Analysis of FHSU Enrollment Type for the 2008 National Survey of Student Engagement

A Study of the Differences Between Seniors Taking On-Campus or Virtual College Classes

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1. Analytic Parameters

These analyses are predicated on the following parameters, unless otherwise indicated:

Dependent measures: NSSE indexes and questions
Independent variable: Enrollment type (On-Campus or Virtual College)
Sample\Population: Students with class rank of senior

2. Results

The sampling (n = 413) is randomly drawn from the larger senior population (N = 1564) submitted for analysis. The sample included 258 female students and 155 male students. Seniors were split into two groups for analysis of the distance education variable: Virtual Students (n = 157) and On-Campus/Combination Students (n = 256). The racial composition of this sample is included below.

Native American	Asian	African American	White	Hispanic	Other/Not Identified
1	19	9	344	22	18

Analysis 2.1: Level of Academic Challenge. This analysis explored the difference between senior students taking only distance education classes and those taking on-campus classes or a mix on their perception of academic challenge. The findings confirm that **students taking classes at a distance feel about the same level of academic challenge as on-campus students** (F = .26, p = ns).

	NSSE Seniors		FHSU Seniors			
Item	**NSSE Mean**	**Peer Mean**	**Senior Mean**	**On-Campus Student Mean**	**Virtual Only Student Mean**	**Difference (OC ≠ VC)**
Worked harder than you thought you could to meet an instructor's standards or expectations. (1r)	2.73	2.76	2.72	2.78	2.71	
Coursework emphasized: Analyzing the basic elements of an idea, experience or theory, such as examining a particular case or situation in depth and considering its components. (2b)	3.24	3.22	3.10	3.07	3.13	
Coursework emphasized: Synthesizing and organizing ideas, information, or experiences into new, more complex, interpretations and relationships. (2c)	3.05	3.03	2.92	2.86	2.95	

Coursework emphasized: Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions. (2d)	3.01	3.00	2.97	3.05	2.92	
Coursework emphasized: Applying theories or concepts to practical problems or in new situations. (2e)	3.19	3.18	3.11	3.04	3.16	
Number of assigned textbooks, books, or book-length packs of course readings. (3a)	3.20	3.18	3.06	3.01	3.10	
Number of written papers or reports of 20 pages or more. (3c)	1.64	1.63	1.52	1.51	1.53	
Number of written papers or reports between 5 and 19 pages. (3d)	2.58	2.57	2.37	2.41	2.36	
Number of written papers or reports fewer than 5 pages. (3e)	3.00	2.98	2.97	3.05	2.94	
Hours per 7-day week spent preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities. (9a)	4.14	4.03	4.11	4.31	4.07	
Institutional emphasis: Spending significant amounts of time studying and on academic work. (10a)	3.14	3.10	3.08	3.09	3.10	

Analysis 2.2: Active and Collaborative Learning. This analysis explored the difference between senior students taking only distance education classes and those taking on-campus classes or a mix on their level of active and collaborative learning. The findings confirm that **students taking classes at a distance feel that their educational experiences produced significantly more active and collaborative learning** ($F = 45.34$, $p = .001$).

	NSSE Seniors		**FHSU Seniors**			
Item	**Overall Mean**	**Peer Mean**	**Senior Mean**	**On-Campus Student Mean**	**Virtual Only Student Mean**	**Difference (OC ≠ VC)**
Asked questions in class or contributed to class discussions. (1a)	3.07	3.08	3.05	3.16	3.01	
Made a class presentation. (1b)	2.80	2.88	2.41	2.83	2.19	$F = 39.63$; $p = .000$

Worked with other students on projects during class. (1g)	2.52	2.60	2.30	2.77	2.06	F = 52.67; p = .000
Worked with classmates outside of class to prepare class assignments. (1h)	2.75	2.74	2.40	2.89	2.18	F = 48.82; p = .000
Tutored or taught other students (paid or voluntary). (1j)	1.88	1.84	1.71	2.02	1.57	F = 23.13; p = .000
Participated in a community-based project (e.g., service learning) as part of a regular course. (1k)	1.74	1.76	1.80	2.05	1.67	F = 14.43; p = .000
Discussed ideas from your readings or classes with faculty members outside of class. (1t)	2.84	2.82	2.72	2.34	1.91	F = 18.59; p = .000

Analysis 2.3: Student-Faculty Interaction. This analysis explored the difference between senior students taking only distance education classes and those taking a mix of on- and off-campus classes on their level of student-faculty interaction. Not surprisingly, findings confirm that **students taking classes at a distance feel that their courses have more student-faculty interaction** (F = 11.34, p = .001).

	NSSE Seniors		**FHSU Seniors**			
Item	**Overall Mean**	**Peer Mean**	**Senior Mean**	**On-Campus Student Mean**	**Virtual Only Student Mean**	**Difference (OC ≠ VC)**
Discussed grades or assignments with an instructor. (1n)	2.81	2.81	2.84	2.87	2.84	
Talked about career plans with a faculty member or advisor. (1o)	2.42	2.39	2.31	2.50	2.23	F = 6.62; p = .01
Discussed ideas from your readings or classes with faculty members outside of class. (1p)	2.12	2.11	2.05	2.34	1.91	F = 18.59; p = .000
Received prompt written or oral feedback from faculty on your academic performance. (1q)	2.80	2.79	2.79	2.77	2.82	
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.). (1s)	1.84	1.80	1.78	2.11	1.62	F = 24.99; p = .000
Work on a research project with a faculty member outside of course or program requirements. (7d)	.20	.16	.12	2.33	2.12	F = 4.90; p = .027

Analysis 2.4: Enriching Educational Experiences. This analysis explored the difference between senior students taking only distance education classes and those taking on-campus classes or a mix on their level of enriching educational experiences. The findings show that **students taking classes at a distance reported significantly more enriching educational experiences** (F = 5.36; p = .021).

	NSSE Seniors		FHSU Seniors			
Item	**Overall Mean**	**Peer Mean**	**Senior Mean**	**On-Campus Student Mean**	**Virtual Only Student Mean**	**Difference (OC ≠ VC)**
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment. (1l)	2.82	2.82	3.08	2.76	3.23	F = 22.78; p = .000
Had serious conversations with students of a different race or ethnicity than your own. (1u)	2.67	2.66	2.25	2.37	2.21	
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values. (1v)	2.72	2.69	2.40	2.59	2.30	F = 8.35; p = .004
Practicum, Internship, field experience, co-op experience, or clinical assignment. (7a)			2.98	3.24	2.84	F = 12.93; p = .000
Community service or volunteer work. (7b)			3.21	3.35	3.13	
Foreign (additional) language coursework. (7e)			2.59	2.72	2.52	
Study abroad. (7f)			2.06	2.15	2.02	
Independent study or self-designed major. (7g)			2.35	2.36	2.34	
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.). (7h)			2.50	2.66	2.42	F = 5.29; p = .022
Hours per 7-day week spent participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.). (9d)	2.11	1.93	1.82	2.24	1.58	F = 20.41; p = .000
Institutional emphasis: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds. (10c)	2.50	2.49	2.53	2.50	2.56	

Analysis 2.5: Supportive Campus Environment. This analysis explored the difference between senior students taking all distance education classes and those taking on-campus classes or a mix on their level of supportive campus environment. The findings show that **students taking classes at a distance felt more of a supportive campus environment** (F = 4.13; p = .043).

	NSSE Seniors		FHSU Seniors			
Item	**Overall Mean**	**Peer Mean**	**Senior Mean**	**On-Campus Student Mean**	**Virtual Only Student Mean**	**Difference (OC ≠ VC)**
Quality: Your relationships with other students. (8a)	5.59	5.58	5.49	5.92	5.30	F = 16.16; p = .000
Quality: Your relationships with faculty members. (8b)	5.41	5.40	5.50	5.54	5.51	
Quality: Your relationships with administrative personnel and offices. (8c)	4.53	4.50	4.95	4.85	5.03	
Institutional Emphasis: Providing the support you need to help you succeed academically. (10b)	2.93	2.90	2.95	2.99	2.95	
Institutional Emphasis: Helping you cope with your non-academic responsibilities (work, family, etc.). (10d)	1.99	1.97	2.05	2.25	1.97	F = 6.50; p = .011
Institutional Emphasis: Providing the support you need to thrive socially. (10e)	2.23	2.19	2.16	2.35	2.09	F = 6.38; p = .012

Analysis 2.6: Satisfaction and Institutional Contribution. This analysis explored the difference in perception between distance learners and on-campus students on additional satisfaction and institutional contribution questions included in NSSE.

	NSSE Seniors		FHSU Seniors			
Item	**Overall Mean**	**Peer Mean**	**Senior Mean**	**On-Campus Student Mean**	**Virtual Only Student Mean**	**Difference (OC ≠ VC)**
Overall, how would you evaluate the quality of academic advising you have received at your institution? (12)	2.85***	2.80***	3.06	3.02	3.08	
How would you evaluate your entire educational experience at this institution? (13)	3.21	3.14**	3.24	3.24	3.27	
If you could start over again, would you go to the same institution you are now attending? (14)	3.20***	3.14***	3.36	3.34	3.38	

Institutional contribution: Acquiring a broad general education (11a)	3.29	3.26	3.26	3.16	3.34	F = 4.70; p = .031
Institutional contribution: Acquiring job or work-related knowledge or skills (11b)	3.07	3.08	3.12	3.14	3.12	
Institutional contribution: Writing clearly and effectively (11c)	3.11	3.11	2.97	2.86	3.06	F = 4.34; p = .038
Institutional contribution: Speaking clearly and effectively (11d)	3.00	3.03	2.83	2.87	2.84	
Institutional contribution: Thinking clearly and effectively (11e)	3.36	3.31	3.30	3.26	3.33	
Institutional contribution: Analyzing quantitative problems (11f)	3.08	3.06	3.07	2.95	3.15	F = 4.40; p = .037
Institutional contribution: Using computing and information technology (11g)	3.22	3.21	3.41	3.30	3.45	
Institutional contribution: Working effectively with others (11h)	3.17	3.17	3.08	3.18	3.06	
Institutional contribution: Voting in local, state, or national elections (11i)	2.11	2.10	2.08	2.09	2.10	
Institutional contribution: Learning effectively on your own (11j)	3.05	3.00	3.16	2.91	3.32	F = 22.37; p = .000
Institutional contribution: Understanding yourself (11k)	2.83	2.78	2.82	2.80	2.85	
Institutional contribution: Understanding people of other racial and ethnic backgrounds (11l)	2.64	2.66	2.64	2.66	2.64	
Institutional contribution: Solving complex real-world problems (11m)	2.78	2.75	2.71	2.64	2.75	
Institutional contribution: Developing a personal code of values and ethics (11n)	2.71	2.68	2.60	2.60	2.63	
Institutional contribution: Contributing to the welfare of your community (11o)	2.48	2.44	2.48	2.58	2.45	
Institutional contribution: Developing a deeper sense of spirituality (11p)	1.96	1.93	1.98	2.06	1.98	

* indicates significant difference between FHSU and NSSE/Carnegie peer at p = .05 level.
** indicates significant difference between FHSU and NSSE/Carnegie peer at p = .01 level.
*** indicates significant difference between FHSU and NSSE/Carnegie peer at p = .001 level.

Analysis 2.7: Enrollment Type (FT/PT). This analysis explored the difference in full-time and part-time students. This analysis did not separate distance education. The findings revealed that **full-time students had higher ratings of active and collaborative learning** ($F = 41.90$, $p = .001$), **student-faculty interaction** ($F = 6.45$, $p = .012$), **and enriching educational experiences** ($F = 8.09$, $p = .005$) **than did part-time students**.