

**General Education  
NSSE Data Report  
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With this document, you will find the linked coordinated report of the NSSE data selected for and organized around key general education areas.

**Ferris is consistent in its performance with both selected peers and Carnegie peers in the available data from NSSE. In general, as indicated on the last page of the data, seniors in general see Ferris contributing to their acquiring a broad general education with 76% holding that Ferris contributed quite a bit or very much, compared to 80% for selected peers.**

### **Reading**

Students indicate that they are reading for courses at levels slightly less than those of selected peers. More importantly, only 18% have indicated that they have read no books for personal enjoyment or academic enrichment outside of class.

### **Writing**

Most students (72%) see Ferris as contributing quite a bit or very much to their writing clearly and effectively. A significant majority of students prepare two or more drafts of papers and have worked on papers that require them to integrate information from sources.

### **Speech**

A majority of students (67%) see Ferris has contributing quite a bit or very much to their speaking clearly and effectively. Only 4% of students indicate that they never made a presentation.

### **Cultural Enrichment**

This is an area that could merit improvement. A full 30% of seniors indicated that they never attended an art exhibit, gallery, play, dance, or other theater performance. Only 50% students frequently attend campus events. Only 51% see Ferris as contributing significantly to their understanding themselves; only 44% see Ferris as contributing significantly to their developing a personal code of values and ethics.

### **Race Ethnicity and Gender**

Only 41% of seniors see Ferris as encouraging contact among students from different economic, social, and racial or ethnic backgrounds. This is clearly reflected in the fact

that less than 50% of Ferris students see themselves as often having serious conversations with persons different from themselves.

### **Computer Literacy**

Most students see Ferris as significantly contributing to their ability to use computers and information technology. Most students have used e-mail or another electronic medium as part of their course work.

### **Global Consciousness**

The NSSE data reports only on foreign language course work and study abroad; it does not give enough data to get an adequate picture of our global consciousness impact.

### **Quantitative Skills**

A majority of students (72%) see Ferris as contributing significantly to their ability to analyze quantitative problems.

### **Life Long Learning**

#### **Collaborative**

While a significant number of seniors indicate that they have worked with other students as part of a class project, 24% see Ferris as some or very little contributing to their working effectively with others.

#### **Independent Learning**

It is surprising that 36% students see Ferris as making very little or only some contribution to their ability to learn effectively on their own.

### **Critical Thinking**

The data here is complex and needs to be carefully analyzed. We seem to make of a less impact on synthesizing ideas/information and making judgment than on memorizing, analyzing, and applying ideas/information. A significant number of seniors (50%) only sometimes or never examined the strength or weakness of their own views. Of seniors, 37% only sometimes or never try to look at ideas from the perspective of someone else. Still, 63% of students frequently learned something that changed the way they understood an issue or concept.

There is not an adequate account of Scientific Understanding or Social Awareness as part of the NSSE data.