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Overview of USC Aiken Results on the 2006 National Survey of Student Engagement

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NSSE 

The NSSE logo consists of three stylized human figures in blue and yellow, arranged in a circle, with a blue arc above them.

Overview

- **National Survey of Student Engagement** (NSSE – or “Nessie”) is a leading self-reported student activity and involvement with the educational process.
- Underlying assumption → the **most effective institutions** are those where students spend more time and energy in university-related activities



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Administration

- Administered to freshmen and seniors in February and March
- USC Aiken participated in 2004 and 2006
- Overall results in 2006 are similar to 2004 response rates increased dramatically and may account for levels of improvement



Major Findings

- **POSITIVE:** USCA students report higher levels of personal and educational growth than students at other institutions.
- **NEEDS IMPROVEMENT:** USCA students – especially seniors – read less, write less and spend less time on academic work than students at other institutions (even after accounting for FT/PT status).



Respondent Characteristics

	USCA				All NSSE			
	2004		2006		2004		2006	
	FY	SR	FY	SR	FY	SR	FY	SR
Response Rate					Inst. = 474		Inst. = 557	
Overall	32%		59%		38%		34%	
By Class	32%	32%	63%	54%	38%	40%	33%	36%
Number of Respondents	150	106	343	260	44,483	45,263	130,906	128,473
Gender								
Female	68%	68%	73%	69%	67%	66%	64%	64%
Male	32%	32%	27%	31%	33%	34%	36%	36%
Race/Ethnicity								
White	70%	73%	61%	70%	77%	77%	74%	74%
African American/Black	22%	17%	28%	18%	7%	7%	6%	6%
Other/Multi-racial	8%	10%	8%	8%	16%	15%	14%	14%
International/For'n Nat'l	2%	5%	5%	2%	5%	5%	5%	5%

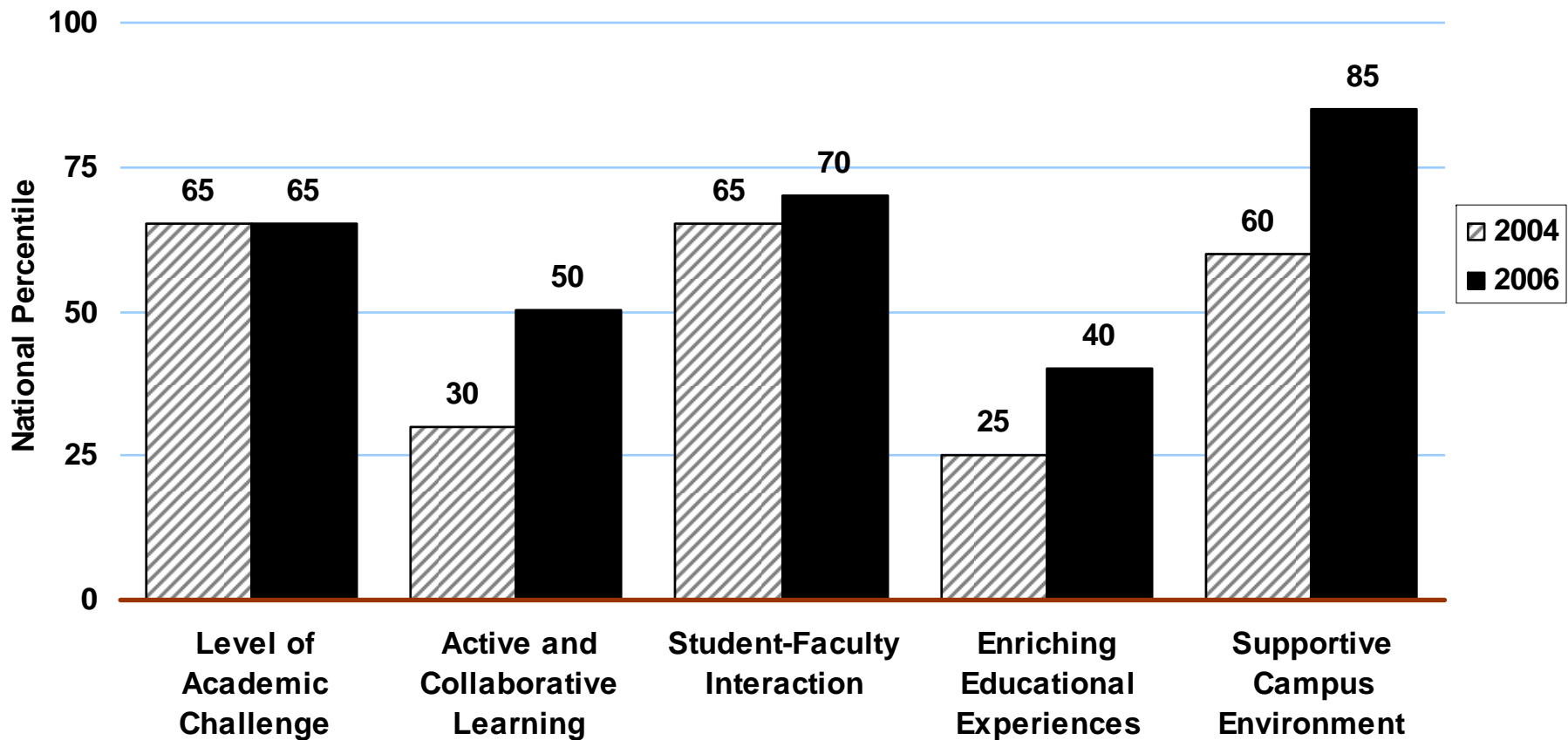


Respondent Characteristics

	USCA				NSSE			
	2004		2006		2004		2006	
	FY	SR	FY	SR	FY	SR	FY	SR
Class Level			57%	43%	50%	50%	50%	50%
Enrollment Status								
Full-time	99%	80%	95%	90%	96%	85%	95%	86%
Part-time	1%	20%	5%	10%	4%	15%	5%	14%
Place of Residence								
On-campus	29%	8%	49%	9%	69%	24%	71%	20%
Off-campus	71%	92%	51%	91%	31%	76%	29%	80%
Transfer Students	10%	47%	6%	48%	8%	38%	9%	39%
Age								
Non-traditional (24+)	3%	35%	2%	40%	6%	31%	6%	31%
Traditional (<24)	97%	65%	98%	60%	94%	69%	94%	69%

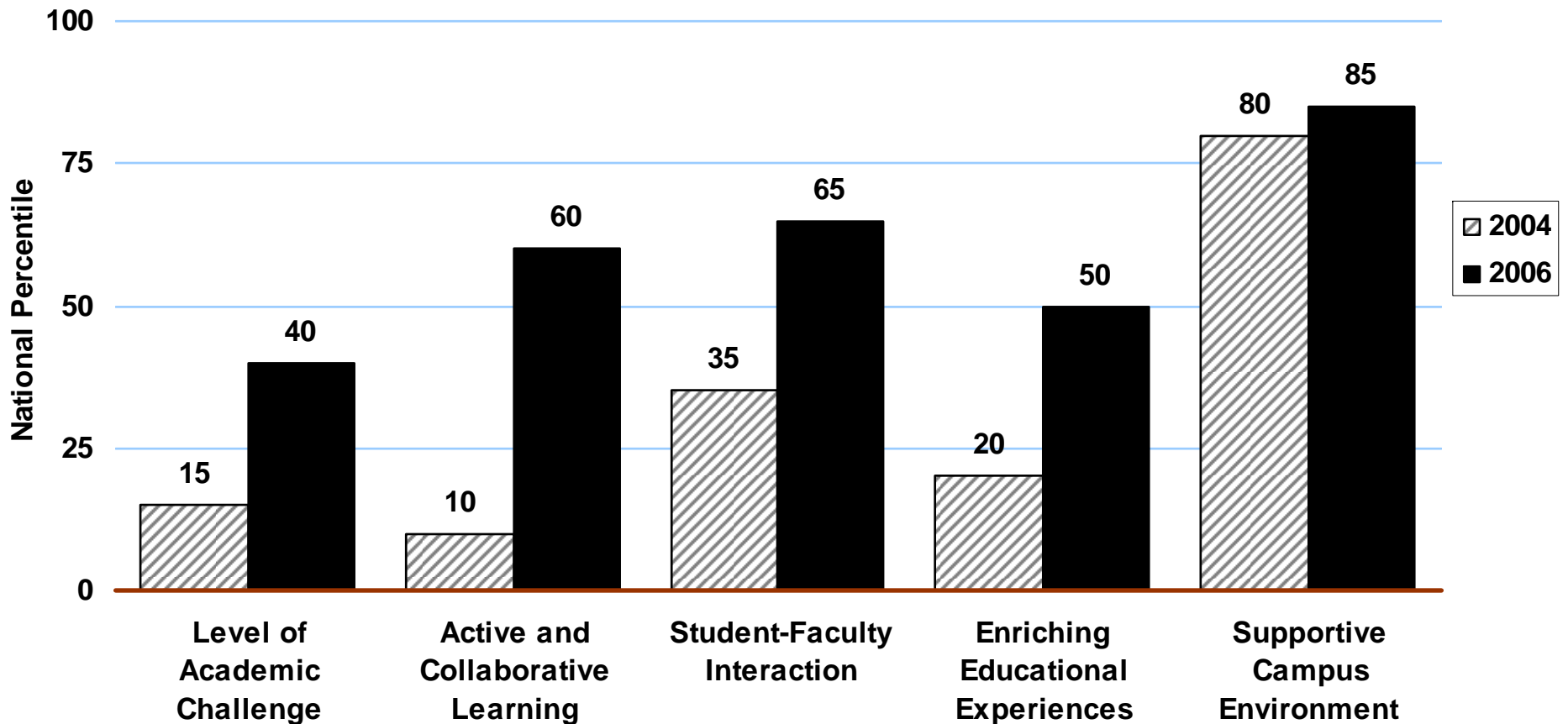


NSSE Benchmarks: Freshmen





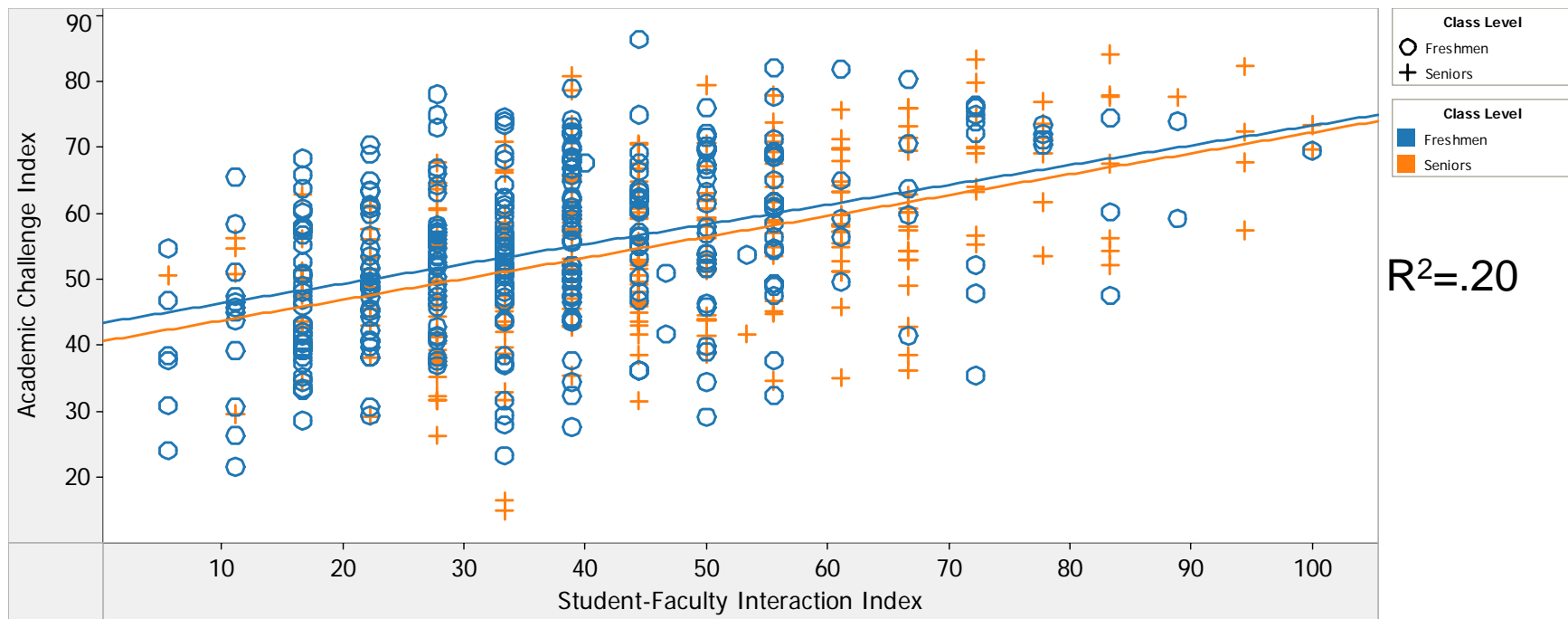
NSSE Benchmarks: Seniors





Factors Affecting Academic Challenge

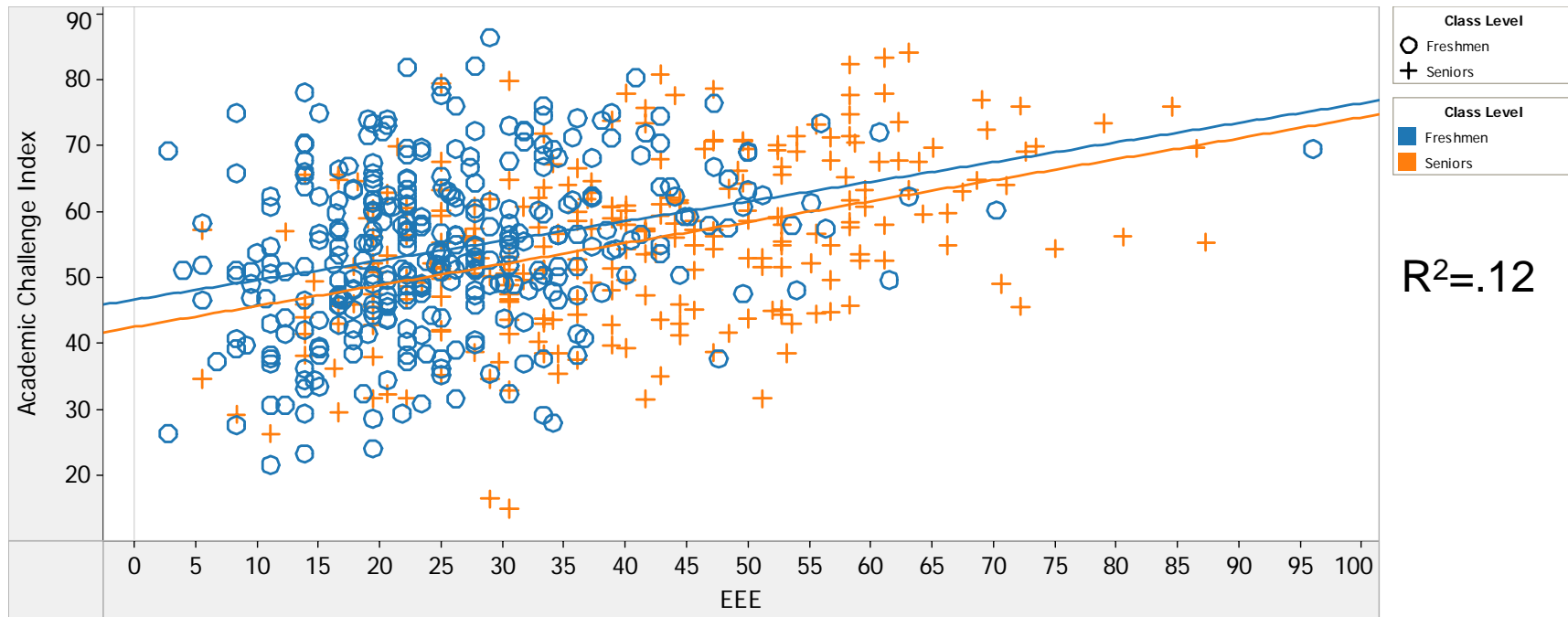
For both Freshmen and Seniors Level of Academic Challenge was most significantly related to **Student-Faculty Interaction**





Factors Affecting Academic Challenge

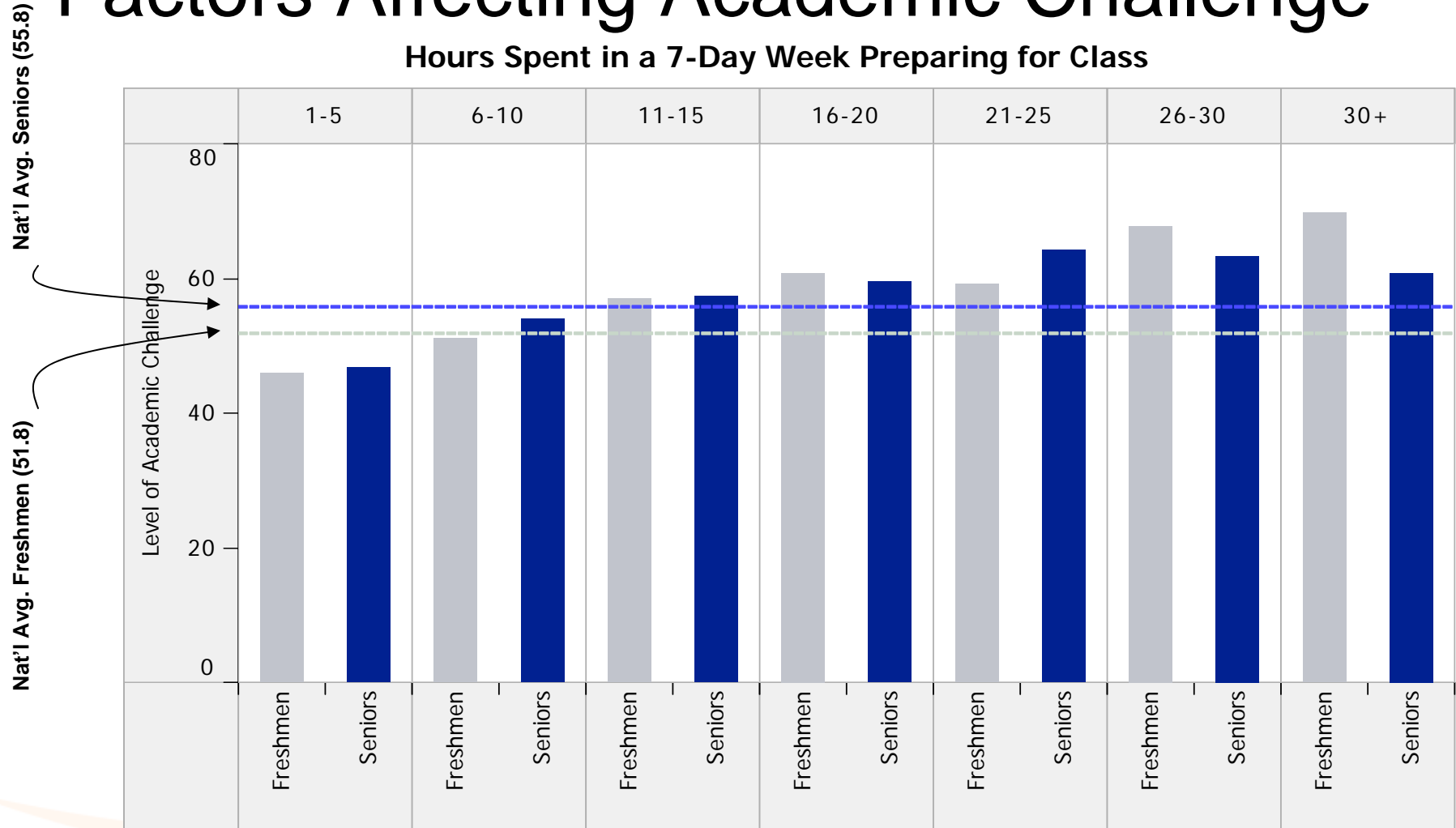
For both Freshmen and Seniors Level of Academic Challenge was also significantly related to **Enriching Educational Experiences**





Factors Affecting Academic Challenge

Hours Spent in a 7-Day Week Preparing for Class



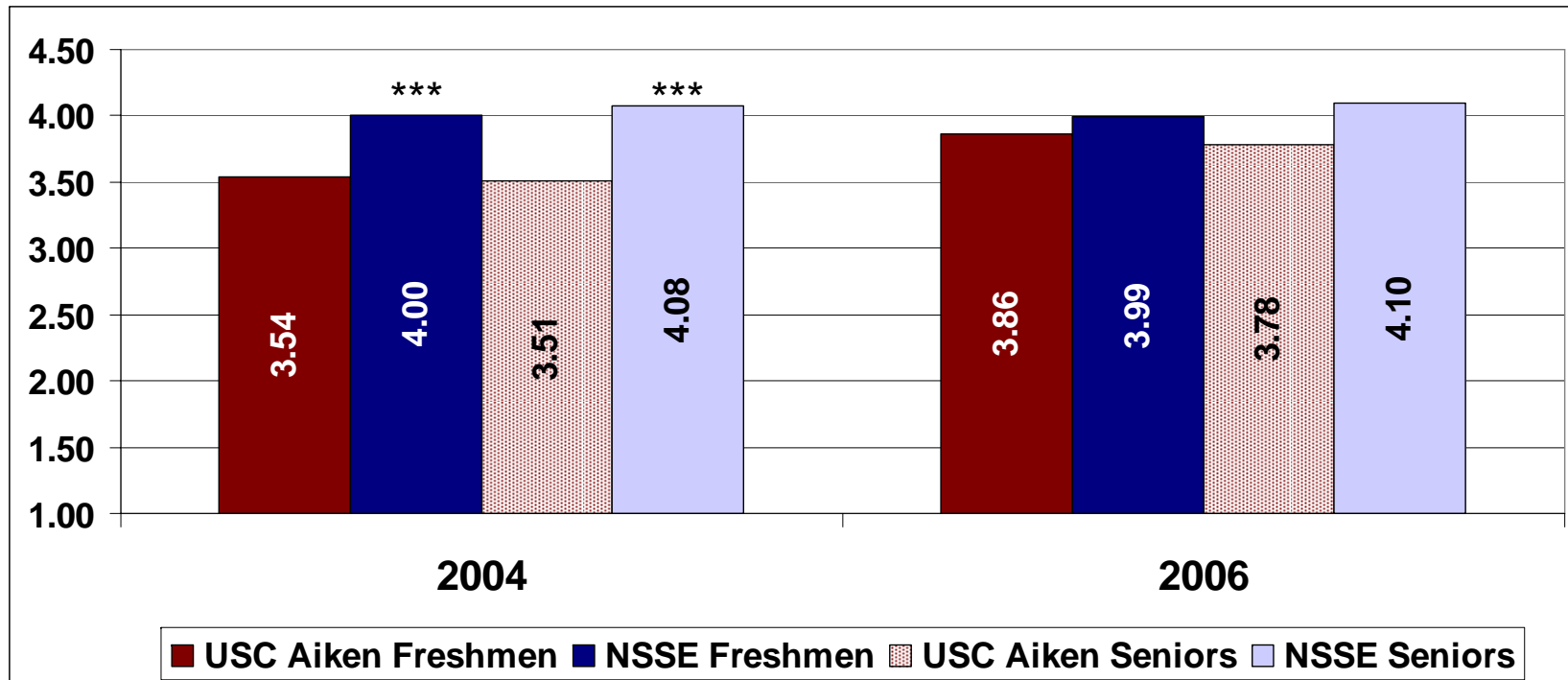


Time Usage

Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)

About how many hours do you spend in a typical 7-day week doing each of the following?

(1=0 hrs/wk, 2=1-5 hrs/wk, 3=6-10 hrs/wk, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=more than 30 hrs/wk)



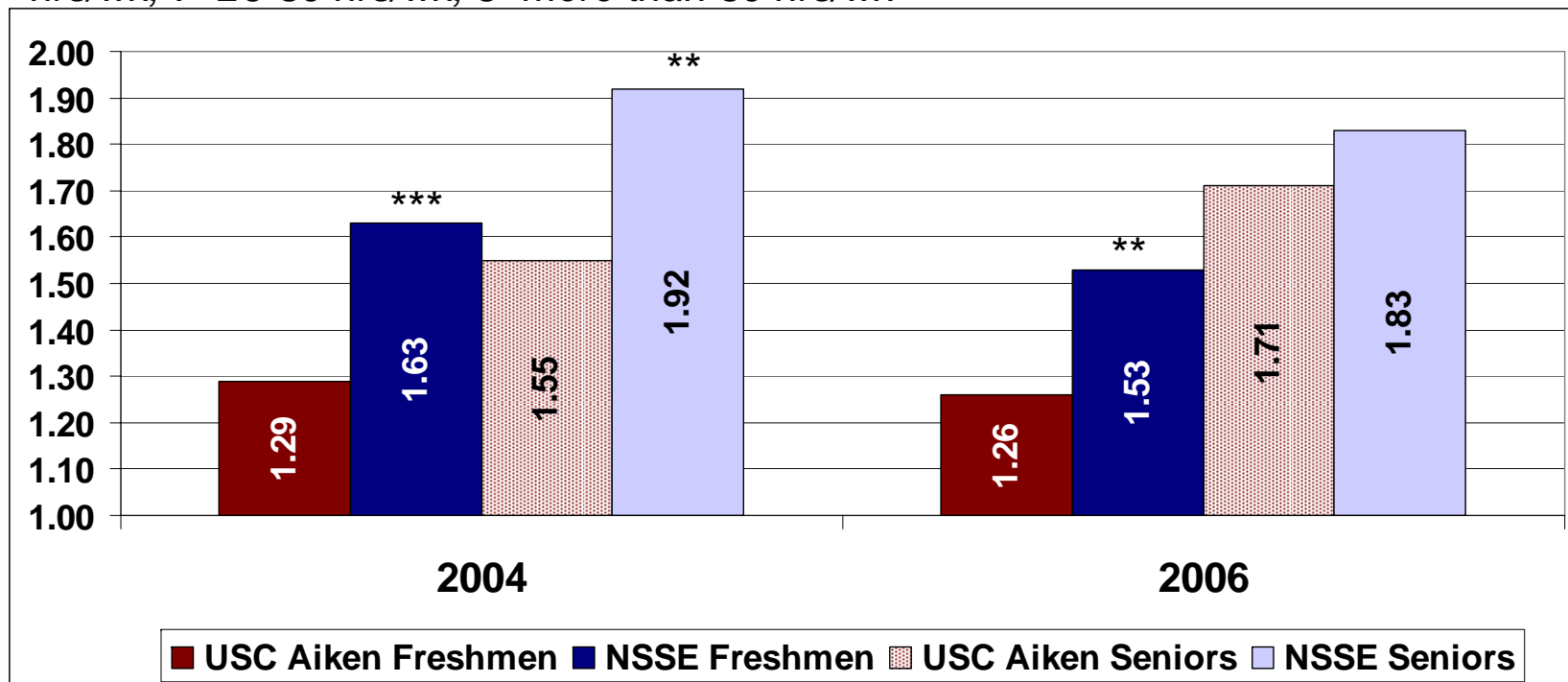
* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$



Time Usage

Working for pay on campus

About how many hours do you spend in a typical 7-day week doing each of the following?
(1=0 hrs/wk, 2=1-5 hrs/wk, 3=6-10 hrs/wk, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=more than 30 hrs/wk)



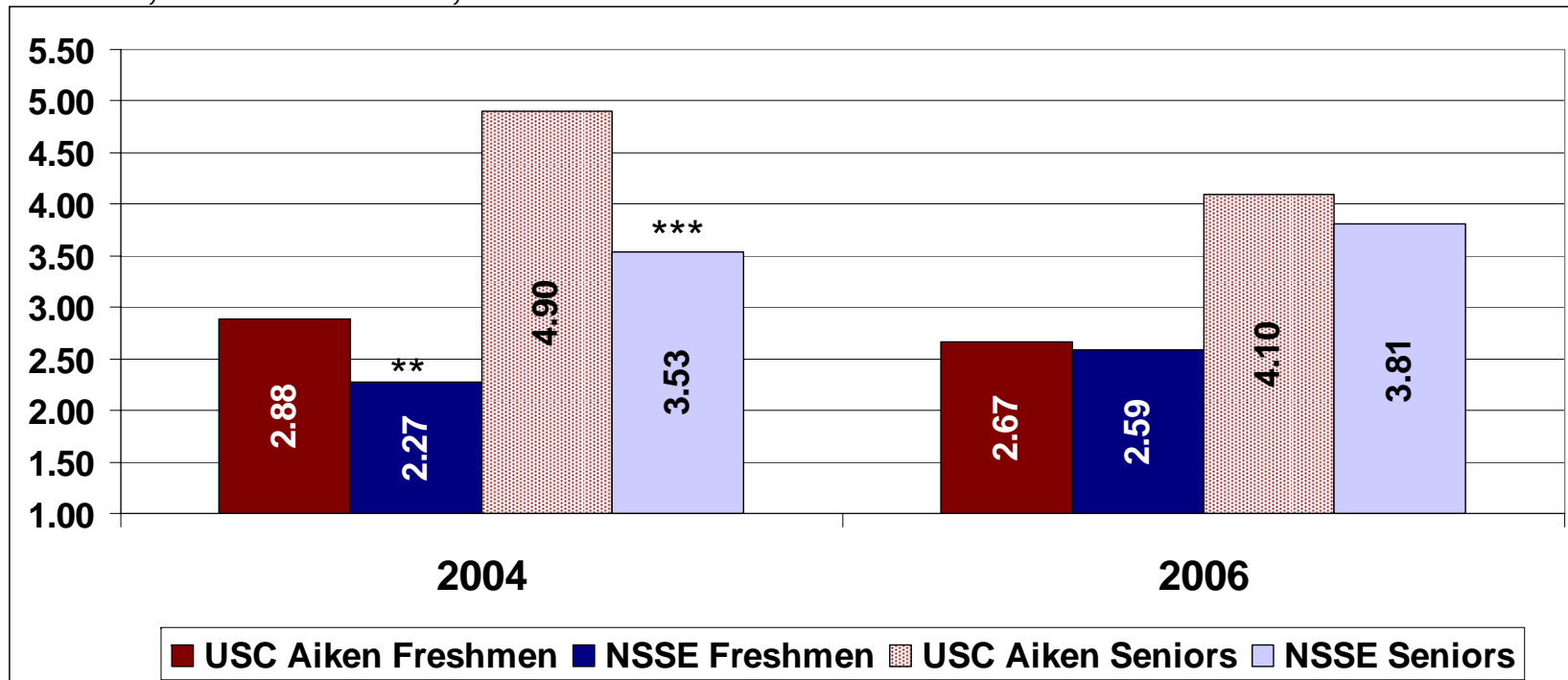
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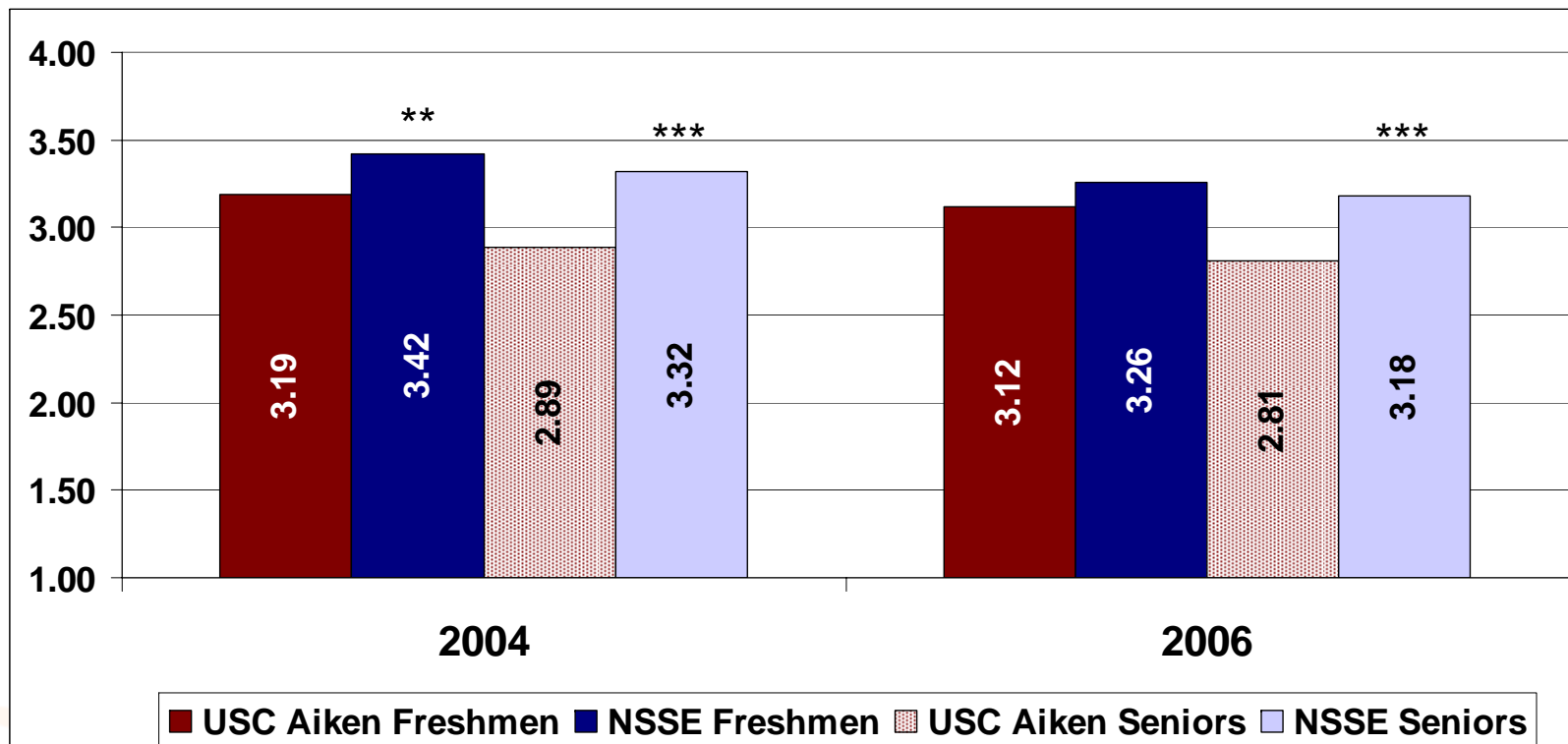


Reading & Writing

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

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)



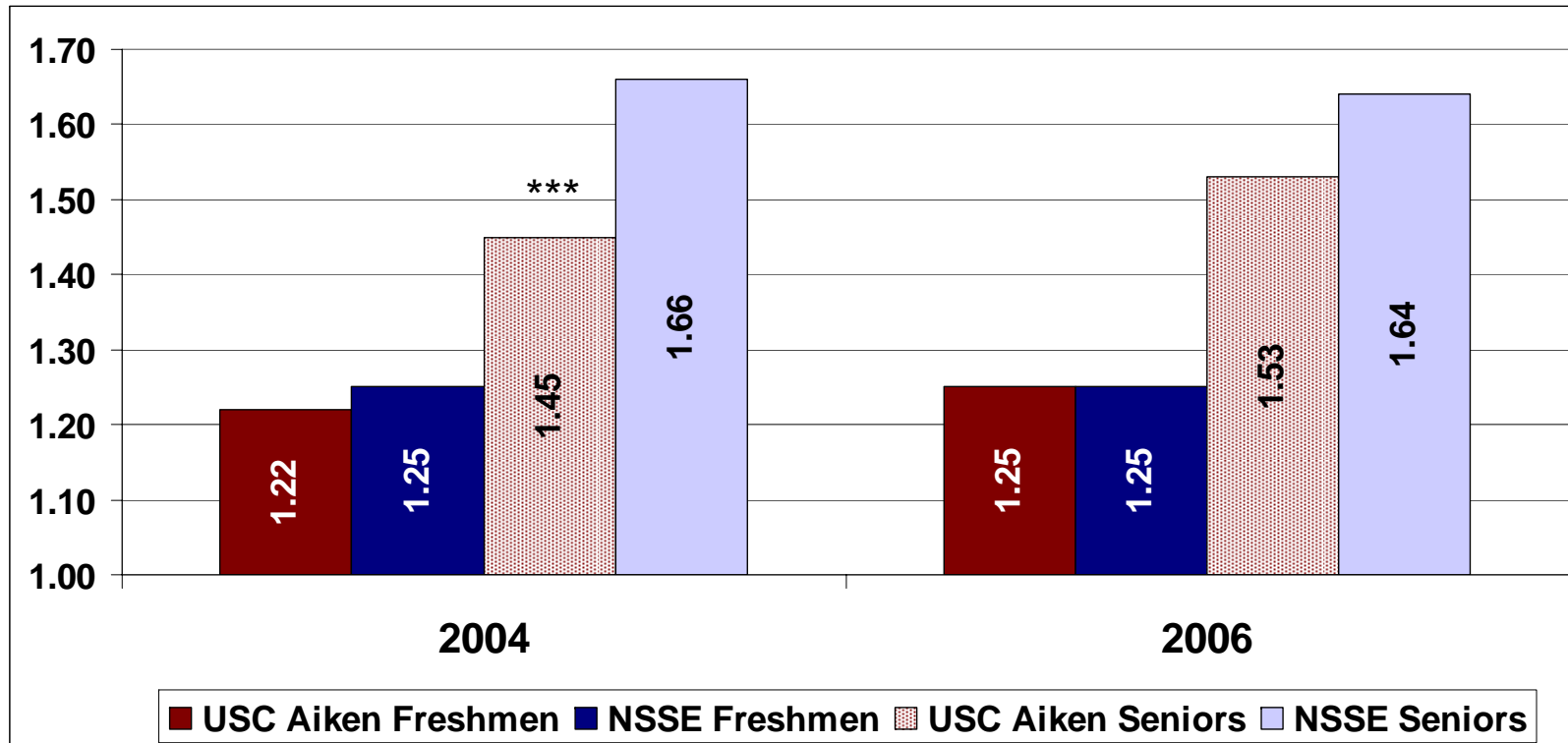
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Reading & Writing

Number of written papers or reports of 20 pages or more

(1=none, 2=between 1 and 4, 3=between 5 and 10, 4=between 11 and 20, 5=more than 20)

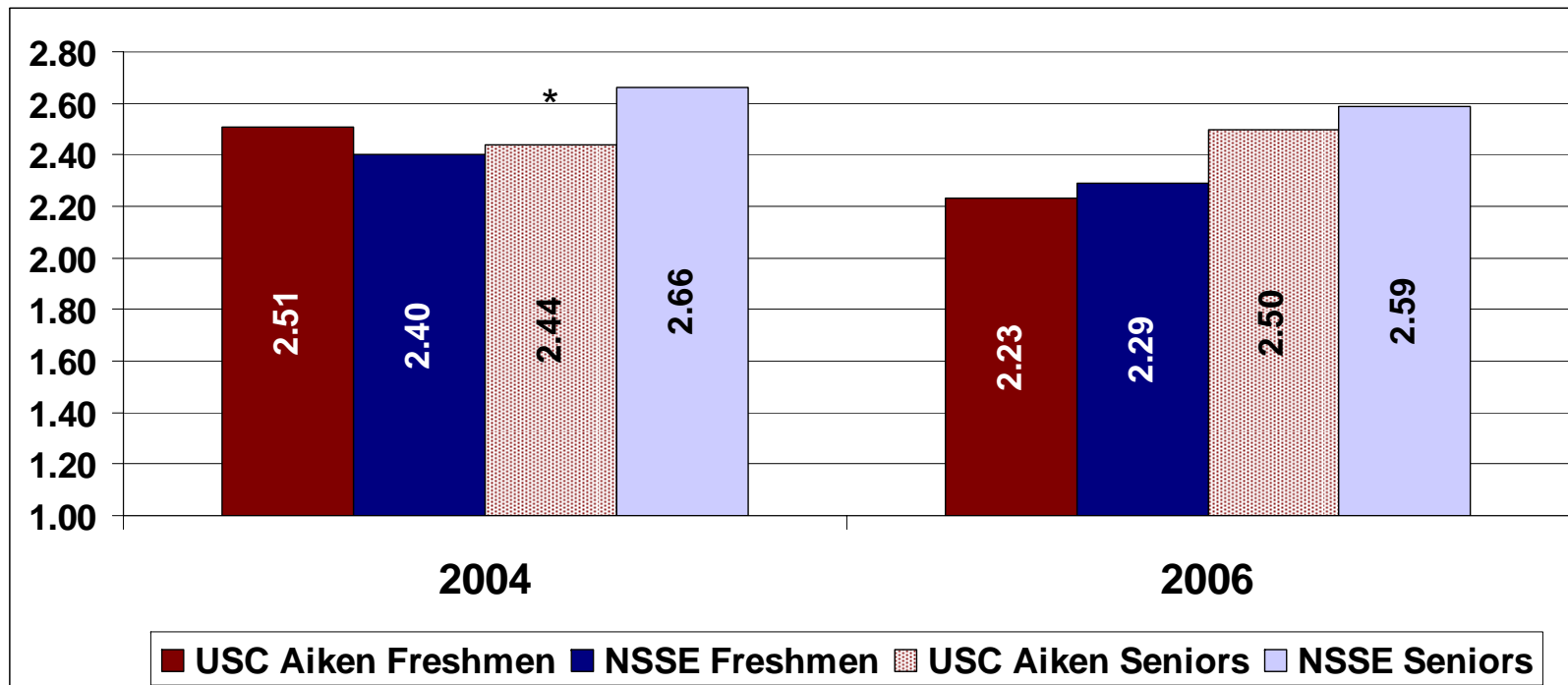


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Reading & Writing

Number of written papers or reports between 5 & 19 pages
(1=none, 2=between 1 and 4, 3=between 5 and 10, 4=between 11 and 20, 5=more than 20)



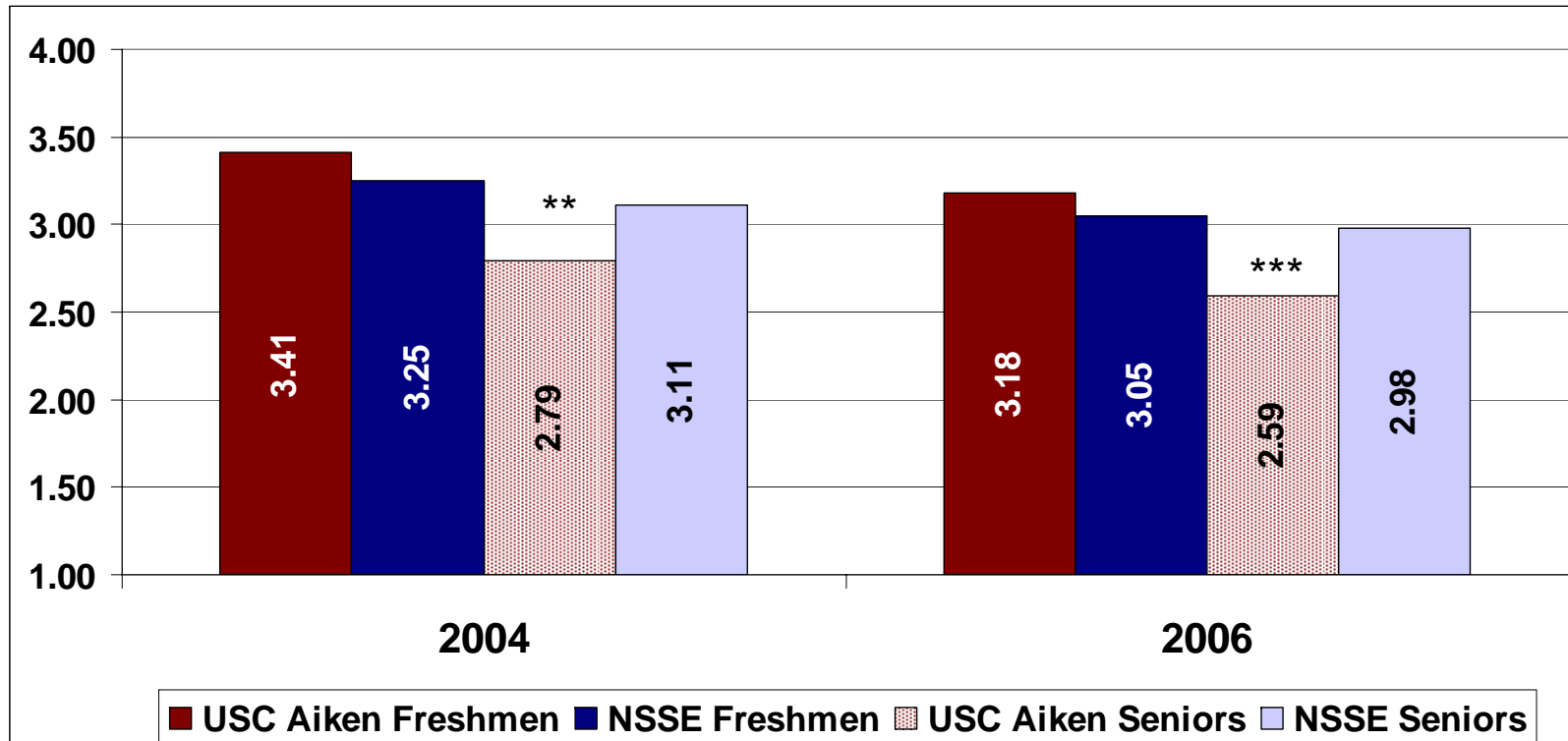
* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$



Reading & Writing

Number of written papers or reports of fewer than 5 pages

(1=none, 2=between 1 and 4, 3=between 5 and 10, 4=between 11 and 20, 5=more than 20)



* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$



Educational & Personal Growth

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?
(Statistically significant effect sizes listed below)

Survey Item	Fr	Sr	Survey Item	Fr	Sr.
Acquiring a broad general education	.23	.21	Voting in local, state, or national elections		.19
Acquiring job or work-related knowledge and skills	.22	.34	Learning effectively on your own	.30	
Writing clearly and effectively	.48	.41	Understanding yourself	.26	
Speaking clearly and effectively	.23	.35	Understanding people of other racial/ethnic backgrounds	.30	.21
Thinking critically and analytically	.28	.36	Solving complex real-world problems	.31	.23
Analyzing quantitative problems	.28	.35	Developing a personal code of values & ethics	.19	
Using computing and information technology	.31	.39	Contributing to the welfare of your community	.26	.20
Working effectively with others	.27	.31	Developing a deepened sense of spirituality		.20



Institutional Environment

Freshmen (Ranked by Effect Size)

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

	USC Aiken	NSSE	Effect Size
Providing the support you need to thrive socially	2.76	2.37	0.42
Providing the support you need to help you succeed academically	3.30	2.99	0.39
Helping you cope with your non-academic responsibilities (work, family, etc.)	2.49	2.49	0.39
Attending campus events and activities (special speakers, cultural performances, athletic events)	3.11	2.75	0.38
Spending significant amounts of time studying and on academic work	3.35	3.07	0.36
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.88	2.57	0.33
Using computers in academic work	3.52	3.32	0.25



Institutional Environment

Seniors (Ranked by Effect Size)

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

	USC Aiken	NSSE	Effect Size
Helping you cope with your non-academic responsibilities (work, family, etc.)	2.30	1.90	0.43
Providing the support you need to help you succeed academically	3.20	2.87	0.40
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.76	2.40	0.37
Providing the support you need to thrive socially	2.46	2.14	0.34
Attending campus events and activities (special speakers, cultural performances, athletic events)	2.81	2.57	0.26
Spending significant amounts of time studying and on academic work	3.25	3.08	0.22
Using computers in academic work	3.62	3.47	0.20



Institutional Environment

Freshmen: Correlations with rating of entire educational exper. at USCA

	Pearson's R
Overall, how would you evaluate the quality of academic advising you have received at your institution?	0.541
If you could start over again, would you go to the SAME INSTITUTION you are now attending?	0.533
Institutional contribution: Analyzing quantitative problems	0.426
Quality: Your relationships with faculty members	0.421
Institutional contribution: Acquiring a broad general education	0.413
Institutional emphasis: Providing the support you need to help you succeed academically	0.397
Institutional contribution: Using computing and information technology	0.388
Institutional contribution: Working effectively with others	0.385
Institutional contribution: Thinking critically and analytically	0.374
Institutional contribution: Solving complex real-world problems	0.374



Institutional Environment

Seniors: Correlations with rating of entire educational experience at USCA

	Pearson's R
If you could start over again, would you go to the SAME INSTITUTION you are now attending?	0.623
Institutional contribution: Solving complex real-world problems	0.489
Quality: Your relationships with faculty members	0.479
Institutional contribution: Understanding people of other racial and ethnic backgrounds	0.434
Overall, how would you evaluate the quality of academic advising you have received at your institution?	0.429
Institutional contribution: Working effectively with others	0.418
Institutional contribution: Acquiring a broad general education	0.408
Institutional emphasis: Providing the support you need to help you succeed academically	0.407
Institutional contribution: Understanding yourself	0.405
Institutional contribution: Thinking critically and analytically	0.393