



IRIM RESEARCH EXECUTIVE SUMMARY

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Issue 4

2016 National Survey of Student Engagement Research Executive Summary

Student engagement is used to evaluate collegiate quality. It represents two critical features: 1. the amount of time and effort students put into their studies and other educationally purposeful activities; 2. how the institution deploys its resources and organizes the curium and other learning opportunities to get students to participate in activities that decades of research studies show are linked to student learning. The National Survey of Student Engagement (NSSE) can reflect behaviors by students and institutions that are associated with desired outcomes of college. Its results can point to areas where colleges and universities are performing well and aspects of the undergraduate experience that could be improved.

Eastern Michigan University (EMU) participated in 2016 NSSE survey. The survey has been sent to both freshman and senior students. The number of survey population is 9,350. The response rate for this year was 24%, whereas the response rate in 2014 was 20%, and in 2013, 22%. The response rate for all large institutions (UG enrollment $\geq 10,000$) is 21%. When comparing to our peer groups for this year's survey, EMU's response rate is higher by 2 to 6 percentage points than the mixed peer group, Michigan public, or MAC at both freshman and senior levels.

The NSSE 2016 survey results provided the following engagement insights in four areas of engagement levels of EMU students through using a Q&A style summary:

A. Academics

How much time do students spend studying each week?

First-year (FY) students spent an average of 12 hours per week preparing for class while seniors spent an average of 14 hours per week.

Do courses challenge students to do their best?

44% of FY students reported that their courses "highly" challenged them to do their best work.

Research Executive Summary (continued)

How much writing is expected?

In an academic year, FY students estimated they were assigned an average of 57 pages of writing and seniors estimated an average of 72 pages.

How much reading is expected?

FY students estimated they spent an average of 5 hours per week on assigned reading, and seniors read 6 hours per week.

How often do students make course presentations?

61% of FY students and 57% of seniors "frequently" gave course presentations.

Do class discussions and assignments include the perspectives of diverse groups of people?

60% of FY students "frequently" included diverse perspectives in course discussions or assignments.

Are students expected to use numbers or statistics throughout their coursework?

37% of FY students "frequently" used numerical information to examine a real-world problem or issue; 50% of seniors "frequently" reached conclusions based on their own analysis of numerical information.

How do students rate their interactions with faculty?

48% of FY students rated the quality of their interactions with faculty as "high."

How often do students talk with faculty members or advisors about their career plans?

37% of FY and 37% of seniors "frequently" discussed career plans with faculty.

Do faculty members clearly explain course goals and requirements?

76% of FY students said instructors clearly explained course goals and requirements "quite a bit" or "very much."

Do students receive prompt and detailed feedback?

56% of FY students and 62% of seniors said instructors "substantially" gave prompt and detailed feedback on tests or completed assignments.

How often do students talk with faculty members outside class about what they are learning?

22% of FY students "frequently" discussed course topics, ideas, or concepts with a faculty member outside of class.

Research Executive Summary (continued)

How many students work on research projects with faculty?

4% of FY students and 15% of seniors worked on a research project with a faculty member.

B. Learning with Peers

How often do students work together on class projects and assignments?

49% of FY students and 62% of seniors "frequently" worked with their peers on course projects and assignments.

Do students help each other learn?

57% of seniors "frequently" explained course material to one or more students.

How often do students work together to prepare for exams?

35% of FY students "frequently" prepared for exams by discussing or working through course material with other students.

How often do students interact with others who have different viewpoints or who come from different backgrounds?

Among FY students, 72% "frequently" had discussions with people with different political views, 76% "frequently" had discussions with people from a different economic background, and 76% "frequently" had discussions with people from a different race or ethnicity.

C. Campus Environment

Are students encouraged to use learning support services (tutors, writing center)?

73% of FY students said the institution "substantially" emphasized the use of learning support services.

How do students rate their interactions with academic advisors?

44% of FY students and 43% of seniors gave the quality of their interactions with academic advisors a "high" rating.

How well do students get along with each other?

46% of FY students gave the quality of their interactions with their peers a "high" rating.

Research Executive Summary (continued)

How satisfied are students with their educational experience?

84% of FY and 79% of seniors rated their entire educational experience at this institution as "excellent" or "good."

D. Rich Educational Experiences

What types of honors courses, learning communities, and other distinctive programs are offered?

During their first year, 8% of students participated in a learning community. By spring of their senior year, 31% of students had done (or were doing) a culminating senior experience.

How many students study in other countries?

By their senior year, 10% of students had studied abroad.

How many students get practical, real-world experience through internships or field experiences?

By spring of their senior year, 43% of students had participated in some form of internship, co-op, field experience, student teaching, or clinical placement.

How many courses include community-based service-learning projects?

50% of FY students and 57% of seniors said "at least some" of their courses included a community-based service-learning project.