

Academic Leaders: Presentations on plans and student engagement (NSSE) -- Oct. 7, 2003

California State University, Chico

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The University's Strategic Plan

- Chico's mission: "...the education of our students by creating and maintaining selected quality undergraduate and graduate programs."
- Our *first* priority: "Believing in the primacy of student learning, we will continue to develop high quality learning environments both in and outside of the classroom."

Strategic Plan Achievement

There are two important questions about achieving our strategic goals.

Achievement

How will we know?

Plans

What should we do next?

Program Overview

- A brief look at Strategic Plans
- SP implementation & endeavors
- How WASC fits in
- Student Engagement (NSSE)
- *Help us understand engagement and how we can change the U*
- Discussion

Strategic Plan implementation

- Ac Affs Action Plan
- Seven Principles of Good Practice
- CELT, TLP, Beyond 2000, New Faculty orientation, mini-grants, substance abuse programs and research, Campaign for Excellence (fees), teaching effectiveness, etc.

WASC & Projects ('07--closer than you think)

- First Year Experience (Foundations of Excellence)
- Substance Abuse Prevention
- Diversity
- Technology in the classroom
- Student Engagement
- Also Performance Measurement, Ac Program Review, & GE Assessment projects

<http://www.csuchico.edu/vpaa/vppra/wasc/>

Student Engagement

- What Do You Know About College Student Engagement?
- Why is Engagement Important, and What is NSSE?
- NSSE 2002 (& again in '04, '06,)
- CSU, Chico Data
- Questions and Discussion

What *Really* Matters in College: Engagement



The research is unequivocal: students who are actively involved in both academic and out-of-class activities gain more from the college experience than those who are not so involved

Pascarella & Terenzini,
How College Affects Students

Another word: Involvement...

Learning, academic performance, and retention are positively associated with academic involvement, involvement with faculty, and involvement with student peer groups.

Astin, *What Matters in College*

What is NSSE?

(pronounced “nessie”)

- Survey that assesses the extent to which first-year and senior students engage in educational practices associated with high levels of learning and development

Why??

- Refocus conversations about undergraduate quality to what matters most
- Enhance institutional improvement efforts
- Inform accountability
- Systematic national data on “good educational practices”

Good Educational Practices

- Student-faculty contact
- Active learning
- Prompt feedback
- Time on task
- High expectations
- Cooperation among students
- Respect for diverse talents and ways of learning



“Seven principles of good practice in undergraduate education” (Chickering and Gamson, 1987)

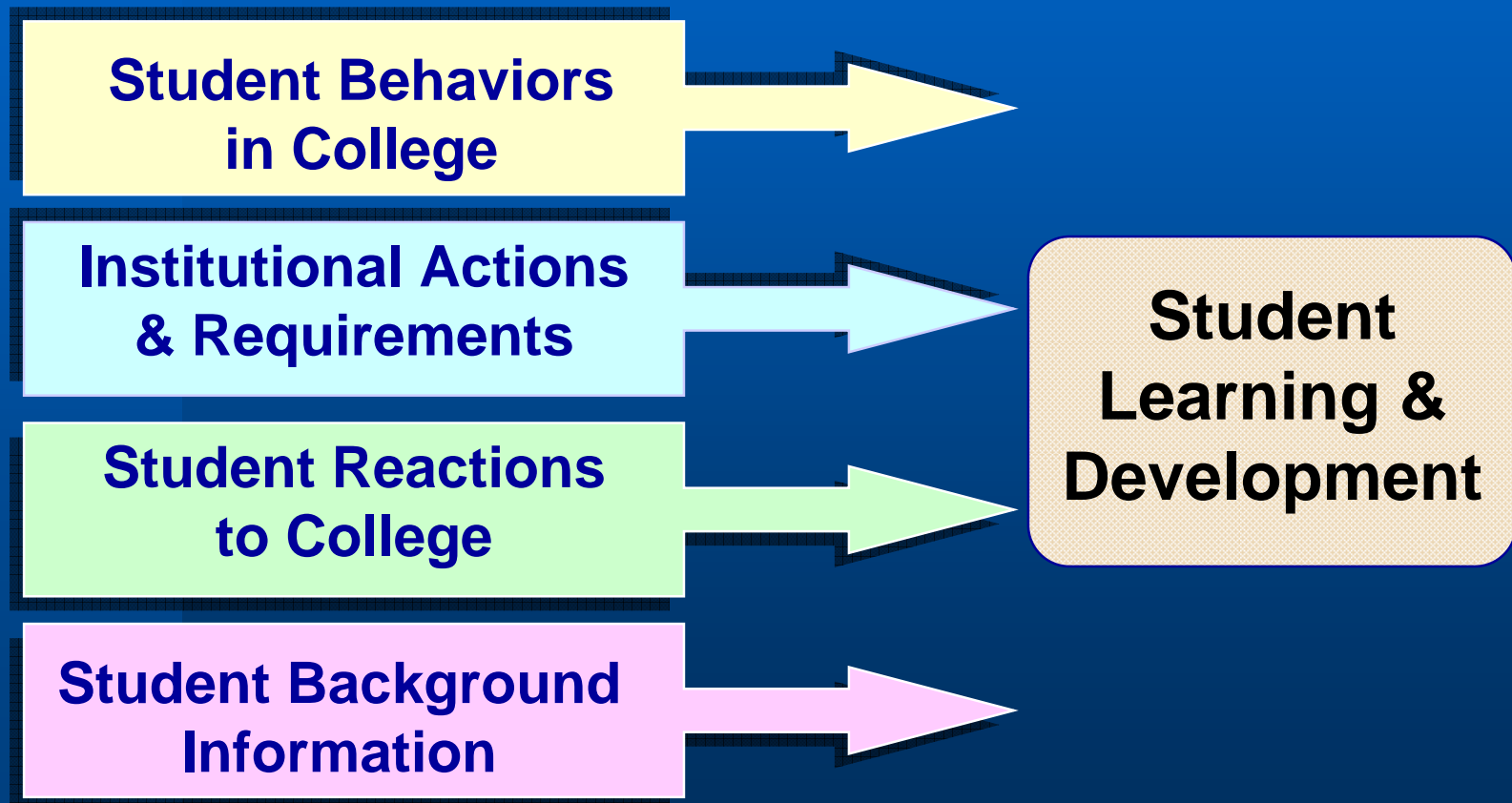
Use and Validity of Self-Reports



- Requested information is known to respondents
- Questions phrased clearly & unambiguously
- Respondents take questions seriously and thoughtfully
- Answering does not threaten, embarrass, or violate privacy or compel a socially desirable response

National assessment experts designed the NSSE survey, *The College Student Report*, to meet all these conditions

What Does *The College Student Report Cover?*



Survey Administration

- Administered to random sample of first-year & senior students
- Paper & Web-based survey
- Flexible to accommodate consortium questions
- Multiple follow-ups to increase response rates

The College Student Report 2002

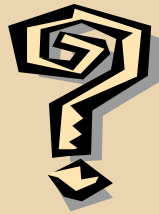
1. In your experience at your institution during the current school year, about how often have you done each of the following? Mark your answers in the boxes. Examples: or

	Very often	Often	Some- times	Never		Very often	Often	Some- times	Never
A. Asked questions in class or contributed to class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	F. Worked harder than you thought you could to meet an instructor's standards or expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Made a class presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	G. Worked with faculty members on activities other than coursework (conferences, orientation, student life activities, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Prepared two or more drafts of a paper or assignment before turning it in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	H. Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Worked on a paper or project that required integrating ideas or information from various sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I. Had serious conversations with students of a different race or ethnicity than your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	J. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Came to class without completing readings or assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
G. Studied with other students on projects during class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
H. Worked with classmates outside of class to prepare class assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
I. Put together ideas or concepts from different courses when completing assignments or during class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
J. Tutors or taught other students (paid or voluntary)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
K. Participated in a community-based project as part of a regular course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
L. Used an electronic medium (chat room, chat group, Internet, etc.) to discuss or complete an assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
M. Used e-mail to communicate with an instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
N. Discussed grades or assignments with an instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
O. Talked about career plans with a faculty member or advisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
P. Discussed ideas from your readings or classes with faculty members outside of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Q. Received prompt feedback from faculty on your academic performance (written or oral)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

2. During the current school year, to what extent has your coursework emphasized the following mental activities?

	Very much	Quite a bit	Some little	Very little
A. Memorizing facts, dates, or methods from your courses and readings as you can repeat them in pretty much the same form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Analyzing the basic elements of an issue, experience, or theory, such as examining a particular case or situation in depth and considering its components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Making judgments about the value of information, arguments, or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Applying theories or concepts to practical problems or in new situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What Do We Know About College Student Engagement?

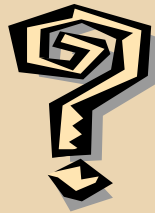


What percent of our students spend *more than 15 hours per week* preparing for classes?

First-Year
More than 29%

Seniors
38%

What Do We Know About College Student Engagement?

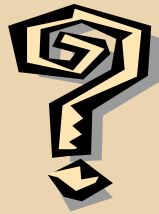


What percent of Chico's students have often talked about career plans with a faculty member or advisor?

First-Year
Only 19%

Seniors
39%

What Do We Know About College Student Engagement?



What percent of Chico students would start over again here (if opportunity arose)?

First-Year
About 83%

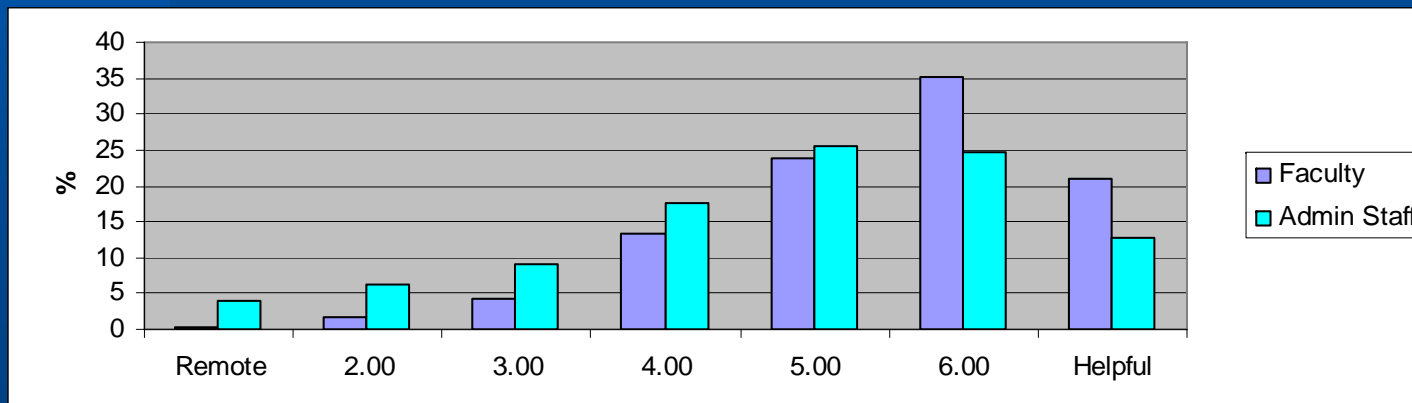
Seniors
86%

NSSE 2002 Response Rates

- **Chico State's response rate = 38%**
- 36% Response rate for CSU consortium
- 40% overall for all NSSE 2002 institutions
- 41% for standard version (paper or Web version of The Report)
- 62% completed paper version and 38% of students responded via the Web
- 39% for Web-only institutions

NSSE 2002 Chico State's Results

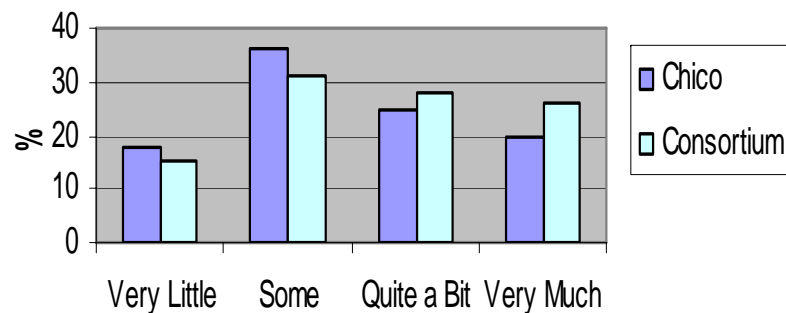
Thinking about your overall experience at this institution, how would you rate the quality of relationships with faculty and administrative personnel and offices?



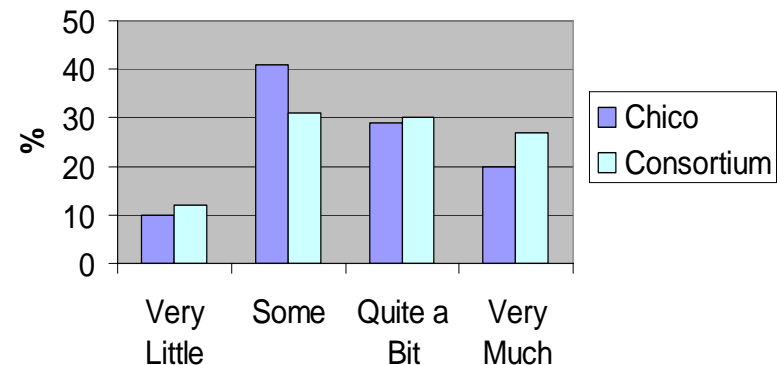
NSSE 2002--Chico State's vs CSU Consortium's Results

How often have you...had serious conversations with students of a different race or ethnicity than your own?

First Year Interaction

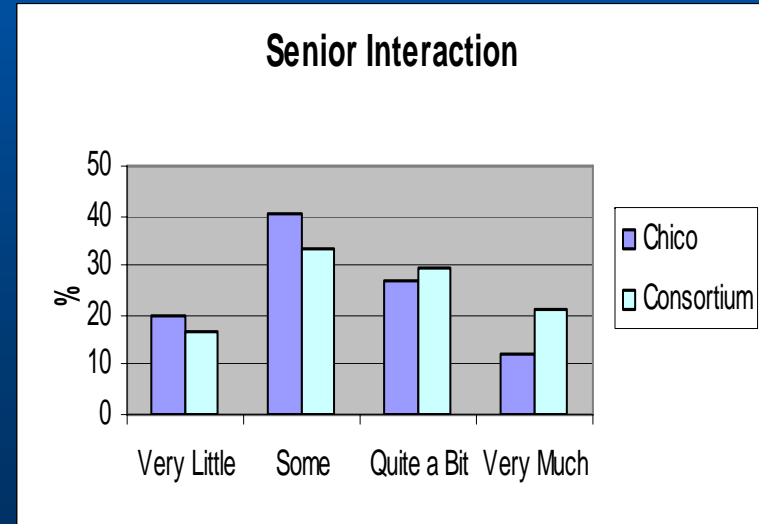
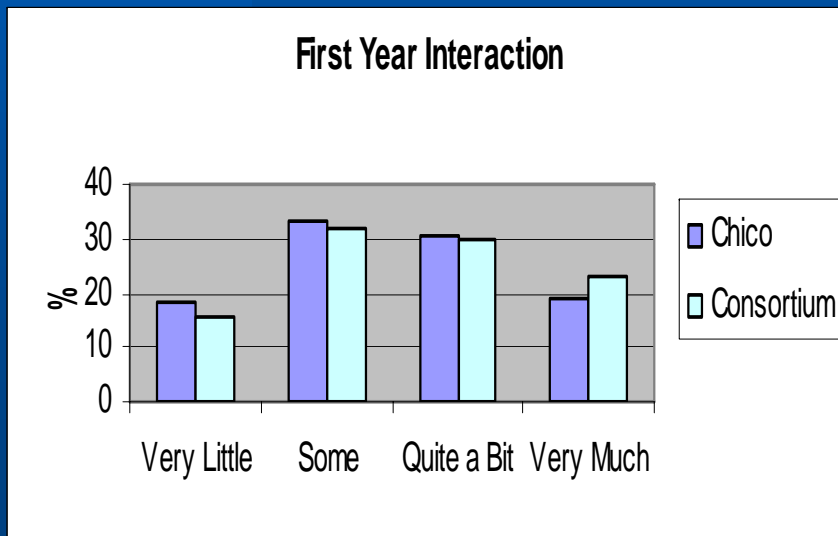


Senior Interaction



NSSE 2002--Chico State's vs CSU Consortium's Results

Thinking about your overall experience at this institution, to what extent does the college encourage contact between students from different economic, social, and racial or ethnic backgrounds?

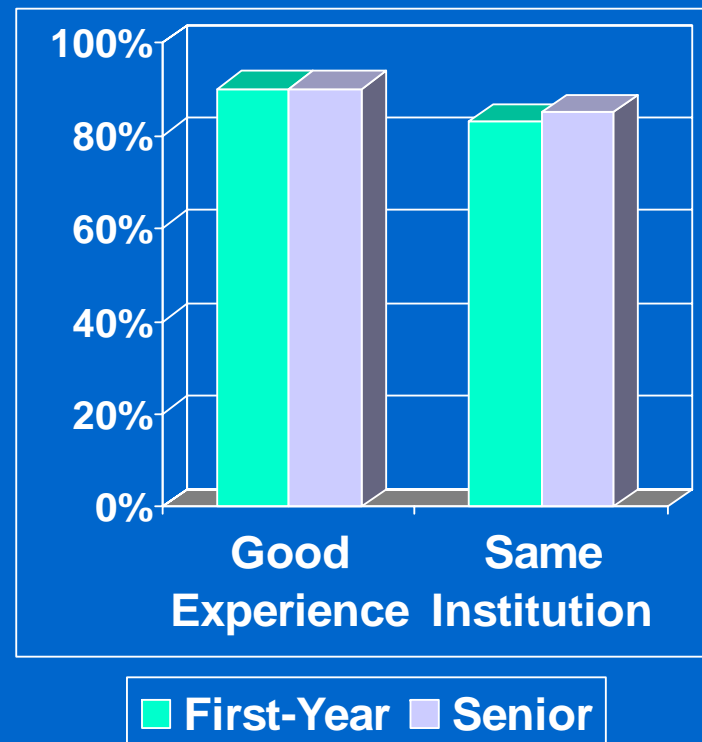


NSSE 2002 Promising Findings

Most seniors (86%) would attend Chico State if they could start over again; and nine-tenths of students (90%) say they had a good or excellent educational experience

Note, however only two-thirds (67%) of Chico State's seniors report that academic advising is 'good' or 'excellent'.

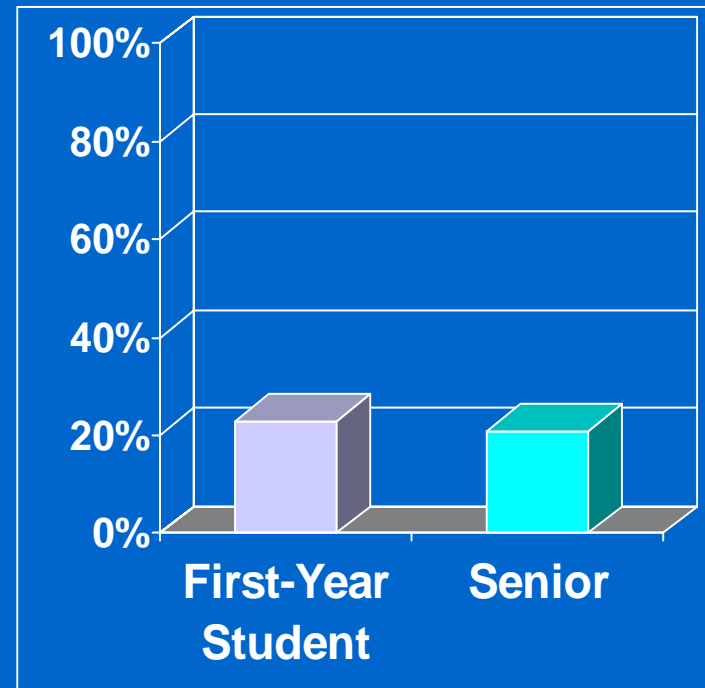
College Satisfaction



NSSE 2002 Disappointing Findings

Almost one quarter (23%) of first-year students “often” came to class unprepared.

(A similar number (23%) of freshmen say they ‘never’ use the campus library in a typical week.)



■ First-Year Student ■ Senior

Strategic Plan Achievement

- 1) How will we know that we are achieving our strategic goals?
- 2) What should we be doing next?

Questions and Discussion

