Introduction

Every three years, the University System of Georgia monetarily supports the participation of its institutions in the National Survey of Student Engagement that asks first-year students and seniors to answer questions about their educational experiences—for example, their classroom participation, interaction with faculty, and time spent on various enriching activities. The goal is to help colleges and universities determine how engaged their students are in activities that lead to learning. Based on these questions, NSSE created five benchmarks of effective educational practices to focus discussions about the importance of student engagement and to guide institutional improvement efforts—Academic Challenge, Active & Collaborative Learning, Student-Faculty Interaction, Enriching Educational Experiences, and Supportive Campus Environment. According to NSSE, these behaviors and institutional features are among the more powerful contributors to learning and personal development.
Highlights

First-Year Students

- CCGA first-year students rated the College slightly higher in Learning Strategies\(^1\) compared to the Georgia System, similar Carnegie classification institutions, and peer institutions, as well as comparable to Top 50% institutions for the same engagement indicator.
- CCGA first-year students rated Collaborative Learning\(^2\) at a similar level to students in the Georgia System, but higher compared to Carnegie peers and institution peers.
- Although CCGA first-year students rated Discussions with Diverse Others\(^3\) at a similar level to students in the Georgia System, it was higher in comparison with Carnegie and institution peers. Furthermore, CCGA students rated Discussions with Diverse Others higher than all NSSE 2017 institutions, placing the College in the Top 50%.
- Over 50% of first-year students rated the quality of Student-Faculty Interaction\(^4\) as “high” compared to 43% in NSSE 2014.

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\(^1\) Examples of effective learning strategies include identifying key information in readings, reviewing notes after class, and summarizing course material. Knowledge about the prevalence of effective learning strategies helps colleges and universities target interventions to promote student learning and success.

\(^2\) Working on group projects, asking others for help with difficult material or explaining it to others, and working through course material in preparation for exams all represent collaborative learning activities.

\(^3\) Students afforded new opportunities to interact with and learn from others with different backgrounds and life experiences. Interactions across difference, both inside and outside the classroom, confer educational benefits and prepare students for personal and civic participation in a diverse and interdependent world.

\(^4\) Talked about career plans with a faculty member; worked with a faculty member on activities other than coursework (committees, student groups, etc.); discussed course topics, ideas, or concepts with a faculty member outside of class; discussed your academic performance with a faculty member.
Seniors

- About 84% of seniors rated CCGA as providing them with a “good” or “excellent” college experience.
- About 80% of seniors reported they would “probably” or “definitely” attend CCGA if they were starting over again.
- In relation to the comparison groups, seniors rated CCGA equivalent to or slightly above in Academic Challenge engagement indicators – Higher-Order Learning\(^5\), Reflective and Integrative Learning\(^6\), Quantitative Reasoning\(^7\), and Learning Strategies.
- In comparison to the Top 50% and Top 10% of NSSE institutions, CCGA seniors rated the institution comparable to the Top 50% of institutions on Higher-Order Learning and Learning Strategies.
- Seniors rated Collaborative Learning and Discussion with Diverse Others higher than students at Carnegie and institution peers.
- Seniors rated Student-Faculty Interaction higher than students in all three comparison groups, although not at a statistically significant level.
- CCGA seniors rated Quality of Interactions with others on campus and Supportive Environment slightly higher than students in the Georgia System, similar Carnegie Class institutions, and institution peers.
- By spring of their senior year, 57% of students had done (or were doing) a culminating senior experience compared to 41% in NSSE 2014.
- By spring of their senior year, 61% of students had participated in some form of an internship, co-op, field experience, student teaching, or clinical placement compared to 47% in NSSE 2014.
- About 35% of seniors worked on a research project with a faculty member compared to 24% in NSSE 2014; an 11% increase.
- Compared to seniors in the Georgia System, similar Carnegie institutions, and peer institutions, 71% of CCGA students participated in two or more high-impact practices; a 3% increase compared to NSSE 2014.

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5 Captures how much students' coursework emphasizes challenging cognitive tasks such as application, analysis, judgment, and synthesis – applying facts, theories, or methods to practical problems or new situations; analyzing an idea, experience, or line of reasoning in depth by examining its parts; evaluating a point of view, decision, or information source; forming a new idea or understanding from various pieces of information.

6 Relates to students' understandings and experiences to the content at hand. Instructors emphasizing reflective and integrative learning motivate students to make connections between their learning and the world around them, reexamining their own beliefs and considering issues and ideas from others' perspectives.

7 Ability to use and understand numerical and statistical information in everyday life; develop students' ability to reason quantitatively—to evaluate, support, and critique arguments using numerical and statistical information.
Administration

In Spring 2017, 1,371 College of Coastal Georgia students received an invitation to take the National Survey of Student Engagement (NSSE). A total of 183 students responded, for a 13% response rate. This is a lower response rate than the average across all NSSE participating institutions. Out of 897 freshmen students sampled, 98 responded (11% response rate); among 474 seniors sampled, 85 responded (18% response rate).

In comparison with CCGA’s peer groups (see below), the College had the lowest response rates although Georgia System seniors were only one percentage point ahead of CCGA in terms of the response rate.

<table>
<thead>
<tr>
<th>NSSE 2017 Response Rates</th>
<th>CCGA</th>
<th>Georgia System</th>
<th>Carnegie Peers</th>
<th>Institution Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year</td>
<td>11%</td>
<td>19%</td>
<td>19%</td>
<td>21%</td>
</tr>
<tr>
<td>Senior</td>
<td>18%</td>
<td>19%</td>
<td>29%</td>
<td>29%</td>
</tr>
</tbody>
</table>

The Office of Institutional Effectiveness (OIE) coordinated with NSSE to administer the surveys. A census of all first-year and seniors from the fall term was produced and reviewed by the OIE to ensure a valid and available survey group. The students were invited by Ron Harding, Senior Research Associate, to participate in the NSSE survey. Over the course of several weeks, students received several email contacts containing a hyperlink to the web-based version of the survey.

<table>
<thead>
<tr>
<th>Representativeness</th>
<th>First-Year</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Respondent%</td>
<td>Population%</td>
</tr>
<tr>
<td>Female</td>
<td>79</td>
<td>67</td>
</tr>
<tr>
<td>Full-time</td>
<td>89</td>
<td>80</td>
</tr>
<tr>
<td>First-time, first-year</td>
<td>76</td>
<td>62</td>
</tr>
</tbody>
</table>

Race/ethnicity

<table>
<thead>
<tr>
<th>Race/ethnicity</th>
<th>First-Year</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Black or African American</td>
<td>18</td>
<td>23</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>Native Hawaiian/Other Pacific Islander</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>White</td>
<td>62</td>
<td>59</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Foreign or nonresident alien</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Two or more races/ethnicities</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Unknown</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

The characteristics of the CCGA students who responded to the NSSE are roughly comparable to those of all undergraduate degree-seeking students at CCGA. Ninety-three percent of survey respondents are full-time, compared to 89% of enrolled students. Eighty-nine percent of survey respondents are female, compared to 80% of enrolled students. The ethnic distribution of student respondents was similar to the CCGA student body population with slightly lower proportions of Black or African American responses and significantly higher proportions of responses among students identifying as of two or more races or foreign/non-resident alien, though the numbers of students in the latter two categories are small both in the student population and among respondents.
Comparative Groups

**Georgia System (N=22)**
- Abraham Baldwin Agricultural College (Tifton, GA)
- Albany State University (Albany, GA)
- Armstrong State University (Savannah, GA)
- Augusta University (Augusta, GA)
- Clayton State University (Morrow, GA)
- Columbus State University (Columbus, GA)
- Dalton State College (Dalton, GA)
- Fort Valley State University (Fort Valley, GA)
- Georgia College (Milledgeville, GA)
- Georgia Gwinnett College (Lawrenceville, GA)
- Georgia Institute of Technology (Atlanta, GA)
- Georgia Southern University (Statesboro, GA)
- Georgia Southwestern State University (Americus, GA)
- Georgia State University (Atlanta, GA)
- Gordon State College (Barnesville, GA)
- Kennesaw State University (Kennesaw, GA)
- Middle Georgia State University (Macon, GA)
- Savannah State University (Savannah, GA)
- University of Georgia (Athens, GA)
- University of North Georgia (Dahlonega, GA)
- University of West Georgia (Carrollton, GA)
- Valdosta State University (Valdosta, GA)

**Carnegie Class (N=17)**
- Abraham Baldwin Agricultural College (Tifton, GA)
- Bacone College (Muskogee, OK)
- Dalton State College (Dalton, GA)
- Dixie State University (Saint George, UT)
- Gordon State College (Barnesville, GA)
- Johnson & Wales University-Charlotte (Charlotte, NC)
- Johnson & Wales University-Denver (Denver, CO)
- Morrisville State College (Morrisville, NY)
- Mount Aloysius College (Cresson, PA)
- Ohio State University at Newark (Newark, OH)
- Ohio State University-Mansfield Campus (Mansfield, OH)
- Ohio State University-Marion Campus (Marion, OH)
- SUNY College of Agriculture and Technology at Cobleskill (Cobleskill, NY)
- SUNY College of Technology at Alfred (Alfred, NY)
- SUNY College of Technology at Canton (Canton, NY)
- SUNY College of Technology at Delhi (Delhi, NY)
- Vaughn College of Aeronautics and Technology (Flushing, NY)
Peer Institutions (N=11)

- Abraham Baldwin Agricultural College (Tifton, GA)
- Dalton State College (Dalton, GA)
- Dixie State University (Saint George, UT)
- Farmingdale State College (Farmingdale, NY)
- Glenville State College (Glenville, WV)
- Gordon State College (Barnesville, GA)
- Lewis-Clark State College (Lewiston, ID)
- Louisiana State University at Alexandria (Alexandria, LA)
- Rogers State University (Claremore, OK)
- University of Arkansas - Fort Smith (Fort Smith, AR)
- University of Maine at Augusta (Augusta, ME)
Four NSSE Student Engagement Themes

**Academic Challenge**

**Higher-Order Learning**
During the current school year, how much has your coursework emphasized the following:

- Applying facts, theories, or methods to practical problems or new situations
- Analyzing an idea, experience, or line of reasoning in depth by examining its parts
- Evaluating a point of view, decision, or information source
- Forming a new idea or understanding from various pieces of information

**Reflective & Integrative Learning**
During the current school year, how often have you:

- Combined ideas from different courses when completing assignments
- Connected your learning to societal problems or issues
- Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments
- Examined the strengths and weaknesses of your own views on a topic or issue
- Tried to better understand someone else’s views by imagining how an issue looks from his or her perspective
- Learned something that changed the way you understand an issue or concept
- Connected ideas from your courses to your prior experiences and knowledge

**Learning Strategies**
During the current school year, how often have you:

- Identified key information from reading assignments
- Reviewed your notes after class
- Summarized what you learned in class or from course materials

**Quantitative Reasoning**
During the current school year, how often have you:

- Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)
- Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)
- Evaluated what others have concluded from numerical

**Learning with Peers**

**Collaborative Learning**
During the current school year, how often have you:

- Asked another student to help you understand course material
- Explained course material to one or more students
- Prepared for exams by discussing or working through course material with other students
- Worked with other students on course projects or assignments
Discussions with Diverse Others

During the current school year, how often have you had discussions with …

- People from a race or ethnicity other than your own
- People from an economic background other than your own
- People with religious beliefs other than your own
- People with political views other than your own

Experiences with Faculty

Student-Faculty Interaction

During the current school year, how often have you:

- Talked about career plans with a faculty member
- Worked with a faculty member on activities other than coursework (student groups, etc.)
- Discussed course topics, ideas, or concepts with a faculty member outside of class
- Discussed your academic performance with a faculty member

Effective Teaching Practices

During the current school year, to what extent have your instructors done the following?

- Clearly explained course goals and requirements
- Taught course sessions in an organized way
- Used examples or illustrations to explain difficult points
- Provided feedback on a draft or work in progress
- Provided prompt and detailed feedback on tests or completed assignments

Campus Environment

Quality of Interactions

Indicate the quality of your interactions with the following people at your institution:

- Students / Academic advisors / Faculty
- Student services staff (career services, student activities, housing, etc.)
- Other administrative staff and offices (registrar, financial aid, etc.)

Supportive Environment

How much does your institution emphasize the following?

- Providing support to help students succeed academically
- Using learning support services (tutoring services, writing center, etc.)
- Encouraging contact among students from different backgrounds (social, racial/ethnic, etc.)
- Providing opportunities to be involved socially
- Providing support for your overall well-being (recreation, health care, counseling, etc.)
- Helping you manage your nonacademic responsibilities (work, family, etc.)
- Attending campus activities and events (performing arts, athletic events, etc.)
- Attending events that address important social, economic, or political issues
Engagement Indicators Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment.

The table below compares average scores for CCGA students with those in its comparison groups.

<table>
<thead>
<tr>
<th>Engagement Indicators</th>
<th>First-Year Compared with Peers</th>
<th>Senior Compared with Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2014</td>
<td>2017</td>
</tr>
<tr>
<td>Academic Challenge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher Order Learning</td>
<td>***</td>
<td>***</td>
</tr>
<tr>
<td>Reflective &amp; Integrative Learning</td>
<td>***</td>
<td>***</td>
</tr>
<tr>
<td>Learning Strategies</td>
<td>***</td>
<td>***</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>***</td>
<td>***</td>
</tr>
<tr>
<td>Learning with Peers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaborative Learning</td>
<td>^</td>
<td>^</td>
</tr>
<tr>
<td>Discussions with Diverse Others</td>
<td>^</td>
<td>^</td>
</tr>
<tr>
<td>Experiences with Faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-Faculty Interaction</td>
<td>***</td>
<td>***</td>
</tr>
<tr>
<td>Effective Teaching Practices</td>
<td>***</td>
<td>***</td>
</tr>
<tr>
<td>Campus Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of Interactions</td>
<td>^</td>
<td>***</td>
</tr>
<tr>
<td>Supportive Environment</td>
<td>***</td>
<td>***</td>
</tr>
</tbody>
</table>

^ = significantly higher            *** no significant difference            V = significantly lower

What follows is a presentation on the aggregated results for the ten NSSE engagement indicators. The College’s aggregated results are compared to three groups of institutions: Georgia System, similar Carnegie Classification institutions, and peer institutions. Examining these results will help explain which specific factors contribute to the average scores that are higher or lower than the comparison groups. These summary results suggest some areas that can be improved – see “Executive Summary of Intervention Points” near the end of this report.
**Student Engagement Indicator Overview**

**Academic Challenge**

**First-year Students**

CCGA first-year students rated the College slightly higher for the **Learning Strategies** engagement indicator than the three comparison groups – Georgia System, similar Carnegie classification institutions, and peer institutions. Ratings on the other three indicators were at levels comparable to students within the Georgia System and similar Carnegie classification institutions for **Higher-Order Learning** and **Quantitative Reasoning**, while **Reflective & Integrative Learning** was comparable to Carnegie peers.

To compare the engagement of our students with those attending two groups of institutions identified by NSSE for their “high average” levels of student engagement[^8], CCGA was comparable to Top 50% of institutions for **Learning Strategies**, **Quantitative Reasoning** and **Discussions with Diverse Others** with response means not found to be significantly different.

![Academic Challenge: First-Year](image)

**Seniors**

CCGA seniors rated the College at a similar level on each of the Academic Challenge Engagement Indicators when compared to students from the Georgia System, similar Carnegie classification institutions, and institutional peers. With the exception of **Higher-Order Learning** and **Discussions with Diverse Others**, which saw a statistically significant difference (p<.05) when compared to Georgia System and institutional peers, the remaining indicators did not exhibit significant differences.

In comparison to the Top 50% institutions, CCGA seniors rated the institution comparable to that of the high-performing group in **Higher-Order Learning**, **Learning Strategies**, **Quantitative Reasoning**, **Discussions with Diverse Others**, and **Supportive Environment** with no significant differences.

[^8]: Institutions with average scores placing them in the top 10% and top 50% of all 2016 and 2017 NSSE institutions
Learning with Peers

First-Year

CCGA first-year students rated Collaborative Learning at a comparable level to students in the Georgia System, but higher compared to Carnegie and institution peers. CCGA first-year students rated Discussions with Diverse Others slightly higher than did students in the Georgia System; however, in comparison with Carnegie and institution peers, CCGA rated higher.

Furthermore, CCGA students rated Discussions with Diverse Others higher than all NSSE 2017 institutions, placing the College in the Top 50% of high-performing NSSE institutions; however, first-year students rated the College “lower” for Collaborative Learning.

Seniors

Seniors rated Discussion with Diverse Others higher than Carnegie and institution peers, while rating slightly lower in comparison with Georgia System institutions. The average score for seniors was at least comparable to that of the high-performing Top 50% group for the same indicator. In terms of Collaborative Learning, seniors rated this indicator higher that Carnegie and institution peers, but lower compared to the Georgia System.

Neither Discussion with Diverse Others nor Collaborative Learning qualified for either a Top 50% or 10% placement in these two high-performing NSSE institution groups.
Experiences with Faculty

First-Year Students

CCGA first-year students rated **Student-Faculty Interaction** comparable to students at peer institutions, while slightly lower in comparison to the Georgia System and Carnegie peers. While first-year students rated **Effective Teaching Practices** lower than the three reference groups, the differences were not statistically significant.

In comparison to the highest performing Top 10% and Top 50% institutions, CCGA did not qualify on either **Student-Faculty Interaction** or **Effective Teaching Practices**; the differences were not statistically significant.

Seniors

Seniors rated **Student-Faculty Interaction** higher than students in all three comparison groups, although not at a statistically significant level. However, on **Effective Teaching Practices**, seniors rated CCGA lower than counterparts in the Georgia System, Carnegie peers and institution peers although not at a statistically significant level.

In comparison to the highest performing institutions, CCGA was lower than the Top 50% and 10% on **Student-Faculty Interaction** and **Effective Teaching Practices**; the differences were not statistically significant.
Campus Environment

First-Year Students

There was no difference between the ratings of CCGA first-year students and any of the primary reference group students with regard to Quality of Interactions with others on campus and Supportive Environment, while CCGA was lower than the Top 50% and 10% institutions on both engagement indicators.

Seniors

CCGA seniors rated Quality of Interactions with others on campus and Supportive Environment higher than students in the Georgia System, similar Carnegie Class institutions, and institution peers. Supportive Environment was rated comparable to NSSE institutions in the Top 50%; however, Quality of Interactions did not place it in either top-performing category; there was no statistically significant difference between the ratings of CCGA seniors and any of the three reference groups regarding these two indicators.
Quality of Interactions
- CCGA: 43.5
- Georgia System: 41.7
- Carnegie Class: 44.0
- Peer Institutions: 43.4

Supportive Environment
- CCGA: 33.6
- Georgia System: 33.1
- Carnegie Class: 33.4
- Peer Institutions: 31.0

Campus Environment: Seniors
Top and Bottom Performing Items

Below is a snapshot of the greatest differences in CCGA respondents compared to peer institutions.

Highest Performing Items Relative to Peers

<table>
<thead>
<tr>
<th>First-Year Students</th>
<th>% Above Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions with... People with political views other than your own</td>
<td>+10</td>
</tr>
<tr>
<td>Summarized what you learned in class or from course materials</td>
<td>+9</td>
</tr>
<tr>
<td>Quality of interactions with student services staff</td>
<td>+9</td>
</tr>
<tr>
<td>Tried to better understand someone else's views by imagining their perspective</td>
<td>+9</td>
</tr>
<tr>
<td>Quality of interactions with other administrative staff and offices</td>
<td>+7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Seniors</th>
<th>% Above Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>About how many courses have included a community-based project</td>
<td>+22</td>
</tr>
<tr>
<td>Discussed your academic performance with a faculty member</td>
<td>+18</td>
</tr>
<tr>
<td>Completed a culminating senior experience</td>
<td>+14</td>
</tr>
<tr>
<td>Quality of interactions with student services staff</td>
<td>+13</td>
</tr>
<tr>
<td>Participated in a learning community or some other formal program</td>
<td>+13</td>
</tr>
</tbody>
</table>

Reading through the table, you will note that quality of interactions with student services staff appears for both first-year and senior students.

Three of the five highest performing items for first-year students deal with engagement indicators – academic challenge, learning strategies and reflective & integrative learning, while the remaining two indicators deal with quality of interactions.

For seniors, three of the five items address high-impact practices relating to service-learning, culminating senior experience, and participating in a learning community.

Lowest Performing Items Relative to Peers

The lowest performing items compared to first-year and senior students share little similarity except for one item: Instructors clearly explained course goals and requirements.

Four of the five lowest-performing items for first-year students are related to effective teaching practices and reflective & integrative learning.

For seniors, two of the five lowest-performing items are related to reflective & integrative learning, while the remaining three relate to effective teaching practices, high-impact practices and quantitative reasoning.
<table>
<thead>
<tr>
<th>First-Year Students</th>
<th>% Below Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connected your learning to societal problems or issues</td>
<td>-7</td>
</tr>
<tr>
<td>Instructors used examples or illustrations to explain</td>
<td></td>
</tr>
<tr>
<td>difficult points</td>
<td>-7</td>
</tr>
<tr>
<td>Connected ideas from your courses to your prior</td>
<td>-7</td>
</tr>
<tr>
<td>experiences and knowledge</td>
<td></td>
</tr>
<tr>
<td>Spent more than 15 hours per week preparing for class</td>
<td>-7</td>
</tr>
<tr>
<td>Instructors clearly explained course goals and</td>
<td>-8</td>
</tr>
<tr>
<td>requirements</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Seniors</th>
<th>% Below Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Combined ideas from different courses when completing</td>
<td>-7</td>
</tr>
<tr>
<td>assignments</td>
<td></td>
</tr>
<tr>
<td>Tried to better understand someone else's views by</td>
<td>-8</td>
</tr>
<tr>
<td>imagining their perspective</td>
<td></td>
</tr>
<tr>
<td>Instructors clearly explained course goals and</td>
<td>-8</td>
</tr>
<tr>
<td>requirements</td>
<td></td>
</tr>
<tr>
<td>Reached conclusions based on your own analysis of</td>
<td>-9</td>
</tr>
<tr>
<td>numerical information</td>
<td></td>
</tr>
<tr>
<td>Participated in a study abroad program</td>
<td>-12</td>
</tr>
</tbody>
</table>
### Perceived Gains Among Seniors

#### Perceived Gains (Sorted highest to lowest)

<table>
<thead>
<tr>
<th>Perceived Gain</th>
<th>Percentage of Seniors Responding &quot;Very much&quot; or &quot;Quite a bit&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking critically and analytically</td>
<td>86% (2017) / 84% (2014)</td>
</tr>
<tr>
<td>Speaking clearly and effectively</td>
<td>79% (2017) / 77% (2014)</td>
</tr>
<tr>
<td>Working effectively with others</td>
<td>73% (2017) / 74% (2014)</td>
</tr>
<tr>
<td>Writing clearly and effectively</td>
<td>72% (2017) / 73% (2014)</td>
</tr>
<tr>
<td>Acquiring job- or work-related knowledge and skills</td>
<td>65% (2017) / 73% (2014)</td>
</tr>
<tr>
<td>Developing or clarifying a personal code of values and ethics</td>
<td>65% (2017) / 72% (2014)</td>
</tr>
<tr>
<td>Solving complex real-world problems</td>
<td>62% (2017) / 71% (2014)</td>
</tr>
<tr>
<td>Understanding people of other backgrounds</td>
<td>61% (2017) / 71% (2014)</td>
</tr>
<tr>
<td>Analyzing numerical and statistical information</td>
<td>57% (2017) / 68% (2014)</td>
</tr>
<tr>
<td>Being an informed and active citizen</td>
<td>57% (2017) / 64% (2014)</td>
</tr>
</tbody>
</table>

Only a little over half of seniors feel the college has prepared them adequately to analyze numerical and statistical information and to be an informed and active citizen.

At the top of the list, however, 86% and 84% of seniors, respectively, in 2017 and 2014, felt that the College has prepared them (very much or quite a bit) to critically and analytically think.

Except for thinking critically and analytically and speaking clearly and effectively, the remaining eight items decreased since dissemination of NSSE 2014.
High-Impact Practices (HI Ps)

Students also report participation in HIPs and record their perceptions of the college environment associated with achievement, satisfaction, and persistence. Then, students estimate their educational and personal growth since starting college. Finally, students provide information about their background, including age, gender, race or ethnicity, living situation, educational status, and major field.

Which of the following have you done, or do you plan to do before you graduate?

- Participate in a learning community or some other formal program where groups of students take two or more classes together
- Participate in an internship, co-op, field experience, student teaching, or clinical placement
- Participate in a study abroad program
- Work with a faculty member on a research project
- Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)

NSSE asks students about their participation in six HIPs: Learning Community, Service-Learning, Research with Faculty, Internship, Study Abroad, and Culminating Senior Experience.

71% of CCGA Seniors have participated in two or more of the High-Impact Practices.

- First-year students are lower than peers in participation in two or more HIPs; however, when it comes to involvement in one HIP, CCGA is on the same level with Georgia System students
- Seniors are significantly higher than those in the Georgia System participating in high-impact practices
- By their senior year, only 6% of students had studied abroad

50% of First-Year students have participated in one or more of three HIPs

Overall, student engagement at CCGA appears to be strong, and engagement appears to strengthen as students’ progress to the senior year.
Diversity-Related Issues

How often have students had discussions with people of a race or ethnicity other than their own?

- CCGA: 3.1
- Georgia System: 3.2
- Carnegie Class: 3.0
- Peer Institutions: 2.9

First-Year: 3.1 3.1 3.0 2.9
Senior: 3.1 3.3 3.0 2.9

How often have students had discussions with people from an economic background other than their own?

- CCGA: 3.1
- Georgia System: 3.1
- Carnegie Class: 3.0
- Peer Institutions: 2.9

First-Year: 3.1 3.1 3.0 2.9
Senior: 3.2 3.2 3.0 2.9

How often have students had discussions with people with religious beliefs other than their own?

- CCGA: 3.0
- Georgia System: 3.0
- Carnegie Class: 2.9
- Peer Institutions: 2.9

First-Year: 3.0 3.0 2.9 2.9
Senior: 3.0 3.1 3.0 2.9

How often have students had discussions with people with political views other than their own?

- CCGA: 3.2
- Georgia System: 3.0
- Carnegie Class: 2.9
- Peer Institutions: 2.9

First-Year: 3.2 3.0 2.9 2.9
Senior: 3.1 3.1 3.0 2.9

9 (1=Never; 2=Sometimes; 3=Often; 4=Very Often)
**Student-Faculty Interaction**

How often have students discussed course topics, or concepts with a faculty member outside of class?

![Bar Chart](chart1.png)

How often have students talked about career plans with a faculty member or advisor?

![Bar Chart](chart2.png)

How often have students worked with a faculty member on activities other than coursework (committees, student groups, etc.)?

![Bar Chart](chart3.png)

---

10 (1=Never; 2=Sometimes; 3=Often; 4=Very Often)
How often have students discussed their academic performance with a faculty member?

<table>
<thead>
<tr>
<th></th>
<th>First-Year</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCGA</td>
<td>2.2</td>
<td>2.6</td>
</tr>
<tr>
<td>Georgia System</td>
<td>2.2</td>
<td>2.2</td>
</tr>
<tr>
<td>Carnegie Class</td>
<td>2.2</td>
<td>2.3</td>
</tr>
<tr>
<td>Peer Institutions</td>
<td>2.1</td>
<td>2.2</td>
</tr>
</tbody>
</table>
Quality of Interactions\textsuperscript{11}

How do students rate the quality of interactions with academic advisors?

\begin{figure}
  \begin{center}
    \includegraphics[width=\textwidth]{chart1}
  \end{center}
\end{figure}

How do students rate the quality of interactions with faculty?

\begin{figure}
  \begin{center}
    \includegraphics[width=\textwidth]{chart2}
  \end{center}
\end{figure}

How do students rate the quality of interactions with student services staff (career services, student activities, housing, etc.)?

\begin{figure}
  \begin{center}
    \includegraphics[width=\textwidth]{chart3}
  \end{center}
\end{figure}

\textsuperscript{11} (1=Poor to 7=Excellent)
How do students rate the quality of interactions with other administrative staff and offices (registrar, financial aid, etc.)?

![Bar chart showing student ratings for interactions with different administrative offices. The chart includes data for First-Year and Senior students, with ratings for CCGA, Georgia System, Carnegie Class, and Peer Institutions. The ratings range from 4.8 to 5.1.](chart.png)
**Supportive Campus Environment**

To what extent does the institution emphasize providing students the support they need to succeed academically?

To what extent does the institution emphasize using learning support services (tutoring services, writing center, etc.)?

To what extent does the institution emphasize providing opportunities to be involved socially?

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12 (1=Never; 2=Sometimes; 3=Often; 4=Very Often)
To what extent does the institution emphasize attending campus activities and events?

<table>
<thead>
<tr>
<th></th>
<th>First-Year</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCGA</td>
<td>2.9</td>
<td>2.8</td>
</tr>
<tr>
<td>Georgia System</td>
<td>2.8</td>
<td>2.7</td>
</tr>
<tr>
<td>Carnegie Class</td>
<td>2.8</td>
<td>2.6</td>
</tr>
<tr>
<td>Peer Institutions</td>
<td>2.5</td>
<td>2.5</td>
</tr>
</tbody>
</table>
**Miscellaneous Questions**

What percentage of students reported holding a formal leadership role in a student organization or group, or planning to do so before they graduate?

- **First-Year**
  - CCGA: 5%
  - Georgia System: 11%
  - Carnegie Class: 11%
  - Peer Institutions: 10%

- **Senior**
  - CCGA: 30%
  - Georgia System: 36%
  - Carnegie Class: 31%
  - Peer Institutions: 23%

To what extent do students report that the institution emphasizes providing support for their overall well-being (recreation, counseling, etc.)?

- **First-Year**
  - CCGA: 2.9
  - Georgia System: 3.0
  - Carnegie Class: 2.9
  - Peer Institutions: 2.9

- **Senior**
  - CCGA: 2.8
  - Georgia System: 2.8
  - Carnegie Class: 2.7
  - Peer Institutions: 2.6

To what extent do students report that experiences at this institution contributed to knowledge, skills, and personal development in acquiring job or work-related knowledge and skills?

- **First-Year**
  - CCGA: 2.7
  - Georgia System: 2.6
  - Carnegie Class: 2.6
  - Peer Institutions: 2.6

- **Senior**
  - CCGA: 3.0
  - Georgia System: 2.9
  - Carnegie Class: 3.1
  - Peer Institutions: 2.9
How do students rate their entire educational experience at the institution?

<table>
<thead>
<tr>
<th></th>
<th>CCGA</th>
<th>Georgia System</th>
<th>Carnegie Class</th>
<th>Peer Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year</td>
<td>3.1</td>
<td>3.2</td>
<td>3.1</td>
<td>3.2</td>
</tr>
<tr>
<td>Senior</td>
<td>3.2</td>
<td>3.3</td>
<td>3.3</td>
<td>3.3</td>
</tr>
</tbody>
</table>

(1=Poor; 2=Fair; 3=Good; 4=Excellent)
Executive Summary of Intervention Points

First-Year Students

Intervention Points

- Potentially increase course organization while more overtly clarifying course goals, outcomes and expectations, along with timely feedback, including examples to help clarify difficult concepts.
- Potentially increase the number of first-year students engaged with faculty members on research projects.
- Potentially investigate the percentage drop (-8%) in first-year students’ satisfaction with their educational experience compared with NSSE 2014 results.
- Potentially encourage more first-year students to use learning support services given the -5% drop compared to NSSE 2014 when 83% of students said the institution “substantially” emphasized the use of learning support services.
- Potentially increase the promotion of study abroad experience to encourage participation levels.
- Potentially increase the number of first-year students’ participation in high-impact practices13

Seniors

Intervention Points

- Potentially increase course organization while more overtly clarifying course goals, outcomes and expectations, along with timely feedback, including examples to help clarify difficult concepts.
- Potentially create greater opportunities for seniors to more frequently work with their peers on course projects and assignments.
- Potentially create more opportunities for seniors and academic advisors to interact more frequently.

Institutional

Intervention Points

- Discuss ‘reasonable’ levels of engagement with CCGA community
- Prior to 2020 NSSE administration create a campaign to raise awareness and increase low participation rates
- Increase the percentage of students being “challenged to do their best work”
- Identify how results fit assessment plans

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13 Includes participation in service-learning, a learning community, and research with faculty.
## Appendix 1 - Sampling of Student Comments

### First-Year Students

<table>
<thead>
<tr>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Living here is boring.</td>
</tr>
<tr>
<td>I love the folks that work with the international students! They are amazing!</td>
</tr>
<tr>
<td>If I change one thing about the school, it would be the cafe. It REALLY needs to be updated. Not only does the food suck just the whole atmosphere is bad. I mean if you look at any other college they have awesome cafes, maybe you can tour other campuses and get some ideas. Side note I do not like the gut in charge of the cafe, I don't really have a reason to, but he just gives me the creeps, I have Never seen him help with ANYTHING all he does is stand around, it just weirds me out lol. I also feel like it should stay open later than eight on weeknights, I mean a lot of kids have 6-9 classes. There is no way for them to be able to eat dinner if the cafe closes before they even get out of class. Ok, last thing, I feel like we should get to use are swipes whenever and however we want, like I have 15 meals a week so if I don't use them all they should roll over to the next week and if I have friends or family stay with me I want to be able to use my left-over meal swipes on them instead of using dining dollars. Like I don't understand there is no possible way to use every single one if your meal swipes but your telling me when my mom comes to stay with me she can't use my left-over meal swipes EVEN THOUGH I have already paid for every single meal I WON'T EVEN GET TO USE. Like I completely understand having to pay when you’ve used all your swipes, but no one ever uses all the swipes. Wish there were BA's for History and Political Science, instead of just concentrations.</td>
</tr>
</tbody>
</table>

### Seniors

<table>
<thead>
<tr>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The business and marketing program needs more 21st-century industry professionals. Career Services does an outstanding job of assisting students with every step of finding employment and internships. Campus facilities are state-of-the-art. My campus Complaints: 1. The cafeteria food is too expensive for what it is and rarely has fresh greens and 2. The extended parking lot needs to be paved. I view CCGA favorably and have high hopes for its future. If I had to make a comment, it would be about the lack of availability to sign up for the classes I needed to take to graduate; however, my faculty advisors have been working with me to be able to sub some of the courses I have already taken for the ones that I still need in order to graduate. I would have liked to have seen more upper-level classes offered at the Camden Campus and in the evenings for non-traditional students like myself. I would like more service learning classes with hands-on experience, more opportunities for pre-professional biology majors (set up shadowing programs) or those who want to do lab research. My advisers, although helpful and great teachers, were too busy to work with me on student research.</td>
</tr>
</tbody>
</table>

My experience at CCGA has been wonderful. I have been challenged but not to the point of being miserable. I have grown and matured into the person I need to be to be successful. My job with Residence Life has been helpful and taught me to manage my time and learn to work with others. My advisor is amazing and will be a lifelong friend.

Many courses I have taken were great. They were challenging, informative, and well planned. A significant minority, however, were awful. The instructors were underprepared and presented examples they had apparently never worked in every lecture. This often led to incorrect information and concepts being presented to the class. Additionally, there is too much accommodation for students. While moving exams around so that some students don't have 3-4 in one week does make college easier, it does not prepare us for real life.

I live in Camden, I work 50+ hours a week and attend classes at night only. I am disappointed in the number of bachelor level classes offered at the Camden Center. Due to this, I must spend approximately 2 hours every class day commuting to and from the college for class. It would be a HUGE time saver to be able to take some classes at the Camden Center or if more online courses were offered.

My program advisors have been an excellent and reliable resource for me to complete my bachelor's degree.

Awesome school that helped me graduate DEBT FREE and Magna Cum Laude!

I completed my ADN degree when it was Coastal Georgia Community College. I came back here for my RN to BSN degree because I only needed one CORE class before I started. It was also advised that it would only take me two years taking two classes at a time. I am now finding out that is going to take me longer because the way the course classes are arranged; my last three semesters I'm only taking one class at a time. I was also told that I would only have one class with clinicals now they've added another class with clinicals. I am a full-time working nurse and I don't have time for all this and I wish I would've been informed of it upfront and I would not have chosen this college. I also do not recommend this college to all my coworkers who are going back for their RN-BSN. There are many options that cost less and require less time. I was warned against coming here from other nurses and I should have listened.