



# 2007 NSSE Results

## Texas A&M University Corpus Christi



## Benchmark Comparison Report



# What is NSSE?

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(NSSE), National Survey of Student Engagement, is a surveying project born from a generous grant provided by Pew Charitable Trusts, and is sustained by institutional participation fees. NSSE is cosponsored by the Carnegie Foundation for the Advancement of Teaching.

The design of the survey is aimed at collecting data relevant to the undergraduate student experience and participation in academics and extra-curricular activities. The 2007 national survey consists of 6 variable categories:

- **Demographics**
- **Level of Academic Challenge**
- **Active & Collaborative Learning**
- **Student-Faculty Interaction**
- **Enriching Educational Experiences**
- **Supportive Campus Environment**



# What is NSSE?

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The National Survey of Student Engagement (NSSE) has been collecting data from students at 4 year colleges and institutions around the country since 2000, with 610 institutions participating in the 2007 survey.

NSSE sampling procedures required sending the survey to freshman and senior students. As per NSSE random sampling procedures, **TAMU-CC** invited 1,230 freshman and 1,618 seniors to participate in the survey. **22% (n= 635)** of contacted students completed the survey.

The Office of Planning and Institutional Effectiveness has compiled the NSSE 2007 benchmark data in an easy to follow power-point format, with **scores** from TAMU-CC Freshman, TAMU-CC Senior, TAMU System Peer Group, and the Carnegie Peer Group for each benchmarked construct. Additionally, high and low performance items for TAMU-CC have been included at the end of the report.

If additional information is needed, please contact the Office of Planning and Institutional Effectiveness at extension 5989.



# NSSE 2007 TAMU System Peer Group Institutions

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- **Prairie View A&M University**
- **Tarleton State University**
- **Texas A&M International University**
- **Texas A&M University- Commerce**
- **Texas A&M University- Kingsville**
- **Texas A&M University- Texarkana**
- **Texas A&M University**
- **Texas A&M University at Galveston**
- **West Texas A&M University**

2007 **NSSE** administration allotted for an additional consortium category on its survey. Students from TAMU-CC and the above mentioned peer groups were asked additional questions; questions separate from the national survey.



# NSSE 2007 Results

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## Demographics



# NSSE 2007 Results

		TAMUCC	System	Carnegie	National
<b>Participation</b>	Freshman	18%	23%	28%	29%
	Senior	26%	27%	30%	31%
	Combined	22%	25%	29%	30%
<b>Gender</b>					
<b>Freshman</b>	Female	70%	30%	67%	65%
	Male	30%	40%	33%	35%
<b>Senior</b>	Female	71%	64%	68%	65%
	Male	29%	36%	32%	35%



# NSSE 2007 Results

		TAMUCC	System	Carnegie	National
<b>Ethnicity</b>					
<b>Freshman</b>	White	42%	68%	70%	72%
	Hispanic	41%	15%	6%	6%
	Black	4%	4%	8%	6%
	Other	13%	13%	16%	16%
<b>Senior</b>	White	48%	66%	71%	73%
	Hispanic	30%	17%	6%	6%
	Black	3%	5%	8%	6%
	Other	19%	12%	15%	15%



# NSSE 2007 Results

		TAMUCC	System	Carnegie	National
<b>Age</b>					
<b>Freshman</b>	Traditional	98%	98%	94%	95%
	Nontraditional	2%	2%	6%	5%
<b>Senior</b>	Traditional	43%	60%	62%	69%
	Nontraditional	57%	40%	38%	31%
<b>Enrollment</b>					
<b>Freshman</b>	Full-Time	97%	96%	95%	96%
	Part-Time	3%	4%	5%	4%
<b>Senior</b>	Full-Time	74%	84%	83%	86%
	Part-Time	26%	16%	17%	14%



# NSSE 2007 Results

		TAMUCC	System	Carnegie	National
<b>Residence</b>					
<b>Freshman</b>	On-Campus	37%	68%	65%	72%
	Off-Campus	63%	32%	35%	28%
<b>Senior</b>	On-Campus	6%	8%	14%	20%
	Off-Campus	94%	92%	86%	80%
<b>Transfer Student</b>					
<b>Freshman</b>	Yes	13%	10%	10%	9%
	No	87%	90%	90%	91%
<b>Senior</b>	Yes	68%	53%	49%	40%
	No	32%	47%	51%	60%



# NSSE 2007 Results

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## **Benchmark Data\***

**\*Comparisons made among self, system wide and Carnegie classification size.**



# NSSE 2007 Results

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## Level of Academic Challenge Items

- Preparing for class (studying, reading, writing, rehearsing, etc. related to academic program).
- Number of assigned textbooks, books, or book-length packets of course readings.
- Number of written papers: (1-4/ 5-19/ 20 or more).
- 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.



# NSSE 2007 Results

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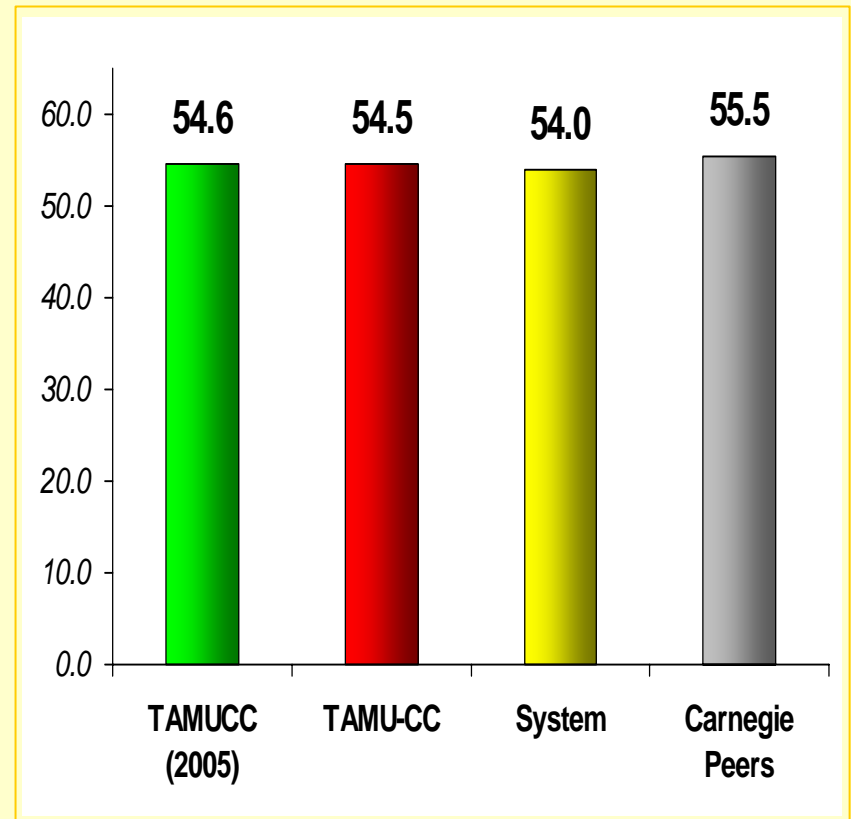
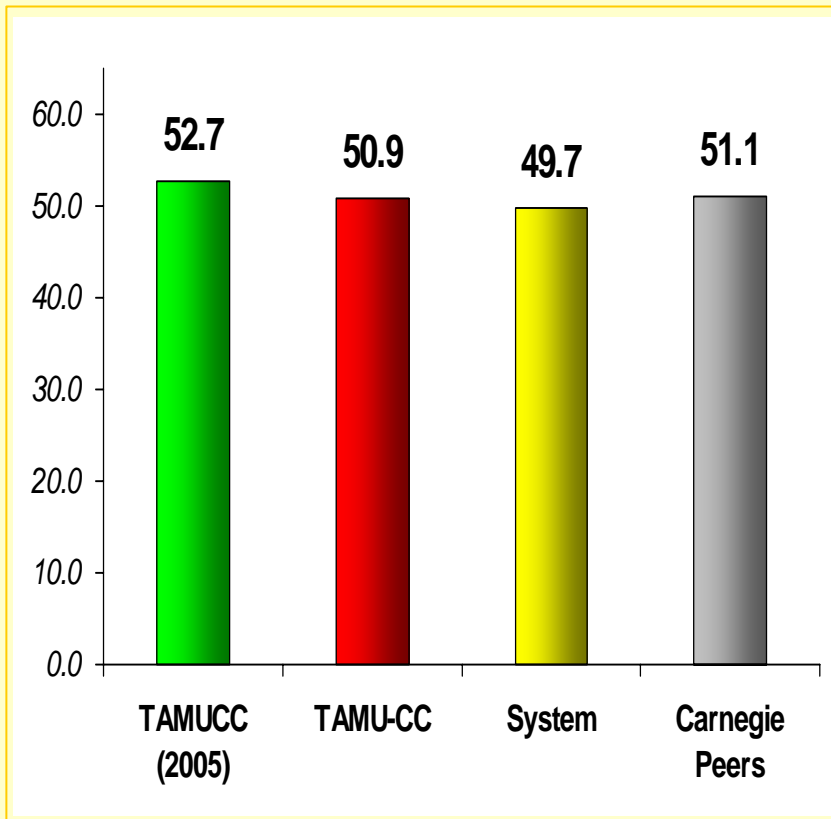
## Level of Academic Challenge Items

- Coursework emphasizing the making of judgments about the value of information, arguments and methods.
- Coursework emphasizing application of theories or concepts to practical problems or in new situations
- Working hard than one thought they could to meet standards/ expectations.
- Campus environment emphasizing time studying on an academic work.



# NSSE 2007 Results

## Level of Academic Challenge





# NSSE 2007 Results

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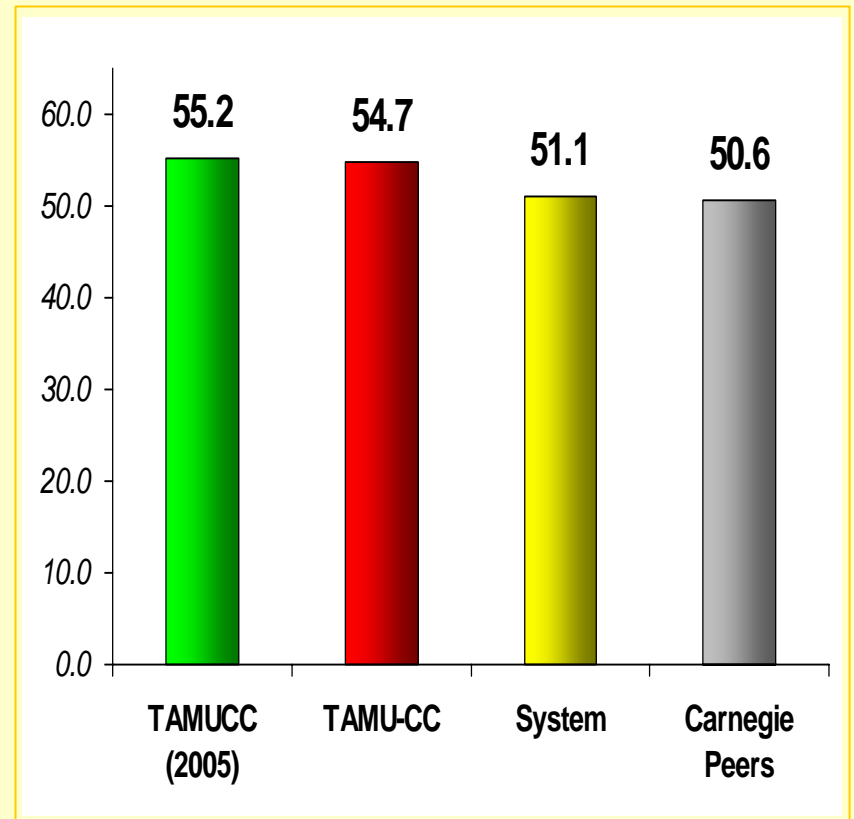
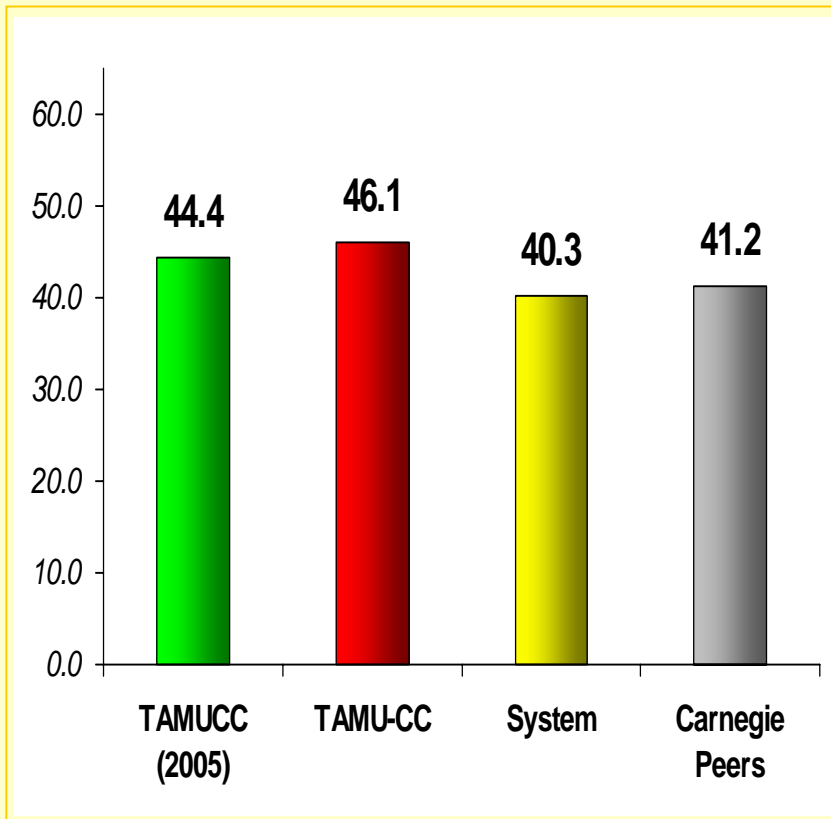
## Active and Collaborative Learning Items

- 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 readings/classes with other outside of class (students, family members, co-workers, etc.)



# NSSE 2007 Results

## Active & Collaborative Learning





# NSSE 2007 Results

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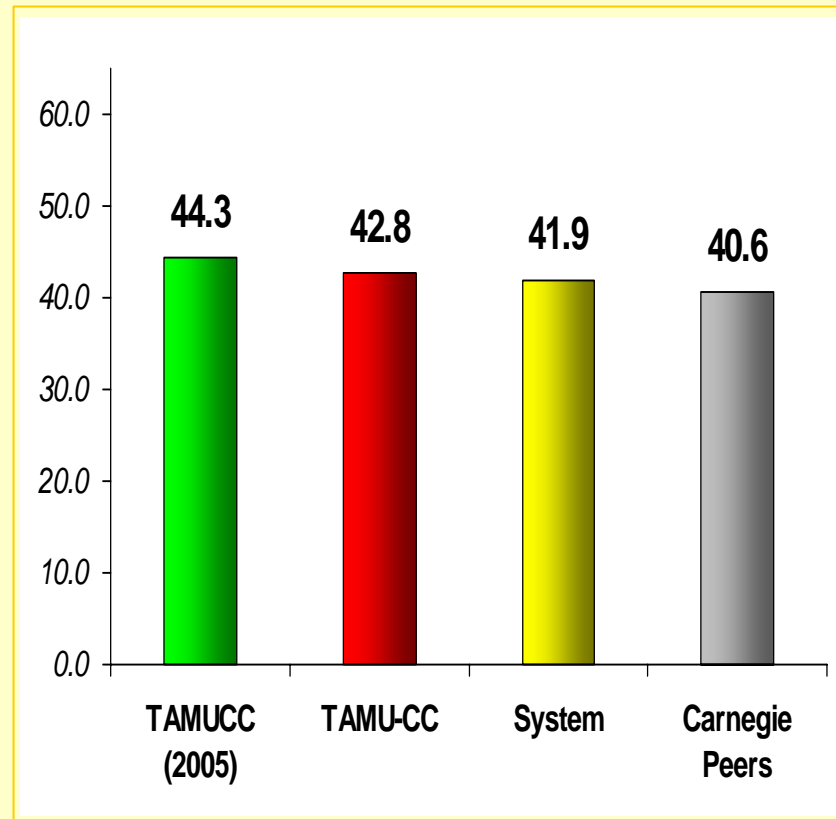
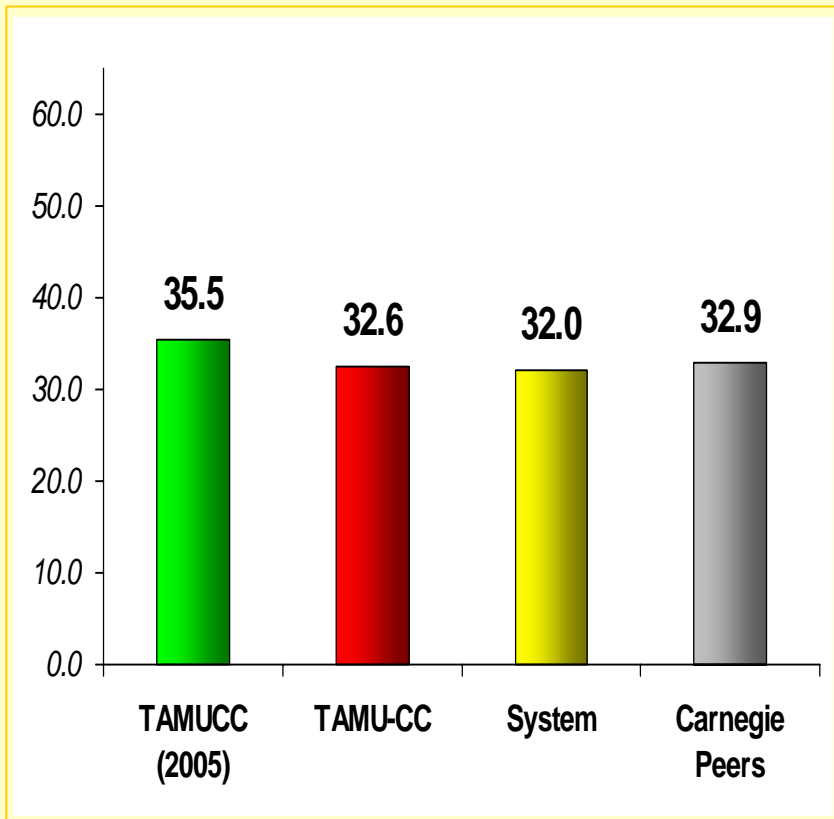
## Student-Faculty Interaction Items

- Discussed grades or assignments with an instructor.
- Talked about career plans with a faculty member or advisor.
- Discussed ideas from your readings/classes with faculty members outside of class.
- Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)
- Received prompt written or oral feedback from faculty on your academic performance.
- Worked with faculty member on a research project outside of course or program requirements.



# NSSE 2007 Results

## Student-Faculty Interaction





# NSSE 2007 Results

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## Enriching Educational Experiences Items

- 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 coursework & study abroad.
- Independent study or self-designed major.
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)



# NSSE 2007 Results

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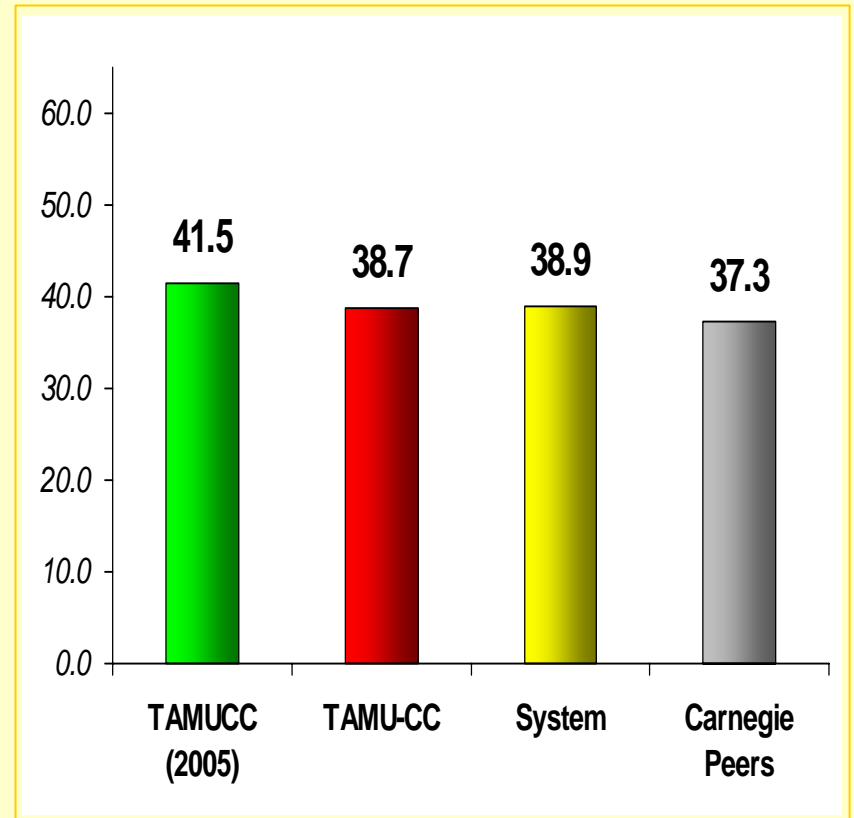
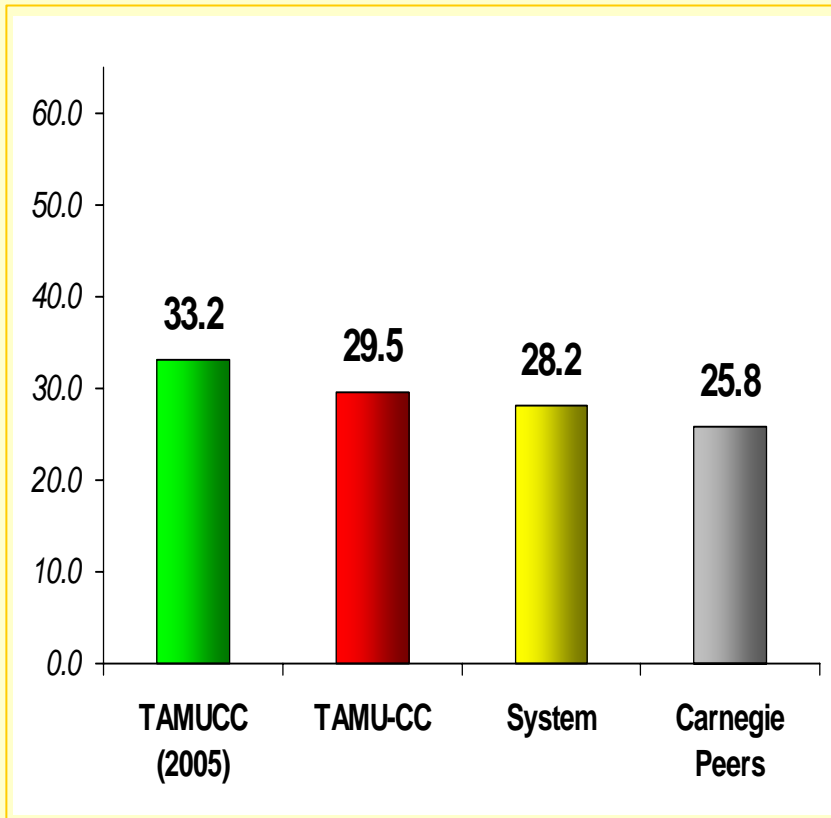
## Enriching Educational Experiences Items

- Serious conversations with students of a different race or ethnicity.
- Serious conversations with students of different religious beliefs, political opinions, or personal values.
- 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.



# NSSE 2007 Results

## Enriching Educational Experiences





# NSSE 2007 Results

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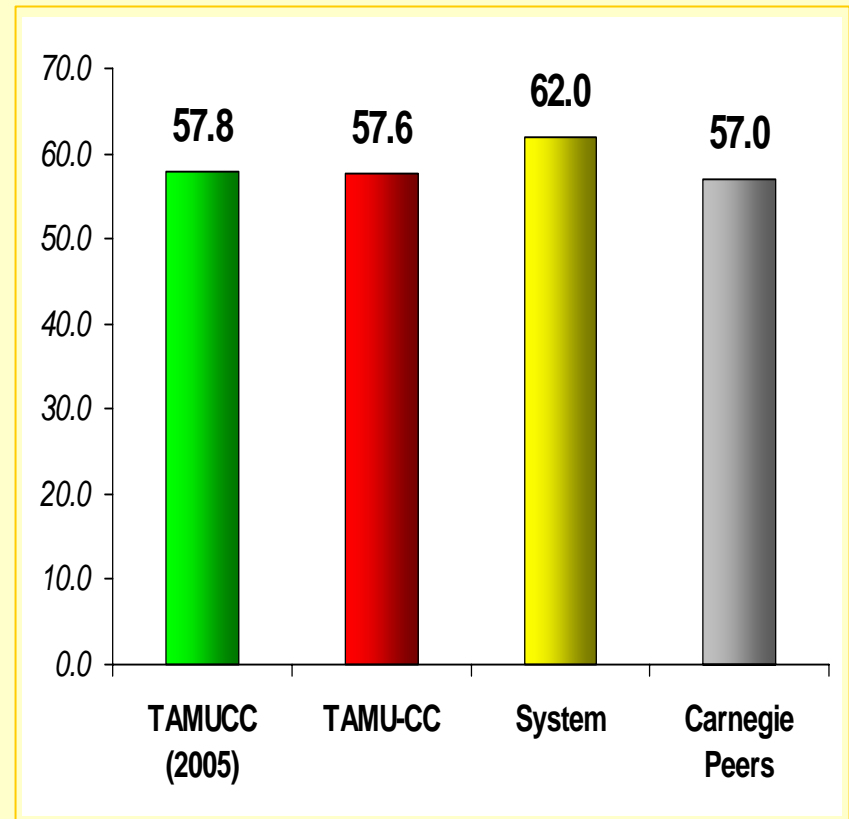
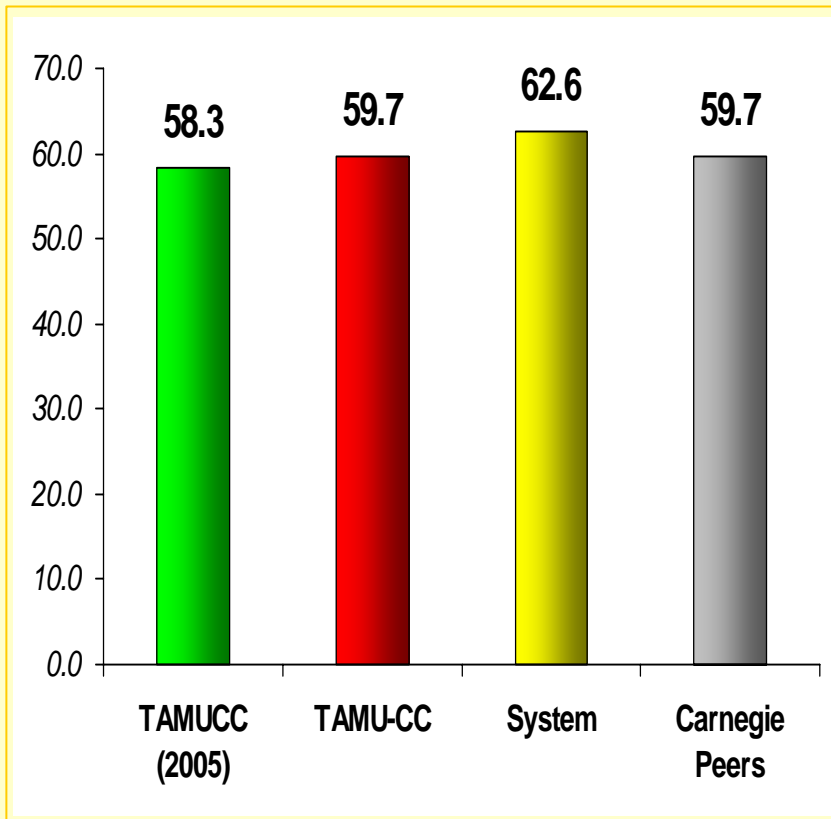
## Supportive Campus Environment Items

- Campus environment provides the support the student needs to help him/her succeed academically.
- Campus environment helps the student cope with non-academic responsibilities (work, family, etc.)
- Campus environment provides students with the support needed to thrive socially.
- Quality of relationships with other students.
- Quality of relationships with faculty members.
- Quality of relationships with administrative personnel and offices.



# NSSE 2007 Results

## Supportive Campus Environment





# NSSE 2007 Results

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## TAMU-CC Top Measures\*

*\*Overall satisfaction/participation comparisons are based on the combined satisfaction/participation of the top 2 Likert-type scale options for each item, unless otherwise noted.*



# TAMU-CC Top Measures\*

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**Both** freshman and senior **TAMU-CC students** participating in the administration of the 2007 NSSE reported **a higher frequency** of satisfaction or participation, **when compared to TAMU- System and Nationally**, on the following items:

## TAMU-CC vs. System and Nationally

- Students made more class presentations
- Students prepared multiple drafts of an assignment before submittal
- Students included diverse perspectives in class and coursework
- Students worked with classmates on projects during class
- Students worked with classmates on projects outside of class
- Students discussed ideas from class or coursework w/ faculty outside of class
- Students worked hard than anticipated to meet instructors' expectations/ standards
- Students had serious conversations with student of a different race/ethnicity than their own



# TAMU-CC Top Measures\*

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**Both** freshman and senior **TAMU-CC students** participating in the administration of the 2007 NSSE reported **a higher frequency** of satisfaction or participation, **when compared to TAMU- System and Nationally**, on the following items:

## TAMU-CC vs. System and Nationally

- Student coursework emphasized making judgments regarding value of information, arguments or methods
- Students participated in a learning community
- Students participated in working on a research project w/ a faculty member outside of course or program requirements
- Students planned to or had completed an independent study
- Students worked more hours for pay- off campus
- Students provided 1 or more hours of dependent care to dependents living w/ them



# TAMU-CC Top Measures\*

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**Both** freshman and senior **TAMU-CC students** participating in the administration of the 2007 NSSE reported **a higher frequency** of satisfaction or participation, **when compared only to Nationally**, on the following items:

## TAMU-CC vs. Nationally

- Students identified themselves as acquiring the ability to speak clearly and effectively
- Students tutored or taught other students (paid or volunteered)
- Students used an electronic medium to discuss or complete an assignment (internet/listserv/chat/instant messaging)
- Quality of campus environment encourages contact among students from different economic, social, racial, ethnic backgrounds
- Quality of campus environment helps students to cope with non-academic responsibilities (family, work, etc.)



# TAMU-CC Top Measures\*

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**Both** freshman and senior **TAMU-CC students** participating in the administration of the 2007 NSSE reported **a higher frequency** of satisfaction or participation, **when compared only to TAMU- System**, on the following items:

## TAMU-CC vs. System

- Students identified themselves as being able to write clearly and effectively
- Students asked questions in class or contributed to class discussions
- Students worked on assignments requiring integration of ideas or information from various sources
- Students received prompt feedback from faculty on academic performance (written or oral)
- Student coursework emphasized synthesizing & organizing information, ideas or experiences



# TAMU-CC Top Measures\*

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**Both** freshman and senior **TAMU-CC students** participating in the administration of the 2007 NSSE reported **a higher frequency** of satisfaction or participation, **when compared only to TAMU- System**, on the following items:

## TAMU-CC vs. System

- Student coursework emphasized applying theories or concepts to practical problems or new situations.
- Students were engaged in providing care to dependents, living in the home, 30 or more hours a week
- The quality of the campus environment included available, helpful & sympathetic faculty members



# TAMU-CC Top Measures\*

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**Both** freshman and senior **TAMU-CC students** participating in the administration of the 2007 NSSE reported **a higher frequency** of satisfaction or participation, **when compared only to TAMU- System**, on the following items:

## TAMU-CC vs. System

- The admissions process was easy to understand and complete
- The University catalog clearly stated academic requirements
- Time spent on registration was reasonable
- Students know the complaint process regarding student services
- The physical environment/ grounds are well kept



# NSSE 2007 Results

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**TAMU-CC**  
**Low Measures\***

*\*Both freshman and senior averages were lower than system and nationally for each item assessed.*



# TAMU-CC Low Measures\*

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**Both freshman and senior TAMU-CC students** participating in the administration of the 2007 NSSE reported lower levels of satisfaction or participation, **when compared to TAMU- System and Nationally**, on the following items:

## TAMU-CC vs. System and Nationally

- Students examined the strengths and weaknesses of their own views on a topic or issue
- Developing a deepened sense of spirituality
- Participated in activities to enhance one's spirituality
- Students learned something that changed the way they understand an issue or concept
- Students contributed to the welfare of their community
- Student participated in a service learning project as part of a class assignment



# TAMU-CC Low Measures\*

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**Both freshman and senior TAMU-CC students** participating in the administration of the 2007 NSSE reported lower levels of satisfaction or participation, **when compared to TAMU- System and Nationally**, on the following items:

## TAMU-CC vs. System and Nationally

- Student perception of acquiring a broad, general education
- Students participated in a practicum/ internship/ fieldwork
- Student perception of acquiring job or work-related knowledge and skills
- Developing a personal code of values and ethics
- Thinking clearly and analytically
- Solving complex real-world problems
- Analyzing quantitative problems



# TAMU-CC Low Measures\*

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**Both** freshman and senior **TAMU-CC students** participating in the administration of the 2007 NSSE reported lower levels of satisfaction or participation, **when compared to TAMU- System and Nationally**, on the following items:

## TAMU-CC vs. System and Nationally

- Learning effective on one's own
- Participation in exercise and physical fitness activities
- Hours spent preparing for class
- Spent significant time studying on academic work
- Participation in co-curricular activities (publications, government, associations, intramurals, etc)
- Attending campus events (athletics, speakers, cultural performances, etc)
- Obtaining the support needed to thrive socially



# NSSE 2007 Results

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## The End

For additional information:

Please review the detailed 2007 NSSE report located at:

<http://pie.tamucc.edu>

(Select the “Survey Results” option to access the report)