

Senior Responses on 2010 National Survey of Student Engagement (NSSE)

Andrews University has adopted the NSSE as one of several measures of quality. The NSSE measures two specific aspects of quality in the college experience: the amount of time and effort students put into various educational activities, and the emphasis the institution places on learning activities that research has shown are associated with higher levels of student learning. In spring of 2010, all seniors at Andrews University were invited to take the NSSE. One hundred and seventy-two (35%) responded. Highlights of their responses about things we care about are shown below.

Academics

- 70% reported learning something that changed the way they understand an issue or concept during that year often or very often during that year
- 69% reported that they had tried to better understand someone else's views by imagining how an issue looks from his or her perspective often or very often during that year
- 63% said they had examined the strengths and weaknesses of their own views on a topic or issue often or very often during that year

- 76% said they have already done or planned to do a practicum, internship, field experience, co-op experience, or clinical assignment before graduation
- 65% said they had already done or planned to do some sort of culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.) prior to graduation
- 36% said they have already done or planned to do a research project with a faculty member outside of course or program requirements before graduation

- 71% said their experience at Andrews contributed to their ability to work effectively with others quite a bit or very much
- 79% said their experience at Andrews contributed to their ability to think critically and analytically quite a bit or very much
- 79% said their experience at Andrews contributed to their acquisition of a broad general education quite a bit or very much

Values and Spirituality

- 69% said their experience at Andrews contributed to their development of a personal code of values and ethics quite a bit or very much
- 72% said their experience at Andrews contributed to their development of a deepened sense of spirituality quite a bit or very much
- 71% said they participated in activities to enhance their spirituality (worship, meditation, prayer, etc.) often or very often during that school year

Service

- 60% said their experience at Andrews contributed to their knowledge, skills, and personal development in contributing to the welfare of their community quite a bit or very much
- 78% had already done community service or volunteer work while at Andrews University, and an additional 14% planned to prior to graduation

Culture and Diversity

- 65% said that Andrews emphasized attendance at campus events and activities (special speakers, cultural performances, athletic events, etc.) quite a bit or very much
- 81% had attended an art exhibit, play, dance, music, theater or other performance at least sometimes during that school year
- 72% said that diverse perspectives (different races, religions, genders, political beliefs, etc.) were included in class discussions or writing assignments often or very often
- 71% said that their experience at Andrews contributed to their understanding of people of other racial and ethnic backgrounds quite a bit or very much
- 33% said they had either studied abroad or planned to study abroad before graduation

Student Satisfaction

- 85% evaluated their entire educational experience at Andrews as good or excellent

Characteristics of Respondents

- 68% female
- 32% living on campus
- 39% transfer students
- 36% 24 years or older
- 19% international students
- Ethnicity:
 - 42% White
 - 19% Black/African American
 - 15% Asian/Asian American/Pacific Islander
 - 10% Hispanic/Latino