

National Survey of Student Engagement Comparison of 2001, 2004, and 2007 Findings

University of Kansas

Executive Summary

Overview

KU has participated in the National Survey of Student Engagement (NSSE) three times—Spring 2001, 2004, and 2007. Students completed the survey online¹.

Spring 2001—data insufficient to calculate response rate

	Freshmen		Seniors	
	Females	Males	Females	Males
	195	149	174	108
Total	344		282	

Spring 2004—32% response rate

	Freshmen		Seniors	
	Females	Males	Females	Males
	316	179	327	244
Total	495		571	

Spring 2007—31% response rate

	Freshmen		Seniors	
	Females	Males	Females	Males
	365	236	397	261
Total	601		658	

Demographics of respondents are on pages 16 and 17.

NSSE Survey

Student engagement was assessed through combining responses to items that comprised five benchmark areas of effective educational practice. The five benchmark areas are:

- Level of academic challenge
- Active and collaborative learning
- Enriching educational experiences
- Student-faculty interactions
- Supportive campus environment

Scales for the individual NSSE questions predominantly run from 1 to either 4 or 7; scales are supplied below for each set of questions. The NSSE mean benchmark values are on a scale of 0 to 100, with higher values indicating greater levels of student engagement. Note that values do vary substantially across the five benchmarks. These variances are consistent across samples. All benchmark values were calculated by NSSE².

Rank Order and Score of NSSE Benchmarks by Student Level

Benchmark values indicate KU students are well engaged.

First Year Students

First year students' benchmark scores (100 point scale) ranked as follows. The rank order of benchmark scores is the same for freshmen if the Enriching Educational Experiences benchmark values are disregarded (see note)³.

First Year Students	2001 KU		2004 KU		2007 KU	
	Rank	Score	Rank	Score	Rank	Score
Enriching educational experiences ³	1	57.6	5	26.6	5	27.3
Supportive campus environment	2	57.3	1	59.7	1	58.4
Level of academic challenge	3	51.3	2	52.6	2	52.0
Active and collaborative learning	4	39.8	3	39.5	3	41.2
Student-faculty interactions ⁴	5	33.3	4	31.3	4	33.9

Note these values are not comparable over time due to rescaling of items in 2003.

Note it is not feasible to test for statistical significance among benchmark scores over time. OIRP has only means and number of respondents for the 2001 and 2004 scores. Further statistics are needed to run comparative analyses.

Senior Year Students

Seniors' benchmark scores (100 point scale) ranked as follows. The rank order of benchmark scores is similar for seniors if the Enriching Educational Experiences benchmark values are disregarded (see note)³.

Senior Year Students	2001 KU		2004 KU		2007 KU	
	Rank	Score	Rank	Score	Rank	Score
Level of academic challenge	1	54.9	1	55.2	2	55.9
Supportive campus environment	2	53.0	2	54.3	1	56.5
Enriching educational experiences ³	3	48.4	5	40.4	4	43.1
Active and collaborative learning	4	47.2	3	46.7	3	49.5
Student-faculty interactions ⁴	5	44.4	4	42.3	5	43.0

Note these values are not comparable over time due to rescaling of items in 2003.

Note it is not feasible to test for statistical significance among benchmark scores over time. OIRP has only means and number of respondents for the 2001 and 2004 scores. Further statistics are needed to run comparative analyses.

Mean Values for Items Contributing to NSSE's Five National Benchmarks of Effective Educational Practice

Below are mean values by class rank for the individual items that contributed to each of the five benchmark scores. Note the text of some items has been shortened.

Benchmark 1: Level of Academic Challenge

	<i>1=never</i>	<i>2=sometimes</i>	<i>3=often</i>	<i>4=very often</i>	
			2001	2004	2007
Worked harder than you thought you could to meet an instructor's standards or expectations	1 st year		2.39	2.64	2.61
	4 th year		2.52	2.53	2.63

	<i>1= very little</i>	<i>2=some</i>	<i>3=quite a bit</i>	<i>4=very much</i>	
			2001	2004	2007
Analyzing the basic elements of an idea, experience, or theory	1 st year		3.07	3.13	3.11
	4 th year		3.27	3.26	3.27
Synthesizing and organizing ideas into new interpretations	1 st year		2.76	2.87	2.85
	4 th year		3.00	3.03	3.02
Making judgments about the value of information, arguments, or methods	1 st year		2.69	2.81	2.78
	4 th year		2.82	2.87	3.00
Applying theories or concepts to practical problems or in new situations	1 st year		2.95	3.06	3.02
	4 th year		3.16	3.22	3.18
Spending significant amounts of time studying and on academic work	1 st year		3.05	3.14	3.13
	4 th year		3.00	2.97	3.07

	<i>1=none</i>	<i>2=fewer than 5</i>	<i>3=between 5 and 10</i>	<i>4=between 11 and 20</i>	<i>5=more than 20</i>
			2001	2004	2007
Number of assigned textbooks, books, or book-length packs of course readings	1 st year		3.51	3.47	3.33
	4 th year		3.40	3.47	3.27
Number of written papers of 20 pages or more	1 st year		1.10	1.18	1.15
	4 th year		1.58	1.54	1.50
Number of written papers between 5 and 19 pages	1 st year		2.23	2.18	2.24
	4 th year		2.56	2.51	2.53
Number of written papers of fewer than 5 pages	1 st year		3.03	3.04	2.94
	4 th year		3.10	2.95	3.06

	<i>1=0 hr/wk</i>	<i>2=5 or fewer hr/wk</i>	<i>3=6-10 hr/wk</i>	<i>4=11-15 hr/wk</i>	<i>5=16-20 hr/wk</i>
	<i>6=21-25 hr/wk</i>	<i>7=26-30 hr/wk</i>	<i>8=more than 30 hr/wk</i>		
			2001	2004	2007
Preparing for class	1 st year		4.19	3.97	4.31
	4 th year		3.86	3.86	4.26

Benchmark 2: Active and Collaborative Learning

	<i>1=very little</i>	<i>2=some</i>	<i>3=quite a bit</i>	<i>4=very much</i>	
			2001	2004	2007
Asked questions or contributed to class discussions	1 st year		2.77	2.81	2.83
	4 th year		2.87	2.96	3.03
Made a class presentation	1 st year		1.94	1.96	2.09
	4 th year		2.50	2.50	2.67
Worked with other students on projects during class	1 st year		2.62	2.46	2.48
	4 th year		2.46	2.39	2.51
Worked with other students on projects outside of class to prepare class assignments	1 st year		2.30	2.29	2.33
	4 th year		2.77	2.61	2.84
Tutored or taught other students (paid or voluntary)	1 st year		1.72	1.66	1.75
	4 th year		1.93	1.95	1.84
Participated in a community-based project as a part of a regular course	1 st year		1.27	1.41	1.43
	4 th year		1.56	1.46	1.54
Discussed ideas from your reading or classes with others outside of class	1 st year		2.63	2.64	2.65
	4 th year		2.75	2.96	2.88

Benchmark 3: Enriching Education Experiences

	<i>1=very little</i>	<i>2=some</i>	<i>3=quite a bit</i>	<i>4=very much</i>	
			2001	2004	2007
Had serious conversations with students of a different race or ethnicity than your own	1 st year		2.63	2.96	2.57
	4 th year		2.75	2.92	2.74
Had serious conversations with students who differ from you	1 st year		2.96	2.74	2.77
	4 th year		3.01	2.74	2.90
Encouraging contact among students from different backgrounds	1 st year		2.39	2.53	2.60
	4 th year		2.08	2.21	2.35
Used an electronic medium to discuss or complete an assignment	1 st year		2.40	2.55	2.57
	4 th year		2.52	2.65	2.76

	<i>1=0 hr/wk</i>	<i>2=5 or fewer hr/wk</i>	<i>3=6-10 hr/wk</i>	<i>4=11-15 hr/wk</i>	
	<i>5=16-20 hr/wk</i>	<i>6=21-25 hr/wk</i>	<i>7=26-30 hr/wk</i>	<i>8=more than 30 hr/wk</i>	
			2001	2004	2007
Participating in co-curricular activities	1 st year		2.43	2.23	2.37
	4 th year		2.16	2.15	2.38

		<i>Percent Done/Plan to do³</i>		
		2001	2004	2007
Practicum, internship, field experience, co-op experience, or clinical assignment	1 st year	79%	83%	84%
	4 th year	66%	68%	73%
Community service or volunteer work	1 st year	74%	79%	80%
	4 th year	66%	71%	74%
Foreign language coursework	1 st year	56%	58%	56%
	4 th year	49%	64%	60%
Study abroad	1 st year	40%	48%	50%
	4 th year	20%	29%	33%
Independent study or self-designed major	1 st year	12%	13%	14%
	4 th year	35%	34%	31%
Participate in a learning community ⁵	1 st year	<i>n/a</i>	24%	25%
	4 th year	<i>n/a</i>	17%	23%
Culminating senior experience	1 st year	33%	34%	40%
	4 th year	38%	44%	53%

Benchmark 4: Student Interactions with Faculty Members

	<i>1=never</i>	<i>2=sometimes</i>	<i>3=often</i>	<i>4=very often</i>	
			2001	2004	2007
Discussed grades or assignments with instructor	1 st year		2.57	2.65	2.64
	4 th year		2.79	2.81	2.75
Talked about career plans with a faculty member or advisor	1 st year		2.00	2.10	2.24
	4 th year		2.43	2.40	2.50
Discussed ideas from readings or classes with faculty members outside of class	1 st year		1.72	1.73	1.88
	4 th year		1.98	2.04	2.12
Worked with faculty members on activities other than course work	1 st year		1.40	1.37	1.55
	4 th year		1.73	1.79	1.81
Received prompt feedback from faculty on academic performance	1 st year		2.60	2.63	2.61
	4 th year		2.81	2.79	2.86

			<i>Percent Done/Plan to do⁴</i>		
			2001	2004	2007
Work on a research project with a faculty member outside of requirements	1 st year		25%	34%	38%
	4 th year		26%	36%	32%

Benchmark 5: Supportive Campus Environment

	<i>1=very little</i>	<i>2=some</i>	<i>3=quite a bit</i>	<i>4=very much</i>	
			2001	2004	2007
Emphasize: Providing the support you need to help you succeed academically	1 st year		2.77	2.97	2.98
	4 th year		2.61	2.70	2.85
Emphasize: Helping you cope with your non-academic responsibilities	1 st year		1.88	1.97	1.98
	4 th year		1.71	1.63	1.73
Emphasize: Providing the support you need to thrive socially	1 st year		2.40	2.33	2.41
	4 th year		2.13	2.05	2.18

	<i>Unfriendly, unsupportive, sense of alienation</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>Friendly, supportive, sense of belonging</i>		
Quality: Relationships with other students	1 st year								5.84	5.72	5.59
	4 th year								5.60	5.75	5.72

	<i>Unavailable, unhelpful, unsympathetic</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>Available, helpful, sympathetic</i>		
Quality: Relationships with faculty members	1 st year								5.20	5.32	5.17
	4 th year								5.23	5.41	5.50

	<i>Unhelpful, inconsiderate, rigid</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>Helpful, considerate, flexible</i>		
Quality: Relationships with administrative personnel and offices	1 st year								4.61	4.80	4.50
	4 th year								4.47	4.58	4.57

Supplemental AAUDE Items

In 2001, 2004, and 2007, KU participated in the Association of American Universities Data Exchange (AAUDE) NSSE consortium which added 20 questions to supplement the NSSE items. AAUDE questions tapped into issues such as:

- Satisfaction with class size
- Quality of instruction and advising
- Ease of securing classes
- Plans upon graduation

Mean Values for AAUDE Items

	<i>1=Far larger than you'd like</i>	<i>2=Somewhat larger</i>	<i>3=OK in size</i>	<i>4=Smaller than you'd like</i>	
			2001	2004	2007
Consider the size of the lower-division classes you've taken at this university – have they generally been:	1 st year		2.50	2.54	2.49
	4 th year		2.11	2.18	2.20
Consider the size of the upper-division classes you've taken at this university – have they generally been:	1 st year		2.64	2.71	2.72
	4 th year		2.77	2.82	2.85

	<i>1=Poor</i>	<i>2=Fair</i>	<i>3=Good</i>	<i>4=Excellent</i>	
			2001	2004	2007
How would you rate the quality of instruction in lower-division courses?	1 st year		2.75	2.85	2.78
	4 th year		2.49	2.60	2.56
How would you rate the quality of instruction in upper-division courses?	1 st year		3.13	2.98	3.05
	4 th year		3.22	3.27	3.30
How would you rate the academic quality of this university in general ?	1 st year		3.11	3.30	3.34
	4 th year		3.04	3.13	3.19
How would you rate the academic quality of your major program ?	1 st year		3.39	3.30	3.34
	4 th year		3.22	3.33	3.37
How would you rate the quality of academic advising you have received from your college or department at this university?	1 st year		2.71	2.79	2.77
	4 th year		2.56	2.66	2.74
How would you rate this university's responsiveness to student academic problems?	1 st year		2.57	2.64	2.68
	4 th year		2.39	2.38	2.46

	<i>1=Hardly ever</i>	<i>2=Some of the time</i>	<i>3=Most of the time</i>	<i>4=Always or nearly always</i>	
			2001	2004	2007
Would you say that the courses you need to take for your major have been available:	1 st year		2.61	2.98	3.15
	4 th year		2.79	3.26	3.26
Would you say that the courses you need to take for your general education requirements have been available:	1 st year		2.66	3.02	3.17
	4 th year		2.79	3.21	3.15

	<i>1=Strongly disagree</i>	<i>2=Disagree</i>	<i>3=Agree</i>	<i>4=Strongly agree</i>	
			2001	2004	2007
The advisor(s) in your college or department is (are) available when you need to see her/him (them).	1 st year		3.00	3.05	2.99
	4 th year		3.01	3.06	3.06
The information you've received from academic advisors has been accurate and up to date.	1 st year		3.13	3.11	3.11
	4 th year		3.01	3.05	3.04
At this university students have to run around from one place to another to get the information or approvals they need.	1 st year		3.24	2.89	2.83
	4 th year		3.37	3.17	2.94
Most of the time, professors in my courses make it clear what they expect me to learn.	1 st year		3.03	3.24	3.23
	4 th year		3.09	3.30	3.31

	<i>1=Hardly ever</i>	<i>2=Some of the time</i>	<i>3=Most of the time</i>	<i>4=Always or nearly always</i>	
			2001	2004	2007
While attending this university how often have you been challenged to do the very best you can?	1 st year		3.37	3.54	3.47
	4 th year		3.31	3.36	3.38

Distributions for AAUDE Items

During the past year, from what source did you receive most of your academic advising?

		<i>Percent Yes</i>		
		2001	2004	2007
Advisors in your college or department	1 st year	50%	53%	56%
	4 th year	48%	47%	56%
Instructors or staff members not formally assigned as advisors	1 st year	8%	11%	11%
	4 th year	24%	27%	19%
Online registration and degree tracking system	1 st year	1%	4%	2%
	4 th year	2%	9%	8%
Undergraduate catalog or other publications	1 st year	19%	10%	10%
	4 th year	16%	9%	9%
Friends or Family	1 st year	22%	20%	18%
	4 th year	10%	7%	7%
Not applicable ⁶	1 st year	<i>n/a</i>	2%	3%
	4 th year	<i>n/a</i>	1%	2%

Do you expect to complete a Bachelor's degree?

		<i>Percent Yes</i>		
		2001	2004	2007
I may well not complete a bachelor's degree	1 st year	1%	1%	1%
	4 th year	0%	1%	0%
At another college or university	1 st year	11%	6%	4%
	4 th year	1%	1%	0%
At this university in more than 5 years total	1 st year	5%	4%	4%
	4 th year	15%	16%	13%
At this university in more than 4 years but within 5 years total	1 st year	32%	34%	30%
	4 th year	41%	38%	40%
At this university in a total of 4 years or less	1 st year	51%	56%	61%
	4 th year	43%	44%	47%

Within one year of ending your undergraduate studies do you plan to:

		<i>Percent Yes</i>		
		2001	2004	2007
Attend graduate or professional school	1 st year	33%	33%	36%
	4 th year	38%	35%	29%
Be employed (including self- and part-time employment)	1 st year	27%	26%	24%
	4 th year	50%	39%	49%
Attend graduate/professional school and be employed at the same time	1 st year	16%	20%	20%
	4 th year	8%	14%	13%
Take time off, have/raise a family, relax, travel, etc.	1 st year	1%	2%	3%
	4 th year	1%	3%	1%
I am not at all sure what I will be doing	1 st year	23%	19%	17%
	4 th year	3%	9%	8%

Which of the following factors, if any, poses the biggest obstacle to your academic progress?

		<i>Percent Yes</i>		
		2001	2004	2007
Money, work obligations, finances	1 st year	40%	37%	39%
	4 th year	58%	43%	37%
Family obligations	1 st year	3%	2%	3%
	4 th year	4%	5%	6%
Difficulties getting the courses you need	1 st year	11%	7%	4%
	4 th year	7%	4%	5%
Lack of good academic advising	1 st year	8%	4%	5%
	4 th year	10%	3%	8%
Lack of personal motivation	1 st year	38%	18%	23%
	4 th year	21%	11%	15%
No real obstacles ⁶	1 st year	<i>n/a</i>	32%	26%
	4 th year	<i>n/a</i>	34%	30%

What is your primary reason for working for pay (either on- or off-campus)?

		2001	2004	Percent Yes 2007
To gain knowledge/skills	1 st year	6%	4%	5%
	4 th year	15%	11%	13%
To earn money for basic expenses	1 st year	57%	37%	44%
	4 th year	63%	57%	57%
To earn extra spending money	1 st year	34%	17%	12%
	4 th year	20%	16%	16%
For something to do	1 st year	3%	0%	1%
	4 th year	2%	1%	1%
I don't work for pay ⁶	1 st year	<i>n/a</i>	42%	38%
	4 th year	<i>n/a</i>	15%	13%

Freshmen Respondents

Note: the below demographics reflect students who completed this survey.

	2001	2004	2007
Number of Respondents	344	495	601
Overall Response Rate⁷	<i>n/a</i>	30%	27%
Mode of Administration			
Paper	0%	0%	0%
Web	100%	100%	100%
Gender			
Female	43%	64%	61%
Male	57%	36%	39%
Race/Ethnicity⁸			
African American/Black	2%	3%	2%
American Indian/Native American	3%	1%	0%
Asian American/Pacific Islander	6%	6%	6%
Caucasian/White	88%	79%	79%
Hispanic	3%	3%	3%
Other	1%	6%	3%
Multiple	0%	3%	2%
Unknown	3%	3%	5%
International	2%	5%	7%
Enrollment Status⁹			
Full Time	98%	100%	98%
Part Time	2%	0%	2%
Place of Residence¹⁰			
On campus	90%	85%	73%
Off campus	10%	15%	27%

Senior Respondents

Note: the below demographics reflect students who completed this survey.

	2001	2004	2007
Number of Respondents	282	571	658
Overall Response Rate⁷	<i>n/a</i>	33%	36%
Mode of Administration			
Paper	0%	0%	0%
Web	100%	100%	100%
Gender			
Female	62%	61%	60%
Male	38%	39%	40%
Race/Ethnicity⁸			
African American/Black	3%	2%	2%
American Indian/Native American	2%	2%	1%
Asian American/Pacific Islander	5%	7%	4%
Caucasian/White	87%	81%	79%
Hispanic	4%	4%	4%
Other	0%	7%	1%
Multiple	0%	6%	2%
Unknown	3%	1%	7%
International	4%	6%	4%
Enrollment Status⁹			
Full Time	87%	85%	91%
Part Time	13%	15%	9%
Place of Residence¹⁰			
On campus	11%	12%	11%
Off campus	89%	88%	89%

**Technical Footnotes to Supplement the
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- ¹ In 2007, Pharmacy students completed a paper version of the survey and were not included in the response rates, benchmark calculations, and individual item means and frequencies. Additionally, 2004 and 2007 oversampled students were not included in the response rates, benchmark calculations, and individual item means and frequencies.
- ² NSSE calculates overall institution benchmark values by placing the individual items for each benchmark on a 100-point scale, taking the average of the items, and weighting the average by each school's ratio of full time/part time students and sex of respondents. NSSE used this weighting scheme in order to compensate for the fact that part-time and male students were underrepresented.
- ³ The Enriching Educational Experiences Benchmark has 7 items that were rescaled between 2003 and 2004. As such, values for this benchmark and the corresponding items are not comparable.
- ⁴ The Student-Faculty Interaction Benchmark has one item that was rescaled between 2003 and 2004. As such, values for this benchmark and item are not directly comparable.
- ⁵ This item was not included in the 2001 survey. As such, 2001 percentages for this item are not available.
- ⁶ These response options were not available in the 2001 version of the AAUDE question.
- ⁷ Sufficient data are unavailable to calculate response rates for 2001 participants.
- ⁸ Students were allowed to choose more than one category for race/ethnicity. Thus, race/ethnicity percentages for each sample may be over 100%.
- ⁹ Students supplied their enrollment status. Number of credit hours was not provided by NSSE to help students determine the correct status. Students were told that a part time status was "Less than full-time."
- ¹⁰ On-campus housing included both university-operated residence halls and fraternity/sorority houses.