CHAPMAN UNIVERSITY
SNAPSHOT

AN INFOGRAPHIC NEWSLETTER OF THE INSTITUTIONAL RESEARCH OFFICE

2019 NATIONAL SURVEY OF STUDENT ENGAGEMENT (NSSE)

The National Survey of Student Engagement is widely used to assess student engagement in educational practices associated with high levels of learning and development. Engagement indicators, examining key dimensions of student engagement, are organized into four broad themes: *Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment*. Chapman administers the NSSE every two years to examine student engagement in educational practices associated with high levels of learning and development. In the spring of 2019, 2,672 first-year (FY) and senior (SR) students were invited to complete the NSSE. A total of 701 students completed the online survey resulting in a response rate of 27 percent.

ACADEMIC CHALLENGE

Percent reporting "Very much" or "Quite a bit"

	FY	SR
Coursework emphasized applying facts, theories, or methods to practical problems or new situations	72%	75%

Percent reporting "Very often" or "Often"

	FY	SR
Combined ideas from different courses when completing assignments	55%	78%
Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	51%	50%

EXPERIENCES WITH FACULTY

Percent reporting "Very often" or "Often"

	FY	SR
Talked about career plans with a faculty member	30%	53%
Discussed course topics, ideas, or concepts with a faculty member outside of class	25%	47%

Percent reporting "Very much" or "Quite a bit"

	FY	SR
Instructors provided prompt and detailed feedback on tests or completed assignments	59%	66%

LEARNING WITH PEERS

Percent reporting "Very often" or "Often"

FY: 65%
SR: 80%
Worked with other students on course projects or assignments

FY: 57%
SR: 60%
Prepared for exams by discussing or working through course material with other students

FY: 63%
SR: 70%
Explained course material to one or more students

CAMPUS ENVIRONMENT

Percent reporting "Very much" or "Quite a bit"

	FY	SR
Providing support to help students succeed academically	84%	77%
Providing opportunities to be involved socially	73%	77%
Providing support for your overall well-being (recreation, health care, counseling, etc.)	72%	68%

DIVERSITY AND INCLUSION

IN THE CLASSROOM

How much has your coursework emphasized…

Percent reporting "Very much" or "Quite a bit"

	FY	SR
Respecting the expression of diverse ideas	61%	71%
Recognizing your own cultural norms and biases	54%	61%
Discussing issues of equity or privilege	49%	56%
Exploring your own background through projects/assignments	47%	55%

CONVERSATIONS WITH DIVERSE OTHERS
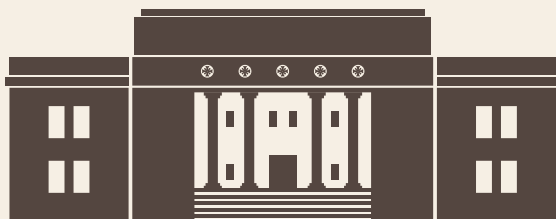
How often have you had discussions with…

Percent reporting "Very often" or "Often"

	FY	SR
People of a race/ethnicity other than your own	78%	79%
People from an economic background other than your own	75%	73%
People with religious beliefs other than your own	75%	77%
People with political views other than your own	55%	66%

INSTITUTIONAL FIT

FY: 91%
SR: 89%

I feel comfortable being myself at Chapman.

FY: 85%
SR: 82%

I feel valued at Chapman University.

FY: 81%
SR: 81%

I feel like part of the community at Chapman.

OVERALL SATISFACTION

Overall Chapman Experience

Percent reporting "Excellent" or "Good"

FY: 91%
SR: 93%

Would you attend Chapman again?

Percent reporting "Definitely" or "Probably"

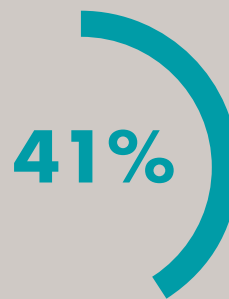**FY: 88%**
SR: 86%

HIGH IMPACT PRACTICES: SENIORS (SR)
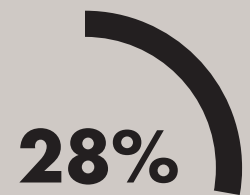
Percent reporting "Done or in Progress"

91%
Complete a culminating senior experience (capstone course/ senior project).

74%
Participate in an internship, co-op, field experience, student teaching.

41%
Participate in a study abroad program.

28%
Work on a research project with a faculty member.

PERCEIVED GAINS: SENIORS (SR)

How much did Chapman contribute to…

Percent reporting "Very much" or "Quite a bit"

91% Thinking critically and analytically

80% Working effectively with others

79% Writing clearly and effectively

78% Speaking clearly and effectively

76% Developing of clarifying a personal code of values and ethics

58% Analyzing numerical and statistical information

63% Solving complex real-world problems

66% Being an informed and active citizen

68% Acquiring job- or work-related knowledge and skills

69% Understanding people of other backgrounds

Prepared by: Chapman's Institutional Research Office
Chapman.edu/ciro