

Using the NSSE as a Lens into the SCU Experience

Planning Action Council
June 8, 2010

Goals for this Presentation

- Brief overview of the NSSE survey
- Focal Areas:
 - Social Justice
 - Spirituality
 - Deep / Integrated Learning
 - Professional and Personal Development
- Differences by ethnicity, 1st generation, gender and transfer status
- Discussion
 - How can we use what we learning?

What is the NSSE?

- A national effort to assess student behavior and effective educational practice (four-year institutions)
- SCU: Random sample of 300 first-year and 300 graduating seniors surveyed each spring (2000-2002). All first-year and graduating seniors since 2003;
- Peer comparison group of other NSSE-participating Jesuit universities (i.e. the Jesuit consortium) selected in 2005. Consortium-specific questions administered starting in 2006.
- USA Today: Can get NSSE results to make comparisons

NSSE Scales and Benchmarks

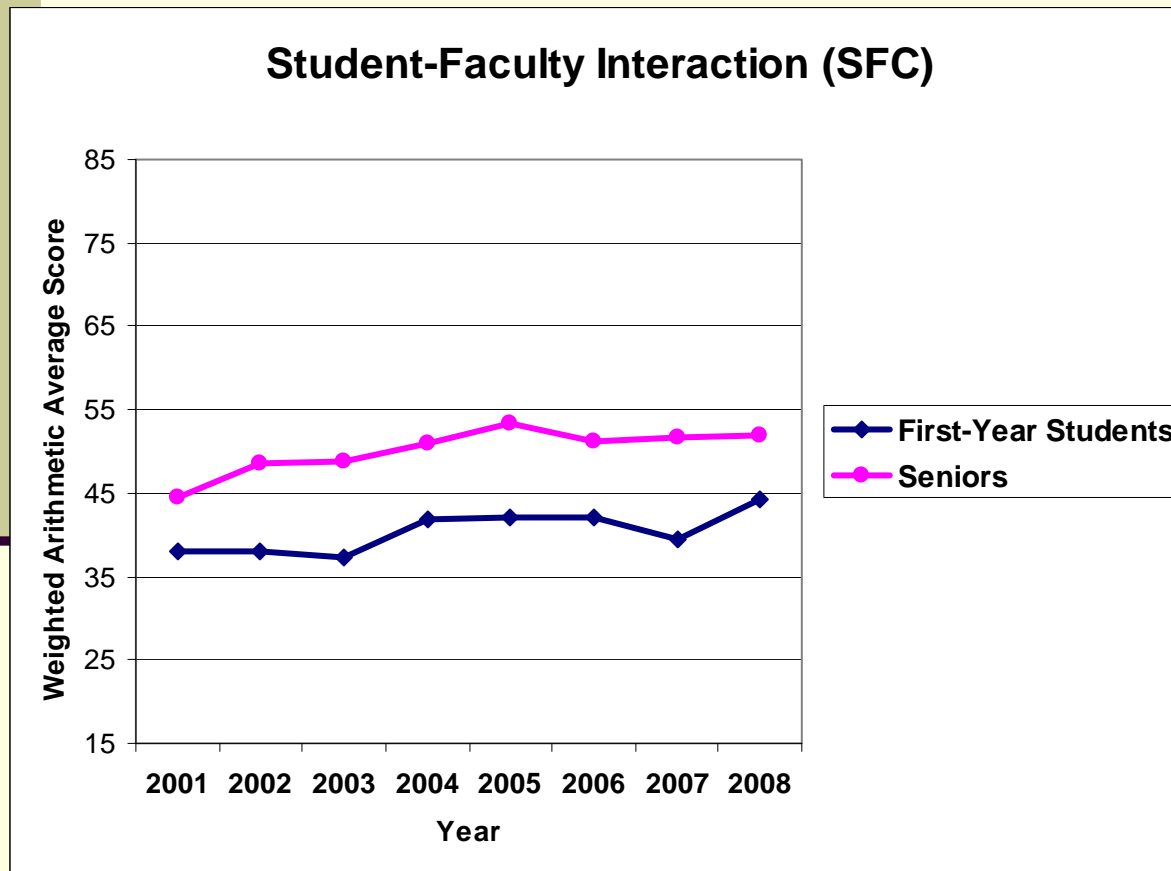
- Level of Academic Challenge
- Active and Collaborative Learning
- Enriching Educational Experiences
- Supportive Campus Environment
- Student – Faculty Interaction
- Jesuit Consortium
- Carnegie Peers
- NSSE 2009
- “Above Average”:
Benchmarks in top 50% of all NSSE Institutions
- “High Performing”:
Benchmarks in top 10% of all NSSE Institutions

**Results for these scales can be found on the SCU website:
<http://www.scu.edu/nsse/>**

Student – Faculty Interaction (SFI)

SFI also increasing since 2001...

by senior year score is higher than comparison groups***

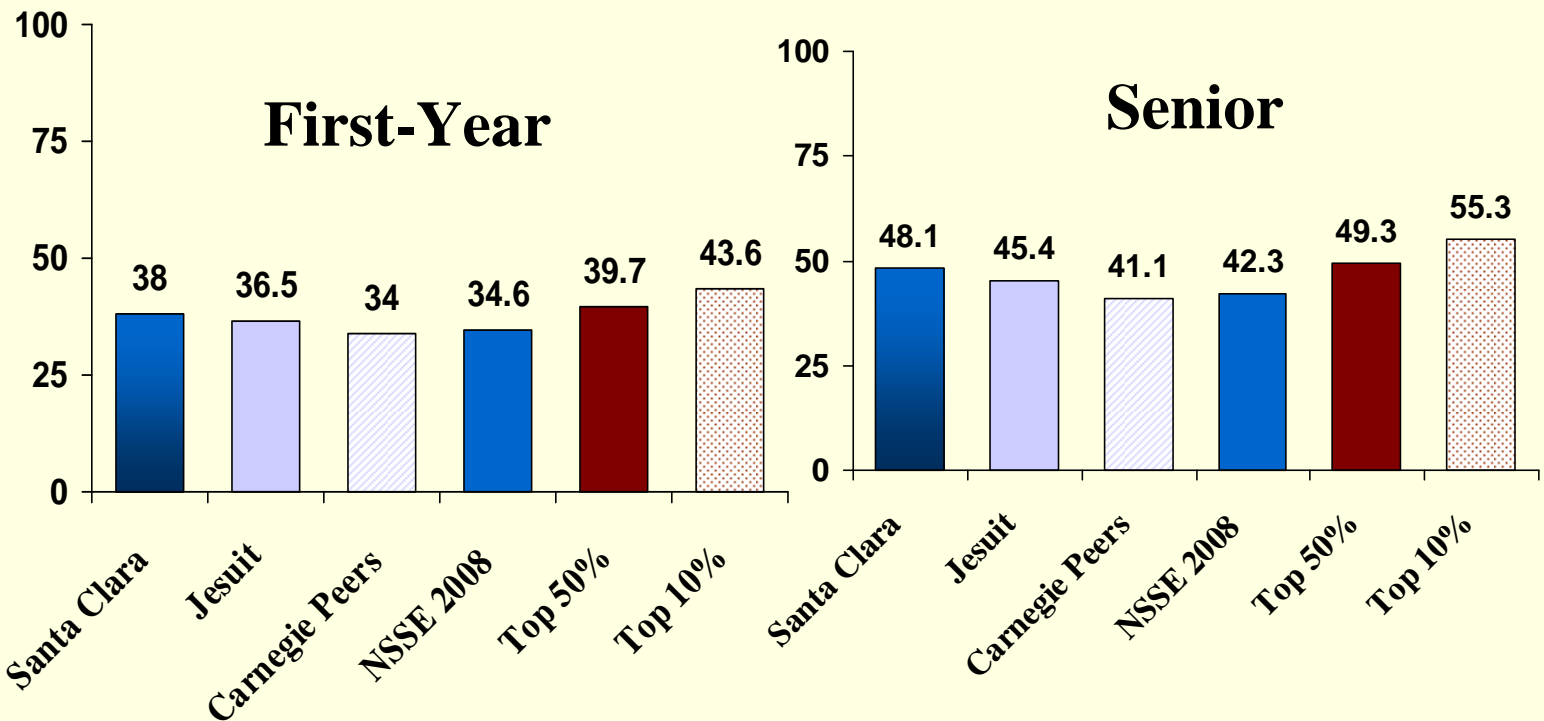


Interactions with faculty inside and outside of the classroom

An area for Improvement!

Student – Faculty Interaction (SFI)

Benchmark Comparisons



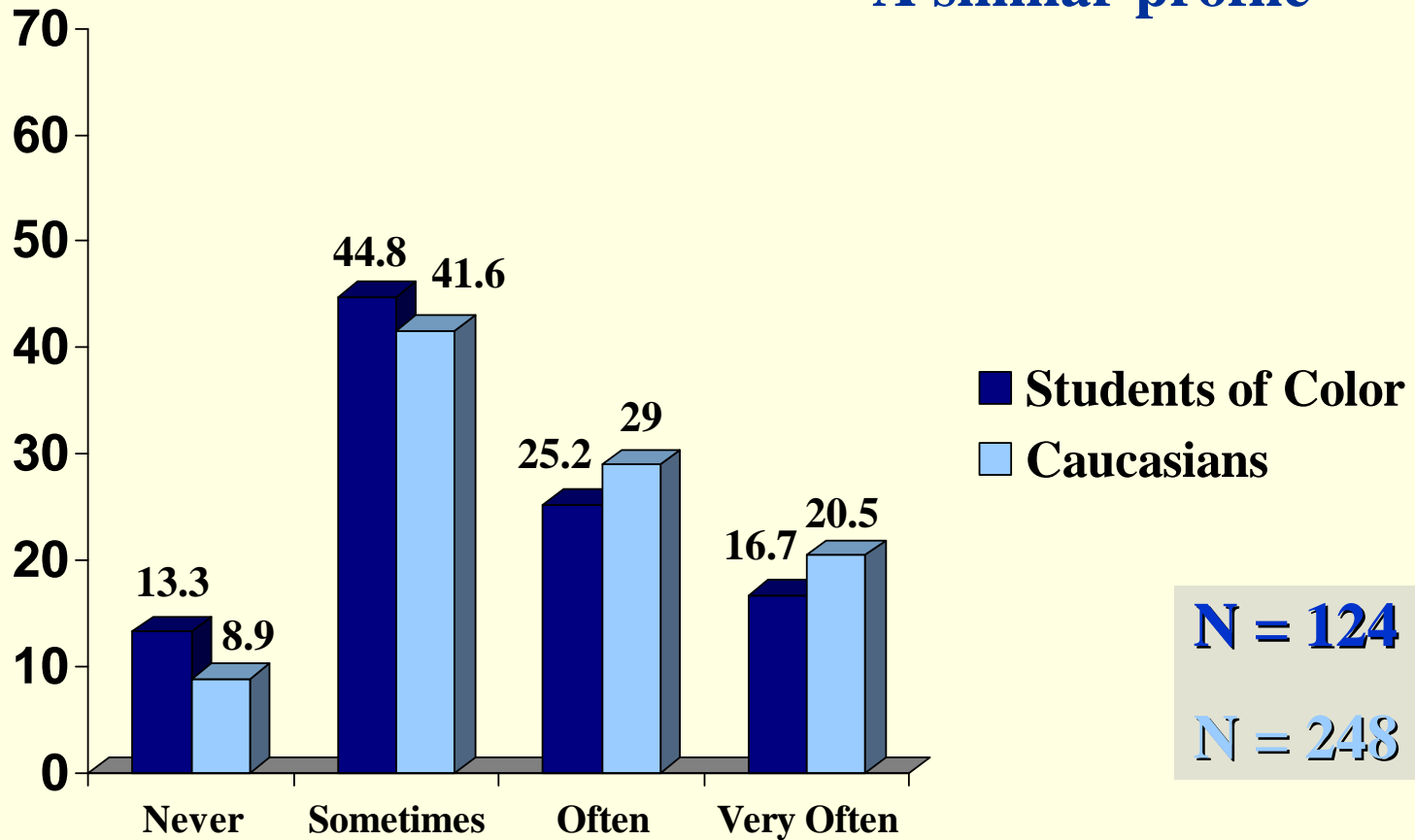
~ SCU scores over the "50" mark on all other NSSE scales ...

Questions on the SFI Scale

- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from your readings or classes with faculty members outside of class
- Worked with faculty members on an activity other than coursework (committees, orientation, student life activities, etc.)
- Received prompt written or oral feedback from faculty on your academic performance
- Worked with a faculty member on a research project outside of a course or program requirements

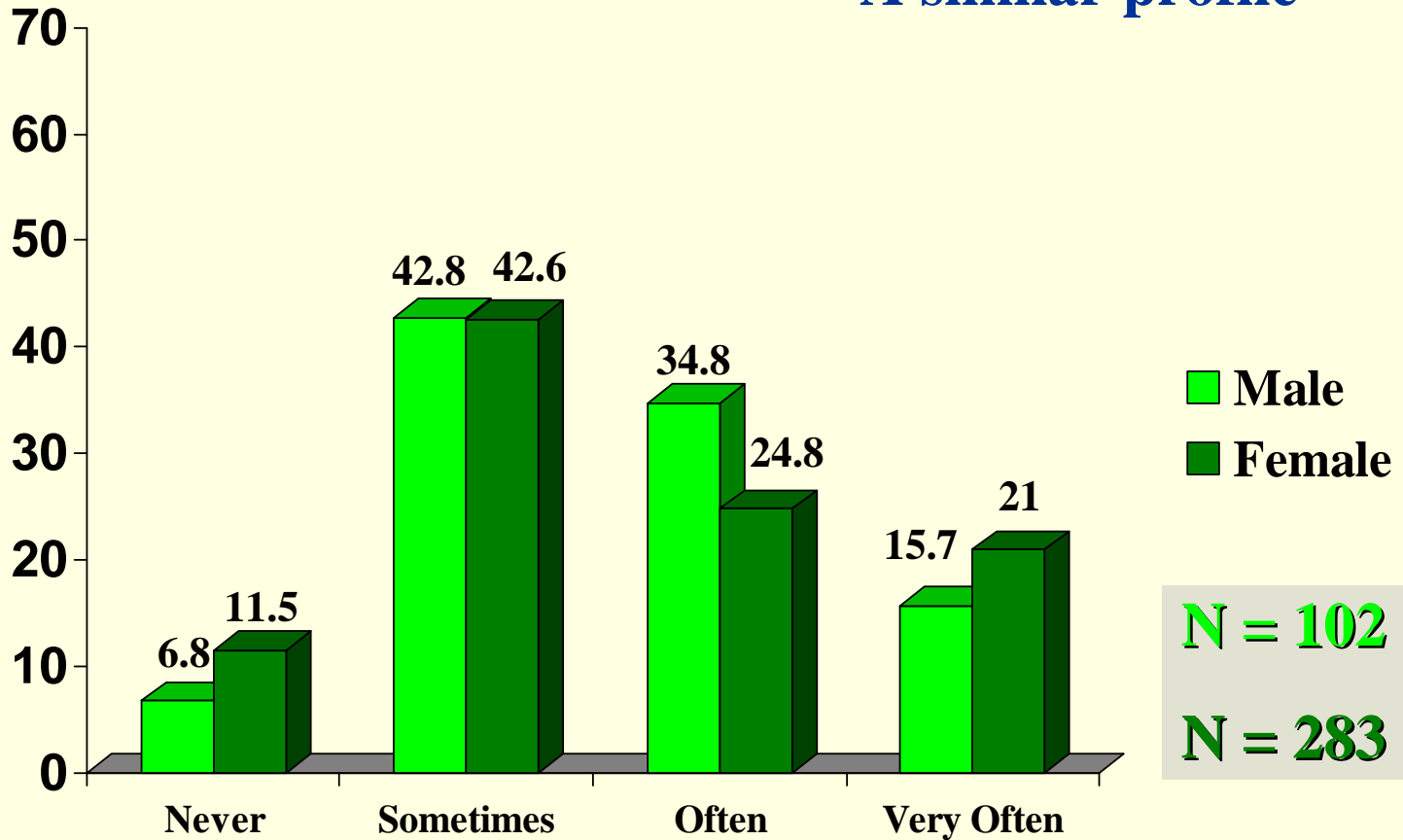
Discussed Career Plans with Faculty Member or Advisor

A similar profile



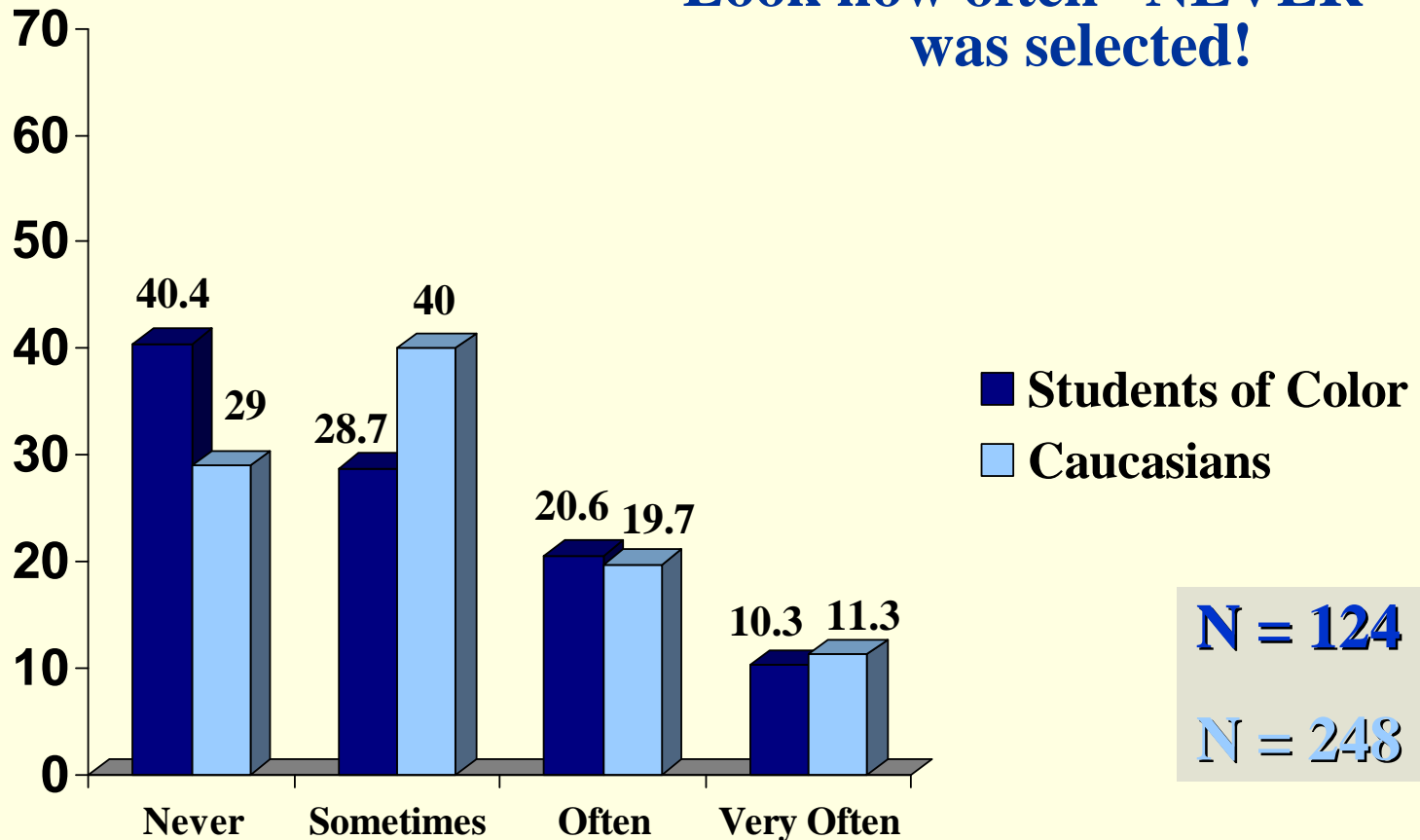
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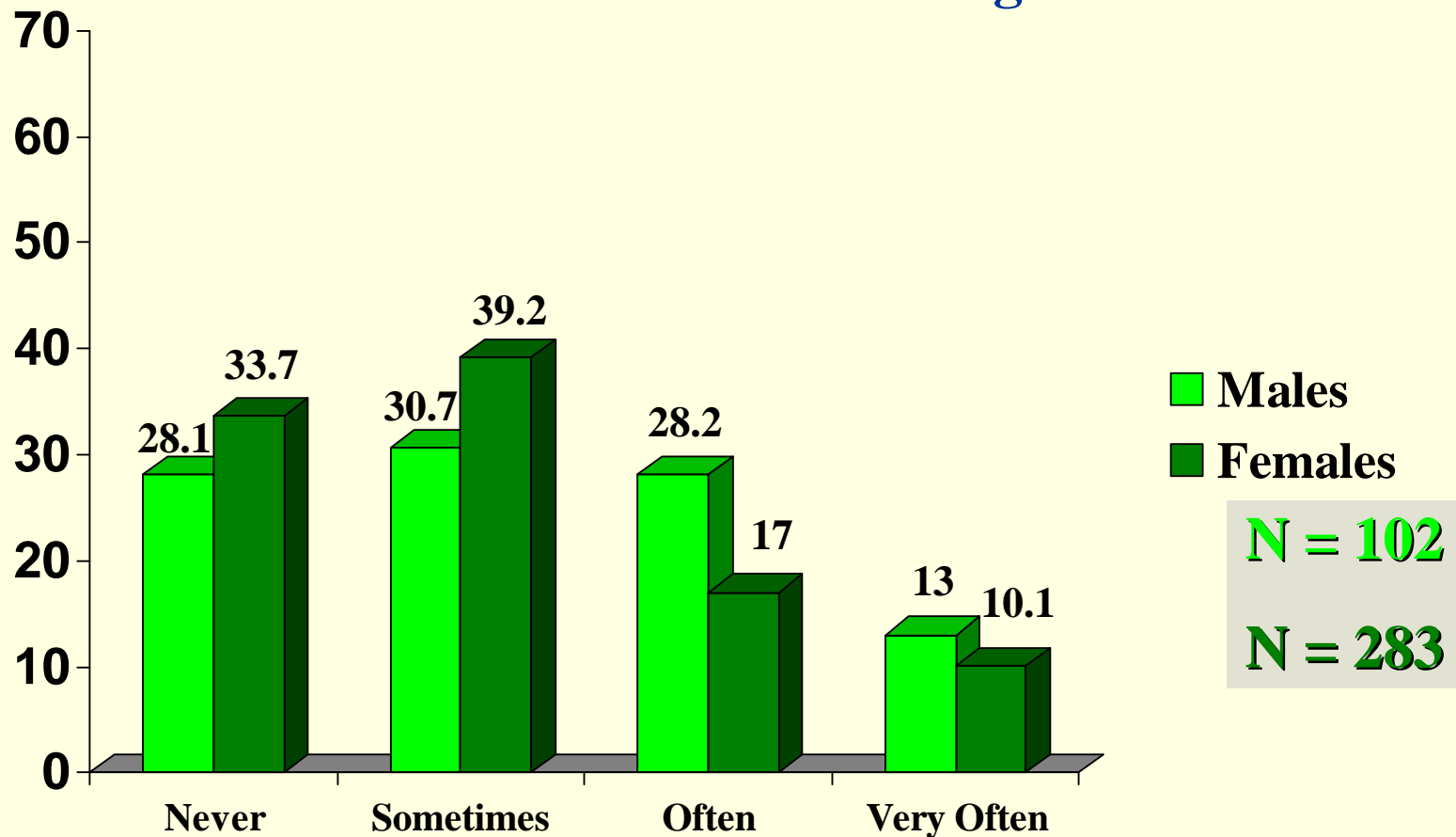
Worked with a faculty member on activities other than coursework

Look how often “NEVER” was selected!



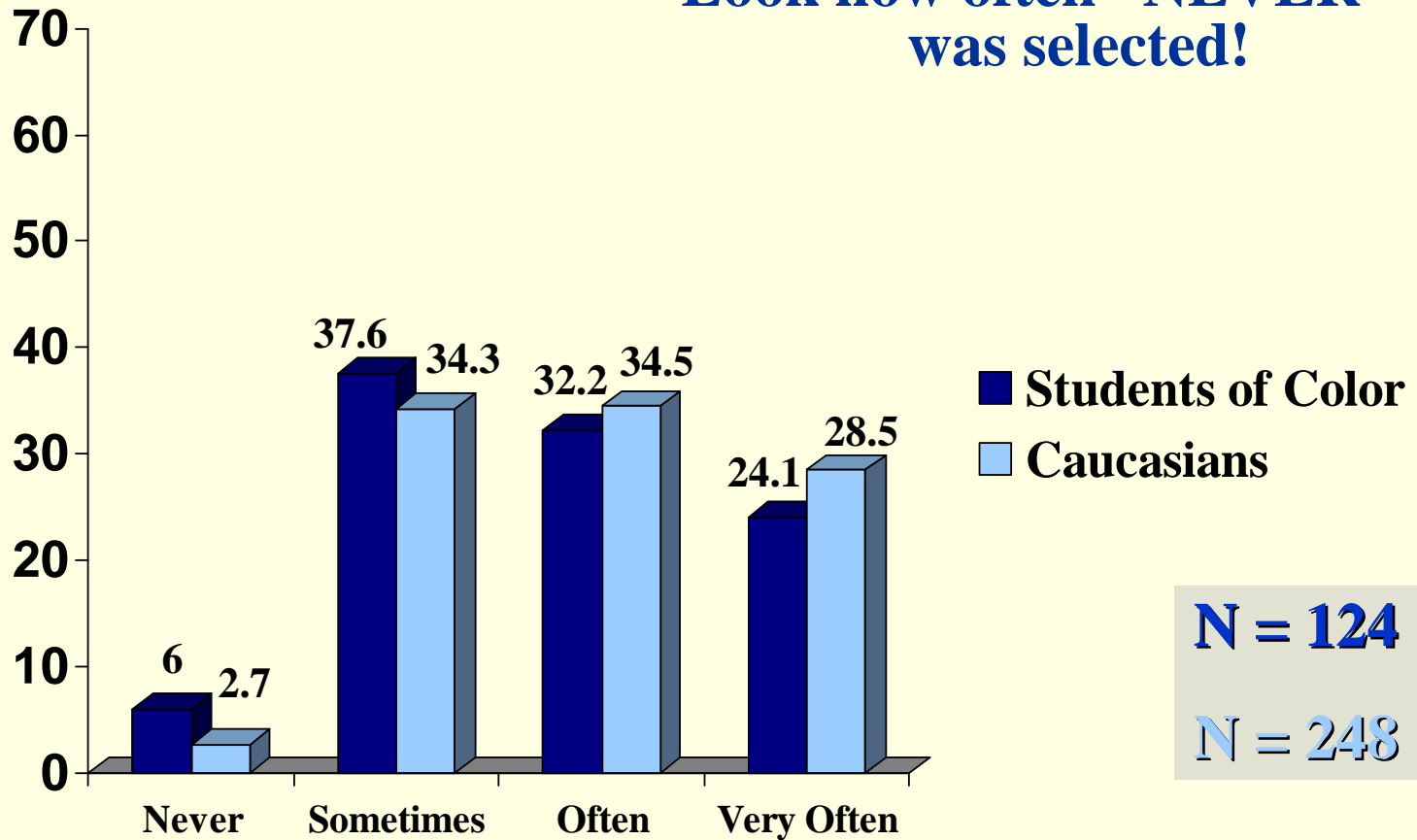
Worked with a faculty member on activities other than coursework

No difference by ethnicity but there is a gender difference!

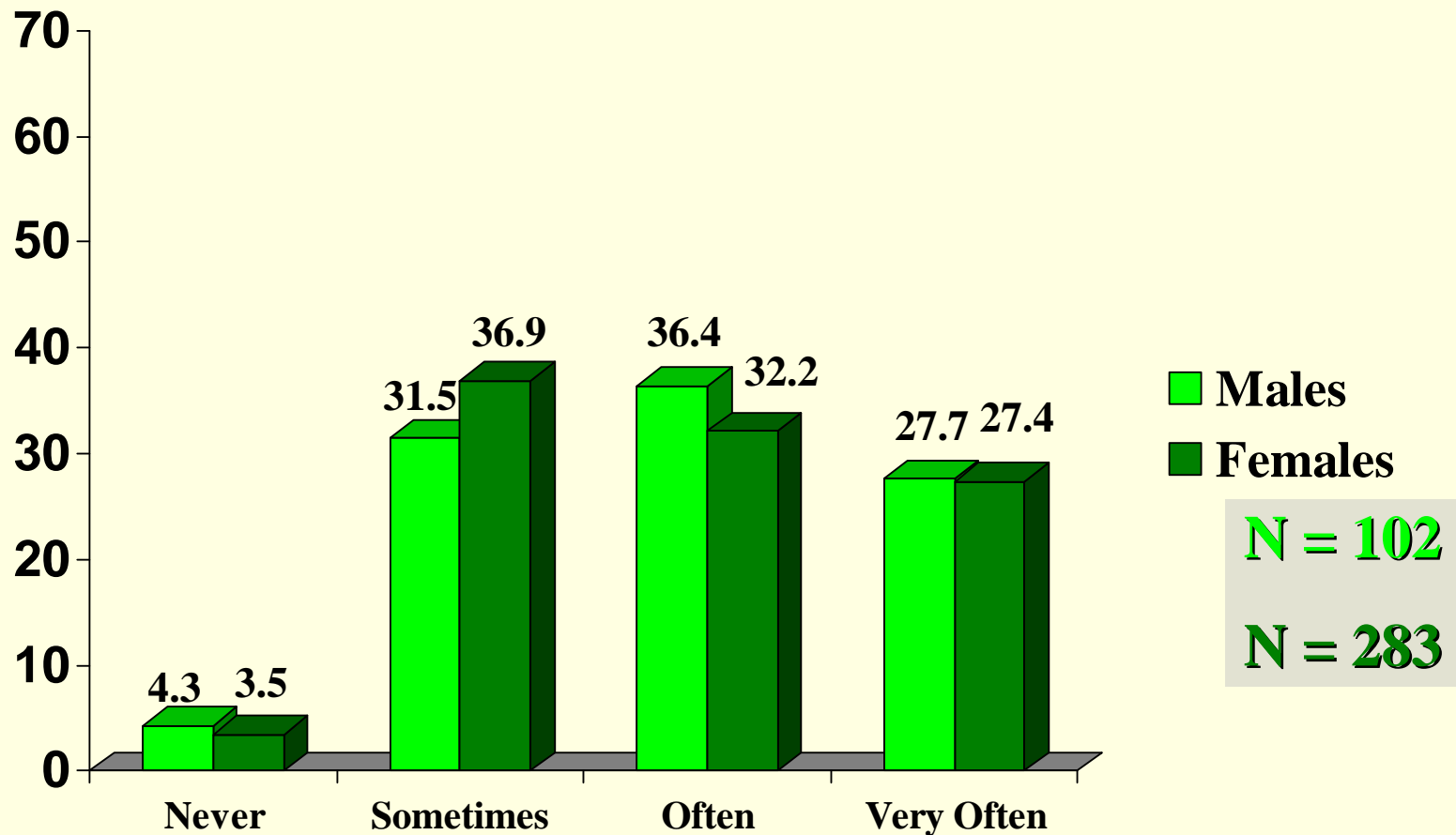


Discussed Grades or Assignments with an Instructor

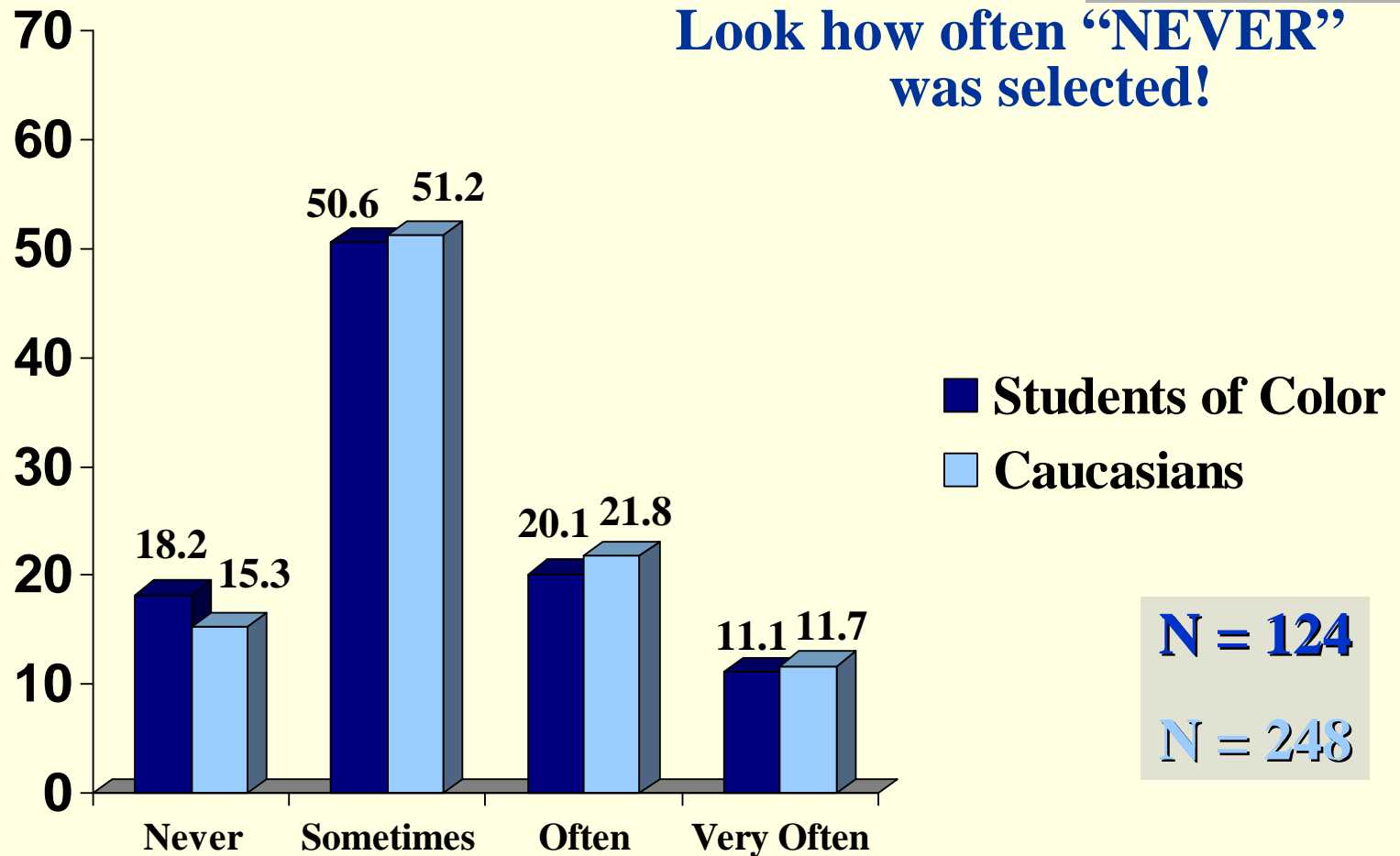
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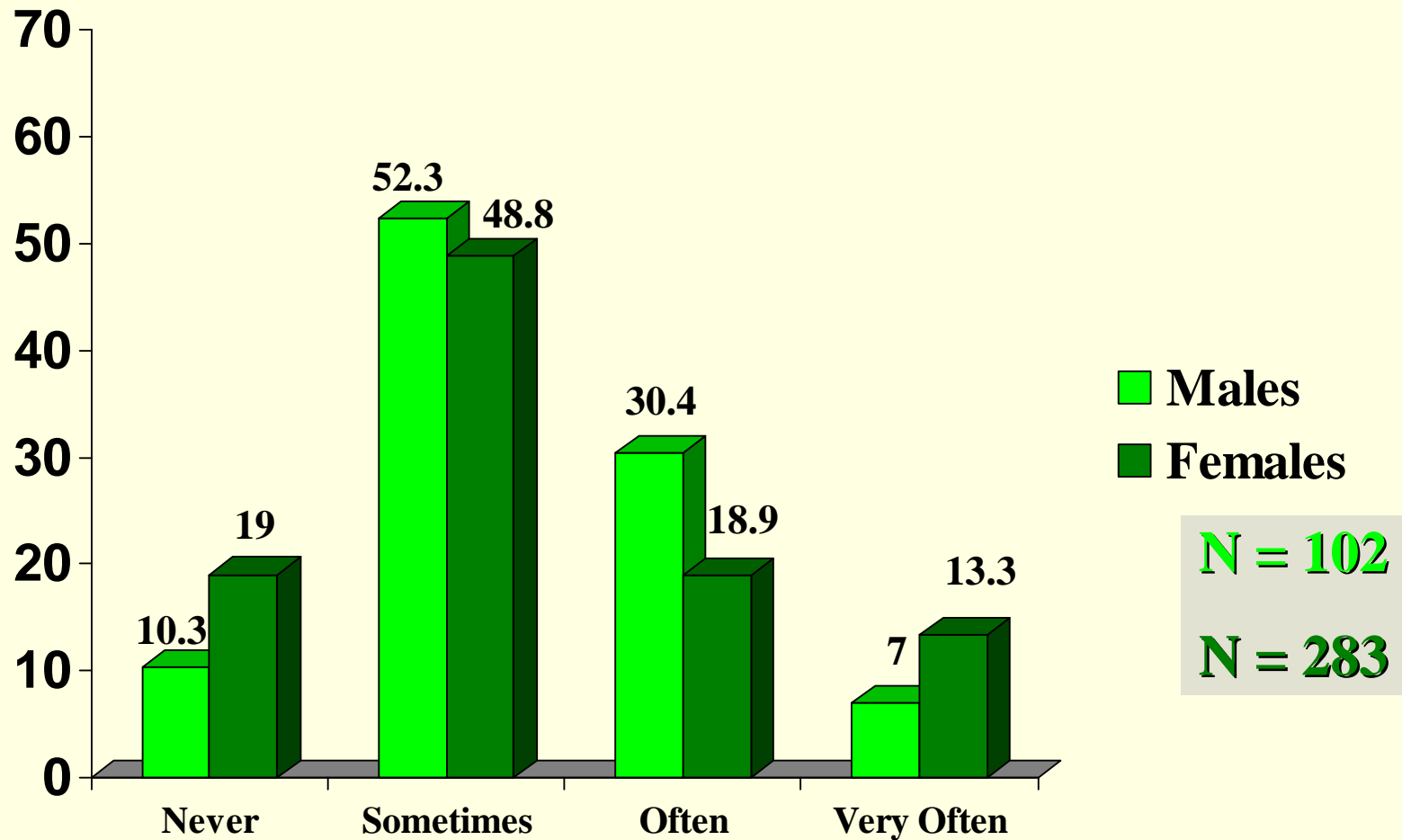
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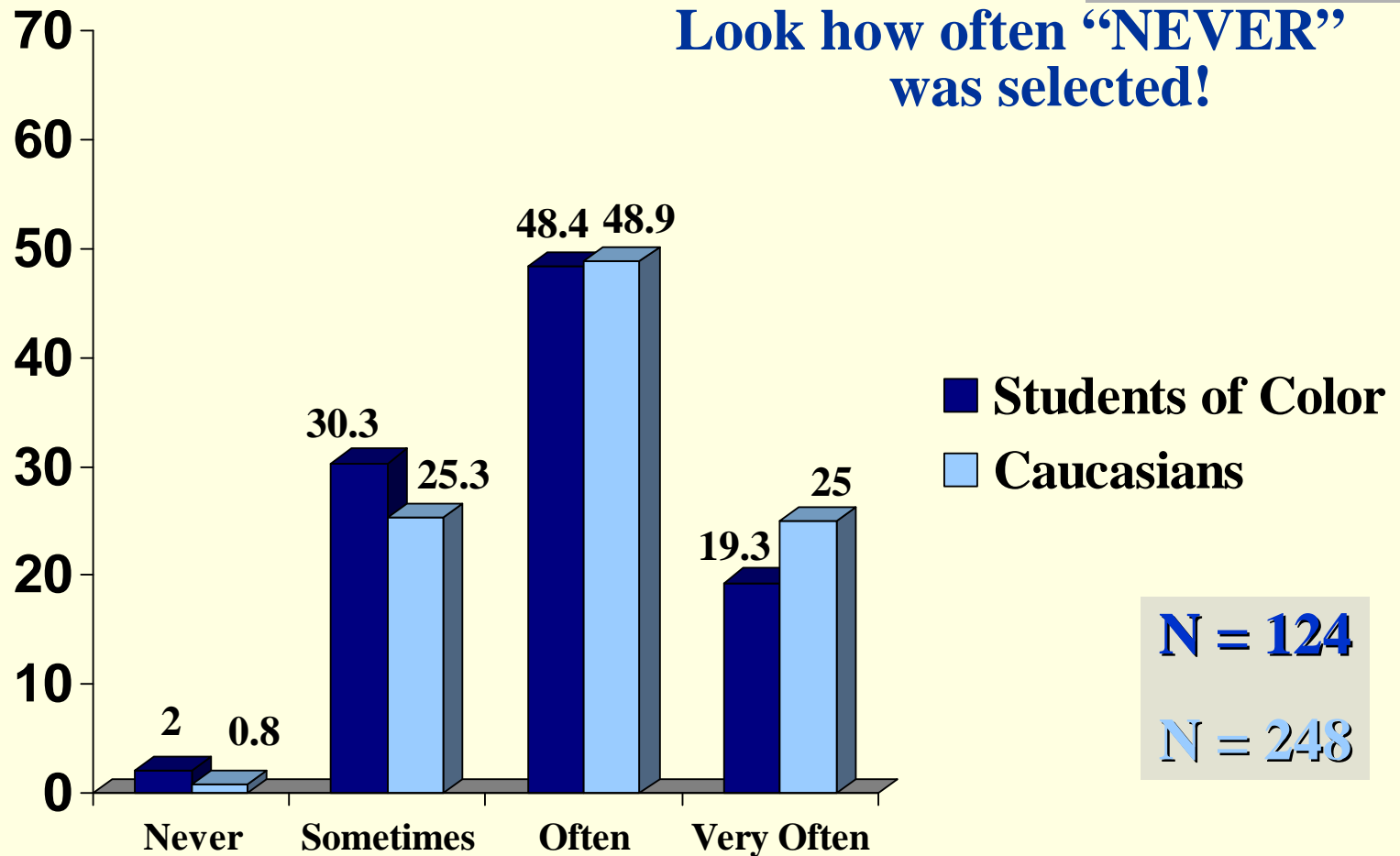
Discussed ideas from your readings or classes with faculty members outside of class



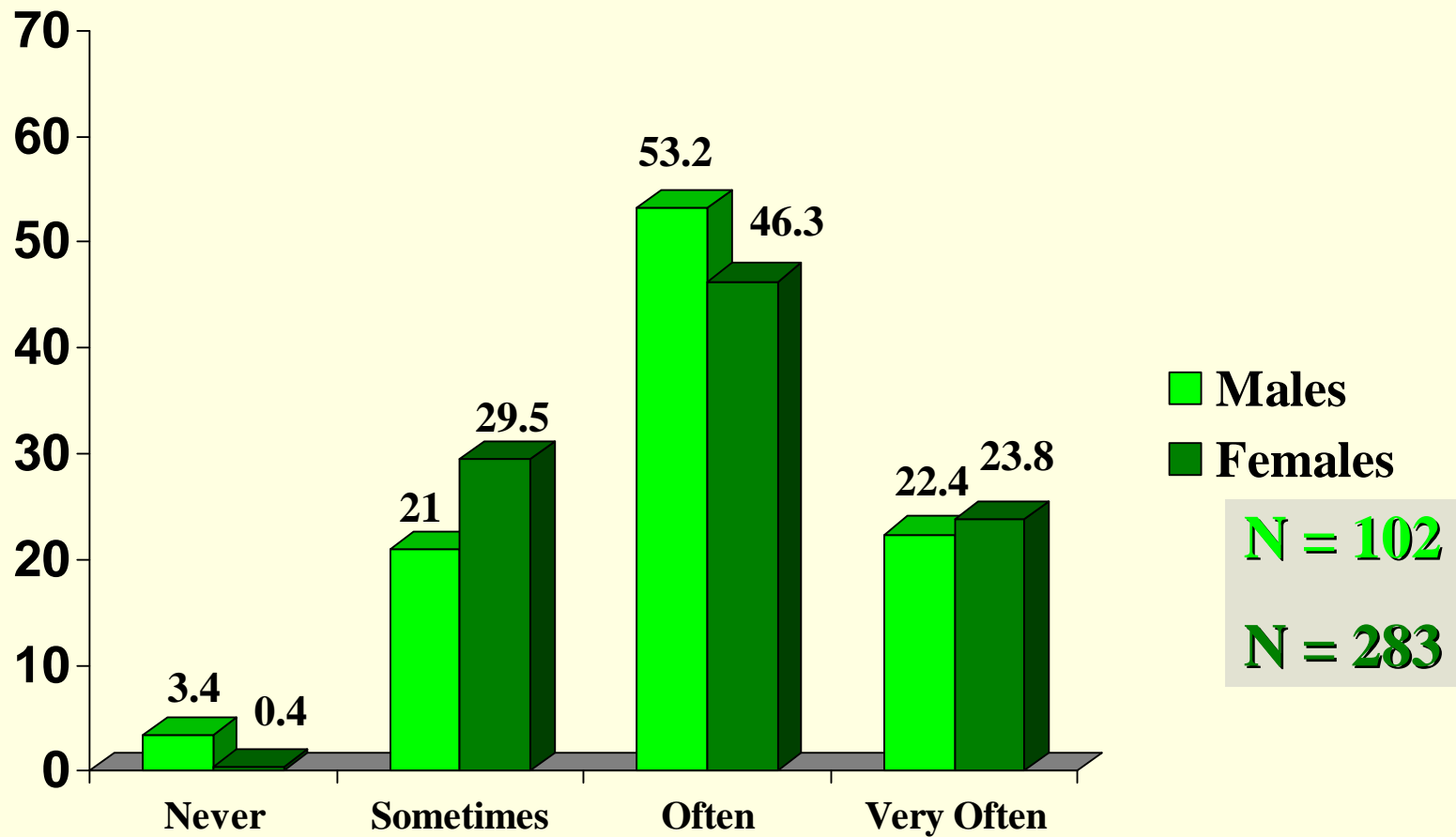
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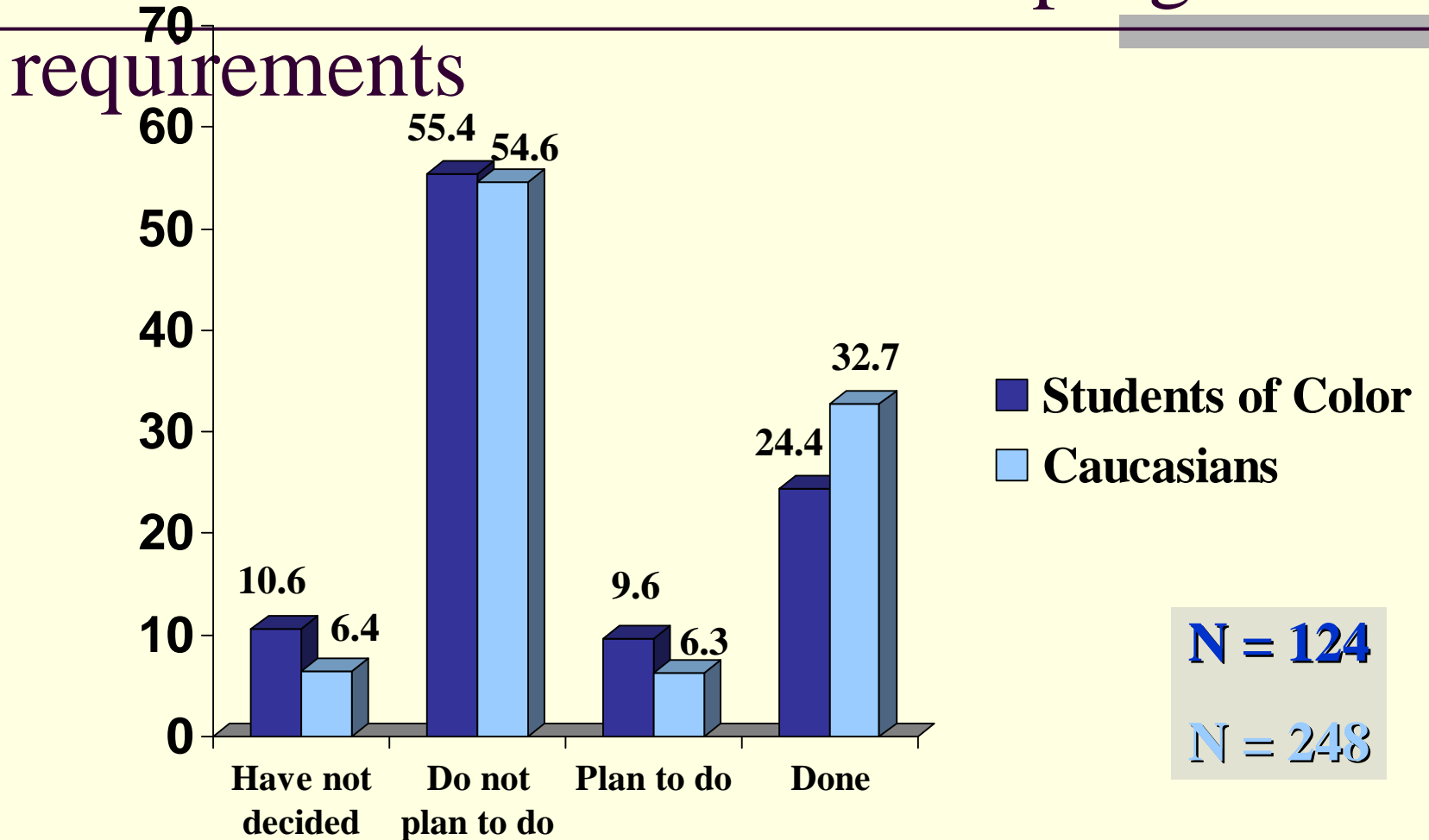
Received prompt written or oral feedback from faculty on your academic performance



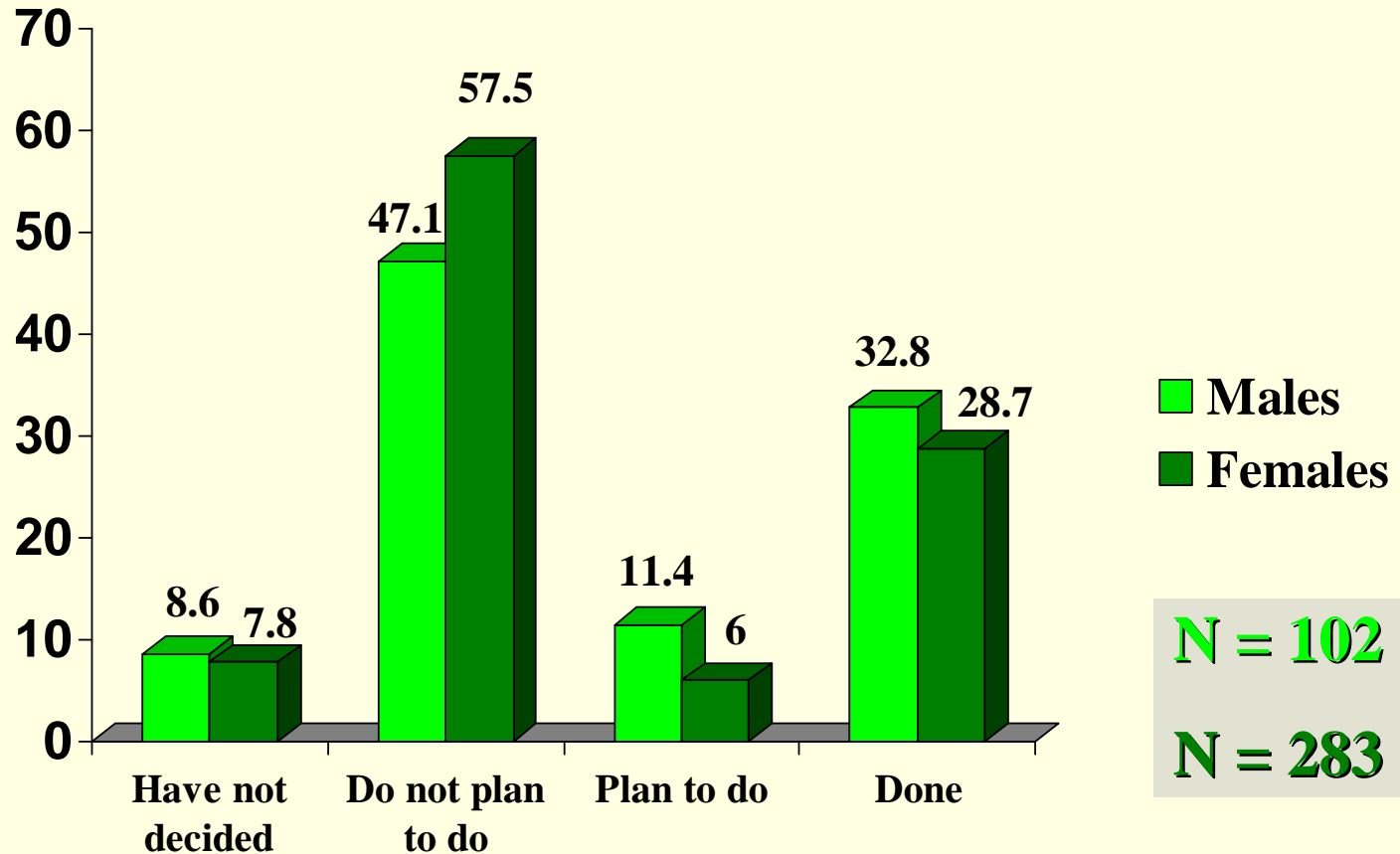
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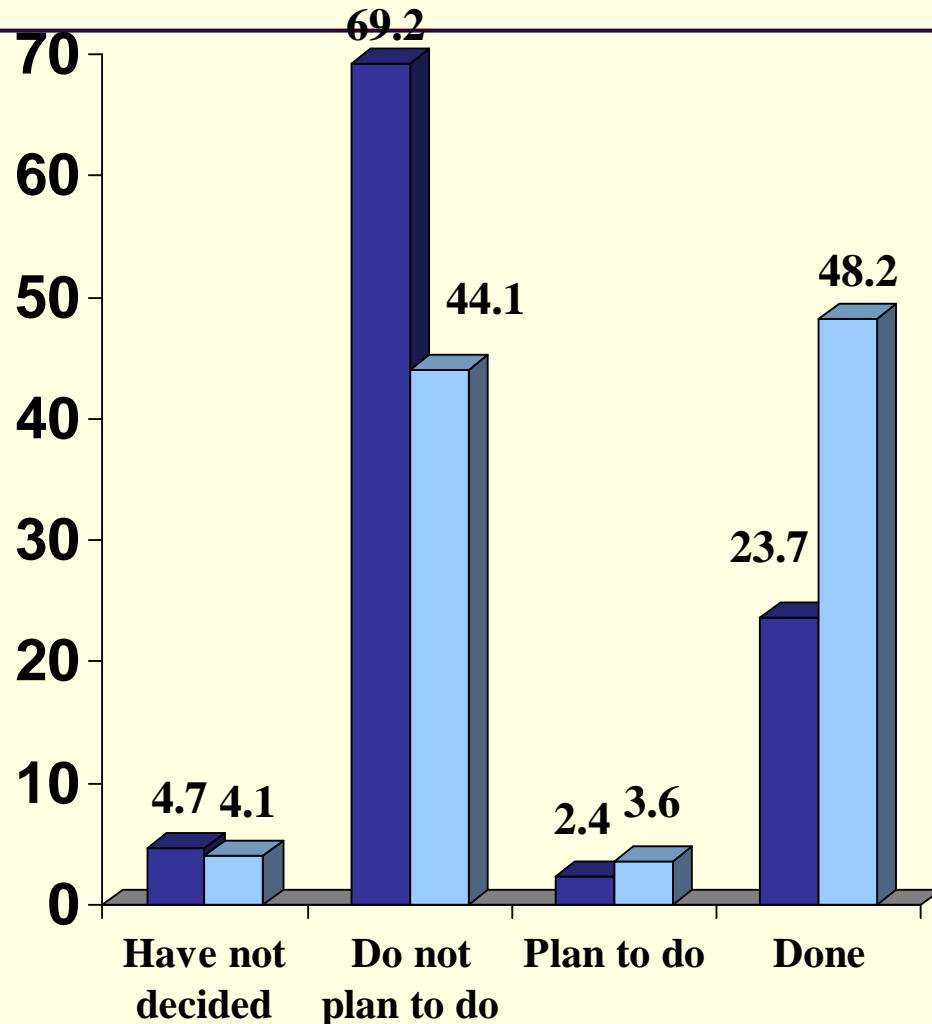
Work on a research project with a faculty member outside of course or program requirements



member outside of course or program requirements



Another interesting difference: Study Abroad



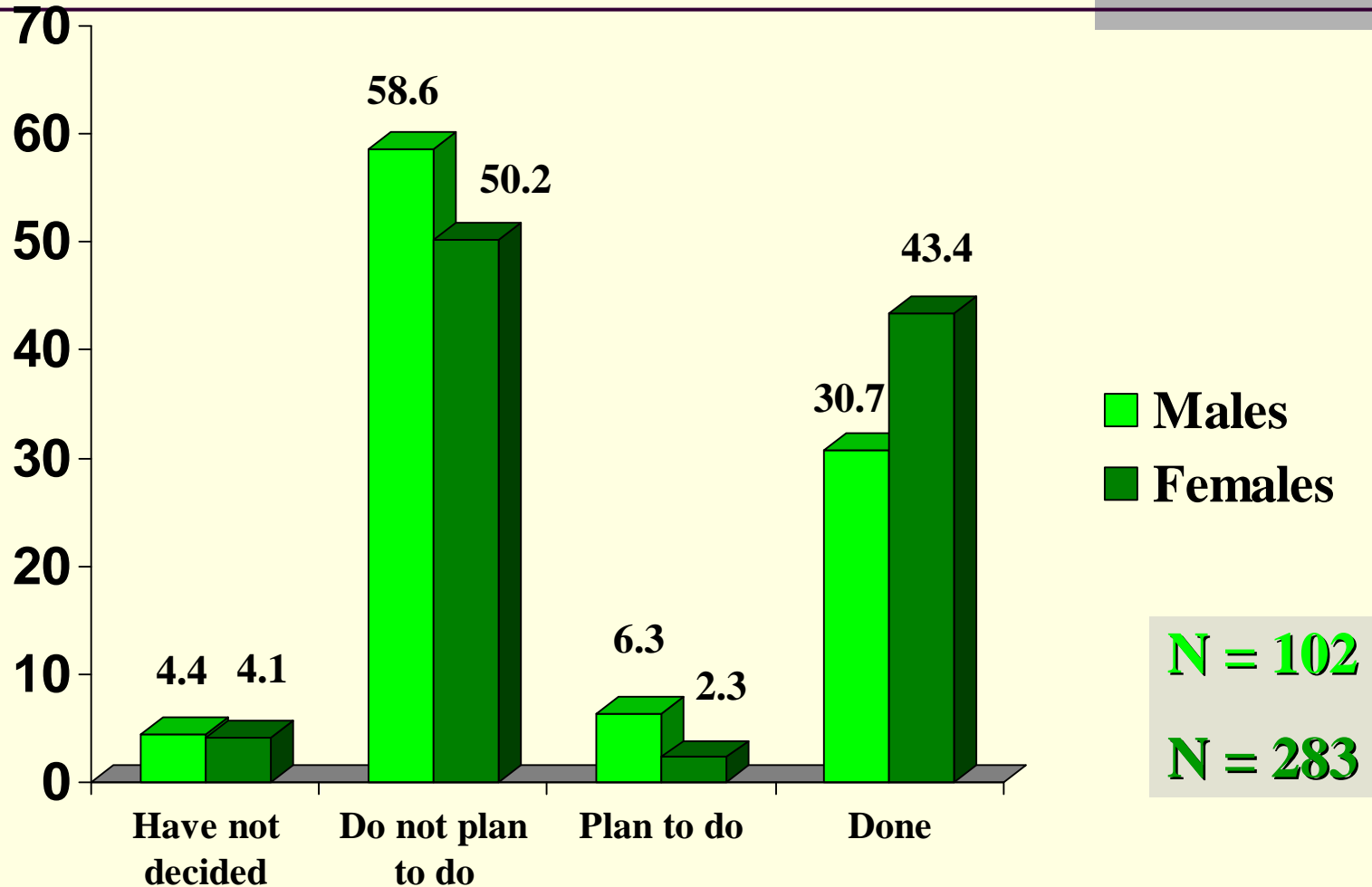
Why might this be?

■ Students of Color
■ Caucasians

N = 124

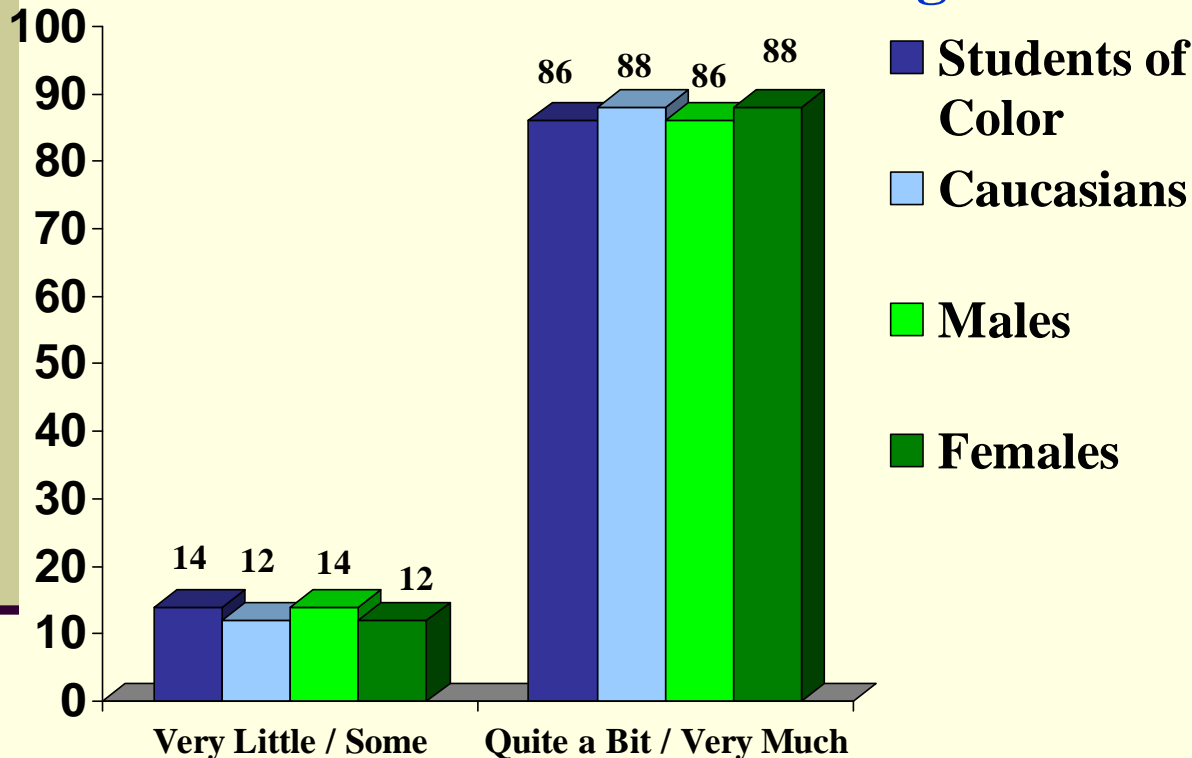
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A gender difference too: Study Abroad



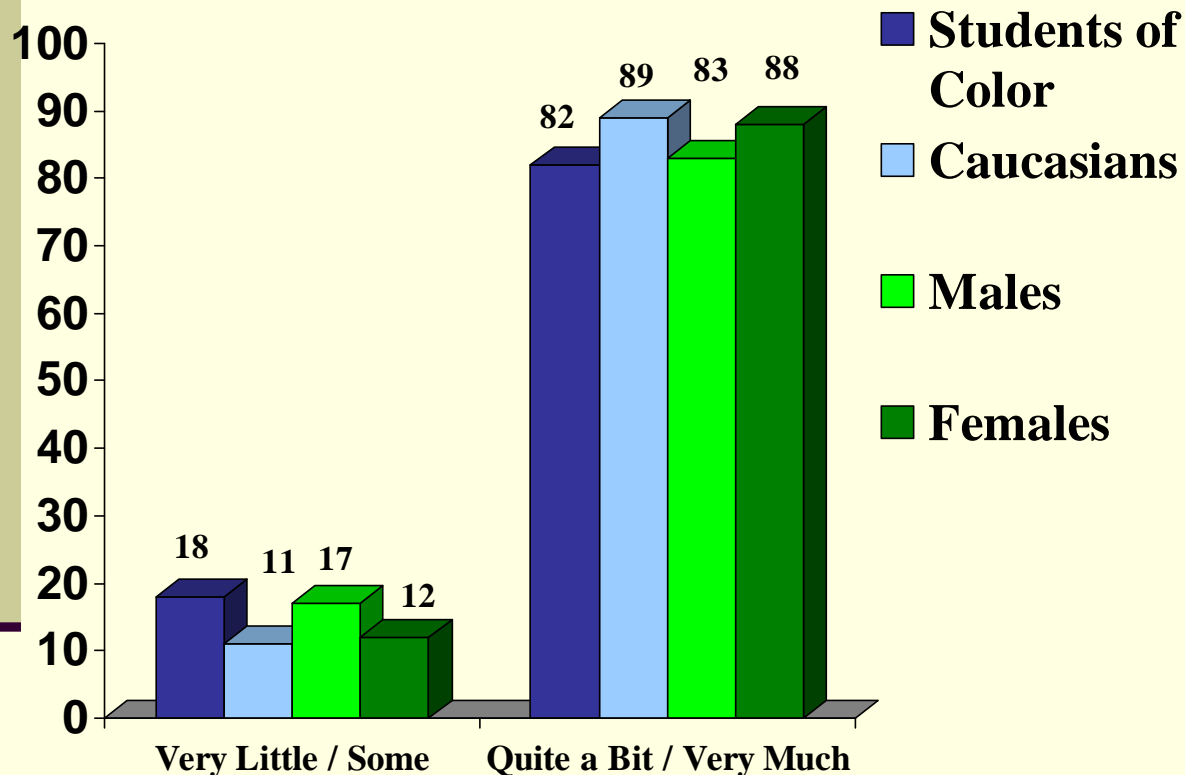
Perceptions of Institutional “Emphases”

Similar perspectives ~
Recognition of academic challenge!



Spending significant amounts of time studying and on academic work

Perceptions of Institutional “Emphases”

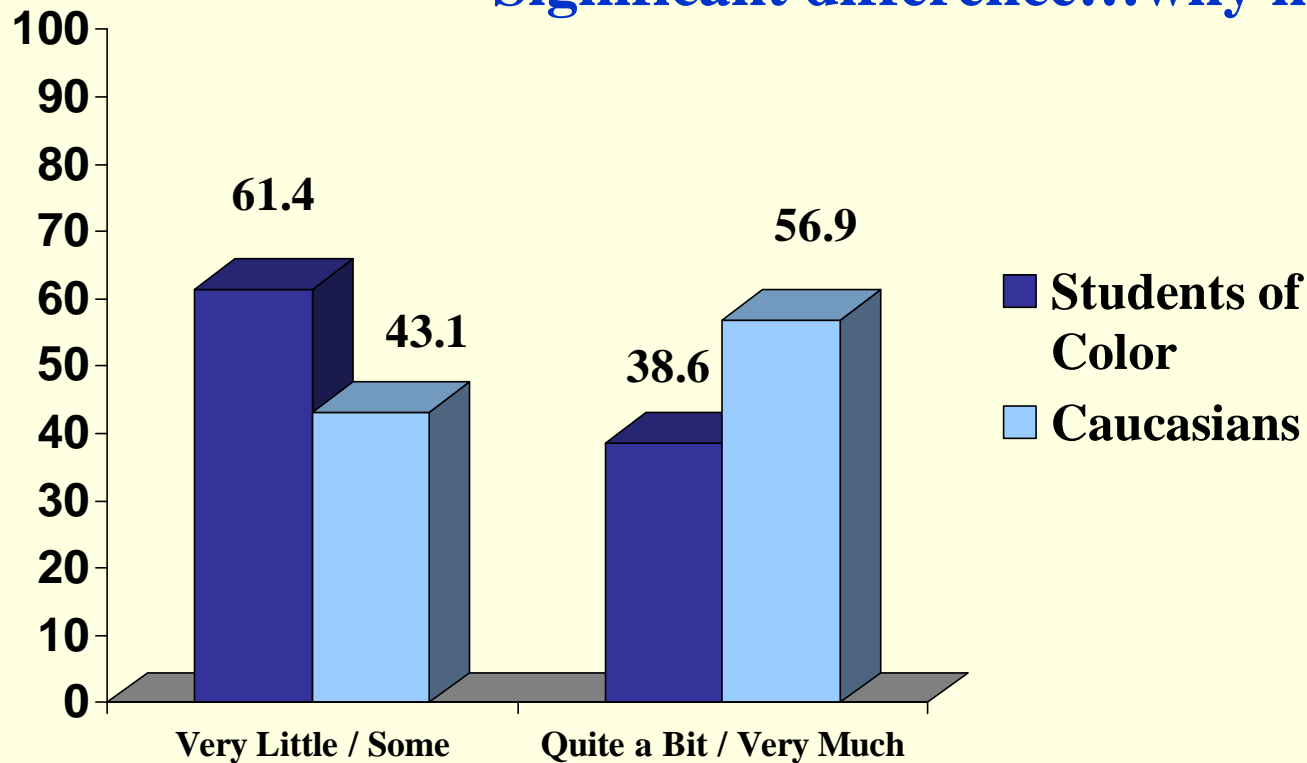


Not only time spent on academics similar, the perception of academic support is similarly proportioned.

Providing the support you need to help you succeed academically

Perceptions of Institutional “Emphases”

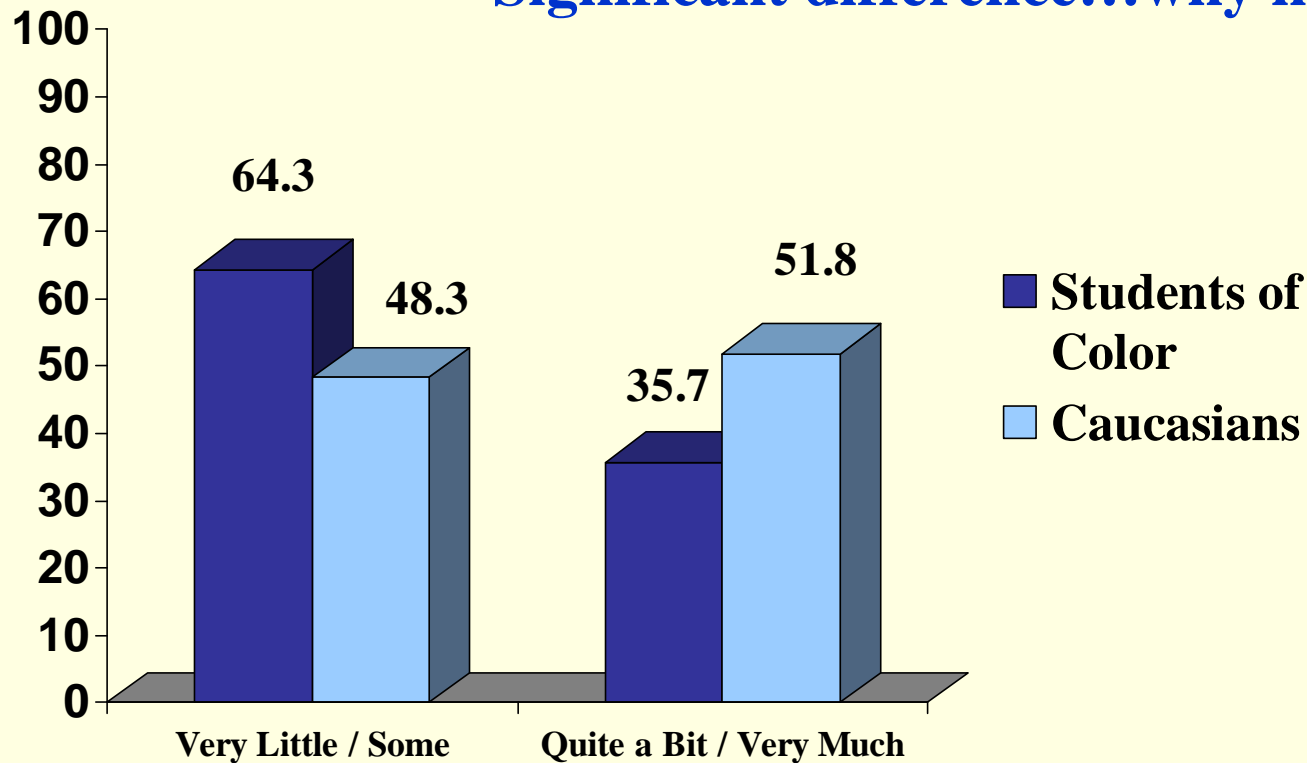
Significant difference...why might this be?



Encouraging contact among students from different economic, social, and racial or ethnic backgrounds

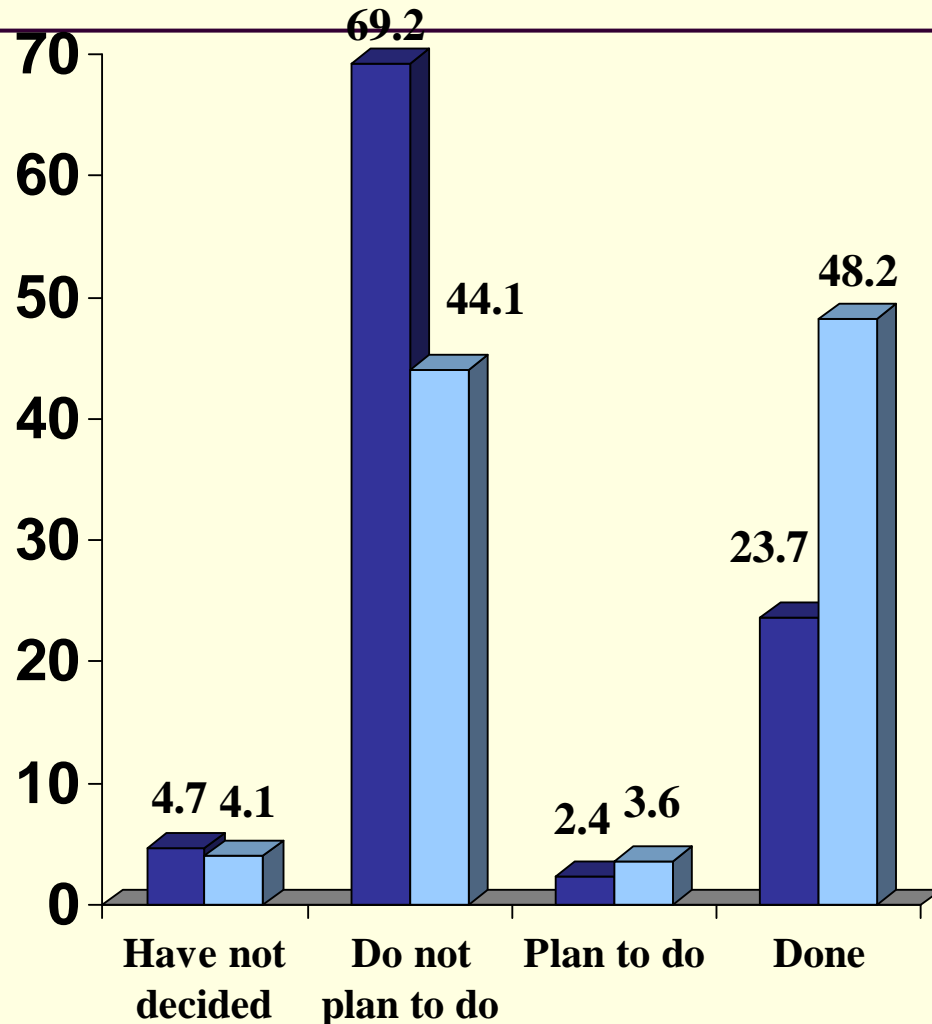
Perceptions of Institutional “Emphases”

Significant difference...why might this be?



Providing the support you need to thrive socially.

Another interesting difference: Study Abroad



Why might this be?

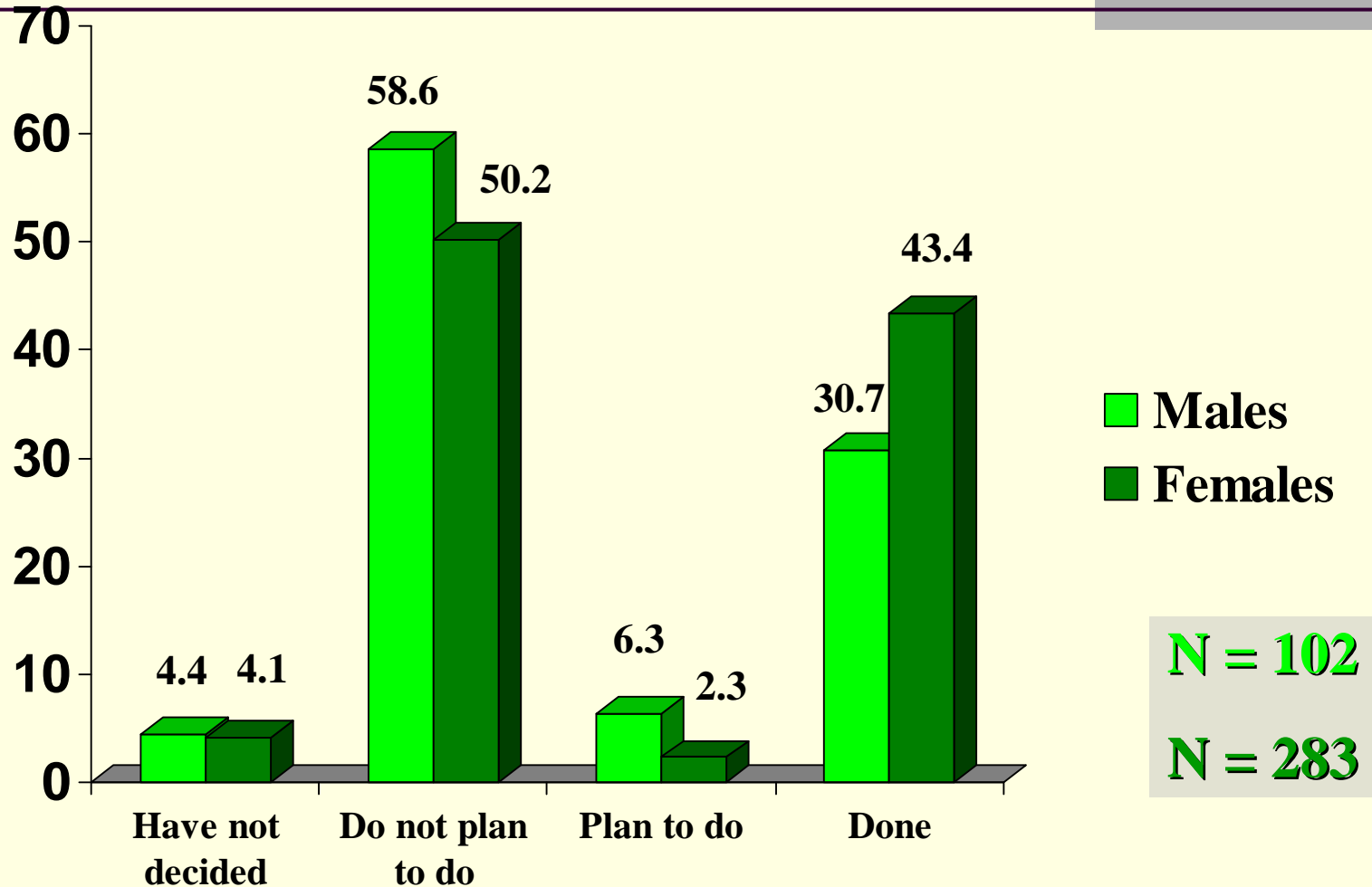
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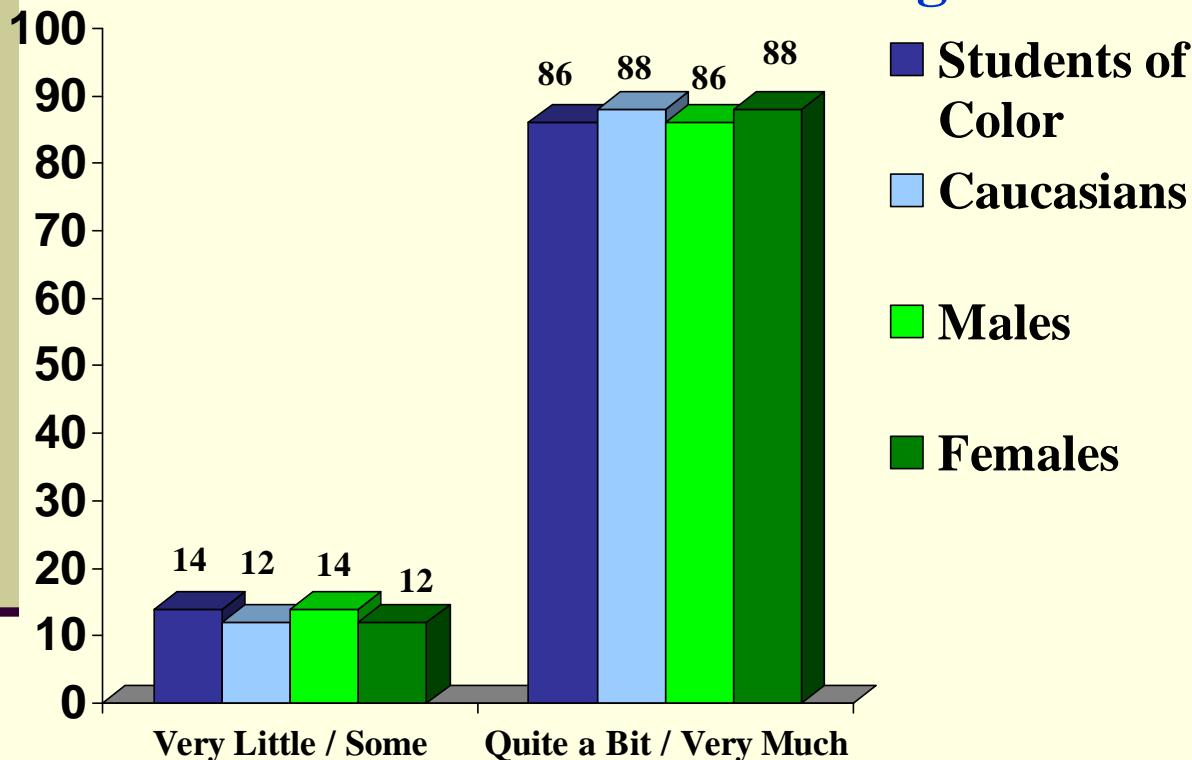
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A gender difference too: Study Abroad



Perceptions of Institutional “Emphases”

Similar perspectives ~
Recognition of academic challenge!



Spending significant amounts of time studying and on academic work

SCU's Contribution to Personal Development

“Quite a Bit” or “Very Much”:

	Students of Color	Caucasians
Understanding people of other racial and ethnic backgrounds	54.3	62.9
Solving complex real-world problems	60.5	64.9
Developing a personal code of values and ethics	72.7	76.2
Working effectively with others	78.8	84.7
Developing a sense of spirituality	47.5	50.8
Learning effectively on your own	75.9	77.6
Understanding yourself	65.7	72.7

Not significantly different – any opportunities to nurture?

Discussion of Results

SCU Website Resources



<http://www.scu.edu/assessment/>

<http://www.scu.edu/nsse/>

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