Program Overview

- What Do You Know About College Student Engagement?
- Why is Engagement Important, and What is NSSE?
- UH Hilo’s NSSE 2002 Results and How We Compare to Other Universities
- Four approaches to “Diversity”
- Two Easy Classroom Strategies to Increase Engagement
What Do We Know About College Student Engagement?

What percent of our students participate in practicums, internships, field experiences, co-op experiences or clinical assignments?

First-Year 69%
Seniors 66%
What percent of UH Hilo students work on a research project with a faculty member outside of course or program requirements?

- **First-Year:** 27%
- **Seniors:** 33%
What percent of UH Hilo students spend more than 25 hours per week preparing for class?

**First-Year**
- 7%

**Seniors**
- 14%
What percent of UH Hilo students spent more than 5 hours per week participating in co-curricular activities?

First-Year: 19%
Seniors: 13%
"As an educator, it's an embarrassment that we can tell people almost anything about education except how well students are learning."

Patrick M. Callan, president of the National Center for Public Policy and Higher Education
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.

Pascarella & Terenzini, *How College Affects Students*
What is NSSE? *(pronounced “nessie”)*

- Survey that assesses the extent to which first-year and senior students engage in educational practices associated with high levels of learning and development
- Supported by grants from Lumina Foundation for Education and The Pew Charitable Trusts
- Co-sponsored by The Carnegie Foundation for the Advancement of Teaching and The Pew Forum on Undergraduate Learning
Why a National Survey?

- Refocus conversations about undergraduate quality to what matters most
- Enhance institutional improvement efforts
- Foster comparative & consortial activity
- Inform accountability
- Systematic national data on “good educational practices”
Good Educational Practices

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

“Seven principles of good practice in undergraduate education” (Chickering and Gamson, 1987)
### NSSE Project Scope

- **618 different colleges/universities**
- **49 states, DC & Puerto Rico**
- **250 institutions in 30 consortia**
- **Data from more than 267,000 students**

<table>
<thead>
<tr>
<th>Project Year</th>
<th>Colleges/Universities</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSSE 2000</td>
<td>276</td>
</tr>
<tr>
<td>NSSE 2001</td>
<td>321</td>
</tr>
<tr>
<td>NSSE 2002</td>
<td>366</td>
</tr>
</tbody>
</table>
Use and Validity of Self-Reports

- Requested information is known to respondents
- Questions phrased clearly & unambiguously
- Respondents take questions seriously and thoughtfully
- Answering does not threaten, embarrass, or violate privacy or compel a socially desirable response

National assessment experts designed the NSSE survey, *The College Student Student Report*, to meet all these conditions.
What Does The College Student Report Cover?

- Student Behaviors in College
- Institutional Actions & Requirements
- Student Reactions to College
- Student Background Information

Student Learning & Development
NSSE 2002 Response Rates

- UH Hilo’s response rate = 37%
- 41% overall response rates for all NSSE 2002 institutions
- 48% for Baccalaureate-Liberal Arts Institutions
- 66% of UH Hilo Respondents completed via the web and 34% responded on paper
- 39% for Web-only institutions
Benchmarks of Effective Educational Practice

- Level of Academic Challenge
- Active & Collaborative Learning
- Enriching Educational Experiences
- Supportive Campus Environment
- Student Faculty Interaction
Level of Academic Challenge

- 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. Activities and conditions:
  - Preparing for class (studying, reading, writing, researching, and other activities related to your academic program)
  - Worked harder than you thought you could to meet an instructor's standards or expectations
  - Number of assigned textbooks, books, or book-length packs of course readings
  - Number of written papers or reports of 20 pages or more
  - Number of written papers or reports between 5 and 19 pages
  - Number of written papers or reports fewer than 5 pages
  - Coursework emphasizes: Analyzing the basic elements of an idea, experience or theory
  - Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences
  - Coursework emphasizes: Making judgments about the value of information, arguments, or methods
  - Coursework emphasizes: Applying theories or concepts to practical problems or in new situations
  - Campus environment emphasizes spending significant amounts of time studying and on academic work
Preparing for Class (studying, reading, writing, rehearsing, and other activities related to your academic program)
Number of assigned textbooks, books, or book-length packs of course readings

- UH Hilo
- Bac-LA
- National

Freshmen
Seniors
Number of written papers or reports between 5 and 19 pages

- UH Hilo
- Bac-LA
- National

- Freshmen
- Seniors
Analyzing the basic elements of an idea, experience, or theory such as examining a particular case or situation in depth and considering its components.
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships
Applying theories or concepts to practical problems or in new situations

UH Hilo  Bac-LA  National

Freshmen  Seniors
Campus Environment emphasizes spending significant amounts of time studying and on academic work.
Active and Collaborative Learning

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

- Asked questions in class or contributed to class discussions
- Made a class presentation
- Worked with other students on projects during class
- Worked with classmates outside of class to prepare class assignments
- Tutored or taught other students
- Participated in a community-based project as part of a regular course
- Discussed ideas from your reading or classes with others outside of class (students, family members, co-workers, etc.)
Asked questions in class or contributed to class discussions

- UH Hilo
- Bac-LA
- National

Green bars represent freshmen, blue bars represent seniors.
Worked with classmates outside of class to prepare class assignments

- UH Hilo
- Bac-LA
- National

- Freshmen
- Seniors
Student Interactions with Faculty Members

Students see first-hand 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. Activities:

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

- UH Hilo
- Bac-LA
- National
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)
Received prompt feedback from faculty on your academic performance (written or oral)
Work on a research project with a faculty member outside of course or program requirements
Enriching Educational Experiences

Complementary learning opportunities inside and outside the classroom augment the academic program. Experiencing diversity teaches students valuable things about themselves and other cultures. Used appropriately, technology facilitates learning and promotes collaboration between peers and instructors. Internships, community service, and senior capstone courses provide students with opportunities to synthesize, integrate, and apply their knowledge. Such experiences make learning more meaningful and, ultimately, more useful because what students know becomes a part of who they are. Activities and conditions:

- Talking with students with different religious beliefs, political opinions, or values
- Talking with students of a different race or ethnicity
- An institutional climate that encourages contact among students from different economic, social, and racial or ethnic backgrounds
- Using electronic technology to discuss or complete assignments
- Participating in:
  - Internships or field experiences
  - Community service or volunteer work
  - Foreign language coursework
  - Study abroad
  - Independent study or self-designed major
  - Culminating senior experience
  - Co-curricular activities
Had serious conversations with students of a different race or ethnicity than your own.
Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values.
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. Conditions:

- Campus environment provides support you need to help you succeed academically.
- Campus environment helps you cope with your non-academic responsibilities (work, family, etc.).
- Campus environment provides the support you need to thrive socially.
- Quality of relationships with other students.
- Quality of relationships with faculty members.
- Quality of relationships with administrative personnel and offices.
Campus environment provides the support you need to help you succeed academically.
Campus environment provides help in coping with your non-academic responsibilities (work, family, etc.)
Campus environment provides the support you need to thrive socially.
Relationships with Faculty Members

- UH Hilo
- Bac-LA
- National

- Freshmen
- Seniors
How UH Hilo’s Student Body Differs

Ethnicity

- African American
- Native American
- Asian American/Pacific Islander
- Caucasian
- Hispanic
- Other

UH Hilo

Bacc-LA

National

Diagram showing the percentage distribution of different ethnic groups at UH Hilo, Bacc-LA, and nationally.
How UH Hilo’s Student Body Differs

Enrollment Status

<table>
<thead>
<tr>
<th></th>
<th>Part-Time</th>
<th>Full-Time</th>
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</thead>
<tbody>
<tr>
<td>UH Hilo</td>
<td>20%</td>
<td>80%</td>
</tr>
<tr>
<td>Bacc-LA</td>
<td>20%</td>
<td>80%</td>
</tr>
<tr>
<td>National</td>
<td>10%</td>
<td>90%</td>
</tr>
</tbody>
</table>
How UH Hilo’s Student Body Differs Place of Residence

- UH Hilo
- Bacc-LA
- National

- Freshmen
- Seniors
How UH Hilo’s Student Body Differs
Working for Pay Off Campus

![Bar chart comparing the percentage of freshmen and seniors working for pay at UH Hilo, Bacc-LA, and nationally.](chart.png)

- **UH Hilo**
  - Freshmen: 40%
  - Seniors: 60%

- **Bacc-LA**
  - Freshmen: 60%
  - Seniors: 40%

- **National**
  - Freshmen: 30%
  - Seniors: 70%
How UH Hilo’s Student Body Differs
Caring for Dependents

- UH Hilo
- Bacc-LA
- National

- Freshmen
- Seniors
At UH Hilo, who gets higher grades?

Which group of students are more likely to achieve GPAs of B+ or above: those who enter with combined SATs of 1000 or above, or those with combined SATs of less than 1000?

- 1000 or above: 57.4%
- <1000: 34.9%
Who Gets More out of Their Education?
(i.e. understanding people of different ethnic backgrounds?)

Students with combined SATs of 1000 or more, or students with combined SATs of less than 1000?

<table>
<thead>
<tr>
<th>SAT Range</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>1000 or more</td>
<td>64%</td>
</tr>
<tr>
<td>&lt; 1000</td>
<td>79%</td>
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</tbody>
</table>
Students Admitted with Less than 1000 on Combined SATs

- 60% say their UH Hilo educations contributed quite a bit or very much to acquiring job or work-related knowledge and skills, compared to only 46% of students with combined SATs of 1000 or more.

- 67% said their UH Hilo educations contributed quite a bit or very much to speaking clearly and effectively, compared to only 47% of those with combined SATs of 1000 or more.
Students Admitted with Less than 1000 on Combined SATs

- 78% say their UH Hilo educations contributed quite a bit or very much to working effectively with others, compared to only 55% of students with combined SATs of 1000 or more
- 74% said their UH Hilo educations contributed quite a bit or very much to learning effectively on their own, compared to only 56% of those with combined SATs of 1000 or more
Students Admitted with Less than 1000 on Combined SATs

- 60% say their UH Hilo educations contributed quite a bit or very much to solving complex real-world problems, compared to only 41% of students with combined SATs of 1000 or more.

- 71% said their UH Hilo educations contributed quite a bit or very much to understanding themselves, compared to only 57% of those with combined SATs of 1000 or more.
Students Admitted with Less than 1000 on Combined SATs

63% say their UH Hilo educations contributed quite a bit or very much to developing a personal code of values and ethics, compared to only 44% of students with combined SATs of 1000 or more.

72% said the UH Hilo campus environment emphasizes (quite a bit or very much) providing the support they needed to succeed academically, compared to only 52% of those with combined SATs of 1000 or more.
Students Admitted with Less than 1000 on Combined SATs

- A higher percent are international students (14%, compared to 1%)
- A higher percentage are first generation college students (57%, compared to 35%)
- Fewer are Caucasian (15%, compared to 41%)
- More are Asian/Pacific Islander (74%, compared to 44%)
What Do We Know About Our First Generation College Students?

Which students have a greater tendency to use electronic mediums to discuss or complete assignments?

<table>
<thead>
<tr>
<th>College-Educated Parents</th>
<th>First-Generation Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>67%</td>
<td>47%</td>
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</tbody>
</table>
What Do We Know About Our First Generation College Students?

Which students tend to come to class without completing readings or assignments?

<table>
<thead>
<tr>
<th>College-Educated Parents</th>
<th>First-Generation Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>36%</td>
<td>19.1%</td>
</tr>
</tbody>
</table>
What do We Know about our First Generation College Students?

- They come in all ethnic “flavors”
- They work harder than other students
- They are more satisfied with UH Hilo than students whose parents are college educated
Two Other Ways of Looking at Diversity at UH Hilo

- Students who come unprepared to class
- Students who do not ask questions in class
Students who come Unprepared to Class Often or Very Often

- 28% have never used an electronic medium to discuss or complete an assignment, compared to 18% of other students
- 18% have NEVER received prompt feedback from faculty, compared to 3.8% of other students
Students who come Unprepared to Class Often or Very Often

- 21% have NEVER worked harder than they thought they could to meet an instructor’s standards or expectations, compared to 6.2% of other students
- Only 22% have worked on a research project with a faculty member, compared to 34% of other students
Students who come Unprepared to Class Often or Very Often

- 20% spend more than thirty hours per week relaxing and socializing, compared to 8% of other students
- 49% spend less than 6 hours per week preparing for class, compared to 24% of other students
Students who come Unprepared to Class Often or Very Often

- Get much less out of their UH Hilo Education
- View their experiences at UH Hilo less positively
- Get lower grades
By the way...

- Only 35% of this “minority” group are first generation college students; 65% have parents who graduated from college.
- This group comes in all ethnic flavors—almost perfectly reflects the ethnic make-up of the UH Hilo student body.
So what can be done...

- ...by students?
- ...by faculty?
“Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty and administrators, and other professional staff can establish the basis for high performance for all.”

--Dr. Joseph Codde, Michigan State University—East Lansing
Time plus Energy Equals Learning

- I expect my students to complete their assignments promptly.
- I clearly communicate to my students the minimum amount of time they should spend preparing for class and working on assignments.
- I help students set challenging goals for their own learning.
- I encourage students to prepare in advance for oral presentations.
I explain to my students the consequences of non-attendance.

I meet with students who fall behind to discuss their study habits, schedules, and other commitments.

If students miss my class, I require them to make up lost work.

--Dr. Joseph Codde—http://www.msu.edu/coddejos/seven.htm
Students who never or only sometimes ask questions in class or contribute to class discussions
Students who don’t ask questions in class

- Nearly half our student body!
- Participate less in other ways
- Are less likely to use technology or feel that their instructors encourage them to use technology
- Interact less with faculty
Students who don’t ask questions in class

- Interact less with everybody
- Are less challenged to do their best work, do less work at the higher cognitive levels
- Write fewer papers, read fewer books
Students who don’t ask questions in class

- See a lower emphasis on higher cognitive skills in their courses
- Are getting less out of their education—from all perspectives
Students who don’t ask questions in class

- Are less likely to seek out alternative learning experiences
- Perceive themselves as having lower quality relationships with faculty and other students
- Perceive less encouragement and support from the institution
- Are less satisfied and less likely to choose UH Hilo again
So, who are these students who never or rarely ask questions in class?
- 22% are international students, compared to 8% of other students
- 65% Asian/Pacific Islander, compared to 42% of other students; 23% Caucasian, compared to 44% of other students
- 63% began college at UH Hilo; 37% started elsewhere
- 25% live in on-campus housing, compared to 18% of other students
- No statistical difference in class level
- Less burdened with working and caring for dependents
No more likely to have entered with combined SATs under 1000, or to be first generation college students, or to come to class unprepared.

Spend only a little less time preparing for class, but...

Get lower grades
So what can be done...

- ...by students?
- ...by faculty?
“Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing pre-packaged assignments and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves. “

--Dr. Joseph Codde, Michigan State University—East Lansing
Learning is not a Spectator Sport

- I ask students to present their work to the class.
- I ask my students to relate outside events or activities to the subjects covered in my courses.
- I encourage students to challenge my ideas, the ideas of other students, or those presented in readings or other course materials.
- I give my students concrete, real-life situations to analyze.
- I encourage students to suggest new readings, projects, or course activities.

--Dr. Joseph Codde—http://www.msu.edu/coddejos/seven.htm
Four “Takes” on Diversity at UH Hilo

- SAT scores under 1000
- First Generation College Students
- Students who come unprepared to class
- Students who don’t ask questions in class
Questions and Discussion
How Do I Find Out More?

NSSE Website
www.iub.edu/~nsse

Dr. Joseph Codde’s Page
www.msu.edu/user/coddejos/seven.htm

Lynne’s IRO Web Page
www.uhh.hawaii.edu/~iro/

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