

# **The National Survey of Student Engagement (NSSE)**

## **Undergraduate Student Senate 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.**

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# 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

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

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**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.**

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## **UMass Boston Gets NSSE Comparative Statistics for Several Groups.**

- **In 2004, these were:**
  - **The All NSSE Group**
    - 473 Institutions
    - 85,635 Respondents
  - **All Doctoral Intensive University NSSE Participants**
    - 40 Institutions
    - 9254 Respondents
  - **An Urban Consortium**
    - 23 Institutions
    - 4,269 Respondents

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# Who will we survey?

- **In 2004, only 214 of the 700 students in the sample responded.**
- **In 2008, we will be doing the survey completely by web, and we will survey all UMass Boston first year students and seniors.**
- **We plan to use the first year student responses as a base for future retention and persistence studies. We want to find out what behaviors and institutional practices are positively associated with success at UMass Boston.**

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## How has UMass Boston used past NSSE results in the past?

- **NSSE results were used as evidence in to our self study as part of our recent NEASC accreditation.**
- **NSSE results were used in formulating the strategic plan.**
- **NSSE results have been used to answer questions about UMass Boston students for the Board of Higher Education, the Board of Trustees, Legislators, newspapers, etc.**
- **We have done presentations for:**
  - **The Campus Community Team**
  - **The Faculty Council**
    - **The Faculty Council Retention Committee**
  - **The University Retention Committee**
  - **The Student Educational Research Advocacy Center**
  - **I.T. Services re: student use of technology**

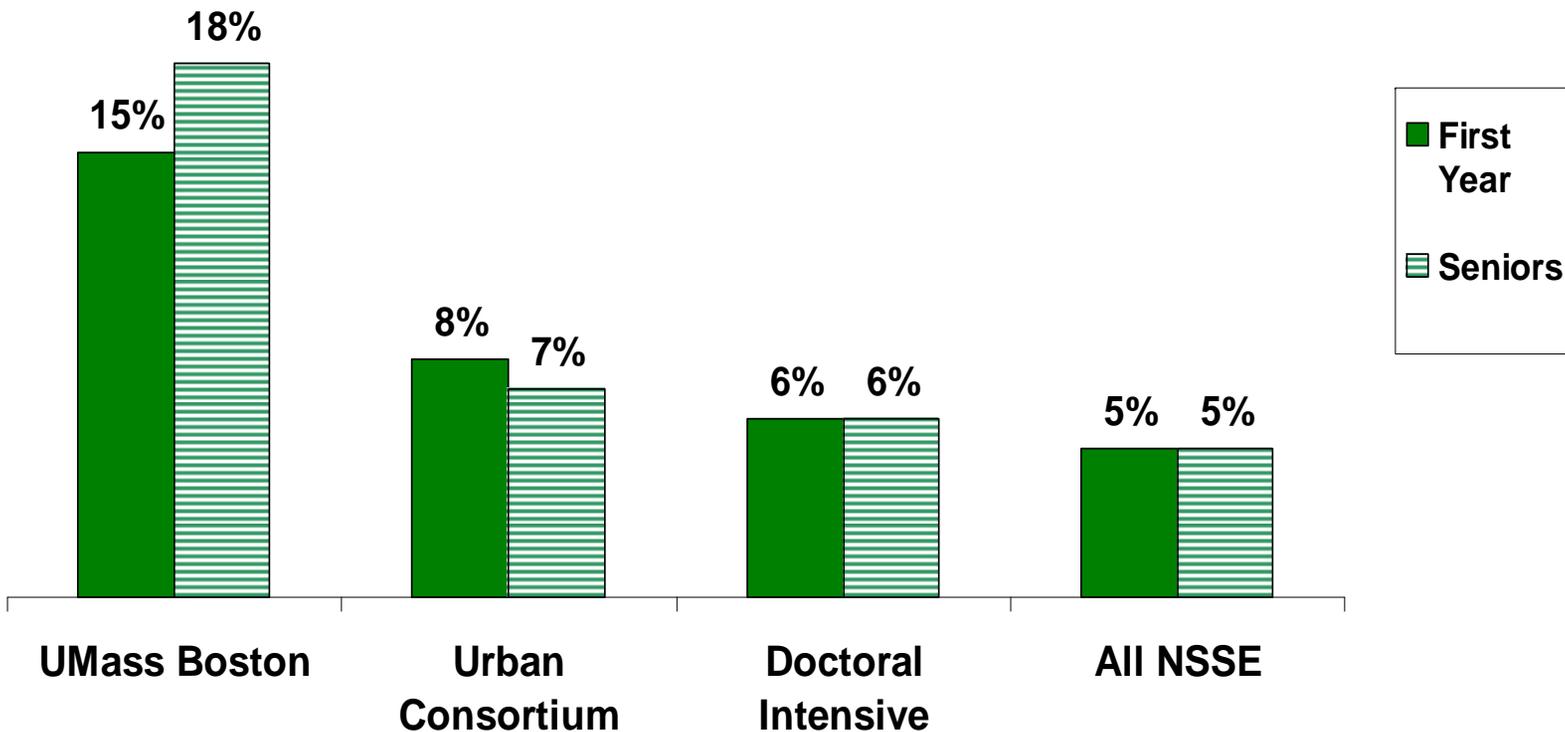
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**NSSE has been our main source of information about our students' lives, and how their responsibilities and behaviors compare to students at other institutions.**

**The following slides are examples of some of the information that the 2004 NSSE provided us.**

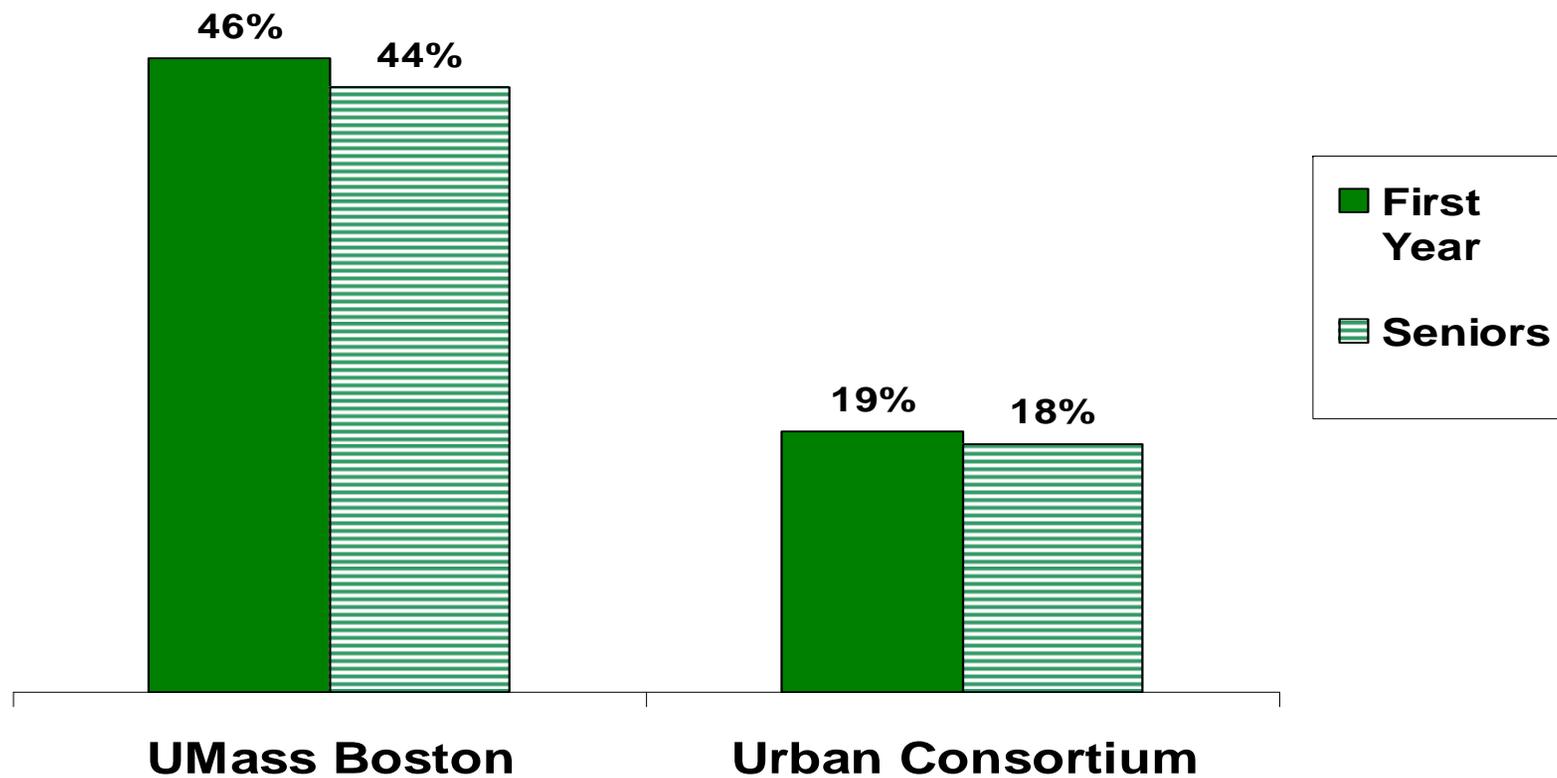
UMass Boston respondents were more likely to have come here from other countries. (UMass Boston records indicate that 30% of the respondents are citizens of countries other than the U.S.)

**Percentage of Respondents Who Report Being International Students or Foreign Nationals**



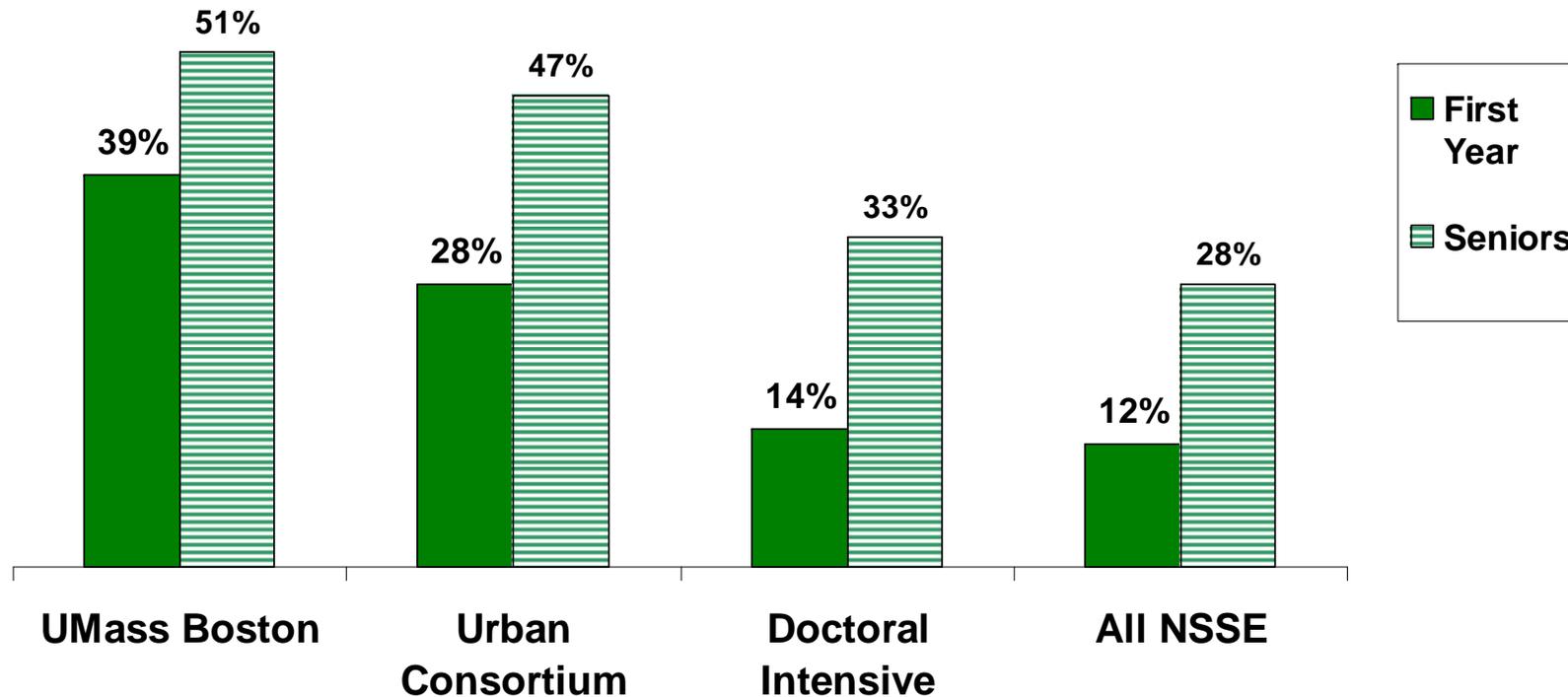
They were also more likely to speak a language other than English at home or with family.

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



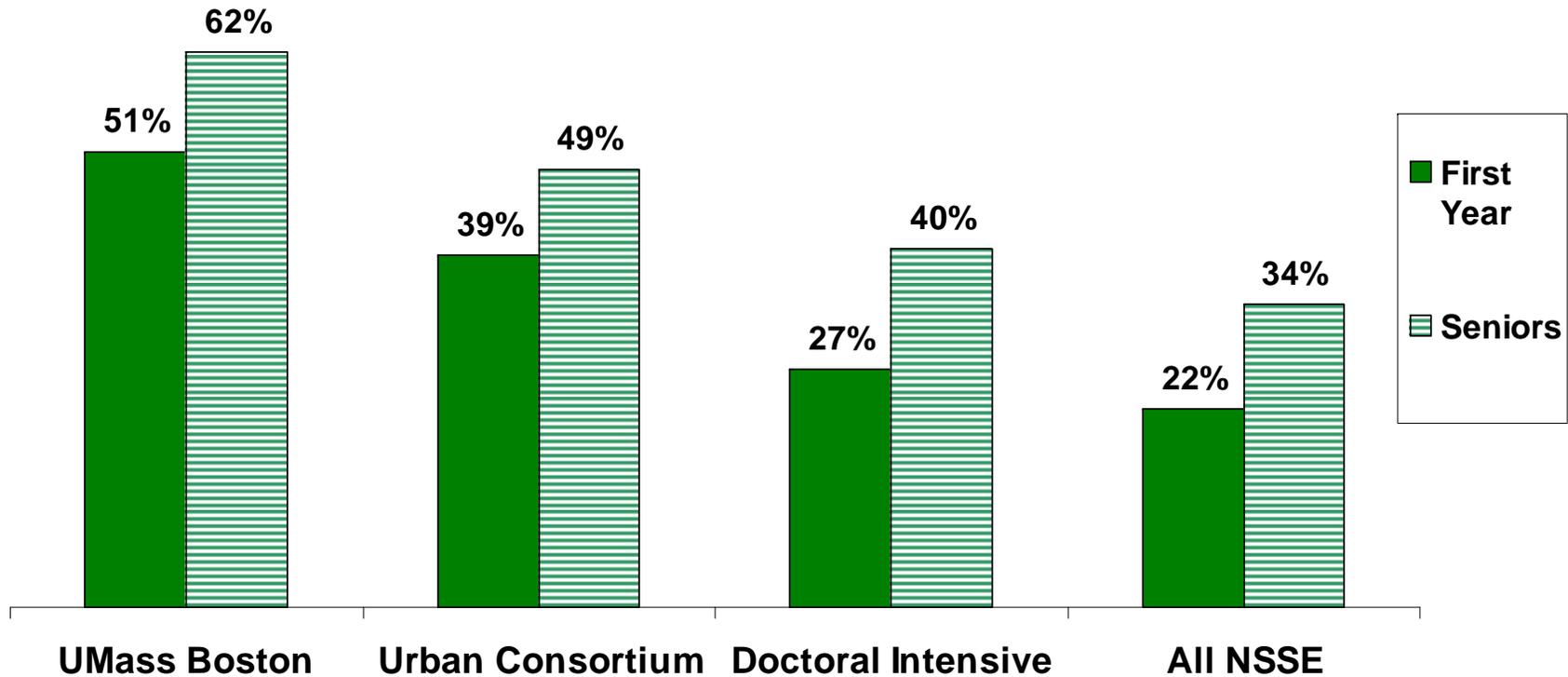
UMass Boston respondents reported working more hours off campus each week than did their counterparts.

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



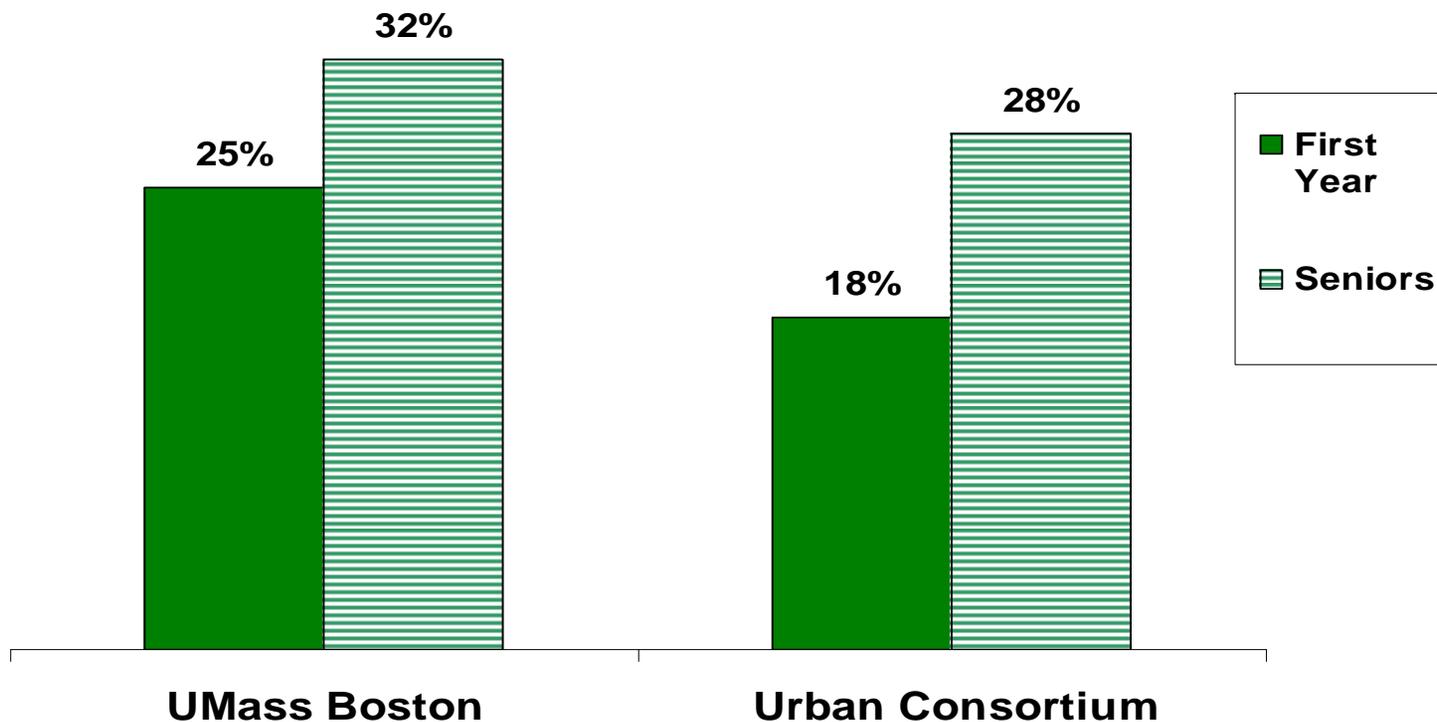
More UMass Boston respondents reported spending some time caring for dependents.

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



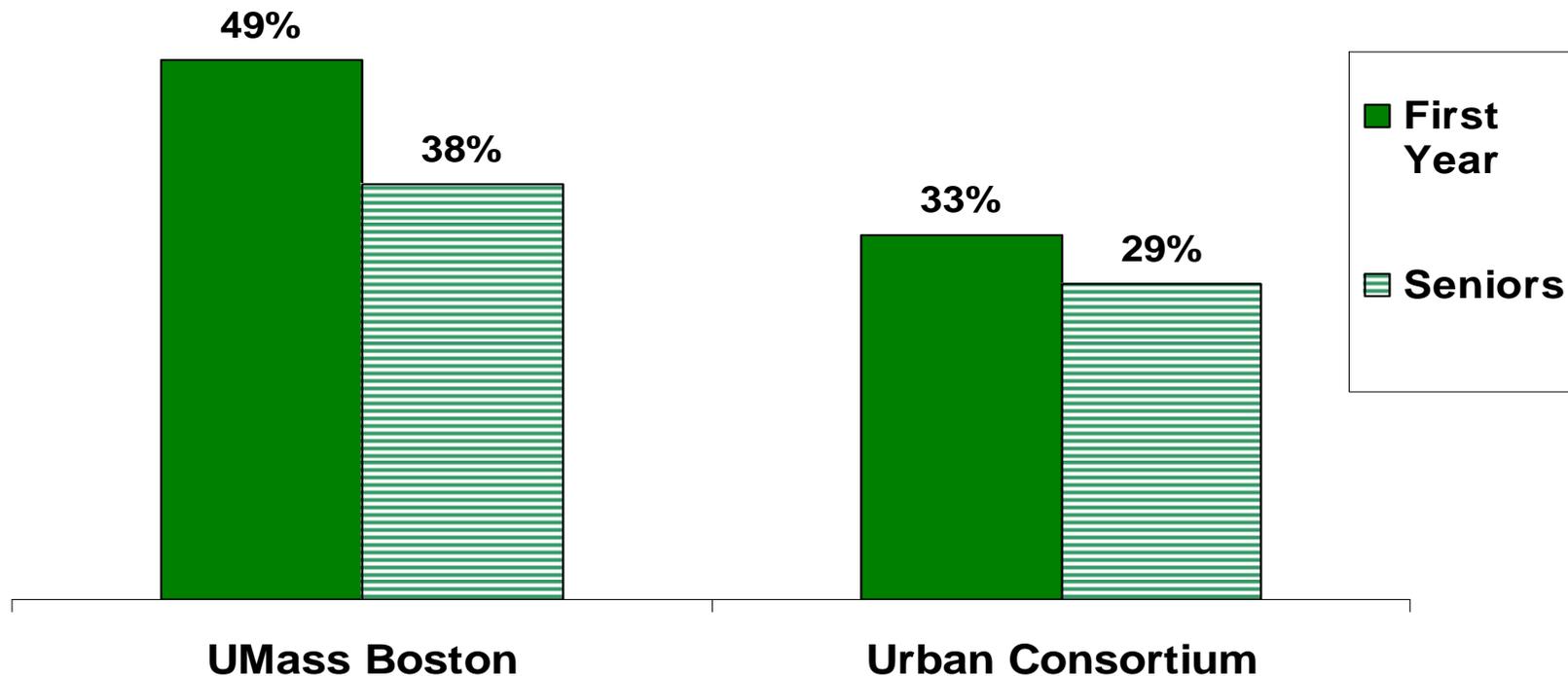
Many UMass Boston respondents expect that their undergraduate education will be delayed by work or family responsibilities.

**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**

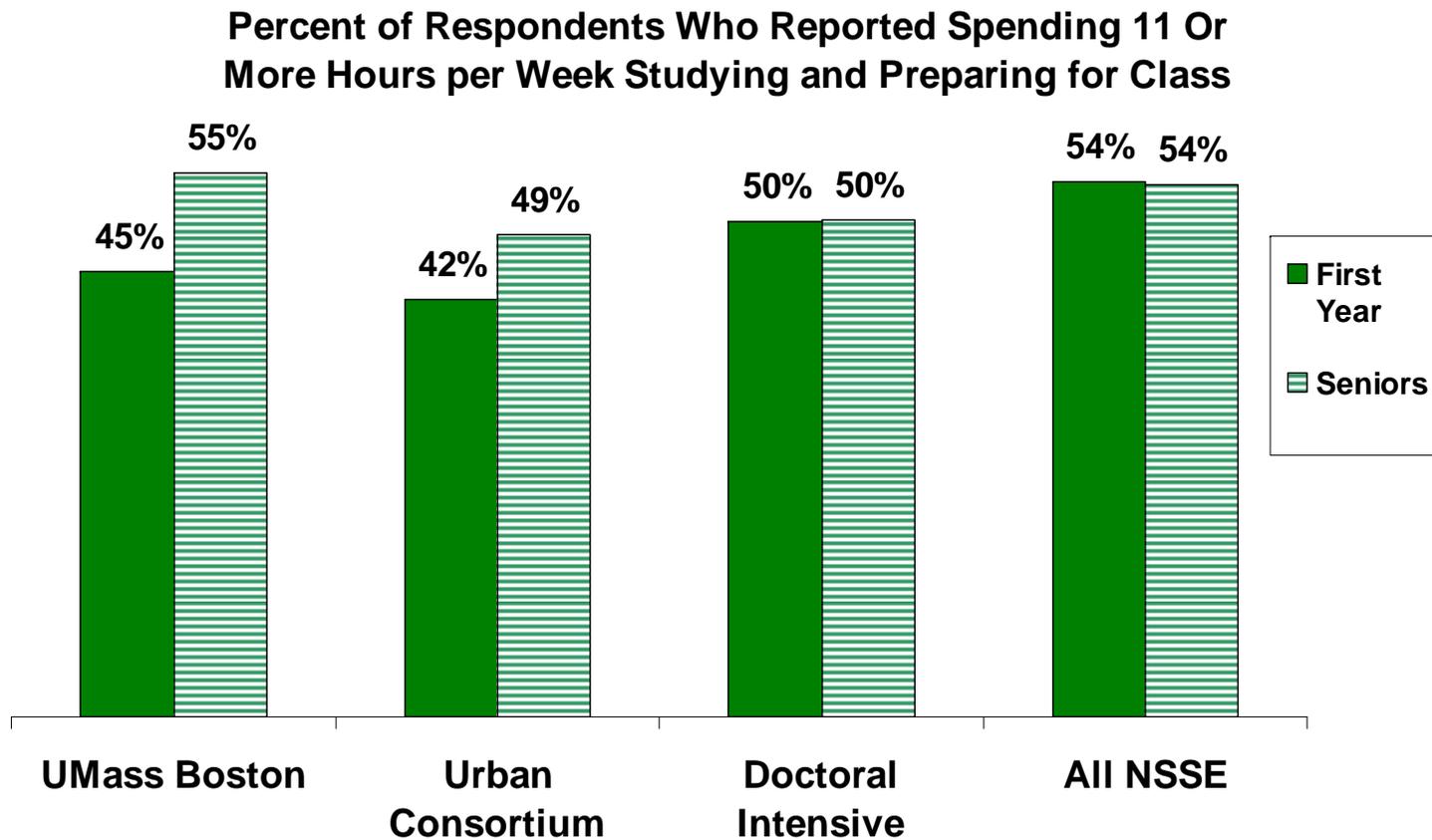


Almost half of the First Year respondents expect that their undergraduate education will be delayed by financial problems.

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

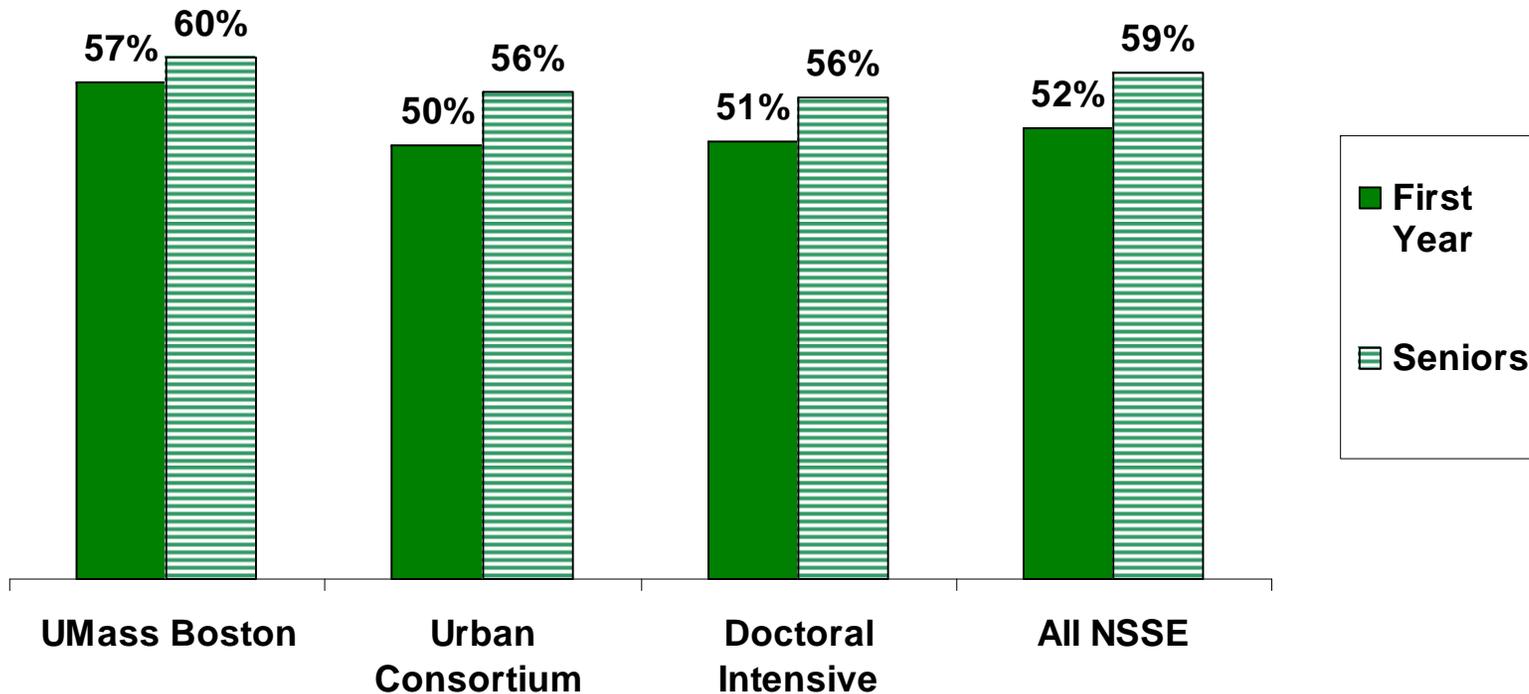


Both UMass Boston First Year and Seniors respondents reported spending about as much time studying as their colleagues in the comparison groups.



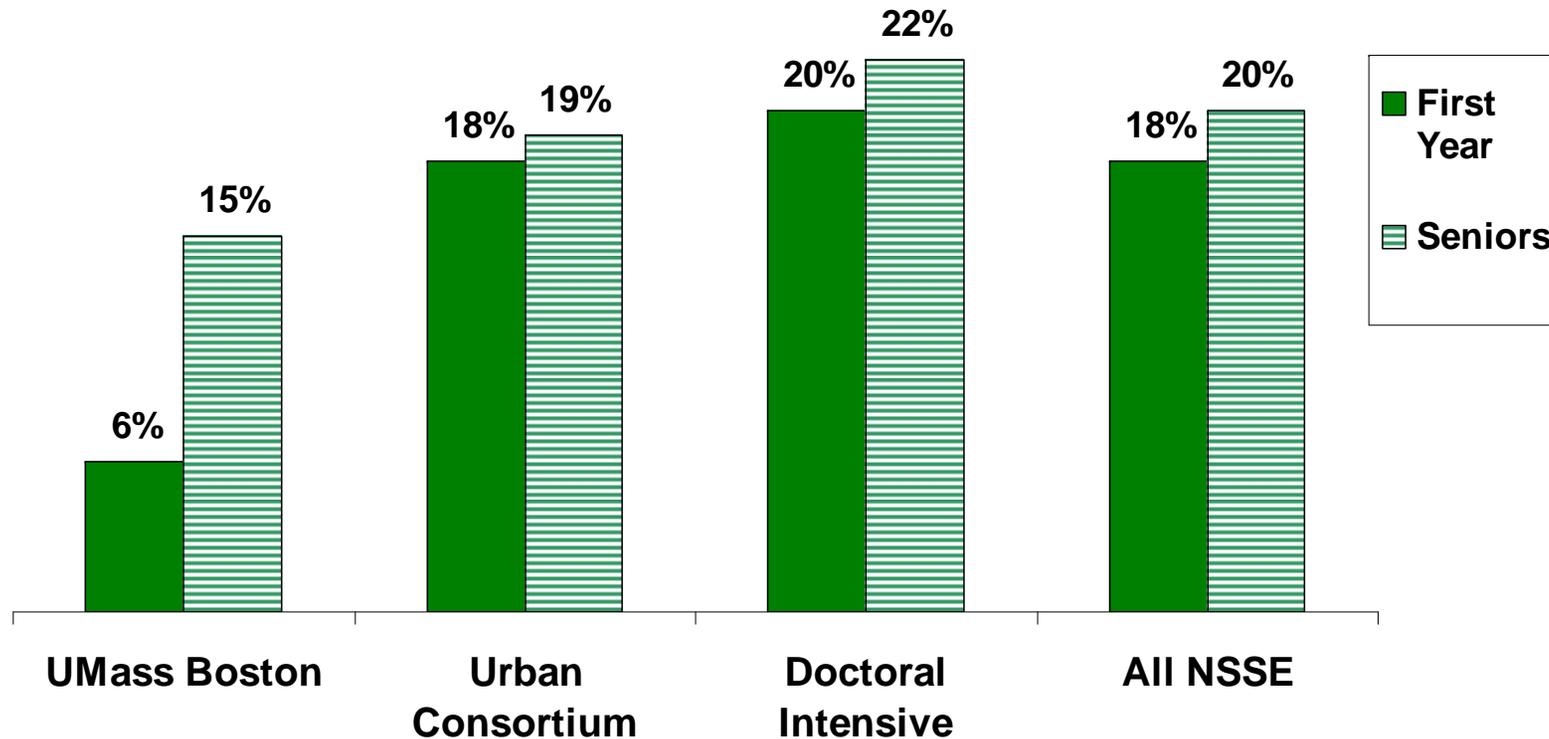
Many UMass Boston respondents reported that they often worked harder than they thought they could.

**Percent of Respondents Who "Often" or "Very Often" Worked Harder Than They Thought They Could to Meet an Instructor's Standards Or Expectations**



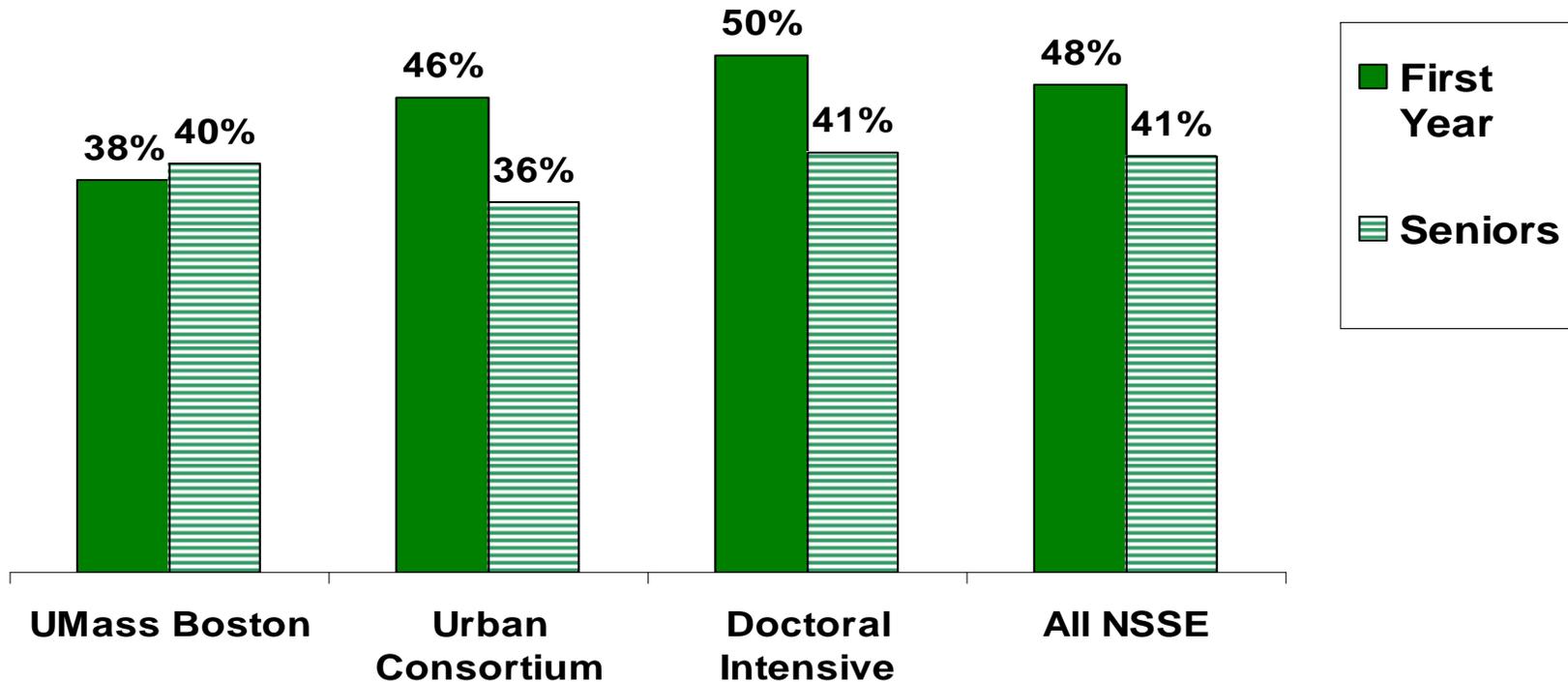
UMass Boston respondents came to class unprepared less often than their colleagues in any of the comparison groups.

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



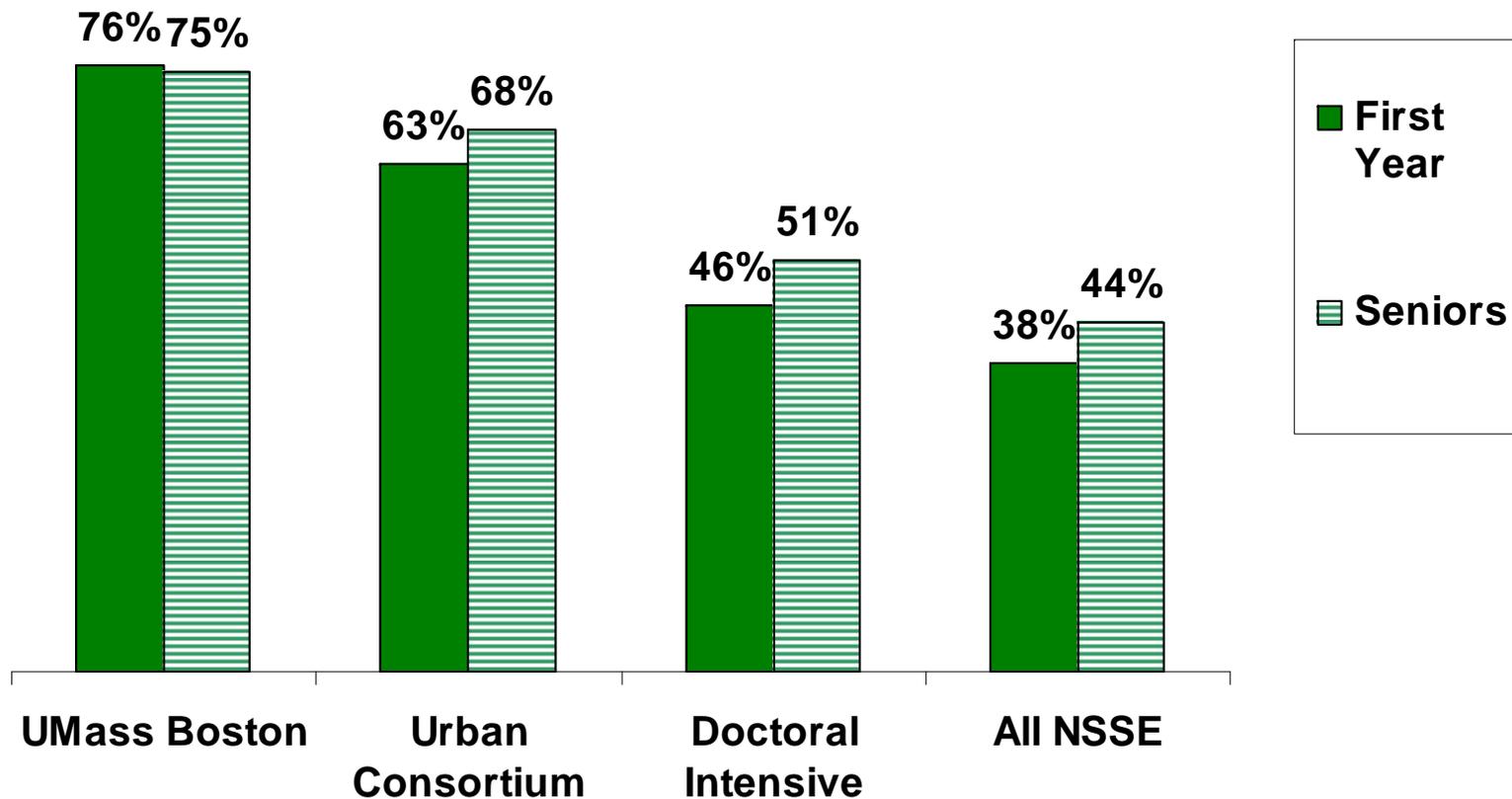
UMass Boston First Year respondents spent significantly less time relaxing and socializing than other First Year respondents. Seniors were similar to the comparison groups.

**Percent of Respondents Who Reported Spending More Than 10 Hours per Week Relaxing and Socializing**



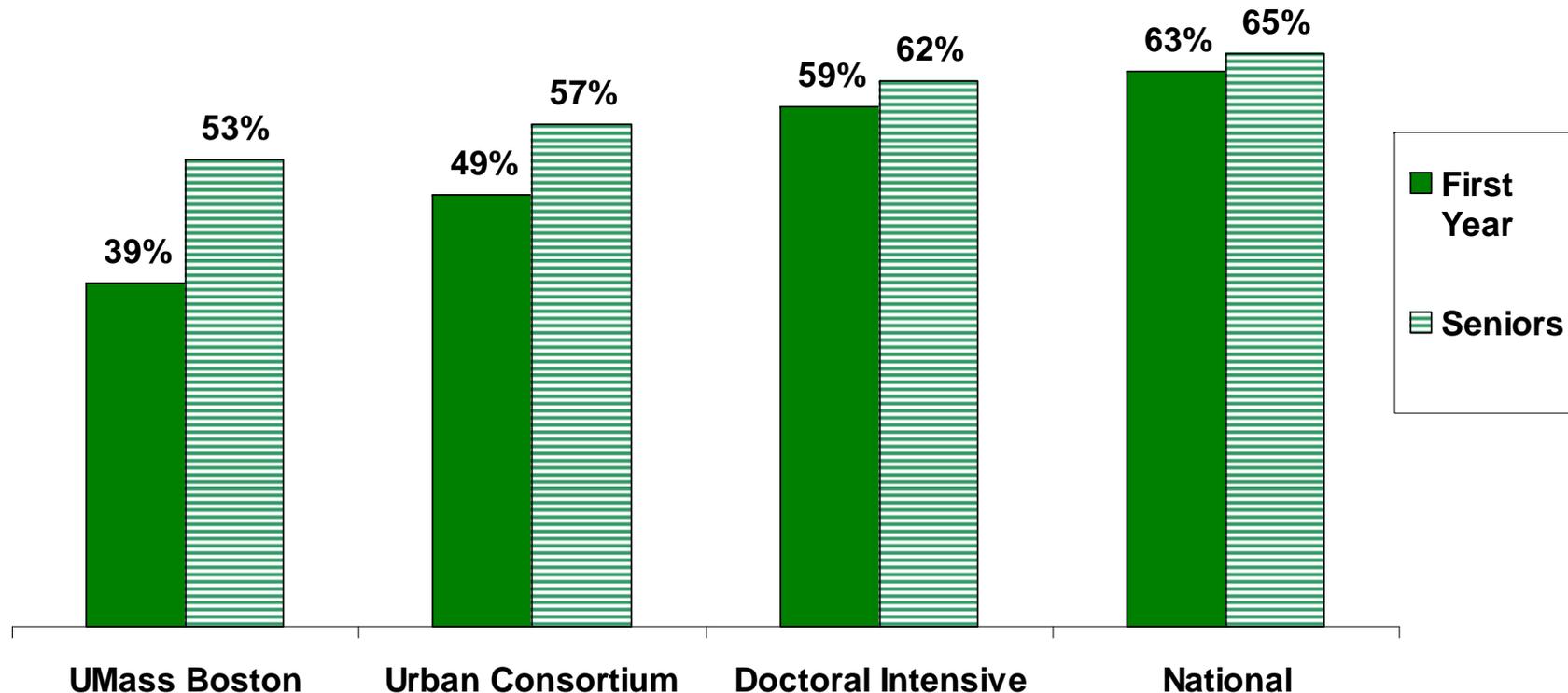
UMass Boston respondents were the least likely to spend any time in co-curricular activities.

**Percent of Respondents Who Reported Spending No Time Participating In Co-curricular Activities**  
(Student Organizations or Government, Intramural Sports, etc.)



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



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## 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