



Preparing people to lead extraordinary lives

National Survey of Student Engagement: Results from the 2008 Survey of Loyola Students

Prepared by the Office of Institutional Research, November 2008

Report number: 08-11

November, 2008



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 Loyola's NSSE results for the years 2001-08, focusing on student evaluations in three areas covered in the NSSE: faculty, institutional emphases, and extent to which their institution contributes to their learning and development (see tables below; additional results available upon request). Results are summarized separately for freshmen and seniors. Only differences of more than 10% between 2001 and 2008 are discussed.

Key Findings

- Among both freshmen and seniors, there has been a downward trend in students' reported frequency of receiving prompt feedback from faculty on their academic work.
- The percentage of students reporting that they see faculty as available, helpful, and sympathetic has declined substantially, from 79% to 64% for freshmen and from 85% to 74% for seniors.
- From 2001 to 2008, students noted increasing levels of institutional emphasis on attending campus events and activities.
- Freshmen also reported increasing emphasis on providing social support and help coping with non-academic responsibilities.
- While freshmen noted a growing emphasis on encouraging contact among students from different backgrounds, the trend was negative for seniors.
- All notable changes between 2001 and 2008 in student reports of Loyola's contribution to their

knowledge, skills, and personal development were positive.

- Both freshmen and seniors reported increasing levels of contribution by Loyola to their analyzing quantitative problems, using computing and information technology, and working effectively with others.
- Freshmen also reported increasing institutional contribution to their solving complex real-world problems and improving the welfare of the community, while seniors did so for understanding themselves.

Implications

- Because the question on prompt feedback on academic work refers only to "faculty," it is not clear to which faculty students are referring: tenured/tenure track, full-time contract, part-time, or all faculty. Unfortunately, this makes interpretation difficult.
- The downward trend in the percentage of students viewing faculty as available, helpful, and sympathetic is worrying, as Loyola's faculty have been one of the more positively viewed aspects of the Loyola experience. In addition, evidence from the NSSE benchmark of Student-Faculty Interaction shows that Loyola is also declining in undergraduate evaluation of faculty relative to our peer institutions, especially for freshmen (see separate report for details).
- Student (especially freshman) reports of increased institutional emphasis on the non-academic environment are encouraging, as this has been an area of dissatisfaction, according to internal Loyola surveys.
- It is unclear why institutional emphasis on encouraging contact with others of different backgrounds is perceived by freshmen as increasing, and by seniors as decreasing.
- The upward trend of student evaluations of Loyola's contribution to their development in several areas is encouraging, especially as those areas include higher-level thinking and skills.

Table 1: NSSE 2001-08																
Frequency of Student interaction with and Quality of Relationships with Faculty																
	Freshmen								Seniors							
	2001	2002	2003	2004	2005	2006	2007	2008	2001	2002	2003	2004	2005	2006	2007	2008
% saying often or very often																
Used e-mail to communicate with an instructor	64	65	70	68	76	72	75	81	82	73	86	88	90	85	87	89
Discussed grades or assignments with an instructor	55	54	53	50	59	44	43	50	58	59	62	66	57	55	57	57
Talked about career plans with a faculty member or advisor	25	22	16	19	44	27	20	25	40	38	39	37	40	37	37	37
Discussed ideas from your readings or classes with faculty members outside of class	17	19	13	20	22	16	14	21	24	24	28	22	26	27	25	32
Received prompt feedback from faculty on your academic performance (written or oral)	69	63	57	54	71	57	53	58	80	75	81	79	81	75	71	74
Worked harder than you thought you could to meet an instructor's standards or expectations	58	59	50	60	61	50	54	59	63	59	61	53	58	58	57	58
Worked with faculty members on activities other than coursework (committees, student life activities, etc.)	10	7	11	11	13	9	10	12	16	17	22	16	18	23	21	24
% saying faculty are available, helpful, sympathetic	79	82	76	80	75	69	66	64	85	84	87	84	77	77	75	74

Source: National Survey of Student Engagement, 2001-08

Table 2: NSSE 2001-08																
Institutional Emphasis																
	Freshmen								Seniors							
	2001	2002	2003	2004	2005	2006	2007	2008	2001	2002	2003	2004	2005	2006	2007	2008
% saying quite a bit or very much																
Spending significant amounts of time studying and on academic work	87	83	86	84	85	82	81	85	84	81	82	81	83	78	78	81
Providing the support to help you succeed academically	67	65	64	69	72	72	69	74	67	61	75	69	61	64	63	64
Encouraging contact among students from different backgrounds	53	60	54	61	63	61	61	65	65	57	53	52	51	48	51	52
Helping you cope with your non-academic responsibilities	26	29	23	27	28	31	31	38	20	31	23	16	28	20	19	26
Providing the support you need to thrive socially	26	34	34	28	34	43	41	45	28	28	28	23	29	27	30	32
Attending campus events and activities	---	50	52	58	56	62	56	63	---	41	48	43	54	49	50	53
Using computers in academic work	---	---	76	79	76	83	77	84	---	---	86	80	84	83	86	88

Source: National Survey of Student Engagement, 2001-08

Table 3: NSSE 2001-08																
Institutional Contribution to Knowledge, Skills, and Personal Development																
	Freshmen								Seniors							
	2001	2002	2003	2004	2005	2006	2007	2008	2001	2002	2003	2004	2005	2006	2007	2008
% saying quite a bit or very much																
Acquiring a broad general education	82	83	86	82	84	87	83	86	89	89	92	91	92	90	89	87
Acquiring job or work-related knowledge and skills	52	49	41	47	48	57	50	58	69	66	68	68	66	63	66	63
Writing clearly and effectively	77	76	70	70	78	73	68	73	82	80	85	83	79	80	76	76
Speaking clearly and effectively	54	51	52	49	53	57	49	57	69	77	76	75	73	69	67	67
Thinking critically and analytically	80	86	83	81	86	83	80	82	89	92	89	90	86	87	88	88
Analyzing quantitative problems	56	61	51	53	67	69	65	73	72	64	65	73	73	71	72	71
Using computing and information technology	43	48	51	50	51	64	60	70	61	66	74	66	67	67	73	74
Working effectively with others	55	54	50	49	61	64	61	68	73	74	72	74	75	70	72	70
Voting in local, state, or national elections	23	11	24	26	41	21	20	31	18	18	23	20	35	32	29	33
Learning effectively on your own	70	74	70	72	68	64	68	69	80	81	78	75	77	67	71	74
Understanding yourself	69	60	55	63	62	58	61	62	71	76	70	59	68	59	64	65
Understanding people of other racial and ethnic backgrounds	59	61	56	67	65	59	61	61	68	78	64	60	65	60	60	63
Solving complex real-world problems	---	49	44	42	51	51	52	59	---	68	58	56	60	58	58	62
Developing a personal code of values and ethics	58	56	55	57	61	62	62	64	60	66	69	63	66	64	64	66
Improving the welfare of your community	32	37	44	53	50	56	55	57	41	53	53	45	49	53	56	54
Developing a deepened sense of spirituality	---	---	---	47	48	48	46	48	---	---	---	36	41	38	43	40

Source: National Survey of Student Engagement, 2001-08