

Pre-presentation NSSE:

Last year we asked attendees to *role play* as respondents by completing the NSSE protocol as if they were (1) eighteen year-old second semester frosh, or, (2) final-semester seniors.

If you were *not* with us last year, we suggest you attempt this role playing to familiarize yourself with NSSE.

If you were with us last year, we'd suggest you reflect about what you've learned/thought about student engagement in the last year and what you'd like to know now.

Student Engagement at Chico State: 2004 Update

Eagle Lake Retreat Follow-up
Meeting – Oct. 12th, 2004

Scott & Chuck



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."

Program Overview

- ◆ What we've done and been finding out about student engagement; or, *how are we doing?*
- ◆ What is student engagement? Why is it important?
- ◆ What is NSSE? FSSE? What we've done lately.
- ◆ Explorations of data; news of related efforts
- ◆ NSSE, best practices, how to engage
- ◆ Questions and discussion

What we've done...and plan:

- ◆ Participated in the National Survey of Student Engagement 2002 (NSSE – “Nessie”)
- ◆ Discussed/presented NSSE 2002 results
- ◆ First Year Experience (FYE)
- ◆ Participated in the NSSE 2004
- ◆ Participated in the FSSE 2004 (Faculty -- FSSE)
- ◆ Planned NSSE 2006 participation

Student engagement

Why all the fuss?

What *Really* Matters in College Student 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 as involved.

Pascarella & Terenzini. (1991). How college affects students.

What is NSSE?

(pronounced "nessie")

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

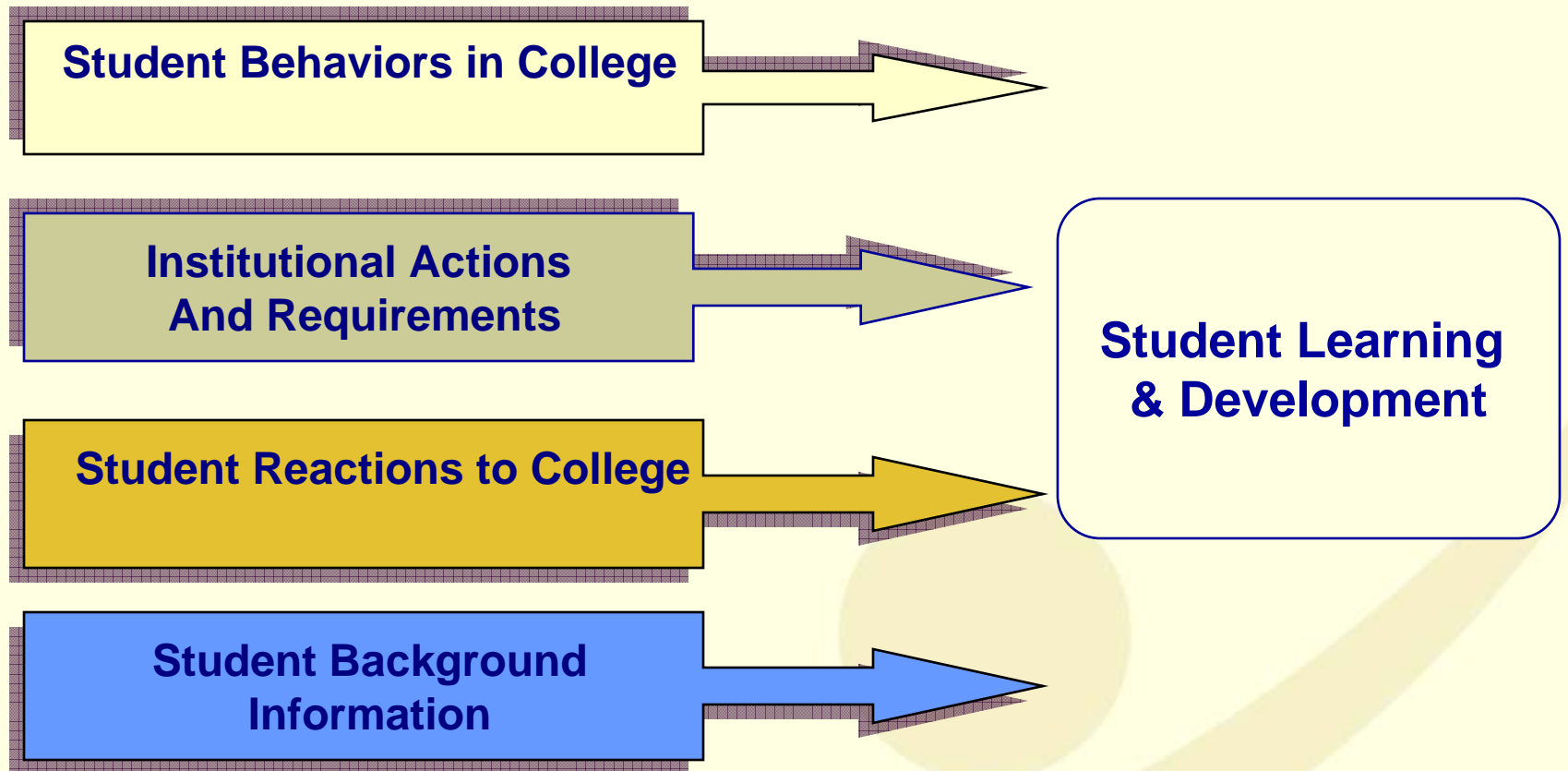
7 Principles of Good Practice

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



Chickering and Gamson. (1987). *Seven principles of good practice in undergraduate education.*

What Does *The College Student Report Cover?*



Faculty Survey of Student Engagement (FSSE) 2004



To date more than 34,000 faculty members at 276 four-year institutions

The FSSE parallels NSSE's survey of undergraduate students focusing on:

- ◆ Faculty perceptions of how often their students engage in different activities
 - ◆ The importance faculty place on various areas of learning and development
 - ◆ The nature and frequency of interactions faculty have with students
 - ◆ How faculty members organize class time.
- ◆ Results intended as catalyst for discussions about quality of students' educational experience

NSSE/FSSE 2004 Response Rates

- ◆ Chico's NSSE response rate = 36%
- ◆ **Chico's FSSE response rate = 28%**
- ◆ 40% overall for all NSSE 2004 institutions
- ◆ 40% for Paper mode NSSE institutions
- ◆ 41% for Web-only NSSE institutions
- ◆ **46% overall for all FSSE institutions**

NSSE 2004 Promising Findings

- ◆ Most students (86%) would attend Chico if they could start over again; 87% of our seniors say they had a good or excellent educational experience.
- ◆ **We show growth from frosh to senior years.**



NSSE 2004 Disappointing Findings

- ◆ Almost 20% of all students often came to class without completing readings or assignments
- ◆ Almost 20% of all students don't agree that our institution emphasizes spending significant amounts of time on studying and academic work
- ◆ 2/3 of our frosh and half our seniors have never participated in a community-based project as part of a regular course.
- ◆ A quarter of our Ss have read no books on their own for enjoyment or personal enrichment.

But most disappointing:

- ◆ On many engagement items, Chico **frosh** **appear less engaged**
- ◆ Not a big difference, but consistent/significant.
- ◆ And, was true in NSSE 2002 when we compared ourselves to system peers.
- ◆ Opportunities....

Sidebar #1: Retention

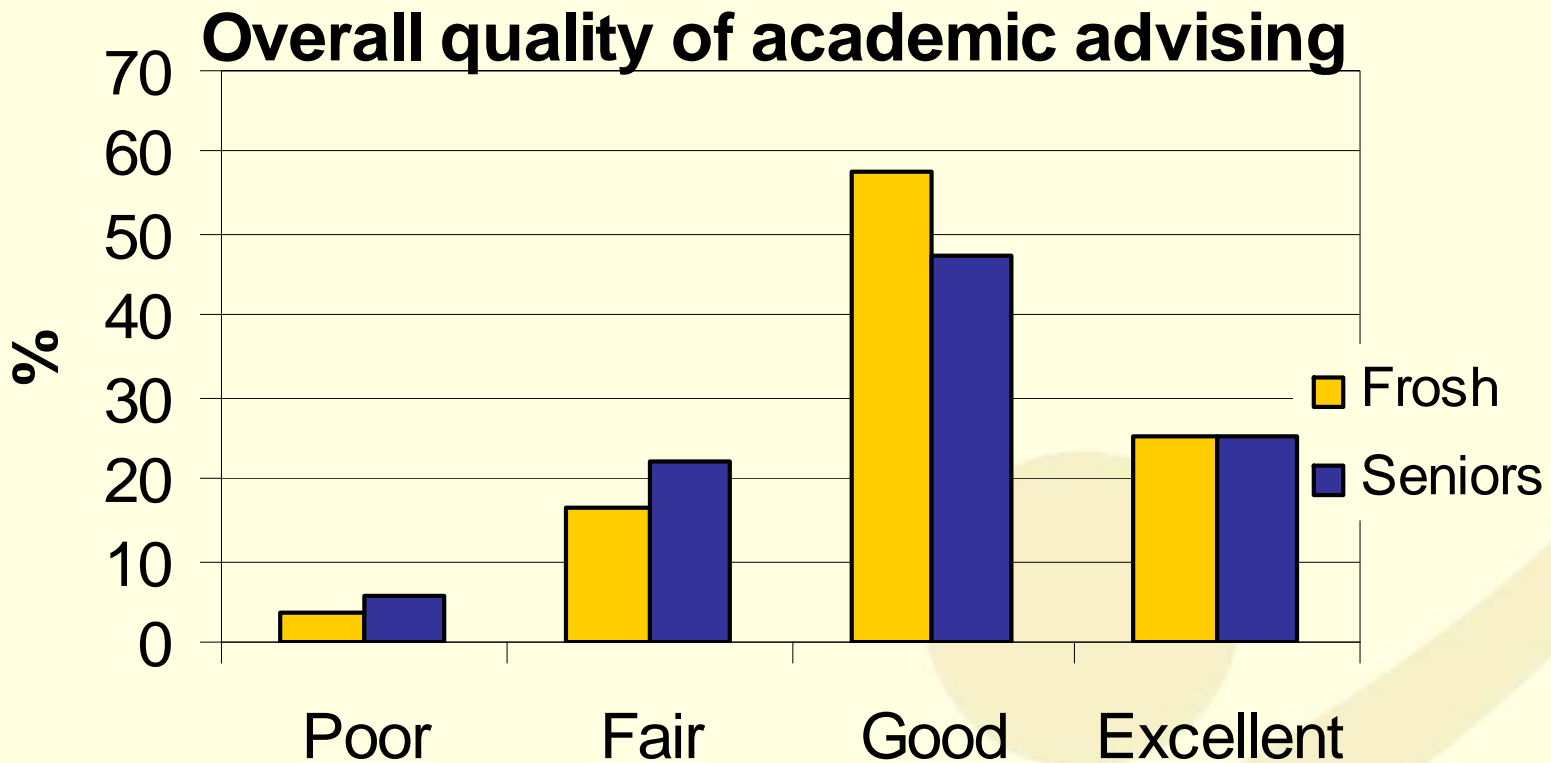
- ◆ Research suggests two big things that influence retention:

Financial aid

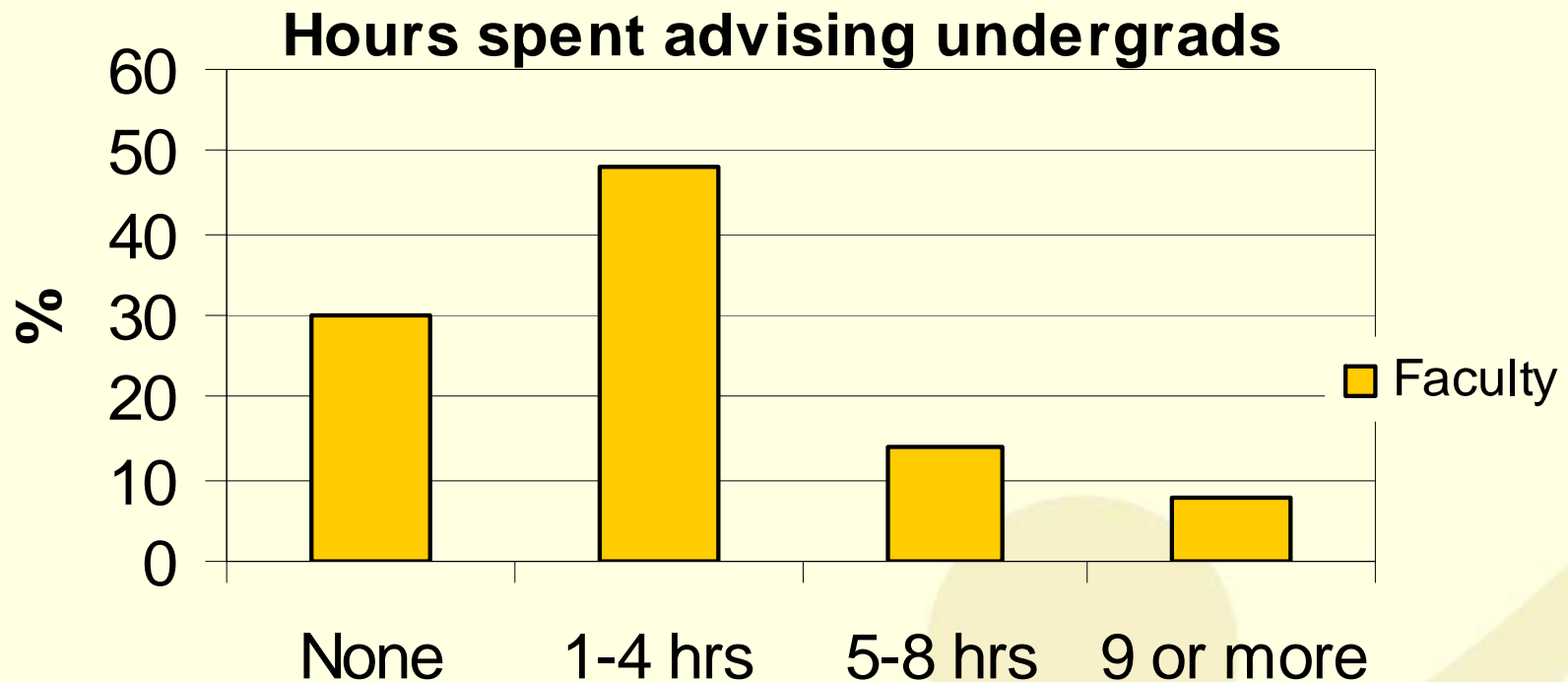
High quality advising

- ◆ What do NSSE/FSSE have to say?

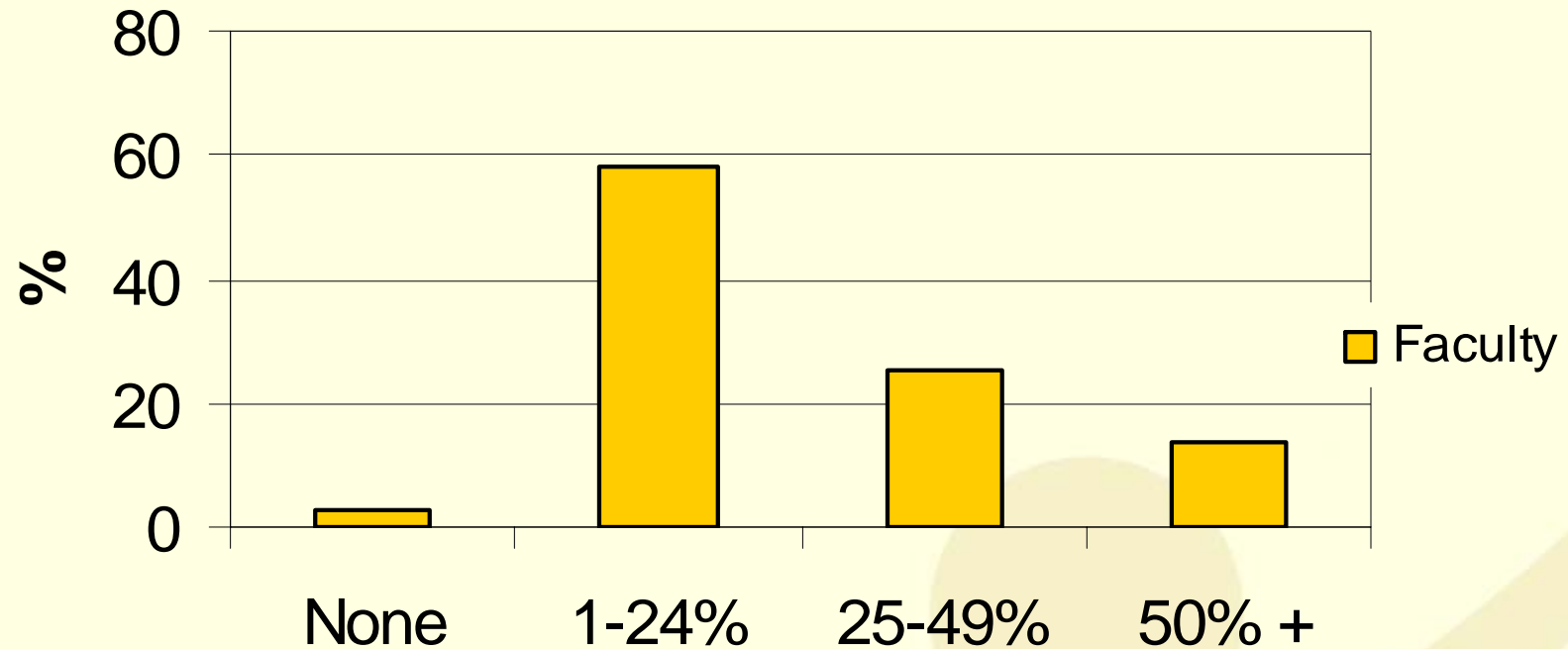
NSSE: advising:



FSSE: how many hours are faculty putting into advising?



FSSE: %Ss talked about career plans at least once? (one section)



Ss: How satisfied are you with...

- ◆ Academic advising at Chico? **24% Not very satisfied** (VRRS 1995)
- ◆ Advising in your major? **17% Not very satisfied** (VRRS 1996)
- ◆ Advising offered by the Advising Office? **16% Not Very satisfied** (VRRS 1996)
- ◆ Academic advising? **23% Not very satisfied** (Recent Graduate Survey 2003)

Help is here; more is coming!!

For advising resources specifically for faculty,
see:

<http://em.csuchico.edu/aap/FacultyStaff/>

Consultant Tom Brown and Vice Chancellor Lorie Roth will be presenting/consulting with us about advising at the CELT Conference later this month.

CELT – Thurs & Fri Oct 21 & 22

FYE* efforts

*First Year Experience

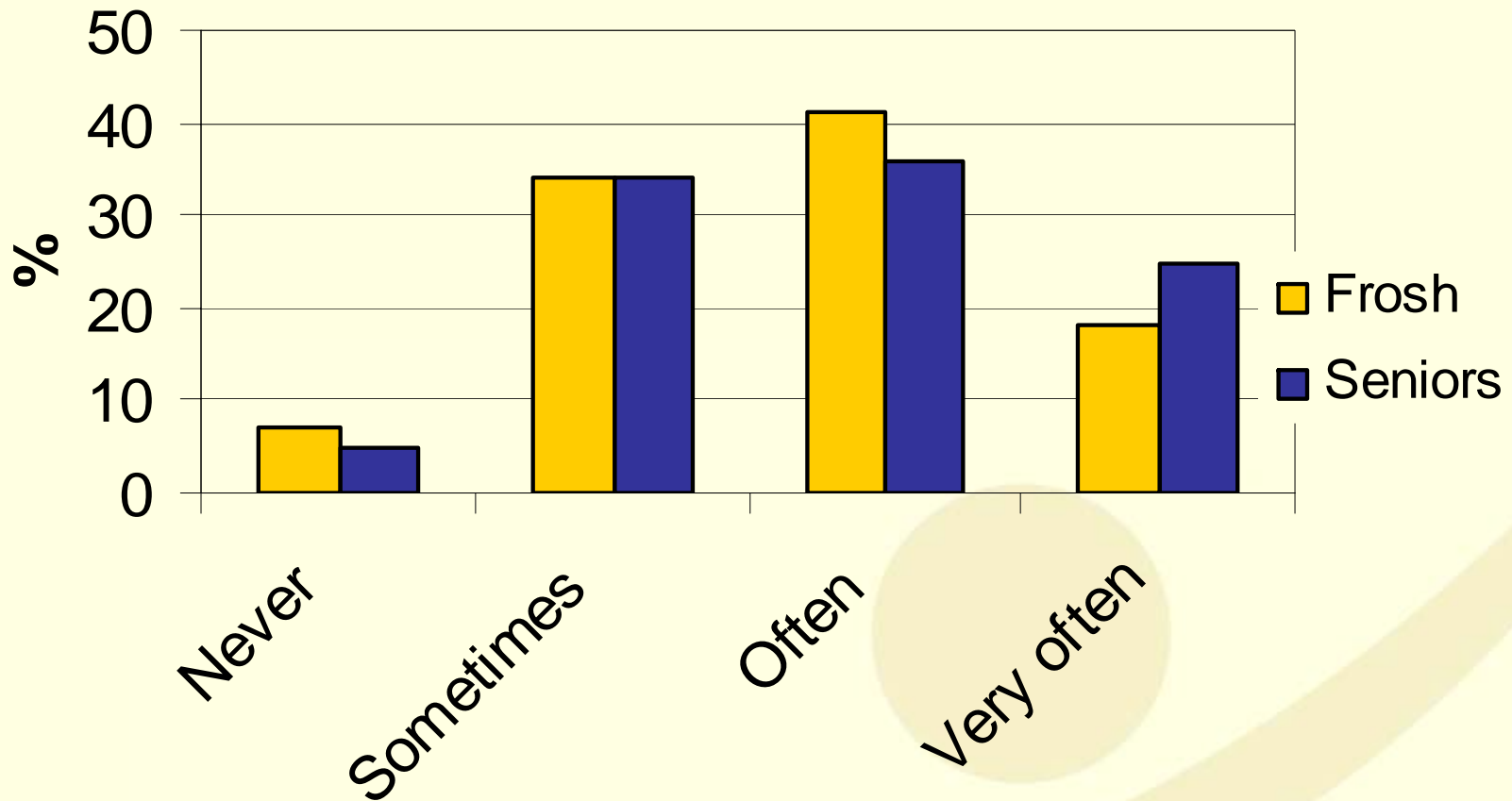
- ◆ Chico is a Foundations of Excellence™ in the First College Year Affiliate Institution

<http://www.brevard.edu/fyfoundations/>

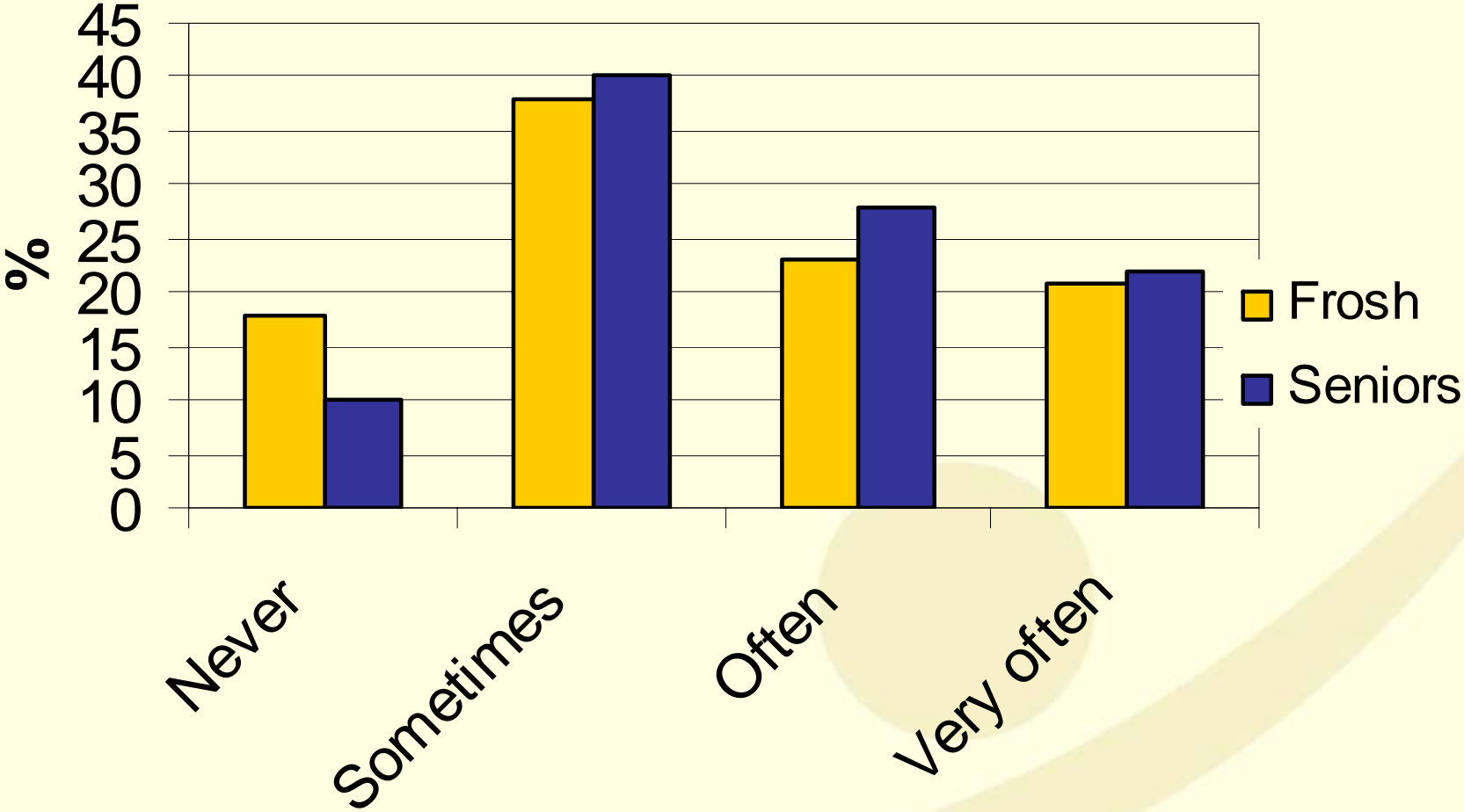
Sidebar #2: Diversity climate

- ◆ WASC concerns/questions in 1996
- ◆ Minority Recruitment Task Force 2003-2004
- ◆ What does NSSE (& FSSE) have to tell us about the diversity environment?

How often have you included diverse perspectives in class discussions or assignments?



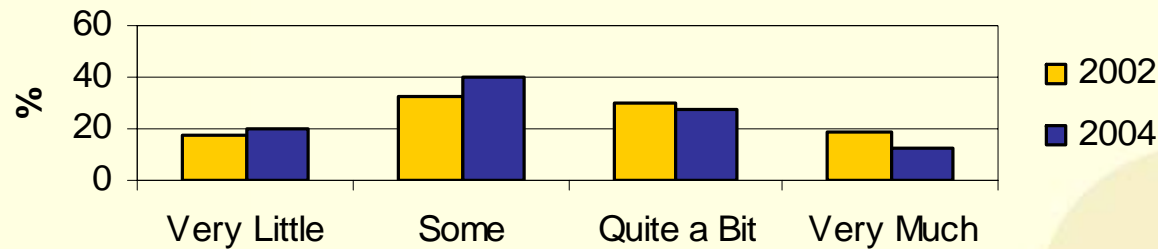
How often have you had a serious conversation with Ss of a different race or ethnicity?



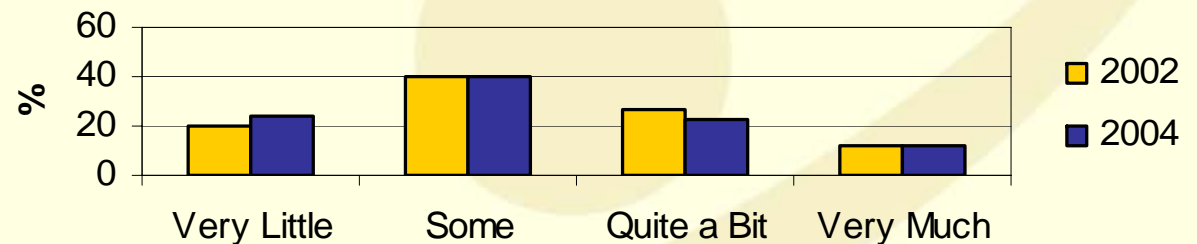
NSSE 2002 & NSSE 2004 Chico's Results

- 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?

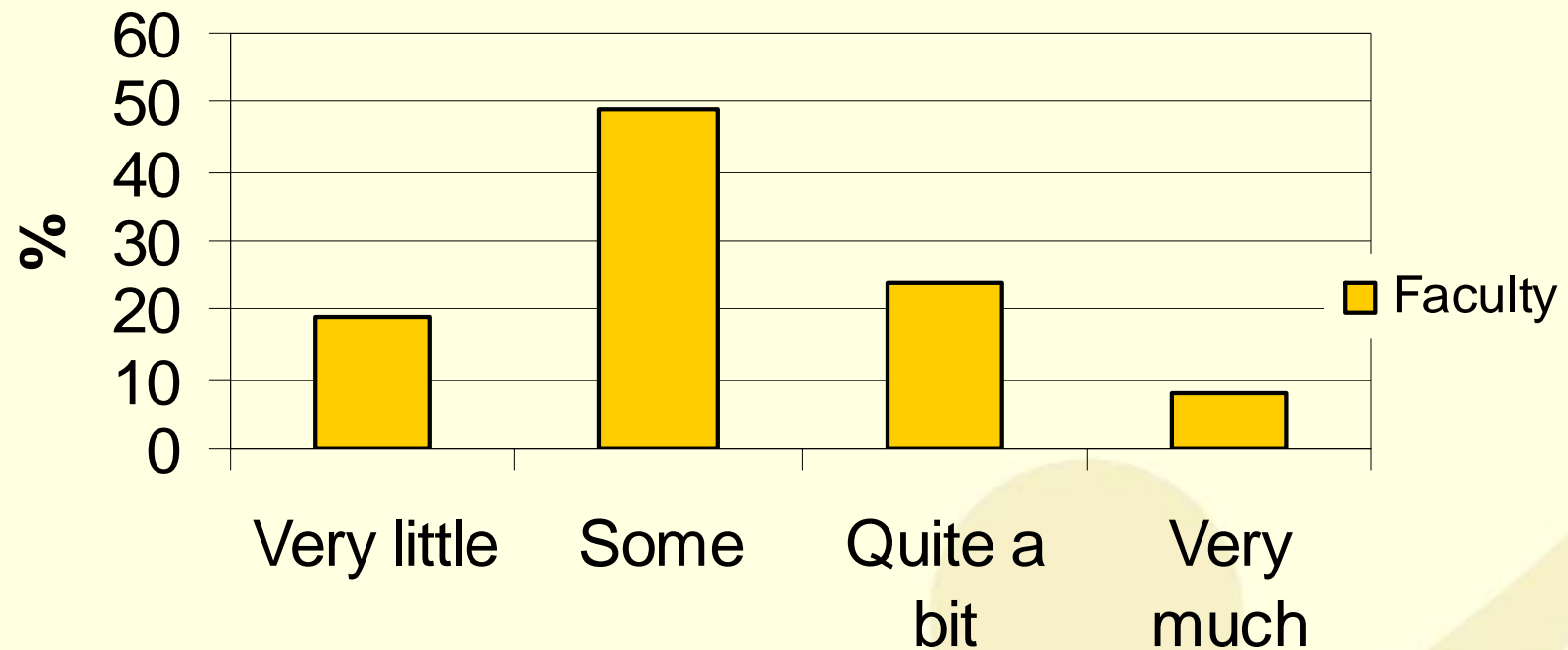
First Year Interaction



Senior Interaction



To what extent does the U encourage contact among Ss from different backgrounds?



Diversity related activities:

- ◆ 35% of our seniors report having studied a foreign language versus 38% among Masters Level I institutions (our peers). 52% of our responding faculty think it “Important” that undergraduates study a foreign language.
- ◆ 15% of our seniors report having studied abroad versus 12% of seniors from our peers. 37% of our faculty think it “Important” that undergraduates study abroad.

Diversity related activities:

- ◆ 24% of our seniors report that Chico does “very little” to encourage contact among Ss from different economic, social, racial/ethnic backgrounds.
- ◆ FSSE suggests that only forty percent of our faculty spend “quite a bit of time” structuring a section so that students learn and develop “understanding of people of other racial and ethnic backgrounds”.

MRRTF* efforts

*Minority Recruitment and Retention Task Force

7 Principles again....

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



Chickering and Gamson. (1987). *Seven principles of good practice in undergraduate education.*

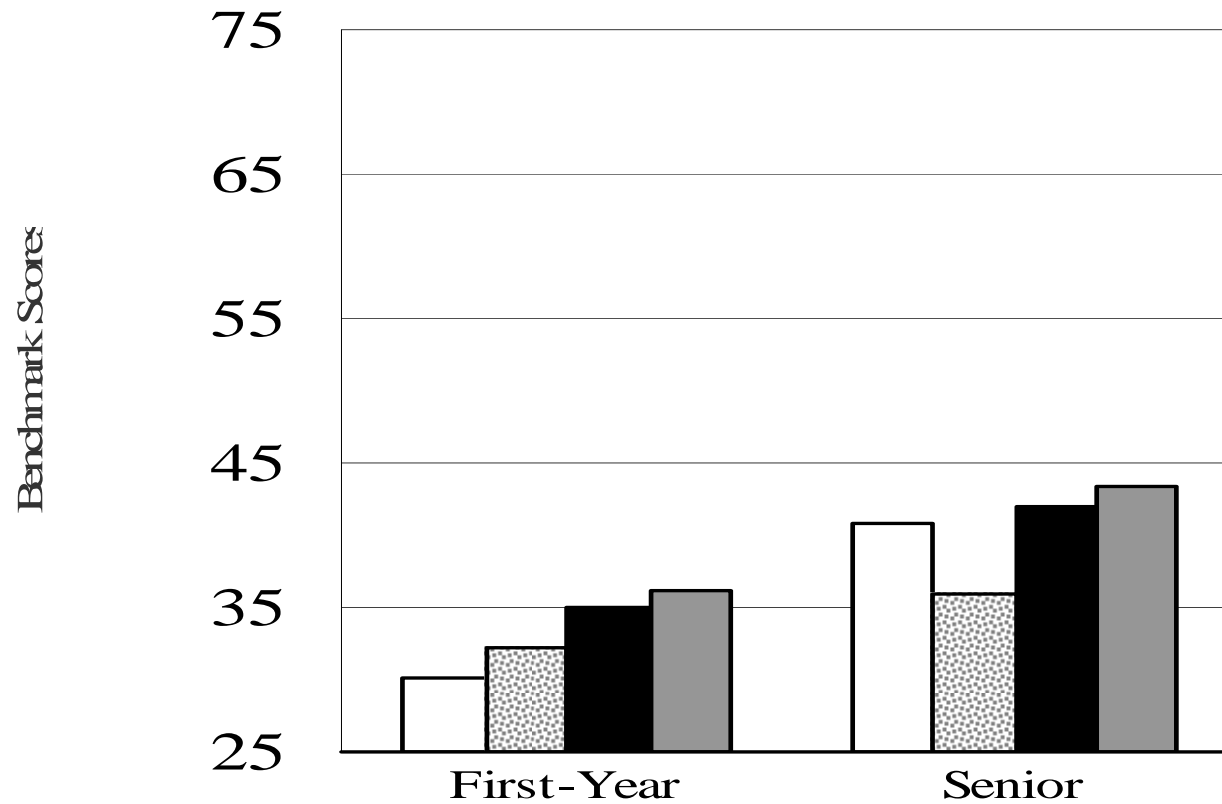
Student-Faculty Interaction

- ◆ The first of the Seven Principles for Good Practice in Undergraduate Education is:

Good practice encourages student-faculty interaction

- ◆ This is the most important factor in student motivation and involvement.
- ◆ So...how are we doing?

Student-Faculty Interaction



□ CSU Chico	30.1	40.8
▣ Cal State System	32.2	36.0
■ Master's	35.0	41.9
▤ National	36.2	43.5

What do we know about faculty engagement with Ss?

What percentage of faculty report *never* interacting with Ss....

on Non-course activities

41%

Outside of class

21%

What do we know about student engagement with Faculty?

What percentage of students report *never* interacting with faculty on activities other than coursework?

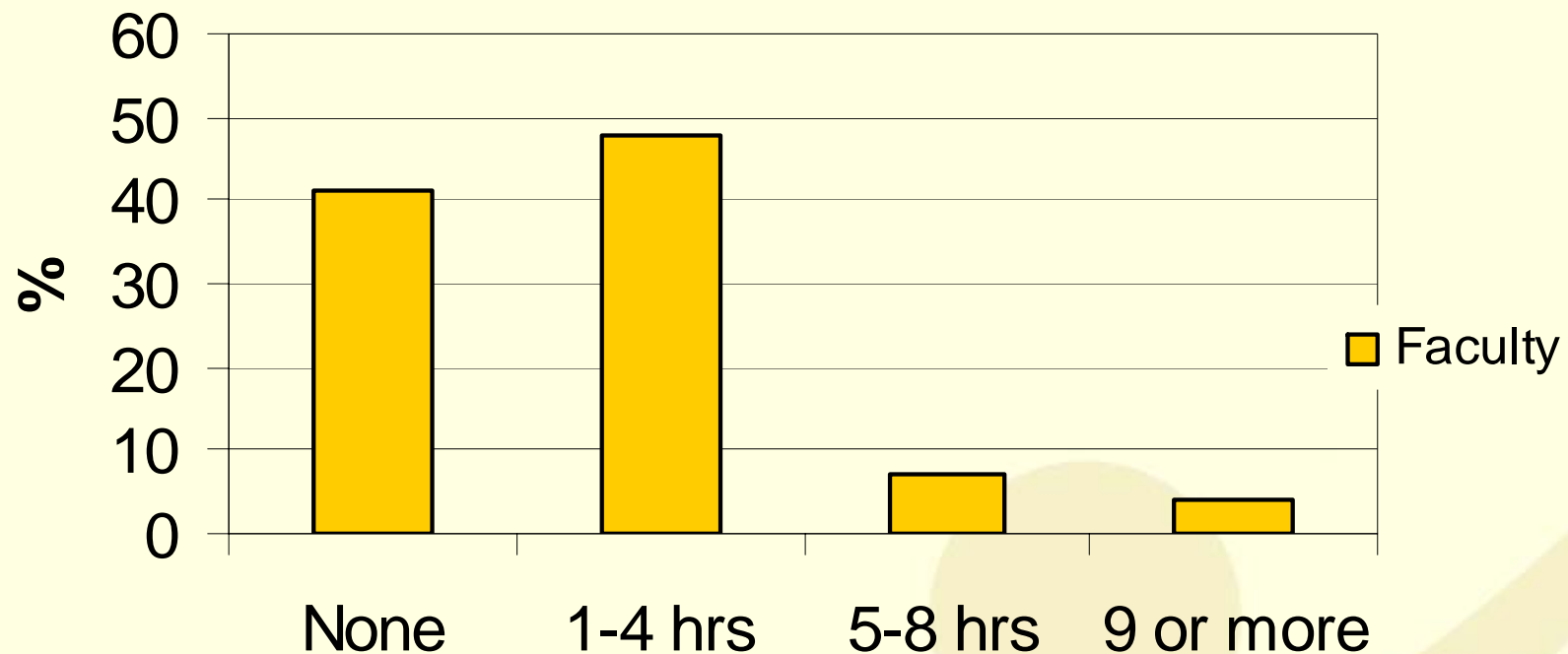
First-Year

72%%

Senior

49%

FSSE: how many hours are faculty working with Ss on outside activities?



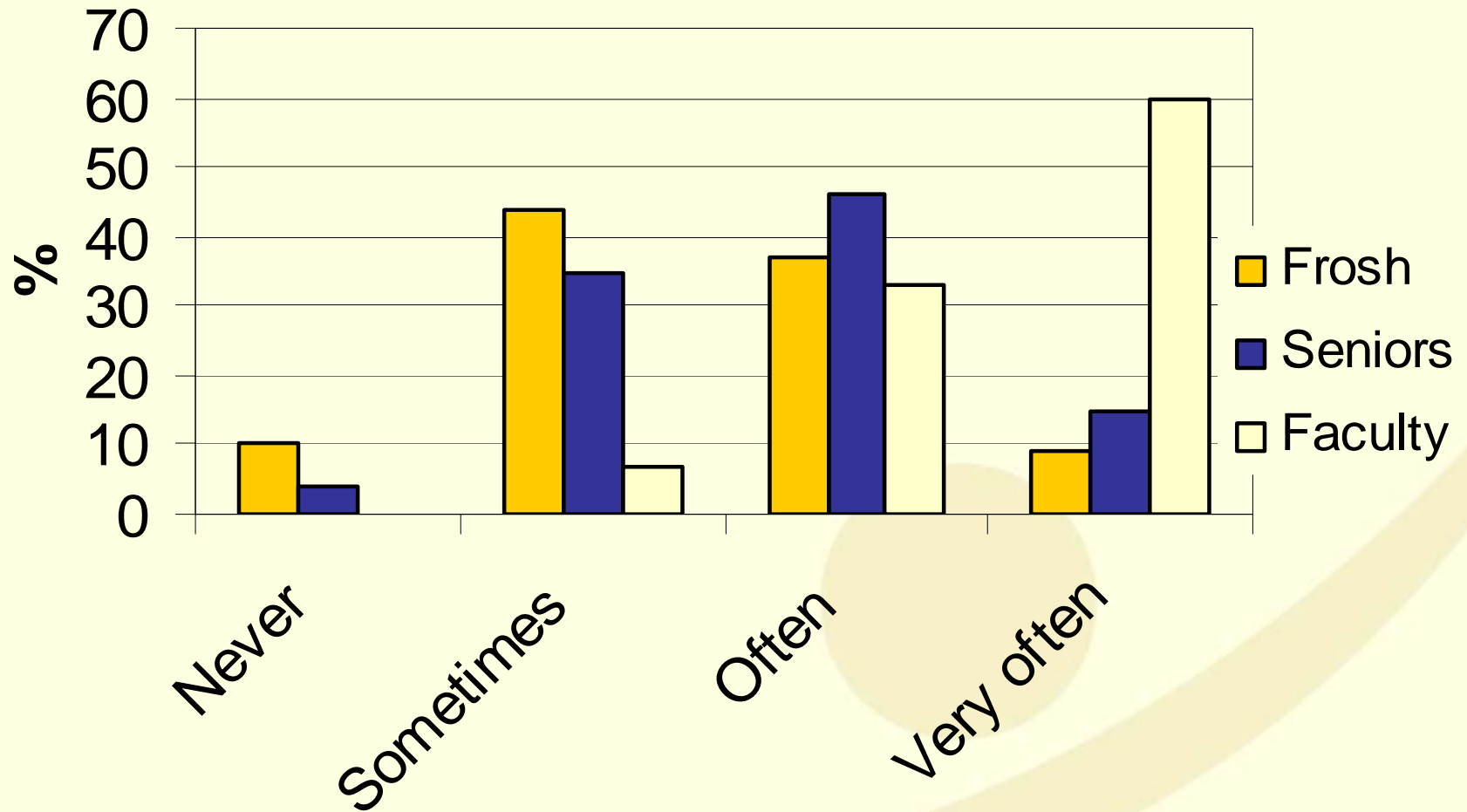
Prompt feedback

- ◆ The fourth of the Seven Principles for Good Practice in Undergraduate Education is:

Good practice gives prompt feedback

- ◆ Not just prompt, feedback should be appropriate
- ◆ So...how are we doing?

How often have you received prompt feedback from faculty on your performance?



Discussion tasks:

- ◆ What are the behaviors, activities that a faculty member should consider/undertake if she wishes to increase student-faculty interaction?
- ◆ What are the actions that an academic program should consider/undertake if the program sets a goal to increase student-faculty interaction?
- ◆ What does 'prompt' mean for students? Is it the same meaning for faculty? Can we deliver?

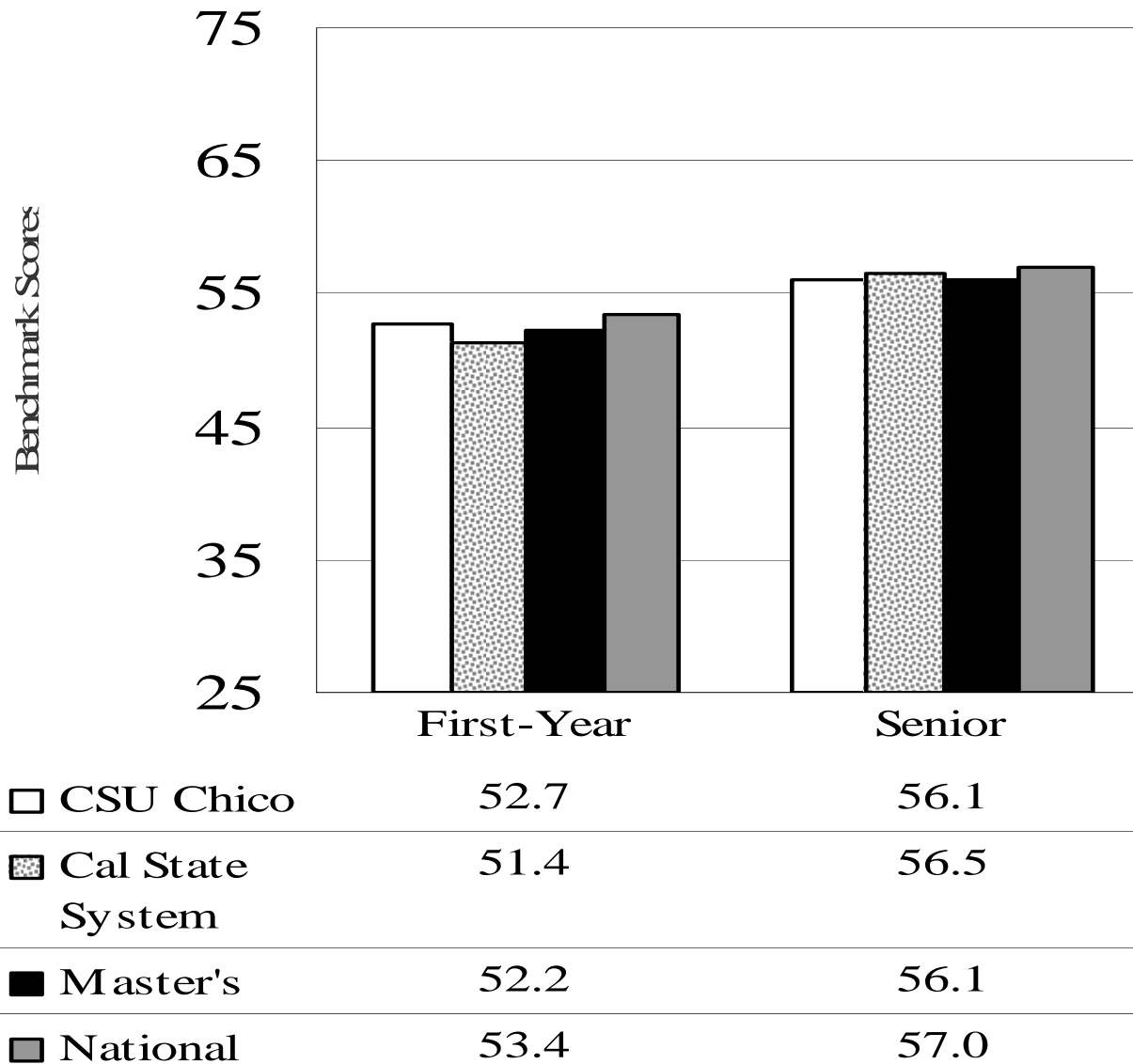
7 Principles one last time....

- ◆ Student-faculty contact
- ◆ Active learning
- ◆ Prompt feedback
- ◆ **Time on task**
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Level of Academic Challenge



Gratuitous quote:

"We share expectations of high standards."

P. Zingg, Convocation 2004

What Do We Know about Time on Task?

What percentage of our students spend 10 hours per week or less preparing for class (studying)?

First-Year

49%%

Senior

41%

How Does NSSE Inform What We Know about Student studying?

What percentage of Chico students spent more than 26 hours per week preparing for class?

First-Year
More than **5%**

Senior
More than **15%**

What Do We Know about Time on Task (cont.)?

% of faculty who expect Ss to spend at least 5 hours preparing for one class?

Expect 5hrs+

60%

Actual 5hrs+

17%

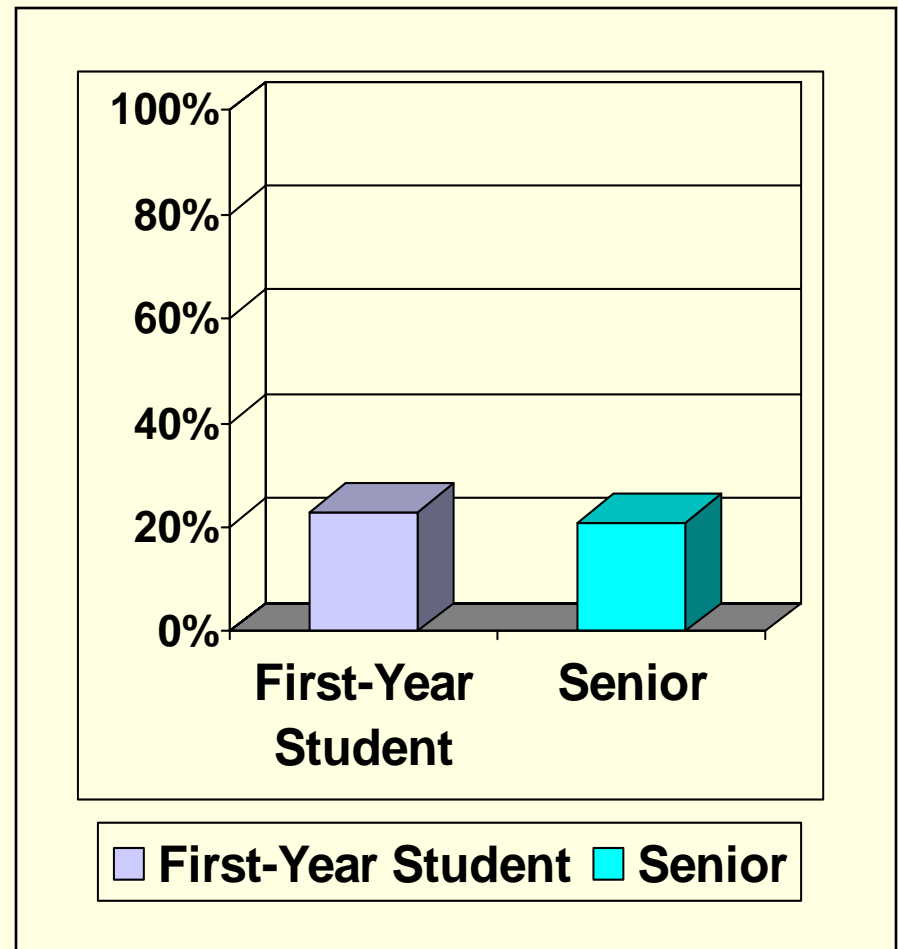
How Does FSSE Inform What We Know about Student studying?

- ◆ Approximately two-thirds of our faculty expect students to spend greater than 25 hours preparing for class
- ◆ While only about one-fifth actually think that students spend this amount of time
- ◆ While only about one of ten students actually spend this amount of time

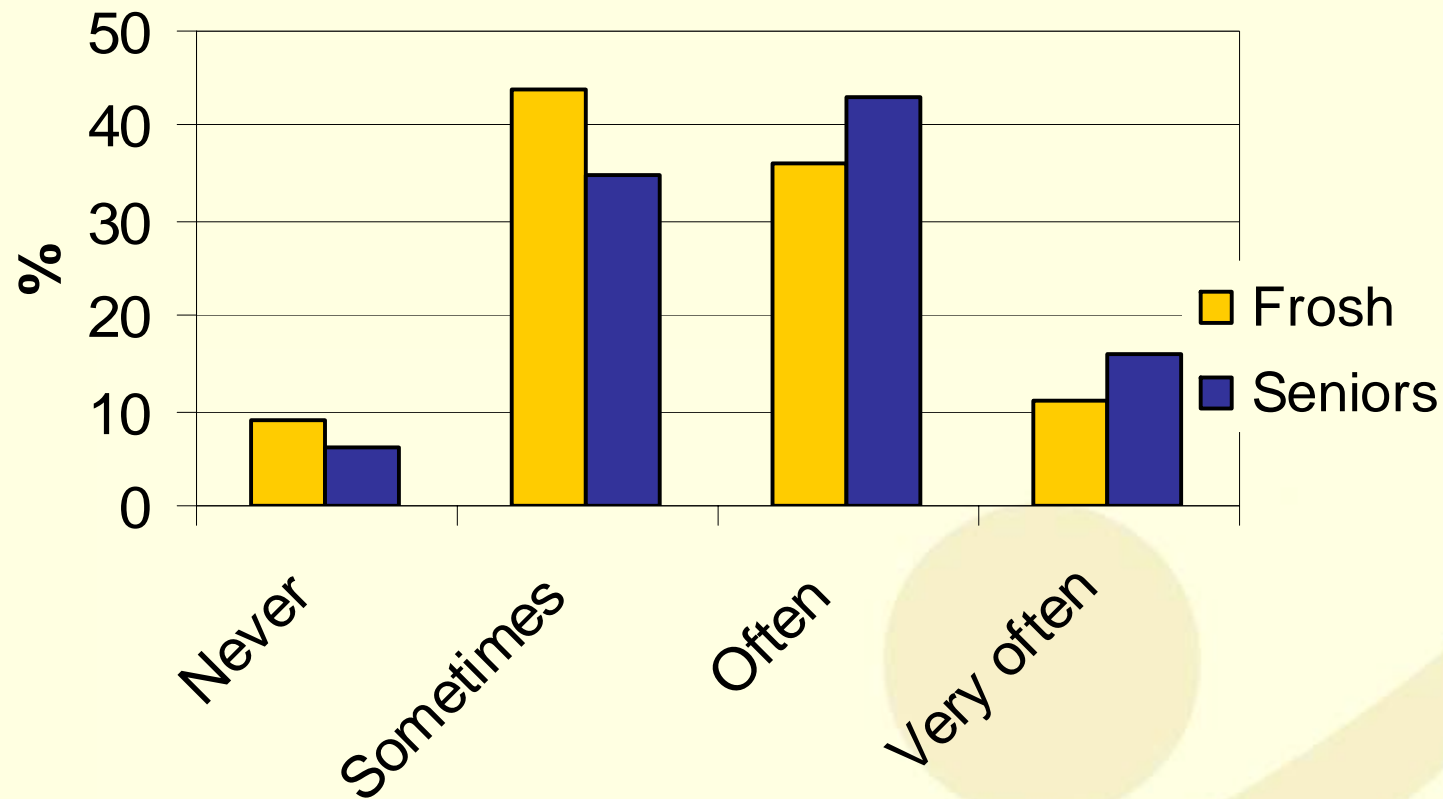
NSSE 2002 Disappointing Findings

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

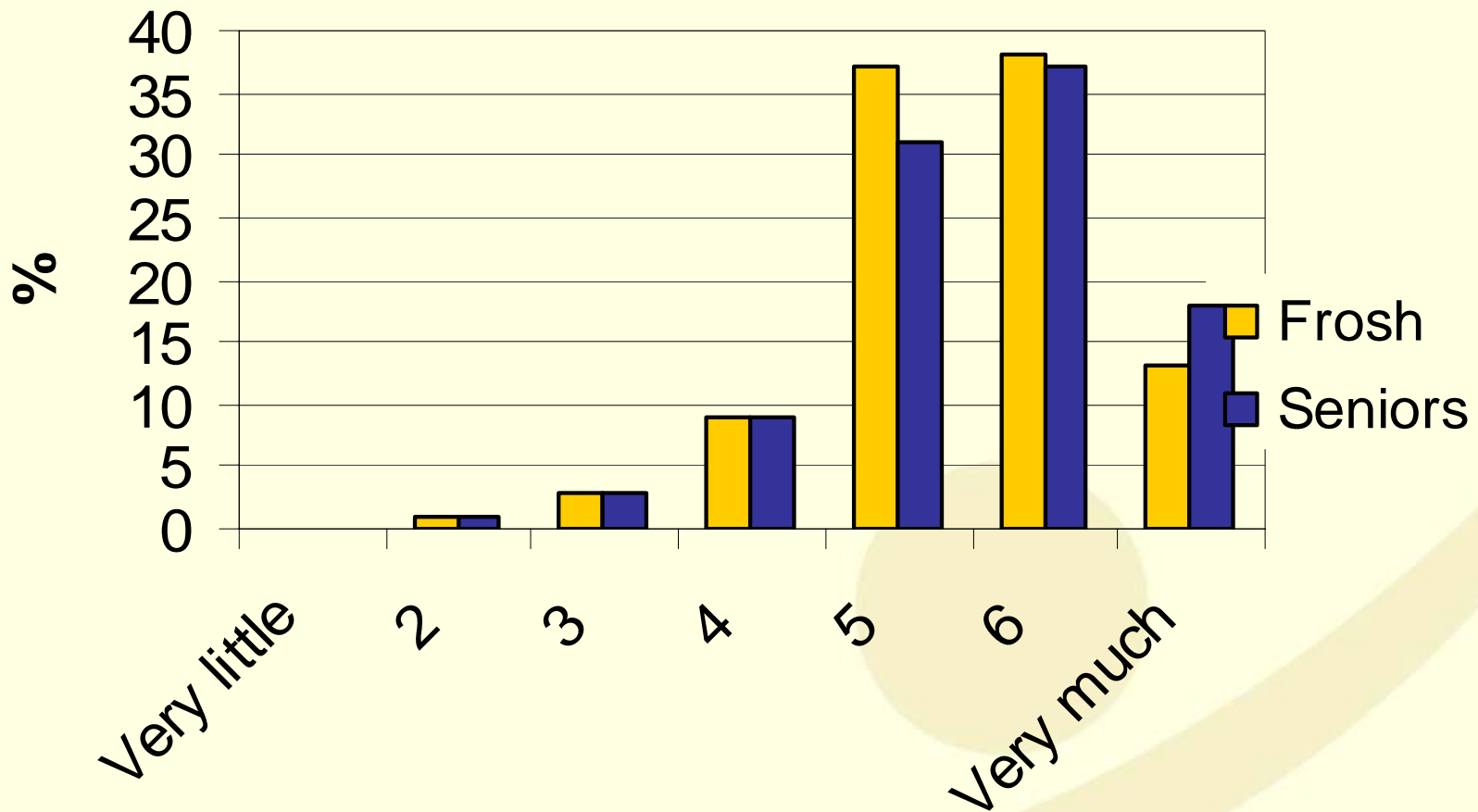
(A similar number (23%) of freshmen say they ‘never’ use the campus library in a typical week.)



Challenge? To what extent have you worked harder...?



Challenge? ...extent exams challenged you to do your best?



Discussion tasks:

- ◆ What are the behaviors, activities that a faculty member should consider/undertake if he wishes to increase student's time on task?
- ◆ What are the actions that an academic program should consider/undertake if the program sets a goal to increase student's time on task?
- ◆ What are the behaviors, activities that a faculty member should consider/undertake if he wishes to increase student's time on task?
- ◆ What are the actions that an academic program should consider/undertake if the program sets a goal to increase student's time on task?

Further discussion: what are the barriers to engagement?

- ◆ Faculty
- ◆ Student
- ◆ Programmatic
- ◆ Institutional

What are we doing here?

Assessment

Something we do every day...and have done forever...it's part of the job.

Continued and new University assessment efforts

- ◆ A renewed focus on assessment
- ◆ More support and better organization of assessment is planned
- ◆ Gratuitous assessment quote (out of context):
 - “You must search out alternatives, assess their consequences, and then confront the choices you make”
 - Paul Zingg, Commencement 2004



WASC

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

In conclusion....

- ◆ NSSE/FSSE results are not ends; assessment itself is not an end...but they are means by which we may “continue to develop high quality learning environments ”
- ◆ "... We have an obligation to do as well as we may with the data we have ..." (Gilbert, Mosteller, & Tukey)

In closing...

- ◆ Questions...Comments...Observations

How Do I Find Out More?

Chuck Worth

cworth@csuchico.edu

NSSE Website
www.iub.edu/~nsse

