

## National Survey of Student Engagement (NSSE)

### Chapman University 2003 Selected Survey Results

Since 2000, the National Survey of Student Engagement (NSSE) has been collecting information annually from undergraduates at four-year colleges and universities across the United States with the purpose of assessing the extent to which students engage in a variety of effective educational practices. The four-page NSSE instrument, also known as the *College Student Report*, contains over 50 items inquiring how undergraduates spend their time, what they feel they've gained from classes, their assessment of the quality of their interactions with faculty and friends, and other educational and extra-curricular activities. While the survey is administered by Indiana University Center for Postsecondary Research in cooperation with the Indiana University Center for Survey Research, it is supported by grants from Lumina Foundation for Education and The Pew Charitable Trusts; and is co-sponsored by The Carnegie Foundation for the Advancement of Teaching and The Pew Forum on Undergraduate Learning.

The *College Student Report* was administered during the Spring 2003 semester to first-year freshmen and seniors on the Orange campus. With the cooperation of Chapman's Institutional Research Office, students were randomly selected from the population to participate in the survey. Chapman University students were sent a personalized invitation by the university president to participate in the survey. The cover letter and survey was sent directly to student's homes via U.S. mail. All students were provided with a copy of the instrument, as well as the opportunity to complete the survey on-line. The personalized cover letter contained a web address to the NSSE site, as well as a unique username and password. From February 2003 to May 2003, students were sent follow-up post cards and email reminders about the survey. Data show that 53% first-year freshmen and 33% of the seniors at Chapman University completed the survey on-line. As can be seen in the Table below, Chapman University freshmen were more likely than seniors to respond to the survey. Overall, 57% of the undergraduates that were asked to participate in the study, completed the survey.

National Survey of Student Engagement (NSSE)			
	Spring 2003 Administration		
	<u>Freshmen</u>	<u>Seniors</u>	<u>Total</u>
Population	692	840	1532
Sample	224	213	437
Respondents	133	114	247
Response Rate*	59%	54%	57%
* Response rate was adjusted by NSSE for non-deliverable mailing addresses.			

## SELECTED RESULTS

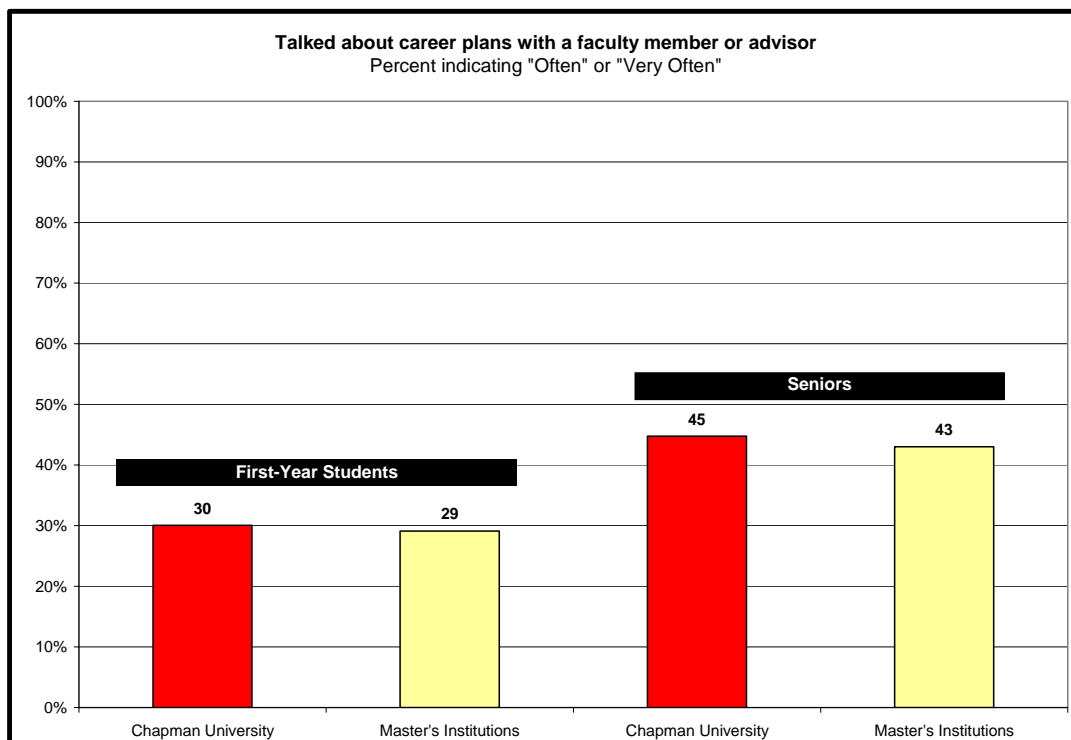
The WASC Institutional Self-Study Proposal submitted in 2002 proposed that Chapman University's self-study would examine the following 3 core values and educational goals in relation to the strategic priorities of the Chapman Plan and the central challenges facing the university:

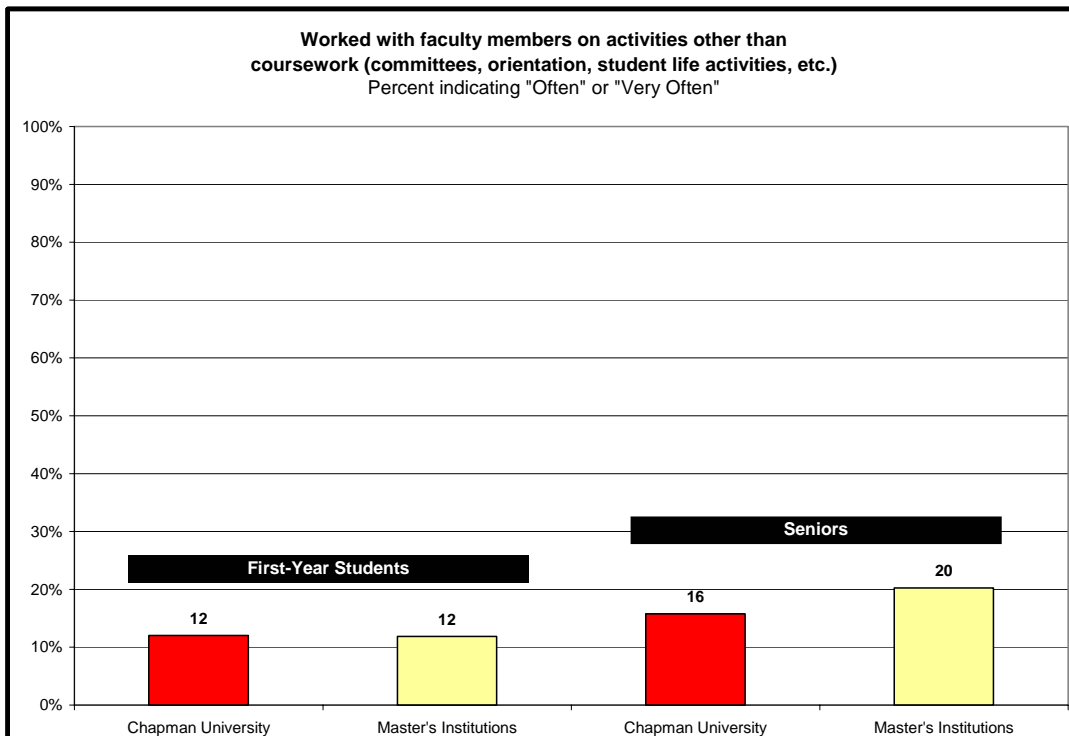
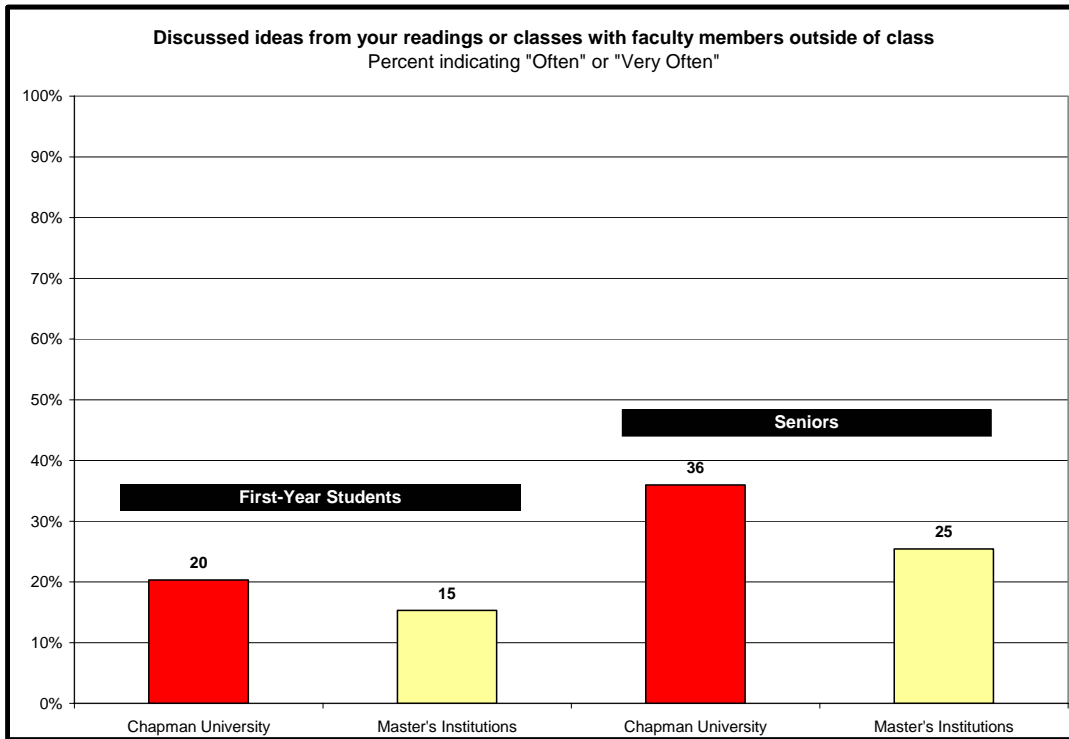
- Our conceptions and practices of personalized education, linking the curriculum and classroom to the co-curriculum and campus community, supporting student learning and development.
- Our conceptions and practices of student writing as an essential skill, linking liberal arts and professional education and general education and the academic major, supporting student learning across the curriculum.
- Our institutional capacity for assessment and plans for assessment linking student learning outcomes and educational effectiveness.

This section highlights selected findings pertaining to personalized education and writing. Since diversity is also being examined as part of the self-study, findings pertaining to diversity are also highlighted here. Chapman University data is compared to other data derived from freshmen and seniors attending other comparable Master's institutions.

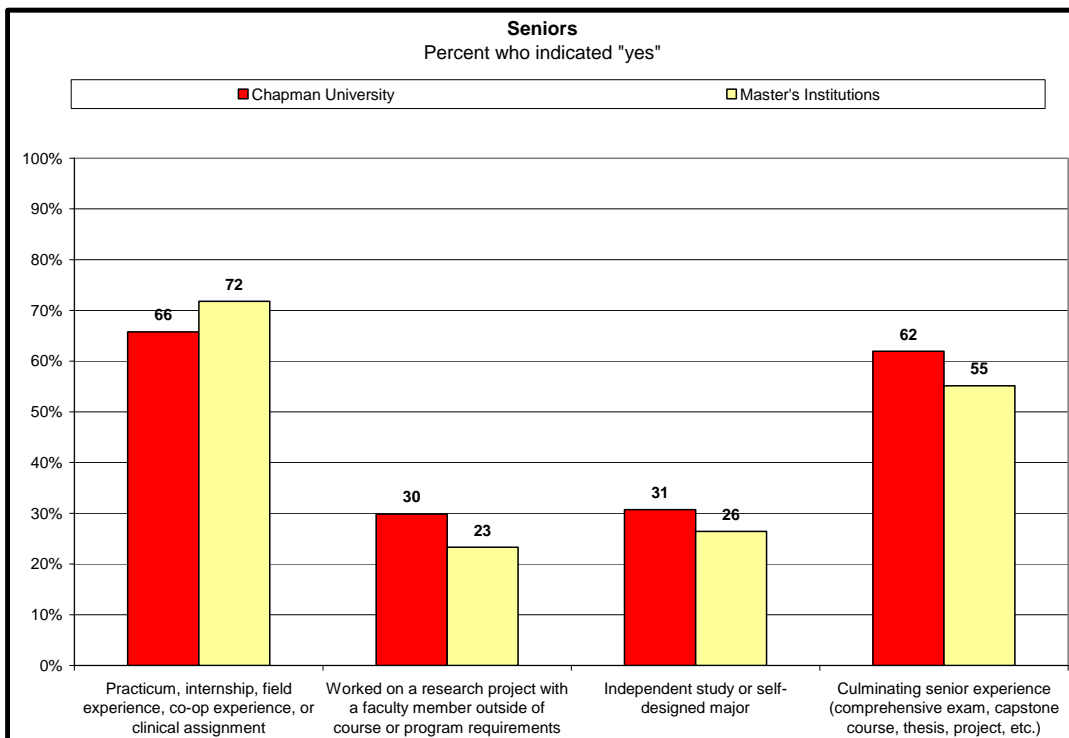
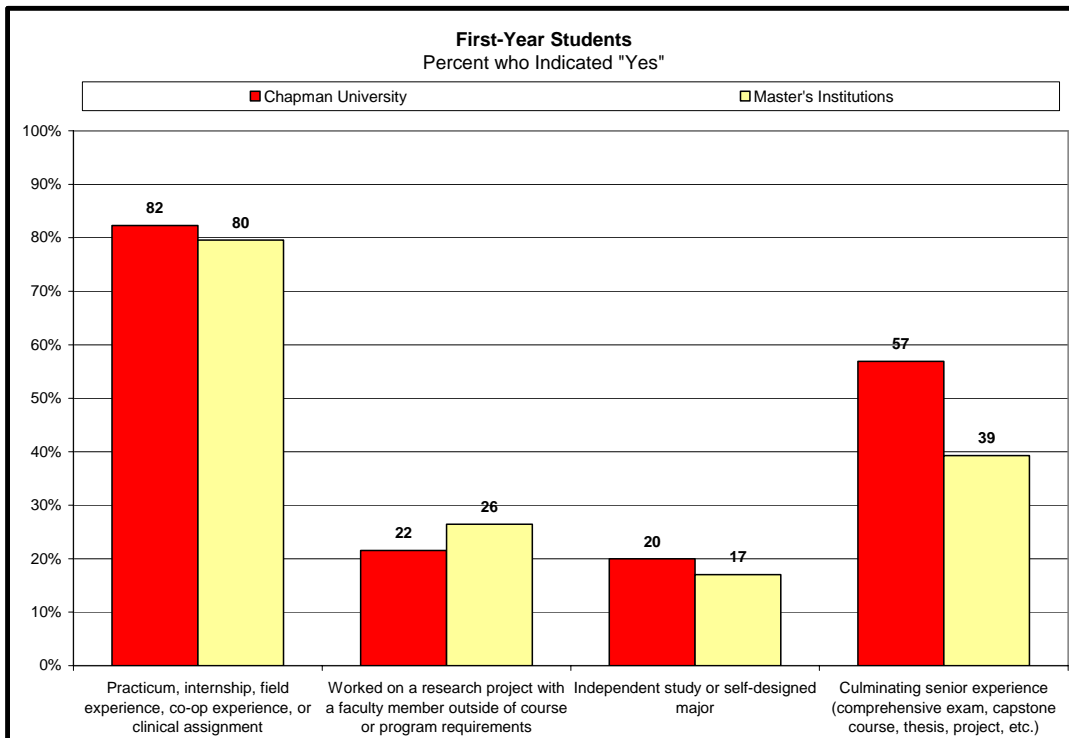
### Personalized Education

Using a 4-point scale from "very often" to "never", students were asked: *"In your experience at your institution during the current school year, about how often have you done each of the following?"*

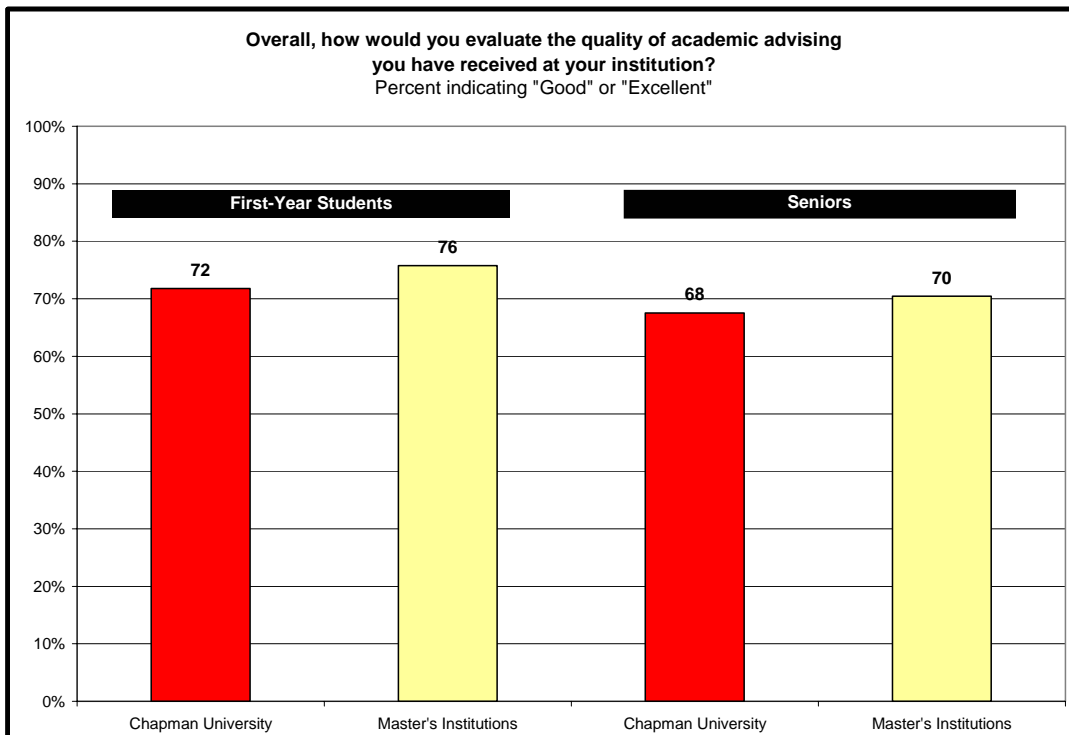
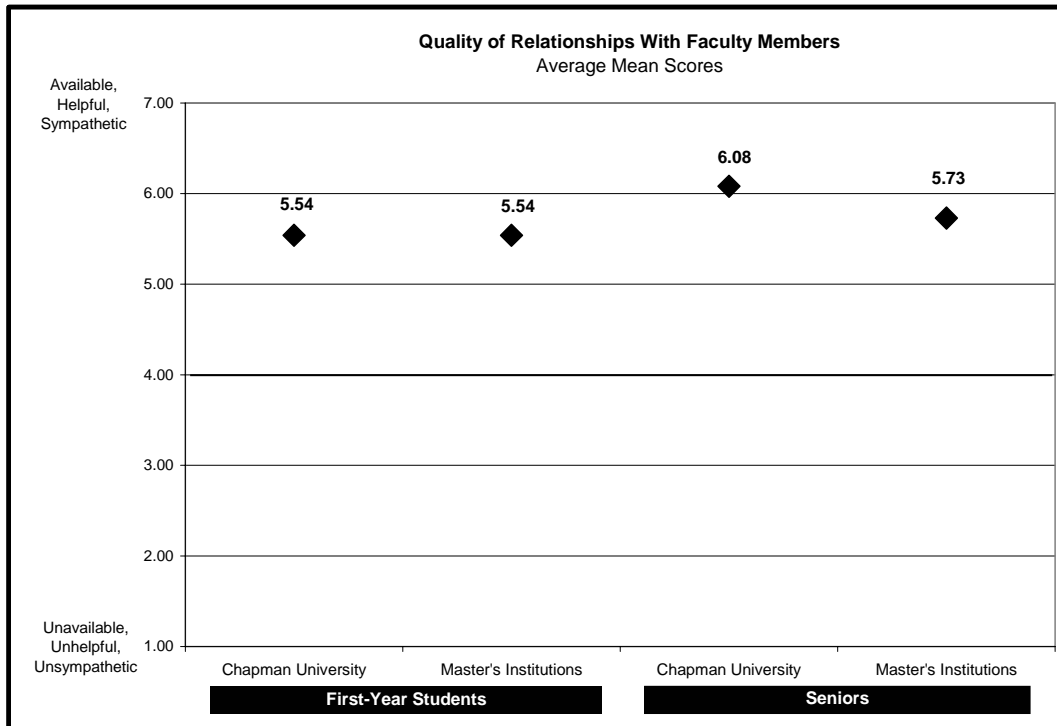




NSSE participants were asked to respond to the following question: *Which of the following have you done or do you plan to do before you graduate from your institution?* Students were given a choice of “yes,” “no,” or “undecided.”



Using bi-polar, descriptive adjectives, students were asked to indicate the extent to which they quality of their relationships with faculty members at their institution could be described as “available, helpful, sympathetic,” or “unavailable, unhelpful, or unsympathetic.”

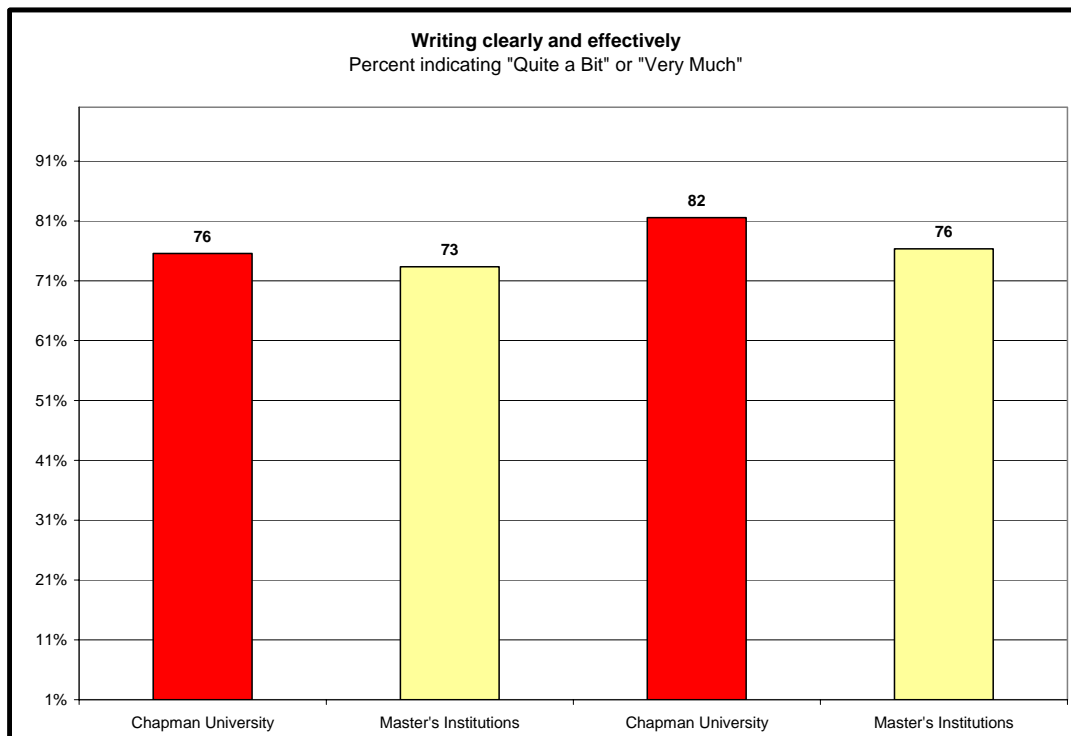


## Writing

Students were asked how much reading and writing they had done during the current school year.

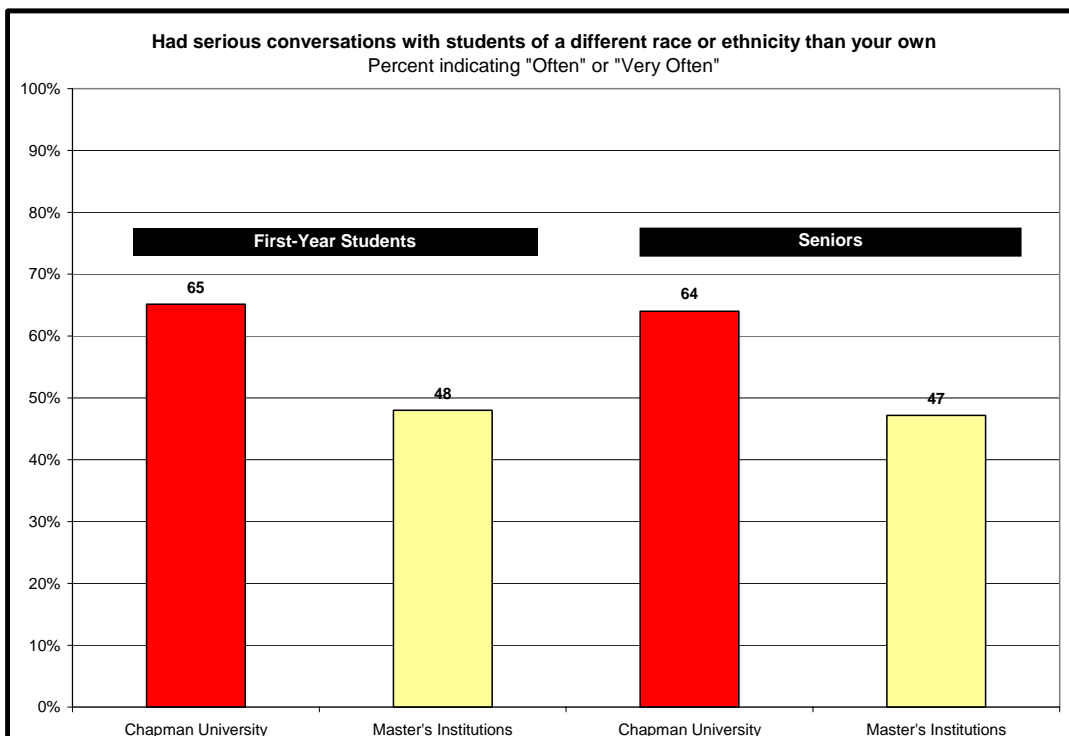
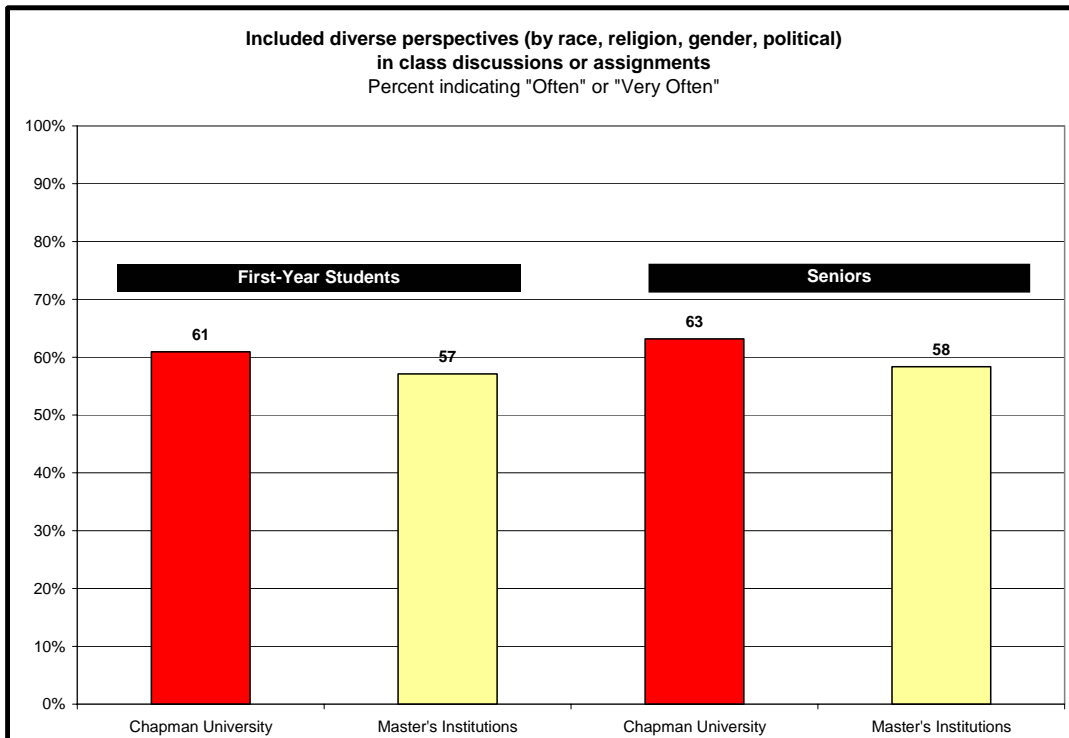
		First-Year Students		Seniors	
		Chapman University %	Master's Institutions %	Chapman University %	Master's Institutions %
<b>During the current school year, about how much reading and writing have you done?</b>					
Number of written papers or reports of 20 pages or more	None	75	82	38	49
	Between 1-4	17	13	43	41
	Between 5-10	3	3	13	6
	Between 11-20	3	1	4	2
	More than 20	2	1	3	1
	Total	100%	100%	100%	100%
Number of written papers or reports between 5 and 19 pages	None	0	13	6	9
	Between 1-4	37	49	27	42
	Between 5-10	44	27	35	31
	Between 11-20	16	9	22	14
	More than 20	2	3	11	5
	Total	100%	100%	100%	100%
Number of written papers or reports of fewer than 5 pages	None	0	3	4	7
	Between 1-4	19	23	24	30
	Between 5-10	37	32	17	26
	Between 11-20	27	26	30	20
	More than 20	17	17	25	17
	Total	100%	100%	100%	100%

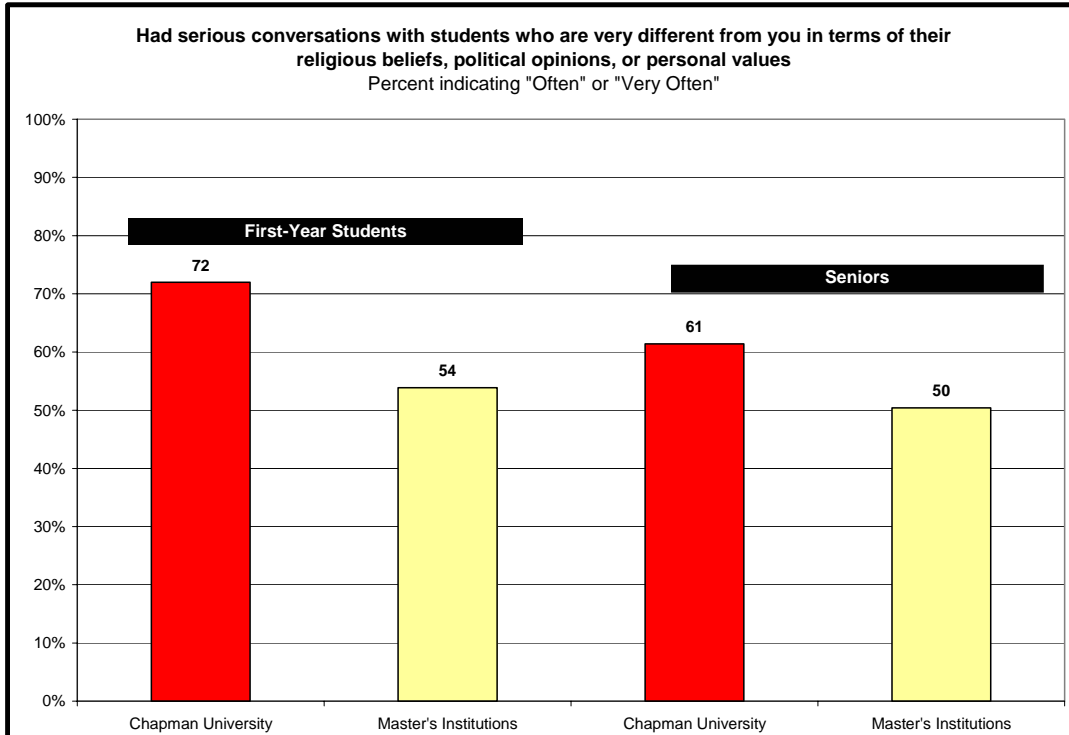
Students were provided with a list of skills and abilities and asked: *To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?*



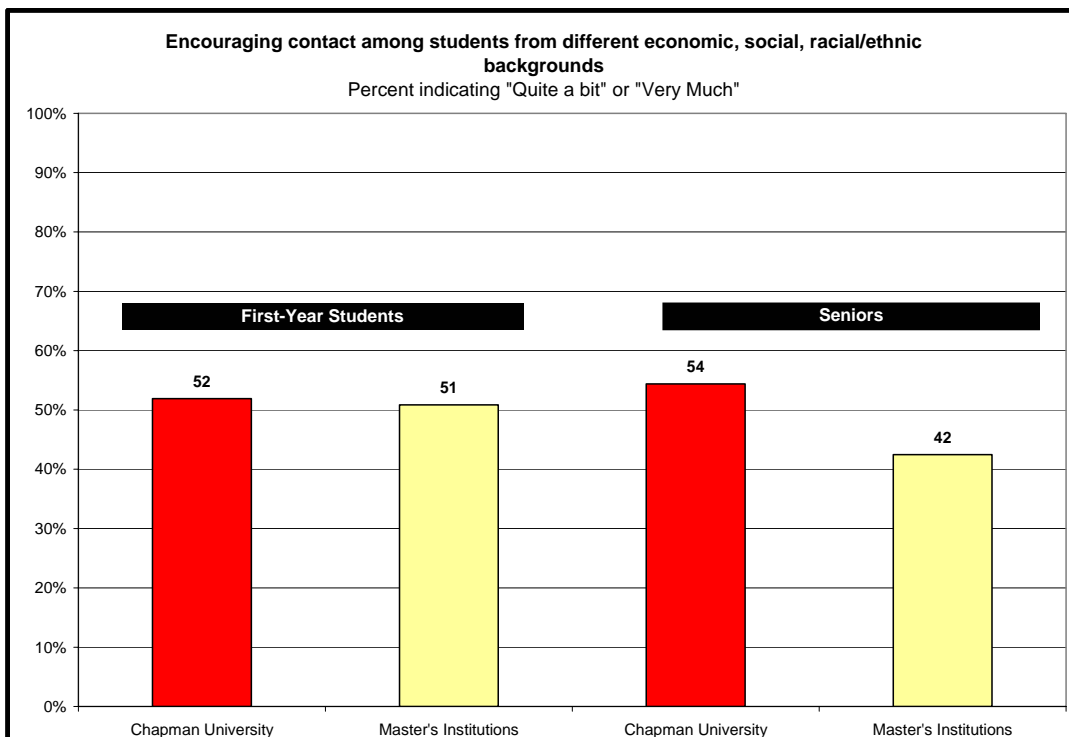
## Diversity

Using a 4-point scale from “very often” to “never”, students were asked: *“In your experience at your institution during the current school year, about how often have you done each of the following?”*





Using a 4-point scale from “very much” to “very little”, students were asked: *To what extent does your institution emphasize each of the following?*





Using a 4-point scale from “very much” to “very little”, students were asked: *To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?*

