# National Survey of Student Engagement: 2014 Overview

## Accreditation Assessment & Learning (AAL)

The **Office of Accreditation, Assessment and Learning (AAL)** is responsible for directing the university's assessment process, and for coordinating planning and implementation strategies for the assessment of major fields of study, general education, and academic programs. The office also serves as the primary liaison to the university's regional accrediting body, the Higher Learning Commission.

### University Assessments:
One of the main responsibilities of AAL is the coordination, administration, and communication of key assessments for the university. AAL currently oversees the administration of seven

assessments, which:
(1) gauge student learning and practices associated with student success across students' educational experiences,
(2) assess faculty and staff experiences related to work and campus climate, and
(3) provide accountability and demonstrate compliance in external reporting and accreditation processes.

The purpose of conducting these assessments is to collect the data necessary to continuously improve the Kent State student and employee experience. The National Survey of Student Engagement is one such assessment.

## National Survey of Student Engagement (NSSE)

The **National Survey of Student Engagement (NSSE)** is designed to assess key aspects of students' undergraduate experience, including student engagement in educational practices that have been shown to be linked with learning and student success. The survey was developed and is overseen by the Indiana University Center for Postsecondary Research, and is administered to both first-year and senior student respondents concurrently during each administration cycle.

The NSSE instrument calls on first-year and senior students to respond to questions concerning a range of undergraduate student experiences, with the primary components of the survey addressing student engagement.

### NSSE Themes and Engagement Indicators:
Ten engagement indictors - each themselves made up of multiple survey items (47 items in total) – constitute four central themes (i.e., Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment). These four broad themes, and the ten engagement indicators

that comprise them, are shown in **Table 1** below.

*Table 1*. Themes & Engagement Indicators

| Themes | Engagement Indicators |
|---|---|
| Academic Challenge | Higher Order Learning |
| | Reflective & Integrative Learning |
| | 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 |

### NSSE High Impact Practices (HIPs):
Also key to the survey is the assessment of students' involvement in high impact practices (HIPs), wherein students are asked to report on their engagement in activities strongly linked with student success. The three and six HIPs about which first-year and senior students are asked, respectively, are listed in **Table 2** below.

*Table 2.* High Impact Practices (HIPs)

| Students | HIPs |
|---|---|
| **First-Year (FY)** | Learning Community |
| | Service-Learning |
| | Research with Faculty |
| **Senior (SN)** | Learning Community |
| | Service-Learning |
| | Research with Faculty |
| | Internship or Field Exp. |
| | Study Abroad |
| | Culminating Senior Exp. |



## 2014 NSSE at Kent State University

### Sample

Kent State University administered the NSSE in the Spring of 2014 to eligible Kent campus first-year and senior students. 1,300 of 11,514 student respondents participated in the survey – 616 of 5,812 first-years (11%; completes: n=396, partials: n=220) and - 684 of 5,702 seniors (12%; completes: n=519, partials: n=165). Most students identified as women (FY=62%, SN=61%), as white (FY=70%, SN=74%), as full-time students (FY=97%, SN=76%), and as having started college at this institution (FY=88%, SN=62%). The most frequently reported first or expected first academic major was in the Health Professions for first-years (18%), and Business for seniors (22%).

*Table 3.* Respondent-Reported Characteristics

| Gender Identity | FY% | SN% |
|---|---|---|
| Man | 37 | 38 |
| Woman | 62 | 61 |
| Another Gender Identity | 1 | 0 |
| Prefer Not to Respond | 1 | 1 |
| Item totals (FY: n=393; SN: n=511) | 100 | 100 |

| First/Expected First Major | FY% | SN% |
|---|---|---|
| Arts & Humanities | 13 | 10 |
| Bio. Sci., Ag. & Natural Resources | 5 | 7 |
| Phys. Sci., Mathematics & Comp. Sci. | 5 | 4 |
| Social Sciences | 11 | 12 |
| Business | 17 | 22 |
| Comm., Media & Public Relations | 9 | 6 |
| Education | 8 | 8 |
| Engineering | 3 | 2 |
| Health Professions | 18 | 18 |
| Social Service Professions | 2 | 3 |
| All Other | 5 | 9 |
| Undecided, Undeclared | 2 | 0 |
| Item totals (FY: n=396; SN: n=510) | 100 | 100 |

| Race/Ethnicity | FY% | SN% |
|---|---|---|
| American Indian or Alaska Native | 0 | 0 |
| Asian | 7 | 10 |
| Black or African American | 7 | 6 |
| Hispanic or Latino | 2 | 1 |
| Nat. Hawaiian or Other Pacific Island. | 0 | 0 |
| White | 70 | 74 |
| Other Race/Ethnicity | 2 | 2 |
| Multiracial | 8 | 3 |
| Prefer Not to Respond | 3 | 4 |
| Item totals (FY: n=392; SN: n=513) | 100 | 100 |

| Full-Time Status | FY% | SN% |
|---|---|---|
| Not Full-Time | 3 | 24 |
| Full-Time | 97 | 76 |
| Item totals (FY: n=393; SN: n=514) | 100 | 100 |

| College Start | FY% | SN% |
|---|---|---|
| Started Here | 88 | 62 |
| Started Elsewhere | 12 | 38 |
| Item totals (FY: n=393; SN: n=510) | 100 | 100 |

### Key Findings – Engagement Indicators (Tables 4-7):

Key findings regarding NSSE engagement indictors are shown below. Specifically, the average percent positive/affirming (e.g., two top-most categories combined) responses for first-year and senior students are shown for each survey item. Each set of items is grouped by the engagement indicator and theme they comprise. Comparing findings within the Kent State sample, students reported relatively more positive responses for the Higher-Order Learning, Learning Strategies, and Discussions with Diverse Others engagement indicators, and less positive responses for the Quantitative Reasoning, Collaborative Learning, Student-Faculty Interaction, and Quality of Interactions engagement indicators (EI).
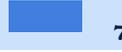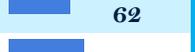
*Table 4.* Theme 1: Academic Challenge

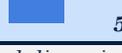| Engagement Indicators | Indicator Items | First-Year % | Senior % |
|---|---|---|---|
| **Higher Order Learning (EI 1)** | *% responding "Very much" or "Quite a bit" about how much coursework emphasized* | | |
| | Applying facts, theories, or methods to practical problems or new situations | 69 | 78 |
| | Analyzing an idea, experience, or line of reasoning in depth by examining its parts | 69 | 74 |
| | Evaluating a point of view, decision, or information source | 65 | 69 |
| | Forming a new idea or understanding from various pieces of information | 63 | 69 |
| **Reflective & Integrative Learning (EI 2)** | *% of students who responded that they "Very often" or "Often"* | | |
| | Combined ideas from different courses when completing assignments | 54 | 71 |
| | Connected your learning to societal problems or issues | 48 | 63 |
| | Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments | 42 | 53 |
| | Examined the strengths and weaknesses of your own views on a topic or issue | 61 | 65 |
| | Tried to better understand someone else's views by imagining how an issue looks from his or her perspective | 65 | 71 |
| | Learned something that changed the way you understand an issue or concept | 62 | 67 |
| | Connected ideas from your courses to your prior experiences and knowledge | 76 | 83 |
| **Learning Strategies (EI 3)** | *% of students who responded that they "Very often" or "Often"* | | |
| | Identified key information from reading assignments | 74 | 81 |
| | Reviewed your notes after class | 62 | 60 |
| | Summarized what you learned in class or from course materials | 63 | 60 |
| **Quantitative Reasoning (EI 4)** | *% of students who responded that they "Very often" or "Often"* | | |
| | Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.) | 44 | 51 |
| | Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) | 34 | 41 |
| | Evaluated what others have concluded from numerical information | 33 | 41 |

*Table 5.* Theme 2: Learning with Peers

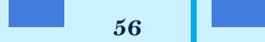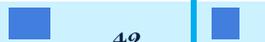| Engagement Indicators | Indicator Items | First-Year % | Senior % |
|---|---|---|---|
| **Collaborative Learning (EI 5)** | *% of students who responded that they "Very often" or "Often"* | | |
| | Asked another student to help you understand course material | 42 | 37 |
| | Explained course material to one or more students | 51 | 56 |
| | Prepared for exams by discussing or working through course material with other students | 40 | 42 |
| | Worked with other students on course projects or assignments | 42 | 56 |
| **Discussions with Diverse Others (EI 6)** | *% of students who responded that they "Very often" or "Often" had discussions with* | | |
| | People from a race or ethnicity other than your own | 68 | 72 |
| | People from an economic background other than your own | 68 | 74 |
| | People with religious beliefs other than your own | 67 | 69 |
| | People with political views other than your own | 67 | 72 |

*Table 6.* Theme 3: Experiences with Faculty

| Engagement Indicators | Indicator Items | First-Year % | Senior % |
|---|---|---|---|
| **Student-Faculty Interaction (EI 7)** | *% of students who responded that they "Very often" or "Often"* | | |
| | Talked about career plans with a faculty member | 38 | 40 |
| | Worked w/faculty on activities other than coursework (committees, student groups, etc.) | 18 | 26 |
| | Discussed course topics, ideas, or concepts with a faculty member outside of class | 25 | 34 |
| | Discussed your academic performance with a faculty member | 30 | 33 |
| **Effective Teaching Practices (EI 8)** | *% responding "Very much" or "Quite a bit" about how much instructors have* | | |
| | Clearly explained course goals and requirements | 76 | 80 |
| | Taught course sessions in an organized way | 76 | 79 |
| | Used examples or illustrations to explain difficult points | 73 | 78 |
| | Provided feedback on a draft or work in progress | 56 | 62 |
| | Provided prompt and detailed feedback on tests or completed assignments | 53 | 66 |

*Table 7.* Theme 4: Campus Environment

| Engagement Indicators | Indicator Items | First-Year % | Senior % |
|---|---|---|---|
| **Quality of Interactions (EI 9)** | *% rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with* | | |
| | Students | 52 | 57 |
| | Academic advisors | 51 | 44 |
| | Faculty | 45 | 59 |
| | Student services staff (career services, student activities, housing, etc.) | 41 | 41 |
| | Other administrative staff and offices (registrar, financial aid, etc.) | 35 | 35 |
| **Supportive Environment (EI 10)** | *% responding "Very much" or "Quite a bit" about how much the institution emphasized* | | |
| | Providing support to help students succeed academically | 74 | 70 |
| | Using learning support services (tutoring services, writing center, etc.) | 75 | 65 |
| | Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.) | 57 | 50 |
| | Providing opportunities to be involved socially | 71 | 66 |
| | Providing support for your overall well-being (recreation, health care, counseling, etc.) | 71 | 62 |
| | Helping you manage your non-academic responsibilities (work, family, etc.) | 42 | 29 |
| | Attending campus activities and events (performing arts, athletic events, etc.) | 69 | 58 |
| | Attending events that address important social, economic, or political issues | 48 | 42 |

## Key Findings – HIPs (Figure 1, Table 8):

Key findings regarding NSSE HIPs are shown below. Specifically, Figure 1 provides an overview of first-year and senior student HIP participation[1] – both those who had participated in one HIP, and those who had participated in two or more HIPs. Table 8 expands upon Figure 1 by providing greater detail about in what HIPs the student groups had participated[1]. Comparing participation in the three HIPs about which both first-years and seniors were asked, senior participation in Learning Communities, and – to a lesser extent – Service-Learning (higher among seniors), was fairly comparable with first-year participation. Research with Faculty, however, was higher among seniors. Internship/Field and Culminating Senior Experiences were somewhat prevalent among seniors, while Study Abroad was comparatively less prevalent.
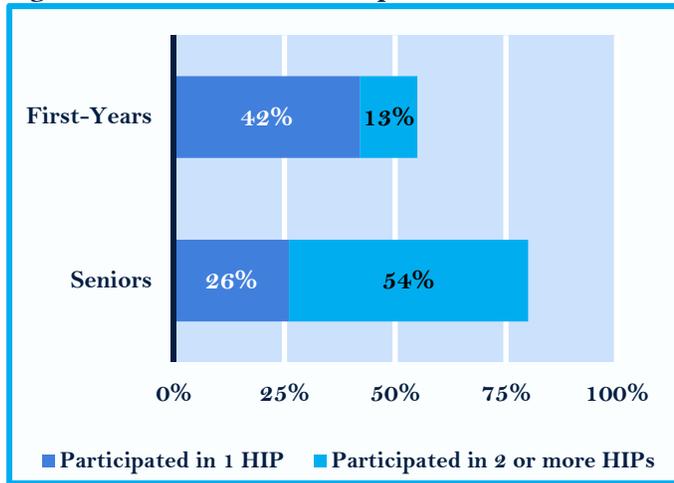
*Figure 1.* **Overall HIP Participation**[1]



| | First-Years | 42% | 13% |
| | Seniors | 26% | 54% |

0%   25%   50%   75%   100%

■ Participated in 1 HIP   ■ Participated in 2 or more HIPs

*Table 8.* **HIP Participation**[1] **by Type**

| Student Group | HIP | % |
|---|---|---|
| **First Year Students** | **Learning Community** | 21 |
| | **Service-Learning** | 46 |
| | **Research with Faculty** | 5 |
| | Participated in **at least one** of the above HIPs *(Figure 1)* | 55 |
| | Participated in **two or more** of the above HIPs *(Figure 1)* | 13 |
| **Senior Students** | **Learning Community** | 20 |
| | **Service-Learning** | 55 |
| | **Research with Faculty** | 21 |
| | **Internship or Field Experience** | 43 |
| | **Study Abroad** | 14 |
| | **Culminating Senior Experience** | 36 |
| | Participated in **at least one** of the above HIPs *(Figure 1)* | 81 |
| | Participated in **two or more** of the above HIPs *(Figure 1)* | 54 |

[1] *% who responded "Done or in progress" - except for Service-Learning, which is the % who responded that at least "Some" courses included a community-based project; Results weighted by institution-reported sex and enrollment status*