



National Survey of Student Engagement

The College Student Report

**Presentation of
NSSE 2001**

Xavier University of Louisiana

What is the NSSE?

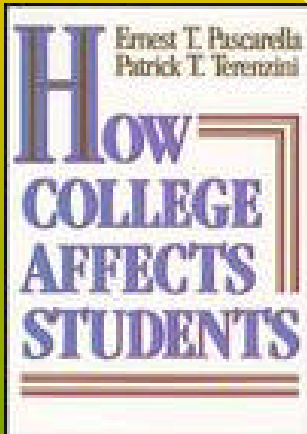
(pronounced “nessie”)

- *College student survey that assesses the extent to which students engage in **educational practices** associated with high levels of learning and development*
- *NSSE is supported by a grant from **The Pew Charitable Trusts***



- *Co-sponsored by **The Carnegie Foundation for the Advancement of Teaching** and **The Pew Forum on Undergraduate Learning***

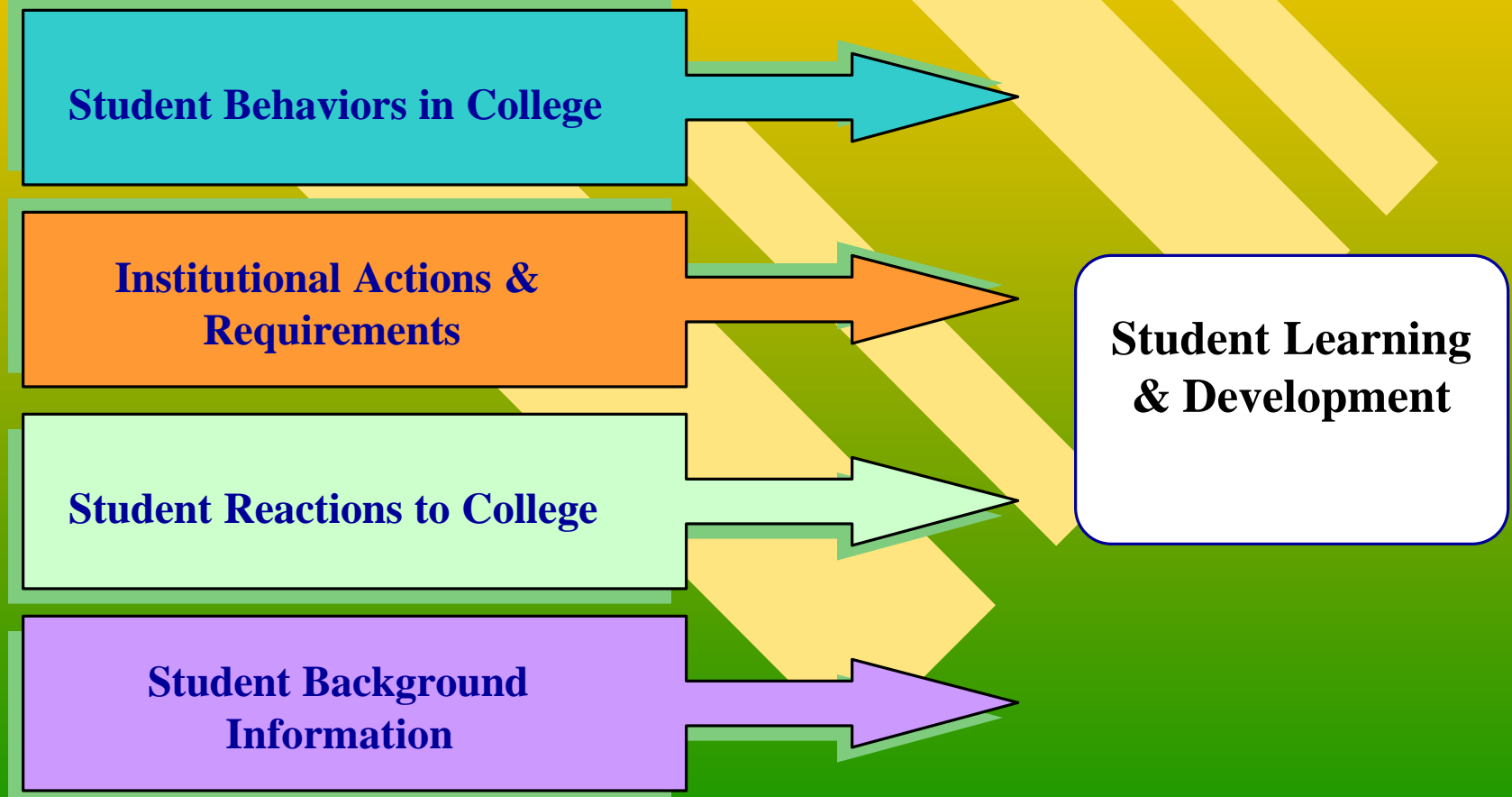
What *Really* Matters in College: Engagement



“The research is unequivocal: students who are actively involved in both academic and out-of-class activities gain more from the college experience than those who are not so involved.”

**Ernest T. Pascarella & Patrick T. Terenzini,
*How College Affects Students***

What Does *The College Student Report Cover?*



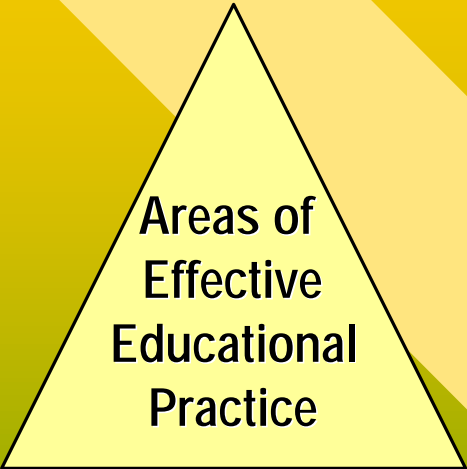
Good Educational Practices

“Seven principles of good practice in undergraduate education”
— (*Chickering and Gamson, 1987*)

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



Using NSSE Data



Areas of
Effective
Educational
Practice



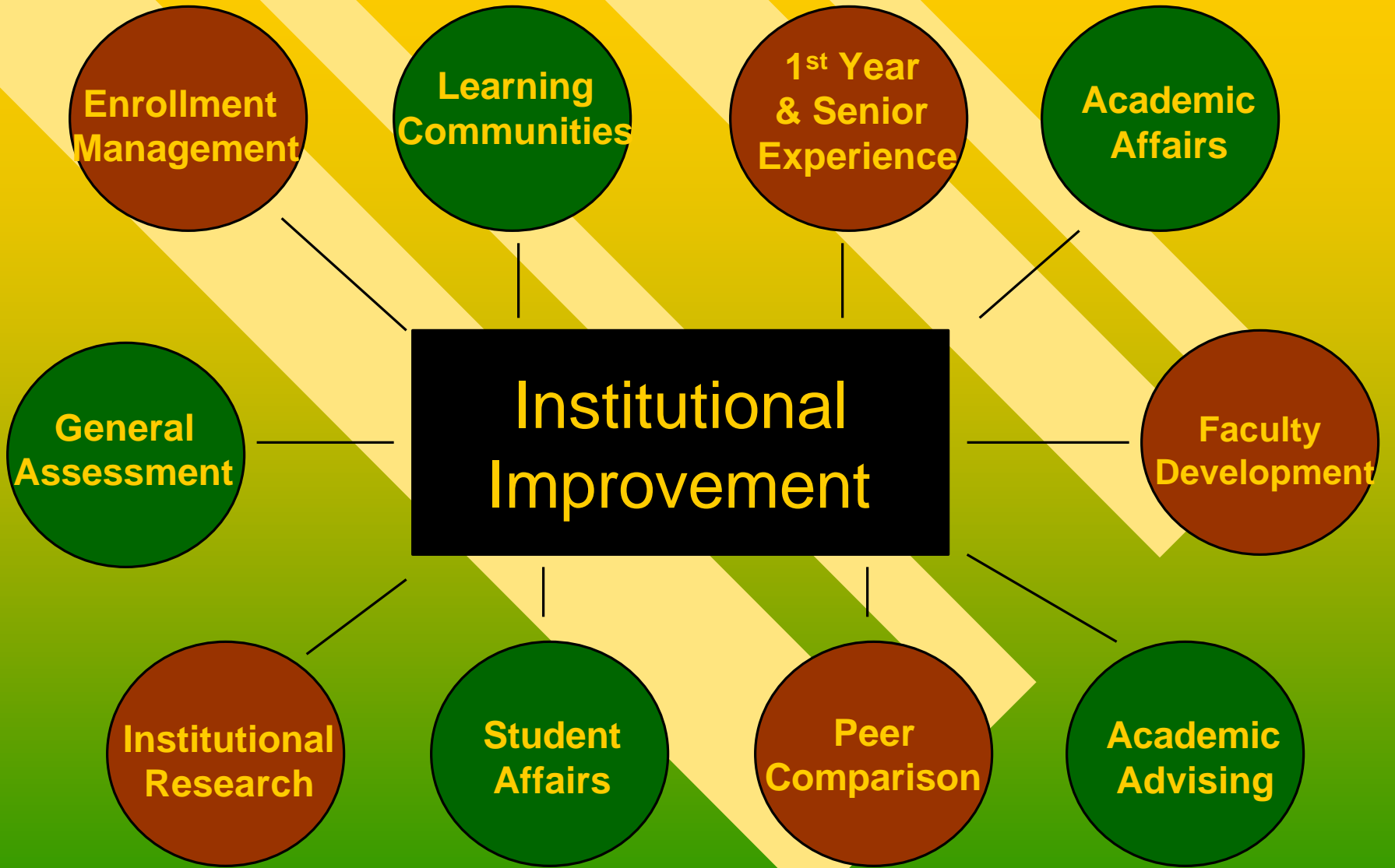
Areas for
Institutional
Improvement

- Discover current levels of engagement (institution, major field, year in school)
- Determine if current levels are satisfactory (criterion reference, normative or peer comparison)
- Target areas for improvement
- Modify programs and policies accordingly
- Teach students what is required to “succeed”
- Monitor student and institutional performance

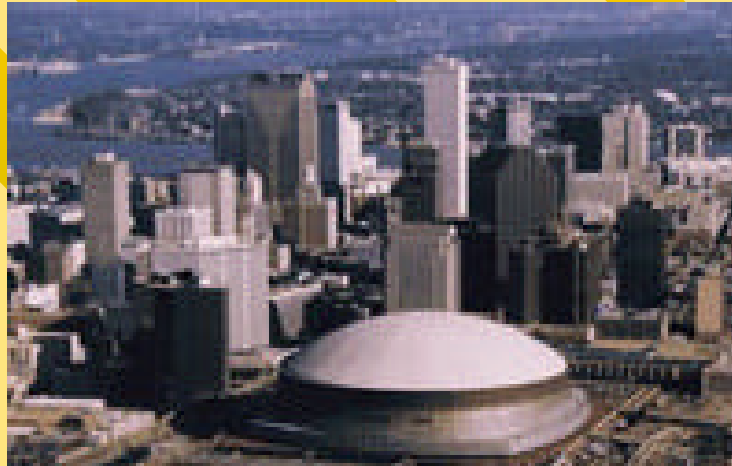
Campus Uses (Internal)



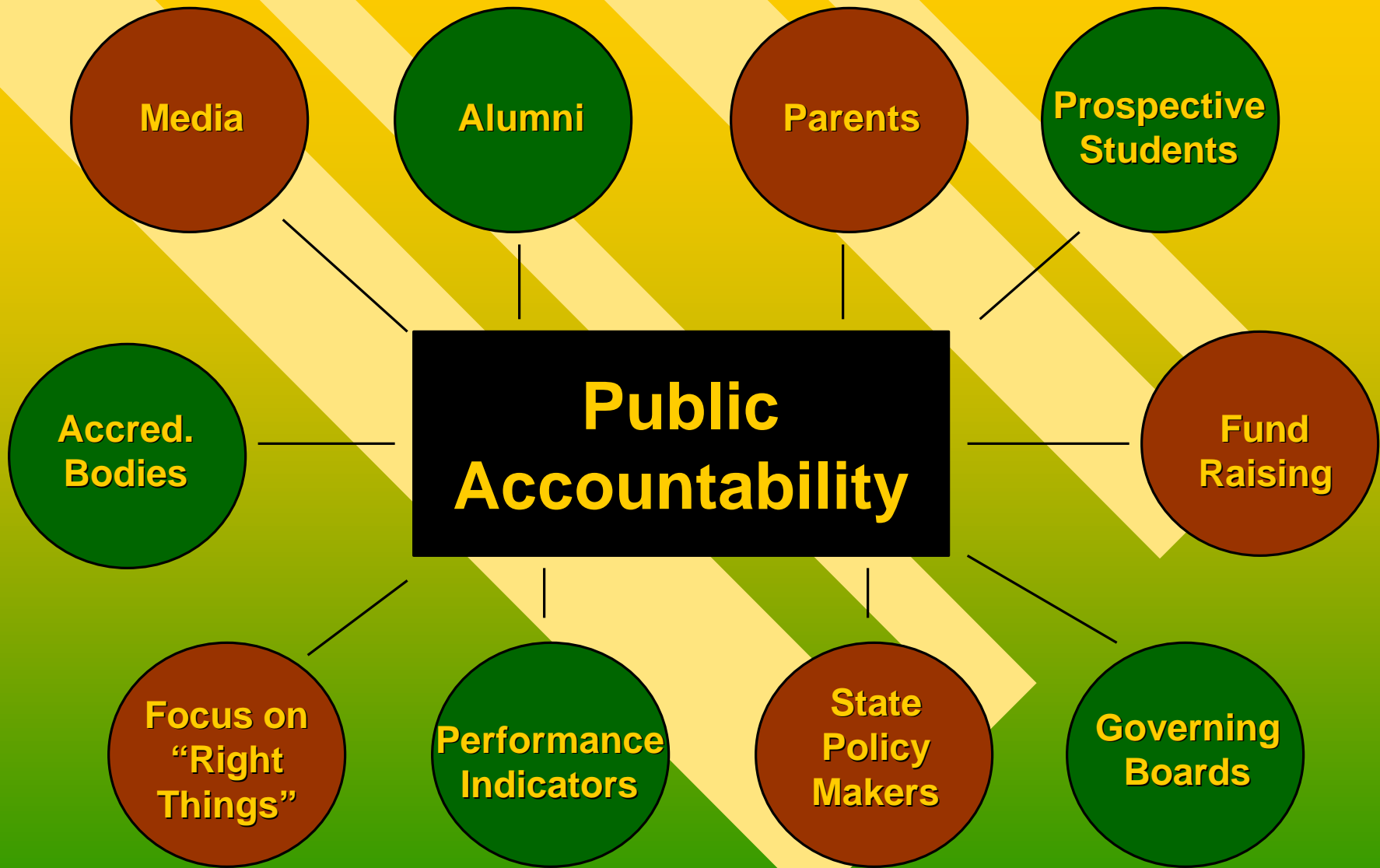
- Gauge status on campus priorities
- Assess student growth (first to senior years)
- Assess campus progress over time
- Encourage dialogue about good practice
- Link with other data to test hypotheses, evaluate programs
- Improve curricula, instruction, services



Campus Uses (External)



- **Assess status compared to peers and competitors**
- **Identify, develop, market distinctive areas of expertise**
- **Encourage collaboration with other universities**
- **Provide indicators of performance**



Xavier NSSE Report 2001

*Sample size: 450 Xavier students;
225 each of 1st year and Senior students*

Xavier NSSE 2001

Response Rates

- ❖ *32% for Xavier University*
- ❖ *80% Xavier Paper*
20% Xavier Web
- ❖ *Response rates for individual institutions ranged from 20% to 82%*

Demographics of NSSE 2001

Xavier NSSE Respondents (total = 135)

*Xavier Respondents
NSSE 2001 Survey*

Female = 83%

African Americans = 96%

First year students = 46%

Seniors = 54%

*Xavier University of LA
College of Arts & Sciences*

Female = 73%

African Americans = 96%

First year students = 40%

Seniors = 19%

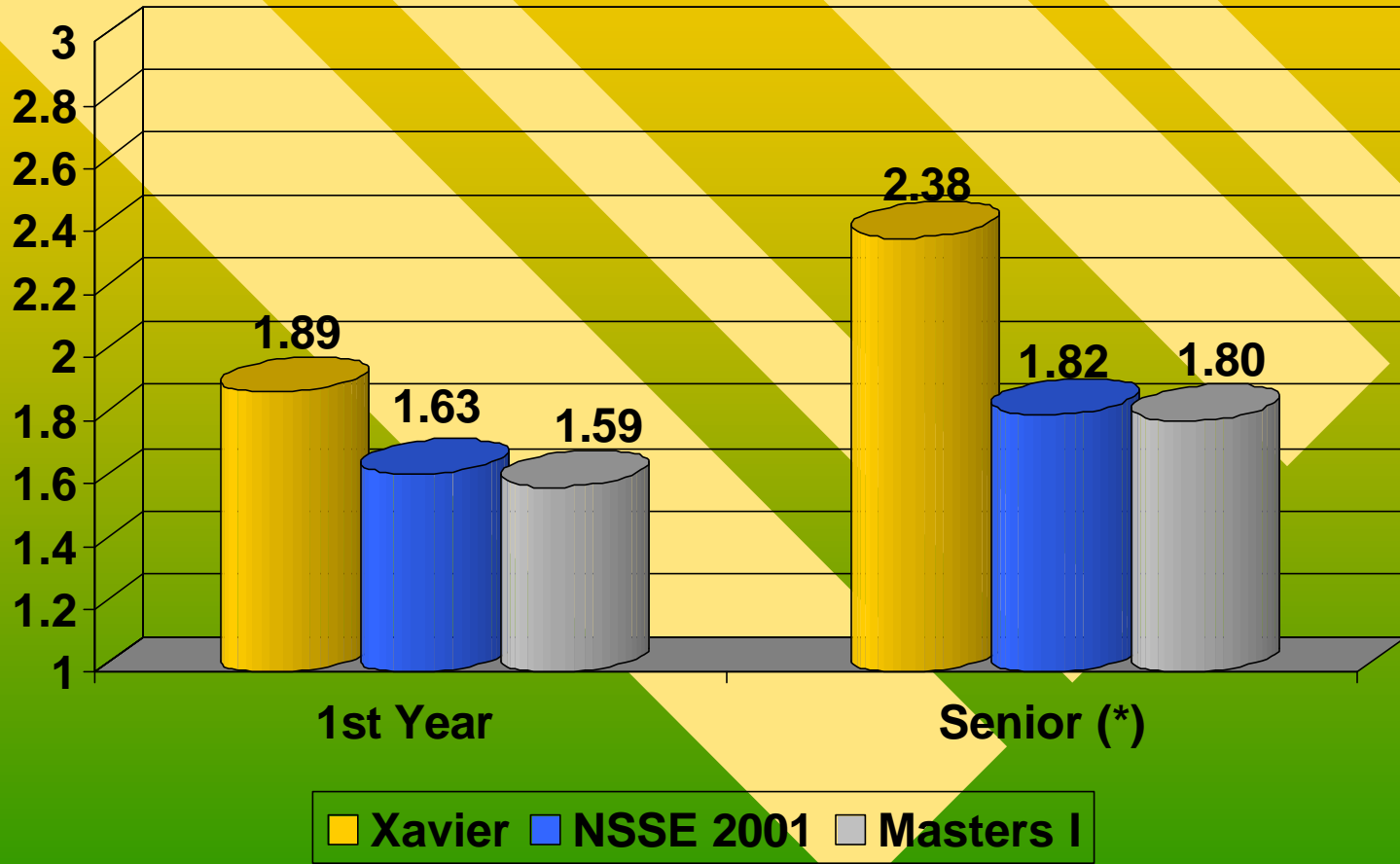
Xavier NSSE Report 2001

Thumbs Up!



Tutored or Taught

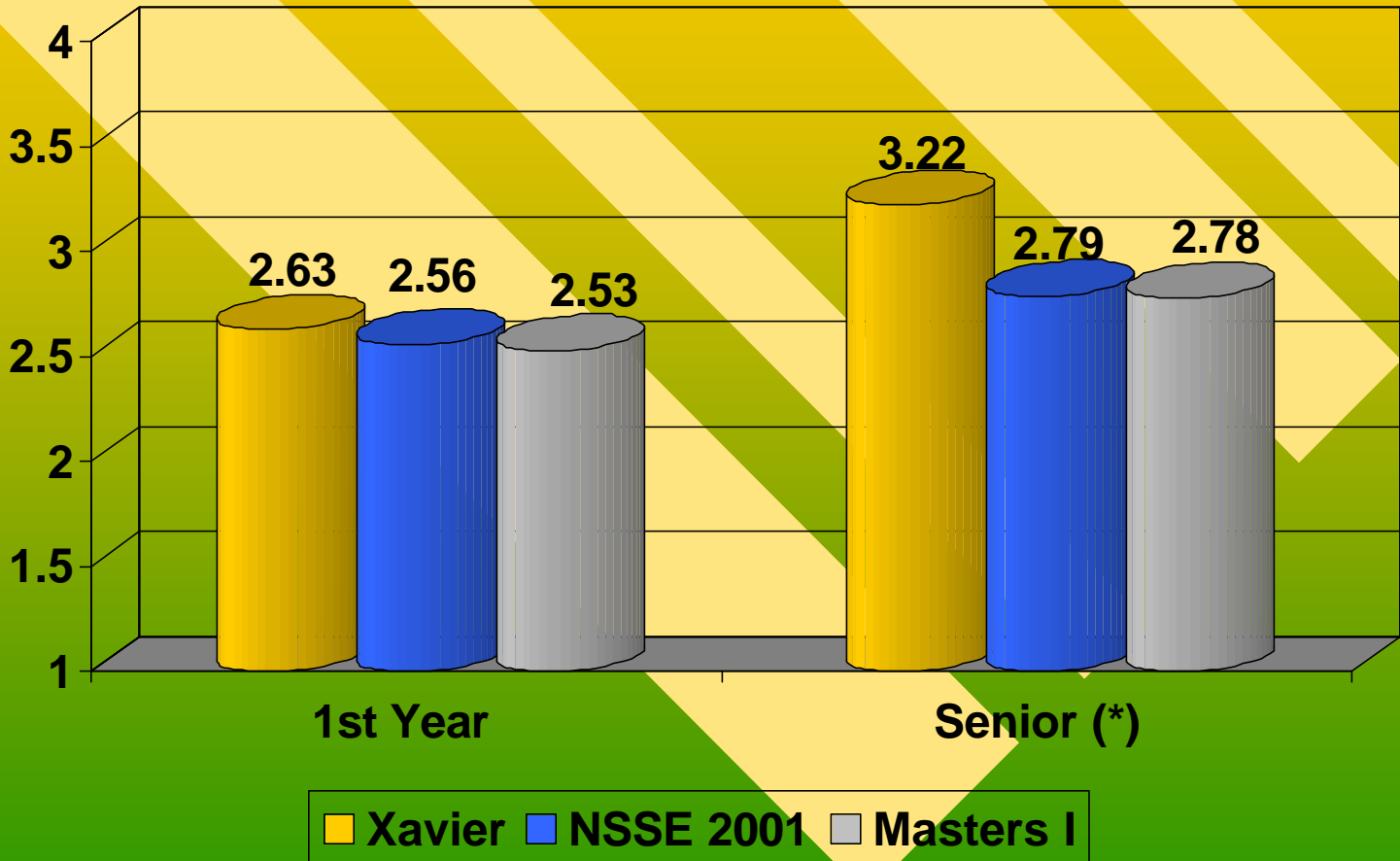
(1 = Never; 2 = Sometimes; 3 = Often; 4 = Very Often)



Academic, Intellectual, and Social Experiences

Discussed Grades and Assignments With An Instructor

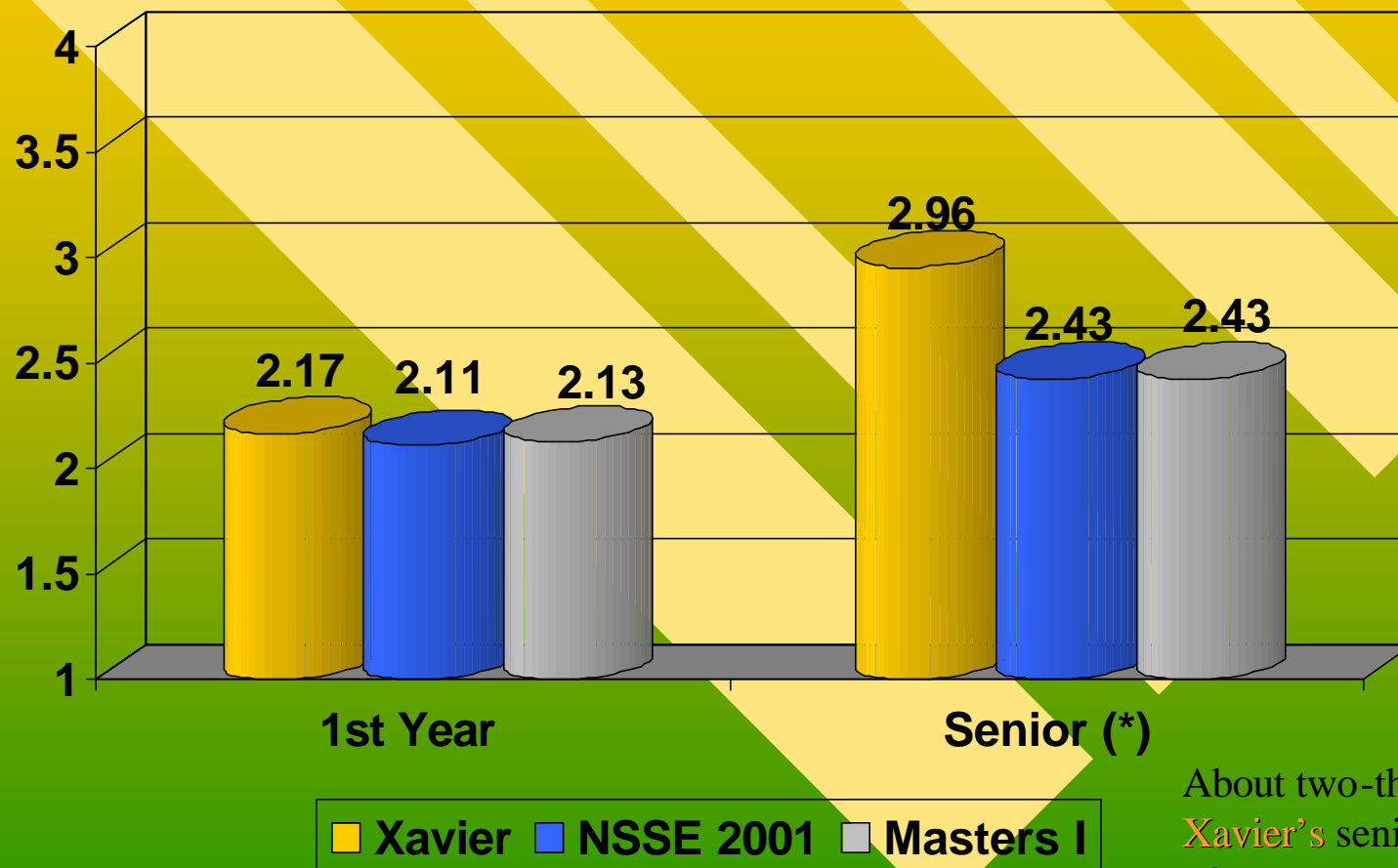
(1= Never; 2=Sometimes; 3=Often; 4=Very Often)



Academic, Intellectual, and Social Experiences

Talked About Career Plans with Faculty or Advisor

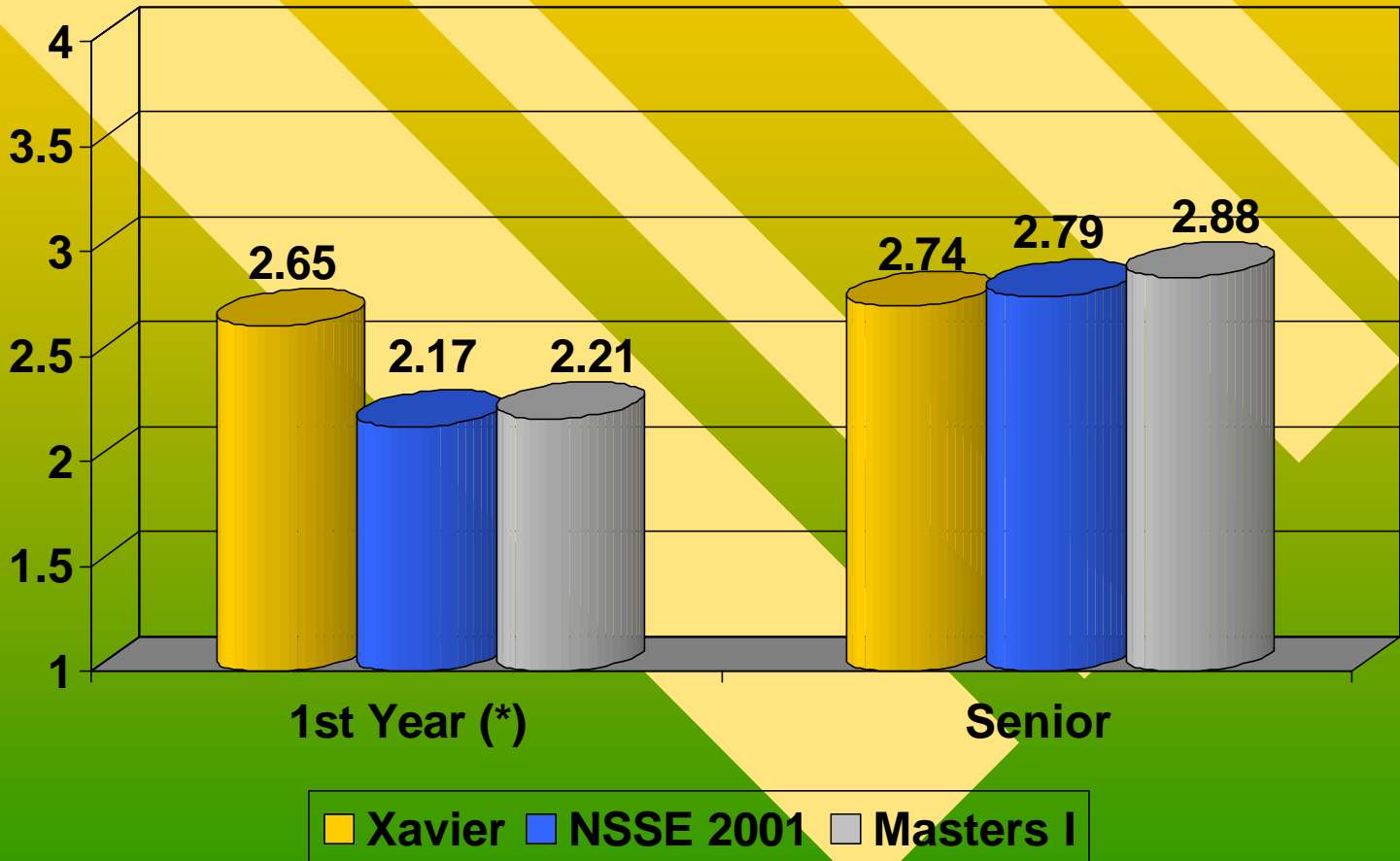
(1=Never; 2=Sometimes; 3=Often; 4=Very Often)



About two-thirds (67.6%) of *Xavier's* seniors said they often or very often talked about career plans with a faculty member or advisor.

Made a Class Presentation

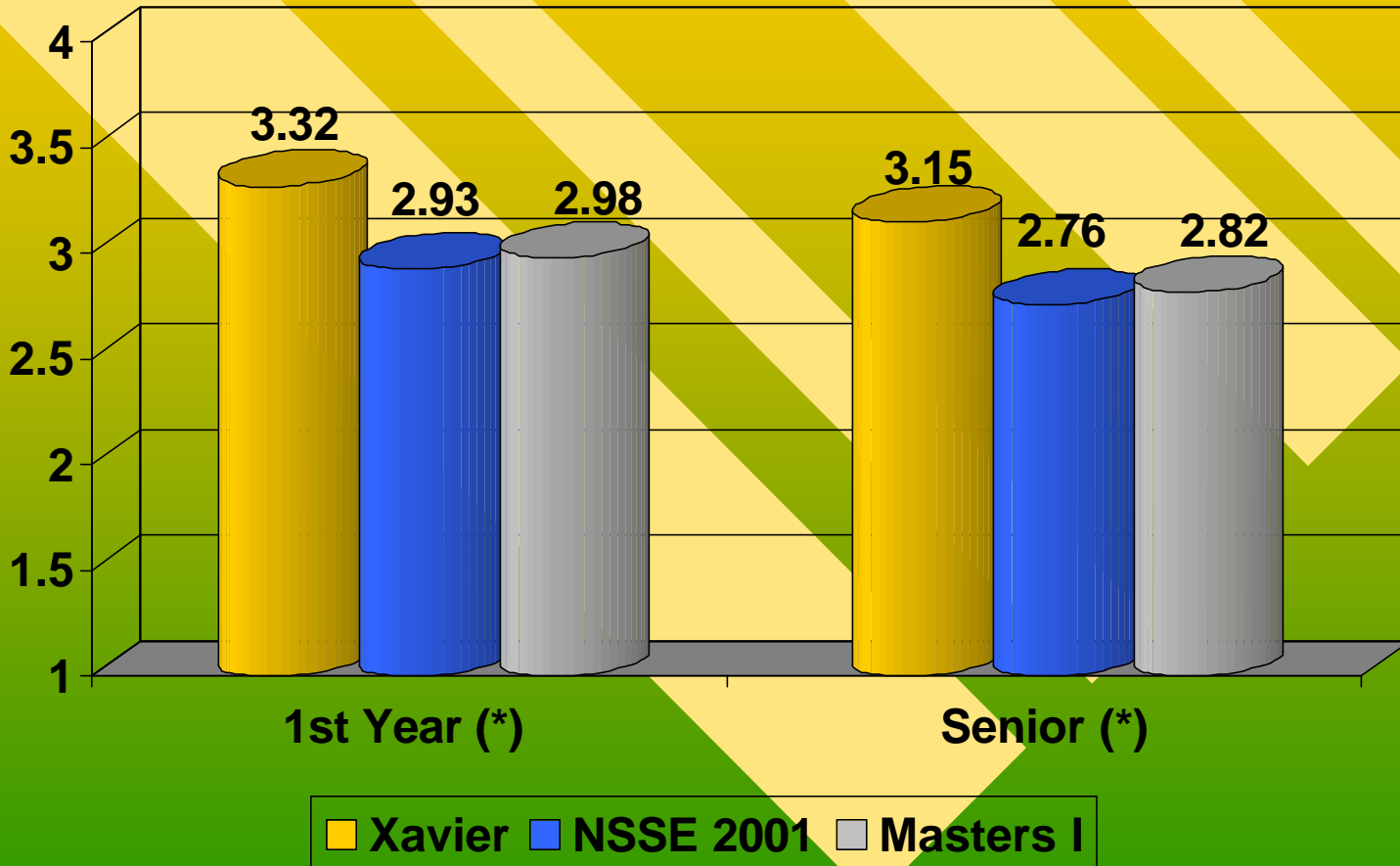
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Academic, Intellectual, and Social Experiences

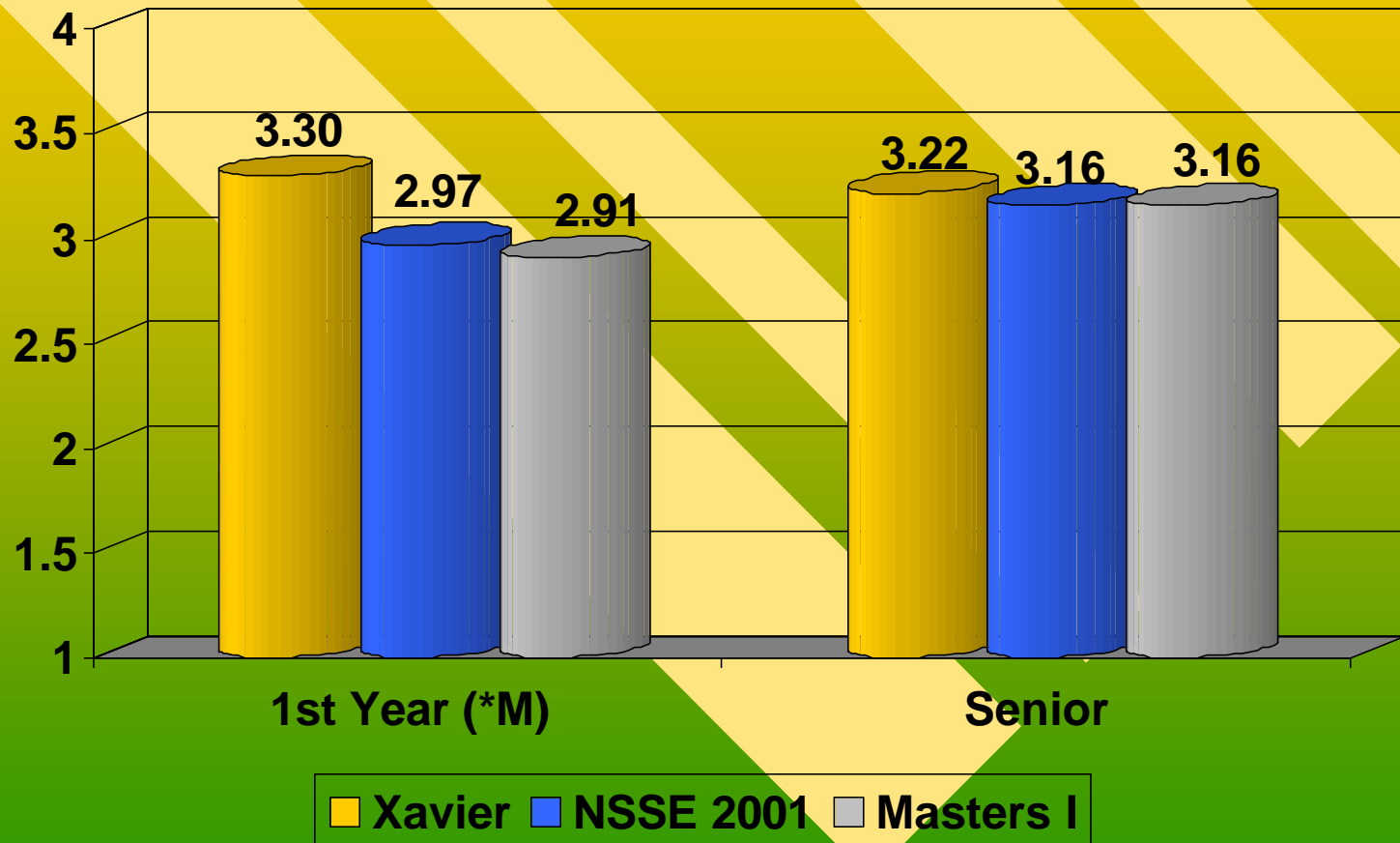
Memorizing Facts, Ideas or Methods from Courses and Readings

(1= *Very Little*; 2=*Some*; 3=*Quite a Bit*; 4=*Very Much*)



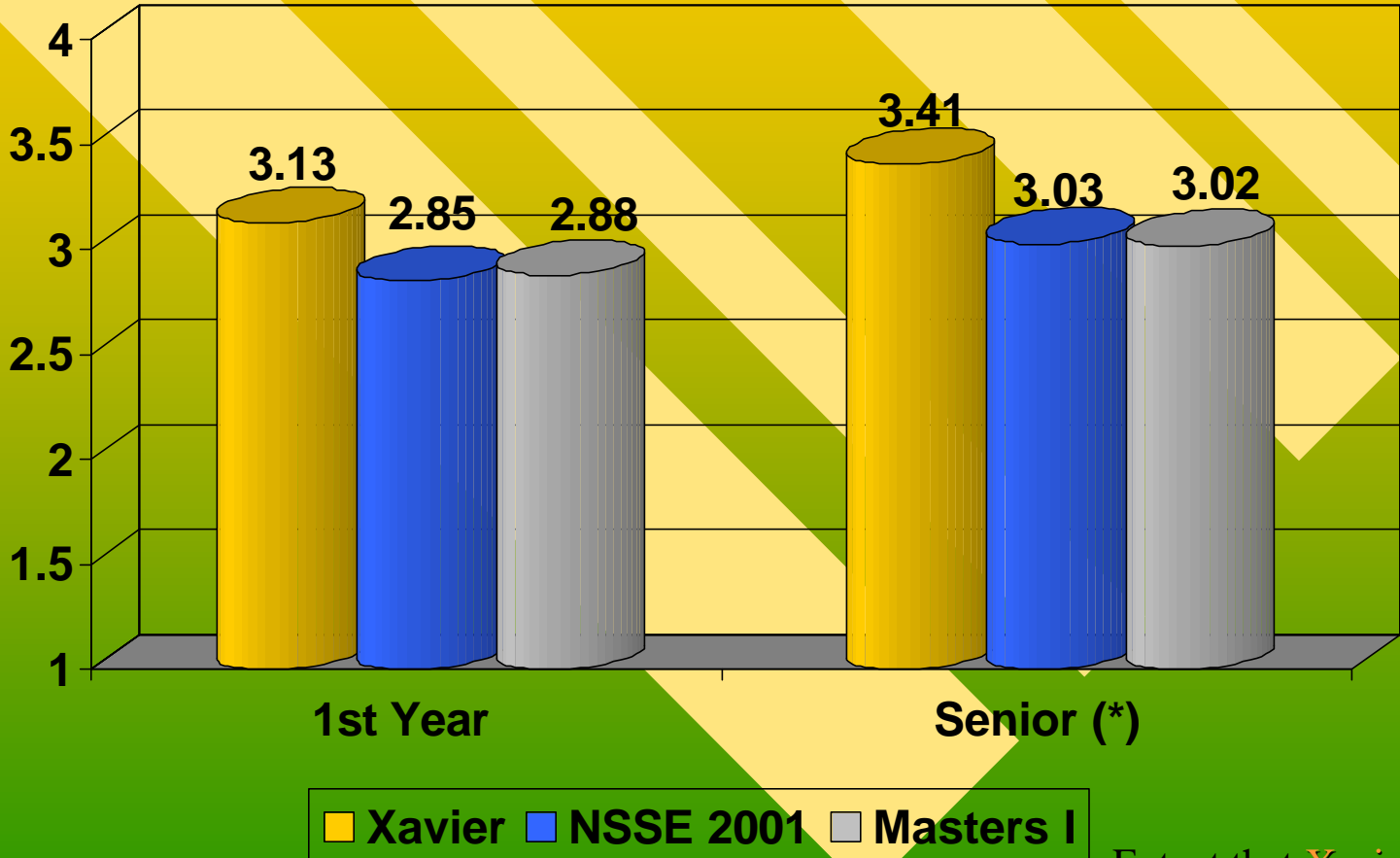
Applying Theories or Concepts to Practical Problems or New Situations

(1= Very Little; 2=Some; 3=Quite a Bit; 4=Very Much)



Writing Clearly and Effectively

(1= Very Little; 2= Some; 3= Quite a Bit; 4= Very Much)

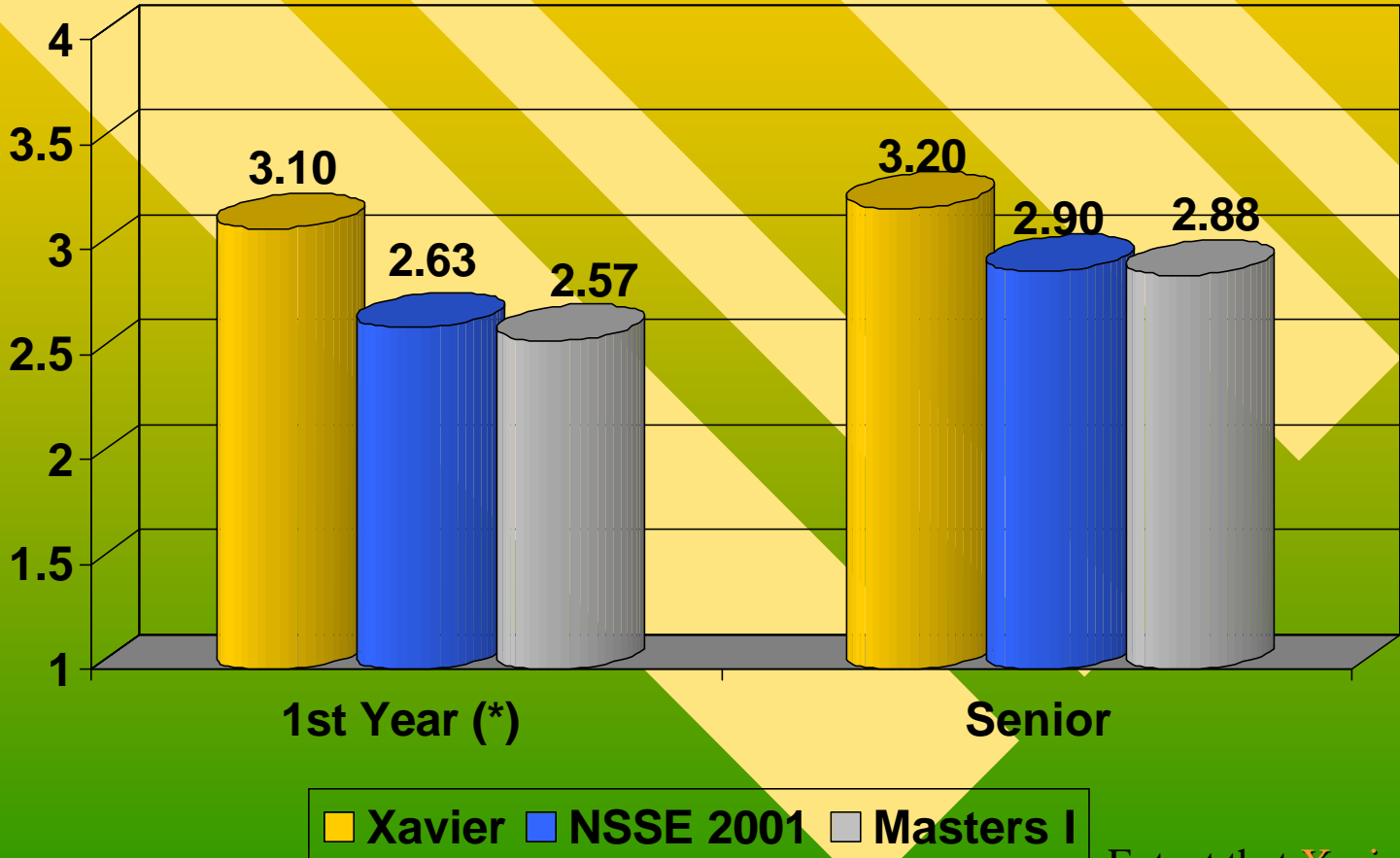


Educational and Personal Growth

Extent that **Xavier** contributed to students' knowledge, abilities or development for this criterion

Analyzing Quantitative Problems

(1= Very Little; 2= Some; 3= Quite a Bit; 4= Very Much)

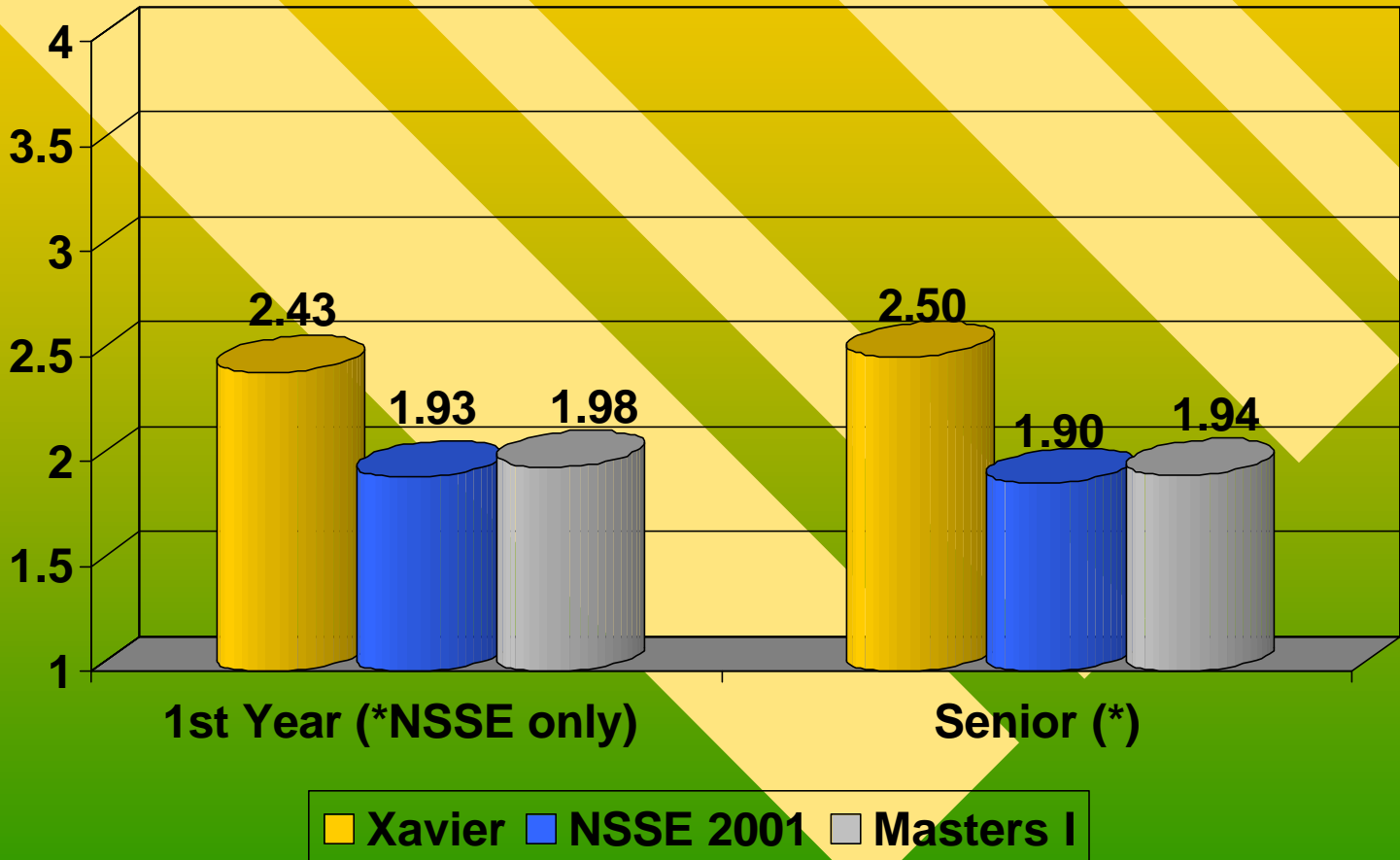


Extent that **Xavier** contributed to students' knowledge, abilities or development for this criterion

Educational and Personal Growth

Voting in Local, State or National Elections

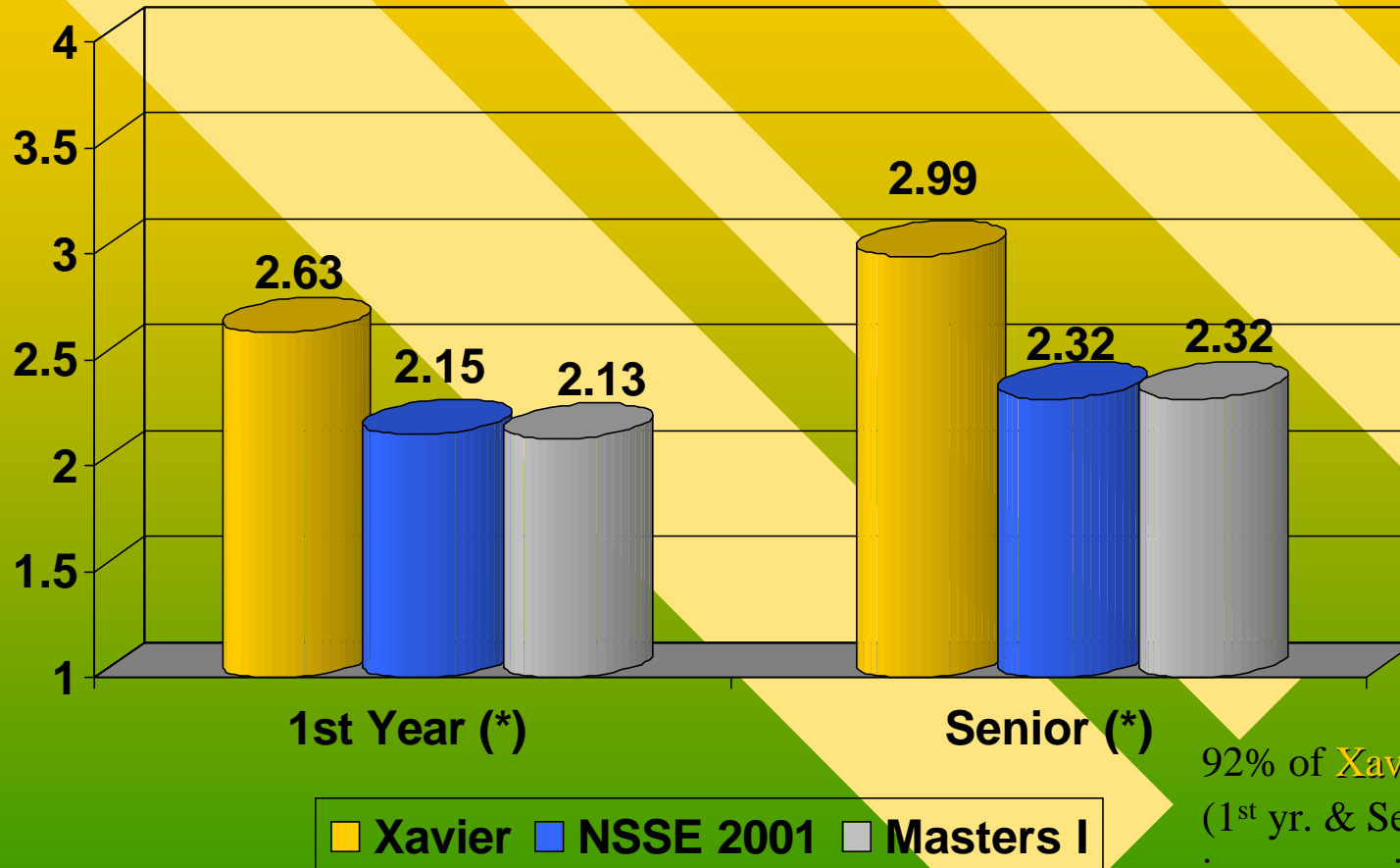
(1= Very Little; 2= Some; 3= Quite a Bit; 4= Very Much)



Educational and Personal Growth

Contributing to Welfare of Your Community

(1= Very Little; 2= Some; 3= Quite a Bit; 4= Very Much)

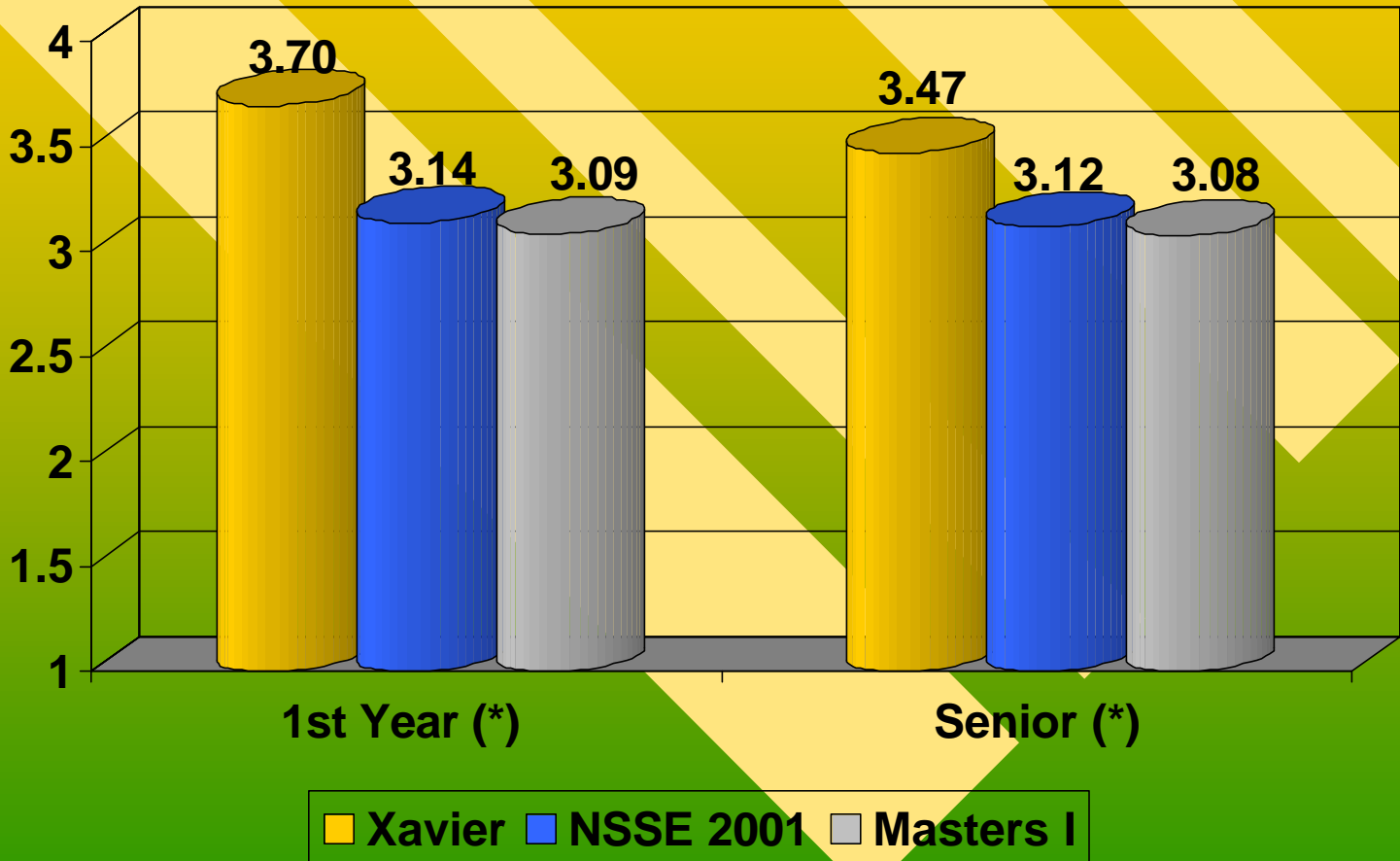


92% of **Xavier's** respondents (1st yr. & Seniors) participated in community service compared to 72% of NSSE 2001 1st yr. respondents and 63% of their Senior respondents.

Educational and Personal Growth

Spending Significant Amount of Time Studying and on Academic Work

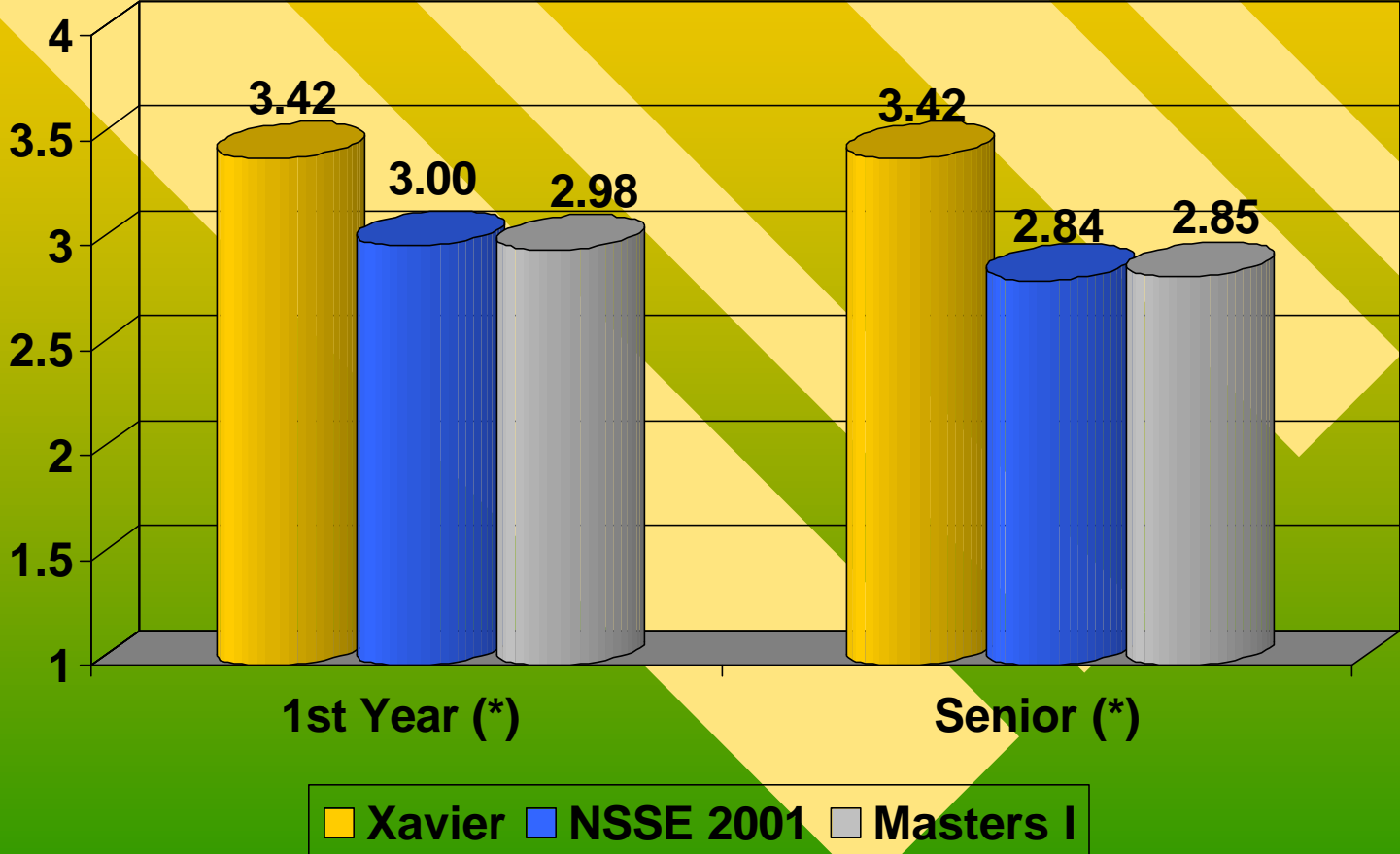
(1= Very Little; 2= Some; 3= Quite a Bit; 4= Very Much)



OPINIONS ABOUT YOUR SCHOOL: Institutional Emphases

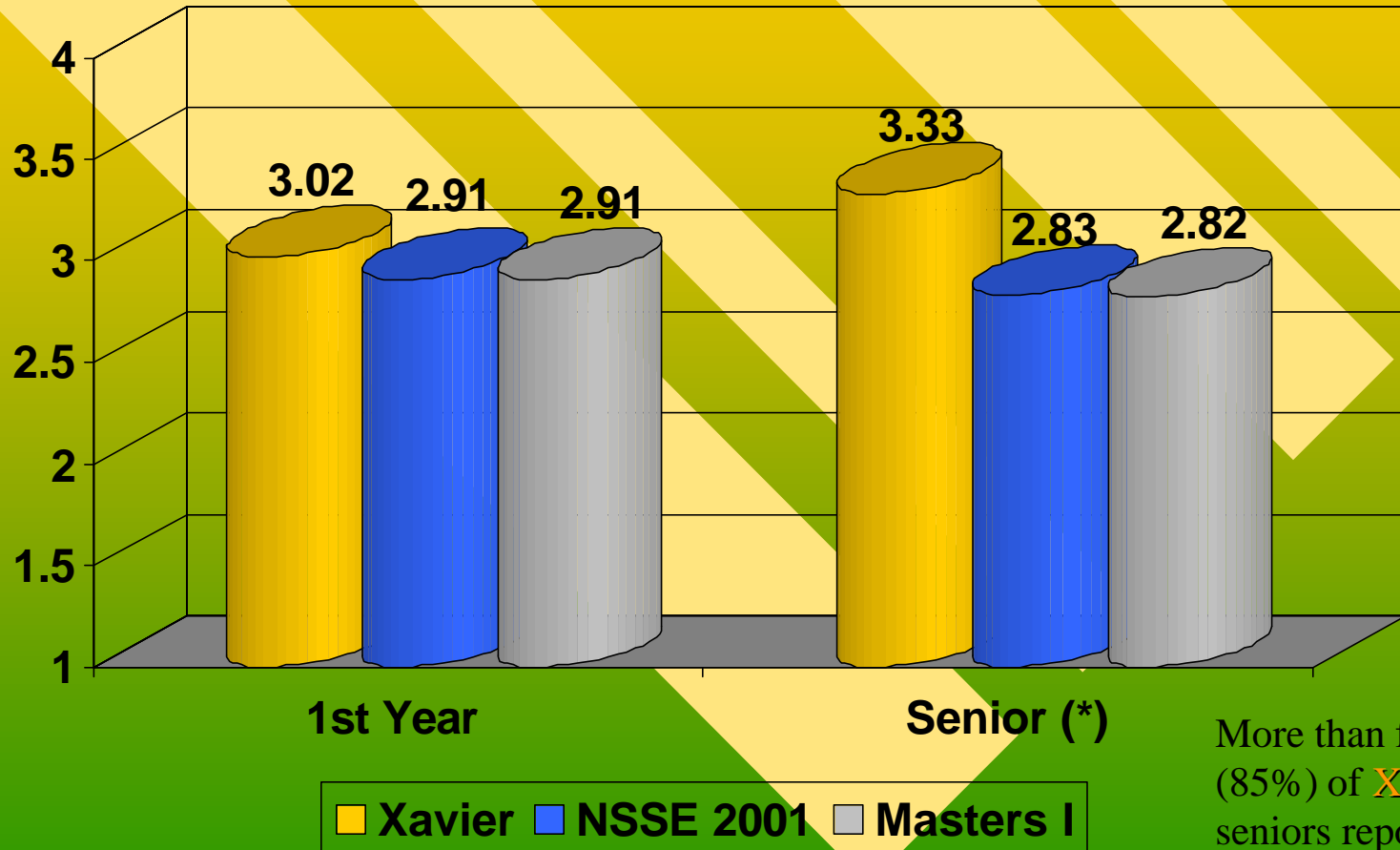
Provides the Support I Need to Help Me Succeed Academically

(1= Very Little; 2= Some; 3= Quite a Bit; 4= Very Much)



Quality of Advising

(1= Poor; 2= Fair; 3= Good; 4= Excellent)



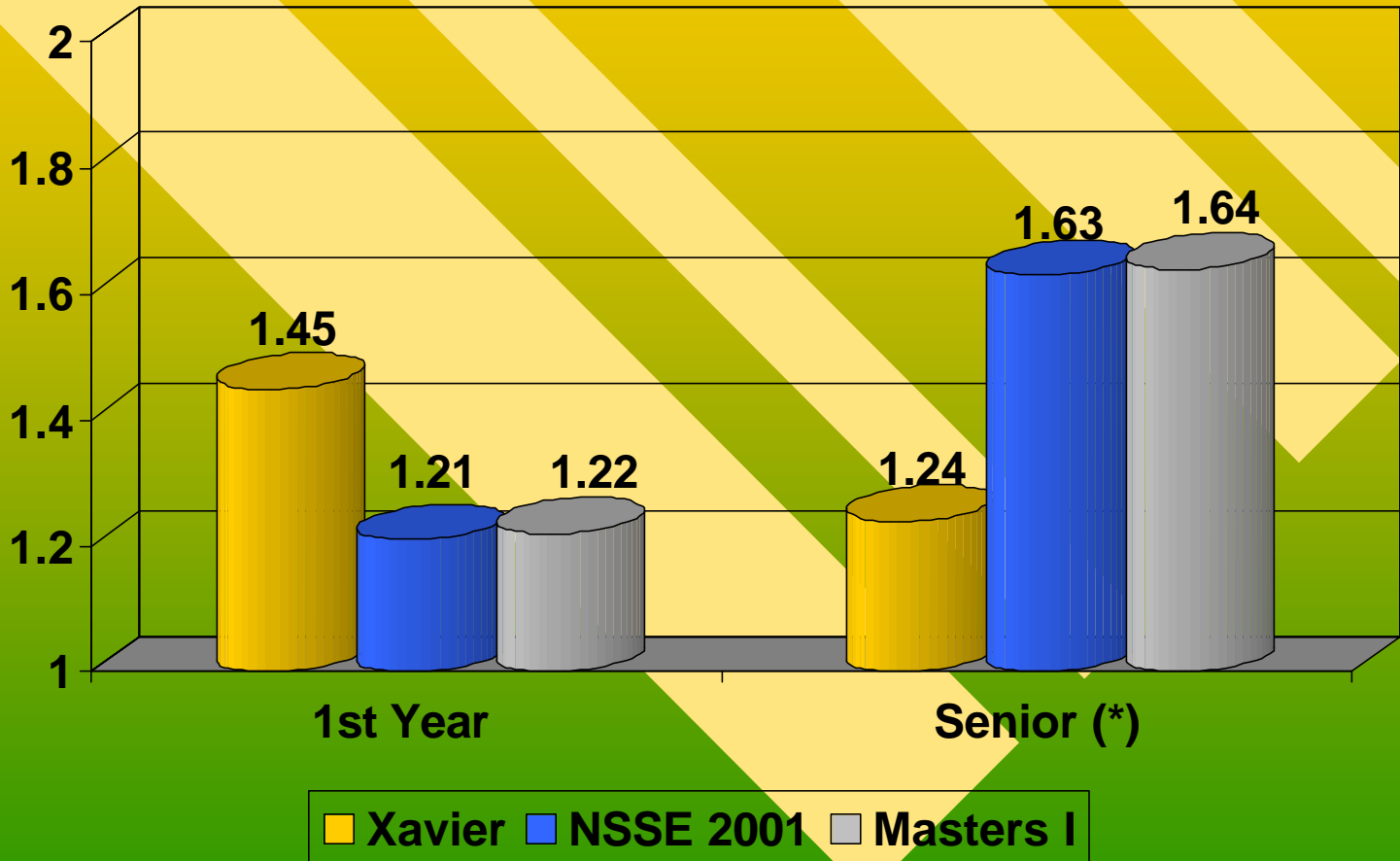
More than four-fifths (85%) of *Xavier's* seniors report the quality of academic advising received as good or excellent

Challenges for the future



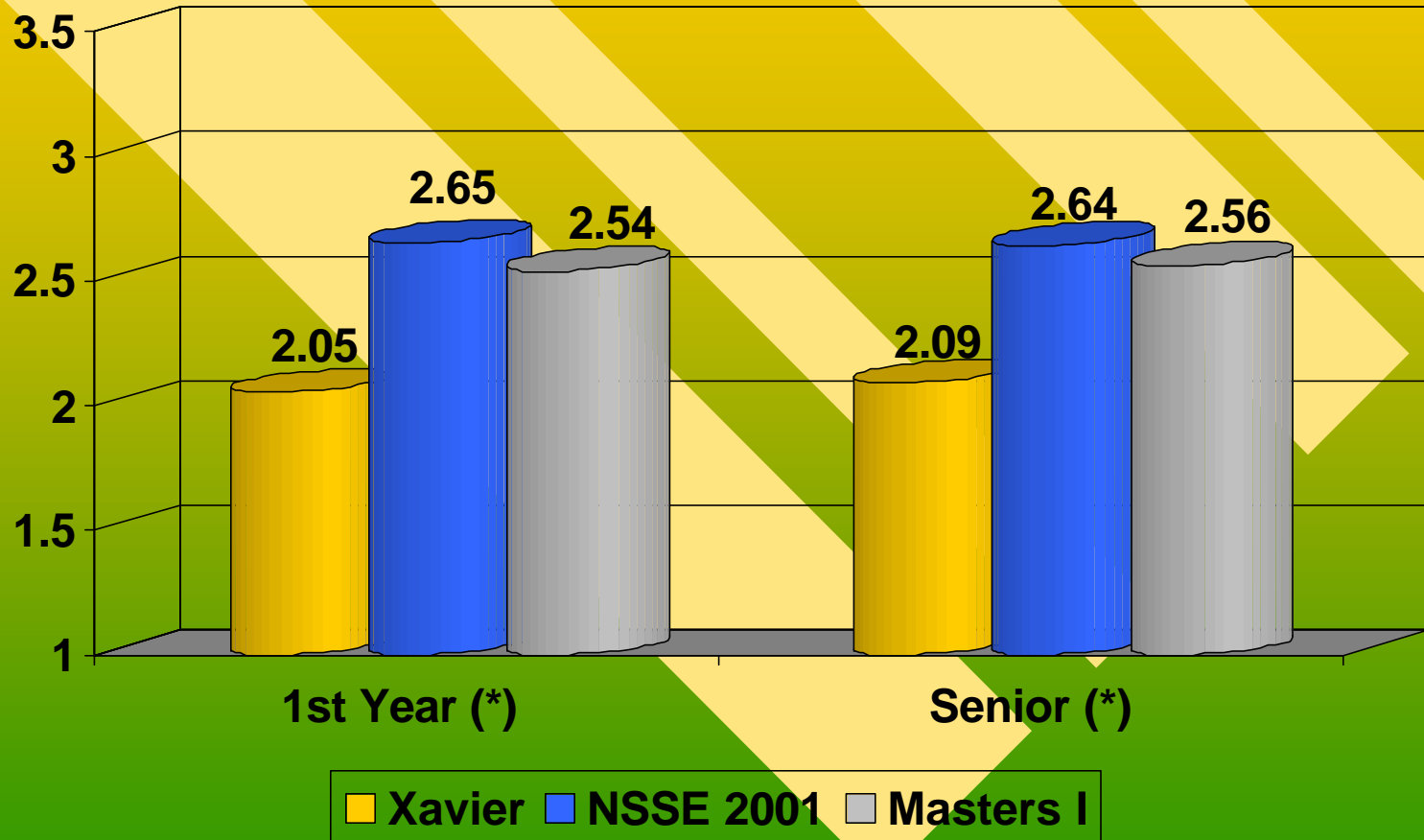
Number of Written Papers 20 or More Pages in Length

(1= None; 2= < 5; 3= 5 - 10; 4= 11 - 20; 5= 20+)



Had Serious Conversations with Students of Different Race or Ethnicity

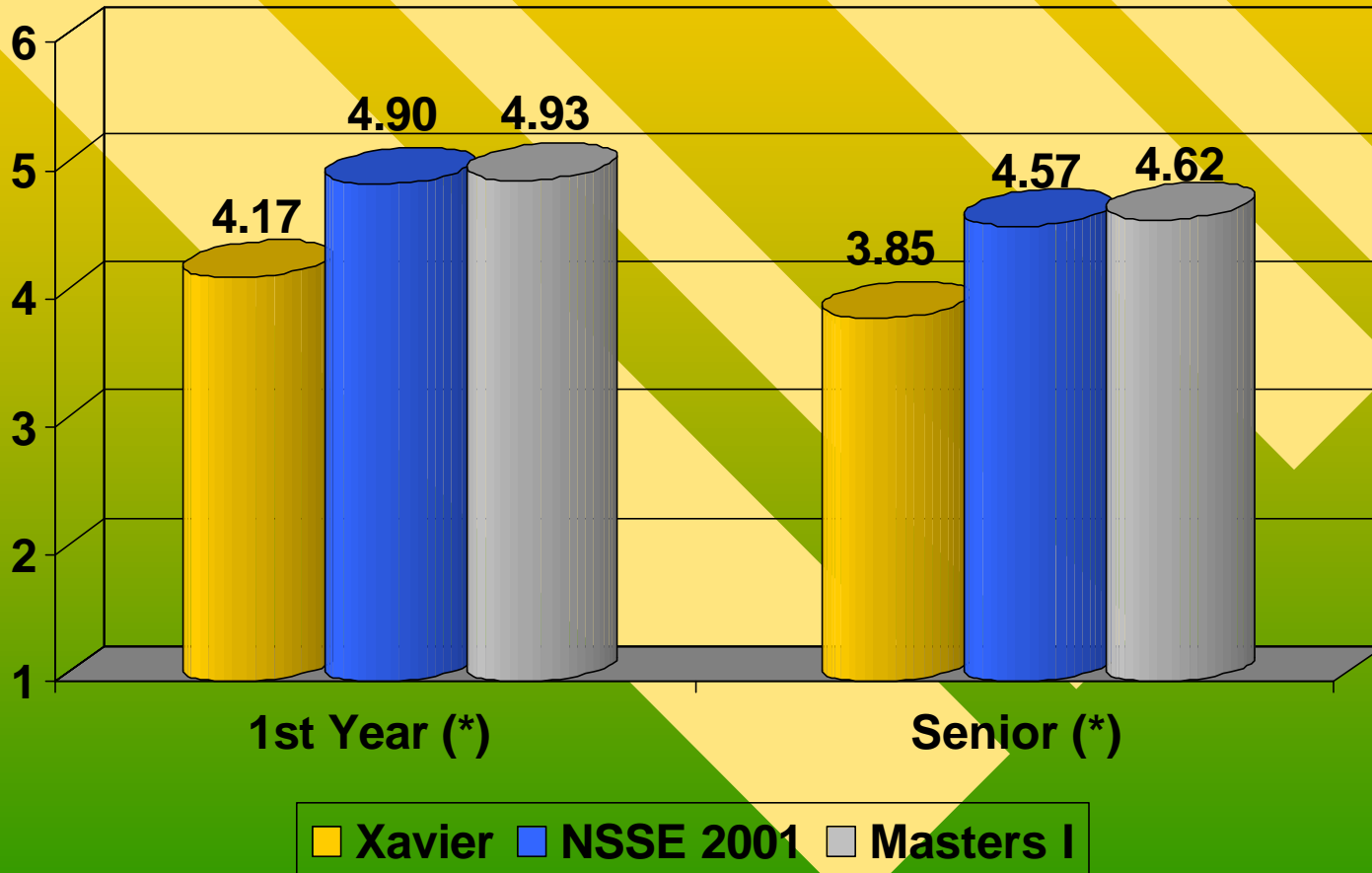
(1= Very Little; 2=Some; 3=Quite a Bit; 4=Very Much)



Academic, Intellectual, and Social Experiences

Relationships with Administrative Personnel and Offices

(From 1 = Unfriendly/Unsupportive/Sense of Alienation to 7 = Friendly/Supportive/Sense of Belonging)



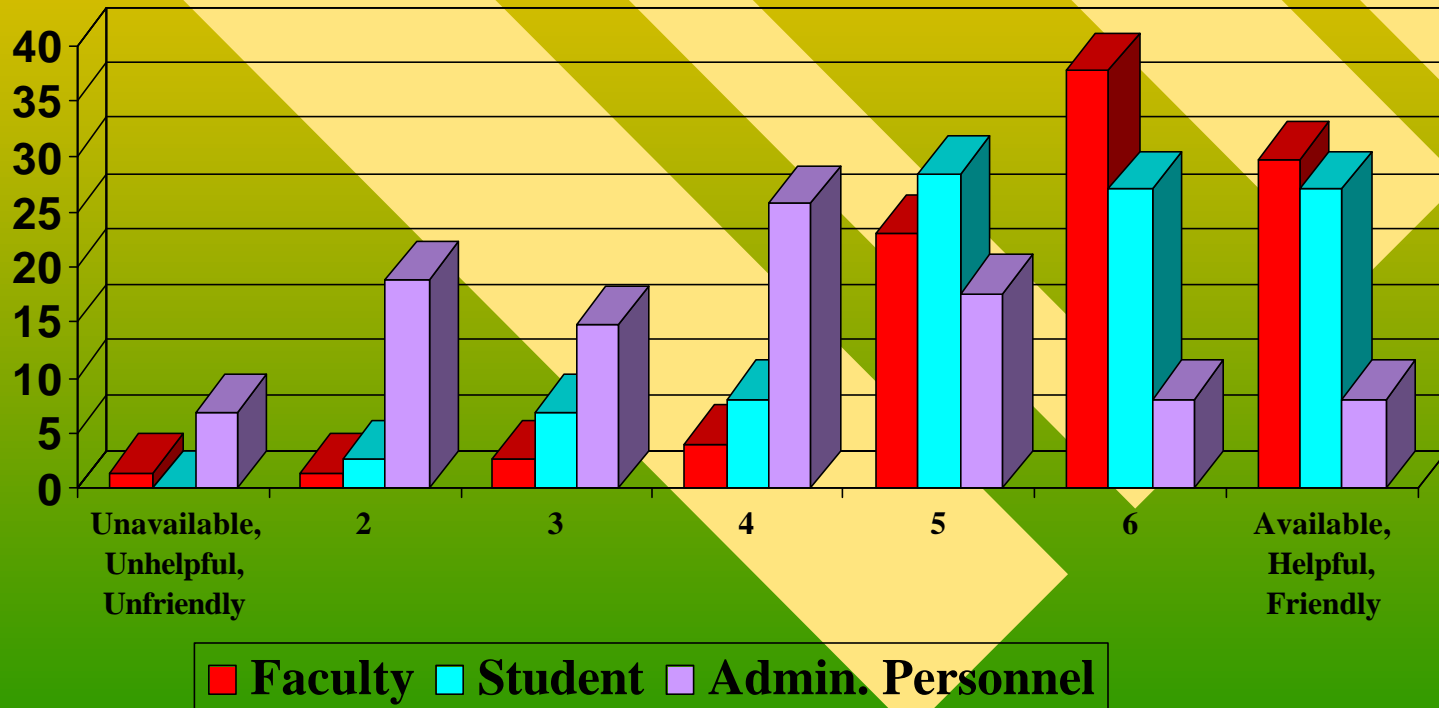
OPINIONS ABOUT YOUR SCHOOL: Quality of Relationships

Xavier's Senior Results

Quality of Relationships

Thinking about your overall experience at this institution, how would you rate the quality of relationships with faculty, administrative personnel and offices, and students?

(1 = Unavailable, Unhelpful, Unfriendly 7 = Available, Helpful, Friendly)

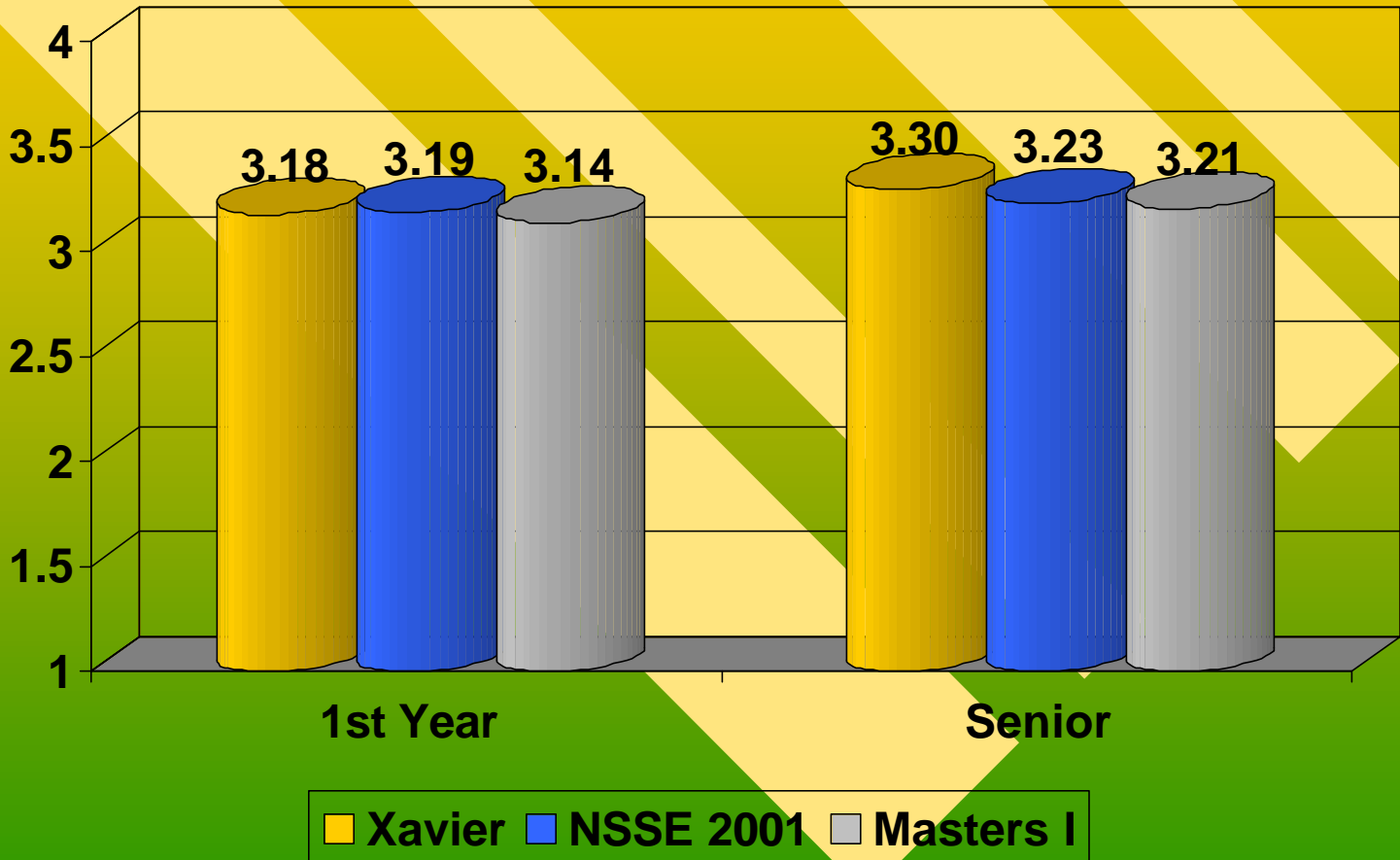


Students' Overall Evaluation



Evaluate Your Entire Educational Experience at This Institution

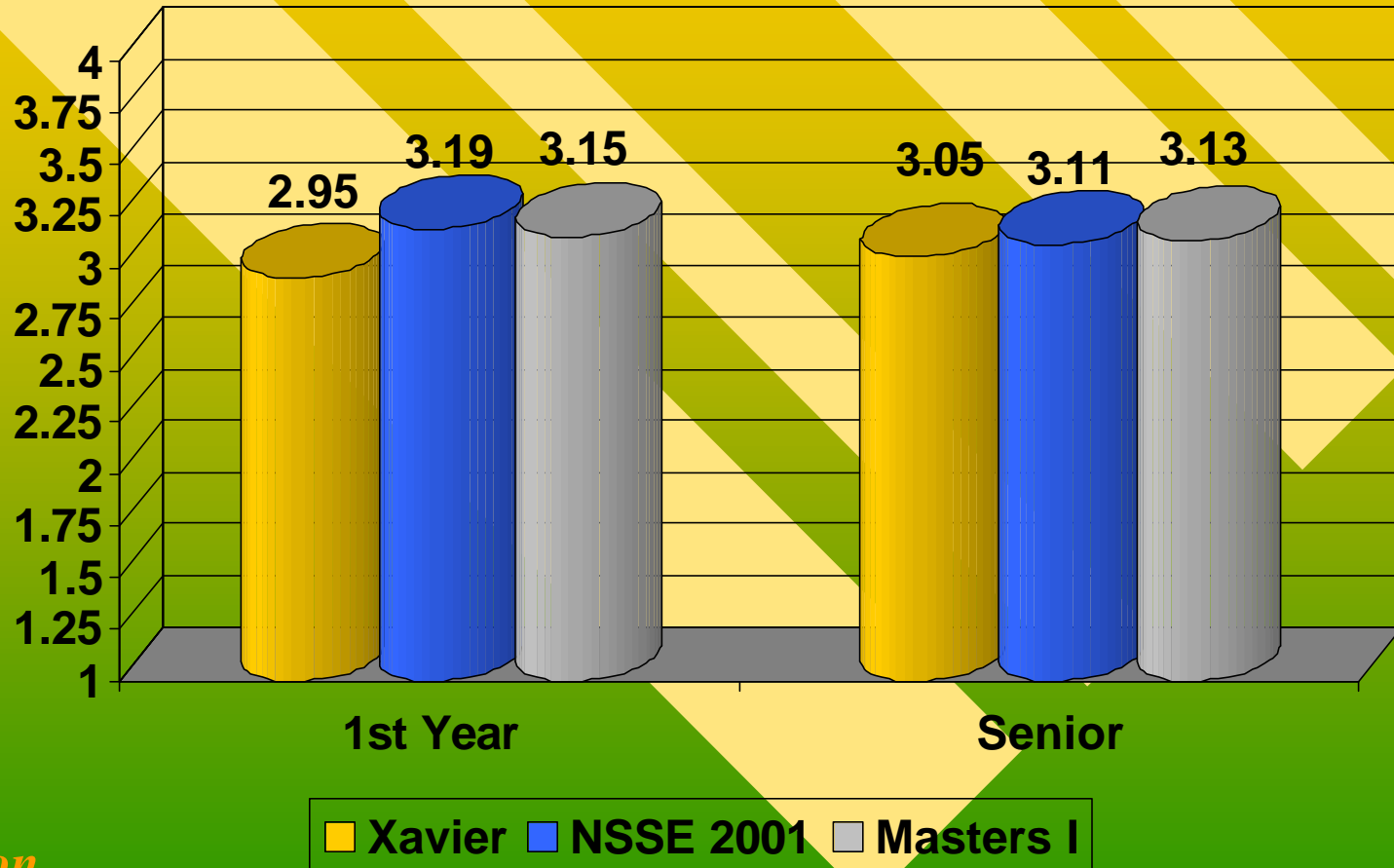
(1 = Poor; 2 = Fair; 3 = Good; 4 = Excellent)



Satisfaction

If You Could Start Over, Would You Start Over Here?

(1= Definitely No; 2= Probably No; 3= Probably Yes; 4= Definitely Yes)



Satisfaction

*Any questions about this report
should be directed to*

**Xavier University of Louisiana
Office of Planning and Institutional Research**

504-483-7566