

Iowa State and the Benchmarks of Effective Educational Practice

Learning Communities Institute

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National Survey of Student Engagement (NSSE)

- Conducted annually by Indiana University
- Co-sponsored by the Pew Forum on Undergraduate Learning and The Carnegie Foundation for the Advancement of Teaching
- Assess extent to which students engage in educational practices that promote learning
- 185,000 randomly selected students (1st year and seniors) at 649 four-year colleges and universities

NSSE Participation at ISU 2002-03 Academic Year

- 354 1st year students and 1,466 senior students responded
- Of these, 144 1st year students and 395 seniors were LC participants
- 40.7% of 1st year respondents were LC participants

Cluster or Benchmarks

NSSE created five clusters or benchmarks of effective educational practice:

- 1. Level of academic challenge**
- 2. Active and collaborative learning**
- 3. Student interactions with faculty members**
- 4. Enriching educational experiences**
- 5. Supportive campus environment**

The benchmarks are expressed on a 100-point scale.

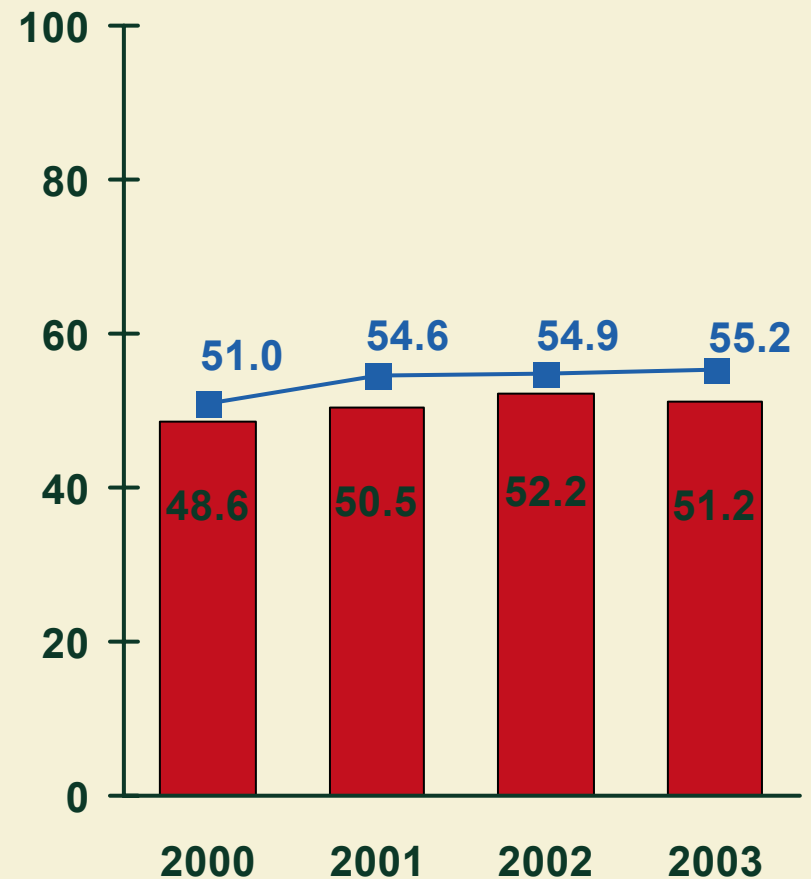
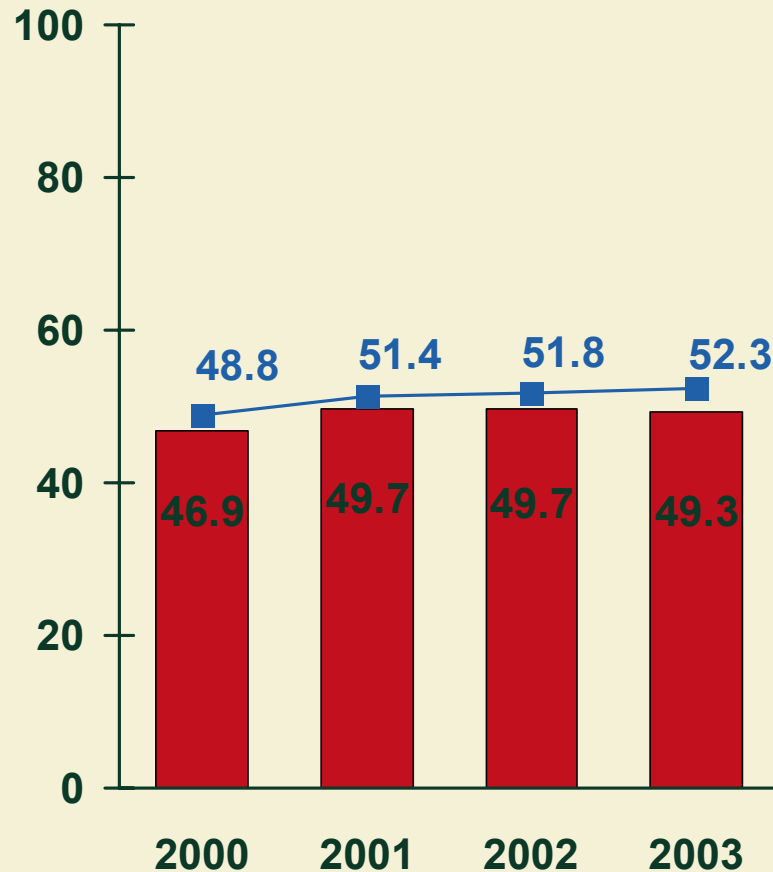
Level of Academic Challenge

First Year

Senior

Iowa State University

Doctoral/Research Extensive



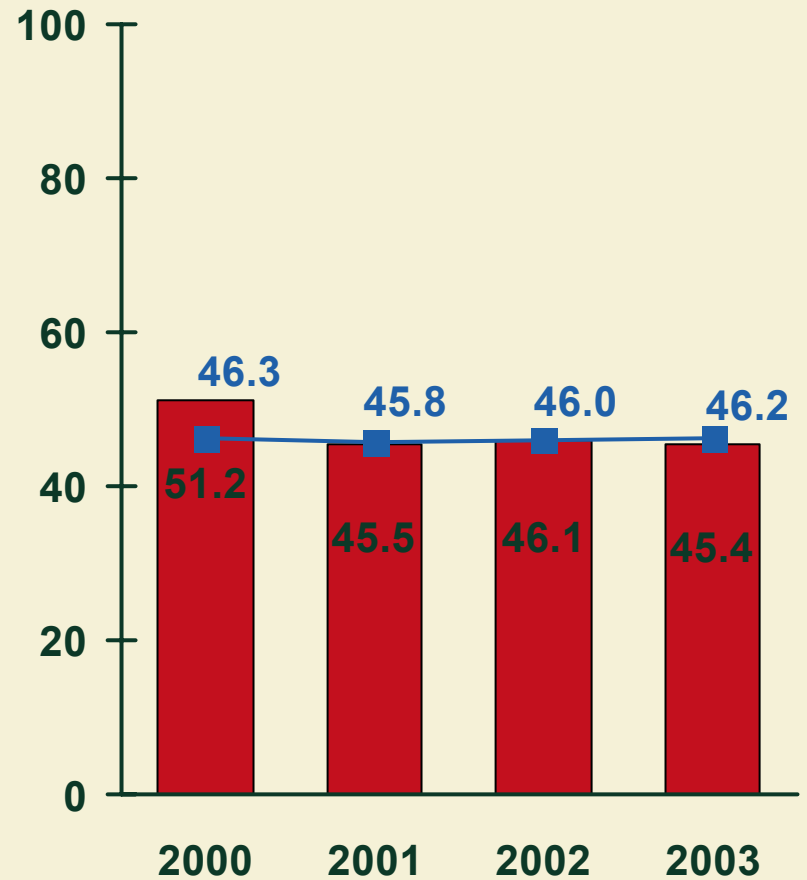
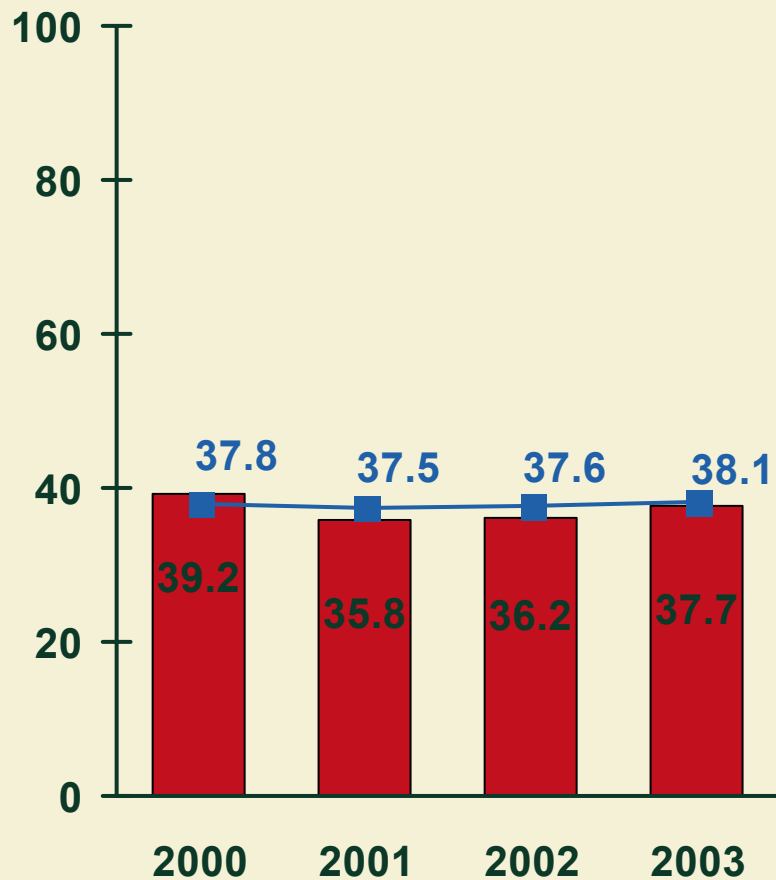
Active and Collaborative Learning

First Year

Senior

 Iowa State University

 Doctoral/Research Extensive



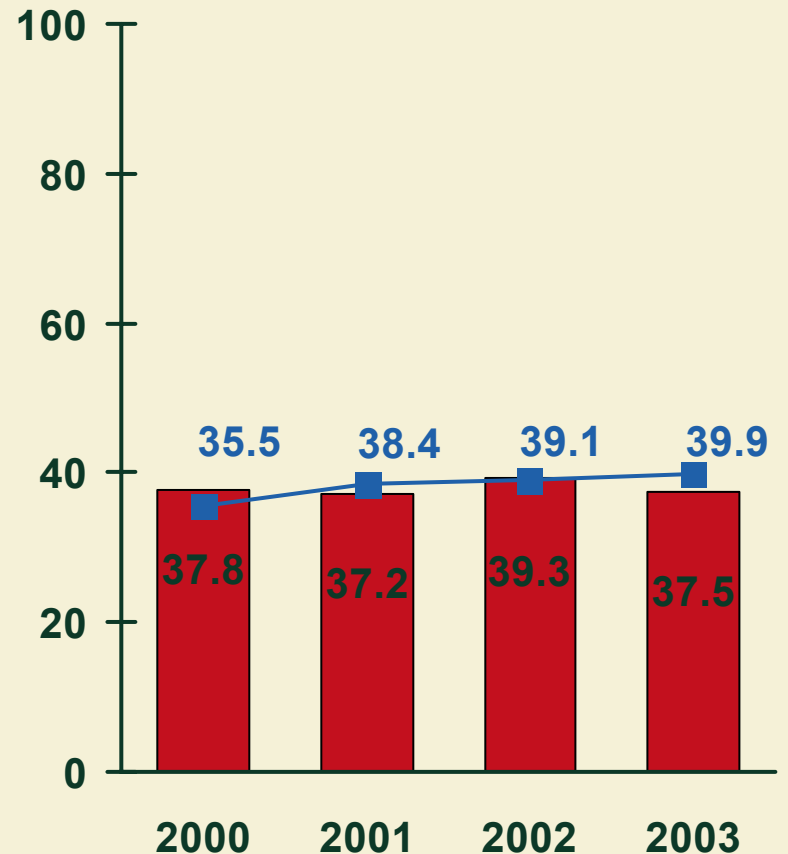
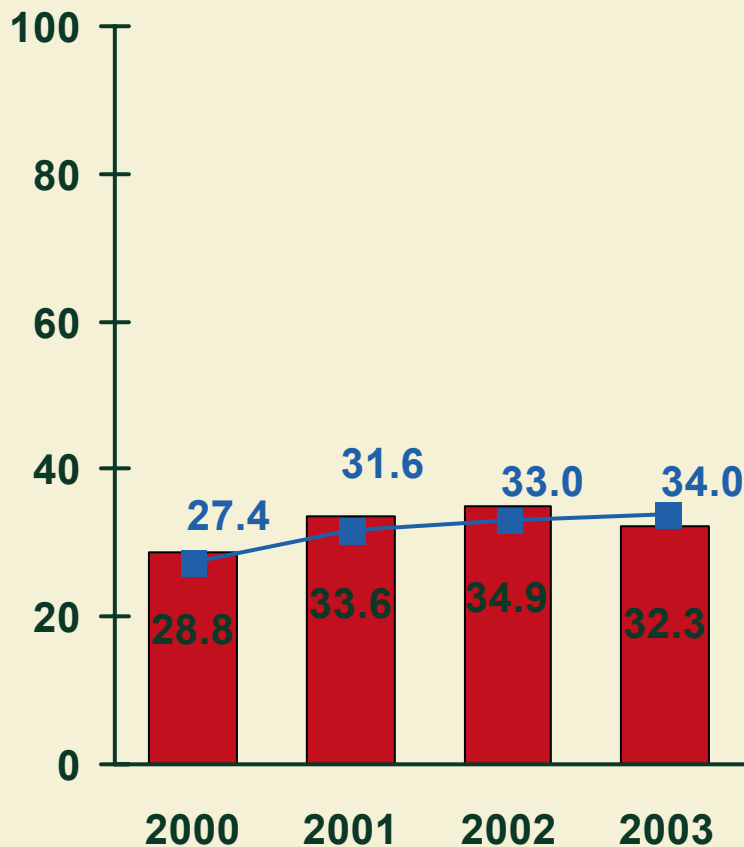
Student Interactions with Faculty

First Year

Senior

 Iowa State University

 Doctoral/Research Extensive



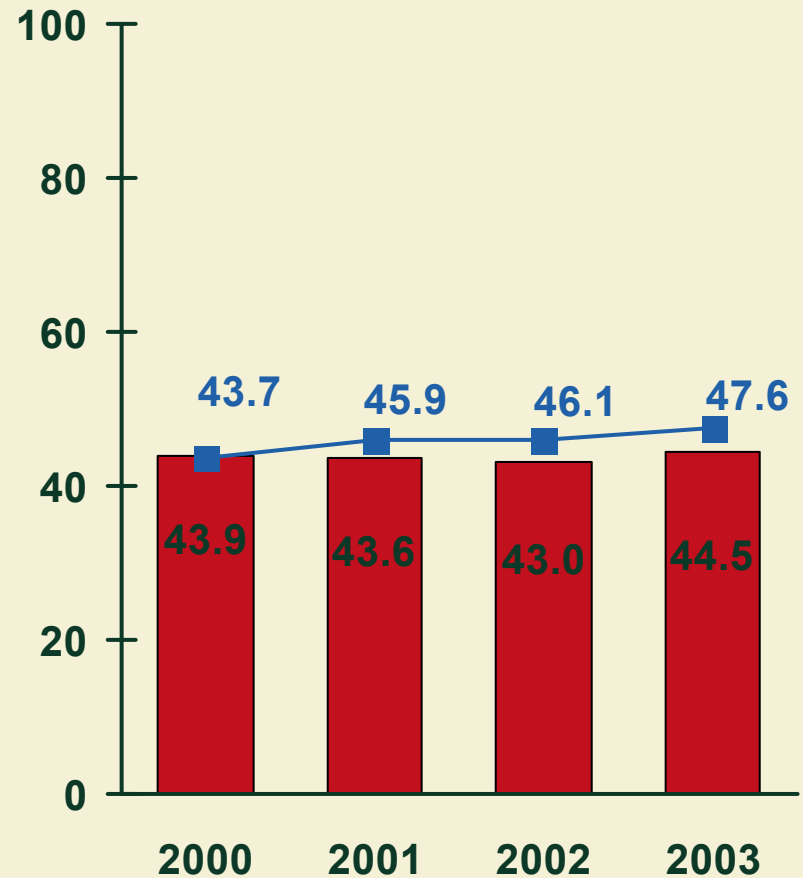
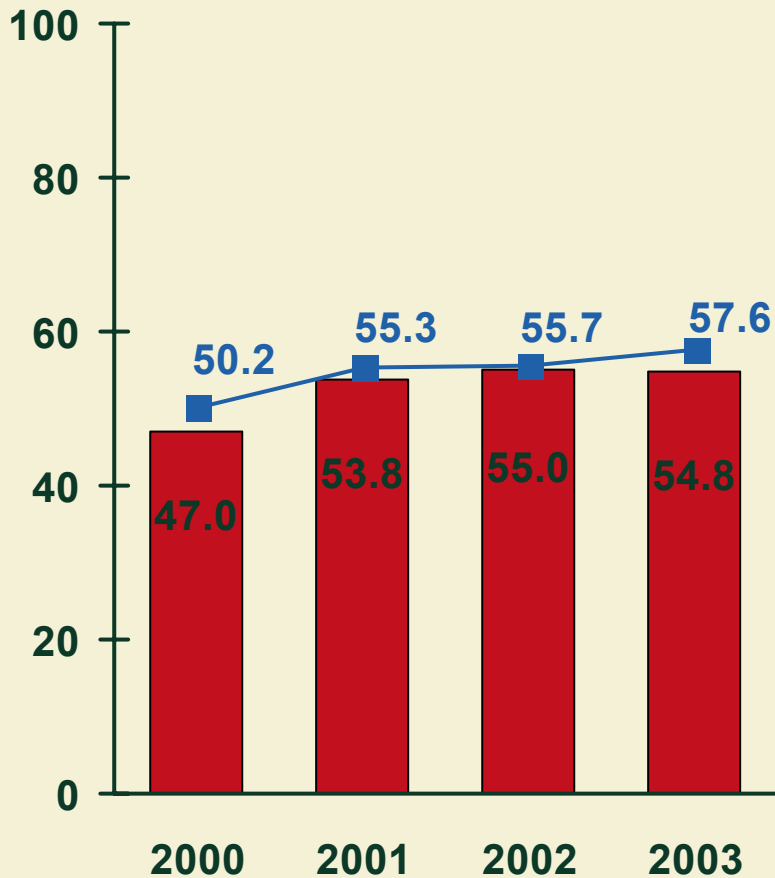
Enriching Educational Experiences

First Year

Senior

 Iowa State University

 Doctoral/Research Extensive



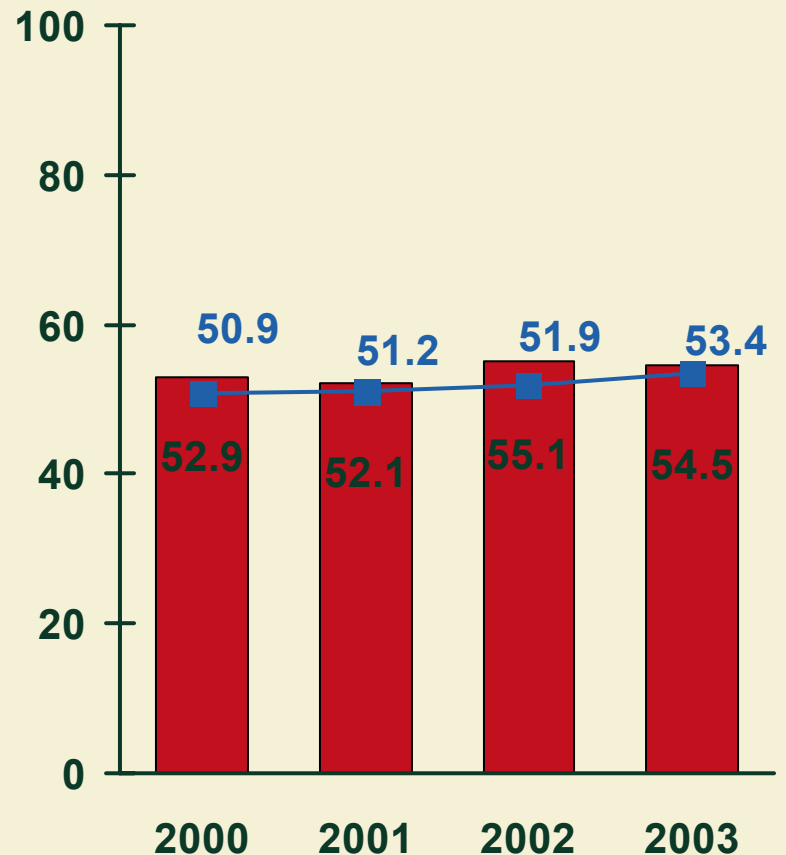
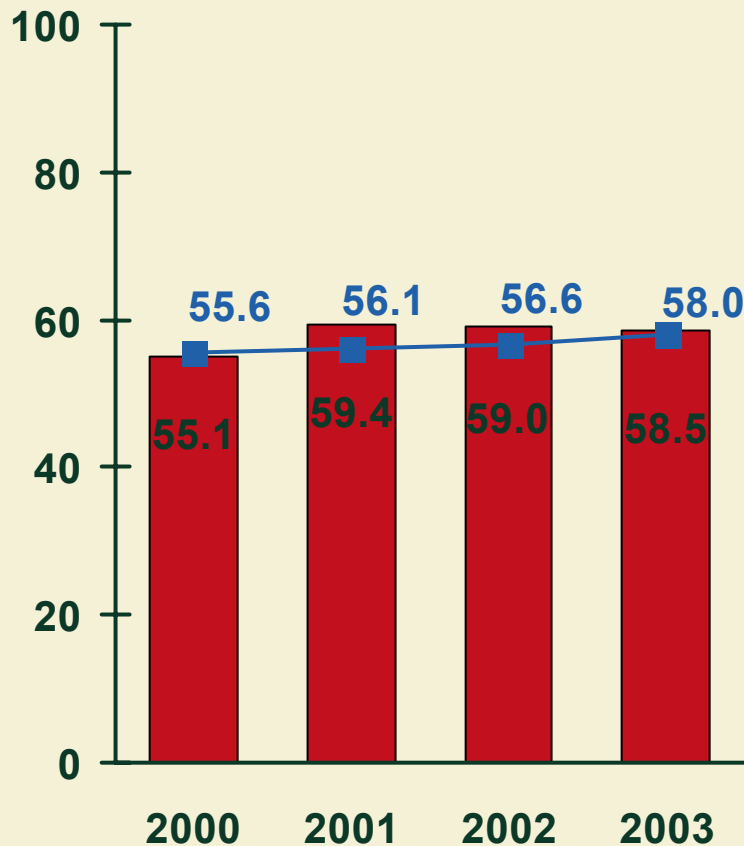
Supportive Campus Environment

First Year

Senior

 Iowa State University

 Doctoral/Research Extensive



Key Overall Findings

First year students at ISU are more likely than other Doctoral/Research Extensive students to:

- work with classmates outside of class to prepare class assignments
- work with faculty members on research projects
- participate in practicum, internship or coop experience

On the other hand, they're less likely to:

- ask questions in class or contribute to class discussion
- write papers of more than 5 pages
- engage in serious conversation with students of different race/ethnicity

Key Overall Findings

ISU Senior students are more likely than other Doctoral/Research Extensive counterparts to:

- work with classmates on out-of-class assignment
- participate in practicum, internship or co-op experience
- study abroad

On the other hand, they're less likely to:

- participate in community-based projects
- discuss course ideas outside class
- engage in serious conversation with students of different race/ethnicity

Key Learning Community Findings

First year students who participated in learning communities at ISU reported **higher levels** of:

- Active and collaborative learning ($p < .001$)
- Student interactions with faculty ($p < .001$)
- Engaging in diversity-related activities ($p < .01$)
 - a subset of enriching educational activities
- Supportive campus environment ($p < .001$)

Key Learning Community Findings

Where aren't there differences where we might expect there to be?

- No apparent differences in Level of Academic Challenge
- This is an area that has been consistently low for the institution compared to our Doctoral/Research Extensive counterparts

What's Next?

- **Use by Associate Deans/colleges**
- **Continued analyses**
- **FSSE (Faculty Survey of Student Engagement)**
- **Meaningful conversations**
 - **Break into roundtable discussions**
 - **Look in your folder for your room assignment**