



## **Institutional Research and Assessment Report**

December 20, 2007

### **EXECUTIVE SUMMARY 2007 NATIONAL SURVEY OF STUDENT ENGAGEMENT**

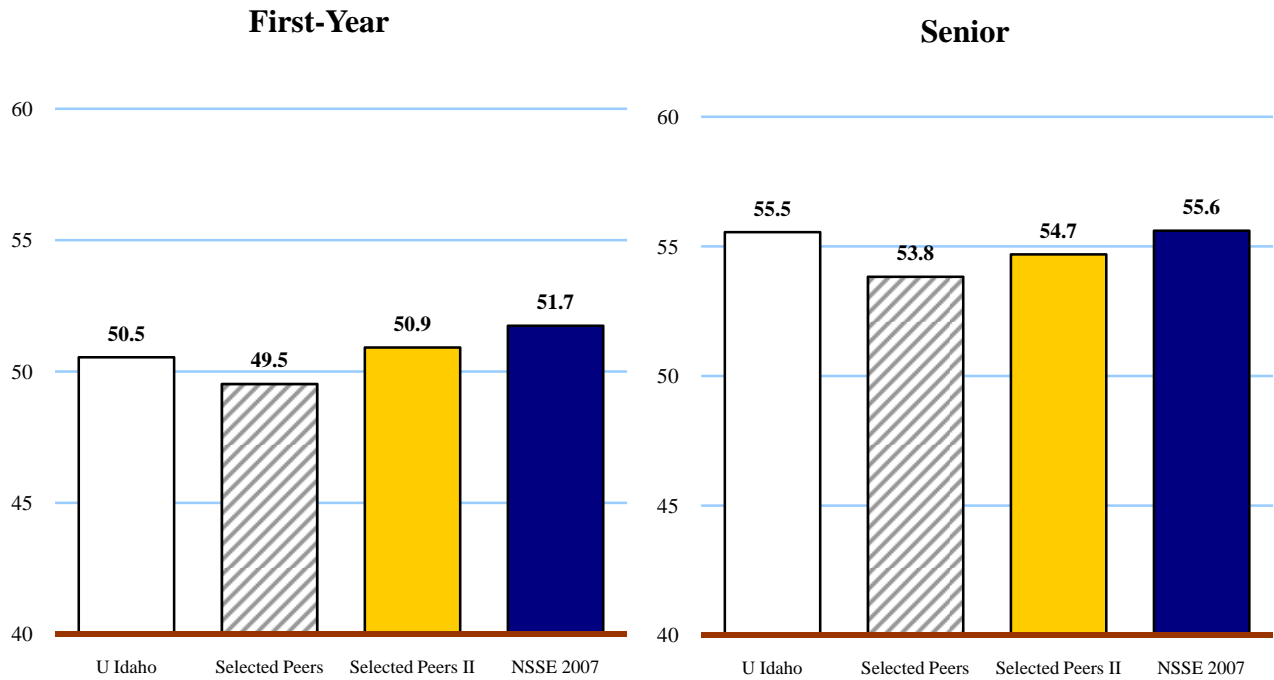
The National Survey of Student Engagement (NSSE) collects information from samples of first year and senior students about the nature and quality of their undergraduate educational experience. The survey is used to measure the extent to which students engage in effective educational practices that are linked with learning, personal development, and other outcomes that contribute to student success such as satisfaction, persistence and graduation.

In 2007, a random sample of 4,273 University of Idaho first-year and senior students was selected to participate in the spring web administration of the NSSE. Thirty-one percent (31%) of students responded overall, including twenty-nine percent (29%) of first-year and thirty-three percent (33%) of seniors selected. Approximately eighty percent (80%) of respondents were White, and results were weighted by gender, enrollment status and institutional size.

In addition to University of Idaho responses, NSSE enables participating institutions to compare their students with their counterparts in three selected peer groups. The first peer group "Selected Peers" for the U Idaho included participating western land-grant institutions that are in our official peer group. A second group, referred to as our "Selected Peers II" included all public research universities that participated in the NSSE during 2007, and the final peer group included all NSSE 2007 participating institutions.

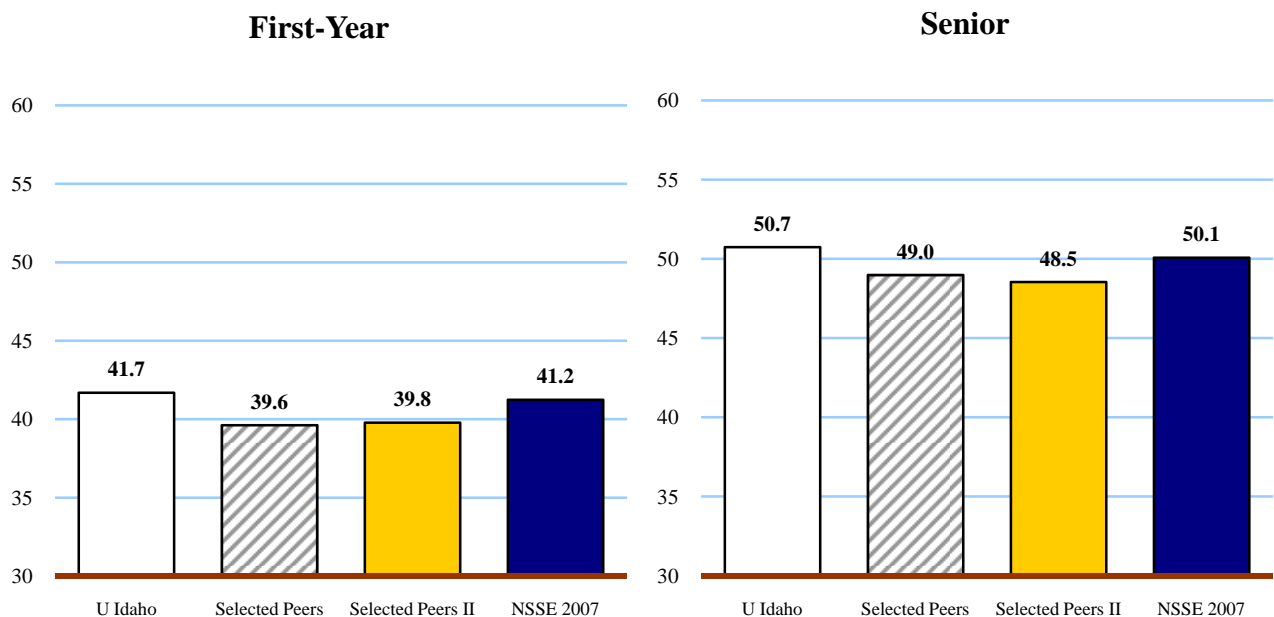
Included in reports from NSSE are comparisons that allow institutions to focus on improvement by calculating benchmark scores for clusters of effective educational practice. These include five benchmarks, "Level of Academic Challenge," "Active and Collaborative Learning," "Student-Faculty Interaction," "Enriching Educational Experiences," and "Supportive Campus Environment." These benchmarks determine the engagement of the typical U Idaho student and compare whether or not it differs in a meaningful way from the average student in our peer groups.

## LEVEL OF ACADEMIC CHALLENGE



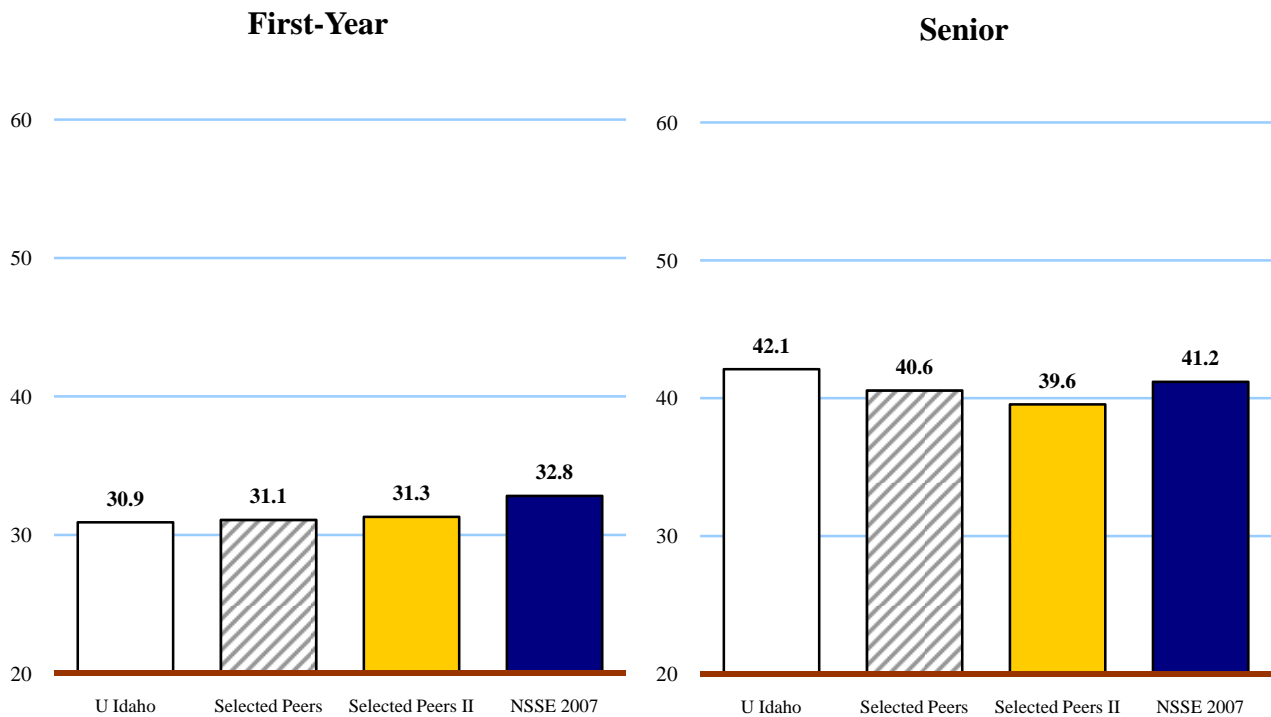
The University of Idaho “Level of Academic Challenge,” emphasizing the importance of academic rigor and setting high expectations, shows clear growth between the responses of U Idaho first-year students and those of our seniors. In addition, when comparing the typical student score with the typical student of peer institutions, the U Idaho scores higher than all but the total NSSE population for both first-year and seniors.

## ACTIVE AND COLLABORATIVE LEARNING



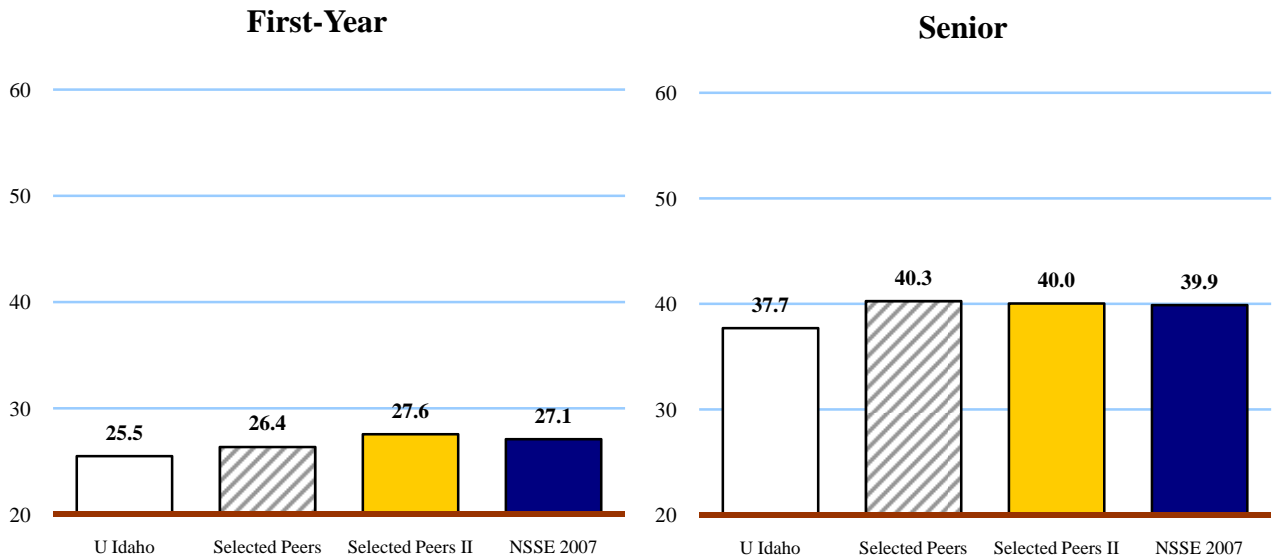
The University of Idaho “Active and Collaborative Learning” benchmark shows even more dramatic growth between the responses of U Idaho first-year students and those of our seniors. University of Idaho first-year students report a significantly higher mean score than do their either their board appointed peers or public research institutions as a whole for this benchmark of effective educational practice. This higher score is continued through the senior year where students report they are engaged in their education and with their peers, and are asked to think about what they are learning outside of the classroom setting.

### STUDENT-FACULTY INTERACTION



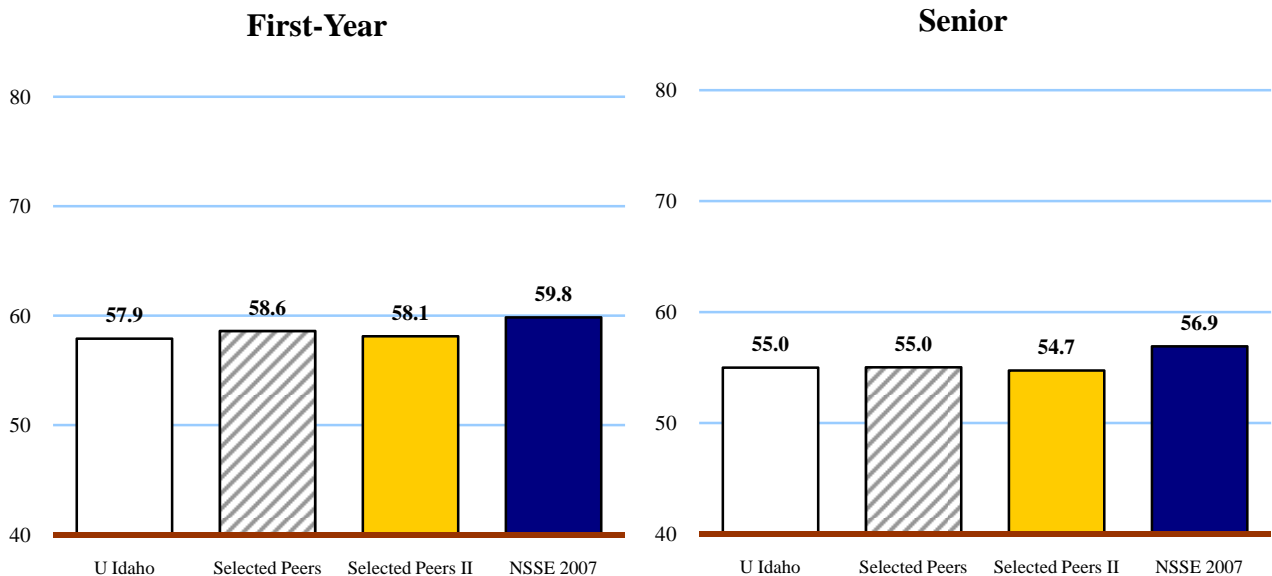
Student-Faculty Interaction reflects the importance of students developing personal relationships with faculty members outside of the classroom. These interactions include talking about career plans, working with faculty on research projects, or discussing ideas from classroom readings and conversations. U Idaho students show more growth than their peer institutions between the mean score for first-year students and the mean score for seniors.

## ENRICHING EDUCATIONAL EXPERIENCES



Enriching Educational Experiences include such co-curricular activities as Study Abroad, Service Learning, conversations with students of a different race, ethnicity or religion, and practica or field experiences. These types of diverse experiences enhance learning by providing students with opportunities to integrate and synthesize knowledge, and apply what they have learned in new settings. While University of Idaho students show sizeable growth between their first-year and their senior years, the mean score remains significantly lower than our peer institutions throughout their entire educational experience.

## SUPPORTIVE CAMPUS ENVIRONMENT



Students are more engaged in campus environments that provide academic, social, and personal support when needed. In addition, the relationships that students build with faculty, other students, and staff at their institutions contribute directly to their satisfaction and engagement. As with most institutions, the mean score for this education benchmark declines slightly between the first-year and the senior year. This might be due in part to the fact that seniors may need less support than do first-year students.

In addition to a complete analysis of these benchmarks, the means comparisons, frequency distributions, trend data, and open-ended student comments are available on the web at <http://www.webs.uidaho.edu/ipb/assess/surveys.htm> .

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