



# NSSE MAJOR FIELD REPORT – 2018

COMPARING STUDENTS' RESPONSES ACROSS GROUPS OF RELATED MAJORS WITHIN AUC

# AGENDA



## INTRODUCTION TO NSSE

A brief about the report and how to interpret the results.



## OVERALL AUC PERFORMANCE

Scores of AUC students – for first years and seniors – benchmarked against NSSE 2017 & 2018 findings. Includes scores Engagement Indicators (EI) and High-Impact Practices (HIP).



## SCORES PER MAJOR GROUP

EI and HIP scores for each major group (with a minimum base of 20) benchmarked against NSSE 2017 & 2018.



## RESPONDENT PROFILE

A quick demographic and psychographic of AUC students who have answered the survey.

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# ABOUT THE NSSE REPORT

HOW TO READ AND INTERPRET RESULTS



## INTERPRETING NSSE RESULTS

- This report serves to identify variation in student experiences within AUC as an institution. These experiences are shown as an overview of students' responses by groups of related majors.
- The report is based on information from all randomly selected or census-administered students for AUC.
- Results are presented separately by institution-reported class level, and majors are student-reported. First-year students may report intended majors that have not yet been declared. Also, much of the first-year experience may take place outside of the major field. For these reasons, first-year results should be interpreted with caution.
- Related-major groups with fewer than 20 respondents in a given class are not reported (columns are blank). Although 20 is a minimum requirement for all other statistics (Engagement Indicators, means, etc.), keep in mind that any statistical result requires a sufficient number of respondents per group to produce a reliable estimate.

# COMPOSITION OF RELATED-MAJOR GROUPS

Major Group (NSSE Default)	Majors Included	FY* Sample Size	SR* Sample Size
Arts & Humanities	Arts, fine and applied; Architecture; Art history; English (language and literature); French (language and literature); Spanish (language and literature); Other language and literature; History; Humanities (general); Music; Philosophy; Religion; Theater or drama; Other fine and performing arts; Other humanities	15**	16**
Phys, Sci, Math, CS	Physical sciences (general); Astronomy; Atmospheric science (including meteorology); Chemistry; Computer science; Earth science (including geology); Mathematics; Physics; Statistics; Other physical sciences	16**	6**
Social Sciences	Social sciences (general); Anthropology; Economics; Ethnic studies; Gender studies; Geography; International relations; Political science; Psychology; Sociology; Other social sciences	60	28
Business	Accounting; Business administration; Entrepreneurial studies; Finance; Hospitality and tourism; International business; Management; Management information systems; Marketing; Organizational leadership or behavior; Supply chain and operations management; Other business	57	19**
Comm, Media, PR	Communications (general); Broadcast communications; Journalism; Mass communications and media studies; Public relations and advertising; Speech; Telecommunications; Other communications	22	10**
Engineering	Engineering (general); Aero-, Astronautical- engineering; Bioengineering; Biomedical engineering; Chemical engineering; Civil engineering; Computer engineering and technology; Electrical or electronic engineering; Industrial engineering; Materials engineering; Mechanical engineering; Petroleum engineering; Software engineering; Other engineering	59	49

\*FY: First Years; SR: Seniors

\*\*Bases too low (below 20): not reported



# OVERALL UNIVERSITY PERFORMANCE

COMPARISONS FOR ENGAGEMENT FACTORS & HIGH-IMPACT PRACTICES



# ENGAGEMENT INDICATORS (EI) OVERVIEW



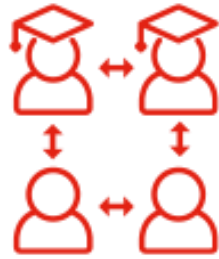
## ACADEMIC CHALLENGE

Higher-Order Learning

Reflective & Integrative Learning

Learning Strategies

Quantitative Reasoning



## LEARNING WITH PEERS

Collaborative Learning

Discussions with Diverse Others



## EXPERIENCES WITH FACULTY

Student-Faculty Interaction

Effective Teaching Practices














## CAMPUS ENVIRONMENT

Quality of Interactions

Supportive Environment

# BENCHMARKS AGAINST COMPARISON GROUP INSTITUTIONS

<i>Theme</i>	<i>Engagement Indicator</i>	 AUC	FIRST-YEAR STUDENTS compared with NSSE 2017 & 2018	 AUC	SENIORS compared with NSSE 2017 & 2018
<i>Academic Challenge</i>	Higher-Order Learning	37.4	--	37.5	--
	Reflective & Integrative Learning	35.6	--	37.5	--
	Learning Strategies	35.8	--	37.1	--
	Quantitative Reasoning	24.4	--	28.9	--
<i>Learning with Peers</i>	Collaborative Learning	32.2	--	38.5	
	Discussions with Diverse Others	32.9		34.6	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	16.8		22.4	--
	Effective Teaching Practices	37.2	--	36.8	--
<i>Campus Environment</i>	Quality of Interactions	37.1		36.6	
	Supportive Environment	29.3		29.8	--

 Your students' average was significantly higher ( $p < .05$ ).  
 -- No significant difference.  
 Your students' average was significantly lower ( $p < .05$ ).



# BENCHMARKS AGAINST HIGH-PERFORMING INSTITUTIONS\*

	FIRST-YEARS				SENIORS			
	AUC	NSSE Top 50%		NSSE Top 10%	AUC	NSSE Top 50%		NSSE Top 10%
Higher-Order Learning	37.4	-1.7		-3.5	37.5	-4.1		-5.4
Reflective and Integrative Learning	35.6	-1.0	◇	-2.9	37.5	-2.4		-4.0
Learning Strategies	35.8	-3.9		-6.0	37.1	-3.2		-5.7
Quantitative Reasoning	24.4	-3.9		-5.8	28.9	-1.6	◇	-3.6
Collaborative Learning	32.2	-3.2		-5.5	38.5	2.6	△	0.2
Discussions with Diverse Others	32.9	-8.6		-11.0	34.6	-7.5		-9.5
Student-Faculty Interaction	16.8	-7.5		-10.5	22.4	-7.1		-11.4
Effective Teaching Practices	37.2	-3.2		-4.9	36.8	-4.6		-6.6
Quality of Interactions	37.1	-6.8		-8.9	36.6	-7.8		-9.9
Supportive Environment	29.3	-9.0		-10.8	29.8	-4.8		-7.2

- △ Your students' average was significantly higher ( $p < .05$ ).
- ▽ Your students' average was significantly lower ( $p < .05$ ).
- ◇ Your students' average was at least comparable.

\*Represented by NSSE Top 50% - institutions with average scores placing in top 50% of all NSSE of all 2017 & 2018 institutions and NSSE Top 10%

# HIGH-IMPACT PRACTICES (HIP) OVERVIEW

Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." High-Impact Practices (HIPs) share several traits: They demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and students, encourage collaboration with diverse others, and provide frequent and substantive feedback. As a result, participation in these practices can be life-changing (Kuh, 2008). NSSE founding director George Kuh recommends that institutions should aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major (NSSE, 2007).



**Guiding Question:**  
Number of your courses at this institution have including a community-based project (service-learning)?

LEARNING COMMUNITY



**Guiding Question:**  
Participation in a learning community or some other formal program where groups of students take two or more classes together.

SERVICE-LEARNING



**Guiding Question:**  
Work with a faculty member on a research project.

RESEARCH WITH FACULTY



**Guiding Question:**  
Participate in an internship, co-op, field experience, student teaching, or clinical placement.

INTERNSHIP OR FIELD EXPERIENCE



**Guiding Question:**  
Participate in a study abroad program.

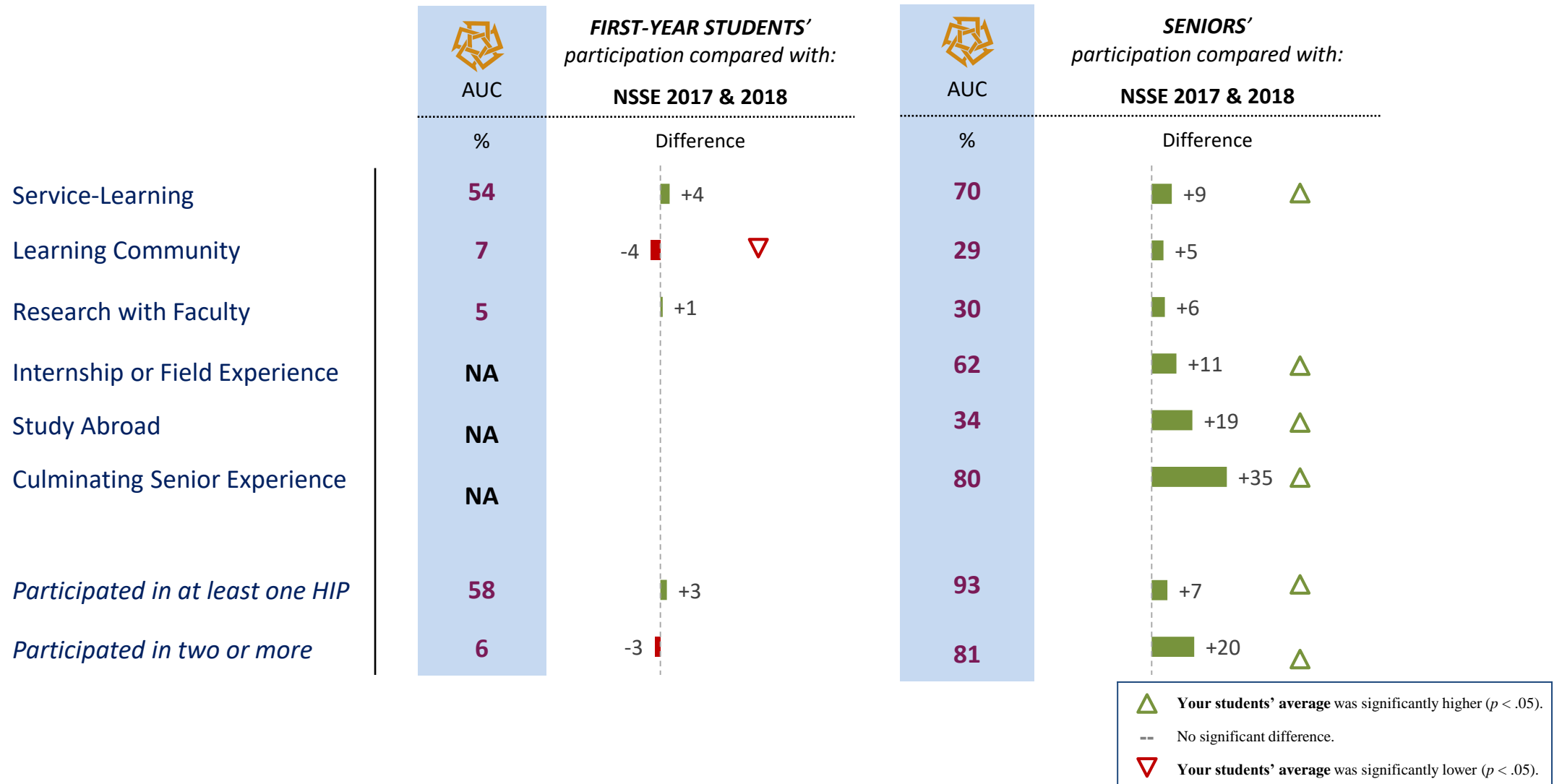
STUDY ABROAD



**Guiding Question:**  
Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.).

CULMINATING SENIOR EXPERIENCE

# BENCHMARKS AGAINST COMPARISON GROUP INSTITUTIONS



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# UNIVERSITY PERFORMANCE BY MAJOR GROUP

ENGAGEMENT FACTORS & HIGH-IMPACT PRACTICES

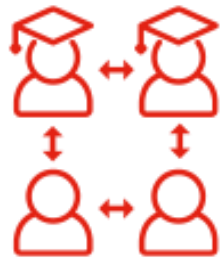


# ENGAGEMENT INDICATORS (EI) REFRESHER



## ACADEMIC CHALLENGE

Higher-Order Learning  
Reflective & Integrative Learning  
Learning Strategies  
Quantitative Reasoning



## LEARNING WITH PEERS

Collaborative Learning  
Discussions with Diverse Others



## EXPERIENCES WITH FACULTY

Student-Faculty Interaction  
Effective Teaching Practices





## CAMPUS ENVIRONMENT

Quality of Interactions  
Supportive Environment

# BENCHMARKS AGAINST NSSE 2017 & 2018



**FIRST-YEARS**

THEME	ENGAGEMENT INDICATOR	Social Sciences		Business		Comm, Media, PR		Engineering	
		AUC	NSSE 17-18	AUC	NSSE 17-18	AUC	NSSE 17-18	AUC	NSSE 17-18
		<i>Mean</i>		<i>Mean</i>		<i>Mean</i>		<i>Mean</i>	
Academic Challenges	Higher-Order Learning	38.8	--	38.0	--	37.1	--	36.2	--
	Reflective & Integrative Learning	40.4	--	36.6	--	35.5	--	31.3	--
	Learning Strategies	36.4	--	37.7	--	34.0	--	34.4	--
	Quantitative Reasoning	25.9	--	27.3	--	21.3	--	21.4	▽
Learning with Peers	Collaborative Learning	34.5	--	35.4	--	30.9	--	32.7	▽
	Discussions with Diverse Others	34.2	▽	30.6	▽	26.5	▽	32.9	▽
Experiences with Faculty	Student-Faculty Interaction	18.5	--	18.9	--	13.4	▽	15.1	--
	Effective Teaching Practices	37.0	--	37.3	--	34.0	--	37.1	--
Campus Environment	Quality of Interactions	37.4	▽	36.8	▽	31.1	▽	37.3	▽
	Supportive Environment	30.0	▽	29.4	▽	27.6	▽	26.9	▽

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# BENCHMARKS AGAINST NSSE 2017 & 2018

THEME	ENGAGEMENT INDICATOR	Social Sciences		Engineering	
		AUC	NSSE 17-18	AUC	NSSE 17-18
		<i>Mean</i>		<i>Mean</i>	
Academic Challenges	Higher-Order Learning	40.0	--	34.4	--
	Reflective & Integrative Learning	42.2	--	31.9	--
	Learning Strategies	38.5	--	33.0	--
	Quantitative Reasoning	26.2	--	30.7	--
Learning with Peers	Collaborative Learning	35.9	△	38.7	--
	Discussions with Diverse Others	36.0	--	35.0	▽
Experiences with Faculty	Student-Faculty Interaction	23.9	--	19.6	--
	Effective Teaching Practices	35.0	--	31.8	--
Campus Environment	Quality of Interactions	34.7	▽	36.2	--
	Supportive Environment	29.4	▽	31.8	--

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# HIGH-IMPACT PRACTICES (HIP) REFRESHER



**Guiding Question:**

Number of your courses at this institution have including a community-based project (service-learning)?

LEARNING COMMUNITY



**Guiding Question:**

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

SERVICE-LEARNING



**Guiding Question:**

Work with a faculty member on a research project.

RESEARCH WITH FACULTY



**Guiding Question:**

Participate in an internship, co-op, field experience, student teaching, or clinical placement.

INTERNSHIP OR FIELD EXPERIENCE



**Guiding Question:**

Participate in a study abroad program.

STUDY ABROAD



**Guiding Question:**

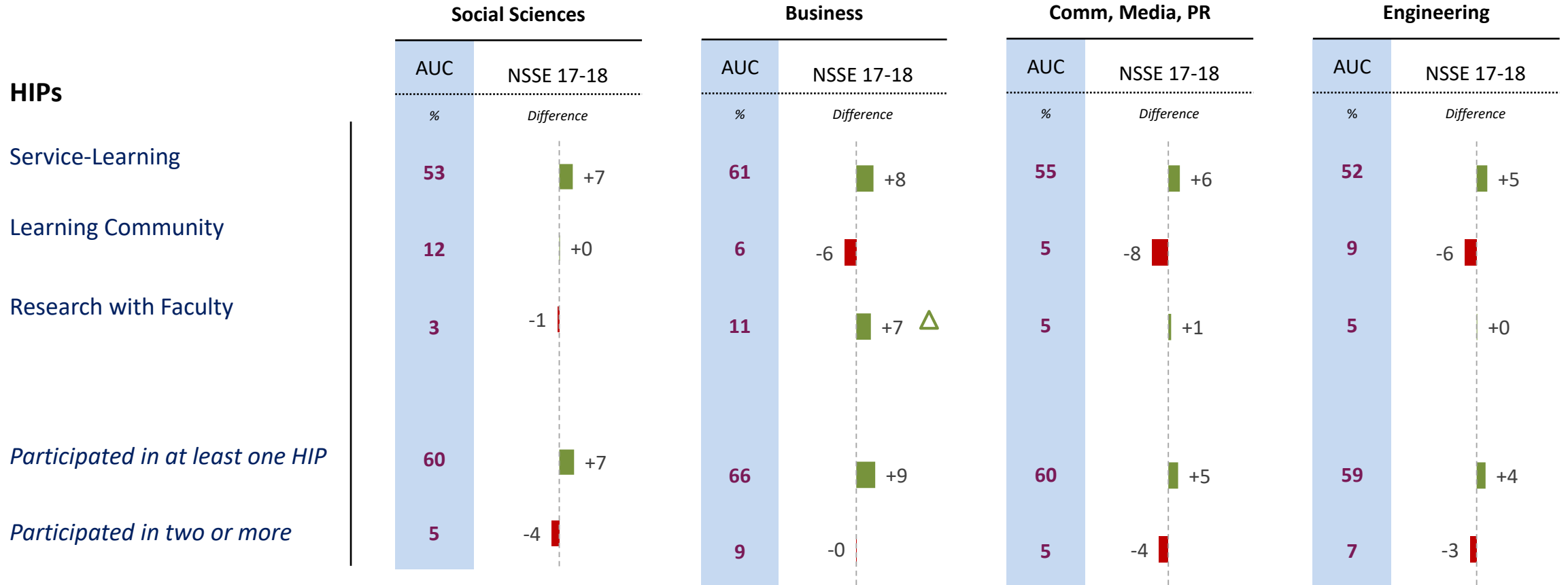
Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.).

CULMINATING SENIOR EXPERIENCE



# BENCHMARKS AGAINST NSSE 2017 & 2018

**FIRST-YEARS**



△ Your students' average was significantly higher ( $p < .05$ ).  
▽ Your students' average was significantly lower ( $p < .05$ ).

# BENCHMARKS AGAINST NSSE 2017 & 2018

SENIORS

## HIPs

Service-Learning

Learning Community

Research with Faculty

Internship or Field Experience

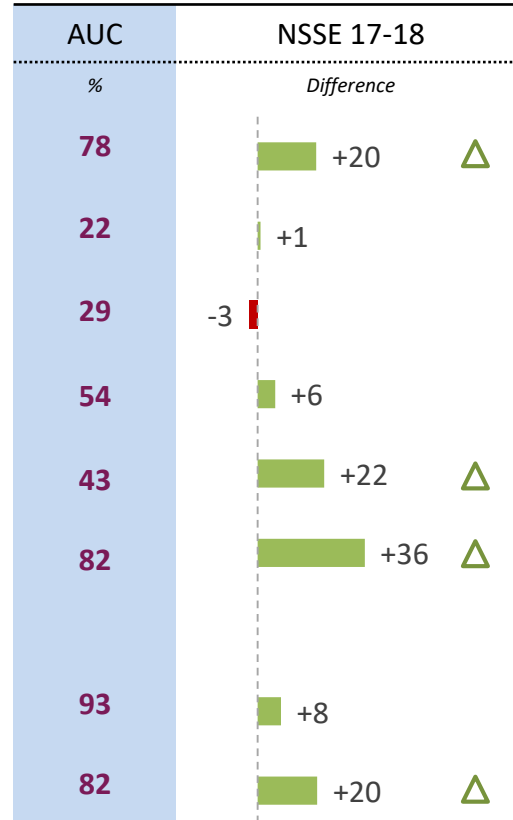
Study Abroad

Culminating Senior Experience

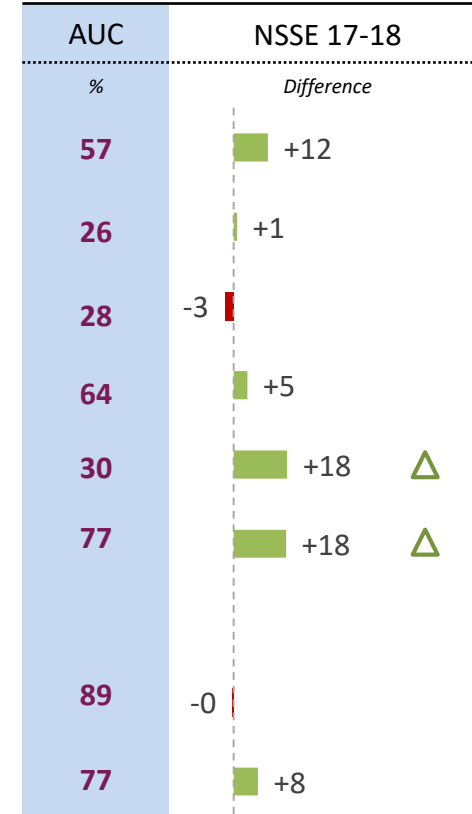
*Participated in at least one HIP*



*Participated in two or more*

### Social Sciences



### Engineering

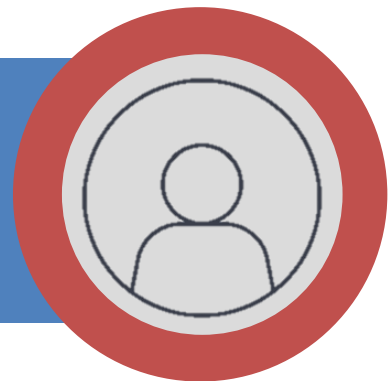


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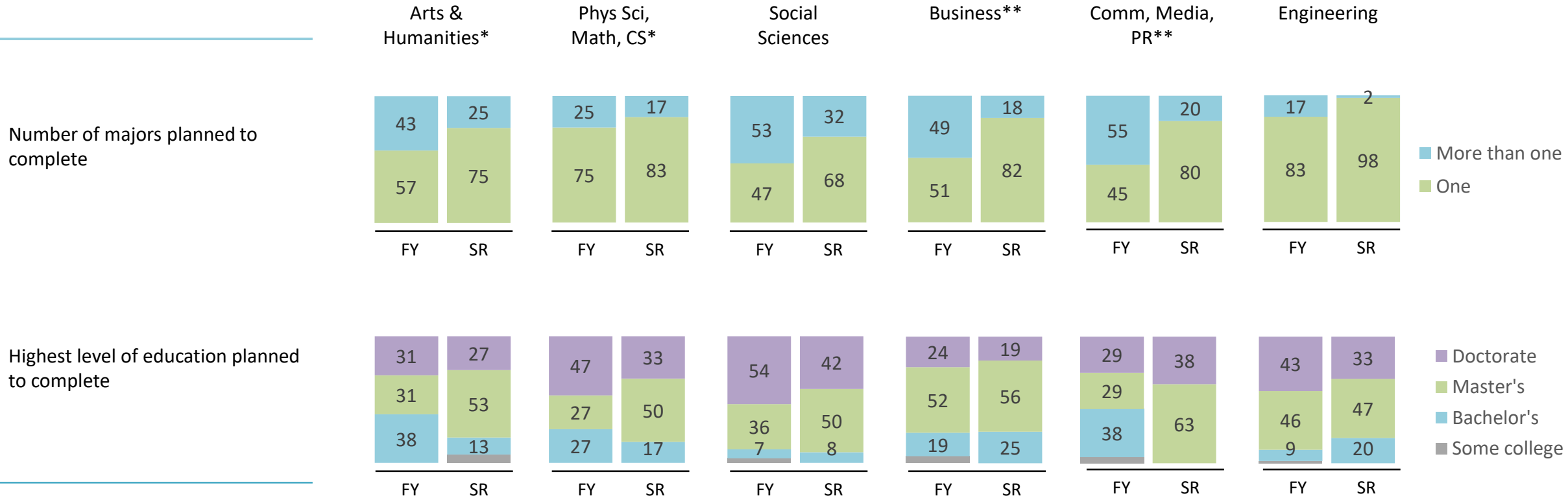
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# RESPONDENT PROFILE

A PROFILING OF AUC STUDENTS BY SCHOOL



# ACADEMIC AMBITIONS



FY: First-Year students; SR: Seniors

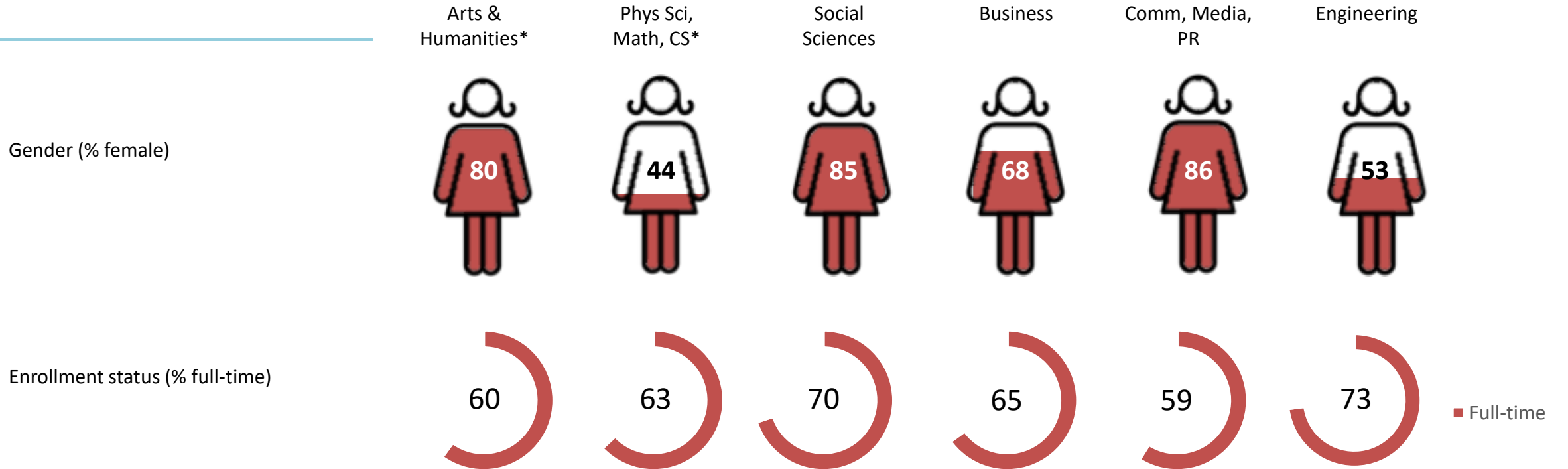
\*Bases too low (below 20) for both groups – data directional

\*\*Bases too low (below 20) for seniors – data directional



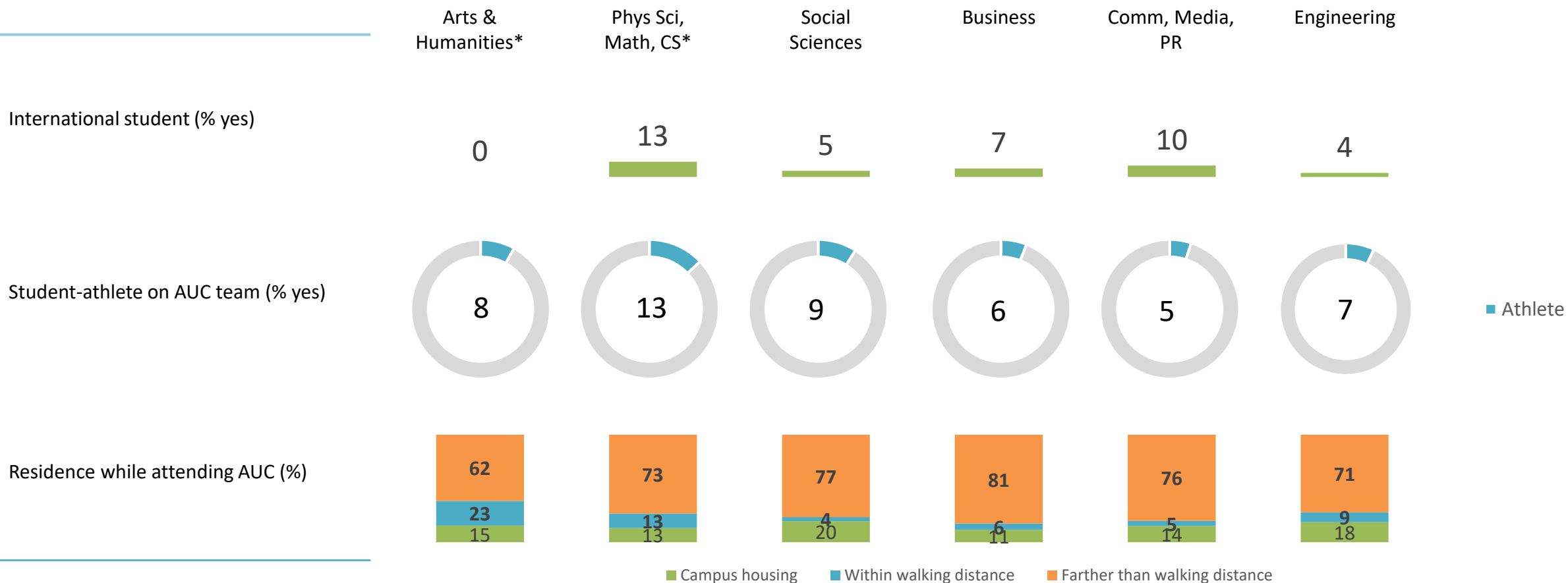
DEMOGRAPHICS

# INSTITUTION-REPORTED INFORMATION



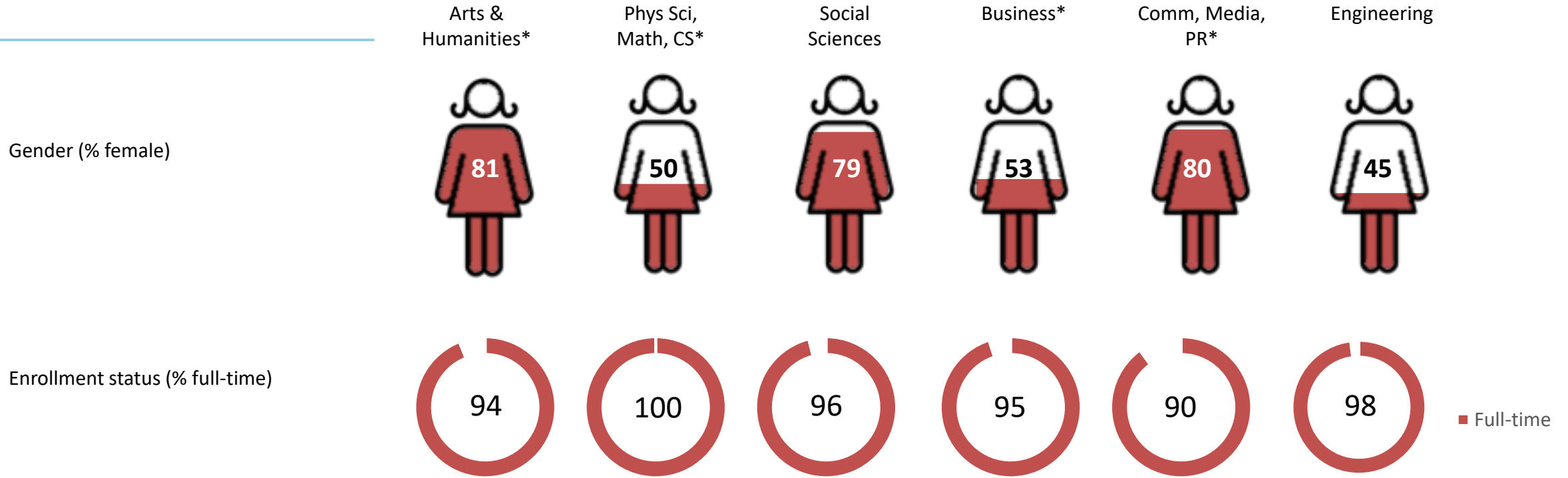
\*Bases too low (below 20) – data directional

# STUDENT-REPORTED STATISTICS



\*Bases too low (below 20) – data directional

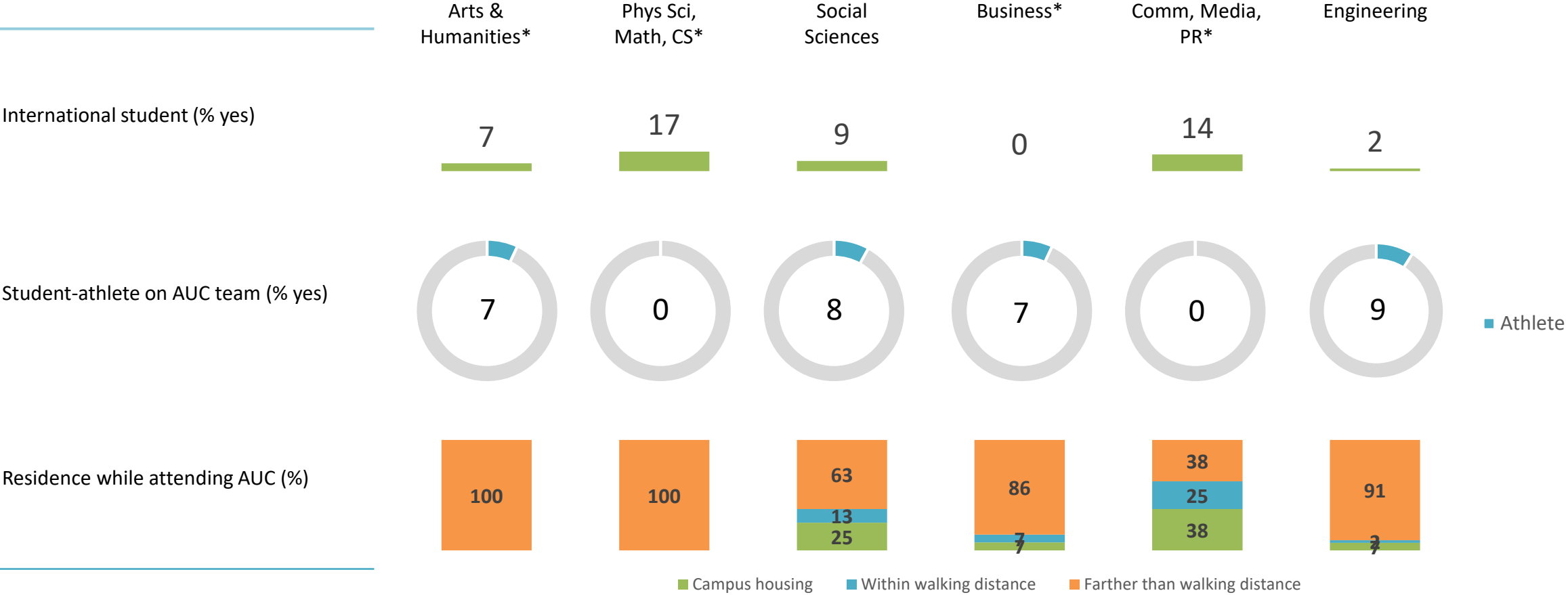
# INSTITUTION-REPORTED INFORMATION



\*Bases too low (below 20) – data directional



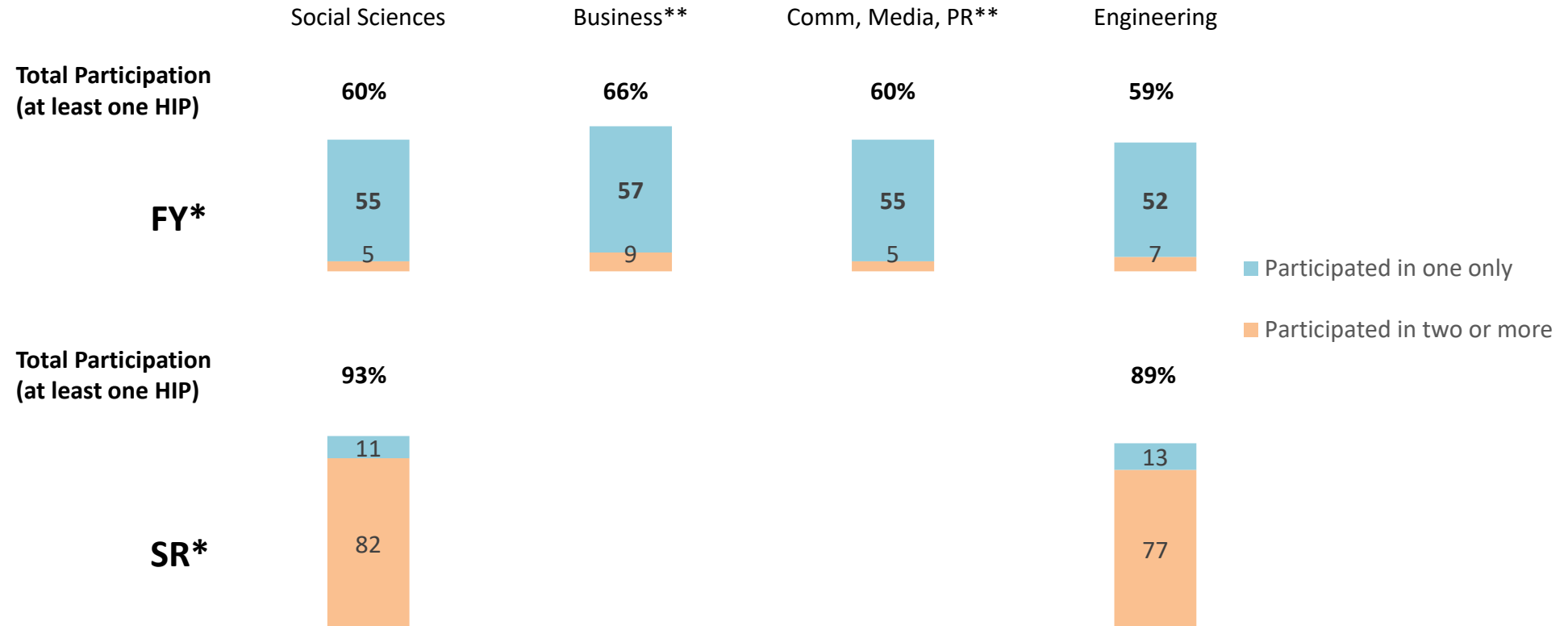
# STUDENT-REPORTED STATISTICS



\*Bases too low (below 20) – data directional

# OVERALL HIP PARTICIPATION

The figures below display the percentage of students who participated in High-Impact Practices. Both figures include participation in service-learning, a learning community, and research with faculty. The senior figure also includes participation in an internship or field experience, study abroad, and culminating senior experience, whereas it is expressed as “plan to do” among first-years.



\*FY: First-year students; SR: Seniors.

\*\*Bases too low (below 20) for seniors (not reported)

# HIGH-IMPACT PRACTICES (HIP)



Learning community



Service-learning\*



Research with faculty

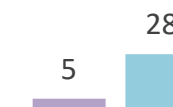
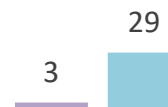
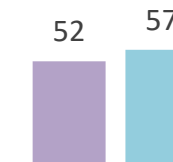
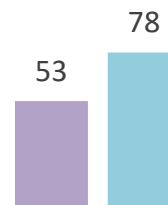
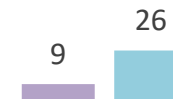
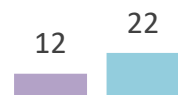
## HIGH-IMPACT PRACTICE

Social Sciences

Business\*\*

Comm, Media, PR\*\*

Engineering



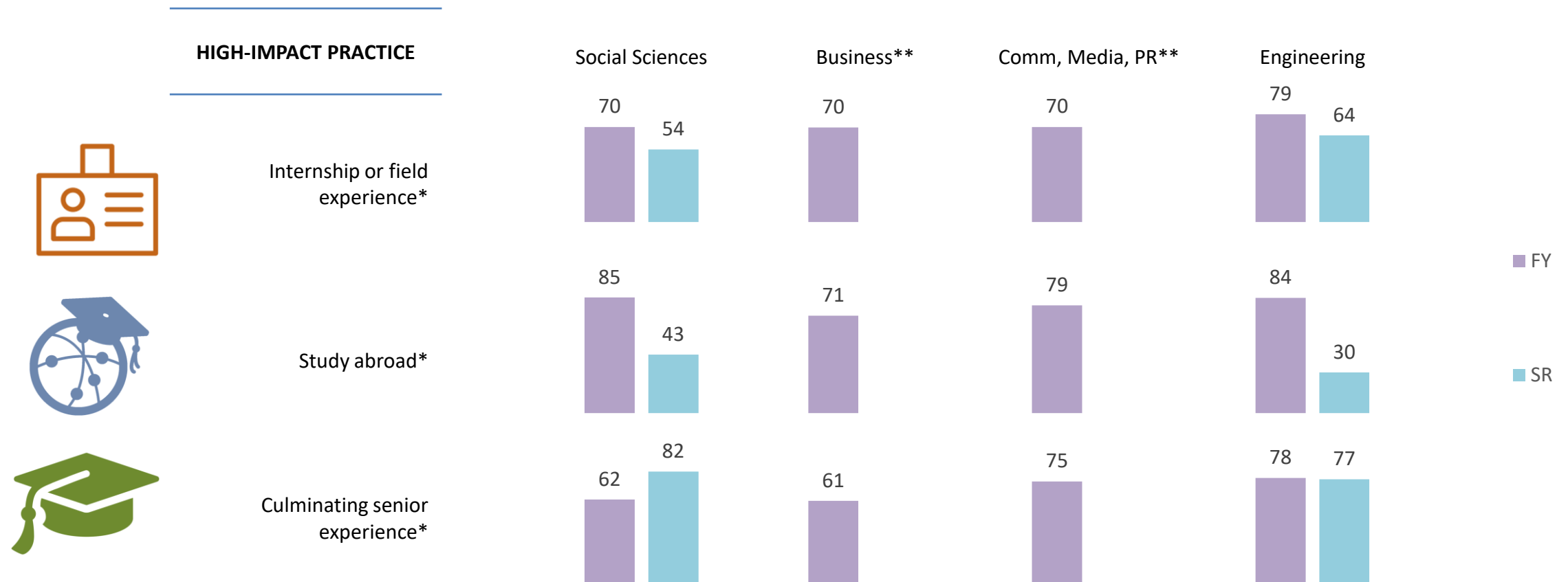
FY

SR

\*Participation for service-learning is the percentage who responded that at least "Some" courses included a community-based project.

\*\*Bases too low (below 20) for seniors (not reported)

# HIGH-IMPACT PRACTICES (HIP)



\*Results for first-year students are the percentage who responded "Plan to do."

\*\*Bases too low (below 20) for seniors (not reported)



# THANK YOU

Office of Strategy Management and Institutional Effectiveness