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### 2006 National Survey of Student Engagement

The National Survey of Student Engagement (NSSE) was developed in 1999 at Indiana University with funding from Pew Charitable Trusts as a novel approach to assessing student engagement in effective educational practices. The NSSE is administered in the spring to first-year students and seniors at 4-year institutions nationwide. The survey gathers information from students about time spent on academic tasks, about student views on areas of institutional emphasis and contribution to personal development, and about the quality of students' relationships with faculty, administrators and other students at their institution. Embry-Riddle first participated in the NSSE project in Spring 2001 along with 320 other 4-year institutions, in 2003 with 437 other schools, and again in 2006 with 557 other schools.

NSSE administrators encourage data sharing by allowing schools to form a 'survey consortium' of 6 or more members. ERAU joined a consortium with the following AITU (Association of Independent Technical Universities) schools:

- Clarkson University
- Franklin W. Olin College of Engineering
- Harvey Mudd College
- Milwaukee School of Engineering
- Polytechnic University
- Rose-Hulman Institute of Technology
- Worcester Polytechnic Institute

This NSSE-AITU group designed 20 additional consortium questions to reflect Accrediting Board for Engineering and Technology (ABET) learning outcomes requirements. This provides a third group for comparing ERAU results in addition to all NSSE participants nationally and a self selected group of peer schools based on Carnegie Classifications.

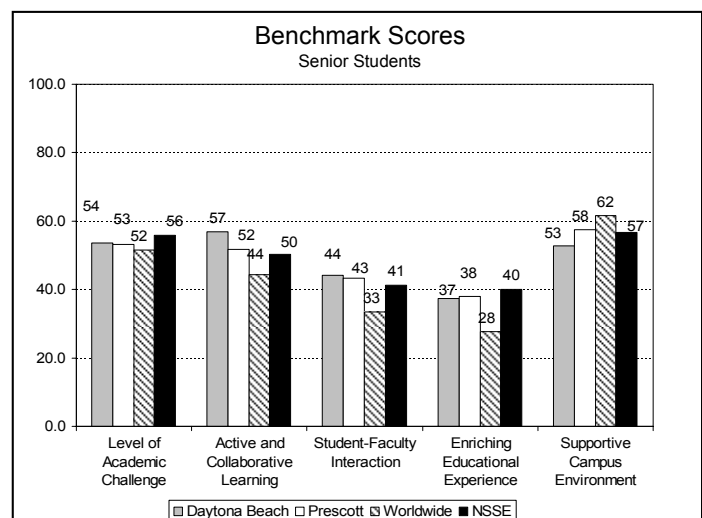
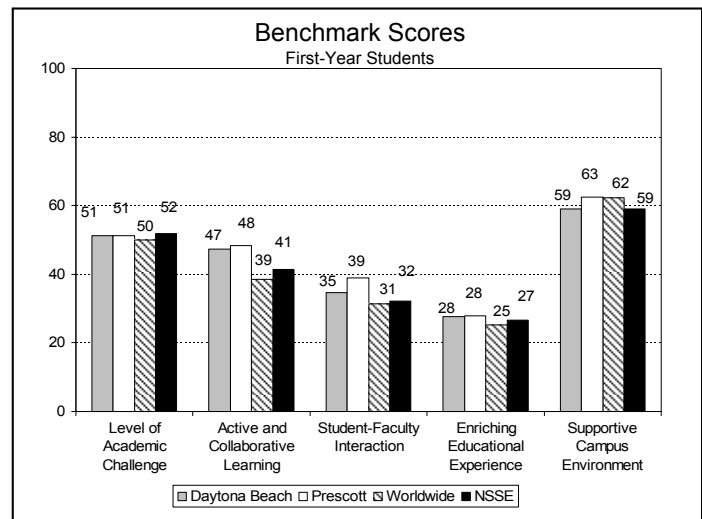
The NSSE administration in 2003 surveyed first-year and senior level students from all degree programs and surveyed the two residential campuses. The 2006 administration surveyed first-year and senior level students from all degree programs and surveyed Daytona Beach, Prescott and Worldwide campuses. The survey was conducted entirely online, and the sample included all of the seniors and first-year students at the Daytona Beach and Prescott campuses, and a random sample of 1,994 first-year and 1,988 senior students from Worldwide. The response rate for ERAU Daytona Beach was 28% (n=734) for Prescott it was 34% (n=333) and for Worldwide it was 23% (947). The overall response rates for comparison groups were: AITU schools 43% (n=3,635); and all NSSE

participants 35% (n=259,248).

### ◆ NSSE Results

In order to evaluate the NSSE results in general terms NSSE administrators grouped many of the 69 general survey questions into the following 5 "benchmark areas": 1) level of academic challenge, 2) active and collaborative learning, 3) student interactions with faculty, 4) enriching educational experiences, and 5) supportive campus environment. Benchmark scores based on a 100-point scale were generated by NSSE for each benchmark area.

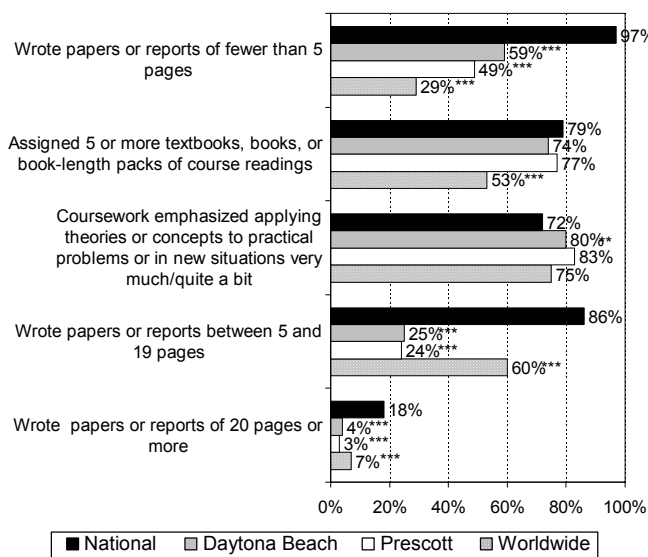
The two following tables show benchmark scores for Daytona Beach, Prescott and Worldwide Campuses and all NSSE 2006 schools nationwide. Higher benchmark scores indicate higher levels of student engagement on the items that comprise each benchmark.



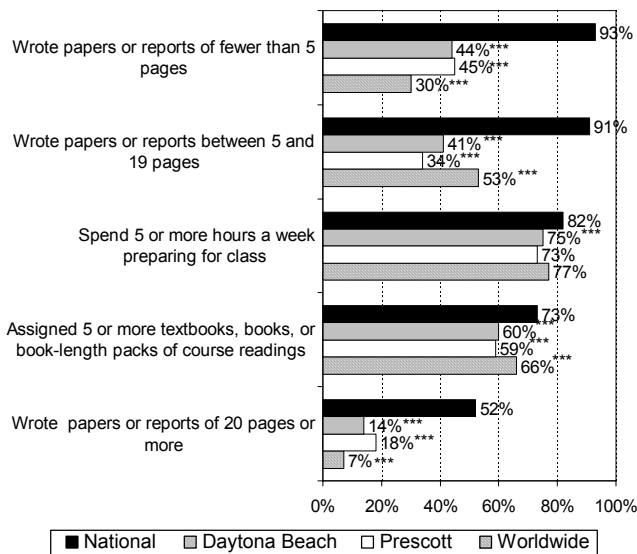
## Benchmark 1: Level of Academic Challenge

### ERAU vs. National Students

First Year Students  
Percent of Students Responding...



Senior Students  
Percent of Students Responding...



\*\*Proportion of responses was significantly higher for ERAU students than for National respondents.

\*\*\*Proportion of responses was significantly lower for ERAU students than for National respondents.

### Trend Data ERAU 2006 vs. 2003

Items for Benchmark 1, Level of Academic Challenge, for *First Year Students* had little to no difference when comparing this year's respondents to the 2003 administration, for all but a few items:

#### Daytona Beach

- Assigned 5 or more textbooks, books, or book-length packs of course readings (74% 2006, 82% 2003)

#### Prescott

- Spend 5 or more hours a week preparing for class (84% 2006, 74% 2003)
- Coursework emphasized making judgments about the value of information, arguments, or methods very much/quite a bit (63% 2006, 72% 2003)

When comparing *Senior Students* from 2006 to the 2003 administration the results were also very similar.

#### Daytona Beach

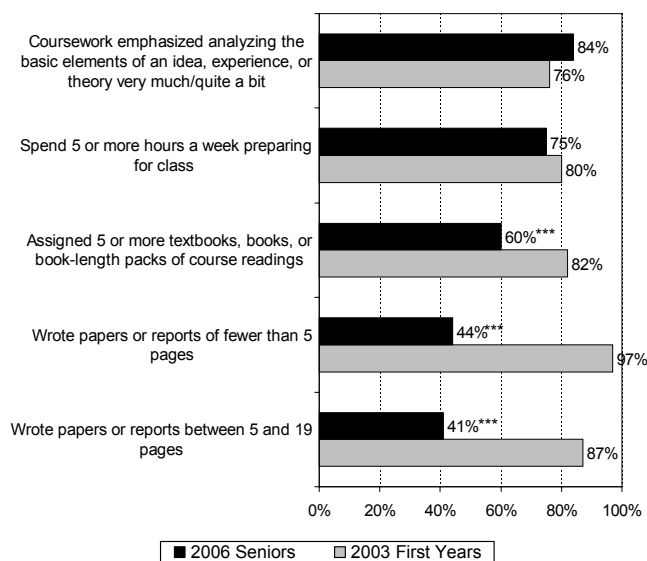
- Spend 5 or more hours a week preparing for class (75% 2006, 87% 2003)
- Institution very much/quite a bit emphasizes spending significant amounts of time studying & academic work (78% 2006, 88% 2003)

#### Prescott

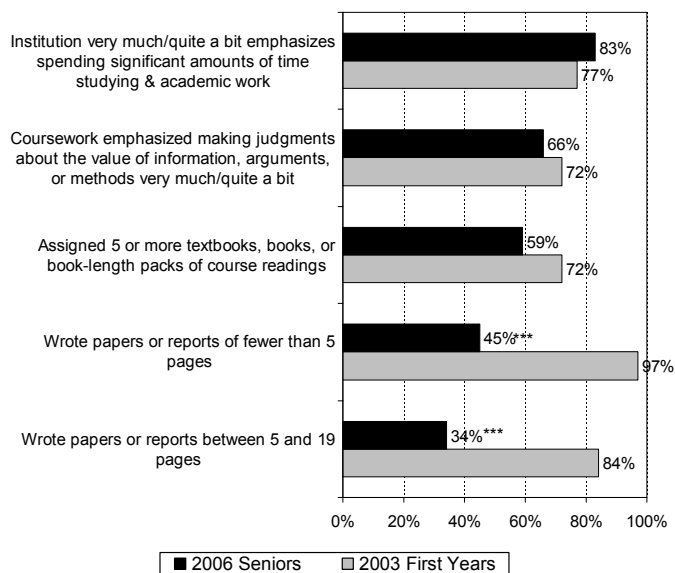
- Coursework emphasized making judgments about the value of information, arguments, or methods very much/quite a bit (66% 2006, 73% 2003)

### ERAU Class of 2006 - Now and Then

Daytona Beach Campus  
Percent of Students Responding...



Prescott Campus  
Percent of Students Responding...

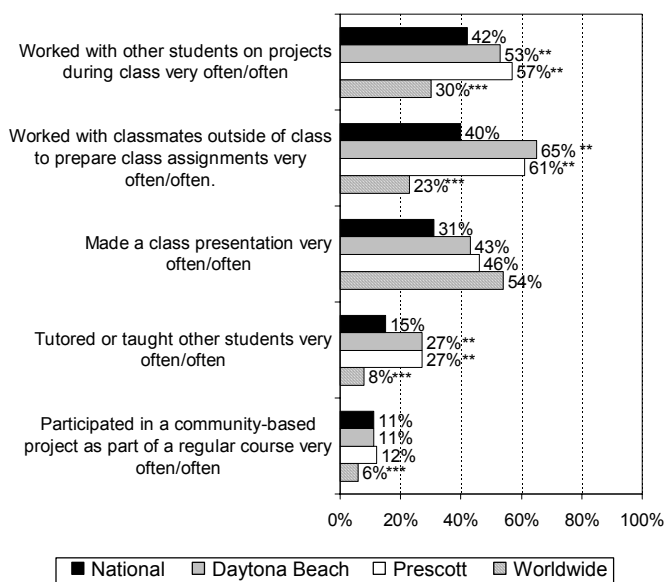


\*\*Proportion of responses was significantly higher for 2006 Senior students than for 2003 First-year Students.

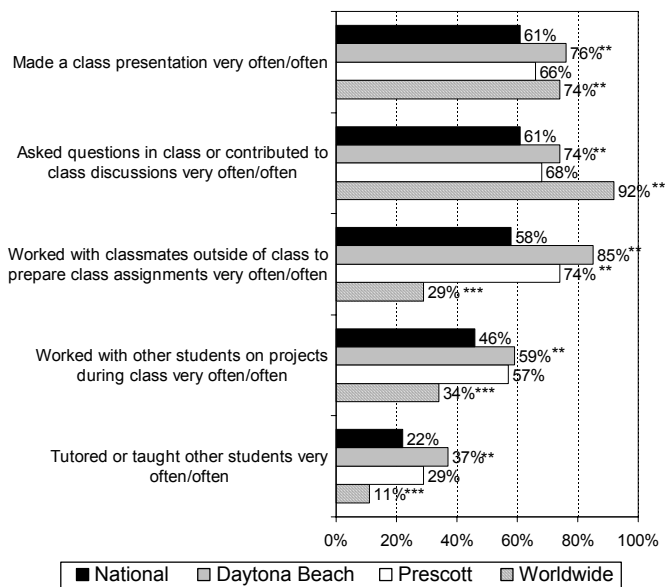
\*\*\*Proportion of responses was significantly lower for 2006 Senior students than for 2003 First-year Students.

**Benchmark 2: Active and Collaborative Learning****ERAU vs. National Students**

First Year Students  
Percent of Students Responding...



Senior Students  
Percent of Students Responding...



\*\*Proportion of responses was significantly higher for ERAU students than for National respondents.

\*\*\*Proportion of responses was significantly lower for ERAU students than for National respondents.

**Trend Data ERAU 2006 vs. 2003**

The items for Benchmark 2, Active and Collaborative Learning, for *First Year Students* had little to no difference when comparing this year's respondents to the previous administration, for all but a few items:

**Daytona Beach**

- Worked with classmates outside of class to prepare class assignments very often/often (65% 2006, 51% 2003)
- Worked with other students on projects during class very often/often (53% 2006, 37% 2003)

**Prescott**

- Worked with other students on projects during class very often/often (57% 2006, 41% 2003)
- Made a class presentation very often/often (46% 2006, 35% 2003)

When comparing *Senior Student* responses there were only minor differences in a few items:

**Daytona Beach**

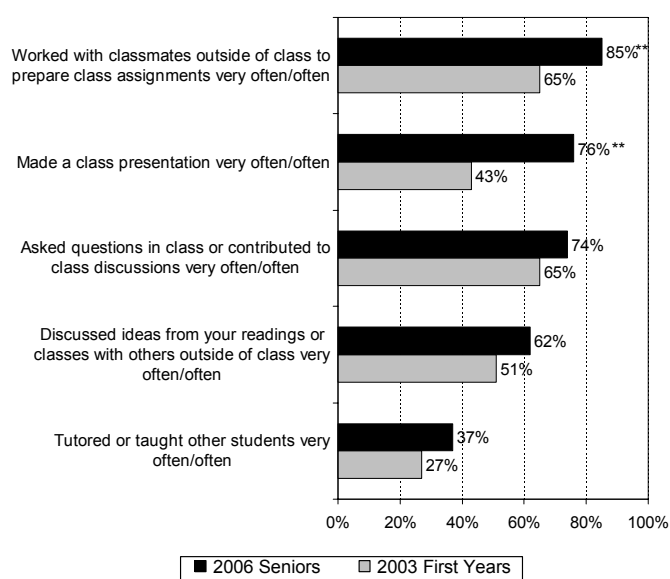
- Made a class presentation very often/often (76% 2006, 68% 2003)

**Prescott**

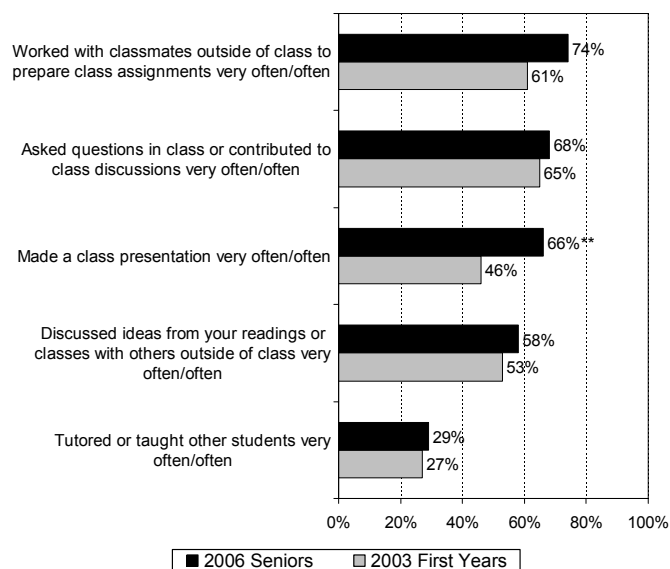
- Discussed ideas from readings or classes with others outside of class very often/often (58% 2006, 73% 2003)

**ERAU Class of 2006 - Now and Then**

Daytona Beach Campus  
Percent of Students Responding...



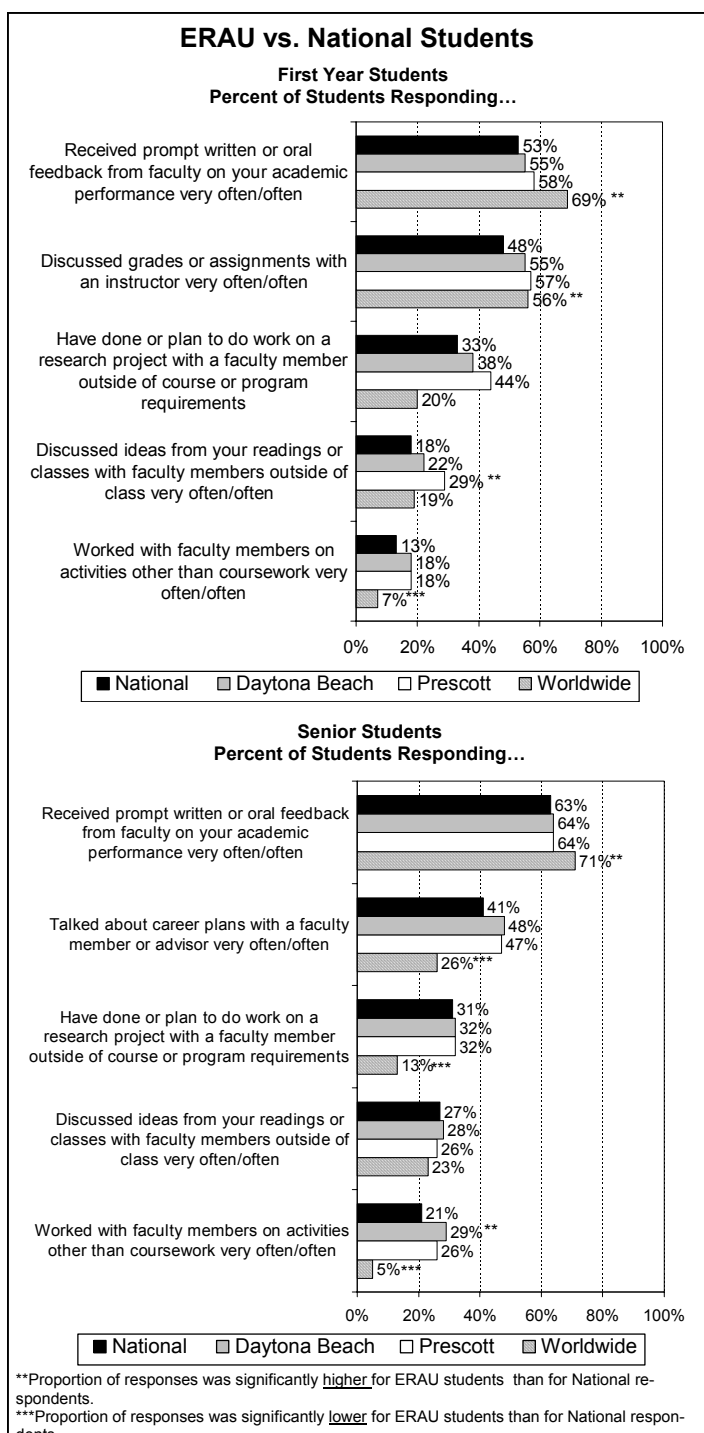
Prescott Campus  
Percent of Students Responding...



\*\*Proportion of responses was significantly higher for 2006 Senior students than for 2003 First-year Students.

\*\*\*Proportion of responses was significantly lower for 2006 Senior students than for 2003 First-year Students.

### Benchmark 3: Student-Faculty Interaction



#### Trend Data ERAU 2006 vs. 2003

Benchmark 3 items, Student-Faculty Interaction, for *First Year Students* all showed increases for both residential campuses:

##### Daytona Beach

- Talked about career plans with a faculty member or advisor very often/often (32% 2006, 23% 2003)
- Discussed ideas from readings or classes with faculty members outside class very often/often (22% 2006, 15% 2003)

##### Prescott

- Discussed ideas from readings or classes with faculty members outside class very often/often (29% 2006, 12% 2003)
- Talked about career plans with a faculty member or advisor very often/often (44% 2006, 31% 2003)

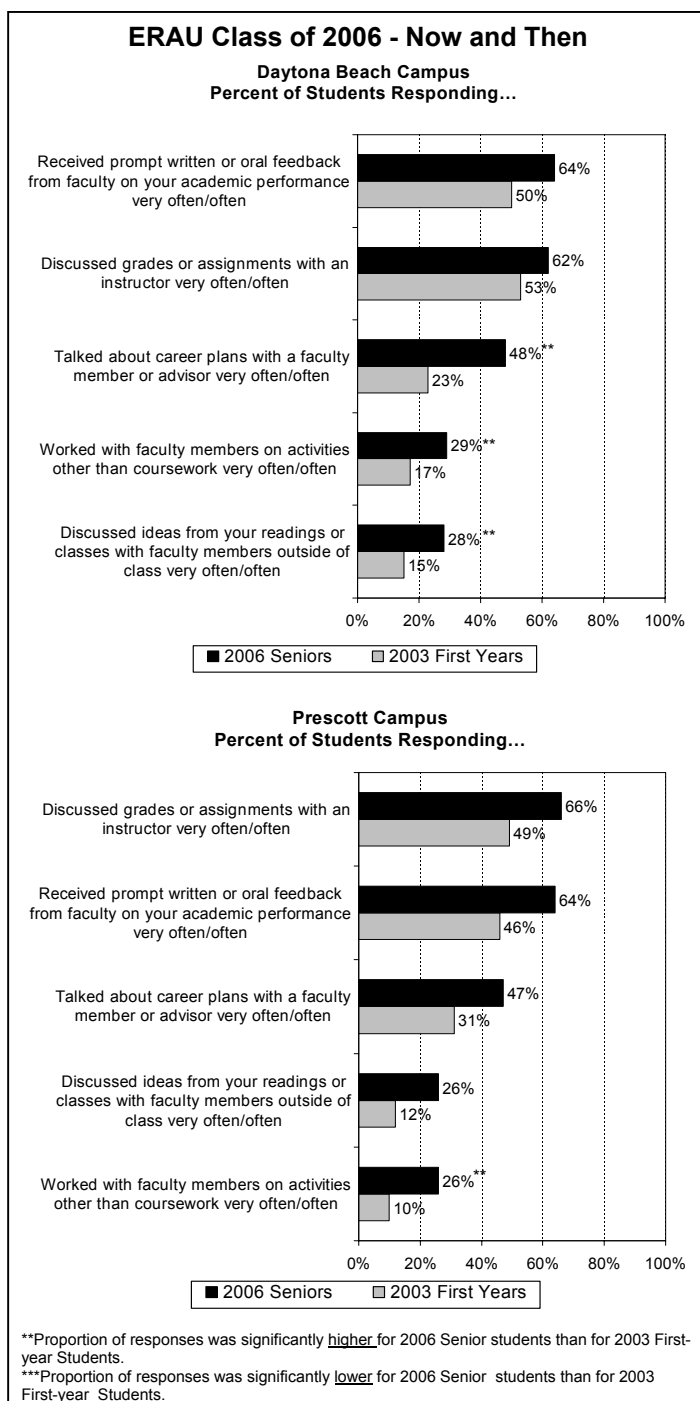
Differences for *Senior Students* include:

##### Daytona Beach

- Worked with faculty members on activities other than coursework very often/often (29% 2006, 20% 2003)

##### Prescott

- Talked about career plans with a faculty member or advisor very often/often (47% 2006, 55% 2003)
- Worked with faculty members on activities other than coursework very often/often (26% 2006, 19% 2003)

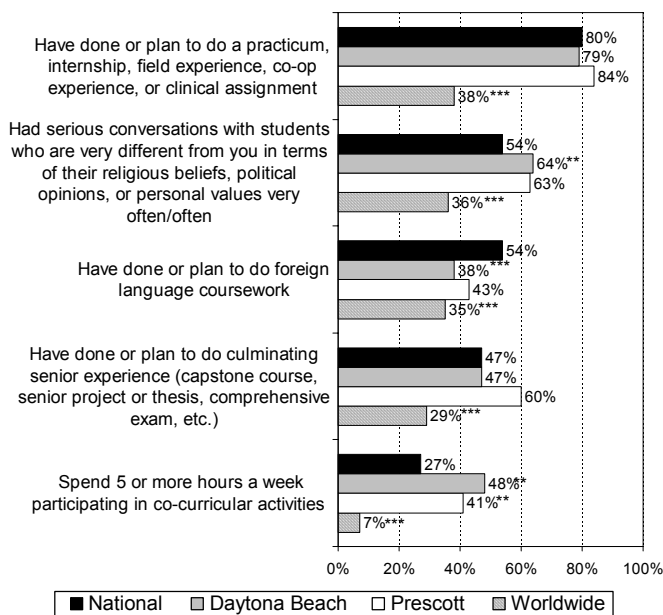


## Benchmark 4: Enriching Educational Experience

### ERAU vs. National Students

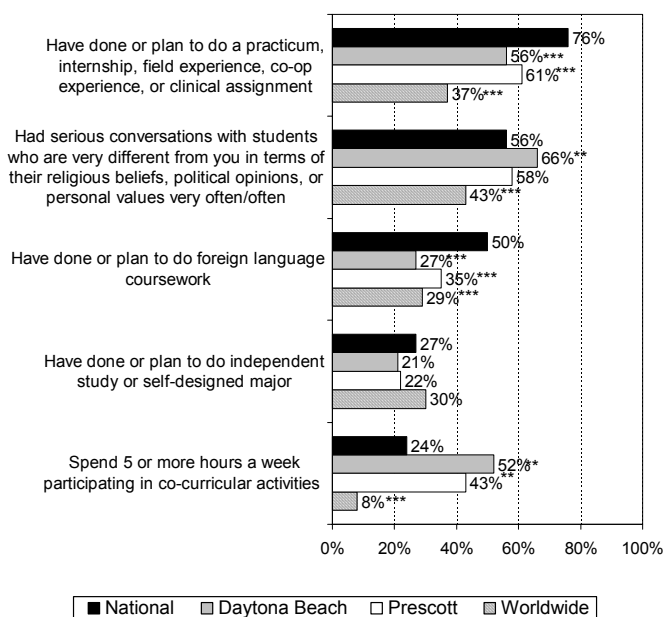
#### First Year Students

Percent of Students Responding...



#### Senior Students

Percent of Students Responding...



\*\*Proportion of responses was significantly higher for ERAU students than for National respondents.

\*\*\*Proportion of responses was significantly lower for ERAU students than for National respondents.

### Trend Data ERAU 2006 vs. 2003

Benchmark 4 items, Enriching Educational Experience, for *First Year Students* almost all showed large differences for both campuses:

#### Daytona Beach

- Have done or plan to do foreign language coursework (38% 2006, 19% 2003)
- Have done or plan to do culminating senior experience (47% 2006, 34% 2003)

#### Prescott

- Have done or plan to do culminating senior experience (60% 2006, 39% 2003)

Differences for *Senior Students* include:

#### Daytona Beach

- Have done or plan to do community service or volunteer work (70% 2006, 53% 2003)
- Spend 5 or more hours a week participating in co-curricular activities (52% 2006, 36% 2003)

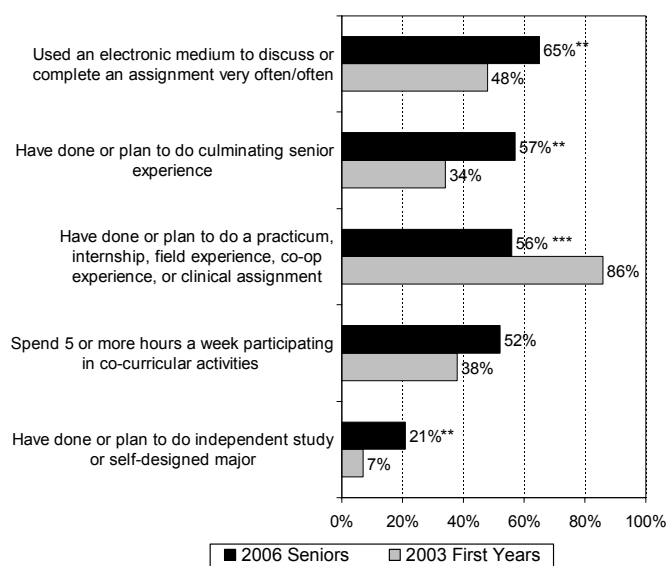
#### Prescott

- Institution very much/quite a bit encourages contact among students from different economic, social, and racial or ethnic backgrounds (38% 2006, 28% 2003)

### ERAU Class of 2006 - Now and Then

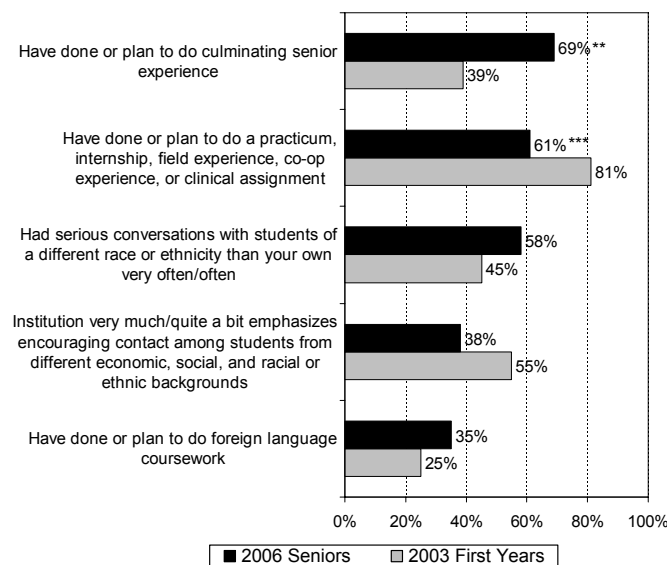
#### Daytona Beach Campus

Percent of Students Responding...



#### Prescott Campus

Percent of Students Responding...



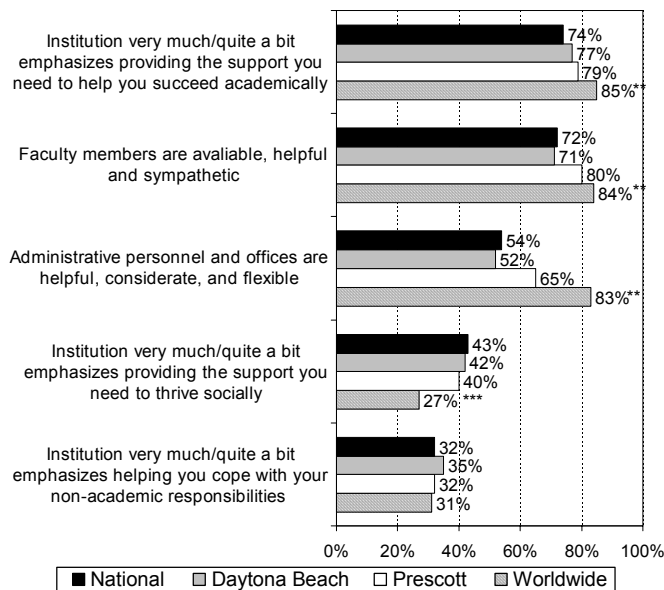
\*\*Proportion of responses was significantly higher for 2006 Senior students than for 2003 First-year Students.

\*\*\*Proportion of responses was significantly lower for 2006 Senior students than for 2003 First-year Students.

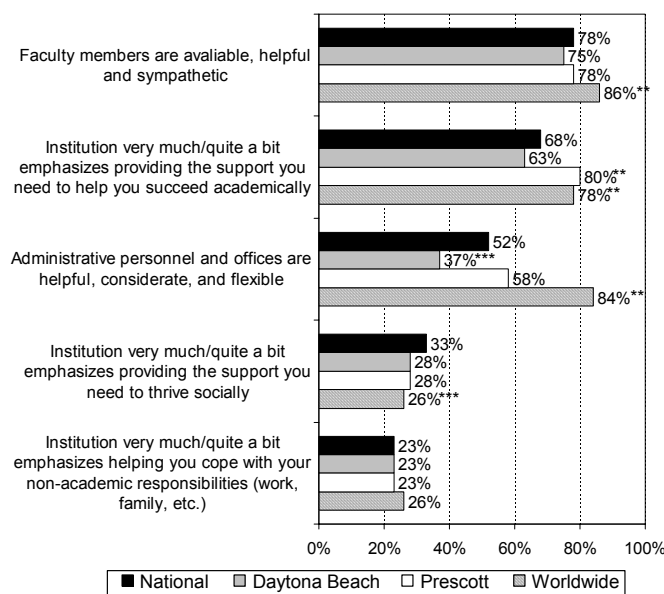
## Benchmark 5: Supportive Campus Environment

### ERAU vs. National Students

First Year Students  
Percent of Students Responding...



Senior Students  
Percent of Students Responding...



\*\*Proportion of responses was significantly higher for ERAU students than for National respondents.

\*\*\*Proportion of responses was significantly lower for ERAU students than for National respondents.

### Trend Data ERAU 2006 vs. 2003

Benchmark 5 items, Supportive Campus Environment, for *First Year Students* showed the largest differences of all the benchmarks for both campuses:

#### Daytona Beach

- Institution very much/quite a bit provides the support you need to thrive socially (42% 2006, 28% 2003)

#### Prescott

- Administrative personnel and offices are helpful, considerate, and flexible (65% 2006, 25% 2003)

- Institution very much/quite a bit provides the support you need to thrive socially (40% 2006, 19% 2003)

Differences for *Senior Students* include:

#### Daytona Beach

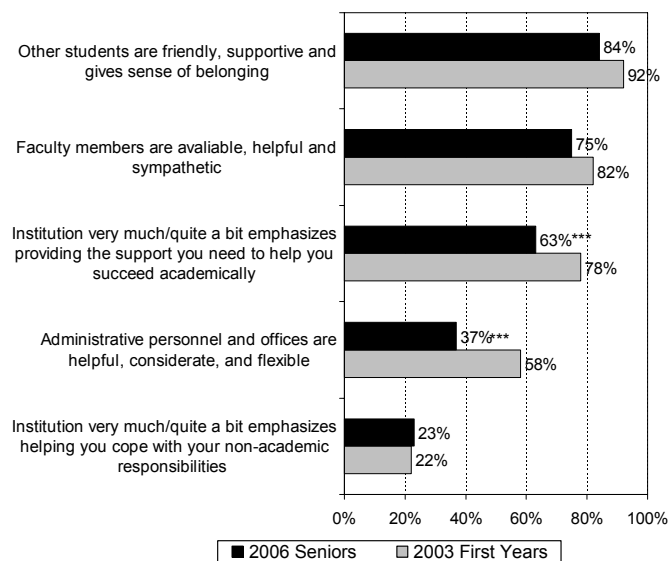
- Administrative personnel and offices are helpful, considerate, and flexible (37% 2006, 25% 2003)

#### Prescott

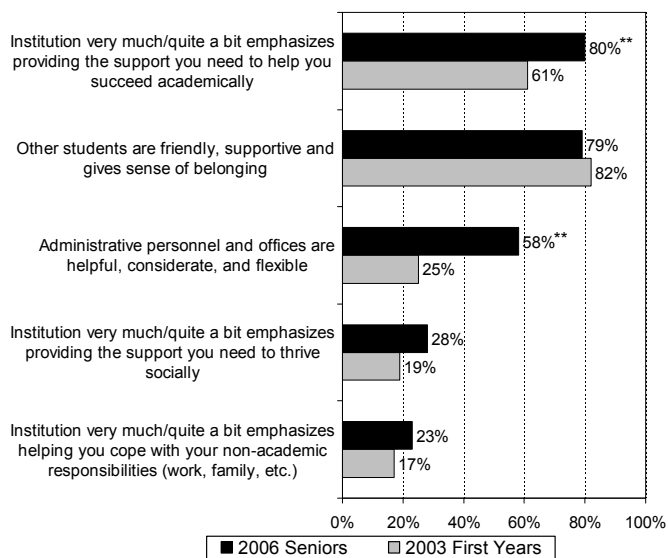
- Institution very much/quite a bit provides the support you need to help you succeed academically (80% 2006, 69% 2003)

### ERAU Class of 2006 - Now and Then

Daytona Beach Campus  
Percent of Students Responding...



Prescott Campus  
Percent of Students Responding...



\*\*Proportion of responses was significantly higher for 2006 Senior students than for 2003 First-year Students.

\*\*\*Proportion of responses was significantly lower for 2006 Senior students than for 2003 First-year Students.

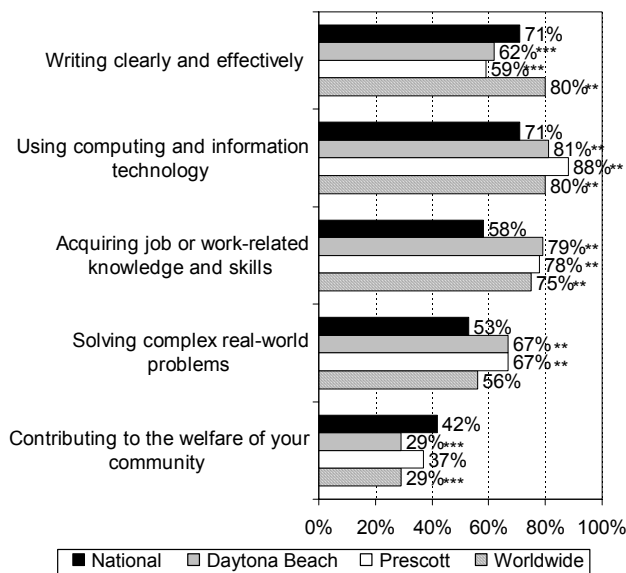
## Educational and Personal Growth

The NSSE survey includes fifteen items that address the amount to which a student's experience at their institution has affected their educational and personal growth. These items are not included in any benchmark, but reveal the student's perception of the relation between their academic experience and their personal development.

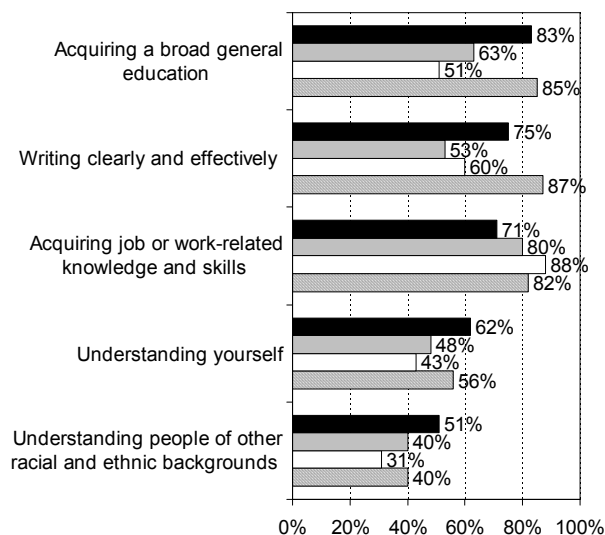
### ERAU vs. National Students

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

**First Year Students**  
Percent Responding Very Much/Quite a Bit



**Senior Students**  
Percent Responding Very Much/Quite a Bit



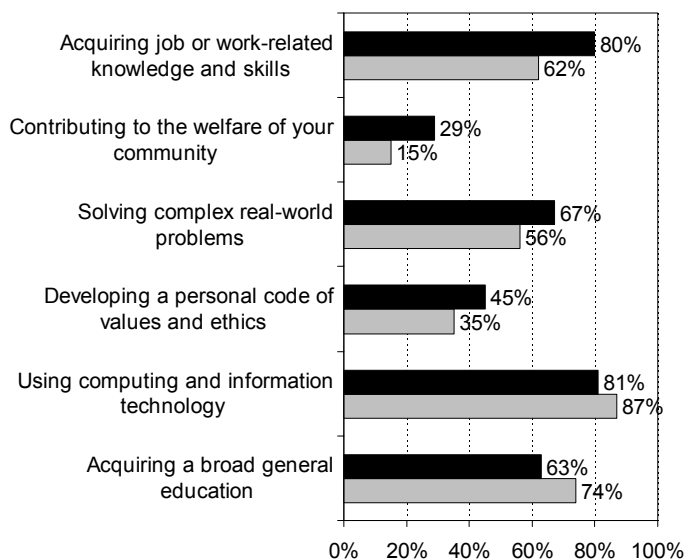
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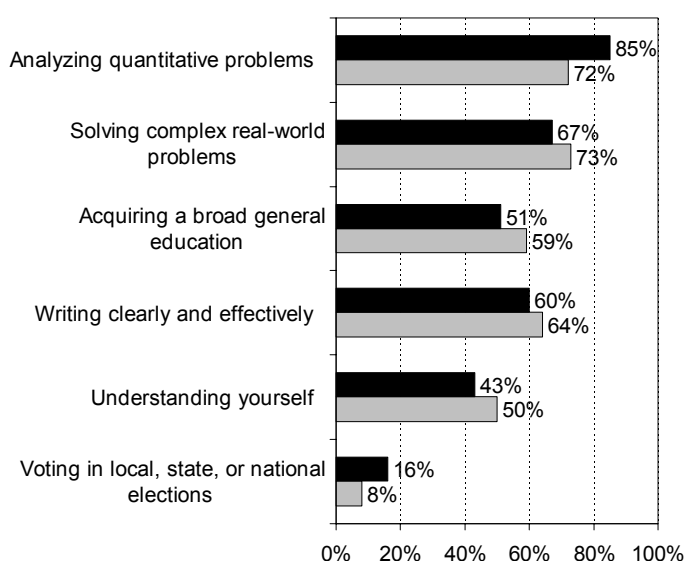
### ERAU Class of 2006 - Now and Then

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

**Daytona Beach Campus**  
Percent Responding Very Much/Quite a Bit



**Prescott Campus**  
Percent Responding Very Much/Quite a Bit



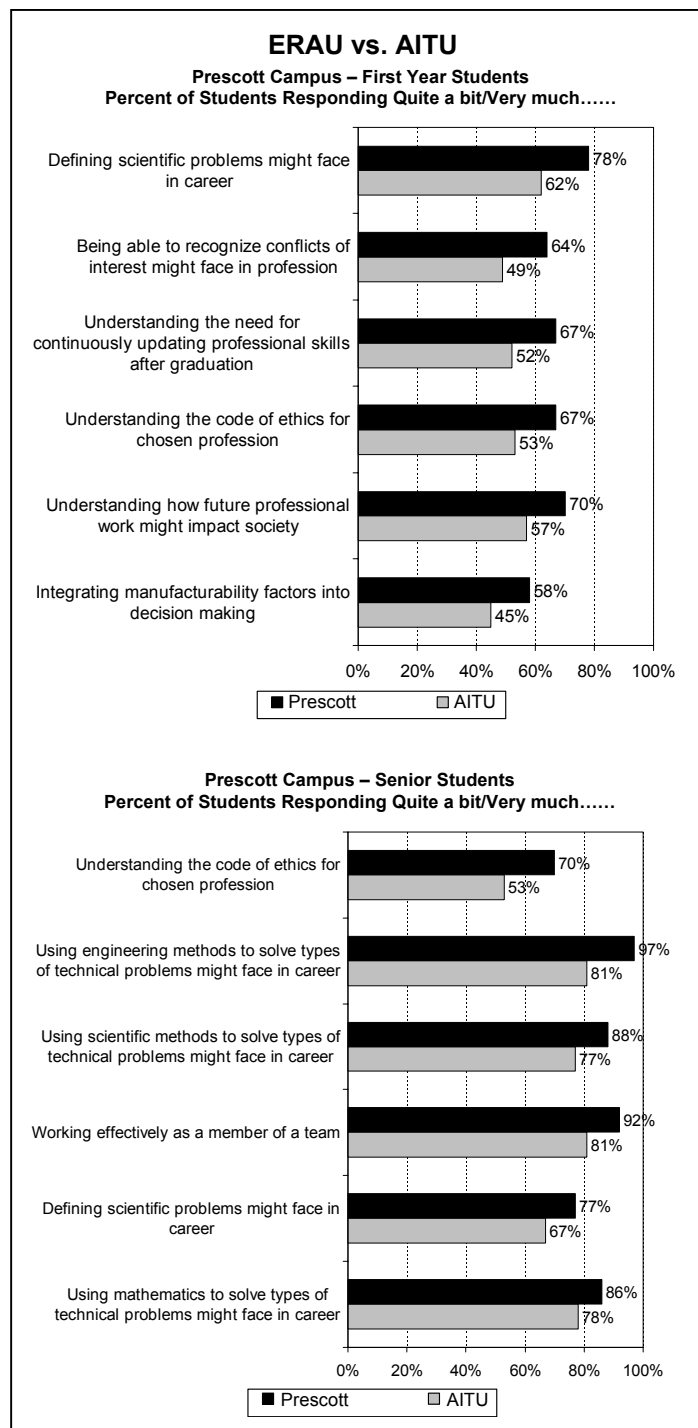
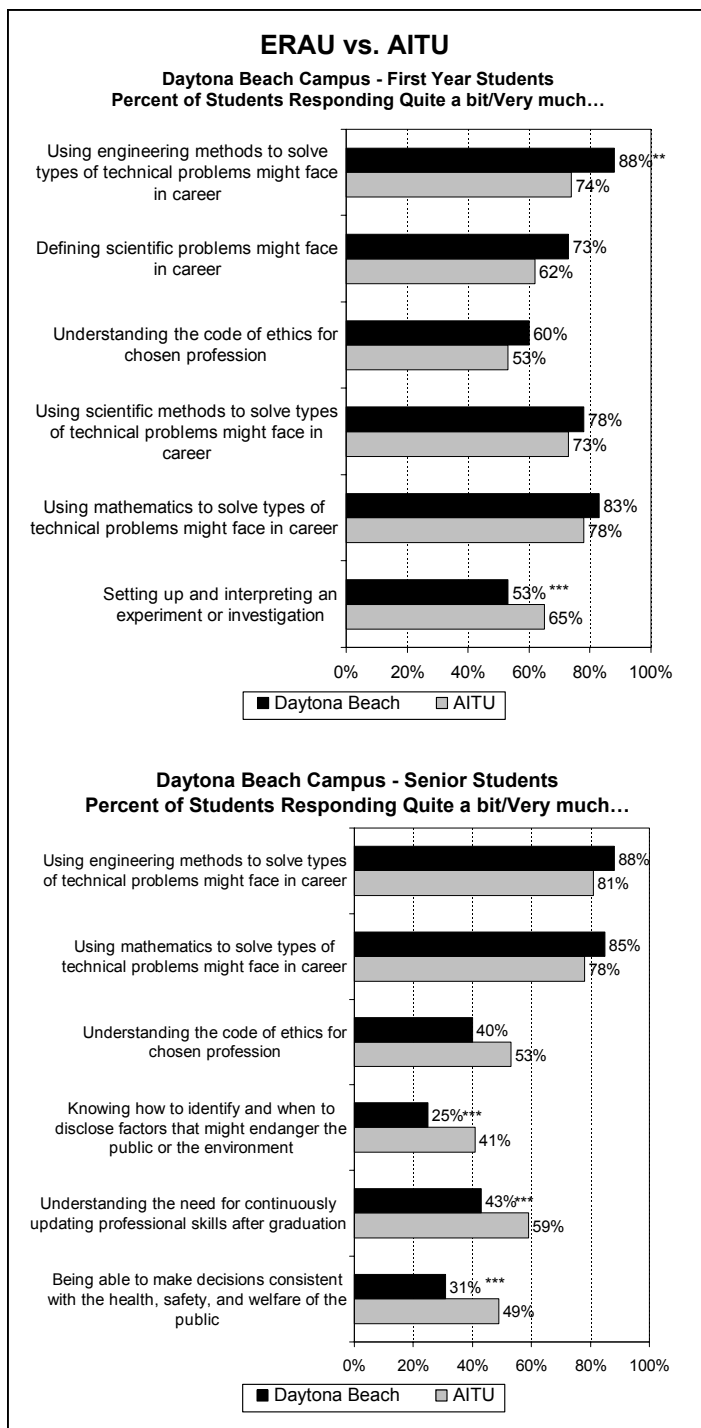
\*\*Proportion of responses was significantly higher for 2006 Senior students than for 2003 First-year Students.

\*\*\*Proportion of responses was significantly lower for 2006 Senior students than for 2003 First-year Students.

## AITU Consortium Questions

The NSSE-AITU group designed 20 additional consortium questions to reflect Accrediting Board for Engineering and Technology (ABET) learning outcomes requirements. The following graphs indicate responses from ERAU Engineering students only. The other universities that make up the AITU consortium average 89.4% Engineering, Math and Science majors.

The following graphs show the percent of students responding 'Very Much' or 'Quite a Bit' to the following questions: *To what extent has your college experience contributed to your learning in the following areas?*



\*\*Proportion of responses was significantly higher for ERAU students than for AITU respondents.

\*\*\*Proportion of responses was significantly lower for ERAU students than for AITU respondents.

The *IR PREVIEW* provides the ERAU community with timely information regarding current studies conducted by the Office of Institutional Research. The IR Preview is published whenever preliminary statistics of developing projects become available. Please refer to the forthcoming full report for final and/or additional statistics.