



# National Survey of Student Engagement Executive Snapshot 2007

Trevecca Nazarene University

Dear Colleague:

This is a summary of some key findings from your institution's performance on the 2007 National Survey of Student Engagement. We hope you can use this information to stimulate discussion on your campus about how to improve the quality of the undergraduate experience at Trevecca Nazarene University.

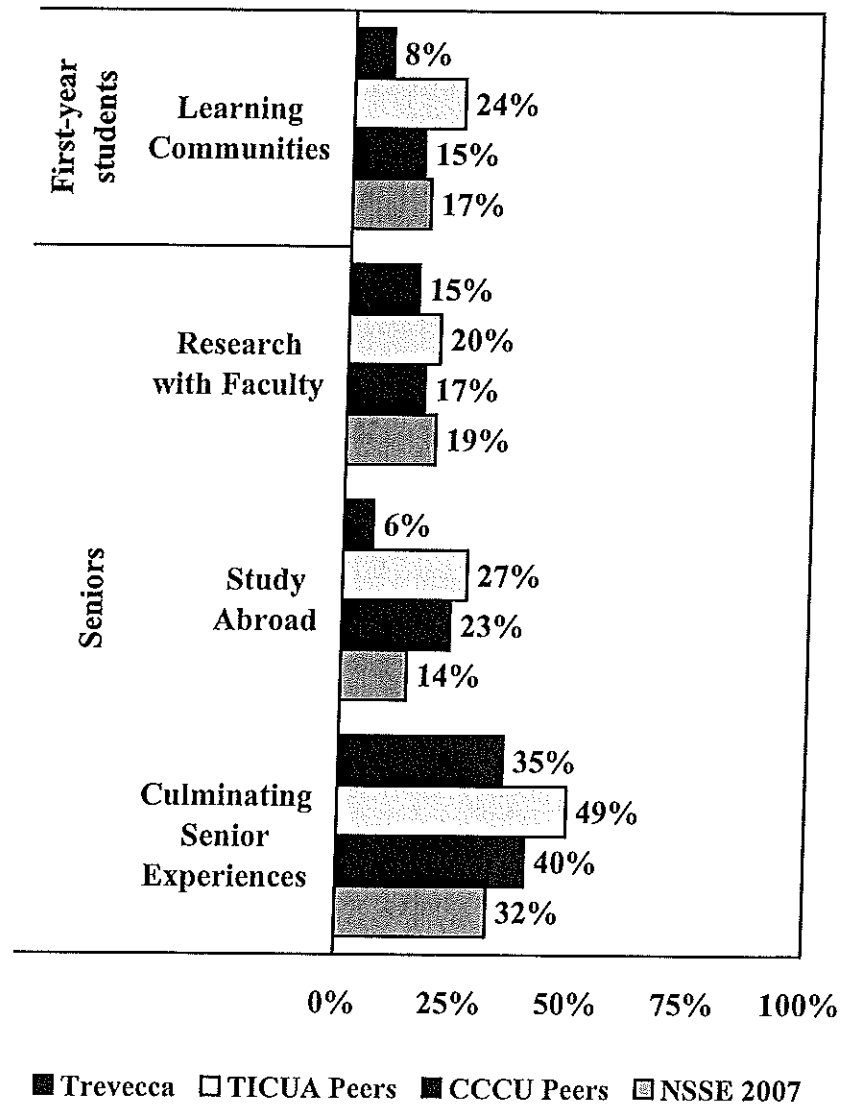
Sincerely,  
George D. Kuh  
Chancellor's Professor and Director

## Percent of Students Who Participated in High-Impact Educational Practices at Trevecca Nazarene University and Selected Peer Institutions

A common question from NSSE users is, "What is the one thing we should do to increase student engagement and success on our campus?" Our answer: Make it possible for every student to participate in at least two high impact activities, one in the first year, and one later related to their major field.

High-impact activities place students in circumstances that essentially demand they interact with faculty and peers about substantive matters. Left to their own devices, many students and faculty members may not do these things. Educationally effective institutions recognize this and create incentives to induce purposeful behavior towards these ends.

Research suggests that promising options for new students are first-year seminars, learning communities, and service learning. In the later years of college, research with faculty, study abroad, internships, and a culminating senior experience serve this purpose. The adjacent figure shows the percent of your students who had some of these experiences compared to students at institutions in your selected peer groups.



Note: The institutions in each of your selected peer groups, as well as the criteria used to define these groups is provided in your NSSE 2007 Selected Peer Groups report.



### NSSE 2007 Question Comparisons

By examining individual questions, you can better understand what contributes to your institution's overall performance. The following two sections feature the five questions where your first-year and senior students scored the highest and the five questions where they scored the lowest, *in relation to students at your first selected peer/consortium group.*

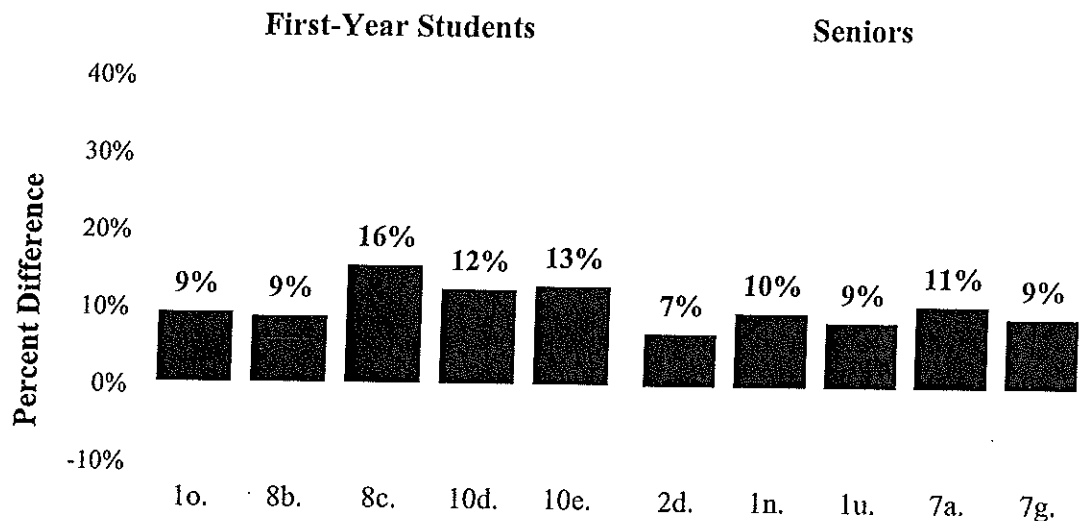
While these questions were chosen to represent the largest percentage differences (in actual percentage points), they may not be the most important to your institutional mission or current program or policy goals. We encourage you to review your *NSSE 2007 Institutional Report* for additional results of specific interest to your campus.

#### Highest Performing Areas

#### Comparison Groups

<i>Quest.</i>	<i>Bench.<sup>1</sup></i>	<i>Percent of students who...</i>	<i>Trevecca</i>	<i>TICUA Peers</i>	<i>CCCU Peers</i>	<i>NSSE 2007</i>
<b>First-Year Students</b>						
1o.	SFI	Talked about career plans with a faculty member or advisor <sup>2</sup>	41%	32%	31%	29%
8b.	SCE	Positively rated their relationships with faculty members <sup>3</sup>	92%	83%	83%	72%
8c.	SCE	Positively rated their relationships with admin. personnel and offices <sup>3</sup>	78%	63%	68%	55%
10d.	SCE	Said the institution substantially helps students cope w/ non-acad. matters <sup>4</sup>	51%	39%	45%	33%
10e.	SCE	Said the institution provides substantial support for students' social needs <sup>4</sup>	64%	51%	55%	45%
<b>Seniors</b>						
2d.	LAC	Said courses emphasized making judgments about the value of information <sup>4</sup>	78%	71%	71%	71%
1n.	SFI	Discussed grades or assignments with an instructor <sup>2</sup>	75%	65%	57%	58%
1u.	EEE	Had serious conversations w/ students of another race or ethnicity <sup>2</sup>	61%	52%	47%	53%
7a.	EEE	Did a practicum, internship, field exp., clinical assgmt	79%	68%	58%	53%
7g.	EEE	Did an independent study or self-designed major	34%	25%	23%	17%

The adjacent figure based on the table above displays the questions with the greatest positive percent difference between your students and those in your first selected peer group/consortium. These are areas where your students excel relative to your peers.



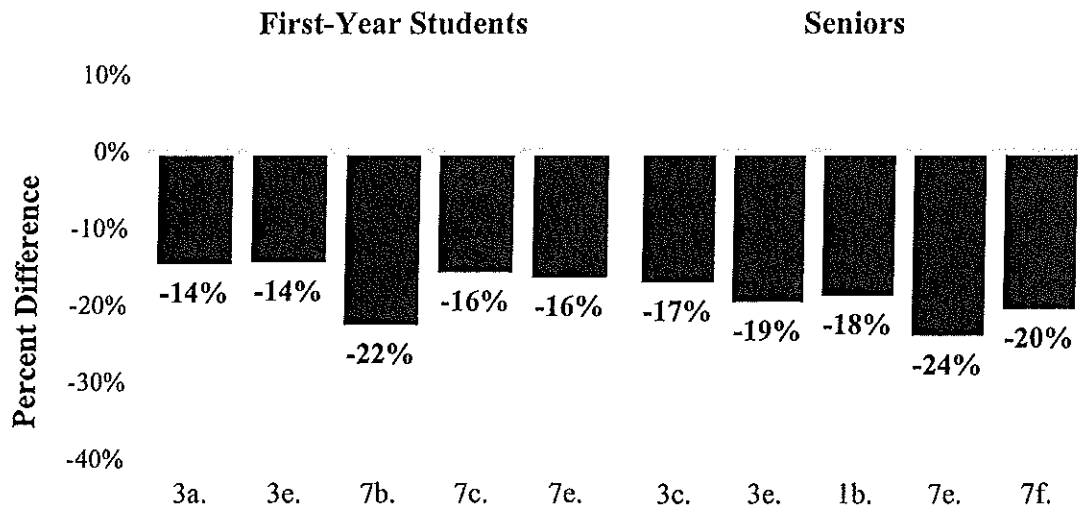


## Lowest Performing Areas

## Comparison Groups

<i>Quest.</i>	<i>Bench. <sup>1</sup></i>	<i>Percent of students who...</i>	<i>Trevecca</i>	<i>TICUA Peers</i>	<i>CCCU Peers</i>	<i>NSSE 2007</i>
<b>First-Year Students</b>						
3a.	LAC	Read more than 10 assigned books or book-length packs of readings	28%	43%	45%	33%
3e.	LAC	Wrote more than 10 papers or reports of fewer than 5 pages	30%	45%	44%	31%
7b.	EEE	Participated in community service or volunteer work	36%	58%	53%	38%
7c.	EEE	Participated in a learning community	8%	24%	15%	17%
7e.	EEE	Completed foreign language coursework	7%	24%	24%	22%
<b>Seniors</b>						
3c.	LAC	Wrote at least one paper or report of 20 pages or more	37%	54%	52%	49%
3e.	LAC	Wrote more than 10 papers or reports of fewer than 5 pages	21%	40%	43%	31%
1b.	ACL	Made a class presentation <sup>2</sup>	47%	66%	64%	59%
7e.	EEE	Completed foreign language coursework	30%	54%	45%	41%
7f.	EEE	Had a study abroad experience	6%	27%	23%	14%

The adjacent figure based on the table above displays the questions with the greatest shortfall between your students and those in your first selected peer group or consortium. These are areas where your students trail your peers.



### Notes

<sup>1</sup> LAC=Level of Academic Challenge; ACL=Active and Collaborative Learning; SFI=Student Faculty Interaction; EEE=Enriching Educational Experiences; SCE=Supportive Campus Environment

<sup>2</sup> Combination of students responding 'very often' or 'often'

<sup>3</sup> Rated at least 5 on a 7-point scale

<sup>4</sup> Combination of students responding 'very much' or 'quite a bit'

## Respondent Characteristics

The adjacent table displays your number of respondents, response rates, and sampling errors. Sampling error (ideally below 5%) is an estimate of the margin by which the true percentage of your students on a given item differs from the reported percentage because not all of your students were surveyed.

	<i>N</i>	<i>Resp. Rate</i>	<i>Sampling Error</i>
First-Year Students	100	41%	+/-7.5%
Seniors	79	46%	+/-8.1%



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Benchmarks of Effective Educational Practice

To represent the multi-dimensional nature of student engagement, NSSE developed five indicators of effective educational practice. These "benchmarks" are created from clusters of NSSE questions that best represent these practices.

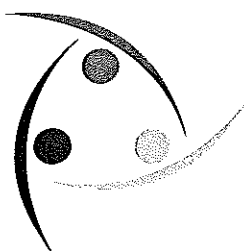
The table below summarizes key benchmark results for your institution and institutions in your selected peer groups. The '+' symbol indicates that your institution's score is statistically higher than the respective comparison group ( $p < .05$ ), the '-' symbol indicates a score statistically lower than the comparison group, and a blank space indicates no significant difference. For detailed results, review your NSSE07 Benchmark Comparisons report.

	Class	Trevecca	Comparison Groups		
			TICUA Peers	CCCU Peers	NSSE 2007
<b>Level of Academic Challenge (LAC)</b>					
<i>How challenging is your institution's intellectual and creative work?</i>	First-Year	51	-		
	Senior	53	-	-	
<b>Active and Collaborative Learning (ACL)</b>					
<i>Are your students intensely involved in their education?</i>	First-Year	43			
	Senior	50			
<b>Student-Faculty Interaction (SFI)</b>					
<i>Do your students work with faculty members inside and outside the classroom?</i>	First-Year	36			
	Senior	48		+	+
<b>Enriching Educational Experiences (EEE)</b>					
<i>Do your students take advantage of complementary learning opportunities?</i>	First-Year	25	-	-	-
	Senior	44	-		+
<b>Supportive Campus Environment (SCE)</b>					
<i>Do your students feel the college is committed to their success?</i>	First-Year	73	+	+	+
	Senior	64			+

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For More Information

A comprehensive summary of all of your results is contained in the NSSE 2007 Institutional Report we sent in August to Donna Tudor, Office of Institutional Research. Reports used in this Executive Snapshot: NSSE 2007 Mean Comparisons, Frequency Distributions, Benchmark Comparisons, and Respondent Characteristics.



National Survey of Student Engagement

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