New York City College of Technology

Fall 2004

Table of Contents

	Page
• Introduction	3
• Methodology	3
• Key Findings	4
• Overall Satisfaction	11
• Academic/Intellectual Experience & Additional Collegiate Experience	16
• Enriching Educational Experiences	23
• Educational/Personal Growth & Mental Activities	25
• Institutional Environment	29
• National Comparisons	31
• Respondent Profile	34
• NSSE Items That Address Middle States Standards	36
• Appendix: Survey Instrument	39

Introduction

Introduction

The National Survey of Student Engagement (NSSE) is coordinated through the Center for Postsecondary Research at Indiana University, Bloomington. The NSSE project is cosponsored by The Carnegie Foundation for the Advancement of Teaching and the Pew Forum on Undergraduate Learning.

- NSSE assesses how involved students are in the educational practices that lead to high levels of learning and development. Participating campuses use these data to make institutional decisions about student learning and engagement in the academic process as well as how to make quality improvements in and out of the classroom.
- The NSSE has been conducted annually since 2000. Over 560,000 first-year and senior students participated in the 2004 sample (NSSE 2004 Overview. For detailed information, see http://www.indiana.edu/~nsse/.)

Methodology

Following NSSE protocol, City Tech's Office of Assessment & Institutional Research sent the NSSE research staff a file of all first-time freshmen and seniors registered in fall 2003. From that file the NSSE staff randomly sampled and contacted approximately 700 first-time freshmen (no prior college enrollment) and 700 seniors (94 or more credits earned).

- Of those City Tech students contacted, 189 first-time freshmen and 257 seniors responded. Response rates were adjusted for non-deliverable mailing addresses.
- The responses constitute a 34% response rate overall; there was a 30% and 39% response rate for first-time freshmen and seniors, respectively. For the 2004 NSSE administration, the national response rate for all participating campuses (N=473) was 38%.
- 81% of City Tech respondents completed the paper survey and 19% completed the survey via the website; these proportions are the same for first-time freshmen and senior students.
  - This pattern is the opposite of the national pattern in which the majority – approximately 70% - responded via the web.

Key Findings

Overall Satisfaction

- Overall, 74% of respondents rated their entire educational experience at City Tech as "excellent" or "good." 26% rated it "fair" or "poor."
  - A similar proportion of first-year students and seniors (76% vs. 73%, respectively) rated their entire educational experience at City Tech as "excellent" or "good."
- 69% said they "definitely" or "probably" would attend City Tech if they could start over again.
- 62% of respondents rated the quality of academic advising as "excellent" or "good."
- Participants gave favorable ratings to their relationship with other students (mean = 5.6 out of 7, where 7 is the most positive rating).
- Respondent ratings of their relationship with faculty (mean = 5.2) were positive as well.
- Students gave relatively less positive ratings to their relationship with "staff" at City Tech (mean = 4.6).

Key Findings (Continued)

Academic/Intellectual & Additional Collegiate Experience

- Over 50% of the respondents said during the current school year they “very often” or “often” did the following:
  - worked on a paper/project that required integrating ideas or information from various sources (72%)
  - asked questions in class discussion (60%)
  - prepared two or more drafts of a paper or assignment before turning it in (59%)
  - worked harder than they thought they could to meet an instructor's standards/expectations (58%)
  - worked with other students on projects during class (53%)
- Despite the great diversity of City Tech students, nearly 1 in 5 said they “never” had a serious conversation with students of a different race/ethnicity.
- About half of respondents (49%) said they “very often” or “often” discussed readings or classes with others outside of class.
- 34% said they have “never” talked about career plans with a faculty member/advisor.

Key Findings (Continued)

Enriching Educational Experience

Based on student responses, City Tech seems to focus on academic requirements more than on developing the student as a whole. Overall most students plan to participate in some form of internship or field experience, but very few have engaged or plan to engage in community projects, campus events, civic activities, or cultural/art events.

- 81% said they have completed or plan to complete a practicum, internship, field experience, co-op experience, or clinical assignment.
  - 13% said they "have not decided" and 6% said they "do not plan to do" this.
- Overall, only 21% said they participated in community service or volunteer work.
- 77% said they spent "0" hours per week participating in co-curricular activities.
- More than half – 58% - said they "never" exercise. This may have an impact on the health, and ultimately, performance of City Tech students.
- Many respondents (70%) said they have not attended cultural events or participated in community-based projects as part of a course.

Key Findings (Continued)

Educational/Personal Growth & Mental Activities

Based on student responses, City Tech seems to focus more on traditional academic skills and relatively less on ethics, diversity, and civic or cultural engagement.

- 43% said City Tech contributed "very much" to their knowledge in using computing and information technology.
- Approximately 1/3 said City Tech contributed "very much" to their:
  - Knowledge in thinking critically and analytically (37%)
  - Acquiring a broad general education (32%)
  - Learning effectively on your own (31%)
  - Speaking clearly and effectively (31%)
  - Writing clearly and effectively (30%)
- Only about 10% of respondents said City Tech contributed "very much" to issues of spirituality and community/civic engagement.
  - Developing a deepened sense of spirituality (10%)
  - Voting in local, state, or national elections (8%)
  - Contributing to welfare of your community (8%)
    - About 50% said City Tech contributed "very little" to these areas.

Institutional Environment

- Almost half of the students (48%) said City Tech emphasizes "very much" the use of computers in academic work.
- Many students do not think City Tech develops them in non-academic areas. This is an area the college may choose to address with various interventions.
- Over 30% said City Tech contributes "very little" to the following:
  - Helping you cope with your responsibilities (46%).
  - Providing the support you need to thrive socially (33%).
  - Attending campus events and activities (32%).

Key Findings (Continued)

National Comparisons: City Tech Students vs. All NSSE 2004 Participants

Average Score Lower for City Tech Students

Compared to first-year students at all NSSE participating institutions, City Tech first-year students reported significantly less experience with having:

- "Worked with classmates outside of class to prepare class assignments"
- "Attended an art exhibit, gallery, play, dance, or other theater performance"
- "Attended campus events and activities (special speakers, cultural performances, athletic events, etc.)"

Compared to all NSSE participants, both City Tech first-year students and seniors reported significantly less experience with these issues:

- "Used e-mail to communicate with an instructor"
- "Exercised or participated in physical fitness activities"
- "Community service or volunteer work"

Key Findings (Continued)

National Comparisons: City Tech Students vs. All NSSE 2004 Participants

Average Score Higher for City Tech Students

Compared to seniors at all NSSE participating institutions, City Tech seniors reported significantly greater experience or satisfaction with the following:

- "Worked harder than you thought you could to meet an instructor's standards or expectations"
- "Number of problem sets that take you more than an hour to complete"
- "Made a class presentation"
- "Worked with other students on projects during class"

Compared to first-year students at all NSSE participating institutions, City Tech first-year students reported significantly greater experience with preparing:

- "… two or more drafts of a paper or assignment before turning it in"

Compared to all NSSE participants, both City Tech first-year students and seniors reported significantly greater experience with:

- "Number of written papers or reports of 20 pages or more"

Key Findings (Continued)

Demographic Profile of Respondents

The demographic profile of the respondents closely matches that of the population from which they were drawn.

- Nearly 1/3 of respondents were 19 years old or younger; 51% were 24 or older.
- 48% were males and 52% were females.
- 26% were international student or foreign national.
- Nearly 80% said they began college at City Tech. Over 50% of the respondents said they never attended any other school (other than City Tech) since high school.
- 68% were attending City Tech full-time.
- 40% spent over 20 hours per week working for pay off campus.

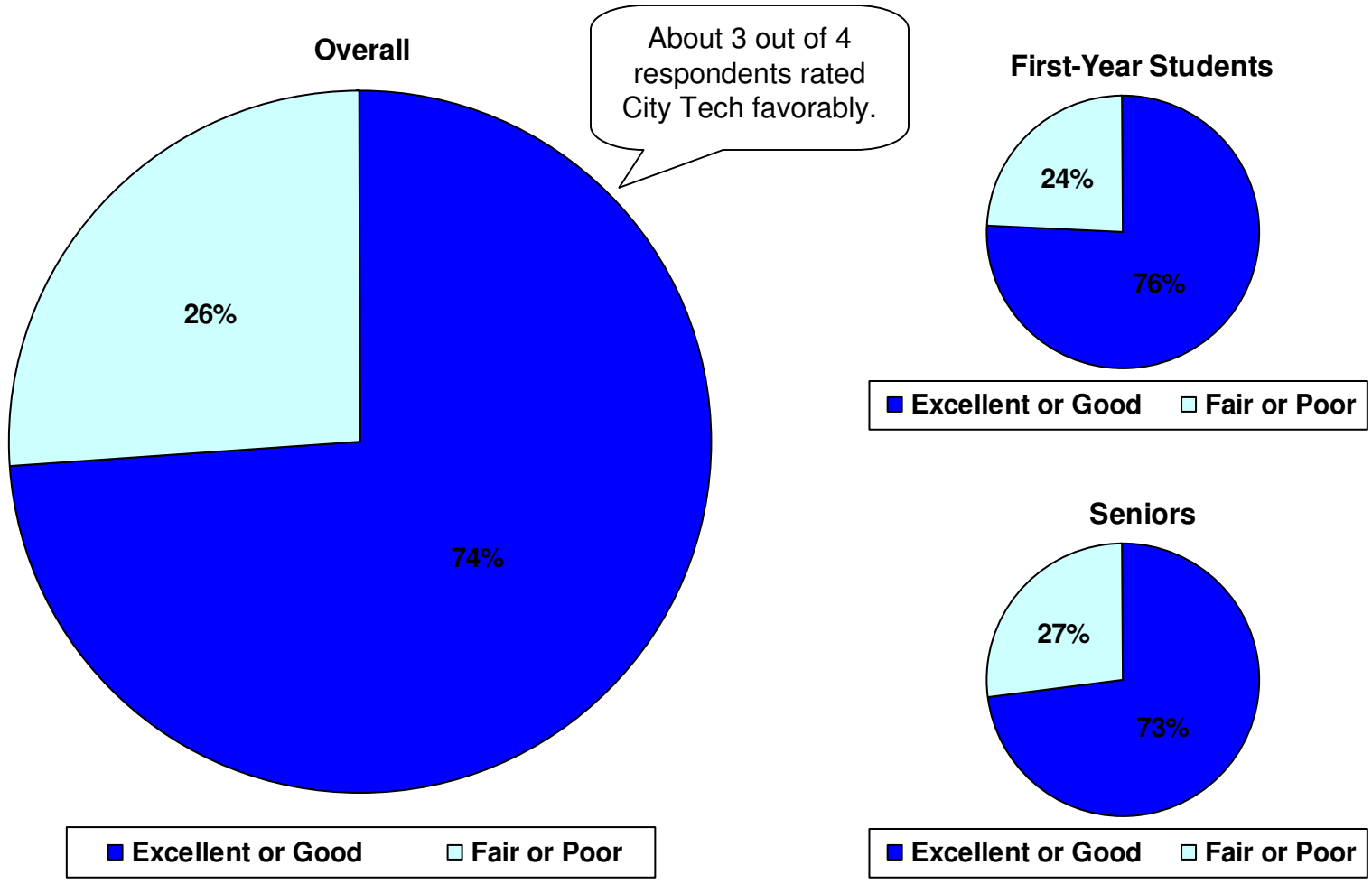
Next Steps

City Tech was selected to participate in the American Association for Higher Education 2005 Building Engagement and Attainment of Minority Students (BEAMS) project which will involve using the results of this survey to help inform decisions about the curricular and co-curricular offerings at City Tech. A working group of faculty and staff will be meeting to discuss these data and to make recommendations about actions the college should take to improve the educational experience for students.

Overall Satisfaction

Entire Educational Experience

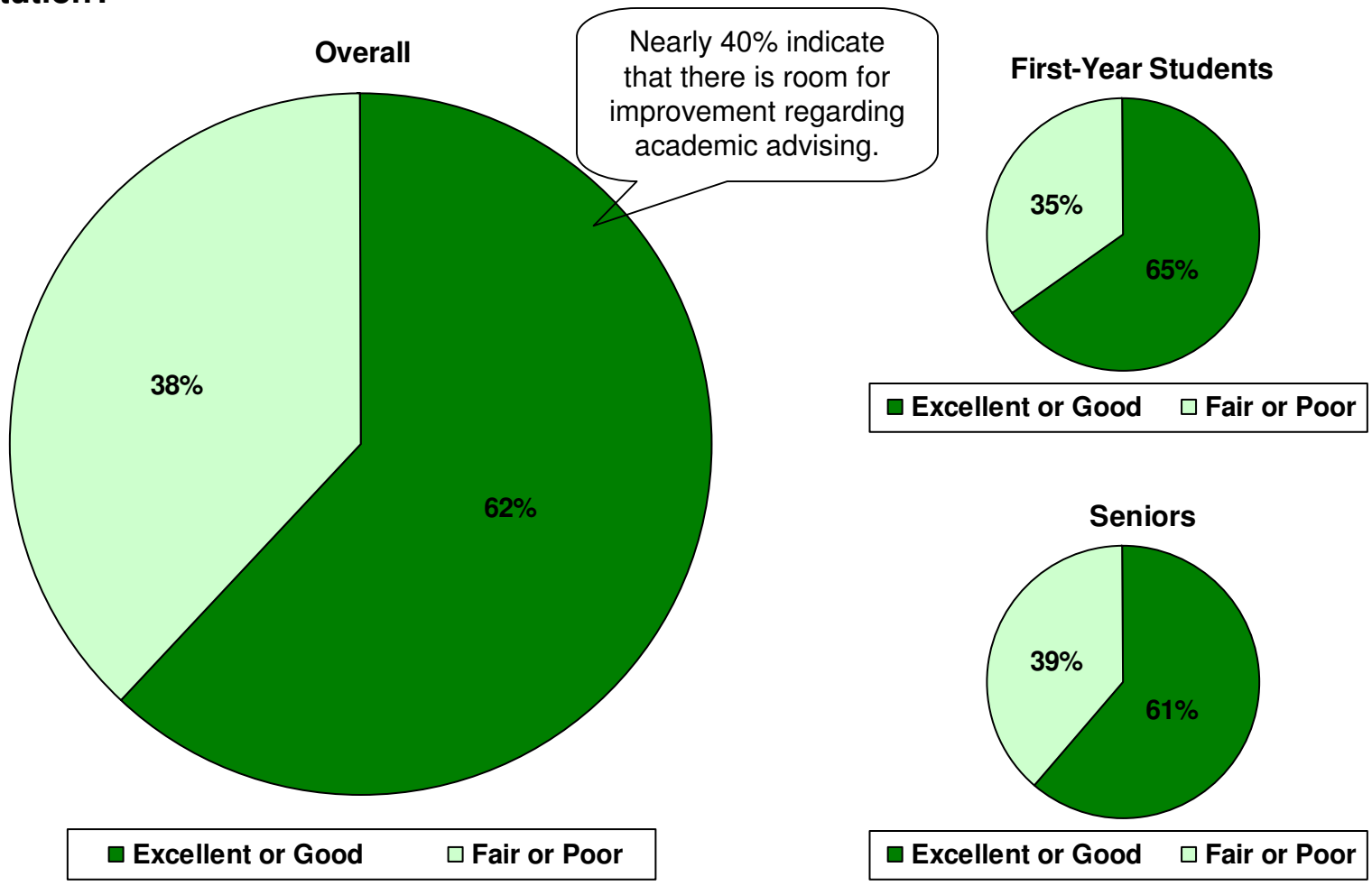
How would you evaluate your entire educational experience at this institution?



2004 National Survey of Student Engagement

Quality of Academic Advising

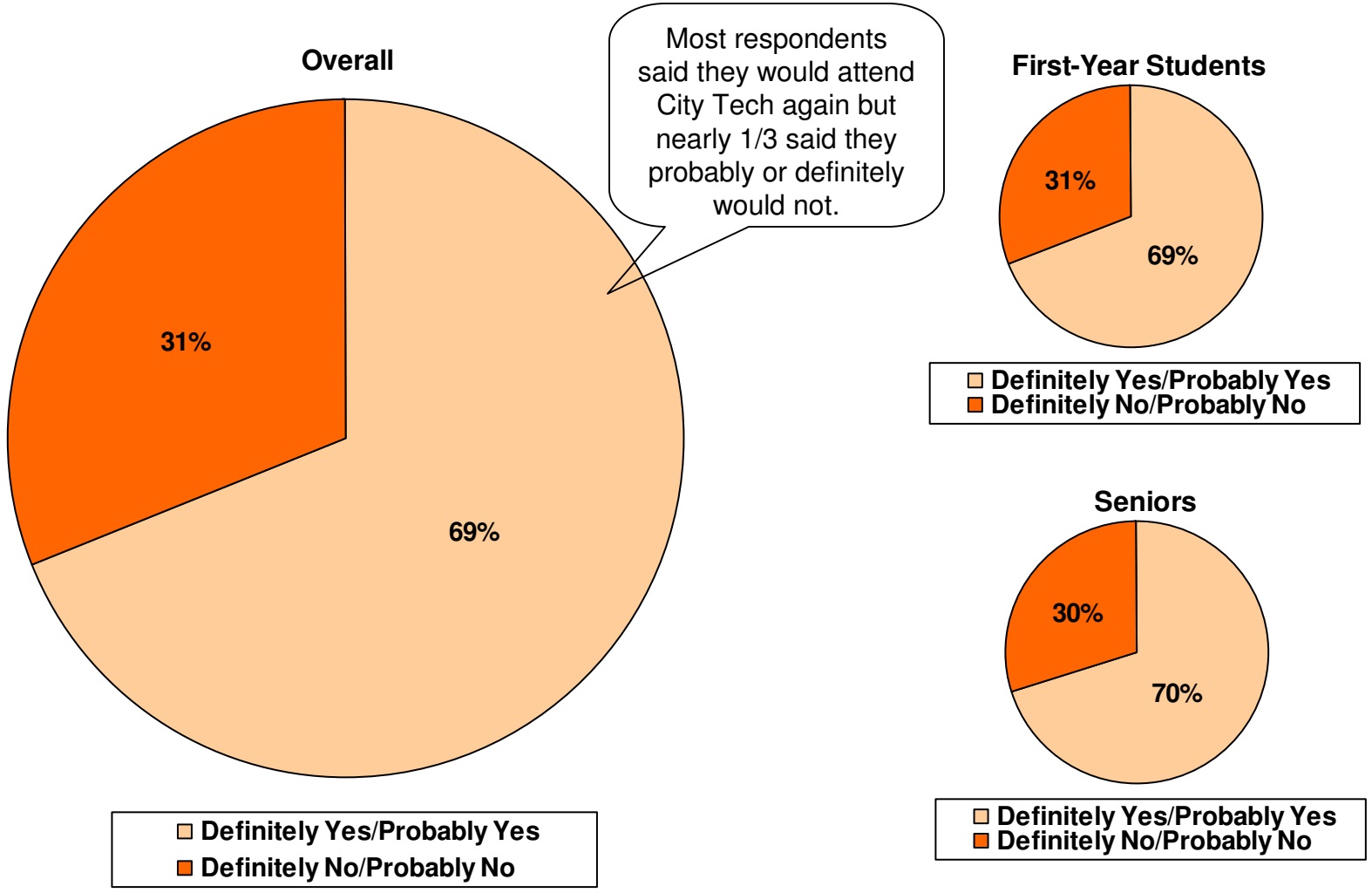
Overall, how would you evaluate the quality of academic advising you have received at your institution?



2004 National Survey of Student Engagement

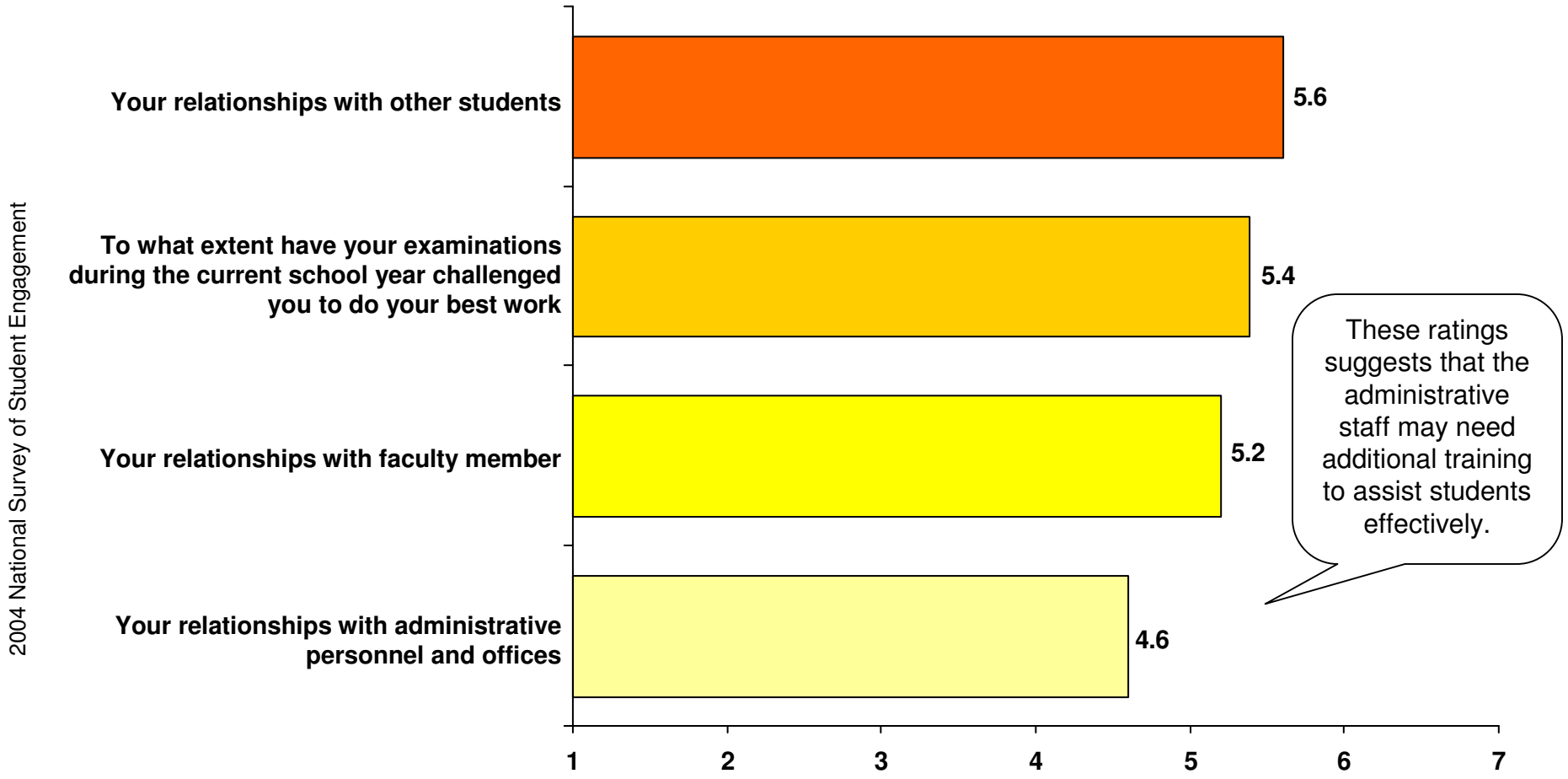
Decision to Attend City Tech Again

If you could start over again, would you go to the same institution you are now attending?



2004 National Survey of Student Engagement

Quality of Relationships and Challenge of Examinations

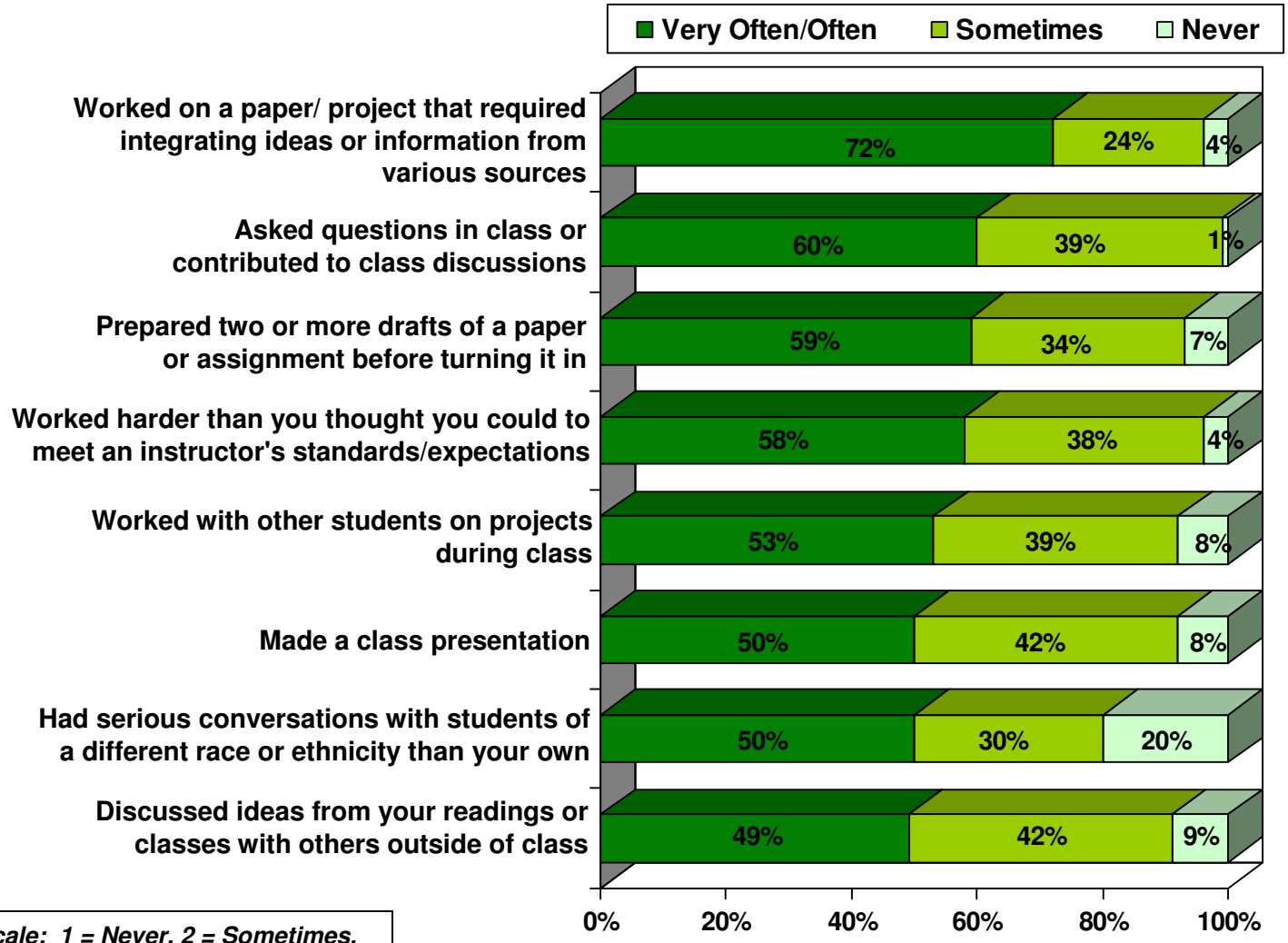


Scale: Your relationships with other students: 1 = Unfriendly, Unsupportive, Sense of Alienation, 7 = Friendly, Supportive, Sense of Belonging
To what extent have your examinations during the current school year challenged you to do your best work: 1 = Very Little, 7 = Very Much
Your relationships with faculty member: 1 = Unavailable, Unhelpful, Unsympathetic, 7 = Available, Helpful, Sympathetic
Your relationships with administrative personnel and offices: 1 = Unhelpful, Inconsiderate, Rigid, 7 = Helpful, Considerate, Flexible

Academic/Intellectual Experience
&
Additional Collegiate Experience

Academic/Intellectual and Additional Collegiate Experience

In your experience at City Tech during the current school year, about how often have you done each of the following?



2004 National Survey of Student Engagement

Many students do not have scholarly discussions with one another outside of the classroom. What can City Tech do to promote an intellectual environment *outside* of the classroom?

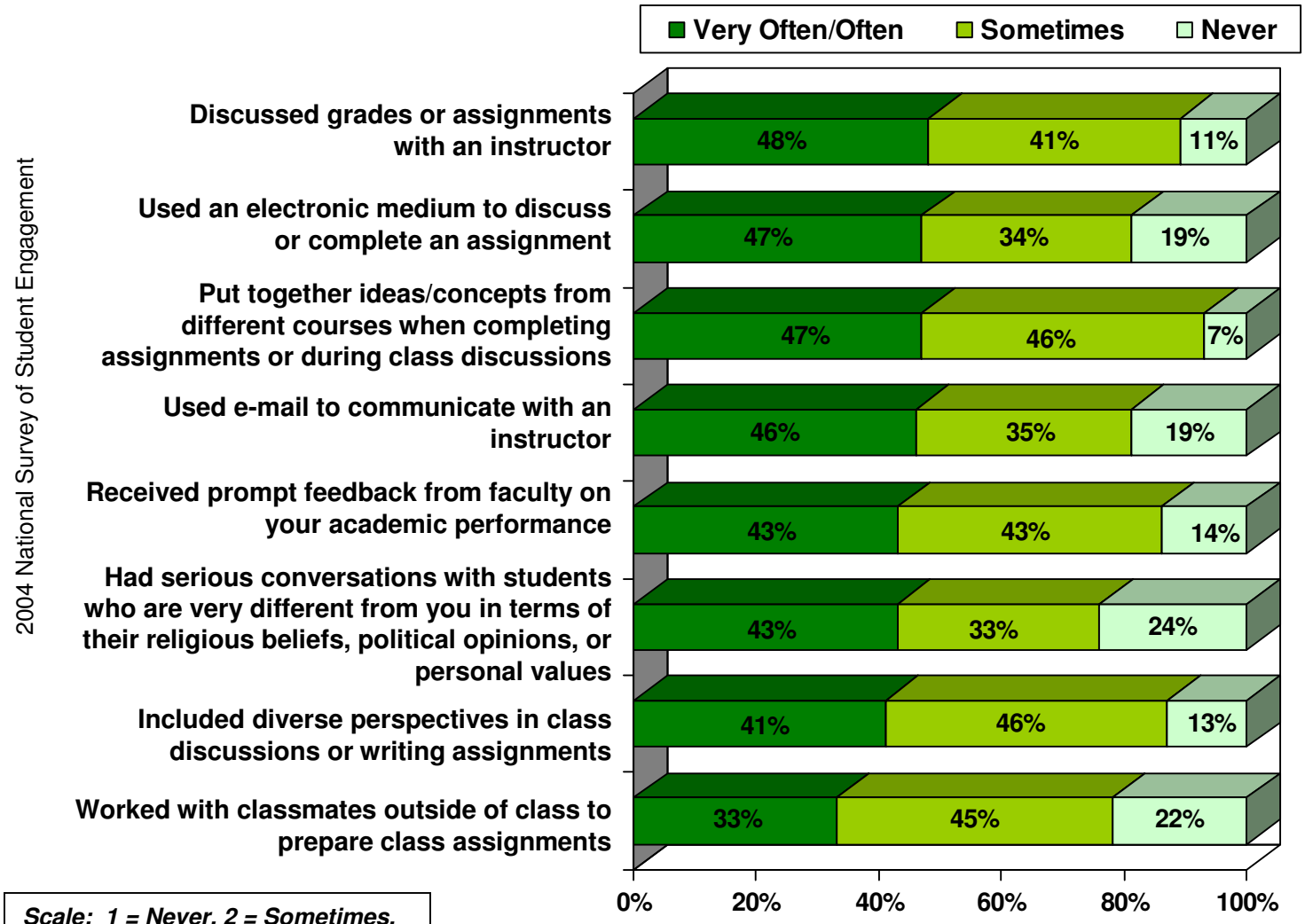
Despite the great diversity of City Tech students, nearly 1 in 5 said they "never" had a serious conversation with students of a different race/ethnicity.

Scale: 1 = Never, 2 = Sometimes, 3 = Often, 4 = Very Often.

Academic/Intellectual and Additional Collegiate Experience

(Continued)

In your experience at City Tech during the current school year, about how often have you done each of the following?



2004 National Survey of Student Engagement

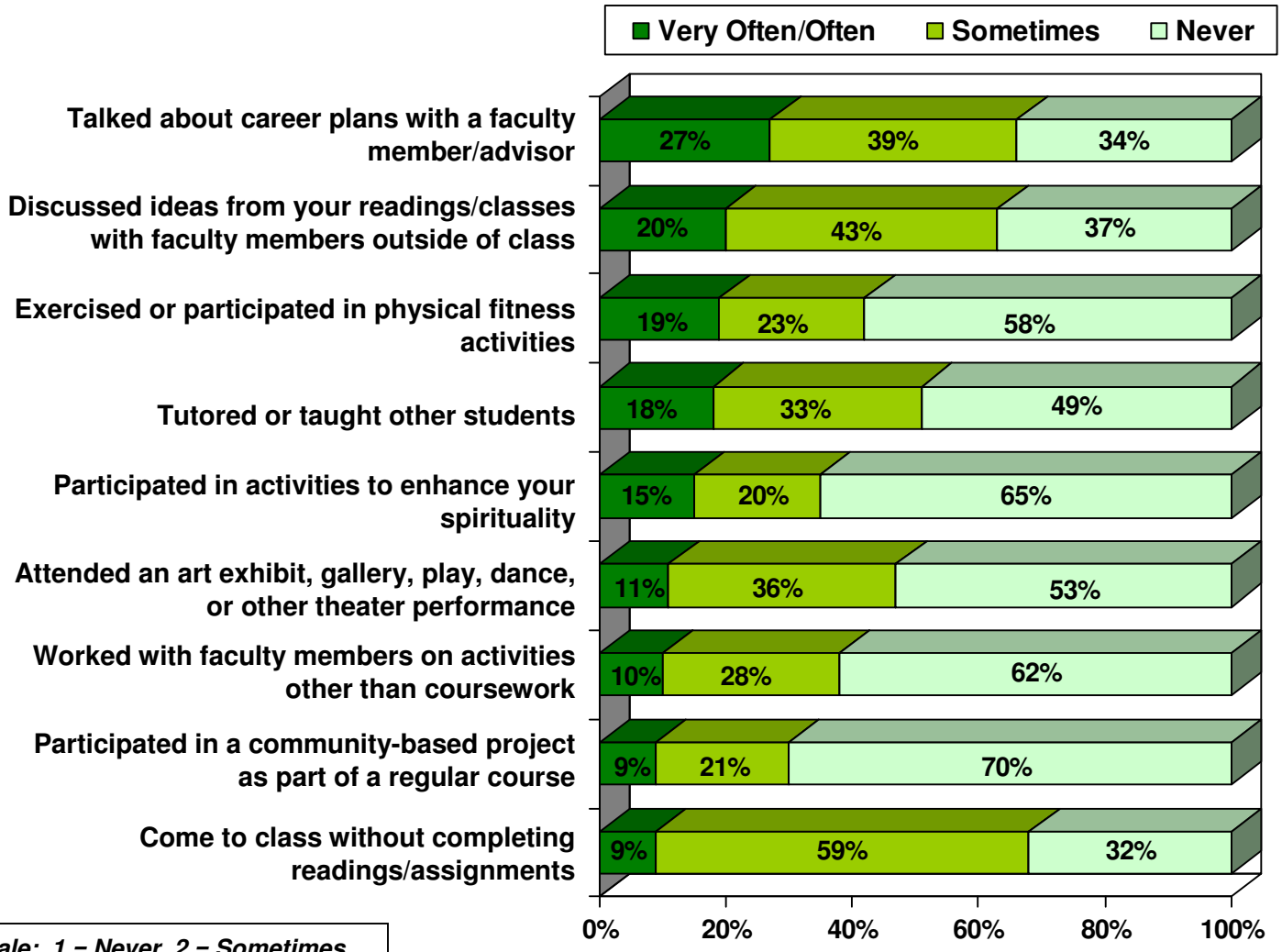
Students seem to work in isolation. Diversity does not appear to be emphasized.

Scale: 1 = Never, 2 = Sometimes, 3 = Often, 4 = Very Often.

Academic/Intellectual and Additional Collegiate Experience

(Continued)

In your experience at City Tech during the current school year, about how often have you done each of the following?



2004 National Survey of Student Engagement

1/3 have "never" talked about career plans with a faculty member/advisor.

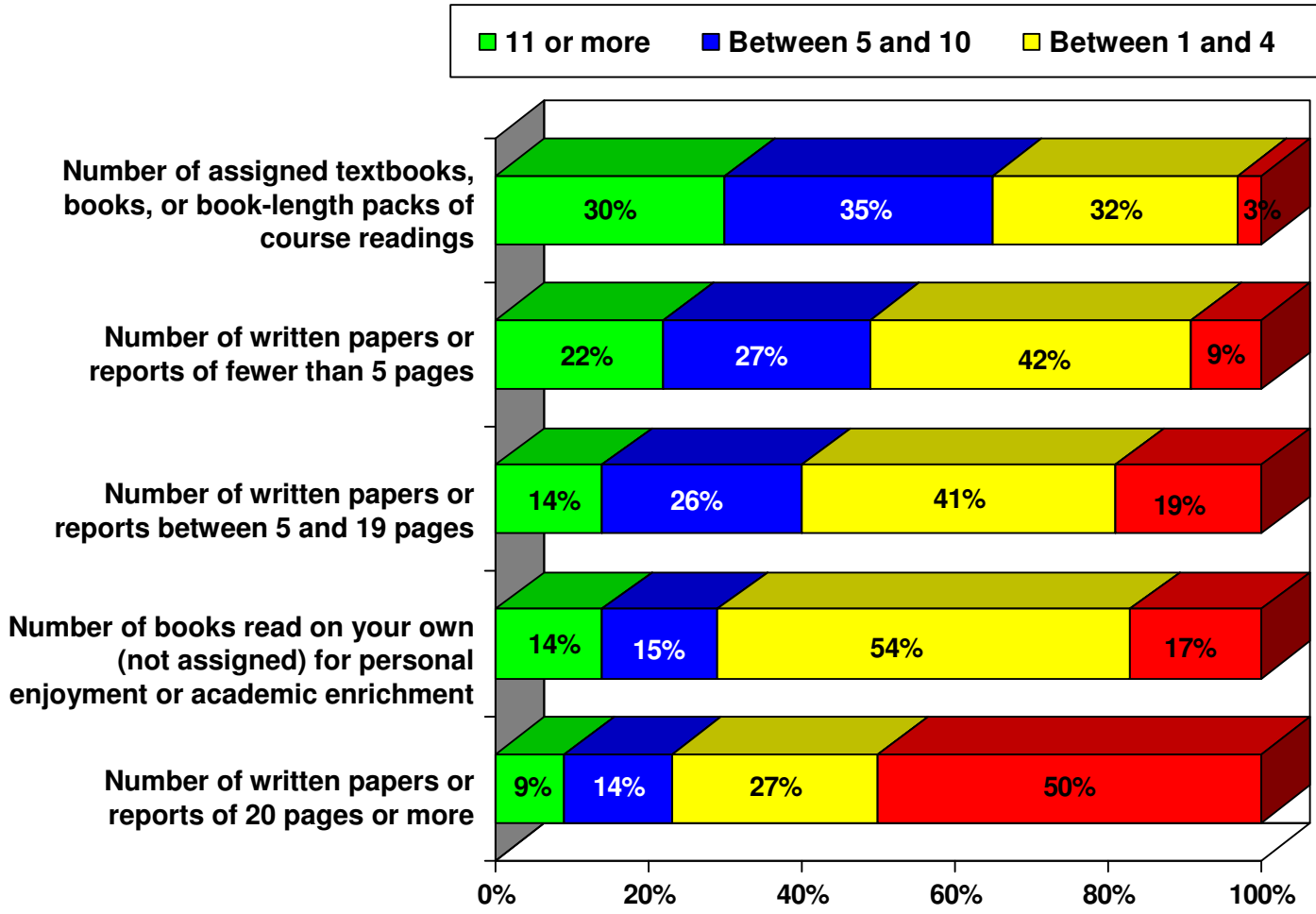
More than half – 58% - said they "never" exercise. This may have an impact on the health, and ultimately, performance of our students.

Most respondents said they do not attend cultural events or participate in community-based projects as part of a course.

Scale: 1 = Never, 2 = Sometimes, 3 = Often, 4 = Very Often.

Reading and Writing

During the current school year, about how much reading and writing have you done?

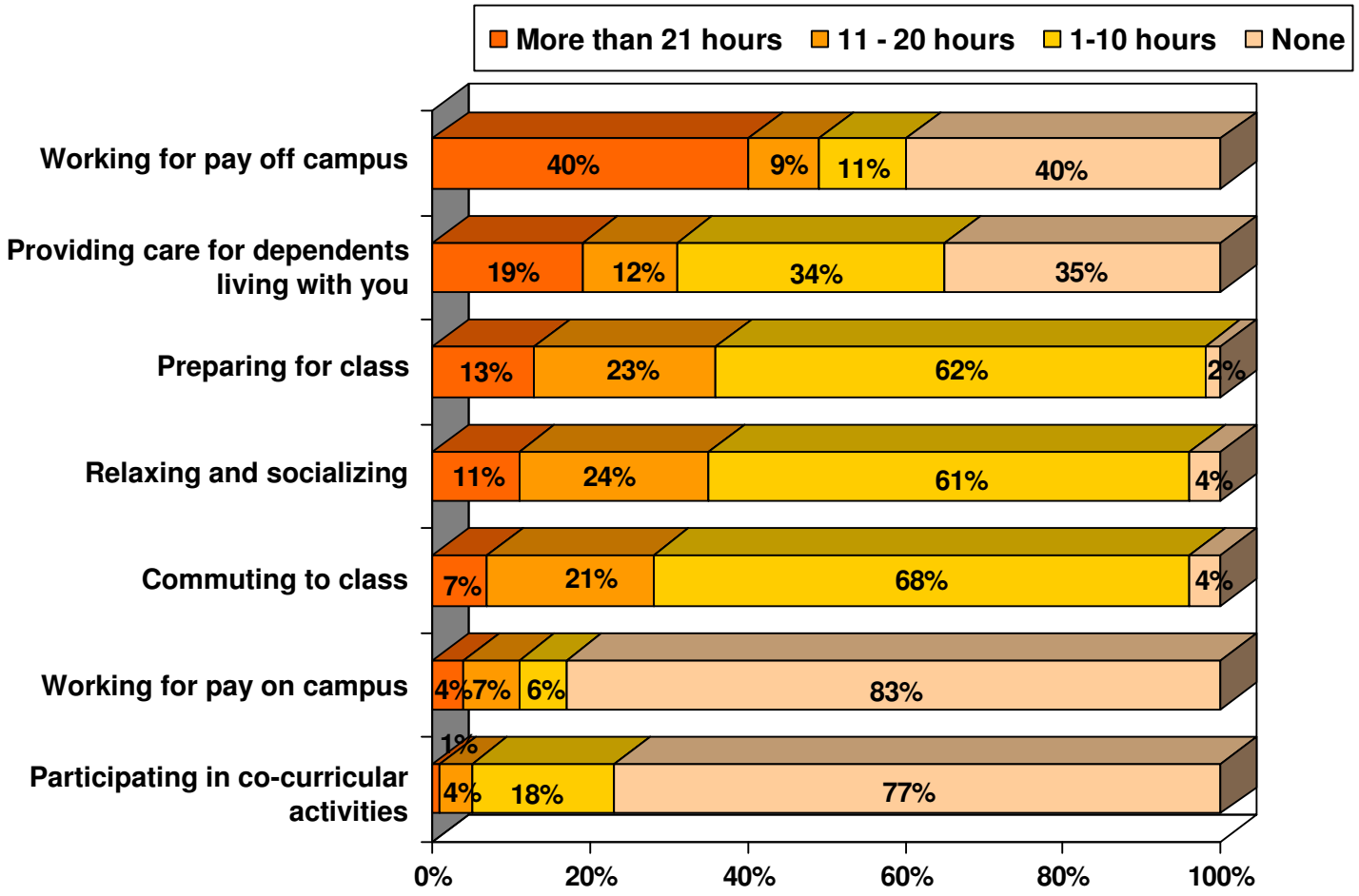


Although not shown here, seniors reported reading and writing more often than did first-year students.

2004 National Survey of Student Engagement

Typical Week

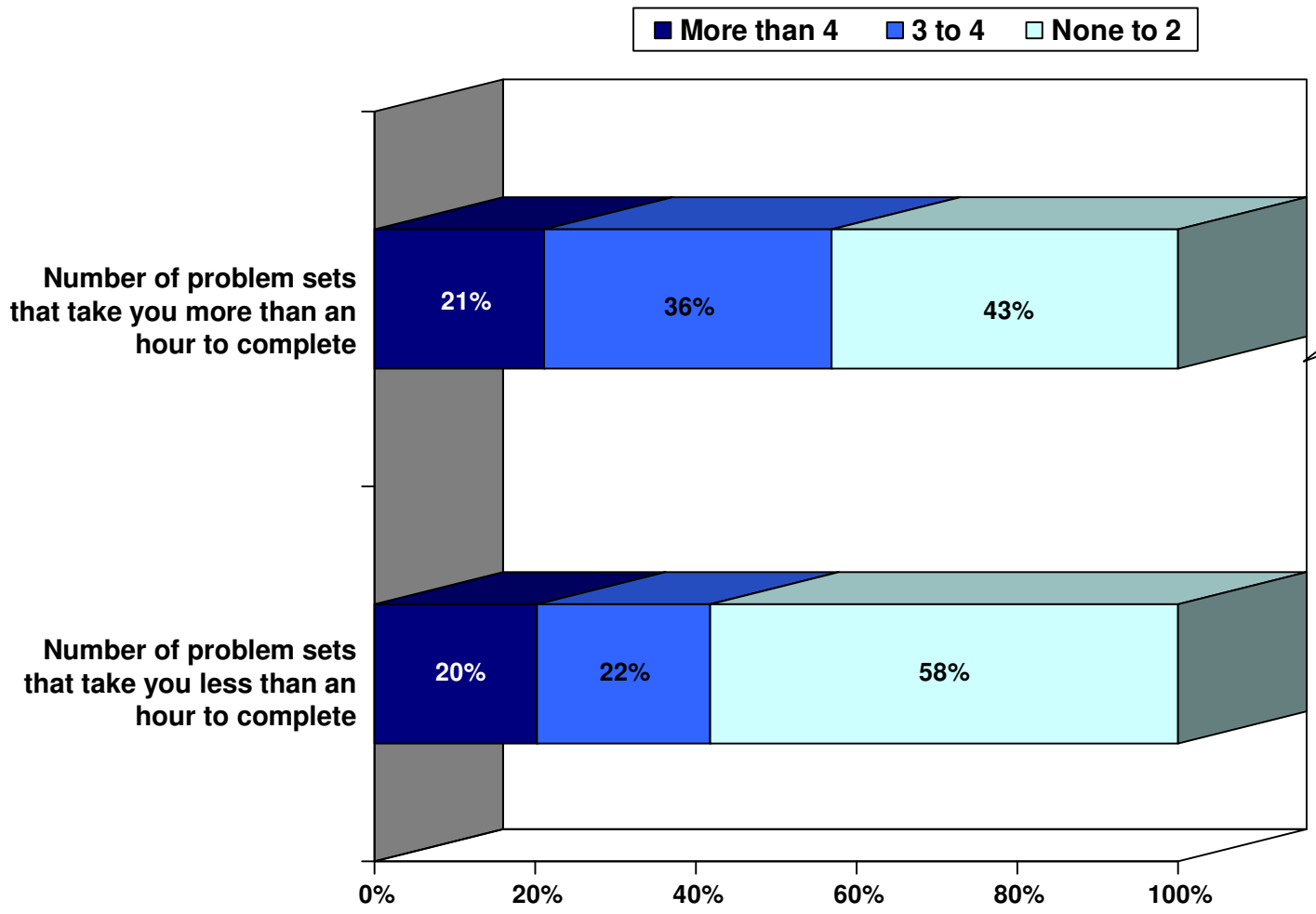
About how many hours do you spend in a typical 7-day week doing each of the following?



2004 National Survey of Student Engagement

Problem Sets

In a typical week, how many homework problem sets do you complete?



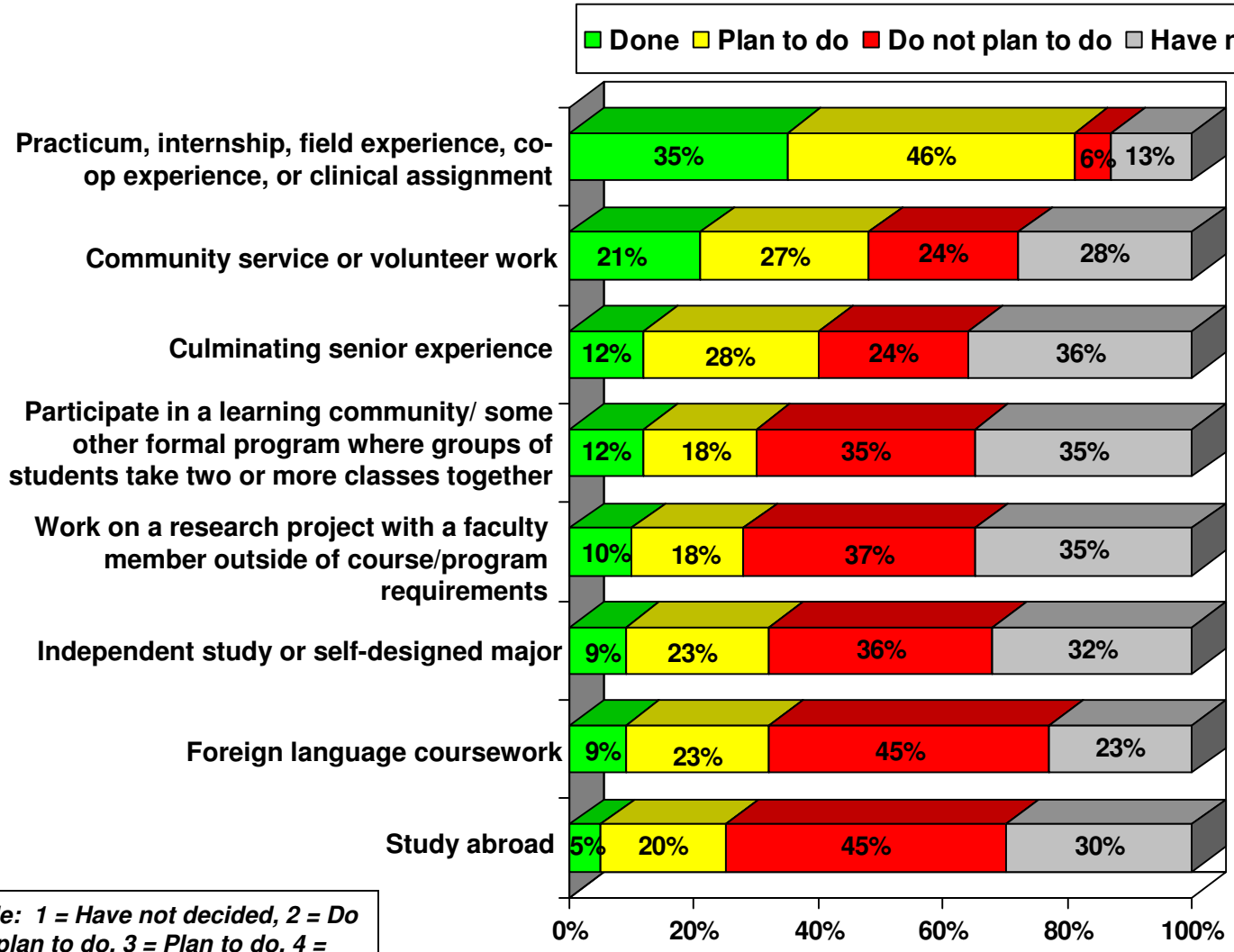
Although not shown here, City Tech seniors indicated completing a greater number of problem sets (that took more than an hour) compared to the average for all senior NSSE participants.

2004 National Survey of Student Engagement

Enriching Educational Experiences

Enriching Educational Experiences

Which of the following have you done or do you plan to do before you graduate from City Tech?



2004 National Survey of Student Engagement

Most students have done or plan to do a practicum, internship, etc.

Nearly 1/3 of students are not certain about whether or not they will do any of these activities. They might benefit from talking to an advisor.

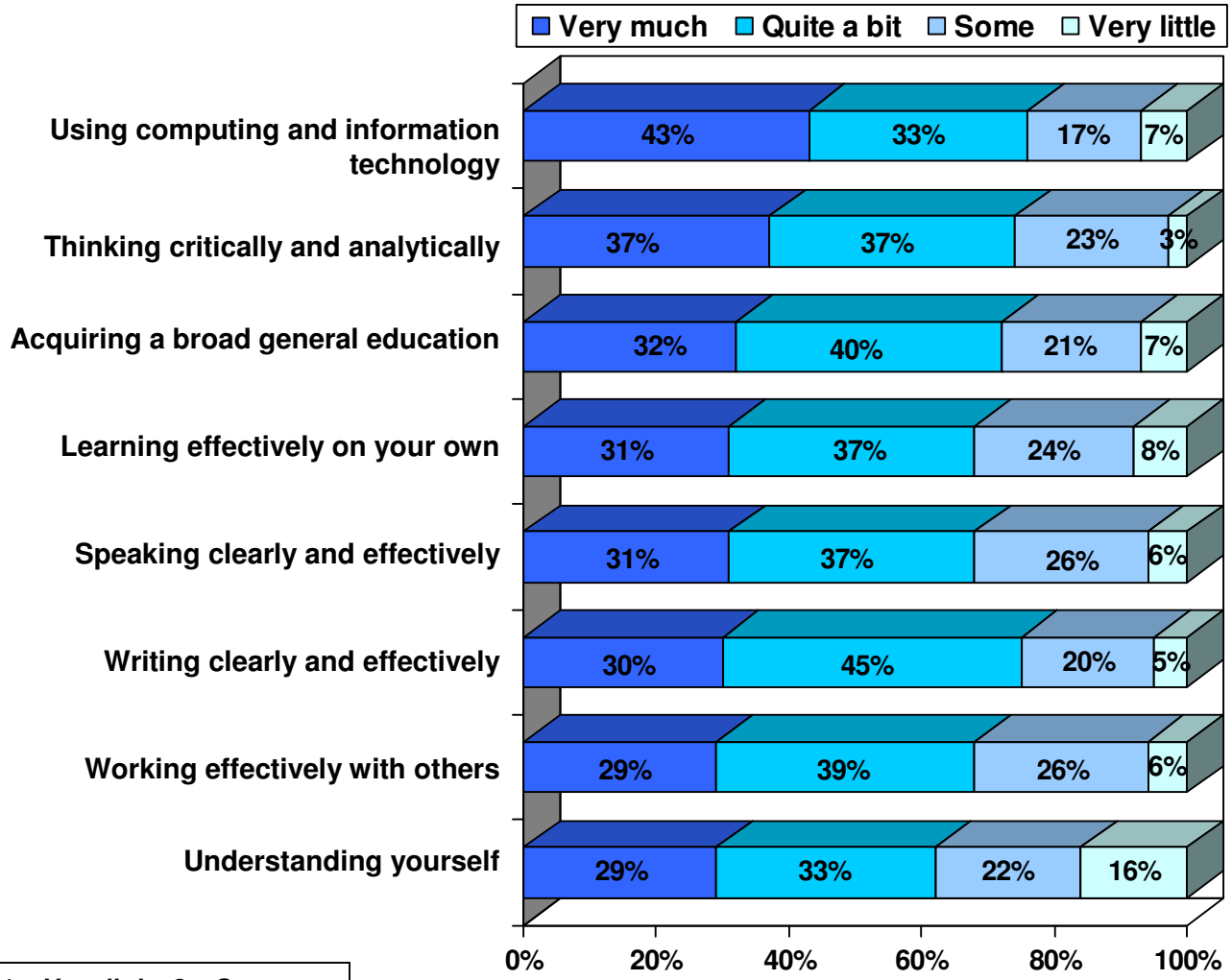
Scale: 1 = Have not decided, 2 = Do not plan to do, 3 = Plan to do, 4 = Done.

Educational/Personal Growth
&
Mental Activities

Educational and Personal Growth

To what extent has your experience at City Tech contributed to your knowledge, skills and personal development in the following areas?

2004 National Survey of Student Engagement

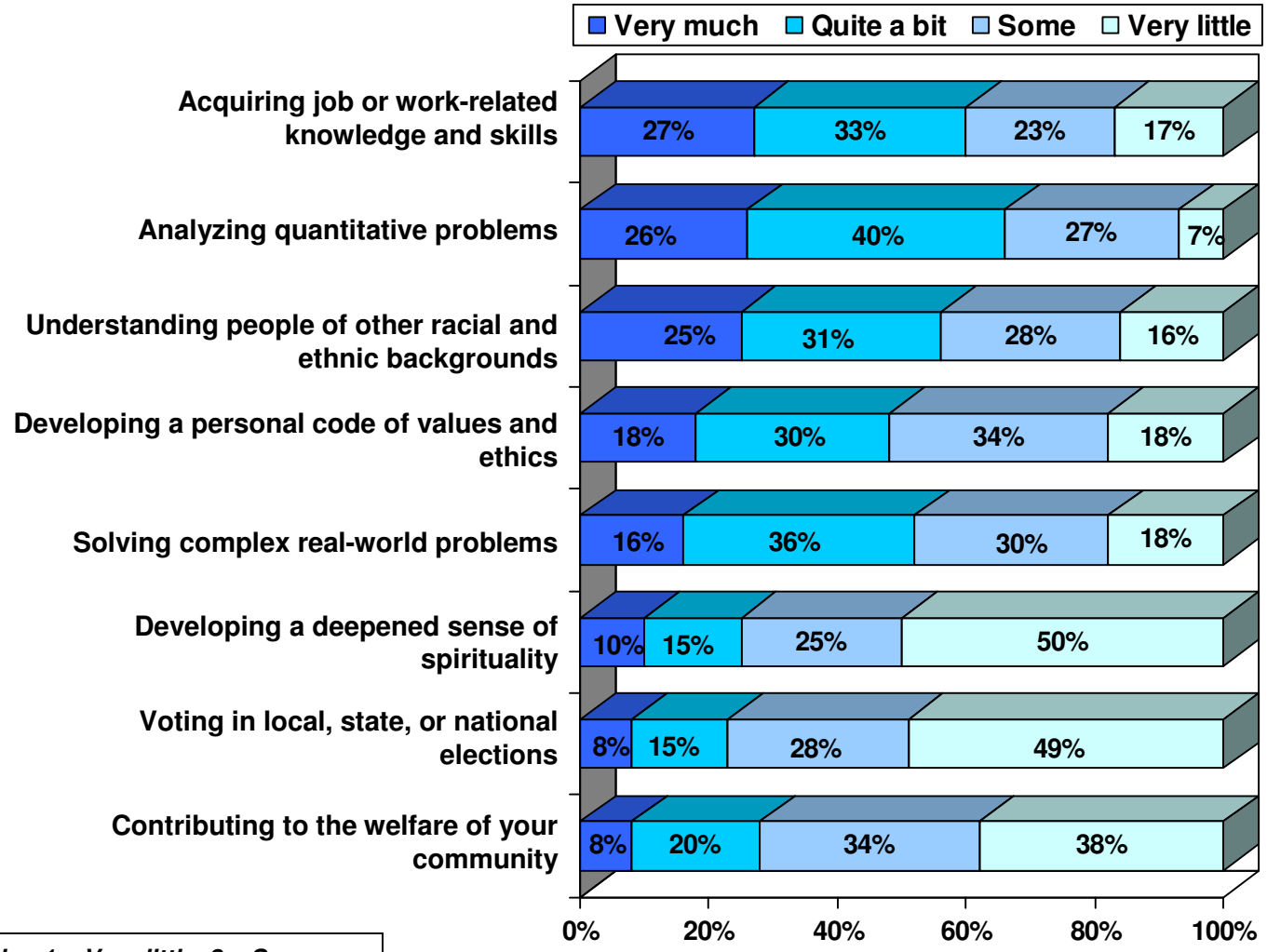


Based on student responses, City Tech seems to focus more on technology, reading and writing and relatively less on ethics, diversity, and civic or cultural engagement (see next slide for comparisons).

Scale: 1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much.

Educational and Personal Growth (Continued)

To what extent has your experience at City Tech contributed to your knowledge, skills and personal development in the following areas?



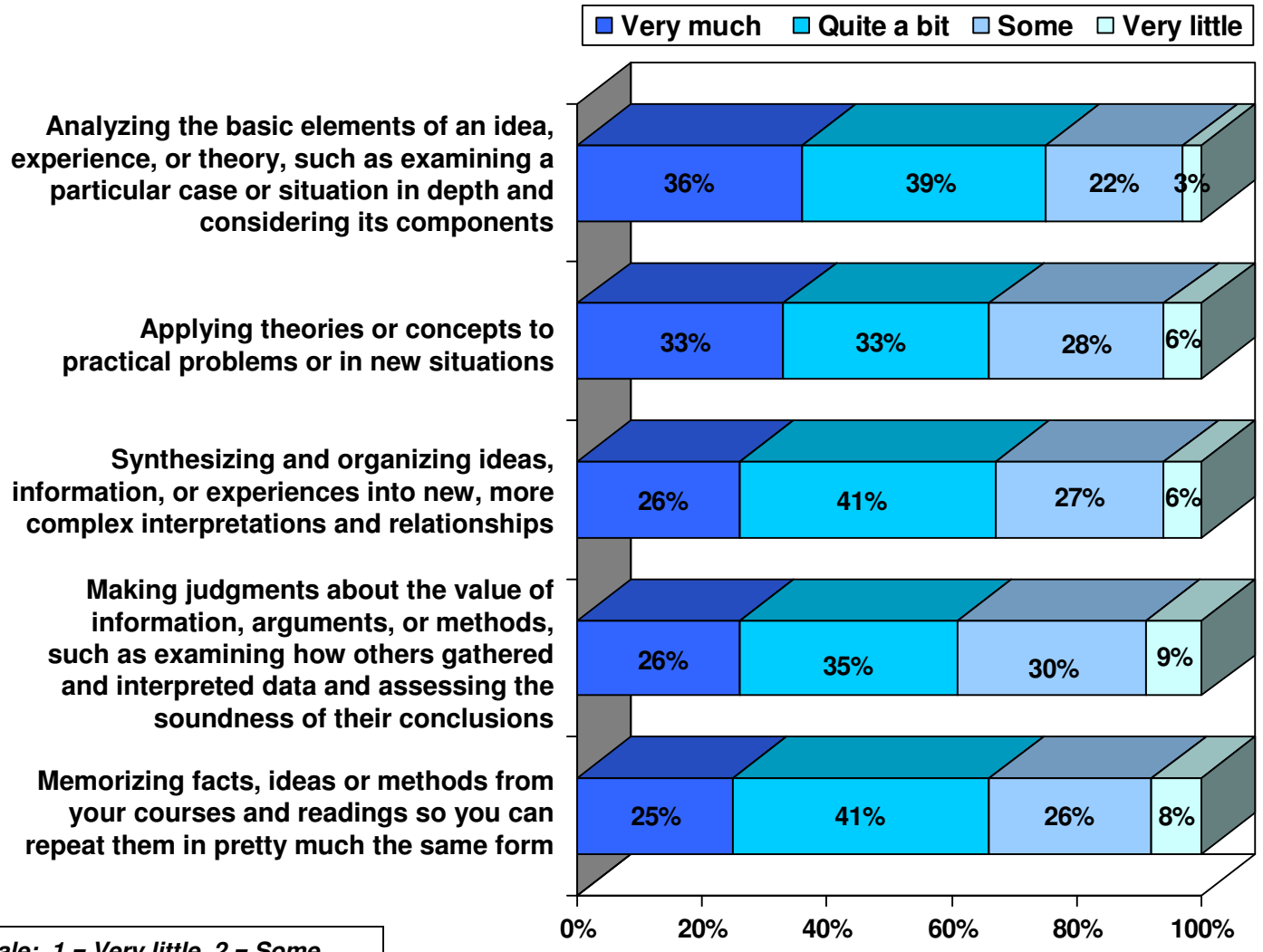
2004 National Survey of Student Engagement

Based on student responses, City Tech seems to focus more on technology, reading and writing and relatively less on ethics, diversity, and civic or cultural engagement (see previous slide for comparisons).

Scale: 1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much.

Mental Activities

During the current school year, how much has your coursework emphasized the following mental activities?



2004 National Survey of Student Engagement

These first two activities are the only ones in which senior and first-year student responses differed. A greater proportion of seniors than first-year students indicated their coursework emphasized these "very much."

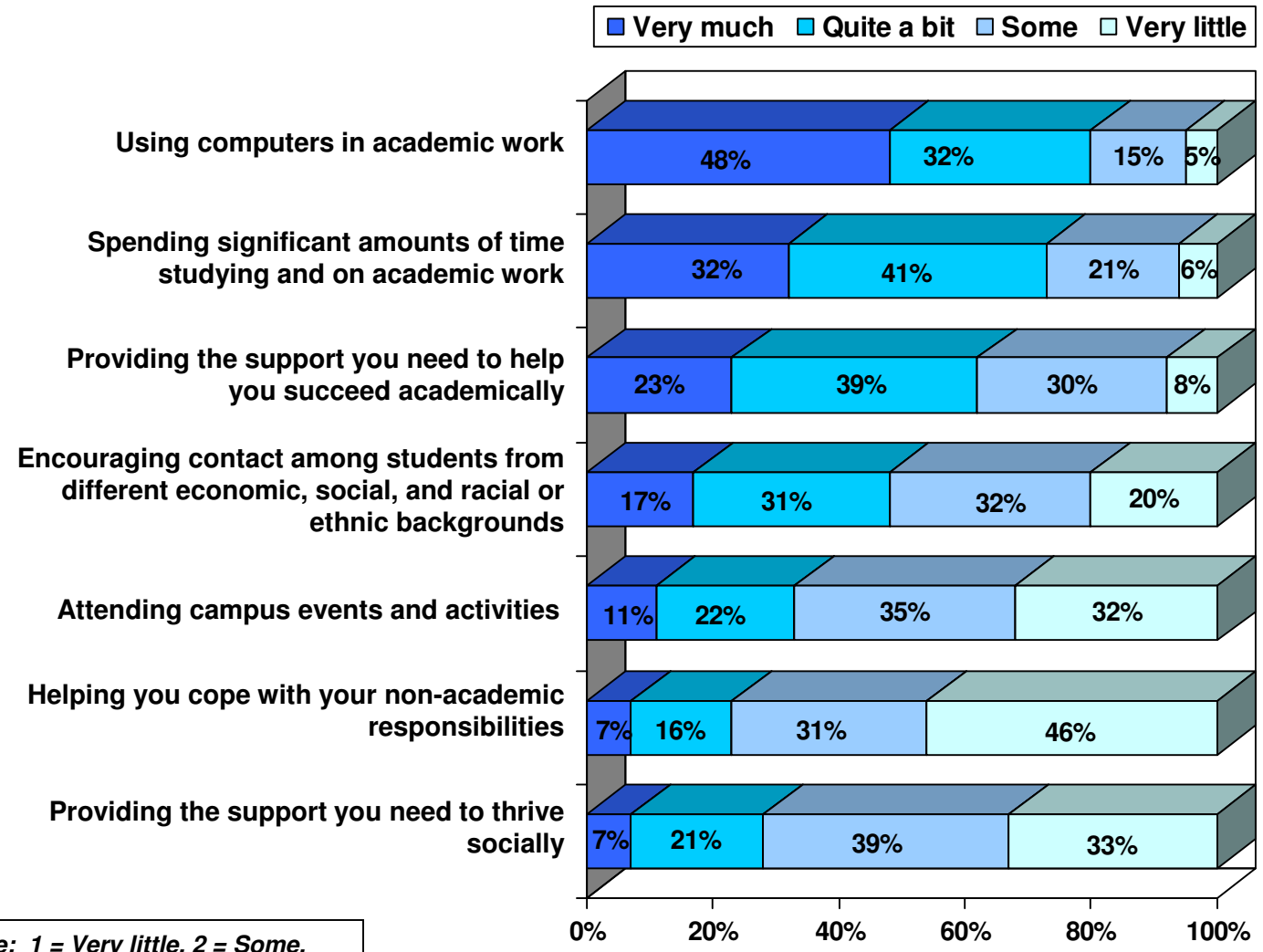
The distribution of responses is similar for each of these skills. This suggests students are not distinguishing among these activities either because they are not able to or because classes focus on each of these activities to the same extent.

Scale: 1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much.

Institutional Environment

Institutional Environment

To what extent does your institute emphasize each of the following?



Most students said City Tech emphasizes "very much" or "quite a bit" using computers in academic work; nearly 1 in 5 responded "some" or "very little."

Students do not perceive that the college emphasizes helping them with non-academic issues.

2004 National Survey of Student Engagement

Scale: 1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much.

National Comparisons

City Tech vs. Average of All NSSE 2004 Participants

Below are the individual items for which City Tech students had a significantly **higher** average compared to the average for all NSSE 2004 participants. The college community should examine these issues and consider whether or not action should be taken regarding them.

	City Tech First-Year Students	City Tech Seniors
Worked harder than you thought you could to meet an instructors standards or expectations		X
Worked with other students on projects in class		X
Number of problem sets that take you more than an hour to complete		X
Number of written papers or reports of 20 pages or more	X	X

City Tech vs. Average of All NSSE 2004 Participants
(Continued)

Below are the individual items for which City Tech students had a significantly **lower** average compared to the average for all NSSE 2004 Participants. The college community should examine these issues and consider whether or not action should be taken regarding them.

	City Tech First-Year Students	City Tech Seniors
Worked with classmates outside of class to prepare class assignments	X	
Used e-mail to communicate with an instructor	X	X
Attended an art exhibit, gallery, play, dance, or other theatre performance	X	
Exercised or participated in physical fitness activities	X	X
Community service or volunteer work	X	X
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	X	

Respondent Profile

Demographic Profile

2004 National Survey of Student Engagement

Age	
19 or younger	30%
20-23	19%
24-29	20%
30-39	18%
40-55	12%
Over 55	1%

Gender	
Male	48%
Female	52%

Are you an international student or foreign national?	
No	74%
Yes	26%

Are you of Hispanic, Latino, or Spanish origin?	
No	73%
Yes	27%

Race/Ethnicity	
African American/Black	37%
American Indian/Alaska Native	1%
Asian/Pacific Islander	15%
White	15%
Hispanic	23%
Other	0%
Multi-racial/ethnic	9%

Did you begin college at your current institution or elsewhere?	
Started here	78%
Started elsewhere	22%

Since high school, which of the following type of schools have you attended other than one you are attending now?	
Vocational or technical school	18%
Community or junior college	17%
4-year college other than this one	14%
None	53%
Other	6%

Thinking about this current academic term, how would you characterize your enrollment?	
Less than full-time	32%
Full-time	68%

Are you a member of a social fraternity or sorority?	
No	97%
Yes	3%

Are you a student-athlete on a team sponsored by your institution's athletics department?	
No	98%
Yes	2%

What have most of your grades been up to now at this institution?	
A	33%
B	53%
C	14%

Which of the following best describes where you are living now while attending college?	
Dormitory or other campus housing (not fraternity/sorority)	0.4%
Residence (house, apartment, etc.) within walking distance	6%
Residence (house, apartment, etc.) within driving distance	93%
Fraternity or sorority house	0.4%

What is the highest level of education that your father completed?	
Did not finish high school	38%
Graduated from high school	29%
Attended college but did not complete degree	10%
Completed an associate's degree (A.A., A.S., etc.)	6%
Completed a bachelor's degree (B.A., B.S., etc.)	11%
Completed a master's degree (M.A., M.S., etc.)	5%
Completed a doctoral degree (Ph.D., J.D., M.D., etc.)	1%

What is the highest level of education that your mother completed?	
Did not finish high school	35%
Graduated from high school	29%
Attended college but did not complete degree	13%
Completed an associate's degree (A.A., A.S., etc.)	7%
Completed a bachelor's degree (B.A., B.S., etc.)	11%
Completed a master's degree (M.A., M.S., etc.)	4%
Completed a doctoral degree (Ph.D., J.D., M.D., etc.)	1%

Note: Totals may not equal 100%.

NSSE Items That Address Middle States Standards

Academic/Intellectual & Additional Collegiate Experience

By Middle States Standards Addressed

Mean Responses: 1 = Never, 2 = Sometimes, 3 = Often, 4 = Very Often

2004 National Survey of Student Engagement

	Middle States Standards Addressed / Academic & Intellectual Experience	6 In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support to academic and intellectual freedom	10 The institution's institutional, research, and service programs are devised, developed, monitored, and supported by qualified professionals	11 The institution's educational offerings display academic content, rigor, and coherence that are appropriate to its higher education mission. The institution identifies student learning goals and the objectives, including knowledge and skills, for its educational offerings	12 The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy	14 Assessment of student learning demonstrates that the institution's students have knowledge, skills, and competencies consistent with institutional goals and that students at graduation have achieved appropriate higher educational goals
Q1d	Worked on a paper or project that required integrating ideas or information from various sources					2.97
Q1a	Asked questions in class or contributed to class discussions					2.86
Q1c	Prepared two or more drafts of a paper or assignment before turning it in					2.75
Q1r	Worked harder than you thought you could to meet an instructor's standards or expectations					2.71
Q1g	Worked with other students on projects during class					2.59
Q1b	Made a class presentation					2.58
Q1t	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)					2.56
Q1l	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment					2.52
Q1n	Discussed grades or assignments with an instructor					2.51
Q1i	Put together ideas or concepts from different courses when completing assignments or during class discussions					2.50
Q1u	Had serious conversations with students of a different race or ethnicity than your own					2.49
Q1e	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments					2.44
Q1m	Used e-mail to communicate with an instructor					2.44

Highlighted NSSE items (row) address specific standards (column).

Academic/Intellectual & Additional Collegiate Experience

By Middle States Standards Addressed

Mean Responses: 1 = Never, 2 = Sometimes, 3 = Often, 4 = Very Often

2004 National Survey of Student Engagement

	Academic/Intellectual Experience and Additioanal Collegiate Experience \ Middle States Standards Addressed	6 In the conduct of its programs and activities involving the public and the constituencies it serves, the institution demonstrates adherence to ethical standards and its own stated policies, providing support to academic and intellectual freedom	10 The institution's institutional, research, and service programs are devised, developed, monitored, and supported by qualified professionals	11 The institution's educational offerings display academic content, rigor, and coherence that are appropriate to its higher education mission. The institution identifies student learning goals and the objectives, including knowledge and skills, for its educational offerings	12 The institution's curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy	14 Assessment of student learning demonstrates that the institution's students have knowledge, skills, and competencies consistent with institutional goals and that students at graduation have achieved appropriate higher educational goals
Q1q	Received prompt feedback from faculty on your academic performance (written or oral)					2.37
Q1v	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values					2.35
Q1h	Worked with classmates outside of class to prepare class assignments					2.22
Q1o	Talked about career plans with a faculty member or advisor					2.02
Q1p	Discussed ideas from your readings or classes with faculty members outside of class					1.88
Q1f	Come to class without completing readings or assignments					1.78
Q1j	Tutored or taught other students (paid or voluntary)					1.76
Q6b	Exercised or participated in physical fitness activities				1.69	
Q6a	Attended an art exhibit, gallery, play, dance, or other theater performance				1.63	
Q6c	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)				1.60	
Q1s	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)					1.51
Q1k	Participated in a community-based project (e.g., service learning) as part of a regular course					1.41

Highlighted NSSE items (row) address specific standards (column).

Appendix