

The National Survey of Student Engagement (NSSE)

GenEd Committee Presentation



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What is NSSE?

National Survey of Student Engagement

- It is primarily a survey that assesses the extent to which first-year and senior students engage in educational practices associated with high levels of learning and development.
- It also provides information about students' responsibilities outside of school
 - **Working for pay**
 - **Caring for dependents**
 - **Volunteering in the community, etc.**

What good educational practices does NSSE try to measure?

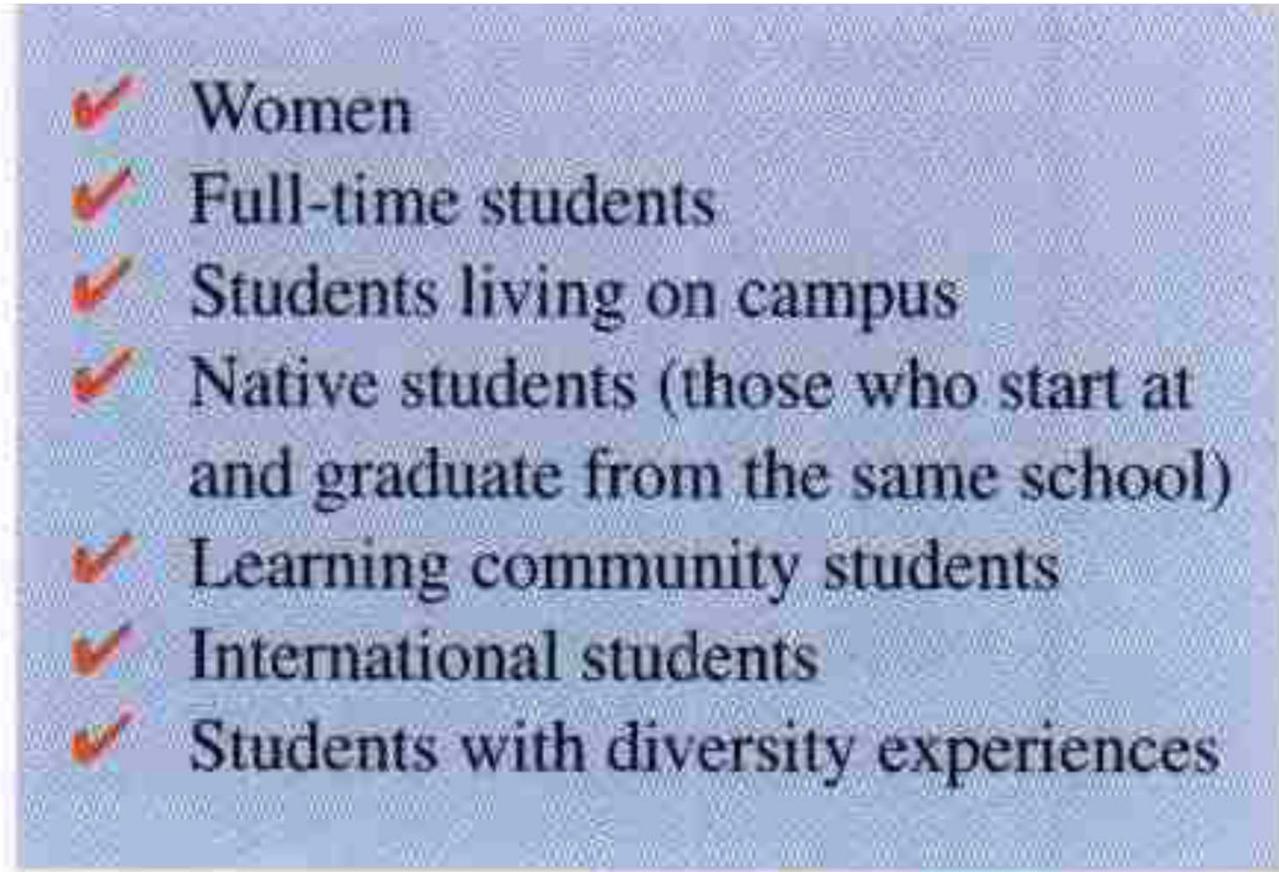
- **Student-faculty contact**
- **Active learning**
- **Prompt feedback**
- **Time on task**
- **High expectations**
- **Cooperation among students**
- **Respect for diverse talents and ways of learning**

UMass Boston has participated in NSSE regularly.

- 1999 (2 Pilot studies)
- 2000
- 2002
- 2004

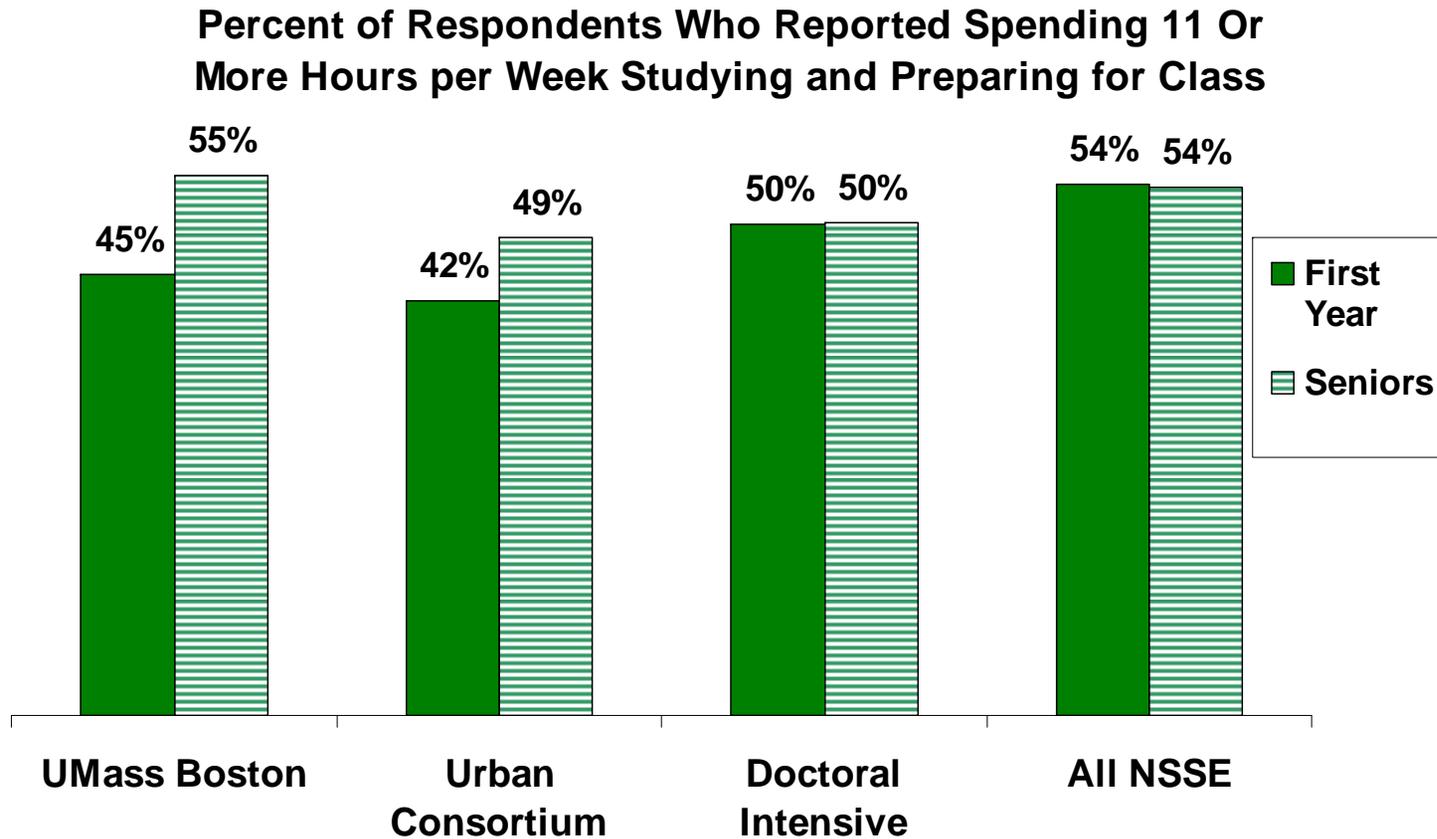
- We did not participate in 2006. Response rates had been low, and we wanted to wait until the university email system was better established.

Over the years, NSSE has found that on average, certain groups of students tend to be more engaged.

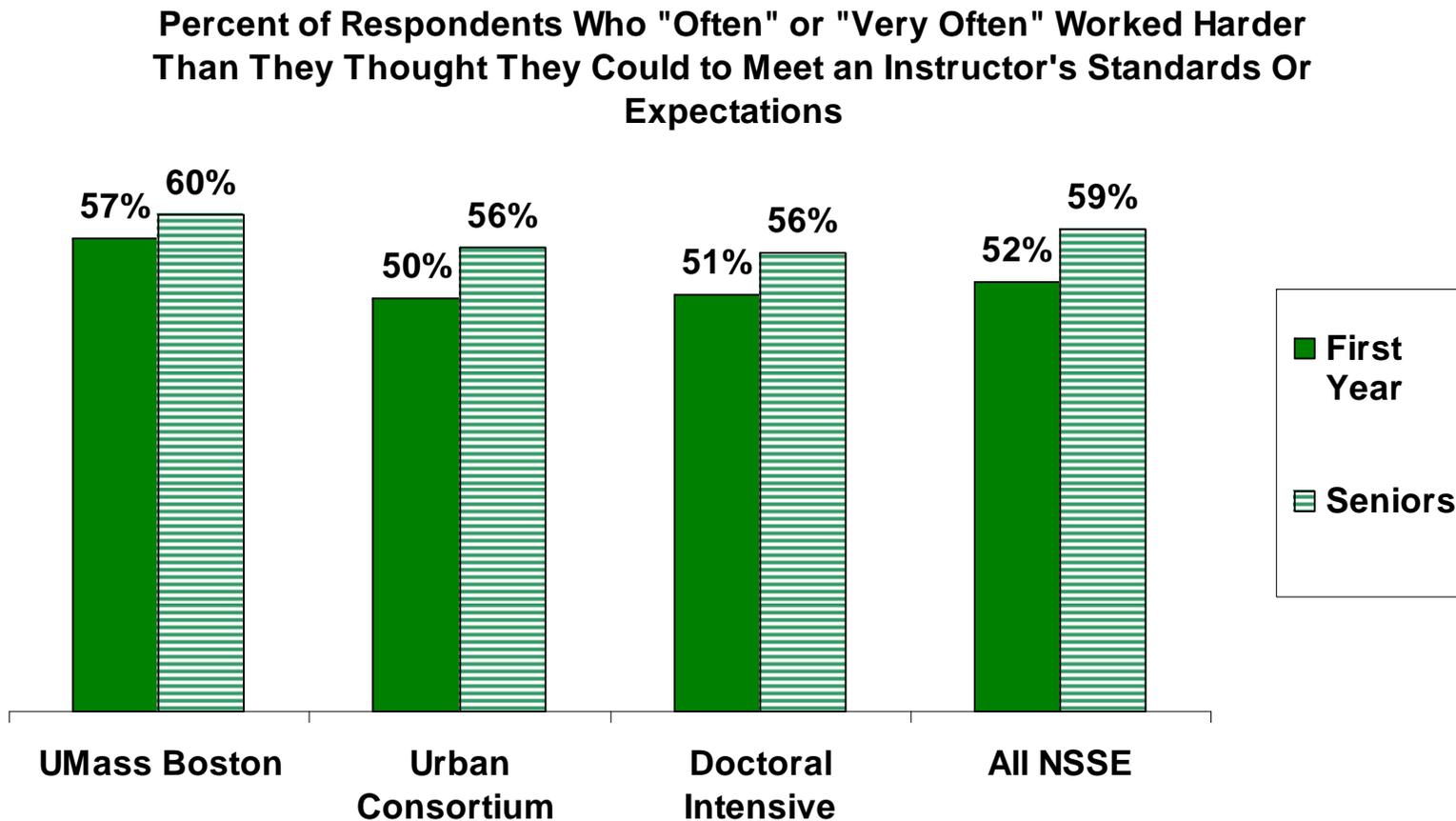
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- ✓ Women
 - ✓ Full-time students
 - ✓ Students living on campus
 - ✓ Native students (those who start at and graduate from the same school)
 - ✓ Learning community students
 - ✓ International students
 - ✓ Students with diversity experiences

**The following slides demonstrate that
UMass Boston students take their
academic work seriously.**

Both UMass Boston First Year and Senior respondents reported spending about as much time studying as their colleagues in the comparison groups, although first year respondents trailed the National group.

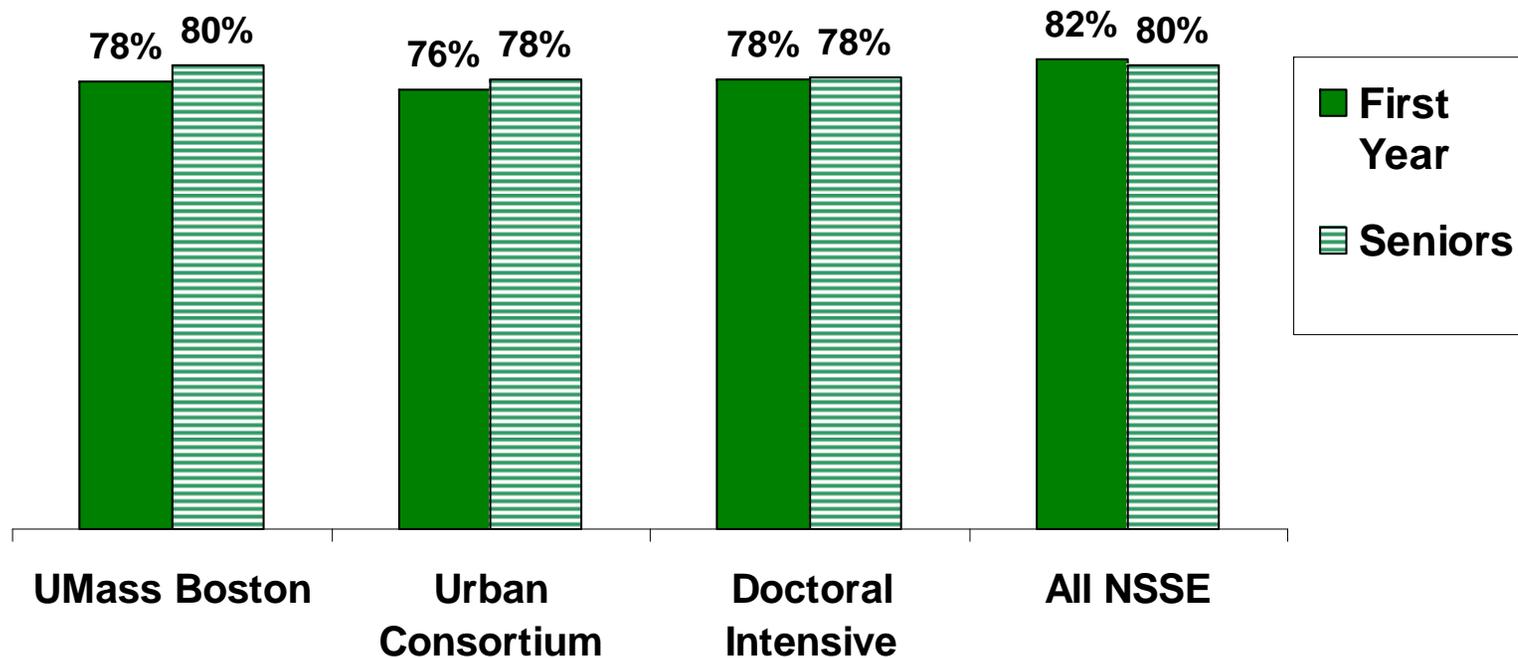


Many UMass Boston respondents reported that they often worked harder than they thought they could to meet an instructor's expectations.



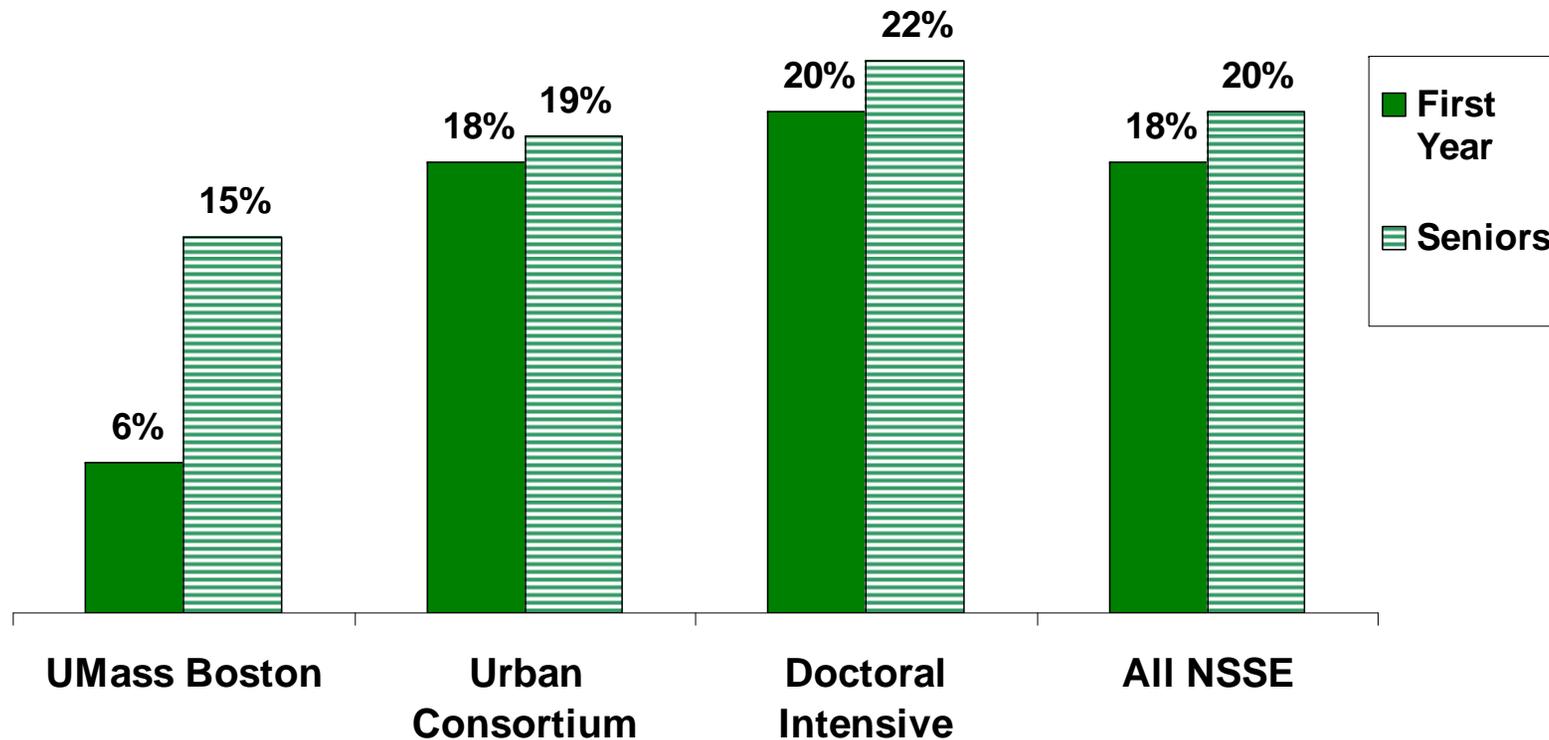
Both groups of UMass Boston respondents were as likely as their colleagues to report that their school emphasized studying and academic work.

Percent Of Respondents Who Report That Their Institutions Emphasize Spending Significant Amounts Of Time On Studying And Academic Work



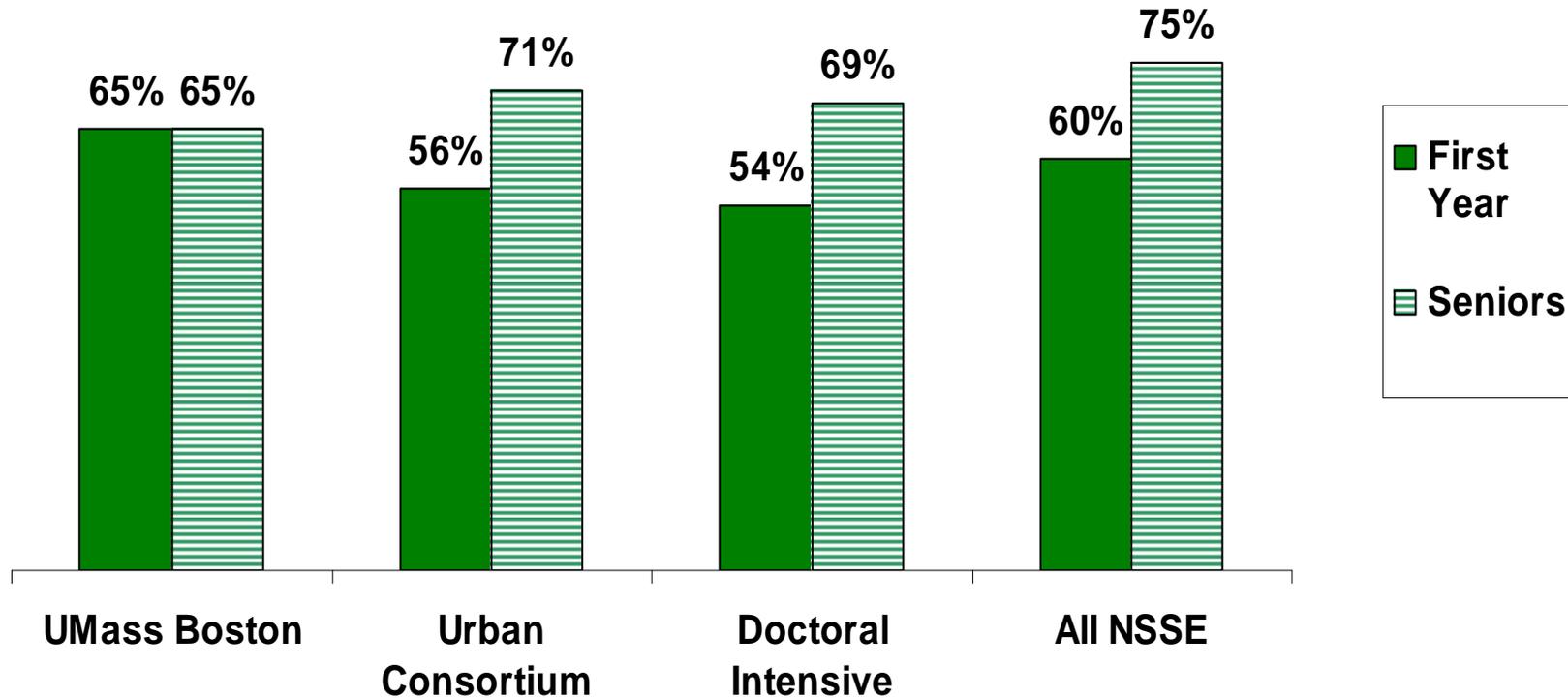
UMass Boston respondents responded to that expectation and came to class unprepared less often than their colleagues in any of the comparison groups.

Percentage of Respondents Who Reported That They Came To Class Without Completing Reading Or Assignments "Often" Or "Very Often"



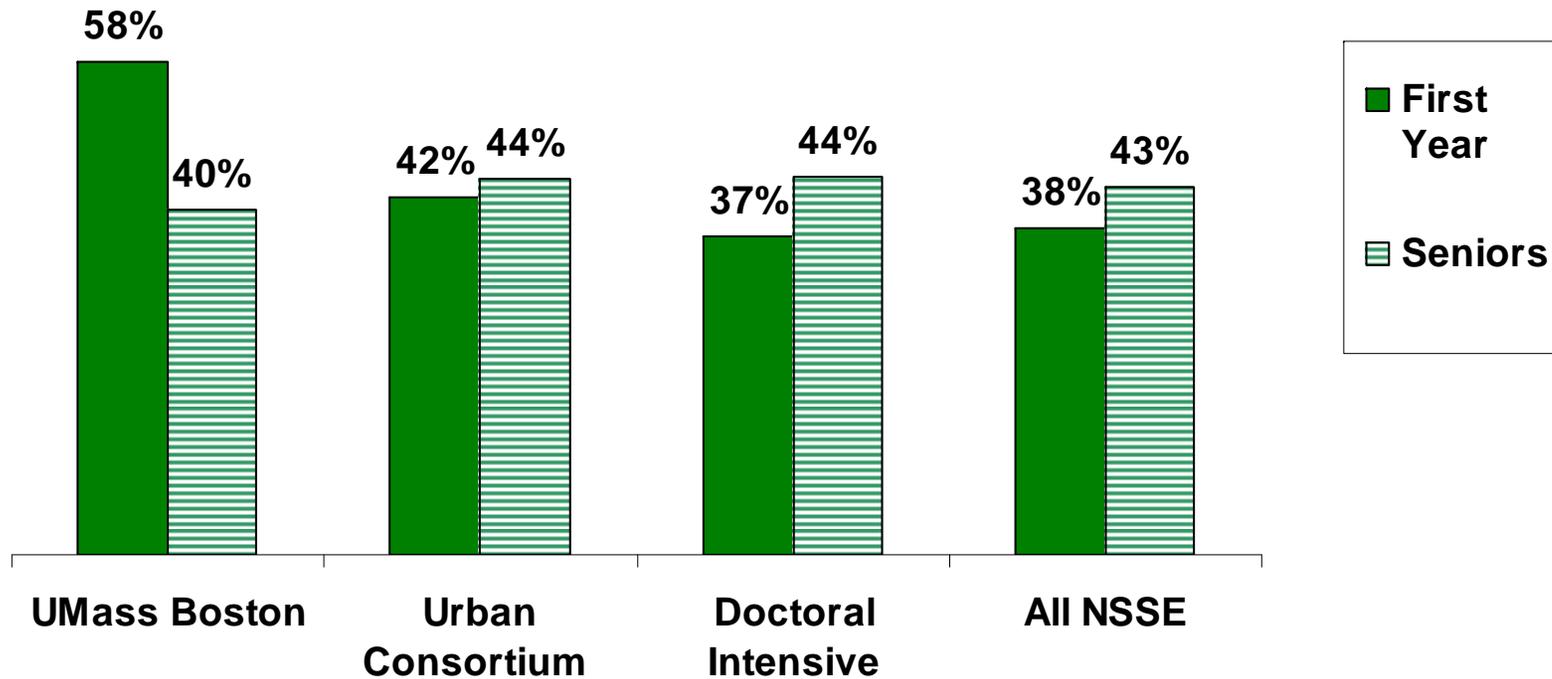
UMass Boston First Year respondents asked more questions in class than did their colleagues in the comparison groups.

Percent of Respondents Who Reported Asking Questions In Class "Often" Or "Very Often"



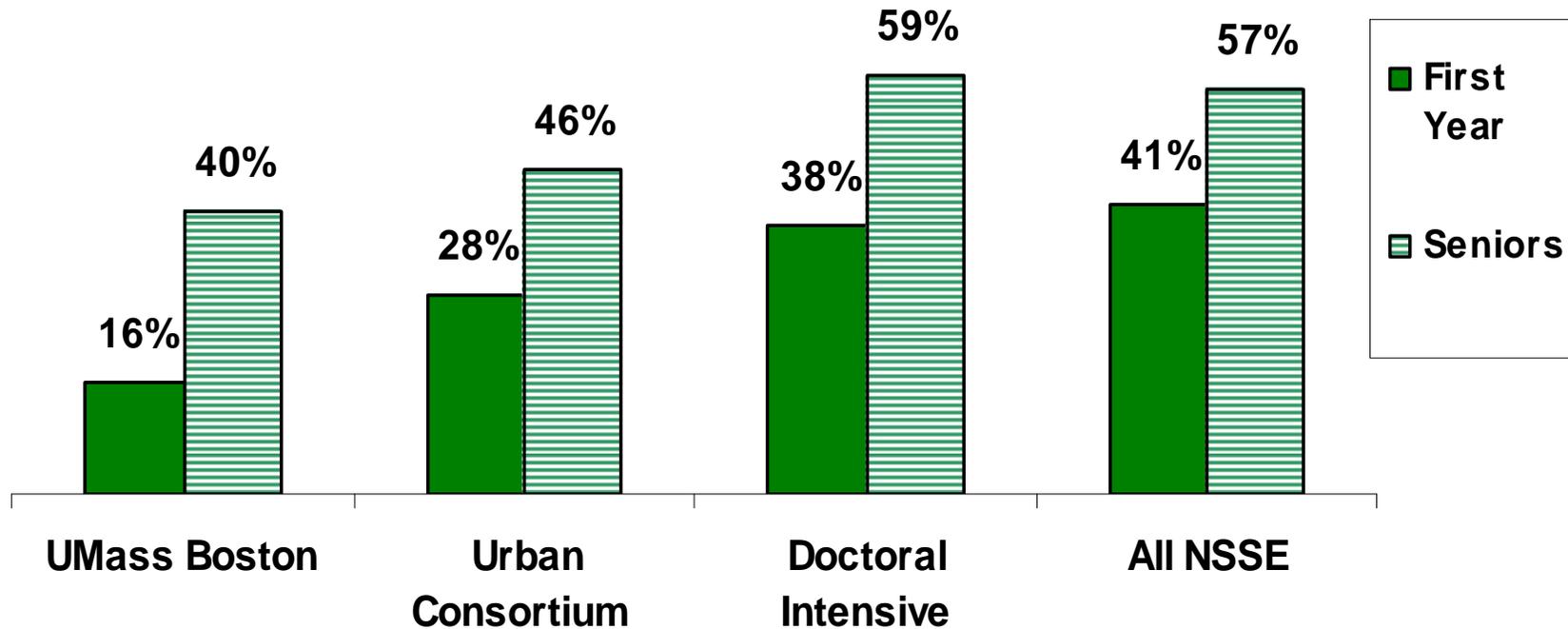
UMass Boston First Year respondents worked on projects with other students during class more often than their colleagues in any comparison group.

Percent Of Respondents Who Report Working With Other Students On Projects During Class "Often" Or "Very Often"

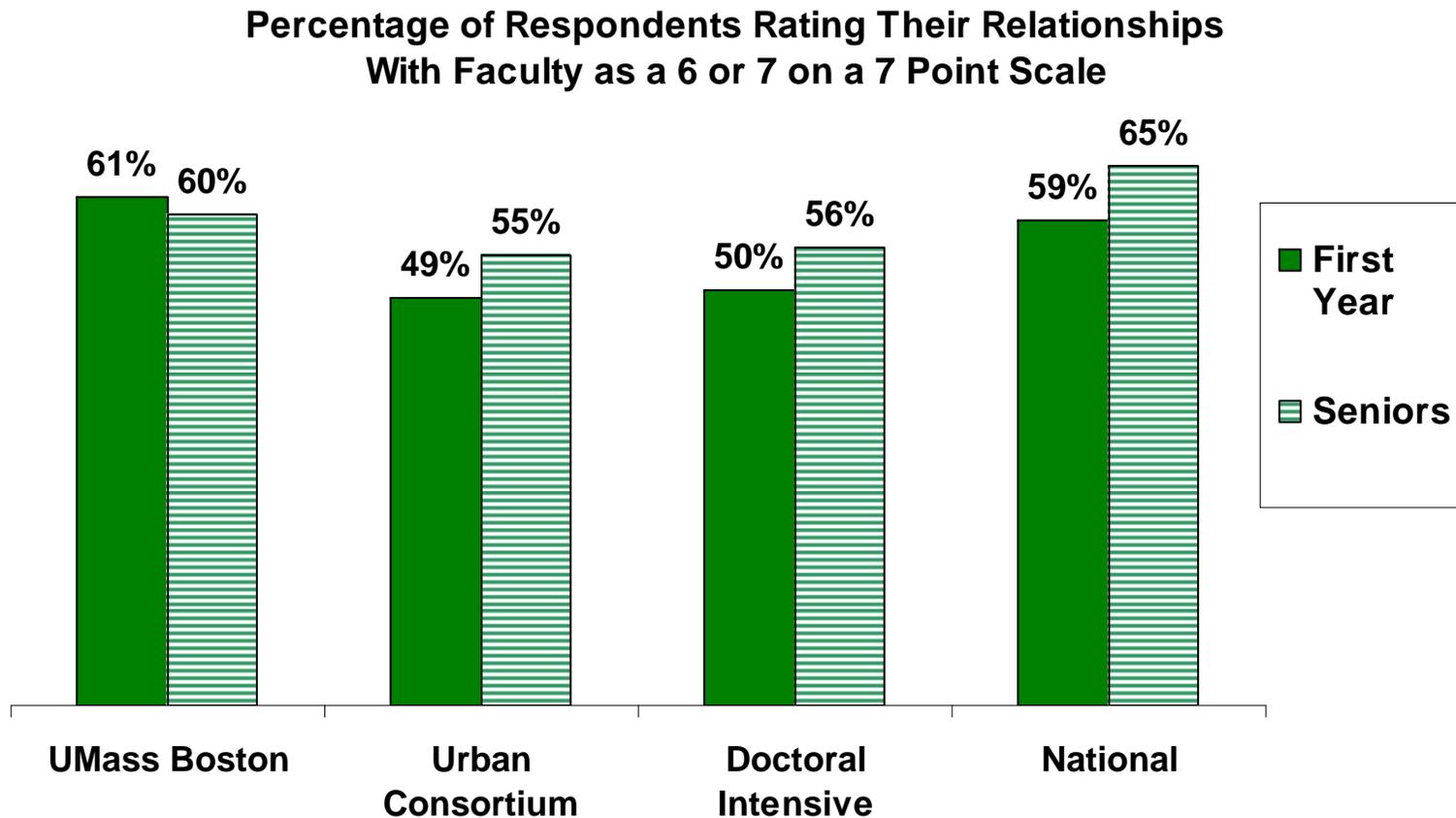


However, UMass Boston respondents spent much less time working with other students outside of class than did their colleagues in any of the comparison groups.

Percentage of Respondents Who Reported Working With Other Students Outside of Class to Prepare Class Projects "Often" or "Very Often"

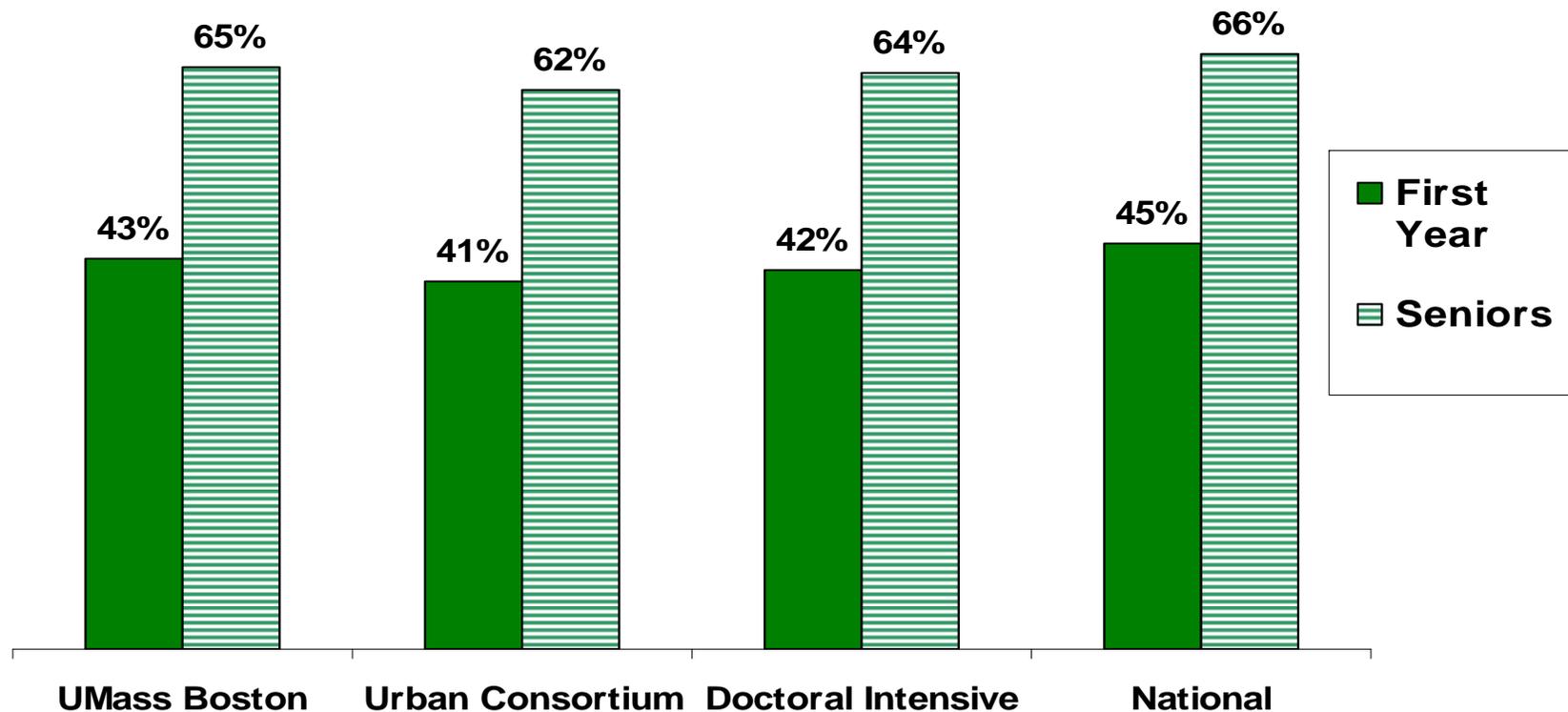


First Year respondents rated their relationships with faculty higher than the Urban Consortium or Doctoral Intensives. Seniors were about the same as those in the comparison groups.



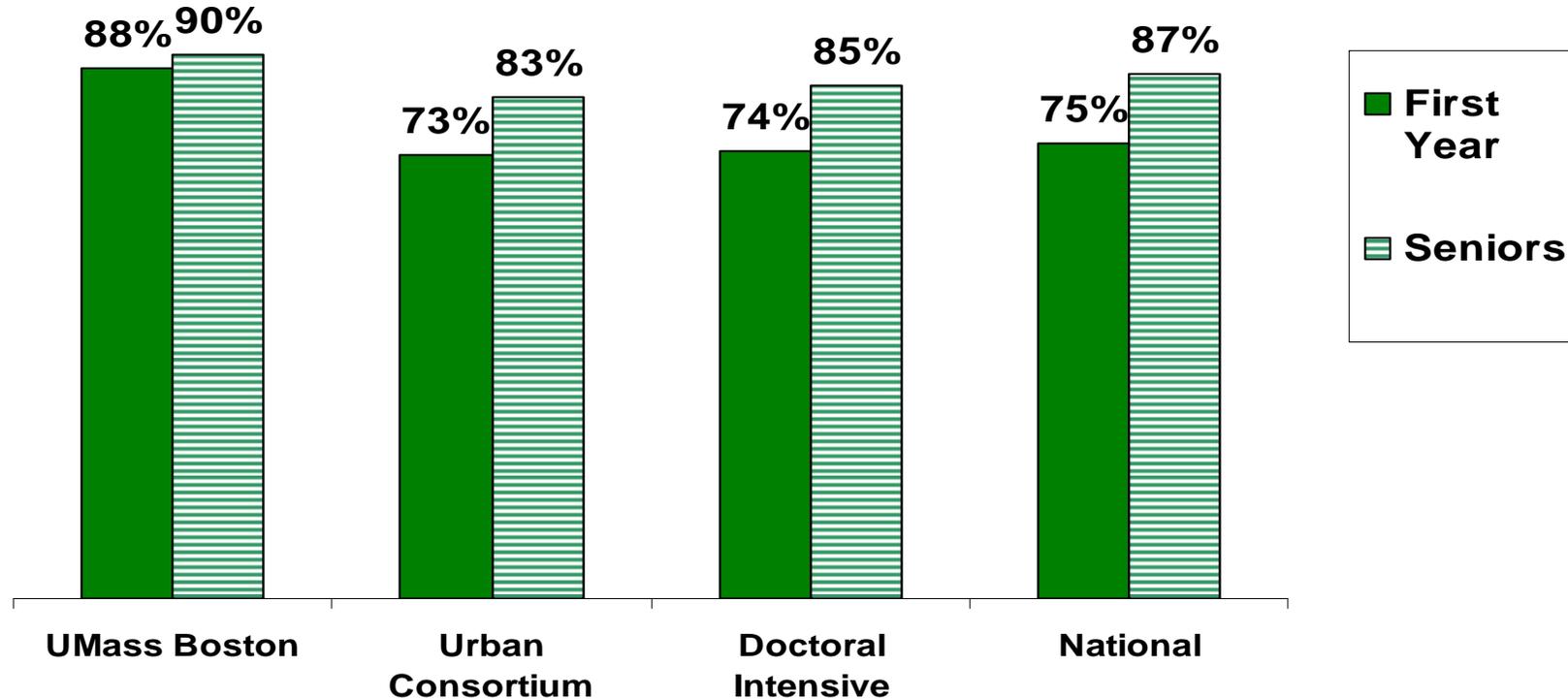
In all of the groups, seniors more often put together ideas and concepts from different courses when completing assignments than did first year students.

**How often did students put together ideas or concepts from different courses when completing assignments or class discussions?
(percent reporting often or very often)**



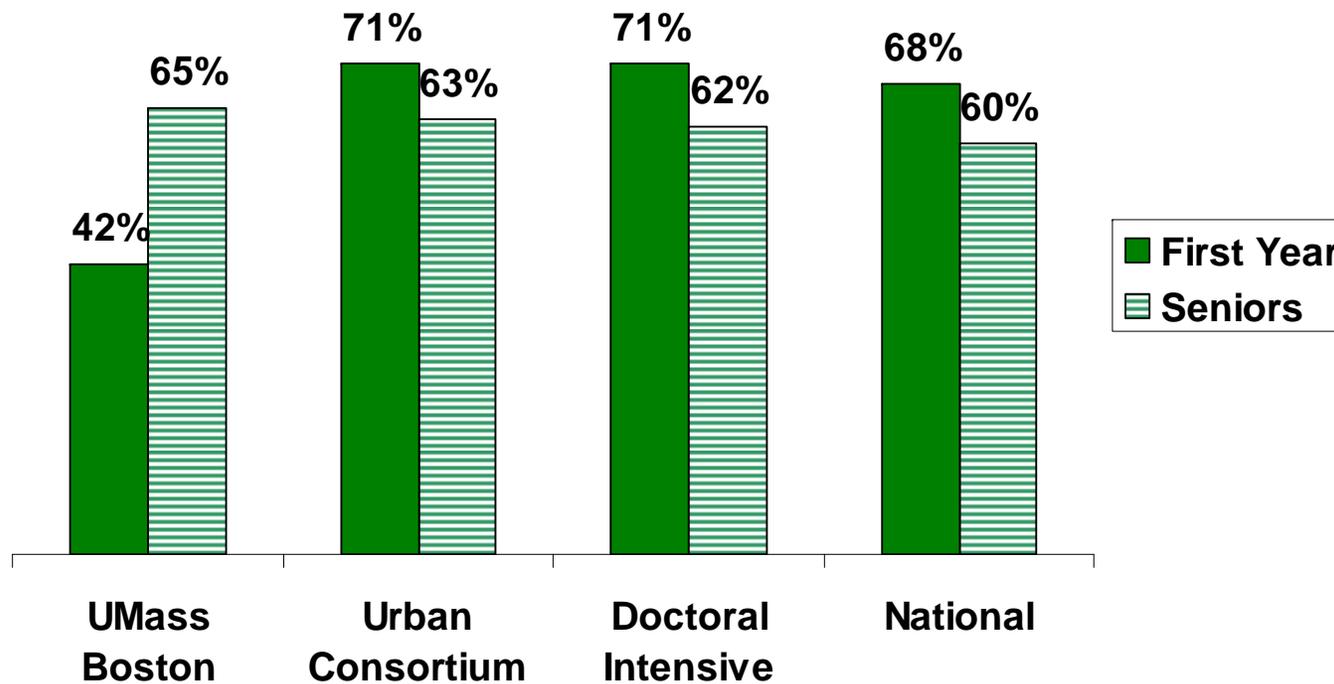
More UMass Boston first year students had assignments that required integrating ideas from multiple sources than did first year students in the comparison groups.

How often did students work on a paper or project that required integrating ideas or information from various sources?
(percent reporting often or very often)



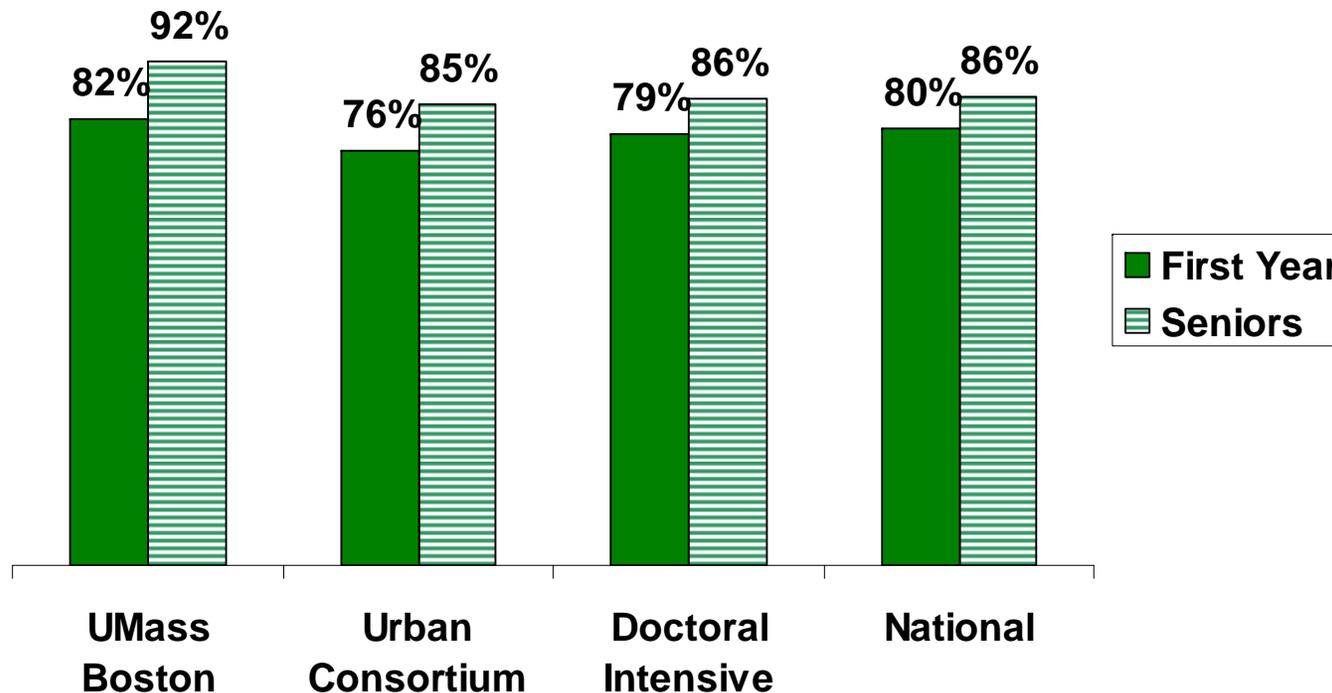
UMass Boston first year students report little emphasis on memorization in their coursework.

UMass Boston First Year Students Are Less Likely to Report That Coursework Emphasizes Memorization (percent reporting quite a bit or very much)



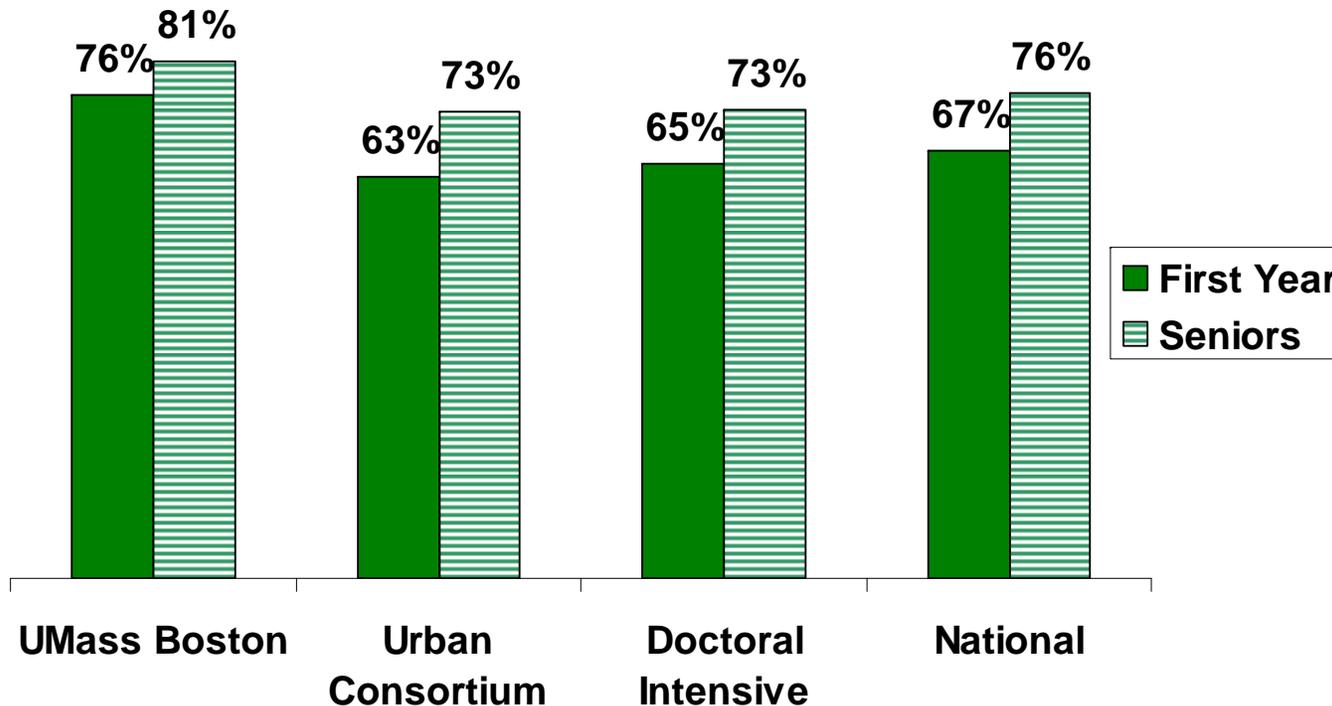
Both first year students and seniors reported an emphasis on analysis of the basic elements of ideas and concepts in their coursework.

Many UMass Boston Students Report That Coursework Emphasizes Analysis
(percent reporting quite a bit or very much)



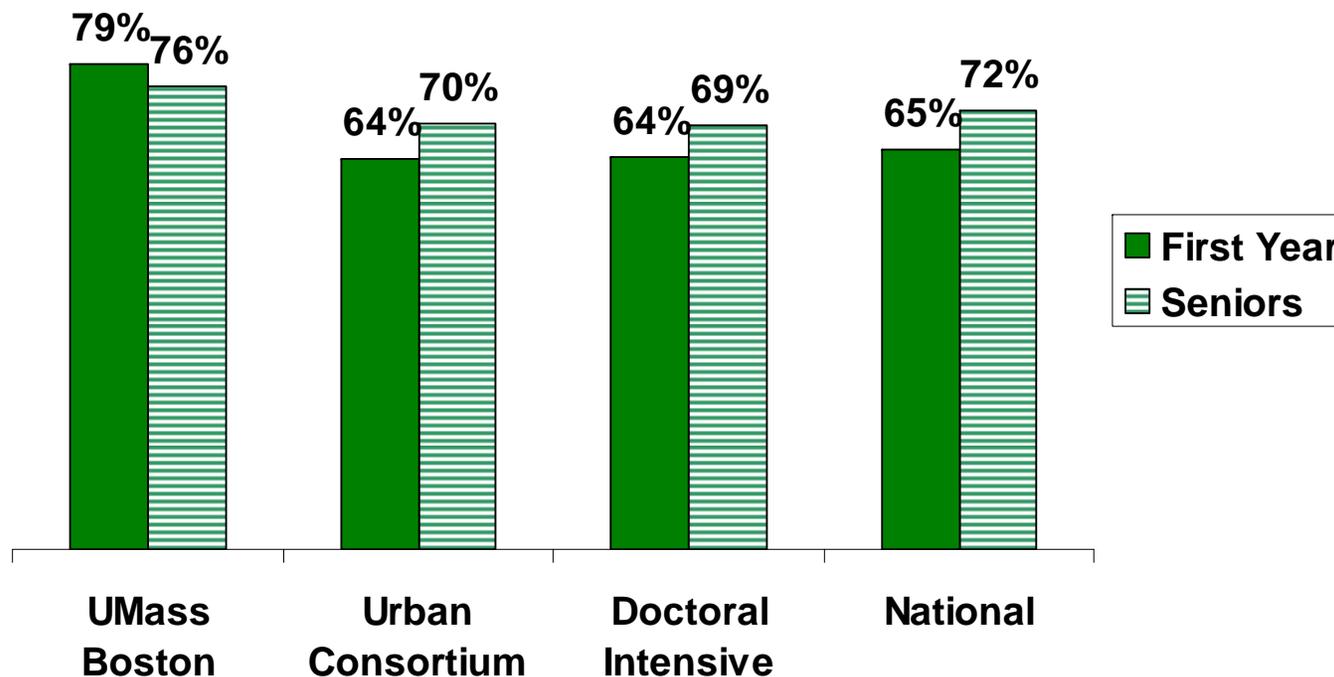
More UMass Boston first year students reported an emphasis on synthesizing and organizing ideas, information, and experiences in their coursework.

UMass Boston First Year Students are More Likely to Report That Coursework Emphasizes Synthesis (percent reporting quite a bit or very much)



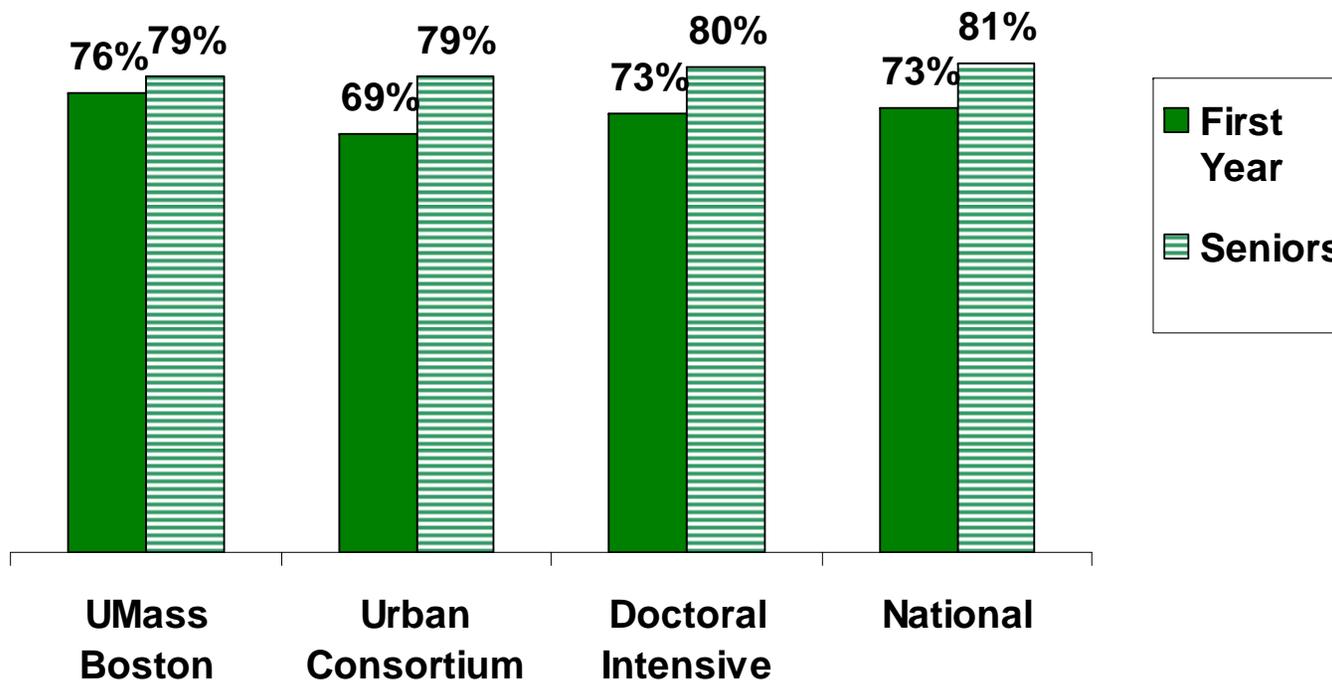
More UMass Boston first year students reported an emphasis on making judgments about the value of information, arguments and methods in their coursework.

UMass Boston First Year Students are More Likely To Report That Coursework Emphasizes Making Judgments (percent reporting quite a bit or very much)



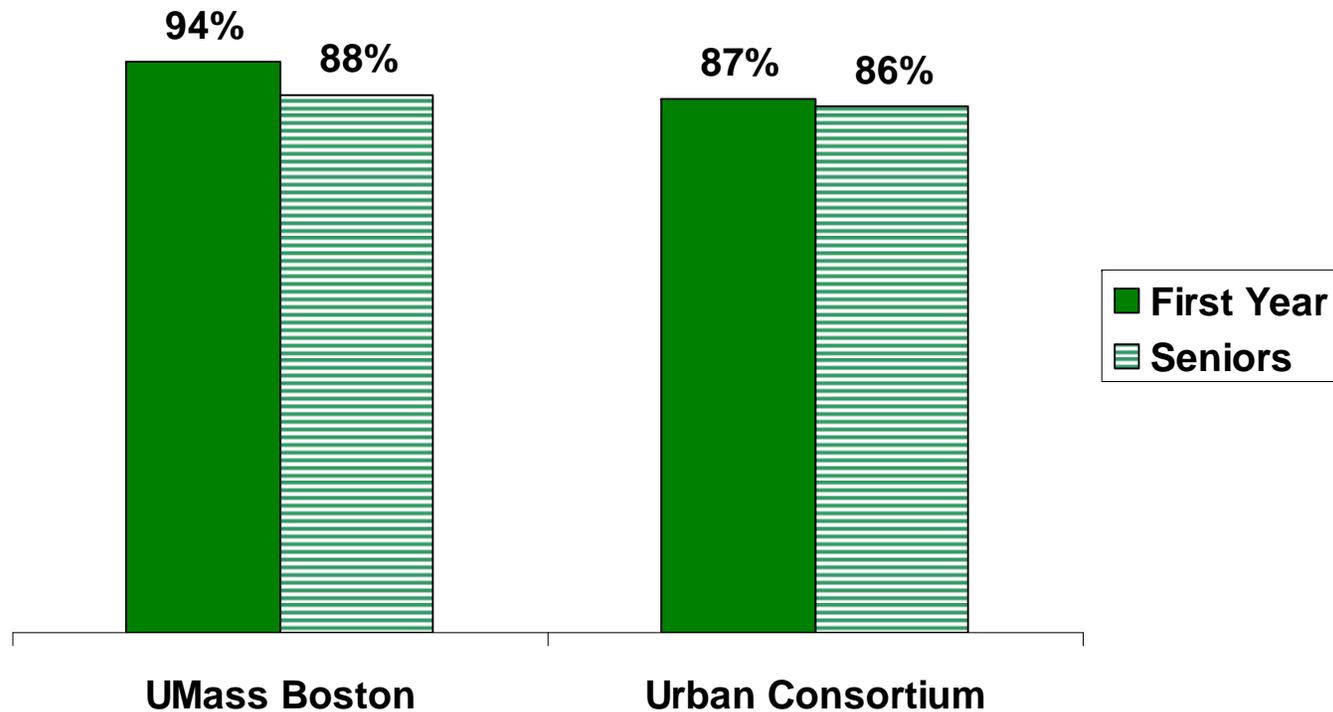
Both first year students and seniors reported that their coursework emphasizes applying theories to practical problems and in new situations.

Many UMass Boston Students Report that Coursework Emphasizes Making Applying Theories and Concepts
(percent reporting quite a bit or very much)



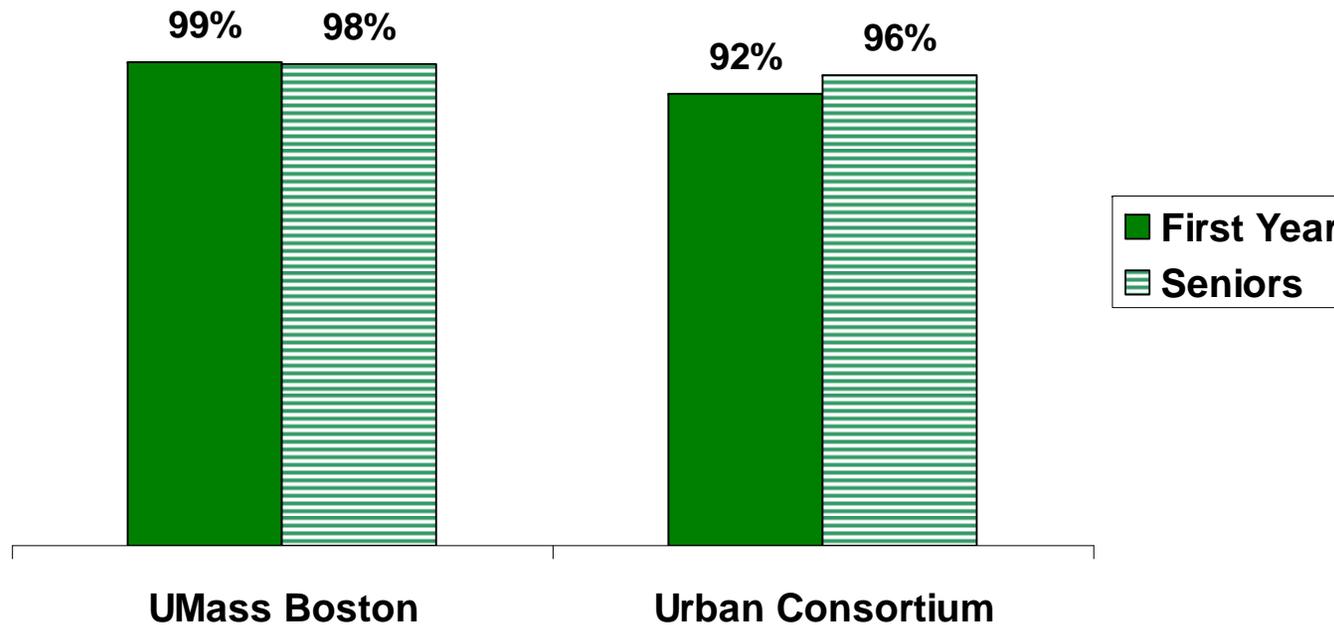
UMass Boston students value acquiring a broad general education.

As an outcome of your college education, how important to you is acquiring a broad general education?
(percent responding moderately or very important)



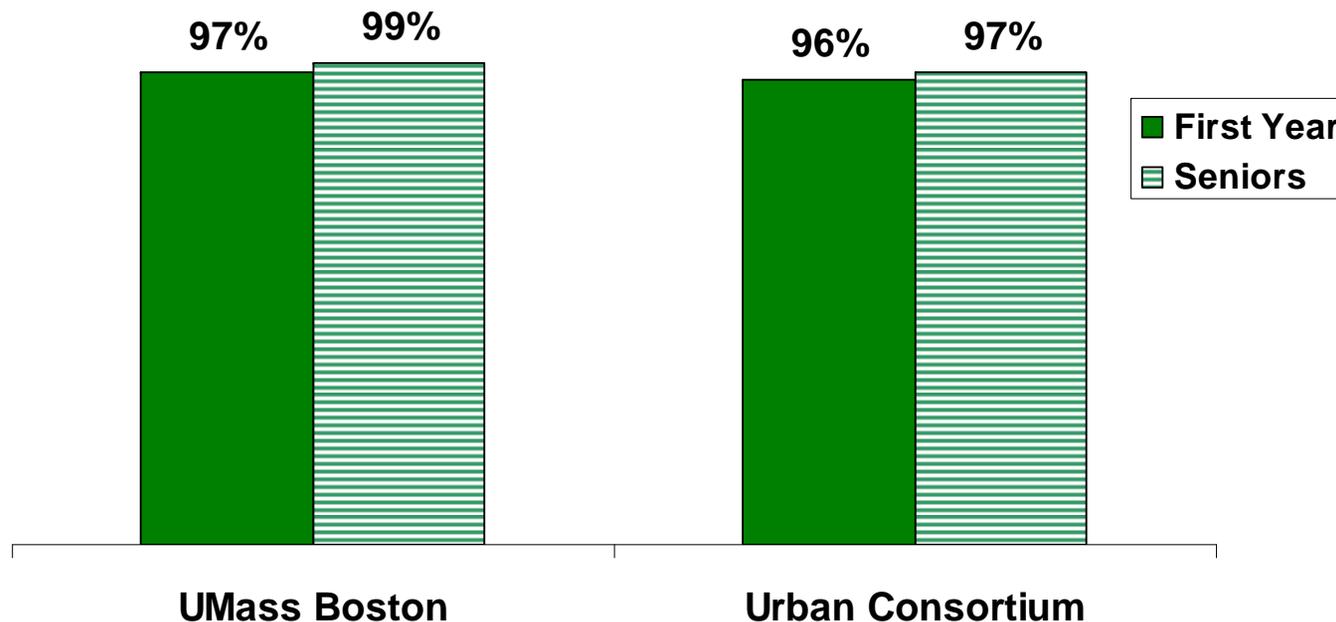
UMass Boston students also value learning to write clearly and effectively.

**As an outcome of your college education, how important to you is writing clearly and effectively?
(percent responding moderately or very important)**



And UMass Boston students value learning to think critically and analytically.

**As an outcome of your college education, how important to you is thinking critically and analytically?
(percent responding moderately or very important)**

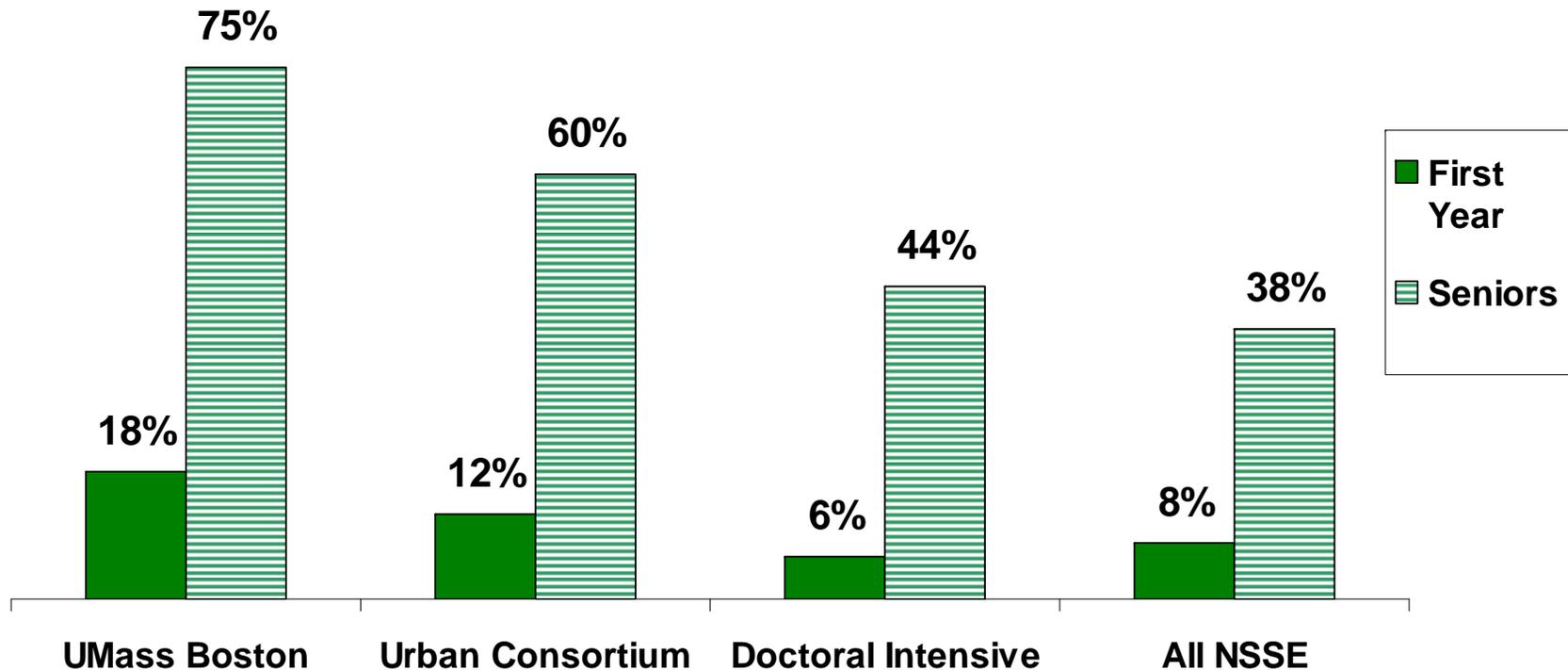


However, many UMass Boston students face a number of challenges.

NSSE has been our main source of information about our students' lives, and how their responsibilities and behaviors compare to students at other institutions.

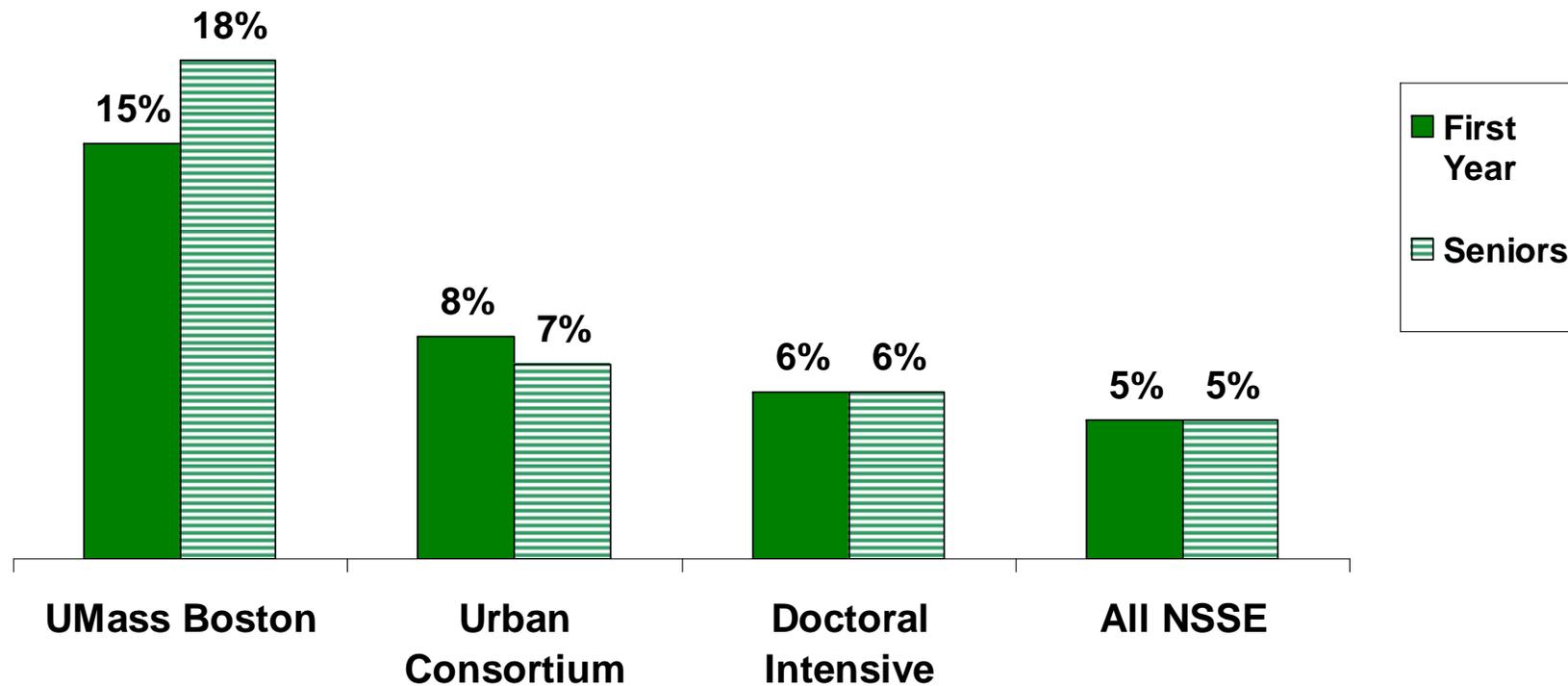
UMass Boston respondents were more likely to have come here from other colleges.

Percentage of Respondents Reporting That They Began College at a Different Institution



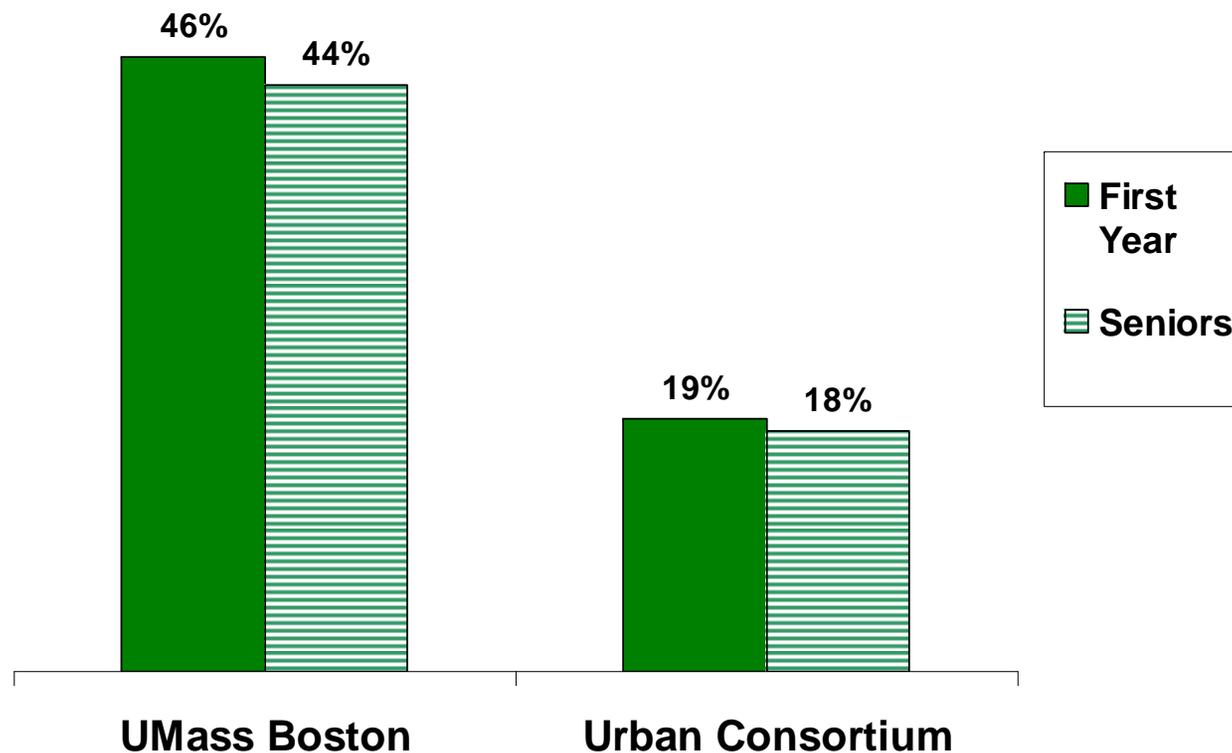
UMass Boston respondents were more likely to have come here from other countries. (UMass Boston records indicate that 30% of the respondents are citizens of countries other than the U.S.)

Percentage of Respondents Who Report Being International Students or Foreign Nationals



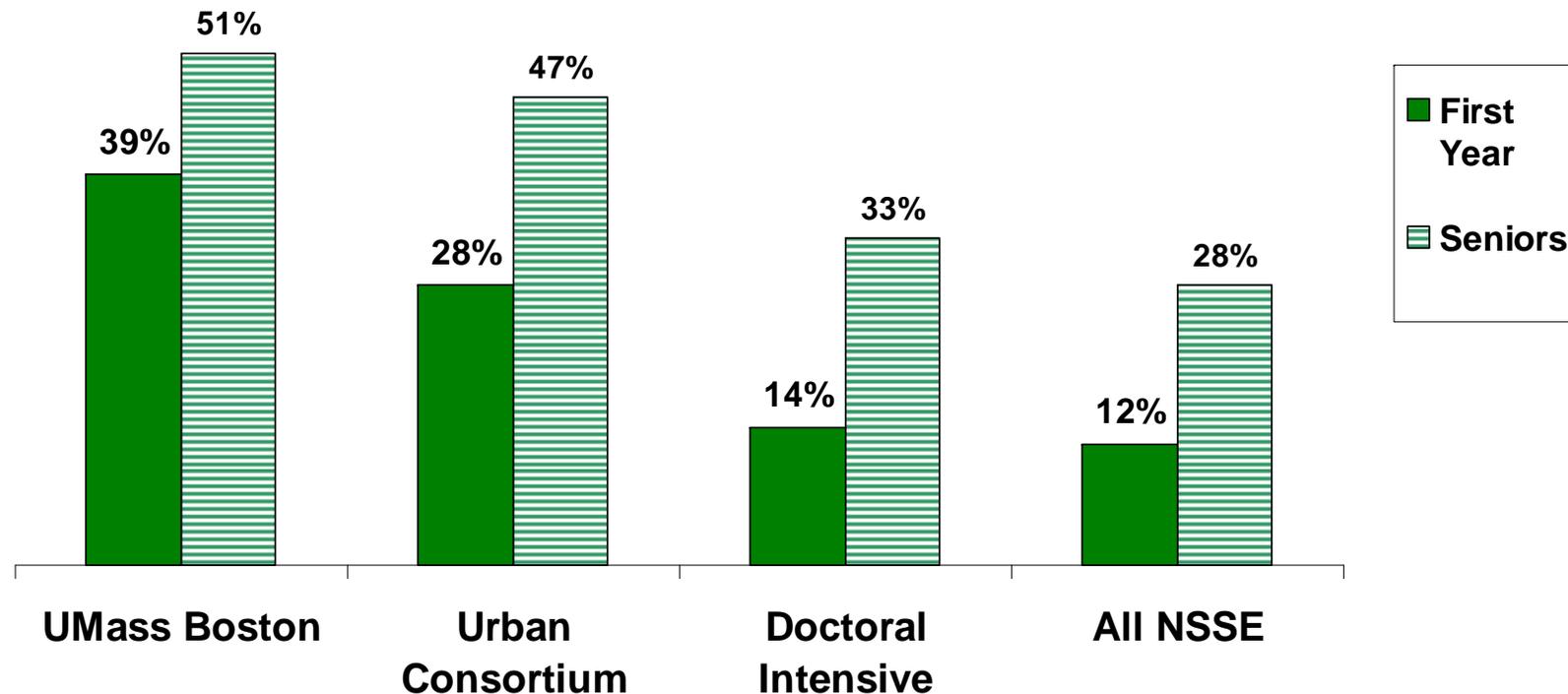
They were also more likely to speak a language other than English at home or with family.

Percent of Respondents Reporting that They Speak a Language Other than English at Home or with Family



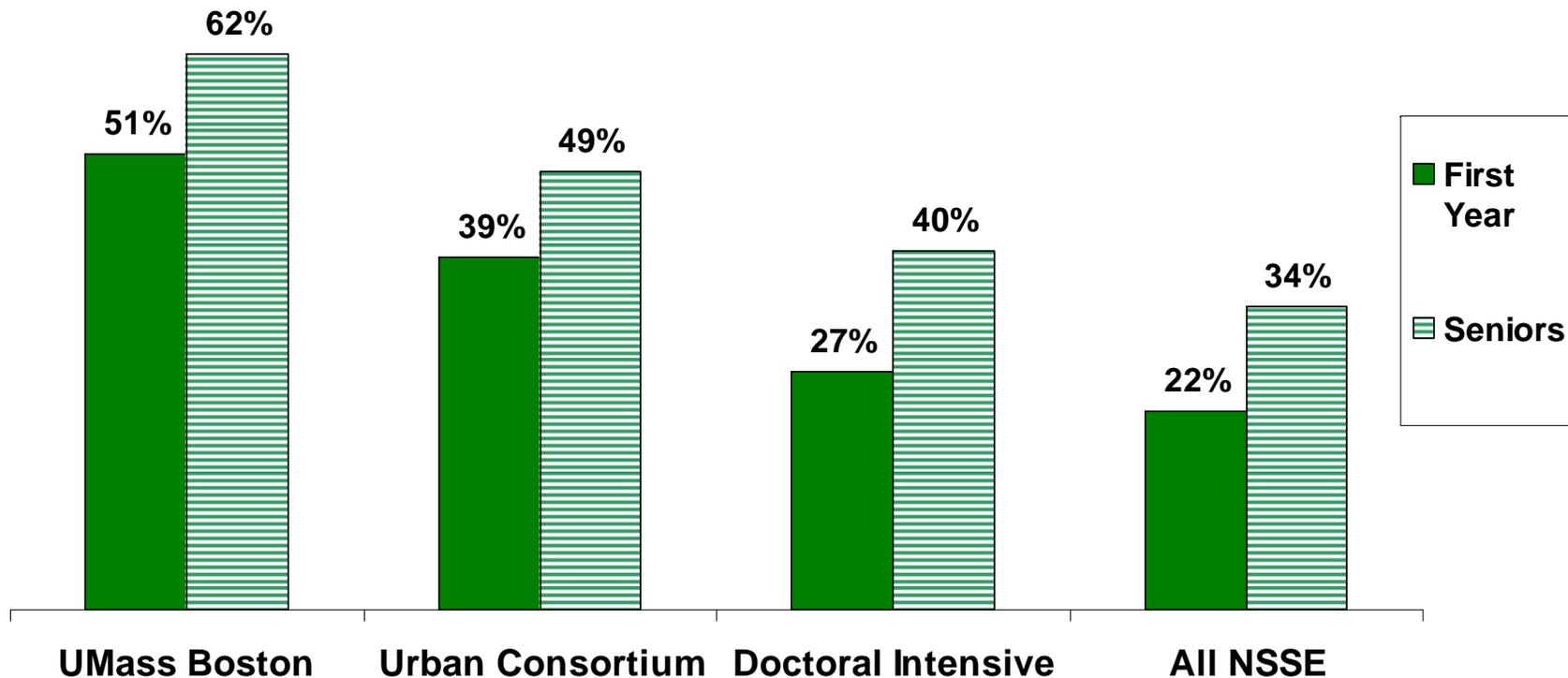
UMass Boston respondents reported working more hours off campus each week than did their counterparts.

Percent Of Respondents Reporting Working More Than 20 Hours Per Week Off Campus



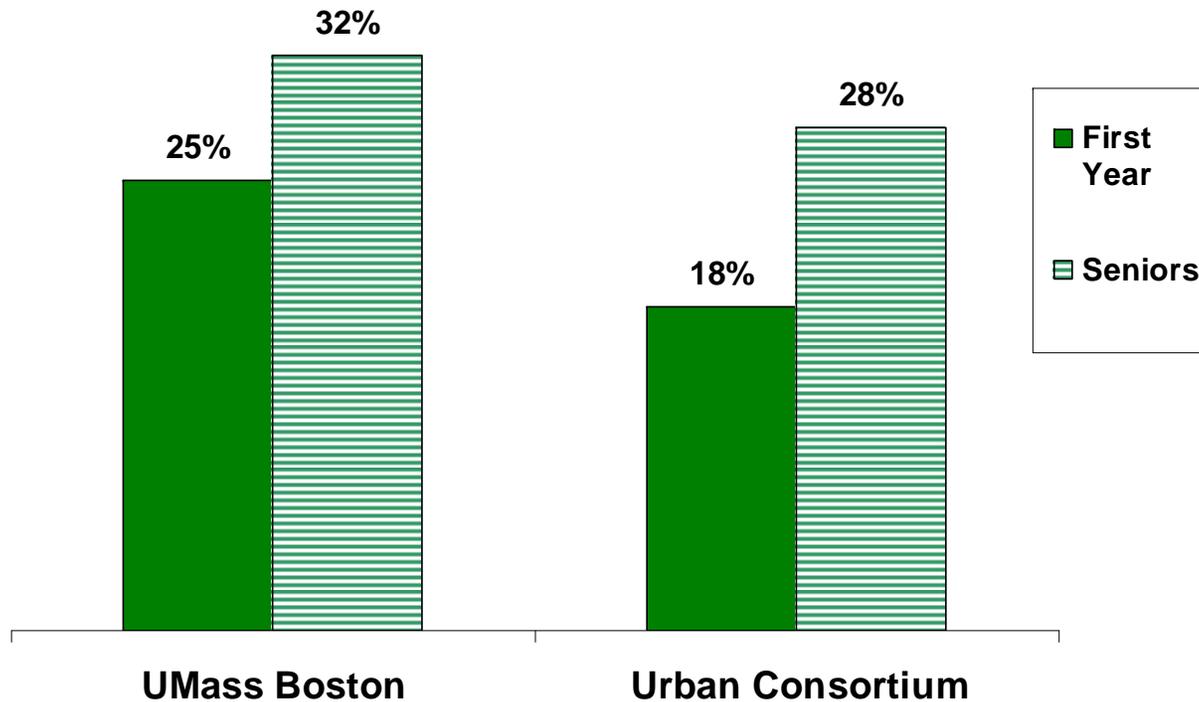
More UMass Boston respondents reported spending some time caring for dependents.

Percentage of Respondents Reporting Spending Some Time Each Week Caring for Dependents



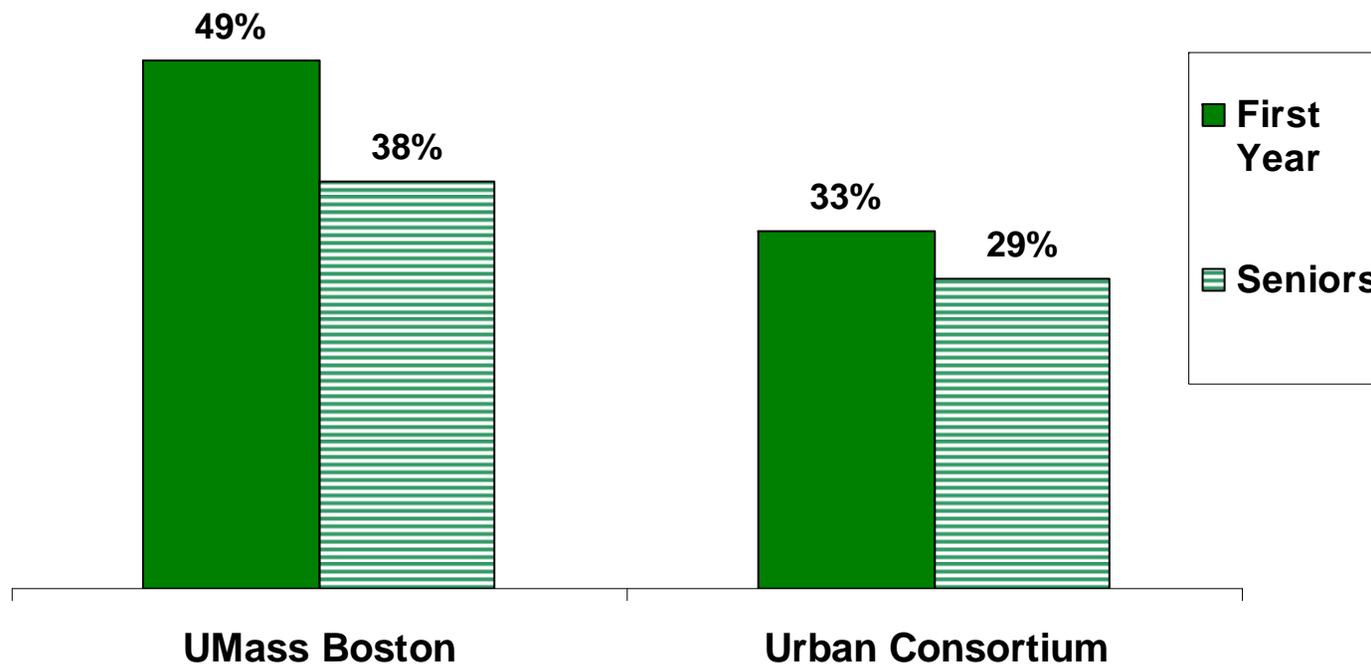
Many UMass Boston respondents expect that their undergraduate education will be delayed by work or family responsibilities.

Percent of Respondents Stating That It Is "Somewhat Likely" or "Very Likely" That Work or Family Commitments Will Delay Them In Completing Their Undergraduate Education

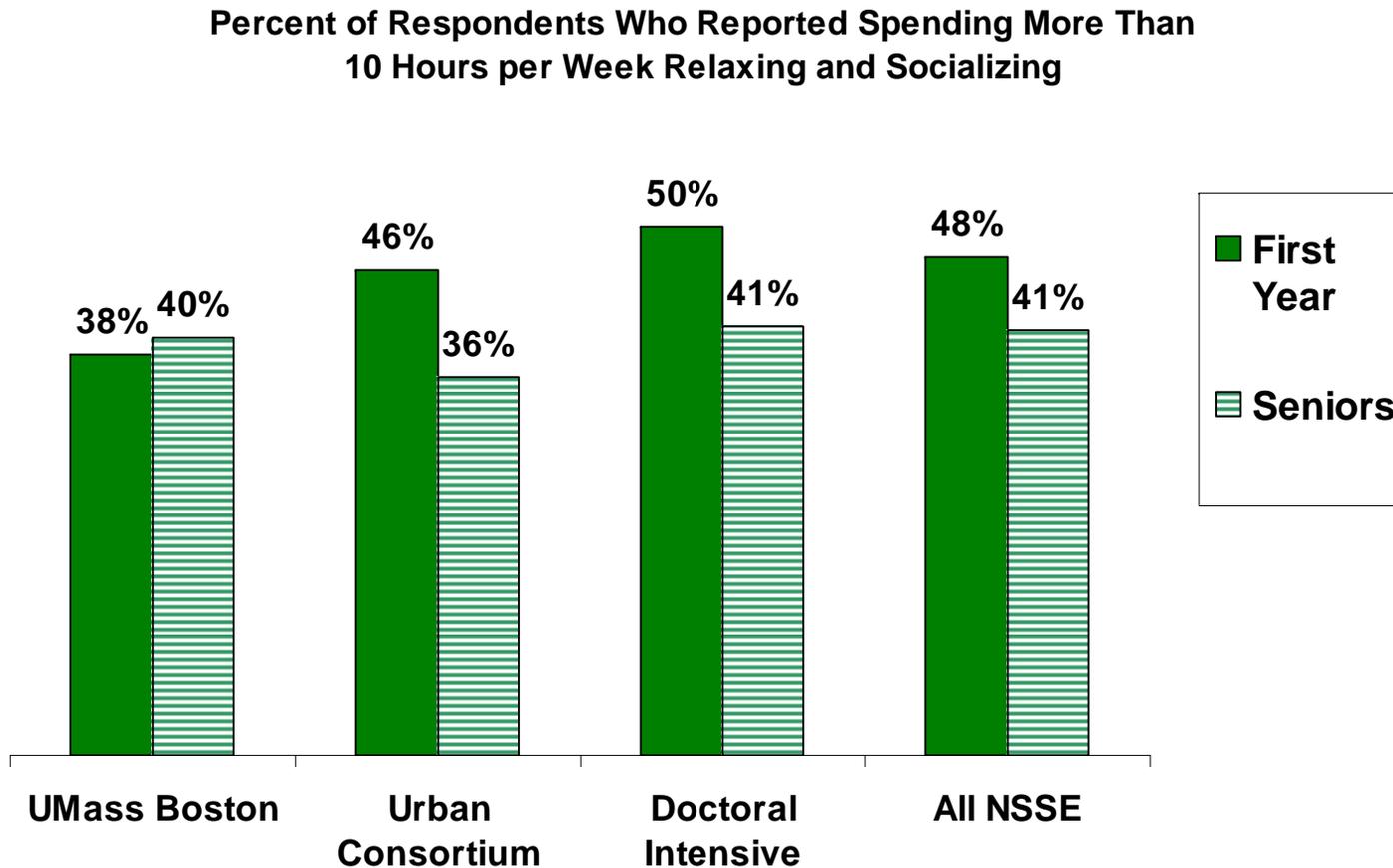


Almost half of the First Year respondents expect that their undergraduate education will be delayed by financial problems.

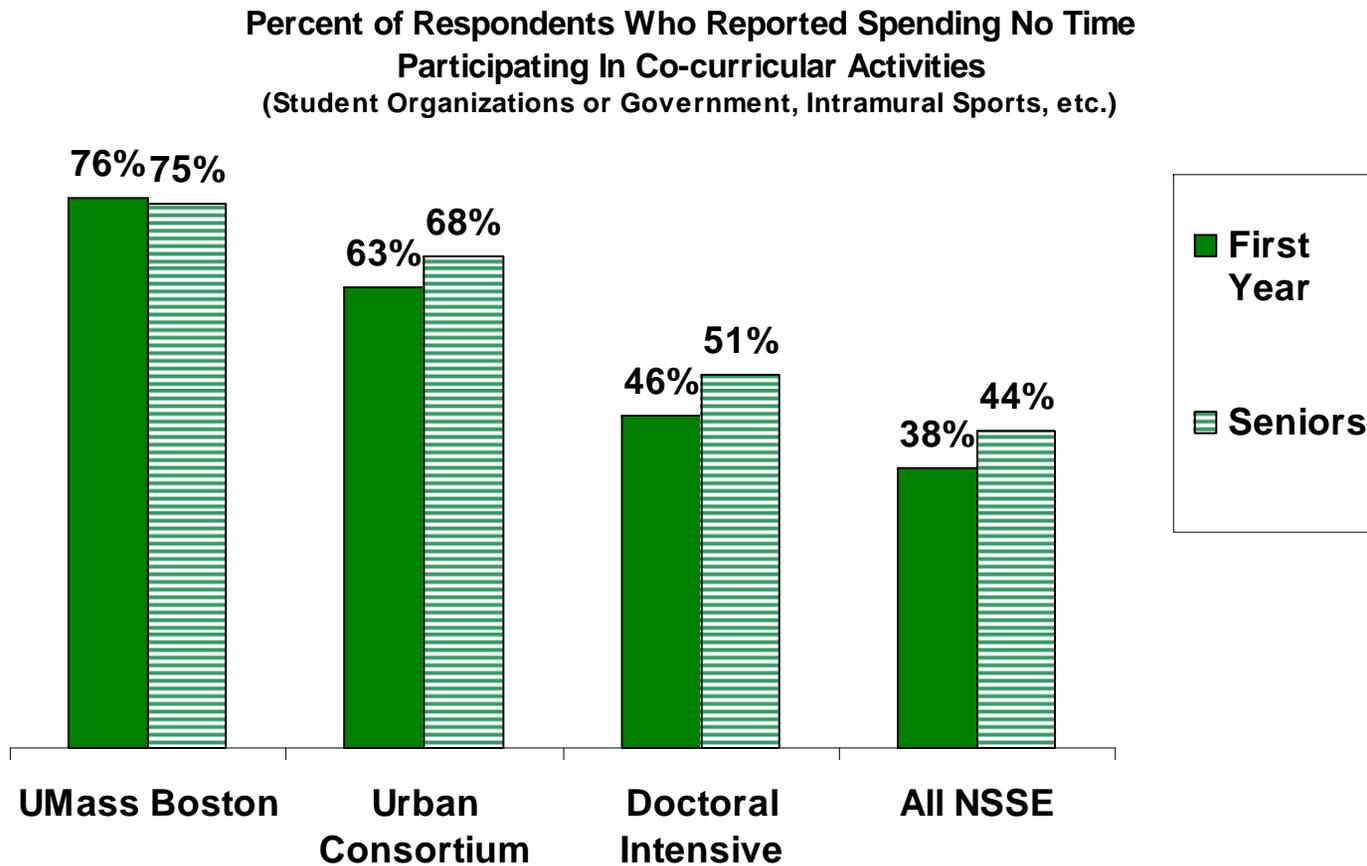
Percent of Respondents Stating That It Is "Somewhat Likely" or "Very Likely" That Financial Problems Will Delay Them In Completing Their Undergraduate Education



UMass Boston First Year respondents spent less time relaxing and socializing than other First Year respondents. Seniors were similar to the comparison groups.

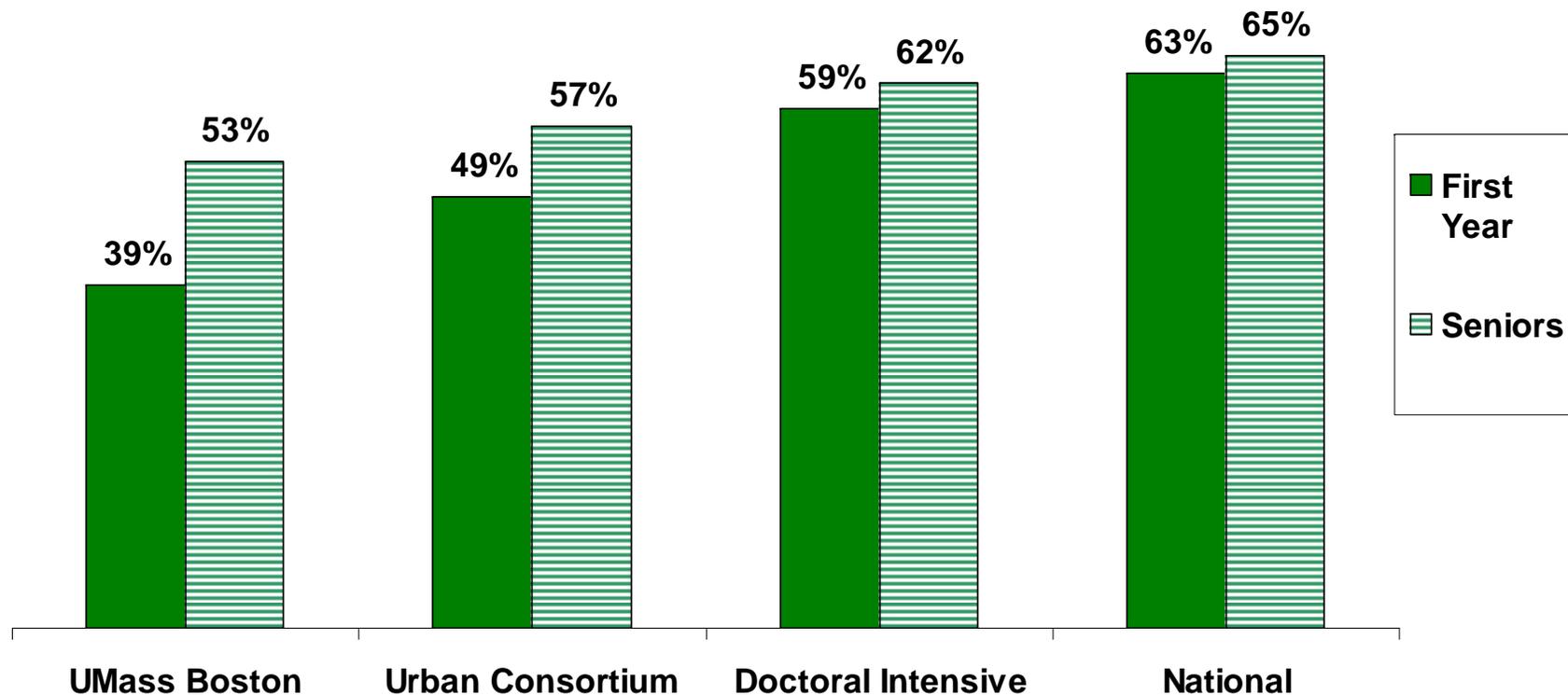


UMass Boston respondents were the least likely to spend any time in co-curricular activities.



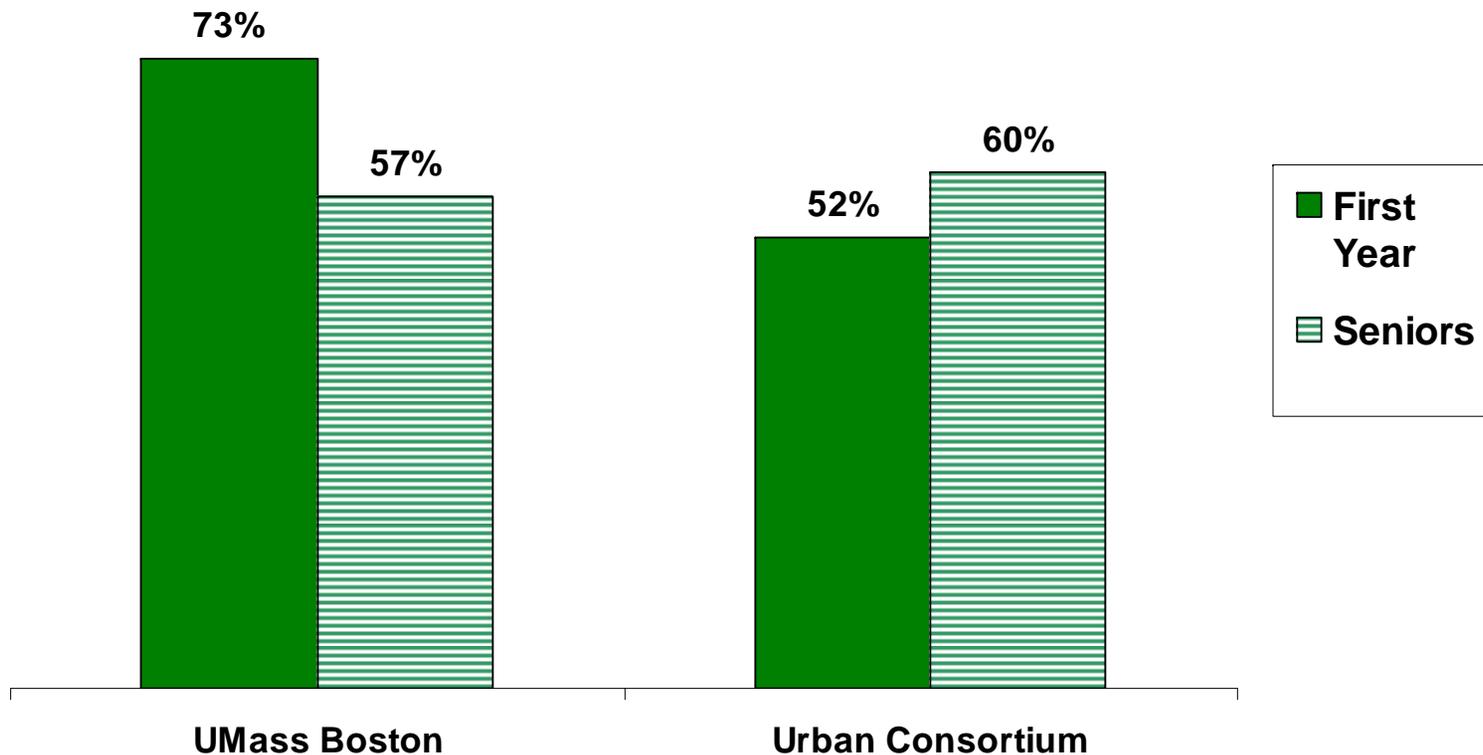
UMass Boston respondents rated their relationships with other students significantly lower than their colleagues in the Doctoral Intensive or National comparison groups.

Percentage of Respondents Rating Their Relationships With Other Students as a 6 or 7 on a 7 Point Scale



UMass Boston First Year Respondents reported spending significantly less time on campus outside of class than did UMass Boston Seniors or other respondents in the Urban Consortium.

Percent of Respondents Reporting Spending 5 Hours or Less On Campus Each Week Outside of Class Time



UMass Boston will be participating in NSSE 2008.

We will be surveying almost all of our first year students and seniors.

What will NSSE 2008 provide to UMass Boston?

- **Longitudinal data**
 - **How have things changed or stayed the same since 2004?**
 - **How do we compare to our peers?**
- **What are our strengths?**
 - **Student focus on preparedness**
 - **Willingness to work hard**
- **On what areas should we be focusing our attention?**
 - **Technology**
 - **Co-Curricular activities**
 - **Internships & service learning**
 - **Social activities**
 - **Other**

**We hope that members of the Gen Ed faculty
will encourage their students to respond to the
NSSE survey this spring.**

Thank you.

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