



Preparing people to lead extraordinary lives

National Survey of Student Engagement: Comparative Benchmarks from 2001 to 2008

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The National Survey of Student Engagement (NSSE) is based on the rationale that student engagement can serve as a proxy for student learning and personal development. The survey was created to assess the extent to which a university's practices, investments, and environment encourage undergraduate students to take full advantage of institutional opportunities and resources that lead to positive student outcomes such as student satisfaction, persistence, and graduation. The survey is administered to freshmen and seniors only.

This report constitutes a summary of the five NSSE benchmark indices of effective educational practice: Level of Academic Challenge, Active and Collaborative Learning, Enriching Educational Experiences, Student-Faculty Interaction, and Supportive Campus Environment (benchmarks are on a scale from 0 to 100),¹ comparing Loyola's benchmarks to those of several peers. Results are summarized in figures and table below. Peer groups vary by year, but include: all institutions participating in NSSE, institutions of Loyola's Carnegie classification, institutions in the NSSE Jesuit Consortium, and a set of institutions selected specifically for their similarity to Loyola. The latter two peer groups are small, and the institutions comprising them change substantially from year to year.

Key Findings

- In most cases, Loyola's freshman benchmarks of engagement for 2008 are higher than its senior benchmarks.
- Most of Loyola's benchmarks had fallen over the last several years, but have recovered slightly in 2008.
- Currently, Loyola's highest benchmarks, in absolute terms, are **Level of Academic Challenge** and **Supportive Campus Environment**.

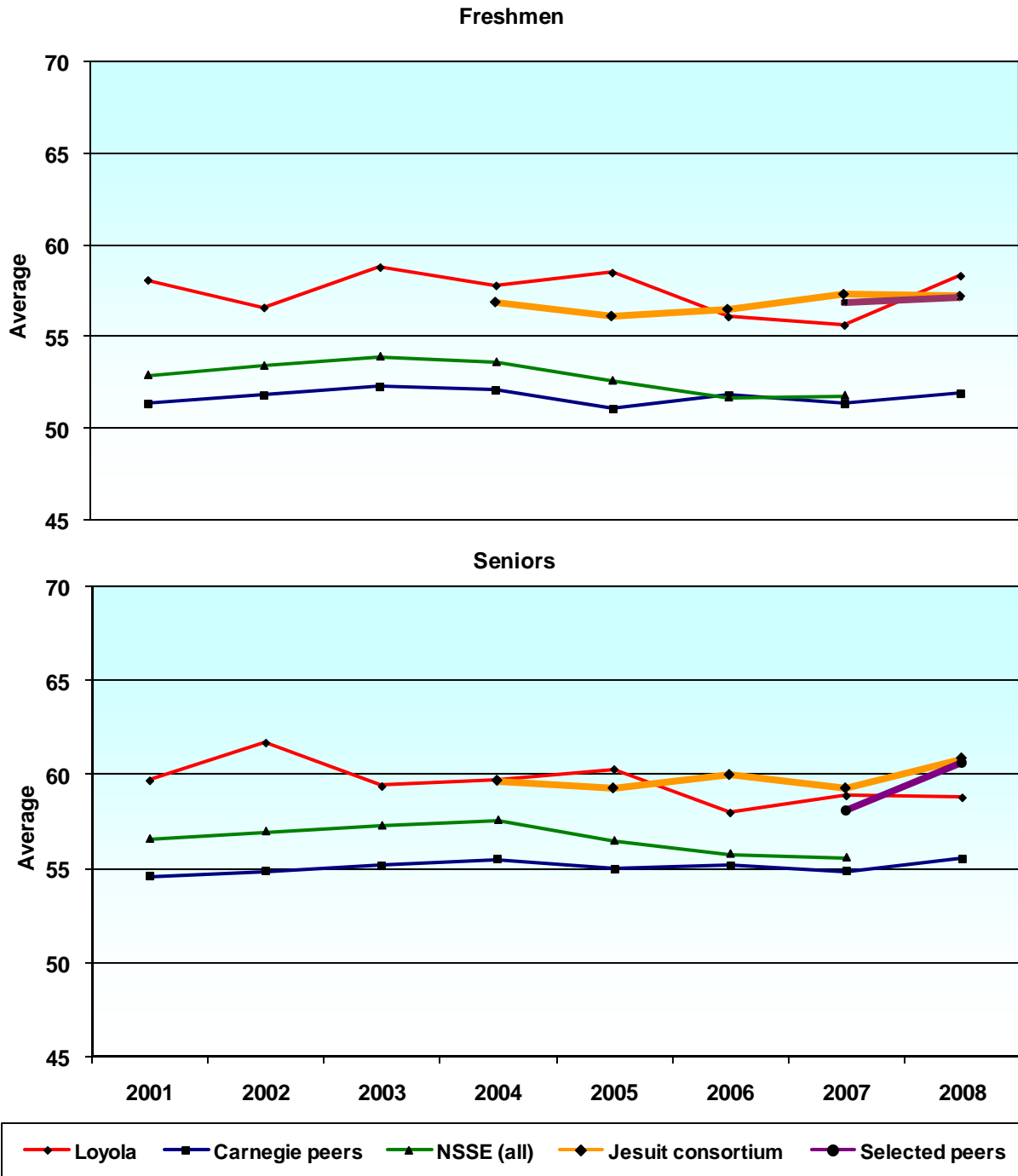
¹ In 2004, NSSE changed its method of calculating benchmarks. Strictly speaking, benchmarks from 2001-03 are not comparable to those from 2004-08. In practice, however, the change made little substantive difference, so such comparisons are made in this report.

- While Loyola does well in **Level of Academic Challenge** relative to peer institutions (especially among freshmen), we were weak relative to peer institutions in **Supportive Campus Environment**, especially among seniors.
- Loyola also fares poorly in **Active and Collaborative Learning** and **Student-Faculty Interaction**, relative to peer institutions.
- Loyola's freshman benchmark of **Student-Faculty Interaction** fell from 38.2 in 2001 to 29.4 in 2007, but recovered slightly in 2008 to 32.9. However, while that benchmark was higher for Loyola freshmen than for peer institutions in 2005, it is now lower than for both Jesuit peers and our selected peer group.
- Although Loyola's benchmark of **Enriching Educational Experiences** has remained fairly stable since 2005 and is higher among Loyola seniors than among those at other institutions in the same Carnegie classification, it is lower than Jesuit peers and Loyola's selected peers, especially among seniors.

Implications

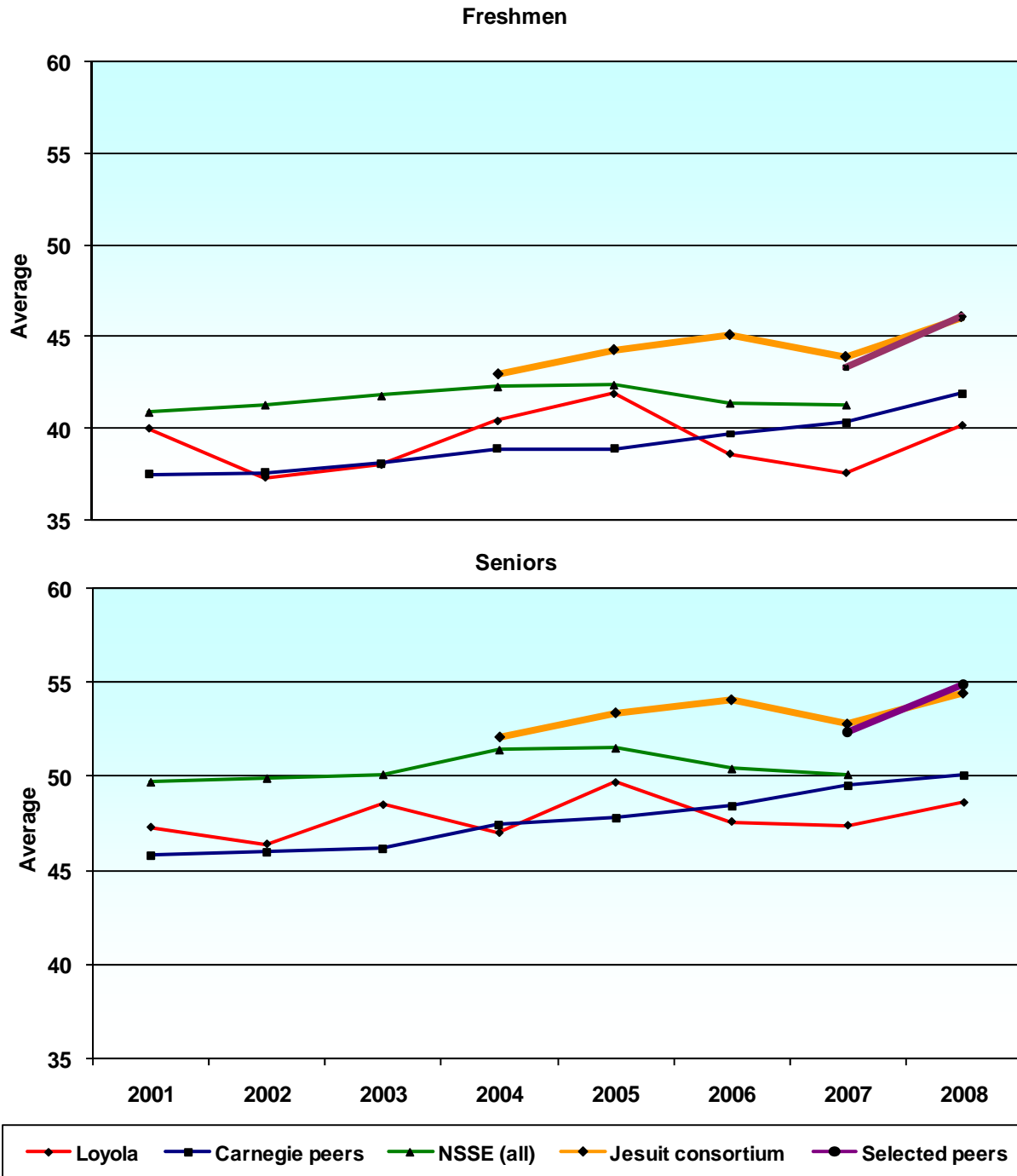
- Freshmen are more engaged than are seniors, and feel more supported by Loyola's campus environment.
- Although there are signs that Loyola's downward trend in NSSE benchmarks may be halted, we must wait for results over the next few years to see whether this presages a pattern.
- Although we are doing relatively well compared to our Carnegie peers, how we stand compared to other Jesuit institutions and our selected peer group is more relevant, and it is compared to these groups that we are weak on most benchmarks.
- Of particular concern is the Student-Faculty Interaction benchmark. This used to be an area of strength for Loyola, but for freshmen the benchmark has declined both in absolute terms and relative to our peers.

Figure 1
 NSSE Benchmark: Level of Academic Challenge
 2001-08 (Average)



Note: **Academic Challenge** includes: Time spent preparing for class, amount of reading and writing, deep learning, and institutional expectations for academic performance (unadjusted for part-time enrollment status).

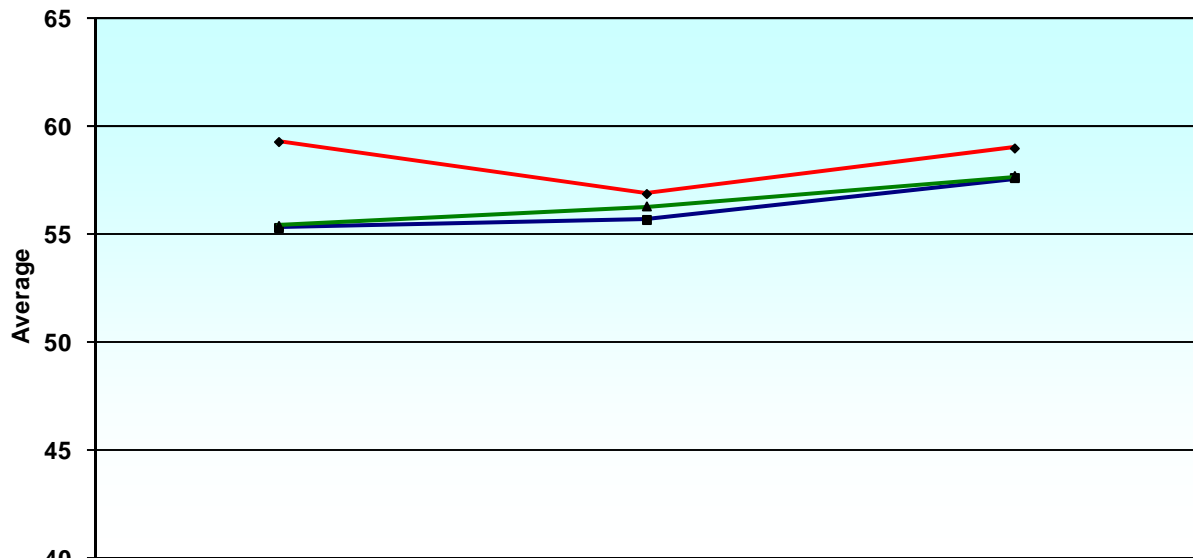
Figure 2
 NSSE Benchmark: Active and Collaborative Learning:
 2001-08 (Average)



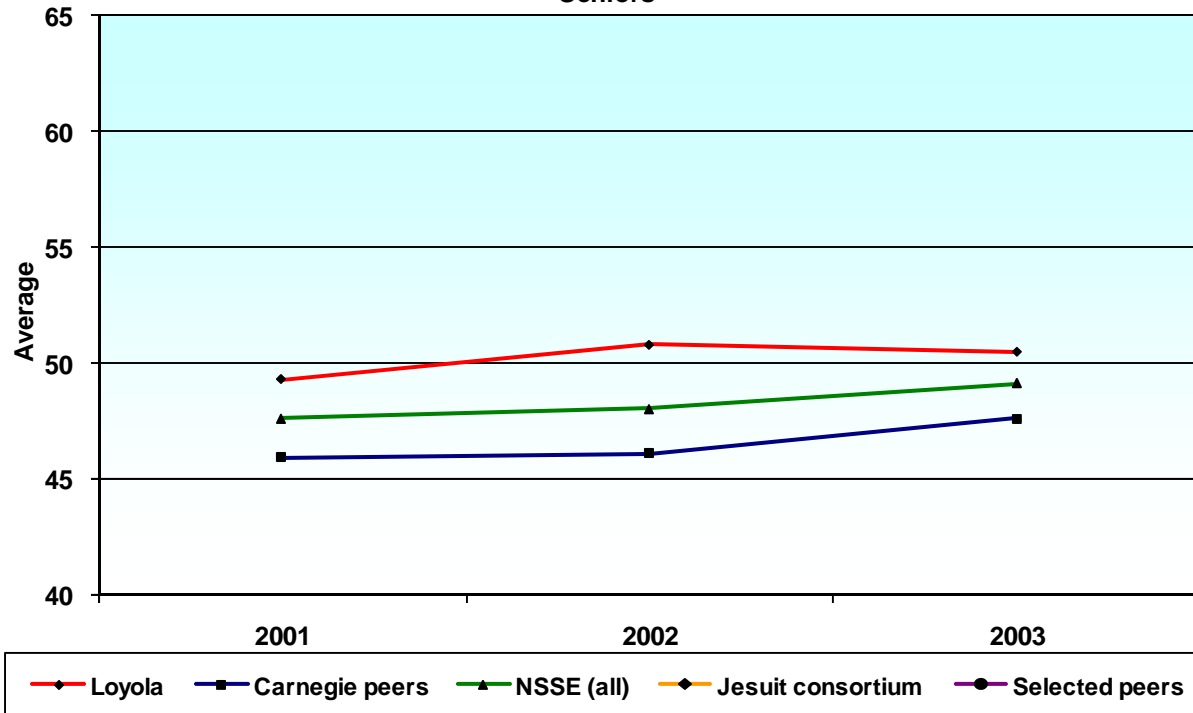
Note: **Active and Collaborative Learning** includes: Class participation, working collaboratively with other students inside and outside of class, tutoring and involvement with a community-based project.

Figure 3a
 NSSE Benchmark: Enriching Educational Experiences:
 2001-03 (Average)

Freshmen

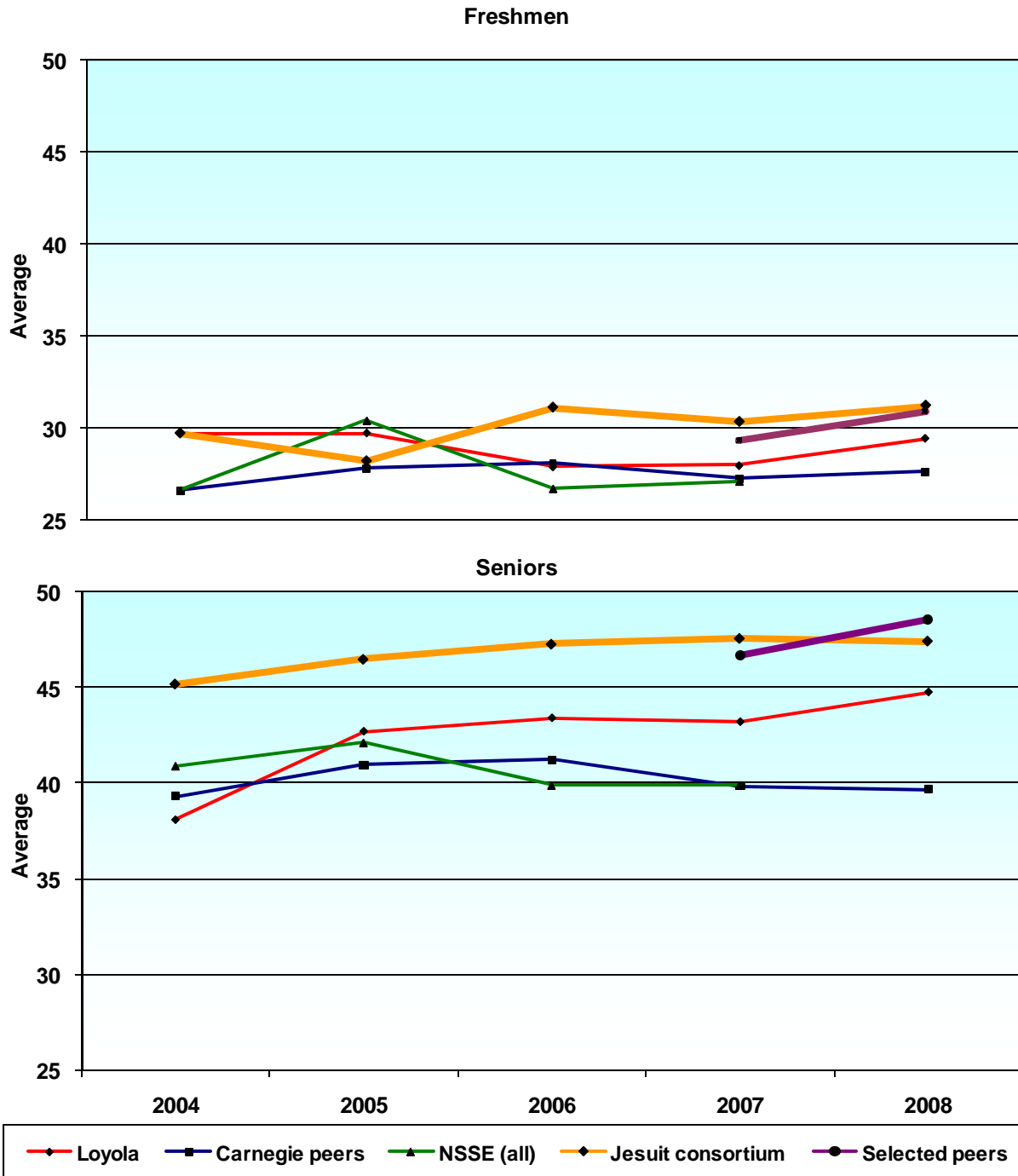


Seniors



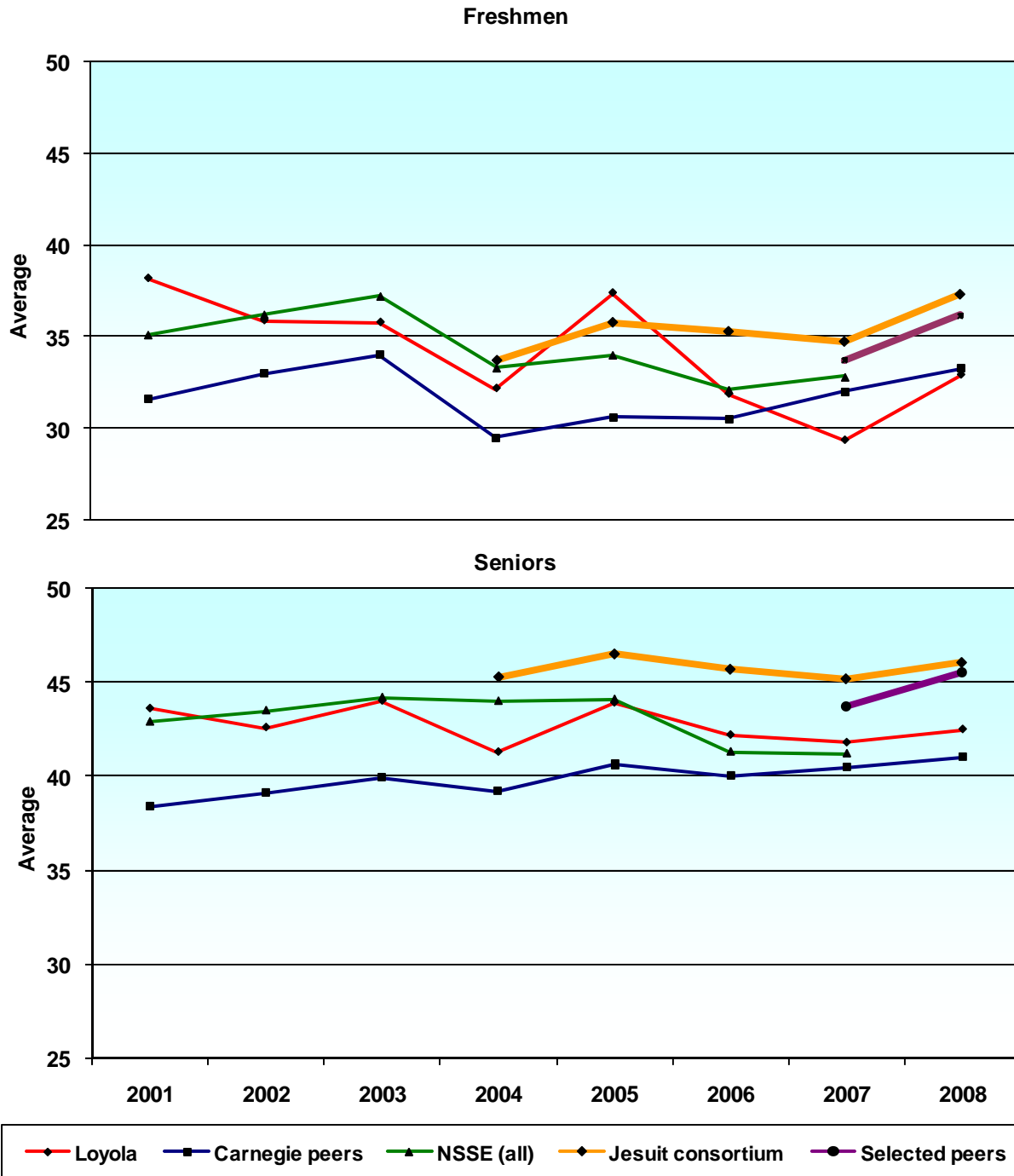
Note: **Enriching Educational Experiences** include: Interaction with students of different racial or ethnic backgrounds or with different political opinions or values, using electronic technology, and participating in activities such as internships, community service, study abroad, co-curricular activities, and culminating senior experience. (Because of changes NSSE made in the response categories to items included in this benchmark, comparisons of years through 2003 to years after 2003 are not valid.)

Figure 3b
 NSSE Benchmark: Enriching Educational Experiences:
 2004-08 (Average)



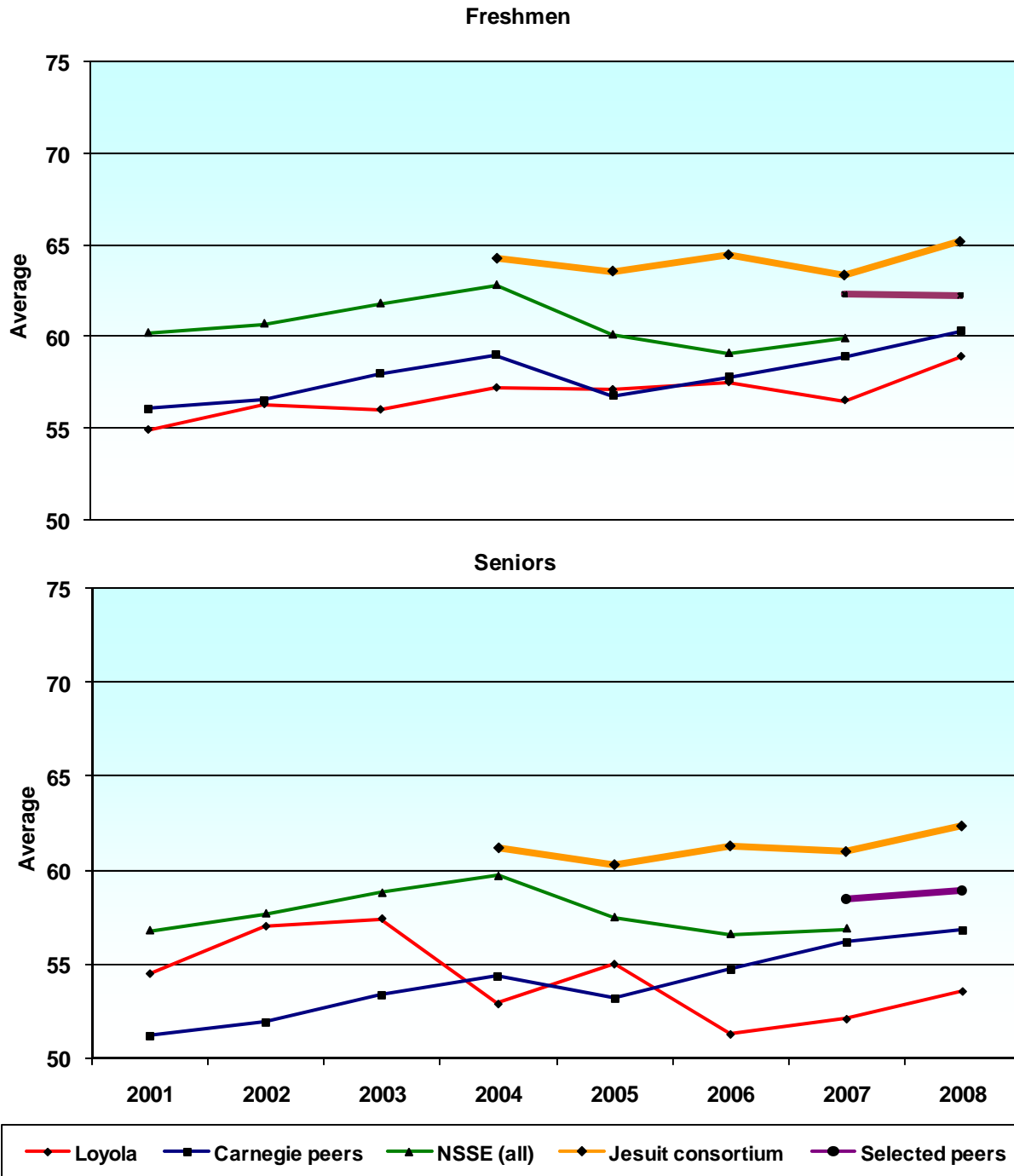
Note: **Enriching Educational Experiences** include: Interaction with students of different racial or ethnic backgrounds or with different political opinions or values, using electronic technology, and participating in activities such as internships, community service, study abroad, co-curricular activities, and culminating senior experience. (Because of changes NSSE made in the response categories to items included in this benchmark, comparisons of years through 2003 to years after 2003 are not valid.)

Figure 4
NSSE Benchmark: Student-Faculty Interaction
2001-08 (Average)



Note: **Student-Faculty Interaction** includes: Talking with faculty members and advisors, discussing ideas from classes with faculty members outside of class, getting prompt feedback on academic performance, and working with faculty on research projects.

Figure 5
NSSE Benchmark: Supportive Campus Environment
2001-08 (Average)



Note: **Supportive Campus Environment** include: Extent to which students perceive the campus helps them succeed academically and socially, assists them in coping with non-academic responsibilities, and promotes supportive relations among students and their peers, faculty members, and administrative personnel and offices.

| Table 1 Benchmarks of Effective Educational Practice by Peer Group, Year, and Class | | | | | | | | | | | | | | | | |
|--|----------|------|------|------|------|------|------|------|---------|------|------|------|------|------|------|------|
| Benchmark ¹ | Freshmen | | | | | | | | Seniors | | | | | | | |
| | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 |
| Level of academic challenge | | | | | | | | | | | | | | | | |
| Loyola | 58.1 | 56.6 | 58.8 | 57.8 | 58.5 | 56.1 | 55.6 | 58.3 | 59.7 | 61.7 | 59.4 | 59.7 | 60.3 | 58.0 | 58.9 | 58.8 |
| Carnegie peers | 51.4 | 51.8 | 52.3 | 52.1 | 51.1 | 51.8 | 51.3 | 51.9 | 54.6 | 54.9 | 55.2 | 55.5 | 55.0 | 55.2 | 54.9 | 55.5 |
| NSSE (all) | 52.9 | 53.4 | 53.9 | 53.6 | 52.6 | 51.7 | 51.8 | | 56.6 | 57.0 | 57.3 | 57.6 | 56.5 | 55.8 | 55.6 | |
| Jesuit consortium | | | | 56.9 | 56.1 | 56.5 | 57.4 | 57.2 | | | | 59.7 | 59.3 | 60.0 | 59.3 | 60.9 |
| Selected peers | | | | | | | 56.9 | 57.2 | | | | | | | 58.1 | 60.6 |
| Active and collaborative learning | | | | | | | | | | | | | | | | |
| Loyola | 40.0 | 37.3 | 38.0 | 40.4 | 41.9 | 38.6 | 37.6 | 40.2 | 47.3 | 46.4 | 48.5 | 47.0 | 49.7 | 47.6 | 47.4 | 48.6 |
| Carnegie peers | 37.5 | 37.6 | 38.1 | 38.9 | 38.9 | 39.7 | 40.3 | 41.9 | 45.8 | 46.0 | 46.2 | 47.4 | 47.8 | 48.4 | 49.5 | 50.1 |
| NSSE (all) | 40.9 | 41.3 | 41.8 | 42.3 | 42.4 | 41.4 | 41.3 | | 49.7 | 49.9 | 50.1 | 51.4 | 51.5 | 50.4 | 50.1 | |
| Jesuit consortium | | | | 43.0 | 44.3 | 45.1 | 43.9 | 46.1 | | | | 52.1 | 53.4 | 54.1 | 52.8 | 54.5 |
| Selected peers | | | | | | | 43.3 | 46.1 | | | | | | | 52.4 | 54.9 |
| Student-faculty interaction | | | | | | | | | | | | | | | | |
| Loyola | 38.2 | 35.9 | 35.8 | 32.2 | 37.4 | 31.9 | 29.4 | 32.9 | 43.6 | 42.6 | 44.0 | 41.3 | 43.9 | 42.2 | 41.8 | 42.5 |
| Carnegie peers | 31.6 | 33.0 | 34.0 | 29.5 | 30.6 | 30.5 | 32.0 | 33.3 | 38.4 | 39.1 | 39.9 | 39.2 | 40.6 | 40.0 | 40.5 | 41.0 |
| NSSE (all) | 35.1 | 36.2 | 37.2 | 33.3 | 34.0 | 32.1 | 32.8 | | 42.9 | 43.5 | 44.2 | 44.0 | 44.1 | 41.3 | 41.2 | |
| Jesuit consortium | | | | 33.7 | 35.8 | 35.3 | 34.7 | 37.3 | | | | 45.3 | 46.5 | 45.7 | 45.2 | 46.1 |
| Selected peers | | | | | | | 33.7 | 36.2 | | | | | | | 43.7 | 45.6 |
| Enriching educational experiences² | | | | | | | | | | | | | | | | |
| Loyola | 59.3 | 56.9 | 59.0 | 29.7 | 29.7 | 27.9 | 28.0 | 29.4 | 49.3 | 50.8 | 50.5 | 38.1 | 42.7 | 43.4 | 43.2 | 44.7 |
| Carnegie peers | 55.3 | 55.7 | 57.6 | 26.6 | 27.8 | 28.1 | 27.3 | 27.6 | 45.9 | 46.1 | 47.6 | 39.3 | 40.9 | 41.2 | 39.8 | 39.6 |
| NSSE (all) | 55.4 | 56.3 | 57.7 | 26.6 | 30.4 | 26.7 | 27.1 | | 47.6 | 48.0 | 49.1 | 40.9 | 42.1 | 39.9 | 39.9 | |
| Jesuit consortium | | | | 29.7 | 28.2 | 31.1 | 30.3 | 31.2 | | | | 45.2 | 46.5 | 47.3 | 47.6 | 47.5 |
| Selected peers | | | | | | | 29.3 | 30.9 | | | | | | | 46.7 | 48.6 |
| Supportive campus environment | | | | | | | | | | | | | | | | |
| Loyola | 54.9 | 56.3 | 56.0 | 57.2 | 57.1 | 57.5 | 56.5 | 58.9 | 54.5 | 57.0 | 57.4 | 52.9 | 55.0 | 51.3 | 52.1 | 53.6 |
| Carnegie peers | 56.1 | 56.6 | 58.0 | 59.0 | 56.8 | 57.8 | 59.0 | 60.3 | 51.2 | 51.9 | 53.4 | 54.4 | 53.2 | 54.7 | 56.2 | 56.8 |
| NSSE (all) | 60.2 | 60.7 | 61.8 | 62.8 | 60.1 | 59.1 | 59.9 | | 56.8 | 57.7 | 58.8 | 59.7 | 57.5 | 56.6 | 56.9 | |
| Jesuit consortium | | | | 64.3 | 63.6 | 64.5 | 63.4 | 65.2 | | | | 61.2 | 60.3 | 61.3 | 61.0 | 62.4 |
| Selected peers | | | | | | | 62.3 | 62.3 | | | | | | | 58.5 | 58.9 |

Source: NSSE 2001-2008

Note: Effect sizes for benchmark differences on which Loyola was significantly lower/higher are bolded in red/blue. Effect sizes unavailable before 2005. For the NSSE (all) comparison group, the 2008 benchmarks are not yet available, and for the 2007 benchmarks the statistical significance of differences is unknown.

¹ Scale for all benchmarks: 0 - 100; see text for definitions of benchmarks and included items

² Enriching educational experiences benchmark definition changed beginning in 2004; from 2001-2003, it indicated whether students had done or planned to do specific enriching experiences, while from 2004 on it indicated only whether students had already had the experience.