A CASE STUDY OF PERCEPTIONS OF VALUE FOR STUDENTS AT A PRIVATE,
LIBERAL ARTS COLLEGE IN THE MIDWESTERN UNITED STATES

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ABSTRACT

Large amounts of quantitative data can be obtained by means of the National Survey for Student Engagement (NSSE). However, can a 15-minute survey truly provide an institution with enough relevant data to adequately understand a student's perception of value in order to help inform strategic changes that will affect future levels of engagement? Harper (2007) suggests that quantitative assessment has overwhelmed significant qualitative research efforts, limiting potential insights gained from a student's valuable first-hand experience. Whereas student success can be measured at the end of a semester, school year, or educational career, qualitative measurement of a student's perception of value reflect how their learning experience evolves over the course of their entire college experience. This qualitative bounded case study examines the perceptions of value for students at a private, liberal arts college in the Midwestern United States.