

# UNIVERSITY OF NEW BRUNSWICK

Student Engagement: Our Key to Success?

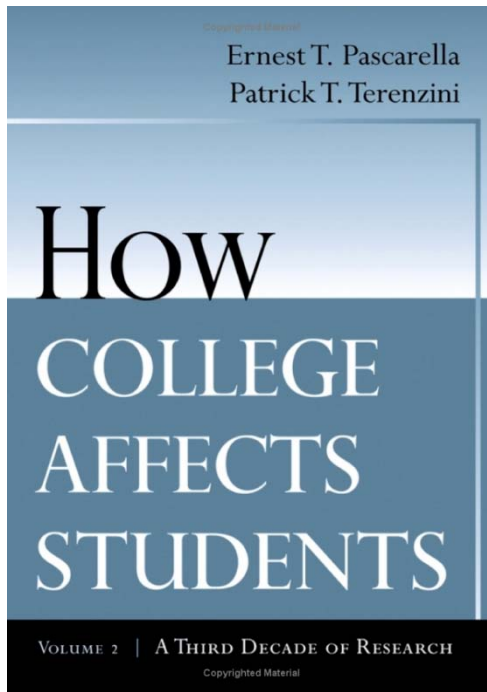
June 9, 2008 – CLCC3

By David Kilfoil – UNB's CETL

MAKING A SIGNIFICANT DIFFERENCE



# Focus Assessment on What Matters in College: *Student Engagement*



Because individual effort and involvement are the critical determinants of **college impact**, institutions should focus on the ways they can shape their academic, interpersonal, and extracurricular offerings to encourage *student engagement*.

# Foundations of Student Engagement

**Time on task (Tyler, 1930s)**

**Quality of effort (Pace, 1960-70s)**

**Student involvement (Astin, 1984)**

**Social, academic integration  
(Tinto, 1987, 1993)**

**Good practices in undergraduate  
education (Chickering & Gamson,  
1987)**

**Outcomes (Pascarella, 1985)**

**Student engagement (Kuh, 1991, 2005)**



# Effective Educational Practices

## (Why Student Engagement?)

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- ◆ Student-faculty contact
- ◆ Active learning
- ◆ Prompt feedback
- ◆ Time on task
- ◆ High expectations
- ◆ Cooperation among students
- ◆ Respect for diverse talents and ways of learning



Chickering and Gamson. (1987). *Seven principles of good practice in undergraduate education.*

## Recent Study Conclusion:

- ◆ Student engagement has a positive effect on student grades/outcomes.
- ◆ Student engagement improves retention.

**Based on Kuh, Cruce, Shoup, Kinzie & Gonyea (2007). *Unmasking the Effects of Student Engagement on College Grades and Persistence.***



# Student Engagement is...

“... the time and energy students devote to educationally sound activities inside and outside the classroom,

and

the policies and practices that institutions use to induce students to take part in these activities.”

(George Kuh, *Change*, March/April 2003)



# What is NSSE?

*(pronounced “nessie”)*

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*The National Survey of Student Engagement* evaluates the extent to which first-year and senior students engage in educational practices associated with high levels of learning and development.

Centre for Postsecondary Research, Indiana University Bloomington



# NSSE Project Scope




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- ◆ More than **1,200** different colleges and universities
- ◆ 50 states, Puerto Rico, and Canada
- ◆ 35+ Canadian universities to date
- ◆ Data from more than **1,552,000** students

Year	Institutions
2001	321
2002	367
2003	437
2004	473
2005	529
2006	557
2007	610

# NSSE Position Statement: Using Student Engagement Results for College Rankings

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-  **NSSE does not support using NSSE results for rankings.**
-  **Whether a participating institution shares their student engagement results with ranking organizations is up to the institution.**
-  **NSSE does support the use of student engagement data to invent approaches to accountability that enable thoughtful, responsible institutional comparisons while encouraging and celebrating institutional diversity.**

# UNB Survey Administration

- ◆ All first-year & senior-year students surveyed
- ◆ Web-based survey
- ◆ Survey conducted Feb/Mar
- ◆ 1105 students completed the 2007 survey (36% UNBF response)

National Survey of Student Engagement 2007

[Home](#) | [Contact Us](#) | [Consent to Answer Questions](#) | [Skip & Exit](#)

In your experience at your institution during the current school year, about how often have you done each of the following?

	Very often	Often	Some-times	Never
Asked questions in class or contributed to class discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made a class presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepared two or more drafts of a paper or assignment before turning it in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on a paper or project that required integrating ideas or information from various sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Come to class without completing readings or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with other students on projects during class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with classmates outside of class to prepare class assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Continue](#)



# UNB Respondent Characteristics

(as reported in the NSSE Institutional Report)

	UNB-Fredericton		Canadian Peers	
	FY	SY	FY	SY
<i>Response Rate</i>				
Overall:	36%		33%	
By Class:	37%	36%	31%	36%
NSSE Sample Size:	1,711	1,331	16,845	17,445
<i>Sampling Error</i>				
Overall:	2.4%		0.8%	
By Class:	2.8%	3.0%	1.2%	1.1%
Number of Respondents:	626	479	5,167	6,230
Total Population:	1,712	1,333	21,584	21,913



# UNB Respondent Characteristics

(as reported in the NSSE Institutional Report)

	UNB-Fredericton		Canadian Peers	
	FY	SY	FY	SY
<i>Enrollment Status</i>				
Full-time:	97%	91%	94%	88%
Less than full-time:	3%	9%	6%	12%
<i>Gender</i>				
Female:	60%	52%	65%	65%
Male:	40%	48%	35%	35%
<i>Age</i>				
Non-traditional (24 or older):	10%	29%	7%	28%
Traditional (less than 24):	90%	71%	93%	72%
<i>Class Level</i>	57%	43%	45%	55%



# UNB Respondent Characteristics

(as reported in the NSSE Institutional Report)

	UNB-Fredericton		Canadian Peers	
	FY	SY	FY	SY
<i>Place of Residence</i>				
On-campus:	33%	10%	35%	6%
Off-campus:	67%	90%	65%	94%
Transfer Students:	16%	24%	9%	27%
Canadian Citizen:	94%	90%	90%	93%
Aboriginal Person:	4%	2%	4%	4%
Visible minority (non-White):	12%	16%	21%	20%



# NSSE Survey Overview

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- ◆ **Q.1 – Academic activities**
- ◆ **Q.2 – Learning mental activities**
- ◆ **Q.3 – Reading & writing**
- ◆ **Q.4 – Homework**
- ◆ **Q.5 – Academic challenge**
- ◆ **Q.6 – Co-curricular activities**
- ◆ **Q.7 – Enriching educational experiences**
- ◆ **Q.8 – Campus relationship**
- ◆ **Q.9 – Time usage**
- ◆ **Q.10 – Institutional emphasis**
- ◆ **Q. 11 – Gains**
- ◆ **Q.12 – 14 – Satisfaction**



# Benchmarks of Effective Educational Practice

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- ◆ Student-Faculty Interaction (SFI)
- ◆ Active and Collaborative Learning (ACL)
- ◆ Supportive Campus Environment (SCE)
- ◆ Level of Academic Challenge (LAC)
- ◆ Enriching Educational Experiences (EEE)

# Student-Faculty Interaction (SFI)

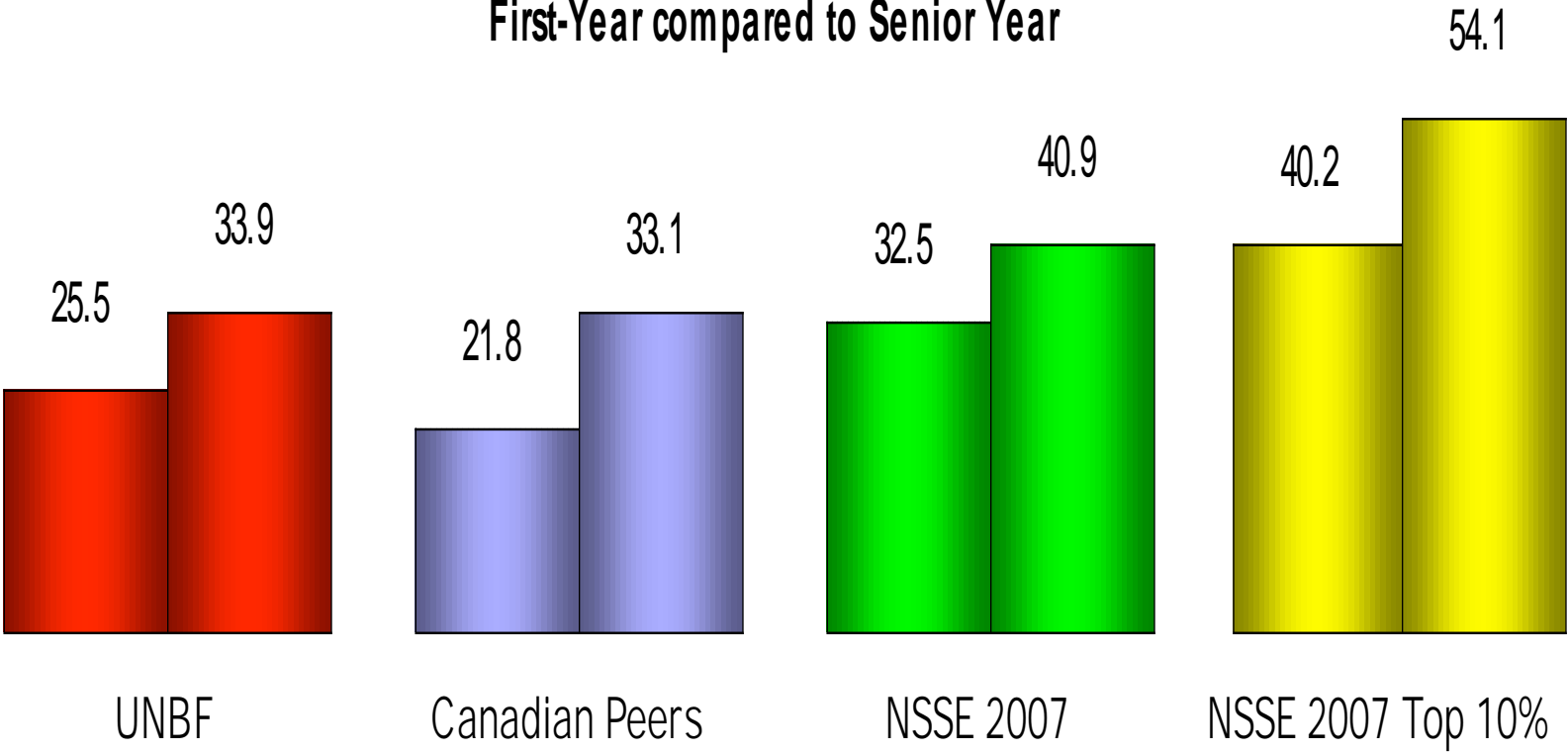
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- ◆ Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom.
- ◆ As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.



# Student Faculty Interaction (SFI)

First-Year compared to Senior Year





# NSSE 2007 Canadian Peers

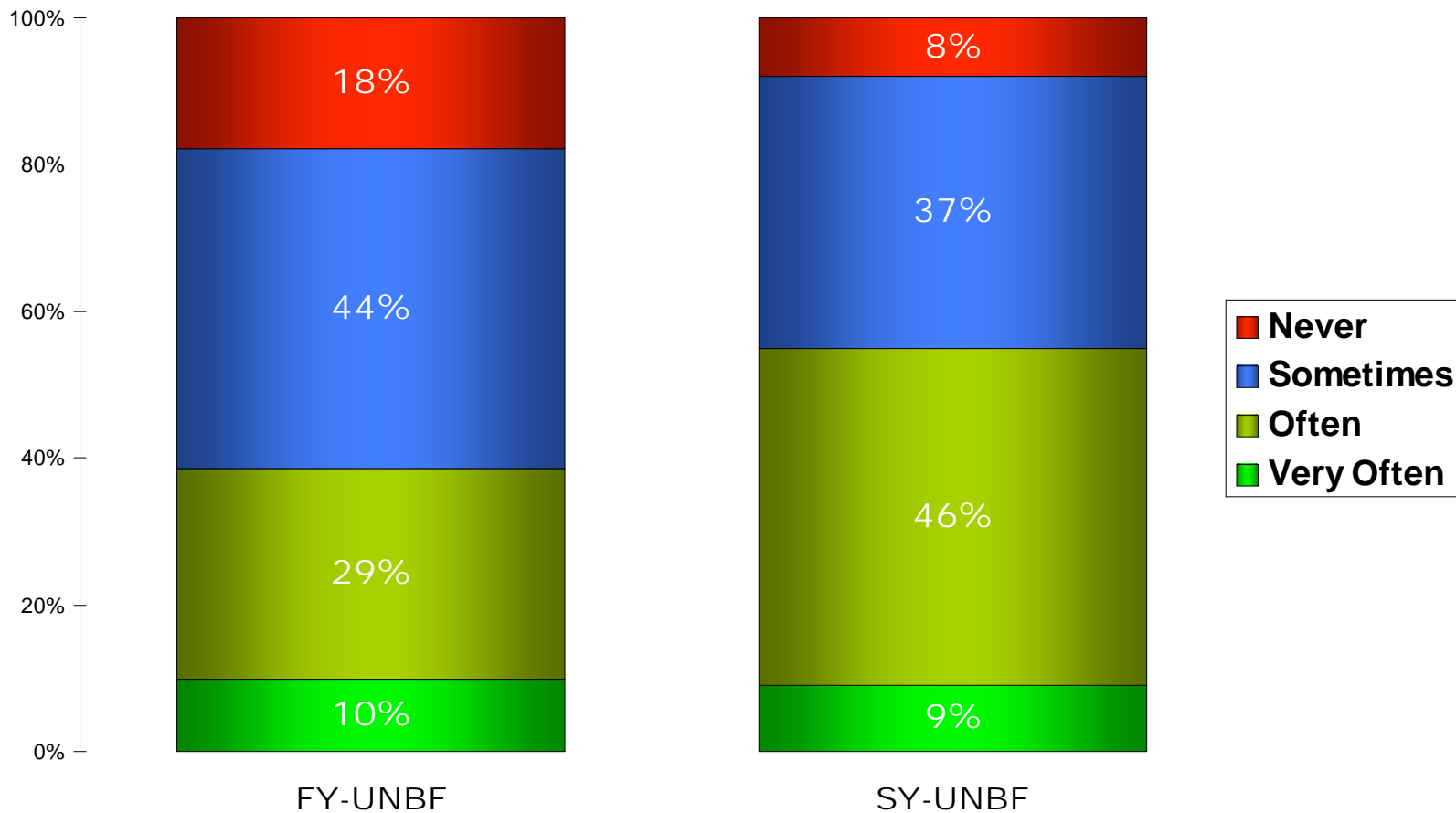
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- ◆ Acadia
- ◆ Laurentian
- ◆ Mount Allison
- ◆ Manitoba
- ◆ Trent
- ◆ Trinity Western
- ◆ Ottawa
- ◆ Calgary
- ◆ Lethbridge
- ◆ UNB Saint John
- ◆ Northern British Columbia

# Do UNB students think that they're getting prompt feedback?



**SFI:** In the current school year, how often have you ...  
Received prompt written or oral feedback from faculty  
on your academic performance?

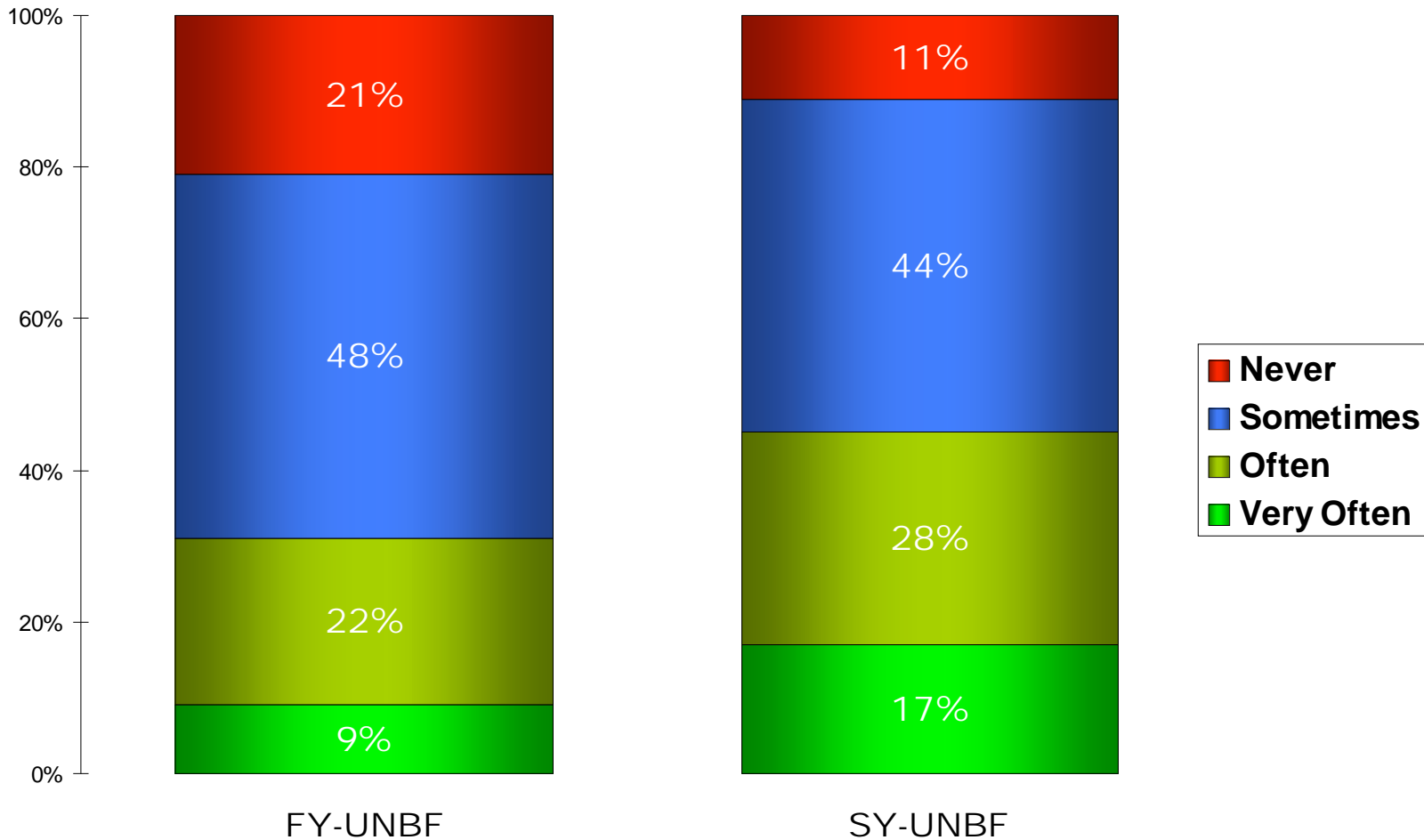


NSSE2007-UNBF: 1(q) - facfeed

# Are UNB students discussing their school work with their instructors?



**SFI:** In the current school year, how often have you ...  
Discussed grades or assignments with an instructor?

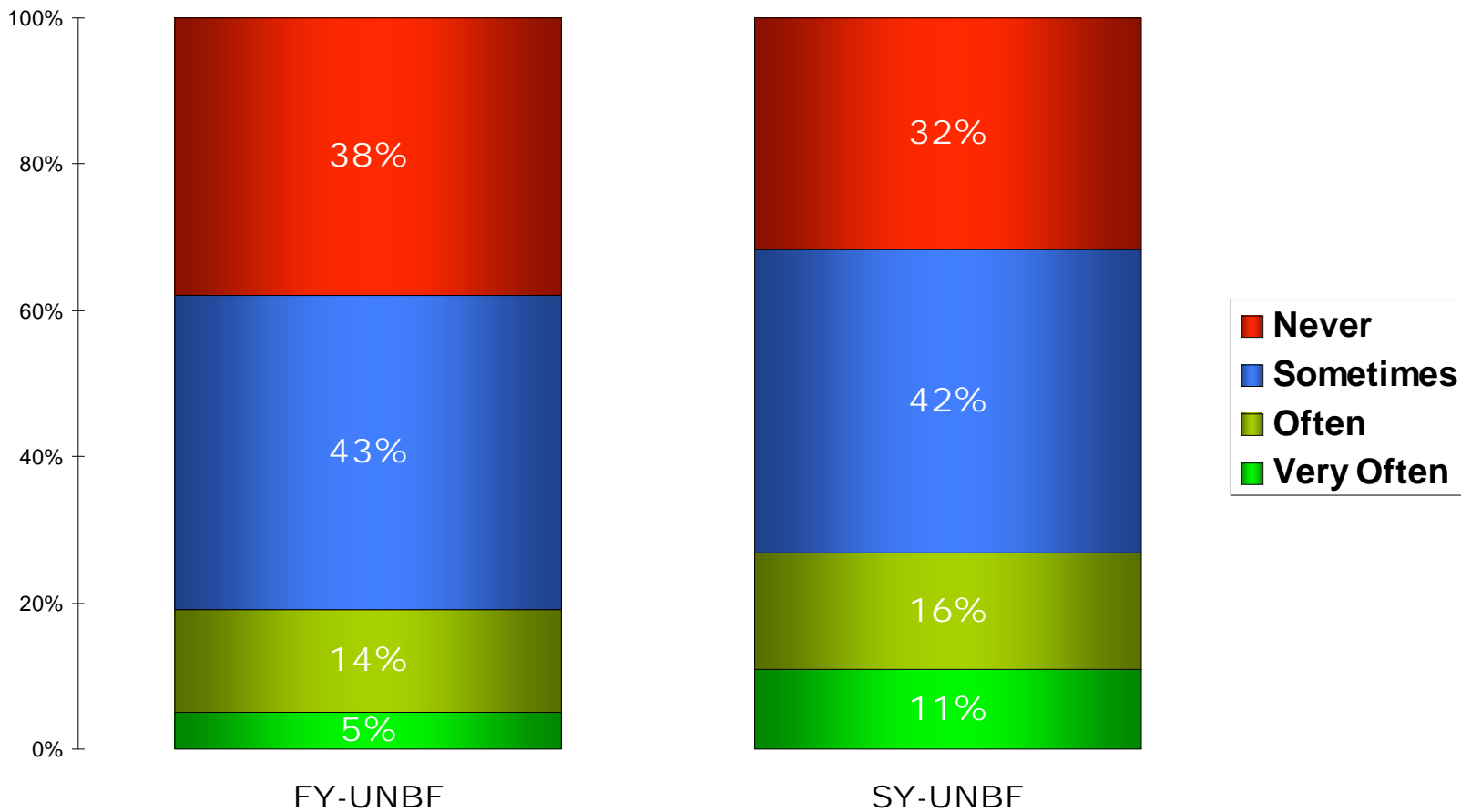


NSSE2007-UNBF: 1(n) - facgrade

# Do UNB students talk about career plans with their mentors?



**SFI:** In the current school year, how often have you ...  
Talked about career plans with a faculty member or  
advisor?



NSSE2007-UNBF: 1(o) - facplans

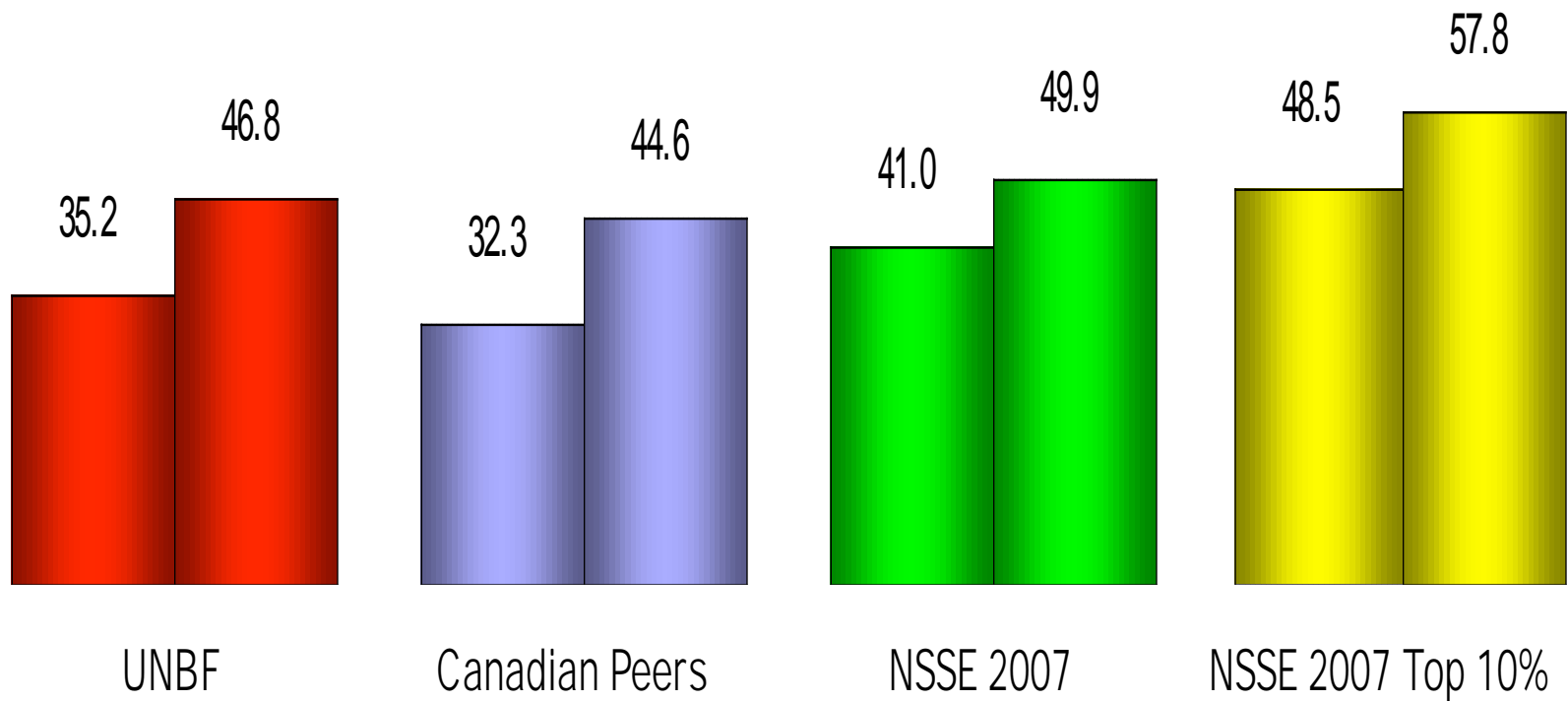
# Active and Collaborative Learning (ACL)

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- ◆ Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings.
- ◆ Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college



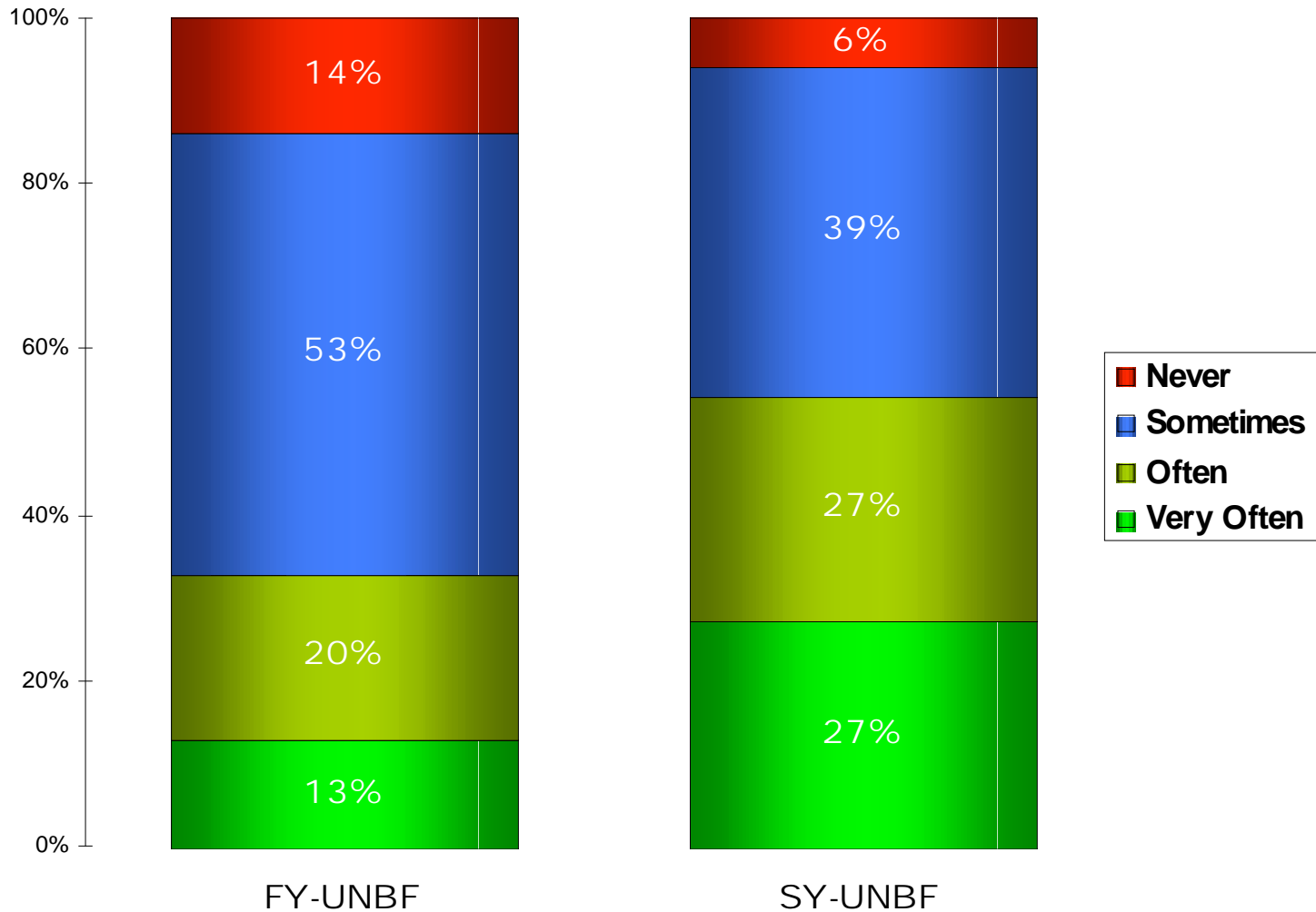
## Active & Collaborative Learning (ACL) First-Year compared to Senior Year



# Do UNB students participate in class?



ACL: In the current school year, how often have you ...  
Asked questions in class or contributed to class  
discussions?



NSSE2007-UNBF: 1(a) - clquest

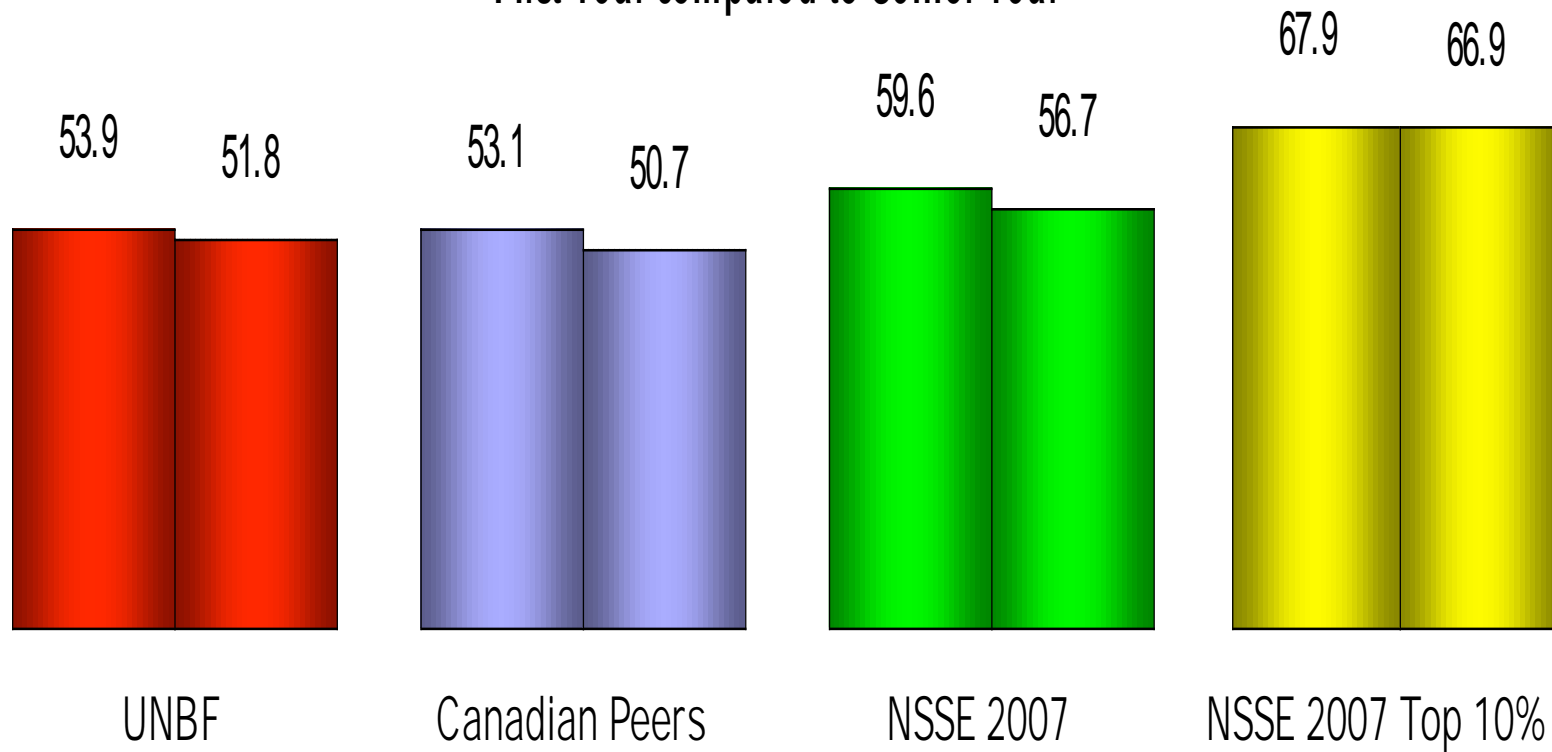
# Supportive Campus Environment (SCE)

- ◆ Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.



## Supportive Campus Environment (SCE)

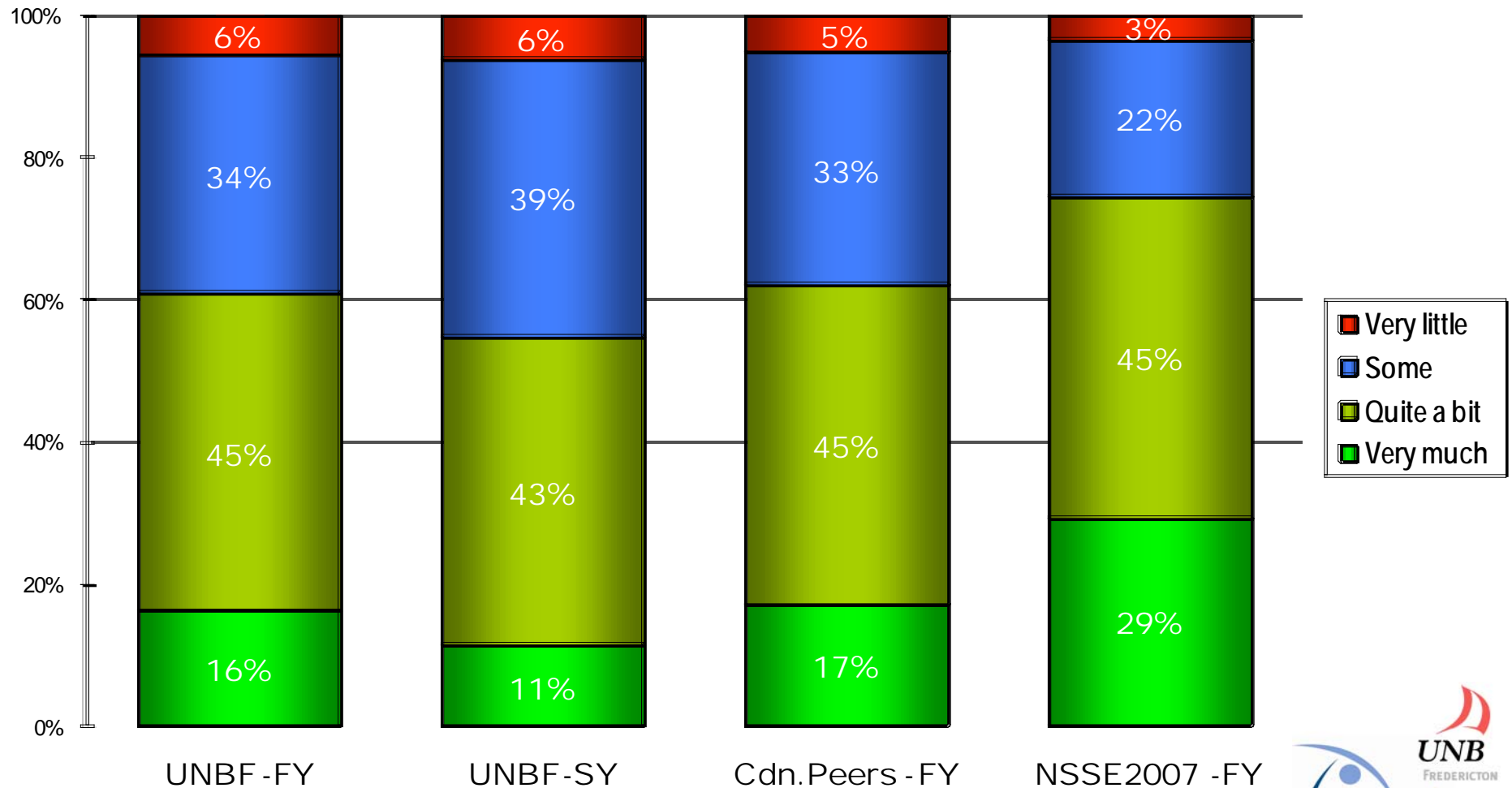
### First-Year compared to Senior Year



# Do UNB students feel they're getting the support they need?



**SCE:** To what extent does your institution emphasize ...  
 Providing the support you need to succeed academically?



NSSE2007 -UNBF: 10(b) - envsuprt

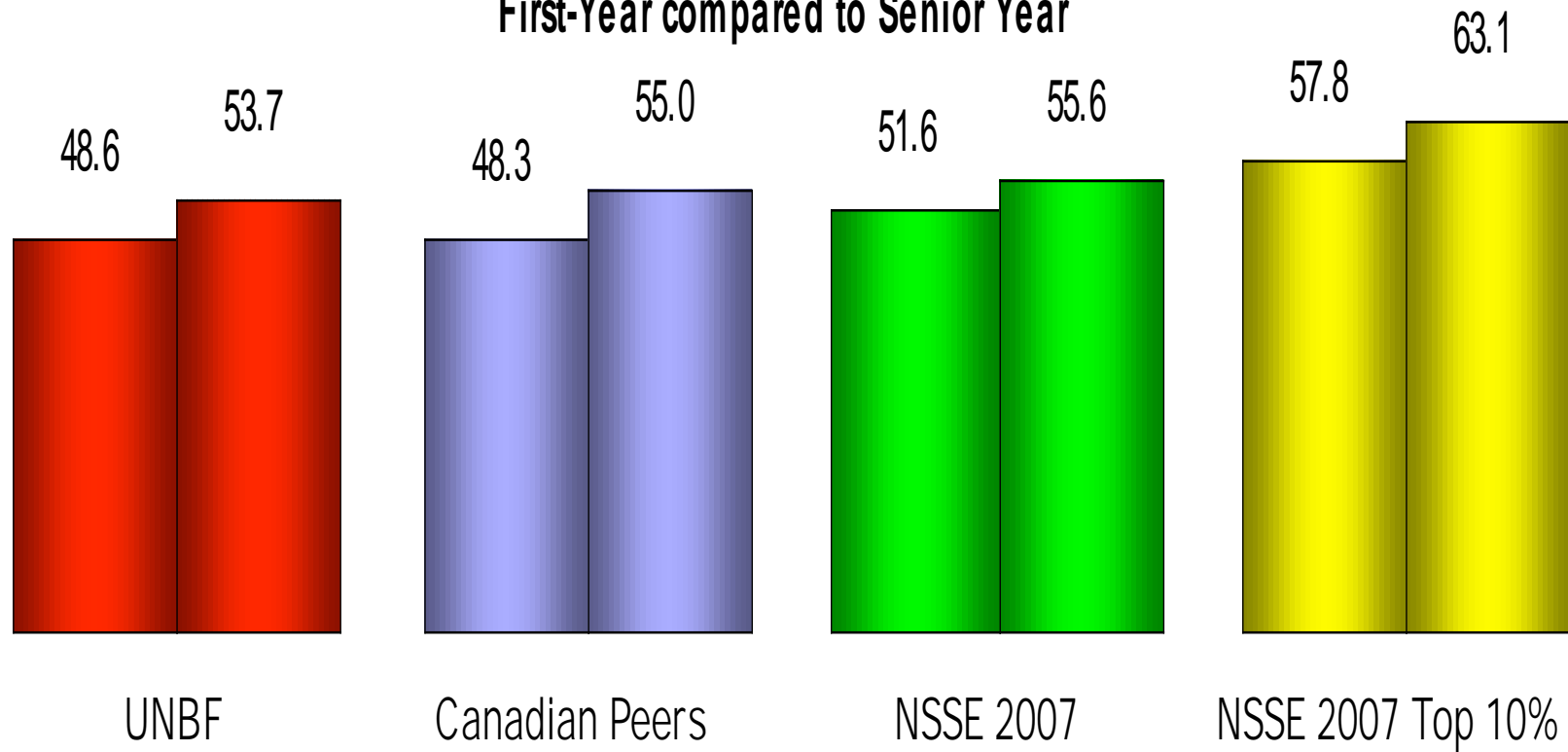
# Level of Academic Challenge (LAC)

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- ◆ Challenging intellectual and creative work is central to student learning and collegiate quality.
- ◆ Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

## Level of Academic Challenge (LAC)

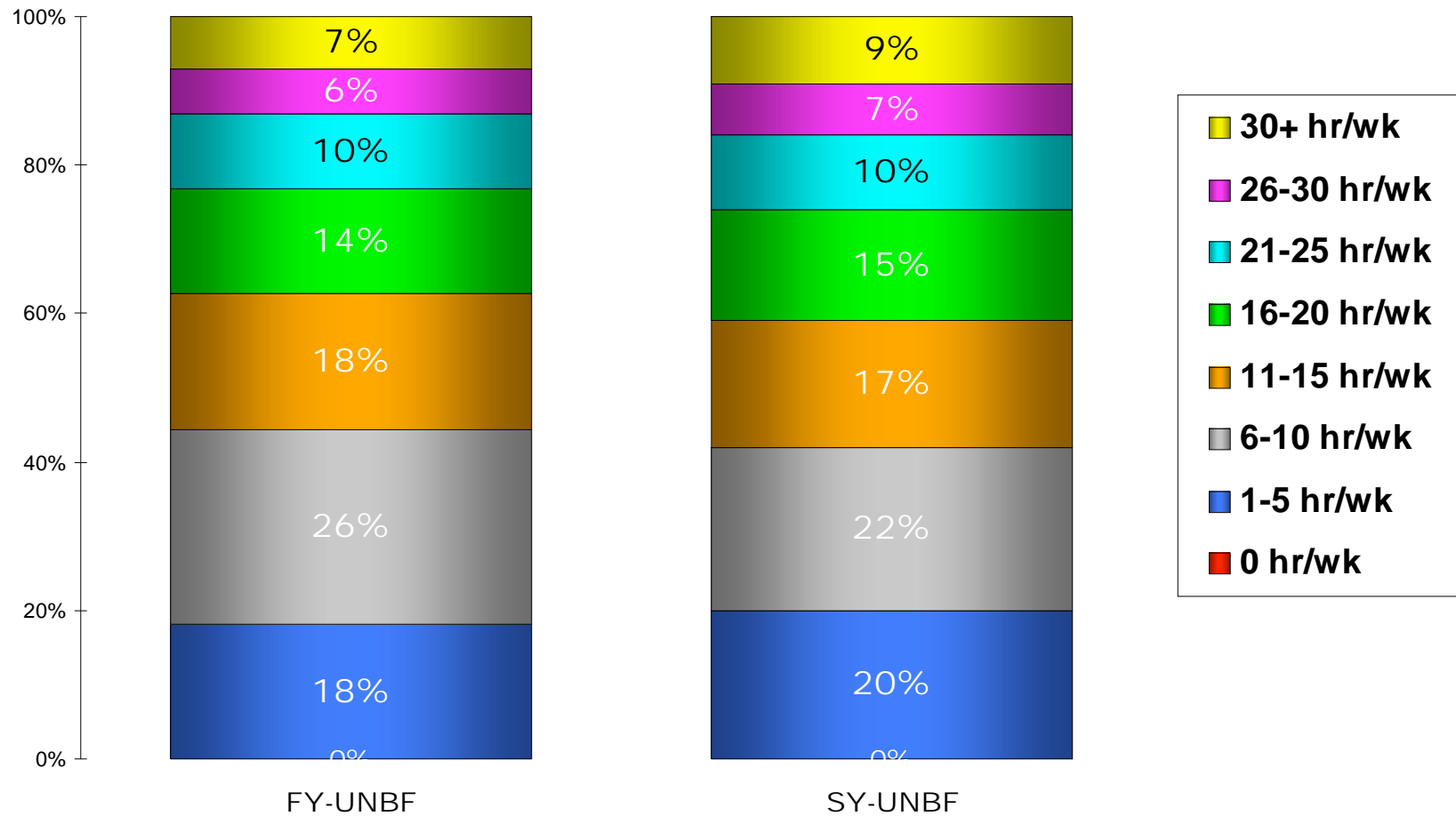
### First-Year compared to Senior Year



# How much homework are UNB students doing?



LAC: How many hours do you spend in a typical 7-day week ...  
 Preparing for class (studying, reading, writing, doing homework or  
 lab work, analyzing data, rehearsing, and other academic activities)?



NSSE2007-UNBF: 9(a) - acadpr01

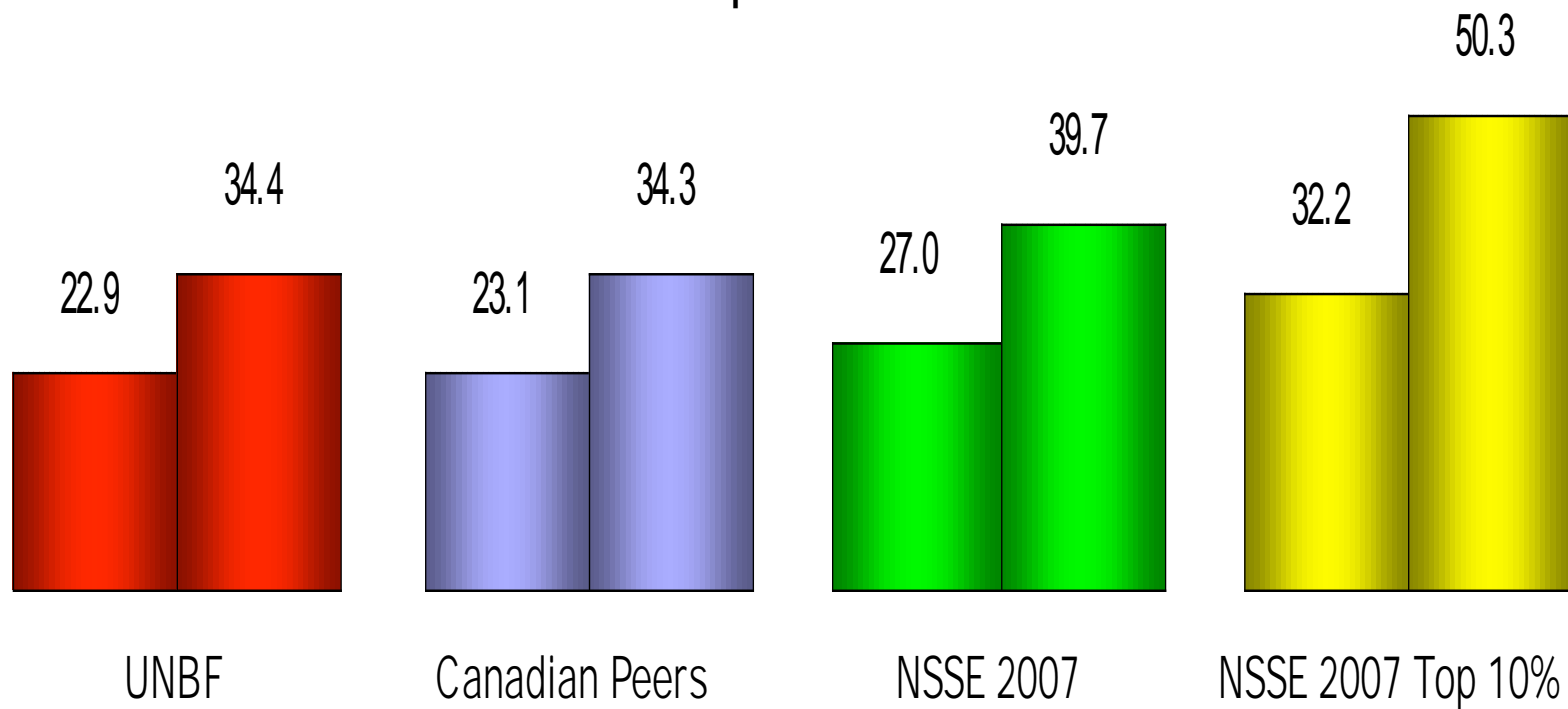
# Enriching Educational Experiences (EEE)

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- ◆ Complementary learning opportunities enhance academic programs.
- ◆ Diversity experiences teach students valuable things about themselves and others.
- ◆ Technology facilitates collaboration between peers and instructors.
- ◆ Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge.

## Enriching Educational Experience (EEE)

First-Year compared to Senior Year

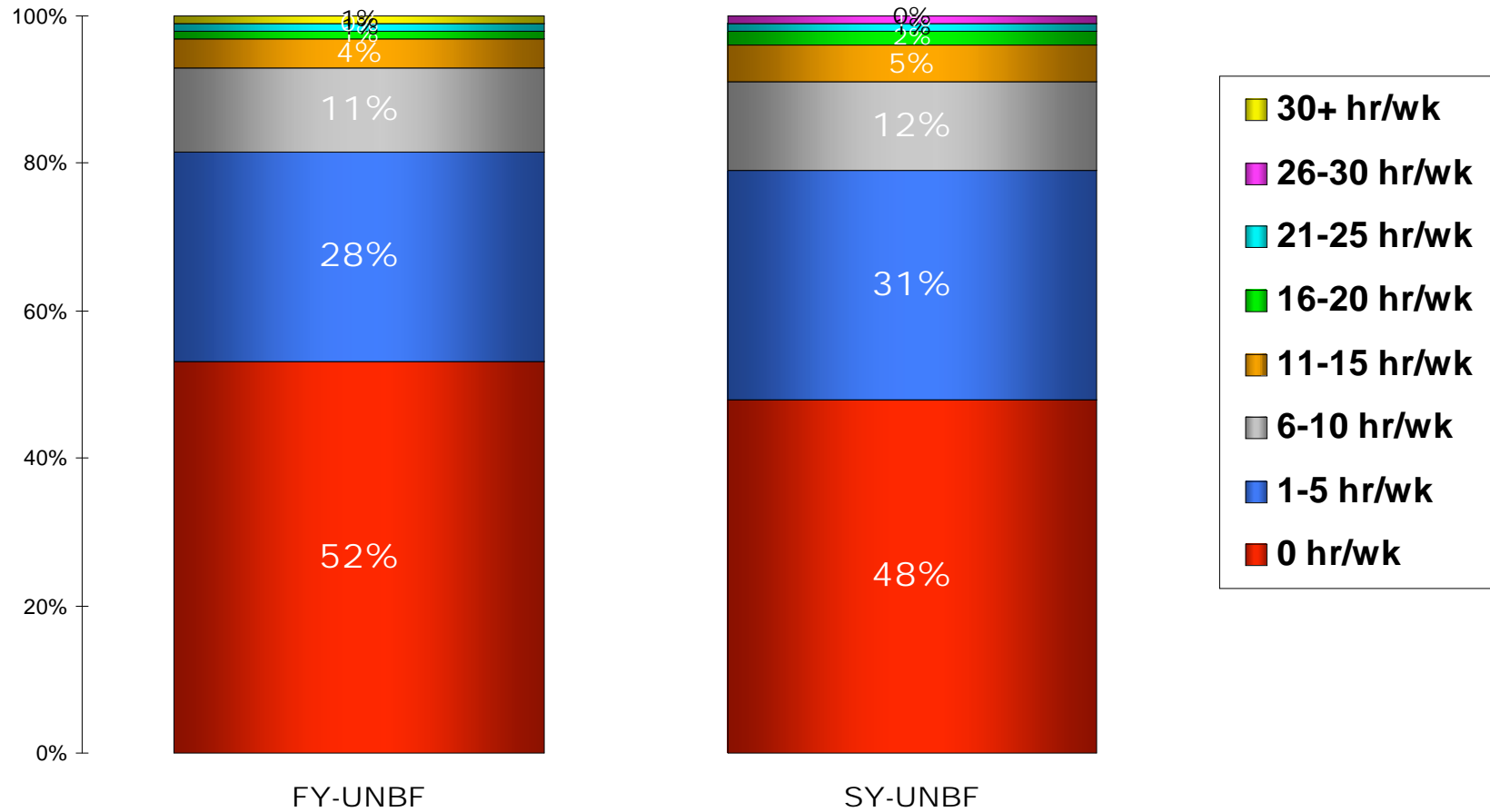


# How involved are UNB students in co-curricular activities?



EEE: How many hours do you spend in a typical 7-day week ...

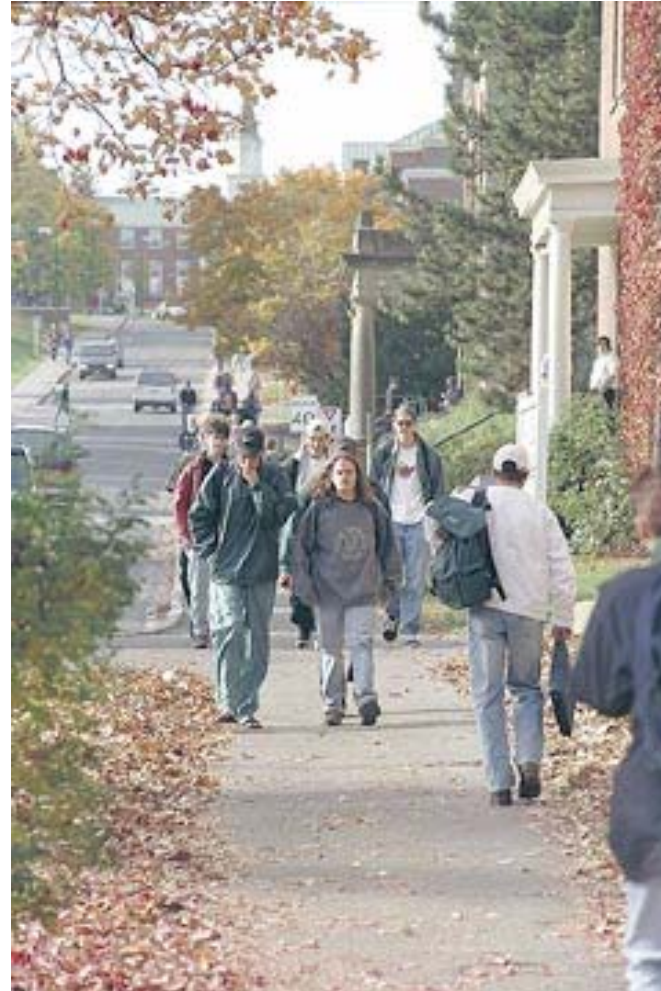
Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)?



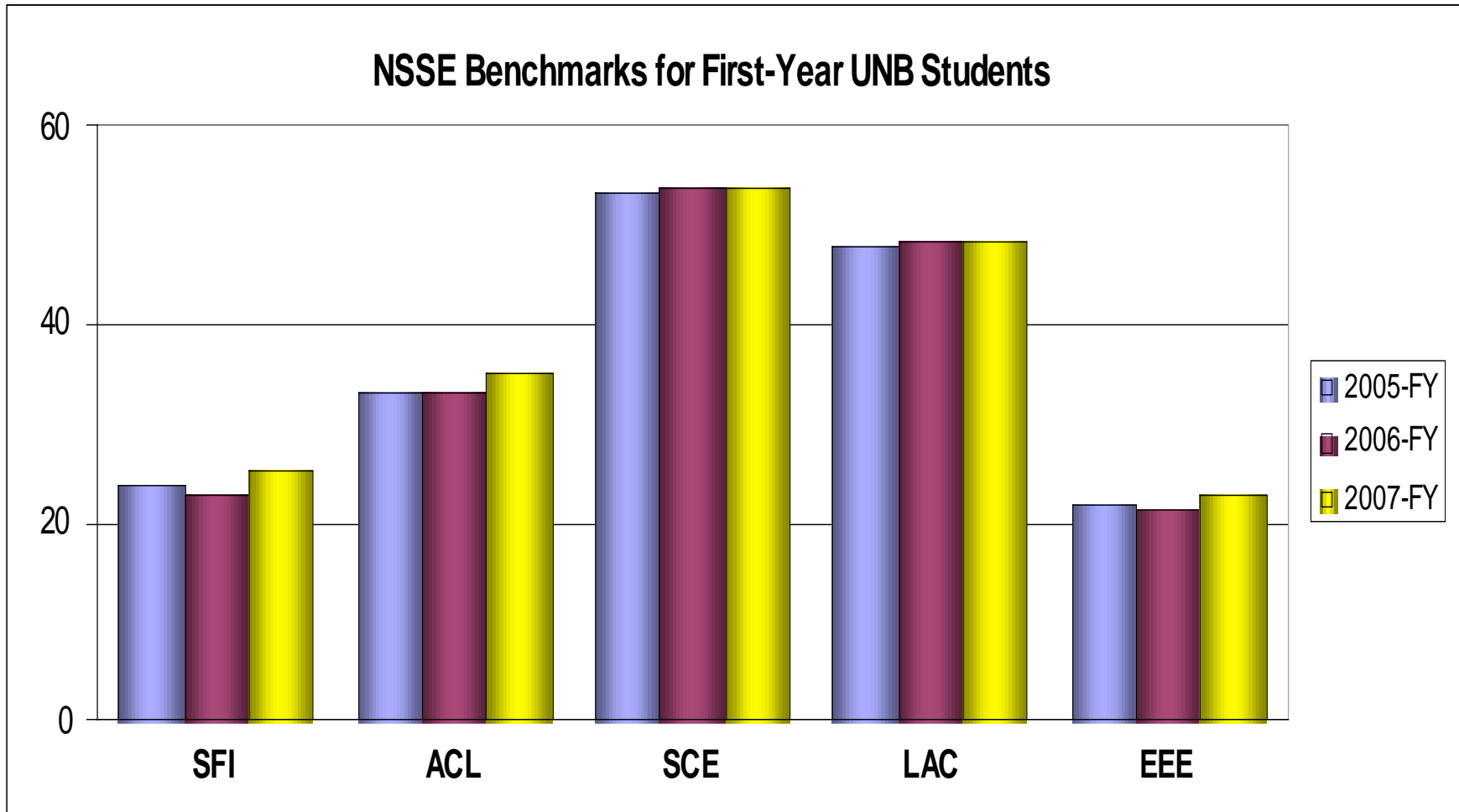
NSSE2007-UNBF: 9(d) - cocurr01

# Consistency ...

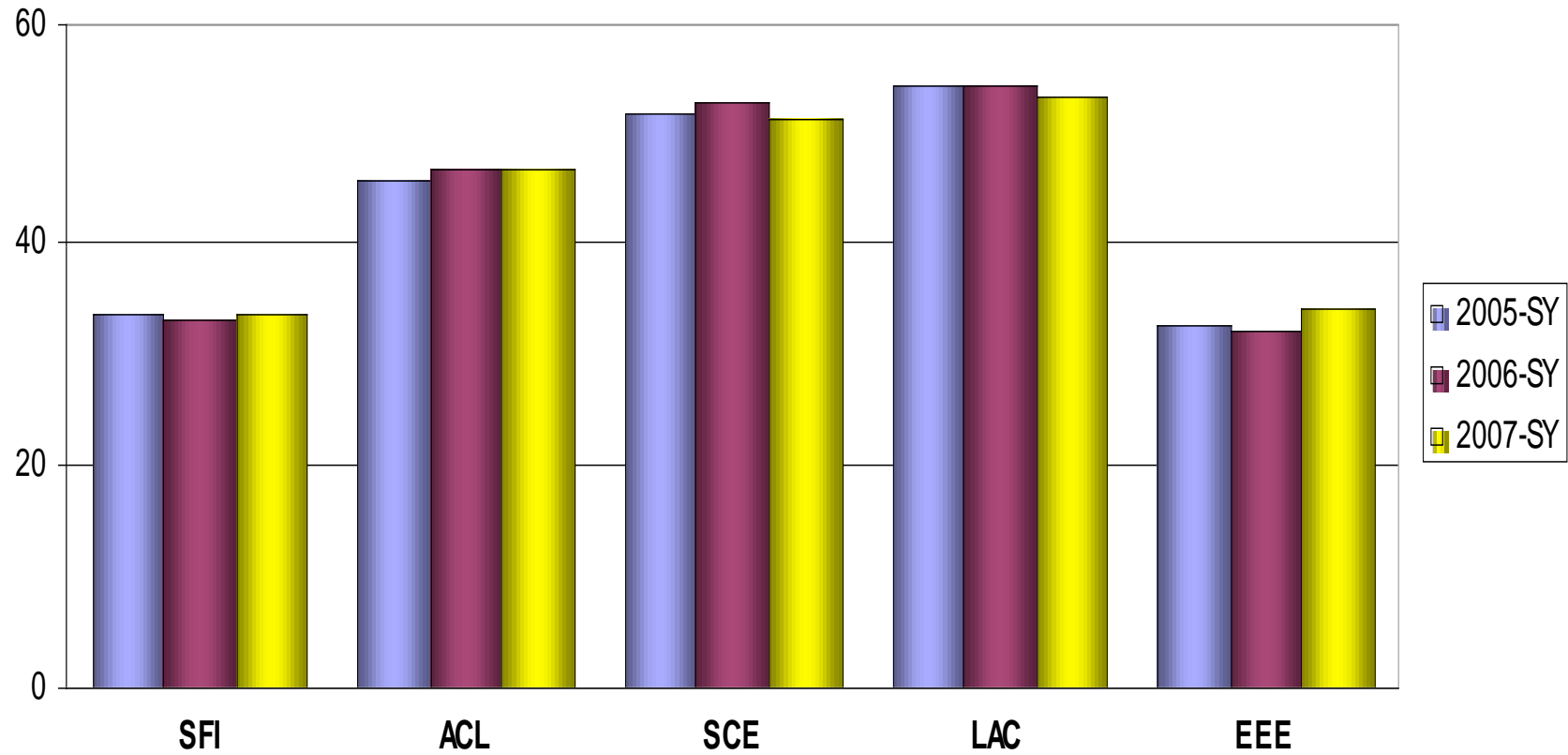
- ◆ UNBF's NSSE Benchmark results were relatively consistent for the three survey years.



## NSSE Benchmarks for First-Year UNB Students



## NSSE Benchmarks for Senior Year UNB Students



## Adelphi University Study

“After controlling for high school GPA, gender, and SAT scores, academic and social integration are significantly and positively related to retention – **students who are more integrated are more likely to stay** at Adelphi.”

Hicks, Raymond and Lerer, Nava. 2003. “NSSE and Retention: Does integration affect the possibility of leaving?” Page 2



# If We Could do One Thing ...

“... Make it possible for every student to participate in *at least two high impact activities* during their undergraduate program, one in their first year and one later related to their major field.”

George Kuh, NSSE Annual Report 2007



# If We Could do One Thing ...

## ◆ First Year:

- ◆ First-year seminars
- ◆ Learning communities
- ◆ Service learning



## ◆ Later Years:

- ◆ Study abroad
- ◆ Internships and other field experiences
- ◆ Culminating experience

George Kuh, NSSE Annual Report 2007

# So what can librarians do?



# The Role of Integrator: Potential Opportunities for Librarians to Connect NSSE to Institutional Improvement

- ◆ Adrianna Kezar, University of Maryland College Park
- ◆ AAHE and NSSE National Roundtable Series, 2002-03



# What Role Might Librarians Play in Using NSSE Data?

- ◆ **Providing a neutral basis for interpretation of data.**
- ◆ **Using their role on campus teams and networks to create change.**
- ◆ **Increasing academic rigor.**
- ◆ **Identifying information literacy as engagement.**
- ◆ **Increasing active and collaborative learning and a supportive campus environment**



# What Role Might Librarians Play in Using NSSE Data?

## (continued)

- ◆ **Assisting in course and assignment redesign.**
- ◆ **Supporting campus diversity.**
- ◆ **Establishing relationships among reference librarians, students and other educators.**
- ◆ **Being a repository for NSSE data.**



## How can NSSE help librarians?

- ◆ **Becoming more central to campus decision making.**
- ◆ **Becoming “seen” as part of the instructional fabric.**
- ◆ **Understanding the role of librarians in the learning process.**
- ◆ **Using additional questions option.**



## How can NSSE help librarians? (continued)

- ◆ **Building an argument for faculty-librarian interaction.**
- ◆ **Measuring the extent of information literacy.**
- ◆ **Improving the use of the library.**

# For more information...

- ◆ Official NSSE Website: <http://nsse.iub.edu>
- ◆ Hicks, R., & Lerer, N. (2003). *NSSE and retention: Does integration affect the probability of leaving?*. Garden City, NY: Adelphi University. <http://administration.adelphi.edu/orap/pdfs/NEAIR2003.pdf>
- ◆ Kezar, A. (2003). *The Role of Integrator: Potential Opportunities for Librarians to Connect NSSE to Institutional Improvement*. Indiana University Bloomington: Center for Postsecondary Research. <http://nsse.iub.edu/institute/documents/roundtable/Kezar%20DEEP%20Roundtable%20Librarians.pdf>
- ◆ Kuh, G. D., Cruce, T., Shoup, R., Kinzie, J., & Gonyea, R. M. (2007). *Unmasking the effects of student engagement on college grades and persistence*. Indiana University Bloomington: Center for Postsecondary Research. [http://nsse.iub.edu/uploads/AERA\\_2007\\_Kuh\\_et\\_al.pdf](http://nsse.iub.edu/uploads/AERA_2007_Kuh_et_al.pdf)

# Still more information...

- ◆ Kuh, G. D., Kinzie, J., Schuh, J. H., Whitt, E. J., & Associates. (2005). *Student success in college: Creating conditions that matter*. San Francisco, CA: Jossey-Bass.
- ◆ *National survey of student engagement: Annual report 2007*. [http://nsse.iub.edu/NSSE\\_2007\\_Annual\\_Report/](http://nsse.iub.edu/NSSE_2007_Annual_Report/)
- ◆ Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students: a third decade of research*. San Francisco: Jossey-Bass.



# For more information

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