

## **2005 NUGGET FROM NSSE: INDICATORS OF THE STATUS OF GLOBAL ENGAGEMENT & LEARNING**

The 2005 National Survey of Student Engagement (NSSE) contained several items that assess the state of different dimensions of global engagement and learning for KSU students and their national counterparts. Those assessment indicators can be examined separately for first-year undergraduates and undergraduate seniors to gain useful insights for the design and evaluation of KSU’s QEP on Global Learning for Engaged Citizenship.

### **Frequency of Serious Conversations with Other Students Who Are Different**

- Significantly and substantially more KSU seniors than their national counterparts reported being frequently engaged in serious conversations with others of different races, ethnicity, religious beliefs, political opinions, and personal values during the school year. (See Table 1.)
- However, KSU first-year students did not differ significantly from first-year students at other master’s institutions in their frequency of engagement in serious conversations with others of different races, ethnicity, religious beliefs, political opinions, and personal values. (See Table 1.)
- Unlike their national counterparts, a significantly greater proportion of KSU seniors than first-year students engaged in serious conversations with others different from themselves.

**Table 1**

#### **Engagement in Serious Conversations with Others Different from Self \***

NSSE Indicators of Global Engagement in Serious Conversations	<u>% Reporting Frequent Conversations**</u>	
	KSU	Master’s
First-year students had serious conversations with students of a different race or ethnicity	51%	48%
First-year students had serious conversations with students who were very different in their religious beliefs, political opinions or personal values	54%	55%
Seniors had serious conversations with students of a different race or ethnicity	60%	49%
Seniors had serious conversations with students who were very different in their religious beliefs, political opinions, or personal values	61%	55%

\*The NSSE Means Comparison Report revealed significant differences ( $p < .001$ ) between KSU seniors and seniors at master’s institutions and no significant differences for first-year students.

\*\*The percentages for “frequent” reflect the combined responses of “often” and “very often.”

**Institutional Emphasis on Encouraging Contact  
Among Students of Different Backgrounds**

- Despite the differences noted above, KSU first-year students and seniors were not appreciably different from each other or their counterparts nationally in their evaluations of their institution's emphasis on encouraging contact among students from different economic, social, and racial or ethnic backgrounds. (See Table 2.)

**Table 2**

**Institutional Encouragement of Contact Among Diverse Students\***

NSSE Indicator of Institutional Encouragement for Global Engagement	% Rating Encouragement as Great	
	KSU	Master's
First-year students evaluation of the institution's encouragement of contact among students from different backgrounds	48%	52%
Seniors evaluation of the institution's encouragement of contact among students from different backgrounds	47%	45%

\*Differences were not appreciable or meaningful between KSU students and their counterparts nationally.

\*\*The percentages for "great" encouragement reflect the combined responses of "quite a bit" and "very much."

**Including Diverse Perspectives in Class Discussions & Assignments**

- Significantly more KSU first-year and senior students than their national counterparts reported including diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or assignments. (See Table 3.)

**Table 3**

**Including Diverse Perspectives in Course Discussions & Assignments\***

NSSE Indicator of Global Engagement in Coursework in General	% Reporting Frequent Inclusion**	
	KSU	Master's
First-year students included diverse perspectives in class discussions or assignments	65%	60%
Seniors included diverse perspectives in class discussions or assignments	70%	62%

\*The NSSE Means Comparison Report revealed significant differences ( $p < .001$  for seniors;  $p < .05$  for first-year students) between KSU students and their counterparts at master's institutions.

\*\*The percentages for "frequent" reflect the combined responses of "often" and "very often."

### **Pursuit of Global Learning Involving Foreign Language Coursework**

- Significantly fewer KSU seniors than their national counterparts had already taken foreign language coursework, but those differences were not appreciable -- only a little more than one-third of the seniors at KSU and nationally had done so. (See Table 4.)
- Almost half of the KSU seniors and their national counterparts had decided not to take foreign language coursework before graduation.
- Significantly more KSU first-year students than their national counterparts did not plan to take foreign language coursework before graduation.
- Plans apparently change over time, and the proportion of students who decided not to pursue coursework in foreign language was substantially larger for seniors than for first-year students at KSU and nationally.

**Table 4**

#### **Pursuit of Coursework in Foreign Languages**

NSSE Indicator of Global Learning in Foreign Language Study	<u>% of Respondents</u>	
	KSU	Master's
First-year students who did not plan to take foreign language coursework before graduation	36%	28%
Seniors who did not plan to take foreign language coursework before graduation	44%	43%
Seniors who had already taken foreign language coursework	35%	41%

### **Pursuit of Global Learning Involving Study Abroad**

- Significantly fewer KSU seniors than their national counterparts had already done study abroad, but the differences were not appreciable -- only about one out of every ten seniors at KSU and nationally had done so. (See Table 5.)
- Two-thirds of the KSU seniors and their national counterparts, the vast majority, had decided not to do study abroad before graduation.
- Significantly more KSU first-year students than their national counterparts did not plan to do study abroad before graduation.
- Plans apparently change over time, and the proportion of students who decided not to do study abroad was substantially larger for seniors than for first-year students at KSU and nationally.

**Table 5**  
**Pursuit of Study Abroad**

NSSE Indicator of Global Learning in Study Abroad	% of Respondents	
	KSU	Master's
First-year students who did not plan to do study abroad before graduation	40%	29%
Seniors who did not plan to do study abroad before graduation	66%	67%
Seniors who had already done study abroad	8%	13%

**Contribution of the University Experience to  
Understanding People of Other Racial & Ethnic Backgrounds**

- About half of KSU's first-year students and seniors and like proportions of their national counterparts reported that their university experience had a great impact on their educational growth in understanding people of other racial and ethnic backgrounds. (See Table 6.)
- Institutional contributions to this learning outcome of understanding human diversity were substantially lower than the educational impacts reported for a number of other fundamental learning outcomes at KSU and nationally.

**Table 6**  
**Educational Impact on Global Understanding**

NSSE Indicator of Global Learning in Understanding Human Diversity	% Rating the Contribution as Great*	
	KSU	Master's
First-year students evaluation of their institution's impact on understanding people of other racial and ethnic backgrounds	49%	53%
Seniors evaluation of their institution's impact on understanding people of other racial and ethnic backgrounds	53%	53%

\*The percentages for "great contribution" reflect the combined responses of "quite a bit" and "very much."

**Replications of Findings from 2004 NSSE with 2005 NSSE**

- The basic findings outlined above from KSU's participation in the 2005 National Survey of Student Engagement replicated findings from KSU's participation in the 2004 NSSE with no notable exceptions, reinforcing the stability and validity of these assessment results.