



## National Survey of Student Engagement

# Results of AUC's First NSSE Administration 2009-2010

Office of Institutional Research  
November 6, 2010

# What We'll Talk About

- What is Student Engagement and Why Do We Measure It?
- NSSE Background
- Survey Administration
- Selected AUC Results
  - Satisfaction
  - What We Do Well
  - What Needs Work
- Directions for Action

# What is Student Engagement?

- What students do -- time and energy devoted to studies and other educationally purposeful activities
  - Research shows this is the single best predictor of their learning and personal development.
- What institutions do -- using resources and effective educational practices to induce students to do the right things
- Educationally effective institutions channel student energy toward the right activities

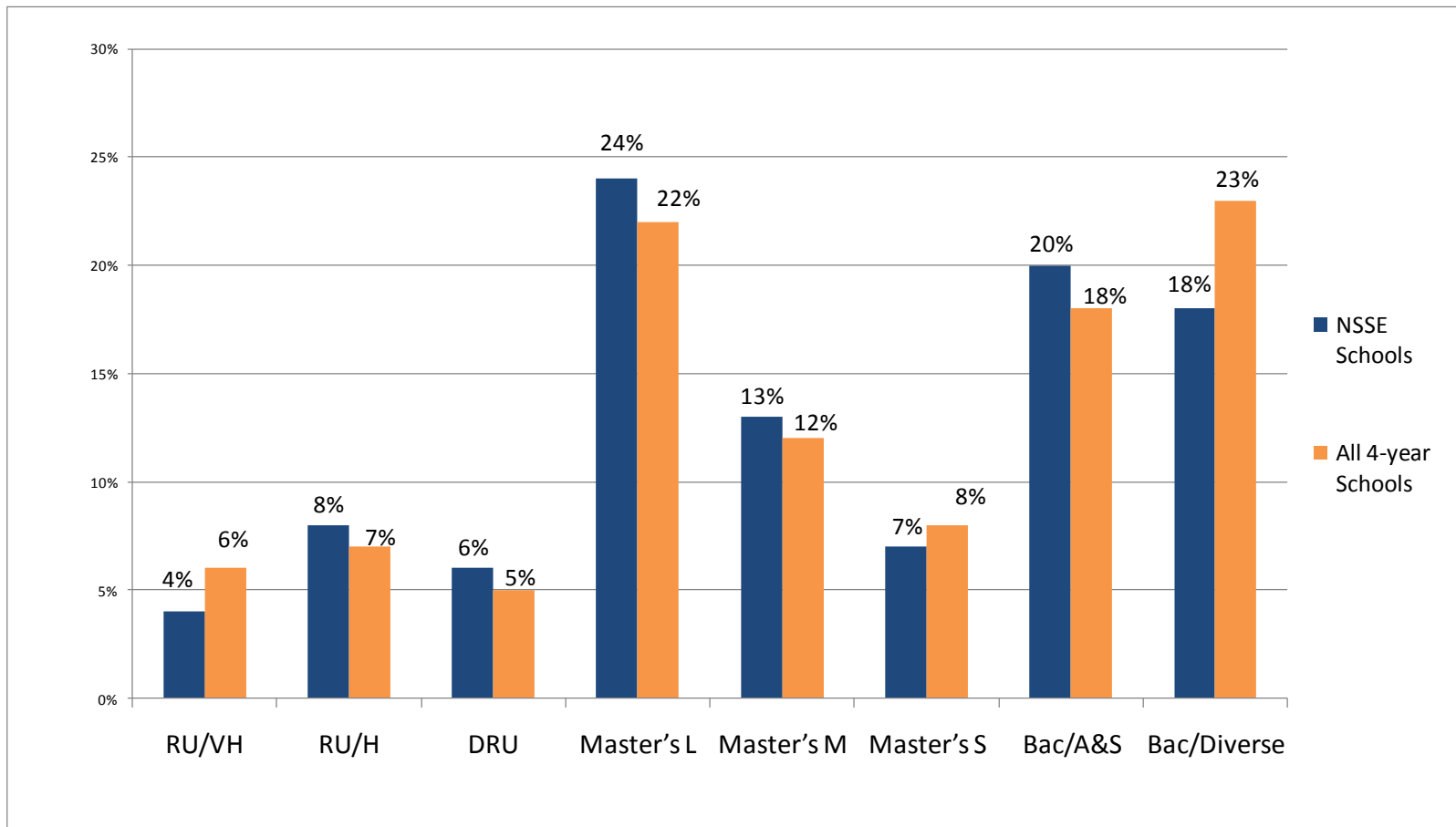
## NSSE Background

- Launched with grant from The Pew Charitable Trusts in 1999, supported by institutional participation fees since 2002.
- Designed to assess the extent to which students are engaged in effective educational practices and what they gain from their college experiences.
- Main content represents student behaviors highly correlated with many desirable learning and personal development outcomes of college.

## NSSE Background

- More than 2,395,000 students from over 1,400 colleges and universities have participated to date.
- Institution types, sizes, and locations represented in NSSE are largely representative of U.S. baccalaureate institutions.

# NSSE 2010 Institutions by Carnegie Classification



# Survey Administration

- All first-year and senior students with working email addresses in the student information system.
- Administration in spring term
- Web-based
- Multiple follow-ups to increase response rates

# NSSE 2010 Survey Population and Response

- More than 1.2 million students were invited to participate in NSSE 2010, with 393,630 responding
- At AUC, 2,180 First-Years and 552 Seniors were invited to participate.



# NSSE 2010 Response Rates

- **AUC's response rate = 35%**
  - (FY = 34%, SR = 35%)
- **Comparison Groups:**
  - Basic Carnegie Class = 31%
  - Middle East/Asia = 30%
  - All NSSE 2010 = 32%

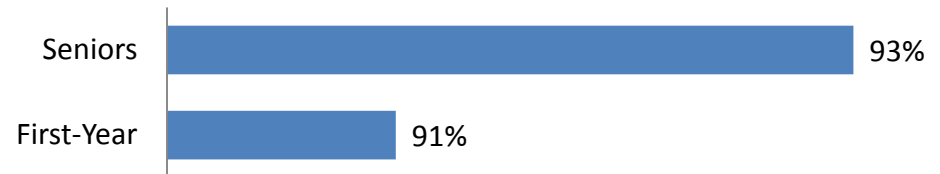
# Comparison Groups

- Basic Carnegie Class (MA, Large): 123
- Middle East/Asia: 7
  - American University of Afghanistan
  - American University of Sharjah
  - Carnegie Mellon, Qatar Campus
  - Georgetown University School of Foreign Service in Qatar
  - Lebanese American University
  - Texas A&M University at Qatar
  - Virginia Commonwealth University in Qatar
- All NSSE 2010 Institutions: 595

# SELECTED AUC RESULTS

# Demographics of AUC Respondents

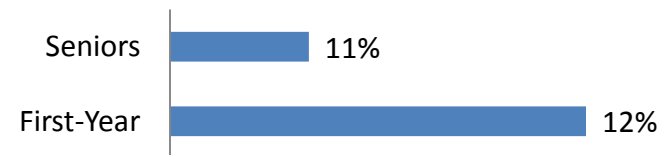
- % Full-time:



- Gender:



- % Residence On Campus:

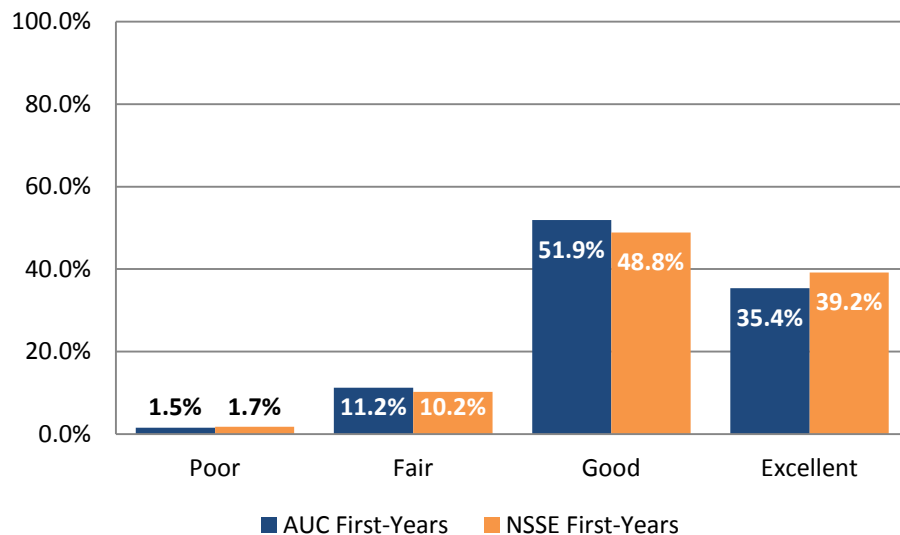


- % International: 14% FY, 14% Seniors

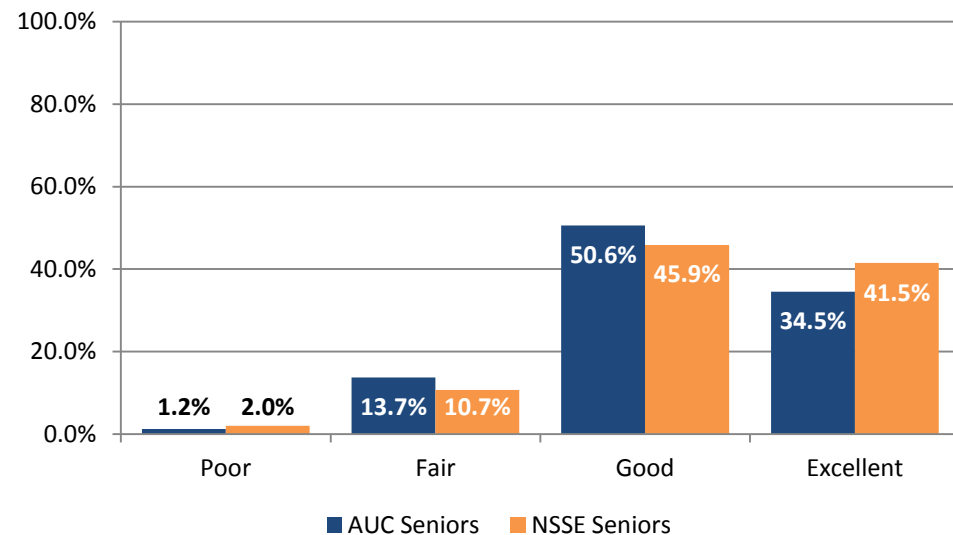
# Satisfaction

- 87% of first-years and 85% of seniors reported that their entire educational experience at AUC was good or excellent.
  - No significant differences from Carnegie and NSSE peers.

How would you evaluate your entire educational experience at this institution?

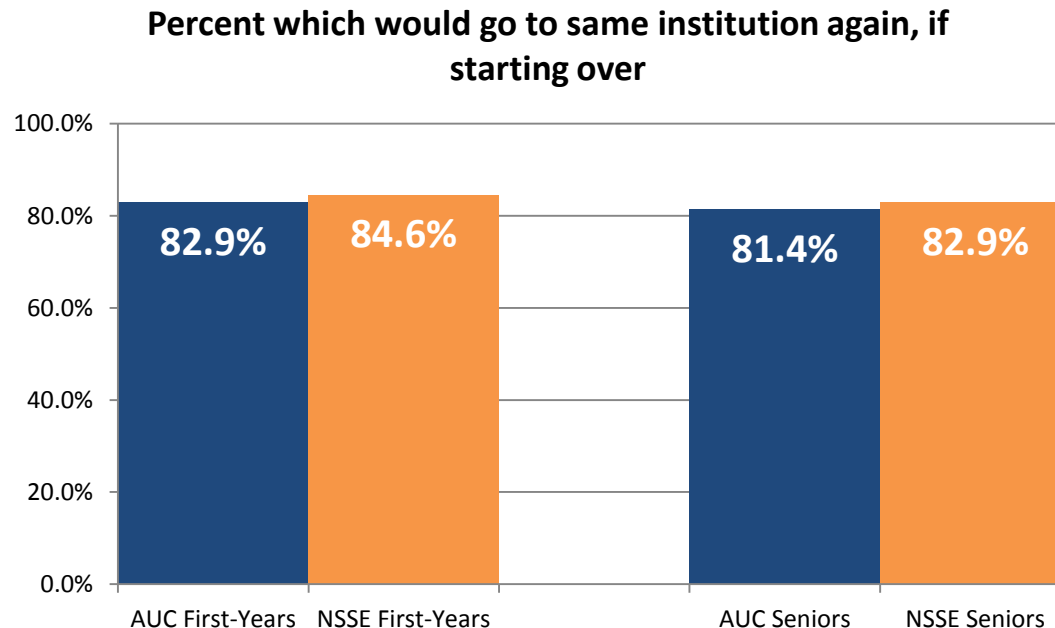


How would you evaluate your entire educational experience at this institution?



# Satisfaction

- 83% of first-years and 81% of seniors would go to AUC, if they could start over again.
  - First-years report slightly lower mean response than Carnegie peers. No other significant differences from comparison group peers.



# Benchmarks of Effective Educational Practice

•Level of significance (\*\*\*p<.001, \*\*p<.01, \*p<.05)

•Green = AUC compares favorably

•Red = AUC compares unfavorably

		Comparison Groups				
		AUC	Basic Carnegie Class	Middle East/Asia	NSSE 2010	
Class						
<b>Level of Academic Challenge (LAC)</b>						
<i>How challenging is your institution's intellectual and creative work?</i>		First-Year	56	54***	56	55**
		Senior	58	57	61	58
<b>Active and Collaborative Learning (ACL)</b>						
<i>Are your students actively involved in their learning, individually and working with others?</i>		First-Year	47	44***	49	44***
		Senior	56	52**	56	52***
<b>Student-Faculty Interaction (SFI)</b>						
<i>Do your students work with faculty members inside and outside the classroom?</i>		First-Year	33	35***	35	35**
		Senior	41	42	43	43
<b>Enriching Educational Experiences (EEE)</b>						
<i>Do your students take advantage of complementary learning opportunities?</i>		First-Year	25	27***	27**	28***
		Senior	44	39***	40**	41
<b>Supportive Campus Environment (SCE)</b>						
<i>Do your students feel the institution is committed to their success?</i>		First-Year	57	63***	64***	63***
		Senior	55	60***	59*	60***

# What We Do Well...

## Highest Performing Benchmark Items Relative to Basic Carnegie Class

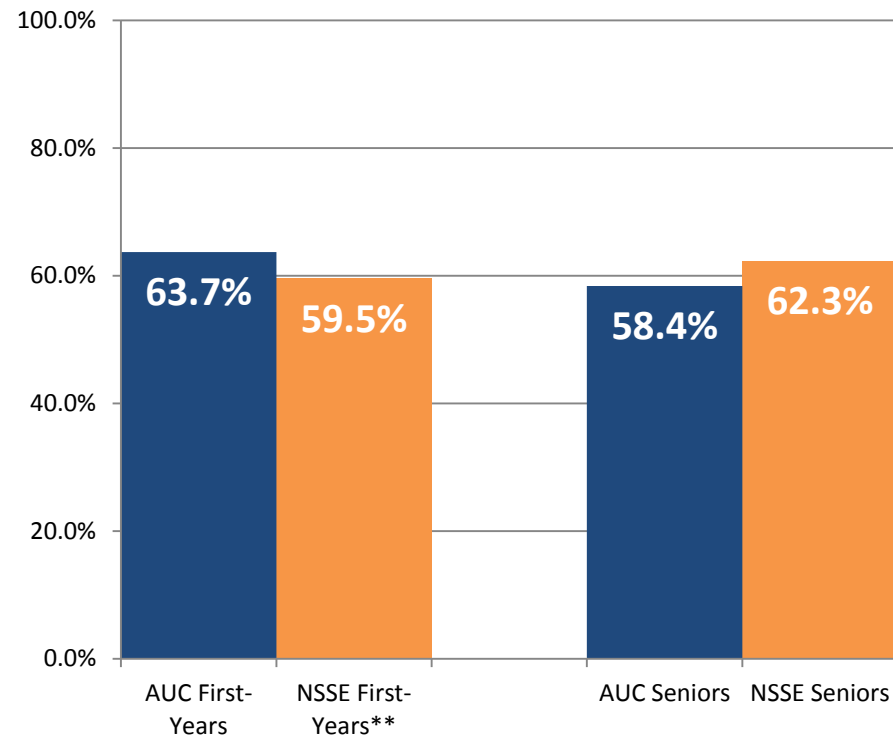
				Comparison Groups		
Ques- tion	Bench- mark <sup>1</sup>	Percent of students who...	AUC	Basic Carnegie Class	Middle East/Asia	NSSE 2010
<b>First-Year Students</b>						
3c.	LAC	Wrote at least one paper or report of 20 pages or more	<b>41%</b>	20%	42%	20%
3d.	LAC	Wrote more than 4 papers or reports between 5 and 19 pages	<b>42%</b>	32%	35%	34%
3e.	LAC	Wrote more than 10 papers or reports of fewer than 5 pages	<b>45%</b>	32%	35%	32%
1a.	ACL	Asked questions/contributed to class discussions <sup>2</sup>	<b>74%</b>	62%	71%	61%
1j.	ACL	Tutored or taught other students (paid or voluntary) <sup>2</sup>	<b>26%</b>	15%	31%	16%
<b>Seniors</b>						
3c.	LAC	Wrote at least one paper or report of 20 pages or more	<b>79%</b>	49%	76%	51%
1j.	ACL	Tutored or taught other students (paid or voluntary) <sup>2</sup>	<b>39%</b>	20%	35%	22%
7a.	EEE	Did a practicum, internship, field experience, clinical assignment	<b>75%</b>	48%	63%	52%
7h.	EEE	Completed a culminating senior experience (capstone, thesis, comp. exam)	<b>55%</b>	32%	39%	34%
9d.	EEE	Spent more than 5 hours/week in co-curricular activities	<b>42%</b>	22%	22%	27%



# What We Do Well...

- AUC first-years report higher mean response than NSSE peers to working hard to meet instructor's standards or expectations.

Often worked harder than you thought you could to meet an instructor's standards or expectations

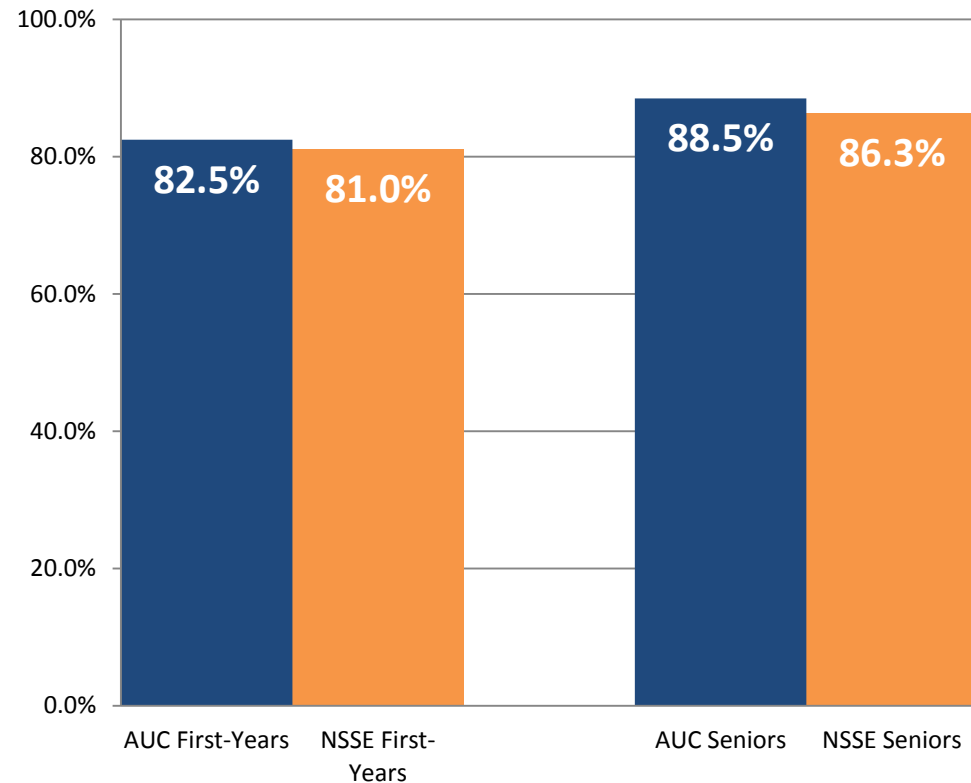


\* Level of significance

# What We Do Well...

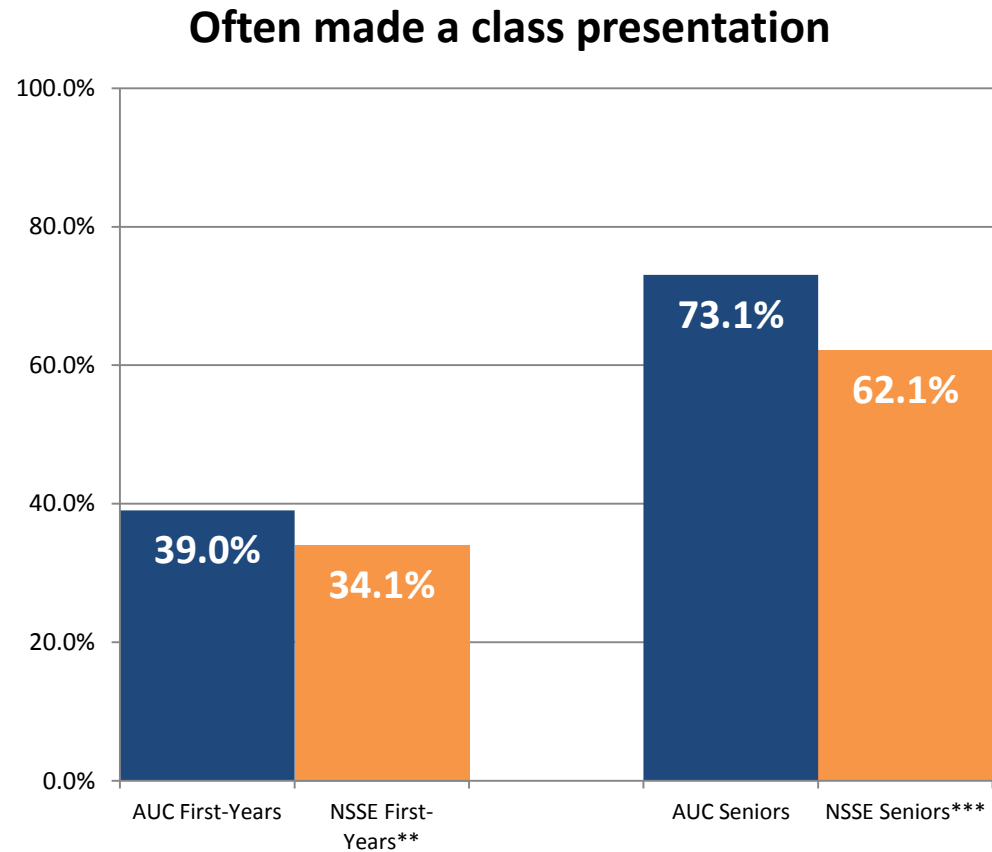
- More than 80% of first-year and seniors report substantial emphasis on analysis.

**Coursework substantially emphasizes: Analyzing the basic elements of an idea, experience, or theory**



# What We Do Well...

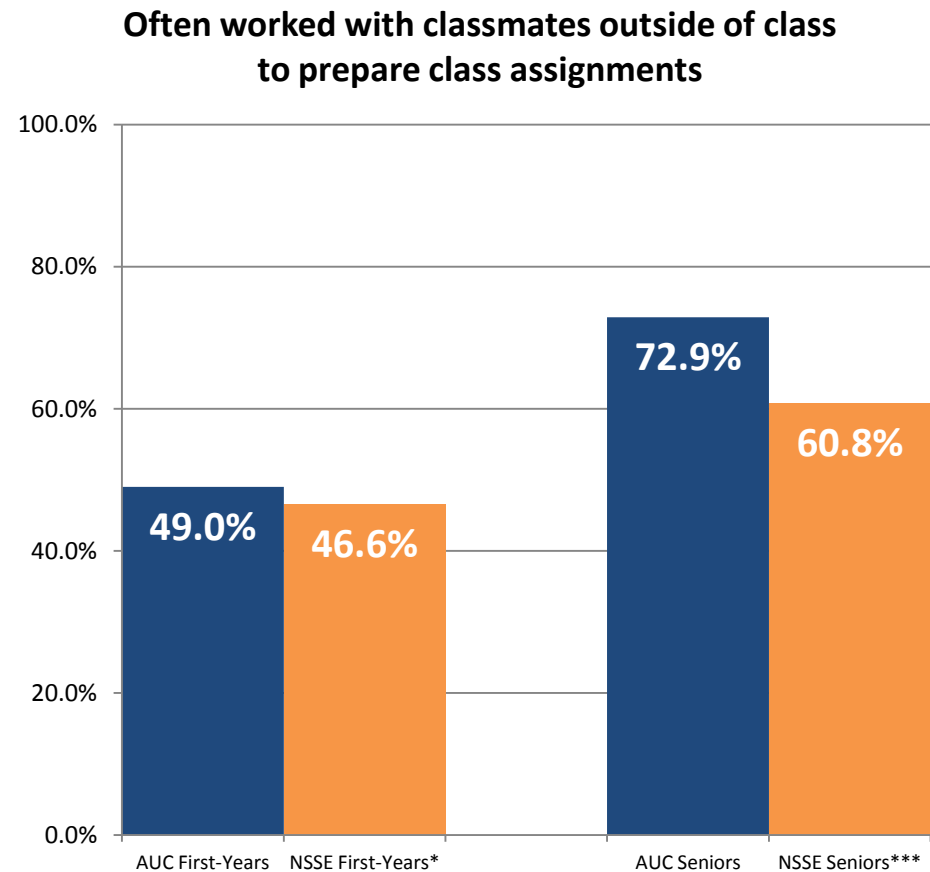
- AUC first-years and seniors report more often making class presentations.



\* Level of significance

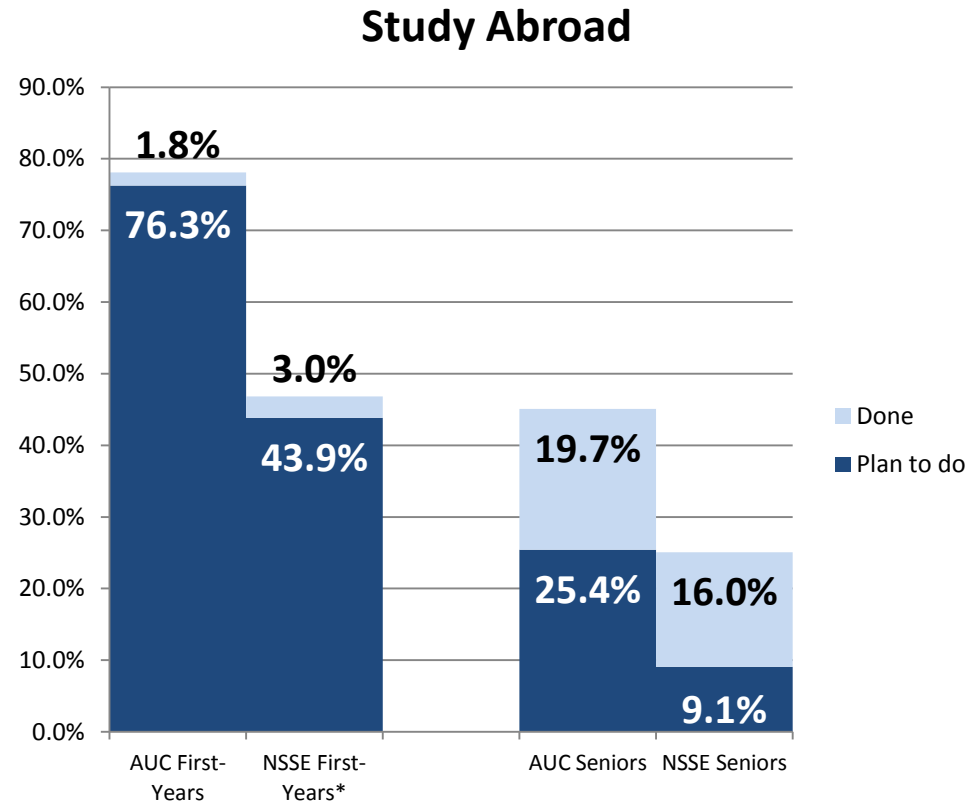
# What We Do Well...

- AUC first-years and seniors more often worked with classmates outside of class.
- Both first-years and seniors report more often discussing ideas with faculty after class.



# What We Do Well...

- 72% of first-years plan to study abroad, compared to 44% in NSSE cohort.
- Seniors report more participation in co-curricular activities than NSSE peers
  - Almost 50% of seniors spend 1-10 hours a week in co-curricular activities



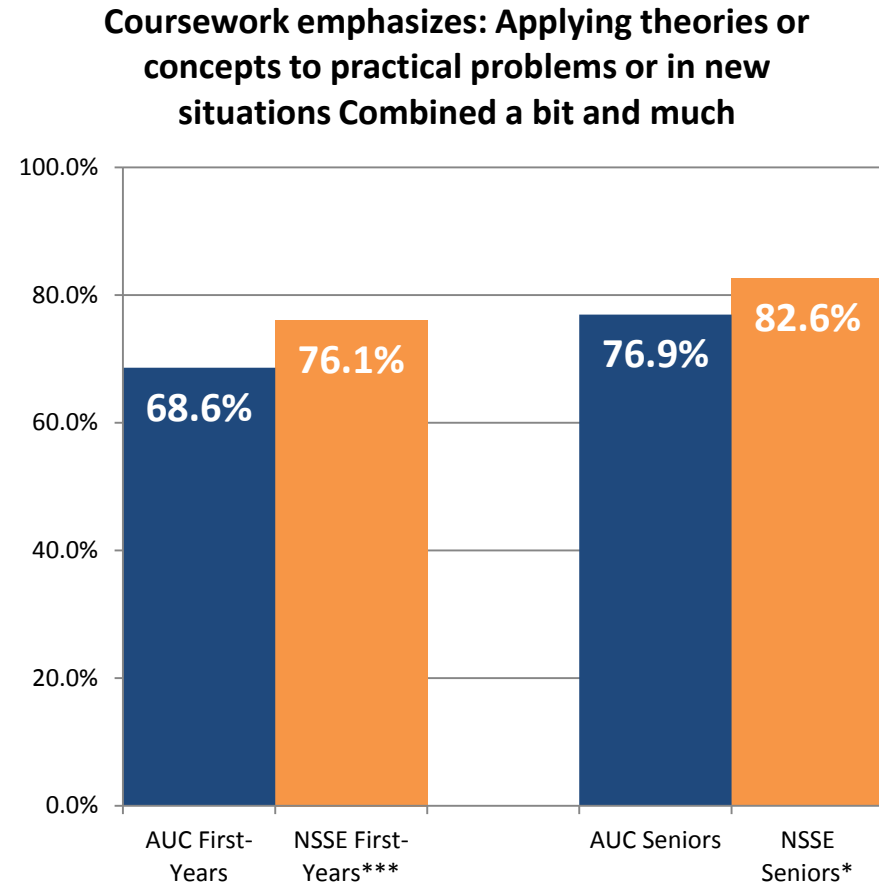
# What Needs Work...

## Lowest Performing Benchmark Items Relative to Basic Carnegie Class

Ques- tion	Bench- mark <sup>1</sup>	Percent of students who...	AUC	Comparison Groups		
				Basic Carnegie Class	Middle East/Asia	NSSE 2010
<b>First-Year Students</b>						
1o.	SFI	Talked about career plans with a faculty member or advisor <sup>2</sup>	<b>22%</b>	34%	28%	32%
1u.	EEE	Had serious conversations w/ students of another race or ethnicity <sup>2</sup>	<b>38%</b>	50%	45%	52%
8c.	SCE	Positively rated their relationships with admin. personnel and offices <sup>3</sup>	<b>48%</b>	61%	65%	61%
10d.	SCE	Said the institution substantially helps students cope w/ non-acad. matters <sup>4</sup>	<b>33%</b>	42%	44%	40%
10e.	SCE	Said the institution provides substantial support for students' social needs <sup>4</sup>	<b>43%</b>	52%	53%	51%
<b>Seniors</b>						
1q.	SFI	Received prompt written or oral feedback from faculty <sup>2</sup>	<b>53%</b>	68%	52%	67%
1l.	EEE	Used an electronic medium to discuss or complete an assignment <sup>2</sup>	<b>51%</b>	63%	62%	62%
1u.	EEE	Had serious conversations w/ students of another race or ethnicity <sup>2</sup>	<b>42%</b>	53%	52%	54%
7e.	EEE	Completed foreign language coursework	<b>22%</b>	35%	23%	42%
8c.	SCE	Positively rated their relationships with admin. personnel and offices <sup>3</sup>	<b>38%</b>	58%	54%	58%

# What Needs Work...

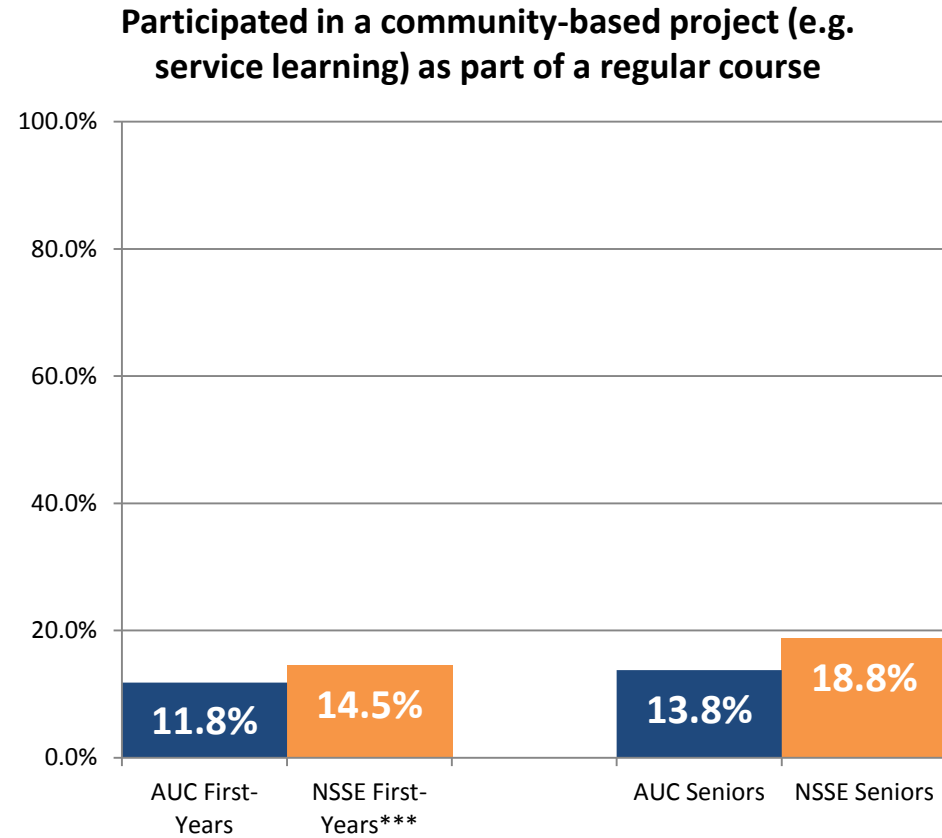
- Both AUC first-years and seniors report less emphasis on applying theories than NSSE peers.



\* Level of significance

# What Needs Work...

- First-years participated less often than NSSE peers in CBL.



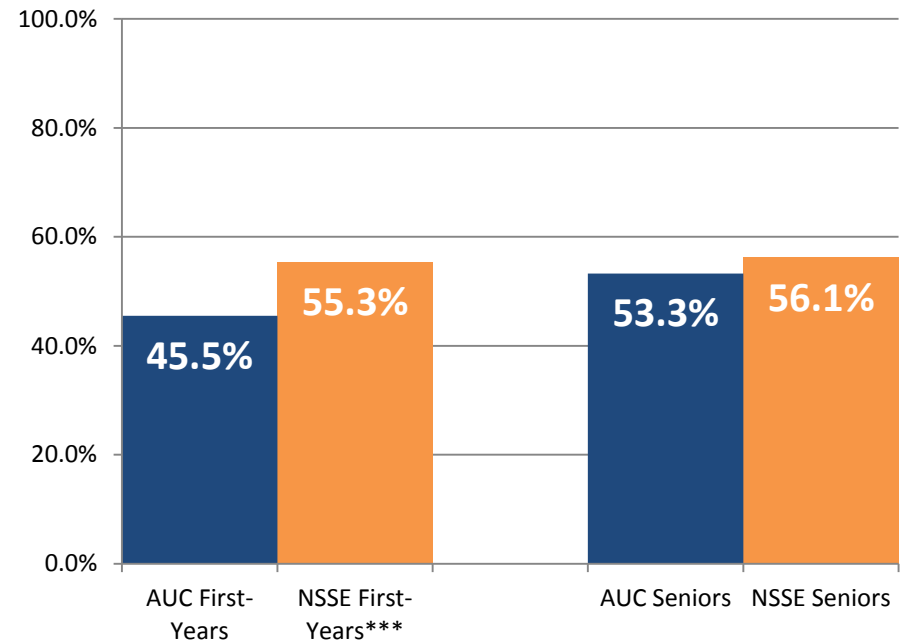
\* Level of significance



# What Needs Work...

- First-years report less often interacting with students of different beliefs, opinions or values than NSSE peers.

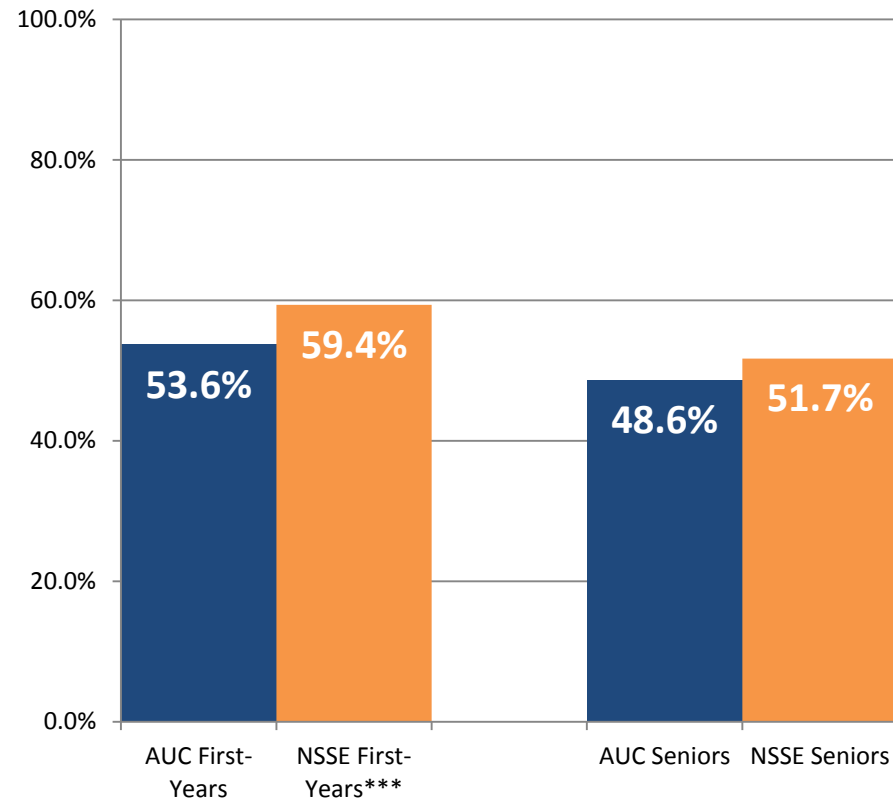
**Often had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values**



# What Needs Work...

- Fewer first years than NSSE peers report AUC's environment encourages contact with different groups.

Encourages substantial contact among students from different economic, social, and racial or ethnic backgrounds

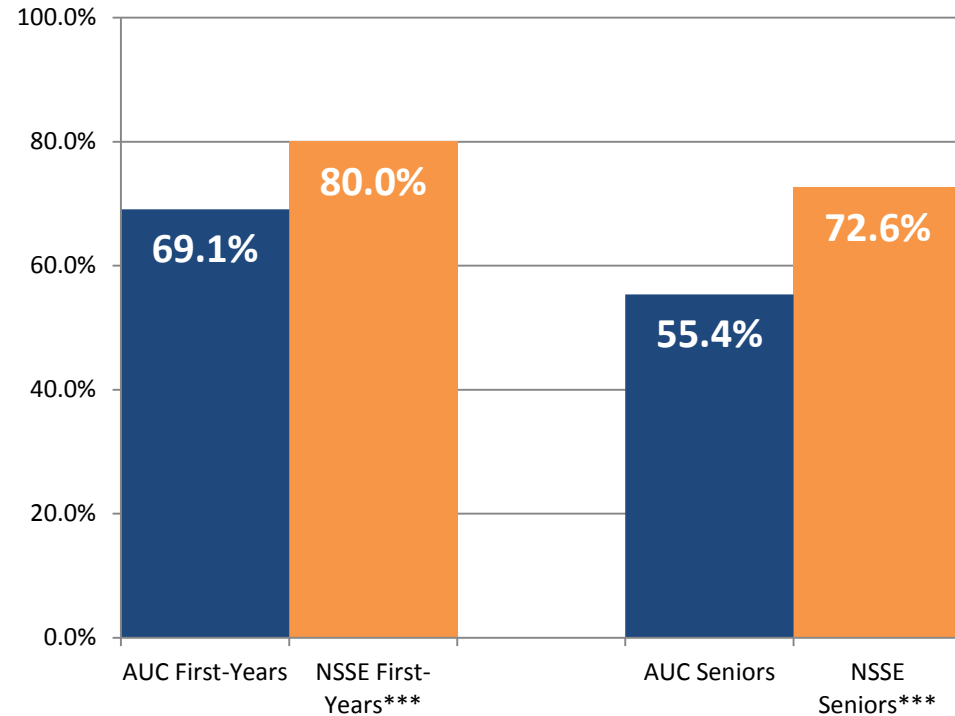


\* Level of significance

# What Needs Work...

- Fewer students than those in all three comparison groups report satisfaction with the quality of academic advising they've received.

Quality of academic advising you have received at your institution (Combined Good and Excellent)

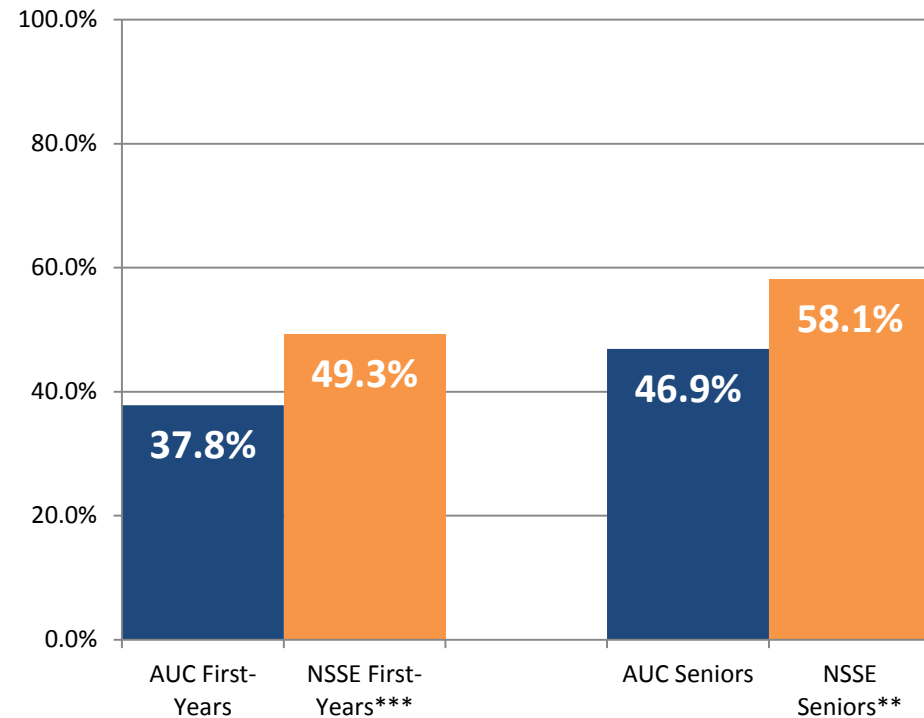


\* Level of significance

# What Needs Work...

- Relatively fewer students strongly agree that faculty members are available, helpful, sympathetic.

Percent that agree that faculty members are available, helpful, sympathetic

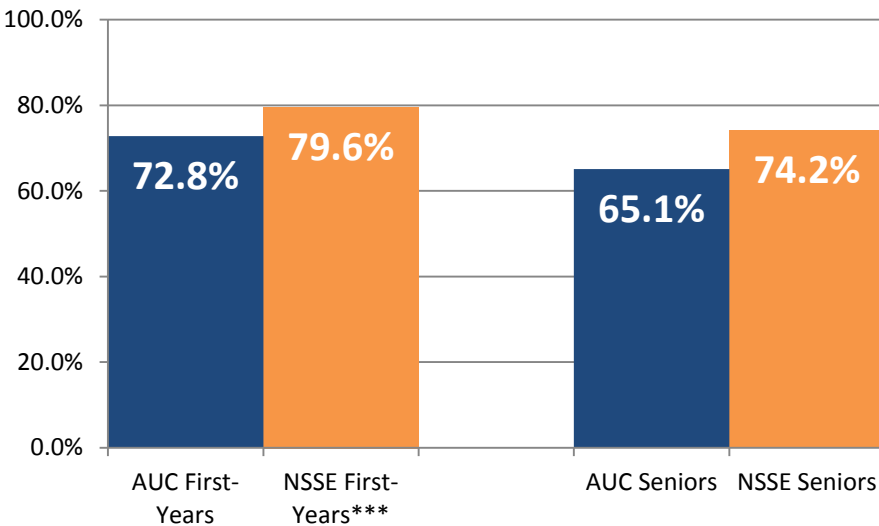


\* Level of significance

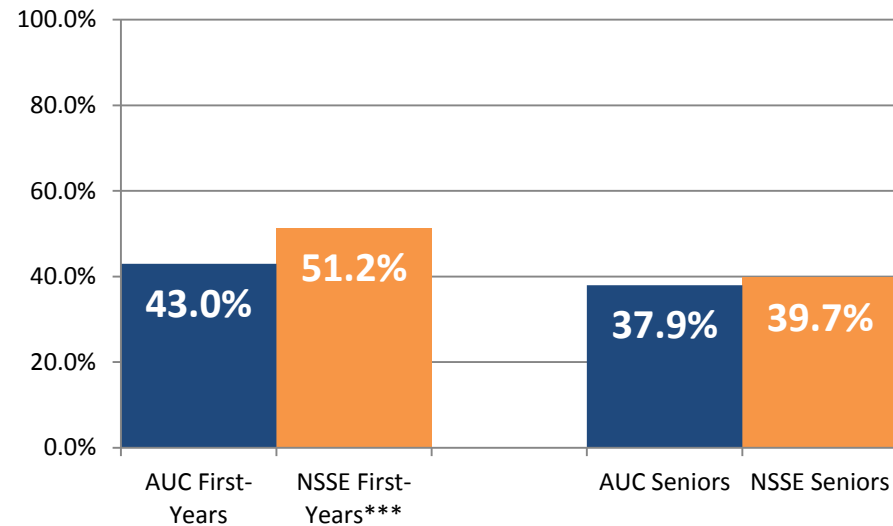
# What Needs Work...

- Relatively fewer first-years agree that AUC provides the support needed for academic success or to thrive socially.

**Provides substantial support for academic success**



**Provides substantial support for social success**



\* Level of significance

## Directions for Action

- Examine, share, and use results to make improvements.
  - What are areas of interest?
  - Who needs to be involved?
- What are AUC's priorities?
- In addition to comparison with peers, what should our absolute targets/benchmarks be?
- Tie results to:
  - University outcomes
  - MSCHE standards
  - Standards of professional accrediting bodies
  - AUC's strategic goals

# Directions for Action

- First-Years:
  - Increase opportunities for CBL
  - Improve support provided in the first year to set the stage for academic and social success.
  - Expand encounters with racial, religious, political, ethnic, etc. diversity in first-year courses
- Seniors
  - Encourage faculty to integrate web 2.0 tools in coursework

# Directions for Action

- Both:
  - Increase opportunities for applying theory in courses
  - Increase opportunities for student-faculty interaction
  - Stress to faculty the importance of prompt feedback on assignments
  - Improve academic advising and increase faculty mentoring
  - Increase opportunities for interaction with different, diverse groups
  - Work with faculty and staff to stress the importance of availability and a service culture
- Compare with NSSE results next year



# Examples of Using NSSE Data

- **University of Tennessee:** Hired FT academic advisors to provide more assistance to students, improved orientation to give students more one-one-one advising time.
- **UNLV:** Hired more academic advisors, required advising for freshman and transfers, created Academic Success Center to consolidate and enhance academic support services.
- **Illinois State U:** Uses NSSE data as input to solution-based programming.
- **Univ. of Akron:** Used NSSE results to create more exposure to diversity in FY and gen-ed courses; more professional development for faculty and admin. who work with FY students; better ways of communicating with FY students, etc.

- Detailed reports are available on OIR website:  
<http://www.aucegypt.edu/RESEARCH/IR/ASSESS/Pages/NSSE.aspx>
- Reports by major grouping are available with the Deans.
- **Use results** to make improvements; as support for accreditation.
- For more information or analysis, contact OIR.