

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	Stevens Institute of Technology
Baylor University	SUNY College of Environmental Science and Forestry
Binghamton University	The Catholic University of America
Brigham Young University	The University of Alabama
Clark University	The University of Texas at Arlington
Clarkson University	The University of Texas at Dallas
Clemson University	The University of Texas at El Paso
Drexel University	University of Central Florida
Florida International University	University of Denver
Georgia State University	University of Maryland-Baltimore County
Illinois Institute of Technology	University of Mississippi
Kent State University	University of New Orleans
Loyola University Chicago	University of Oklahoma
Mississippi State University	University of Southern Mississippi
Missouri University Of Science/Technology	University of Toledo
New Jersey Institute of Technology	University of Vermont
North Carolina A&T State University	University of Wisconsin-Milwaukee
Northern Arizona University	Virginia Commonwealth University
Ohio University	Western Michigan University
Polytechnic University	Wichita State University
Rutgers University-Newark	Wright State University
Saint Louis University	
South Dakota State University	

	USU		Selected Peers		Carnegie Class		NSSE 2008	
	FY	SR	FY	SR	FY	SR	FY	SR
Response Rate^a								
Overall	37%		35%		30%		33%	
By class	33%	42%	35%	35%	28%	31%	31%	35%
NSSE sample size ^b	2,611	1,920	15,346	14,884	79,511	79,199	587,070	561,543
Sampling Error^c								
Overall	2.0%		0.8%		0.4%		0.1%	
By class	2.8%	2.6%	1.2%	1.2%	0.6%	0.6%	0.2%	0.2%
Number of respondents ^b	867	815	5,422	5,179	22,358	24,591	182,333	194,097
Total population	3,107	1,969	24,571	25,442	118,727	123,695	765,906	753,206
Student Characteristics^d								
<i>Mode of Completion</i>								
Paper	0%	0%	0%	0%	2%	1%	2%	3%
Web	100%	100%	100%	100%	98%	99%	98%	97%
<i>Class Level^e</i>								
	52%	48%	51%	49%	48%	52%	49%	51%
<i>Enrollment Status^e</i>								
Full-time	94%	88%	99%	93%	97%	86%	95%	85%
Less than full-time	6%	12%	1%	7%	3%	14%	5%	15%
<i>Gender^e</i>								
Female	62%	47%	57%	53%	59%	57%	64%	64%
Male	38%	53%	43%	47%	41%	43%	36%	36%
<i>Race/Ethnicity</i>								
Am. Indian/Native American	1%	0%	0%	0%	1%	1%	1%	1%
Asian/Asian Am./Pacific Isl.	2%	3%	7%	6%	8%	6%	6%	5%
Black/African American	0%	0%	3%	2%	9%	7%	7%	7%
White (non-Hispanic)	86%	88%	78%	79%	68%	70%	70%	71%
Mexican/Mexican American	2%	1%	2%	1%	2%	2%	2%	3%
Puerto Rican	0%	0%	1%	1%	1%	0%	1%	1%
Other Hispanic or Latino	3%	1%	2%	1%	3%	3%	3%	3%
Multiracial	1%	1%	2%	2%	2%	2%	3%	2%
Other	1%	1%	1%	1%	2%	1%	2%	1%
I prefer not to respond	4%	6%	4%	6%	5%	6%	6%	7%
<i>International Student</i>								
	6%	2%	5%	3%	5%	5%	5%	5%
<i>Place of Residence</i>								
On-campus	49%	8%	84%	11%	74%	13%	72%	21%
Off-campus	51%	92%	16%	89%	26%	87%	28%	79%
<i>Transfer Status</i>								
Transfer students	13%	45%	6%	24%	8%	41%	9%	41%
<i>Age</i>								
Non-traditional (24 or older)	5%	58%	2%	14%	2%	30%	6%	32%
Traditional (less than 24)	95%	42%	98%	86%	98%	70%	94%	68%

^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.

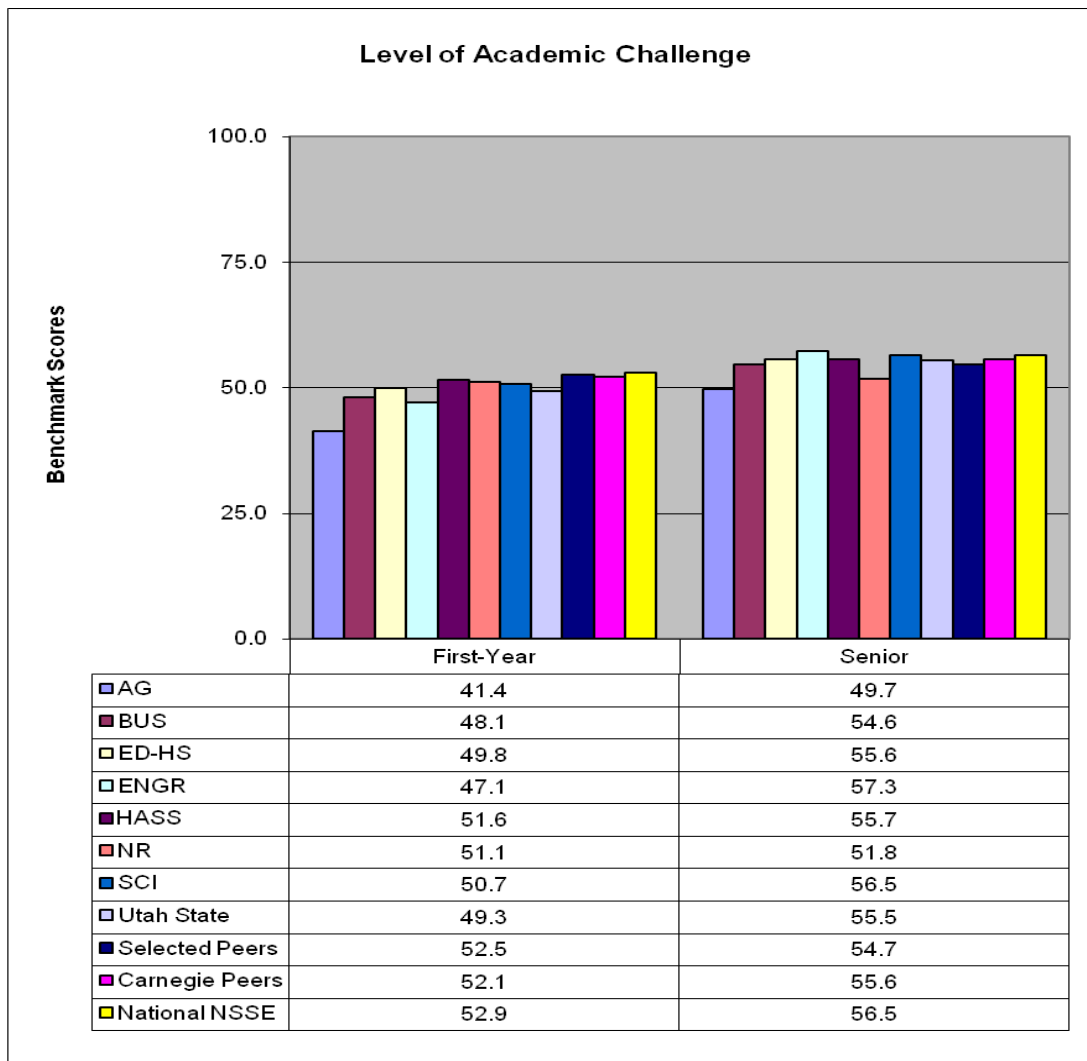
^c Sampling error is an estimate of the margin by which the *true* score for your institution on a given item could differ from the reported score. To interpret the sampling error, assume that 60% of your students reply "very often" to a particular item. If the sampling error is +/-5%, then the true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

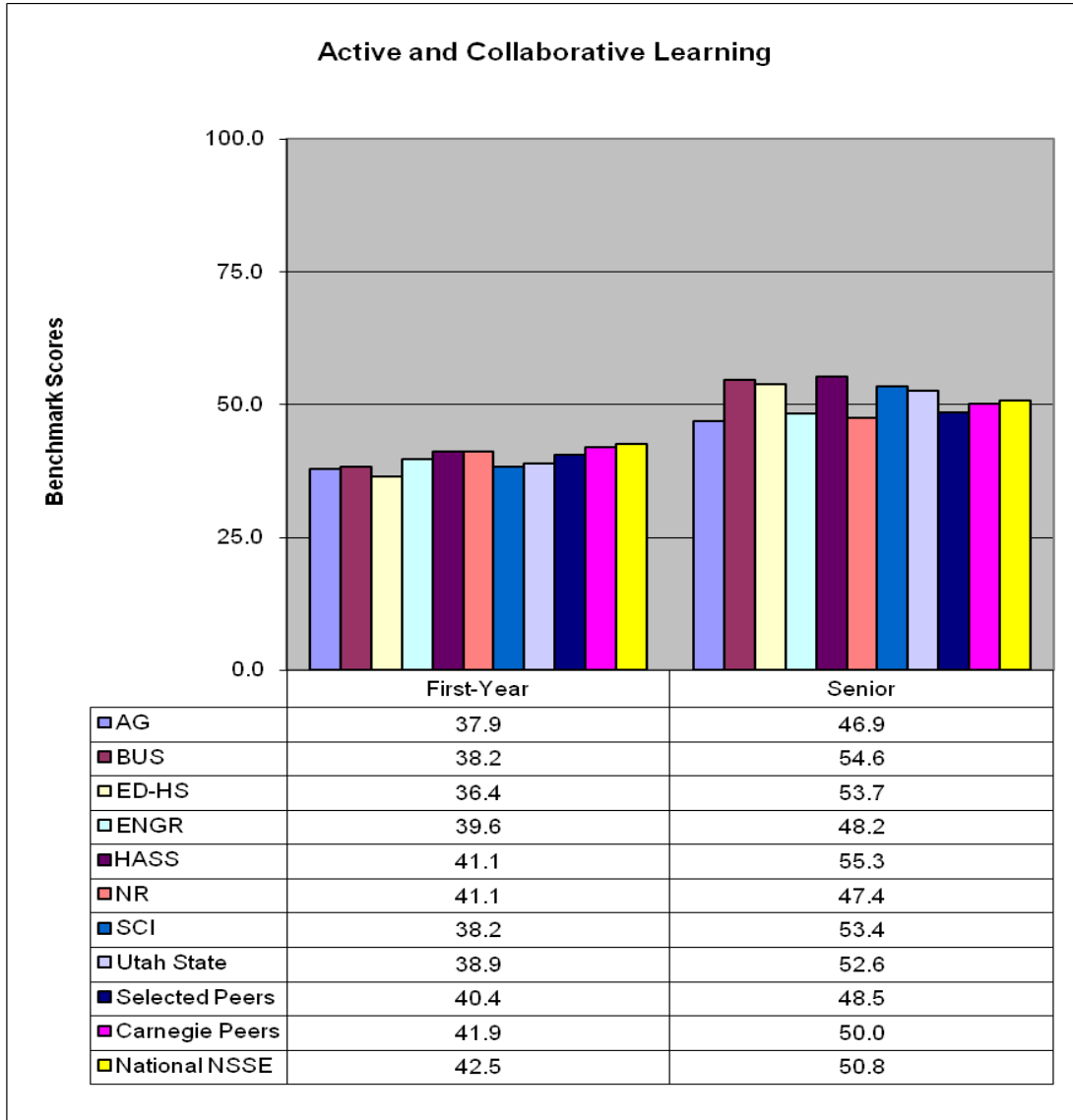
Coursework emphasizing application of theories or concepts to practical problems or in new situations

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

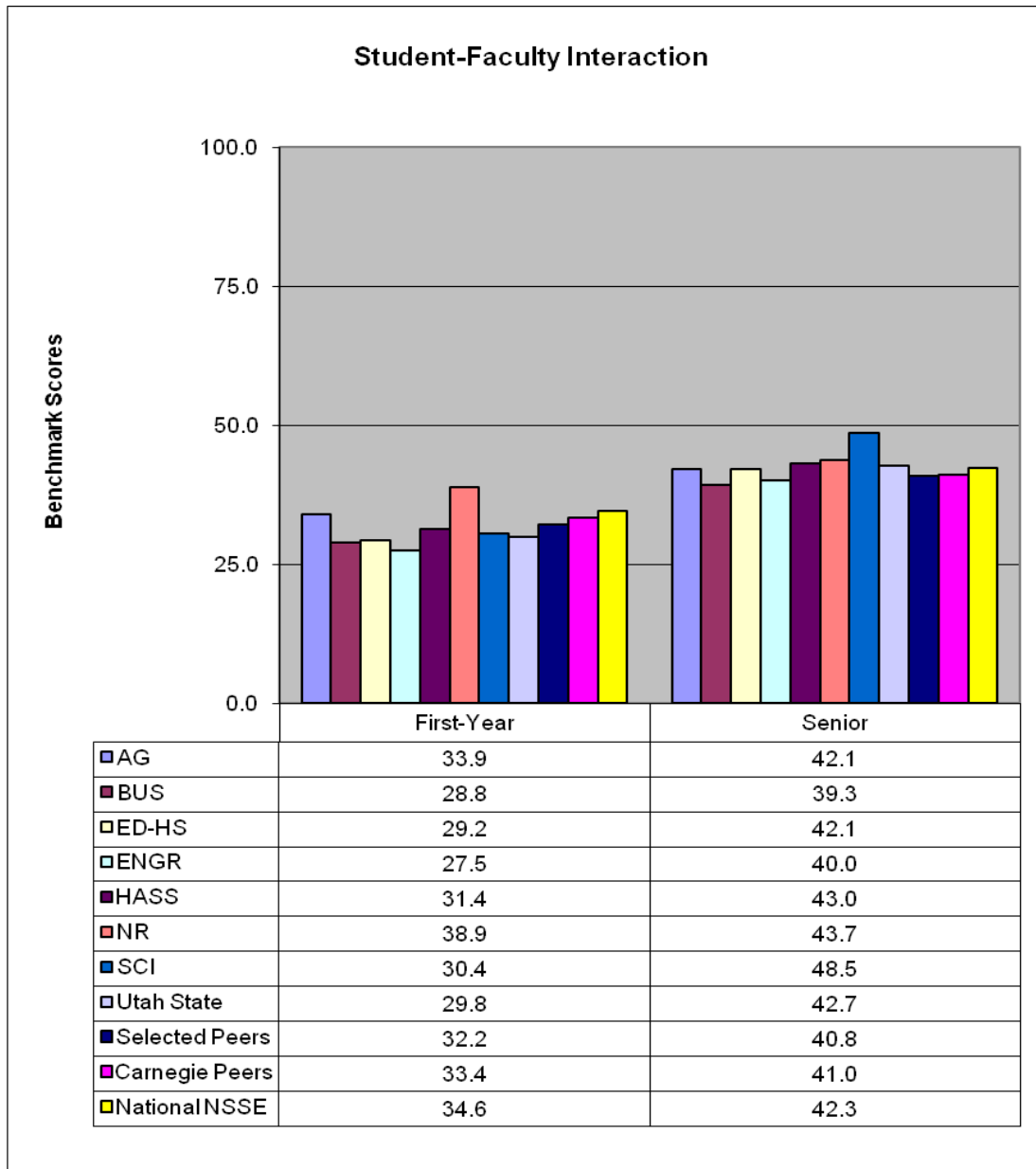
Tutored or taught other students

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

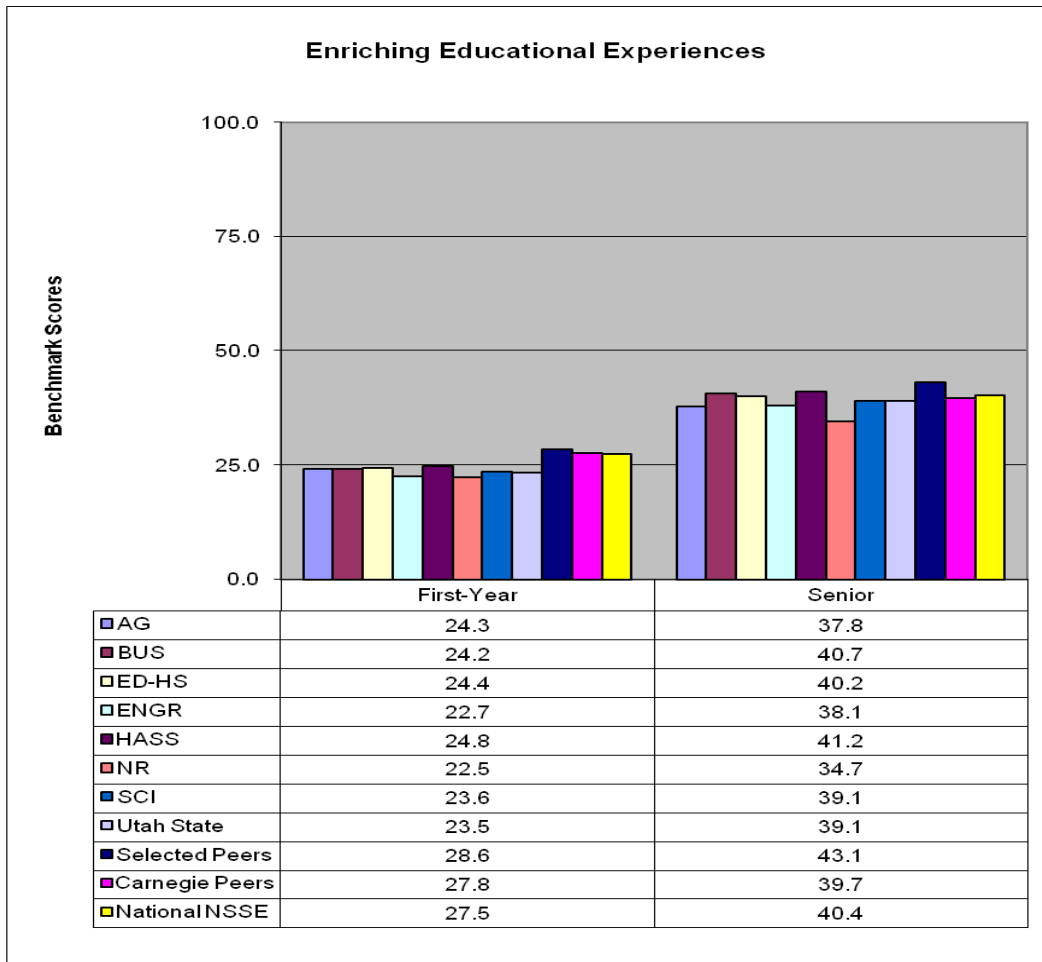
Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)

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

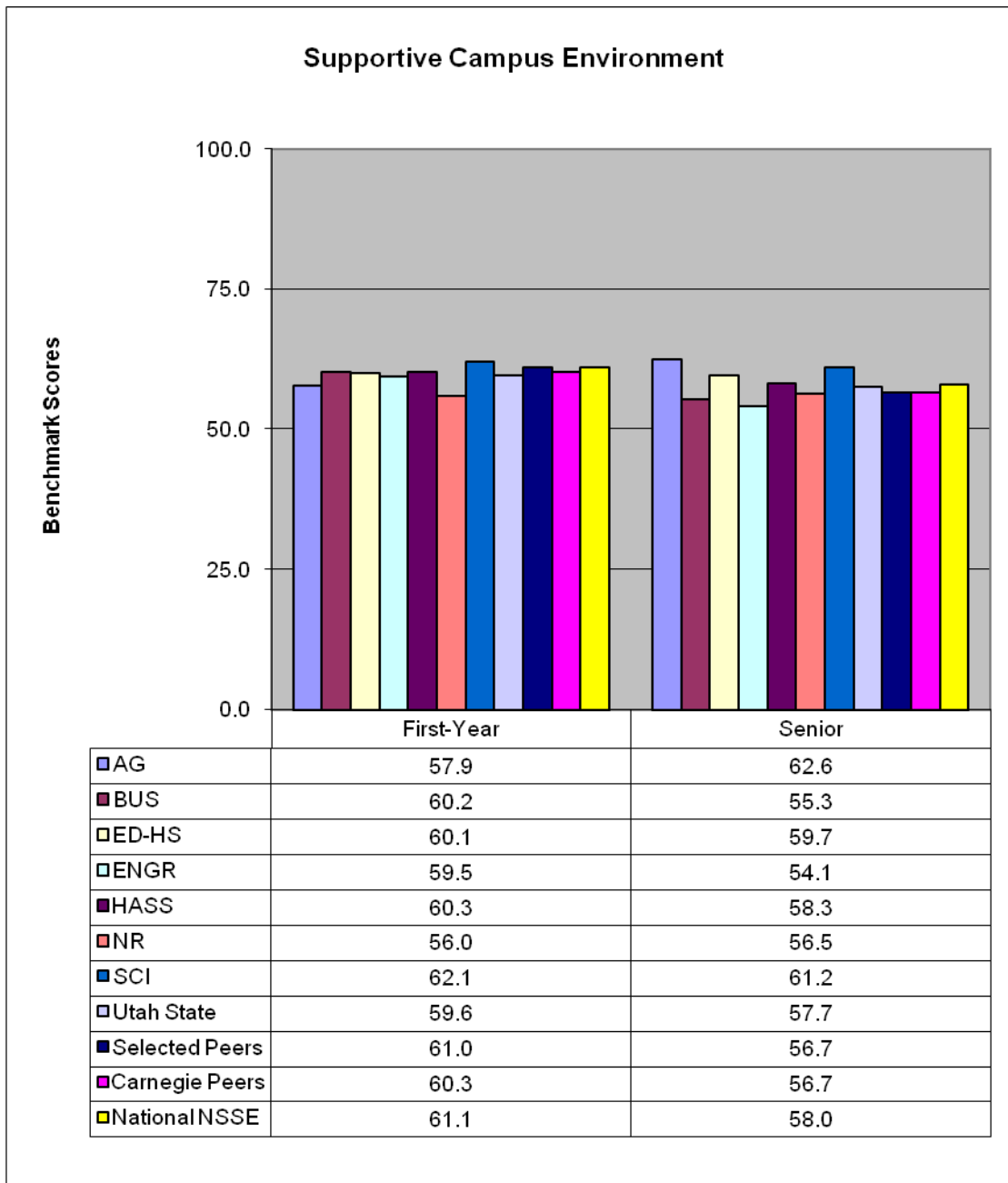
Using electronic technology to discuss or complete an assignment

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