
NSSE and HERI Survey Results: An “Engaging” Overview of Campus Culture

Grinnell College
Office of Institutional Research

What is NSSE?

- ◆ A survey that evaluates the extent to which students engage in educational practices associated with high levels of learning and development (see <http://www.indiana.edu/~nsse/> for more information)
- ◆ Information from first-year and senior students about the quality of the undergraduate experience – *education that reflects on its own process*

NSSE Results

Dimensions covered in the Benchmark Report

- ◆ Fall into five key clusters of activities that research studies show are linked to desired outcomes of college

Level of Academic Challenge

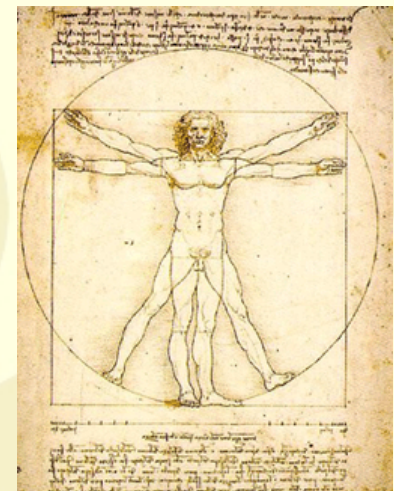
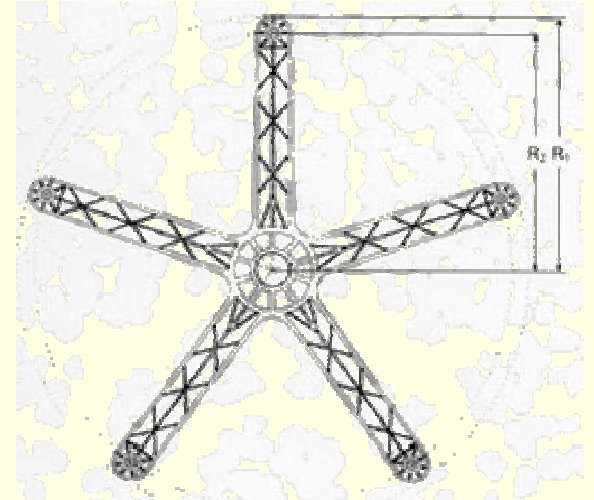
Active & Collaborative Learning

Student-Faculty Interaction

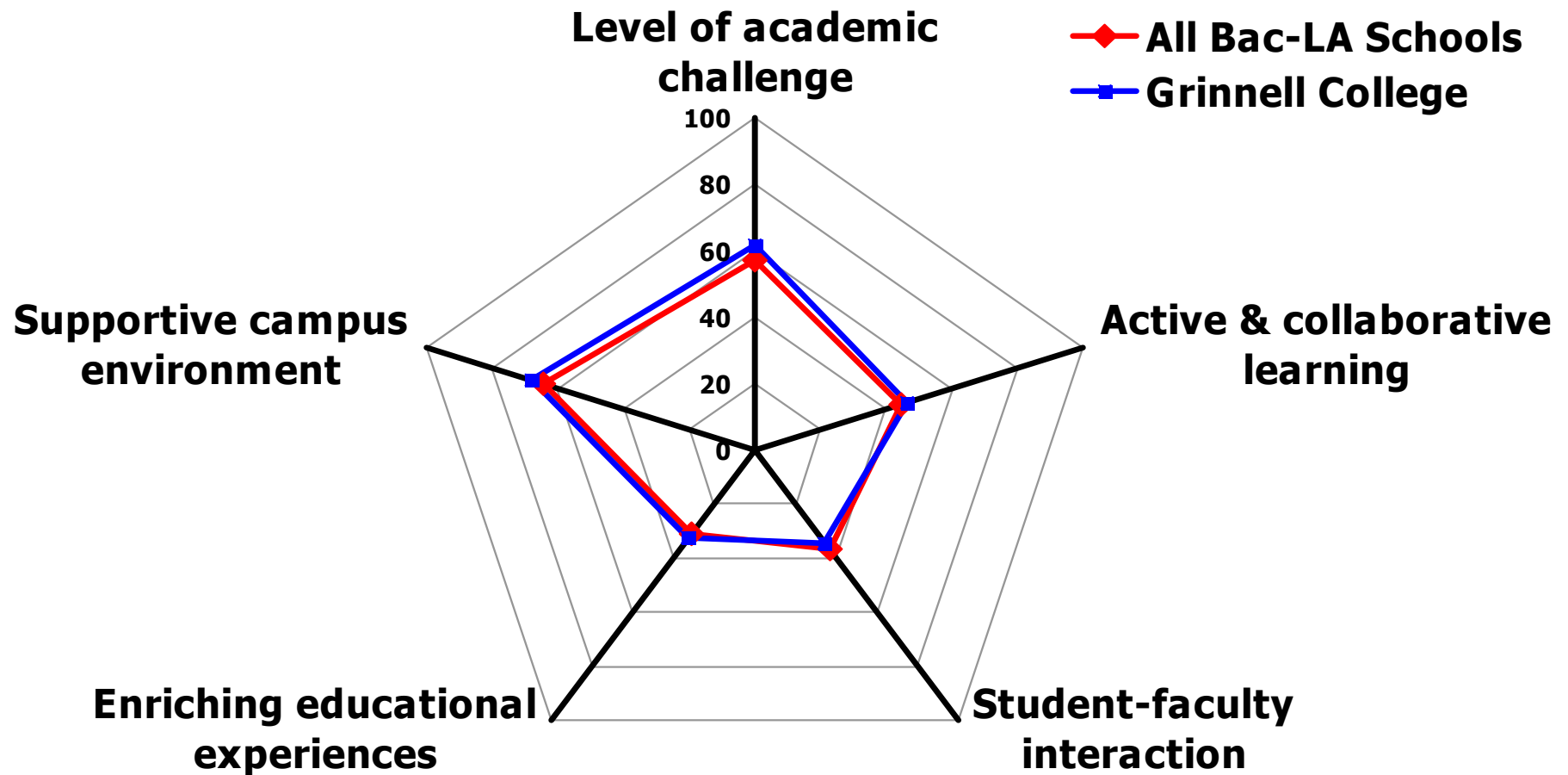
Enriching Educational Experiences

Supportive Campus Environment

Stable & supportive base; relationships & proportions



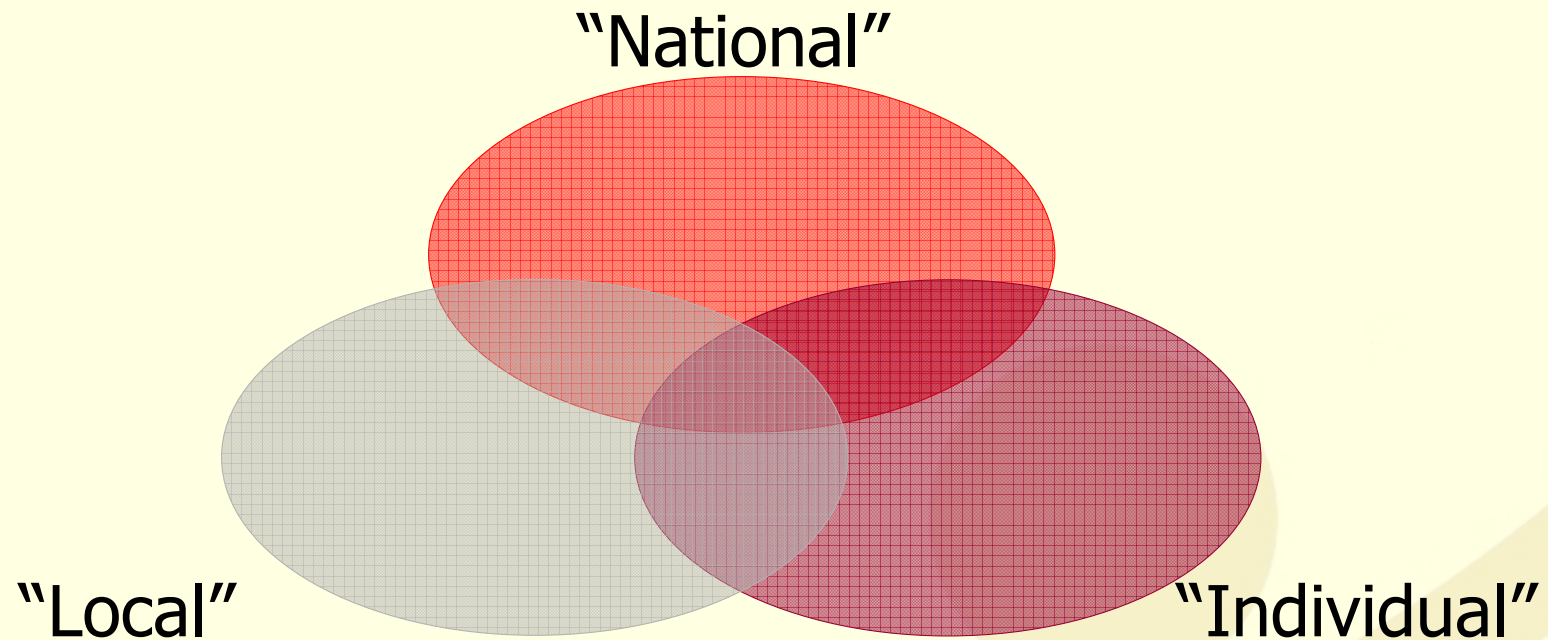
First-Year Student Benchmarks



Benchmark scores are expressed on 100-point scales. $p < .05$ for each comparison above.

Overview

Who "IR" You??



Response Rates and Benchmark Institutions

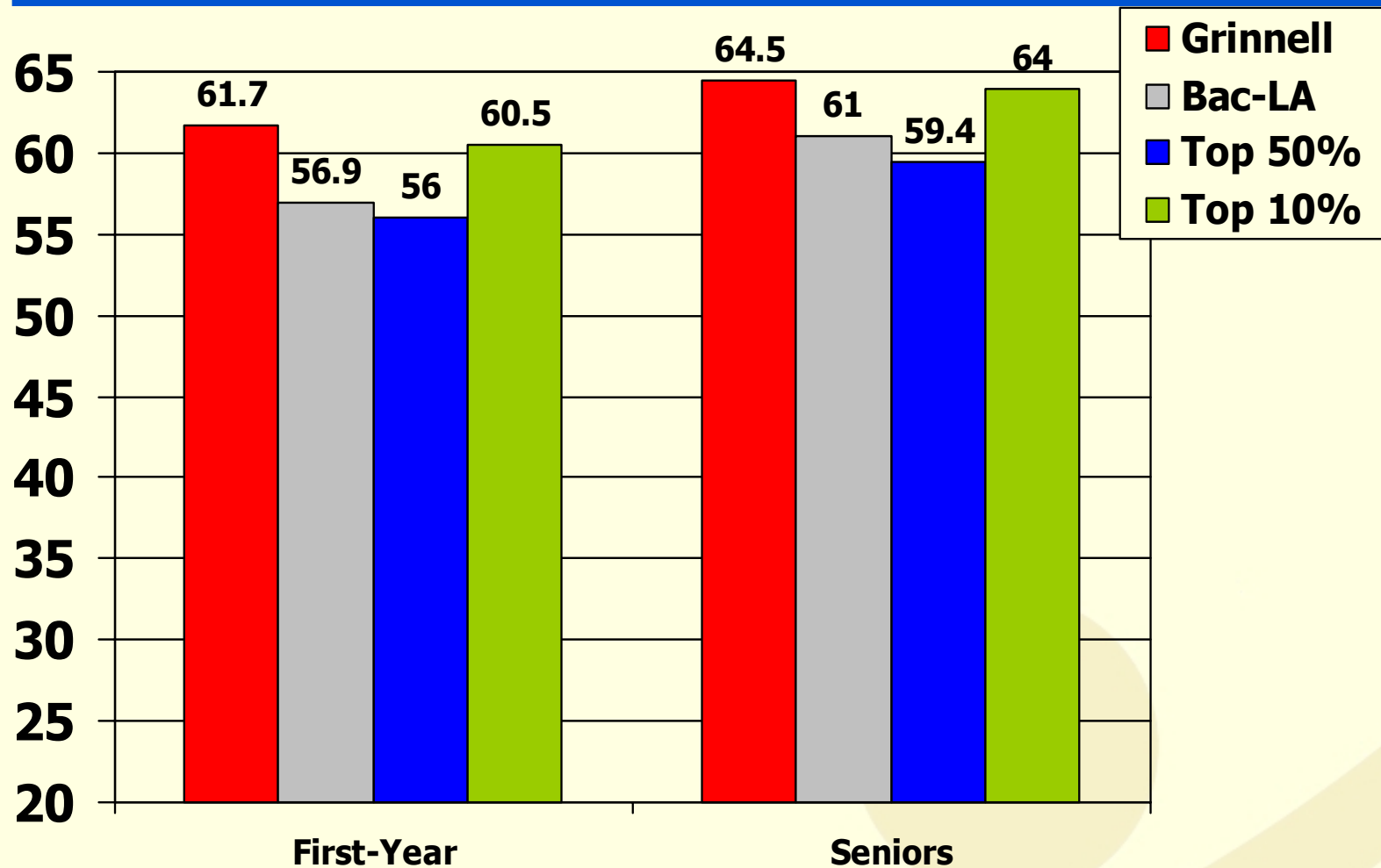
Response Rates

- ◆ 71% for Grinnell College
 - ◆ 77% for First-year Students
 - ◆ 59% Female
 - ◆ 41% Male
 - ◆ 61% for Seniors
 - ◆ 57% Female
 - ◆ 43% Male
- ◆ 37% overall for all NSSE 2005 institutions

Benchmark Institutions

- ◆ All baccalaureate liberal arts institutions
- ◆ Above average institutions with benchmarks in Top 50%
- ◆ High-performing institutions with benchmarks in Top 10%

Level of Academic Challenge

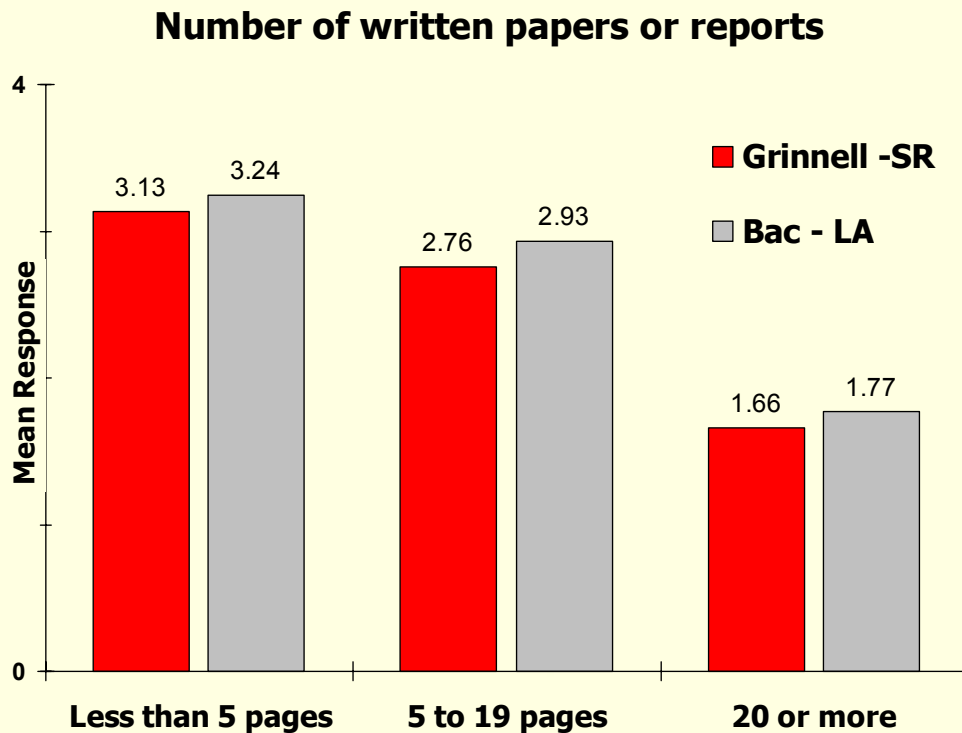


Preparing for class; number of assigned written papers; coursework emphasizing synthesis and application; campus emphasis on studying

The Study of Studying

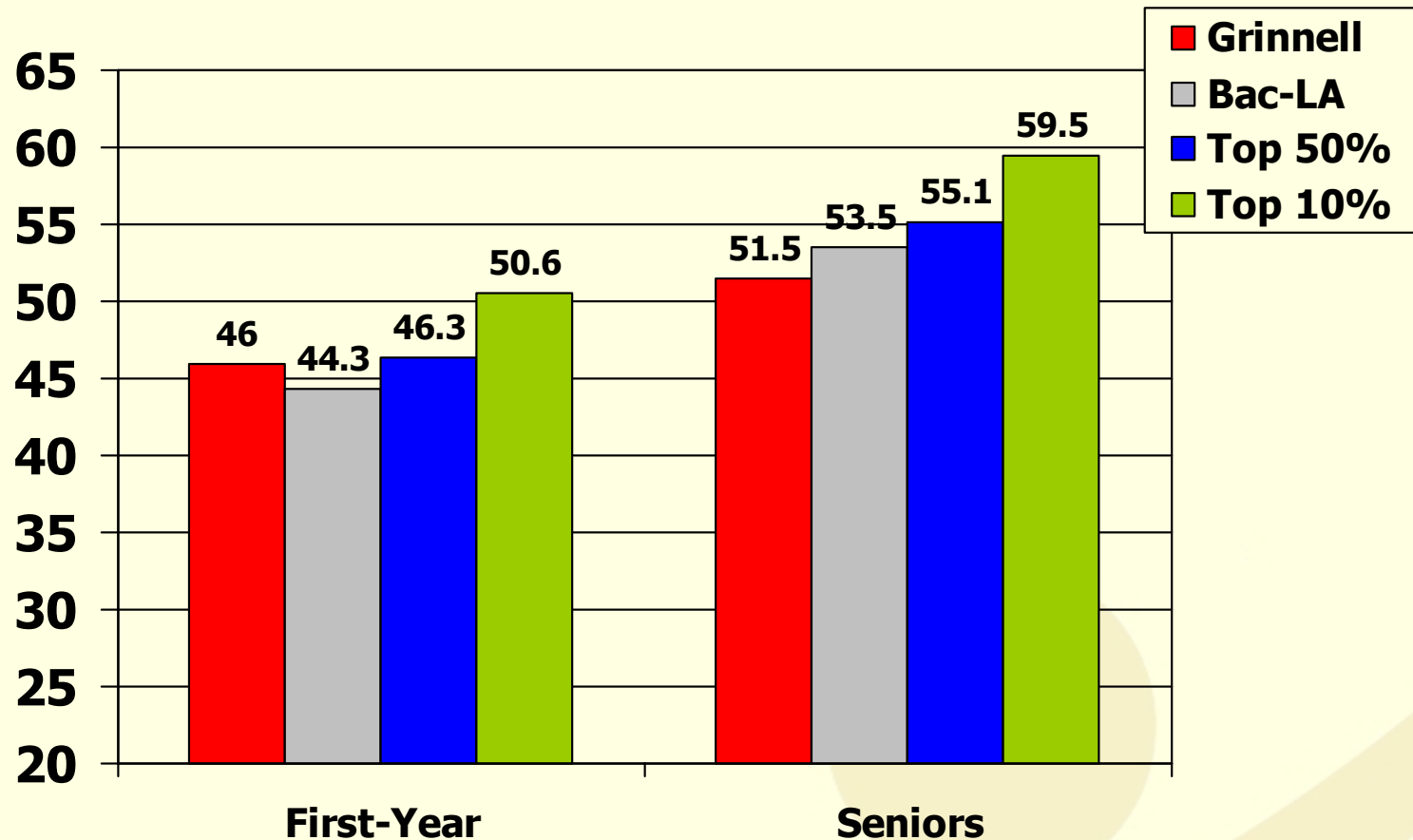
- ◆ **21%** of seniors said that they spent “quite a bit” or “very much” time memorizing facts or ideas.
- ◆ Over **80%** of seniors said they spent “quite a bit” or “very much” time analyzing, synthesizing, and evaluating, and applying concepts.
- ◆ **51%** of seniors reported that they spent over 20 hours a week preparing for class.
- ◆ **97%** of seniors reported that they spent “quite a bit” or “very much” time on academic work.

Writing



- ◆ Grinnell seniors report writing fewer papers than seniors at other liberal arts colleges.
- ◆ On average, Grinnell seniors report that they are **more confident** in their writing ability than their peers.

Active and Collaborative Learning



Participating in class, class presentations; working with peers in and out of class; participating in course-based community service

Active/Collaborative Learning Experiences

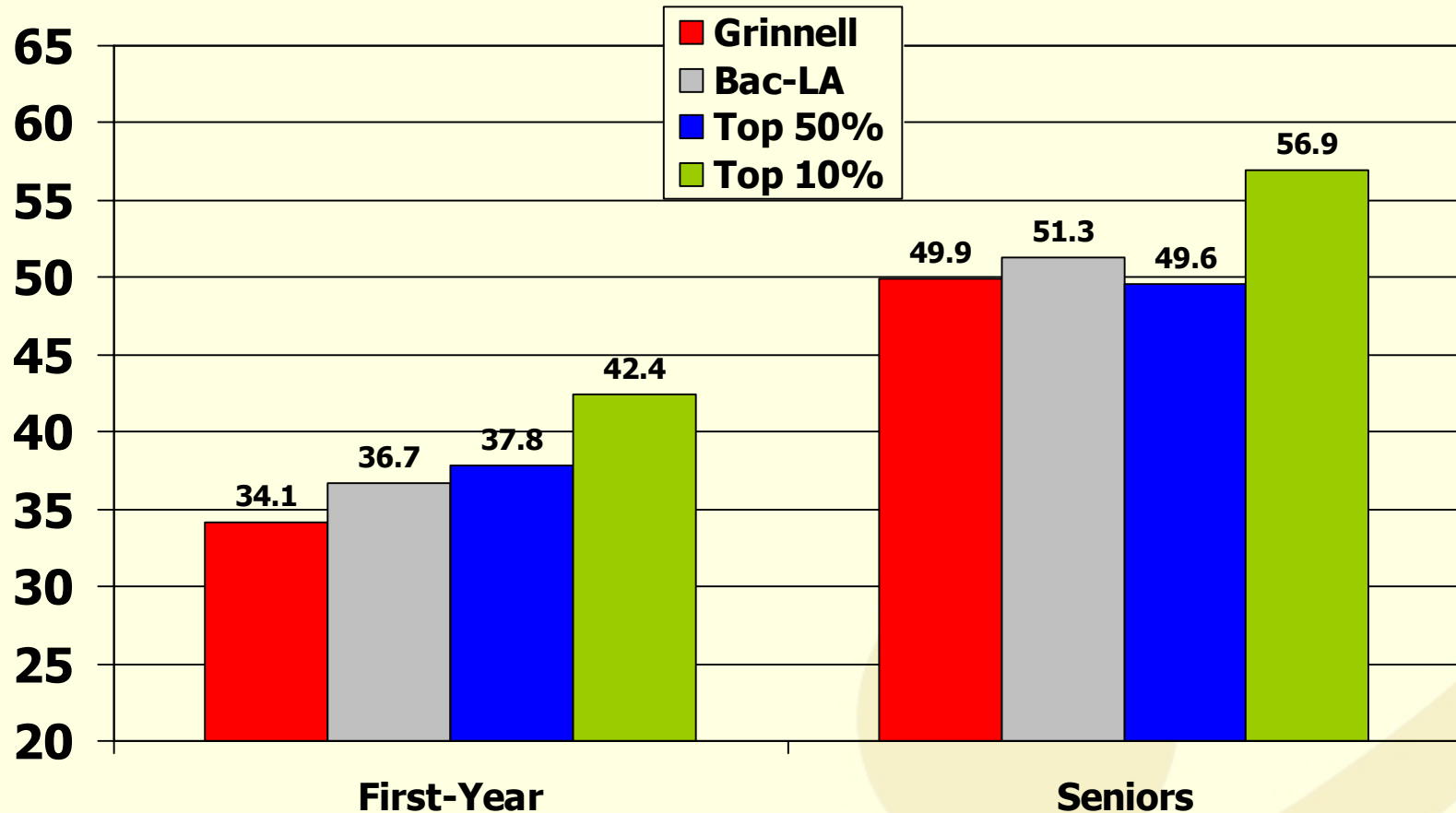
◆ First-year Students

- ◆ **More Frequently:**
 - ◆ Made class presentations
 - ◆ Tutored or taught others
 - ◆ Worked with students during and outside of class.
 - ◆ Discussed ideas with others outside of class
- ◆ **Less Frequently:**
 - ◆ Participated in community service

◆ Seniors:

- ◆ **More Frequently:**
 - ◆ Worked with students outside of class.
 - ◆ Discussed ideas with others outside of class
- ◆ **Less Frequently:**
 - ◆ Participated in community service
 - ◆ Made class presentations
 - ◆ Tutored or taught other students

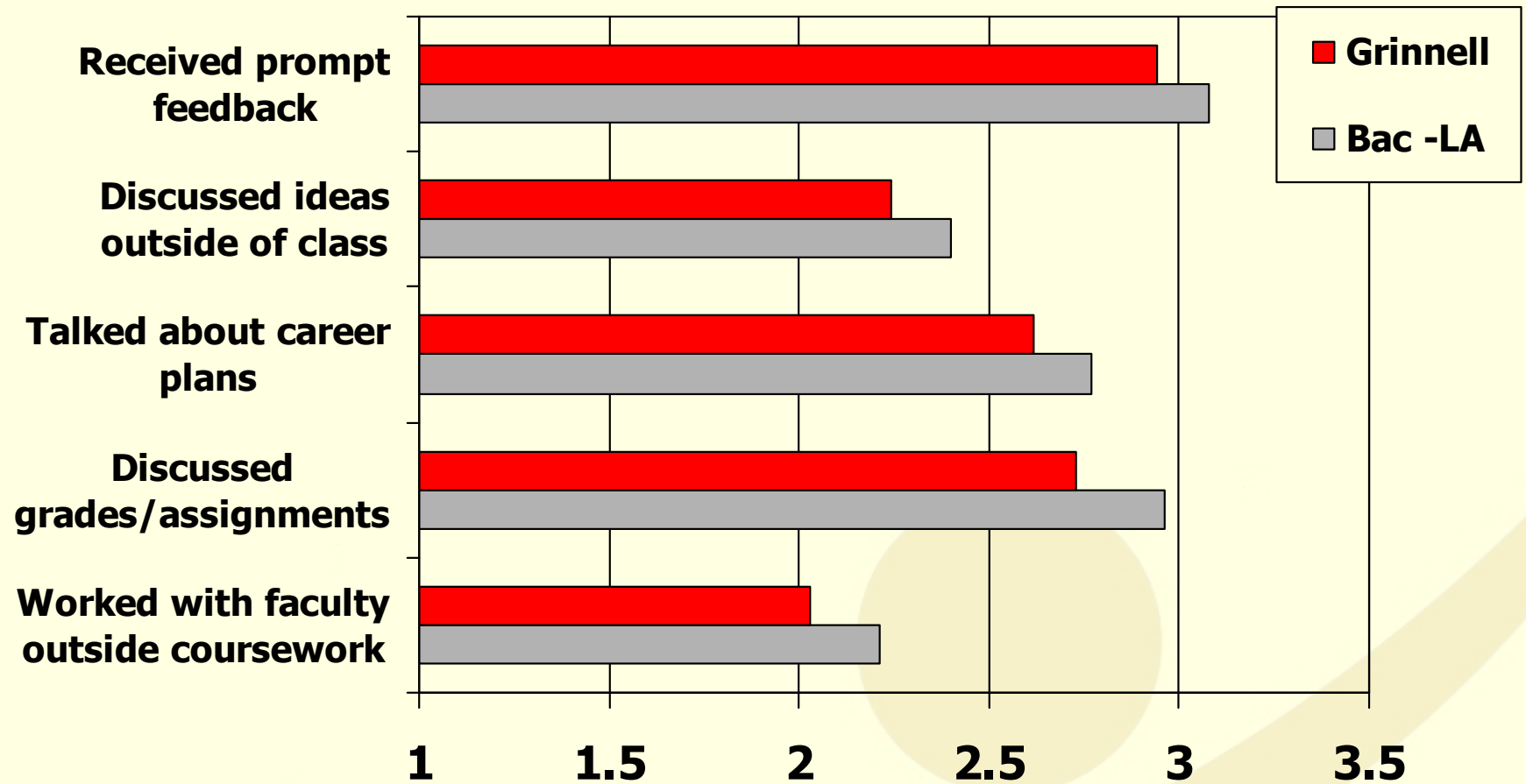
Student-Faculty Interaction



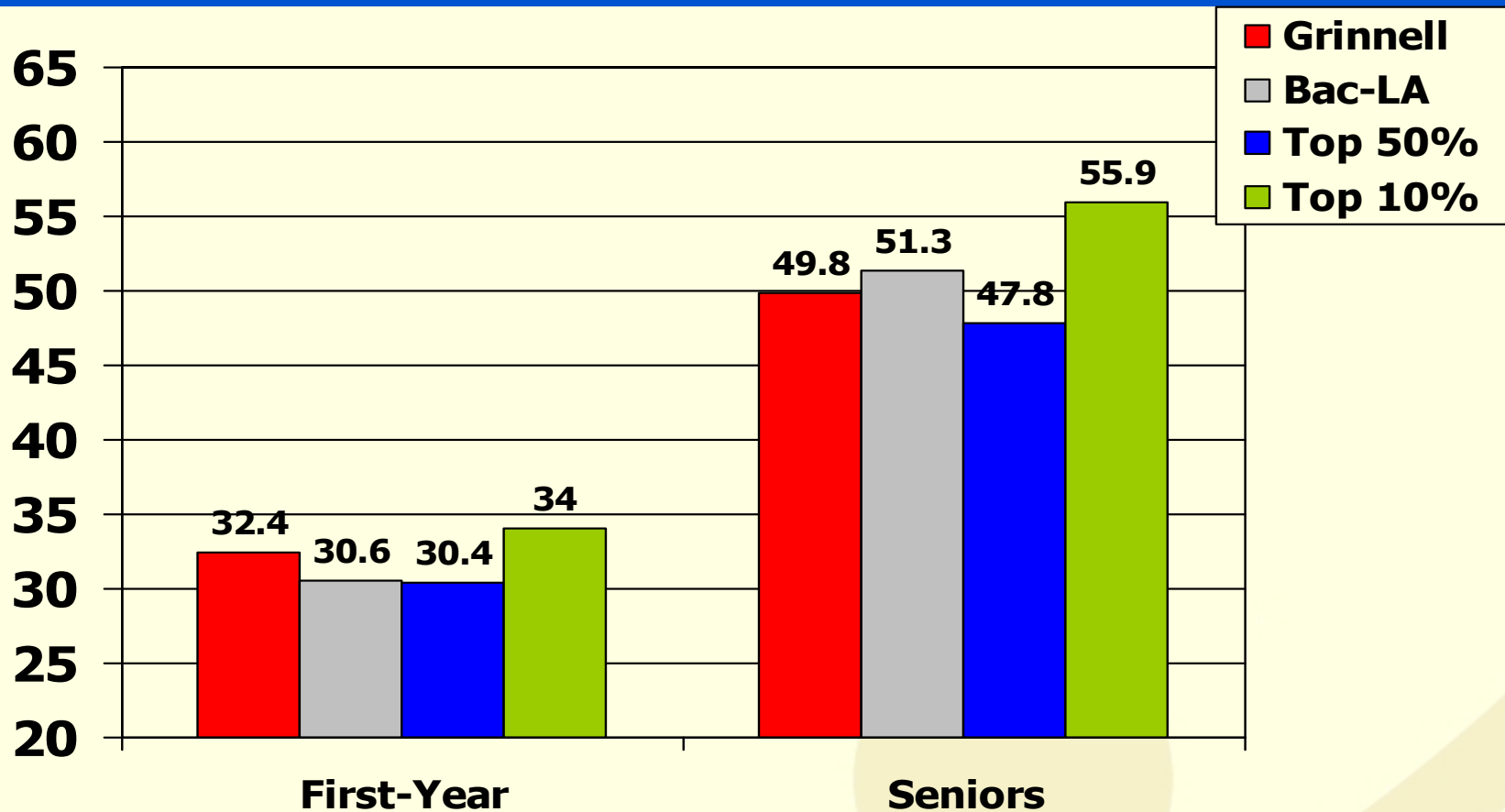
Discussing ideas, grades, career path with faculty member; work with faculty member on research project; work with faculty member on activities other than coursework, received prompt feedback

Senior Students: Interactions with Faculty

(1=never; 4 =very often)

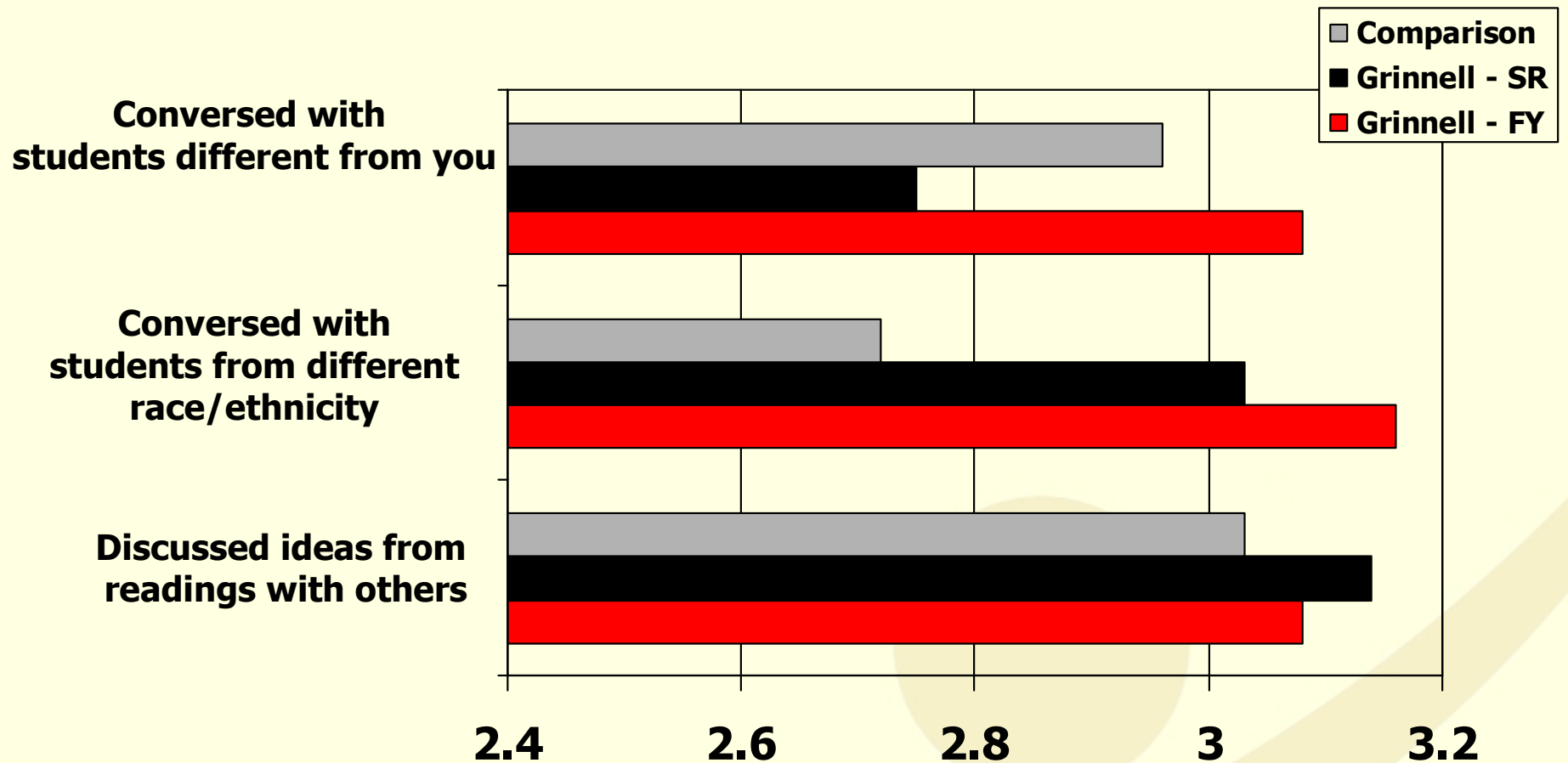


Enriching Educational Experiences



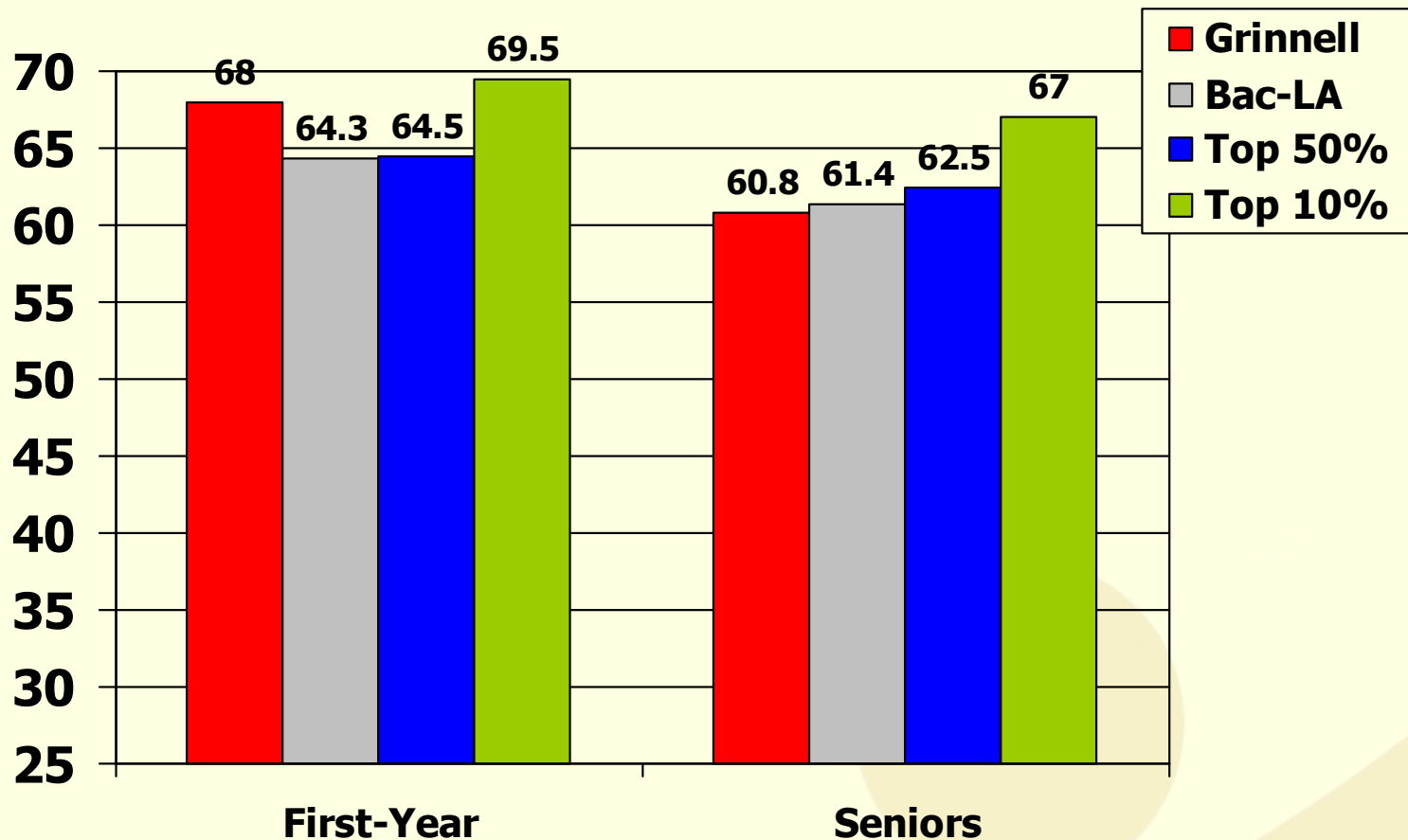
Participates in co-curricular activities, internships, community service, independent study, foreign language, study abroad; serious conversations with student of different race/ethnicity, political views, values, beliefs; using electronic technology

Interactions with Students



(1=never; 4 =very often)

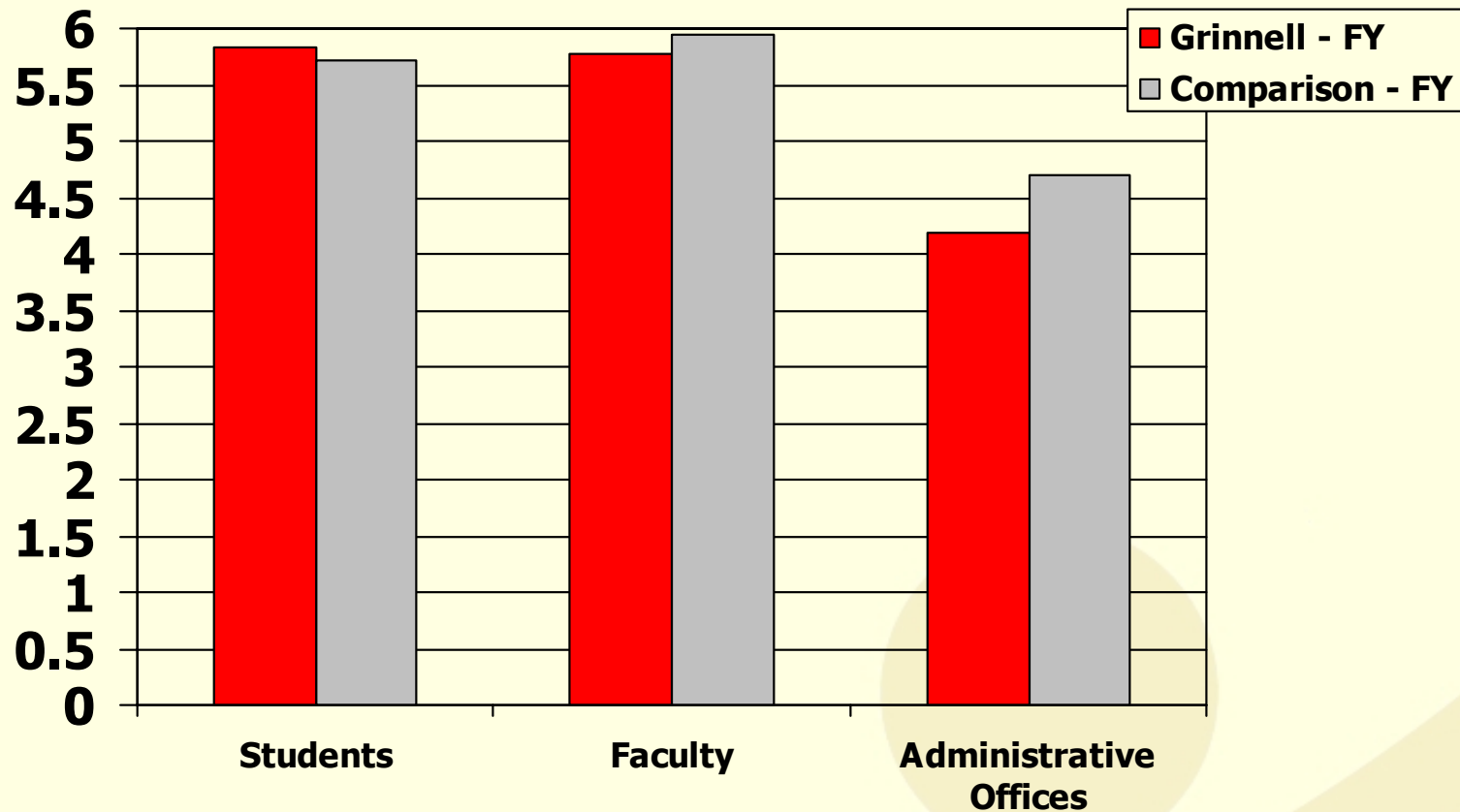
Supportive Campus Environment



Provides support students need to succeed academically, thrive socially, and cope with non-academic responsibilities, quality of relationships with students, faculty, and staff

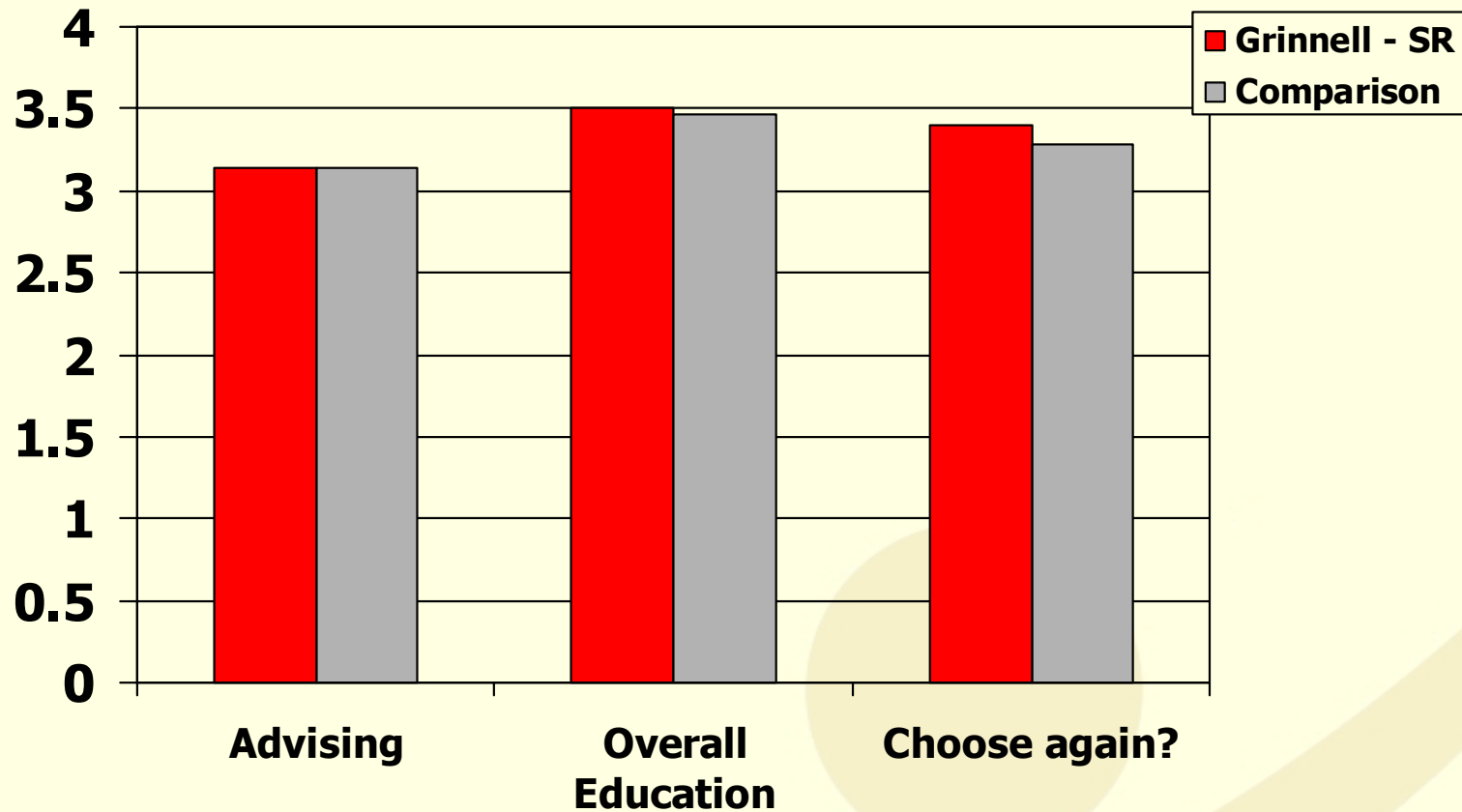
Quality of Relationships

(1=unfriendly; 7=friendly, supportive)



Overall Satisfaction

(1=poor; 4=excellent)



What is HERI?

- ◆ Higher Education Research Institute (HERI) Faculty Survey at UCLA.
- ◆ Provides information about faculty members' attitudes, concerns, priorities, and activities.
- ◆ Administered in 1998 and again in fall 2004.

Respondent Demographics

54% response rate

Gender %	2004	1998	Faculty Rank (%)	2004	1998
Male	44	54	Professor	29.3	39.3
Female	38	30	Associate	37.8	29.8
Total Number	82	84	Assistant	32.9	31.0
Ethnicity (%)*	2004	1998	Tenure Status (%):	2004	1998
White/Caucasian	95.1	96.4	Tenured	64.6	66.7
African American/Black	2.4	0	On tenure track, but not tenured	26.8	33.3
Asian American/Asian	2.4	0	Not on tenure track	8.5	0
Latino	2.4	2.4			
Other	1.2	1.2			
*Respondents could indicate more than one ethnicity.					

Faculty Goals

Personal Goals	2004	1998
Being a good teacher	98.8	98.8
Being a good colleague	91.5	92.9
Serving as a role model	85.2	----
Helping others in difficulty	70.7	61.9
Raising a family	70.7	76.2
Developing meaningful philosophy of life	65.9	72.6
Helping promote racial understanding	61.0	62.7

Goals for Students	2004	1998
Develop critical thinking	100	100
Promote ability to write effectively	98.8	----
Help master knowledge in discipline	89.0	----
Instill an appreciation for liberal arts	80.5	61.9
Prepare students for advanced education	78.0	62.2
Develop creative capacities	59.8	----
Enhance knowledge of other racial/ethnic groups	57.3	65.9

Percent responding "very important" or "essential".

Personal Attitudes/Activities

“To a great extent”

◆ Most Frequent

- ◆ Engaging in self-reflection
- ◆ Feel work adds meaning to life.
- ◆ Feel good about direction of your life.
- ◆ Experience close alignment between work and personal values.
- ◆ Experience joy in work

◆ Least Frequent

- ◆ Achieve healthy balance between personal/professional life
- ◆ Consider yourself a religious person
- ◆ Feel you have to work harder than colleagues to be perceived as legitimate
- ◆ Seek opportunities to grow spiritually
- ◆ Engage in prayer/meditation

Stress and Satisfaction

Sources of Stress*	2004	1998
Self-imposed high expectations	90.1	----
Lack of personal time	87.8	89.2
Research/publishing demands	79.3	75.9
Managing household responsibilities	79.3	77.2
Teaching load	74.4	71.1
Faculty meetings	65.9	48.2
Committee work	64.6	75.6
Institutional procedures	64.6	66.3
Personal finances	58.5	47.0
Physical health	54.9	51.8
Keeping up with technology	51.9	60.2

Satisfaction**	2004	1998
Autonomy and independence	98.8	92.8
Office/lab space	93.9	69.9
Quality of Students	90.2	75.9
Competency of colleagues	86.4	80.7
Salary/fringe benefits	85.4	79.5
Overall job satisfaction	85.0	77.1
Professional relationships with faculty	76.8	77.1
Opportunity to develop new ideas	76.5	80.7

*Source of stress in past two years.

**Aspects rated as satisfactory/very satisfactory.

Faculty Attitudes of Profession

- ◆ If they could begin again, over 80% of the faculty stated that they probably or definitely would be a college professor.
- ◆ Five highest institutional priorities:
 - ◆ Promote intellectual development of students
 - ◆ Recruit more minority students
 - ◆ Create a diverse, multi-cultural campus
 - ◆ Increase representation of minorities in faculty and administration
 - ◆ Enhance the institution's national image

Faculty Professional Activities

- ◆ Almost all (97.5%) faculty stated that their primary activity was teaching.
- ◆ Almost 80% stated that their interests lie primarily in teaching, 21% stated that their interests were in teaching but leaning toward research.
- ◆ As compared to 1998, faculty are using a greater variety of teaching methods (discussions, presentations, group projects, etc.) more often.

Synthesizing Results: Harmony or Dissonance?

- ◆ 90.2% of faculty agreed that teaching is valued by faculty in their department; 39% of faculty felt that they are rewarded for being good teachers
- ◆ 92.5% of faculty agreed that colleges should encourage students to be involved in community service; 72% of seniors report participating in community service
- ◆ Political views: 72% of faculty and 71% of students defined themselves as liberal or far left; 5% of faculty and 6% of students defined themselves as conservative.
- ◆ Grinnell College ranks in the top 10% of all institutions in Level of Academic Challenge but ranks below other liberal arts institutions in Student-Faculty Interaction
- ◆ In comparison to other liberal arts institutions, Grinnell College students report lower frequencies of Student-Faculty Interaction but are equally as satisfied with the quality of their relationships with faculty

Engage in self-reflection...

- ◆ What, if anything, surprised you?
- ◆ What do you do well?
- ◆ What areas could be improved?
- ◆ What are the implications of the results, if any?
 - ◆ What is different, what is statistically significant and what is practically significant?