



**Western  
Carolina**  
UNIVERSITY

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



**NSSE**  
national survey of  
student engagement

- Administered to freshmen and seniors every 3<sup>rd</sup> year
- Conducted 2006, 2009, 2012, 2015
- Response rates of 14 – 27%
- 500-700 U.S. institutions participate annually
- 85 items



Western  
Carolina  
UNIVERSITY

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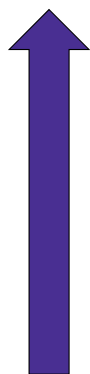
## Methodology

- *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



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## WCU cohort differences

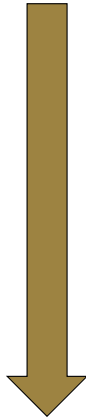


- **Seniors report significantly higher rate/level**
  - Putting together ideas or concepts from different courses when completing assignments or during class discussion
  - Writing papers or reports of 20 pages or more
  - Experiences at WCU contributed to acquiring job or work-related knowledge or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



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## WCU cohort differences

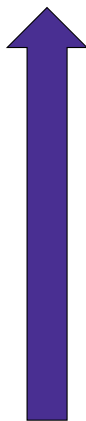


- **Seniors report significantly lower rate/level**
  - Writing papers or reports of fewer than 5 pages
  - Problem sets taking less than an hour to complete
  - Attendance of an art exhibit, play, dance, music, theater, or other performance
  - Experiences at WCU contributed to a deepened sense of spirituality



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## 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)



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## Carnegie peer differences: *Engagement*

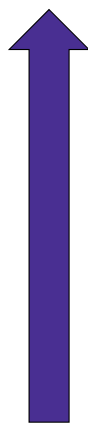


- **WCU students report significantly higher rate/level**
  - Participating in community-based projects
  - Community service or volunteer work



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## Carnegie peer differences: *Mentoring*

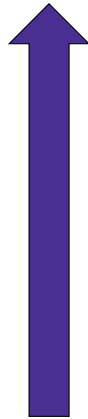


- **WCU students report significantly higher rate/level**
  - Working with faculty members on activities other than coursework (FY)
  - Quality of relationships with faculty members (SR)
  - Talking about career plans with a faculty member or advisor
  - Quality of academic advising



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## 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)



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## Carnegie peer differences

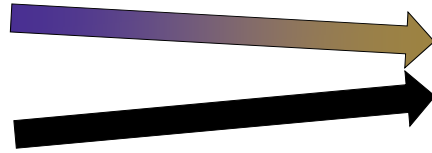


- **WCU students report significantly lower rate/level**
  - Working for pay off campus (FY)
  - Providing care for dependents living with you (FY)



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## 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

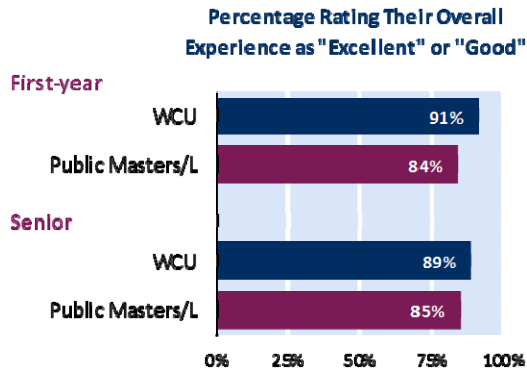
- **Survey instrument updated**
  - 23% new survey items
    - *Quantitative reasoning*
    - *Supportive environment*
    - *Effective teaching practices*
    - *Learning strategies*
  - 27% items with major modification
  - 22% survey items with no change



## NSSE 2015 snapshot

### Satisfaction with WCU

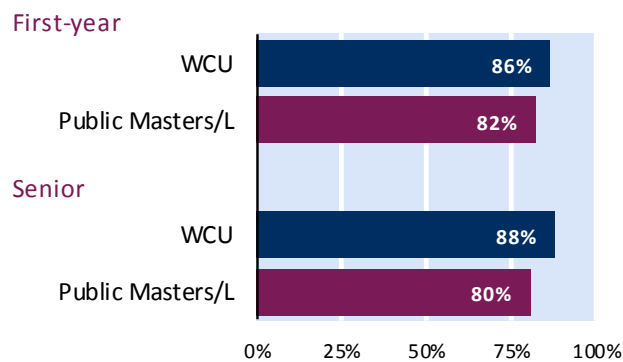
Students rated their overall experience at the institution, and whether or not they would choose



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## NSSE 2015 snapshot

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



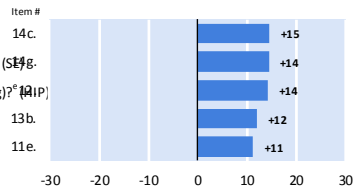
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# NSSE 2015 snapshot

**Senior**

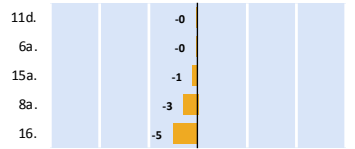
**Highest Performing Relative to Public Masters/L**

- Institution emphasis on using learning support services (...) (SE) 14.c.
- Institution emphasis on helping you manage your non-academic responsibilities (...) (SE) 14.g.
- About how many courses have included a community-based project (service-learning)? (HIP) 13.b.
- Quality of interactions with academic advisors (QI) 11.e.
- Worked with a faculty member on a research project (HIP)



**Lowest Performing Relative to Public Masters/L**

- Participated in a study abroad program (HIP) 11.d.
- Reached conclusions based on your own analysis of numerical information (...) (QR) 6a.
- Spent more than 15 hours per week preparing for class 15a.
- Discussions with... People of a race or ethnicity other than your own (DD) 8a.
- Spent more than 10 hours per week on assigned reading (f) 16.



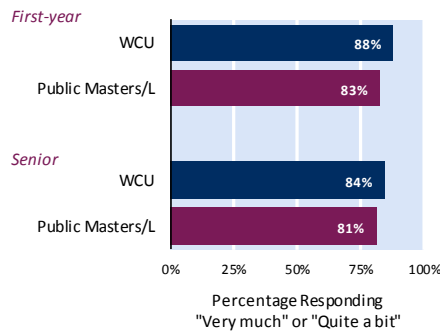
Percentage Point Difference with Public Masters/L



# NSSE 2015 snapshot

**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."





## NSSE 2015 snapshot

### • Engagement Indicators

Theme	Engagement Indicator	Your students compared with Public Masters/L	
		First-year	Senior
Academic Challenge	<b>Higher-Order Learning</b>	▲	--
	<b>Reflective &amp; Integrative Learning</b>	▲	▲
	<b>Learning Strategies</b>	▲	--
	<b>Quantitative Reasoning</b>	▲	▲

▲ Your students' average was significantly higher ( $p < .05$ ) with an effect size at least .3 in magnitude.

▲ Your students' average was significantly higher ( $p < .05$ ) with an effect size less than .3 in magnitude.

-- No significant difference.

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## NSSE 2015 snapshot

### • Engagement Indicators

Theme	Engagement Indicator	Your students compared with Public Masters/L	
		First-year	Senior
Learning with Peers	<b>Collaborative Learning</b>	▲	--
	<b>Discussions with Diverse Others</b>	▲	--

▲ Your students' average was significantly higher ( $p < .05$ ) with an effect size at least .3 in magnitude.

▲ Your students' average was significantly higher ( $p < .05$ ) with an effect size less than .3 in magnitude.

-- No significant difference.

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## NSSE 2015 snapshot

### • Engagement Indicators

Theme	Engagement Indicator	Your students compared with Public Masters/L	
		First-year	Senior
Experiences with Faculty	<b>Student-Faculty Interaction</b>	▲	▲
	<b>Effective Teaching Practices</b>	▲	▲

▲ Your students' average was significantly higher ( $p < .05$ ) with an effect size at least .3 in magnitude.

▲ Your students' average was significantly higher ( $p < .05$ ) with an effect size less than .3 in magnitude.

-- No significant difference.



## NSSE 2015 snapshot

### • Engagement Indicators

Theme	Engagement Indicator	Your students compared with Public Masters/L	
		First-year	Senior
Campus Environment	<b>Quality of Interactions</b>	▲	▲
	<b>Supportive Environment</b>	▲	▲

▲ Your students' average was significantly higher ( $p < .05$ ) with an effect size at least .3 in magnitude.

▲ Your students' average was significantly higher ( $p < .05$ ) with an effect size less than .3 in magnitude.

-- No significant difference.



# 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

*Senior*  
Learning Community, Service-Learning, Research w/Faculty, Internship, Study Abroad, and Culminating Senior Experience

