



Benchmark Results

National Survey of Student Engagement (NSSE) 2009



Texas A&M University-Corpus Christi

**Prepared by the Office of Planning and Institutional
Effectiveness**



What is NSSE?

The National Survey of Student Engagement (NSSE) is a surveying project that began 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 2009 national benchmark comparison report consists of the following five (5) construct categories, in addition to demographic information regarding respondents:

- Level of Academic Challenge (LAC)
- Active & Collaborative Learning (ACL)
- Student/Faculty Interaction (SFI)
- Enriching Educational Experiences (EEE)
- Supportive Campus Environment (SCE)



What is NSSE?

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 643 institutions participating in the spring 2009 survey.

NSSE sampling procedures required sending the survey to freshman and senior students. As per NSSE random sampling procedures, TAMU-CC invited 1,246 freshman and 1,574 seniors to participate in the online survey via email. **22%** of contacted students (**n= 625**) completed the survey.

The Office of Planning and Institutional Effectiveness has compiled the NSSE 2009 benchmark data in an easy to follow power-point format, with construct scores from TAMU-CC Freshman, TAMU-CC Senior, TAMU System, Carnegie Peer groups, National responses, and 2007 TAMU-CC NSSE data being provided for each category. Additionally, this report contains TAMU-CC high and low scoring averages (means) for survey items, compared to the TAMU system and nationally, for review.

If additional information is needed, please contact the Office of Planning and Institutional Effectiveness at extension 2242.



TAMU-CC NSSE 2009 Peer Groups

2009 NSSE administration allotted for an additional consortium category on its survey. Students from TAMU-CC and the below mentioned peer groups were asked additional questions that were separate from the national survey. These are the institutions that comprise the TAMU system peer group.

- 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
- West Texas A&M University



NSSE 2009 Benchmark Results

Demographics



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		TAMU-CC	TAMU System	Carnegie	National
Response Rate	Freshmen	17%	17%	26%	29%
	Seniors	26%	24%	32%	34%
	Overall	22%	21%	29%	31%
Gender					
Freshmen	Female	69%	65%	66%	64%
	Male	31%	35%	34%	36%
Seniors	Female	68%	68%	66%	63%
	Male	32%	32%	34%	37%



NSSE 2009 Benchmark Results

		TAMU-CC	TAMU System	Carnegie	National
Ethnicity					
Freshmen	White	46%	49%	67%	68%
	Hispanic	31%	22%	9%	7%
	Black	3%	17%	9%	8%
	Other	20%	12%	15%	17%
Seniors	White	47%	55%	69%	70%
	Hispanic	36%	26%	8%	7%
	Black	4%	7%	8%	7%
	Other	13%	12%	15%	16%



NSSE 2009 Benchmark Results

		TAMU-CC	TAMU System	Carnegie	National
Age					
Freshmen	Traditional	97%	96%	91%	93%
	Non-Traditional	3%	4%	9%	7%
Seniors	Traditional	44%	50%	58%	65%
	Non-Traditional	56%	50%	42%	35%
Enrollment					
Freshmen	Full-Time	95%	94%	93%	95%
	Part-Time	5%	6%	7%	5%
Seniors	Full-Time	73%	75%	81%	84%
	Part-Time	27%	25%	19%	16%



NSSE 2009 Benchmark Results

		TAMU-CC	TAMU System	Carnegie	National
Residence					
Freshmen	On-Campus	30%	64%	59%	67%
	Off-Campus	70%	36%	41%	33%
Seniors	On-Campus	2%	8%	13%	17%
	Off-Campus	98%	92%	87%	83%
Transfer Status					
Freshmen	Transfer	7%	12%	10%	9%
	Non-Transfer	93%	88%	90%	91%
Seniors	Transfer	67%	63%	50%	42%
	Non-Transfer	33%	37%	50%	58%



NSSE 2009 Benchmark Results

Benchmark Data*

***Comparisons on the designated constructs are made among TAMU-CC (previous administration results), the TAMU system peer groups, Carnegie class, and National NSSE survey results. Benchmark constructs are an index of NSSE survey items that correspond to best practices in Higher Education.**



NSSE 2009 Benchmark Results

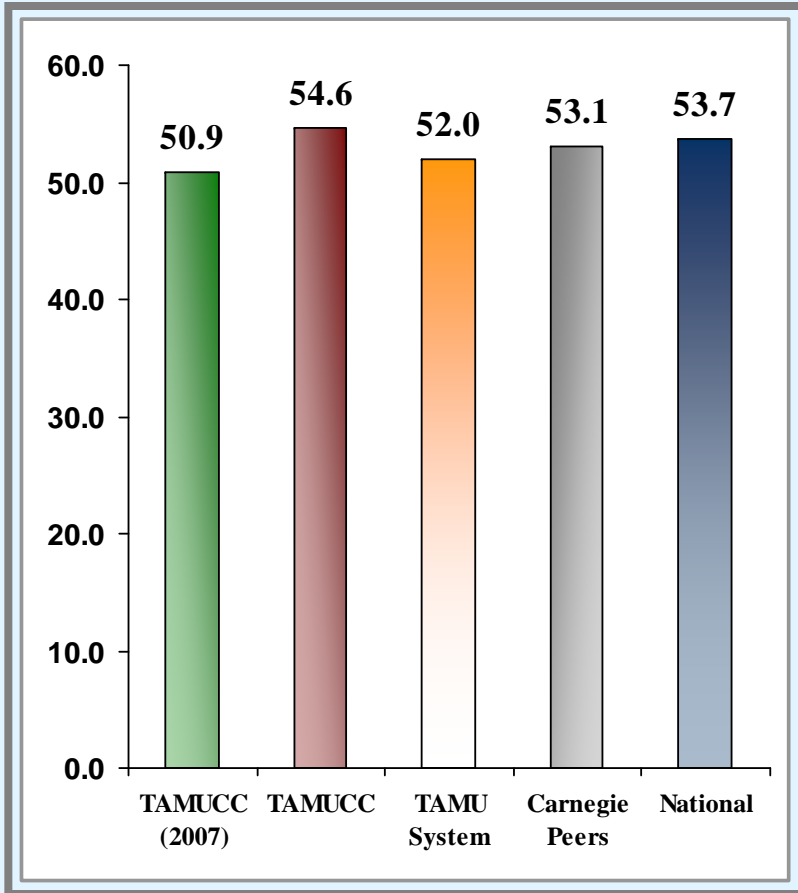
Level of Academic Challenge Items

- Hours spent preparing for class (studying, reading, writing, homework, labs, etc.)
- Number of assigned textbooks, books, or book length packs of course readings
- Number of written papers or reports (< 5 pages, 5 to 19 pages, and > 20 pages)
- Coursework emphasizes analysis of basic elements of an idea or theory
- Coursework emphasizes synthesis and organizing of ideas or information into more complex interpretations and relationships
- Coursework emphasizes making judgments about the value of information, arguments or methods
- Coursework emphasizes applying theories or concepts to practical problems or in new situations
- Student worked harder than anticipated to meet instructor's expectations
- Campus environment emphasizes spending significant time on studying and academic work

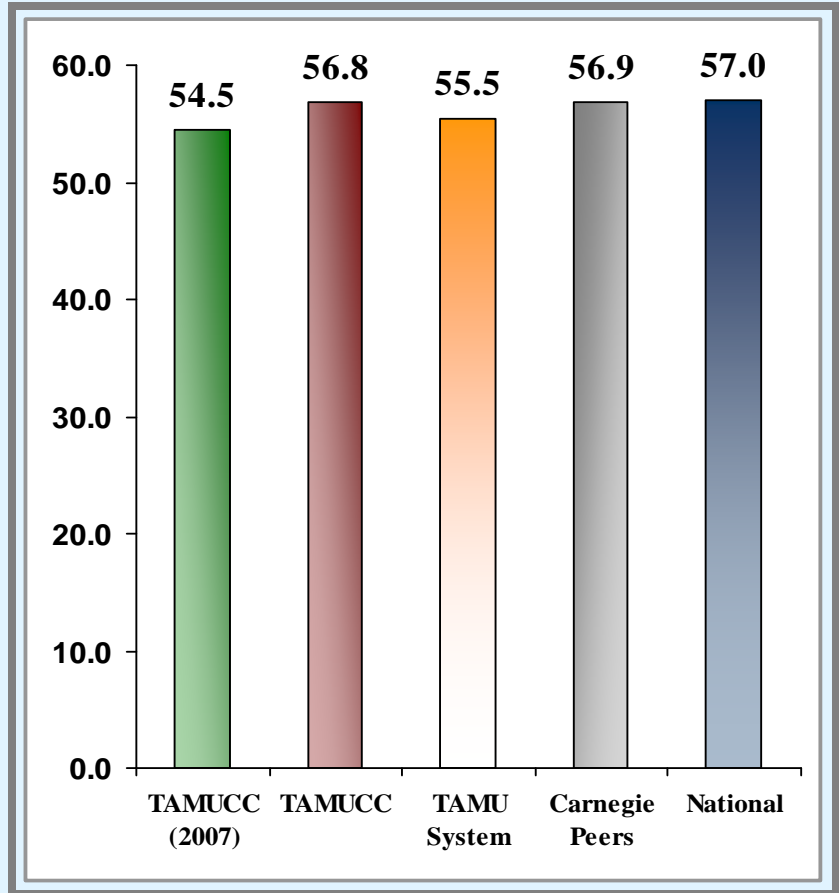


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Freshmen



Seniors



Level of Academic Challenge



NSSE 2009 Benchmark Results

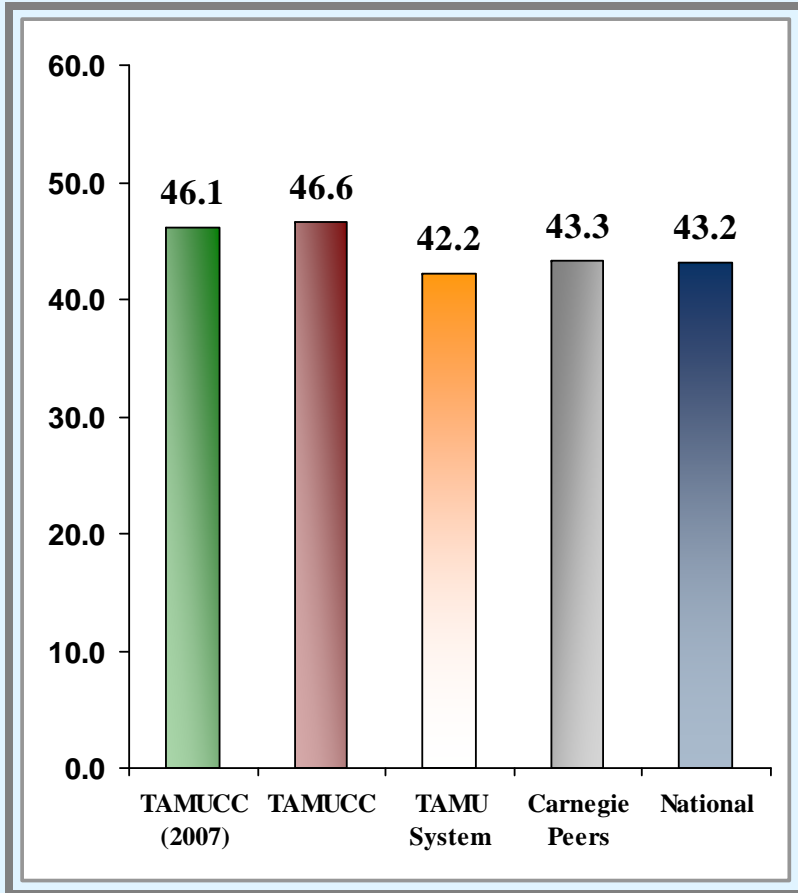
Active & Collaborative Learning Items

- 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 (paid or voluntary)
- Participation in a community-based project (service learning) as part of a regular course
- Discussed ideas from readings or classes with others outside of class (students, family members, co-workers, etc.)

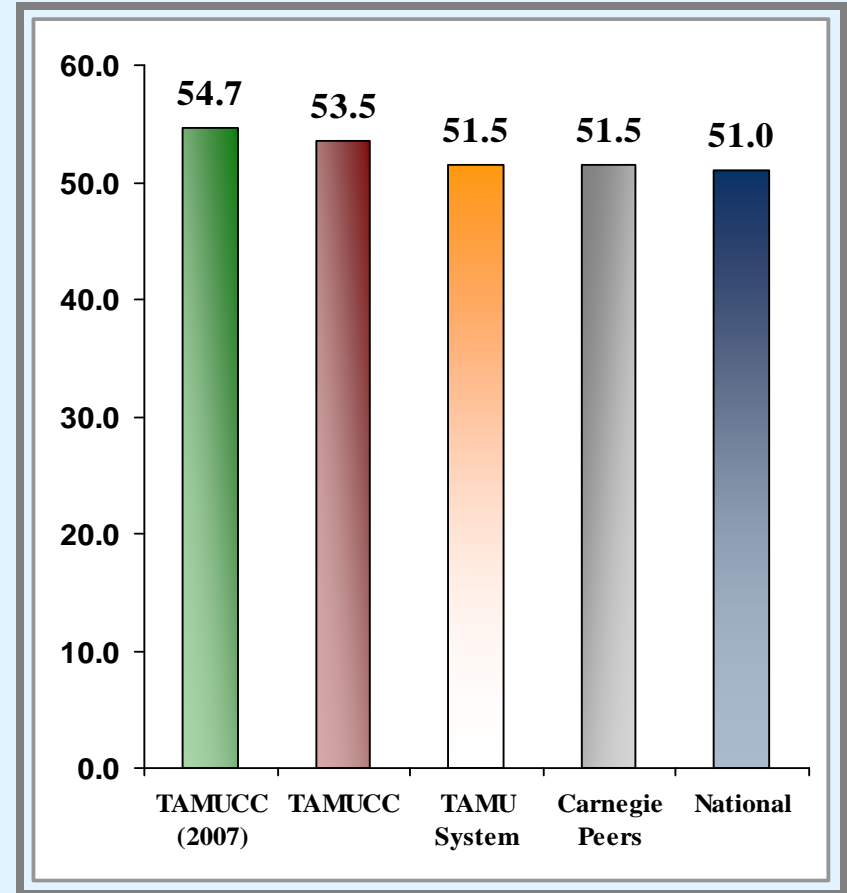


NSSE 2009 Benchmark Results

Freshmen



Seniors



Active & Collaborative Learning



NSSE 2009 Benchmark Results

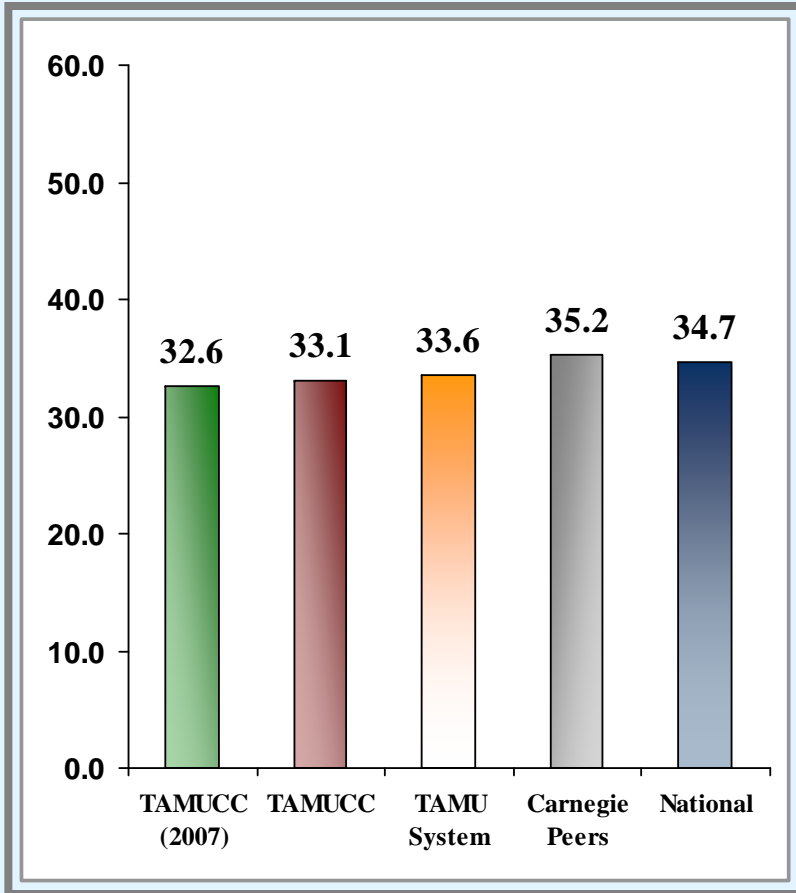
Student/Faculty Interaction Items

- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from readings or classes with faculty members outside 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 academic performance
- Worked on a research project with a faculty member outside of course or program requirements

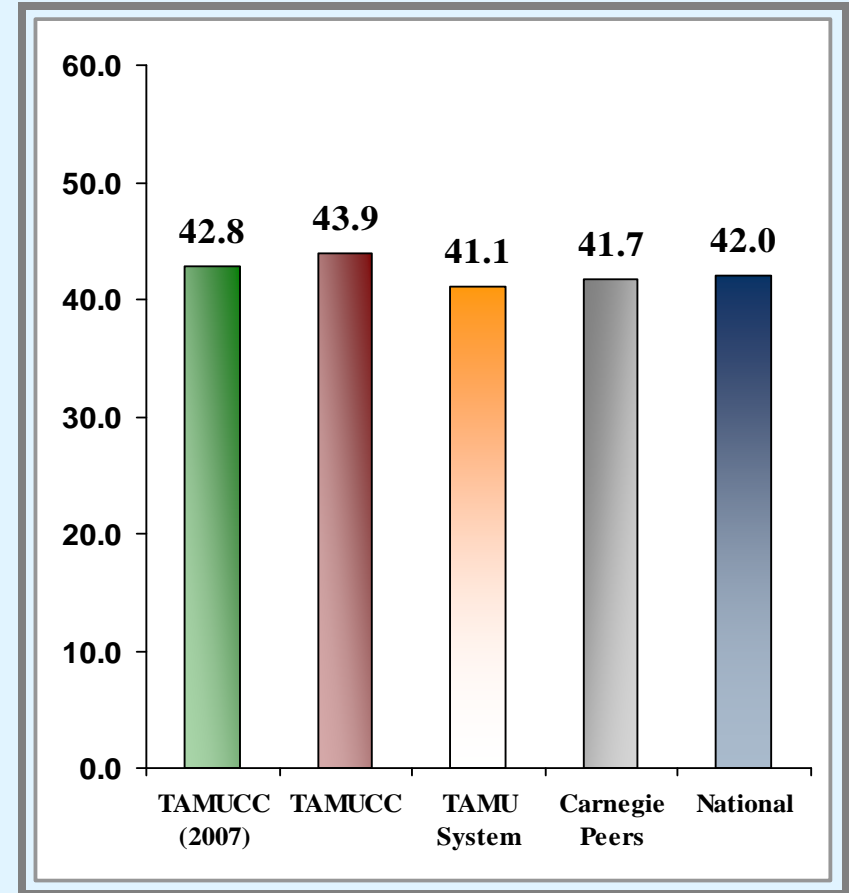


NSSE 2009 Benchmark Results

Freshmen



Seniors



Student/Faculty Interaction



NSSE 2009 Benchmark Results

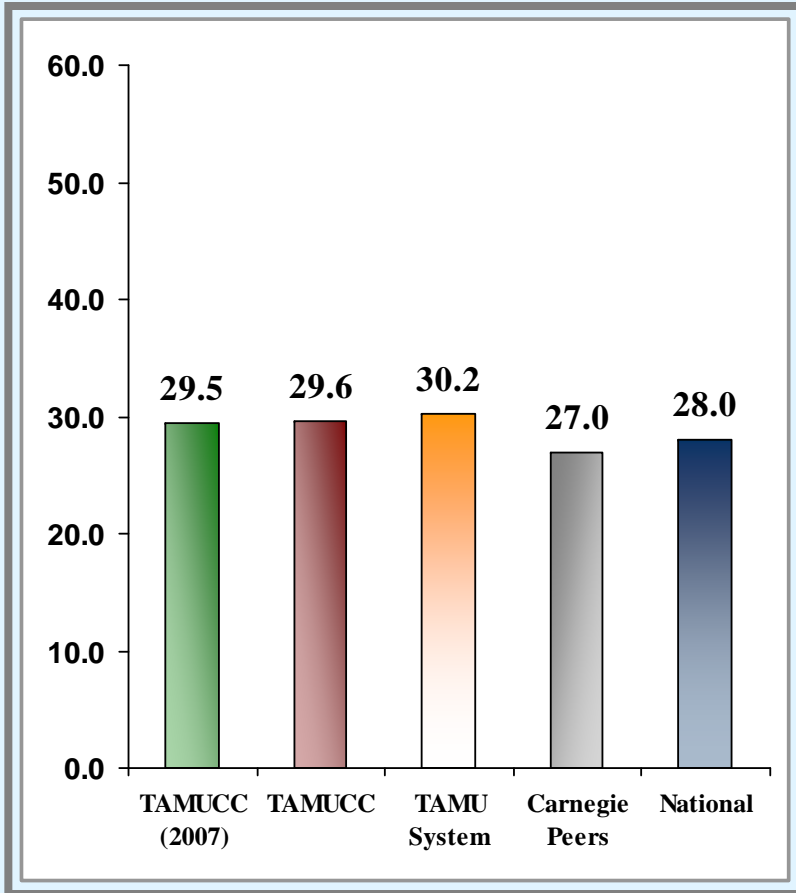
Enriching Educational Experiences Items

- Participation in co-curricular activities (organizations, publications, government, fraternity or sorority, 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, project/thesis, comprehensive exam, etc.)
- Serious conversations with students of different religious beliefs, political opinions, or personal values
- Serious conversations with students of a different race or ethnicity
- Use electronic medium (listserv, chat, Internet, IM, etc.) to complete assignment
- Campus environment encourages contact among diverse students
- Participation in a learning community

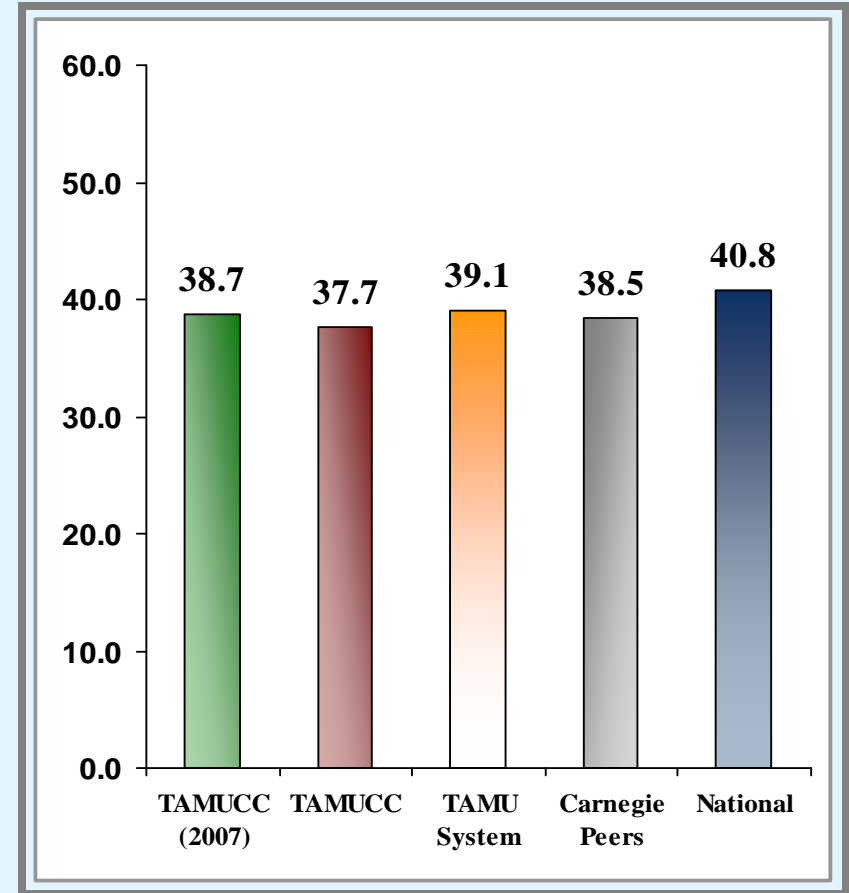


NSSE 2009 Benchmark Results

Freshmen



Seniors



Enriching Educational Experiences



NSSE 2009 Benchmark Results

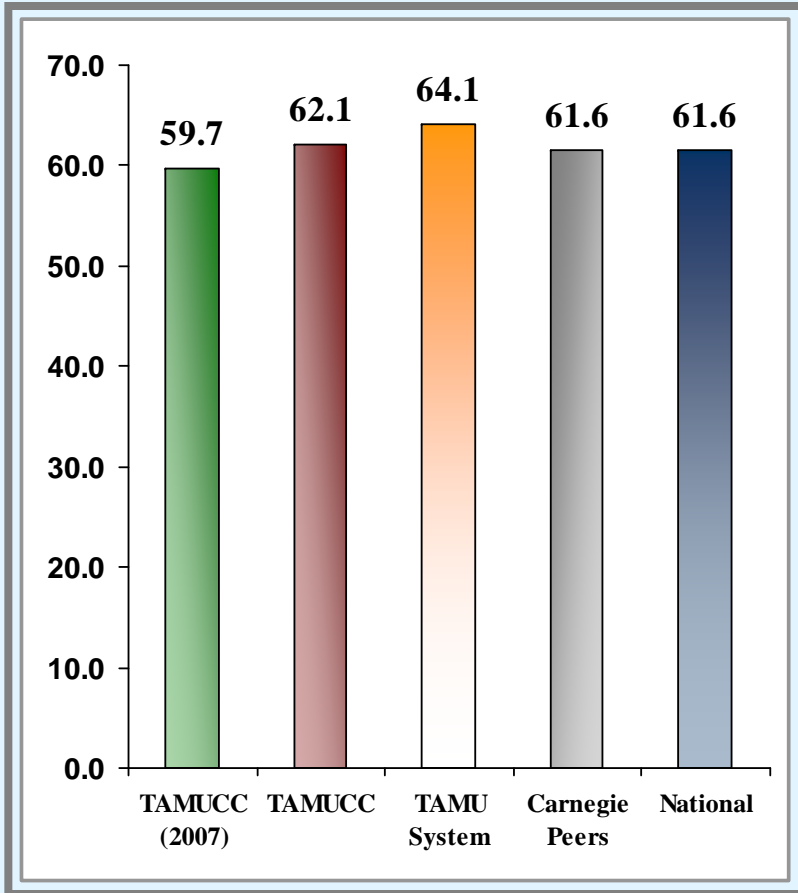
Supportive Campus Environment Items

- Campus environment provides students the support to succeed academically
- Campus environment helps students cope with non-academic responsibilities (work, family, etc.)
- Campus environment provides students 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

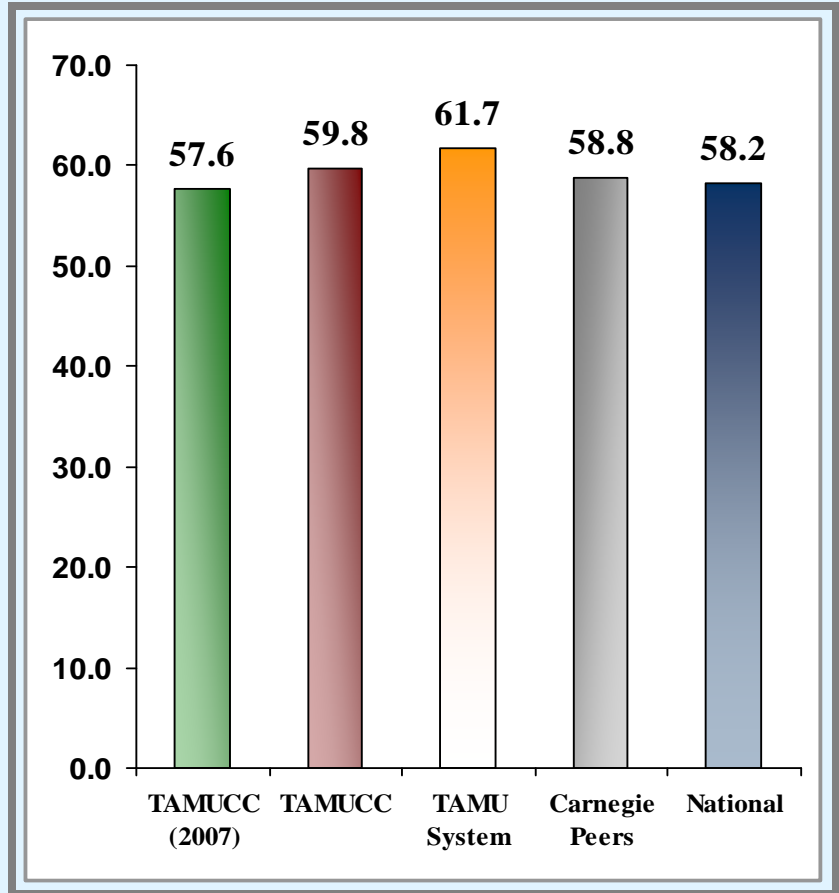


NSSE 2009 Benchmark Results

Freshmen



Seniors



Supportive Campus Environment



NSSE 2009 Benchmark Results

TAMU-CC Top Measures*

*A 'Means Comparison Analysis' has been conducted to test for statistically significant differences between overall response averages for each question answered by participating groups. There are no outliers that influence the mean.



NSSE 2009 Benchmark Results

First Year TAMU-CC students reported a **statistically significant higher mean** of satisfaction or participation when compared to **both the TAMU system and National results** on the following items:

First Year TAMU-CC vs. System and National

- Students made more class presentations
- Students prepared multiple drafts of an assignment before submittal
- Students integrated ideas or information from various sources
- Students worked with other students on projects during class
- Students connected ideas from other courses to complete assignments/class discussions
- Students wrote more papers or reports consisting of 20 pages or more
- Students wrote more papers or reports consisting of 5 to 19 pages
- Students were more likely to have participated in a learning community
- Students were more likely to have studied abroad



NSSE 2009 Benchmark Results

First Year TAMU-CC students reported a **statistically significant higher mean** of satisfaction or participation when compared to **the TAMU system only** on the following items:

First Year TAMU-CC vs. System

- Students included diverse perspectives in class and coursework
- Students wrote more papers or reports consisting of fewer than 5 pages
- Students worked more hours for pay off campus
- Students spent more time caring for dependents



NSSE 2009 Benchmark Results

First Year TAMU-CC students reported a **statistically significant higher mean** of satisfaction or participation when compared to **National results only** on the following items:

First Year TAMU-CC vs. National

- Students worked with classmates on projects outside of class
- Students spent more time commuting to class (driving, walking, etc.)



NSSE 2009 Benchmark Results

Senior TAMU-CC students reported a **statistically significant higher mean** of satisfaction or participation when compared to **both the TAMU system and National results** on the following items:

Senior TAMU-CC vs. System *and* National

- Students made more class presentations
- Students prepared multiple drafts of an assignment before submittal
- Students worked with other students on projects during class
- Students received prompt feedback from faculty on academic performance
- Students worked harder than anticipated to meet instructors' expectations
- Students had conversations with students of different races and ethnicities
- Students completed more problem sets that took less than an hour
- Students spent more time caring for dependents
- Students spent more time commuting to class (driving, walking, etc.)
- Students found faculty to be available, helpful, and sympathetic



NSSE 2009 Benchmark Results

Senior TAMU-CC students reported a **statistically significant higher mean** of satisfaction or participation when compared to **the TAMU system only** on the following items:

Senior TAMU-CC vs. System

- Students collaborated on a community based project (service learning)
- Students discussed ideas from class/coursework with faculty outside class
- Students had coursework that emphasized making judgments about the value of information, arguments, or methods
- Students were more likely to have participated in foreign language coursework
- Students worked more hours for pay off campus



NSSE 2009 Benchmark Results

Senior TAMU-CC students reported a **statistically significant higher mean** of satisfaction or participation when compared to **National results only** on the following items:

Senior TAMU-CC vs. National

- Students worked with classmates on projects outside of class
- Students found administrative personnel and offices helpful, considerate, and flexible
- Students felt course exams challenged them to do their best work



NSSE 2009 Benchmark Results

TAMU-CC Low Measures*

*A 'Means Comparison Analysis' has been conducted to test for statistically significant differences between overall response averages for each question answered by participating groups. There are no outliers that influence the mean.



NSSE 2009 Benchmark Results

First Year TAMU-CC students reported a **statistically significant lower mean** of satisfaction or participation when compared to **both the TAMU system and National results** on the following items:

First Year TAMU-CC vs. System and National

- Acquiring a broad general knowledge
- Acquiring job or work related knowledge and skills
- Analyzing quantitative problems
- Voting in local, state and national elections
- Solving complex real world problems
- Contributing to the welfare of one's community
- Discussing ideas from coursework/classes with others outside of class



NSSE 2009 Benchmark Results

First Year TAMU-CC vs. System and National (continued)

- Coursework emphasis on memorizing facts, ideas, or methods acquired from courses
- Attending art exhibits, galleries, plays, dances, or other theatre performances
- Participation in exercise or physical fitness activities
- Participation in activities to enhance spirituality
- Participation in community service or volunteer work
- Institution emphasis on attending campus events and activities
- Likelihood of attending same institution if starting over



NSSE 2009 Benchmark Results

First Year TAMU-CC students reported a **statistically significant lower mean** of satisfaction or participation when compared to **the TAMU system only** on the following items:

First Year TAMU-CC vs. System

- Learning effectively on one's own
- Understanding people of other racial and ethnic backgrounds
- Developing a personal code of values and ethics
- Developing a deepened sense of spirituality
- Tutoring or teaching other students (paid or voluntary)
- Extent to which course exams challenged students to do their best work
- Time spent involved in co-curricular activities
- Friendly, supportive, inclusive relationships with other students
- Overall rating of entire educational experiences



NSSE 2009 Benchmark Results

First Year TAMU-CC students reported a **statistically significant lower mean** of satisfaction or participation when compared to **National results only** on the following items:

First Year TAMU-CC vs. National

- Asking questions in class or participating in class discussions
- Using email to communicate with an instructor
- Number of reading assignments from textbooks, books, or book length packs
- Participation in foreign language coursework



NSSE 2009 Benchmark Results

Senior TAMU-CC students reported a **statistically significant lower mean** of satisfaction or participation when compared to **both the TAMU system and National results** on the following items:

Senior TAMU-CC vs. System *and* National

- Participation in exercise or physical fitness activities
- Participation in practicum, internship, field/clinical work
- Participation in community service or volunteer work
- Studying abroad
- Institutional emphasis on attending campus events and activities



NSSE 2009 Benchmark Results

Senior TAMU-CC students reported a **statistically significant lower mean** of satisfaction or participation when compared to **the TAMU system only** on the following items:

Senior TAMU-CC vs. System

- Acquiring a broad general knowledge
- Thinking critically and analytically
- Analyzing quantitative problems
- Learning effectively on one's own
- Understanding one's self
- Solving complex real world problems
- Developing a personal code of values and ethics



NSSE 2009 Benchmark Results

Senior TAMU-CC vs. System (continued)

- Contributing to the welfare of one's community
- Developing a deepened sense of spirituality
- Participation in activities to enhance spirituality
- Time spent participating in co-curricular activities
- Friendly, supportive, inclusive relationships with other students
- Overall rating of entire educational experience
- Likelihood of attending same institution if starting over



NSSE 2009 Benchmark Results

Senior TAMU-CC students reported a **statistically significant lower mean** of satisfaction or participation when compared to **National results only** on the following items:

Senior TAMU-CC vs. National

- Asking questions or participating in class discussions
- Use of email to communicate with instructor
- Number of reading assignments from textbooks, books, or book length packs
- Number of books read on one's own (not assigned) for personal enjoyment or academic enrichment
- Number of written reports consisting of 5 to 19 pages
- Attending art exhibits, galleries, plays, dances, or other theatre performances
- Participation in foreign language coursework
- Participation in culminating senior experience (capstone, thesis/project, exam)



NSSE 2009 Benchmark Results

Comprehensive NSSE survey results located at:

<http://pie.tamucc.edu>

Select 'Survey Results' to access report.

**For more information, please contact
Tanya Ybarra at (361) 825-2242**