



Preparing people to lead extraordinary lives

## National Survey of Student Engagement, 2005-10

# Increase in Seniors' Enriching Educational Experiences

Prepared by the Office of Institutional Research

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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.<sup>1</sup>

This report looks at changes from 2005 to 2010 in Loyola's five NSSE benchmarks of effective educational practice (benchmarks are on a scale from 0 to 100). In order to see why benchmarks change, the report also looks at changes in the components of the benchmarks.

### Key findings

#### Academic Challenge

- The Academic Challenge (AC) benchmark is an indicator of the extent to which Loyola emphasizes the importance of academic effort and sets high academic expectations.
- Although there was no net change in the AC benchmark from 2005 to 2010 for either freshmen or seniors, students at both class levels reported writing fewer short papers, but spending more time preparing for class (see Table 1).
- The number of medium length papers freshmen wrote decreased, but emphasis in their courses on making judgments increased.

#### Active and Collaborative Learning

- The Active and Collaborative Learning (ACL) benchmark indicates the degree to which students are active in class and collaborate with others in solving problems and mastering difficult material.
- The ACL benchmark dropped slightly for freshmen between 2005 and 2007, but recovered to the 2005 level by 2010 (see Table 2).
- The senior ACL benchmark dropped slightly from 2005 to 2006, then recovered and was very slightly higher in 2010 than in 2005.
- Compared to 2005, students at both class levels in

<sup>1</sup> See Appendix A for information on response rates and number of respondents.

2010 reported more often working on coursework with classmates outside of class, but less often tutoring other students.

- Seniors also reported an increasing frequency of participating in a community-based project as part of a course.

#### Student-Faculty Interaction

- The Student-Faculty Interaction (SFI) benchmark measures the degree to which students learn firsthand how experts think about and solve practical problems by interacting with faculty both in and out of the classroom.
- The SFI benchmark for freshmen dropped quite a bit from 2005 to 2006 then rose a little through 2010. In 2010, however, the benchmark was still lower than in 2005, by about 14% (see Table 3).
- Freshmen reported a decreasing frequency of discussing grades or assignments with an instructor, receiving prompt feedback on academic performance, and talking about career plans.
- For seniors, the SFI benchmark dropped slightly from 2005 to 2007, then by 2010 recovered to approximately the 2005 level.

#### Enriching Educational Experiences

- The Enriching Educational Experiences (EEE) benchmark indicates participation in complementary learning opportunities to enhance students' academic programs, including experience with diversity and involvement in a variety of both academic and non-academic activities.
- For freshmen, the EEE benchmark stayed the same from 2005 to 2010 (see Table 4).
- For seniors, the EEE benchmark rose about 14% from 2005 to 2010.
- Students at both classes reported a growing institutional emphasis on encouraging contact among students of different backgrounds. However, freshmen did report a decreasing frequency of having serious conversations with students very different in values and beliefs and seniors reported a decreasing frequency of serious conversations with others of different racial/ethnic background.
- Students at both class levels reported spending an increasing amount of time on co-curricular activities.
- Seniors increasingly reported participation in an internship or other field experience, in community

service or volunteer work, in foreign language coursework, and in a culminating senior experience.

### **Supportive Campus Environment**

- The Supportive Campus Environment (SCE) benchmark indicates the degree to which students feel supported by the university in both academic and non-academic areas, and the quality of students' relationships with other students, faculty members, and administrative personnel.
- The SCE benchmark for freshmen rose 10% between 2005 and 2010 (see Table 5).
- For seniors, the SCE benchmark dropped from 2005 to 2006, but by 2010 was 6% higher than in 2005.
- Seniors reported increasingly positive relationships with other students, while students at both class levels (especially freshmen) said their relationships with administrative personnel and offices were better in 2010 than in 2005.
- Students at both class levels reported an increasing institutional emphasis on providing academic and

social support, while freshmen also reported a greater emphasis on coping with non-academic responsibilities.

### **Conclusions**

- Several of the benchmarks dropped from 2005 to 2006/07, but most of them recovered by 2010.
- Students at both class levels, but especially freshmen, reported increasing amounts of study time from 2005 to 2010.
- Both freshmen and seniors felt a somewhat greater sense of academic and (especially freshmen) social support, and better relationships with administrative personnel in 2010 than they did in 2005.
- Freshman interaction with faculty dropped substantially from 2005 to 2007, then recovered only partially by 2010.
- Seniors' participation in complementary educational activities, including internships, increased from 2005 to 2010.

Table 1 Academic Challenge Benchmark and Components												
	Freshmen						Seniors					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
	Avg.	Avg.	Avg.	Avg.	Avg.	Avg.	Avg.	Avg.	Avg.	Avg.	Avg.	Avg.
<b>Academic Challenge</b>	58.6	56.5	55.8	58.5	59.0	58.6	60.2	57.9	59.1	58.8	59.4	60.4
<b>Academic and Intellectual Experiences</b>												
<i>In your experience at your institution during the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often</i>												
Worked harder than you thought you could to meet an instructor's standards or expectations	2.71	2.55	2.63	2.71	2.75	2.72	2.74	2.69	2.69	2.69	2.72	2.75
<b>Mental Activities</b>												
<i>During the current school year, how much has your coursework emphasized the following mental activities? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>												
Analyzing the basic elements of an idea, experience, or theory	3.29	3.24	3.21	3.27	3.36	3.30	3.38	3.28	3.37	3.35	3.38	3.39
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	3.12	2.97	2.99	3.07	3.09	3.10	3.23	3.06	3.19	3.15	3.18	3.21
Making judgments about the value of information, arguments, or methods	2.92	2.99	2.93	3.04	3.04	3.09	3.10	3.04	3.16	3.08	3.10	3.09
Applying theories or concepts to practical problems or in new situations	3.21	3.08	3.06	3.15	3.12	3.17	3.26	3.19	3.28	3.20	3.25	3.26
<b>Reading and Writing</b>												
<i>During the current school year, about how much reading and writing have you done? 1=None, 2=1-4, 3=5-10, 4=11-20, 5=More than 20</i>												
Number of assigned textbooks, books, or book-length packs of course readings	3.90	3.80	3.71	3.77	3.87	3.88	3.59	3.61	3.61	3.57	3.56	3.56
Number of written papers or reports of 20 pages or more	1.12	1.14	1.17	1.18	1.22	1.19	1.58	1.59	1.56	1.59	1.59	1.68
Number of written papers or reports between 5 and 19 pages	2.90	2.58	2.45	2.67	2.53	2.51	2.88	2.88	2.85	2.91	2.83	2.83
Number of written papers or reports of fewer than 5 pages	3.40	3.36	3.29	3.30	3.27	3.27	3.41	3.14	3.12	3.13	3.22	3.27

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<b>Table 1, continued</b>												
<b>Academic Challenge Benchmark and Components</b>												
	Freshmen						Seniors					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
	Avg.	Avg.	Avg.	Avg.	Avg.	Avg.	Avg.	Avg.	Avg.	Avg.	Avg.	Avg.
<b>Time Usage</b>												
<i>About how many hours do you spend in a typical 7-day week doing each of the following? 1=0 hrs/wk, 2=1-5 hrs/wk, 3=6-10 hrs/wk, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=More than 30 hrs/wk</i>												
Preparing for class (studying, reading, writing, rehearsing, and other activities related to your academic program)	4.38	4.55	4.51	4.75	4.95	4.79	4.34	4.13	4.13	4.35	4.53	4.57
<b>Institutional Environment</b>												
<i>To what extent does your institution emphasize each of the following? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>												
Spending significant amounts of time studying and on academic work	3.16	3.13	3.15	3.27	3.30	3.25	3.11	3.08	3.11	3.12	3.10	3.20

Source: National Survey of Student Engagement, 2005-2010 (unweighted data)

Table 2												
Active and Collaborative Learning Benchmark and Components												
	Freshmen						Seniors					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
	Avg.	Avg.	Avg.	Avg.	Avg.	Avg.	Avg.	Avg.	Avg.	Avg.	Avg.	Avg.
<b>Active and Collaborative Learning</b>	42.0	38.8	37.5	40.1	41.2	41.6	50.2	47.7	48.2	48.7	51.1	52.4
<b>Academic and Intellectual Experiences</b>												
<i>In your experience at your institution during the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often</i>												
Asked questions in class or contributed to class discussions	2.81	2.71	2.71	2.79	2.88	2.83	3.06	3.03	3.03	3.00	3.12	3.14
Made a class presentation	2.09	2.06	1.98	2.06	2.08	2.05	2.76	2.63	2.66	2.74	2.78	2.81
Worked with other students on projects during class	2.36	2.19	2.13	2.17	2.21	2.20	2.43	2.34	2.37	2.37	2.35	2.39
Worked with classmates outside of class to prepare class assignments	2.19	2.18	2.20	2.28	2.37	2.44	2.70	2.57	2.59	2.65	2.74	2.81
Tutored or taught other students (paid or voluntary)	1.90	1.70	1.65	1.74	1.65	1.77	1.90	1.78	1.81	1.79	1.81	1.79
Participated in a community-based project as part of a regular course	1.57	1.54	1.47	1.54	1.55	1.48	1.76	1.68	1.69	1.73	1.93	2.07
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	2.87	2.72	2.68	2.78	2.82	2.94	2.91	2.95	2.91	2.91	2.97	2.93

Source: National Survey of Student Engagement, 2005-2010 (unweighted data)

Table 3												
Student-Faculty Interaction Benchmark and Components												
	Freshmen						Seniors					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
	Avg.	Avg.	Avg.	Avg.	Avg.	Avg.	Avg.	Avg.	Avg.	Avg.	Avg.	Avg.
<b>Student-Faculty Interaction</b>	37.7	31.7	29.4	32.8	32.8	32.5	44.1	42.1	41.6	42.7	44.6	43.8
<b>Academic and Intellectual Experiences</b>												
<i>In your experience at your institution during the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often</i>												
Discussed grades or assignments with an instructor	2.76	2.50	2.49	2.60	2.61	2.56	2.85	2.70	2.76	2.78	2.86	2.79
Talked about career plans with a faculty member or advisor	2.48	2.19	1.99	2.06	2.08	1.98	2.40	2.30	2.32	2.31	2.42	2.40
Discussed ideas from your readings or classes with faculty members outside of class	1.84	1.78	1.70	1.89	1.82	1.82	2.13	2.10	2.05	2.19	2.18	2.12
Received prompt feedback from faculty on your academic performance (written or oral)	2.95	2.66	2.59	2.69	2.75	2.73	3.08	2.94	2.92	2.93	3.02	3.00
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	1.60	1.44	1.44	1.52	1.48	1.57	1.84	1.85	1.81	1.87	1.88	1.87
<b>Enriching Educational Experiences</b>												
<i>Which of the following have you done or do you plan to do before you graduate from your institution? (Recoded: 0=Have not decided, Do not plan to do, Plan to do; 1=Done. Thus, the mean is the proportion responding "Done" among all valid respondents.)</i>												
Work on a research project with a faculty member outside of course or program requirements	5	2	2	3	3	5	21	23	20	19	20	23

Source: National Survey of Student Engagement, 2005-2010 (unweighted data)

Table 4 Enriching Educational Experiences Benchmark and Components												
	Freshmen						Seniors					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
	Avg.	Avg.	Avg.	Avg.	Avg.	Avg.	Avg.	Avg.	Avg.	Avg.	Avg.	Avg.
<b>Enriching Educational Experiences</b>	29.8	28.3	28.1	29.4	29.7	30.1	44.2	43.5	44.0	45.2	47.8	50.4
<b>Academic and Intellectual Experiences</b>												
<i>In your experience at your institution during the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often</i>												
Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment	2.54	2.74	2.64	2.58	2.62	2.58	2.78	2.73	2.80	2.76	2.85	2.82
Had serious conversations with students of a different race or ethnicity than your own	2.95	2.74	2.80	2.81	2.75	2.85	3.07	2.90	2.94	2.94	2.97	2.91
Had serious conversations with students who are very different from you (religious beliefs, political opinions, or values)	3.11	2.87	2.88	2.93	2.86	2.95	2.99	2.91	2.93	2.92	2.97	2.94
<b>Enriching Educational Experiences</b>												
<i>Which of the following have you done or do you plan to do before you graduate from your institution? (Recoded: 0=Have not decided, Do not plan to do, Plan to do; 1=Done. Thus, the number is the percentage responding "Done" among all valid respondents.)</i>												
Practicum, internship, field experience, co-op experience, or clinical assignment	6	4	4	6	6	5	58	56	57	57	61	73
Community service or volunteer work	47	41	41	44	48	43	60	68	68	67	70	78
Participate in a learning community or some other formal program where groups of students take two or more classes together	11	8	10	11	16	22	22	21	23	21	22	23
Foreign language coursework	28	32	28	31	26	24	47	45	48	51	64	64
Study abroad	1	1		1	1	1	24	26	24	28	28	29
Independent study or self-designed major	1	1	2	2	2	2	19	17	16	17	15	15
Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	1	1	1	1	2	1	35	35	36	43	47	55

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Table 4, continued												
Enriching Educational Experiences Benchmark and Components												
	Freshmen						Seniors					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
	Avg.	Avg.	Avg.	Avg.	Avg.	Avg.	Avg.	Avg.	Avg.	Avg.	Avg.	Avg.
<b>Time Usage</b>												
<i>About how many hours do you spend in a typical 7-day week doing each of the following? 1=0 hrs/wk, 2=1-5 hrs/wk, 3=6-10 hrs/wk, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=More than 30 hrs/wk</i>												
Participating in co-curricular activities (organizations, campus publications, student government, etc.)	2.05	2.11	2.11	2.20	2.23	2.19	2.08	2.21	2.12	2.25	2.16	2.28
<b>Institutional Environment</b>												
<i>To what extent does your institution emphasize each of the following? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>												
Encouraging contact among students from different backgrounds	2.81	2.74	2.79	2.85	2.91	3.06	2.62	2.50	2.53	2.62	2.71	2.76

Source: National Survey of Student Engagement, 2005-2010 (unweighted data)



Table 5												
Supportive Campus Environment Benchmark and Components												
	Freshmen						Seniors					
	2005	2006	2007	2008	2009	2010	2005	2006	2007	2008	2009	2010
	Avg.	Avg.	Avg.	Avg.	Avg.	Avg.	Avg.	Avg.	Avg.	Avg.	Avg.	Avg.
<b>Supportive Campus Environment</b>	57.2	57.1	56.5	58.9	61.2	63.0	54.8	51.1	52.5	53.3	55.9	57.9
<b>Quality of Relationships</b>												
<i>Select the circle that best represents the quality of your relationships with people at your institution. 1=Unfriendly, Unsupportive, Sense of alienation to 7=Friendly, Supportive, Sense of belonging</i>												
<i>1=Unfriendly, Unsupportive, Sense of alienation to 7=Friendly, Supportive, Sense of belonging</i>												
Relationships with other students	5.59	5.49	5.38	5.37	5.45	5.49	5.38	5.25	5.32	5.25	5.41	5.58
<i>1=Unavailable, Unhelpful, Unsympathetic to 7=Available, Helpful, Sympathetic</i>												
Relationships with faculty members	5.21	5.02	4.98	4.97	5.19	5.28	5.44	5.32	5.35	5.21	5.43	5.43
<i>1=Unhelpful, Inconsiderate, Rigid to 7=Helpful, Considerate, Flexible</i>												
Relationships with administrative personnel and offices	4.26	4.26	4.28	4.36	4.64	4.80	4.13	3.72	3.85	3.90	4.22	4.33
<b>Institutional Environment</b>												
<i>To what extent does your institution emphasize each of the following? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>												
Providing the support to help you succeed academically	2.95	2.92	2.89	3.03	3.05	3.13	2.80	2.76	2.79	2.80	2.90	2.92
Helping you cope with your non-academic responsibilities	2.10	2.10	2.13	2.27	2.30	2.34	2.00	1.80	1.81	1.96	1.97	2.07
Providing the support you need to thrive socially	2.21	2.36	2.33	2.43	2.50	2.57	2.09	2.00	2.08	2.16	2.15	2.25

Source: National Survey of Student Engagement, 2005-2010 (unweighted data)

Appendix A							
Response Rates and Number of Respondents by Year							
Year	Mode	Response Rate <sup>1</sup>		Sampling Error <sup>2</sup>		Number of Respondents	
		Freshman	Senior	Freshman	Senior	Freshman	Senior
2005	Paper	44%	45%	7.6%	7.7%	151	146
2006	Web	38%	39%	3.6%	3.7%	534	480
2007	Web	45%	33%	2.6%	3.4%	853	571
2008	Web	49%	46%	2.2%	2.5%	1051	850
2009	Web	30%	35%	3.5%	3.0%	593	707
2010	Web	25%	36%	3.8%	3.2%	503	589

Source: National Survey of Student Engagement, 2001-10

<sup>1</sup> Response rates (number of respondents divided by sample size) were adjusted for ineligibility, nondeliverable mailing addresses, and students who were unavailable during the survey administration.

<sup>2</sup> Sampling error gauges the precision of estimates based on a sample survey. It is an estimate of how much survey item percentages of respondents could differ from those of the entire population of students at Loyola. Data with larger sampling errors (such as +/-10%) need not be dismissed out of hand, but any results using them should be interpreted more conservatively.