National Survey of Student Engagement (NSSE)
Highlights, 2006 - 2015

- Administered to freshmen and seniors every 3rd year
- Response rates of 14 – 27%
- 500-700 U.S. institutions participate annually
- 85 items
Methodology

• *Meaningful* significant differences in response means (effect size)
• Response means compared across a cohort (2006 first-year students and 2009 seniors)
• Peer institution comparisons for 2006 and 2009 first-year cohorts, and 2009 and 2012 seniors

WCU cohort differences

• **Seniors report significantly higher rate/level**
  – Putting together ideas or concepts from different courses when completing assignments or during class discussion
  – Writing papers or reports of 20 pages or more
  – Experiences at WCU contributed to acquiring job or work-related knowledge or skills
WCU cohort differences

- **Seniors report significantly lower rate/level**
  - Writing papers or reports of fewer than 5 pages
  - Problem sets taking less than an hour to complete
  - Attendance of an art exhibit, play, dance, music, theater, or other performance
  - Experiences at WCU contributed to a deepened sense of spirituality

Carnegie peer differences: *Diversity*

- **WCU students report significantly higher rate/level**
  - Diverse perspectives included in class discussions or writing assignments (FY)
  - Having serious conversations with students who are very different in terms of religious beliefs, political opinions, or personal values (FY)
  - Attending an art exhibit, play, dance, music, theater, or other performance (FY)
Carnegie peer differences: **Engagement**

- WCU students report significantly higher rate/level
  - Participating in community-based projects
  - Community service or volunteer work

Carnegie peer differences: **Mentoring**

- WCU students report significantly higher rate/level
  - Working with faculty members on activities other than coursework (FY)
  - Quality of relationships with faculty members (SR)
  - Talking about career plans with a faculty member or advisor
  - Quality of academic advising
**Carnegie peer differences: Equipping**

- WCU students report significantly higher rate/level
  - Writing papers or reports of fewer than 5 pages (FY)
  - Experiences at the institution contributed to using computing and information technology (SR)
  - Experiences at the institution contributed to acquiring job or work-related knowledge or skills (SR)

**Carnegie peer differences**

- WCU students report significantly lower rate/level
  - Working for pay off campus (FY)
  - Providing care for dependents living with you (FY)
No gain/trending down

- Made a class presentation (Seniors)
- Participated in a community-based project (Seniors)
- Received prompt feedback from faculty on academic performance (Seniors)
- Helping you cope with non-academic responsibilities
- Speaking clearly and effectively (FY students)
- Participated in a learning community (FY students)

A peek @ NSSE 2015

- Survey instrument updated
  - 23% new survey items
    - Quantitative reasoning
    - Supportive environment
    - Effective teaching practices
    - Learning strategies
  - 27% items with major modification
  - 22% survey items with no change
NSSE 2015 snapshot

**Satisfaction with WCU**
Students rated their overall experience at the institution, and whether or not they would choose

<table>
<thead>
<tr>
<th></th>
<th>Percentage Rating Their Overall Experience as &quot;Excellent&quot; or &quot;Good&quot;</th>
</tr>
</thead>
</table>
| First-year | WCU 81%  
Public Masters/L 84%  |
| Senior     | WCU 89%  
Public Masters/L 85%  |

**Percentage Who Would "Definitely" or "Probably" Attend This Institution Again**

<table>
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<tr>
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NSSE 2015 snapshot

Senior

Highest Performing Relative to Public Masters/L
Institution emphasis on using learning support services (… SE)
Institution emphasis on helping you manage your non-academic responsibilities (… SE)
About how many courses have included a community-based project (service-learning)? (SE)
Quality of interactions with academic advisors? (QI)
Worked with a faculty member on a research project (HIP)

Lowest Performing Relative to Public Masters/L
Participated in a study abroad program (HIP)
Reached conclusions based on your own analysis of numerical information (… OR)
Spent more than 15 hours per week preparing for class
Discussions with… People of a race or ethnicity other than your own (DD)
Spent more than 10 hours per week on assigned reading

Academic Emphasis
How much did students say their institution emphasizes spending significant time studying and on academic work? Response options included "Very much," "Quite a bit," "Some," and "Very little."

First-year

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<tbody>
<tr>
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Senior

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## NSSE 2015 snapshot

### Engagement Indicators

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<th>Your students compared with Public Masters/L</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>First-year</td>
</tr>
<tr>
<td>Academic Challenge</td>
<td>Higher-Order Learning</td>
<td>△</td>
</tr>
<tr>
<td></td>
<td>Reflective &amp; Integrative Learning</td>
<td>△</td>
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<tr>
<td></td>
<td>Learning Strategies</td>
<td>△</td>
</tr>
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<td>Quantitative Reasoning</td>
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- **Your students’ average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
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- **No significant difference.**

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## NSSE 2015 snapshot

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<td>Learning with Peers</td>
<td>Collaborative Learning</td>
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<tbody>
<tr>
<td>Experiences with Faculty</td>
<td>Student-Faculty Interaction</td>
<td>▲</td>
<td>▲</td>
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<tr>
<td></td>
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<td>Quality of Interactions</td>
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NSSE 2015 snapshot

• High Impact Practices

High-Impact Practices
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." For more details and statistical comparisons, see your High-Impact Practices report.

First-year Learning Community, Service-Learning, and Research w/Faculty
- WCU: 22%
- Public Masters/L: 12%

Senior Learning Community, Service-Learning, Research w/Faculty, Internship, Study Abroad, and Culminating Senior Experience
- WCU: 60%
- Public Masters/L: 60%

Participated in two or more HIPs □ Participated in one HIP