

National Survey of Student Engagement (NSSE) 2003

Prepared by the Office of Institutional
Research



What is the NSSE?

(pronounced “nessie”)

- College student survey that assesses the extent to which students engage in educational practices associated with high levels of learning and development
- NSSE is supported by a grant from [The Pew Charitable Trusts](#)
- Co-sponsored by The [Carnegie Foundation for the Advancement of Teaching](#) and [The Pew Forum on Undergraduate Learning](#)
- In 2002, over 367 four-year institutions participated and 115,000 first-year and senior students completed the survey

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- The following presentation looks at how Samford students responded to some of the questions related to:
 - Academic and Intellectual Experiences
 - Reading and Writing
 - Enriching Educational Experiences
 - Time Usage
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Level of Academic Challenge

First-Year Students

		None	1-4	5-10	11 or more
4b Number of assigned books	<i>Master's</i>	27%	55%	12%	6%
	<i>Samford</i>	21%	65%	12%	3%
4c Number of written papers: 20 pages or more	<i>Master's</i>	82%	13%	3%	2%
	<i>Samford</i>	94%	4%	1%	1%
4d Number of written papers: 5 to 19 pages	<i>Master's</i>	13%	49%	27%	12%
	<i>Samford</i>	3%	29%	46%	23%
4e Number of written papers: Less than 5 pages	<i>Master's</i>	3%	23%	32%	42%
	<i>Samford</i>	3%	31%	34%	32%

Level of Academic Challenge

First-Year Students

		Never	Sometimes	Often	Very Often
2b Coursework emphasizes analysis	<i>Master's</i>	2%	20%	45%	33%
	<i>Samford</i>	0%	7%	42%	51%
2c Coursework emphasizes synthesizing and organizing	<i>Master's</i>	5%	31%	41%	23%
	<i>Samford</i>	2%	16%	42%	40%
2d Coursework emphasizes making judgments	<i>Master's</i>	7%	30%	41%	23%
	<i>Samford</i>	3%	23%	38%	36%
2e Coursework emphasizes applying theories	<i>Master's</i>	5%	25%	40%	30%
	<i>Samford</i>	4%	26%	33%	37%
1r Worked harder than you thought you could	<i>Master's</i>	7%	39%	39%	15%
	<i>Samford</i>	2%	41%	37%	20%

Level of Academic Challenge

Seniors

		None	1-4	5-10	11 or more
4b Number of assigned books	<i>Master's</i>	2%	25%	34%	39%
	<i>Samford</i>	2%	26%	33%	38%
4c Number of written papers: 20 pages or more	<i>Master's</i>	49%	41%	6%	3%
	<i>Samford</i>	35%	60%	2%	3%
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	<i>Samford</i>	6%	36%	34%	25%
4e Number of written papers: Less than 5 pages	<i>Master's</i>	7%	30%	26%	37%
	<i>Samford</i>	5%	24%	32%	40%

Level of Academic Challenge

Seniors

		Never	Sometimes	Often	Very Often
2b Coursework emphasizes analysis	<i>Master's</i>	2%	14%	43%	42%
	<i>Samford</i>	1%	12%	26%	61%
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	<i>Samford</i>	5%	18%	34%	43%
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	<i>Samford</i>	2%	13%	30%	55%
1r Worked harder than you thought you could	<i>Master's</i>	6%	35%	40%	19%
	<i>Samford</i>	3%	25%	51%	22%

Active and Collaborative Learning

First-Year Students

		Never	Sometimes	Often	Very Often
1a Asked questions in class	<i>Master's</i>	3%	38%	35%	24%
	<i>Samford</i>	0%	28%	28%	44%
1b Made a class presentation	<i>Master's</i>	13%	54%	25%	7%
	<i>Samford</i>	0%	25%	50%	25%
1g Worked with other students on projects in class	<i>Master's</i>	11%	49%	32%	9%
	<i>Samford</i>	6%	46%	36%	12%
1h Worked with classmates outside of class to prepare	<i>Master's</i>	14%	48%	29%	9%
	<i>Samford</i>	0%	27%	57%	16%
1j Tutored or taught other students	<i>Master's</i>	54%	32%	9%	4%
	<i>Samford</i>	45%	39%	14%	2%

Active and Collaborative Learning

Seniors

		Never	Sometimes	Often	Very Often
1a Asked questions in class	<i>Master's</i>	1%	25%	34%	40%
	<i>Samford</i>	0%	13%	31%	56%
1b Made a class presentation	<i>Master's</i>	3%	31%	40%	27%
	<i>Samford</i>	0%	25%	39%	37%
1g Worked with other students on projects in class	<i>Master's</i>	8%	44%	33%	15%
	<i>Samford</i>	1%	43%	37%	20%
1h Worked with classmates outside of class to prepare	<i>Master's</i>	7%	37%	35%	21%
	<i>Samford</i>	6%	19%	45%	31%
1j Tutored or taught other students	<i>Master's</i>	47%	34%	11%	8%
	<i>Samford</i>	34%	46%	15%	6%

Student-Faculty Interaction

First-Year Students

		Never	Sometimes	Often	Very Often
1n Discussed grades or assignments with instructor	<i>Master's</i>	7%	43%	34%	16%
	<i>Samford</i>	3%	37%	35%	25%
1o Talked about career plans with faculty or advisor	<i>Master's</i>	24%	47%	20%	9%
	<i>Samford</i>	21%	49%	17%	12%
1p Discussed ideas from readings or classes with faculty outside of class	<i>Master's</i>	43%	42%	12%	4%
	<i>Samford</i>	44%	39%	11%	6%
1s Worked with faculty on activities other than coursework	<i>Master's</i>	63%	25%	8%	3%
	<i>Samford</i>	53%	31%	13%	2%
1q Received prompt feedback from faculty on performance	<i>Master's</i>	8%	39%	39%	14%
	<i>Samford</i>	2%	43%	37%	18%

Student-Faculty Interaction

Seniors

		Never	Sometimes	Often	Very Often
1n Discussed grades or assignments with instructor	<i>Master's</i>	4%	35%	36%	25%
	<i>Samford</i>	1%	27%	34%	39%
1o Talked about career plans with faculty or advisor	<i>Master's</i>	16%	41%	26%	17%
	<i>Samford</i>	5%	33%	32%	29%
1p Discussed ideas from readings or classes with faculty outside of class	<i>Master's</i>	27%	47%	18%	7%
	<i>Samford</i>	20%	51%	15%	14%
1s Worked with faculty on activities other than coursework	<i>Master's</i>	49%	31%	13%	7%
	<i>Samford</i>	19%	45%	22%	15%
1q Received prompt feedback from faculty on performance	<i>Master's</i>	4%	30%	46%	20%
	<i>Samford</i>	2%	28%	40%	29%

Enriching Educational Experiences

First-Year Students

		Undecided	No	Yes
7a Practicum, internship, field experience, co-op, or clinical	<i>Master's</i>	15%	5%	80%
	<i>Samford</i>	9%	3%	87%
7b Community service or volunteer work	<i>Master's</i>	18%	8%	74%
	<i>Samford</i>	8%	2%	91%
7e Foreign language coursework	<i>Master's</i>	25%	32%	43%
	<i>Samford</i>	13%	24%	62%
7g Independent study or self-designed major	<i>Master's</i>	38%	45%	17%
	<i>Samford</i>	35%	57%	8%
7h Culminating senior experience	<i>Master's</i>	46%	15%	39%
	<i>Samford</i>	37%	13%	50%

Enriching Educational Experiences

First-Year Students

		Never	Sometimes	Often	Very Often
9d Participated in co-curricular activities	<i>Master's</i>	42%	44%	10%	4%
	<i>Samford</i>	15%	62%	18%	5%
1v Serious conversation with students who hold very different views from you	<i>Master's</i>	12%	34%	29%	25%
	<i>Samford</i>	17%	40%	24%	20%
1u Serious conversation with students of different race	<i>Master's</i>	17%	35%	26%	23%
	<i>Samford</i>	30%	44%	12%	15%
1l Used electronic medium to discuss/complete assignment	<i>Master's</i>	18%	29%	27%	26%
	<i>Samford</i>	12%	30%	28%	30%
10c Encouraged contact among students of different backgrounds	<i>Master's</i>	15%	34%	31%	20%
	<i>Samford</i>	18%	38%	28%	16%

Enriching Educational Experiences

Seniors

		Undecided	No	Yes
7a Practicum, internship, field experience, co-op, or clinical	<i>Master's</i>	8%	21%	72%
	<i>Samford</i>	2%	10%	88%
7b Community service or volunteer work	<i>Master's</i>	11%	26%	63%
	<i>Samford</i>	5%	13%	82%
7e Foreign language coursework	<i>Master's</i>	8%	57%	35%
	<i>Samford</i>	1%	29%	70%
7g Independent study or self-designed major	<i>Master's</i>	9%	65%	26%
	<i>Samford</i>	5%	63%	32%
7h Culminating senior experience	<i>Master's</i>	10%	35%	55%
	<i>Samford</i>	3%	12%	85%

Enriching Educational Experiences

Seniors

		Never	Sometimes	Often	Very Often
9d Participated in co-curricular activities	<i>Master's</i>	49%	39%	8%	4%
	<i>Samford</i>	19%	61%	12%	7%
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1u Serious conversation with students of different race	<i>Master's</i>	15%	38%	26%	22%
	<i>Samford</i>	17%	39%	25%	19%
1l Used electronic medium to discuss/complete assignment	<i>Master's</i>	12%	27%	28%	33%
	<i>Samford</i>	12%	17%	24%	48%
10c Encouraged contact among students of different backgrounds	<i>Master's</i>	19%	38%	27%	15%
	<i>Samford</i>	28%	44%	17%	11%

Supportive Campus Environment

First-Year Students

		Never	Sometimes	Often	Very Often
10b Providing the support to help you succeed academically	<i>Master's</i>	3%	21%	46%	30%
	<i>Samford</i>	2%	13%	52%	34%
10d Coping with non-academic responsibilities	<i>Master's</i>	29%	41%	21%	9%
	<i>Samford</i>	19%	45%	25%	10%
10e Providing the support to thrive socially	<i>Master's</i>	20%	41%	29%	10%
	<i>Samford</i>	17%	36%	34%	13%

Supportive Campus Environment

First-Year Students

		Unfriendly	Neutral	Friendly
8a Quality of relationships with other students	<i>Master's</i>	3%	34%	63%
	<i>Samford</i>	3%	18%	79%
8b Quality of relationships with faculty	<i>Master's</i>	2%	41%	57%
	<i>Samford</i>	1%	31%	68%
8c Quality of relationships with administrative personnel and offices	<i>Master's</i>	6%	50%	44%
	<i>Samford</i>	2%	38%	60%

Supportive Campus Environment

Seniors

		Never	Sometimes	Often	Very Often
10b Providing the support to help you succeed academically	<i>Master's</i>	4%	24%	45%	26%
	<i>Samford</i>	4%	12%	43%	40%
10d Coping with non-academic responsibilities	<i>Master's</i>	40%	38%	16%	6%
	<i>Samford</i>	36%	37%	20%	7%
10e Providing the support to thrive socially	<i>Master's</i>	29%	43%	22%	7%
	<i>Samford</i>	17%	49%	28%	6%

Supportive Campus Environment

Seniors

		Unfriendly	Neutral	Friendly
8a Quality of relationships with other students	<i>Master's</i>	2%	31%	67%
	<i>Samford</i>	3%	29%	68%
8b Quality of relationships with faculty	<i>Master's</i>	2%	32%	66%
	<i>Samford</i>	1%	20%	79%
8c Quality of relationships with administrative personnel and offices	<i>Master's</i>	10%	50%	40%
	<i>Samford</i>	10%	49%	41%

NSSE Benchmarks

Benchmarks of Effective Educational Practice

Level of Academic Challenge

Active & Collaborative Learning

Student Faculty Interaction

Enriching Educational Experiences

Supportive Campus Environment

NSSE developed five indicators, or benchmarks, of effective educational practices to represent the multi-dimensional nature of student engagement at the institutional, sector, and national levels

NSSE Benchmarks

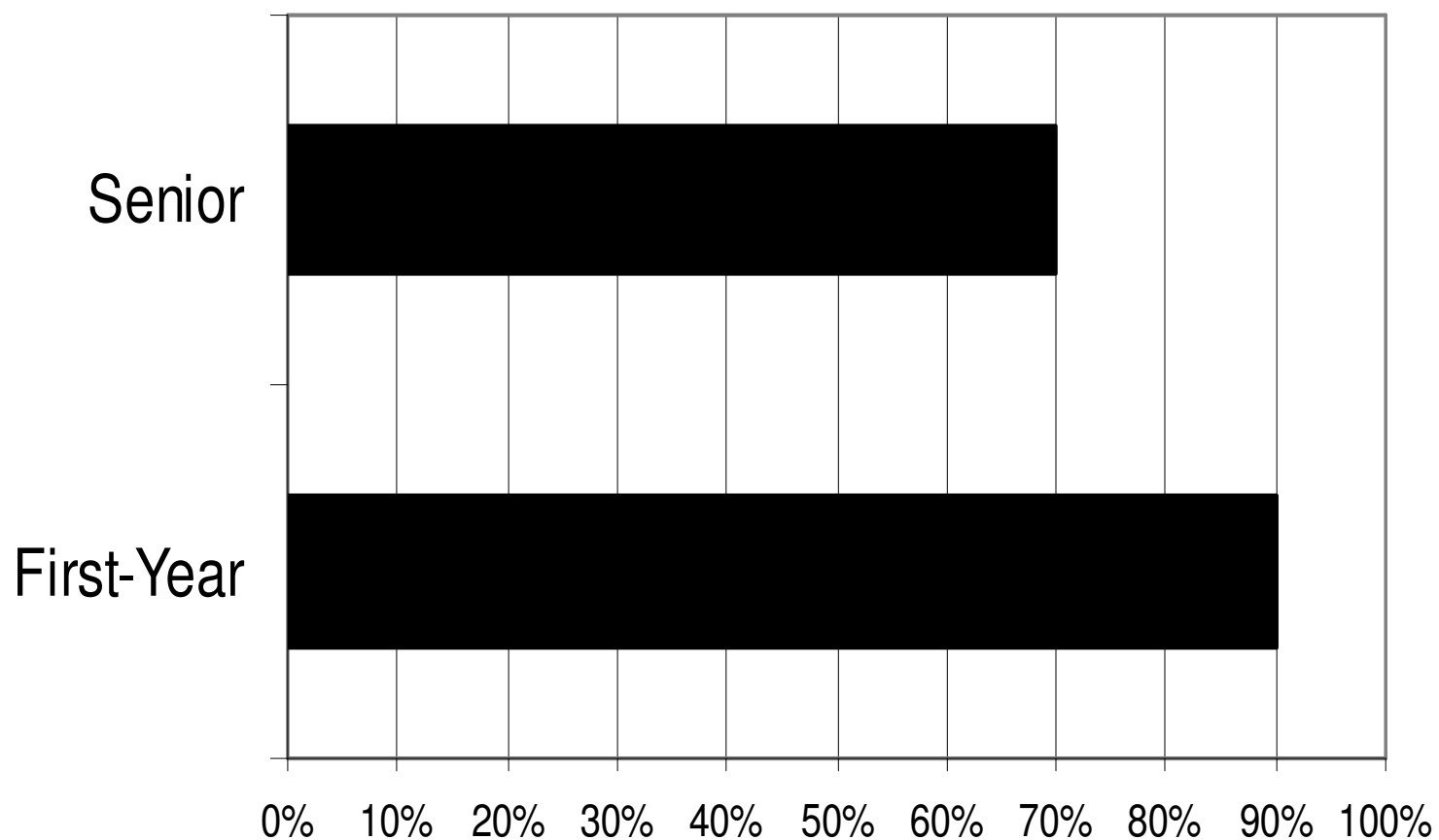
- The following information summarizes how Samford performed with regard to the 5 NSSE Benchmarks of Effective Educational Practice
- It compares Samford to 258 other Master's level institutions.
- Examples of Master's level institutions participating in NSSE include: Rollins, University of Richmond, Drake, Villanova, Loyola Marymount, Abilene Christian
- Information is broken out by first-year students and seniors

Level of Academic Challenge

- ***Includes...***

- Time spent preparing for courses
- Number of assigned books
- Number and length of written papers
- Coursework emphasizing analysis of the basic elements of an idea
- Coursework emphasizing the making of judgments about the value of information, arguments, and methods
- Campus environment emphasizing time studying and on academic work

Samford Percentile Rank Compared to Other Master's Institutions

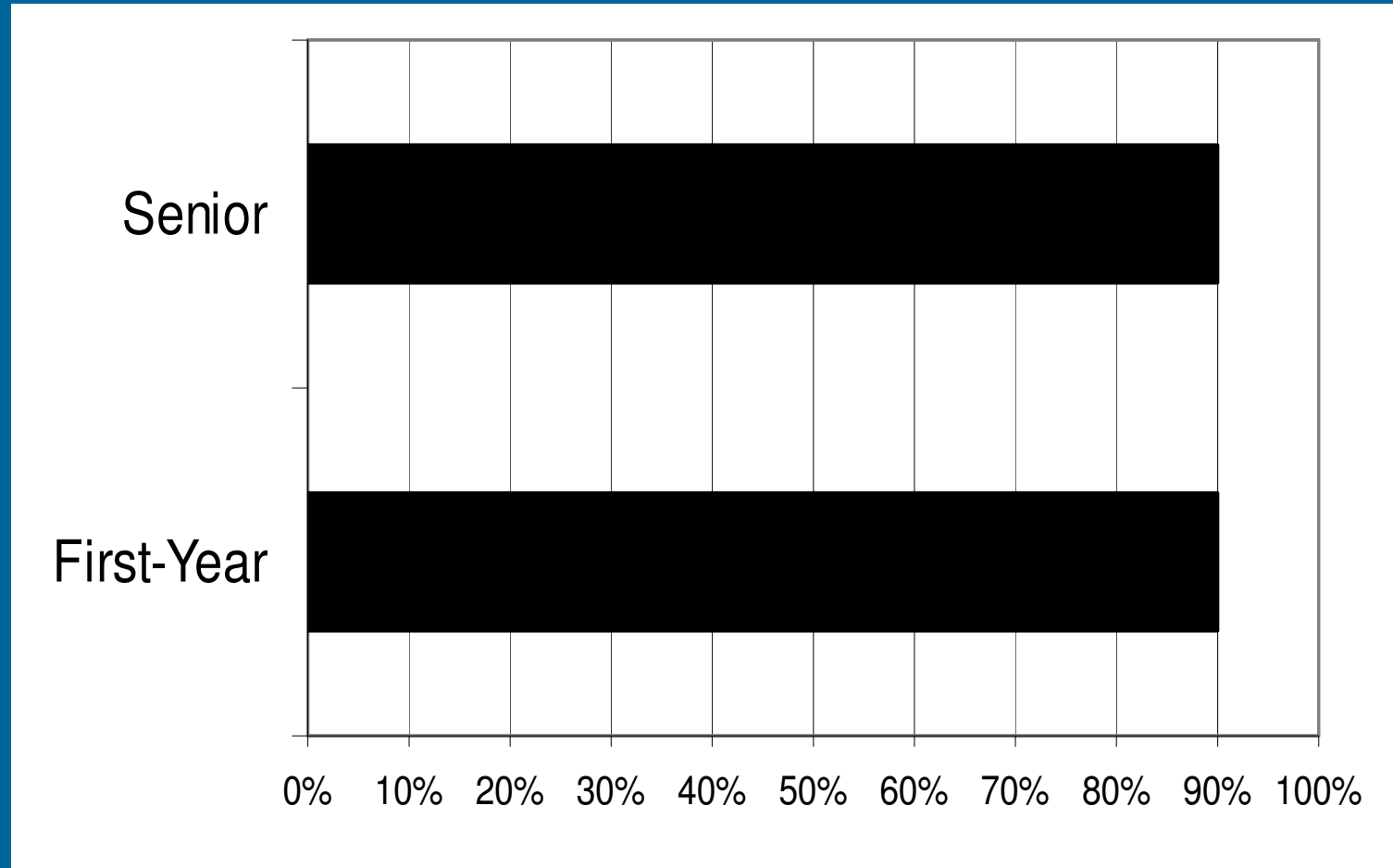


Active and Collaborative Learning

- ***Includes...***

- ❑ Asked questions in class
- ❑ Made a class presentation
- ❑ Worked with classmates outside of class
- ❑ Participated in a community-based project as a part of a regular course
- ❑ Discussed ideas from your readings or classes with others outside of class

Samford Percentile Rank Compared to Other Master's Institutions

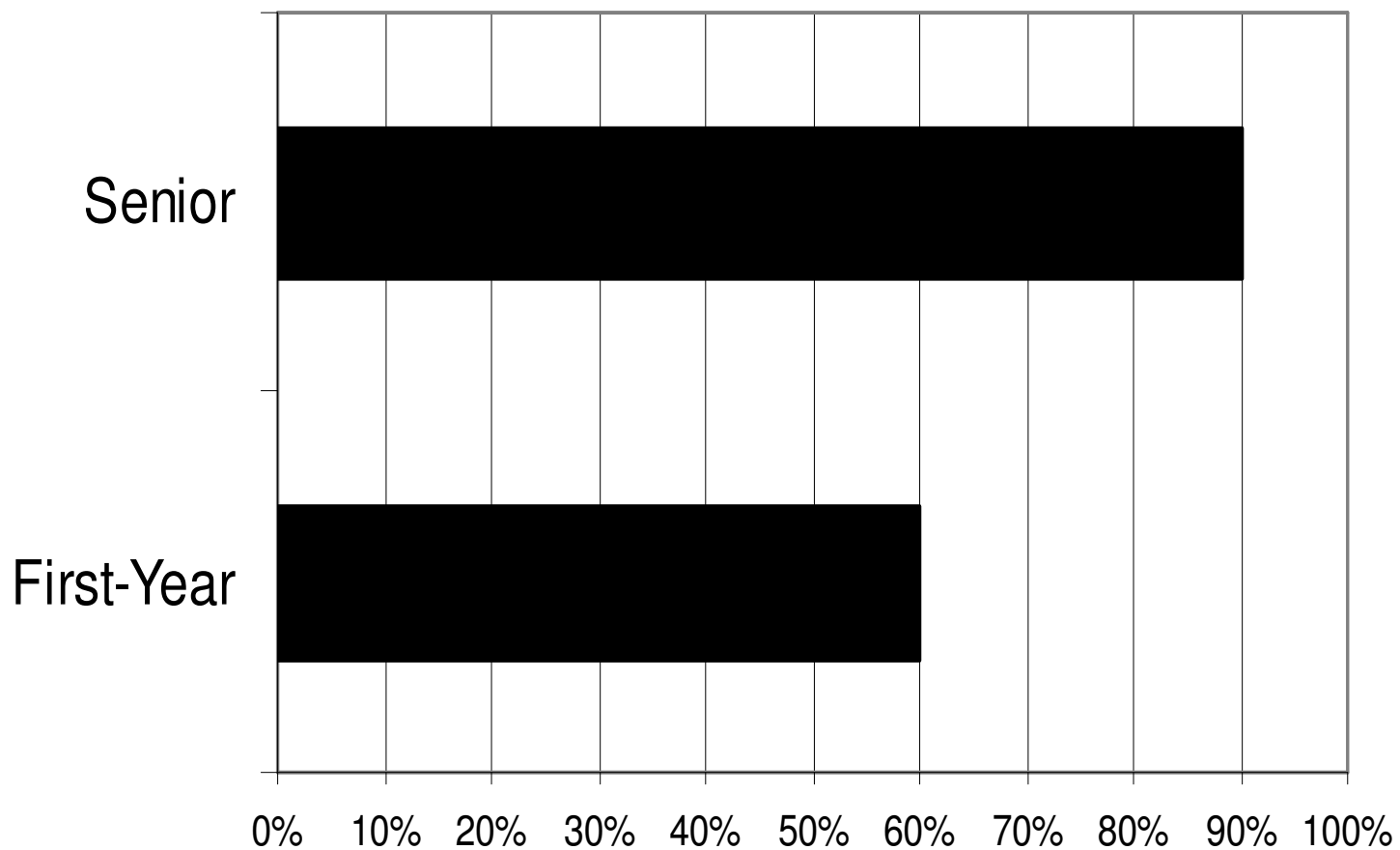


Student Faculty Interactions

- ***Includes...***

- Discussed grades or assignments with an instructor
- Talked about career plans with instructor or advisor
- Discussed ideas from readings or classes with faculty outside of class
- Received prompt feedback from faculty on your academic performance

Samford Percentile Rank Compared to Other Master's Institutions

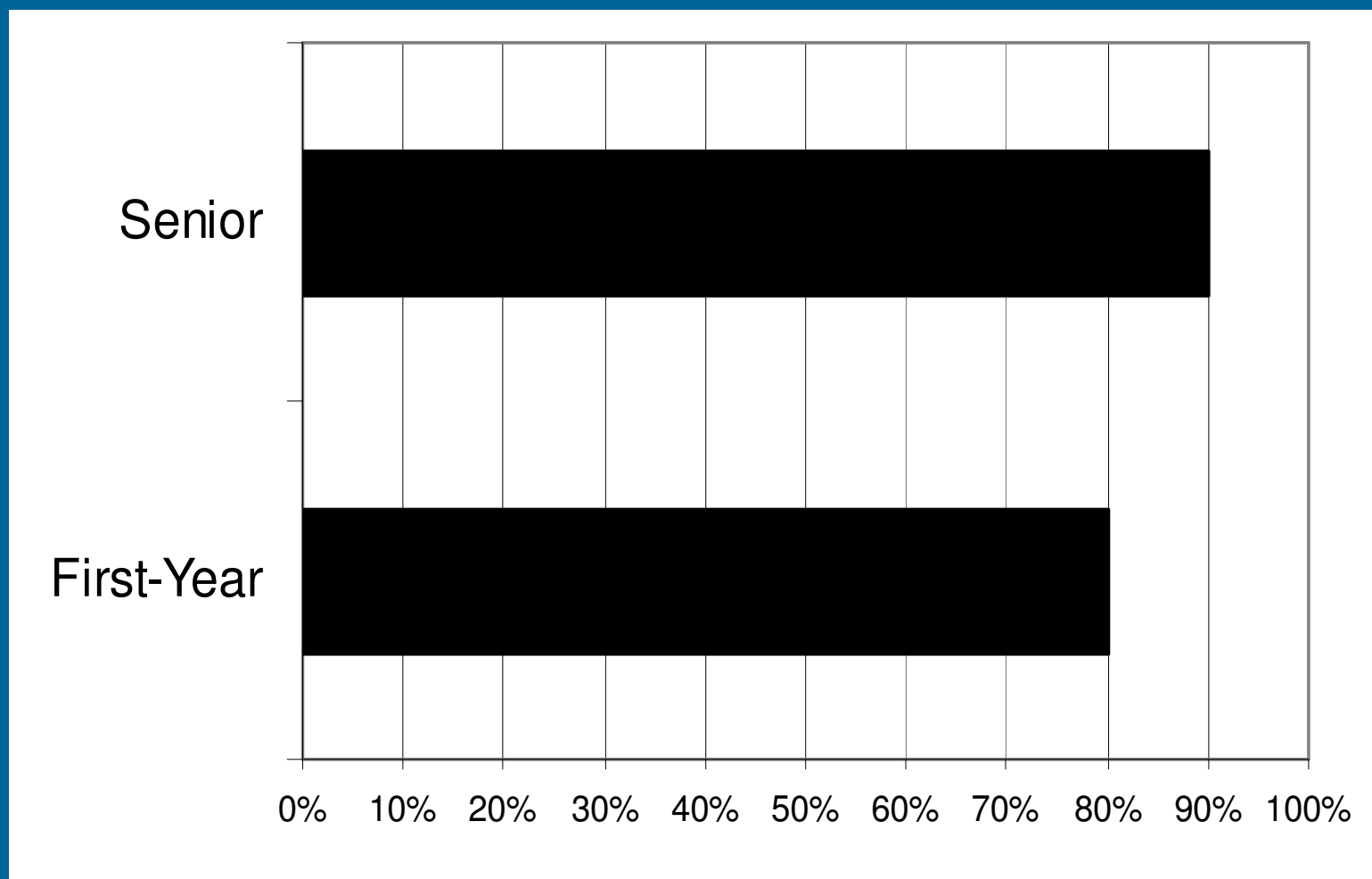


Enriching Educational Experiences

- ***Includes...***

- Participating in co-curricular activities
- Practicum, internships, etc.
- Community service
- Study abroad
- Culminating senior experience
- Serious conversations with a student of a different race or ethnicity

Samford Percentile Rank Compared to Other Master's Institutions



Supportive Campus Environment

- ***Includes...***

- ❑ Campus environment provides support you need to succeed academically
- ❑ Campus environment helps you cope with non-academic responsibilities
- ❑ Quality of relationships with other students
- ❑ Quality of relationships with faculty members
- ❑ Quality of relationships with administrative personnel and offices

Samford Percentile Rank Compared to Other Master's Institutions

