

NSSE / FSSE 2013 RESULTS

National Survey of Student Engagement
Faculty Survey of Student Engagement

METHODOLOGY

Field Period: Spring 2013

Method: Email invites for a web-based survey

Freshmen: 2,251 invited → 380 participated → *17% response rate*

Seniors: 696 invited → 228 participated → *33% response rate*

HIGH IMPACT PRACTICES

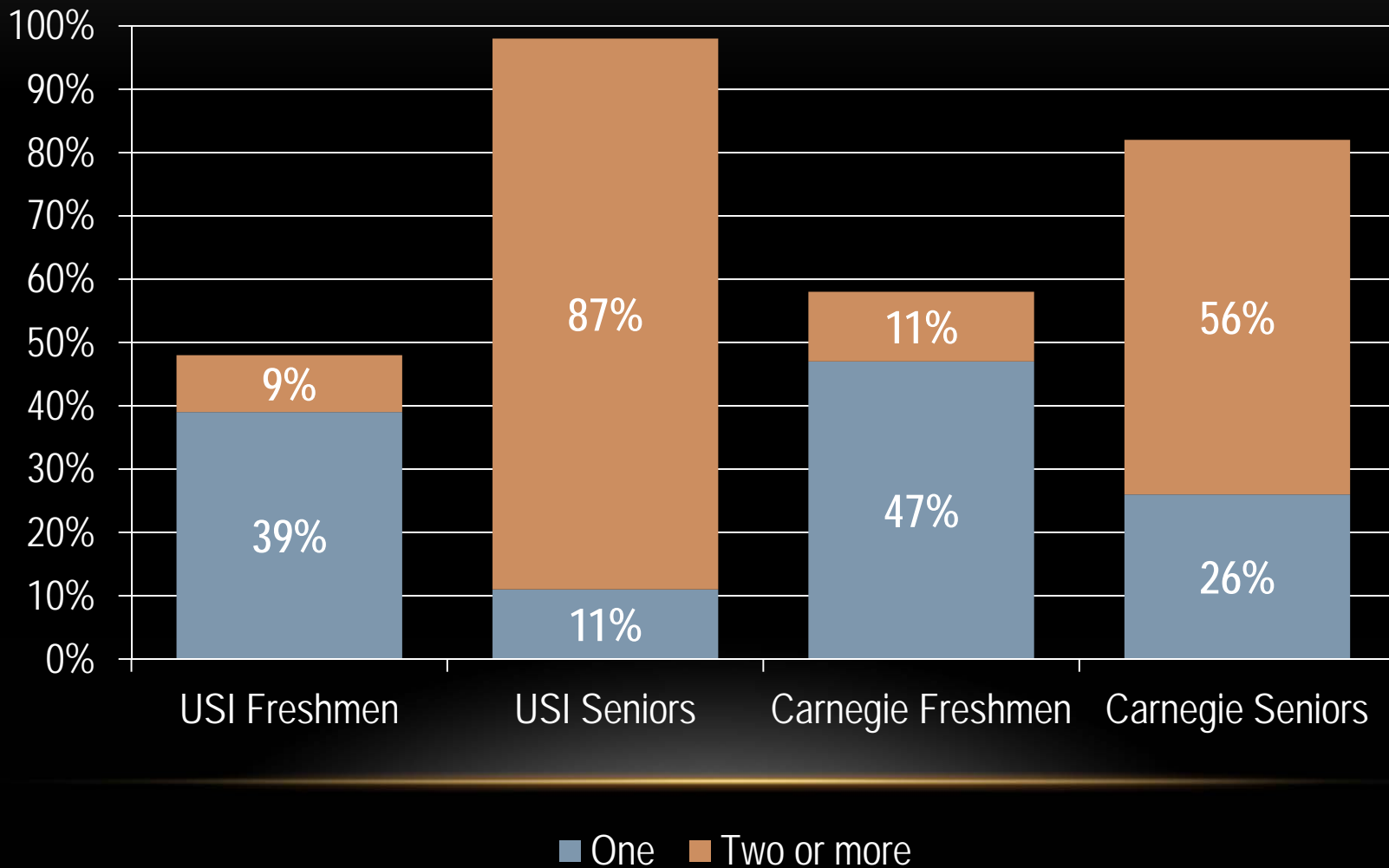
Key traits of activities with significant positive association with student learning and retention:

- Demand considerable time and effort
- Facilitate learning outside the classroom
- Require meaningful interactions with faculty and student
- Encourage collaboration with diverse others
- Provide frequent and substantive feedback

HIGH IMPACT PRACTICES

- Learning communities *(taking 2 or more classes as a cohort or other formal program)*
- Service learning courses
- Research with faculty
- Internship or field experience
- Study abroad
- Culminating senior experience *(thesis, capstone, etc.)*

PARTICIPATION IN HIGH IMPACT PRACTICES



FRESHMEN

PARTICIPATION IN HIGH IMPACT PRACTICES

Activity	USI	Carnegie Peers	Difference
Learning Community	16%	13%	3%
Service Learning	6%	9%	-3%
Research with a Faculty Member	3%	5%	-2%

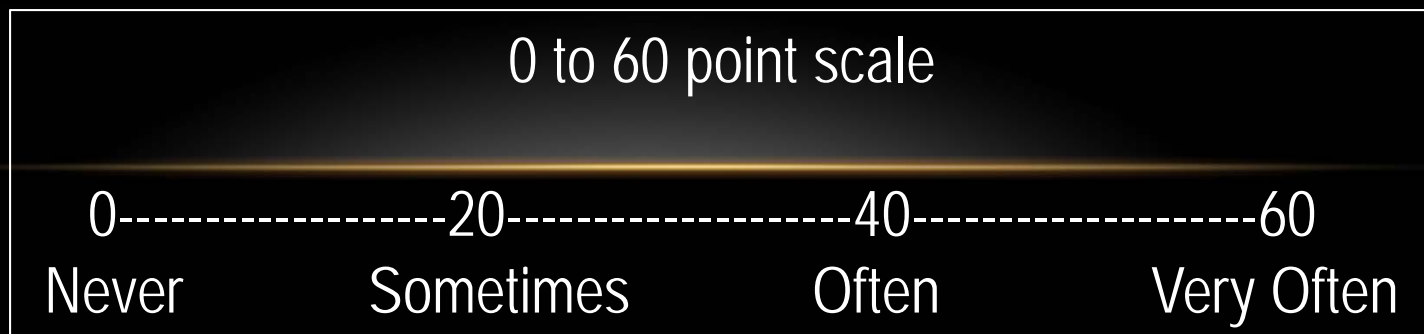
SENIOR

PARTICIPATION IN HIGH IMPACT PRACTICES

Activity	USI	Carnegie Peers	Difference
Service Learning	82%	62%	+20%
Culminating Senior Experience	81%	42%	+39%
Internship or Field Experience	73%	45%	+28%
Learning Community	28%	23%	+5%
Research with a Faculty Member	24%	19%	+5%
Study Abroad	10%	10%	0%

ENGAGEMENT INDICATORS

- Academic Challenge
- Learning with Peers
- Experiences with Faculty
- Campus Environment











ACADEMIC CHALLENGE

	USI Freshmen	USI Seniors	Difference
Higher-Order Learning	38.3	42.4	4.1
Reflective & Integrative Learning	33.2	40.0	6.8
Learning Strategies	38.4	38.2	-0.2
Quantitative Reasoning	25.3	30.3	5.0



ACADEMIC CHALLENGE





	USI Freshmen vs. Carnegie	USI Seniors vs. Carnegie
Higher-Order Learning		
Reflective & Integrative Learning		
Learning Strategies		
Quantitative Reasoning		

LEARNING WITH PEERS

	USI Freshmen	USI Seniors	Difference
Collaborative Learning	30.5	34.2	3.7
Discussions with Diverse Others	38.4	40.7	2.3



LEARNING WITH PEERS





	USI Freshmen Vs. Carnegie	USI Seniors vs. Carnegie
Collaborative Learning		
Discussions with Diverse Others		

EXPERIENCES WITH FACULTY

	USI Freshmen	USI Seniors	Difference
Student-Faculty Interactions	19.2	27.1	7.9
Effective Teaching Practices	39.4	41.8	2.4

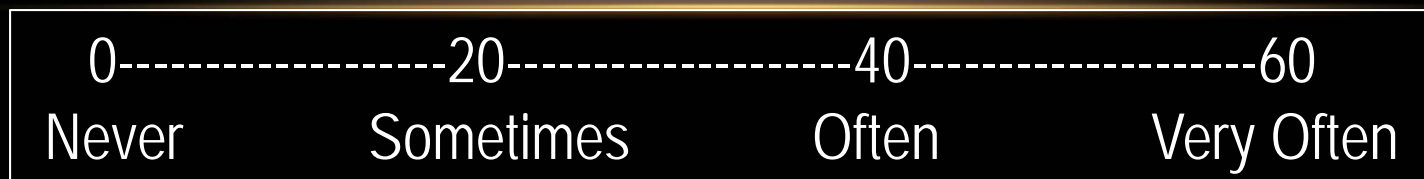


EXPERIENCES WITH FACULTY





	USI Freshmen Vs. Carnegie	USI Seniors vs. Carnegie
Student-Faculty Interactions		
Effective Teaching Practices		

CAMPUS ENVIRONMENT

	USI Freshmen	USI Seniors	Difference
Quality of Interactions	39.8	43.0	3.2
Supportive Environment	36.1	33.9	-2.2



CAMPUS ENVIRONMENT

	USI Freshmen vs. Carnegie	USI Seniors vs. Carnegie
Quality of Interactions		
Supportive Environment		

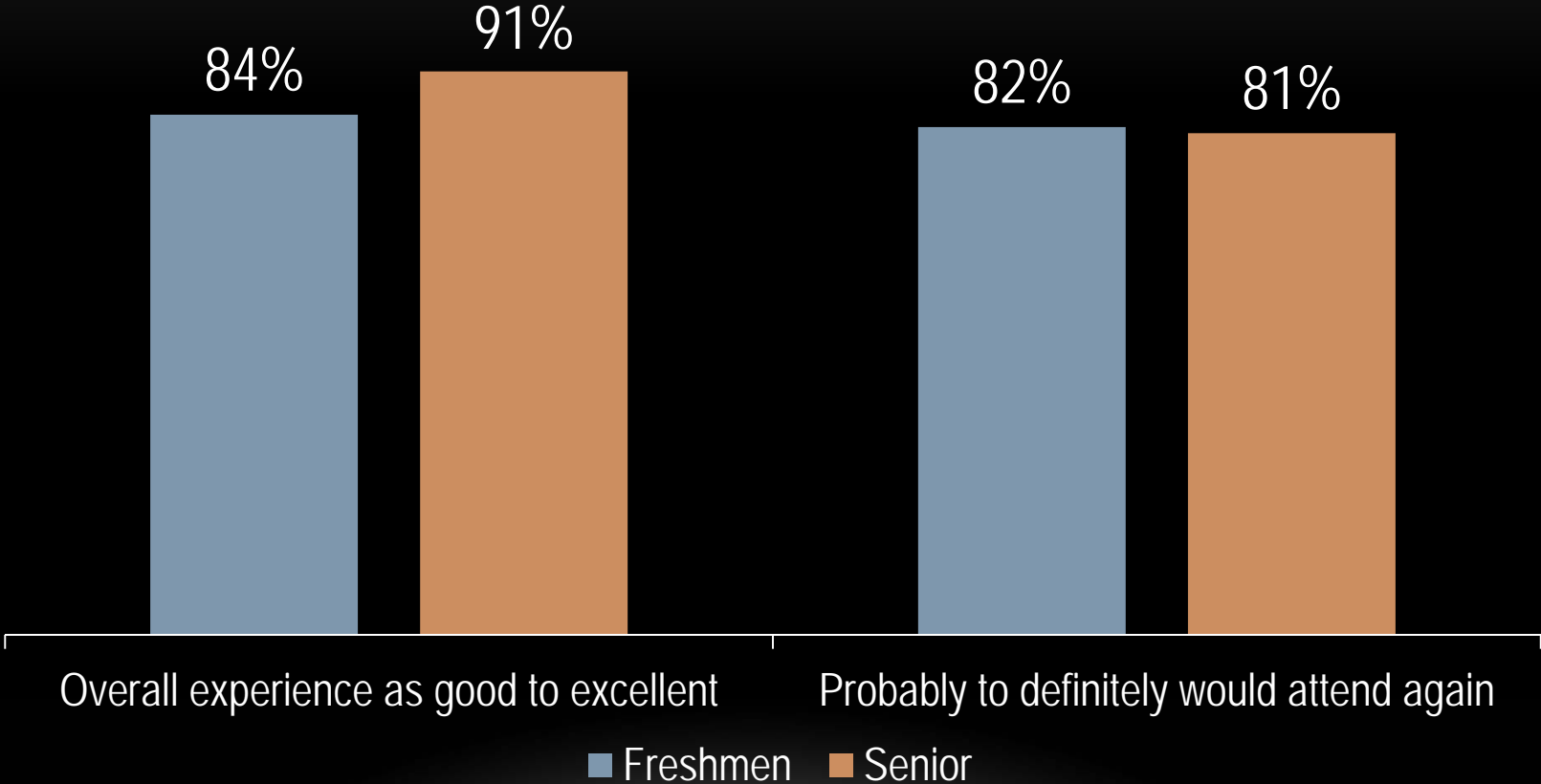
PERCEIVED GAINS AMONG SENIORS

Thinking critically and analytically	89%
Working effectively with others	85%
Writing clearly and effectively	84%
Acquiring job- or work-related knowledge and skills	82%
Speaking clearly and effectively	79%

PERCEIVED GAINS AMONG SENIORS

Developing or clarifying a personal code of values and ethics	74%
Solving complex real-world problems	72%
Analyzing numerical and statistical information	65%
Being an informed and active citizen	64%
Understanding people of other backgrounds (economic, racial/ethnic, political, religious, national, etc.)	61%

SATISFACTION WITH USI



Special Topic

ADVISING

- USI freshmen rate their advising experiences **about the same** as students at other schools
- USI seniors rate their advising experiences **higher** than students at other schools

METHODOLOGY

- Optional module
- 233 other institutions participated
- 47,441 students at other schools participated

During the current school year, to what extent has your Academic Advisor done the following:	USI Freshmen	USI Seniors	Difference
Listened closely to your concerns & questions	3.0	3.2	0.2
Been available when needed	2.9	3.2	0.3
Provided useful information about courses	2.9	2.9	0.0
Informed you of important deadlines	2.7	2.9	0.2
Helped you understand academic rules & policies	2.7	2.9	0.2
Informed you of academic support options	2.6	2.5	-0.1
Discussed your career interests & post-grad plans	2.5	2.9	0.4
Helped you when you had difficulties	2.4	2.9	0.5
Helped you get information on special opportunities	2.4	2.8	0.4

Scale of 1 to 4, 1 = Very little; 2 = Some; 3 = Quite a bit; 4 = Very much

PRIMARY SOURCE OF ADVICE FOR ACADEMIC PLANNING

Source	USI Freshmen	USI Seniors
Assigned Academic Advisor	40%	32%
Family members	19%	8%
Friends and other students	16%	10%
Other source (catalog, website, DARWIN, other)	10%	9%
Academic advisor available to any student	6%	6%
Faculty or staff not formally assigned as advisor	4%	27%
<i>Did not seek academic advice this year</i>	<i>5%</i>	<i>8%</i>

2013

FSSE RESULTS

METHODOLOGY

Field Period: Spring 2013

Method: Email invites for a web-based survey

All Faculty: 632 invited → 324 participated → *51% response rate*

~70% full-time / ~30% part-time (64 respondents did not indicate classification)

FACULTY:

IMPORTANCE OF HIGH IMPACT PRACTICES

How important is it to you that undergraduates do the following before they graduate:	Important to Very important
Participate in internship, etc.	87%
Complete a culminating senior experience (capstone, thesis, etc.)	83%
Participate in a community-based project (service learning) as part of a course	59%
Work with a faculty member on a research project	52%
Participate in a learning community or formal program where students take 2 or more classes together	38%
Participate in study abroad	37%

FACULTY :

ACTIVITIES SUPPORTING HIGH IMPACT PRACTICES

- 51% -- Include community based projects (service learning) in at least some of their courses
- 33% -- Work with undergraduate students on research during a typical 7-day week
- 23% -- Supervise undergraduate internships or other field experiences during a typical 7-day week

FACULTY COURSE GOALS VS SENIOR STUDENT - PERCEIVED GAINS

	Course Goal	Perceived Gain
Think critically and analytically	94%	89%
Work effectively with others	72%	85%
Write clearly & effectively	71%	84%
Acquire job- or work-related knowledge & skills	78%	82%
Speak clearly & effectively	59%	79%

FACULTY COURSE GOALS VS SENIOR STUDENT - PERCEIVED GAINS

	Course Goal	Perceived Gain
Developing or clarifying a personal code of values & ethics	57%	74%
Solve complex real-world problems	73%	71%
Analyzing numerical and statistical info	47%	65%
Being an informed and active citizen	57%	64%
Understand people of other backgrounds	53%	61%

TAKE-AWAYS

- Participation in high impact practices are significant part of the USI student experience
- Students report high satisfaction with the overall USI experience
- Advising experiences are similar or better compared to peer schools
- Faculty value high impact practices of internships and senior experiences, but not other items
- Seniors perceive significant gains in critical skill sets
- Improving students' quantitative reasoning and understanding people of diverse backgrounds are areas for improvement