

Each year the National Survey of Student Engagement (NSSE) asks students at hundreds of colleges and universities to reflect on the time they devote to various learning activities. The topics explored are linked by previous research on student success in college.

At California Lutheran University, results from the 2008 NSSE survey were supplemented by data from the Beginning College Survey of Student Engagement (BCSSE) and the Faculty Survey of Student Engagement (FSSE). Results from NSSE, BCSSE and FSSE can assist faculty to develop academic experiences responses to student needs.

The NSSE and FSSE surveys were administered in Spring 2008. The following responses were provided by 267 CLU first year and senior year students who responded to the NSSE survey as First Year Students (FYS) and Senior Year Students (SYS). Responses were also provided by 98 CLU full-time and adjunct faculty who taught traditional undergraduate students and responded to the FSSE survey as Lower Division Faculty (LDF) and Upper Division Faculty (UDF).

Items chosen for this report are organized in three areas and have data indicating a difference between student and faculty perceptions. Items that reference CLU's Student Learning Outcomes (SLOs) have also been included.

Faculty Classroom Practices & Student Responses

Participating in serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values.

- 29% LDF report having conversations with students in comparison to 67% FYS [very often or often];
- 44% UDF report having conversations with students in comparison to 65% SYS [very often or often].

Receive prompt written or oral feedback on academic experience.

- 89% LDF report receiving feedback in comparison to 58% FYS [very often or often];
- 98% UDF report receiving feedback in comparison to 73% SYS [very often or often].

Frequently ask questions in class or contribute to class discussions.

- 36% LDF report more than half of the students in the class ask questions [50% or higher] in comparison to 69% FYS who admit to asking questions in class [very often or often];
- 52% UDF report more than half of the students in the class ask questions [50% or higher] in comparison to 85% SYS who admit to asking questions in class [very often or often].

Write clearly and effectively (SLO).

- 53% LDF report structuring their courses so that students write clearly and effectively in comparison to 78% FYS [very much or quite a bit];
- 80% UDF report structuring their courses so that students write clearly and effectively in comparison to 87% SYS [very much or quite a bit].

Speak clearly and effectively (SLO).

- 58% LDF report structuring their courses so that students speak clearly and effectively in comparison to 76% FYS [very much or quite a bit];
- 58% UDF report structuring their courses so that students speak clearly and effectively in comparison to 86% SYS [very much or quite a bit].

Think critically and analytically (SLO).

- 86% LDF report structuring their courses so that students think critically and analytically in comparison to 85% FYS [very much or quite a bit];
- 100% UDF report structuring their courses so that students think critically and analytically in comparison to 96% SYS [very much or quite a bit].

Analyze quantitative problems (SLO).

- 42% LDF report structuring their courses so that students analyze quantitative problems in comparison to 77% FYS [very much or quite a bit];
- 40% UDF report structuring their courses so that students analyze quantitative problems in comparison to 80% SYS [very much or quite a bit].

Use computing and information technology (SLO).

- 33% LDF report structuring their courses so that students use computing and information technology in comparison to 76% FYS [very much or quite a bit];
- 53% UDF report structuring their courses so that students use computing and information technology in comparison to 86% SYS [very much or quite a bit].

Work effectively with others (SLO).

- 67% LDF report structuring their courses so that students work effectively with others in comparison to 69% FYS [very much or quite a bit];
- 63% UDF report structuring their courses so that students work effectively with others in comparison to 85% SYS [very much or quite a bit].

Acquiring a broad general education.

- 71% LDF report structuring their courses to acquire a broad general education in comparison to 86% FYS [very much or quite a bit];
- 58% UDF report structuring their courses to acquire a broad general education in comparison to 91% SYS [very much or quite a bit].

Faculty and Student Perceptions of the Campus Environment

The institution emphasizes requiring students to spend significant amounts of time studying and on academic work.

- 62% LDF report the institution requires students to spend significant amounts of time studying and on academic work in comparison to 83% FYS [very much or quite a bit];
- 67% UDF report the institution requires students to spend significant amounts of time studying and on academic work in comparison to 83% SYS [very much or quite a bit].

The institution emphasizes helping students cope with their non-academic responsibilities (work, family, etc.).

- 36% LDF report the institution emphasizes helping students cope in comparison to 43% FYS [very much or quite a bit];
- 40% UDF report the institution emphasizes helping students cope in comparison to 32% SYS [very much or quite a bit].

The institution emphasizes encouraging students to use computers in their academic work.

- 85% LDF report the institution emphasizes encouraging students to use computers in comparison to 89% FYS [very much or quite a bit];
- 86%ULDF report the institution emphasizes encouraging students to use computers in comparison to 89% SYS [very much or quite a bit].

Importance Faculty Place on Campus-Facilitated Activities and Student Participation

Community service or volunteer work.

- 64% LDF reported it is important or very important for students to complete community service or volunteer work in comparison to 85% FYS who have done or plan to do community service or volunteer work;
- 59% UDF reported it is important or very important for students to complete community service or volunteer work in comparison to 85% FYS who have done or plan to do community service or volunteer work.

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

- 69% LDF reported it is important or very important for students to work on a research project in comparison to 37% FYS who have done or plan to work on a research project;
- 55% UDF reported it is important or very important for students to work on a research project in comparison to 38% FYS who have done or plan to work on a research project.

Foreign language coursework.

- 69% LDF reported it is important or very important for students to complete foreign language coursework in comparison to 86% FYS who have done or plan to complete foreign language coursework;
- 63% UDF reported it is important or very important for students to complete foreign language coursework in comparison to 79% SYS who have done or plan to complete foreign language coursework.

Data sources:

National Survey of Student Engagement 2008
Faculty Survey of Student Engagement 2008

Note:

LDF=Lower Division Faculty,
FYS= First-Year Student,
UPF=Upper Division Faculty,
SYS=Senior Year Student,
SLO=Student Learning Outcome

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