



Preparing people to lead extraordinary lives

National Survey of Student Engagement, 2005-09

Details of the Undergraduate Experience of Student Engagement

Prepared by the Office of Institutional Research

Report number: 09-44

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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. NSSE makes available a set of 11 “scalelets.” The scalelets serve roughly as subscales for the five NSSE benchmark indices of effective educational practice (covered in other IR reports), but are more detailed. They include such experiences as writing, interaction with faculty, and use of information technology, representing specific dimensions of student engagement.

The scalelets are calculated from responses to multiple questions on the survey.¹ Survey items require responses on different scales, so all item responses were converted to a 100 point scale and then averaged to calculate the scalelet, with 0 representing lowest and 100 representing highest. Because it is difficult to interpret the scalelets on their own (e.g., what a 63 means), they are typically interpreted comparatively. Thus, this report looks at changes in Loyola’s scalelets from 2005 to 2009, and compares freshmen with seniors in 2009.²

Key findings

Academic challenge

- By 2009, freshmen were reporting more **challenging classes** than were seniors (67.2 vs. 61.6, respectively; see Table 1 and Figure 1).
- There was no change from 2005 to 2009 in how challenging seniors felt their classes to be, but there was a slight increase for freshmen.
- Seniors did slightly more **writing** as part of their courses than did freshmen (47.7 vs. 44.2, respectively in 2009; see Figure 2).
- There was a very slight decrease over time in amount of writing, for both freshmen and seniors.

Active and collaborative learning

- Seniors reported substantially more **active learning**

experience (class participation, community-based project as part of course) than did freshmen (53.8 vs. 38.8, respectively, in 2009; see Figure 3).

- There was no net change in reported amount of active learning experience for freshmen, but there was a very slight net increase for seniors.
- Seniors tended to have somewhat more **collaborative learning experience** (course-related interaction with others, both in and out of class, and with both fellow students and others), compared to freshmen (49.0 and 41.7, respectively, in 2009; see Figure 4).

Student-faculty interaction

- Seniors reported more **course-related interaction with faculty** than did freshmen (56.4 vs. 46.5, respectively, in 2009; see Figure 5).
- For freshmen, course-related interaction with faculty decreased from 50.5 in 2005 to 42.0 in 2007, then improved, to 46.5 in 2009.
- Seniors had more **contact with faculty outside of class** than did freshmen (32.7 vs. 18.6, respectively, in 2009; see Figure 6).
- While the amount of out-of class interaction with faculty stayed the same for seniors from 2005 to 2009, there was a net drop for freshmen, from 24.7 to 18.6.

Enriching educational experiences

- Seniors reported a little more **use of information technology** (and institutional emphasis on using it), compared to freshmen (76.1 vs. 69.0, respectively, in 2009; see Figure 7).
- Freshman use of technology increased slightly from 2005 to 2009, from 64.5 to 69.0.
- Freshmen and seniors reported virtually equal levels of experience with **diversity** and institutional emphasis on such experience (61.3 and 63.1, respectively, in 2009; see Figure 8).
- Because of different amounts of opportunities to participate in **varied educational experiences** such as field experiences, study abroad, and independent study, it is not appropriate to compare freshmen and seniors on this dimension.
- The senior scalelet of varied educational experiences rose from 37.2 in 2005 to 42.1 in 2009. The freshman scalelet stayed fairly constant (20.1 in 2009; see Figure 9).

¹ See Appendix A for specific questions included in each scalelet. Questions refer to current academic year.

² See Appendix B for number of respondents by year, as well as response rates; the survey is administered to freshmen and seniors only.

Supportive campus environment

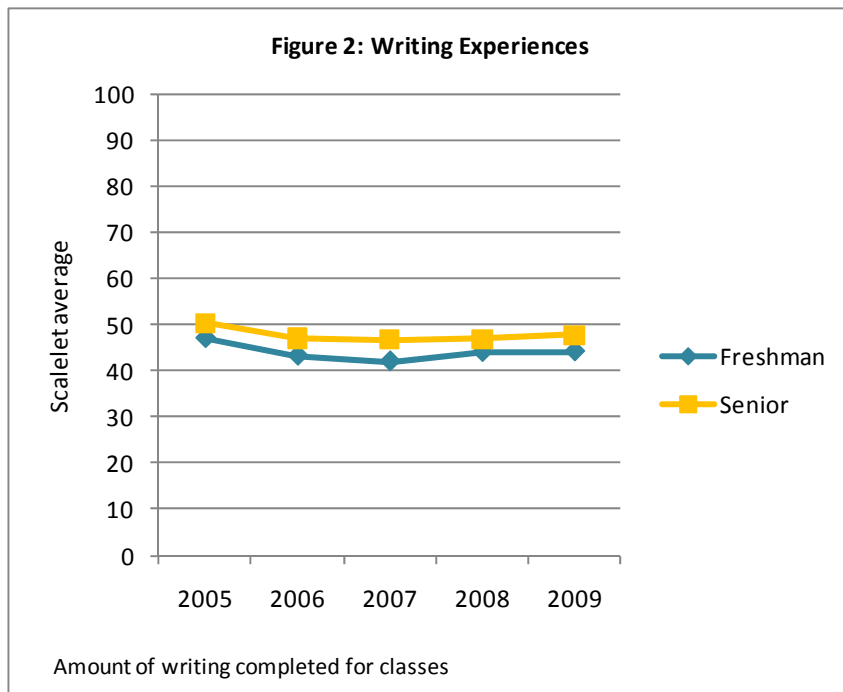
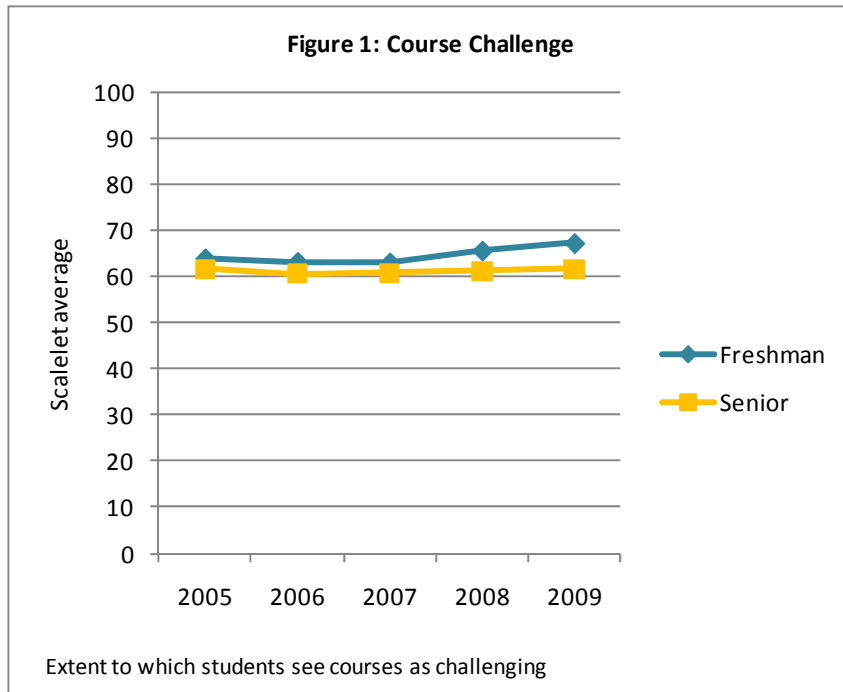
- Freshmen felt more **support for student success** at Loyola than did seniors (53.8 and 44.6, respectively, in 2009; see Figure 10).
- The level of support freshmen felt increased from 47.4 in 2005 to 53.8 in 2009; there was no real net change for seniors.
- Freshmen and seniors reported similar **interpersonal environments**, that is, quality of relationships with students, faculty, and administrative personnel/offices at Loyola (68.3 and 67.1, respectively, in 2009; see Figure 11).

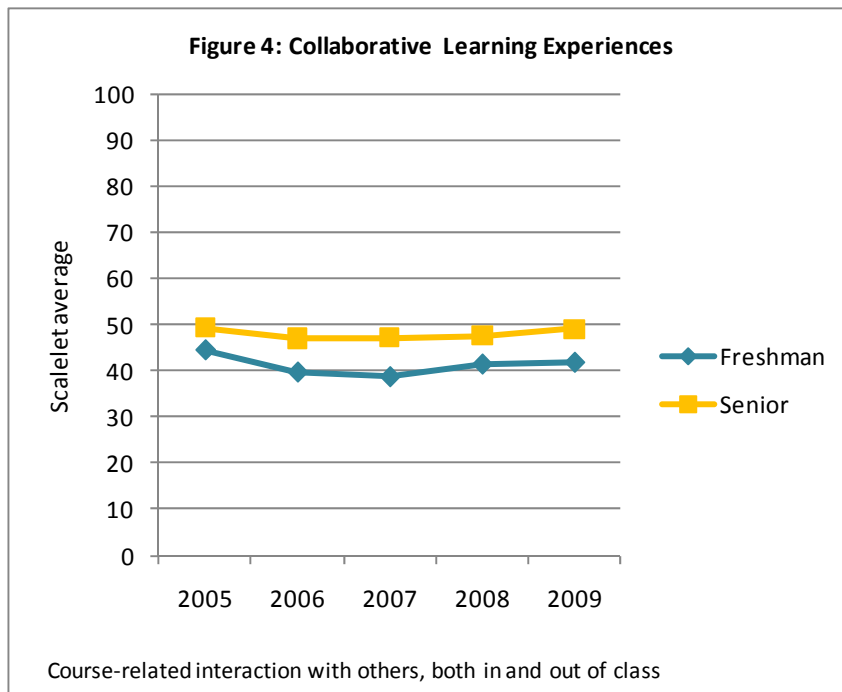
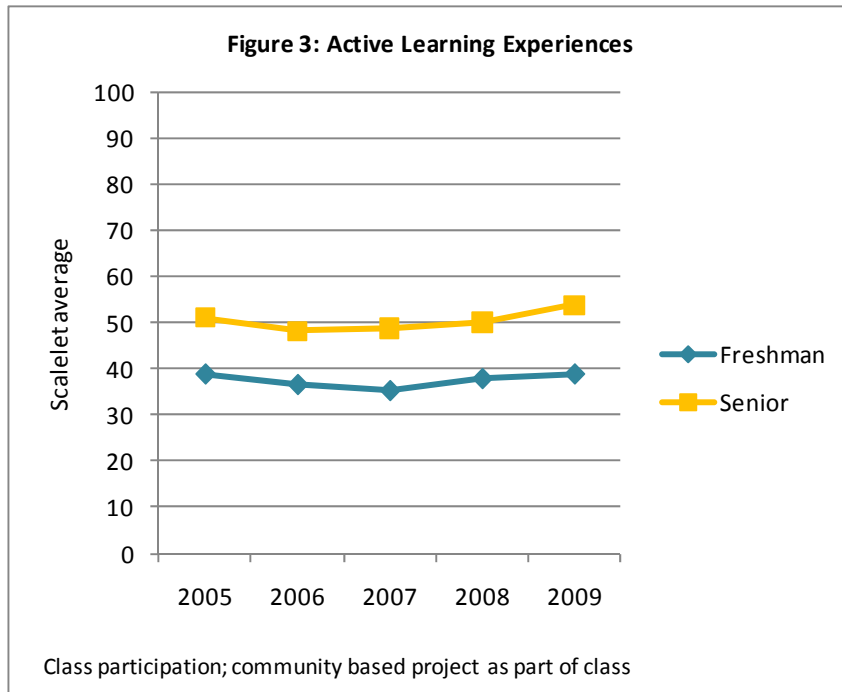
Conclusions

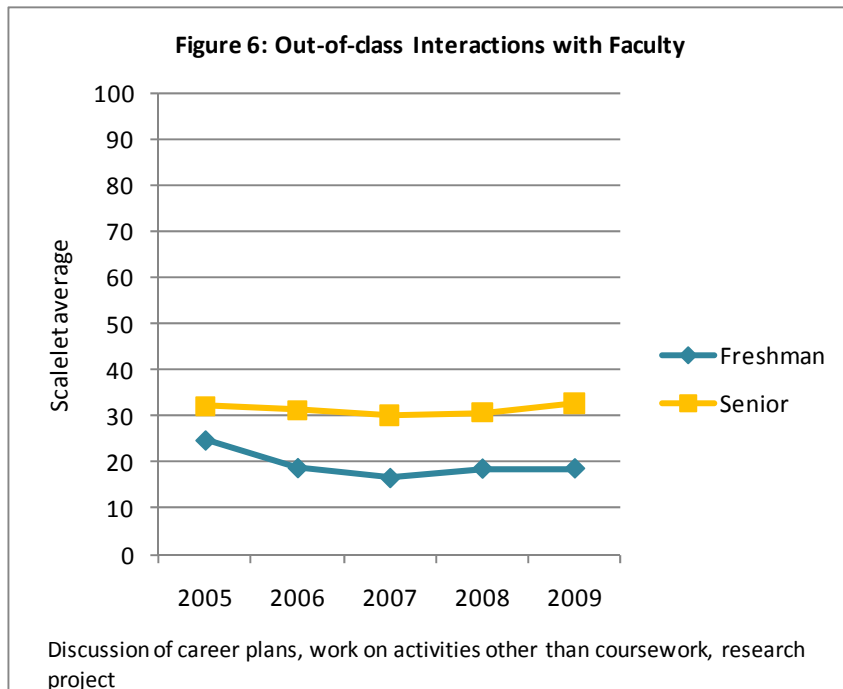
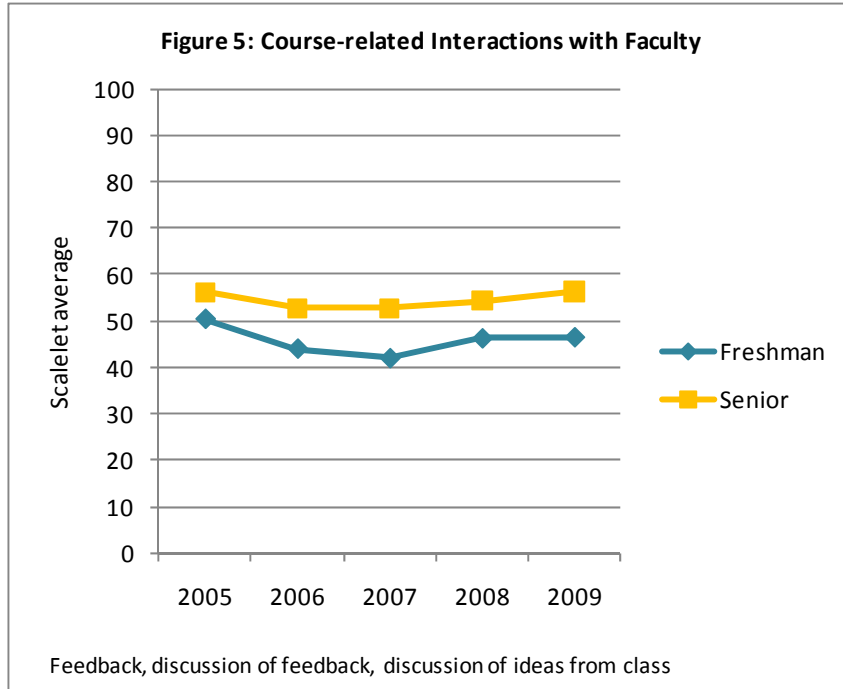
- Freshmen found their classes more challenging than did seniors, but seniors wrote a little more.
- Seniors reported more collaborative learning experience than did freshmen.
- Freshmen and seniors had similar levels of experiences with diversity.
- Freshmen felt a little more supported by Loyola than did seniors.
- Seniors reported more contact with faculty, both course-related and out of class, than did freshmen.
- The amount of interaction with faculty, both in-class and out-of class, dropped for freshmen between 2005 and 2009.

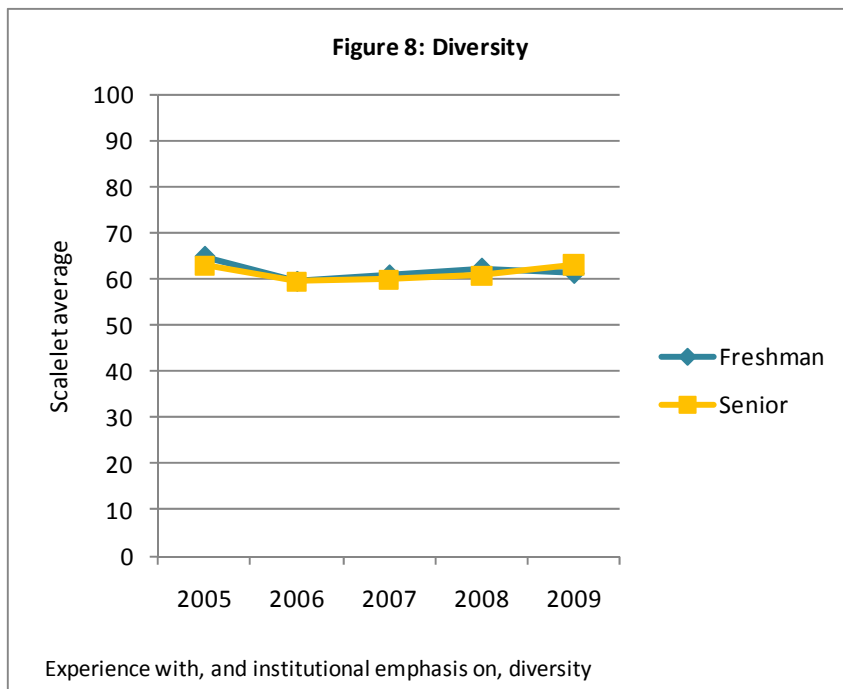
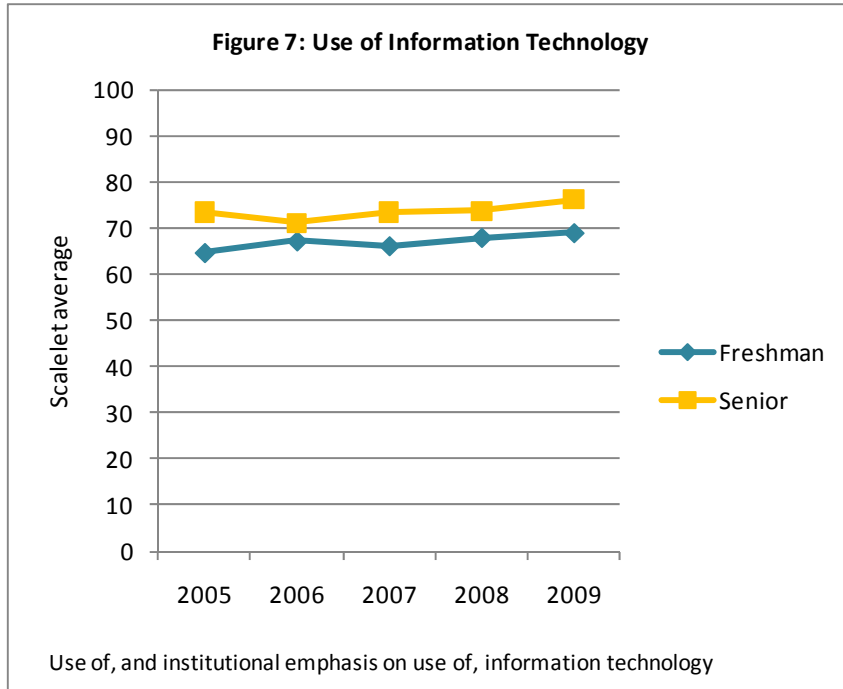
		2005	2006	2007	2008	2009
Course Challenge	Freshman	63.9	63.1	63.0	65.5	67.2
	Senior	61.6	60.5	60.7	61.1	61.6
Writing	Freshman	47.0	43.2	42.0	44.0	44.2
	Senior	50.3	47.0	46.7	46.8	47.7
Active-Learning Experiences	Freshman	38.7	36.5	35.2	37.8	38.8
	Senior	51.0	48.2	48.8	50.0	53.8
Collaborative-Learning Experiences	Freshman	44.3	39.6	38.6	41.3	41.7
	Senior	49.4	46.9	47.1	47.5	49.0
Course-Related Interactions with Faculty	Freshman	50.5	44.1	42.0	46.3	46.5
	Senior	56.2	52.7	52.7	54.3	56.4
Out-of-Class Interactions with Faculty	Freshman	24.7	18.7	16.5	18.6	18.6
	Senior	32.2	31.3	30.0	30.7	32.7
Information Technology	Freshman	64.5	67.1	66.1	67.9	69.0
	Senior	73.4	71.1	73.4	73.7	76.1
Diversity	Freshman	64.9	59.6	60.9	62.4	61.3
	Senior	62.9	59.4	59.8	60.7	63.1
Varied Educational Experiences	Freshman	18.4	18.0	17.2	19.2	20.1
	Senior	37.2	37.4	37.7	39.4	42.1
Support for Student Success	Freshman	47.4	48.7	48.3	52.4	53.8
	Senior	43.1	39.5	40.9	43.5	44.6
Interpersonal Environment	Freshman	67.0	65.3	64.6	65.0	68.3
	Senior	66.4	62.7	64.0	63.1	67.1

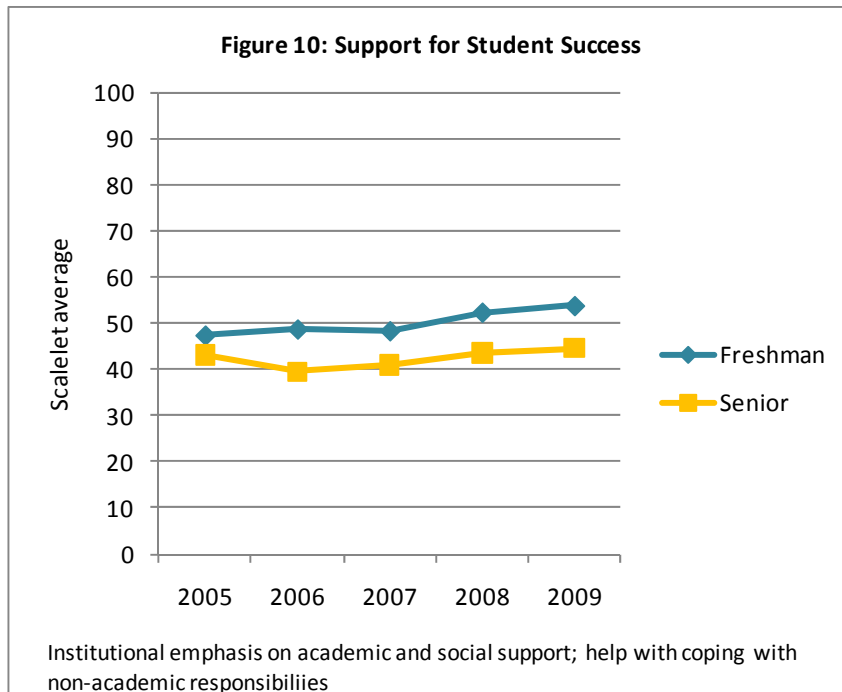
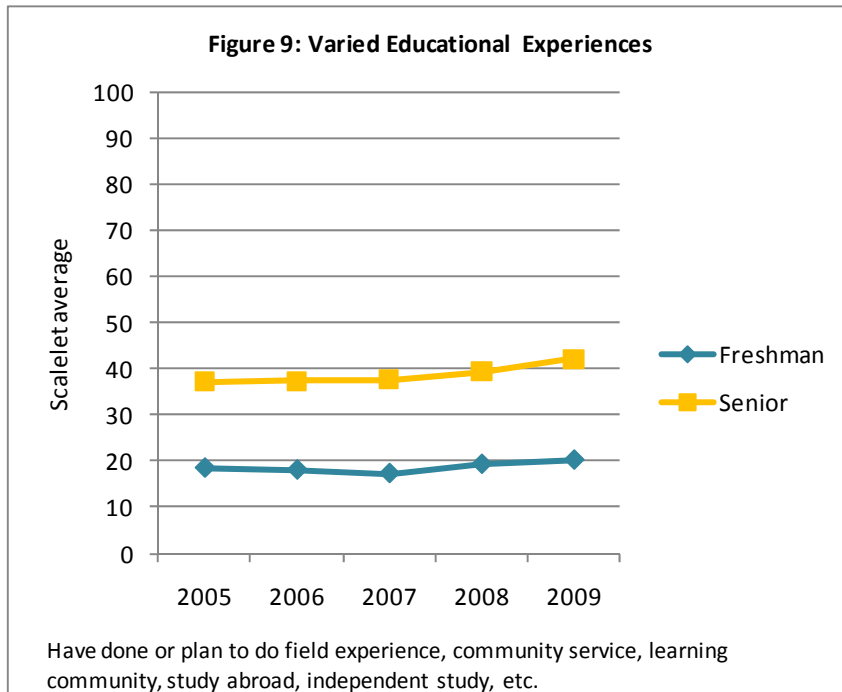
Source: National Survey of Student Engagement, 2005-09

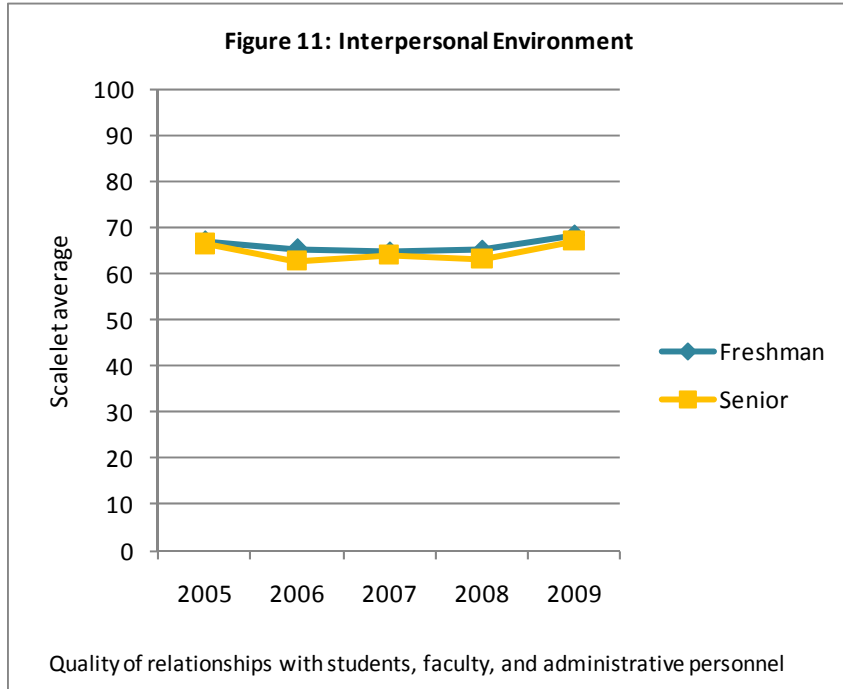












Appendix A: Components of NSSE Scalelets

Course Challenge

Worked harder than you thought you could to meet instructor's expectations; came to class without completed readings/assignments (reverse coded); challenging exams; hours spent preparing for class; institutional emphasis on spending time on academic work.

Writing Experiences

Prepared two or more drafts of paper/assignment before turning it in; worked on paper/project requiring integration of ideas/information from various sources; number of papers written (long, medium, and short length).

Active Learning Experiences

Frequency of asking questions in class, making class presentations, and participating in community-based project as part of course.

Collaborative Learning Experiences

Frequency of working with other students on project during class, working with other students on assignment outside of class, tutoring/teaching other students, discussing ideas from readings/classes with others outside of class (students, family member, coworkers, etc.).

Course-related Interactions with Faculty

Frequency of discussing grades/assignments with instructor, discussing ideas from readings/classes with faculty outside of class, receiving prompt feedback from faculty on your academic performance.

Out-of-class Interactions with Faculty

Frequency of talking about career plans with faculty/advisor, working with faculty on activities other than coursework (committees, student life activities, etc.); have or plan to work with faculty member on research project outside of course.

Information Technology

Frequency of using electronic medium to discuss or complete an assignment, using email to communicate with an instructor; institutional emphasis on using computers in academic work.

Diversity

Frequency of having serious conversations with students of different race/ethnicities and students of different religious beliefs, political opinions, or personal values; institutional emphasis on encouraging contact among students from different economic, social, and racial/ethnic backgrounds.

Varied Educational Experiences

Have or plan to participate in practicum/field experience, participate in community service/volunteer work, participate in learning community, take foreign language coursework, study abroad, participate in independent study or self-designed major, participate in culminating senior experience; hours spent on co-curricular activities; institutional emphasis on attending campus events and activities.

Support for Student Success

Institutional emphasis on providing academic support, helping you to cope with non-academic responsibilities, providing support needed to thrive socially.

Interpersonal Environment

Quality of relationships with other students, with faculty, and with administrative personnel/offices.

Appendix B Respondents and Response Rates, by Year and Class										
	2005		2006		2007		2008		2009	
	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count
Freshman	50.8	151	59.7	710	58.7	863	55.3	1051	45.6	593
Senior	49.2	146	40.3	480	41.3	607	44.7	850	54.4	707
Response rate	44%		39%		33%		46%		35%	

Source: National Survey of Student Engagement, 2005-09