



Institutional Planning, Research, and Assessment  
August 25, 2011

## **Executive Summary**

### **2011 National Survey of Student Engagement**

The National Survey of Student Engagement (NSSE) collects data from random samples of first-year and senior students about the nature of their undergraduate experience. The survey is designed to evaluate the extent to which students engage in effective educational practices empirically linked with learning, personal development, and other desired outcomes, including student satisfaction, persistence, and graduation.

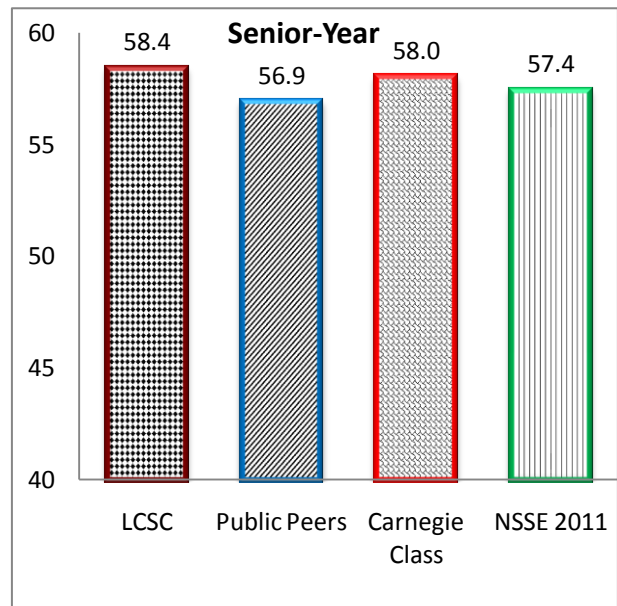
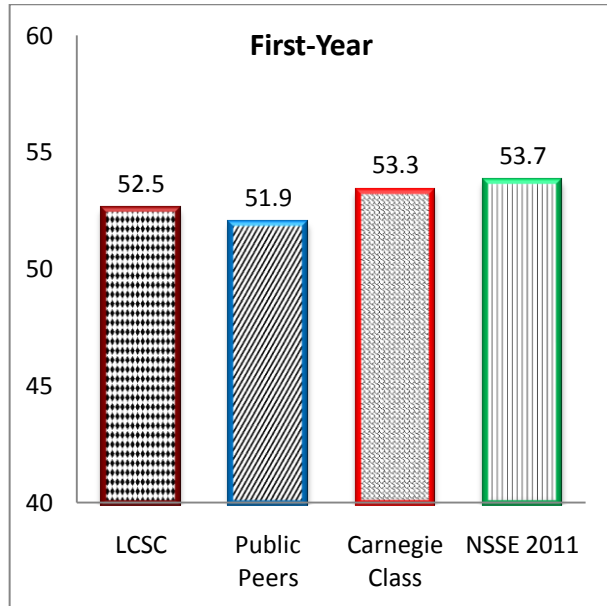
In spring 2011, a total of 936 LCSC first-year (647) and senior (289) students were randomly selected to participate in the web administrated NSSE; Forty-three percent (43%) of students completed the survey. The survey respondents were quite representative of student population in ethnicity while female students had a higher response rate (48%) than male students (37%).

NSSE created five clusters of related items on the survey, expressed in 100-point scales, as the National Benchmarks of Effective Educational Practice. The five benchmarks (Level of Academic Challenge, Active and Collaborative Learning, Student-Faculty Relations, Enriching Educational Experiences, and Supportive Campus Environment) are the standardized indicators of student engagement.

This report, prepared by the Office of Institutional Planning, Research, and Assessment, provides highlights of the survey results, includes Benchmark and survey item level data, and students' overall evaluation. This report also provides comparison of mean scores in each item for LCSC with selected Public Peers, Carnegie Class, and all NSSE 2011 participating U.S. institutions\*.

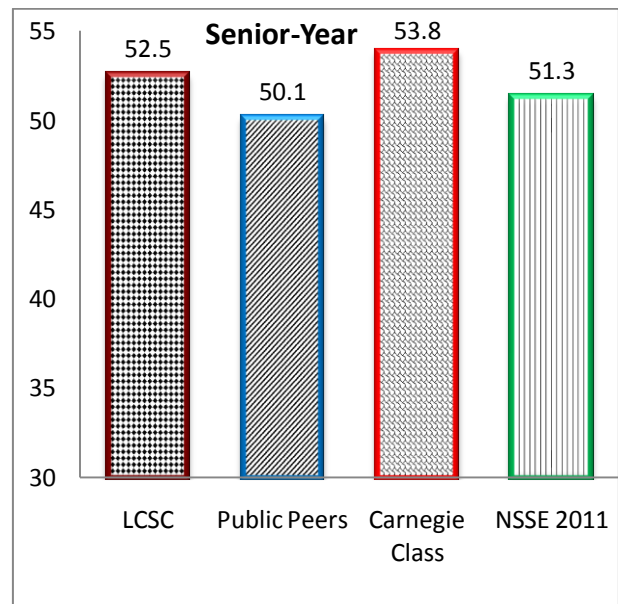
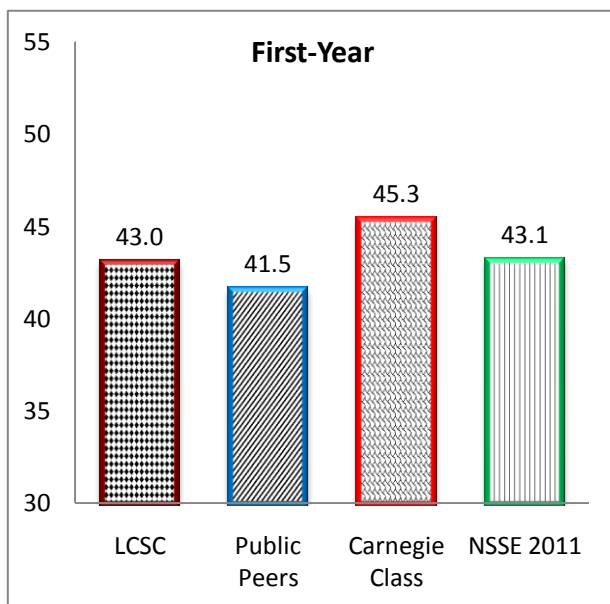
Overall, students are very satisfied with their educational experience. About 88 percent of first year students and seniors rated their overall educational experience at LCSC as good or excellent. Seniors (45%) are more likely than freshmen (31%) to rate their overall experience as excellent. When asked whether they would choose the same institution if they could start over again, nearly 86% of first year students and seniors report that they probably or definitely would choose LCSC again. Roughly 81% of seniors and freshmen rate advising as good or excellent.

## Level of Academic Challenge



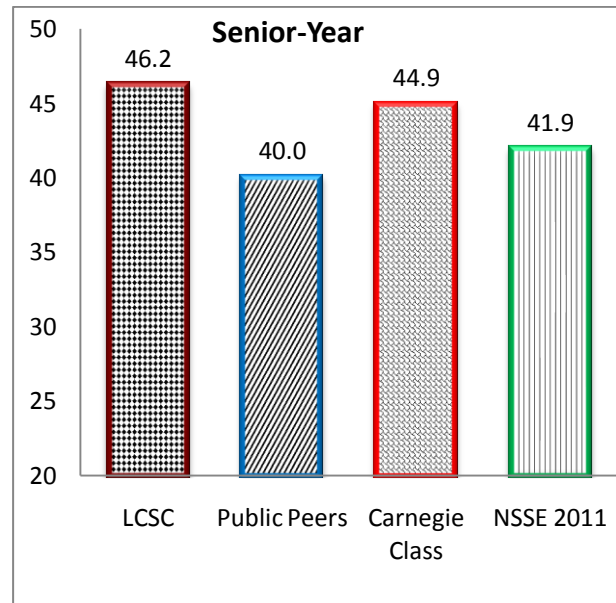
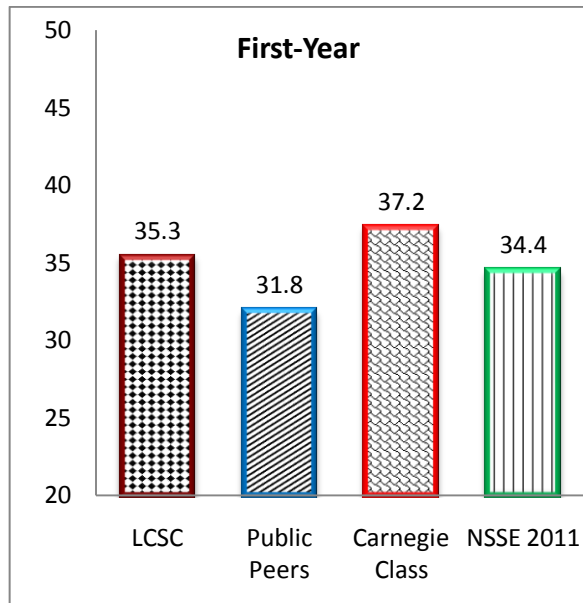
**Level of Academic Challenge:** the extent to which expectations and academic work challenge students to learn. The LCSC's first year students scored higher than the public peers but lower than Carnegie peers and NSSE institutions. The senior student scored higher than all peers and NSSE populations.

## Active and Collaborative Learning



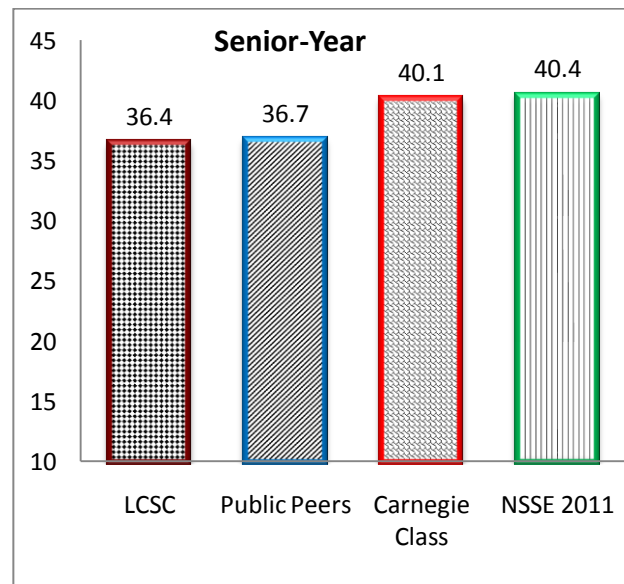
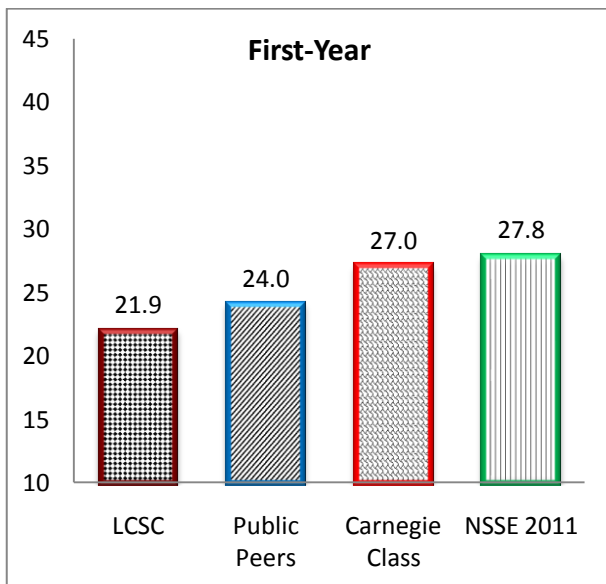
**Active and Collaborative learning:** students' efforts to actively construct knowledge. The LCSC first year and senior student scored higher than public peers and NSSE institutions, but lower than Carnegie peers.

## Student-Faculty Interaction



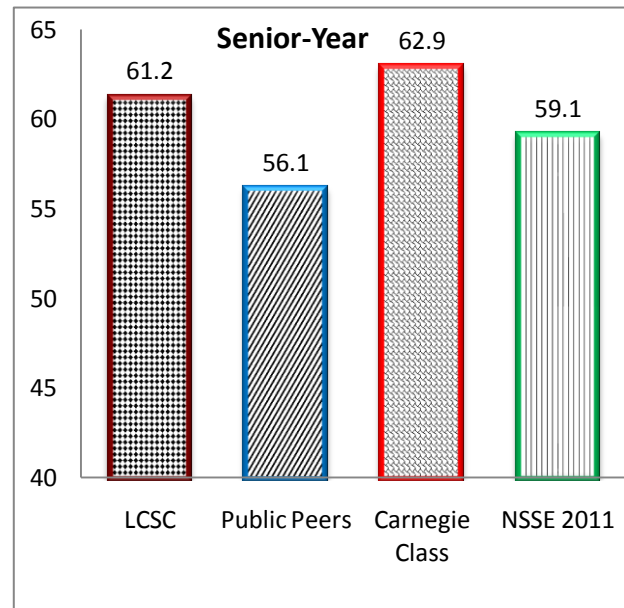
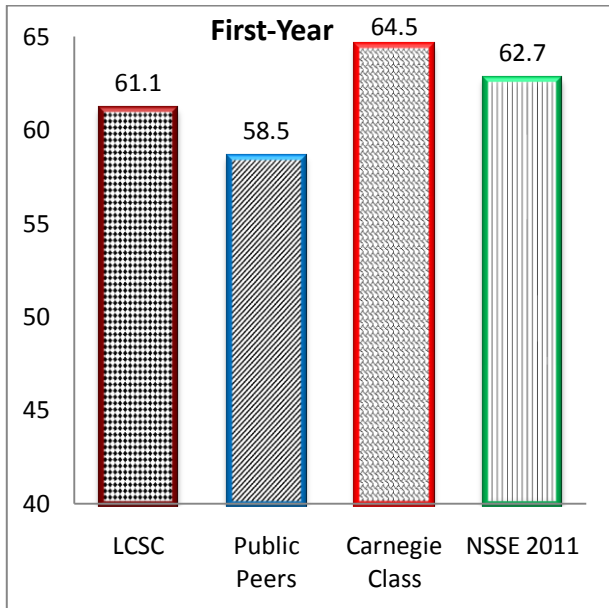
**Student-Faculty Interaction:** level and nature of students' contact and Interaction with faculty. LCSC first year student scored higher than public peers and NSSE population, but lower than that of Carnegie class. The LCSC senior students scored higher than their peer institutions.

## Enrichment Educational Experience



**Enriching Education Experience:** Students' participation in activities that broaden their experience and knowledge. The LCSC students show growth between their first and senior years, but the mean scores are lower than our peers.

## Supportive Campus Environment



**Supportive Campus Environment:** students' perceptions about the institution's commitment to their success and cultivation of positive relationships among different groups on campus. The LCSC mean score for this education benchmark slightly increased while it declined between the first-year and senior year for most of other institutions.

### Benchmark Comparison:

Benchmark	Class	LCSC	Public Peers	Carnegie Class	NSSE
Level of Academic Challenge	First-Year	52.5	51.9	53.3	53.7
	Senior	58.4	56.9	58.0	57.4
Active and Collaborative Learning	First-Year	43.0	41.5	45.3	43.1
	Senior	52.5	50.1	53.8	51.3
Student-Faculty Interactions	First-Year	35.3	31.8	37.2	34.4
	Senior	46.2	40.0	44.9	41.9
Enriching Educational Experience	First-Year	21.9	24.0	27.0	27.8
	Senior	36.4	36.7	40.1	40.4
Supportive Campus Environment	First-Year	61.1	58.5	64.5	62.7
	Senior	61.2	56.1	62.9	59.1

- LCSC first-year students scored higher than selected peers in four of the five benchmarks in 2011.
- LCSC seniors scored higher than NSSE institutions in four of the five benchmarks in 2011.

\* (1) *Selected Public Peers* are the following schools: Colorado School of Mines, Dickinson State University, Dixie State College of Utah, Idaho State University, Indiana University East, Missouri Southern State University, Missouri Western State University, Montana State University- Billings, Montana State University-Bozeman, Montana State University-Northern, University of Colorado, Colorado Springs, University of Idaho, University of Maine at Farmington, University of Utah, Utah Valley University, Weber State University, Western State College of Colorado

(2) *Carnegie Class*: LCSC is classified as a Baccalaureate Diverse institution by the Carnegie Foundation. A description of the classification criteria can be found at : <http://classifications.carnegiefoundation.org/descriptions/> . The comparison group used by NSSE was comprised of 126 Baccalaureate Diverse U.S. and U.S. territorial institutions.

(3) *NSSE 2011 participating U.S. institutions*: A list of all participating institutions can be found at:

[http://nsse.iub.edu/html/participants.cfm?all\\_any=any&include\\_surveys=NSSE&min\\_year=2011&max\\_year=2011&state=AL&state=AK&state=AZ&state=AR&state=CA&state=CO&state=CT&state=DE&state=DC&state=FL&state=GA&state=GU&state=HI&state=ID&state=IL&state=IN&state=IA&state=KS&state=KY&state=LA&state=ME&state=MD&state=MA&state=MI&state=MN&state=MS&state=MO&state=MT&state=NE&state=NV&state=NH&state=NJ&state=NM&state=NY&state=NC&state=ND&state=OH&state=OK&state=OR&state=PA&state=PR&state=RI&state=SC&state=SD&state=TN&state=TX&state=UT&state=VT&state=VA&state=VI&state=WV&state=WV&state=WI&state=WY&name\\_keyword=&governance=&orderby=State&aButton=Collect+Results&action=Collect+Results](http://nsse.iub.edu/html/participants.cfm?all_any=any&include_surveys=NSSE&min_year=2011&max_year=2011&state=AL&state=AK&state=AZ&state=AR&state=CA&state=CO&state=CT&state=DE&state=DC&state=FL&state=GA&state=GU&state=HI&state=ID&state=IL&state=IN&state=IA&state=KS&state=KY&state=LA&state=ME&state=MD&state=MA&state=MI&state=MN&state=MS&state=MO&state=MT&state=NE&state=NV&state=NH&state=NJ&state=NM&state=NY&state=NC&state=ND&state=OH&state=OK&state=OR&state=PA&state=PR&state=RI&state=SC&state=SD&state=TN&state=TX&state=UT&state=VT&state=VA&state=VI&state=WV&state=WV&state=WI&state=WY&name_keyword=&governance=&orderby=State&aButton=Collect+Results&action=Collect+Results)