

STUDENT ENGAGEMENT SURVEY RESULTS

California State University, Fresno

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National Survey
of Student Engagement

Program Overview

- ◆ What do we know about student engagement on our campus?
- ◆ Selected data from the [2005 NSSE survey](#) (approximately 650 first time students and 630 seniors).
- ◆ Benchmark Comparisons on measures of effective educational practice
- ◆ CAAP Reading Test

What *Really* Matters in College Student Engagement



The research is unequivocal-

Impact of college is largely determined by individual effort.

Students are not passive recipients of institutional efforts to “educate” or “change” them.

Important to focus on ways in which an institution can shape its academic, interpersonal, and extracurricular offerings to encourage student engagement.

Pascarella & Terenzini. (2005). How college affects students: A third decade of research

What Do We Know about College Student Engagement?

What percentage of our students participate in community service or volunteer work?

First-Year

More than **50%**

Senior

More than **57%**

What Do We Know about College Student Engagement?

What percentage of our students participate in co-curricular activities?

First-Year

47%

Senior

41%

What Do We Know about College Student Engagement?

What percentage of our students worked with classmates outside of class to complete class assignments?

First-Year

84%

Senior

92%

What Do We Know about College Student Engagement?

What percentage of Fresno State students used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment?

First-Year

81%

Senior

89%

What Do We Know about College Student Engagement?

What percentage of our students talked about career plans with a faculty member or advisor?

First-Year

67%

Senior

81%

What Do We Know about College Student Engagement?

What percentage of our students spend more than 10 (20) hours per week preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)?

First-Year
40% (12%)

Senior
49% (16%)

What Do We Know about College Student Engagement?

How many hours per week do students spend “using library resources in person”?

First-Year

Zero - **35%**

More than 10 - **6%**

Senior

Zero - **36%**

More than 10 - **7%**

What Do We Know about College Student Engagement?

What percentage of our students work off campus more than 10 hours per week for pay?

First-Year

42%

Senior

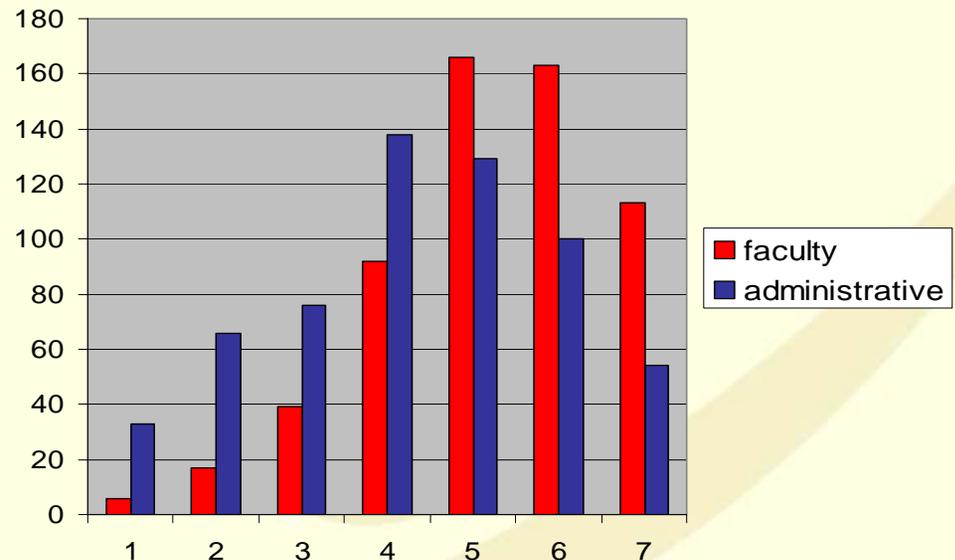
52%

NSSE 2005 Fresno State Results

- Thinking about your overall experience at this institution, how would you rate the quality of relationships with faculty and administrative personnel and offices (Seniors only)?

- For **faculty**, 1 is unavailable, unhelpful, unsympathetic and 7 is available, helpful, sympathetic)

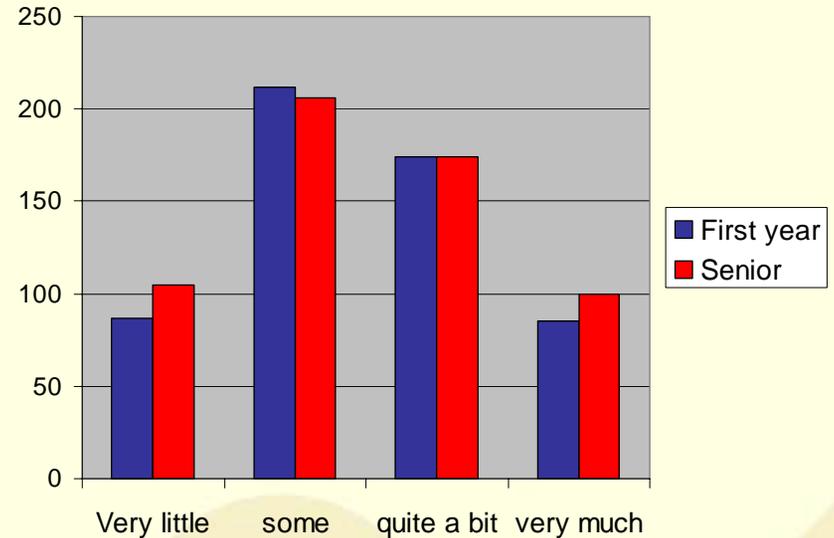
- For **staff**, 1 is Unhelpful, inconsiderate, rigid; 7 is helpful, considerate, flexible.



NSSE 2005

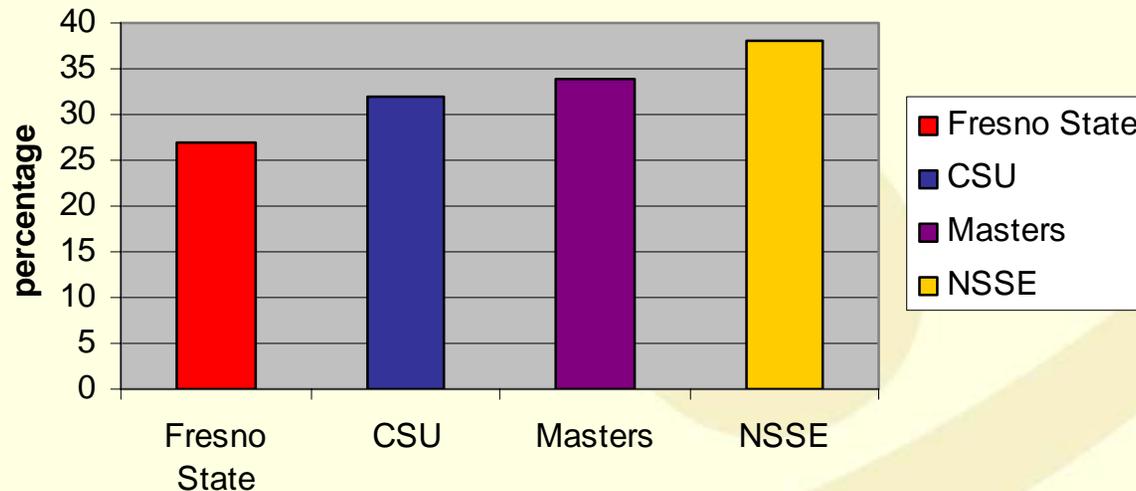
Fresno State Results

- Thinking about your overall experience at this institution, to what extent does the university encourage contact between students from different economic, social, and racial or ethnic backgrounds?



Carnegie Group Comparison with Fresno State Results

- ◆ In thinking about your undergraduate program as a whole, including your major, have you done a culminating senior experience (e.g., senior comprehensive exam, capstone course, thesis or project)?



NSSE 2005 Promising Findings

- ◆ Most students (82%) would attend Fresno State if they could start over again, and 80% say they had a good or excellent educational experience

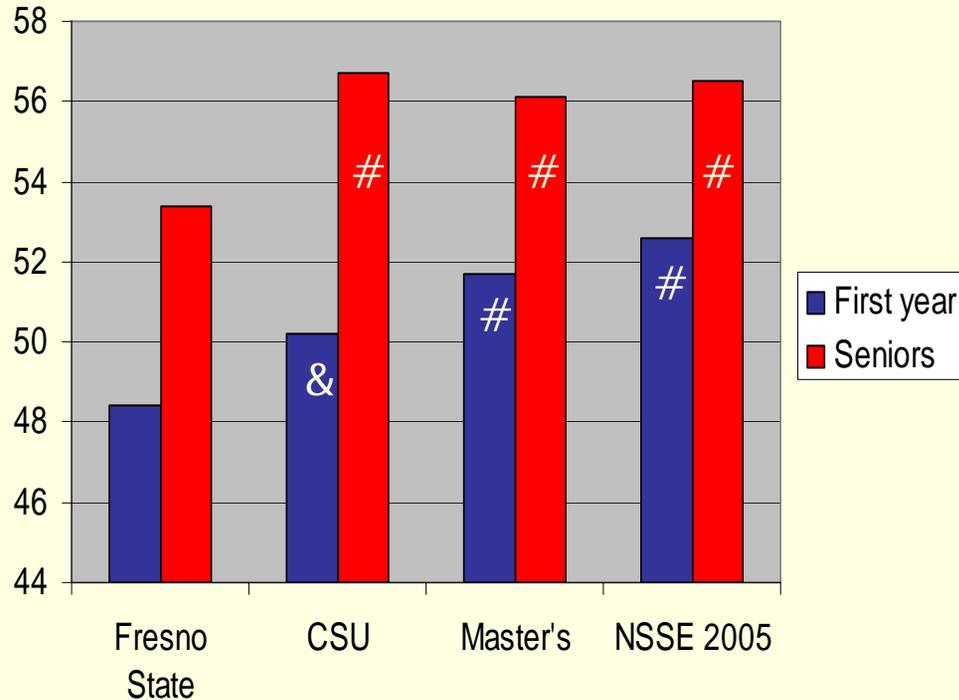


Effective Educational Practices

- ◆ NSSE used clusters of questions to measure:
 - ◆ Level of academic challenge
 - ◆ Active and collaborative learning
 - ◆ Student-Faculty interaction
 - ◆ Enriching educational experiences
 - ◆ Supportive campus environment

Benchmark Mean Comparisons

Level of Academic Challenge

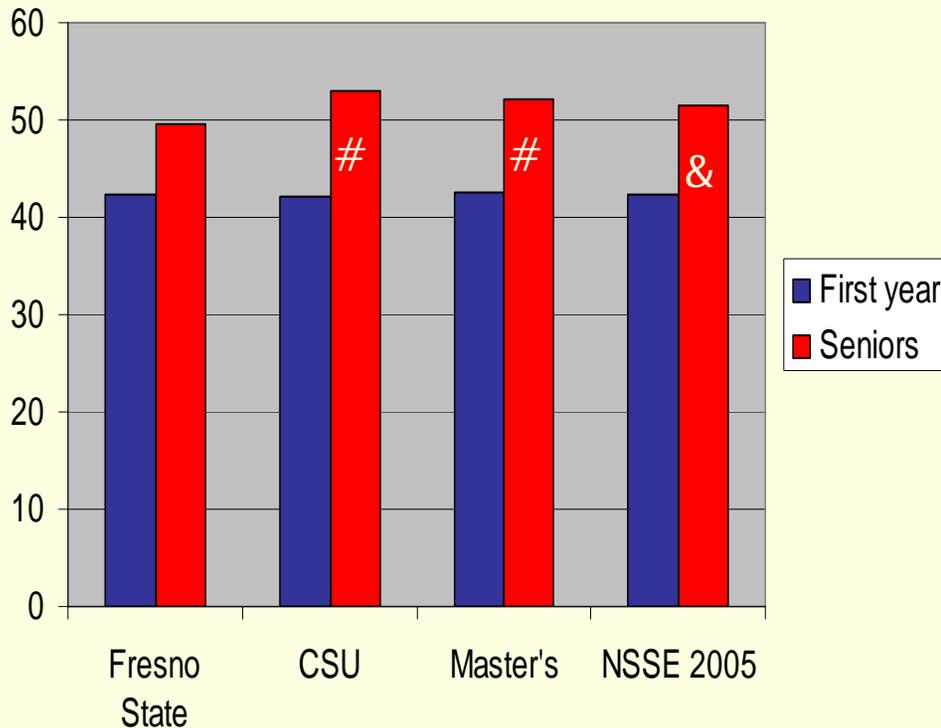


* $P < .05$, & $P < .01$, # $P < .001$

- ◆ Number of assigned readings
- ◆ Number of assigned papers
- ◆ Coursework emphasizing analysis, synthesis, judgement, application of theory
- ◆ Campus environment emphasizing study
- ◆ Preparing for class

Benchmark Mean Comparisons

Active and Collaborative Learning

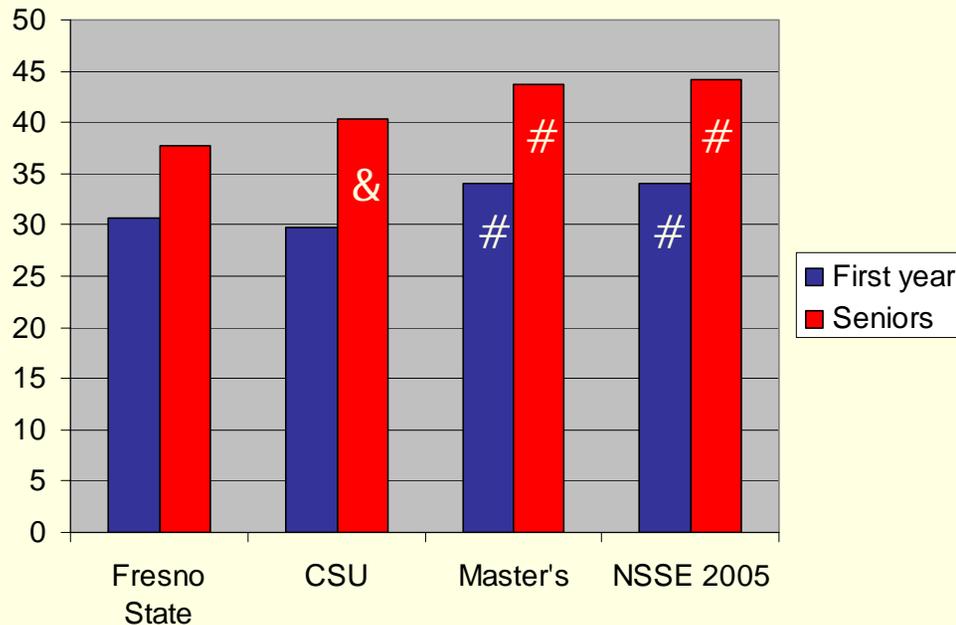


* $P < .05$, & $P < .01$, # $P < .001$

- ◆ Asked questions in class
- ◆ Contributed to discussion
- ◆ Worked with other students
- ◆ Tutored or taught others
- ◆ Service learning

Benchmark Mean Comparisons

Student Faculty Interaction

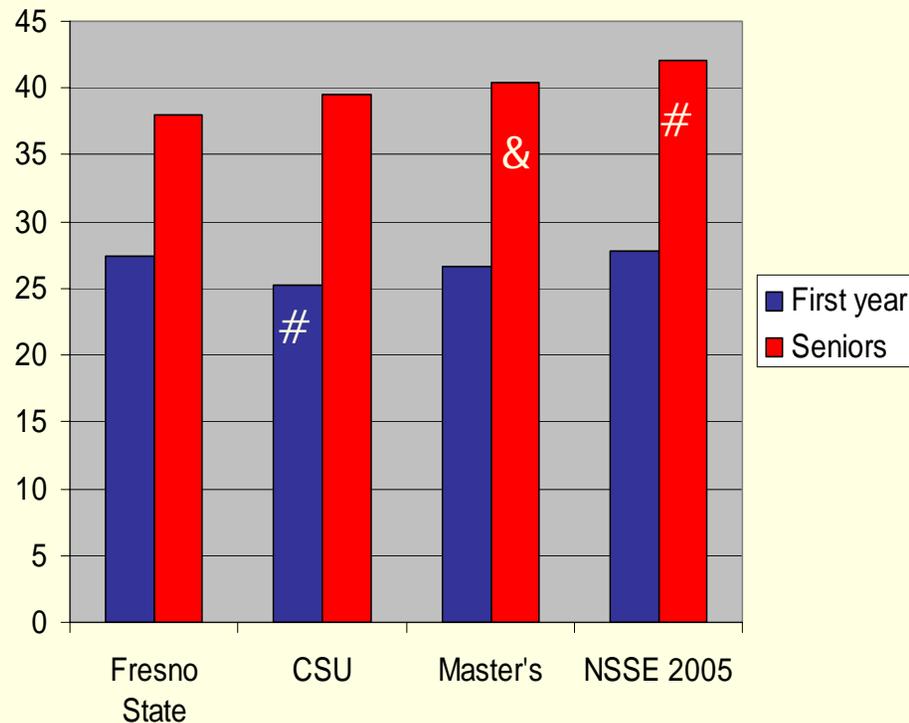


* P < .05, & P < .01, # P < .001

- ◆ Discussed grades, assignments or career plans
- ◆ Discussed ideas from readings outside of class
- ◆ Worked on activities other than coursework
- ◆ Prompt feedback on performance

Benchmark Mean Comparisons

Enriching Educational Experiences

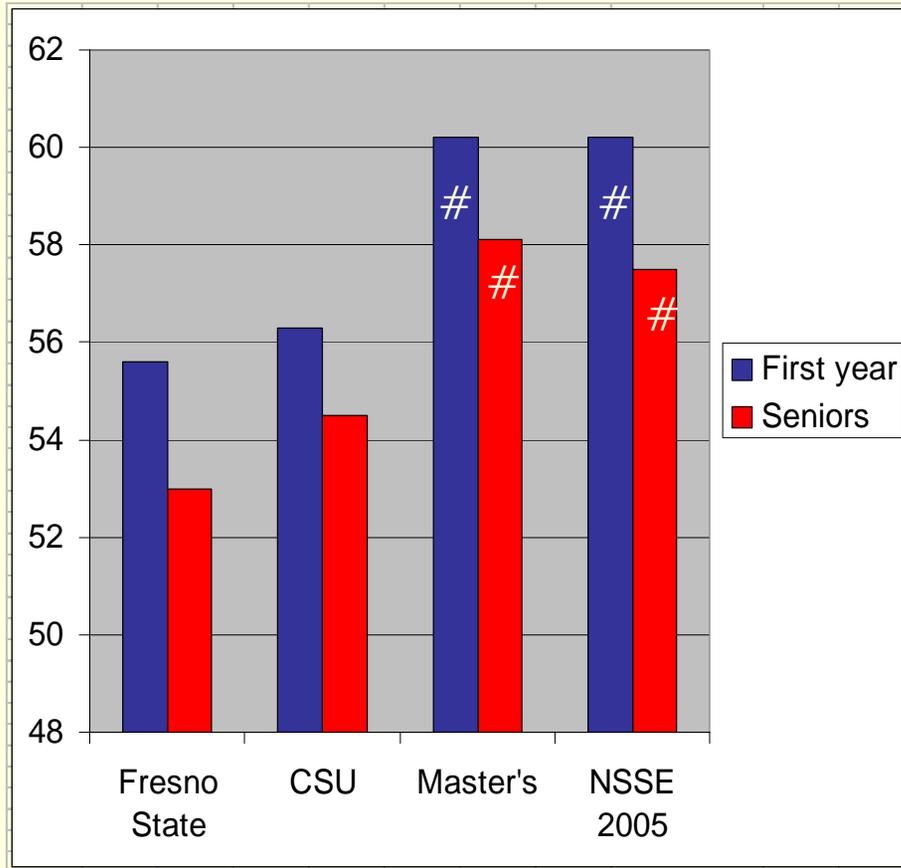


* $P < .05$, & $P < .01$, # $P < .001$

- ◆ Co-curricular activities
- ◆ Community Service
- ◆ Internship, field experiences, etc
- ◆ Study abroad
- ◆ Independent study
- ◆ Serious conversations with students of different ethnicity
- ◆ Electronic discussions
- ◆ Learning community

Benchmark Mean Comparisons

Supportive Campus Environment



* $P < .05$, & $P < .01$, # $P < .001$

- ◆ Academic support
- ◆ Help to cope with non-academic responsibilities
- ◆ Quality of relationships with others-faculty, staff and students
- ◆ Social opportunities

Effective Educational Practices Comparisons

- ◆ When compared to the top 10% and the top 50% of institutions in the NSSE survey on these benchmarks, California State University, Fresno results are significantly lower for all clusters at both the first-year and senior level.

Additional Insights-CAAP

- ◆ Nationally normed reading test
 - ◆ 695 students spring 2005
- ◆ Close to national average (slightly below)
- ◆ Significant differences between
 - ◆ Transfer students (+) and those who started at Fresno State
 - ◆ Students in non-professional (+) and professional majors
 - ◆ Females (+) and males
- ◆ No significant difference
 - ◆ With increased number of units

Follow-up on CAAP Reading

- ◆ Attention to those entering as freshmen
 - ◆ University One, Learning Resource Center and Reading Faculty
- ◆ Attention to students declaring majors in professional areas of study
 - ◆ Business and Agricultural Sciences and Technology collaborating in follow-up this year
- ◆ Attention to pedagogical practices that can improve student reading skills
 - ◆ TLT and Reading Faculty working together

How Do I Find Out More?

Results and Analysis will be posted to the IRAP Website www.csufresno.edu/ir

E-mail [**cleimer@csufresno.edu**](mailto:cleimer@csufresno.edu)

