

National Survey of Student Engagement (NSSE)

Evidence Informed Actions & Evidence Based Research



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Evidence Informed Actions
Evidence Based Research



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Evidence-Informed Actions: applications based on the best research available in the field.

Evidence-Based Research: research based on scientific evidence.



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NSSE ORIGINS:

National Education Goals Panel: Goals 2000: Educate America Act

- Acknowledged importance of national goals created a need to monitor progress toward achievement.

Development of indicators of good practice in undergraduate education

- Show positive and consistent relationships to self-reported learning outcomes.

Promotion of the concept of student engagement as an important factor in student success

- A family of constructs that measure the time and energy students devote to educationally purposeful activities

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NSSE:

- Targets first year and senior students.
 - Measures evaluation of the quality and characteristics of their undergraduate experience.
- Over 500 colleges from the US and Canada participate in the survey.
- 484,242 students responded to NSSE in 2020. Approximately 6 million students have completed the survey since 2000.
- Administered by email questionnaire.
- Survey sample--713 respondents (21% First year/79% Seniors); response rate was 15%.

NSSE:

- Strategic Importance for Assessment Models
 - **SWOT ANALYSES**
 - Strengths
 - Weaknesses
 - Opportunities
 - Threats

NSSE has a multi-dimensional approach to measuring student engagement, which includes 10 indicators organized into 4 themes

NSSE Engagement Indicators	
Theme	Engagement Indicator
Academic Challenge	Higher-Order Learning Reflective and Integrative Learning Strategies Quantitative Reasoning
Learning with Peers	Collaborative Learning Discussions with Diverse Others
Experiences with Faculty	Student-Faculty Interaction Effective Teaching Practices
Campus Environment	Quality of Interactions Supportive Environment

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Higher-Order Learning. The Higher-Order Learning EI captures how much students' coursework emphasizes challenging cognitive tasks such as application, analysis, judgment, and synthesis.

NSSE Measures: During the current school year, how much has your coursework emphasized the following?

- Applying facts, theories, or methods to practical problems or new situations
- Analyzing an idea, experience, or line of reasoning in depth by examining its parts
- Evaluating a point of view, decision, or information source
- Forming a new idea or understanding from various pieces of information



NSSE has a multi-dimensional approach to measuring student engagement, which includes 10 indicators organized into 4 themes

Collaborative Learning. Collaborating with peers in solving problems or mastering difficult material.

NSSE Measures: During the current school year, about how often have you done the following?

- Asked another student to help you understand course material
- Explained course material to one or more students
- Prepared for exams by discussing or working through course material with other students
- Worked with other students on course projects or assignments

Discussions with Diverse Others. Higher education affords new opportunities to interact with and learn from others.

NSSE Measures: During the current school year, how often have you had discussions with people from the following?

- People from a race or ethnicity other than your own
- People from an economic background other than your own
- People with religious beliefs other than your own
- People with political views other than your own



NSSE has a multi-dimensional approach to measuring student engagement, which includes 10 indicators organized into 4 themes

Experiences with Faculty

Students learn firsthand how experts think about and solve problems by interacting with faculty members in and outside of instructional settings

NSSE measures: During the current school year, how much has your coursework emphasized the following?

- Talked about career plans with a faculty member
- Worked with a faculty member on activities other than coursework (committees, student groups, etc.)
- Discussed course topics, ideas, or concepts with a faculty member outside of class
- Discussed your academic performance with a faculty member

NSSE has a multi-dimensional approach to measuring student engagement, which includes 10 indicators organized into 4 themes

Campus Environment

Students benefit and are more satisfied in supportive settings that cultivate positive relationships.

NSSE measures: Indicate the quality of your interactions with the following people at your institution.

- Students/Academic advisors/Faculty
- Student services staff (career services, student activities, housing, etc.)
- Other administrative staff and offices (registrar, financial aid, etc.)

NSSE measures: How much does your institution emphasize the following?

- Providing support to help students succeed academically
- Using learning support services (tutoring services, writing center, etc.)
- Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)
- Providing opportunities to be involved socially
- Providing support for your overall well-being (recreation, health care, counseling, etc.)
- Helping you manage your nonacademic responsibilities (work, family, etc.)
- Attending campus activities and events (performing arts, athletic events, etc.)
- Attending events that address important social, economic, or political issues

The engagement indicators are used for comparative purposes and graphically illustrated using the following icons

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. There are four main themes of engagement:

- Academic Challenge
- Learning with Peers
- Experiences with Faculty
- Campus Environment

Key school measures show student responses that are significantly higher or lower than those at peer institutions.

Like Institutions

Criteria:

- Locale - City: Large | Suburban: Large
- Enrollment: >5,000
- Sector - Public
- Size and Setting - Four year (medium and large), primarily non-residential
- Sample: 41 Institutions

High Transfer-In Colleges

Criteria:

- Undergraduate Student Profile Classification:
 - Medium, Selective, High Transfer-In
 - Medium, Inclusive, High Transfer-In
- Size and Setting: Four year (medium and large), primarily non-residential
- Sample: 50 Institutions

In general, Lehman College's first-year students engagement indicator scores were higher than comparison groups

First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with LIKE INSTITUTIONS	Your first-year students compared with Transfer Schools	Your first-year students compared with NSSE 2018 & 2019
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	▲	▲	▲
	Learning Strategies	▲	▲	▲
	Quantitative Reasoning	▼	--	▼
<i>Learning with Peers</i>	Collaborative Learning	--	--	--
	Discussions with Diverse Others	--	▲	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	▲	▲	▲
<i>Campus Environment</i>	Quality of Interactions	--	--	--
	Supportive Environment	▲	▲	▲

In general, Lehman College's first-year students engagement indicator scores were higher than comparison groups

Table: NSSE Data, Freshmen Students

Indicator	Mean Scores											
	Academic Challenge			Learning with Peers			Experience with Faculty			Campus Environment		
	Lehman	Like Institutions	Transfer Schools	Lehman	Like Institutions	Transfer Schools	Lehman	Like Institutions	Transfer Schools	Lehman	Like Institutions	Transfer Schools
Higher-Order Learning	39.6	38.1	37.9									
Reflective and Integrative Learning	37.9	35.4	35**									
Learning Strategies	42.0	37.8**	38.1**									
Quantitative Reasoning	25.0	28.3*	27.6									
Collaborative Learning				31.1	32.4	30.5						
Discussions with Diverse Others				41.8	39.5	38.2*						
Student-Faculty Interaction							20.8	20.3	19.2			
Effective Teaching Practices							43.9	38.4***	38.7***			
Quality of Interactions										42.2	40.9	41.6
Supportive Environment										40.0	36.1**	35.2***

Notes: * p = .05, ** p = .01, *** p = .001

Source: Lehman College 2019 NSSE Data

This was also true for seniors engagement indicator scores, although student averages for learning with peers were lower than at other campuses

Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with LIKE INSTITUTIONS	Your seniors compared with Transfer Schools	Your seniors compared with NSSE 2018 & 2019
<i>Academic Challenge</i>	Higher-Order Learning	▲	▲	▲
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	▲	▲	▲
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	▼	▼	▼
	Discussions with Diverse Others	▼	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	--	▼
	Effective Teaching Practices	▲	▲	▲
<i>Campus Environment</i>	Quality of Interactions	▲	▲	--
	Supportive Environment	▲	▲	▲

This was also true for seniors engagement indicator scores, although student averages for learning with peers were lower than at other campuses

Table: NSSE Data, Senior Students

Indicator	Mean Scores											
	Academic Challenge			Learning with Peers			Experience with Faculty			Campus Environment		
	Lehman	Like Institutions	Transfer Schools	Lehman	Like Institutions	Transfer Schools	Lehman	Like Institutions	Transfer Schools	Lehman	Like Institutions	Transfer Schools
Higher-Order Learning	43.3	40.0***	39.9***									
Reflective and Integrative Learning	38.4	37.6	37.4									
Learning Strategies	43.9	38.6***	39***									
Quantitative Reasoning	30.7	29.9	29.5									
Collaborative Learning				30.3	33.2***	31.5*						
Discussions with Diverse Others				39.5	41.2*	40.2						
Student-Faculty Interaction							21.5	22.7	22.1			
Effective Teaching Practices							44.1	38.9***	39.2***			
Quality of Interactions										43.4	41.4**	42.1*
Supportive Environment										37.0	32.5***	31.6***

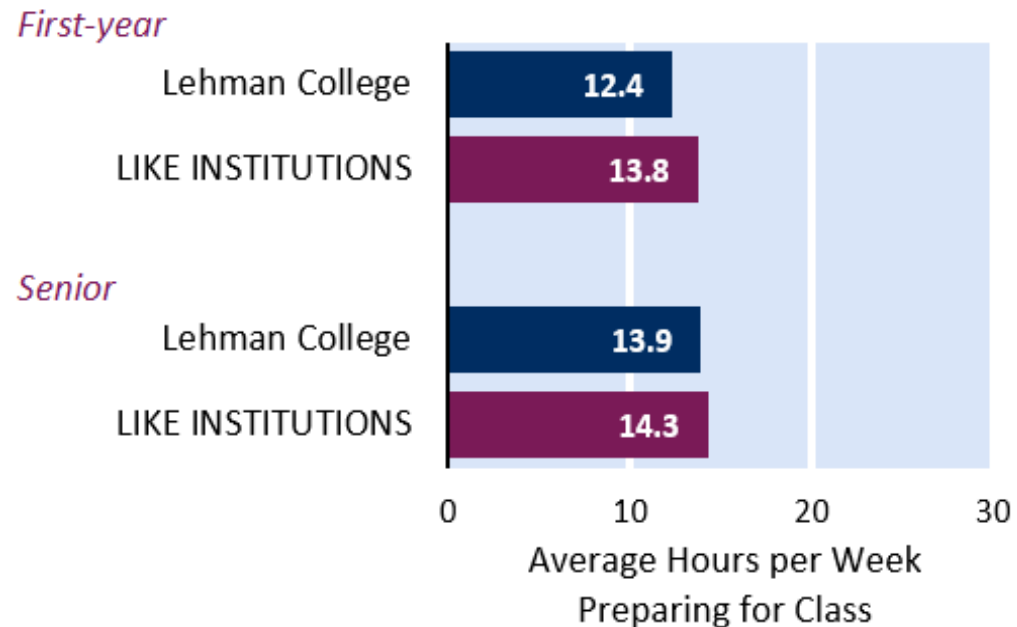
Notes: * p = .05, ** p = .01, *** p = .001

Source: Lehman College 2019 NSSE Data

Compared to Like Institutions, first-year Lehman students reported spending less time in class preparation; by senior year this gap narrowed perceptively.

Time Spent Preparing for Class

This figure reports the average weekly class preparation time for your students compared to students in your comparison group.



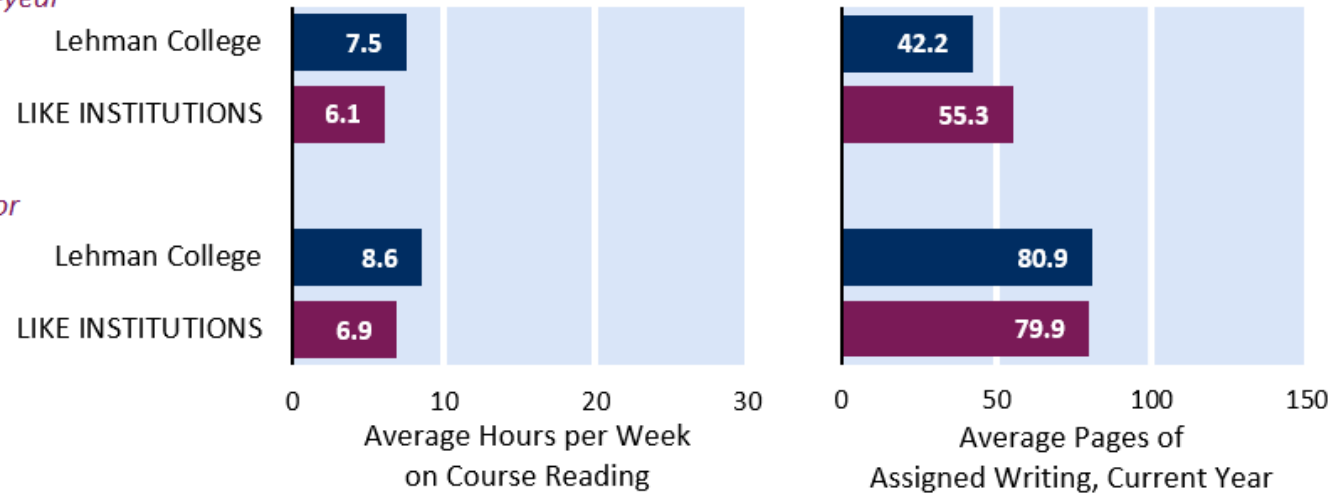
In comparison to like institutions, Lehman students spend more hours weekly on course reading

First-year Lehman students report fewer pages of assigned writing than found at Like Institutions, but this disparity is overcome by senior year.

Reading and Writing

These figures summarize the number of hours your students spent reading for their courses and the average number of pages of assigned writing compared to students in your comparison group. Each is an estimate calculated from two or more separate survey questions.

First-year

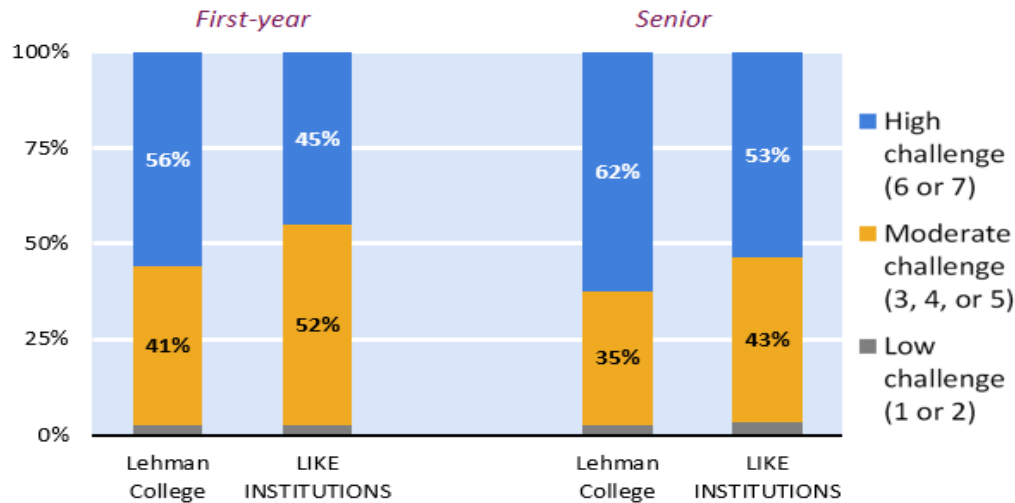


The percent of Lehman students who say the college challenges them to do their best work is significantly higher than found at Like Institutions

Similarly, higher percentages of first-year and senior Lehman students say their institution emphasizes studying and academic work than reported by Like Institutions.

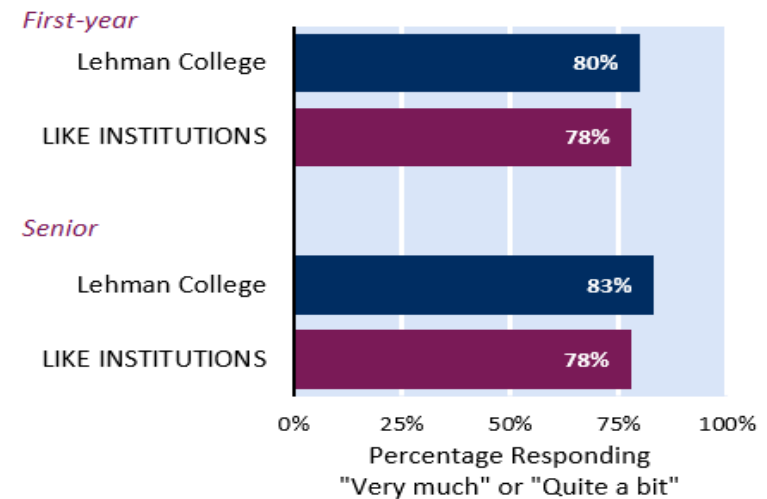
Challenging Students to Do Their Best Work

To what extent did students' courses challenge them to do their best work? Response options ranged from 1 = "Not at all" to 7 = "Very much."



Academic Emphasis

How much did students say their institution emphasizes spending significant time studying and on academic work? Response options included "Very much," "Quite a bit," "Some," and "Very little."

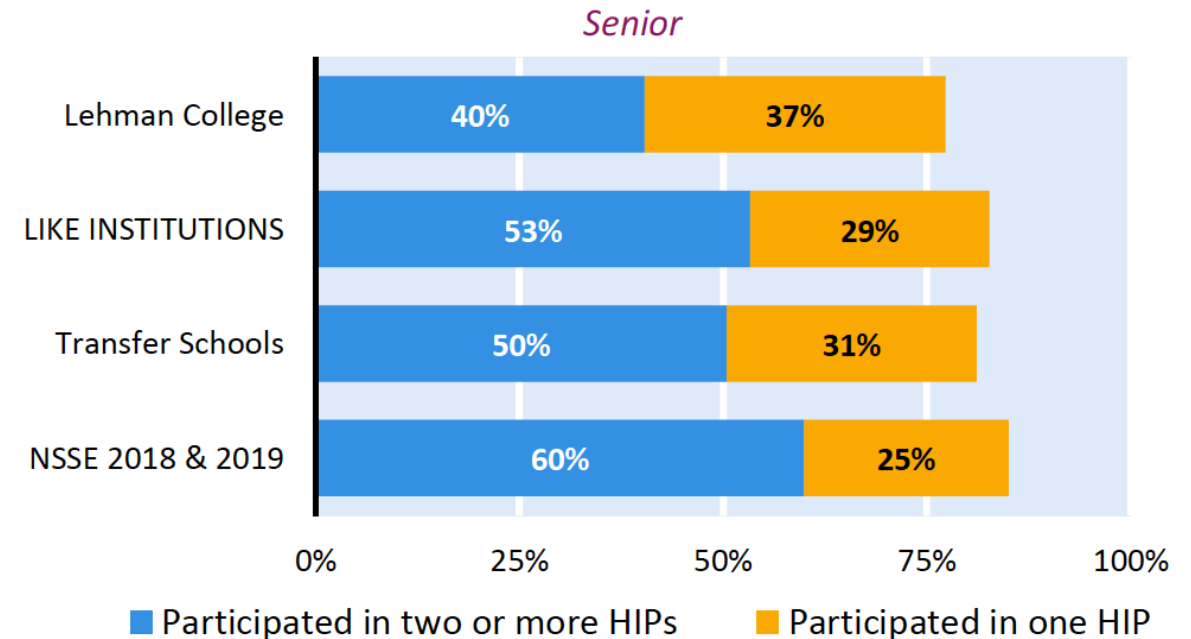
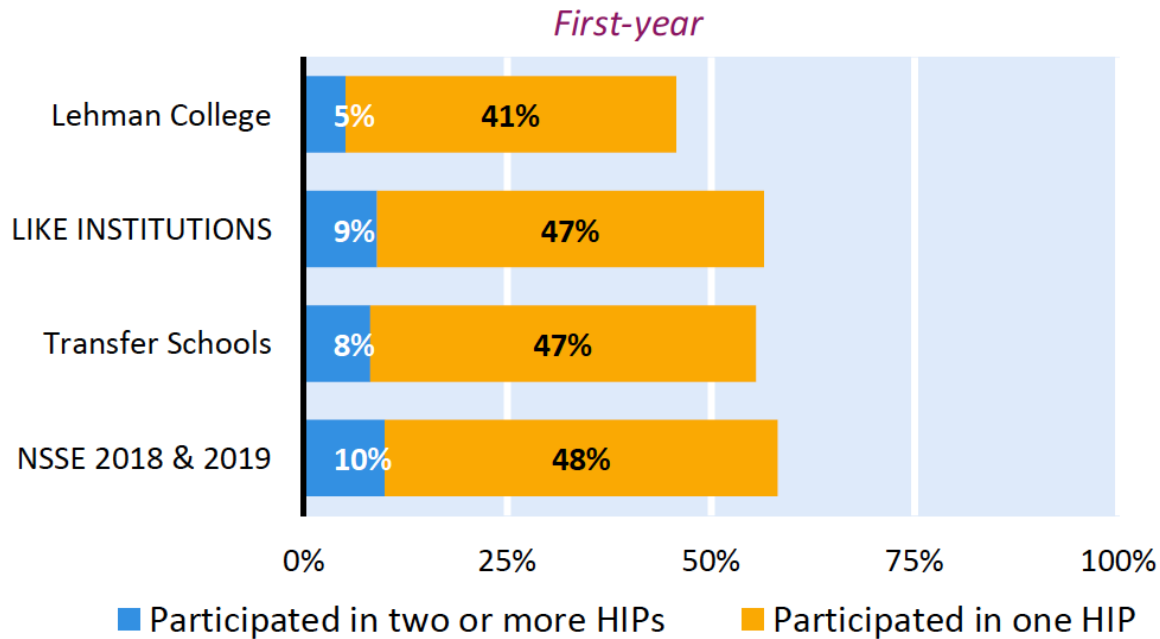


NSSE asks students about their participation in six high-impact practices (HIPs) given their positive associations with student learning and retention

High Impact Practices	
Theme	Engagement Indicator
Service-Learning	Courses that include a community-based project
Learning Community	Formal program where groups of students take two or more classes together
Research with Faculty	Work with a faculty member on a research process
Internship or Field Experience	Internship, co-op, field experience, student teaching, or clinical placement
Study Abroad	
Culminating Senior Experience	Capstone course, senior project or thesis, comprehensive exam, portfolio, etc.

Lehman first-year students participate in high-impact practices at a rate somewhat lower than first-year students at Like Institutions

However, gaps in HIP participation among seniors are half of what they are for first-year students



NSSE survey outcomes include performance ratings among comparative institutions, showing relative strengths and weaknesses in a broader context

First-year

Highest Performing Relative to LIKE INSTITUTIONS

Included diverse perspectives (...) in course discussions or assignments^b (RI)

Instructors provided feedback on a draft or work in progress^c (ET)

Instructors provided prompt and detailed feedback on tests or completed assignments^c (ET)

Extent to which courses challenged you to do your best work^d

Instructors used examples or illustrations to explain difficult points^c (ET)

Lowest Performing Relative to LIKE INSTITUTIONS

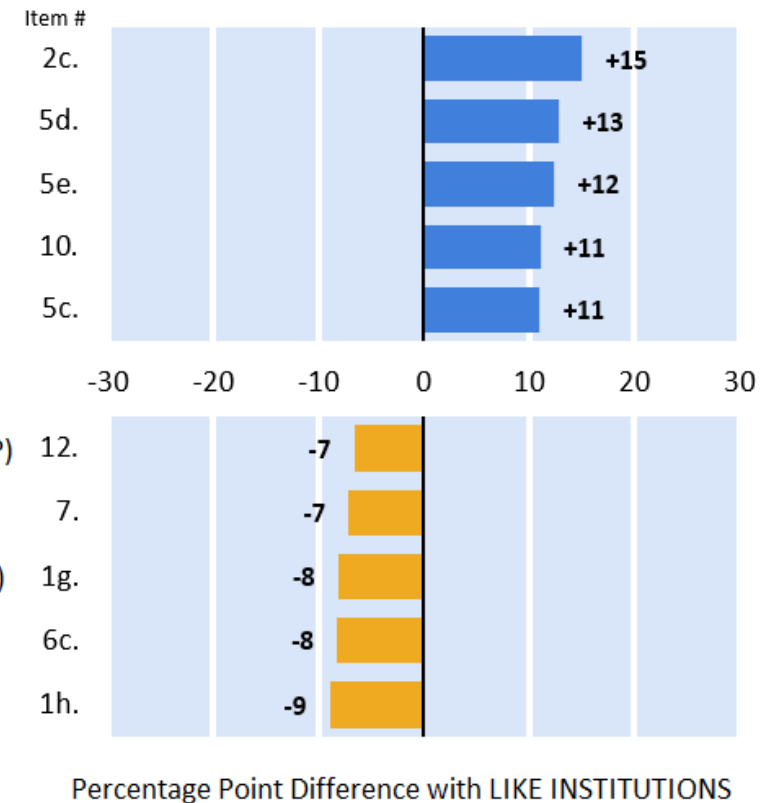
About how many courses have included a community-based project (service-learning)?^e (HIP)

Assigned more than 50 pages of writing^f

Prepared for exams by discussing or working through course material w/other students^b (CL)

Evaluated what others have concluded from numerical information^b (QR)

Worked with other students on course projects or assignments^b (CL)



NSSE survey outcomes include performance ratings among comparative institutions, showing relative strengths and weaknesses in a broader context

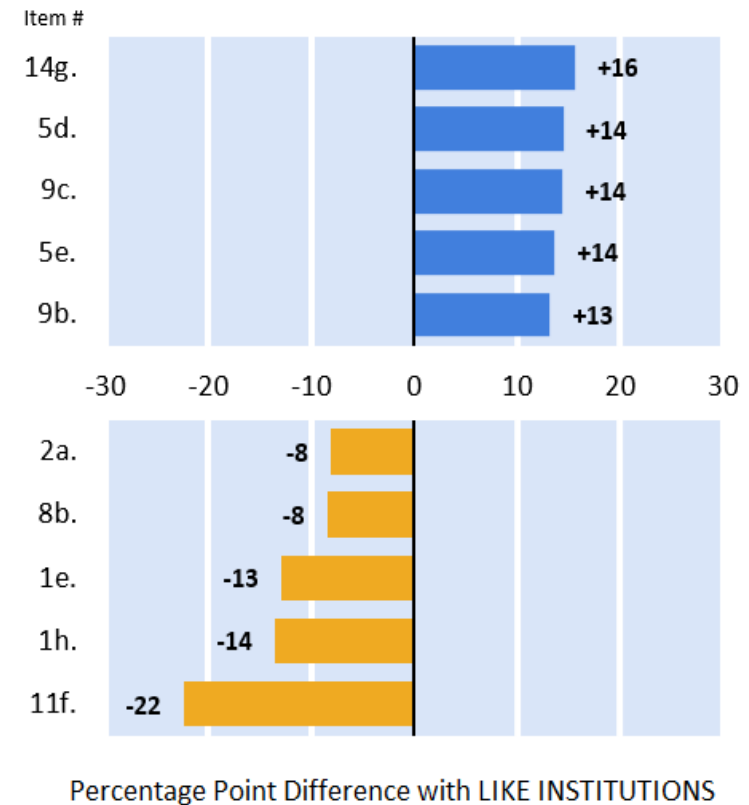
Senior

Highest Performing Relative to LIKE INSTITUTIONS

- Institution emphasis on helping you manage your non-academic responsibilities (...) ^c (SE)
- Instructors provided feedback on a draft or work in progress ^c (ET)
- Summarized what you learned in class or from course materials ^b (LS)
- Instructors provided prompt and detailed feedback on tests or completed assignments ^c (ET)
- Reviewed your notes after class ^b (LS)

Lowest Performing Relative to LIKE INSTITUTIONS

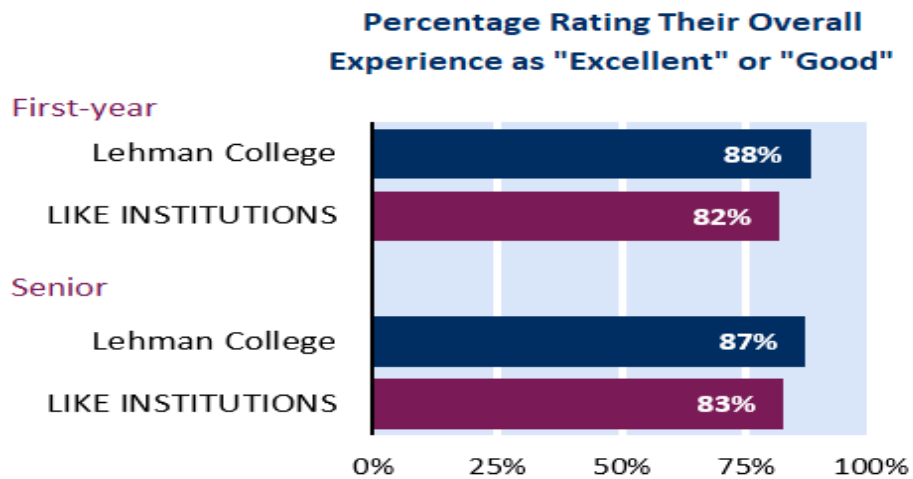
- Combined ideas from different courses when completing assignments ^b (RI)
- Discussions with... People from an economic background other than your own ^b (DD)
- Asked another student to help you understand course material ^b (CL)
- Worked with other students on course projects or assignments ^b (CL)
- Completed a culminating senior experience (...) (HIP)



Both first-year and senior Lehman students show higher satisfaction with their institution than participants at Like Institutions

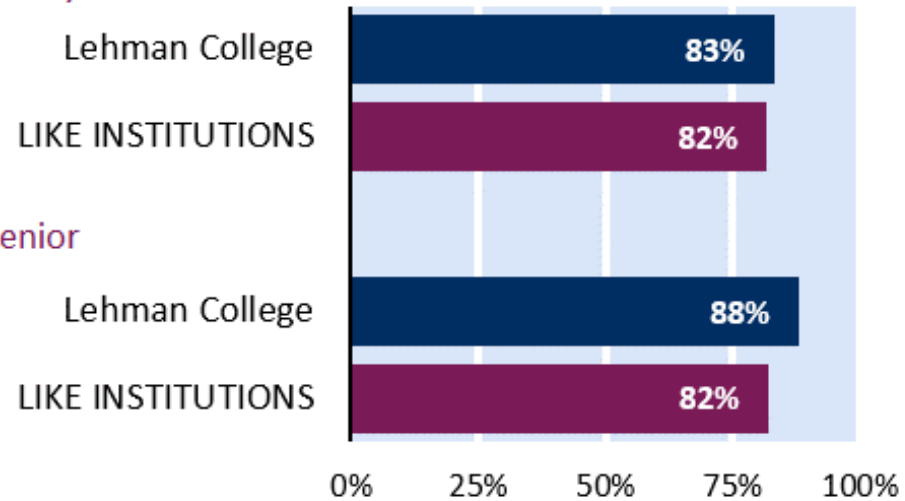
Satisfaction with Lehman College

Students rated their overall experience at the institution, and whether or not they would choose

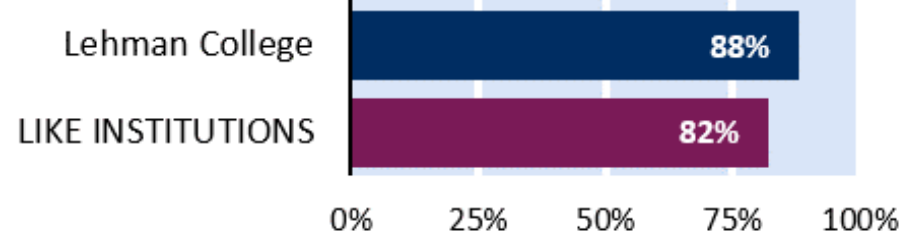


Percentage Who Would "Definitely" or "Probably" Attend This Institution Again

First-year

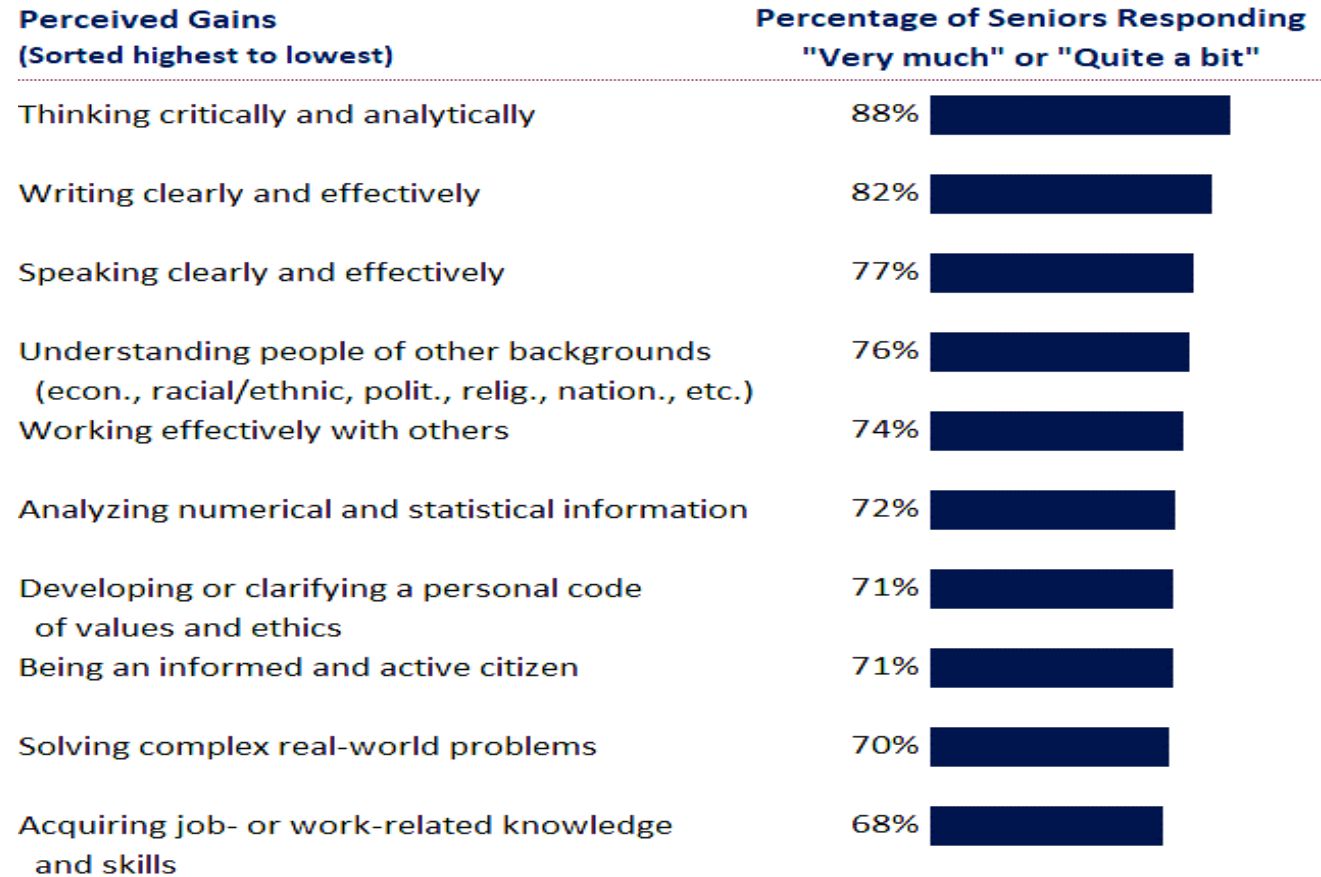


Senior



Perceived Gains Among Seniors

- Degree student experience at Lehman contributed to knowledge, skills and personal development of respondents.



Key Five-year Trends

- Lehman College has participated in the NSSE survey since 2004. The following five-year performance trends show key areas of the college's students engagement progress as measured by NSSE.

Engagement Factor	2014	2019
First Year		
Course Reading (Pages)	7.0	7.5
Assigned Writing (Pages)	36.4	42.2
Collaborative Learning (Very little—Very much)	27.0	31.1
Quality of Interactions (1-7/Poor to Excellent)	40.2	42.2
Seniors		
Class Preparation (Hrs/Wk)	13.1	13.9
Assigned Writing (Pages)	74.2	80.9
Quality of Interactions (1-7/Poor to Excellent)	40.2	43.4

Summary

- NSSE is an important tool that allows participating institutions to assess relative strengths and weaknesses individually and in comparison to peers.
- Trend information allows administrators to track progress and locate areas of weakness.
- The survey provides a foundation for additional research that can utilize and build on existing analytical categories.
 - ❑ NSSE Pulse/CUNY Central



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