

What Students Say about Advising

Findings and Lessons from the National Survey of Student Engagement (NSSE)

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National Survey
of Student Engagement



Student Engagement Quiz

What percent of full-time seniors study, on average, more than 20 hours per week?

- (a) 14%
- (b) 23%
- (c) 32%
- (d) 41%
- (e) 50%

answer: 23%



Time on Task – Average Hours Per Week

First-Year Students

Seniors

| Task | Part-time | Full-time | Part-time | Full-time |
|--------------------------------|-----------|-----------|-----------|-----------|
| Studying | 9 | 13 | 10 | 14 |
| Working on-campus | 2 | 3 | 3 | 4 |
| Working off-campus | 18 | 5 | 20 | 10 |
| Participating in co-curricular | 1 | 5 | 2 | 5 |
| Relaxing and socializing | 10 | 12 | 10 | 11 |
| Caring for Dependents | 13 | 2 | 12 | 4 |
| Commuting to class | 5 | 4 | 5 | 5 |



Student Engagement Quiz

What percent of first-year students believe their institution provides the support they need to succeed academically?

- (a) 44%
- (b) 55%
- (c) 66%
- (d) 77%
- (e) 88%

answer: 77%



Student Perceptions of Their Campus Environment

Percent students say institution provides substantial* emphasis:

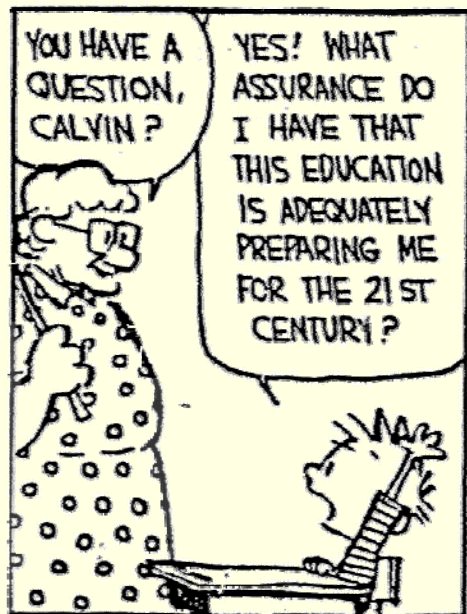
| | First-Year Students | | Seniors | |
|---|---------------------|-----------|-----------|-----------|
| | Part-time | Full-time | Part-time | Full-time |
| Spending significant amounts of time studying | 72% | 81% | 77% | 81% |
| Providing academic support | 66% | 78% | 67% | 73% |
| Helping with non-academic responsibilities | 27% | 33% | 22% | 26% |

* substantial = 'quite a bit' or 'very much'

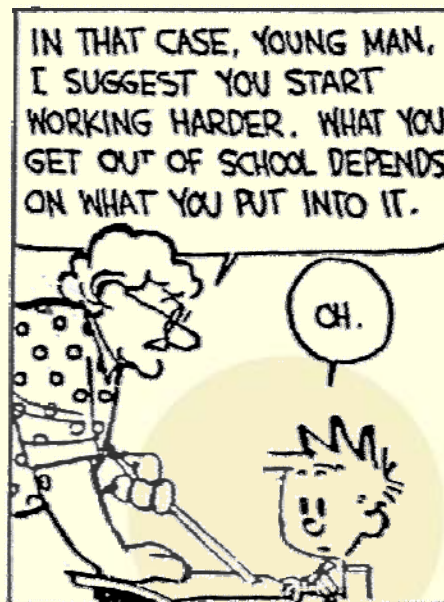


What is Student Engagement?

Calvin & Hobbes



AM I GETTING THE SKILLS I'LL NEED TO EFFECTIVELY COMPETE IN A TOUGH, GLOBAL ECONOMY? I WANT A HIGH-PAYING JOB WHEN I GET OUT OF HERE! I WANT OPPORTUNITY!





Lessons from the Research

- What matters most to desired outcomes is what students **do**, not who they are
- ◆ A key factor is the **quality of effort** students devote to educationally purposeful activities
- ◆ Educationally effective institutions channel student energy toward the right activities



Engagement Really Matters

Ernest T. Pascarella
Patrick T. Terenzini

HOW COLLEGE AFFECTS STUDENTS

VOLUME 2 | A THIRD DECADE OF RESEARCH

*Because individual effort and involvement are the critical determinants of college impact, institutions should focus on the ways they can shape their academic, interpersonal, and extracurricular offerings to encourage **student engagement**.*

Pascarella & Terenzini,
How College Affects Students, 2005, p. 602



Defining Student Engagement

Two components to student engagement

- ◆ What **students** do—time and energy devoted to educationally purposeful activities
- ◆ What **institutions** do—using effective educational practices to induce students to do the right things



Student Engagement is...

"... the time and energy students devote to educationally sound activities inside and outside the classroom, and the policies and practices that institutions use to induce students to take part in these activities."

(George Kuh, *Change*, March/April 2003)



NSSE Core Activities

- ◆ Institutional improvement
 - ◆ Workshops, consulting
- ◆ Documenting effective educational practices
 - ◆ Data collection, reporting, research
- ◆ Public advocacy
 - ◆ Annual report, press releases

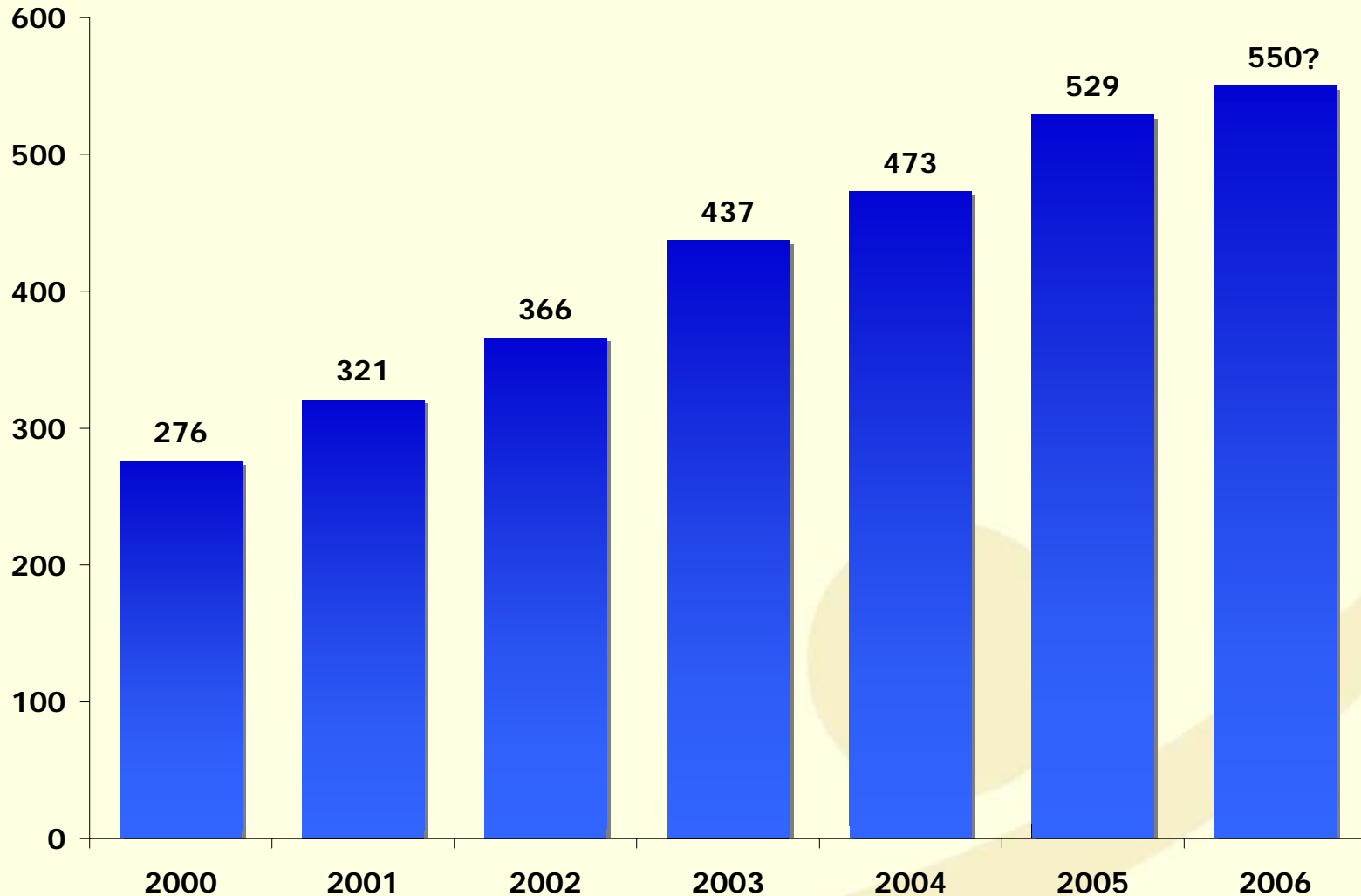


The Other “_essies”

- ◆ Beginning College Survey of Student Engagement (BCSSE)
- ◆ Faculty Survey of Student Engagement (FSSE)
- ◆ Community College Survey of Student Engagement (CCSSE)
- ◆ **Advisor** Survey of Student Engagement????



NSSE Institutions by Year



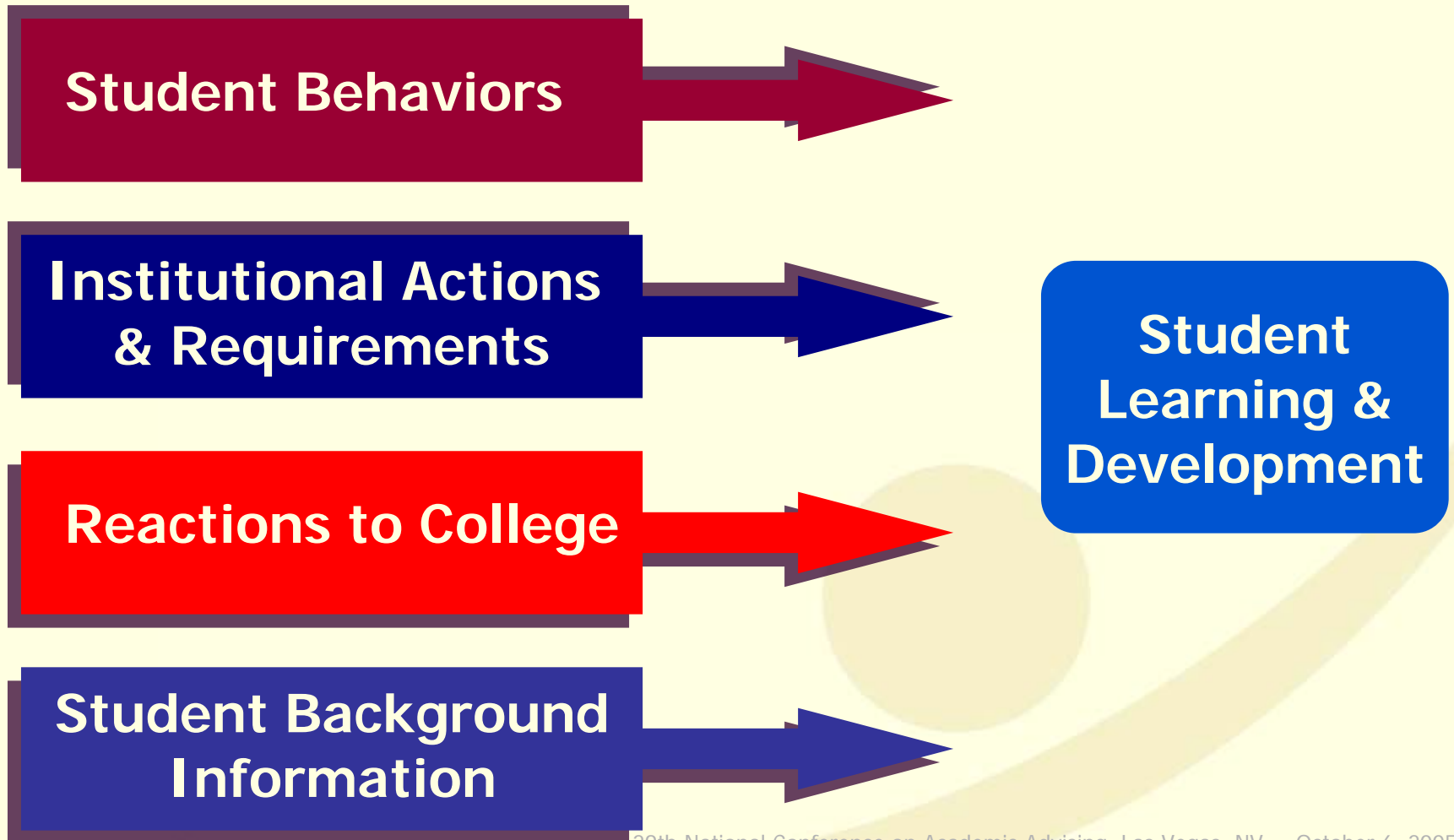


Annual NSSE Survey

- ◆ Annual survey of first-year students and seniors at four-year institutions that measures students' participation in educational experiences that prior research has connected to valued outcomes
- ◆ In 2005, over 500,000 students from 529 institutions were invited to participate with an average institutional response rate of 40%
- ◆ NSSE provides institutions with student data and detailed reports based on student responses



The College Student Report





Five Indicators of Effective Educational Practice

**Supportive
Campus
Environment**

**Enriching
Educational
Experiences**

**Level of
Academic
Challenge**

**Student
Faculty
Interaction**

**Active &
Collaborative
Learning**



Stimulating Campus Conversations

“NSSE is a great way to stimulate reflection and debate about what we do more and less well, and why. For us it’s proving an exciting and enlivening tool for self-reflection and self-improvement.”

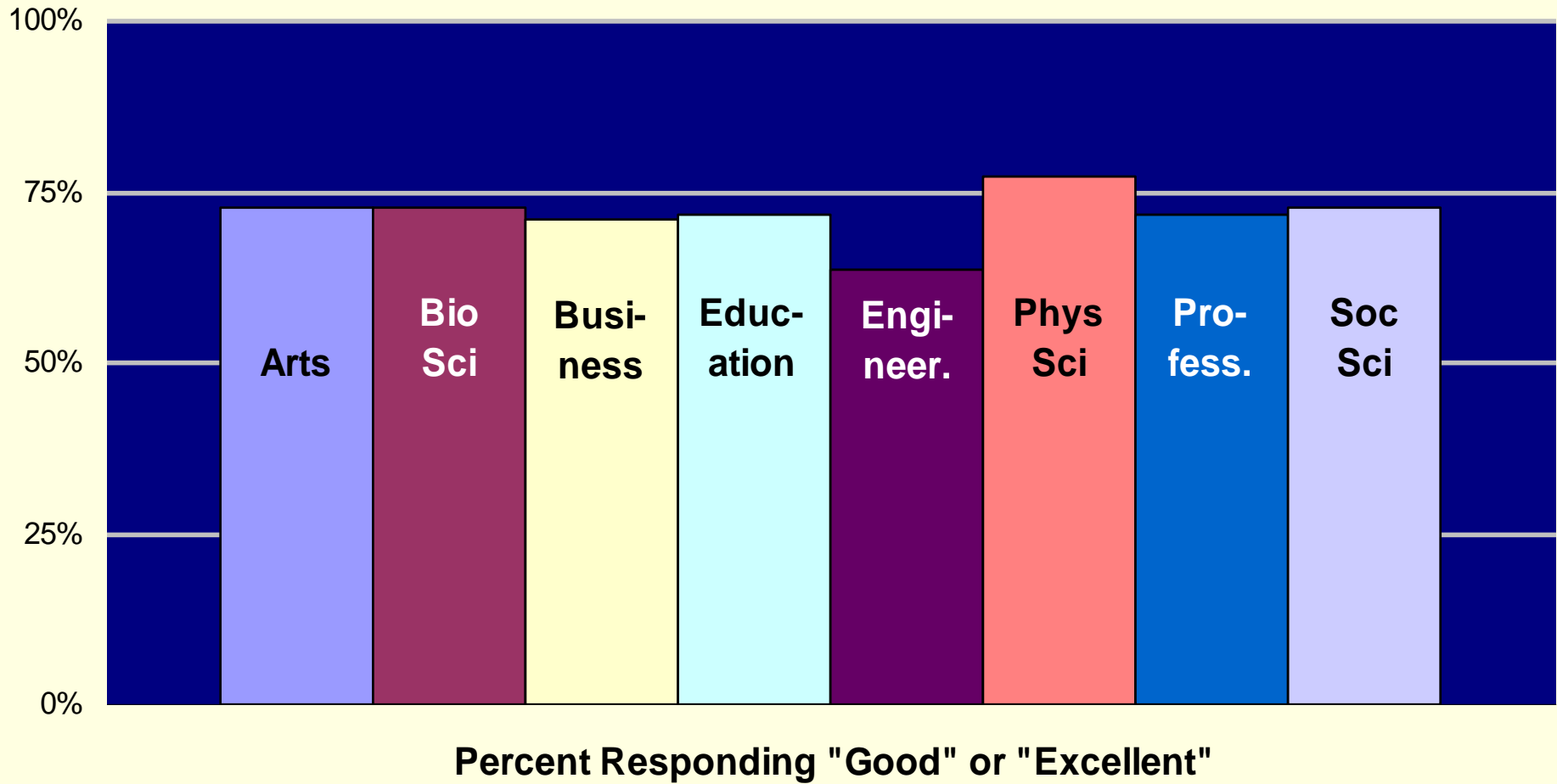
*Michael McPherson,
President of The Spencer Foundation
(former President of Macalaster College)*



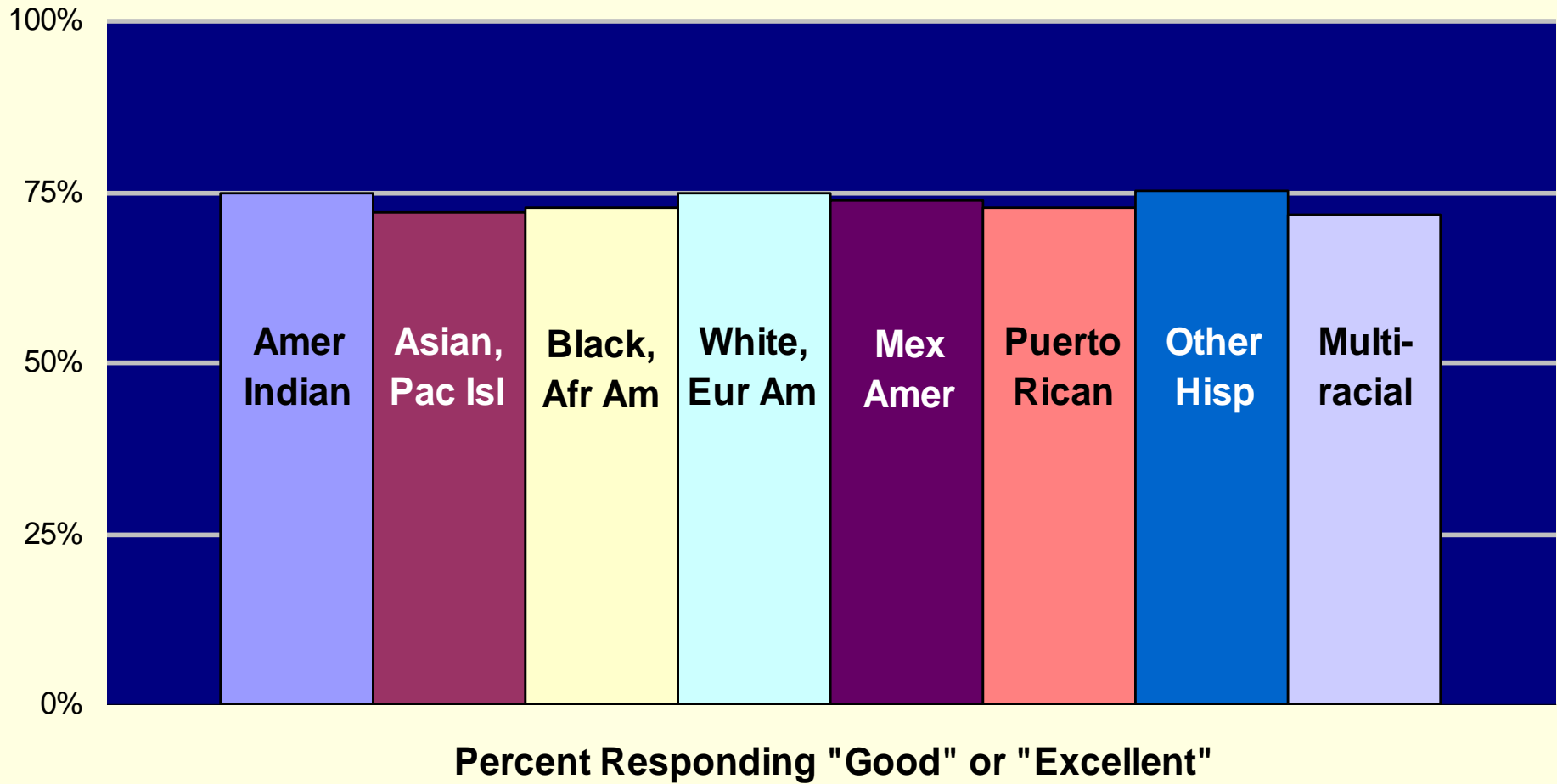
Internal Sharing of Results

| NSSE 2004 results shared with | % of institutions |
|-------------------------------|-------------------|
| President | 80 |
| Faculty | 71 |
| Administrative Staff | 68 |
| Department Chairs | 59 |
| Academic Advisors | 51 |
| Governing Board | 34 |
| Students | 32 |

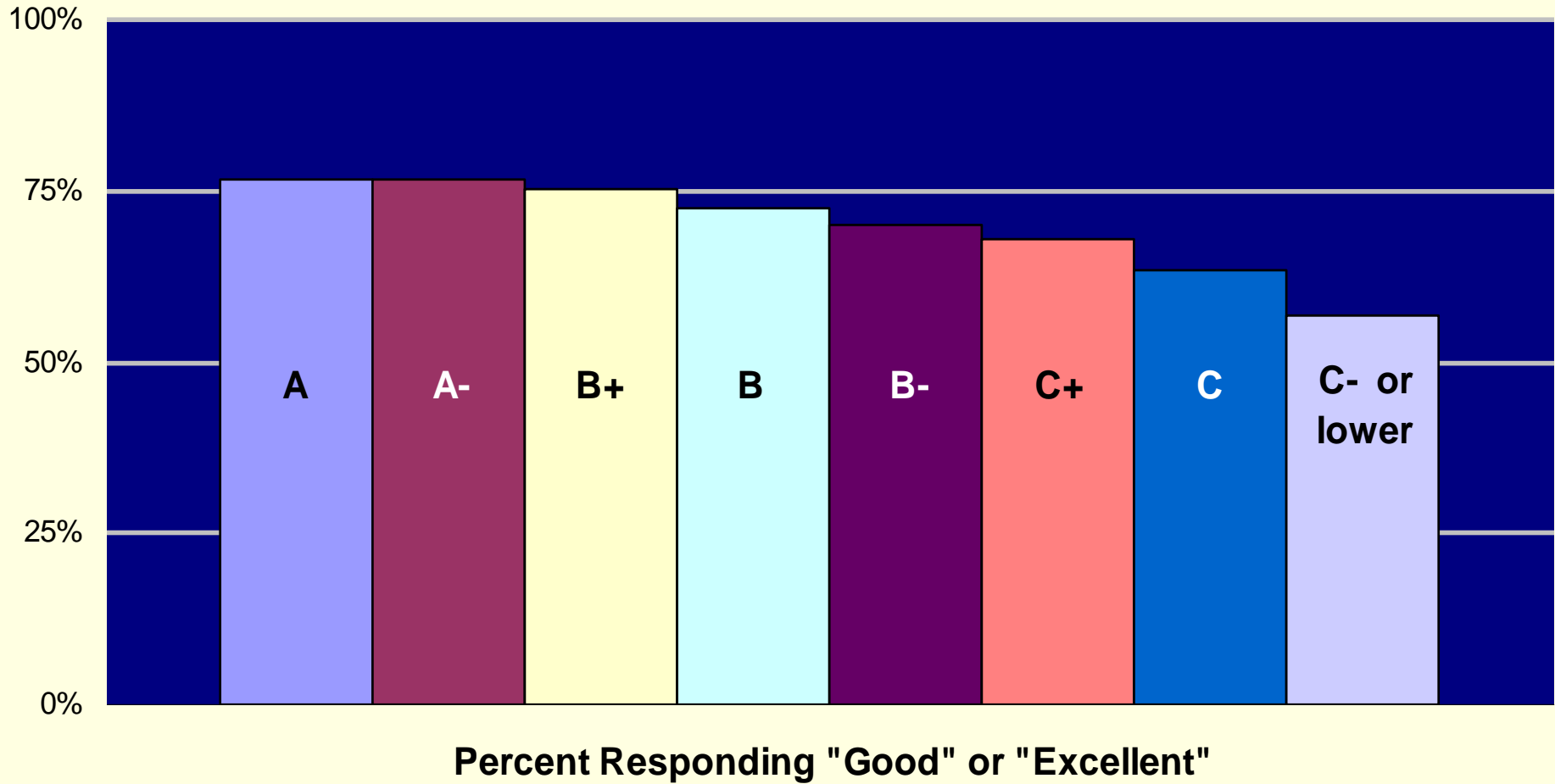
Satisfaction with Advising by Major Disciplines



Satisfaction with Advising by Race/Ethnicity



Satisfaction with Advising by Grades





Selected Findings

- ◆ The single best predictor of student satisfaction with college is the degree to which they perceive the college environment to be supportive of their academic and social needs.
- ◆ Effective educational practices measured by NSSE are independent of institutional selectivity.
- ◆ Schools that have a lower student-faculty ratio, more full-time faculty, and more classes with fewer than 20 students generally score higher on all five NSSE benchmarks.



Promising Findings

- ◆ More than 75% of “A” students say they are highly motivated to succeed compared with only half of the “C” students.
- ◆ At institutions where faculty members use effective educational practices more frequently in their classes, students are more engaged over all and gain more from college.
- ◆ A majority of students (54% of first-year students and 63% of seniors) says they often discuss ideas from readings or classes with others outside of class, and well over 90% do this at least sometimes.



Disappointing Findings

- ◆ Three of ten first-year students reported working just hard enough to get by.
- ◆ Between 40% and 50% of first-year students *never* used career planning, financial advising, or academic tutoring services.
- ◆ Almost half of all students (43% first-years, 48% seniors) spend no time on cocurricular activities.



Student-Faculty Interaction

| Percent Responding 'Very Often' or 'Often' | First-Year Students | Seniors |
|--|---------------------|---------|
| Discussed grades or assignments with an instructor | 51% | 63% |
| Talked about career plans with a faculty member or advisor | 30% | 47% |
| Discussed ideas from your readings or classes with faculty members outside of class | 20% | 30% |
| Received prompt feedback from faculty on your academic performance (written or oral) | 63% | 73% |
| Worked harder than you thought you could to meet an instructor's standards or expectations | 54% | 60% |
| Worked with faculty members on activities other than coursework | 15% | 25% |



Enriching Activities

| Percent Responding 'Done' or 'Plan to Do' | First-Year Students | Seniors |
|--|---------------------|---------|
| Practicum, internship, field experience, co-op experience, or clinical assignment | 83% | 77% |
| Work on a research project with a faculty member outside of course or program requirements | 34% | 32% |
| Foreign language coursework | 57% | 53% |
| Study abroad | 46% | 25% |
| Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.) | 51% | 66% |



For More Information

- ◆ Contact people on your campus who have NSSE data and reports
- ◆ Contact NSSE:
 - ◆ nsse@indiana.edu
 - ◆ www.nsse.iub.edu

