

## Select Institutional NSSE Results

2008-2009



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March 15, 2011

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## Introduction

During the spring 2009 academic quarter, all freshmen and senior students at RHIT were asked to participate in the National Survey of Student Engagement (NSSE). Indiana University runs this survey annually with a focus on the experiences of freshman and senior students at colleges. The survey yields a large amount of data in a number of forms including frequencies, means, and composite benchmarks. The data is then used by each institution in a variety of ways including program improvement, future planning, and accreditation.

In an effort to make the data more usable, the NSSE report has been summarized below according to the five NSSE Benchmark categories (Level of Academic Challenge, Active Learning, Student-Faculty Interaction, Enriching Educational Experience, and Supportive Campus Environment). A description of each benchmark is included at the beginning of that section of this report. Each benchmark is composed of individual NSSE items related to that area to create a composite look at each of the 5 categories. We have chosen to highlight a few representative individual items from each category to offer a more detailed look at our students' experiences while keeping this document short and user friendly. If you would like additional information not contained here, please contact us via our webpage ([www.rose-hulman.edu/irpa](http://www.rose-hulman.edu/irpa)).

Fifty-one percent of RHIT students completed the survey in 2009 (compared to 31-35% of students in comparison groups). There are four comparison groups represented in this report: Rose-Hulman (RHIT) students, students at other Indiana (IN) schools, students at Association of Technological Universities (AITU) schools, and students nationally. The AITU consortium is a partnership of technological schools who agree to have their students respond to additional items specific to the needs of technical universities. During the 2009 survey administration the following AITU schools participated: Drexel University, Embry Riddle Aeronautical University – Daytona Beach, Embry Riddle Aeronautical University – Prescott, Franklin W. Olin College of Engineering, Harvey Mudd College, Michigan Technical University, Milwaukee School of Engineering, Polytechnic Institute of New York University, Stevens Institute of Technology, and Worcester Polytechnic Institute.

The consortium collects data every three years. Our students participate in the NSSE survey based on the consortium schedule. Therefore, we do not have data from NSSE on an annual basis, but on a triannual basis beginning in 2000. This is not unusual, as most schools participating in the NSSE choose some sort of surveying schedule other than annual.

## Level of Academic Challenge

The level of academic challenge category is comprised of items measuring intellectual activity by students, amount of coursework, academic expectations of students, and how challenged students feel. For this section, 4 of the 11 items are highlighted to represent the overall aim of this benchmark. These items (shown here as they appear in the NSSE) are:

1. **Worked harder** than you thought you could to meet an instructor's standards or expectations.
2. Number of **written papers** or reports between 5 and 19 pages.
3. Spending significant amounts of **time studying** and on academic work.
4. **Preparing for class** (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other activities related to your academic program).

Rose-Hulman seniors feel they work harder than students in the other 3 comparison groups while freshmen feel they work harder than students at other AITU schools. Both freshmen and seniors report writing fewer papers and spending more time studying than students at schools in all 3 comparison groups (see Figures 1a & 1b below for means).

Figure 1a

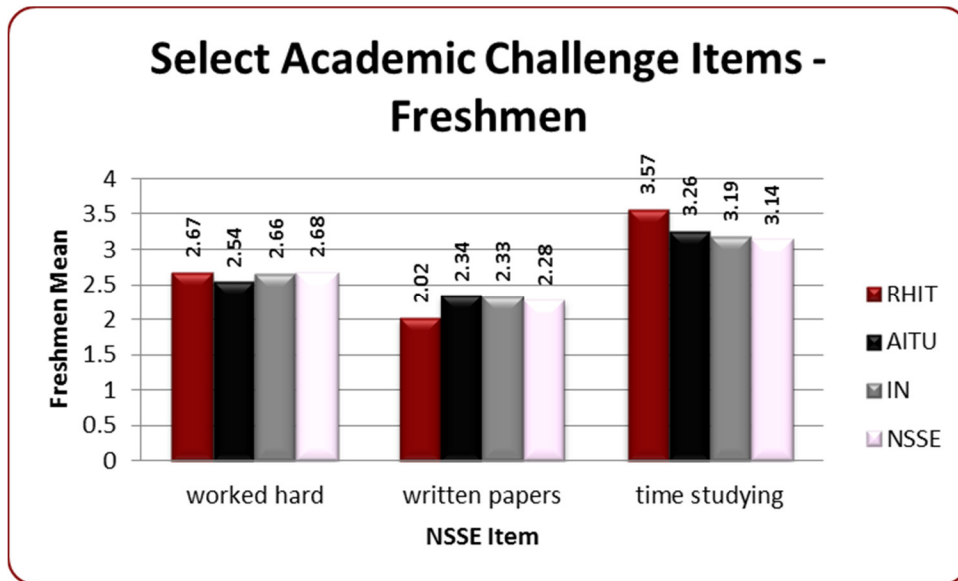
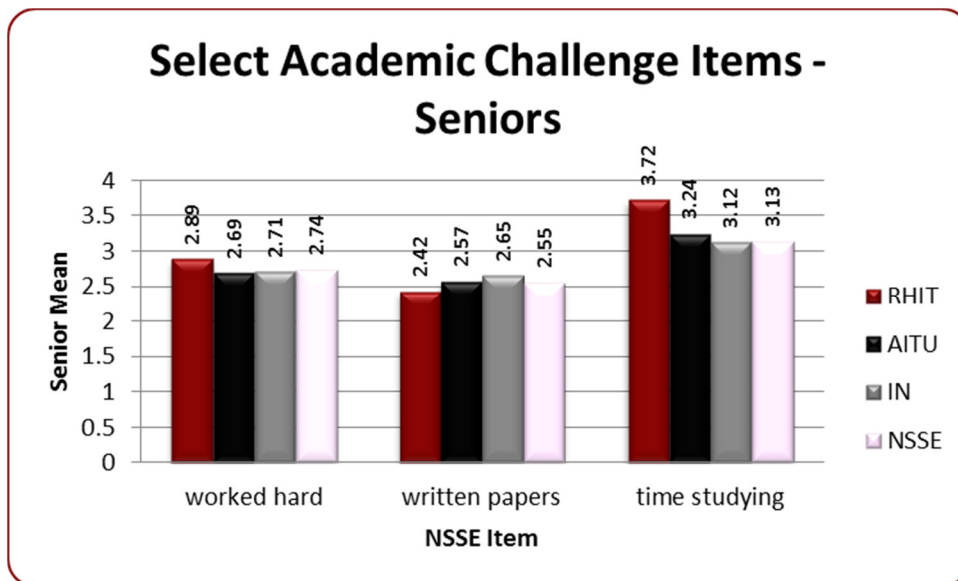
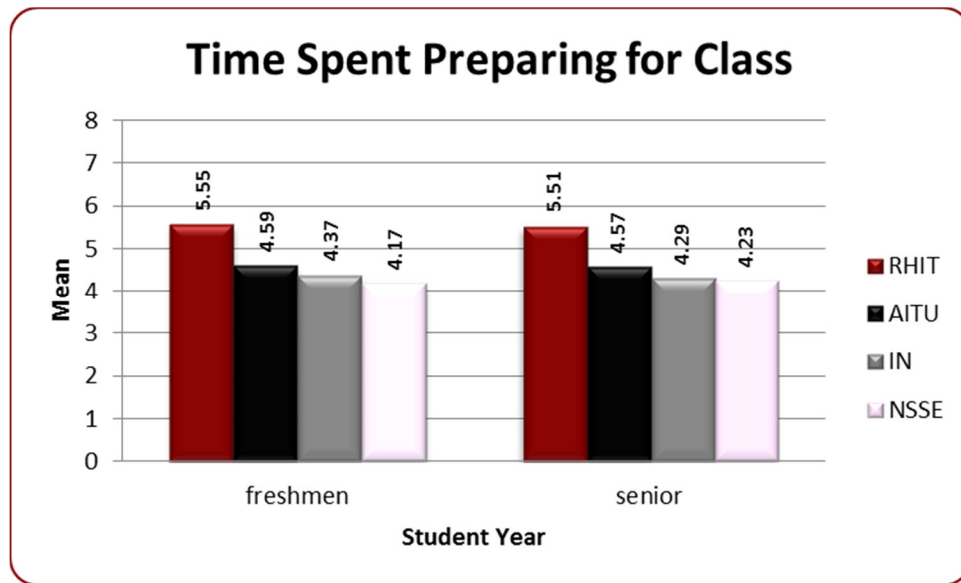


Figure 1b



Rose-Hulman students reported spending more time preparing for class than students in schools in the other 3 comparison groups. They spent an average of 16-20 hours per week preparing, compared to 11-15 hours on average for students at other schools. (see Figure 2 below for means.)

Figure 2



Scale: 1=0 hrs/wk, 2=1-5 hrs/wk, 3=6-10 hrs/wk, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=More than 30 hrs/wk

### Active and Collaborative Learning

The active and collaborative learning category is comprised of items measuring how often students interact with other students for educational purposes and how often students engage in active learning behaviors (i.e., class discussion) rather than passive behaviors (i.e., taking notes). For this section, 3 of the 7 items are highlighted to represent the overall aim of this benchmark. These items are:

1. **Worked with other** students on projects during class.
2. Participated in a community-based project (e.g., **service learning**) as part of a regular course.
3. Made a class **presentation**.

Rose-Hulman students work with other students more than students at institutions in the other 3 comparison groups. Freshmen participate in service learning less than students at other institutions while seniors participate in service learning less than students at other IN schools. Freshmen make fewer class presentations than students in the comparison groups, but seniors make more presentations than students at other IN schools and nationally. (see Figures 3a & 3b below for means.)

Figure 3a

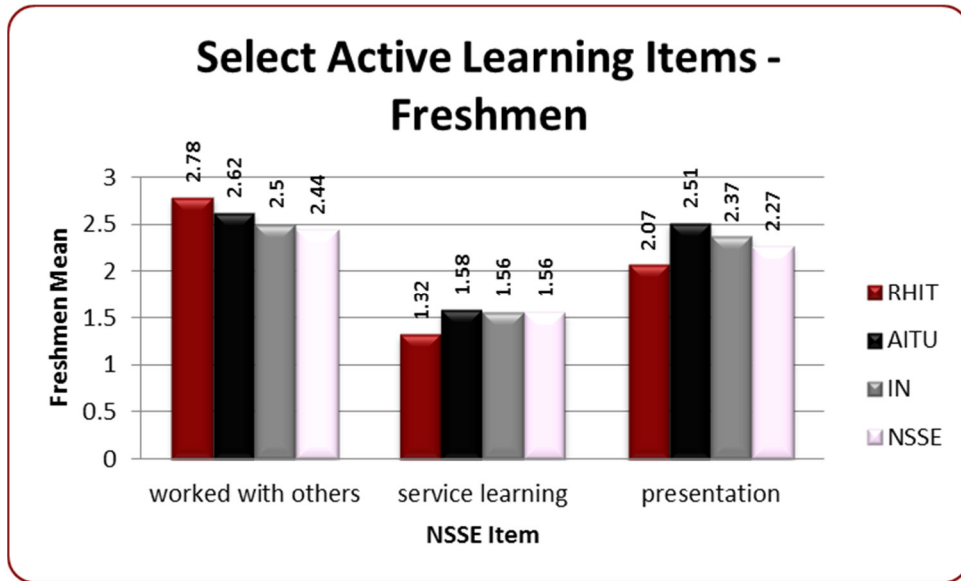
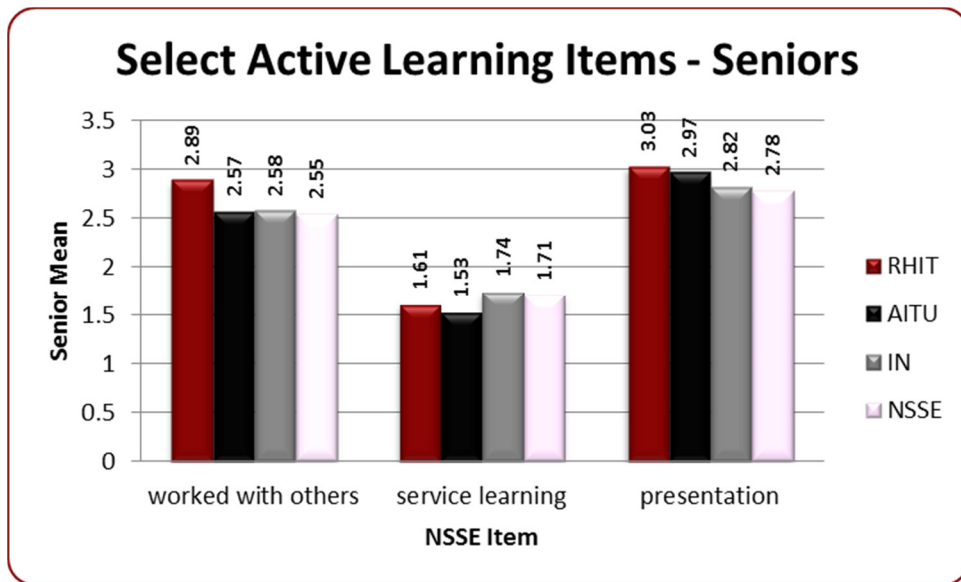


Figure 3b



### Student-Faculty Interaction

The student-faculty interaction category is comprised of items measuring various interactions outside of class rather than in the classroom. For this section, 3 of the 6 items are highlighted to represent the overall aim of this benchmark. These items are:

1. Talked about **career plans** with a faculty member or advisor.
2. **Worked with faculty** members on activities other than coursework (committees, orientation, student life activities, etc.).

3. Received **prompt** written or oral **feedback** from faculty on your academic performance.

As seniors, Rose-Hulman students discuss their career plans with a faculty member more than students at institutions in the other 3 comparison groups. They are less likely to do so as freshmen compared to students at other IN schools or nationally. A similar pattern is found when working with faculty. Seniors are more likely to work with faculty on activities other than coursework compared to all other groups, while freshmen are more likely to do so than students at other IN schools. There's no difference between RHIT freshmen and freshmen at AITU schools or nationally. While there is no difference between groups in receiving prompt feedback as freshmen, RHIT seniors receive prompt feedback more often than seniors in the 3 comparison groups (see Figures 4a & 4b below for means).

Figure 4a

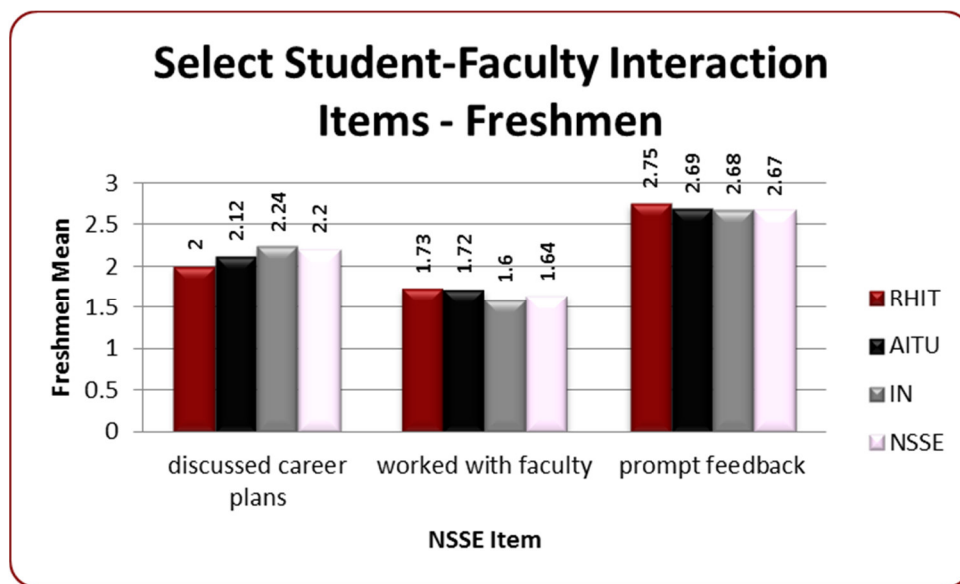
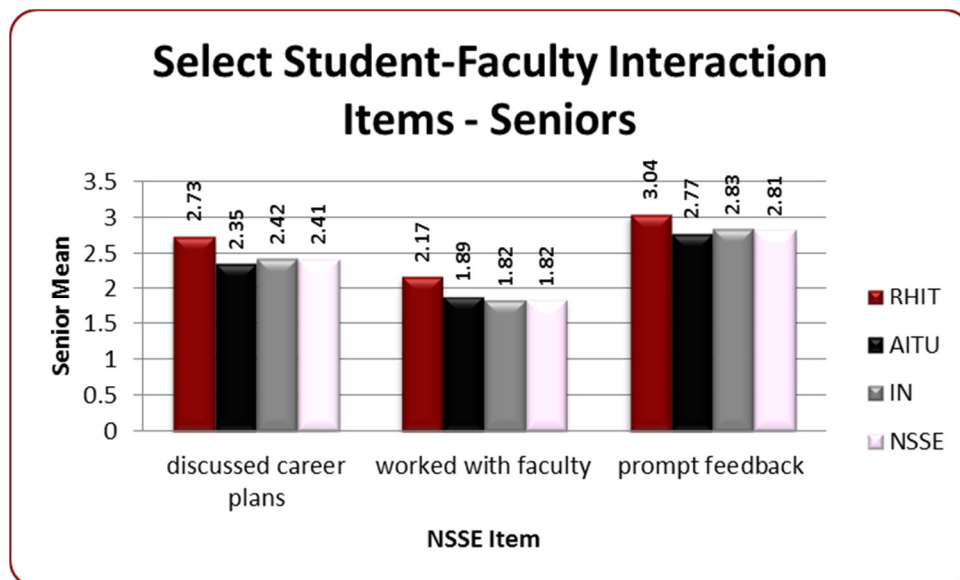


Figure 4b



## Enriching Educational Experiences

The enriching educational experiences category is comprised of items measuring various co-curricular learning opportunities. These may or may not be course related, but are not traditional lecture course experiences. For this section, 4 of the 12 items are highlighted to represent the overall aim of this benchmark. These items are:

1. **Practicum**, internship, field experience, co-op experience, or clinical assignment.
2. **Foreign Language** coursework.
3. **Study abroad**.
4. Culminating senior experience (**capstone** course, senior project or thesis, comprehensive exam, etc.)

There is no significant difference in the percentage of freshmen who plan to participate in practicum experiences across the groups. By the time they are seniors, however, more Rose-Hulman students have participated in a practicum experience than students at institutions in the other 3 comparison groups. More Rose-Hulman freshmen plan to take foreign language coursework than students at other AITU schools. Likewise, more seniors complete foreign language coursework than students at other AITU schools. While there is no difference between Rose-Hulman freshmen who plan to study abroad and freshmen in the comparison groups, fewer Rose-Hulman seniors actually study abroad than students at other IN schools. Finally, while fewer freshmen plan to participate in a capstone than comparison group students, more Rose-Hulman seniors actually participate than students in comparison groups.

Unlike the other items on NSSE, these 4 items ask students if they plan to or have participated in an activity. Therefore, instead of mean ratings, percentages are presented below. For freshmen, the percentage of students planning to participate is provided. For seniors, the percentage of students who have actually participated is provided (see Figures 5a & 5b below for percentages).

Figure 5a

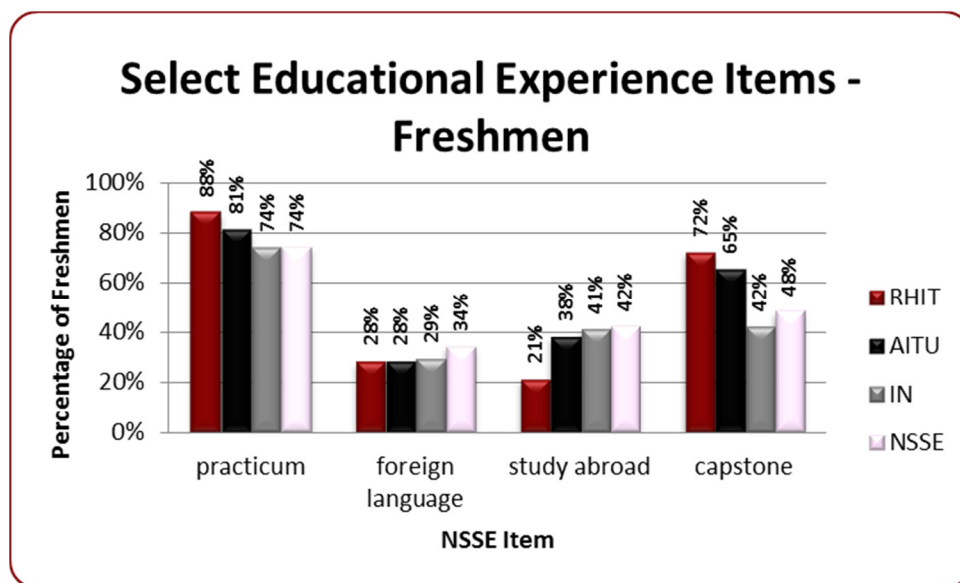
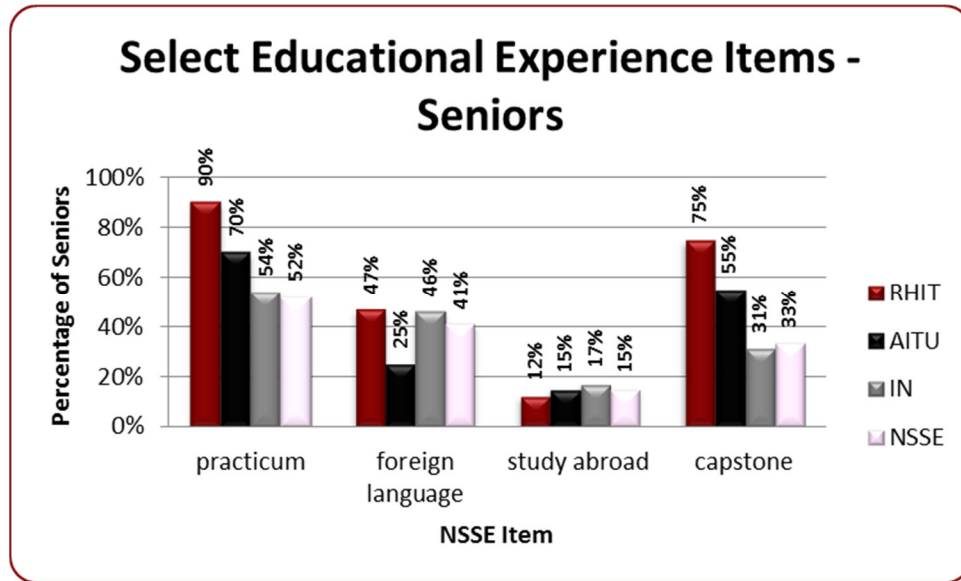


Figure 5b



### Supportive Campus Environment

The supportive campus environment category is comprised of items related to both various types of campus support and student relationships with various campus groups. For this section, the 3 quality relationship items of the 6 total items in the category are shown to represent the overall aim of this benchmark. These items are:

1. Relationships with other **students**.
2. Relationships with **faculty** members.
3. Relationships with administrative personnel and offices (**staff**).

Both freshmen and seniors at Rose-Hulman report a more friendly and supportive relationship with each of the 3 campus groups compared to students at other AITU schools, IN schools, and nationally (see Figures 6a & 6b below for means).

Figure 6a

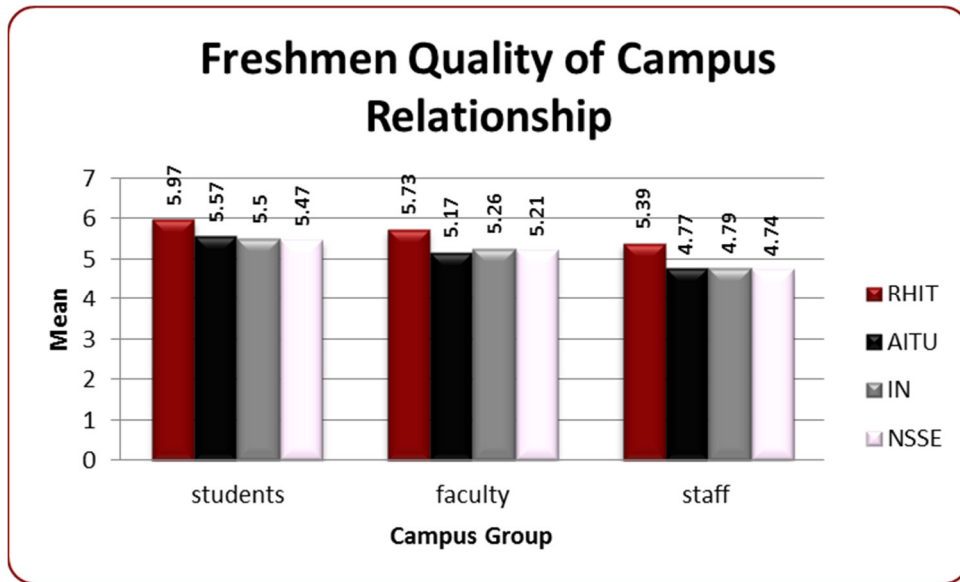
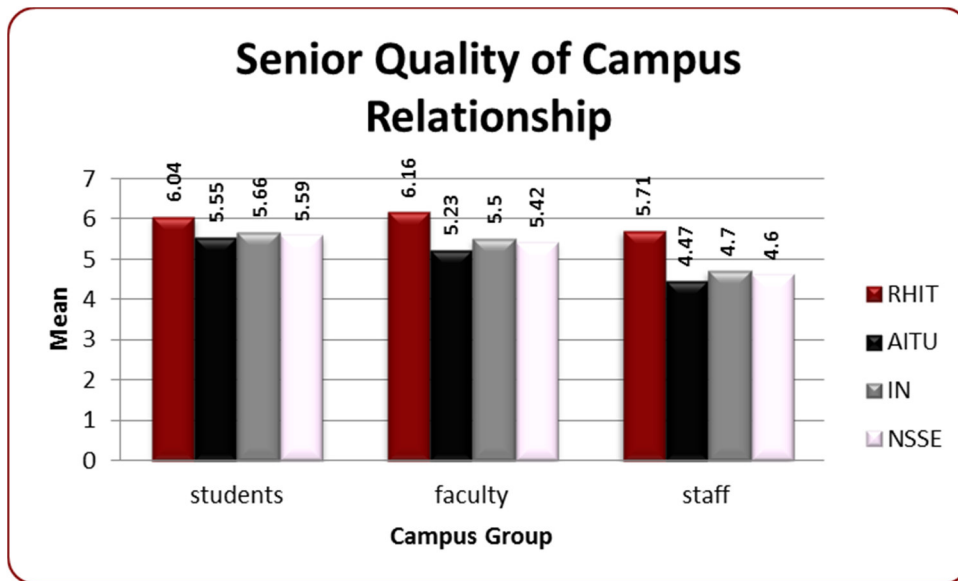


Figure 6b



### Overall Satisfaction

In addition to items that relate to each of the 5 benchmarks, students provide responses to items regarding their overall satisfaction with their institution. This section includes the following 3 items.

1. Overall, how would you evaluate the quality of academic **advising** you have received at your institution?
2. How would you evaluate your entire educational experience at this institution? (**overall experience**)

3. If you could start over again, would you go to the same institution you are now attending?

Rose-Hulman students rated both the quality of their advising and overall experience higher than students in the 3 comparison groups (see Figures 7a & 7b below for means).

Figure 7a

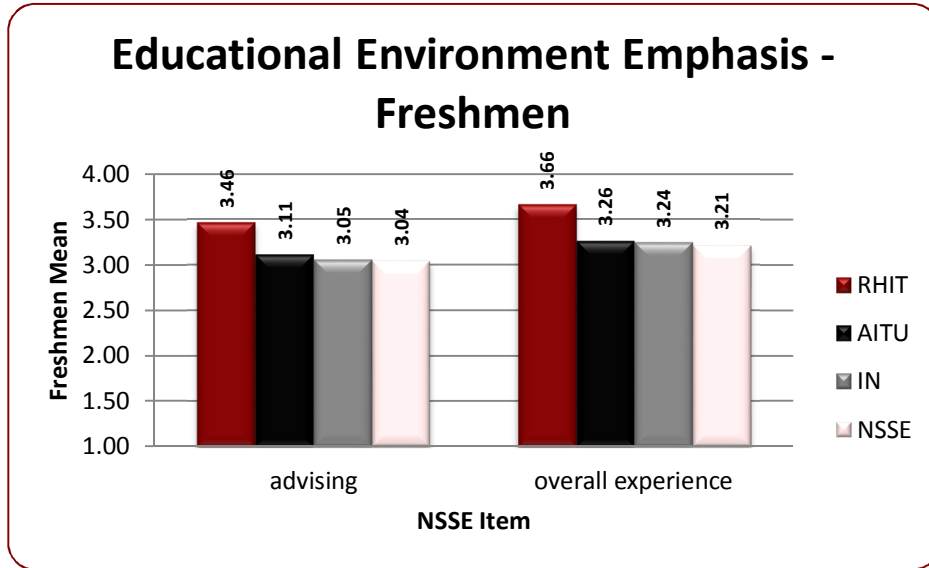
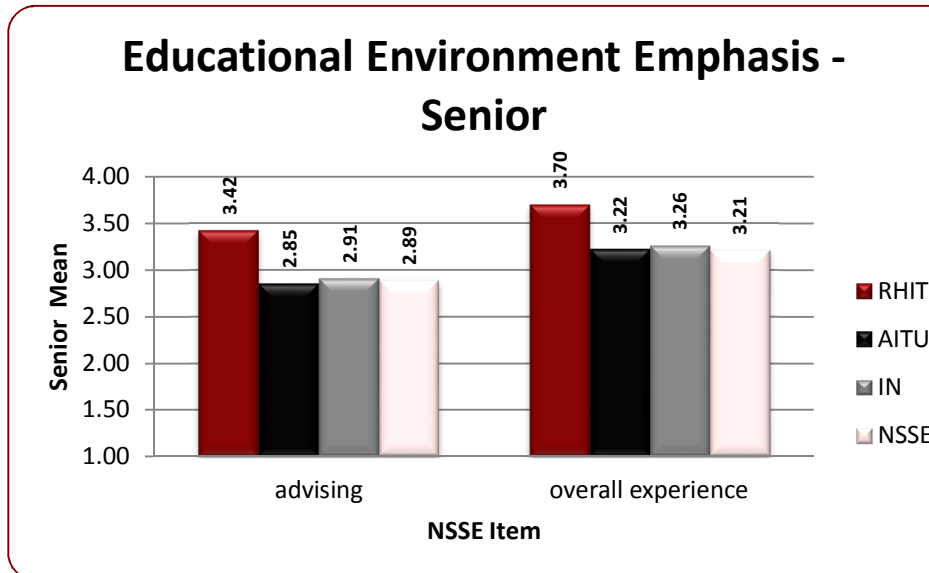


Figure 7b



More Rose-Hulman students than students in comparison groups reported they would attend the same institution again (see Figure 8 below for percentages).

Figure 8

