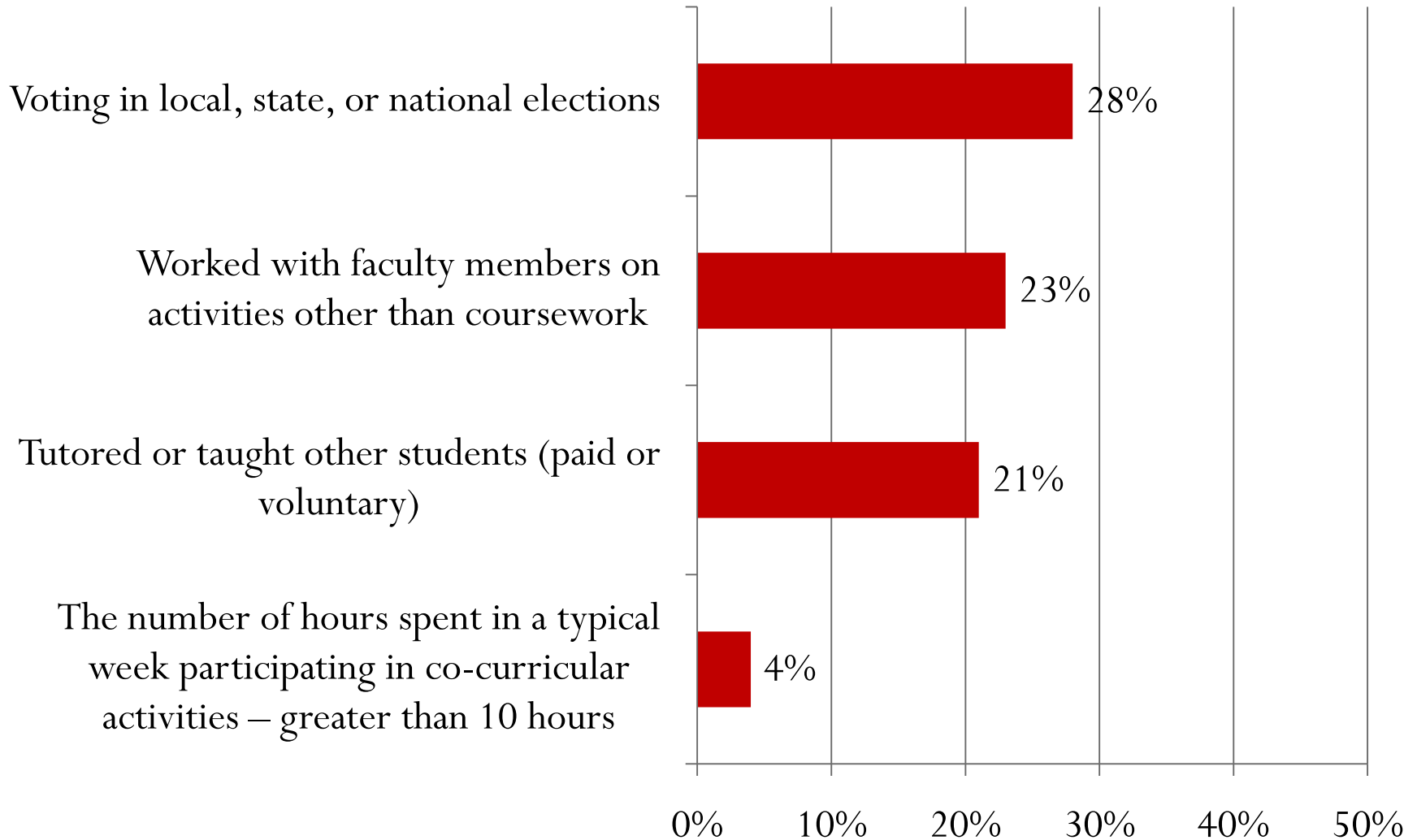


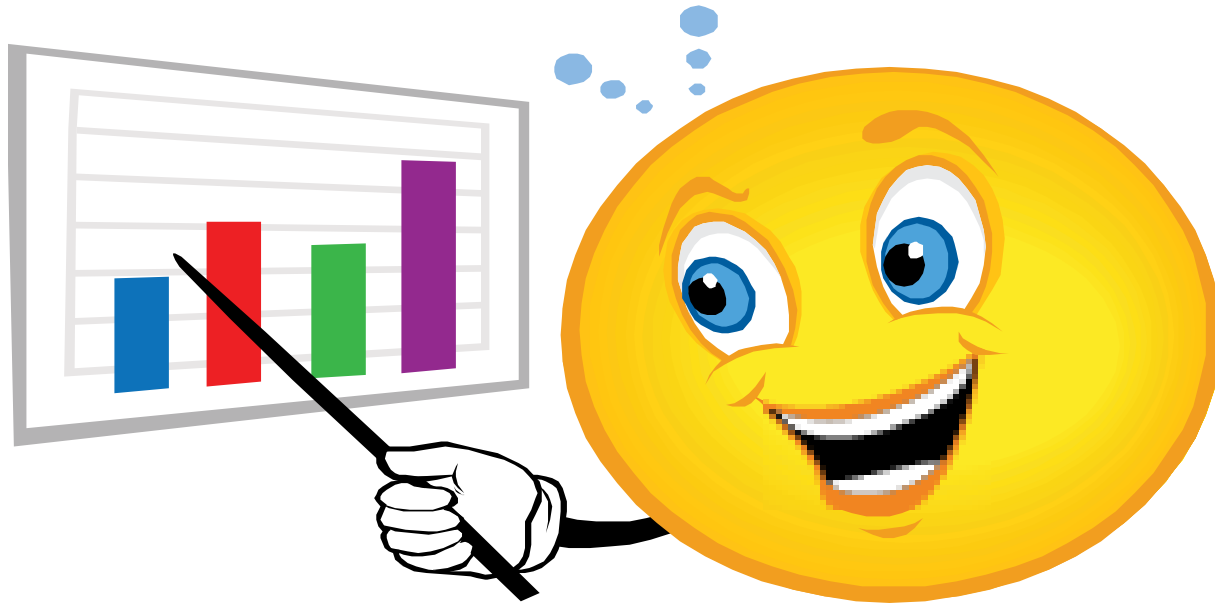
# Action Oriented – low performing

- 4 out of 5 survey items
- Seniors



# Action Oriented Seniors



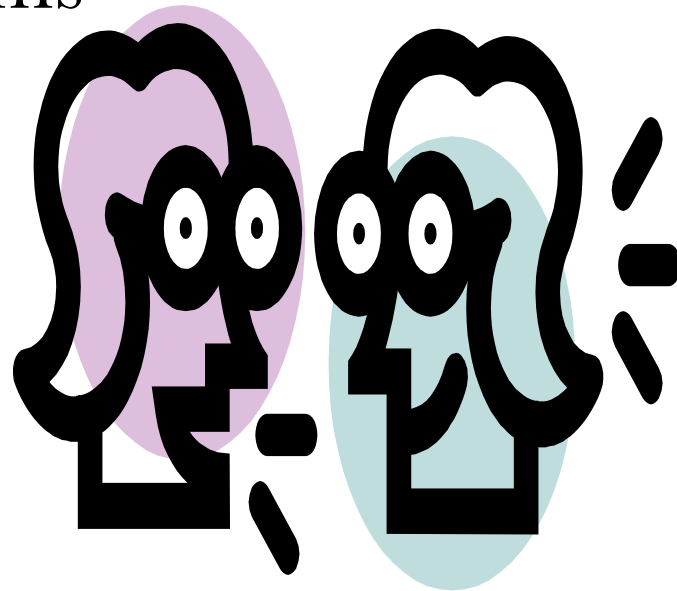


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**Difference in means is  
statistically significant**

# Communicator

- Means significantly greater than peer institutions
- 2 out of 3 survey items
- Seniors



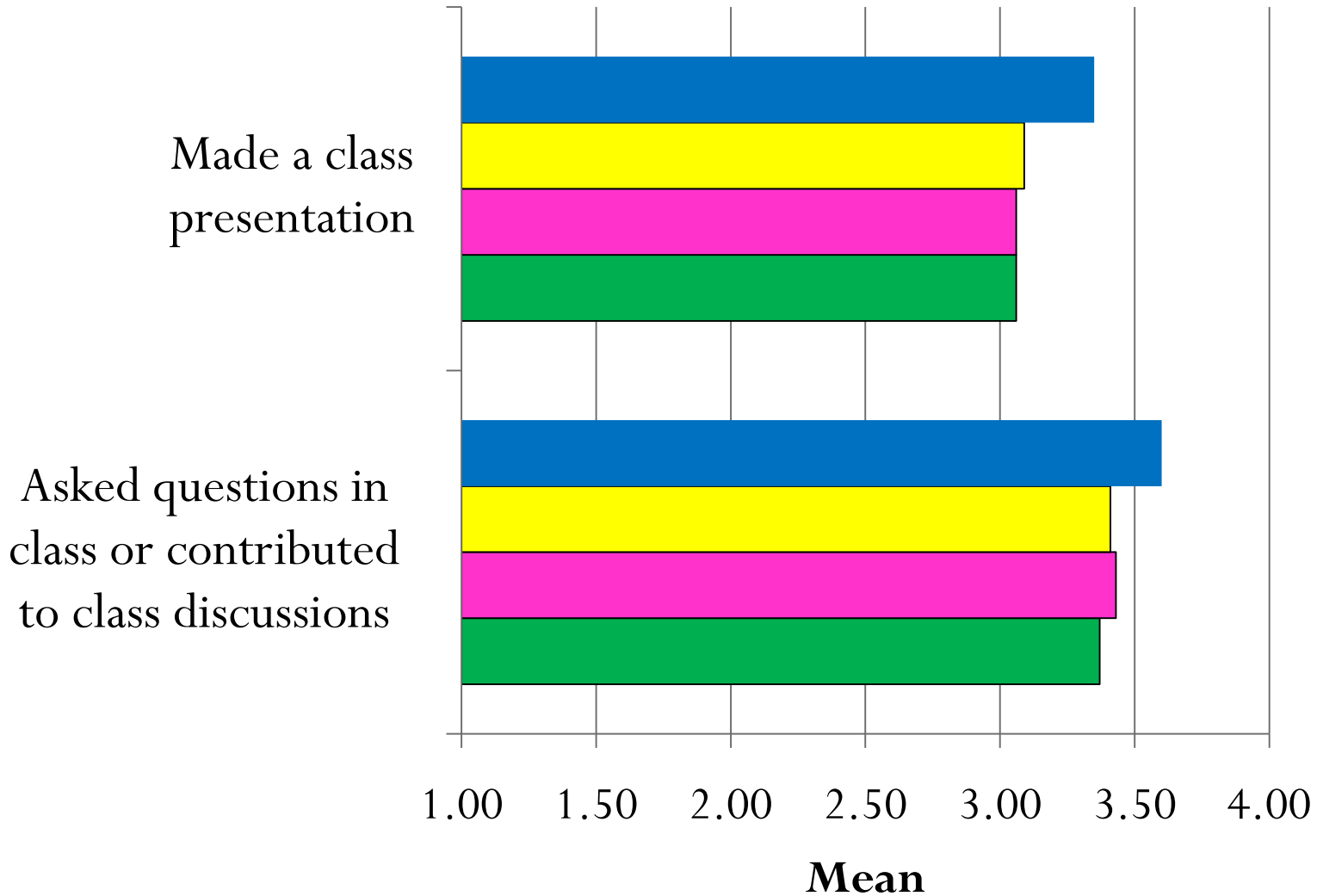
# Communicator - Seniors

■ CSM

■ Women's Colleges

■ Private Under 1000

■ Mission Private Small

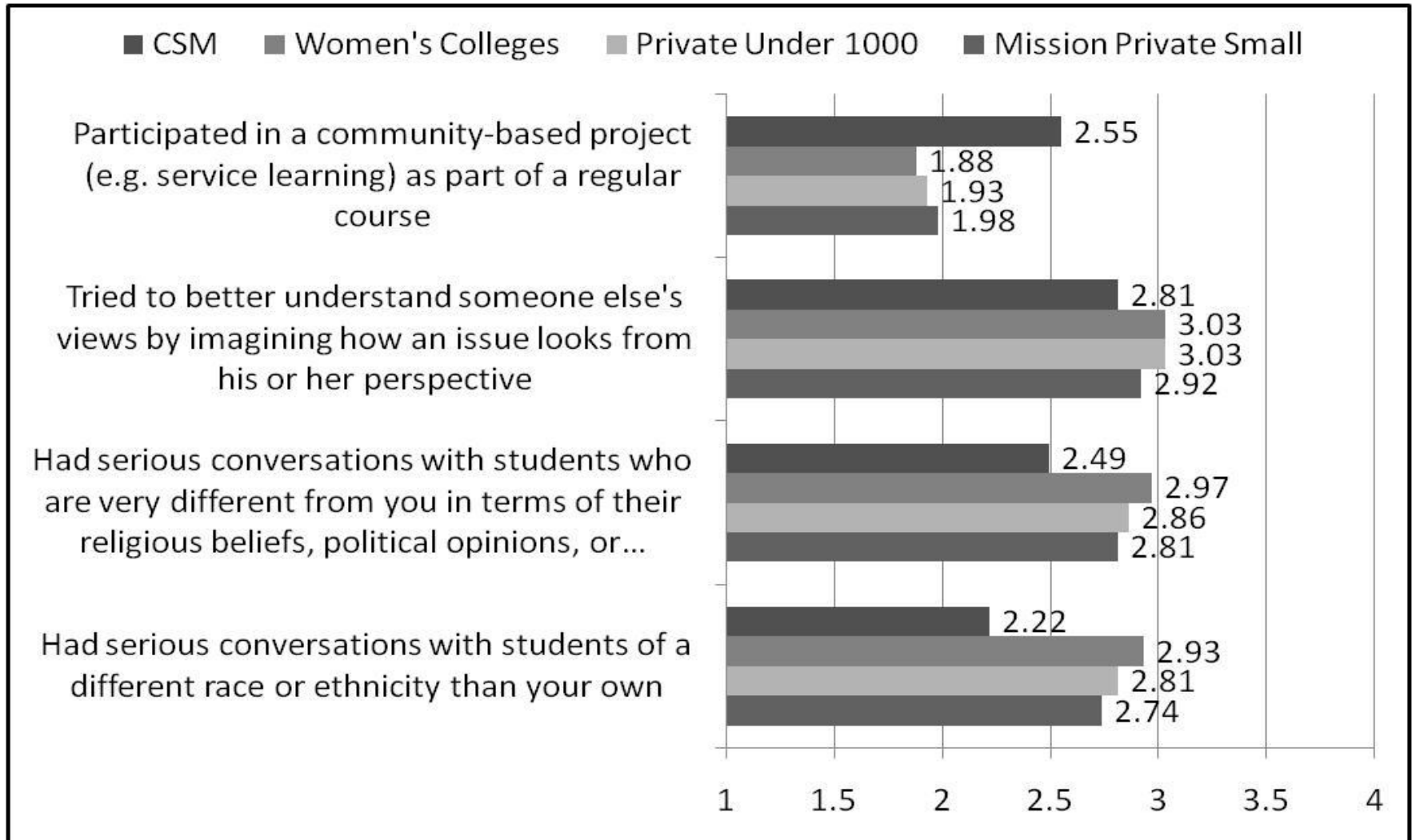


# Other Oriented



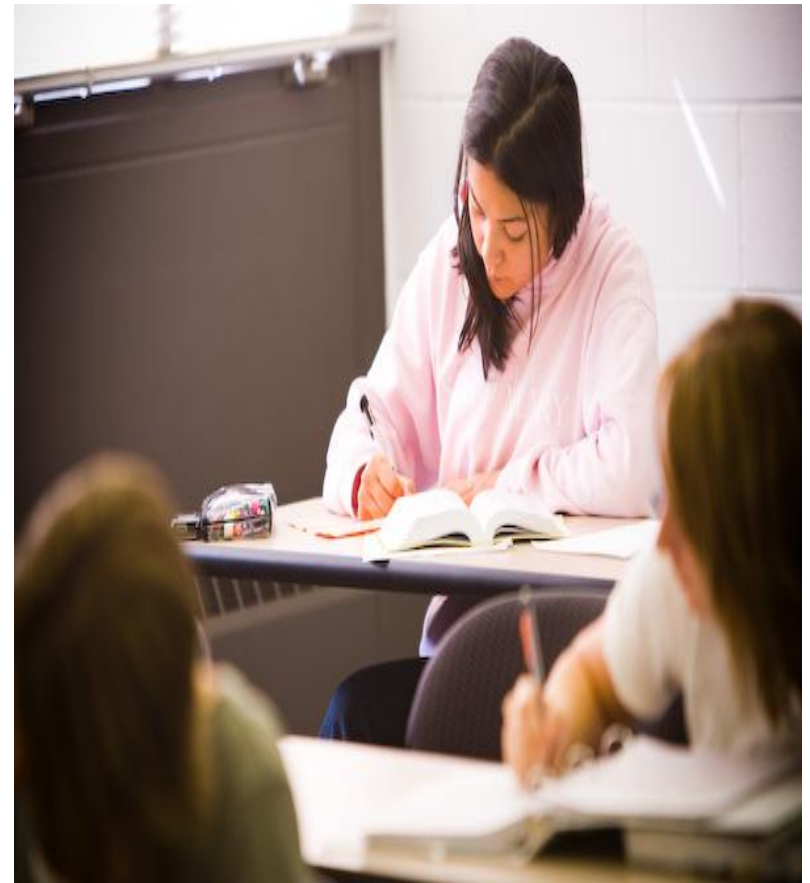
- 1 out of 7 survey items significantly higher
- 3 out of 7 survey items are significantly lower
- Seniors

# Other Oriented - Seniors



# CSM Strengths – activities associated with course work

- Strategic thinker
- Communicator
- Other oriented – community based learning as part of a course



# CSM Opportunities for Improvement – activities not associated with course work

- Action oriented
- Other oriented



# Contact Institutional Research

- For more information
- With questions



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