National Survey of Student Engagement 2008

Institutional Benchmark Report 2008

By Colleges

vs

Utah State University, Selected Peers, Carnegie Peers, and National NSSE Benchmarks

Prepared by the Office of Analysis, Assessment, and Accreditation
The National Survey of Student Engagement (NSSE) annually obtains information from random samples of first-year and senior students about the nature of their undergraduate experience. Since its inception, more than 1,300 baccalaureate degree-granting colleges and universities in the U.S. and Canada have used the instrument to measure the extent to which students engage in effective educational practices that are empirically linked with learning, personal development and other desired outcomes such as student satisfaction, persistence, and graduation. NSSE data are used by faculty, administrators, researchers, and others for institutional improvement, accountability, and related purposes.” (NSSE 2008 Report) The Benchmark results of the 2008 NSSE administration follow. It should be noted that since Economics at USU is under both Agriculture and Business, all respondents marking Economics as their major were put in both the college of Agriculture and the college of Business data.

USU selected two comparison groups; the NSSE 2008 National data were also included in the comparisons. The comparison groups were:

Selected Peers included institutions from the NSSE institutional participating list that were the most closely comparable to USU’s Peer Institutions. Many of USU’s Peer Institutions did not participate in NSSE this year. Thus, our Selected Peers included:

- Colorado State University
- Iowa State University
- Penn State University – University Park
- University of Illinois at Urbana-Champaign
- University of Nebraska at Omaha

Carnegie Peers which included:

- Auburn University
- Baylor University
- Binghamton University
- Brigham Young University
- Clark University
- Clarkson University
- Clemson University
- Drexel University
- Florida International University
- Georgia State University
- Illinois Institute of Technology
- Kent State University
- Loyola University Chicago
- Mississippi State University
- Missouri University Of Science/Technology
- New Jersey Institute of Technology
- North Carolina A&T State University
- Northern Arizona University
- Ohio University
- Polytechnic University
- Rutgers University-Newark
- Saint Louis University
- South Dakota State University

- Stevens Institute of Technology
- SUNY College of Environmental Science and Forestry
- The Catholic University of America
- The University of Alabama
- The University of Texas at Arlington
- The University of Texas at Dallas
- The University of Texas at El Paso
- University of Central Florida
- University of Denver
- University of Maryland-Baltimore County
- University of Mississippi
- University of New Orleans
- University of Oklahoma
- University of Southern Mississippi
- University of Toledo
- University of Vermont
- University of Wisconsin-Milwaukee
- Virginia Commonwealth University
- Western Michigan University
- Wichita State University
- Wright State University
<table>
<thead>
<tr>
<th></th>
<th>USU FY</th>
<th>Selected Peers FY</th>
<th>Carnegie Class FY</th>
<th>NSSE 2008 FY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Response Rate</strong>a</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td>37%</td>
<td>35%</td>
<td>30%</td>
<td>33%</td>
</tr>
<tr>
<td>By class</td>
<td>33%</td>
<td>35%</td>
<td>28%</td>
<td>31%</td>
</tr>
<tr>
<td>NSSE sample sizeb</td>
<td>2,611</td>
<td>15,346</td>
<td>79,511</td>
<td>587,070</td>
</tr>
<tr>
<td><strong>Sampling Error</strong>c</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall</td>
<td>2.0%</td>
<td>0.8%</td>
<td>0.4%</td>
<td>0.1%</td>
</tr>
<tr>
<td>By class</td>
<td>2.8%</td>
<td>1.2%</td>
<td>0.6%</td>
<td>0.2%</td>
</tr>
<tr>
<td>Number of respondentsb</td>
<td>867</td>
<td>5,422</td>
<td>22,358</td>
<td>182,333</td>
</tr>
<tr>
<td>Total populationb</td>
<td>3,107</td>
<td>24,571</td>
<td>118,727</td>
<td>765,906</td>
</tr>
<tr>
<td><strong>Student Characteristicsd</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mode of Completion</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paper</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Web</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Class Level</strong>e</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>52%</td>
<td>51%</td>
<td>48%</td>
<td>49%</td>
<td>51%</td>
</tr>
<tr>
<td>48%</td>
<td>49%</td>
<td>51%</td>
<td>52%</td>
<td>51%</td>
</tr>
<tr>
<td><strong>Enrollment Status</strong>e</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time</td>
<td>94%</td>
<td>99%</td>
<td>97%</td>
<td>95%</td>
</tr>
<tr>
<td>Less than full-time</td>
<td>6%</td>
<td>1%</td>
<td>3%</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Gender</strong>e</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>62%</td>
<td>57%</td>
<td>59%</td>
<td>64%</td>
</tr>
<tr>
<td>Male</td>
<td>38%</td>
<td>43%</td>
<td>41%</td>
<td>36%</td>
</tr>
<tr>
<td><strong>Race/Ethnicity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Am. Indian/Native American</td>
<td>1%</td>
<td>0%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Asian/Asian Am./Pacific Isl.</td>
<td>2%</td>
<td>3%</td>
<td>8%</td>
<td>6%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>0%</td>
<td>3%</td>
<td>9%</td>
<td>7%</td>
</tr>
<tr>
<td>White (non-Hispanic)</td>
<td>86%</td>
<td>78%</td>
<td>68%</td>
<td>70%</td>
</tr>
<tr>
<td>Mexican/Mexican American</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Puerto Rican</td>
<td>0%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Other Hispanic or Latino</td>
<td>3%</td>
<td>2%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>1%</td>
<td>2%</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>Other</td>
<td>1%</td>
<td>1%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>I prefer not to respond</td>
<td>4%</td>
<td>4%</td>
<td>5%</td>
<td>6%</td>
</tr>
<tr>
<td><strong>International Student</strong></td>
<td>6%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Place of Residence</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On-campus</td>
<td>49%</td>
<td>84%</td>
<td>74%</td>
<td>72%</td>
</tr>
<tr>
<td>Off-campus</td>
<td>51%</td>
<td>89%</td>
<td>89%</td>
<td>79%</td>
</tr>
<tr>
<td><strong>Transfer Status</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transfer students</td>
<td>13%</td>
<td>6%</td>
<td>8%</td>
<td>9%</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-traditional (24 or older)</td>
<td>5%</td>
<td>2%</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>Traditional (less than 24)</td>
<td>95%</td>
<td>98%</td>
<td>98%</td>
<td>94%</td>
</tr>
</tbody>
</table>

a Response rate (number of respondents divided by sample size) is adjusted for non-deliverable mailing addresses, students for whom contact information was not available, and other students who were sampled yet unavailable during the survey administration.

b This report is based on information from all randomly selected students for both your institution and your comparison institutions. Targeted and locally administered oversamples (i.e., non-randomly selected students) are not included in this report.

c Sampling error is an estimate of the margin by which the true score for your institution on a given item could differ from the reported score. To interpret the sampling error, assume that 60% of your students reply "very often" to a particular item. If the sampling error is +/-5%, then the true population value is most likely between 55% and 65%.

d Percent of total respondents within each category. These results are not weighted.

e Institution-reported data. This information was used to weight your Mean Comparisons, Frequency Distributions, and Benchmark Comparisons reports.
Level of Academic Challenge

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

Survey Items Include:

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 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 application of theories or concepts to practical problems or in new situations

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

Campus environment emphasizing time studying and on academic work
Active and Collaborative Learning

Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college.

Survey Items Include:

- 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.)
Student-Faculty Interaction

Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.

### Survey Items Include:

- 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
Enriching Educational Experiences

Complementary learning opportunities in and out of class augment academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge.

Survey Items Include:

- 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 course work and 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
Supportive Campus Environment

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.

Survey Items Include:

- 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 relations with faculty members
- Quality of relationships with administrative personnel and offices