

SUMMARY OF 2016 NATIONAL SURVEY OF STUDENT ENGAGEMENT (NSSE) and 2016 FACULTY SURVEY OF STUDENT ENGAGEMENT

TABLE 1 - CWU FIRST-YEAR STUDENTS COMPARED TO NSSE PEER GROUPS

Theme	Engagement Indicator	Your FY students compared with <u>8 peers</u>	Your FY students compared with <u>Far West Public</u>	Your FY students compared with <u>Carnegie Group</u>
<u>Academic Challenge</u>	Higher-Order Learning ^{1.}	▽	▽	▽
	Reflective & Integrative Learning ^{2.}	▽	▽	▽
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
<u>Learning with Peers</u>	Collaborative Learning	--	▽	--
	Discussions with Diverse Others	--	--	--
<u>Experiences with Faculty</u>	Student-Faculty Interaction	△	▲	△
	Effective Teaching Practices ^{3.}	▽	▽	▽
<u>Campus Environment</u>	Quality of Interactions	--	△	--
	Supportive Environment ^{4.}	▽	--	▽

- ▽ indicates CWU students average responses were significantly lower ($P < .05$) with an effect size less of than 0.3
 △ indicates CWU students' average responses were significantly higher ($p < .05$) with an effect size less than 0.3
 ▲ indicates CWU students' average responses were significantly higher ($p < .05$) with an effect size greater than 0.3

- The two lowest questions compared to peers in Higher Order Learning were: Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...
4b. Applying facts, theories, or methods to practical problems or new situations
4e. Forming a new idea or understanding from various pieces of information
- The lowest rated question compared to peers in Reflective Learning was the percentage of students who responded that they "Very often" or "Often"...
2c. Included diverse perspectives in course discussions or assignments
- The lowest rated question compared to peers in Effective Teaching Practices was the percentage responding "Very much" or "Quite a bit" about how much instructors have...
5e. Provided prompt and detailed feedback on tests or completed assignments=
- The lowest rated question compared to peers in Supportive Environment was the percentage responding "Very much" or "Quite a bit" about how much instructors emphasize...
14g. Helping you manage your non-academic responsibilities (work, family, etc.)

TABLE 2 - CWU SENIORS COMPARED TO NSSE PEER GROUPS

Theme	Engagement Indicator	Your seniors compared with <u>8 peers</u>	Your seniors compared with <u>Far West Public</u>	Your seniors compared with <u>Carnegie Group</u>
<u>Academic Challenge</u>	Higher-Order Learning ^{1.}	--	--	▽
	Reflective & Integrative Learning ^{2.}	△	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning ^{3.}	△	--	--
<u>Learning with Peers</u>	Collaborative Learning ^{4.}	--	--	△
	Discussions with Diverse Others	--	--	--
<u>Experiences with Faculty</u>	Student-Faculty Interaction ^{5.}	△	△	△
	Effective Teaching Practices ^{6.}	--	--	▽
<u>Campus Environment</u>	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

- ▽ indicates CWU students average responses were significantly lower (P < .05) with an effect size less of than 0.3
- △ indicates CWU students' average responses were significantly higher (p < .05) with an effect size less than 0.3
- ▲ indicates CWU students' average responses were significantly higher (p < .05) with an effect size greater than 0.3

1. CWU was slightly lower than Carnegie peers on **4d. "Evaluating a point of view, decision, or information source."**
2. CWU has higher than all peers on five of the seven questions in "Reflective and Integrative Learning."
3. CWU was higher than all peers on all three questions in "Quantitative Reasoning."
4. CWU was highest compared to Carnegie peers on **1h. "Worked with other students on course projects or assignments"**
5. CWU seniors were higher than all peers on all four questions in student-faculty interaction. The largest advantage was **3c. "Discussed course topics, ideas, or concepts with a faculty member outside of class."**
6. CWU seniors were slight lower than Carnegie Peers on all five questions in Effective Teaching Practices.

Table 3 – LARGEST DIFFERENCES IN FACULTY/STUDENT RESPONSES TO THE FSSE/NSSE**FSSE 22a. / NSSE 1a. Ask questions or contribute to course discussions in other ways**

% of lower division faculty who say that is "Very important" or "Important"	98%
% of first year students who say they do it "Often" or "Very often"	59%

FSSE 22c. / NSSE 1c. Come to class having completed readings or assignments

% of lower division faculty who say that is "Very important" or "Important"	94%
% of first year students who say they do it "Often" or "Very often"	18%
% of upper division faculty who say that is "Very important" or "Important"	95%
% of seniors students who say they do it "Often" or "Very often"	22%

FSSE 8c. / NSSE 3c. Discussed course topics, ideas, concepts outside of class with the undergrad students they teach or advise

% of Lower Division faculty who do it "Very often" or "Often"	67%
% of First Year students who "Very often" or "Often"	25%

FSSE 10n. / NSSE 5e. Provide prompt and detailed feedback on tests or completed assignments

% of Lower Division faculty who do it "Very much" or "Quite a bit"	96%
% of First Year students who say their instructor does it "Very much" or "Quite a bit""	54%
% of Upper Division faculty who do it "Very much" or "Quite a bit"	93%
% of Senior students who say their instructor does it "Very much" or "Quite a bit""	66%

FSSE 25a. / NSSE 4a. Coursework substantially emphasizes memorization

% of Lower Division faculty who emphasize it "Very much" or "Quite a bit"	33%
% of FY students who say their courses emphasized it "Very much" or "Quite a bit""	68%
% of Upper Division faculty who emphasize it "Very much" or "Quite a bit"	18%
% of seniors who say their courses emphasized it "Very much" or "Quite a bit""	63%

TABLE 4 - STUDENTS RATED THEIR OVERALL EXPERIENCE AT YOUR INSTITUTION

SATISFACTION WITH CWU

Students rated their overall experience at your institution

Percent rating Their Overall Experience as "Excellent" or "Good"

CWU First Year Students	84%	
Eight Peer Institutions	85%	
CWU Seniors	90%	
Eight Peer Institutions	85%	

Percent Who Would "Definitely" or "Probably" Attend This Institution Again

CWU First Year Students	82%	
Eight Peer Institutions	83%	
CWU Seniors	85%	
Eight Peer Institutions	82%	

TABLE 5 - HIGHEST AND LOWEST PERFORMAING RELATIVE TO EIGHT PEERS

Differences in percentage points by students who gave the highest and second highest answers, e.g., "Often" and "Very often"

FIRST YEAR STUDENTS		CWU	Diff.	± 20 Point Data Bars
3d.	Discussed your academic performance with a faculty member	39%	13	
3a.	Talked about career planning with a faculty member	41%	8	
2f.	Learned something that changed the way you understand an issue or concept	71%	6	
8d.	Discussions with: people with political views other than your own	70%	5	
3b.	Worked with a faculty member on activities other than coursework (committees/groups/etc.)	25%	5	
14c.	CWU emphasizes learning support services (tutoring, writing center, etc.)	70%	-7	
2c.	Included diverse perspectives (...) in course discussions	42%	-7	
2e.	Tried to better understand someone's views by imagining an issue ... from their perspective	62%	-8	
14b.	Providing support to help students succeed academically	68%	-8	
12	At least some courses included a community-based project	7%	-14	

SENIORS		CWU	Diff.	± 20 Point Data Bars
7	The percent of seniors who were assigned more than 50 pages of writing during the past school year	67%	17	
2f.	Learned something that changed the way you understand an issue or concept	76%	9	
3c.	Discussed course topics, ideas, or concepts with a faculty member outside of class	42%	9	
4e.	Forming a new idea or understanding from various pieces of information	77%	8	
2d.	Examined the strengths and weaknesses of your own view on a topic	71%	7	
5c.	Instructors used examples of illustrations to explicitly	77%	-3	
13a.	Quality of interaction with: Students (% of 6 or 7 on a 7 point scale)	57%	-3	
5b.	Instructors taught courses in an organized way	77%	-3	
12	Most or all courses included a community-based project	10%	-7	
14f.	Institution emphasized providing support for your overall well-being (recreation/health/career services/etc.)	57%	-8	

NSSE AND FSSE NOTES

TABLE 6 - CWU'S NATIONAL SURVEY OF STUDENT ENGAGEMENT (NSSE) POPULATION AND RESPONSES

	First Year Students	Senior Students
Students surveyed	1,079	2,174
Total respondents	201	419
Response Rate	19%	19%

TABLE 7 - NATIONAL SURVEY OF STUDENT ENGAGEMENT (NSSE) RESPONSE RATE AND SAMPLING ERROR

	First Year Students				Seniors			
	CWU	8 peers	Far West Public	Carnegie Group	CWU	8 peers	Far West Public	Carnegie Group
Response Rate	19%	16%	18%	21%	19%	20%	22%	24%
Sampling Error ^b	+/-6.2%	+/-1.5%	+/-0.8%	+/-0.4%	+/-4.3%	+/-1.2%	+/-0.6%	+/-0.3%

(a) Comparison group response rate and sampling error are computed at the student level (i.e., they are not institution averages). (b) Example, if the sampling error is +/- 5.0% and 40% of your students reply "Very often" to a particular item, then the true population value is most likely between 35% and 45%

TABLE 8 - FACULTY SURVEY OF STUDENT ENGAGEMENT (FSSE) RESPONSE RATES

The survey population was 719 tenured, tenure track, adjuncts, and one year appoints. There were 239 responses for a 33% response rate with a ± 5.2% sampling error.

		Count	%
During the current school year, have you taught an undergraduate course?	Yes	207	87%
	No	16	7%
	Missing	16	7%
What is the class level of most students in your selected course section?	Lower division	55	23%
	Upper division	140	59%
	Other	9	4%
	Missing	35	15%

TABLE 9 - NSSE AND FSSE DATES OF EMAILING'S

	NSSE	FSSE
Invitation	4/05	4/18
Reminder 1	4/13	4/21
Reminder 2	4/21	4/26
Reminder 3	4/27	5/02
Final Reminder	5/03	

NSSE AND FSSE FAQs AND ARTICLES

NSSE Home Page: <http://nsse.indiana.edu/>

FSSE Home Page: <http://fsse.indiana.edu/>

NSSE Psychometric Portfolio: http://nsse.indiana.edu/html/psychometric_portfolio.cfm

NSSE Response Rate FAQ: http://nsse.indiana.edu/pdf/Resp_Rate_FAQ.pdf

FSSE Publications and Presentations

http://fsse.indiana.edu/FSSEPubSearch.cfm?SearchPubFormFlag=yes&search_keywords=%22Response%20Rate%22

NSSE Publications and Presentations

http://nsse.indiana.edu/html/publications_presentations.cfm