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NSSE 

Strategic Planning and Results from the National Survey of Student Engagement

Selected Results from 2004 NSSE/FSSE Administration in
Context of Pat Terenzini's Third Decade of Research About How
College Affects Students

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Terenzini's Main Points

- Students' Total Level of Campus Engagement (p.18): academic and non-academic activities should reinforce each other. One compelling measure of engagement = time, and USCA students are low in this area compared to students elsewhere.
- Learning outcomes (pp. 4-6): students in Terenzini's study exhibit moderate growth due to college in verbal, math, subject areas, and critical thinking. This appears to be true at USCA.
- Instructional Methods (pp.7-11): USCA exhibits wide range, but low in computer-based instruction & student presentations, along with low levels of cooperative, active, service learning.
- Social/Out-of-Class Involvement (pp.12-14): USCA students had about as many or slightly more interactions with students of different race/beliefs and slightly fewer discussions about class-related material outside of class.



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



The Surveys

- The National Survey of Student Engagement (NSSE) and the Faculty Survey of Student Engagement (FSSE) were administered at USCA in Spring 2004
- Demographics of participants closely mirrored the profile of all students and faculty at USCA:
 - 110 Faculty members (56% response rate)
 - 92% were full-time; 50% were female; 24% were under 45 years old; 8% were African American
 - 150 First-Year Students (32% response rate)
 - 99% were full-time; 68% were female; 22% were African American
 - 106 Seniors (32% response rate)
 - 80% were full-time; 68% were female; 17% were African American
- Comparison groups for student results consist of
 - Baccalaureate-general institutions (74 institutions, primarily private)
 - Institutions participating in the American Democracy Project (32, primarily public Master's I & II institutions)
 - The entire NSSE universe (474 four-year institutions)



Respondent Characteristics

	USCA		Am Dem Prj		Bac-Gen		NSSSE 2004	
	FY	SR	FY	SR	FY	SR	FY	SR
Response Rate			Inst. = 32		Inst. = 72		Inst. = 474	
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 comparison groups 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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NSSE Benchmarks

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





Level of Academic Challenge

- Time spent preparing for class (studying, reading, writing, rehearsing, etc. related to academic program)
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of 20 pages or more; number of written papers or reports of between 5 and 19 pages; and number of written papers or reports of fewer than 5 pages
- Coursework emphasizing analysis of the basic elements of an idea, experience or theory
- Coursework emphasizing synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizing the making of judgments about the value of information, arguments, or methods
- Coursework emphasizing applications of theories or concepts to practical problems or in new situations
- Working harder than you thought you could to meet an instructor's standards of expectations
- Campus environment emphasizing time studying and on academic work



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Active and Collaborative Learning

- Asked questions in class or contributed to class discussions
- Made a class presentation
- Worked with other students on projects during class
- Worked with classmates outside of class to prepare class assignments
- Tutored or taught other students
- Participated in a community-based project as part of a regular course
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)



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Student-Faculty Interaction

- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from your readings or classes with faculty members outside of class
- Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)
- Received prompt feedback from faculty on your academic performance (written or oral)
- Worked with a faculty member on a research project outside of course or program requirements



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Enriching Educational Experiences

- Participating in co-curricular activities (organizations, publications, student government, sports, etc.)
- Practicum, internship, field experience, co-op experience, or clinical assignment
- Community service or volunteer work
- Foreign language coursework & study abroad
- Independent study or self-designed major
- Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)
- Serious conversations with students of different religious beliefs, political opinions, or personal values
- Serious conversations with students of a different race or ethnicity
- Using electronic technology to discuss or complete an assignment
- Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- Participate in a learning community or some other formal program where groups of students take two or more classes together.



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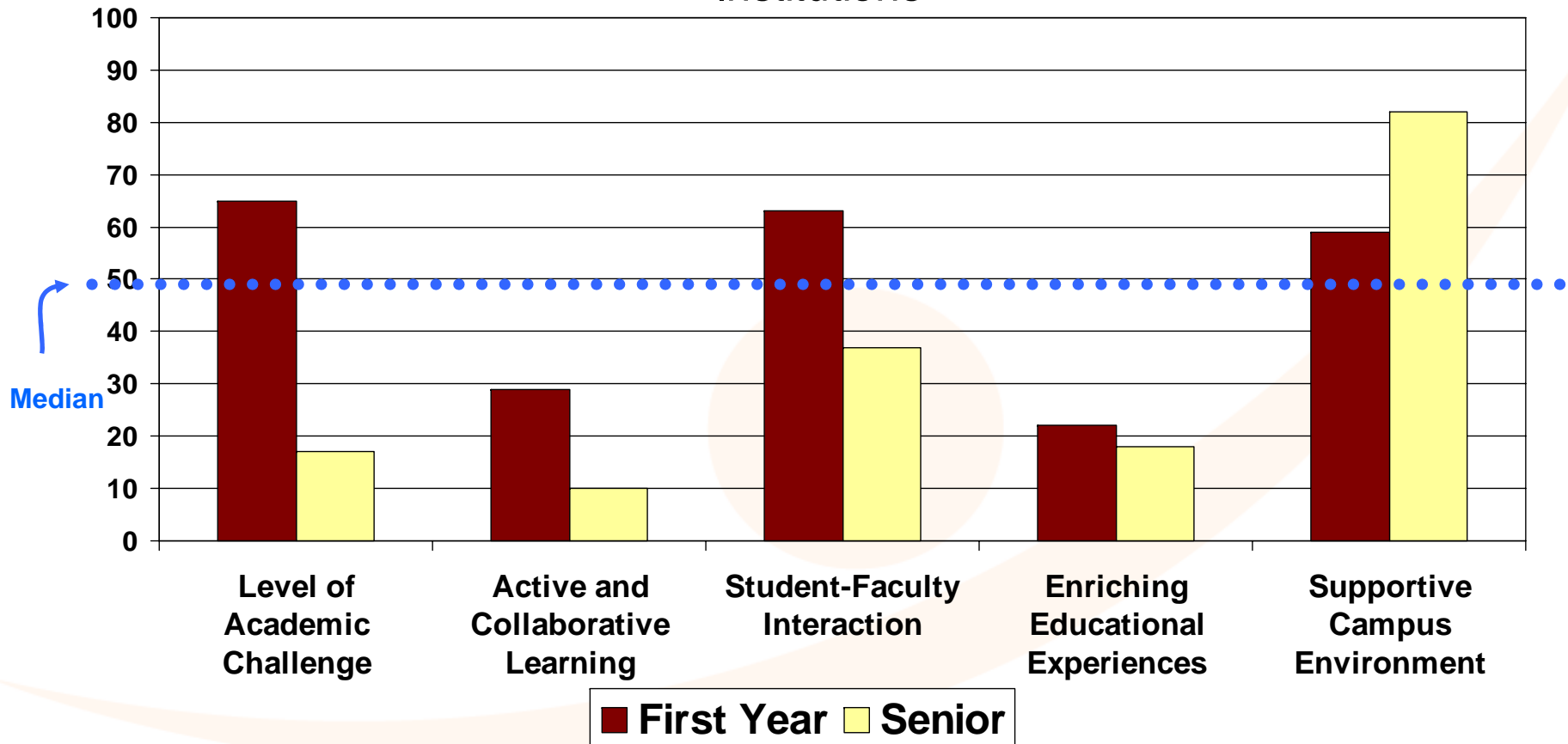
Supportive Campus Environment

- Campus environment provides the support you need to help you succeed academically
- Campus environment helps you cope with your non-academic responsibilities (work, family, etc.)
- Campus environment provides the support you need to thrive socially
- Quality of relationships with other students
- Quality of relationships with faculty members
- Quality of relationships with administrative personnel and offices



NSSE Benchmarks: All Institutions

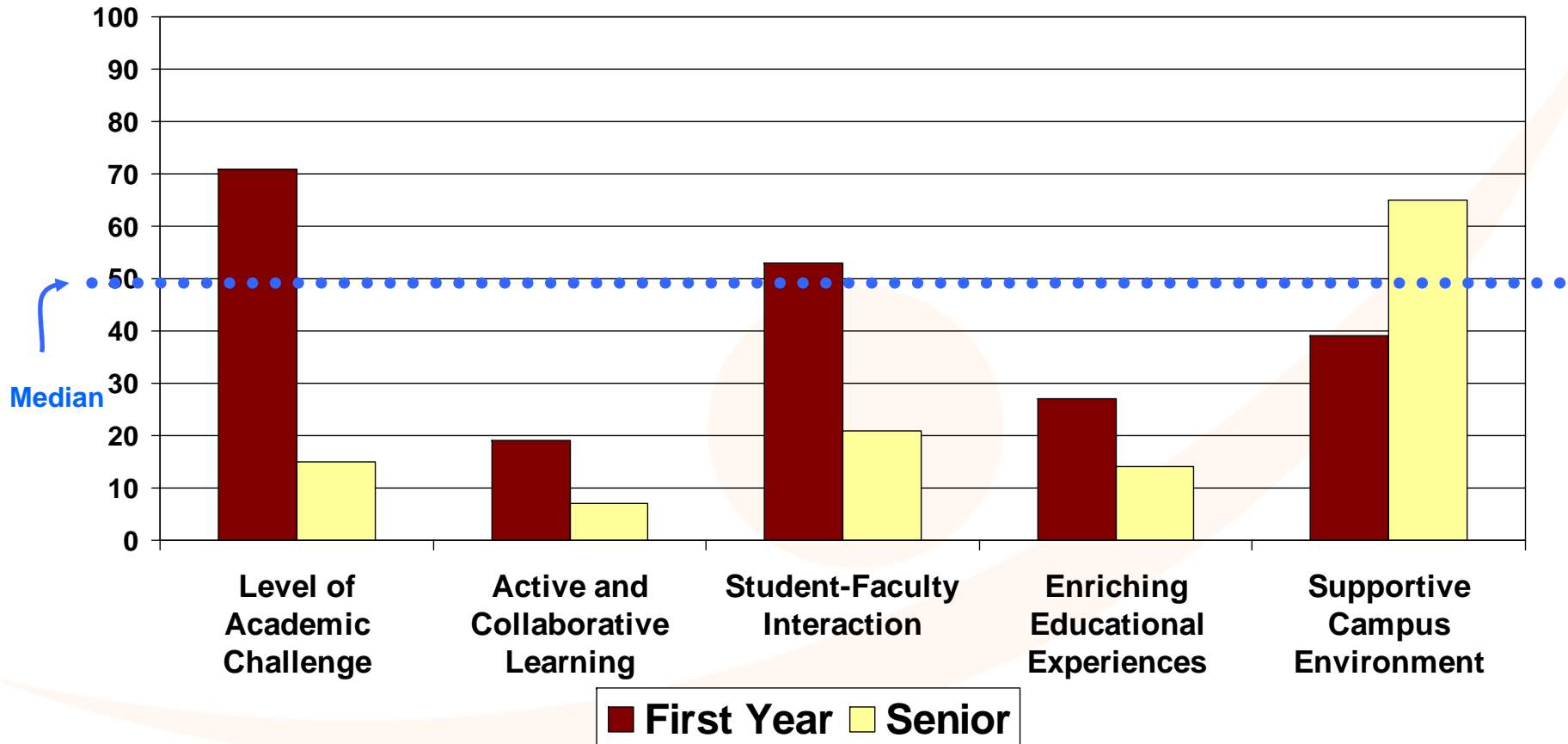
USCA's Percentile (Unadjusted) Among All NSSE Institutions





NSSE Benchmarks: Baccalaureate-Gen

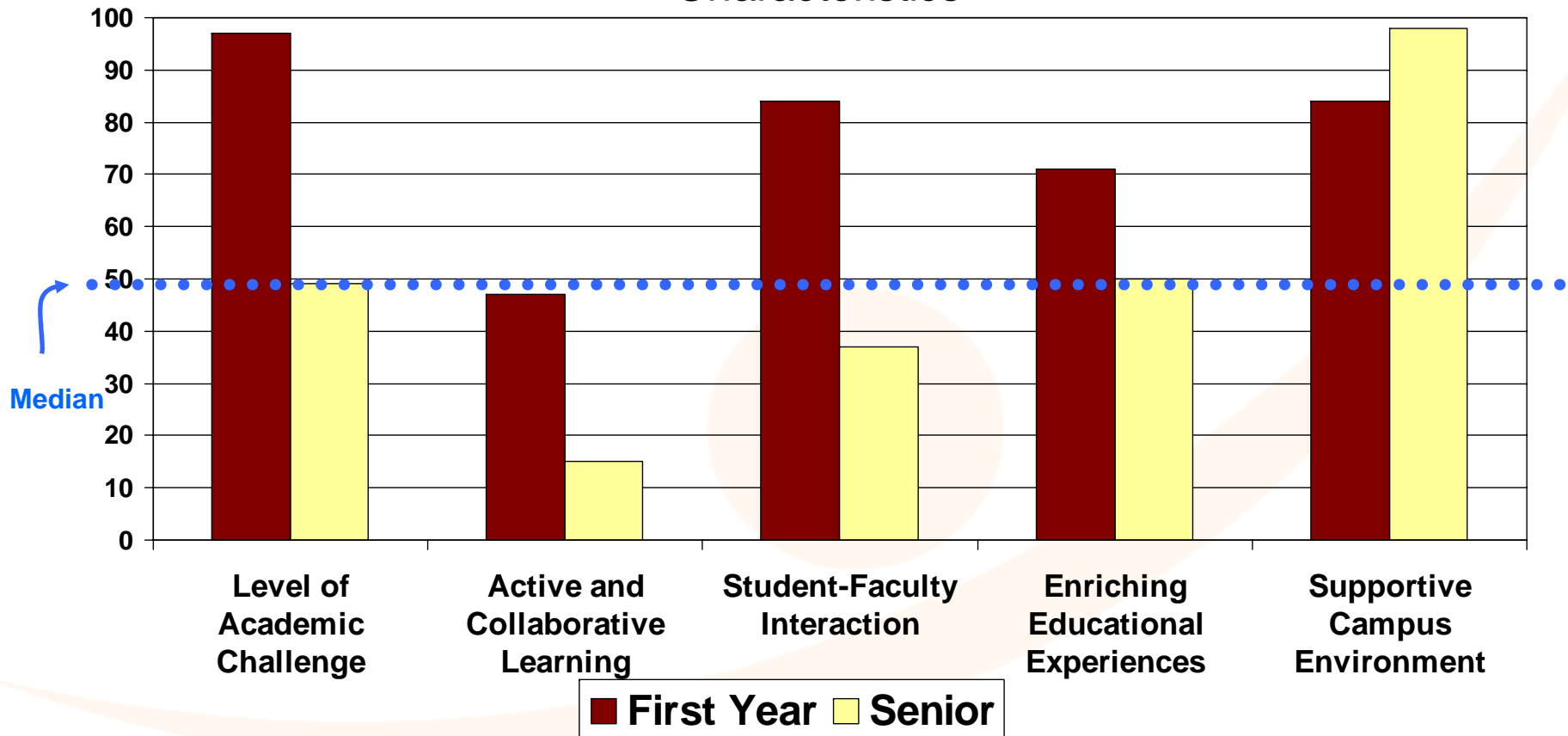
USCA's Percentile (Unadjusted) Among Baccalaureate-
General Institutions





NSSE Benchmarks: Adjusted

USCA's Percentile Adjusted for Student and Institutional Characteristics

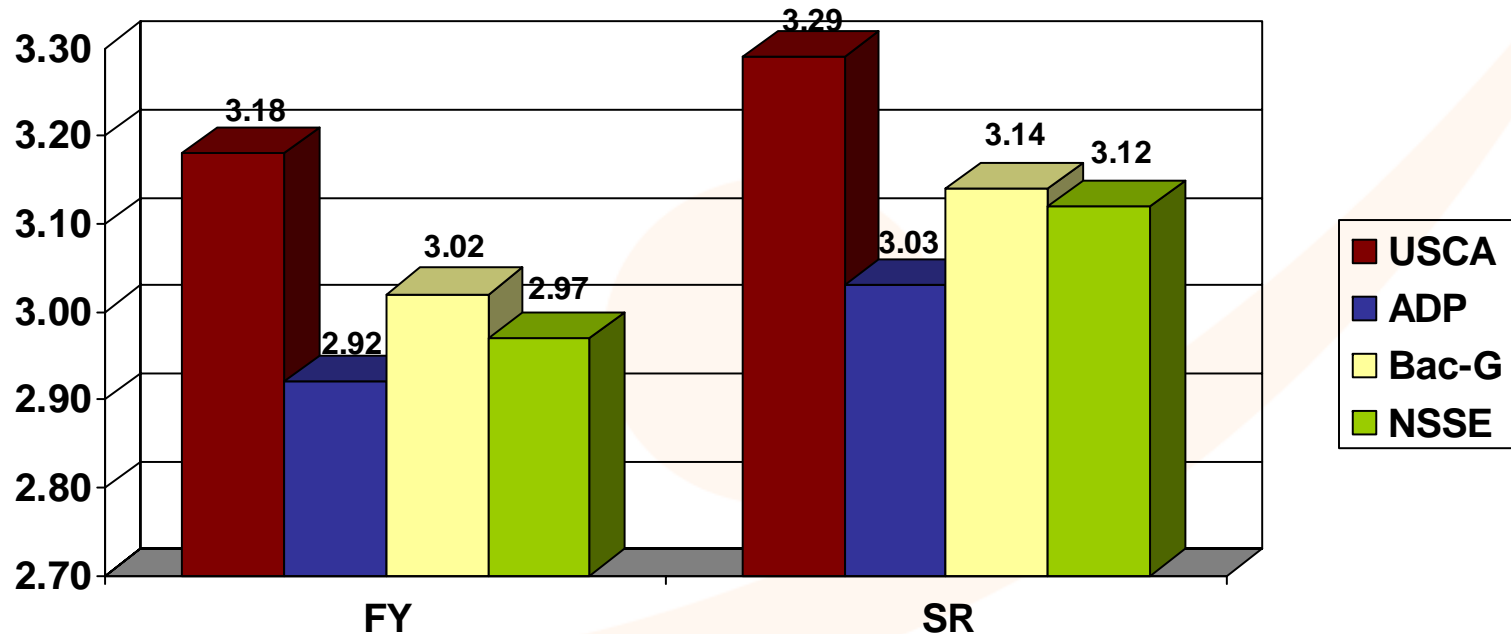




Educational and Personal Growth

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

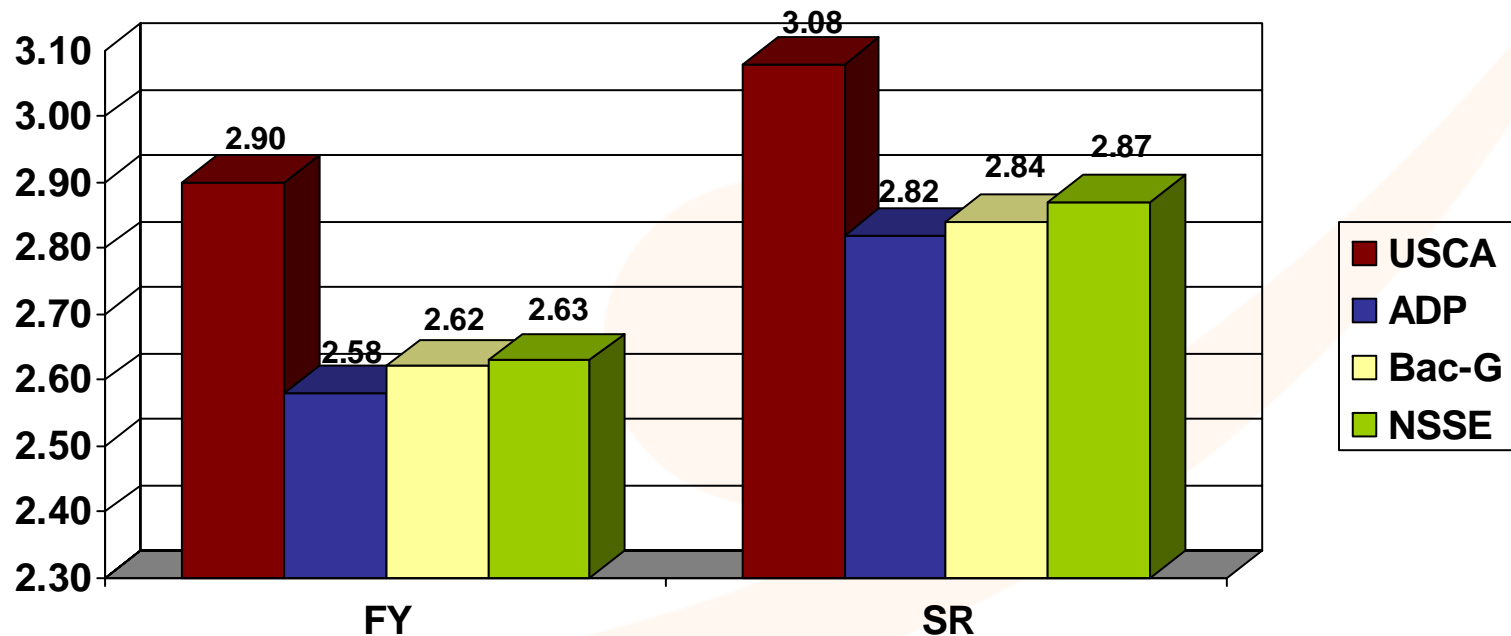




Educational and Personal Growth

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

11f. Analyzing quantitative problems

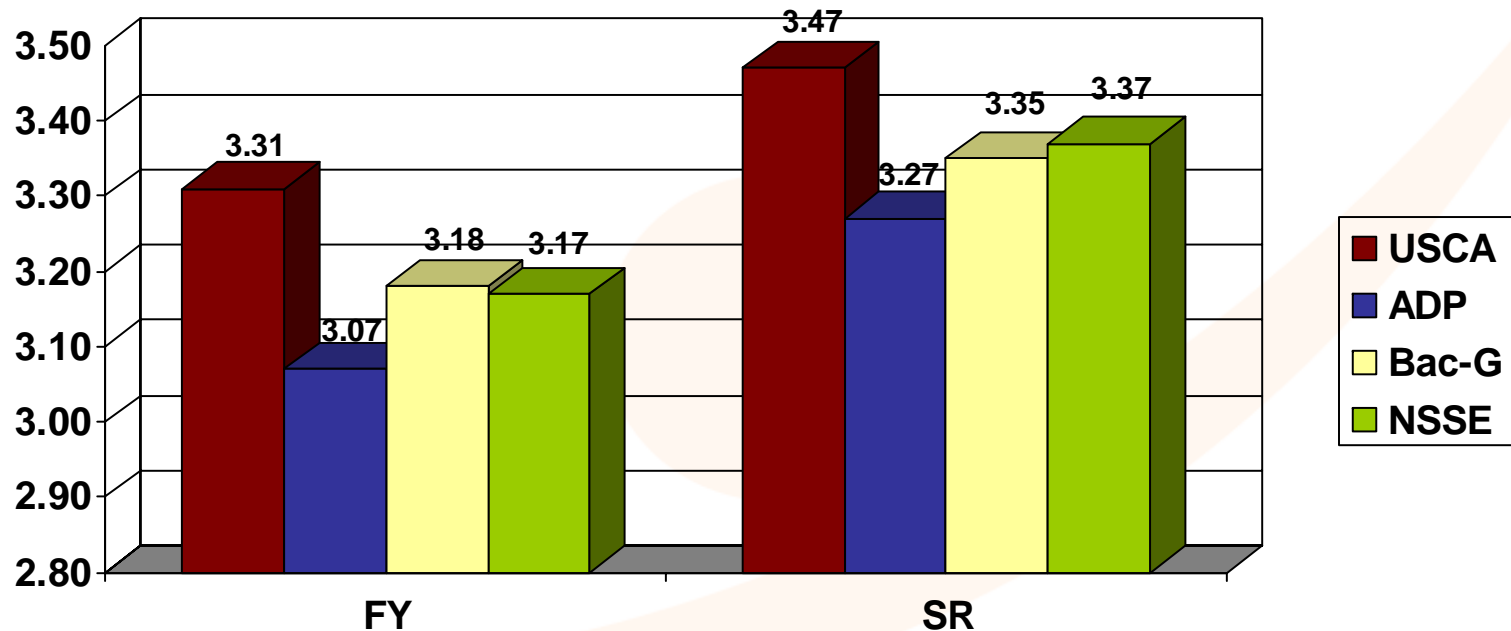




Educational and Personal Growth

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

11e. Thinking critically and analytically





Instructional Methods

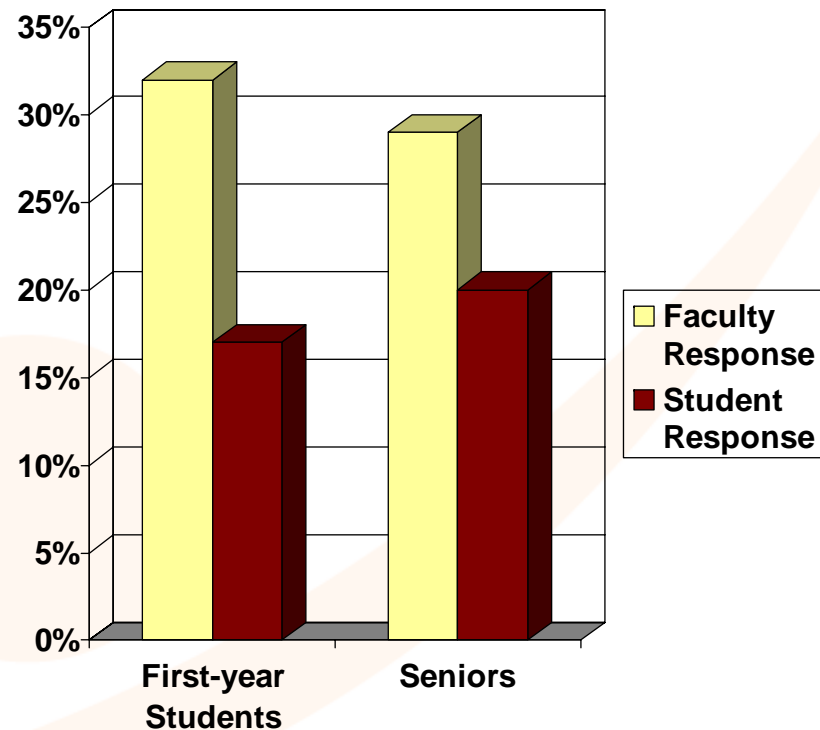
Faculty reporting percentage of class time devoted to the following activities

	N	Lecture	Discussion	Shared Resp.	Computer	Small Group	Student Present	In-class writing	Test/Eval	Performance	Lab/Clinic
Arts/Humanities	23	27%	20%	13%	2%	11%	5%	9%	8%	4%	1%
Biological Science	6	31%	11%	2%	6%	17%	1%	4%	7%	0%	21%
Business	8	38%	20%	4%	2%	11%	11%	3%	9%	0%	1%
Education	9	11%	16%	18%	9%	14%	15%	3%	7%	1%	7%
Physical Science	19	43%	9%	3%	5%	9%	3%	3%	8%	0%	18%
Professional	13	30%	13%	5%	5%	10%	4%	2%	11%	0%	19%
Social Science	15	36%	20%	6%	5%	9%	6%	3%	8%	0%	7%
Other (Com/Ex Sci)	11	19%	16%	7%	7%	15%	6%	5%	10%	0%	14%
Total	104	29%	16%	8%	5%	12%	6%	4%	9%	1%	11%



Coming to Class Unprepared

- 32% of faculty said that a majority of first-year students in their classes frequently came to class without completing readings or assignments
- 17% of first-year students reported that they came to class often or very often without completing readings or assignments
- 29% of faculty said that a majority of seniors in their classes frequently came to class without completing readings or assignments
- 20% of seniors reported that they came to class often or very often without completing readings or assignments.





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Reading, Writing, & Problem Sets

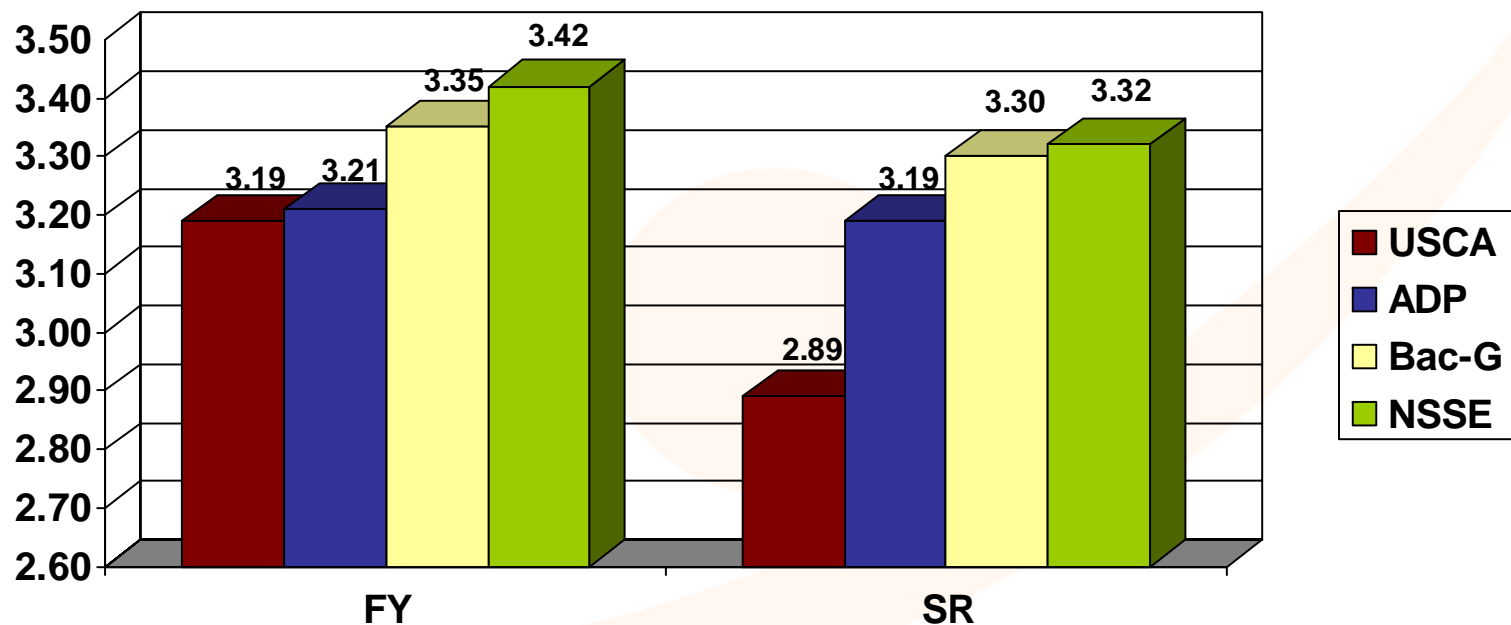
- USCA students reported they read less than their counterparts in all comparison groups.
- While FY students at USCA indicated they wrote slightly more than those at American Democracy Project institutions, USCA seniors reported they wrote fewer papers than seniors in all groups.
- USCA students reported 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).



Amount of Reading Students Complete

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

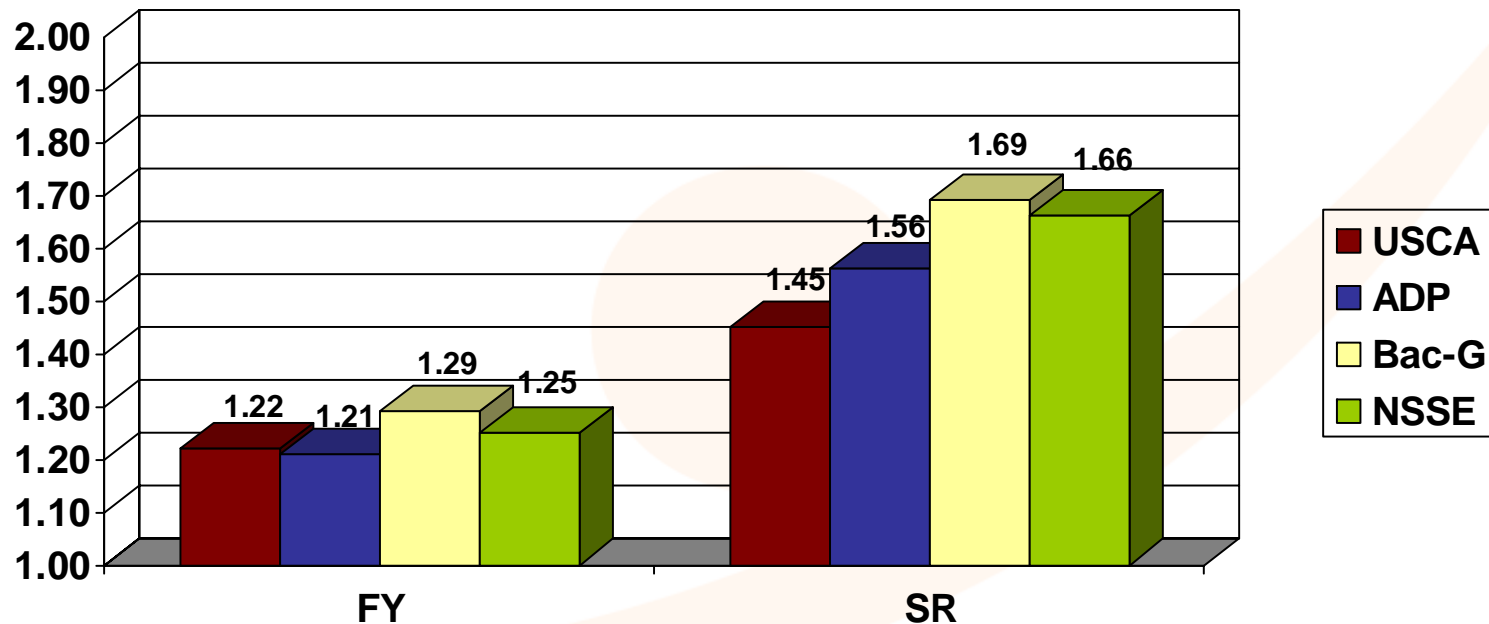




Amount of Writing Students Complete

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

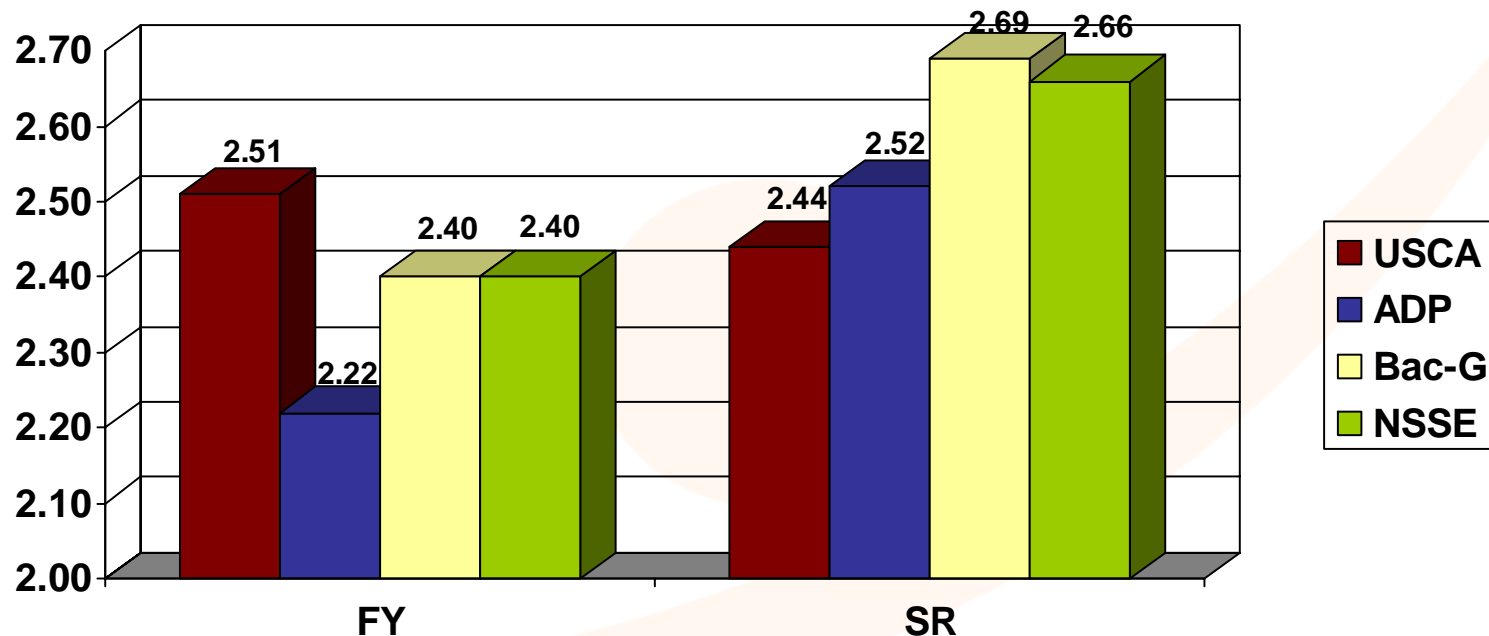




Amount of Writing Students Complete

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

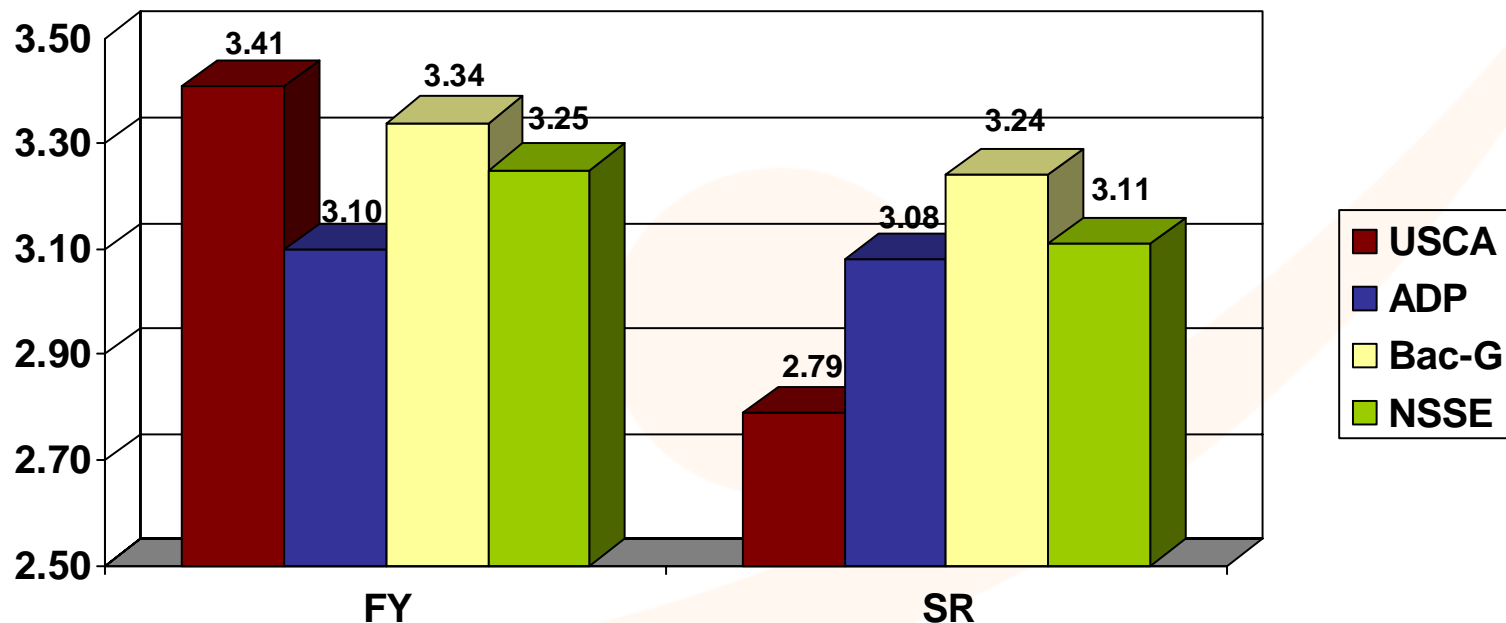




Amount of Writing Students Complete

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





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Time Usage

Time usage reported by USCA students indicates a substantially lower amount of time devoted to academics than was reported by students at other institutions. Compared to students in other comparison groups:

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

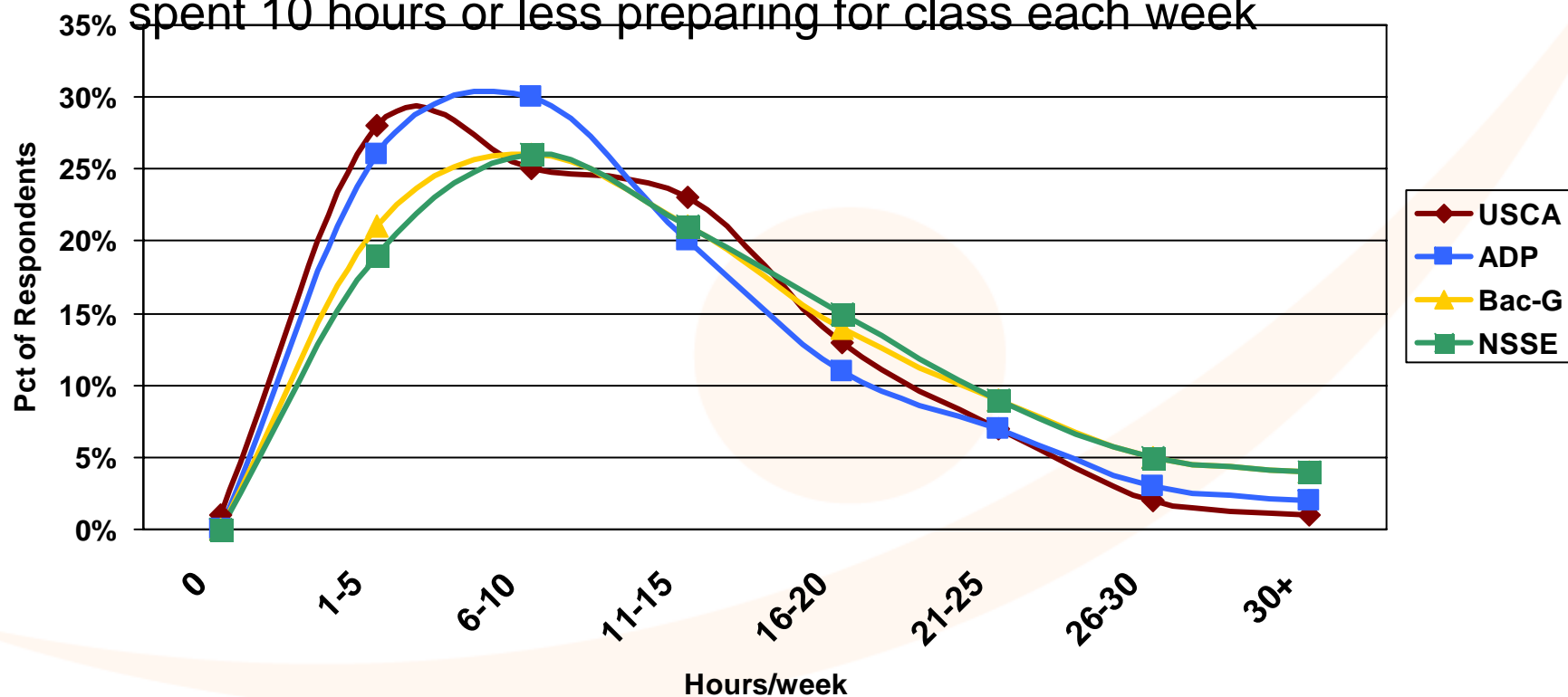




Time Usage

9a. Preparing for class – First Year Students

- 54% of USCA FY students indicated they spent 10 hours or less preparing for class each week
- 45% of FY students who participated in NSSSE reported they spent 10 hours or less preparing for class each week

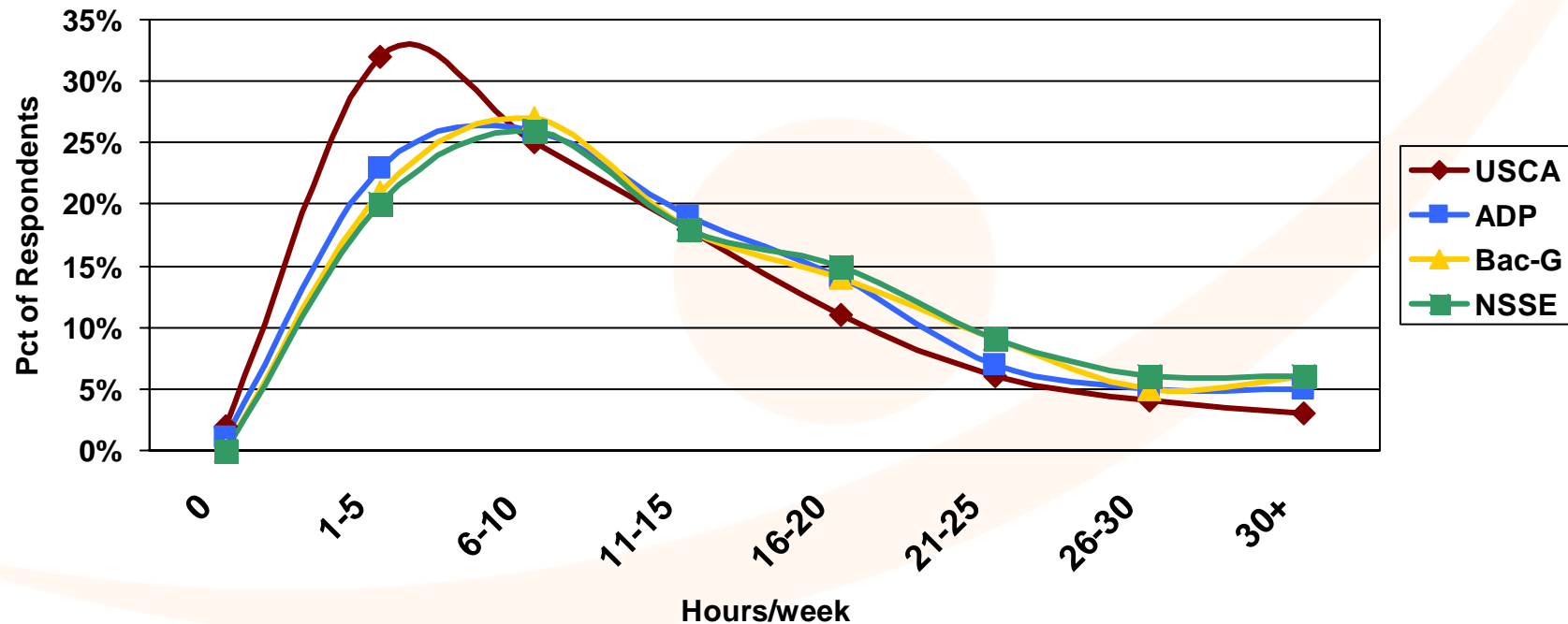




Time Usage

9a. Preparing for class - Seniors

- 60% of USCA seniors said they spent 10 hours or less preparing for class each week
- 45% of all seniors who participated in NSSSE indicated they spent 10 hours or less preparing for class each week

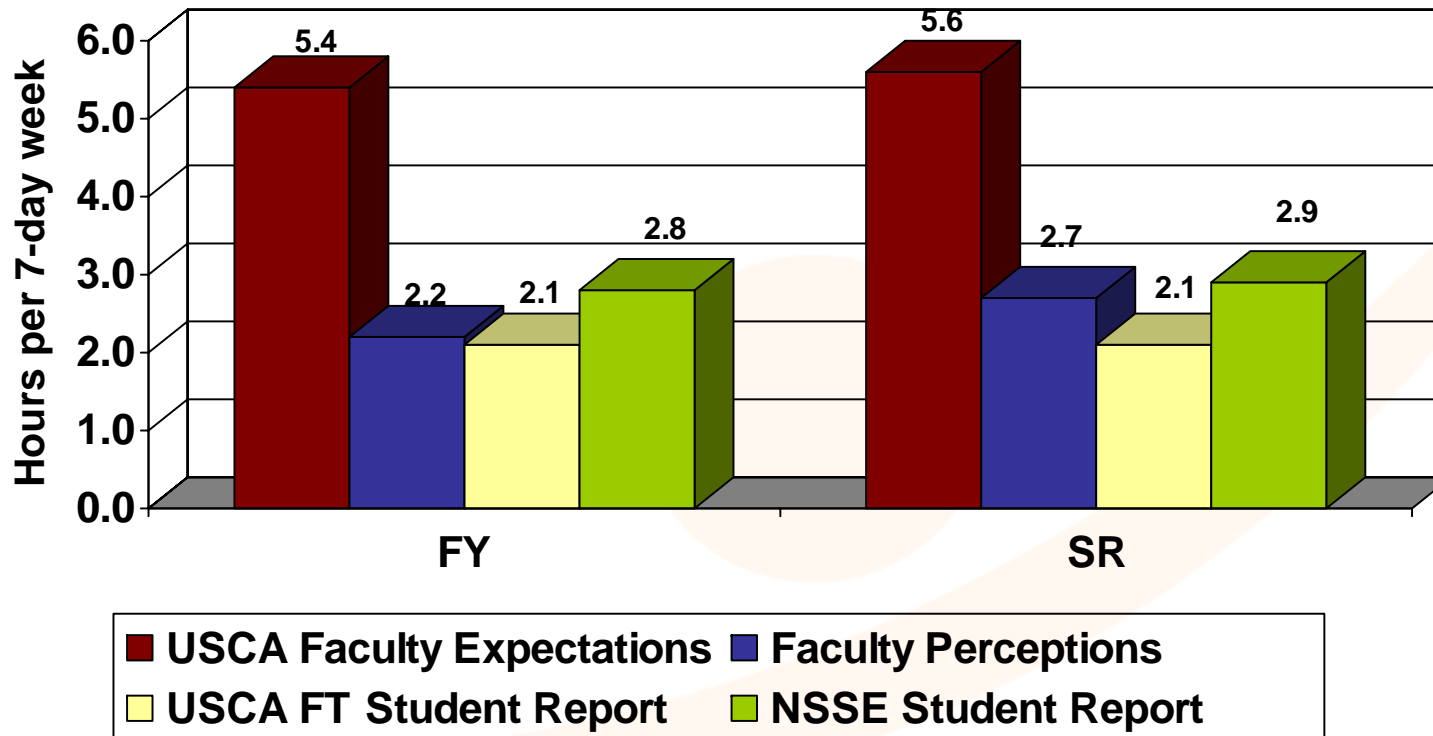




Time Usage

Faculty Expectations and Perceptions

Hours spent in a 7-day week preparing for one class

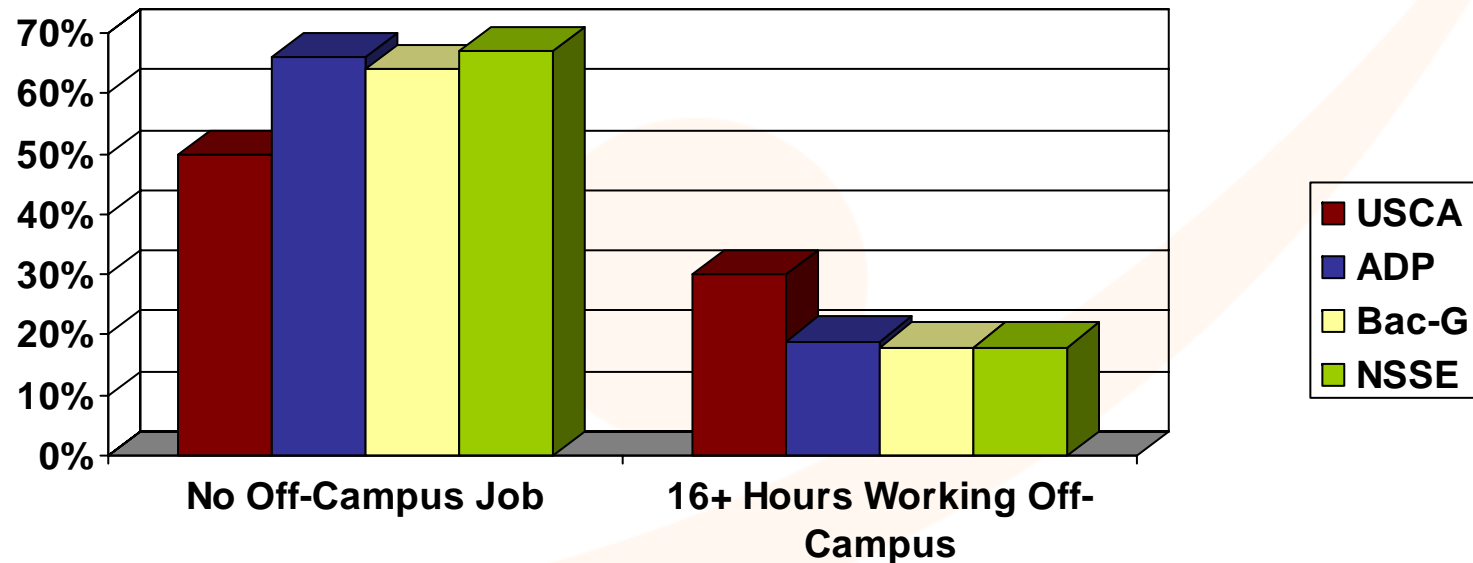




Time Usage

9c. Working for pay off campus – FY students

- 51% of USCA FY students reported they 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 reported they did not have a job, and fewer than 20% of them worked 16+ hrs/wk

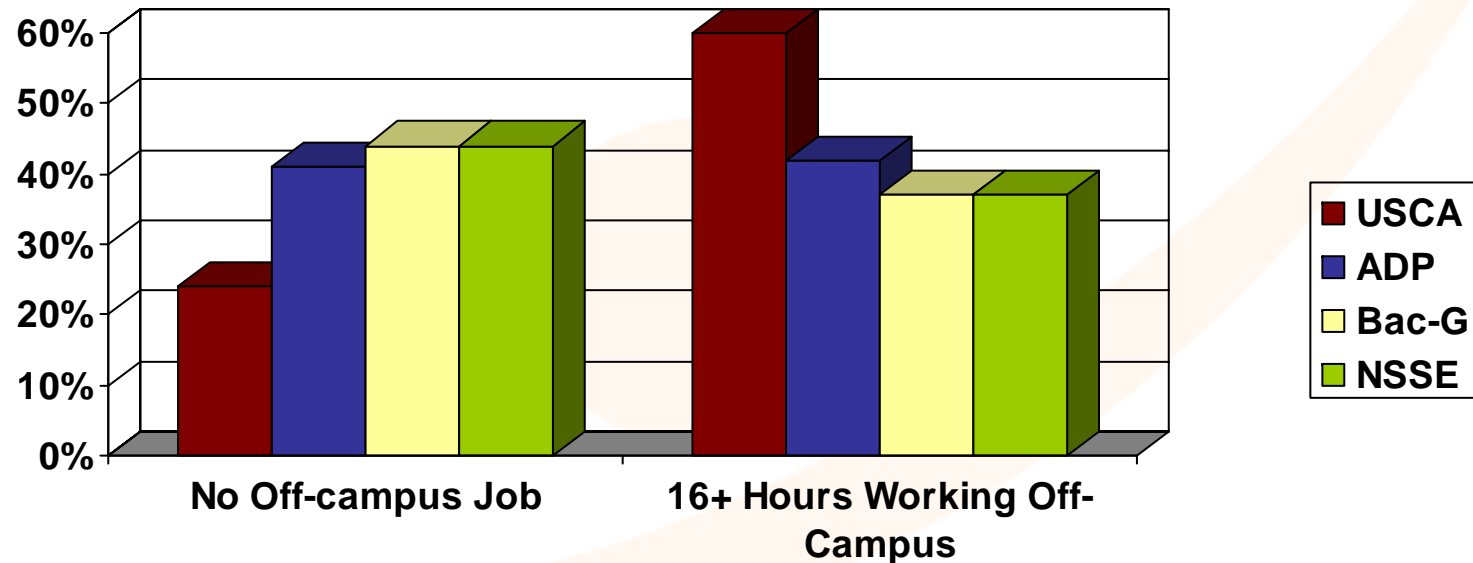




Time Usage

9c. Working for pay off campus – seniors

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





Conclusions

- Students say USCA enhances their educational and personal development
- Time usage indicates an academic time deficit compared to students at other institutions
 - USCA students :
 - Spend less time preparing for class
 - Write fewer paper
 - Read fewer books
 - Work more hours off-campus
 - Academic time deficit is more apparent among seniors



Conclusions

- Disparity between more reported growth and less reported academic indicates that USCA students may
 - Come to college less academically prepared than students nationwide
 - Are challenged by relatively good academic programs.
- Noticeably lower levels of academic production among seniors could result from extensive time spent working without noticeable academic consequences



Conclusions

- Improvements in many of USCA's benchmark areas might require a cultural shift to prompt students to invest more time on academic work and less time working for pay (especially off-campus).
- Benchmark scores would also improve with continued focus on the first-year experience and academic support for incoming students in conjunction with extended focus into later years, including increase in:
 - Class presentations
 - Participation in senior capstones
 - Substantive internships
 - Collaborative/active learning
 - Numbers of books read and papers written