



# BCSSE and NSSE Reports for 2015

Presented to Faculty  
Senate

April 25, 2016

By Data Team

ignite  
your  
Spark

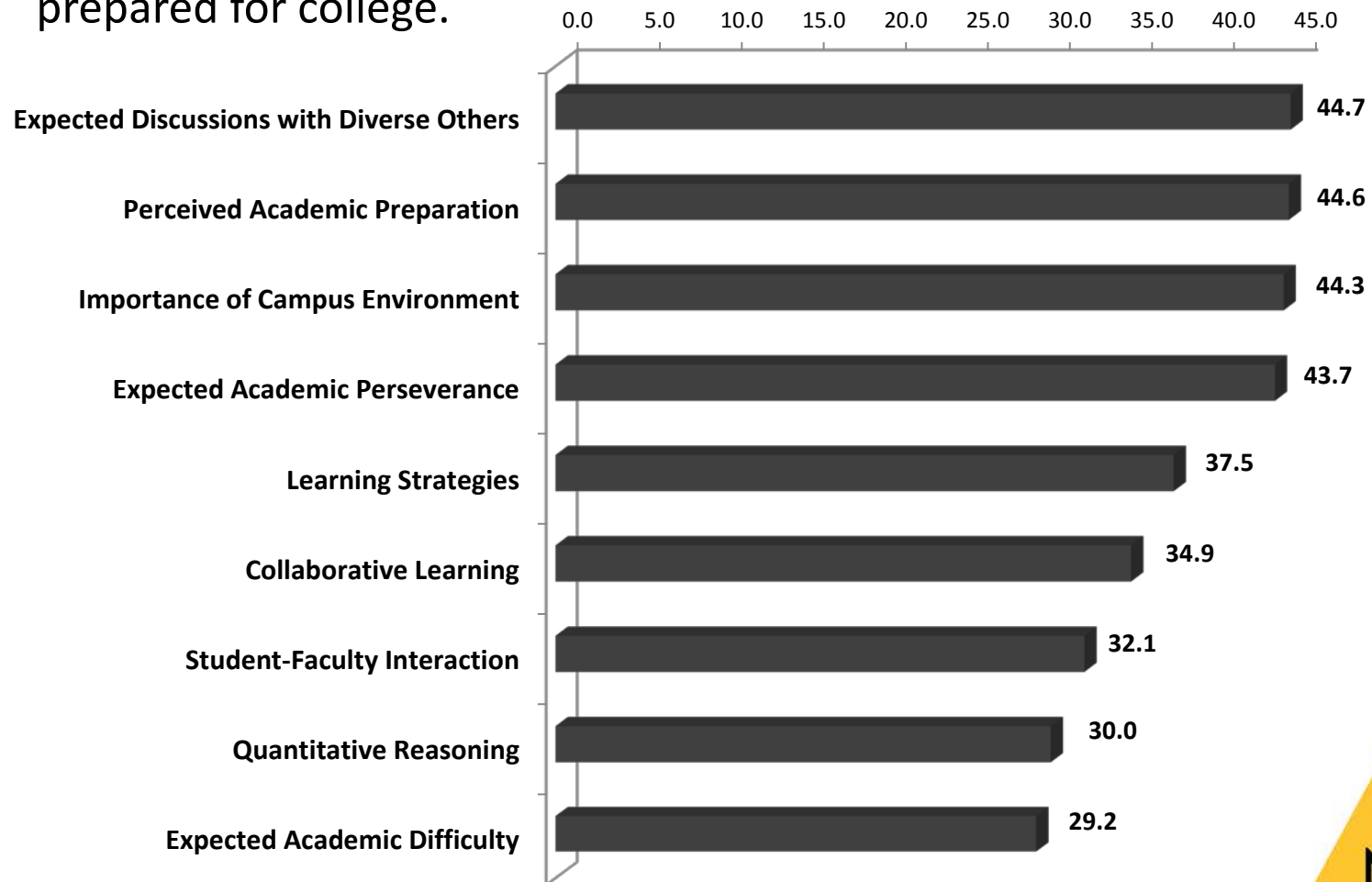


# Assessing Student Engagement

- Student Engagement
  - **Student Component:** Time and effort students put forth in their studies and other educational activities.
  - **Institutional Component:** Resources and activities institutions deploy to get students engaged in positive student learning.
- Beginning College Survey of Student Engagement (BCSSE)
  - Assesses high school experiences and college expectations
  - N= 1,583 about 78% of FTF
- National Survey of Student Engagement (NSSE)
  - Assesses first-year experiences
  - N= 551 about 18% of FTF

# Summary of BCSSE 2014

- First-year students held high expectations to engage in discussions with diverse others. They also perceived themselves to be academically prepared for college.





# BCSSE-NSSE Comparisons

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- Over half of first-year students expected to study more than 10 hours a week. Yet 43% studied 10 hours or less in their first year.

## Hours Preparing for Class per Week

	1-10 hours	11-20 hours	More than 30
High School	80%	15%	3%
Expected First-Year	25%	54%	21%
First-Year	43%	36%	16%

- 92% of first-year students expected to participate in some form of co-curricular activities. However, 42% did not participate in their first year of college.

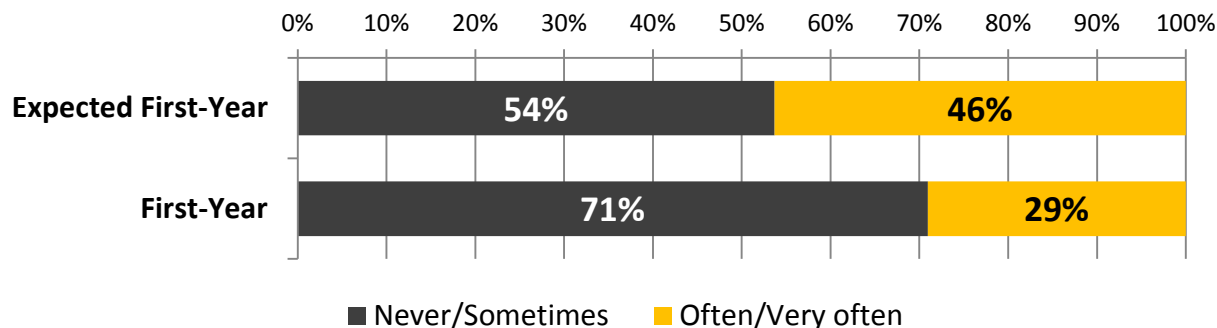
## Hours Participating in Co-curricular Activities per Week

	None	1-10 hours	11-20 hours	More than 20
High School	15%	46%	27%	12%
Expected First-Year	8%	58%	27%	7%
First-Year	42%	42%	13%	3%

# BCSSE-NSSE Comparisons

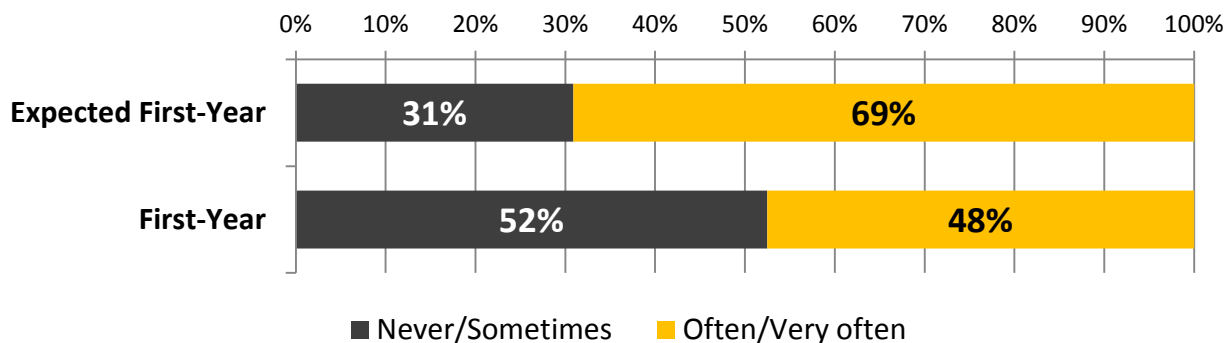
- 46% of freshmen expected to have discussions with faculty outside of class about course topics and ideas. Yet 71% did not have these discussions in their first year.

## Discuss course topics, ideas etc. with a faculty member outside of class



- Over half of freshmen did not work with other students on course projects and assignments.

## Work with other students on course projects/assignments





# NSSE Institutional Comparisons:

## First-Year Students Engagement Indicators

Theme	Engagement Indicator	Kentucky System	NKU Benchmarks	Enrolled / Masters / Pub
<b>Academic Challenge</b>	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	△	△
	Quantitative Reasoning	--	△	△
<b>Learning with Peers</b>	Collaborative Learning	▽	▽	▽
	Discussions with Diverse Others	--	--	--
<b>Experiences with Faculty</b>	Student-Faculty Interaction	--	△	△
	Effective Teaching Practices	△	△	△
<b>Campus Environment</b>	Quality of Interactions	--	△	△
	Supportive Environment	--	--	--

### Key

- △ NKU students' average was significantly higher ( $p < .05$ )
- No significant difference.
- ▽ NKU students' average was significantly lower ( $p < .05$ )



# NSSE Trend Data: **First-Year Students**

- In 2009, only 43% of first-year students participated in co-curricular activities. By 2015, 57% of first-year students are involved in co-curricular activities.

## **Participation in Co-curricular Activities**

	2009	2012	2015
<b>Participating</b>	43%	46%	57%
<b>Not participating</b>	57%	54%	43%

- Institutional emphasis on conversations with diverse others has increased by six percentage points from 2009 to 2015.

## **Encouraging Conversations with Diverse Others**

	2009	2012	2015
<b>Very Little/Some</b>	41%	39%	35%
<b>Quite a bit/Very Much</b>	59%	61%	65%



# NSSE 2015: Senior Students

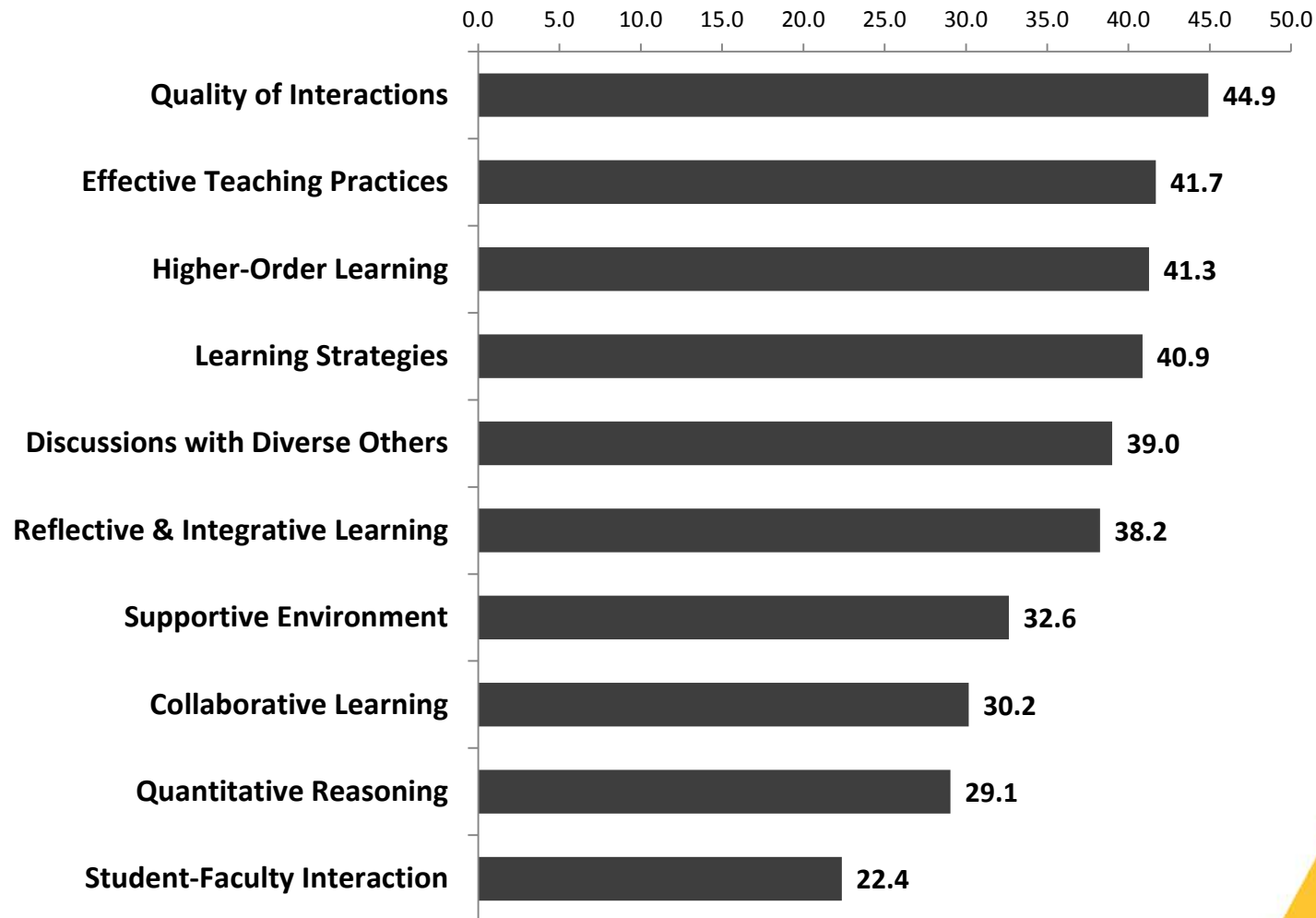
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- Assesses senior experiences at NKU
- Ten engagement indicators (EI)
- EIs measured on a 0-60 scale
- Administered to 2,779 seniors
- N= 772 about 28% response rate (higher than national response rate of 23%)



# Summary of NSSE 2015: Senior Students

- Senior students valued the quality of interactions and effective teaching practices at NKU.





# NSSE Institutional Comparisons:

## Senior Students Engagement Indicators

<i>Theme</i>	<i>Engagement Indicator</i>	Kentucky System	NKU Benchmarks	Enrolled / Masters / Pub
<b>Academic Challenge</b>	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	▽	--	--
<b>Learning with Peers</b>	Collaborative Learning	▽	▽	▽
	Discussions with Diverse Others	▽	▽	▽
<b>Experiences with Faculty</b>	Student-Faculty Interaction	▽	--	▽
	Effective Teaching Practices	--	△	△
<b>Campus Environment</b>	Quality of Interactions	△	△	△
	Supportive Environment	▽	--	--

### Key

△ NKU students' average was significantly higher ( $p < .05$ )

-- No significant difference.

▽ NKU students' average was significantly lower ( $p < .05$ )



# NSSE Trend Data: Senior Students

- Participation in co-curricular activities increased by seven percentage points from 2009 to 2015.

## Participation in Co-curricular Activities

	2009	2012	2015
<b>Participating</b>	30%	36%	37%
<b>Not participating</b>	70%	64%	63%

- Institutional emphasis on conversations with diverse others has increased by four percentage points from 2009 to 2015 for seniors.

## Encouraging Discussion with Diverse Others

	2009	2012	2015
<b>Very Little/Some</b>	52%	48%	48%
<b>Quite a bit/Very Much</b>	48%	52%	52%



# High Impact Practices

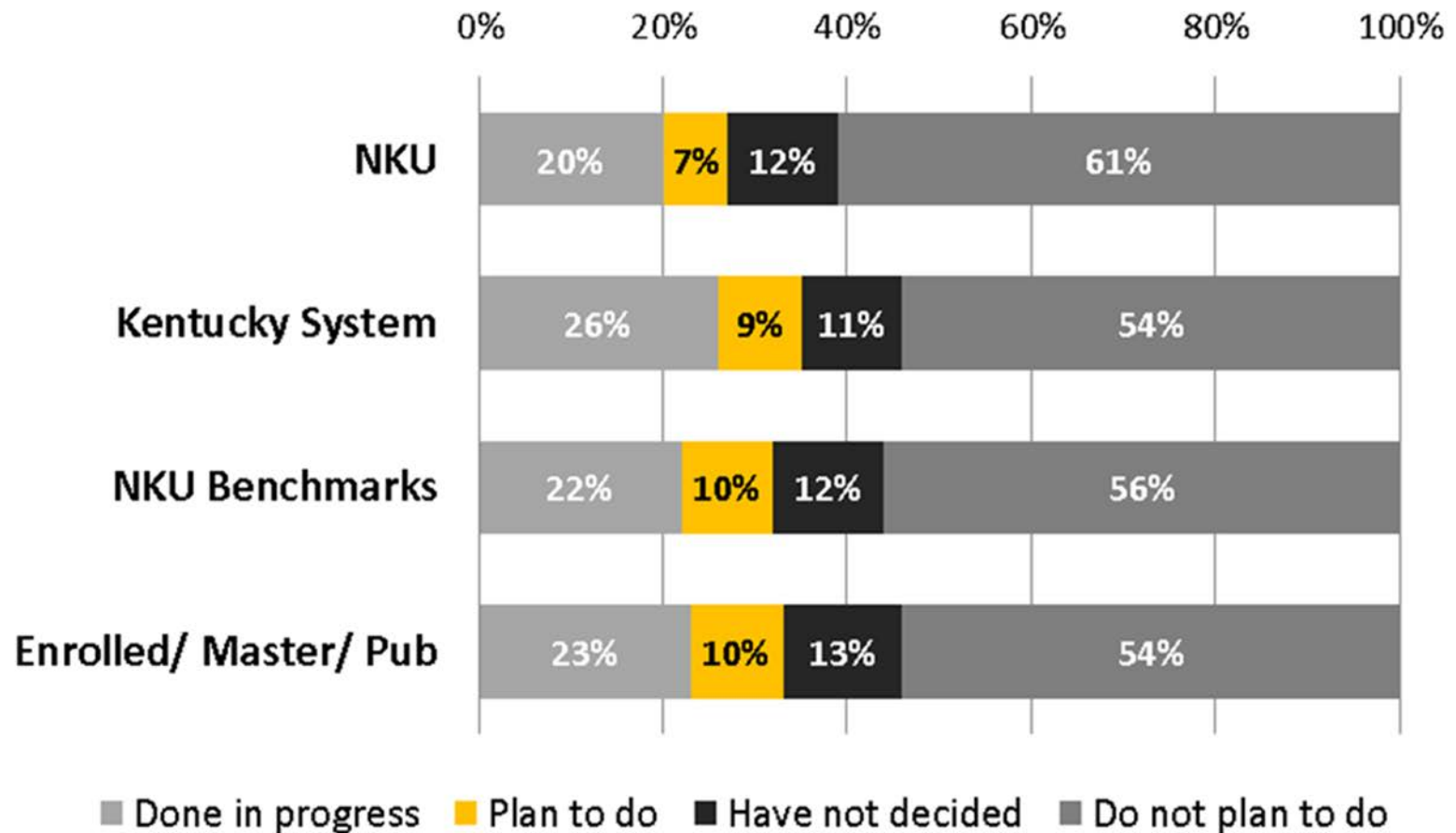
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	<u>First-Year</u>	<u>Senior</u>
• Learning community	✓	✓
• Service-learning	✓	✓
• Research with faculty	✓	✓
• Internship or field experience		✓
• Study abroad		✓
• Culminating senior experience		✓



# NSSE Institutional Comparisons: High-Impact Practices

## Learning Community

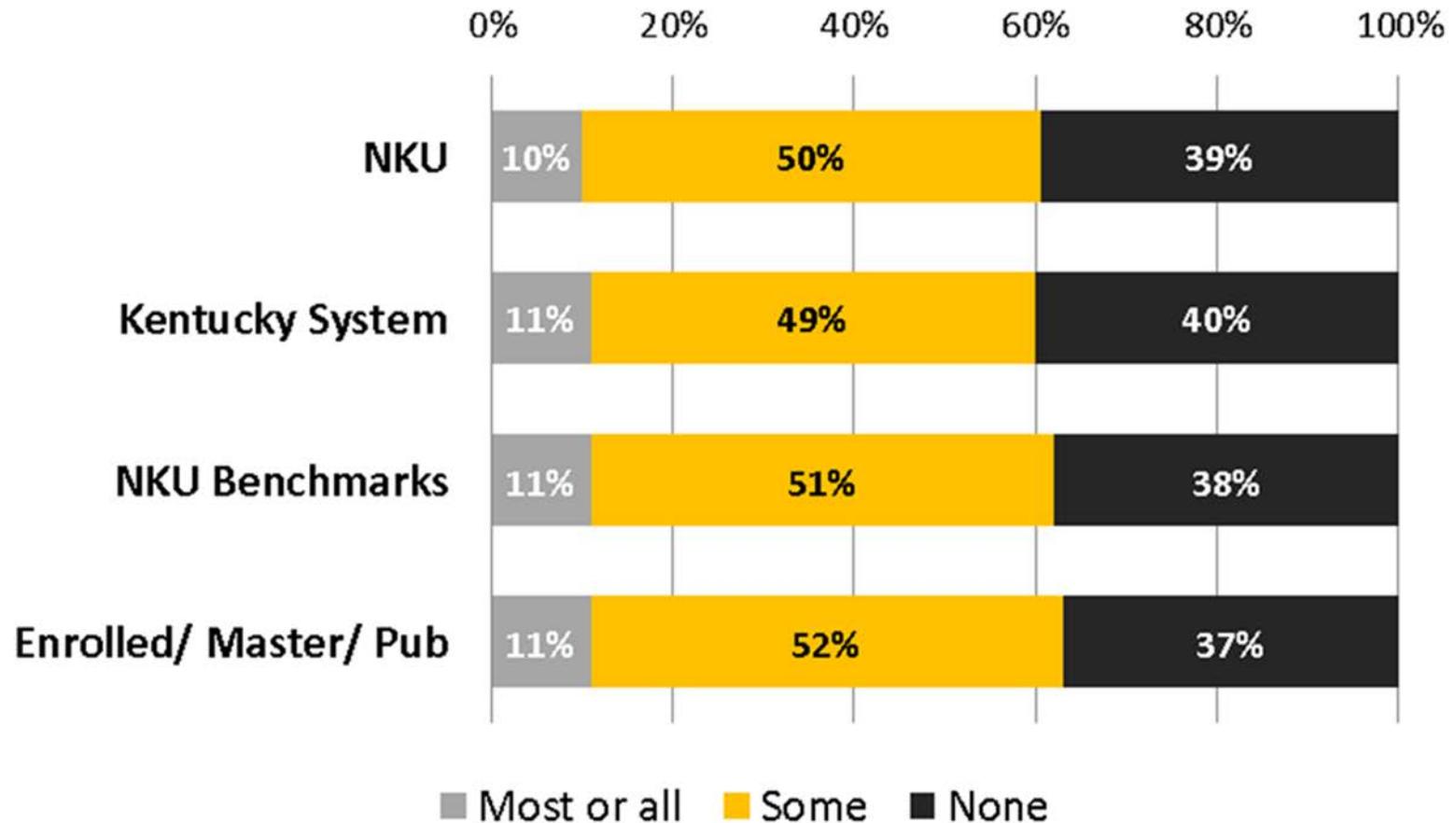




# NSSE Institutional Comparisons:

## High-Impact Practices

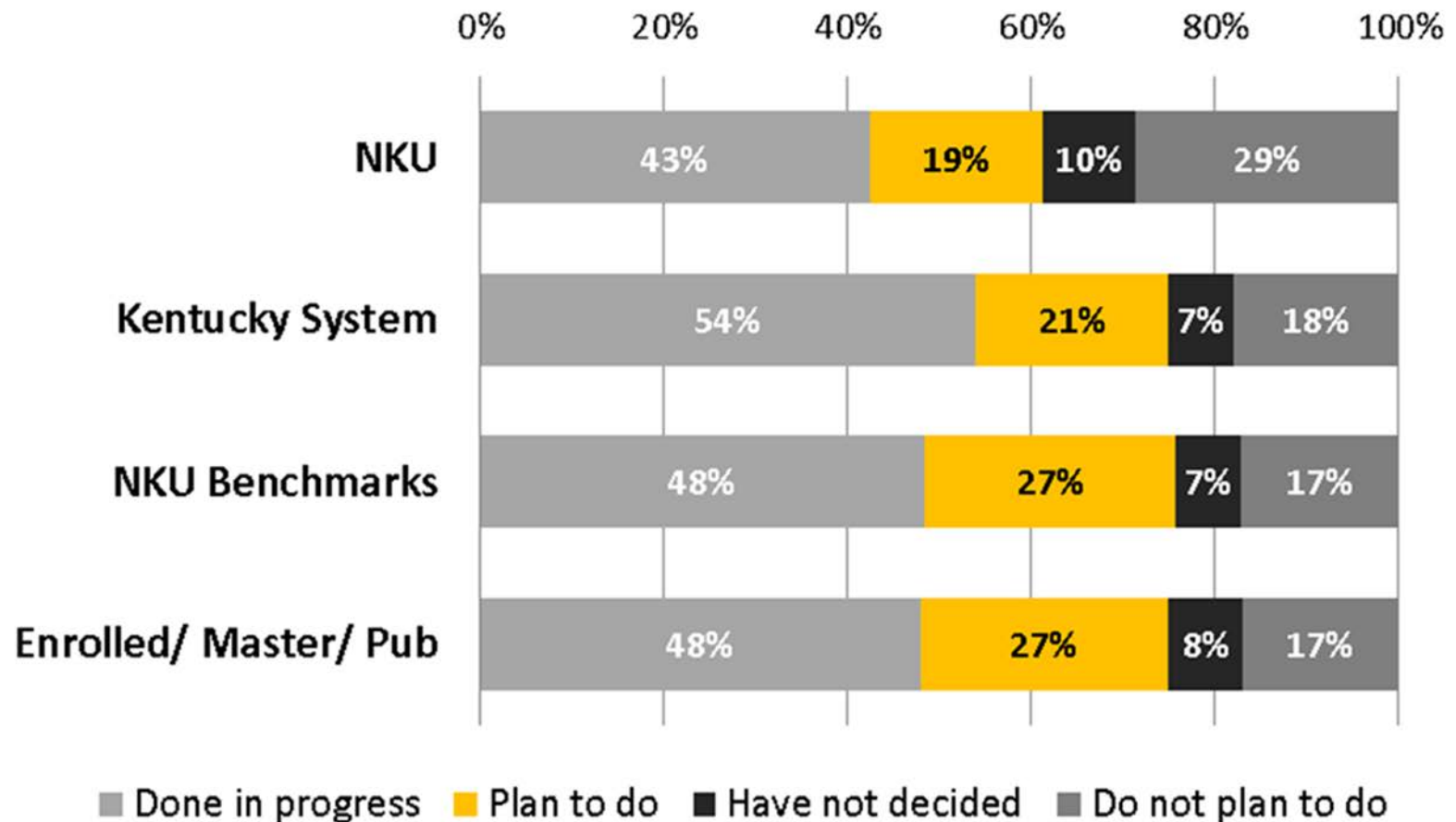
### Service Learning





# NSSE Institutional Comparisons: High-Impact Practices

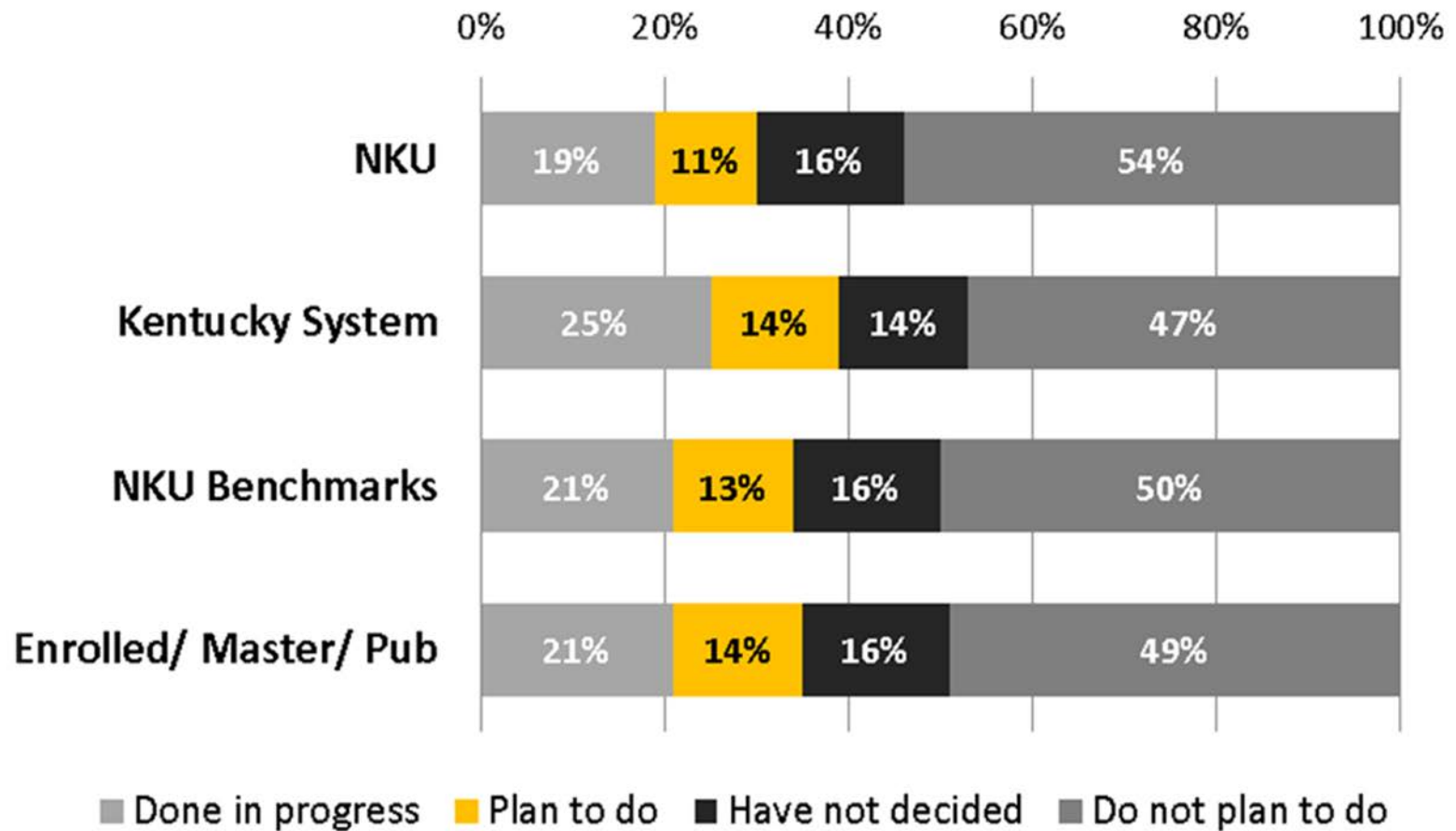
## Internship or Field Experience





# NSSE Institutional Comparisons: High-Impact Practices

## Research with a Faculty Member



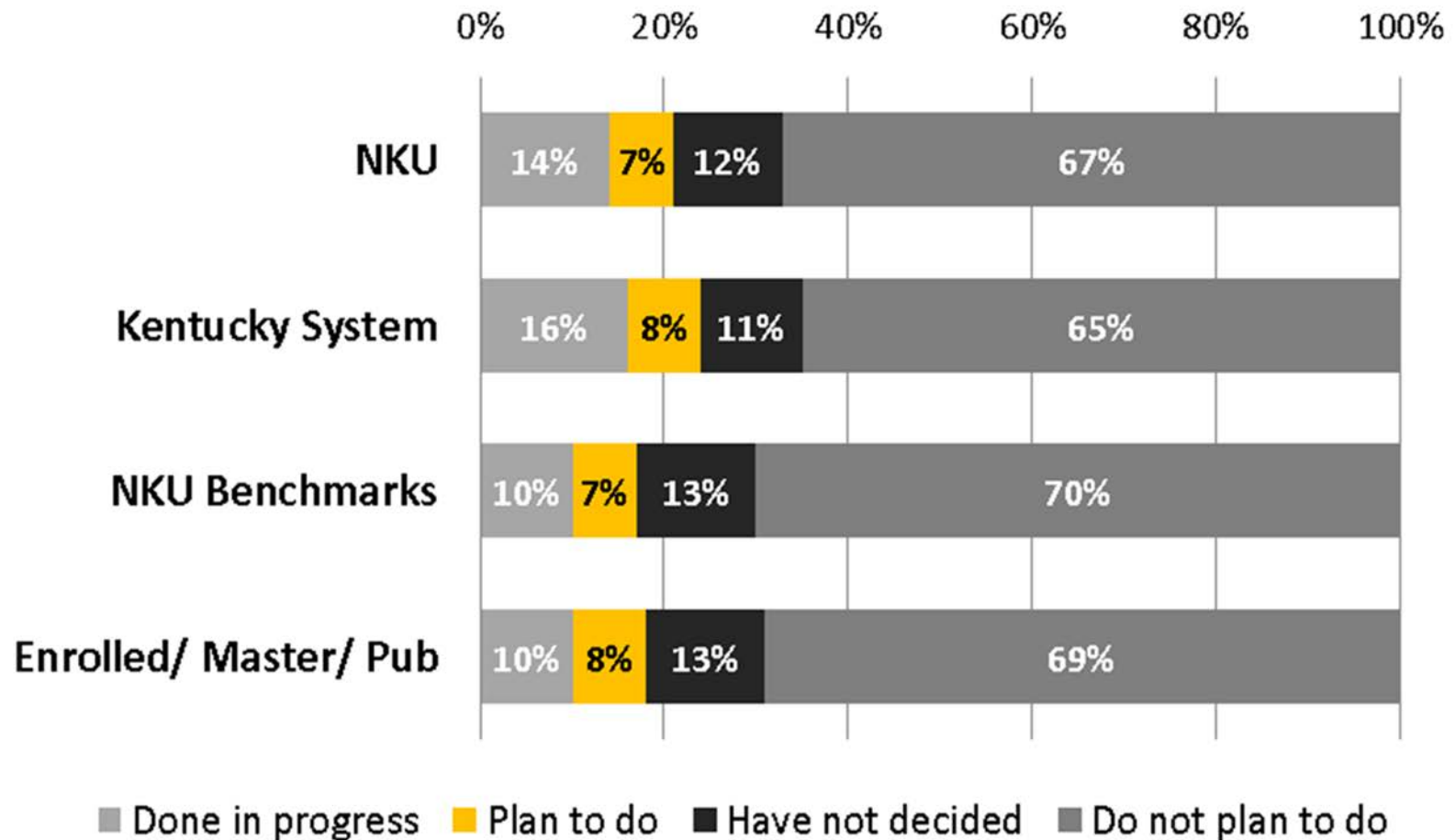




# NSSE Institutional Comparisons:

## High-Impact Practices

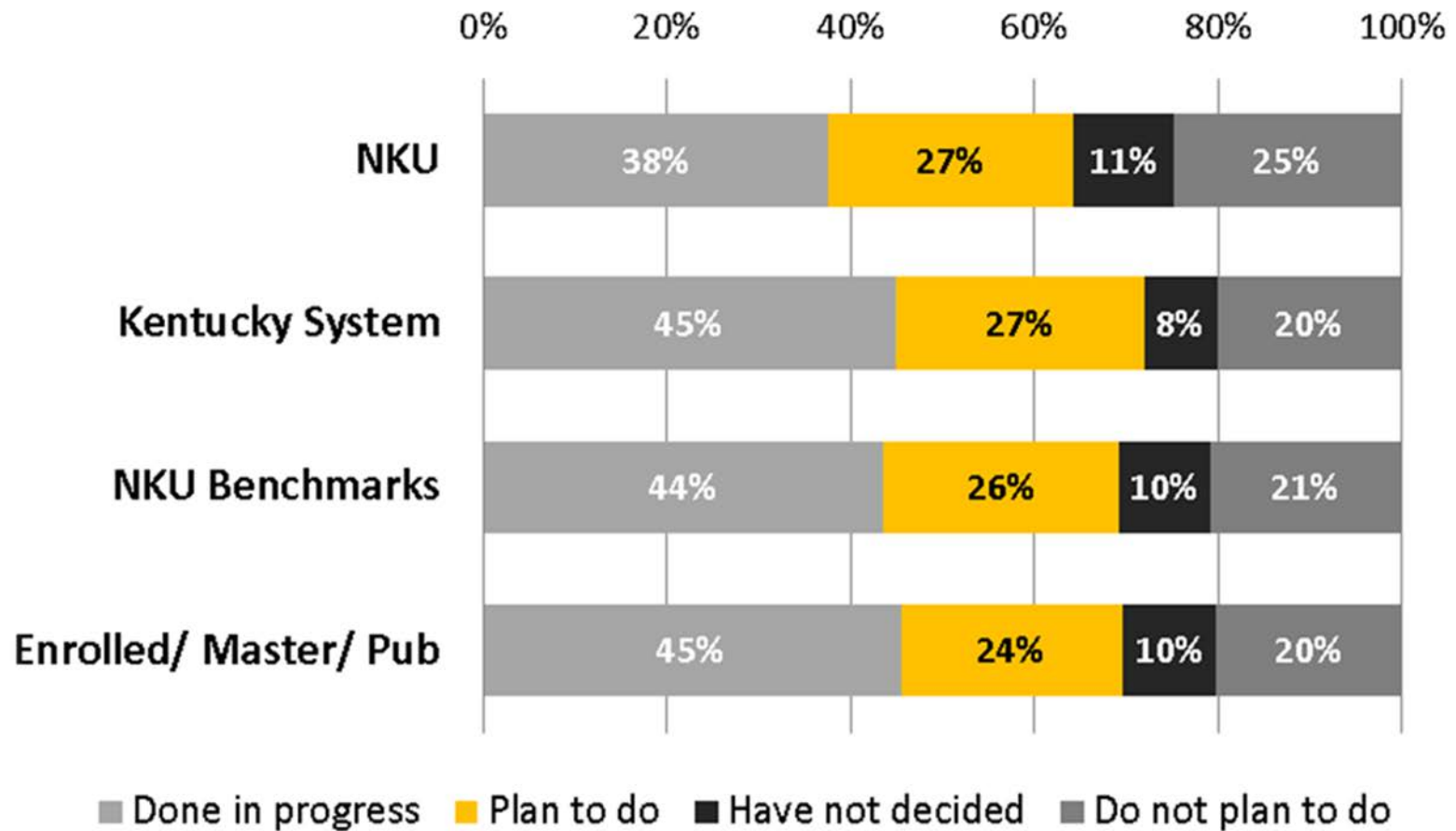
### Study Abroad





# NSSE Institutional Comparisons: High-Impact Practices

## Culminating Senior Experience

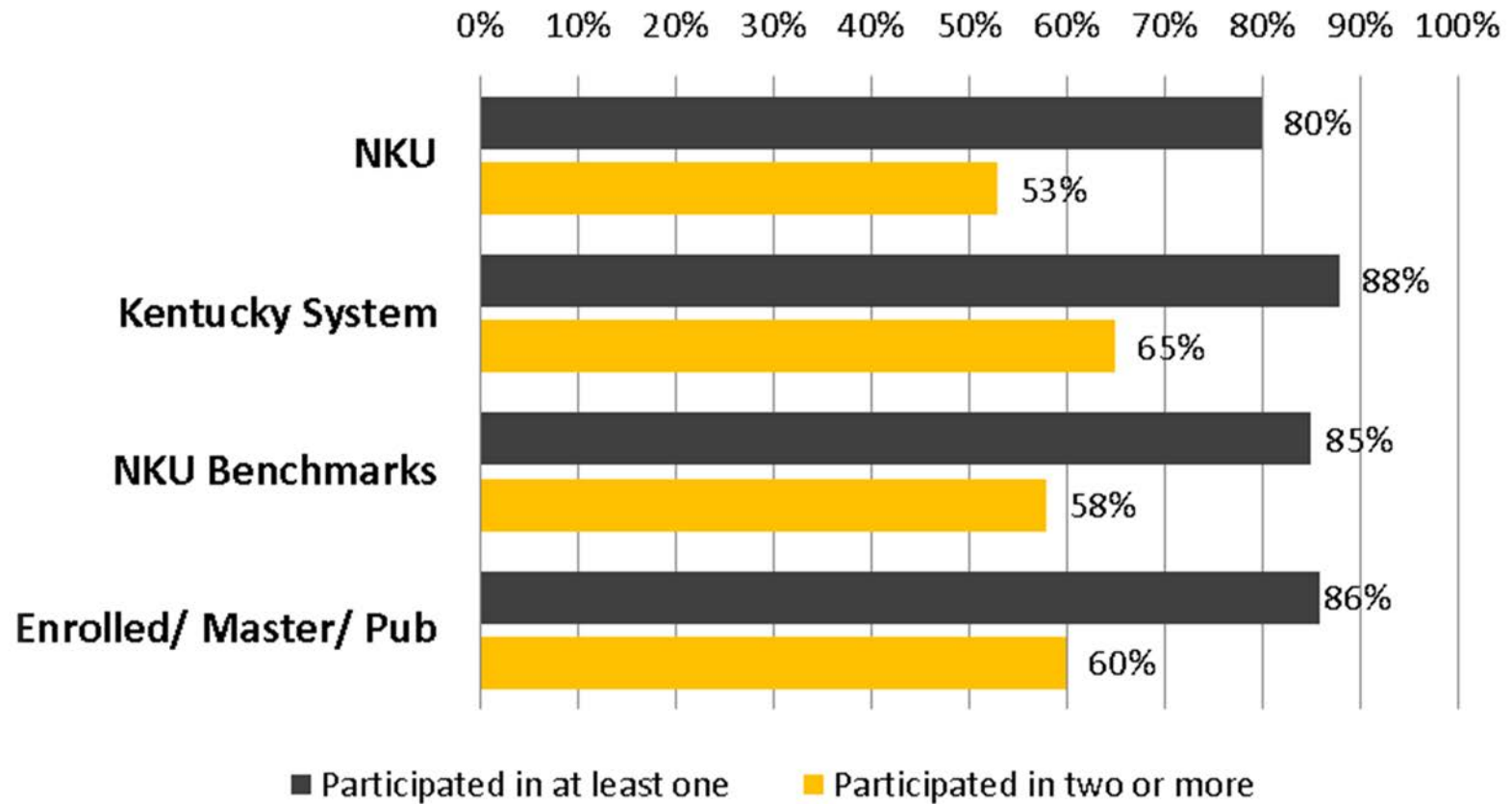




# NSSE Institutional Comparisons:

## High-Impact Practices

### High-Impact Practices: Overall



# TREND DATA

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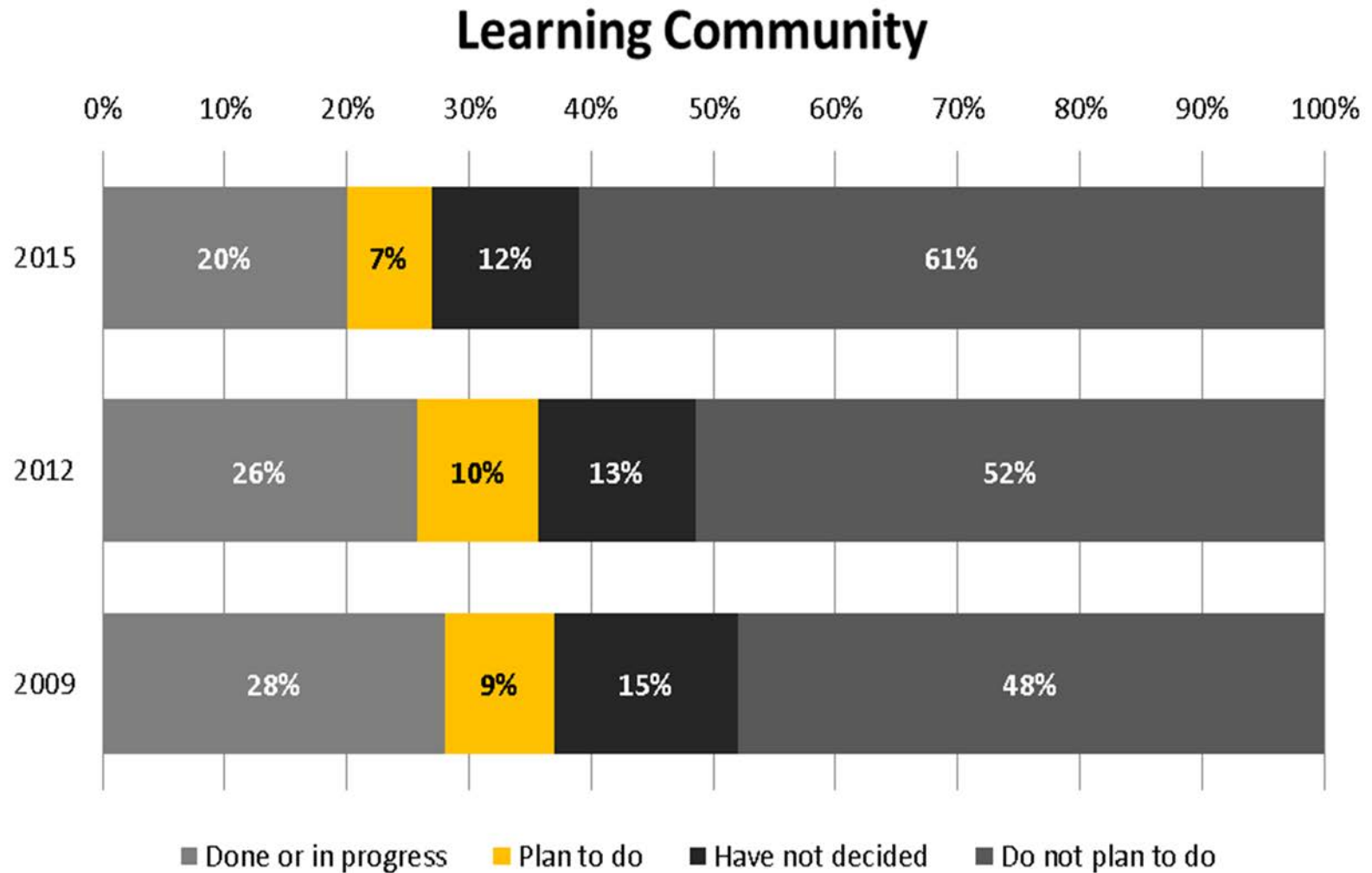
Comparison on Senior Student responses from the 2009, 2012, and 2015 NSSE.

- High-Impact Practices



# NSSE Trend Data:

## High-Impact Practices

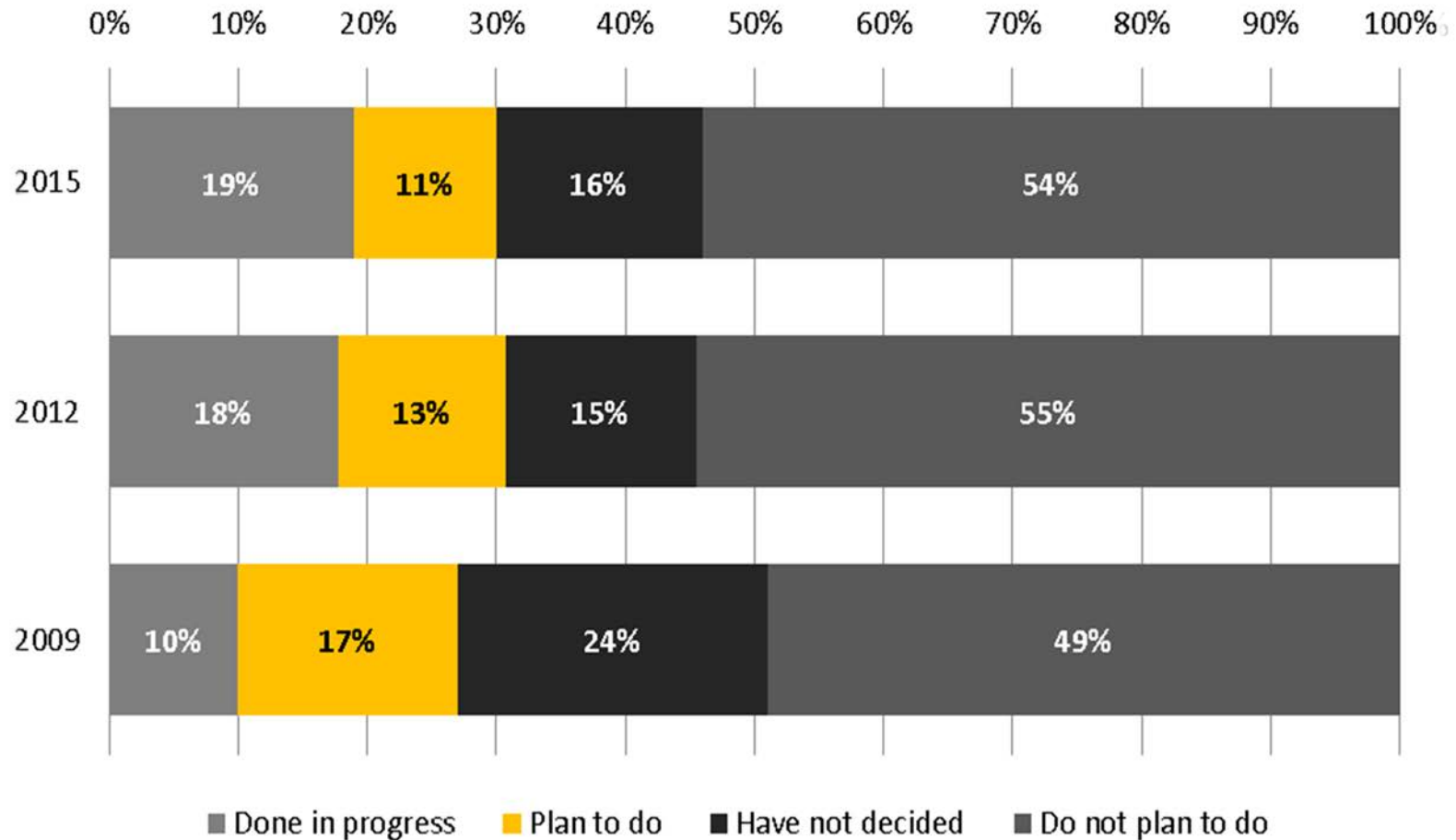




# NSSE Trend Data:

## High-Impact Practices

### Research with a Faculty Member

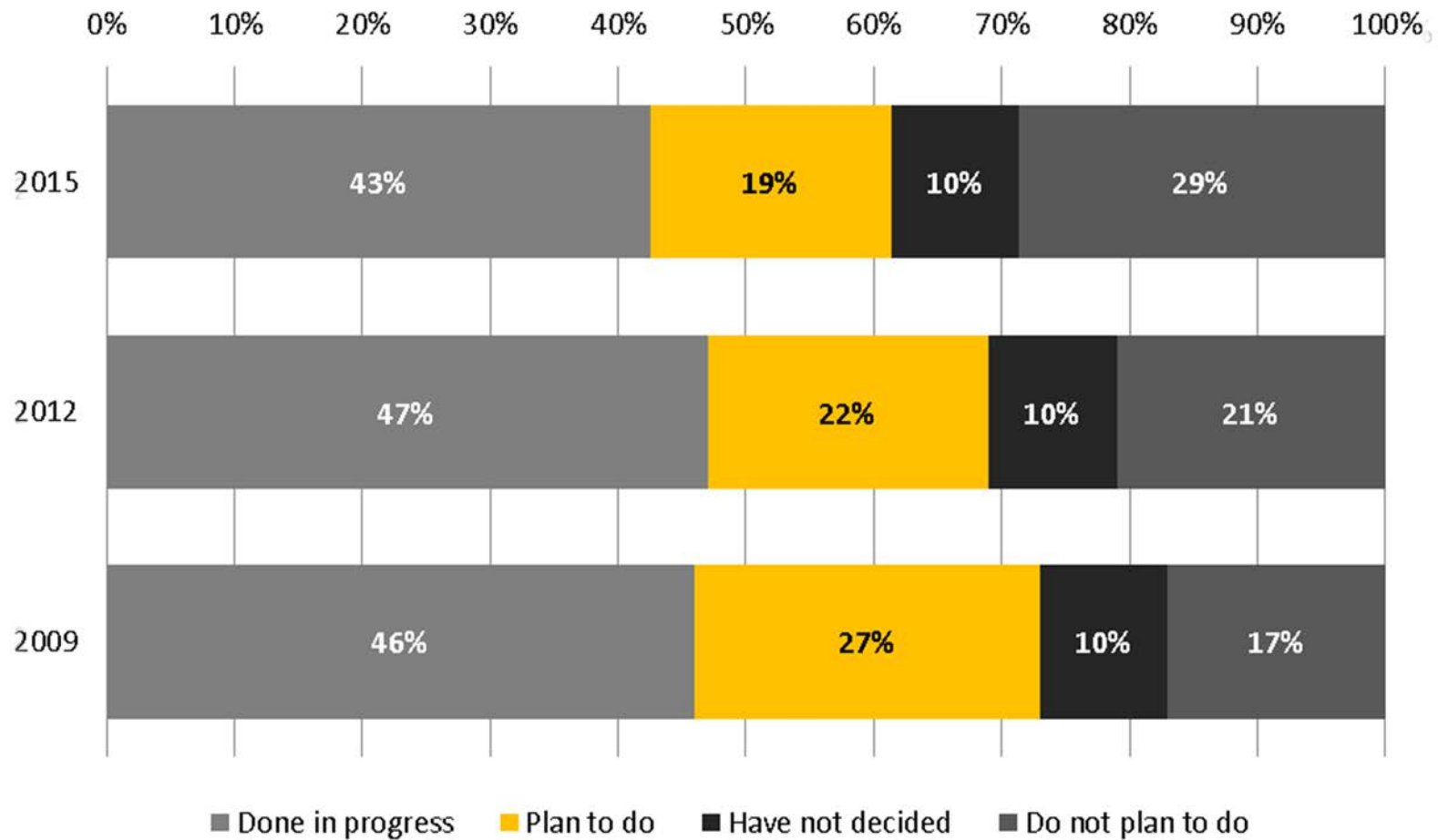




# NSSE Trend Data:

## High-Impact Practices

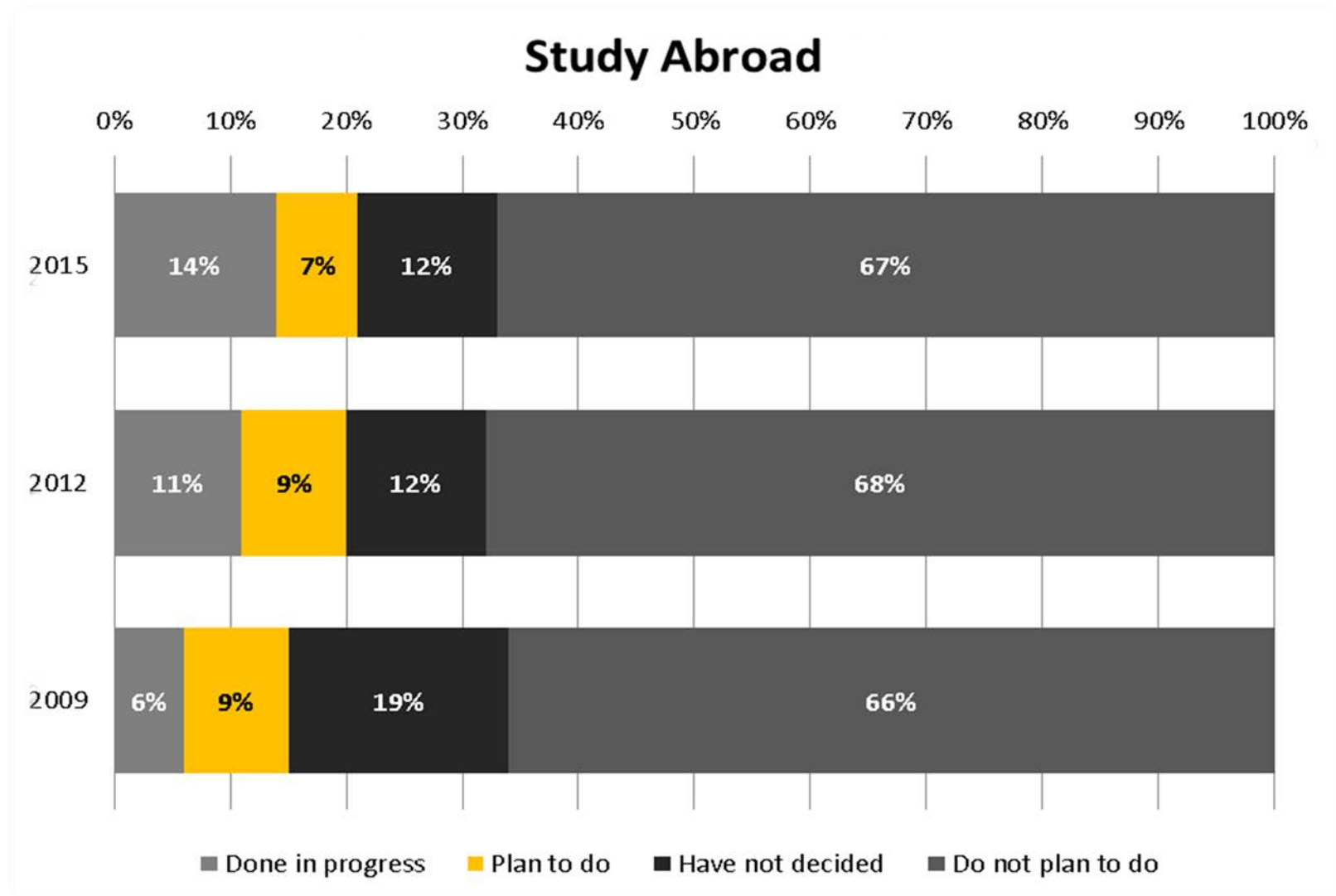
### Internship or Field Experience





# NSSE Trend Data:

## High-Impact Practices



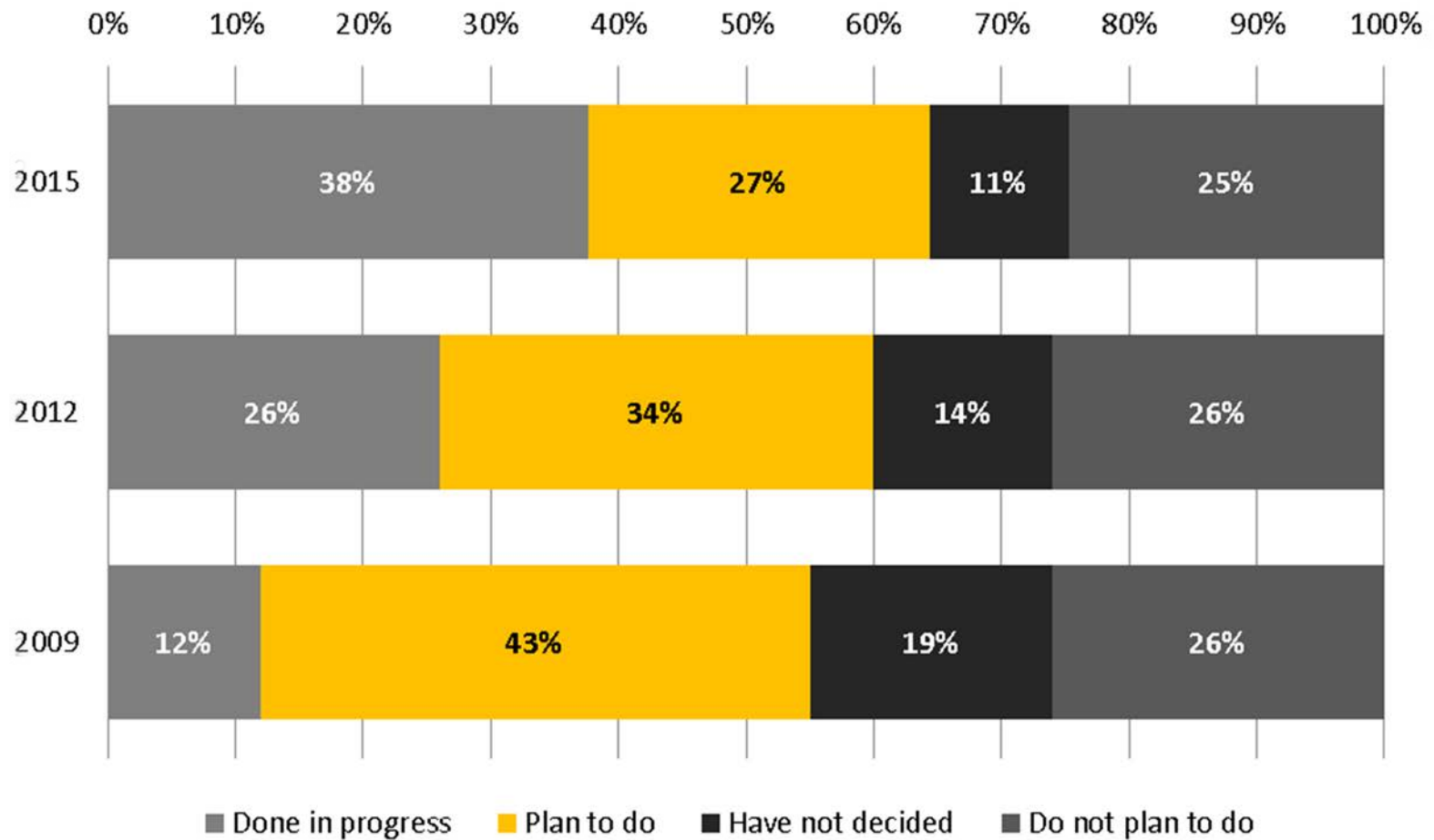




# NSSE Trend Data:

## High-Impact Practices

### Culminating Senior Experience



# Next Steps

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- Provide more in-depth analyses on subpopulations
  - First Generation
  - Gender
  - Underrepresented Groups
  - Colleges
- Share data with campus constituents, especially trends and comparisons concerning High Impact Practices and the connection to CPE metrics
  - Chairs Council
  - AAC
  - Faculty Senate
  - Staff Congress
  - Student Affairs Leadership
  - Student Government Association
  - Advisory Council