The [redacted] Experience

Academic Quality and Student Success Committee
May 25, 2017

Seven Principles of Good Practice in

Goals of NSSE Project

¾Focus conversations on undergraduate quality

¾Enhance institutional practice and improvement initiatives

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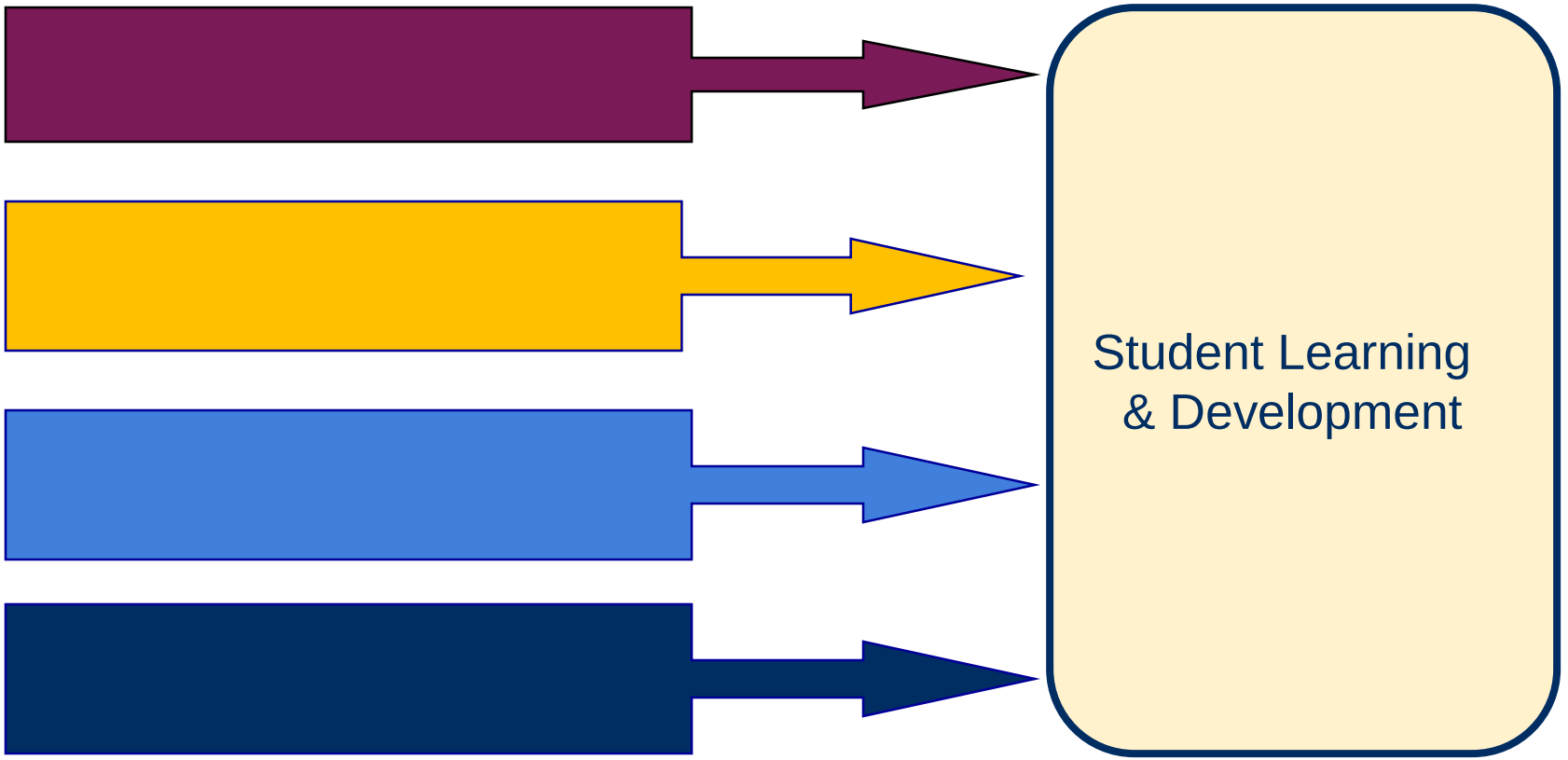
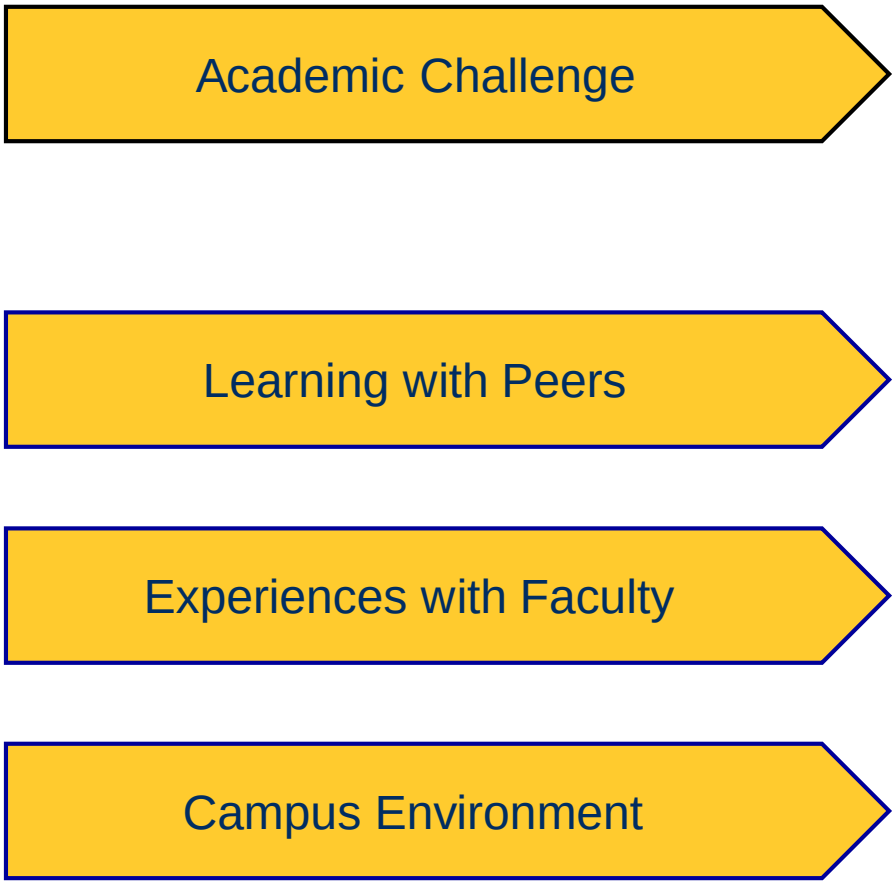
NSSE Survey Content



NSSE Engagement Indicators

Meaningful Academic Engagement Themes Engagement Indicators

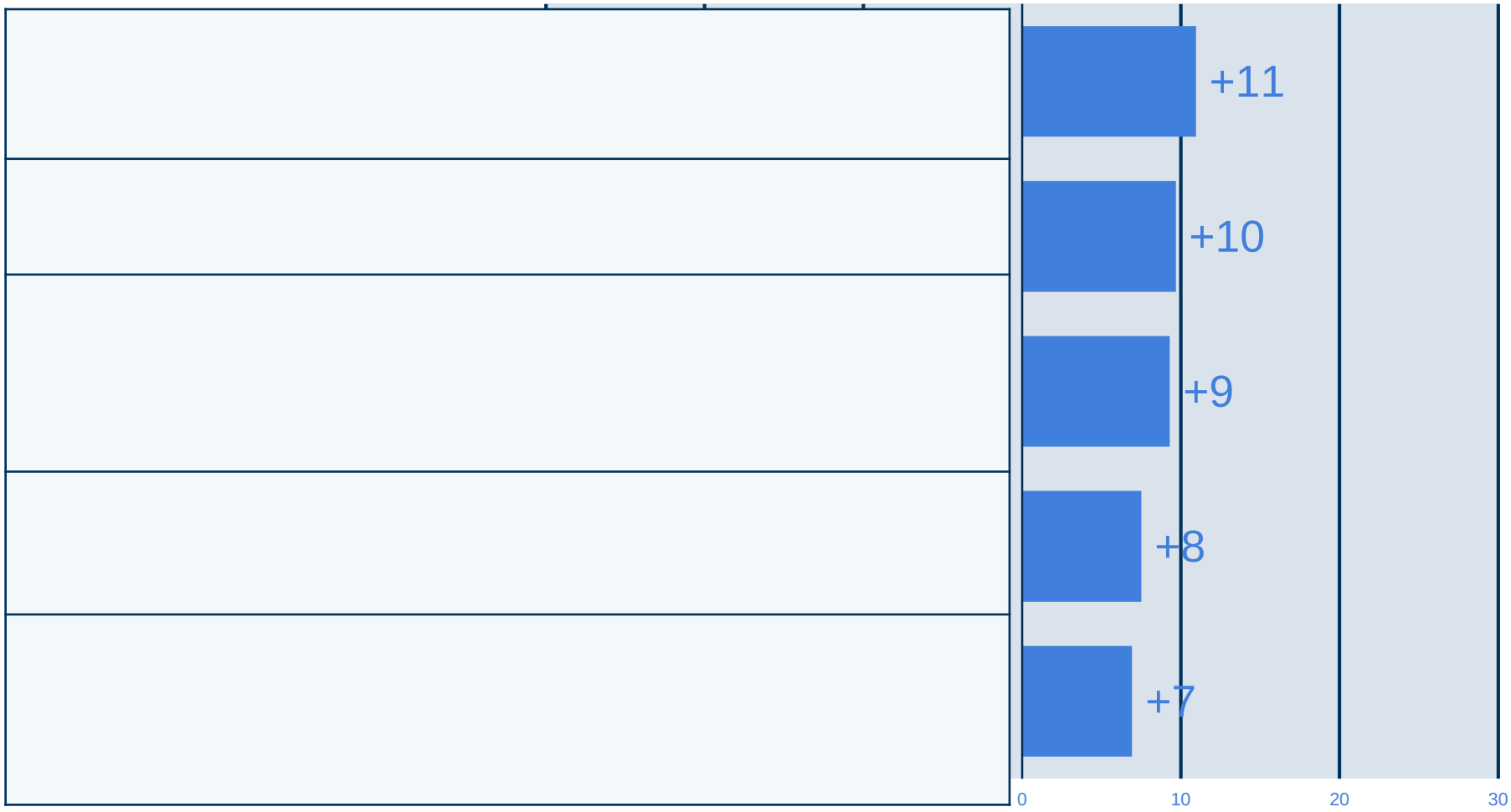


Student – Faculty Interaction

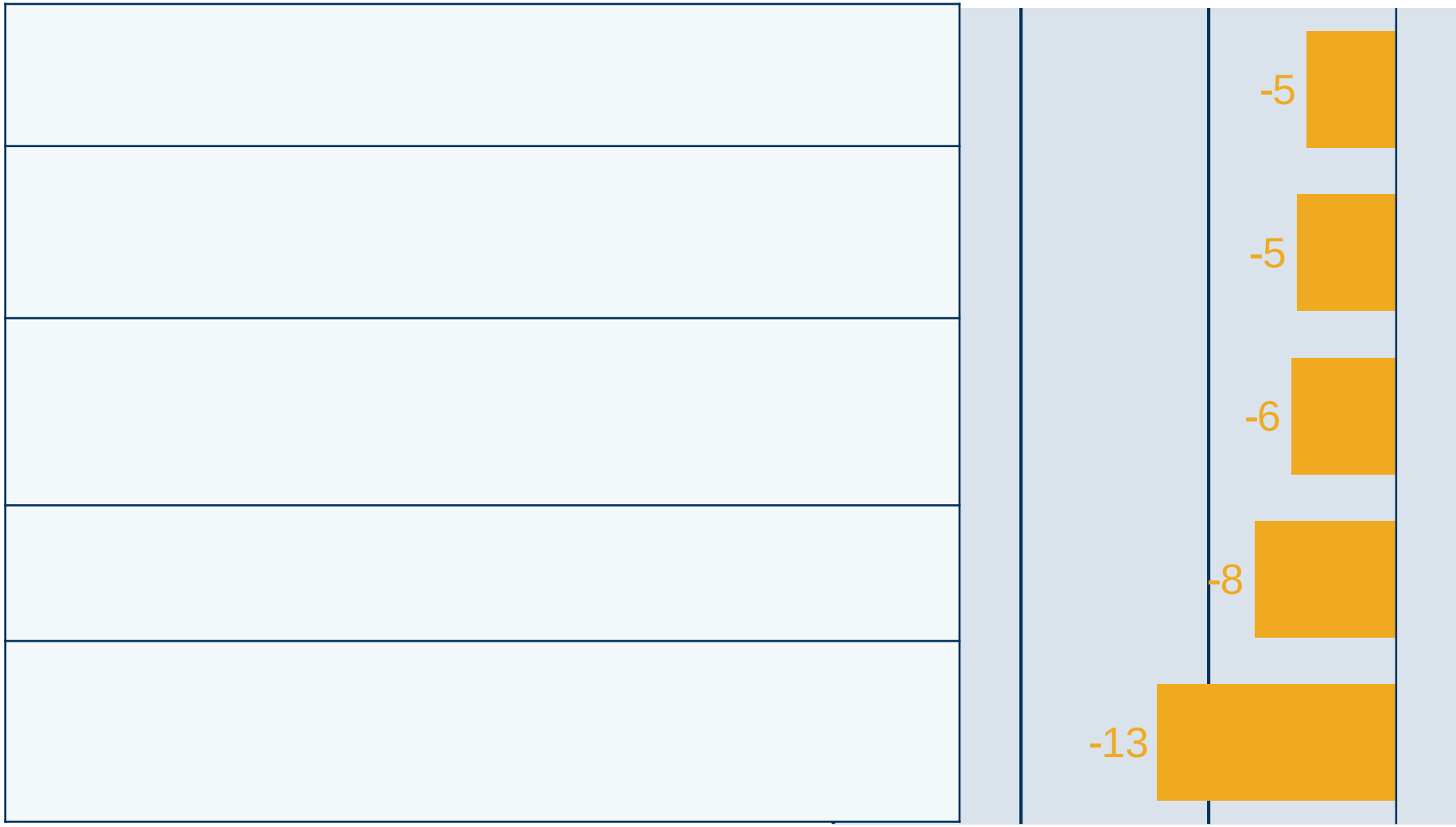
Engagement Indicators

Highest Performing —First Year

Highest Performing —Senior



Lowest Performing —First Year



Lowest Performing —Senior

How do students spend their time?

Percentage spending more than 10 hours per week preparing for class

Class	Oregon Tech	Comparators
First-Year	93%	83%
Senior	90%	86%

How do students spend their time ?

Percentage of students spending more than 5 hours per week participating in co- curricular activities

Class	Oregon Tech	Comparators
First-Year	34%	24%
Senior	18%	20%

Satisfaction with Oregon Tech

Satisfaction with Oregon Tech

Uses of NSSE Data

Accreditation

Core Theme 2: Student and Graduate Success

Oregon Tech fosters student and graduate success by providing an intimate, hands-on learning environment, thereby developing graduates that are career-ready. Teaching and support services facilitate students' personal and academic development.

- Perceived Gains
- Academic Challenge
- Learning with Peers
- Interactions with faculty/staff

Marketing & Recruiting

For Students and Families:

A Pocket Guide to Choosing a College gives questions to ask during a campus visit about what matters to learning.

For Institutions:

A data report, NSSE 2015 Answers from Students provides results for admissions, orientation, prospective students and families, and websites.

Faculty Development

Questions & Discussion

Contact Information

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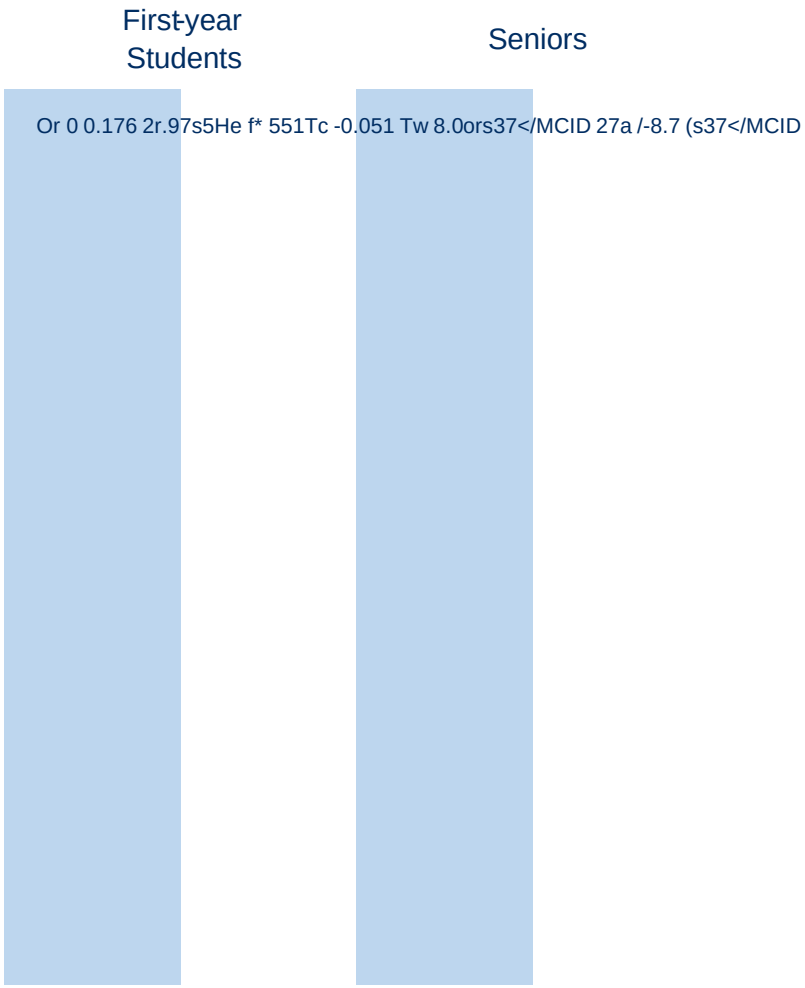
Higher -Order Learning



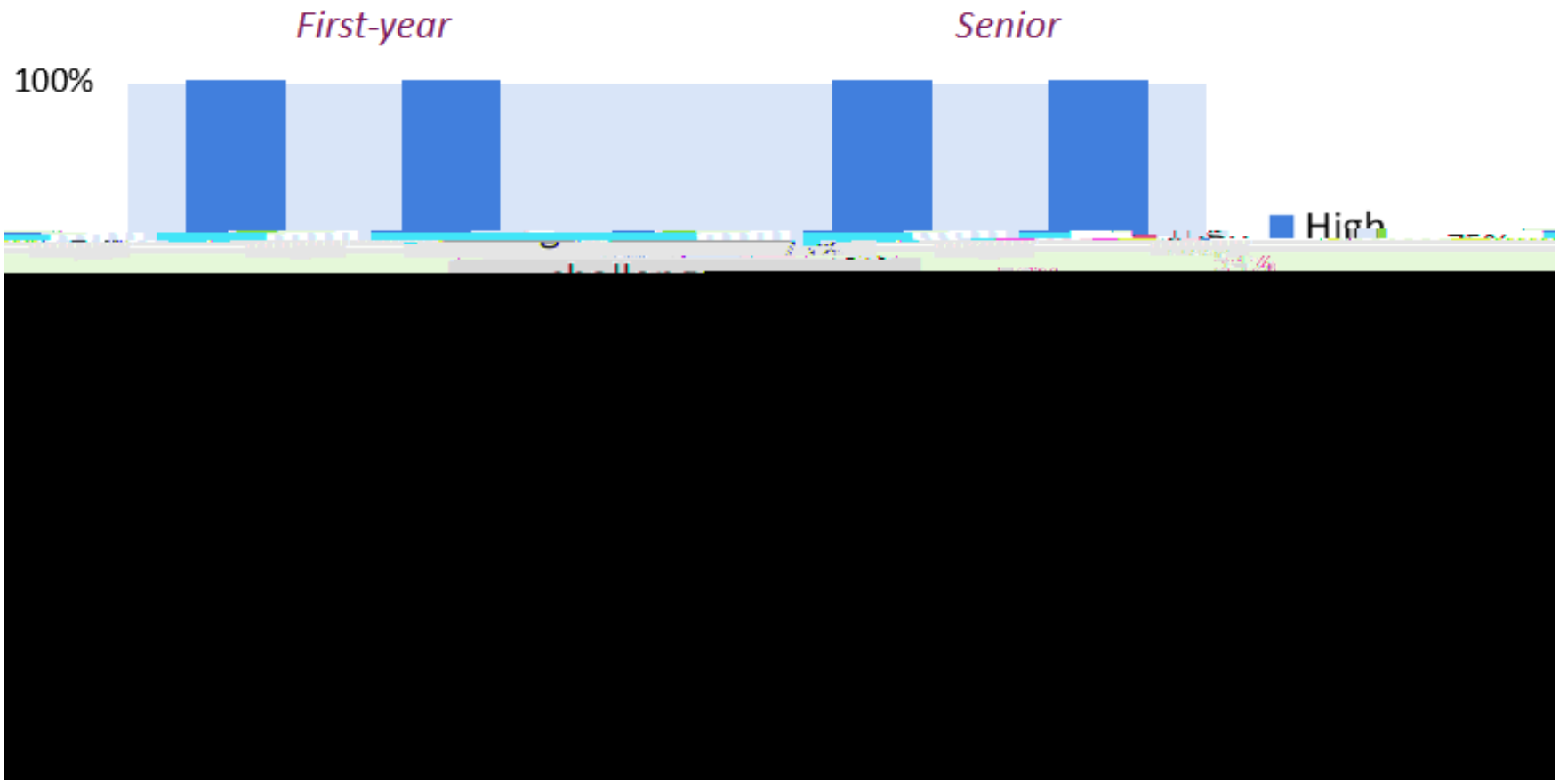
Reflective & Integrative Learning

Percentage of students who responded that they "Very often" or "Often" …	Oregon Tech	Oregon Tech Comp	Oregon Tech	Oregon Tech Comp
Combined ideas from different courses when completing assignments	57	51	70	71
Connected your learning to societal problems or issues	44	47	49	58
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	37	44	37	47
Examined the strengths and weaknesses of your own views on a topic or issue	65	60	57	62
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	65	61	62	67
Learned something that changed the way you understand an issue or concept	59	62	62	68
Connected ideas from your courses to your prior experiences and knowledge	80	74	79	83

Collaborative Learning

Percentage of students who responded that they "Very often" or "Often" …	First-year Students		Seniors	
	Oregon Tech	Oregon Tech Comp	Oregon Tech	Oregon Tech Comp
Asked another student to help you understand course material	60	43	46	42
Explained course material to one or more students	68	49	61	61
Prepared for exams by discussing or working through course material with other students	56	39	52	46
Worked with other students on course projects or assignments	66	45	67	65

Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with…	First-year Students		Seniors	
	Oregon Tech	Oregon Tech Comp	Oregon Tech	Oregon Tech Comp
People from a race or ethnicity other than your own	71	62	68	67
People from an economic background other than your own	81	67	74	71
People with religious beliefs other than your own	70	64	73	70
People with political views other than your own	74	64	74	69

Challenging Students to Do Their Best Work