The Oregon TECH Experience

NSSE national survey of student engagement
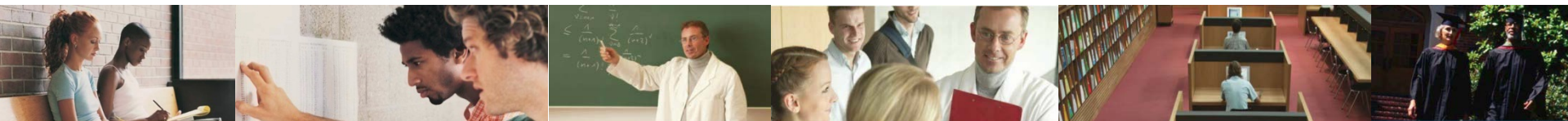
Academic Quality and Student Success Committee
May 25, 2017

NSSE and the Concept of Student Engagement

What is Student Engagement?

What students do –
Time and energy devoted to studies and other educationally purposeful activities

What institutions do –
Using resources and effective educational practices to induce students to do the right things

Educationally effective institutions channel student energy toward the right activities

Seven Principles of Good Practice in Undergraduate Education

Student-faculty contact

Active learning

Prompt feedback

Time on task

High expectations

Experiences with diversity

Cooperation among students

Chickering, A. W. & Gamson, Z. F. (1987). *Seven principles for good practice in undergraduate education.* AAHE: Bulletin, 39 (7), 3-7.

Goals of NSSE Project

➢ **Focus conversations on undergraduate quality**

➢ **Enhance institutional practice and improvement initiatives**

➢ **Foster comparative and consortium activity**

➢ **Provide systematic national data on "good educational practices"**

NSSE Survey Content
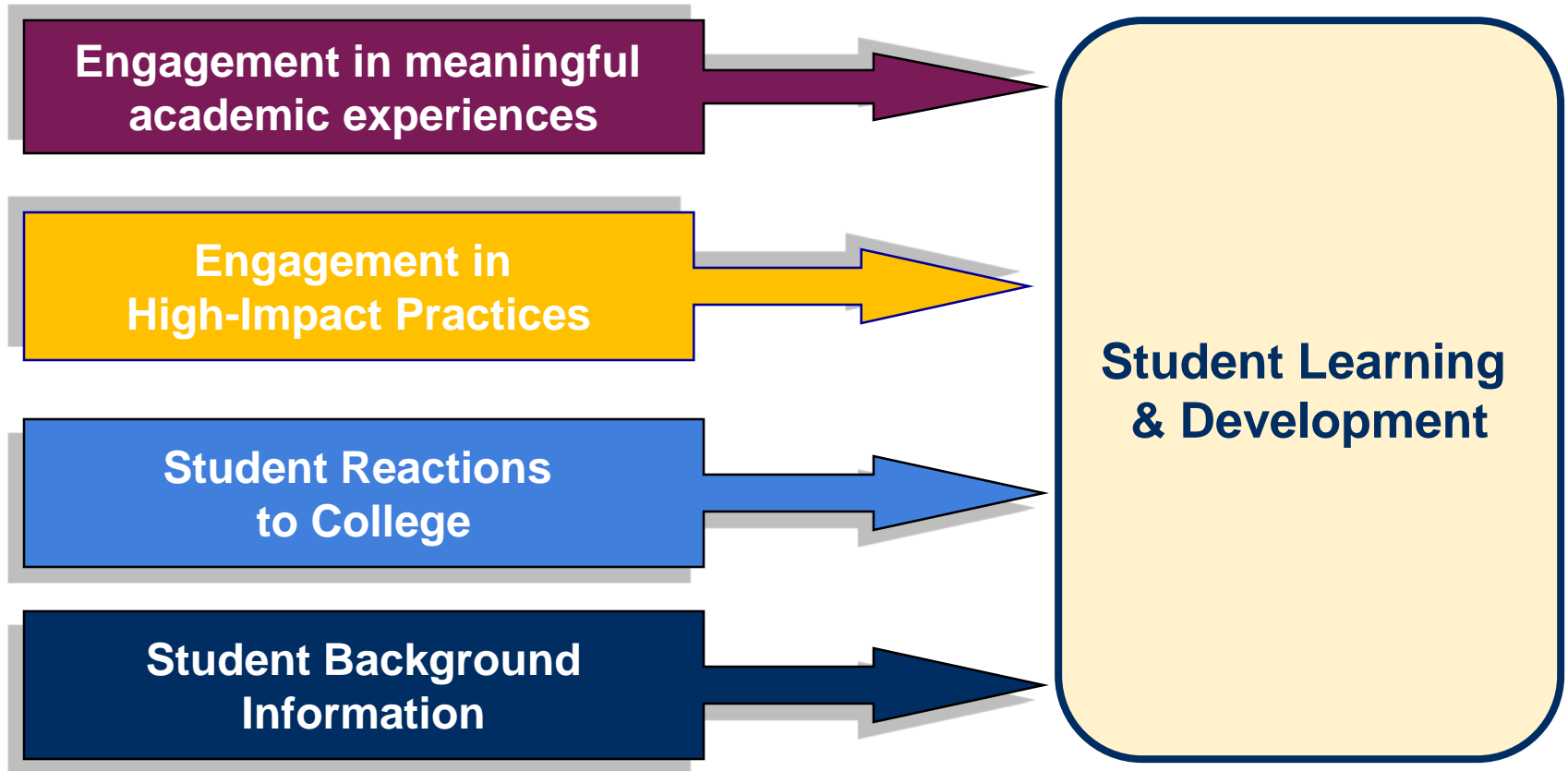
NSSE Engagement Indicators

Meaningful Academic Engagement 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

Selected NSSE Results for Oregon Tech
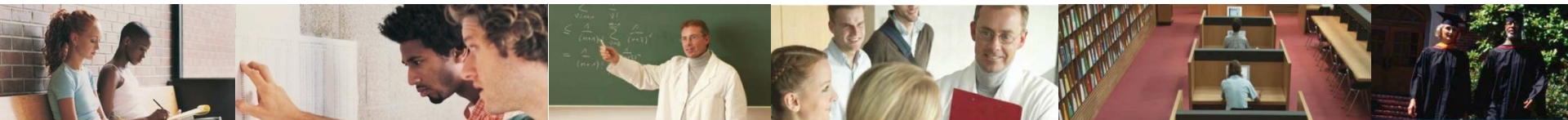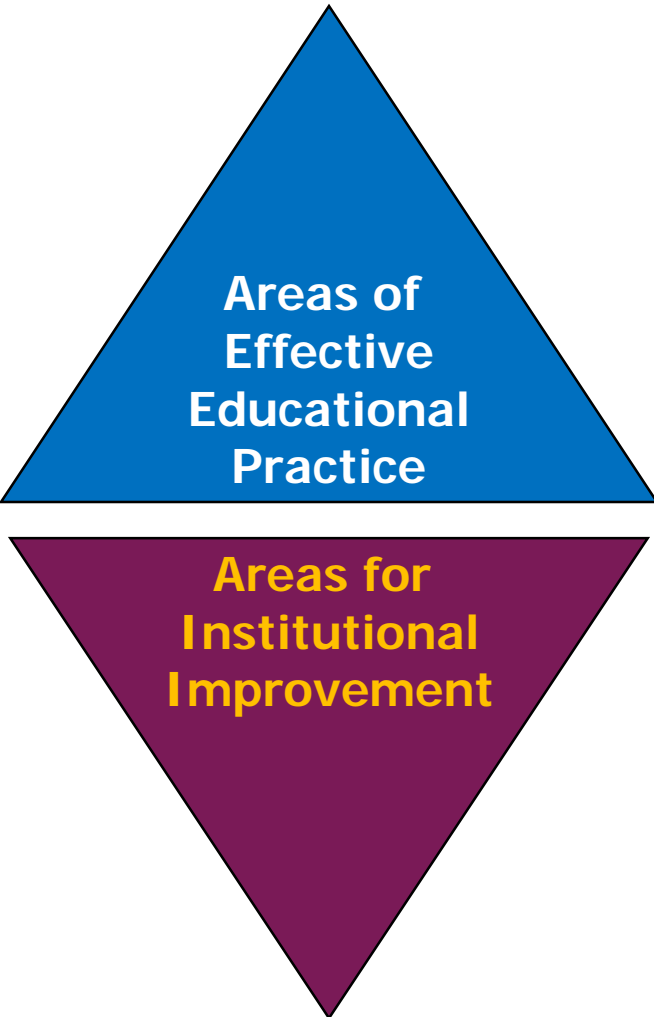
NSSE 2015 U.S. Institution Response Rates

Oregon Tech's response rate = 41%

All NSSE 2015 institutions = 29%

NSSE 2015 U.S. Average Institutional Response Rates by Enrollment:

Undergraduate Enrollment	Number of Institutions	Avg. Institutional Response Rate
2,500 or fewer	242	35%
2,501 to 4,999	110	28%
5,000 to 9,999	97	22%
10,000 or more	89	20%
All institutions	541	29%

Comparisons

- ➤ **Oregon Tech Comparators**

- ➤ **Majors Reports**

- ➤ **Location**

- ➤ **Multi-Year Reports**

Engagement Indicators

		1ˢᵗ year	Senior
	Higher-Order Learning	△	--
Academic Challenge	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	--	▽

Highest Performing—First Year
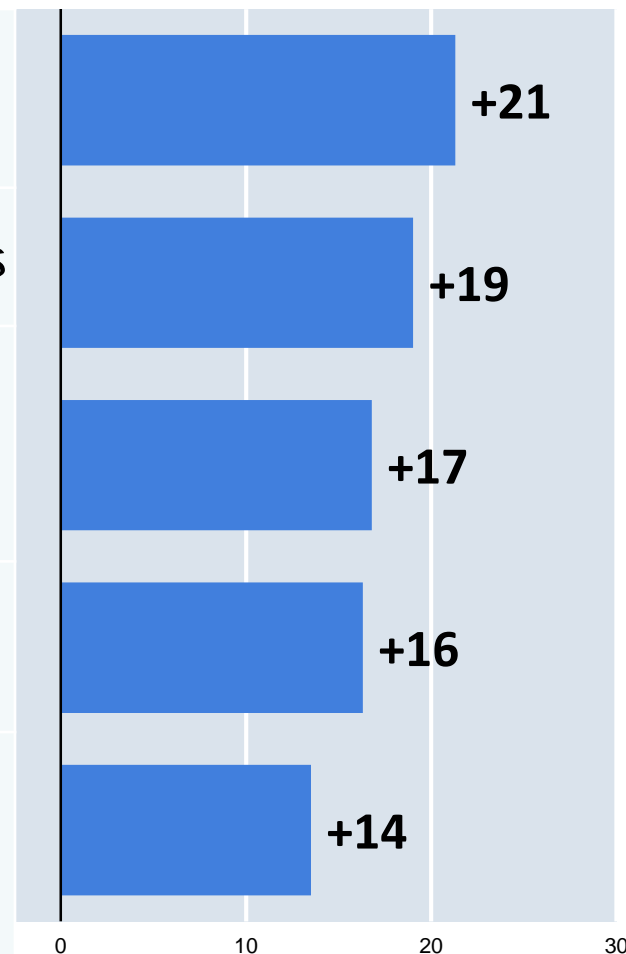

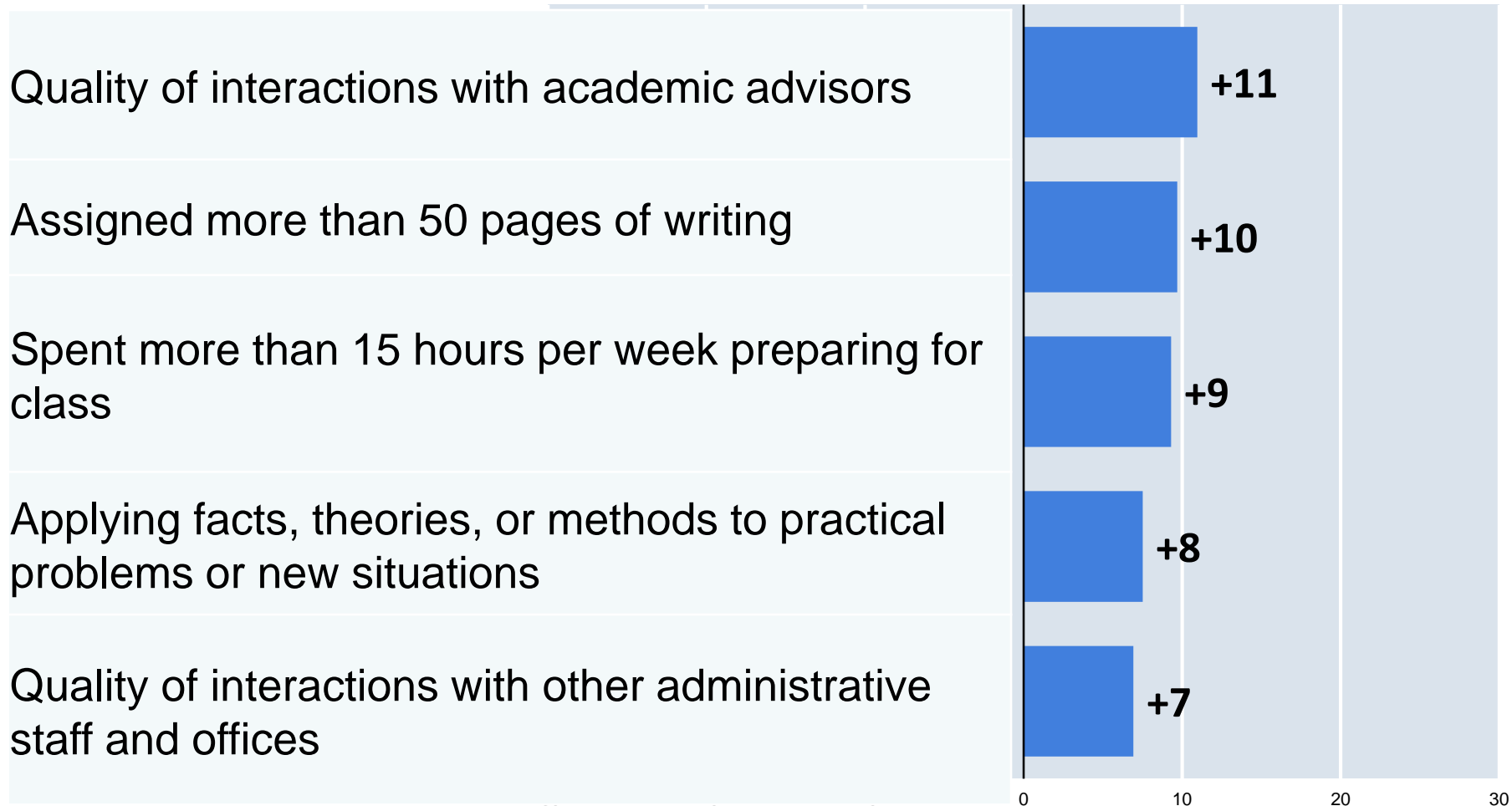| Category	Value
Worked with other students on course projects or assignments	+21
Explained course material to one or more students	+19
Prepared for exams by discussing or working through course material w/other students	+17
Asked another student to help you understand course material	+16
Discussions with… People from an economic background other than your own	+14

Highest Performing—Senior

Item	Value
Quality of interactions with academic advisors	+11
Assigned more than 50 pages of writing	+10
Spent more than 15 hours per week preparing for class	+9
Applying facts, theories, or methods to practical problems or new situations	+8
Quality of interactions with other administrative staff and offices	+7

Lowest Performing—First Year

Institution emphasis on helping you manage your non-academic responsibilities	-5
Institution emphasis on attending events that address important social/econ./polit. Issues	-5
Institution emphasis on providing support for your overall well-being…	-6
Included diverse perspectives (…) in course discussions or assignments	-8
About how many courses have included a community-based project (service-learning)?	-13

Lowest Performing—Senior

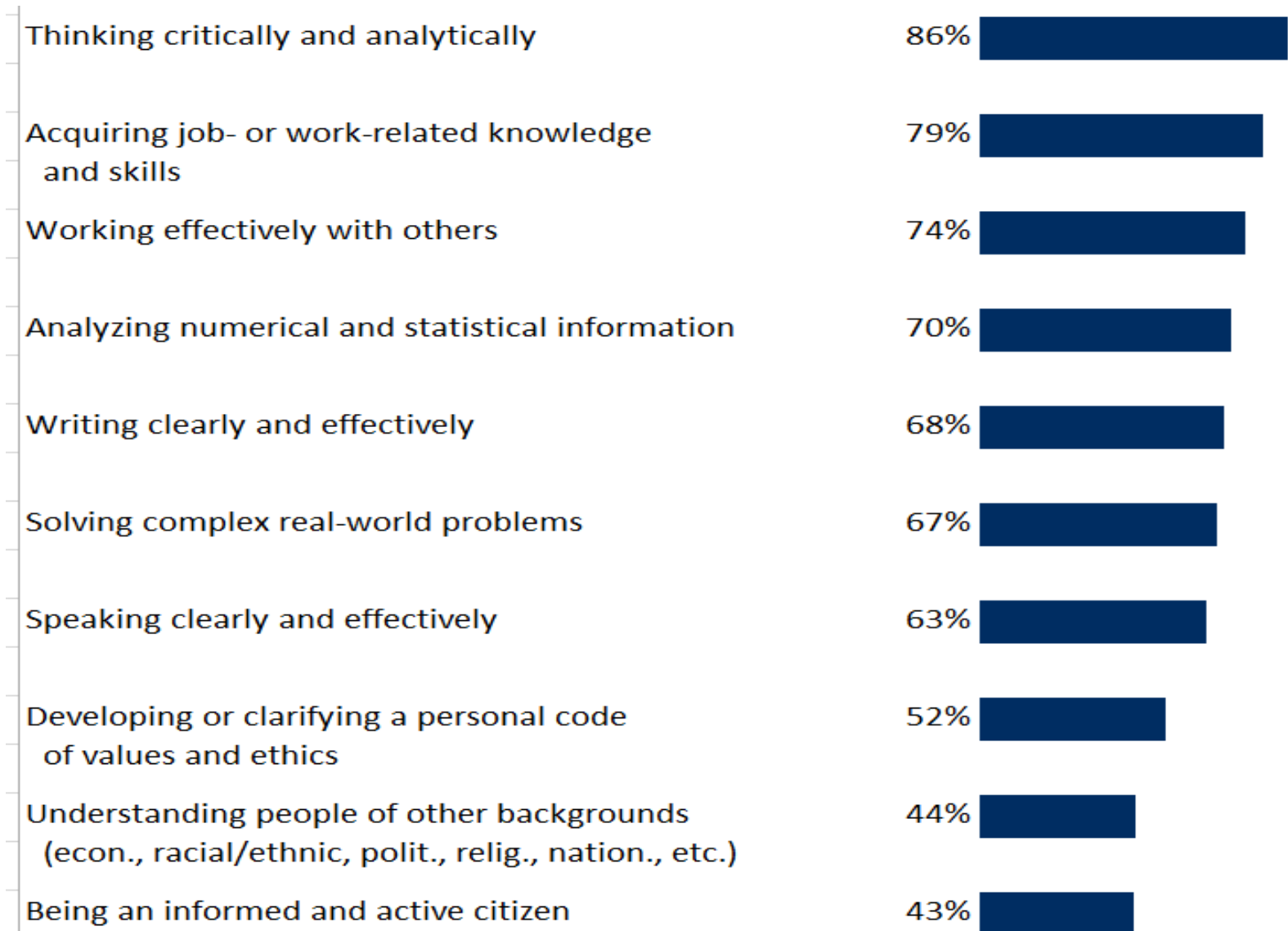|	
Participated in an internship, co-op, field exp., student teach., clinical placement.	-10
Included diverse perspectives (...) in course discussions or assignments	-10
About how many courses have included a community-based project (service-learning)?	-12
Institution emphasis on attending campus activities and events (...)	-12
Institution emphasis on attending events that address important social/econ./polit. issues	-16

Perceived Gains

Thinking critically and analytically	86%
Acquiring job- or work-related knowledge and skills	79%
Working effectively with others	74%
Analyzing numerical and statistical information	70%
Writing clearly and effectively	68%
Solving complex real-world problems	67%
Speaking clearly and effectively	63%
Developing or clarifying a personal code of values and ethics	52%
Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.)	44%
Being an informed and active citizen	43%

How do students spend their time?

Percentage spending more than 10 hours per week **preparing for class**

Class	Oregon Tech	Comparators
First-Year	93%	83%
Senior	90%	86%

How do students spend their time?

Percentage of students spending more than 5 hours per week **participating in co-curricular activities**

Class	Oregon Tech	Comparators
First-Year	34%	24%
Senior	18%	20%

Satisfaction with Oregon Tech

Percentage Rating Their Overall Experience as "Excellent" or "Good"
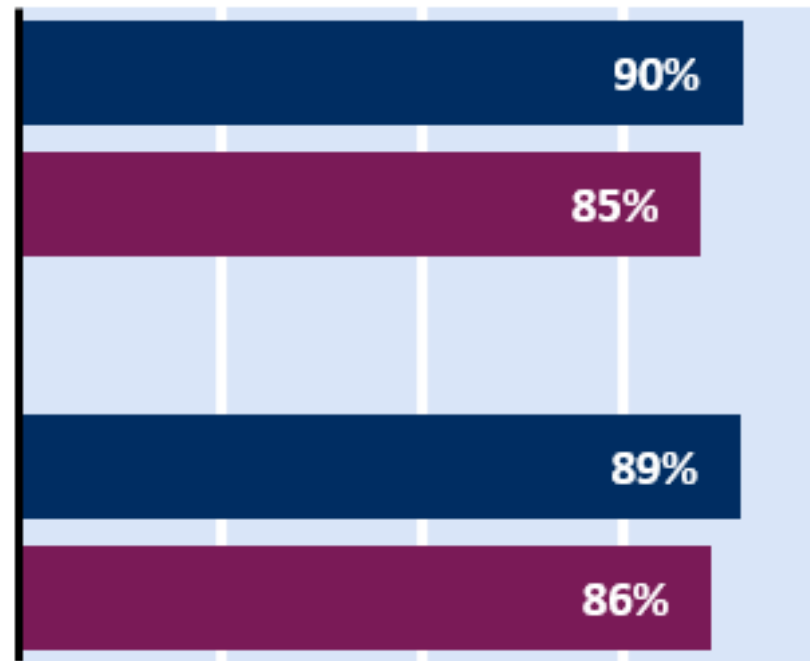
First-year
- Oregon Tech: 90%
- Oregon Tech Comp: 85%

Senior
- Oregon Tech: 89%
- Oregon Tech Comp: 86%

Satisfaction with Oregon Tech

Percentage Who Would "Definitely" or "Probably" Attend This Institution Again
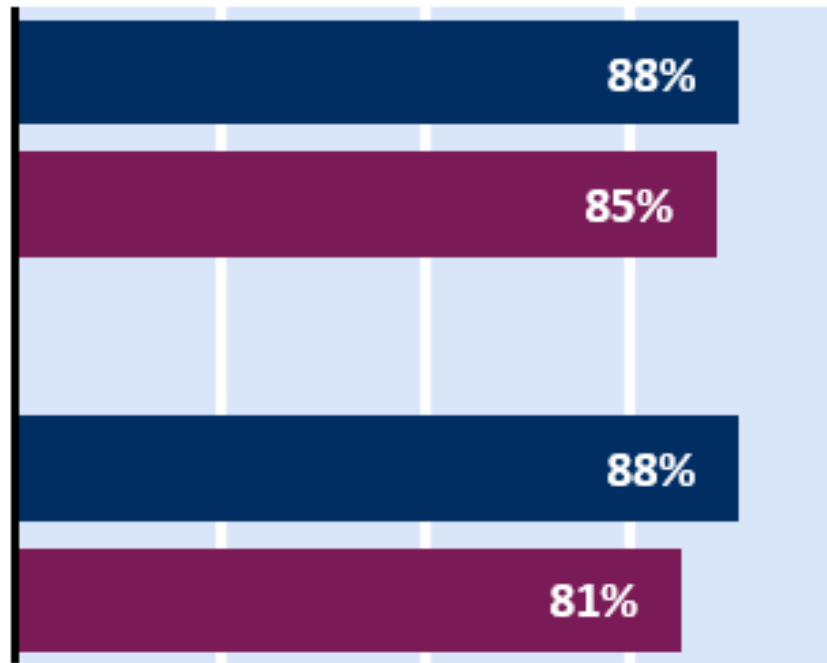
First-year
- Oregon Tech: 88%
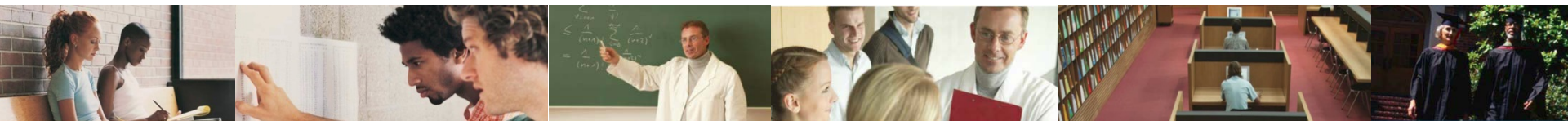- Oregon Tech Comp: 85%

Senior
- Oregon Tech: 88%
- Oregon Tech Comp: 81%

Uses of NSSE Data

Accreditation

Core Theme 2: Student and Graduate Success
Oregon Tech fosters student and graduate success by providing an intimate, hands-on learning environment, thereby developing graduates that are career-ready. Teaching and support services facilitate students' personal and academic development.

- ✓ Perceived Gains
- ✓ Academic Challenge
- ✓ Learning with Peers
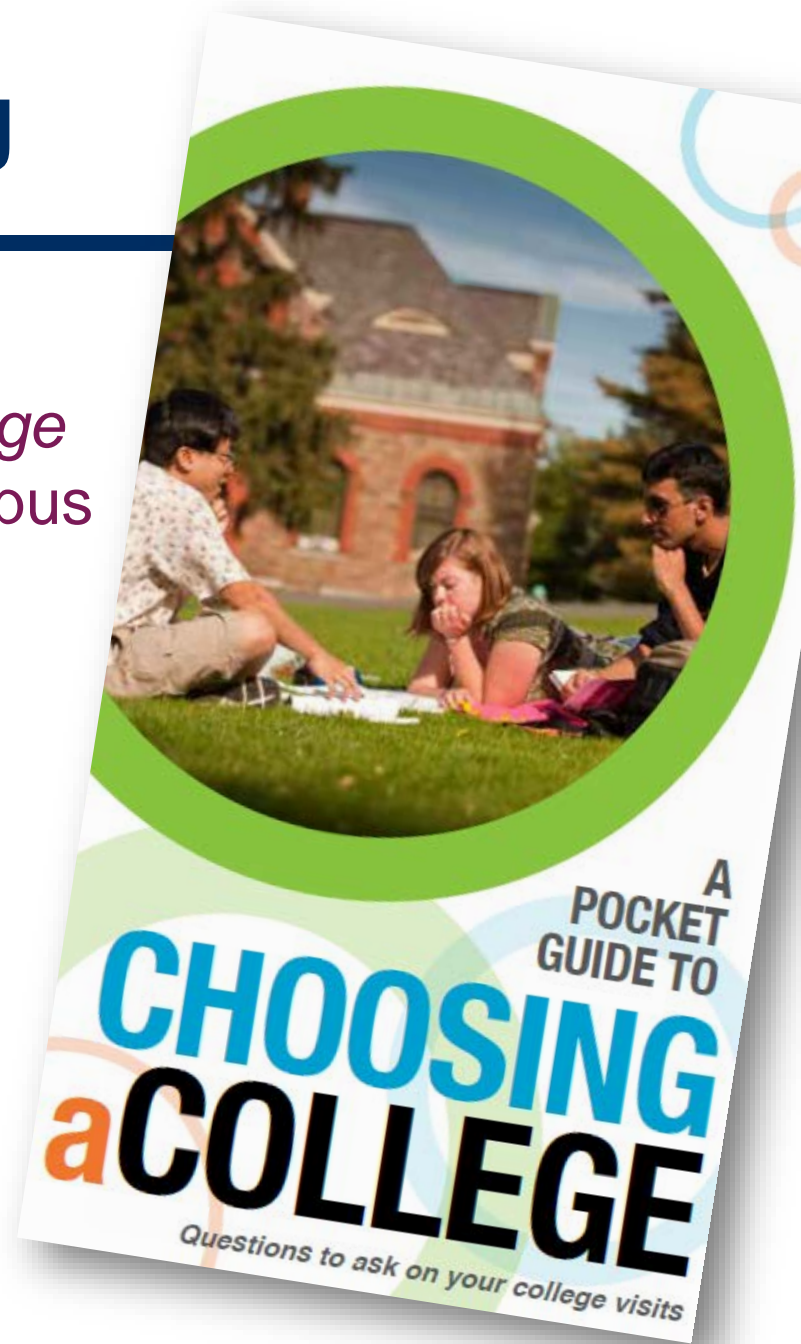- ✓ Interactions with faculty/staff

Marketing & Recruiting

For Students and Families:

A Pocket Guide to Choosing a College gives questions to ask during a campus visit about what matters to learning.

For Institutions:

A data report, *NSSE 2015 Answers from Students* provides results for admissions, orientation, prospective students and families, and websites.

Curricular Change

Finding:

Seniors were less engaged than their peers— general education foundation not sufficiently reinforced throughout the educational experience.

Action:

Redesign of Oregon Tech's general education to integrate student learning outcomes through GE and courses in the major.

Faculty Development

Finding:

Needed to increase campus dialogue relevant to student learning among faculty across all disciplines.

Action:

Creation of transdisciplinary Faculty Learning Communities with the purpose of enhancing teaching and learning and with frequent seminars and activities that build community around Oregon Tech's ESLOs.

Questions & Discussion
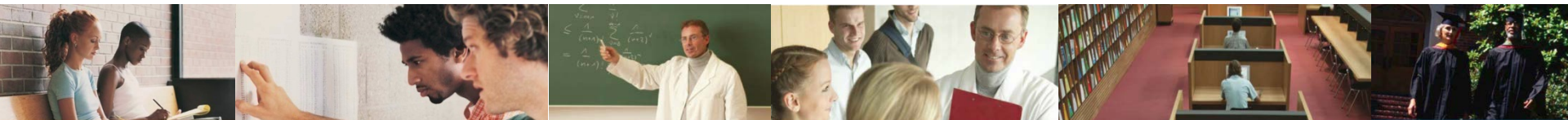
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NSSE
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Higher-Order Learning

Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...

	First-year Students		Seniors	
	Oregon Tech	Oregon Tech Comp	Oregon Tech	Oregon Tech Comp
Applying facts, theories, or methods to practical problems or new situations	81	69	88	81
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	72	66	80	77
Evaluating a point of view, decision, or information source	68	65	62	67
Forming a new idea or understanding from various pieces of information	72	64	72	70

Reflective & Integrative Learning

Percentage of students who responded that they "Very often" or "Often" …	First-year Students		Seniors	
	Oregon Tech	Oregon Tech Comp	Oregon Tech	Oregon Tech Comp
Combined ideas from different courses when completing assignments	57	51	70	71
Connected your learning to societal problems or issues	44	47	49	58
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	37	44	37	47
Examined the strengths and weaknesses of your own views on a topic or issue	65	60	57	62
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	65	61	62	67
Learned something that changed the way you understand an issue or concept	59	62	62	68
Connected ideas from your courses to your prior experiences and knowledge	80	74	79	83

Collaborative Learning

	First-year Students		Seniors	
Percentage of students who responded that they "Very often" or "Often"…	Oregon Tech	Oregon Tech Comp	Oregon Tech	Oregon Tech Comp
Asked another student to help you understand course material	60	43	46	42
Explained course material to one or more students	68	49	61	61
Prepared for exams by discussing or working through course material with other students	56	39	52	46
Worked with other students on course projects or assignments	66	45	67	65

Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	First-year Students		Seniors	
	Oregon Tech	Oregon Tech Comp	Oregon Tech	Oregon Tech Comp
People from a race or ethnicity other than your own	71	62	68	67
People from an economic background other than your own	81	67	74	71
People with religious beliefs other than your own	70	64	73	70
People with political views other than your own	74	64	74	69

Challenging Students to Do Their Best Work