

North Carolina State University

2017 National Survey of Student Engagement

Global Learning 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 global learning module assesses student experiences and coursework related to international topics including global affairs, world cultures, and intercultural experiences. For this module, NC State respondents are benchmarked against 15 other participating institutions classified as doctoral institutions of highest/higher research.¹

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.

Institutional Emphasis

More than half of first-year (52%) and senior (54%) respondents indicated that NC State “quite a bit” or “very much” emphasizes providing courses on global and international topics.

First year respondents (69%) were more likely than seniors (62%) to indicate that NC State emphasizes providing activities and experiences such as speakers and events that focus on global and international topics. Scores for both first-year and senior students at NC State on this item were significantly higher than those of respondents in the benchmark group.

Coursetaking

Sixty-two percent of seniors report currently taking or having already completed a course that focuses on global trends or issues such as human rights, international relations, world health, and climate. While first-year students are much less likely to have completed or be taking such a course (17%), another 47 percent indicate they intend to do so. Scores for senior students at NC State on this item were significantly higher than those of senior respondents in the benchmark group.

¹ The benchmark group includes: Bowling Green State University, Kansas State University, Louisiana State University and Agricultural and Mechanical College, Miami University-Oxford, Rensselaer Polytechnic Institute, Texas Christian University, Texas Tech University, University of Connecticut, University of Denver, University of Nebraska at Lincoln, University of New Orleans, University of Oklahoma, University of South Florida, University of Tulsa, Western Michigan University.

Similarly, most student respondents (57% of first-year students and 62% of seniors) planned to complete, or have already completed a course that focuses on perspectives, issues, or events from other countries or regions, with 59 percent of seniors currently or already having taken such a course. Scores for senior students at NC State on this item were significantly higher than those of senior respondents in the benchmark group.

While half of seniors report that they were currently enrolled in or already completed a course that focuses on religious or cultural groups other than their own, only 38 percent of the first-year students had already taken, were currently enrolled in, or plan to take such a course. Scores for senior students at NC State on this item were slightly higher, and those for first-year students slightly lower, than those of their respective counterparts in the benchmark groups.

Course Content

Less than half of first-year (40%) and senior (46%) respondents indicated that their coursework has “quite a bit” or “very much” encouraged them to understand the viewpoints, values, or customs of different world cultures, nationalities, and religions. Seniors, however, were about twice as likely as first-year students to say their coursework had “very much” done so. Scores for first-year students and seniors at NC State on this item were significantly lower than those in the benchmark group.

Less than half of first-year (41%) and senior (45%) respondents indicated that their coursework has “quite a bit” or “very much” encouraged them to develop skills for interacting effectively and appropriately with those from different world cultures, nationalities, and religions. Again, however, seniors were about twice as likely as first-year students to say their coursework had “very much” done so. Scores for first-year students at NC State on this item were lower than those of first-year respondents in the benchmark group.

Active Participation

About half of first-year (50%) and senior (53%) respondents indicated that they have “often” or “very often” discussed international or global topics and issues with others during the current school year, with seniors being especially likely to do so “very often.” Scores for both first-year students and seniors at NC State on this item were slightly higher than those of respondents in the benchmark group.

First year respondents (35%) were much more likely than seniors (20%) to indicate that they have “often” or “very often” talked about international opportunities, such as study abroad, international internships, Model UN, and field study or research abroad with a faculty member or advisor during the current school year. Scores for seniors at NC State on this item were significantly lower than those of senior respondents in the benchmark group.

First year respondents (27%) were more likely than seniors (21%) to indicate that they have “often” or “very often” attended events or activities that promoted the understanding of different world cultures, nationalities, and religions. Scores for first-

year students at NC State on this item were significantly higher than those of first-year respondents in the benchmark group.

Just under 20 percent of first-year (17%) and senior (19%) respondents indicated that they have “often” or “very often” worked on out-of-class activities such as campus events, committees, and student groups with an international or global focus during the current school year.

Ten percent of both first-year and senior respondents indicated that they have “often” or “very often” participated in a program that pairs domestic and international students, such as language partners or buddy programs, during the current school year. Scores for first-year students at NC State on this item were slightly lower than those of first-year respondents in the benchmark group.

Seeking Global Education Opportunities

First year respondents (66%) were much more likely than seniors (32%) to report looking for information about global education programs and opportunities, including study abroad, international internships, international field studies or research, and volunteering abroad during the current school year. Scores for first-year students at NC State on this item were significantly higher than those of first-year respondents in the benchmark group.

Both first-year students and seniors were most likely to seek information about global education programs and opportunities from a study abroad or international studies office, followed by a published source such as a website, newsletter, or catalog. Both groups also listed friends or other students as an important source of information about these opportunities. First-year students were more far likely than seniors to seek this information from their academic advisor.

Knowledge, Skills, and Personal Development

Less than half of first-year students (41%) and seniors (45%) reported that their experience at NC State contributed “quite a bit” or “very much” to their being informed about current international and global issues.

Seniors (23%) were more likely than first-year students (16%) to report that their experience at NC State contributed “quite a bit” or “very much” to their speaking a second language. Scores for first-year students at NC State on this item were slightly lower than those of first-year respondents in the benchmark group.

Seniors (33%) were slightly more likely than first-year students (29%) to report that their experience at NC State contributed “quite a bit” or “very much” to their seeking international or global opportunities out of their comfort zone. Scores for both first-year and senior students at NC State on this item were slightly higher than those of respondents in the benchmark group.

Seniors (42%) were more likely than first-year students (34%) to report that their experience at NC State contributed “quite a bit” or “very much” to their understanding of how their actions affect global communities. Scores for senior students at NC State on this item were slightly higher than those of senior respondents in the benchmark group.

Seniors (53%) were more likely than first-year students (43%) to report that their experience at NC State contributed “quite a bit” or “very much” to their preparation for life and work in an increasingly globalized era. Scores for senior students at NC State on this item were slightly higher than those of senior respondents in the benchmark group.

Approximately half of respondents, 46 percent of first-year students and 52 percent of seniors, reported that their experience at NC State contributed “quite a bit” or “very much” to encouraging their sense of global responsibility. Scores for both first-year and senior students at NC State on this item were higher than those of respondents in the benchmark group.

Experiences with People of a Different Background

Seniors (30%) were more likely than first-year students (21%) to indicate that they have lived with students from a country other than their own (not including study abroad or other international programs). Scores for seniors at NC State on this item were significantly higher than those in the benchmark group.