

CSU NSSE Highlights

The purpose of this report is to provide highlights from the 2016 NSSE administration by applicable public relations' subject area. These unit specific highlights can be used to augment the overall NSSE Source story for various channels.

College of Agricultural Sciences

The NSSE results for College of Agricultural Sciences show high levels of student/faculty interactions for first-year students and also strong indicators that advising for all class levels has high levels of quality. Additionally, a large proportion of CAS students are getting opportunities to participate in high impact experiences.

- About 27% of CAS first-year students report working with a faculty member on activities other than course work (compared to 19% of first-year students at other large land grant institutions).
- About 50% of CAS first-year students report talking with a faculty member about career plans often (compared to about 31% of first-year students at other large land grant institutions).
- A large proportion, 68%, of CAS seniors have completed an internship or field experience (compared to 59% of seniors at other large land grant institutions).

College of Business

College of Business has strong NSSE results especially related to effective teaching practices for seniors and high quality interactions with faculty for seniors. COB seniors are also completing high impact experiences at extraordinarily high rates.

- About 73% of sophomores in COB have worked with a faculty member on activities other than coursework (compared to about 55% of sophomores overall at CSU). *Please note that we do not have a national reference for sophomore results.*
- Approximately 83% of seniors in COB reported that the majority of their instructors clearly explained the course goals and requirements (compared to 77% of seniors at other large land grant institutions).
- About 67% of seniors in COB reported that the majority of their instructors provide prompt and detailed feedback on tests and assignments very often (compared to 53% of seniors at other large land grant institutions).
- About 26% of COB seniors have participated in study abroad (compared to about 19% of seniors at other large land grant institutions).
- About 67% of COB seniors have completed an internship (compared to about 59% of seniors at other large land grant institutions).
- Nearly all COB seniors, 96%, have completed at least one high impact experience and 78% have done two or more. This is compared to 88% of seniors at other large land grant institutions that have completed at least one high impact experience.

College of Engineering

College of Engineering has very strong NSSE results regarding the academic challenge in their college. COE students from all class levels reported higher levels of collaborative learning and quantitative reasoning.

- About 75% of first-year and 84% of seniors in COE work with other students on course projects or assignments often or very often (compared to 55% of first-year students and 68% of seniors at other large land grant institutions).
- About 79% of first year and 75% of seniors in COE often explain course materials to other students (compared to about 63% of first-year and seniors at other large land grant institutions).
- About 58% of first-year and 62% of seniors in COE often evaluate what others have concluded from numerical information (compared to 41% of first-year students and 49% of seniors at other large land grant institutions).

College of Health and Human Sciences

The NSSE data for College of Health and Human Sciences stands out because of high mean responses regarding advising, effective teaching strategies, and student/faculty interactions. Additionally, a large proportion of CHHS students get the opportunity to engage in high impact experiences.

- 67% of CHHS seniors reported that their instructors regularly gave them prompt and detailed feedback on their work (compared to only 53% of seniors at other large land grant institutions)
- 82.5% of CHHS seniors reported that their instructors taught courses in a very organized manner (compared to only 79% of seniors at other large land grant institutions)
- About 58% of first-year and seniors in CHHS gave their academic advisors the highest rating (compared to 48% of first-year students at other large land grant institutions)
- A large proportion (61%) of HHS first-year students have participated in one or more high impact experiences (compared to only 55% of first-year students at other large land grant institutions)

College of Liberal Arts

The NSSE results for College of Liberal Arts show high levels of academic challenge for graduating seniors and also strong indicators of high levels of quality advising for first-year students.

- Over 74% of CLA seniors report that they frequently connect classroom learning to current societal issues/programs (compared to only 58% of seniors from other large land grant institutions).
- Over 90% of CLA seniors report that they frequently connect ideas from courses to prior experiences and knowledge (compared to about 80% of seniors from other large land grant institutions).
- About 77% of CLA seniors report that their coursework emphasizes evaluating theoretical points of view (compared to about 62% of seniors from other large land grant institutions).
- 76% of CLA first-year students reported that their advisors provided useful information about courses (compared to about 63% of first-year students in the peer group).
- About 58% of first-year and seniors in CLA gave their academic advisors the highest rating (compared to 48% of first-year students at other large land grant institutions).

College of Natural Sciences

College of Natural Sciences has strong results regarding effective teaching practices for first-year students as well as high levels of participation in high impact experiences for both first-year students and seniors.

- About 84% of first-year CNS students reported that the majority of their instructors taught their courses in an organized manner (compared to 77% of first-year students at other large land grant institutions).
- Over 60% of first-year CNS students reported that their instructors often provide prompt and detailed feedback on their tests (compared to 53% of first year students at other large land grant institutions).
- Approximately, 33% of CNS first-year students live in a learning community (compared to 18% of first-year students at other large land grant institutions).
- Nearly 40% of CNS seniors have done research with a faculty member (compared to 30% of seniors at other large land grant institutions).

College of Veterinary Medicine and Biomedical Sciences

College of Veterinary Medicine and Biomedical Sciences has strong results regarding effective teaching practices for first-year students as well as high levels of participation in high impact experiences for seniors. Additionally, all class levels in CVMBS reported very high levels of advising quality.

- About 85% of first-year CVMBS students reported that their instructors often used examples to explain difficult points (compared to about 75% of first-year students at other large land grant institutions).
- Approximately 80% of first-year CVMBS students reported that their advisors were very good about informing of them of important deadlines (compared to about 59% of first-year students in the peer group)
- Nearly 66% of first-year and about 55% of senior CVMBS students reported that their advisors often told them about special academic opportunities such as research projects and internships (compared to 44% of first year and 42% of seniors at other large land grant institutions).
- About 52% of CVMBS seniors have done research with a faculty member (compared to 30% of seniors at other large land grant institutions).

Warner College of Natural Resources

Warner College of Natural Resources has high scores regarding the academic challenge for seniors and high scores for the quality of interactions on campus for seniors and sophomores. Warner College students have opportunities to engage in high impact experiences at very high levels. Additionally, sophomores reported very high levels of advising quality.

- About 62% of Warner College seniors reported having excellent interactions with the fellow Warner College students (compared to about 56% of seniors at other large land grant institutions).
- About 55% of Warner College seniors reported having excellent interactions with their academic advisors (compared to about 48% of seniors at other large land grant institutions).
- About 58% of Warner College seniors reported having excellent interactions with faculty (compared to about 44% of seniors at other large land grant institutions).
- About 37% of first-year students in Warner College participate in a learning community (compared to about 18% of first-year students who have participated in a learning community)
- 72% of first-year students in Warner College have participated in one or more high impact experiences (compared to 55% of first-year students at other large land grant institutions).

Enrollment and Access / Division of Student Affairs / VP for Diversity

NSSE data can also be explored by first generation (FG), Pell recipient, and minority status to help understand differences in graduation rates by demographic group. Overall at CSU there are not gaps in self-reported levels of student engagement across these demographic attributes.

- Nearly 29% of FG first-year students at CSU participated in a learning community (compared to 22% of non-FG students at CSU who participated in a learning community).
- About 59% of FG first-year students at CSU completed service-learning course work (compared 49% of non-FG first-year students).
- About 68% of FG first-year students at CSU participate in one or more high impact experiences (compared to about 60% of non-FG students who participate in one or more high impact experience).
- Nearly 28% of Pell recipient first-year students at CSU participated in a learning community (compared to 24% of non-Pell students at CSU who participated in a learning community).
- About 32% of minority students at CSU have participated in learning community (compared to 24% of non-minority students at CSU who participated in a learning community).
- At CSU 62% of senior minority students have done an internship, field experience or clinical placement (compared to 55% of non-minority seniors)

The NSSE data can be joined with any of the variables in our institutional databases for internal comparisons and there are a variety of questions on the topics of engagement, learning, and satisfaction. The complete survey can be viewed online ([link](#)). Please feel free to contact IRP&E (Heather.Novak@colostate.edu) if there if you think NSSE might be useful for a story.