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The National Survey of Student Engagement at USC Aiken

Results from 2004 NSSE Administration

Presented by
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Director of Institutional Effectiveness

October 22, 2004



Student Engagement

- Active involvement in academic and out-of-class activities
- Measures include:



- » Time usage in and out of class
- » Type and frequency of mental activity
- » Type and frequency of interactions
- » Supplementary activities and experiences
- » Amount and quality of papers, problem sets, reading completed
- » Self-assessment of growth and development



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NSSE Benchmarks

(Forthcoming November Report)

- Level of Academic Challenge
- Active & Collaborative Learning
- Student/Faculty Interaction
- Enriching Educational Environment
- Supportive Campus Environment





Respondent Characteristics

	USCA		Am Dem Prj Inst. = 32		Bac-Gen Inst. = 72		NSSSE 2004 Inst. = 474	
	FY	SR	FY	SR	FY	SR	FY	SR
Response Rate								
Overall	32%		32%		40%		38%	
By Class	32%	32%	31%	33%	38%	42%	38%	40%
Number of Respondents	150	106	3,072	3,068	5,167	5,419	44,483	45,263
Gender								
Female	68%	68%	69%	67%	70%	71%	67%	66%
Male	32%	32%	31%	33%	30%	29%	33%	34%
Race/Ethnicity								
White	70%	73%	77%	81%	77%	78%	77%	77%
African American/Black	22%	17%	8%	7%	10%	11%	7%	7%
Other/Multi-racial	8%	10%	14%	13%	13%	10%	16%	15%
International/For'n Nat'l	2%	5%	4%	4%	7%	7%	5%	5%



Respondent Characteristics

	USCA		Am Dem Prj		Bac-Gen		NSSE 2004	
	FY	SR	FY	SR	FY	SR	FY	SR
Class Level	59%	41%	50%	50%	49%	51%	50%	50%
Enrollment Status								
Full-time	99%	80%	96%	84%	96%	86%	96%	85%
Part-time	1%	20%	4%	16%	4%	14%	4%	15%
Place of Residence								
On-campus	29%	8%	67%	12%	71%	33%	69%	24%
Off-campus	71%	92%	33%	88%	29%	67%	31%	76%
Transfer Students	10%	47%	7%	52%	9%	37%	8%	38%
Age								
Non-traditional (24+)	3%	35%	5%	38%	7%	32%	6%	31%
Traditional (<24)	97%	65%	95%	62%	93%	68%	94%	69%



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Overall Patterns from 2004 Results

USCA is at or above benchmark in many areas, most prominently:

- Institutional environment
- Educational and personal growth
- Quality of student relationships
- Satisfaction w/ institution/advising

Areas for improvement include:

- How students use their time
- Amount of reading and writing done by students
- Pursuit of enriching or supplementary educational experiences
- Less vibrancy in intellectual experiences in senior year than in first year





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Institutional Environment

In comparison to students at American Democracy Project institutions, our students say USCA places more emphasis on:

- 10a. Spending significant amounts of time studying and on academic work
- 10b. Providing support you need to help you succeed academically
- 10c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- 10d. Helping you cope with your non-academic responsibilities (work, family, etc.)
- 10e. Providing the support you need to thrive socially
- 10f. Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)

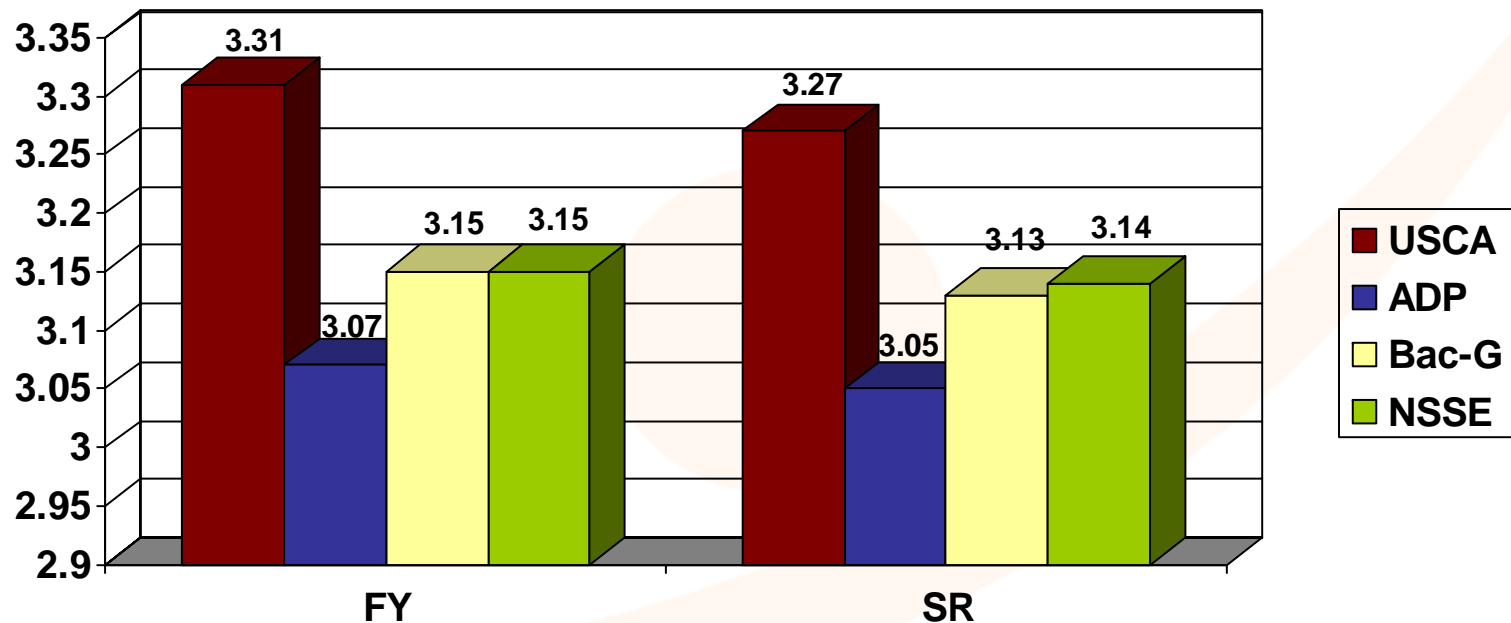
These positive differences are reported more by seniors than by first-year students. The only category in which these positive emphases were not reported was 10g. Using computers in academic work.



Institutional Environment

To what extent does your institution emphasize each of the following? 1=very little, 2=some, 3=quite a bit, 4= very much

10a. Spending significant amounts of time studying and on academic work

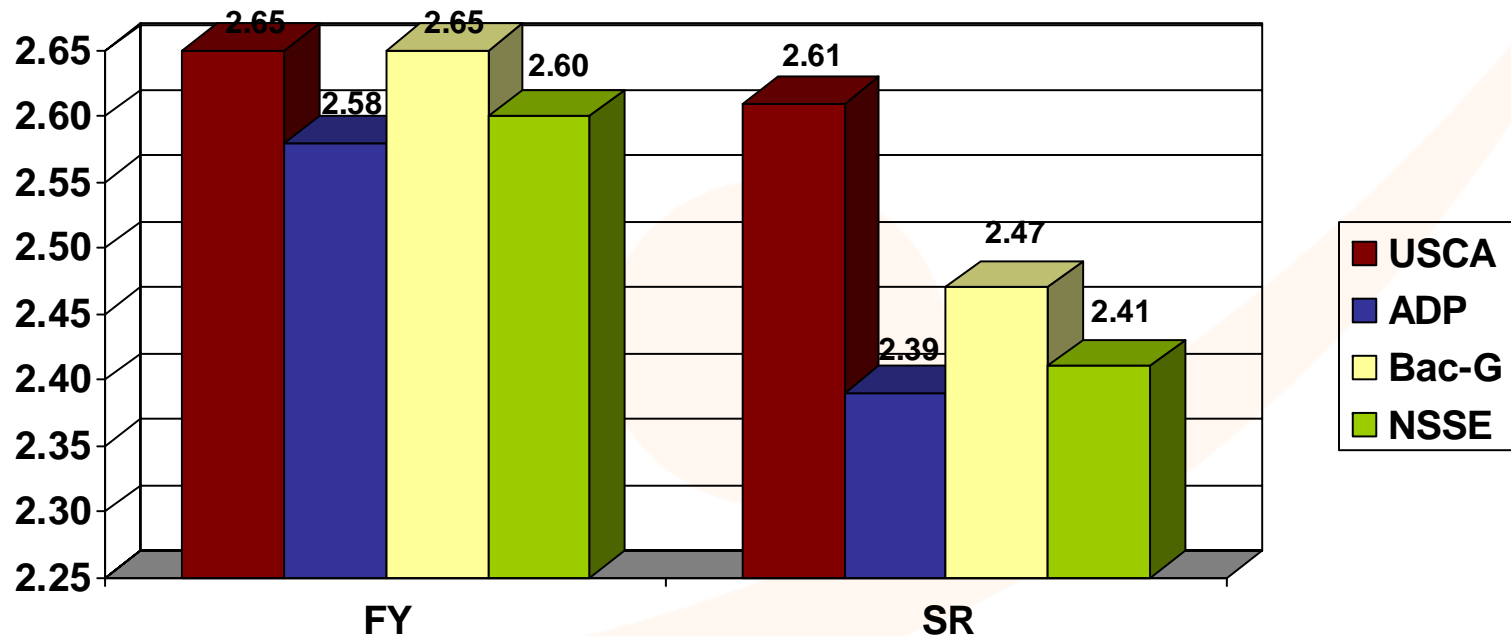




Institutional Environment

To what extent does your institution emphasize each of the following? 1=very little, 2=some, 3=quite a bit, 4= very much

10b. Providing support you need to help you succeed academically

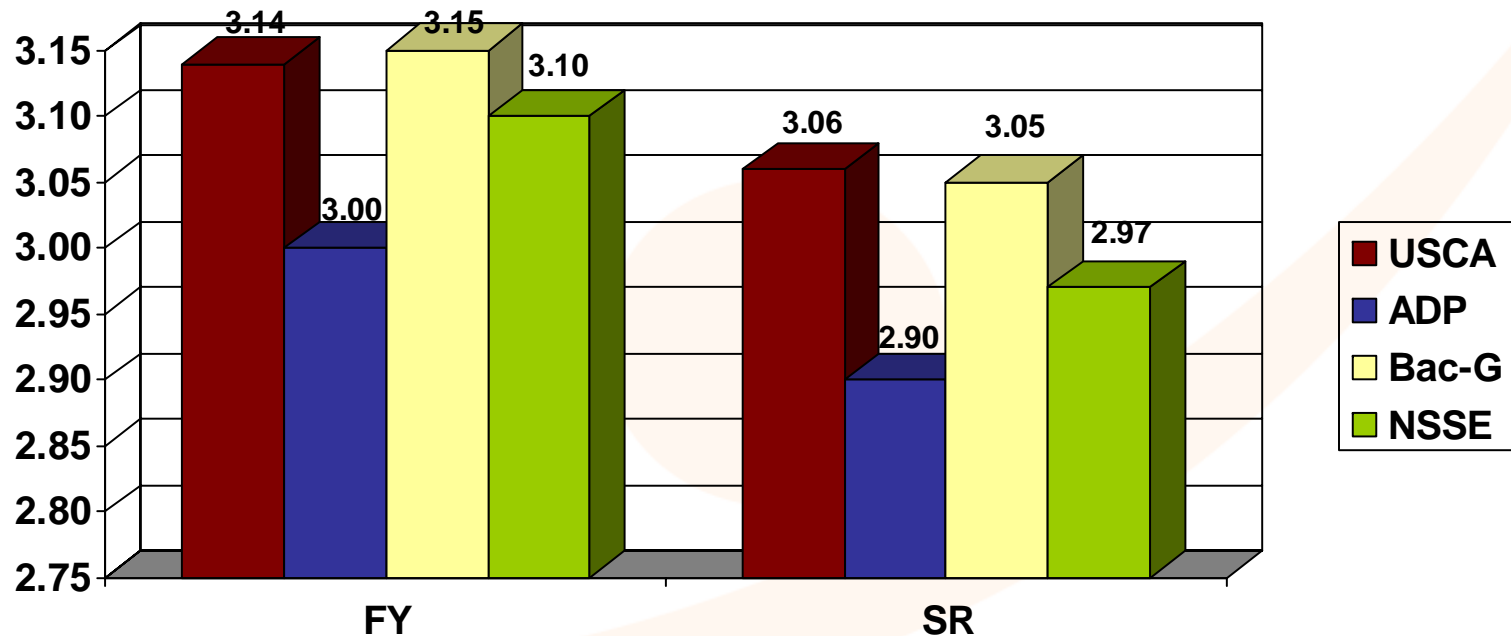




Institutional Environment

To what extent does your institution emphasize each of the following? 1=very little, 2=some, 3=quite a bit, 4= very much

10c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds

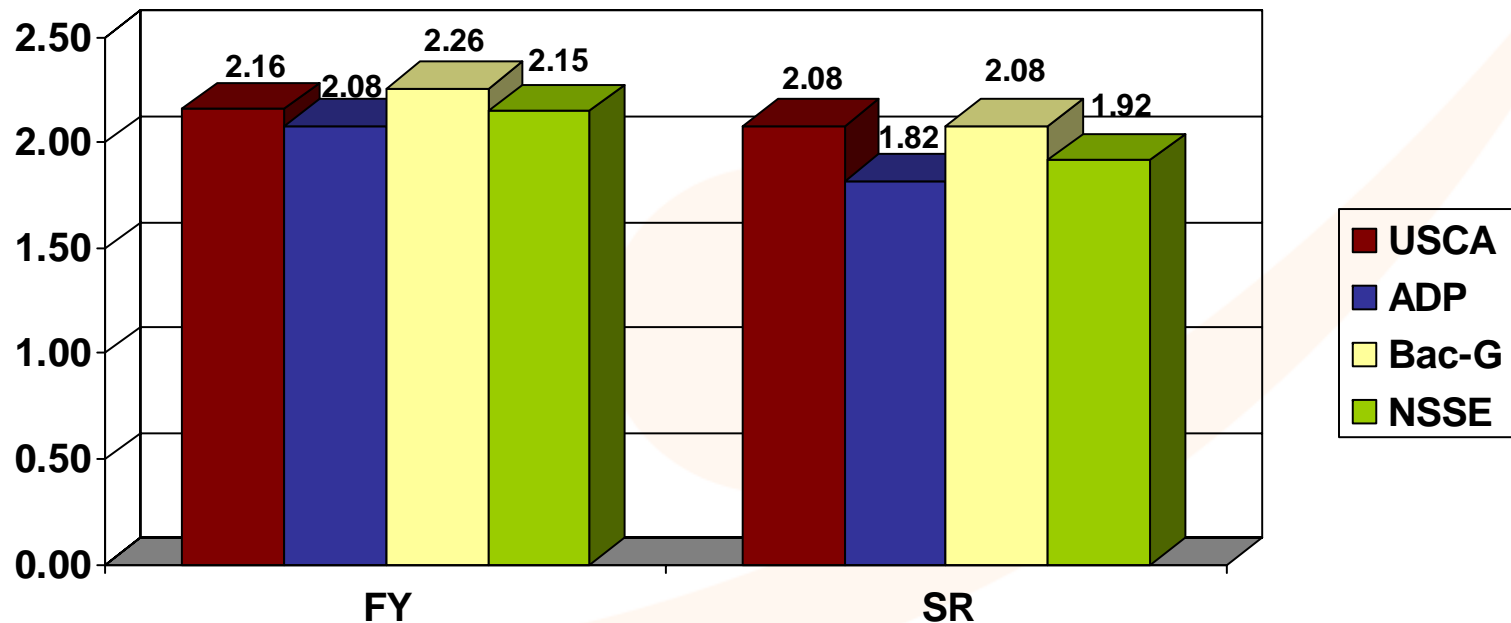




Institutional Environment

To what extent does your institution emphasize each of the following? 1=very little, 2=some, 3=quite a bit, 4= very much

10d. Helping you cope with your non-academic responsibilities (work, family, etc.)

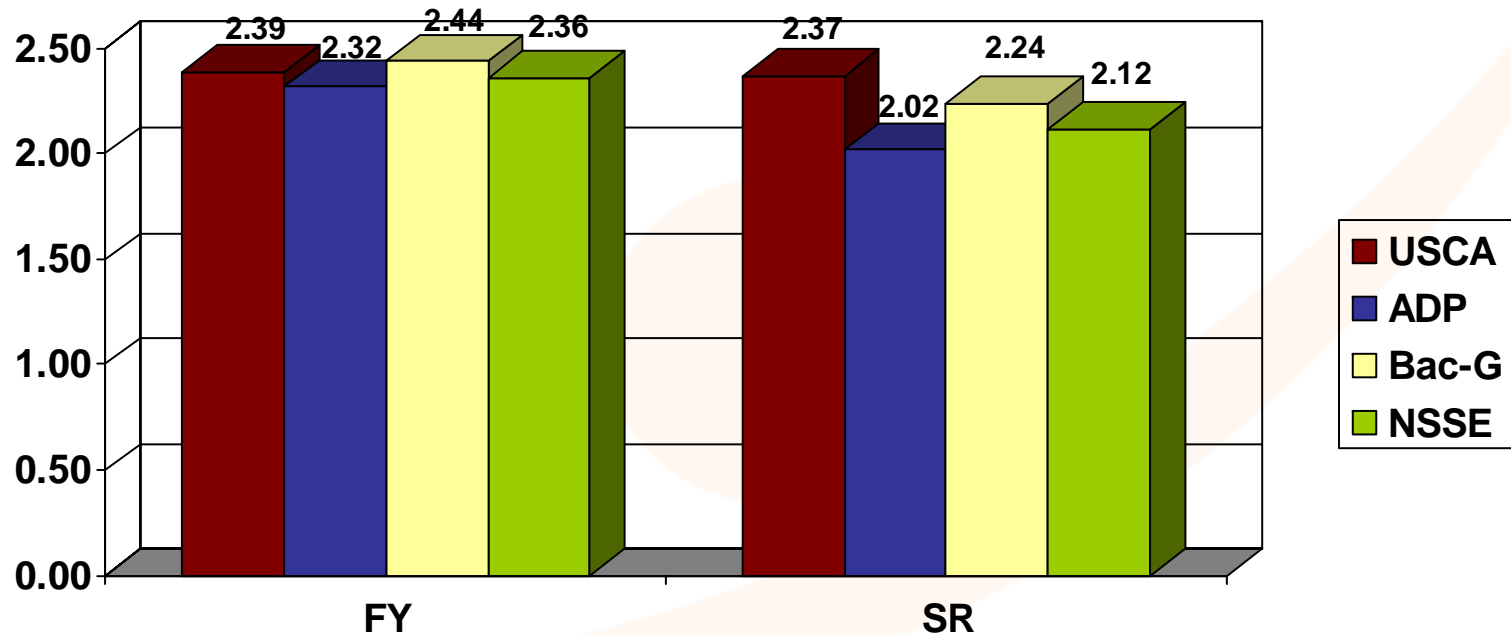




Institutional Environment

To what extent does your institution emphasize each of the following? 1=very little, 2=some, 3=quite a bit, 4= very much

10e. Providing the support you need to thrive socially

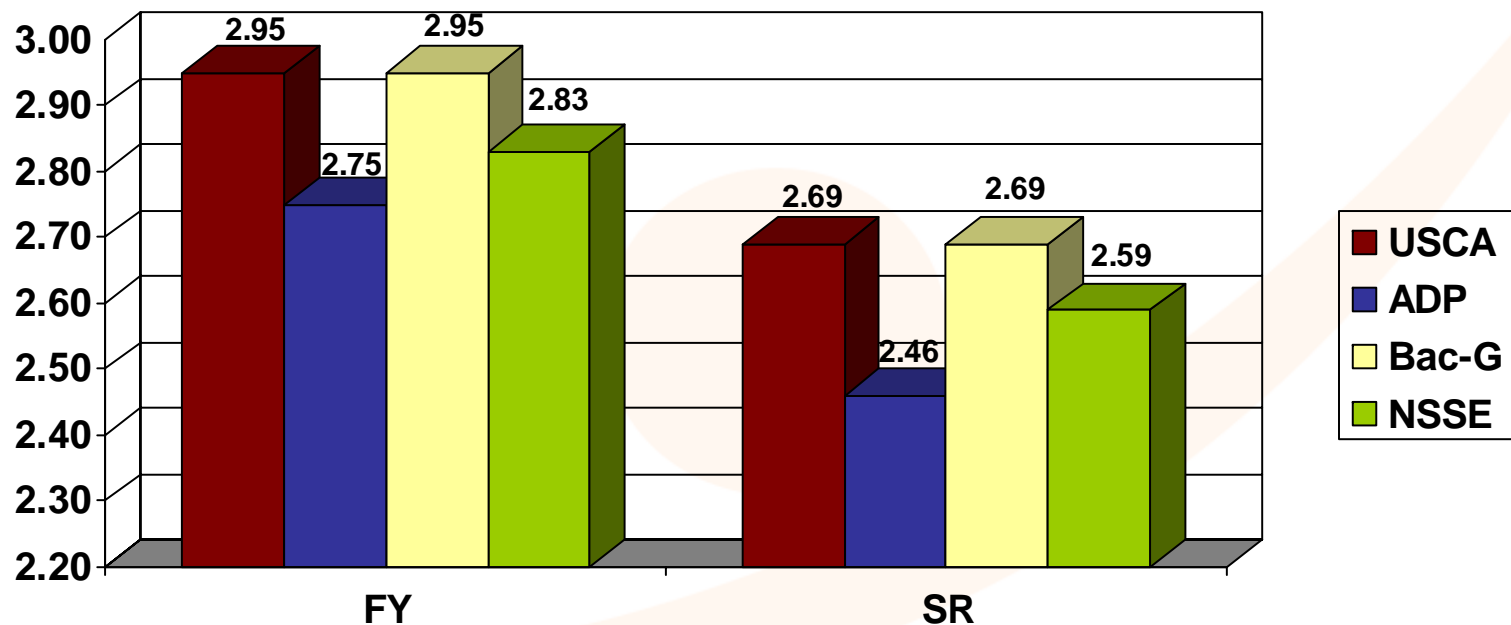




Institutional Environment

To what extent does your institution emphasize each of the following? 1=very little, 2=some, 3=quite a bit, 4= very much

10f. Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)





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Educational and Personal Growth

USCA students reported higher levels of educational & personal growth in most areas than did students in all three benchmark groups:

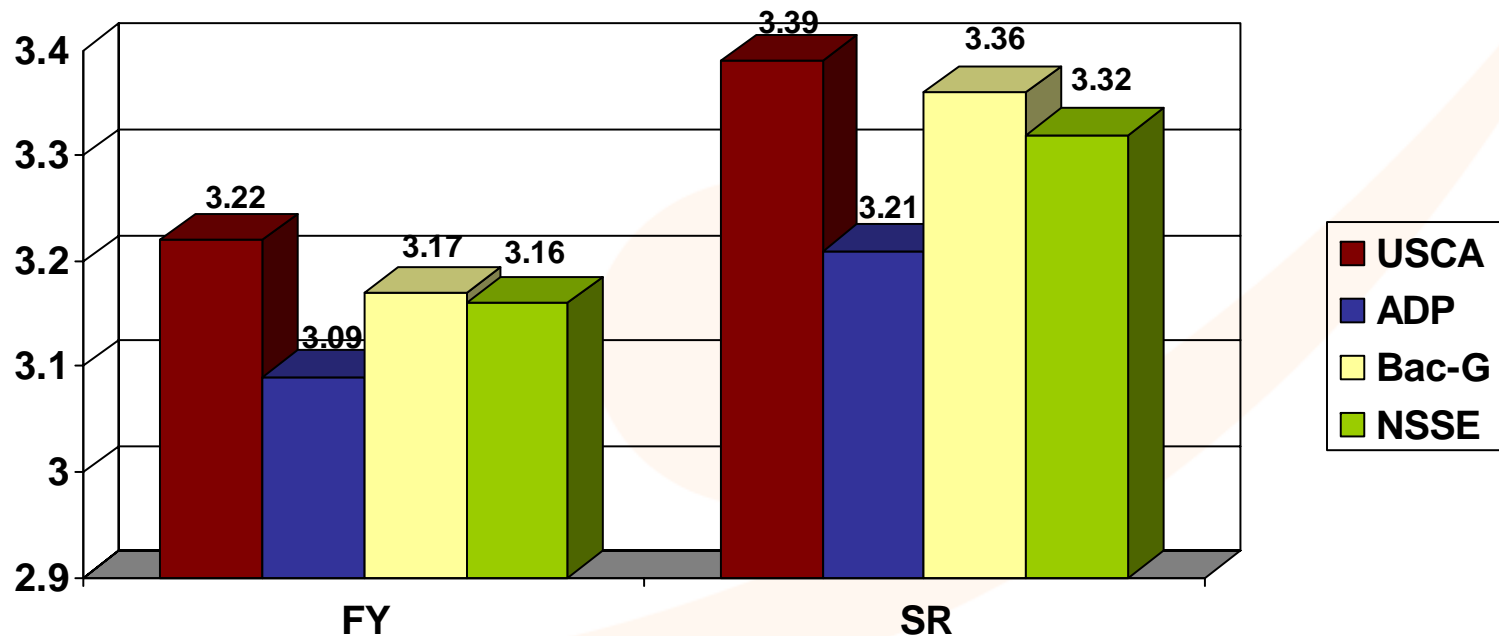
- 11a. Acquiring a broad general education
- 11b. Acquiring job or work-related knowledge
- 11c. Writing clearly and effectively
- 11d. Speaking clearly and effectively
- 11e. Thinking critically and analytically
- 11f. Analyzing quantitative problems
- 11g. Using computer and information technology
- 11h. Working effectively with others
- 11i. Voting in local, state, or national elections
- 11j. Learning effectively on your own
- 11l. Understanding people of other racial and ethnic backgrounds
- 11m. Solving complex real-world problems
- 11n. Developing a personal code of ethics
- 11o. Contributing to the welfare of your community
- 11p. Developing a deepened sense of spirituality



Educational and Personal Growth

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4= very much

11a. Acquiring a broad general education

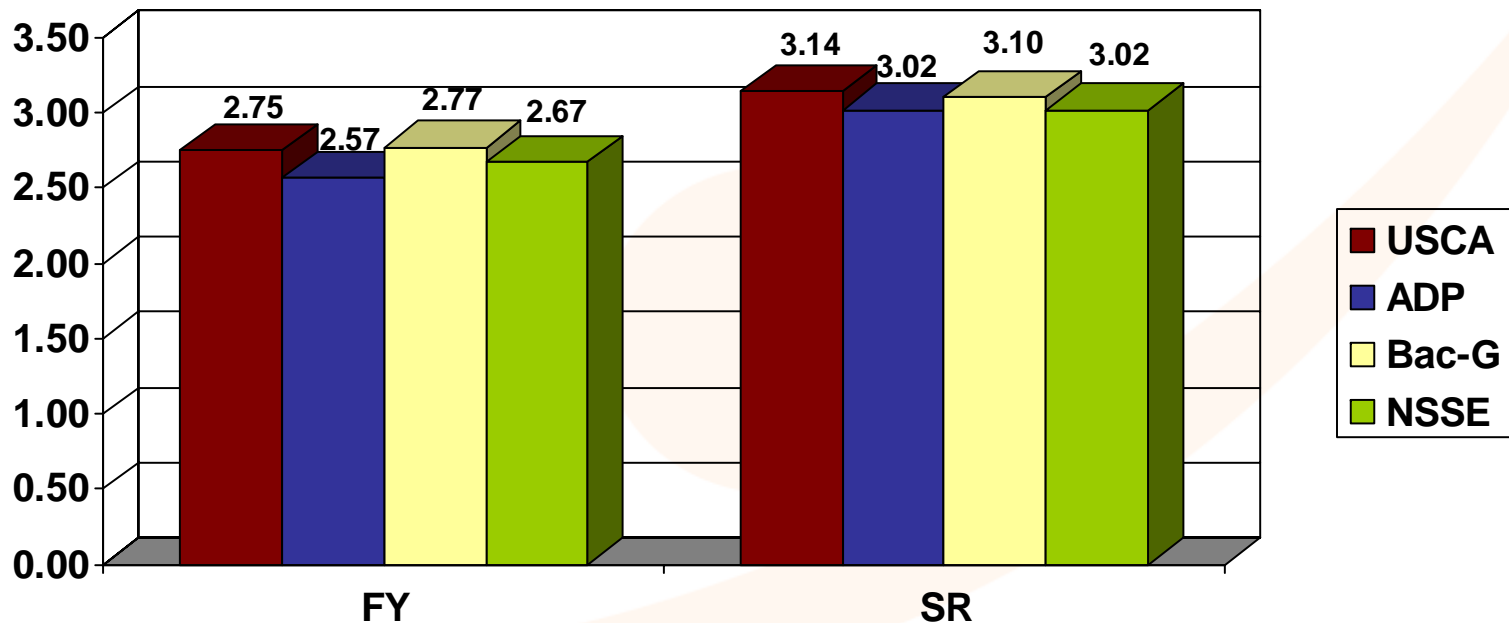




Educational and Personal Growth

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4= very much

11b. Acquiring job or work-related knowledge

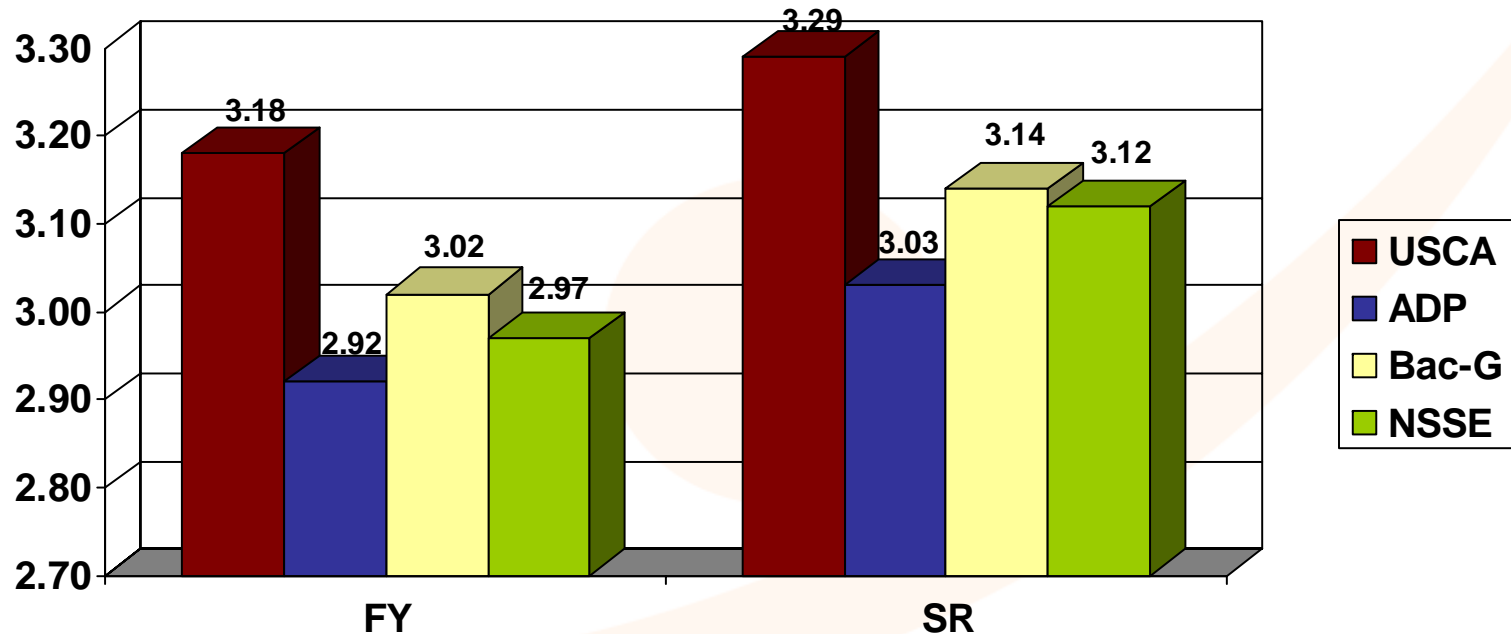




Educational and Personal Growth

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4= very much

11c. Writing clearly and effectively

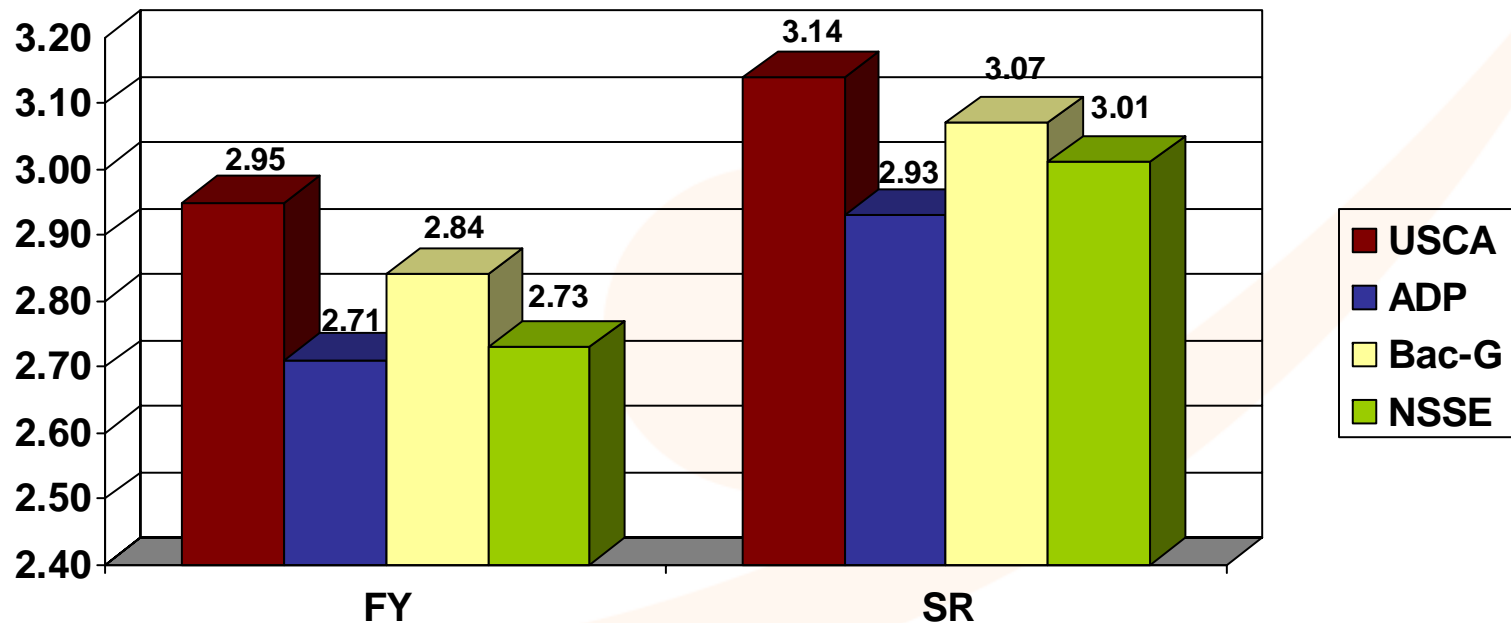




Educational and Personal Growth

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4= very much

11d. Speaking clearly and effectively

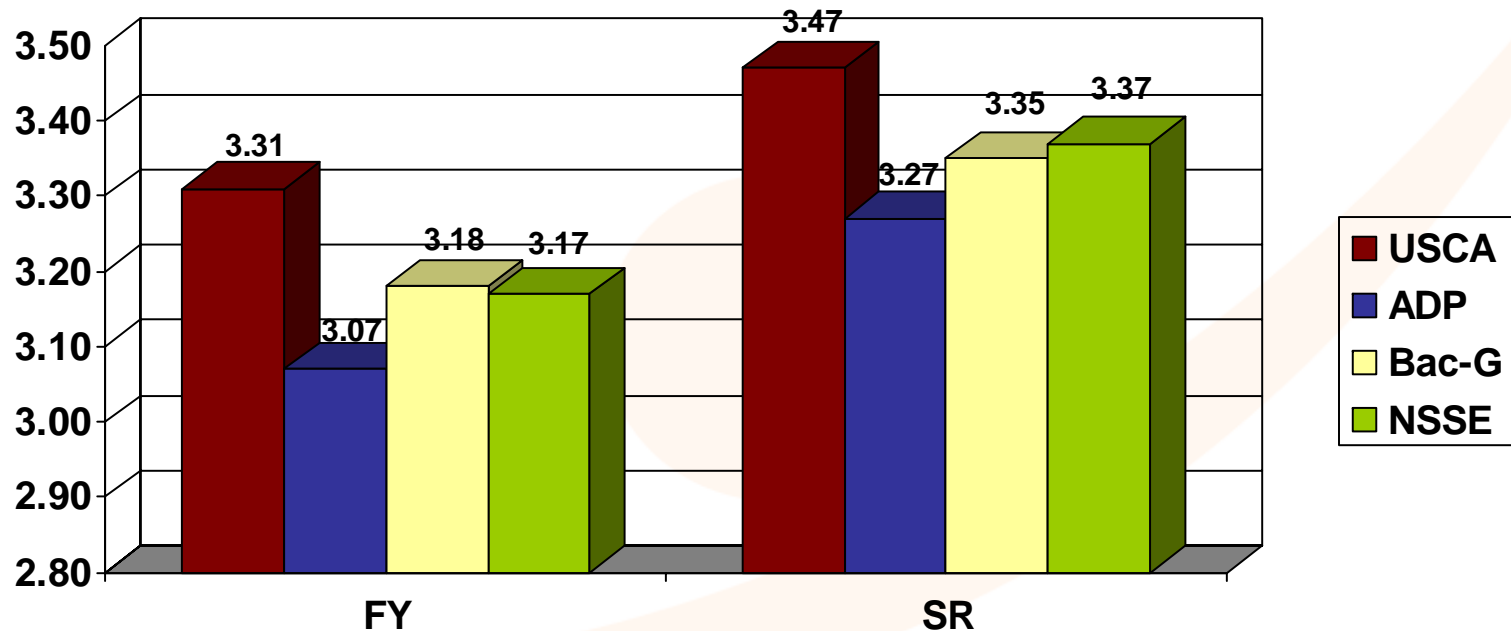




Educational and Personal Growth

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4= very much

11e. Thinking critically and analytically

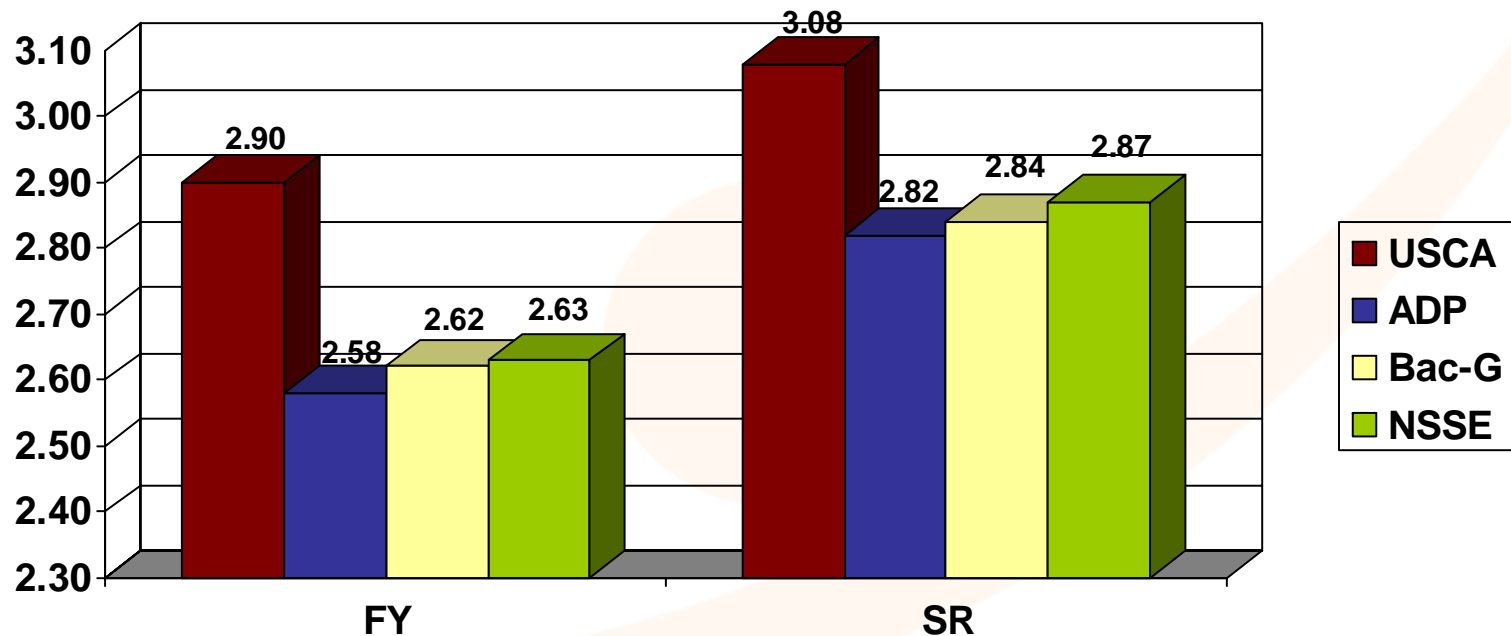




Educational and Personal Growth

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4= very much

11f. Analyzing quantitative problems

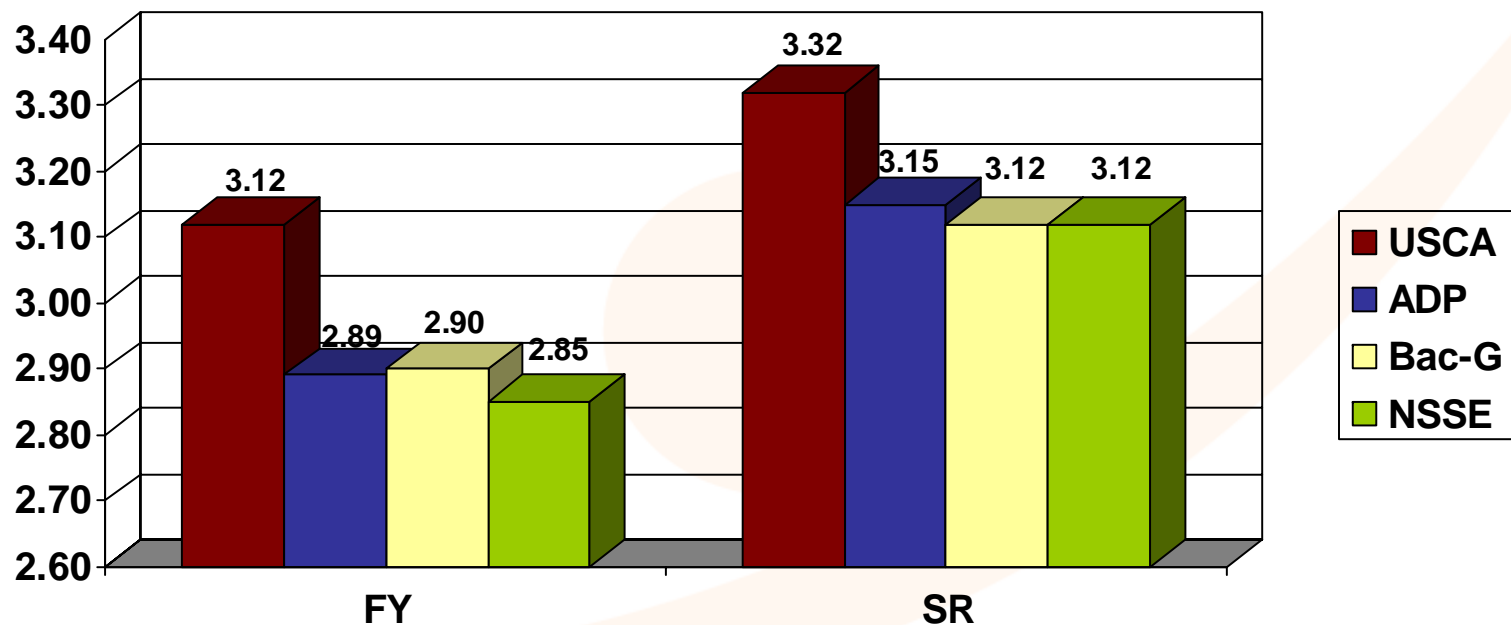




Educational and Personal Growth

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4= very much

11g. Using computing and information technology

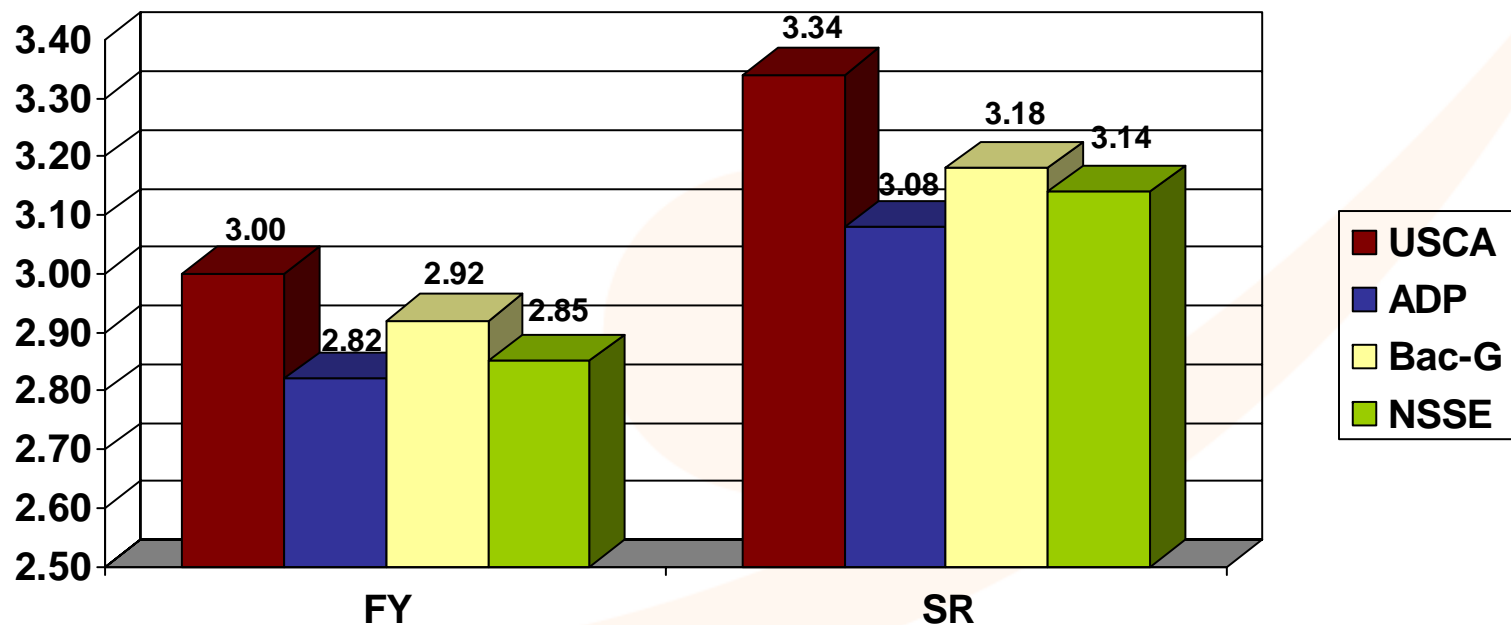




Educational and Personal Growth

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4= very much

11h. Working effectively with others

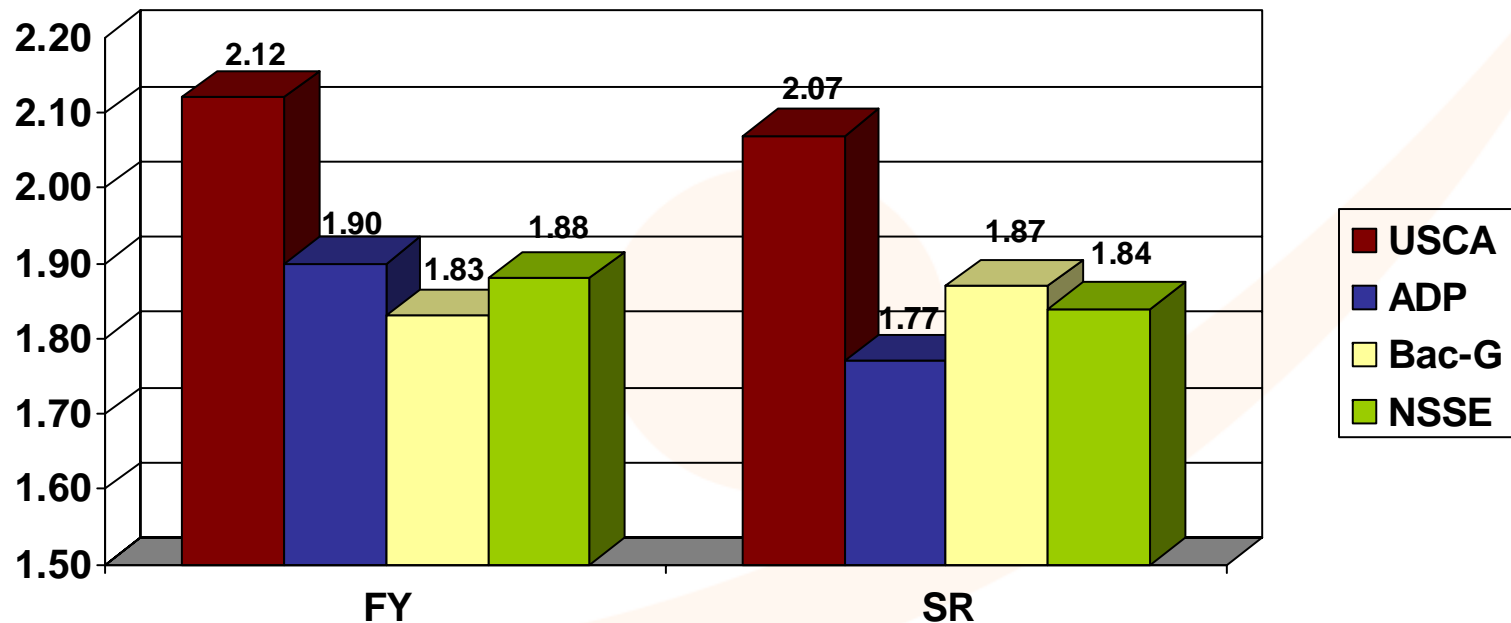




Educational and Personal Growth

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4= very much

11i. Voting in local, state, or national elections

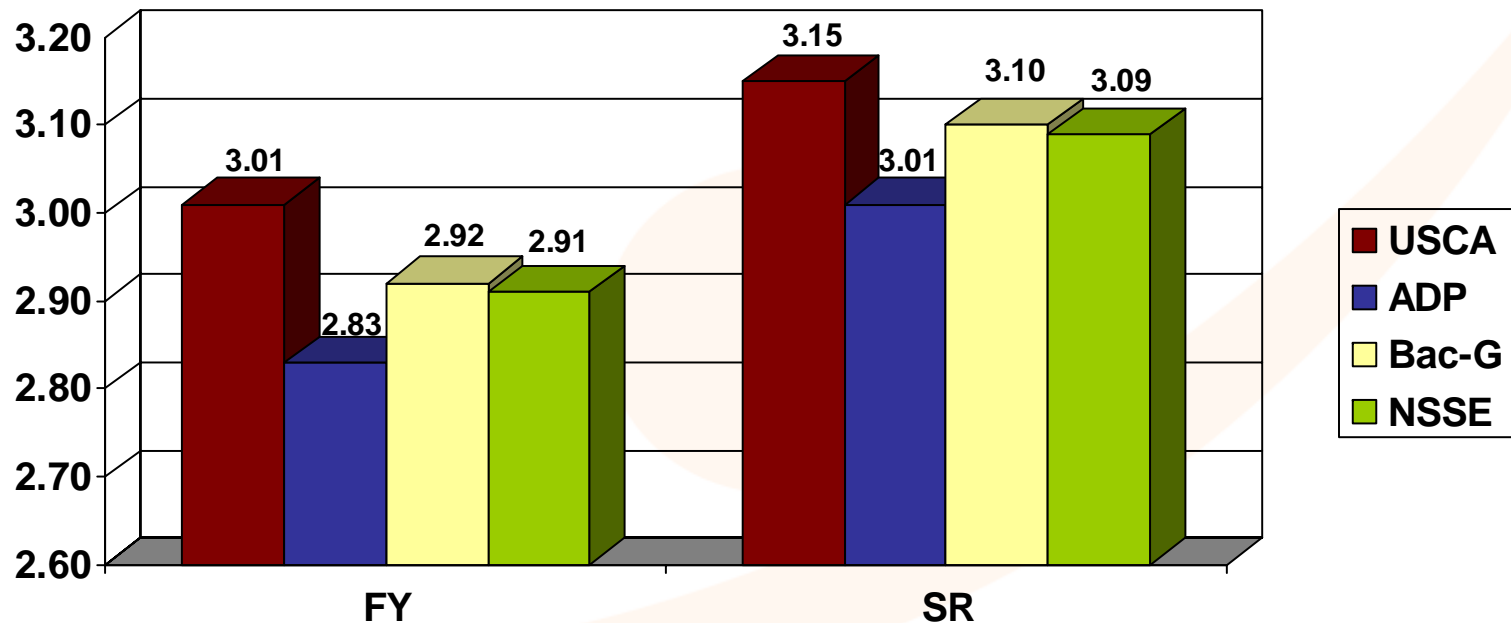




Educational and Personal Growth

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4= very much

11j. Learning effectively on your own

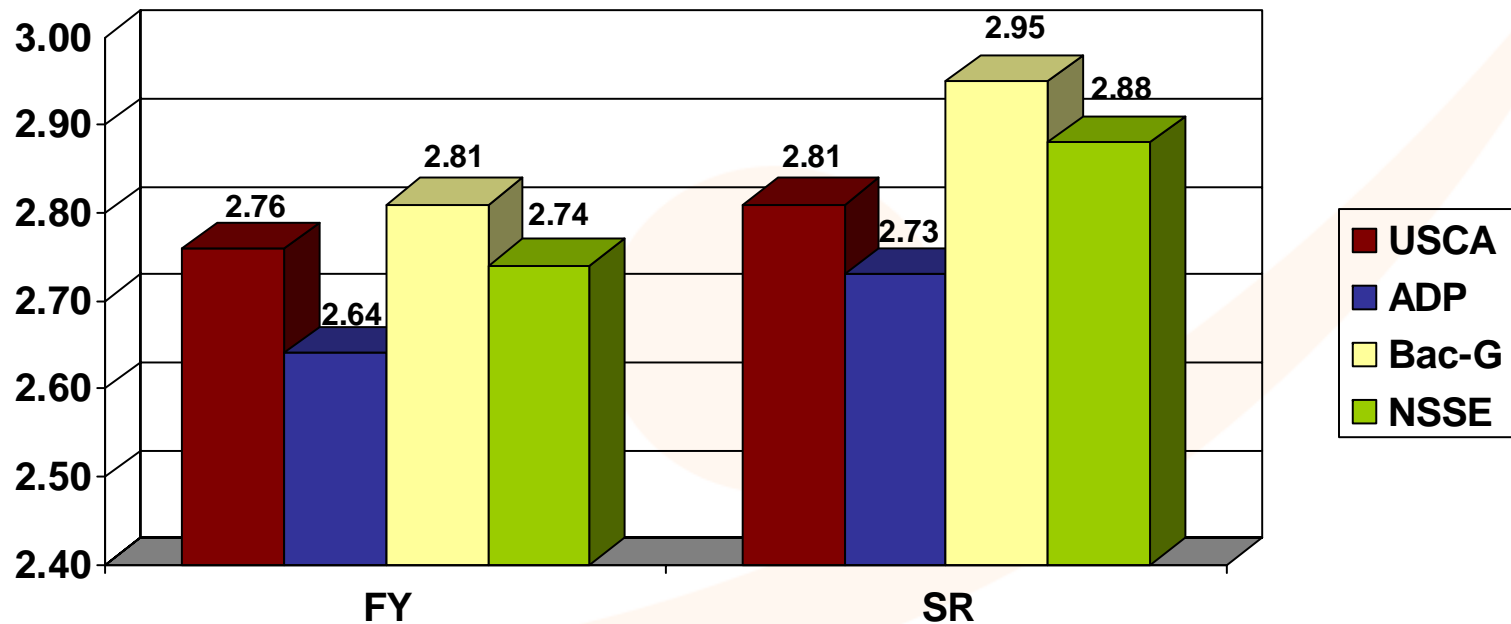




Educational and Personal Growth

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4= very much

11k. Understanding yourself

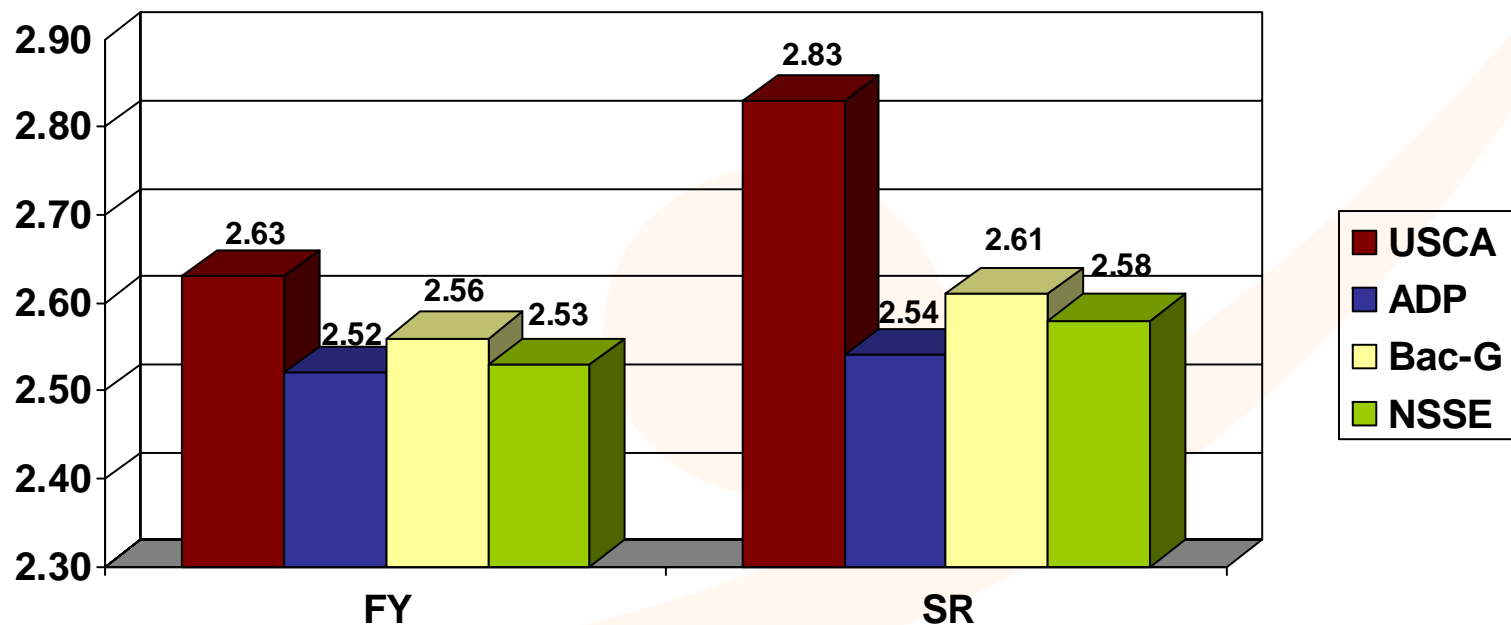




Educational and Personal Growth

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4= very much

11I. Understanding people of other racial and ethnic backgrounds

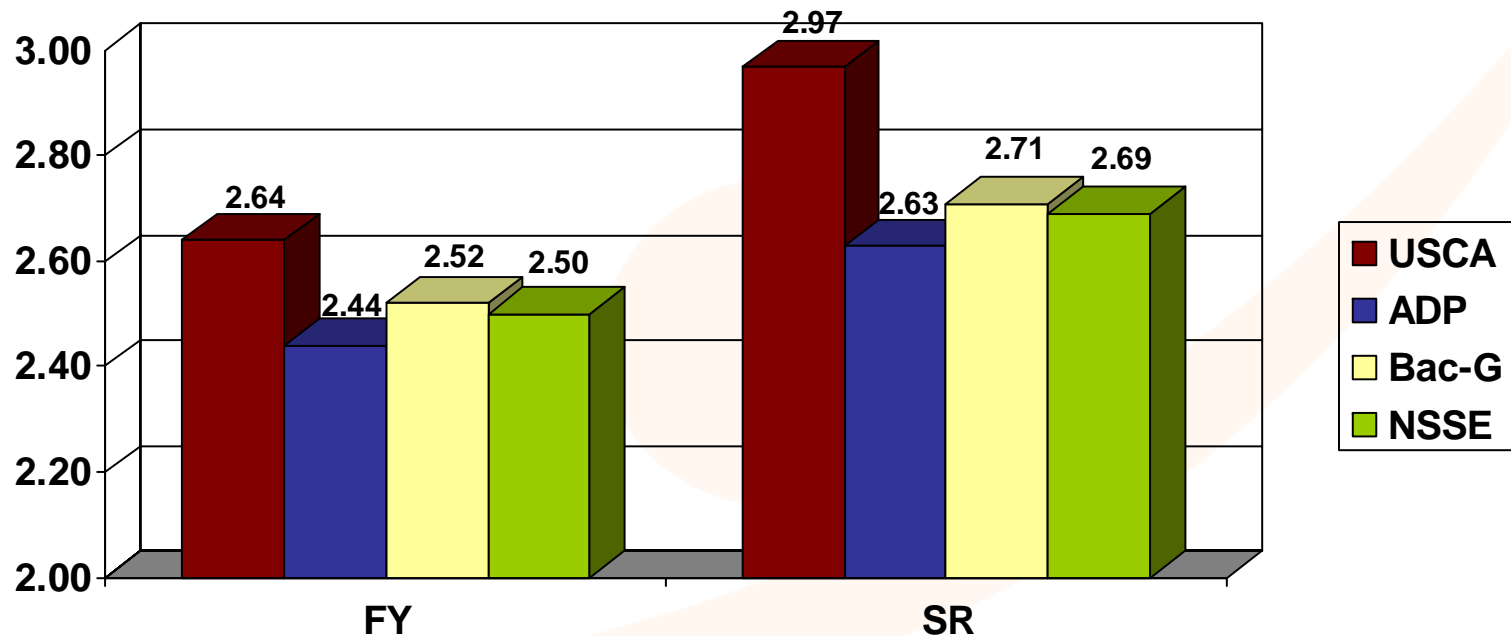




Educational and Personal Growth

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4= very much

11m. Solving complex real-world problems

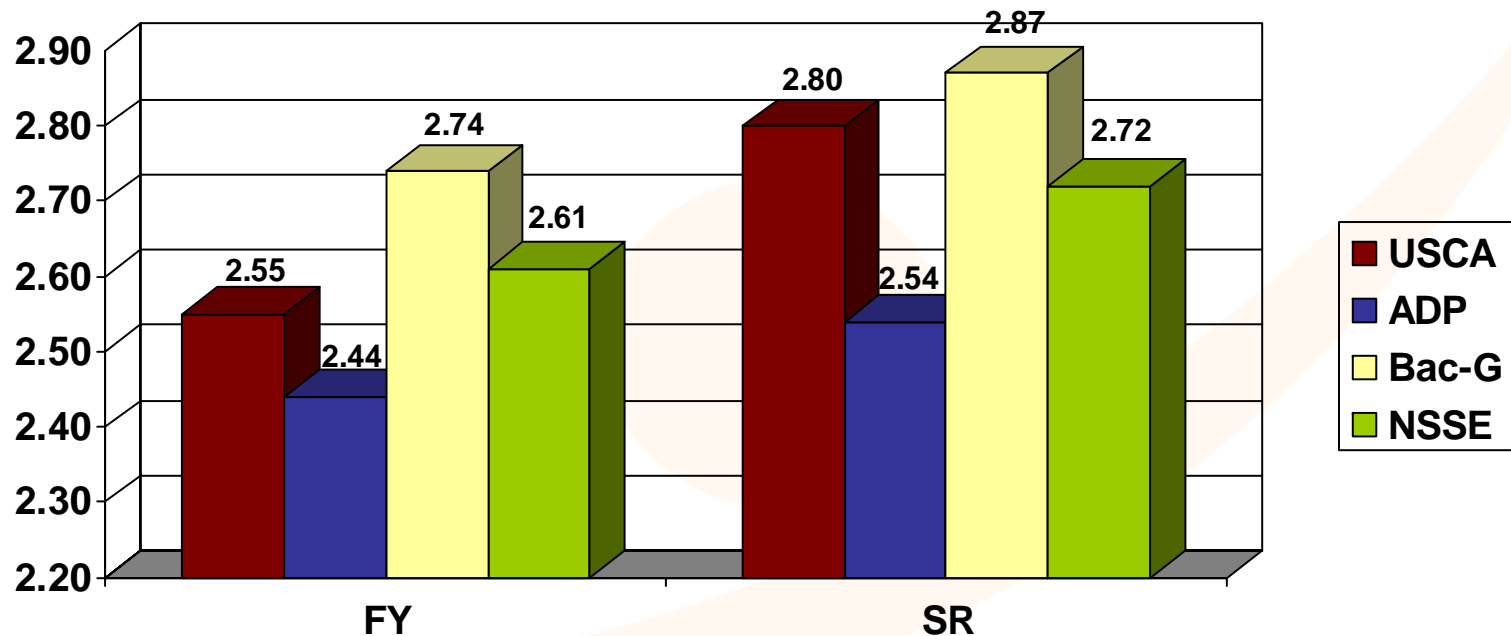




Educational and Personal Growth

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4= very much

11n. Developing a personal code of values and ethics

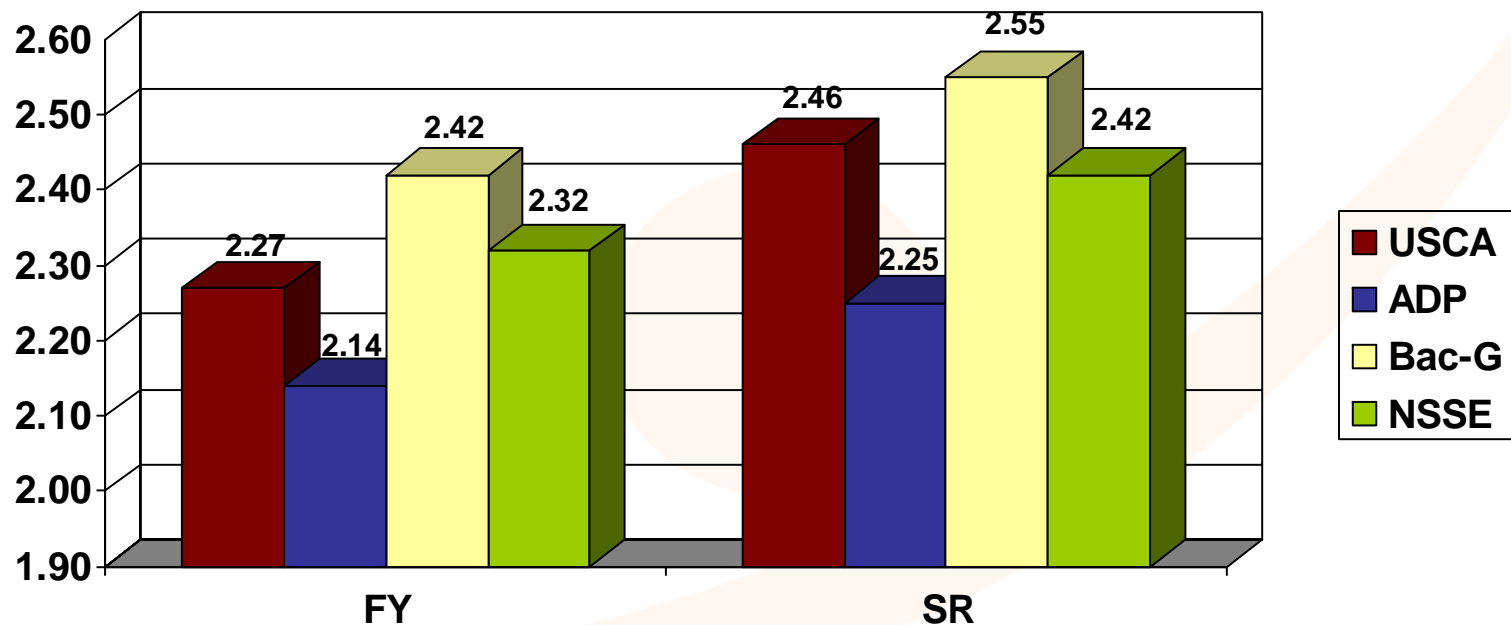




Educational and Personal Growth

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4= very much

11o. Contributing to the welfare of your community

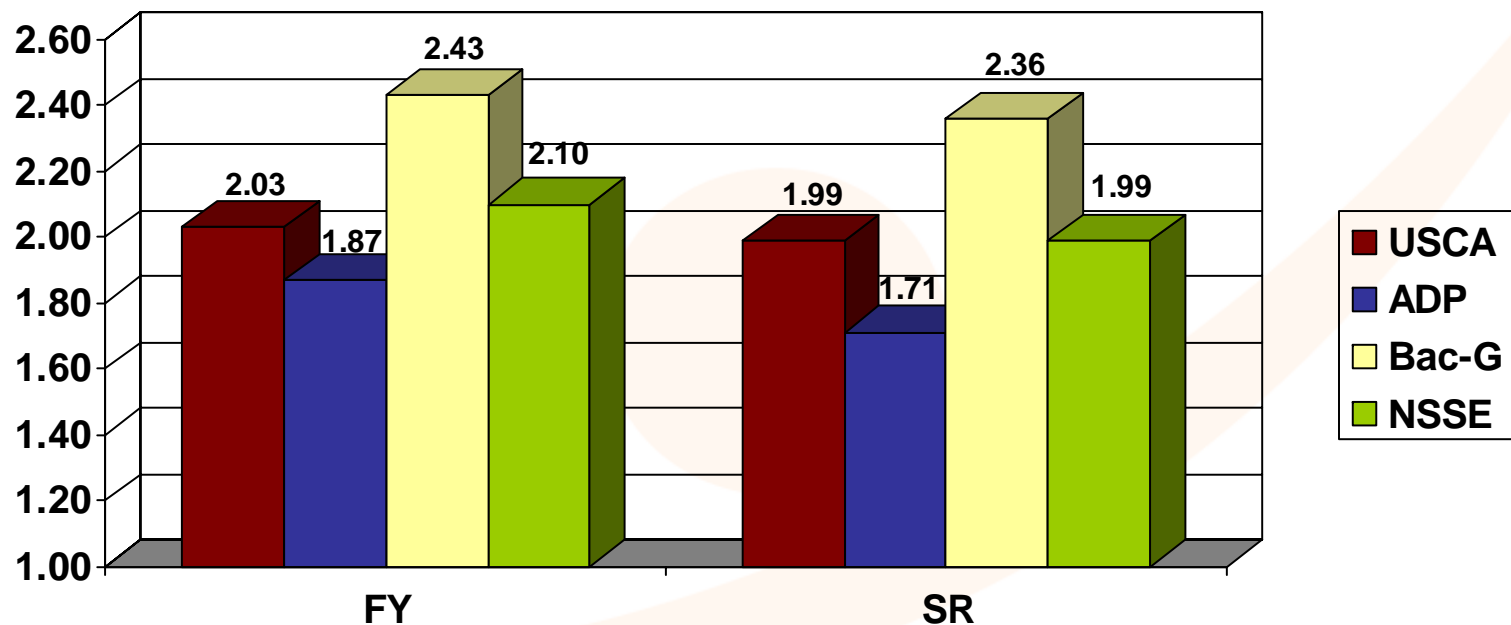




Educational and Personal Growth

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4= very much

11p. Developing a deepened sense of spirituality





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Quality of Student Relationships

USCA students rated the quality of their relationships with the following groups more positively than did their counterparts at other institutions:

- Relationships with administrators
- Relationships with other students

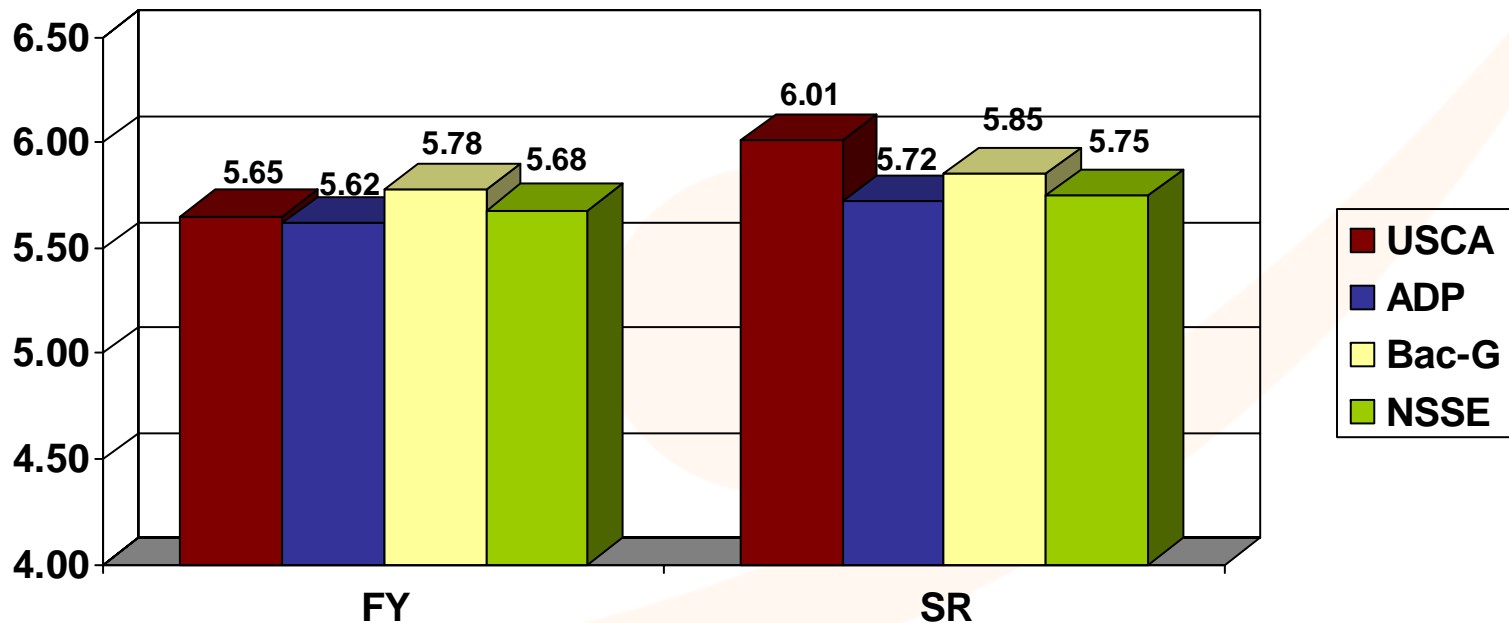
USCA students rated their relationships with faculty members slightly higher than did students at ADP institutions and the entire NSSE population, but these differences were not statistically significant.



Quality of Student Relationships

Mark the box that best represents the quality of your relationships with people at your institution.
1=unfriendly, unsupportive, sense of alienation, to 7 = friendly, supportive, sense of belonging

8a. Relationships with other students

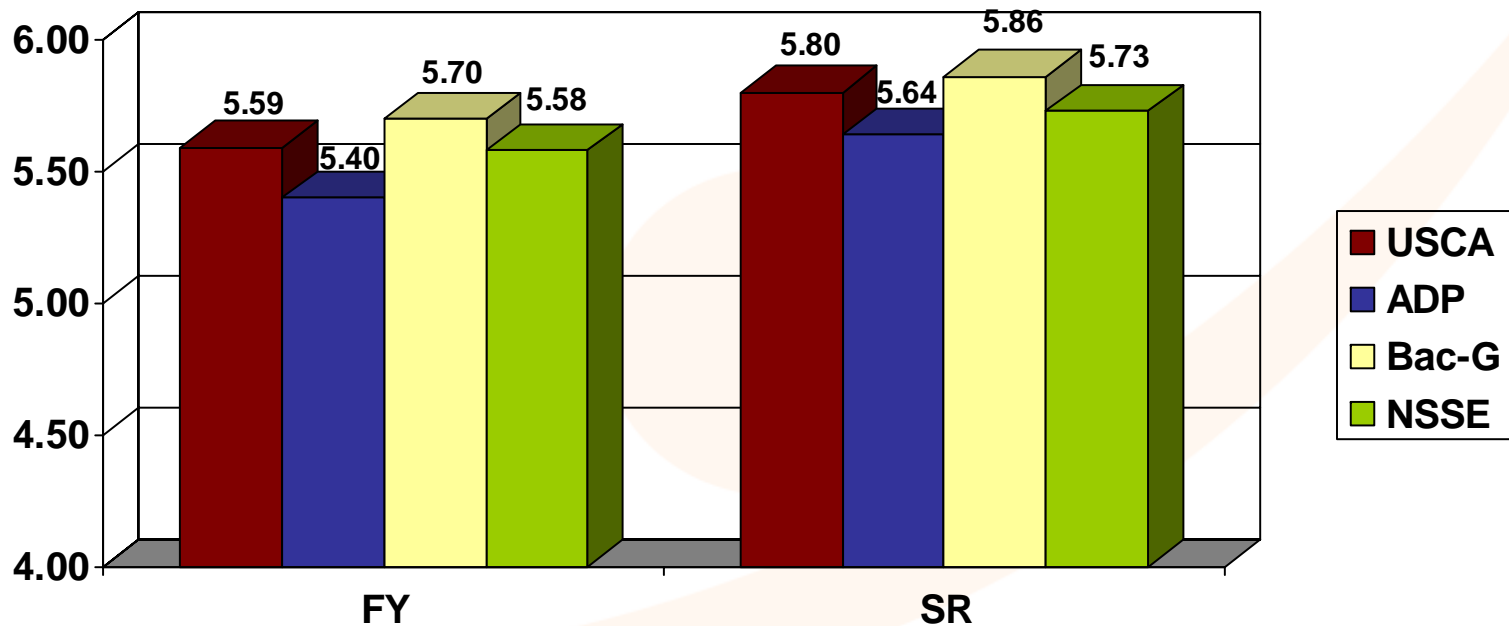




Quality of Student Relationships

Mark the box that best represents the quality of your relationships with people at your institution.
1=unfriendly, unsupportive, sense of alienation, to 7 = friendly, supportive, sense of belonging

8b. Relationships with faculty

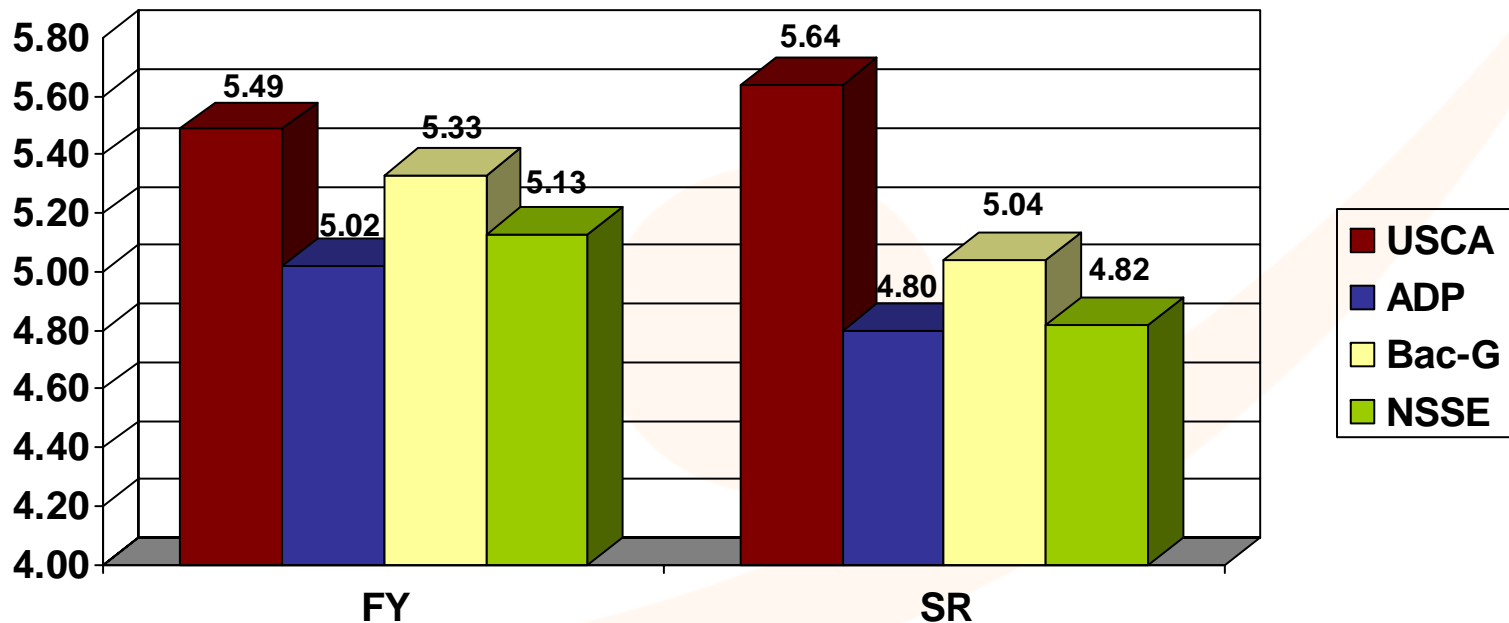




Quality of Student Relationships

Mark the box that best represents the quality of your relationships with people at your institution.
1=unfriendly, unsupportive, sense of alienation, to 7 = friendly, supportive, sense of belonging

8c. Relationships with administrators





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Mental Activities

- USCA's classes at upper and lower levels emphasized memorization more than classes in Bac-general or NSSE institutions.
- USCA's introductory courses provided a slightly greater emphasis on analysis, synthesis, and making judgments than did courses in ADP institutions.
- USCA's upper-level courses appeared comparable in higher-order thinking across all categories.

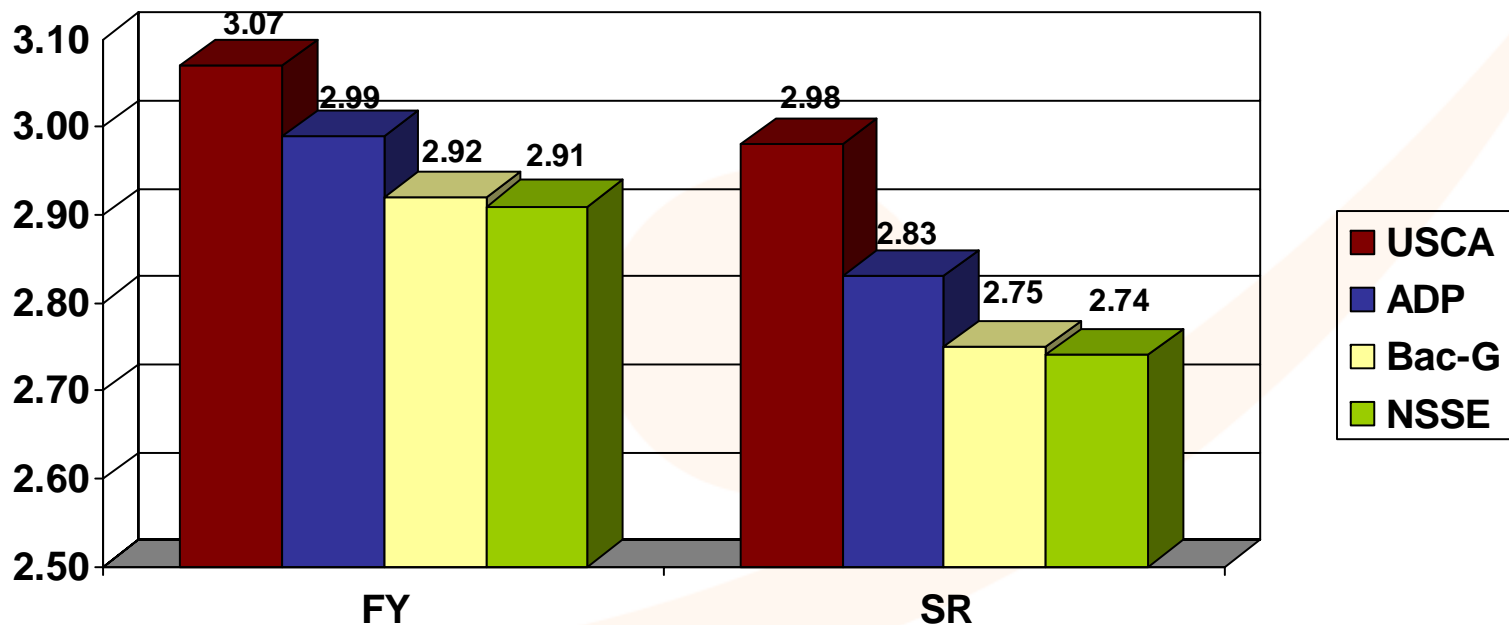




Mental Activities

During the current school year, how much has your coursework emphasized the following mental activities? 1=very little, 2=some, 3=quite a bit, 4=very much

2a. Memorizing facts, ideas, or methods from your courses so that you can repeat them in pretty much the same form

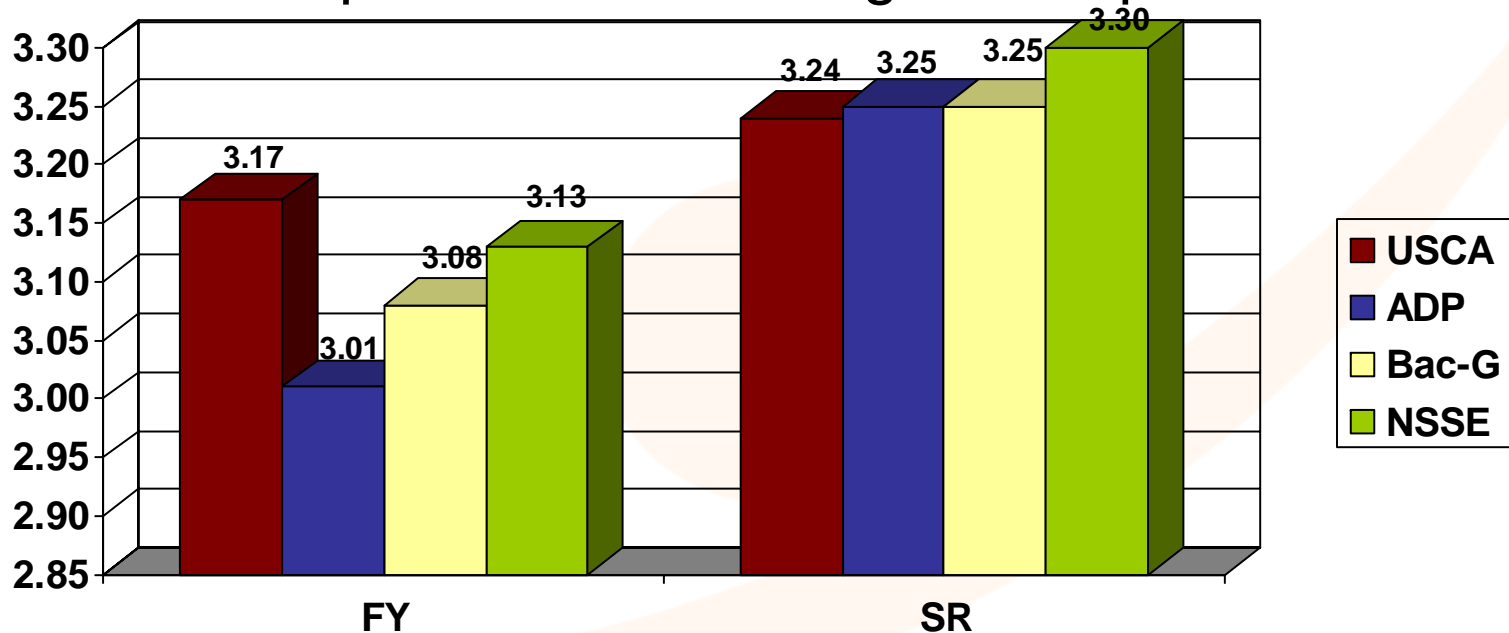




Mental Activities

During the current school year, how much has your coursework emphasized the following mental activities? 1=very little, 2=some, 3=quite a bit, 4=very much

2b. Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components

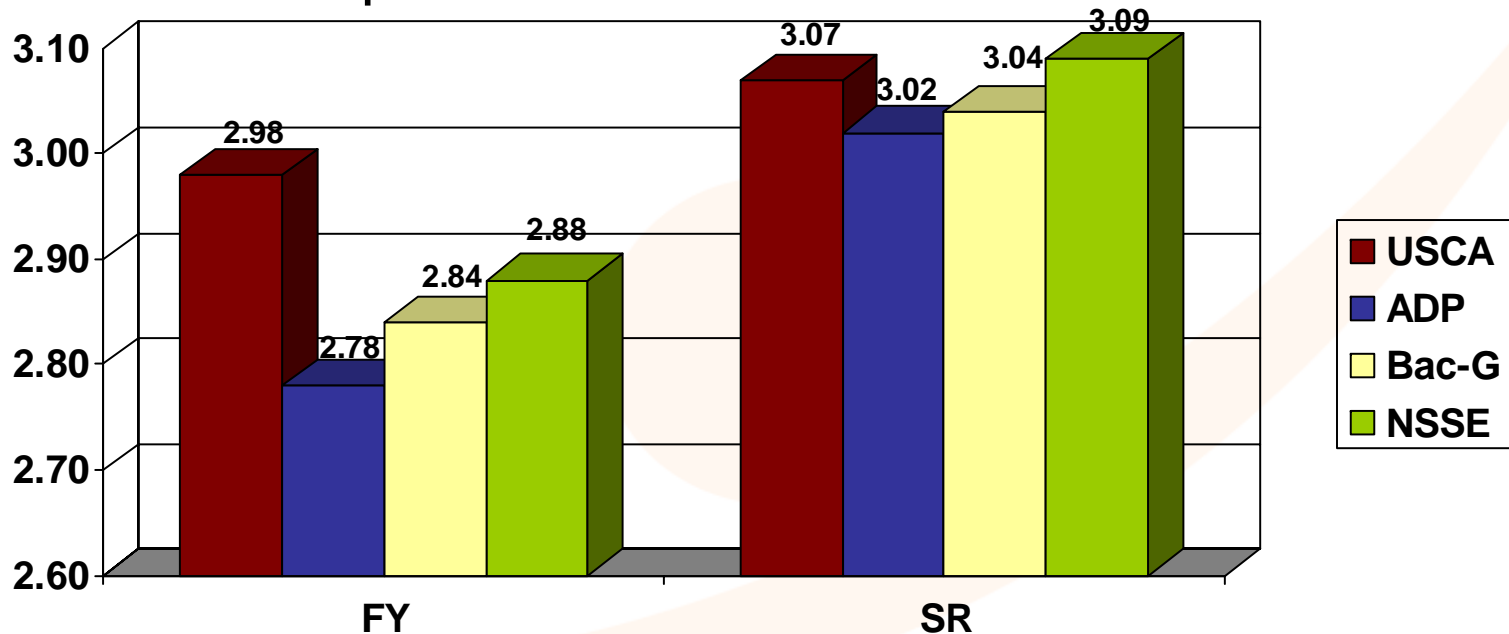




Mental Activities

During the current school year, how much has your coursework emphasized the following mental activities? 1=very little, 2=some, 3=quite a bit, 4=very much

2c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships

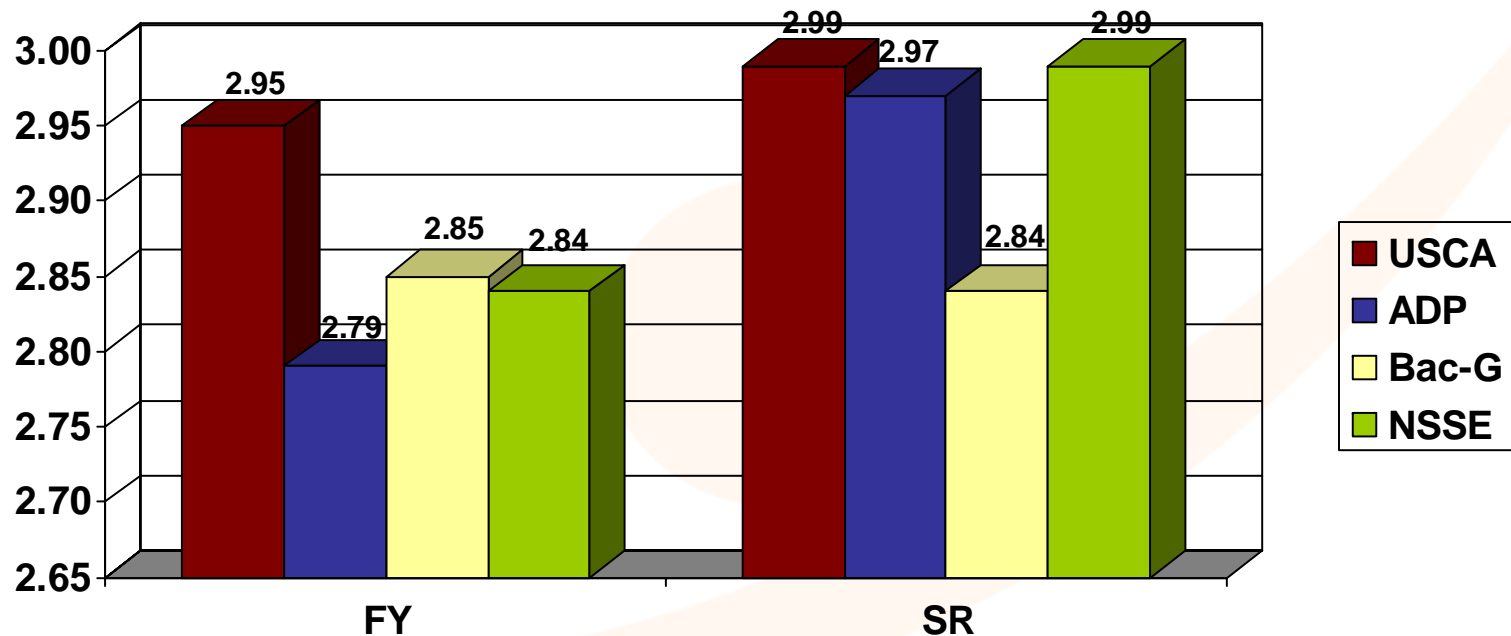




Mental Activities

During the current school year, how much has your coursework emphasized the following mental activities? 1=very little, 2=some, 3=quite a bit, 4=very much

2d. Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions

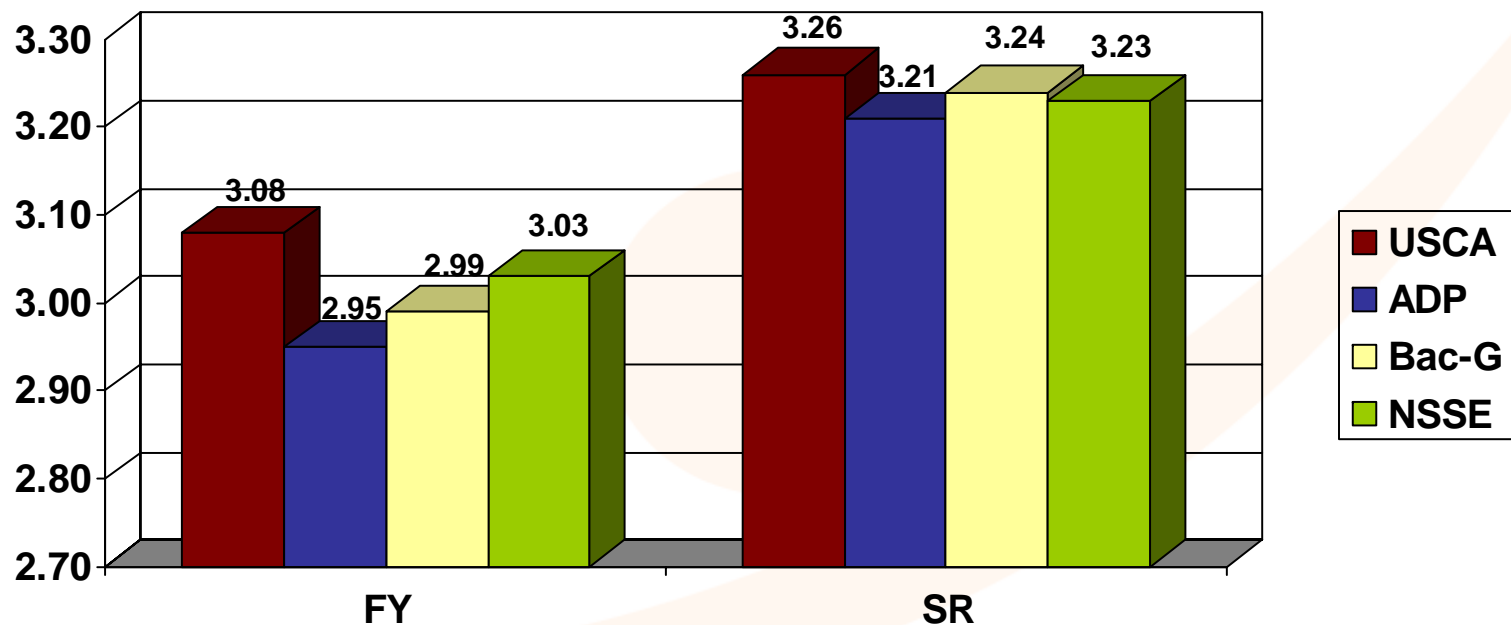




Mental Activities

During the current school year, how much has your coursework emphasized the following mental activities? 1=very little, 2=some, 3=quite a bit, 4=very much

2e. Applying theories or concepts to practical problems or in new situations





Academic & Intellectual Experiences

USCA's strengths in this category were apparent among first-year students but not seniors:

First-year students indicating they have done the following "very often" or often" during the current school year:

Survey Item	Response	USCA	ADP	Bac-G	NSSSE
1d. Worked on a paper or project integrating ideas or info from various sources	Often	38%	43%	45%	44%
	<u>Very Often</u>	<u>45%</u>	<u>30%</u>	<u>34%</u>	<u>32%</u>
	Total	83%	73%	79%	76%
1o. Talked about career plans with advisor	Often	26%	20%	24%	20%
	<u>Very Often</u>	<u>9%</u>	<u>7%</u>	<u>10%</u>	<u>9%</u>
	Total	35%	27%	34%	29%
1q. Received prompt feedback from faculty	Often	39%	38%	41%	40%
	<u>Very Often</u>	<u>20%</u>	<u>12%</u>	<u>15%</u>	<u>15%</u>
	Total	59%	50%	56%	55%
1r. Worked harder than you thought you could to meet instructor's standards or expectations	Often	47%	36%	38%	36%
	<u>Very Often</u>	<u>17%</u>	<u>14%</u>	<u>16%</u>	<u>16%</u>
	Total	64%	50%	54%	52%



Academic & Intellectual Experiences

USCA's weaknesses in this category were most apparent among seniors:

Seniors indicating they have done the following "very often" or often" during the current school year:

Survey Item	Response	USCA	ADP	Bac-G	NSSE
1a. Asked questions in class or contributed to class discussion	Often	38%	33%	32%	31%
	<u>Very Often</u>	<u>34%</u>	<u>39%</u>	<u>46%</u>	<u>43%</u>
	Total	72%	72%	78%	74%
1b. Made a class presentation (also occurred less often for FY students)	Often	44%	36%	41%	38%
	<u>Very Often</u>	<u>15%</u>	<u>25%</u>	<u>30%</u>	<u>26%</u>
	Total	59%	61%	71%	64%
1c. Prepared two or more drafts or a paper or assignment before turning it in	Often	25%	27%	27%	27%
	<u>Very Often</u>	<u>17%</u>	<u>21%</u>	<u>22%</u>	<u>20%</u>
	Total	42%	48%	49%	47%
1r. Participated in a community-based project as part of a regular course (also occurred less often for FY students)	Sometimes	24%	28%	35%	29%
	Often	6%	10%	14%	11%
	<u>Very Often</u>	<u>5%</u>	<u>6%</u>	<u>7%</u>	<u>7%</u>
	Total	35%	44%	56%	47%



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Enriching Educational Experiences

USCA students reported lower rates of completion of or participation in enriching educational experiences such as:

- Practicum, internship, field experience, co-op, clinical assign
- Community service or volunteer work
- Participation in a learning community
- Study abroad
- Independent study or self-designed major
- Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)

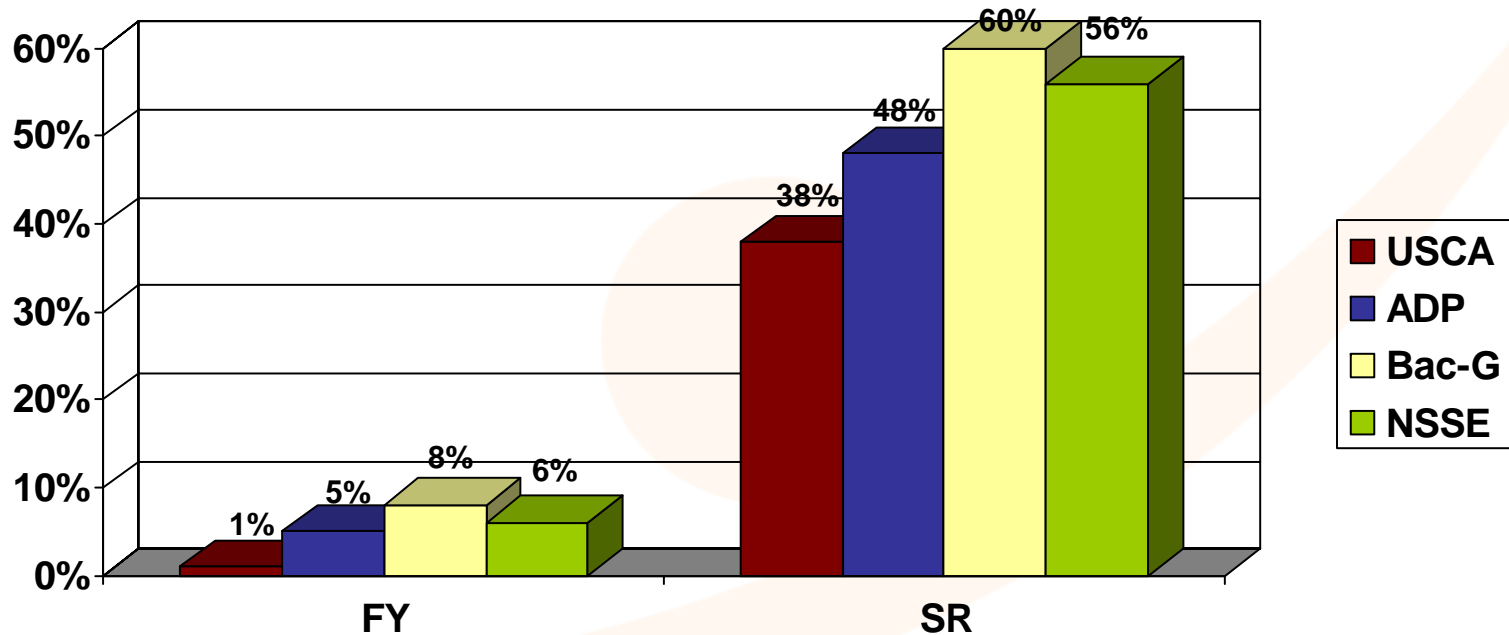
Participation in foreign language coursework was above benchmarks in all areas for seniors, and working on a research project with a faculty member was at benchmark.



Enriching Educational Experiences

During the current school year, which of the following have you done:

7a. Practicum, internship, field experience, co-op experience, or clinical assignment

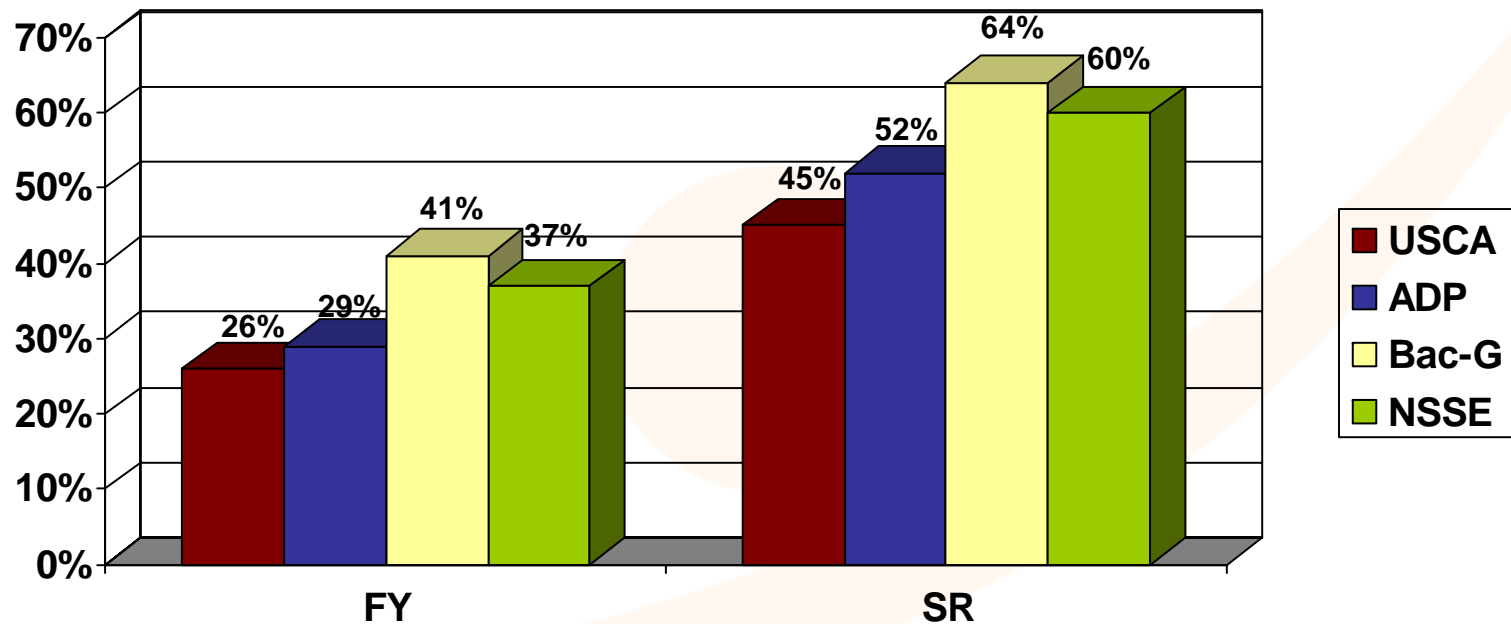




Enriching Educational Experiences

During the current school year, which of the following have you done:

7b. Community service or volunteer work

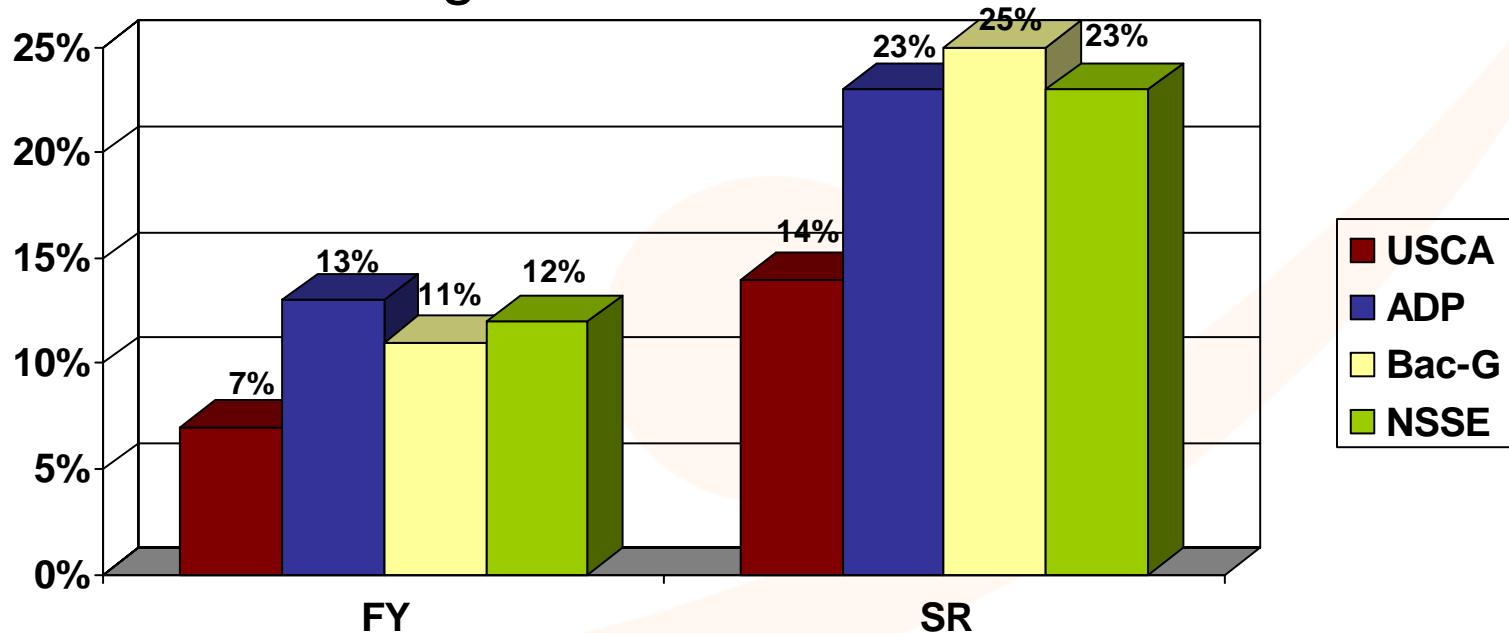




Enriching Educational Experiences

During the current school year, which of the following have you done:

7c. Participate in a learning community or some other formal program where groups of students take two or more classes together

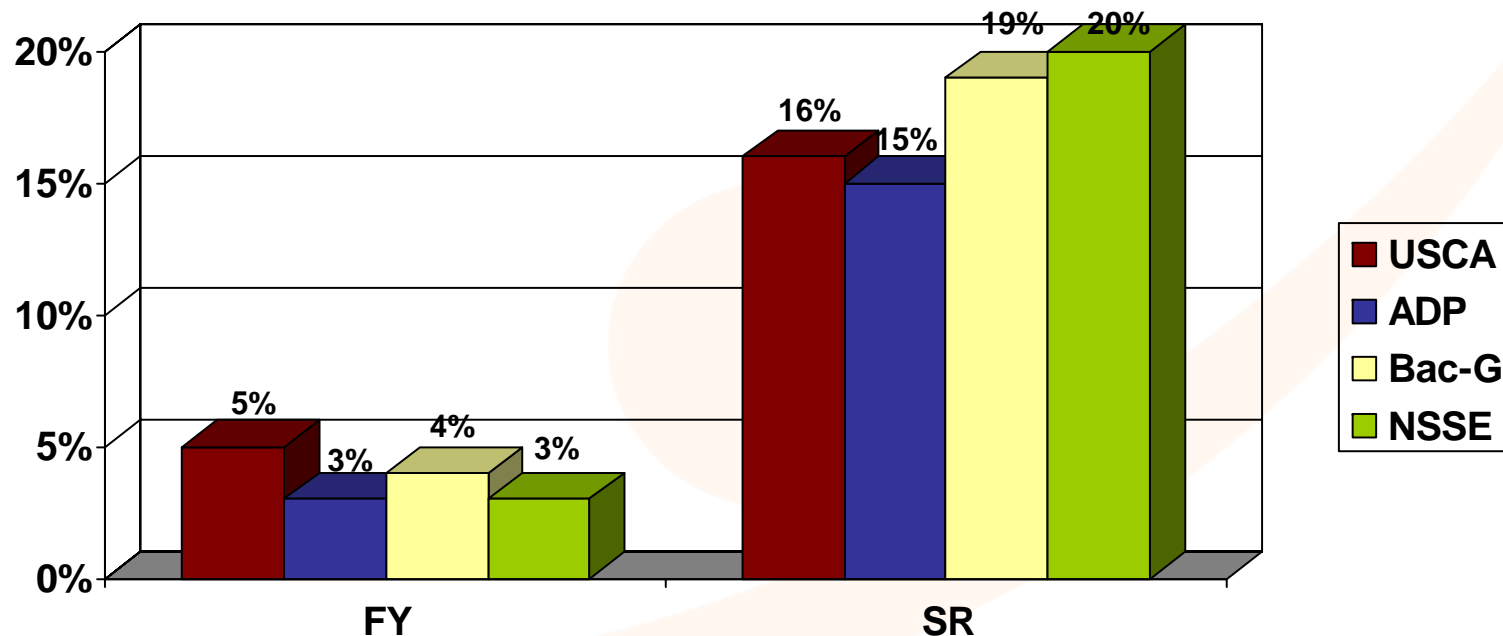




Enriching Educational Experiences

During the current school year, which of the following have you done:

7d. Work on a research project with a faculty member outside of course or program requirements

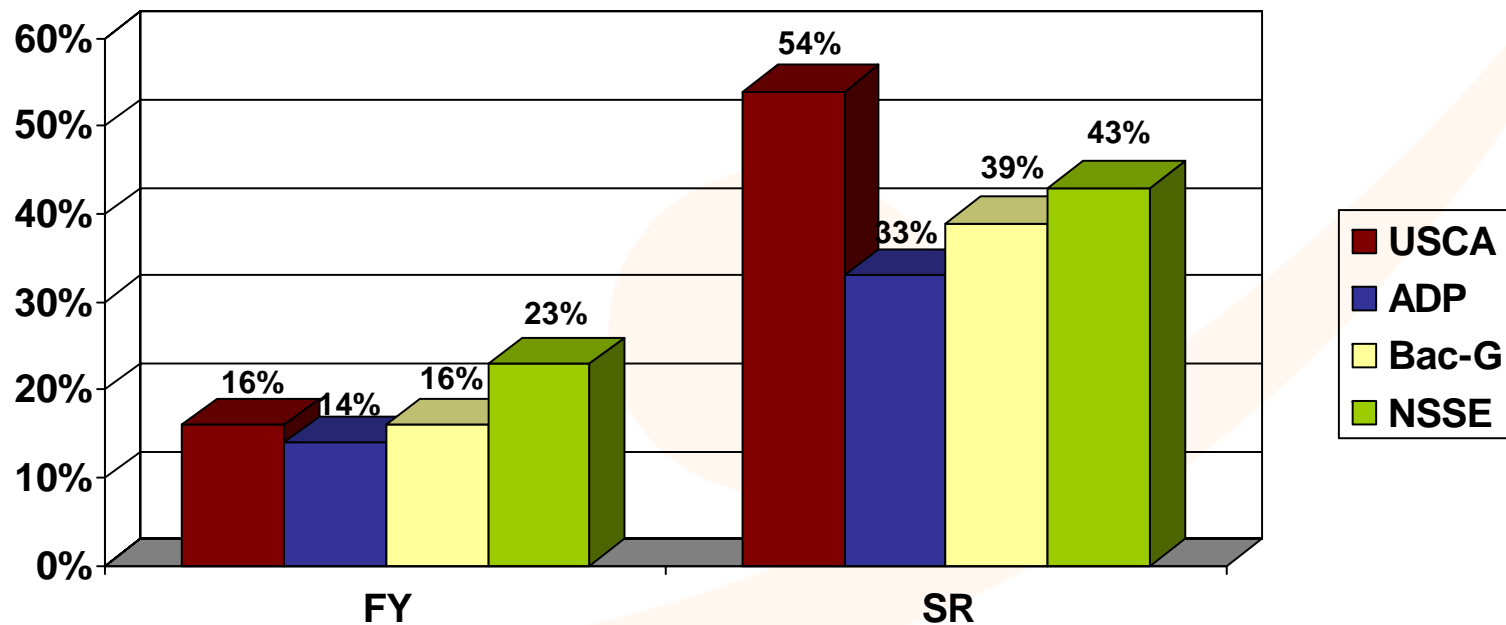




Enriching Educational Experiences

During the current school year, which of the following have you done:

7e. Foreign Language Coursework

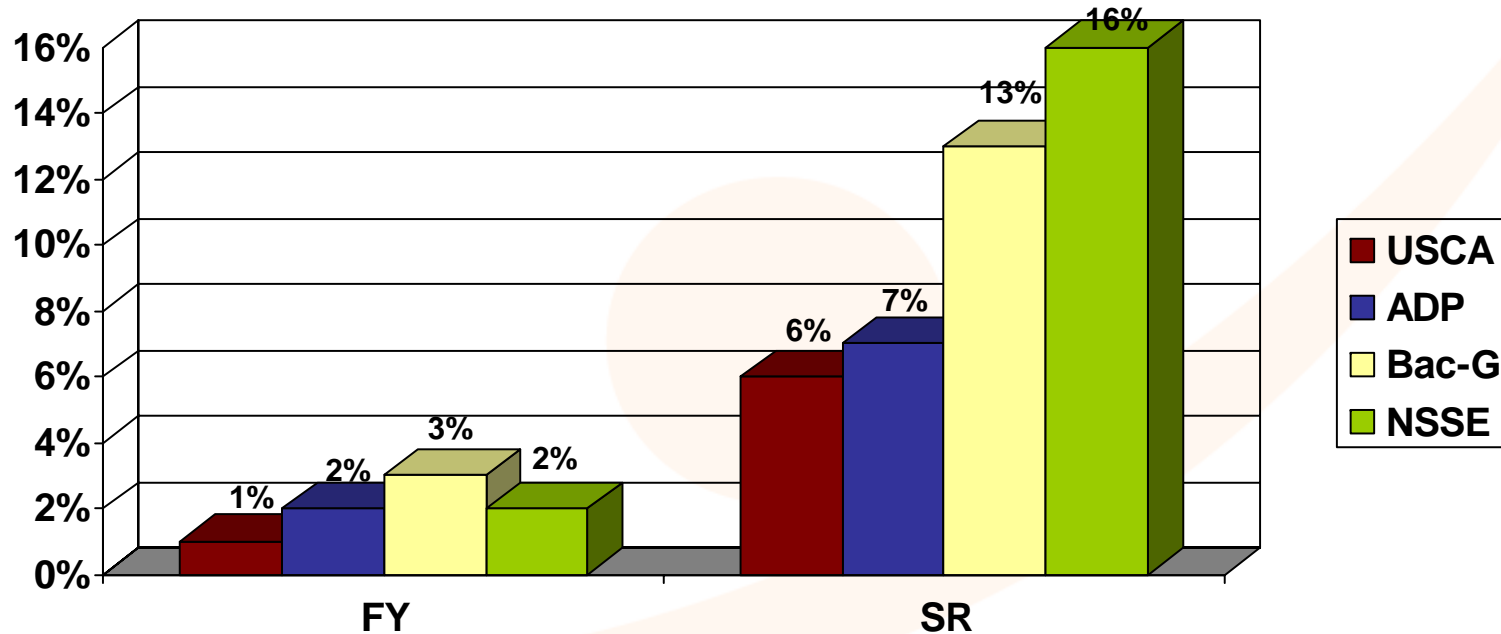




Enriching Educational Experiences

During the current school year, which of the following have you done:

7f. Study Abroad

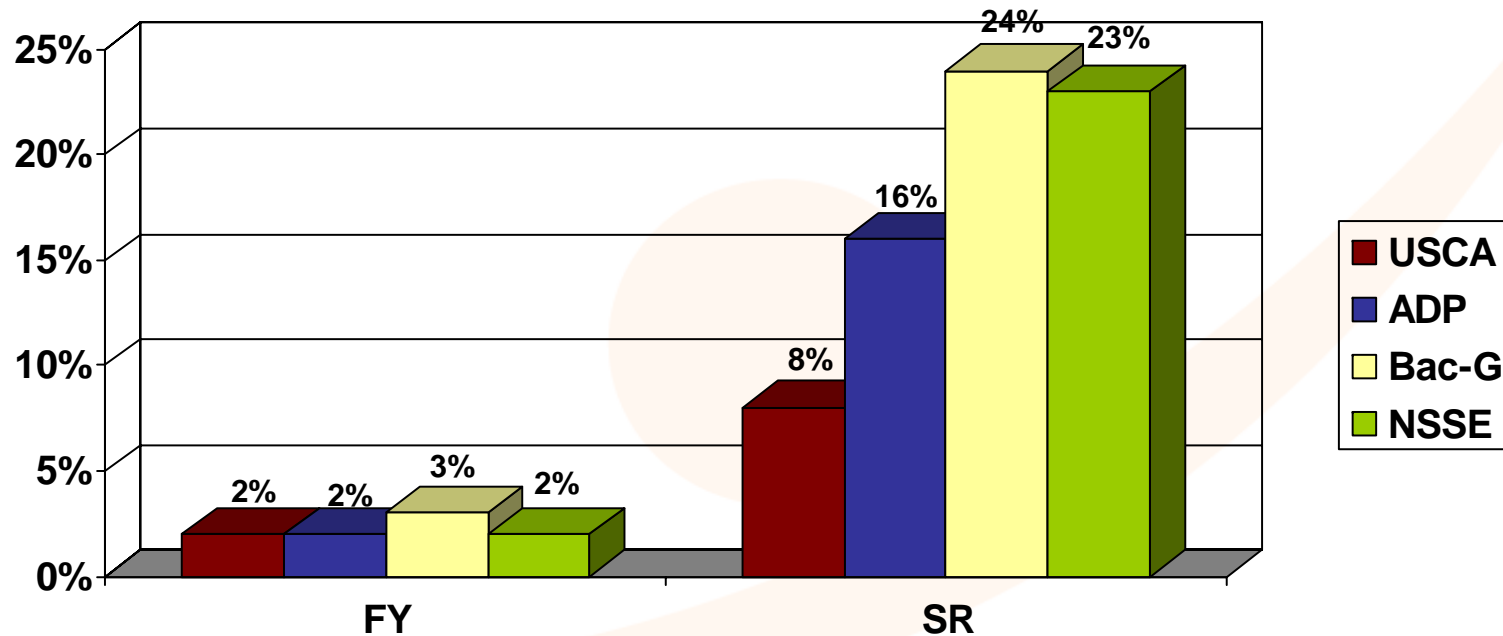




Enriching Educational Experiences

During the current school year, which of the following have you done:

7g. Independent study or self-designed major

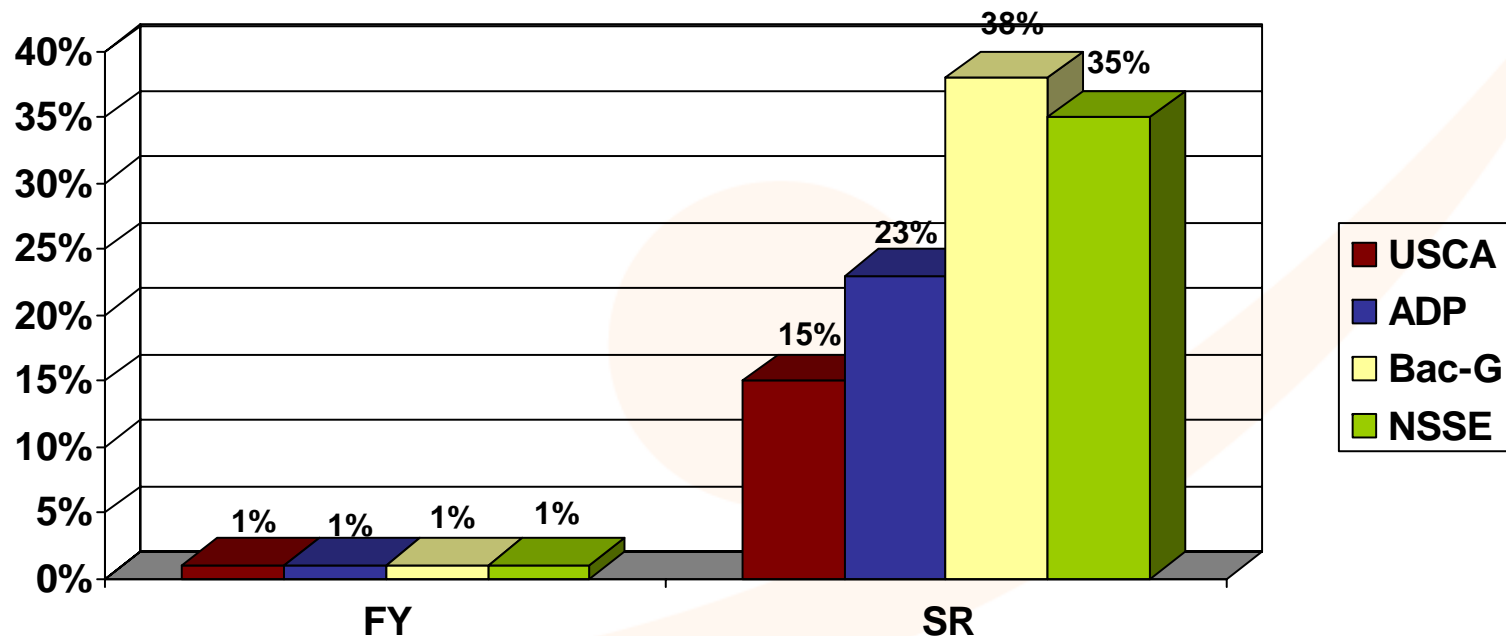




Enriching Educational Experiences

During the current school year, which of the following have you done:

7h. Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)





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Civic Engagement

American Democracy Project institutions participated in a special consortium to measure students' levels of civic engagement. Compared to these schools, USCA students:

- Attached more importance to education and health care issues (FY students only) as well as religious issues and security/safety issues (both groups). All other issues were at benchmark.
- Had signed fewer petitions related to a political or community issue (both groups)
- More FY students had participated in fundraising drives/activities
- Fewer seniors had contacted public officials, organized petitions, voted in an election on- or off-campus





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Reading, Writing, & Problems Sets

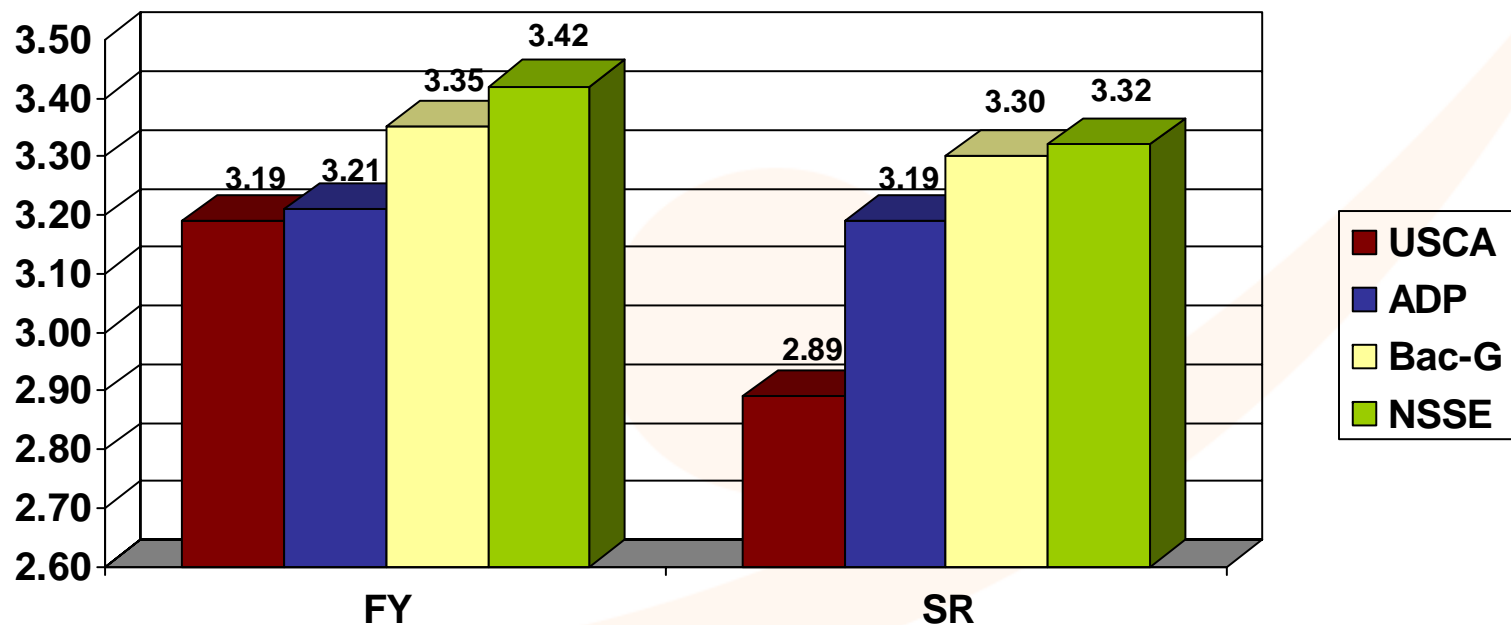
- USCA students reported they read less than their counterparts in all comparison groups.
- While FY students at USCA indicated they wrote slightly more than those at ADP institutions, USCA seniors wrote fewer papers than seniors in all groups.
- USCA students said they completed about as many problem sets as their peers at other institutions (and FY students completed slightly more longer ones than FY students at ADP institutions)



Reading, Writing, & Problems Sets

During the current school year, about how much reading and writing have you done? 1= none, 2=between 1 and 4, 3= between 5 and 10, 4=between 11 and 20, 5= more than 20

4a. Number of assigned textbooks, books, or book-length packs of course readings

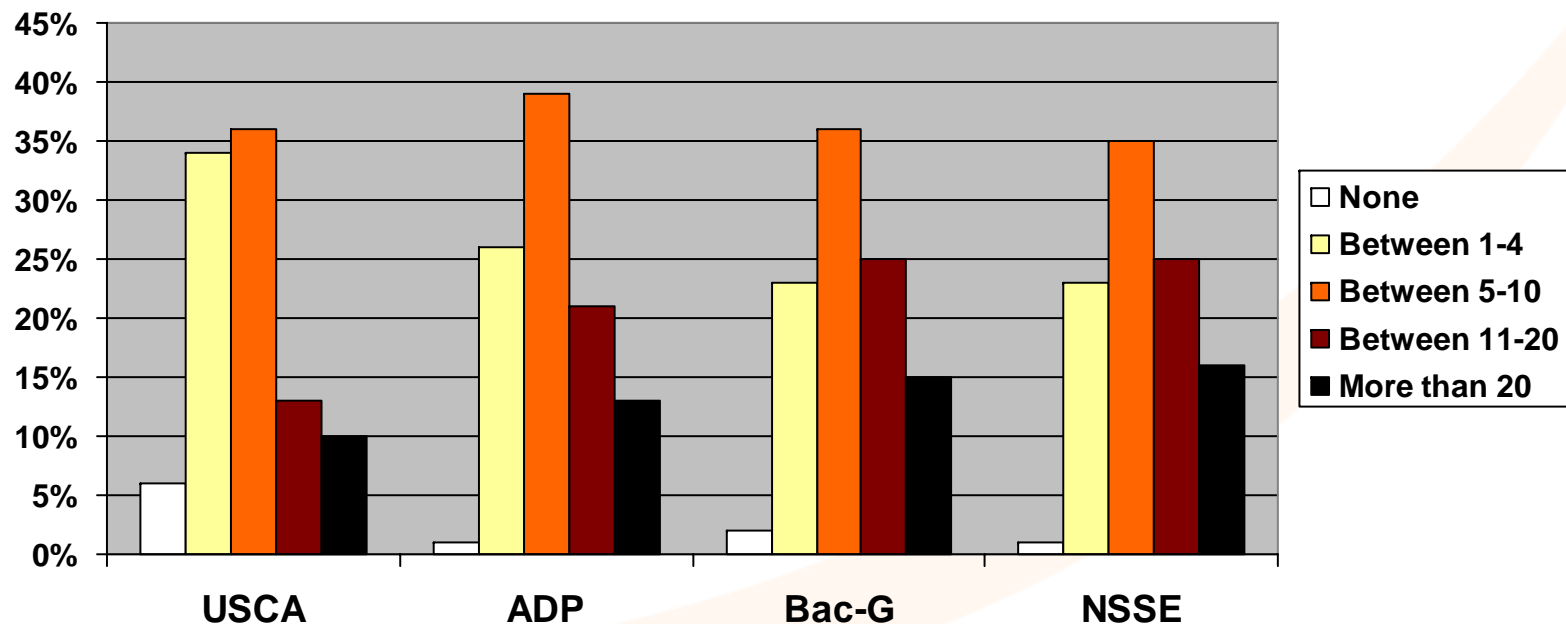




Reading, Writing, & Problems Sets

During the current school year, about how much reading and writing have you done? 1=none, 2=between 1 and 4, 3= between 5 and 10, 4=between 11 and 20, 5= more than 20

4a. Number of assigned textbooks, books, or book-length packs of course readings completed by Seniors

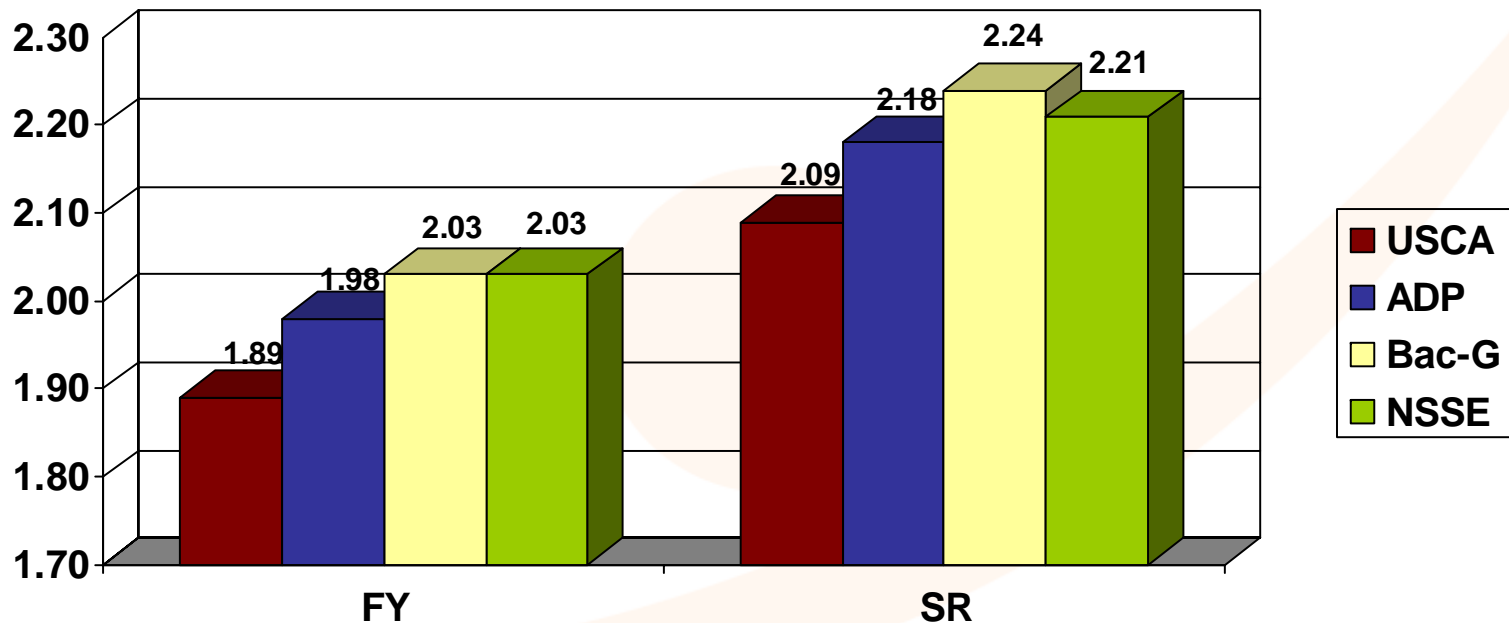




Reading, Writing, & Problems Sets

During the current school year, about how much reading and writing have you done? 1= none, 2=between 1 and 4, 3= between 5 and 10, 4=between 11 and 20, 5= more than 20

4b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment

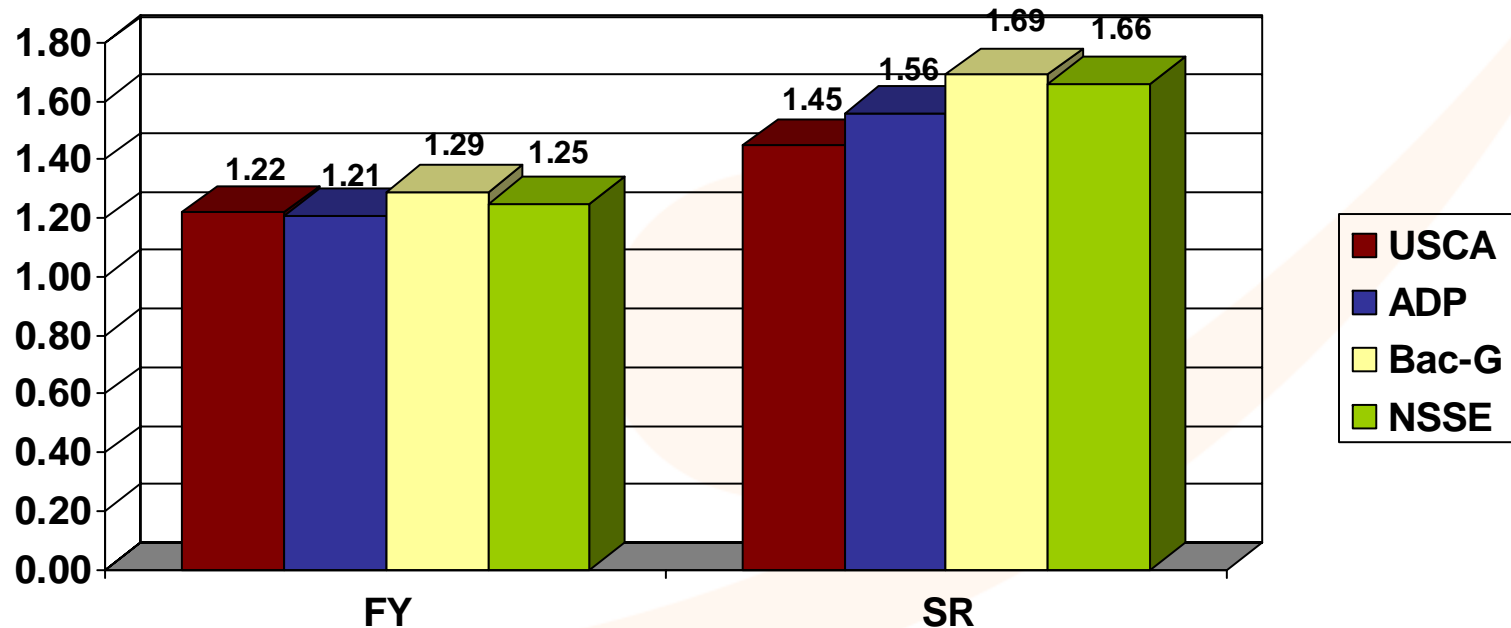




Reading, Writing, & Problems Sets

During the current school year, about how much reading and writing have you done? 1= none, 2=between 1 and 4, 3= between 5 and 10, 4=between 11 and 20, 5= more than 20

4c. Number of written papers or reports of 20 pages or more

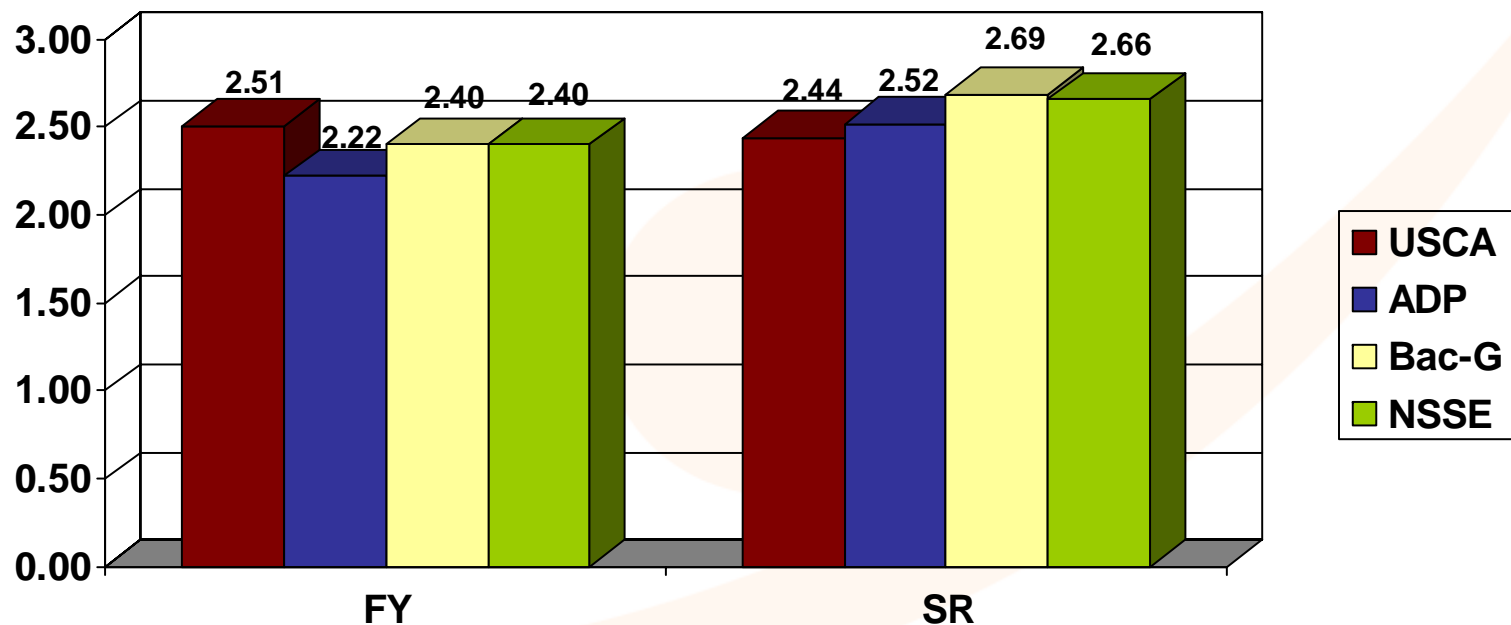




Reading, Writing, & Problems Sets

During the current school year, about how much reading and writing have you done? 1= none, 2=between 1 and 4, 3= between 5 and 10, 4=between 11 and 20, 5= more than 20

4d. Number of written papers or reports of between 5 and 19 pages

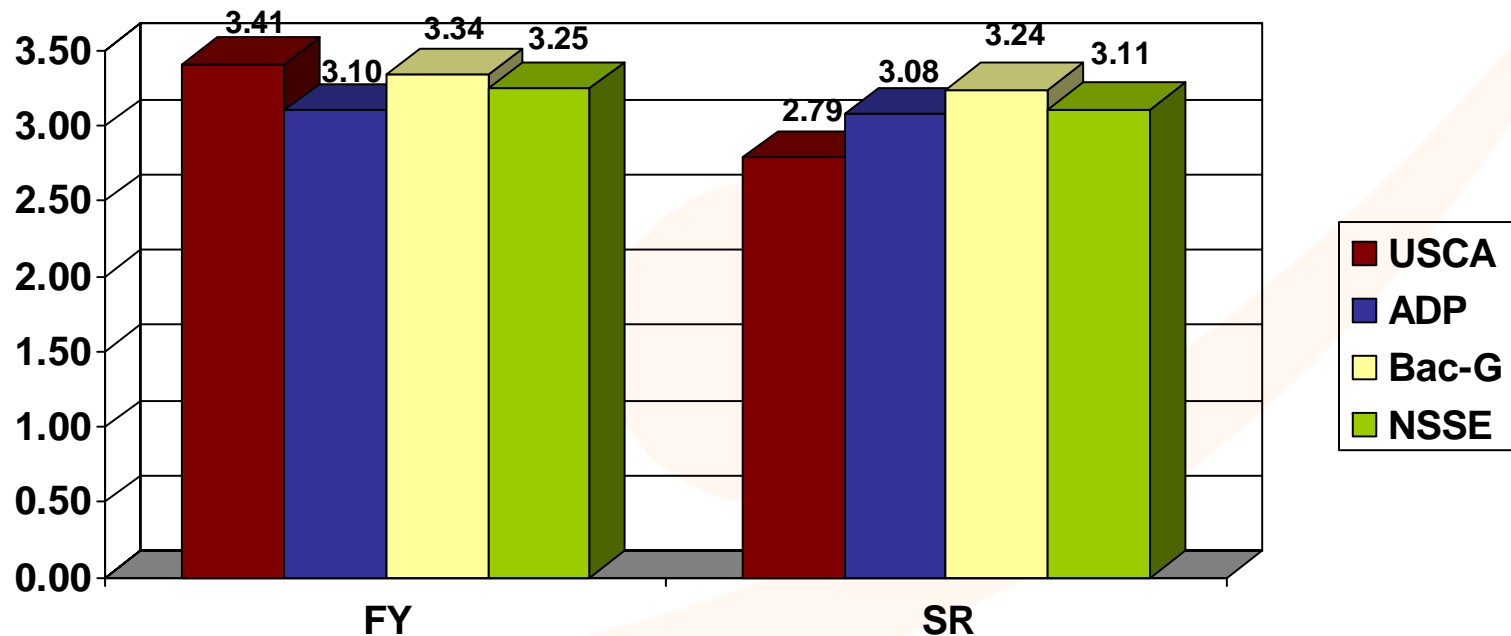




Reading, Writing, & Problems Sets

During the current school year, about how much reading and writing have you done? 1= none, 2=between 1 and 4, 3= between 5 and 10, 4=between 11 and 20, 5= more than 20

4e. Number of written papers or reports of fewer than 5 pages

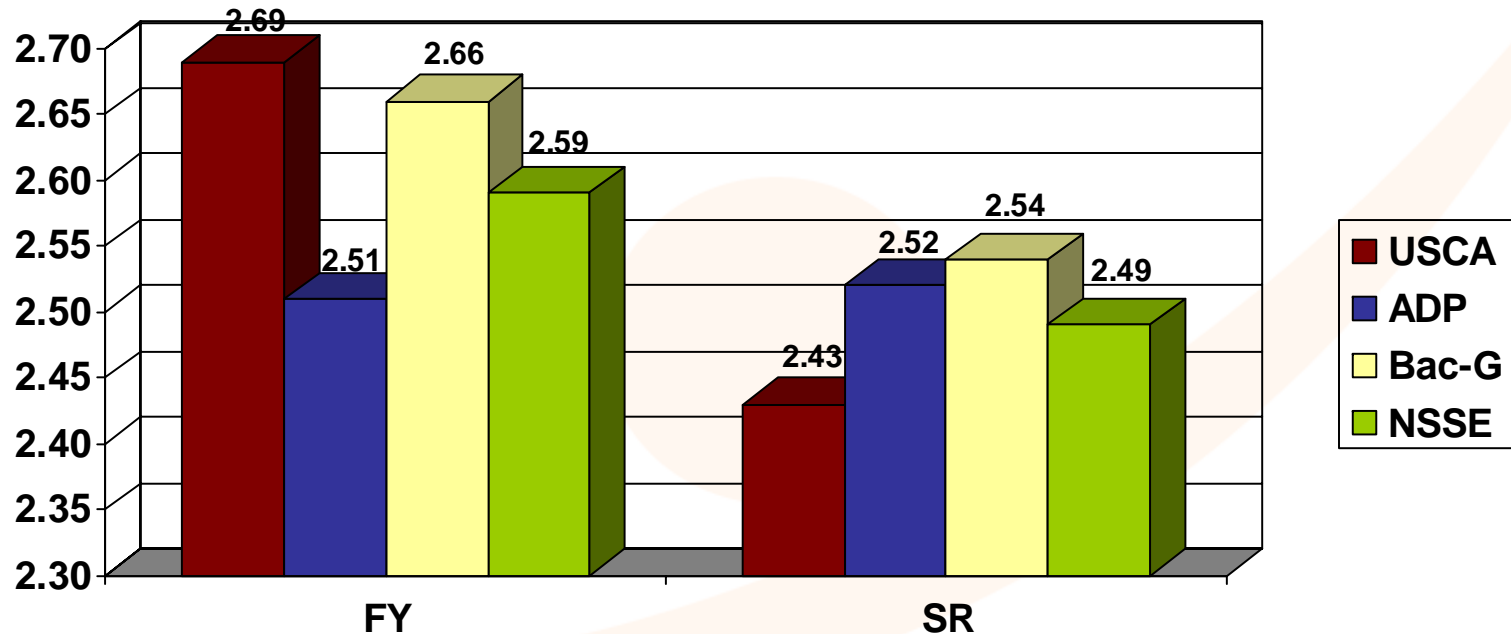




Reading, Writing, & Problems Sets

In a typical week, how many homework problem sets do you complete? 1=none, 2=1-2, 3=3-4, 4=5-6, 5=more than 6

5a. Number of *problem sets* that take you **more** than an hour to complete

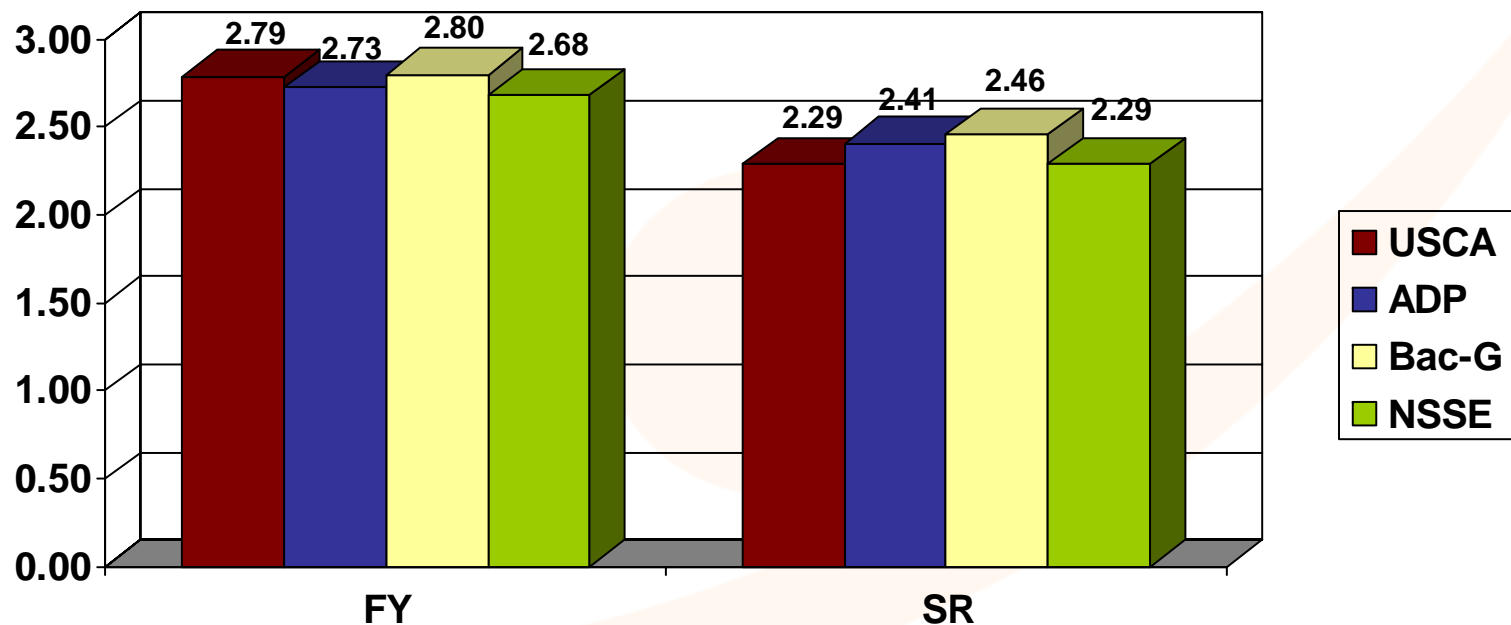




Reading, Writing, & Problems Sets

In a typical week, how many homework problem sets do you complete? 1=none, 2=1-2, 3=3-4, 4=5-6, 5=more than 6

5b. Number of *problem sets* that take you **less** than an hour to complete





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Time Usage

Time usage among USCA students indicates a substantially lower amount of time devoted to academics. Compared to other NSSE students:

- USCA students spent less time
 - Preparing for class
 - Working for pay on campus
 - Participating in co-curricular activities
- USCA students spent more time
 - Working for pay off campus
 - Providing care for dependents
 - Commuting to class

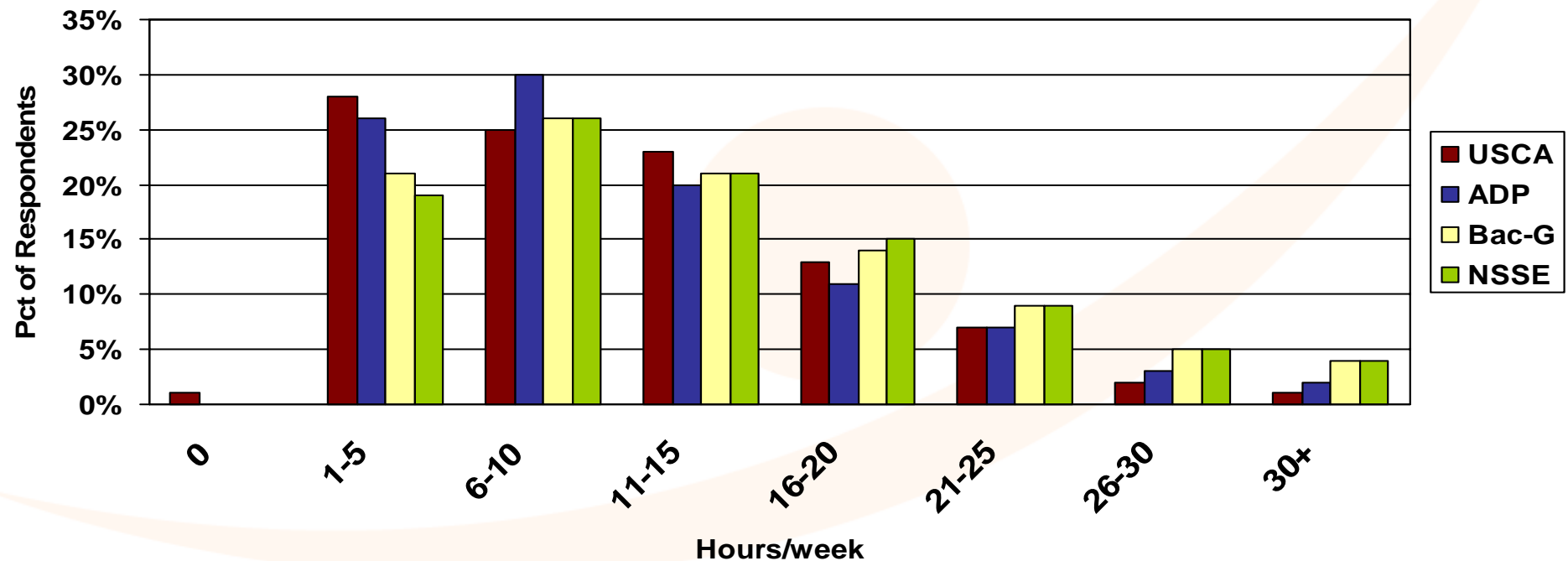




Time Usage

9a. Preparing for class – First Year Students

- 54% of USCA FY students spent 10 hours or less preparing for class each week
- 45% of NSSE FY students spent 10 hours or less preparing for class each week

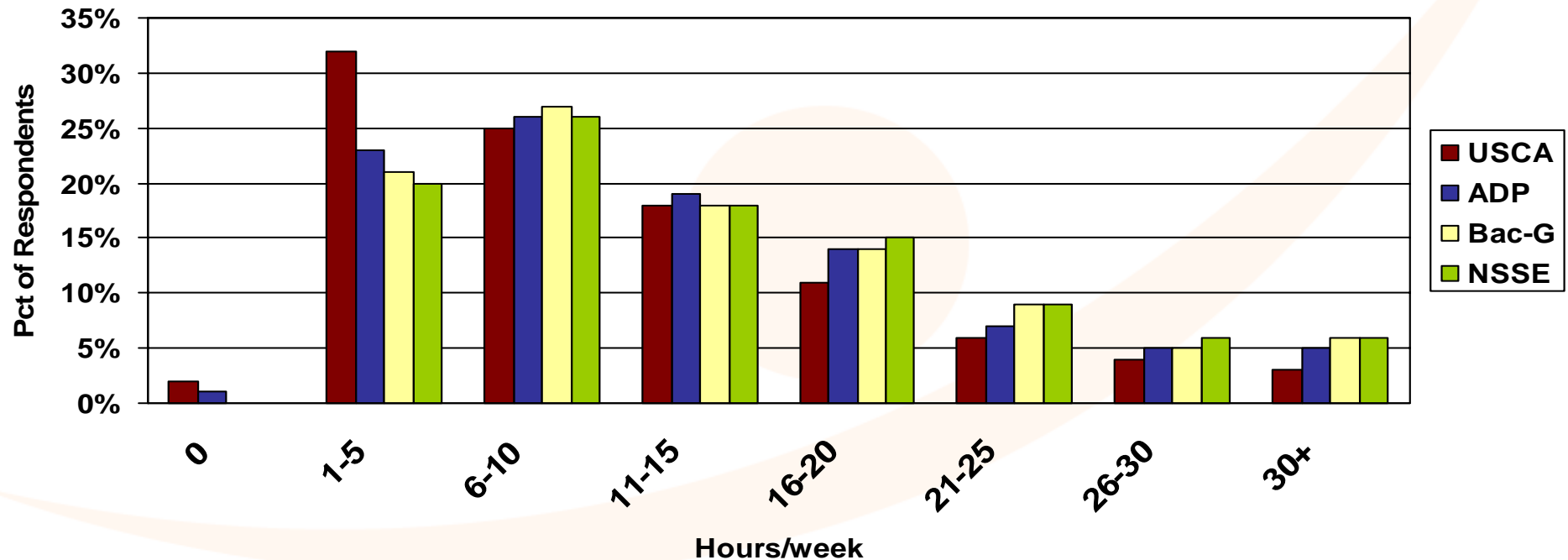




Time Usage

9a. Preparing for class - Seniors

- 60% of USCA seniors spent 10 hours or less preparing for class each week
- 45% of NSSSE seniors spent 10 hours or less preparing for class each week

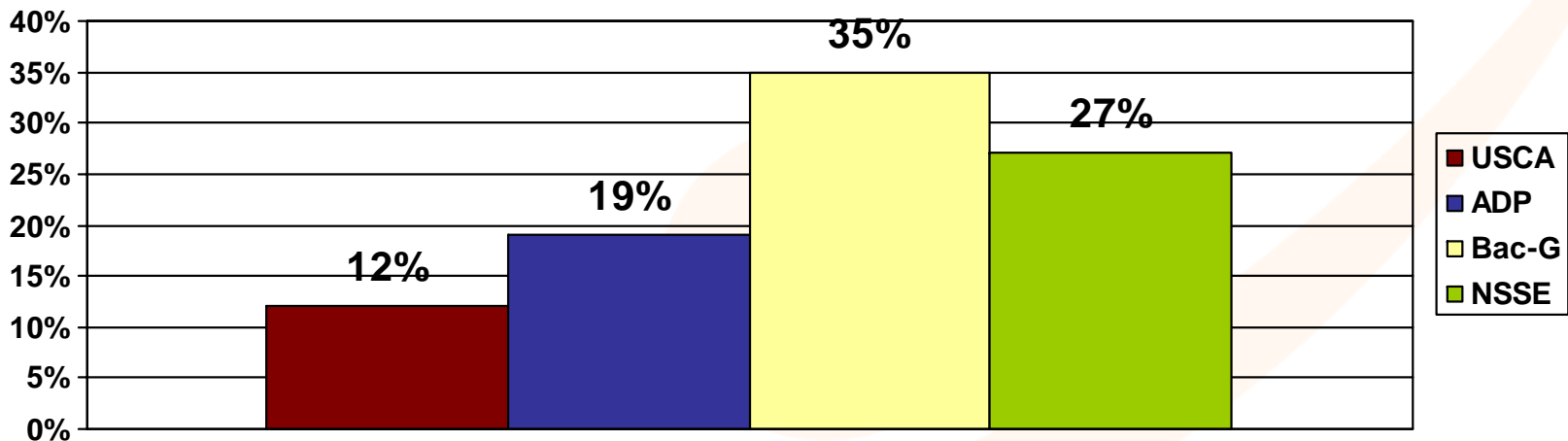




Time Usage

9b. Working for pay on campus – FY students

- 12% of USCA FY students had a campus job; 2% worked 16+ hours/wk
- 35% of FY students at Bac-general institutions had a campus job; 4% worked 16-25 hours/wk



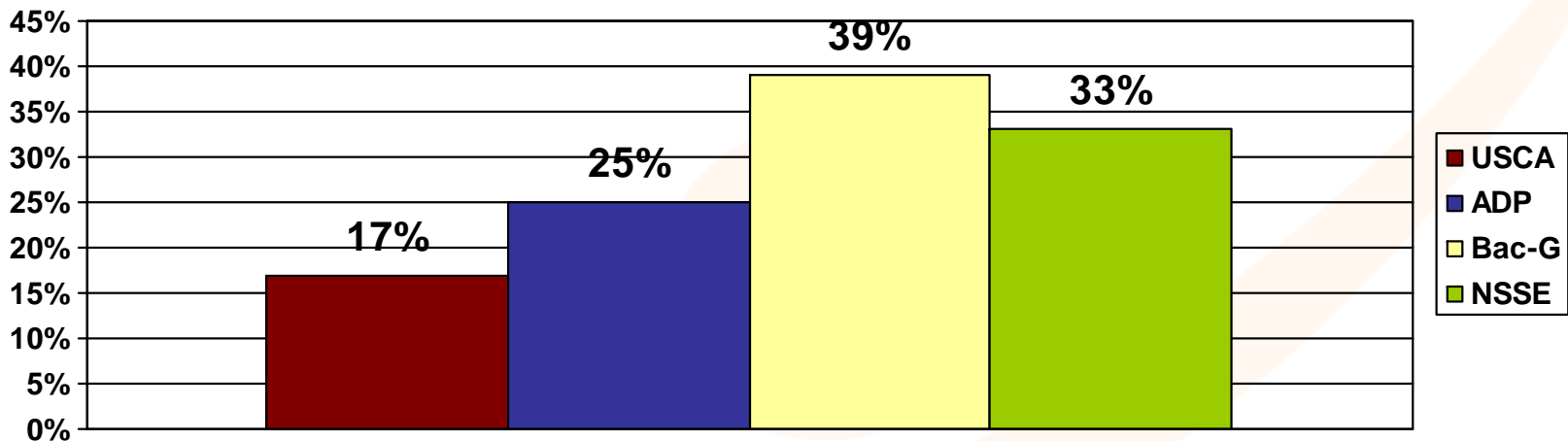
Respondents who work on campus



Time Usage

9b. Working for pay on campus – seniors

- 17% of USCA seniors had a campus job; 8% worked 16+ hours/wk
- 39% of seniors at Bac-general institutions had a campus job; 10% worked 16-25 hours/wk



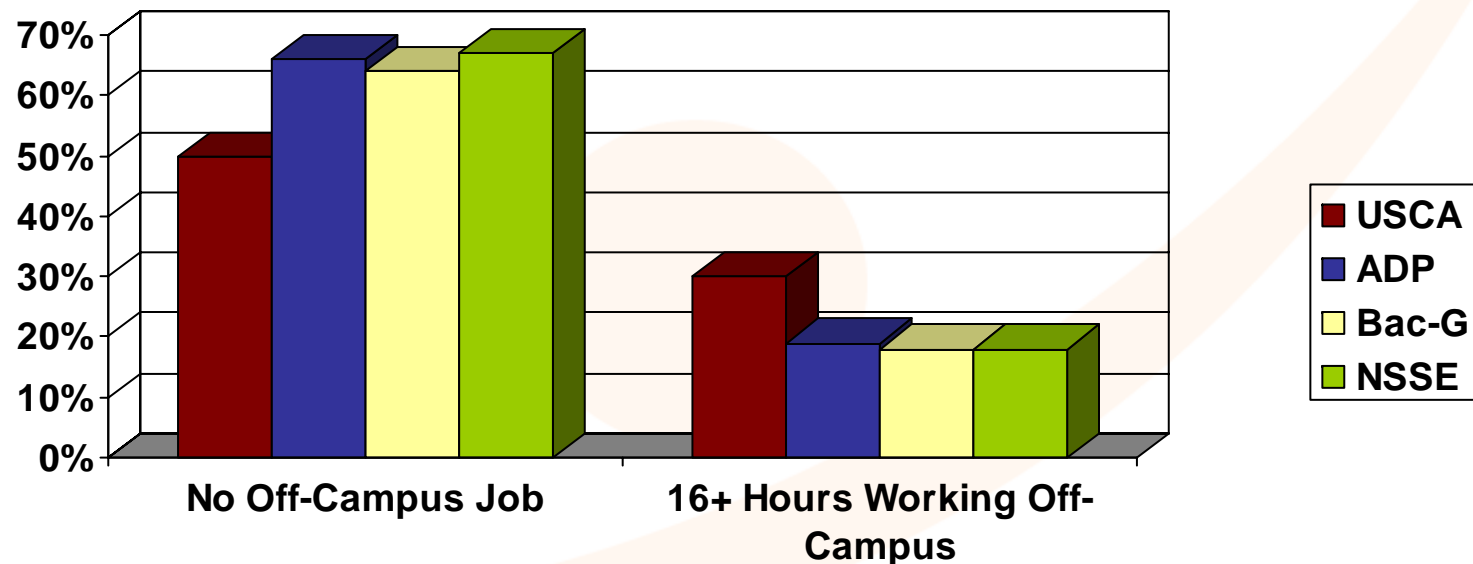
Respondents who work on campus



Time Usage

9c. Working for pay off campus – FY students

- 51% of USCA FY students did not have a campus job, but 30% worked more than 16 hours per week
- In general, about 2/3 of FY students in the NSSE did not have a job, and fewer than 20% of them worked 16+ hrs/wk

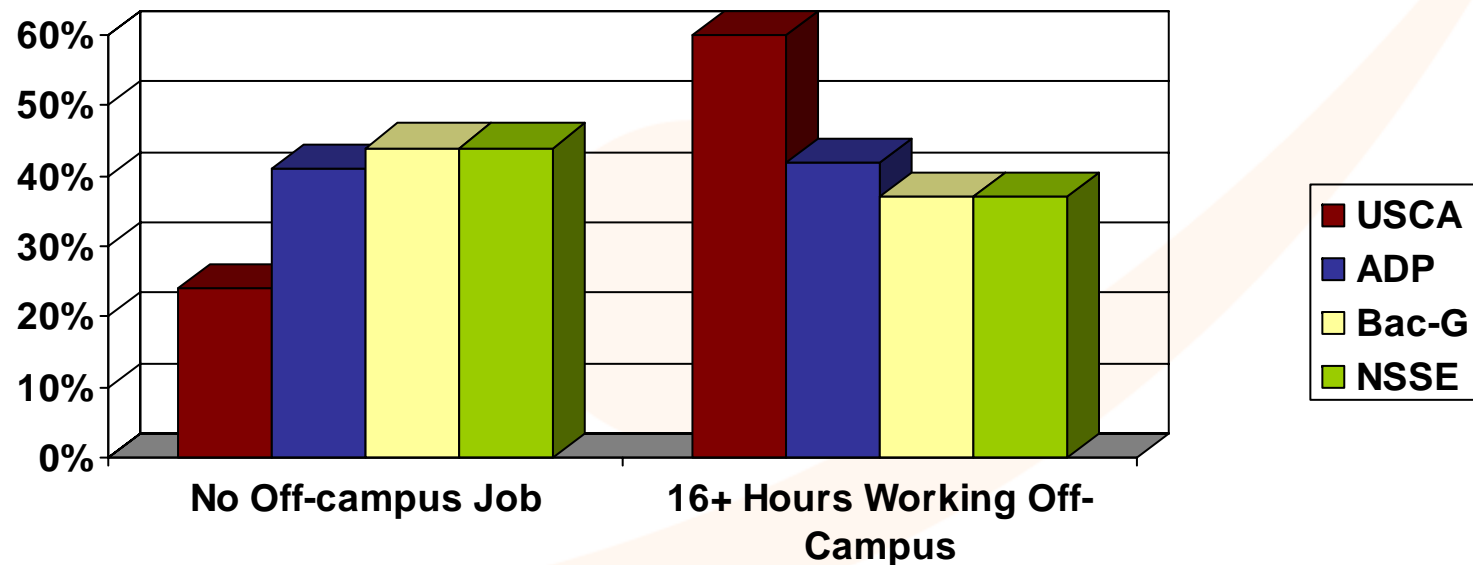




Time Usage

9c. Working for pay off campus – seniors

- About one fourth of USCA seniors did not have a campus job, but 60% worked more than 16 hours per week
- In general, just over 40% of seniors in the NSSSE did not have a job, and fewer than 40% of them worked 16+ hrs/wk



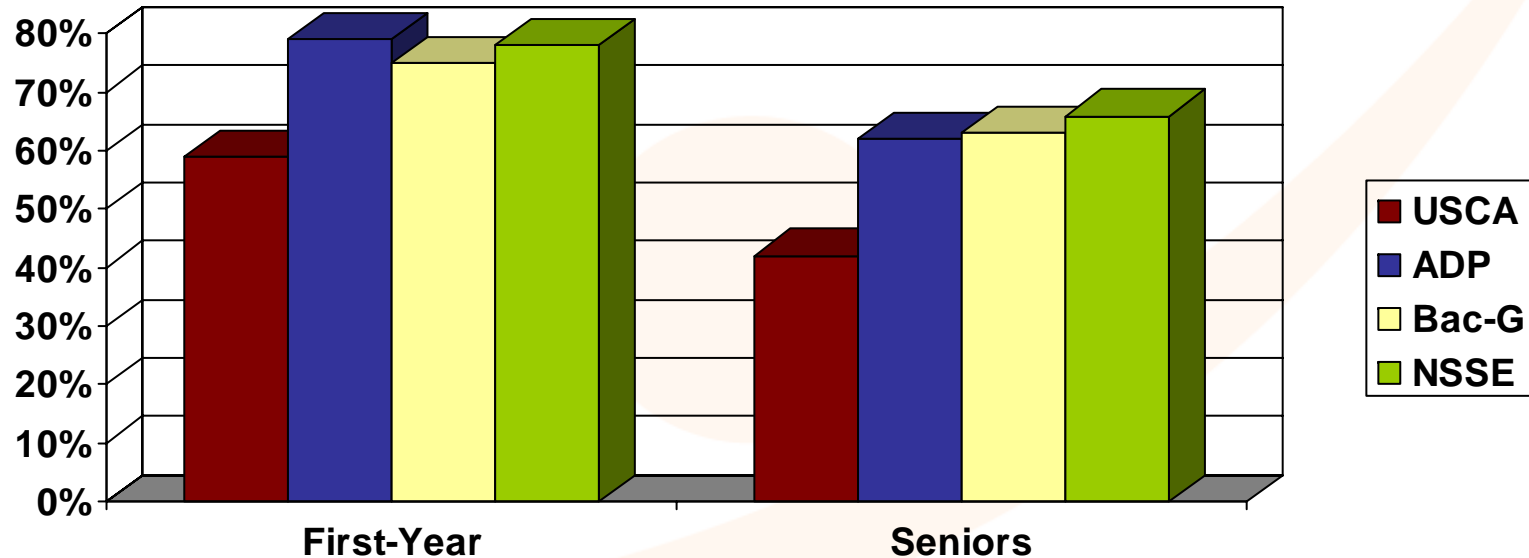


Time Usage

9d. Providing care for dependents

- Only 59% of USCA first-year students spent no time each week caring for dependents
- Only 42% of USCA seniors spent no time each week caring for dependents

Students who spend zero hours each week caring for dependents in the current year



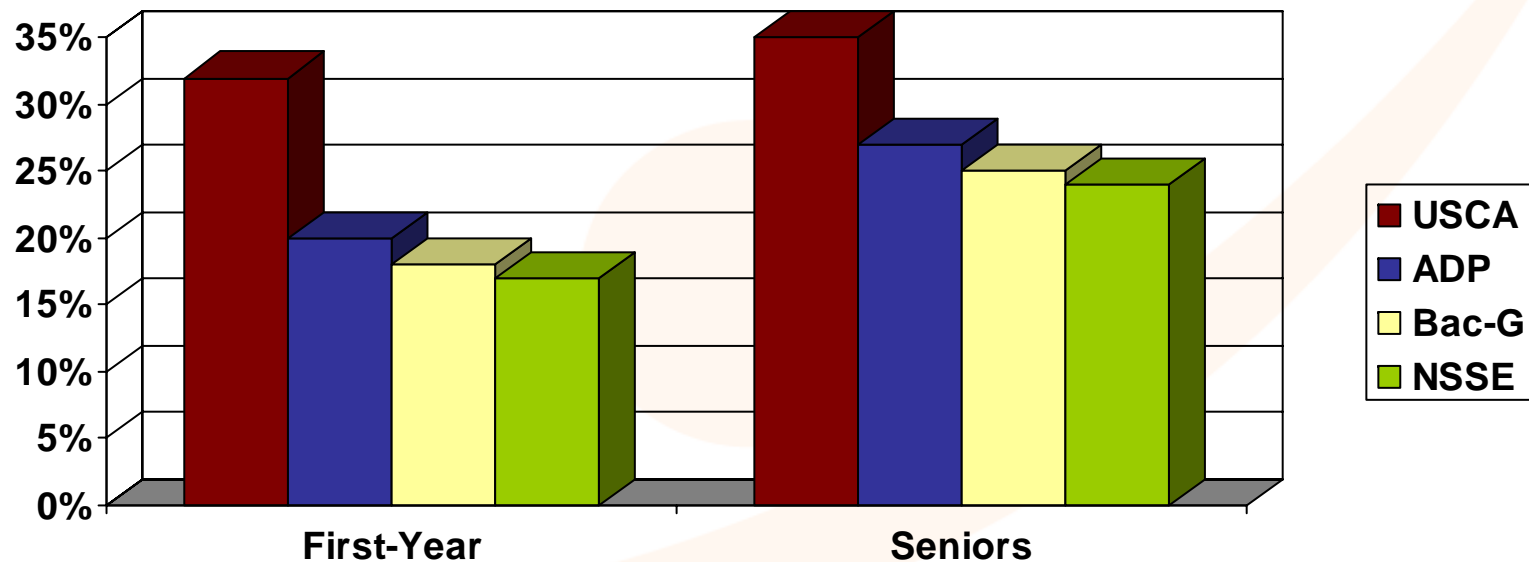


Time Usage

9e. Time spent commuting to class

- USCA students spend more time commuting to class than other students who took the NSSE

Students who spend more than 6 hours commuting to class each week





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Conclusions

- USCA students reported levels intellectual and personal growth that exceed levels reported by students at other institutions
- USCA students spend less time on academics and more time on working for pay or providing domestic care than their counterparts at other institutions
- The USCA academic experience at the freshman level appears more vibrant compared to benchmarks than does the experience at the senior level
- The level at which students participate in supplementary or “enriching” educational experiences at USCA is lower than those at comparable institutions



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Future Plans

Communicate Results

- Internal constituencies (Monday Group, Academic Council, Enrollment Planning Team, American Democracy Project, SGA?, others?)
- External constituencies (local news outlets, others?)
- Questions to answer: what results to share? How much detail?

Use Results

- Identify and prioritize areas for emphasis
- Deliver data and interpret what it means
- Continue to use NSSE every two years for ongoing measurement and assessment