

# North Carolina State University

## 2017 National Survey of Student Engagement

### Civic Engagement Module: Summary of Results

#### Survey Methods

The National Survey of Student Engagement (NSSE) collects feedback from first-year and senior students on the time and energy they devote to engaging in meaningful academic experiences and other high-impact practices. NC State participates in the survey on a triennial basis, most recently in Spring 2017.

In addition to the primary NSSE survey, in the 2017 administration NC State included two optional modules on civic engagement and global learning. The civic engagement module assesses students' conflict resolution skills and students' engagement with local, campus, state, national, and global issues. NC State respondents are benchmarked against six other participating institutions.<sup>1</sup>

The survey, offered online to all first-year and senior students, had a 16% overall response rate, with 625 first-year students and 675 seniors participating in the survey. There were no significant gender or racial/ethnic differences between survey respondents and the first-year and senior classes.

#### Self-Reported Ability

*All responses in this section are on a scale of 1 (Poor) to 7 (Excellent).*

Seniors (76%) were more likely than first-year respondents (70%) to rate themselves a 5 or higher in their ability to help people resolve their disagreements with each other.

Fifty-seven percent of first-year students and 60 percent of seniors rated themselves a 5 or higher in their ability to resolve conflicts that involve bias, discrimination, and prejudice. Scores for both first-year students and seniors at NC State on this item were significantly lower than those of respondents in the benchmark group.

Seniors (80%) were more likely than first-year students (69%) to rate themselves a 5 or higher in their ability to lead of group in which people from different backgrounds feel welcomed and included. One-fourth of seniors (24%) gave themselves the top rating of 7 ("excellent") on this measure.

Over three-fourths of respondents rated themselves 5 or higher in their ability to contribute to the well-being of their community (77% of first-year and 82% of senior respondents).

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<sup>1</sup> The benchmark group consists of five doctoral institutions (Central Michigan University, Georgia Institute of Technology, Temple University, University of Nebraska at Omaha, University of North Texas) and one North Carolina master's level institution (University of NC – Wilmington).

### **Civic Engagement Activity**

About half of all first year (49%) and senior (52%) respondents indicated that they have *informed* themselves about local or campus issues “often” or “very often” during the current school year. Students were more likely to report informing themselves about state, national, or global issues, with seniors more likely to report doing so (78%) than first-year respondents (70%). NC State first-year and senior students scored significantly higher than those in the benchmark group on the rate in which they inform themselves on state, national, or global issues.

Less than half of respondents (47% of both first-year students and senior students) indicated that they have *discussed* local or campus issues with others “often” or “very often” during the current school year. In comparison, approximately two-thirds of respondents (64% of first-year students and 70% of seniors) indicated that they have discussed state, national, or global issues. NC State first-year and senior students scored significantly higher than those in the benchmark group on the rate in which they discuss state, national, or global issues.

Seventeen percent of first-year students and 19 percent of seniors indicated that they have *raised awareness* about local or campus issues “often” or “very often” during the current school year. Students were slightly more likely to report having raised awareness about state, national, or global issues (23% of first-year students and 29% of seniors). NC State first-year students scored slightly lower than first-year students in the benchmark group on the rate in which they raise awareness for both local and campus issues, and for state, national, or global issues.

Sixteen percent of first-year students and 15 percent of senior respondents indicated that they have *asked others* to address local or campus issues “often” or “very often” during the current school year. Scores for first-year students at NC State on this item were significantly lower than those of respondents at peer comparison institutions. Respondents were slightly more likely to have asked others to address state, national, or global issues, with approximately one-fifth (20% of first-year students and 21% of seniors) doing so.

Nine percent of first-year students and 10 percent of seniors indicated that they have *organized others* to work on local or campus issues “often” or “very often” during the current school year. Scores for both first-year students and seniors at NC State on this item were lower than those of respondents in the benchmark group. Students were no more likely to organize others to work on state, national, or global issues (10% of first-year students and 9% of seniors). NC State seniors scored slightly lower than seniors in the benchmark group on the rate in which they organize others and for state, national, or global issues.