National Survey of Student Engagement (NSSE) 2013

Tiffany Franks
Assistant Director, Office of Planning & Analysis
October 25, 2013
NSSE 2013 WSU Participation

• What is NSSE?
  – Annual survey that collects data about student participation in activities and programs that promote learning & personal development
  – Results from NSSE can be used to identify aspects of the undergraduate experience that can be improved through changes in policies and practices

• NSSE is administered every other year (odd years) at WSU to first-year students and seniors, last administered in spring 2013
NSSE 2013 WSU Participation

• For 2013, 1,254 and 3,305 email invitations to take NSSE were sent to first-year students and seniors, respectively

• Survey responses for first-year students totaled 262 (21%), and 842 for seniors (25%)
NSSE 2013 Participation

• 568 postsecondary institutions participated in NSSE 2013, with 335,702 students, 41% first-year students and 59% seniors

• Overall response rate was 30%, 27% for first-year students and 33% for seniors
First-year respondents were 62% female and 92% were enrolled full-time.

Senior respondents were also 62% female, and 78% were enrolled full-time.
NSSE 2013 WSU Participation cont.

Freshmen Race/Ethnicity

WSU FY NSSE Participants
*0%=American Indian & Native Hawaiian

- Asian: 9.9%
- American Indian/Alaskan Native: 6.1%
- Black or African American: 3.1%
- Hispanic or Latino: 1.5%
- White: 61.8%
- Native Hawaiian/other Pacific Islander: 0.0%
- Foreign or Nonresident alien: 0.0%
- Two or more races/ethnicities: 11.1%

All NSSE Participants
*Unknown race not included

- Asian: 70.0%
- American Indian/Alaskan Native: 3.0%
- Black or African American: 2.0%
- Hispanic or Latino: 10.0%
- White: 10.0%
- Native Hawaiian/other Pacific Islander: 3.0%
- Foreign or Nonresident alien: 1.0%
- Two or more races/ethnicities: 0.0%
NSSE 2013 WSU Participation cont.

• Seniors Race/Ethnicity

WSU Senior NSSE Participants

- American Indian/Alaskan Ntv: 4.3%
- Asian: 6.4%
- Black or African American: 5.8%
- Hispanic or Latino: 6.7%
- Native Hawaiian/Other Pacific Islander: 1.0%
- White: 70.0%
- Foreign or Nonresident alien: 2.0%
- Two or more races/ethnicities: 3.0%
- Unknown: 1.0%

All NSSE Senior Respondents

- American Indian/Alaskan Ntv: 1.0%
- Asian: 3.0%
- Black or African American: 10.0%
- Hispanic or Latino: 10.0%
- Native Hawaiian/Other Pacific Islander: 1.0%
- White: 70.0%
- Foreign or Nonresident alien: 2.0%
- Two or more races/ethnicities: 3.0%

*unknown race not included
NSSE 2013 Participation

• Other demographics of all NSSE participants:
  – 29% were 24 years or older
  – 35% lived on campus
  – 46% were first generation college students
  – 34% began college at another institution other than where they took NSSE

• WSU Participants:
  – 38.2 were 24 years or older
  – 6% lived on campus
  – 43% were first generation college students
  – 46% began college at another institution other than where they took NSSE
Changes to NSSE 2013

• NSSE updated and revised the survey for 2013; 23% are new items, 22% were left unchanged, and 50% were modified, either a major or minor modification
Changes to NSSE 2013

• Instead of using “benchmarks”, NSSE is now using “Engagement Indicators and Measures of Participation in High Impact Practices”

• Longitudinal comparisons of individual questions & historical benchmarks are somewhat limited due to different scoring metrics and deletion of some survey items
Changes to NSSE 2013

cont.

- There are 10 different engagement indicators which fall under one of four “themes”

<table>
<thead>
<tr>
<th>Theme</th>
<th>Engagement Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Challenge</td>
<td>Higher-Order Learning</td>
</tr>
<tr>
<td></td>
<td>Reflective and Integrative Learning</td>
</tr>
<tr>
<td></td>
<td>Learning Strategies</td>
</tr>
<tr>
<td></td>
<td>Quantitative Reasoning</td>
</tr>
<tr>
<td>Learning with Peers</td>
<td>Collaborative Learning</td>
</tr>
<tr>
<td></td>
<td>Discussions with Diverse Others</td>
</tr>
<tr>
<td>Experiences with Faculty</td>
<td>Student-Faculty Interaction</td>
</tr>
<tr>
<td></td>
<td>Effective Teaching Practices</td>
</tr>
<tr>
<td>Campus Environment</td>
<td>Quality of Interactions</td>
</tr>
<tr>
<td></td>
<td>Supportive Environment</td>
</tr>
</tbody>
</table>
NSSE Engagement Indicator Scoring

• Each Engagement Indicator is scored on a 60 point scale (never=0, sometimes=20, often=40, very often=60)
• Mean comparisons are given for each Engagement Indicator for WSU peer institutions (n=10), institutions with the same Carnegie Classification (Research University-High Research Activity, n=36) and all NSSE institutions (n=567)
WSU Peer Institutions

• Comparison peer institutions were selected by the President and the President’s Executive Team and approved by the Kansas Board of Regents. WSU peer institutions are:
  – Florida Atlantic University (Boca Raton, FL)
  – Oakland University (Rochester Hills, MI)
  – Portland State University (Portland, OR)
  – University of Akron (Akron, OH)
  – University of Arkansas at Little Rock (Little Rock, AR)
WSU Peer Institutions

cont.

• WSU Peer Institutions continued:
  – University of Colorado Denver (Denver, CO)
  – University of Nebraska at Omaha (Omaha, NE)
  – University of Nevada, Reno (Reno, NV)
  – University of South Alabama (Mobile, AL)
  – Western Michigan University (Kalamazoo, MI)
WSU Results and Peer Comparisons cont.

• Mean Comparisons of First-Year Students for questions relating to Academic Challenge

<table>
<thead>
<tr>
<th>Engagement Indicator</th>
<th>Wichita State</th>
<th>WSU Peers</th>
<th></th>
<th>Carnegie Class</th>
<th></th>
<th>NSSE 2013</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Effect</td>
<td>size</td>
<td>Effect</td>
<td>size</td>
<td>Mean</td>
<td>Effect</td>
</tr>
<tr>
<td>Higher-Order Learning</td>
<td>35.4</td>
<td>39.0 ***</td>
<td>-.26</td>
<td>38.6 ***</td>
<td>-.23</td>
<td>39.1 ***</td>
<td>-.27</td>
</tr>
<tr>
<td>Reflective &amp; Integrative Learning</td>
<td>33.0</td>
<td>35.7 ***</td>
<td>-.22</td>
<td>35.0 *</td>
<td>-.16</td>
<td>35.7 ***</td>
<td>-.21</td>
</tr>
<tr>
<td>Learning Strategies</td>
<td>36.5</td>
<td>40.2 ***</td>
<td>-.26</td>
<td>38.9 *</td>
<td>-.18</td>
<td>39.8 **</td>
<td>-.23</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>23.9</td>
<td>27.0 **</td>
<td>-.18</td>
<td>27.6 ***</td>
<td>-.23</td>
<td>27.3 **</td>
<td>-.20</td>
</tr>
</tbody>
</table>

Notes: Results weighted by gender and enrollment status (and institution size for comparison groups); *p<.05, **p<.01, ***p<.001 (2-tailed). Effect size: Mean difference divided by pooled standard deviation. Symbols on the summary page are based on effect size and p before rounding.
WSU Results and Peer Comparisons cont.

- Mean Comparisons of First-Year Students for questions relating to Learning With Peers

<table>
<thead>
<tr>
<th>Engagement Indicator</th>
<th>Wichita State</th>
<th>Your first-year students compared with</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>WSU Peers</td>
<td>Effect</td>
<td>Carnegie Class</td>
<td>Effect</td>
</tr>
<tr>
<td>Collaborative Learning</td>
<td>26.9</td>
<td>30.6 ***</td>
<td>-.27</td>
<td>32.1 ***</td>
<td>-.37</td>
</tr>
<tr>
<td>Discussions with Diverse Others</td>
<td>39.1</td>
<td>41.4 *</td>
<td>-.14</td>
<td>41.0</td>
<td>-.12</td>
</tr>
</tbody>
</table>

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WSU Results and Peer Comparisons cont.

- Mean Comparisons of First-Year Students for questions relating to Experiences With Faculty

<table>
<thead>
<tr>
<th>Engagement Indicator</th>
<th>Wichita State Mean</th>
<th>WSU Peers Mean</th>
<th>Effect size</th>
<th>Carnegie Class Mean</th>
<th>Effect size</th>
<th>NSSE 2013 Mean</th>
<th>Effect size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student-Faculty Interaction</td>
<td>18.2</td>
<td>19.1</td>
<td>-.07</td>
<td>19.1</td>
<td>-.07</td>
<td>20.0</td>
<td>*</td>
</tr>
<tr>
<td>Effective Teaching Practices</td>
<td>39.8</td>
<td>40.1</td>
<td>-.02</td>
<td>39.3</td>
<td>.04</td>
<td>40.4</td>
<td>-.05</td>
</tr>
</tbody>
</table>

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### WSU Results and Peer Comparisons

**cont.**

- **Mean Comparisons of First-Year Students for questions relating to Campus Environment**

<table>
<thead>
<tr>
<th>Engagement Indicator</th>
<th>Wichita State</th>
<th>Your first-year students compared with</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>WSU Peers Mean</td>
</tr>
<tr>
<td>Quality of Interactions</td>
<td>40.5</td>
<td>40.5</td>
</tr>
<tr>
<td>Supportive Environment</td>
<td>33.8</td>
<td>35.8</td>
</tr>
</tbody>
</table>

*Notes: Results weighted by gender and enrollment status (and institution size for comparison groups); *p<.05, **p<.01, ***p<.001 (2-tailed); Effect size: Mean difference divided by pooled standard deviation; Symbols on the summary page are based on effect size and p before rounding.*
WSU Results and Peer Comparisons cont.

- Mean Comparisons of Seniors for questions relating to Academic Challenge

<table>
<thead>
<tr>
<th>Engagement Indicator</th>
<th>Wichita State Mean</th>
<th>WSU Peers Mean</th>
<th>Carnegie Class Mean</th>
<th>NSSE 2013 Mean</th>
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</thead>
<tbody>
<tr>
<td>Higher-Order Learning</td>
<td>38.6</td>
<td>40.3 **</td>
<td>40.4 ***</td>
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<td>38.9 ***</td>
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<td>41.0</td>
<td>39.9</td>
<td>40.7</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
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<td>29.4 *</td>
<td>30.2 ***</td>
<td>29.7 **</td>
</tr>
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**Effect size**:
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WSU Results and Peer Comparisons

- Mean Comparisons of Seniors for questions relating to Learning With Peers

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<tr>
<td>Collaborative Learning</td>
<td>30.8</td>
<td>31.5</td>
<td>-.04</td>
<td>32.9 ***</td>
<td>-.14</td>
<td>31.7</td>
<td>-.06</td>
</tr>
<tr>
<td>Discussions with Diverse Others</td>
<td>42.1</td>
<td>42.1</td>
<td>.00</td>
<td>42.2</td>
<td>.00</td>
<td>41.8</td>
<td>.02</td>
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WSU Results and Peer Comparisons cont.

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<td>20.8</td>
<td>22.9</td>
<td>23.2</td>
</tr>
<tr>
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<td>39.6</td>
<td>39.9</td>
<td>40.0</td>
<td>41.1</td>
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WSU Results and Peer Comparisons cont.

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<th>Mean</th>
<th>WSU Peers Mean</th>
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<th>Effect size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Interactions</td>
<td>41.2</td>
<td></td>
<td>40.9</td>
<td>.02</td>
<td>41.3</td>
<td>.00</td>
<td>42.8</td>
<td>*** -.13</td>
</tr>
<tr>
<td>Supportive Environment</td>
<td>28.1</td>
<td></td>
<td>31.2 ***</td>
<td>-.22</td>
<td>33.0 ***</td>
<td>-.35</td>
<td>33.1</td>
<td>*** -.35</td>
</tr>
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High Impact Practices

• High Impact Practices are activities with positive associations with student learning and retention, demand time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and students, encourage collaboration with diverse others, and provide frequent and substantive feedback
High Impact Practices cont.

• NSSE founder George Kuh suggests all undergraduate students experience at least 2 High Impact Practices during their education

• Students were asked 6 questions regarding High Impact Practices (first-year students only asked questions 1-3)

• Seniors’ responses include their entire time at WSU, not just the current academic year
## High Impact Practices in NSSE

- Learning community or some other formal program where groups of students take two or more classes together
- Courses that included a community-based project (service-learning)
- Work with a faculty member on a research project
- Internship, co-op, field experience, student teaching, or clinical placement
- Study abroad
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)
High Impact Practices

- High Impact Practices at WSU

**First-Year Students**

- Wichita State: 5% participated in two or more HIPs, 37% participated in one HIP
- WSU Peers: 12% participated in two or more HIPs, 43% participated in one HIP
- Carnegie Class: 12% participated in two or more HIPs, 43% participated in one HIP
- NSSE 2013: 12% participated in two or more HIPs, 46% participated in one HIP

**Seniors**

- Wichita State: 50% participated in two or more HIPs, 29% participated in one HIP
- WSU Peers: 56% participated in two or more HIPs, 26% participated in one HIP
- Carnegie Class: 58% participated in two or more HIPs, 25% participated in one HIP
- NSSE 2013: 60% participated in two or more HIPs, 24% participated in one HIP
High Impact Practices at WSU
First-Year Students

**Learning Community**
*Which of the following have you done or do you plan to do before you graduate?*

- Participate in a learning community or some other formal program where groups of students take two or more classes together.

<table>
<thead>
<tr>
<th></th>
<th>Done or in progress</th>
<th>Plan to do</th>
<th>Have not decided</th>
<th>Do not plan to do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wichita State</td>
<td>8%</td>
<td>24%</td>
<td>38%</td>
<td>30%</td>
</tr>
<tr>
<td>WSU Peers</td>
<td>16%</td>
<td>23%</td>
<td>28%</td>
<td>33%</td>
</tr>
<tr>
<td>Carnegie Class</td>
<td>17%</td>
<td>24%</td>
<td>28%</td>
<td>32%</td>
</tr>
<tr>
<td>NSSE 2013</td>
<td>15%</td>
<td>25%</td>
<td>32%</td>
<td>29%</td>
</tr>
</tbody>
</table>
High Impact Practices at WSU
First-Year Students

Service-Learning
About how many of your courses at this institution have included a community-based project (service-learning)?

Research with a Faculty Member
Which of the following have you done or do you plan to do before you graduate?

Work with a faculty member on a research project.
High Impact Practices at WSU Seniors

Learning Community
Which of the following have you done or do you plan to do before you graduate?

Participate in a learning community or some other formal program where groups of students take two or more classes together.

Service-Learning
About how many of your courses at this institution have included a community-based project (service-learning)?
High Impact Practices at WSU Seniors

**Research with a Faculty Member**

*Which of the following have you done or do you plan to do before you graduate?*
- Wichita State: 15% Done or in progress, 16% Plan to do, 19% Have not decided, 50% Do not plan to do
- WSU Peers: 19% Done or in progress, 15% Plan to do, 18% Have not decided, 48% Do not plan to do
- Carnegie Class: 23% Done or in progress, 15% Plan to do, 16% Have not decided, 47% Do not plan to do
- NSSE 2013: 23% Done or in progress, 13% Plan to do, 16% Have not decided, 49% Do not plan to do

**Internship or Field Experience**

*Which of the following have you done or do you plan to do before you graduate?*
- Wichita State: 44% Done or in progress, 28% Plan to do, 11% Have not decided, 18% Do not plan to do
- WSU Peers: 43% Done or in progress, 28% Plan to do, 9% Have not decided, 20% Do not plan to do
- Carnegie Class: 47% Done or in progress, 27% Plan to do, 8% Have not decided, 19% Do not plan to do
- NSSE 2013: 48% Done or in progress, 24% Plan to do, 8% Have not decided, 20% Do not plan to do

Participate in an internship, co-op, field experience, student teaching, or clinical placement.
High Impact Practices at WSU Seniors

Study Abroad
Which of the following have you done or do you plan to do before you graduate?

Participate in a study abroad program.

Culminating Senior Experience
Which of the following have you done or do you plan to do before you graduate?

Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.).
Perceived Gains Among Seniors

Students reported how much their experience at WSU contributed to their knowledge, skills, and personal development in 10 areas:

% Responding "Very much" or Quite a bit"

- Being an informed and active citizen: 48%
- Developing or clarifying a personal code of values & ethics: 53%
- Understanding people of other backgrounds: 53%
- Solving complex real-world problems: 55%
- Analyzing numerical and statistical information: 55%
- Speaking clearly & effectively: 56%
- Writing clearly & effectively: 57%
- Acquiring job or work-related knowledge and skills: 64%
- Working effectively with others: 66%
- Thinking critically & analytically: 75%
Satisfaction with WSU

Students rated their overall experience at WSU and whether they would attend WSU again:
NSSE Caveats

• As with all surveys, NSSE also has some caveats:
  – Survey is voluntary, which leads to lower response rates and may not be a representative sample of the student population
  – Different methodologies used when selecting comparison groups (may not be selecting schools that would be appropriate for NSSE comparisons)
  – Lack of awareness or interest in student engagement
Using NSSE Data

- NSSE data can be used in a variety of ways:
  - Self-studies for accreditations
  - Assessment & Improvement
  - Faculty & Staff development
  - Institutional Advancement
  - State System Performance Reviews
Using NSSE Data at WSU

• NSSE is used at WSU in several ways:
  – Results for specific questions posted on the Voluntary System of Accountability College Portrait (on WSU home page), all institutions participating in the College Portrait that use NSSE also report this data
  – Performance Indicators for Kansas Board of Regents Foresight 2020
### Using NSSE Data at WSU cont.

#### Wichita State University Foresight 2020* Performance

**Foresight 2020 Strategic Goals:**

<table>
<thead>
<tr>
<th>Goal Area</th>
<th>Yearly Measure</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>Target</th>
<th>Status</th>
<th>Goal</th>
<th>Goal 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>II. Improve Economic Alignment</strong> (continued from previous page).</td>
<td></td>
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<tr>
<td><strong>Critical thinking and problem solving</strong></td>
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<td></td>
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</tr>
<tr>
<td>Collegiate Learning Assessment (CLA) score¹ for Seniors as percent of expected score</td>
<td>AY</td>
<td>103%</td>
<td>103%</td>
<td>100%</td>
<td>99.7</td>
<td>99.6</td>
<td>100.0</td>
<td>100%</td>
<td>100%</td>
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</tr>
<tr>
<td>Collegiate Learning Assessment (CLA) score¹ for Seniors (expected score)</td>
<td>AY</td>
<td>1.288</td>
<td>1.296</td>
<td>1.265</td>
<td>1.181</td>
<td>1.174</td>
<td></td>
<td></td>
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<tr>
<td>Watson/Glasser Critical Thinking Appraisal² (mean Fall score)</td>
<td>Fall</td>
<td>67.5</td>
<td>56.8</td>
<td>56.6</td>
<td>88.1</td>
<td>tbd</td>
<td>69.2</td>
<td>64.8</td>
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<tr>
<td>Student's perception of level academic challenge from NSSE³ benchmark for Seniors (goal to exceed peers)</td>
<td>AY</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>32.1</td>
<td>33.0</td>
<td>40.0</td>
<td>40.0</td>
<td></td>
</tr>
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<td>AY</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>35.9</td>
<td>36.0</td>
<td>40.0</td>
<td>40.0</td>
<td></td>
</tr>
<tr>
<td>Undergraduate perception of critical thinking competency exit survey⁴ (scale 1 to 5—percent 4 or higher shown)</td>
<td>AY</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>90.3</td>
<td>92.8</td>
<td>86.0</td>
<td>90.0</td>
<td>90.0</td>
<td></td>
</tr>
<tr>
<td>Undergraduate's perception of numerical literacy competency exit survey (scale 1 to 5—percent 4 or higher shown)</td>
<td>AY</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>74.2</td>
<td>77.0</td>
<td>82.0</td>
<td>90.0</td>
<td>90.0</td>
<td></td>
</tr>
<tr>
<td><strong>Effective communication</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student presentation frequency (NSSE) Freshmen (scale 1 never to 4 very often)</td>
<td>AY</td>
<td>2.2</td>
<td>n/a</td>
<td>2.3</td>
<td>2.3</td>
<td>2.1</td>
<td>2.2</td>
<td>2.3</td>
<td>2.3</td>
<td></td>
</tr>
<tr>
<td>Student presentation frequency (NSSE) Seniors (scale 1 never to 4 very often)</td>
<td>AY</td>
<td>2.6</td>
<td>n/a</td>
<td>2.6</td>
<td>2.6</td>
<td>2.5</td>
<td>2.7</td>
<td>2.8</td>
<td>2.8</td>
<td></td>
</tr>
<tr>
<td>English 101 Post-test scores from the English pre- and post-test writing performance assessment</td>
<td>Fall</td>
<td>3.42</td>
<td>3.45</td>
<td>3.48</td>
<td>3.52</td>
<td>tbd</td>
<td>3.27</td>
<td>4.0</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>Undergraduate's perception oral/written competency exit survey (scale 1 to 5—pct 4 or higher shown)</td>
<td>AY</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>87.8</td>
<td>90.0</td>
<td>82.0</td>
<td>90.0</td>
<td>90.0</td>
<td></td>
</tr>
<tr>
<td><strong>Preparation for lifelong learning</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent enrolled in 4 yr school within 1 yr of WSU graduation (Nat. Clearinghouse data)</td>
<td>AY</td>
<td>28.1%</td>
<td>29.3%</td>
<td>28.4%</td>
<td>25.9%</td>
<td>tbd</td>
<td>29.8%</td>
<td>tbd</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Percent enrolled in a 4 yr school within 1 yr of WSU graduation to have earned a master degree within 2 yrs</td>
<td>AY</td>
<td>21.2%</td>
<td>22.2%</td>
<td>19.8%</td>
<td>tbd</td>
<td>tbd</td>
<td>tbd</td>
<td>tbd</td>
<td>tbd</td>
<td></td>
</tr>
<tr>
<td>Undergraduate's perception of library literacy competency exit survey (scale 1 to 5—pct 4 or higher shown)</td>
<td>AY</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>68.9</td>
<td>69.2</td>
<td>72.0</td>
<td>90.0</td>
<td>90.0</td>
<td></td>
</tr>
<tr>
<td><strong>Preparation for career in their chosen field</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of undergraduates perceiving chosen degree useful to very useful in career exit survey (scale 1 to 5)</td>
<td>AY</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>87.6</td>
<td>91.8</td>
<td>86.0</td>
<td>90.0</td>
<td>90.0</td>
<td></td>
</tr>
<tr>
<td>Percent undergraduates employed within 6 months of graduation – alumni survey</td>
<td>AY</td>
<td>tbd</td>
<td>tbd</td>
<td>tbd</td>
<td>77.1</td>
<td>80.0</td>
<td>83.0</td>
<td>90.0</td>
<td>90.0</td>
<td></td>
</tr>
</tbody>
</table>
Using NSSE Data at WSU cont.

**Student Interaction with Campus Faculty and Staff**

- 52.0% of seniors believed that the campus staff were helpful, considerate, or flexible
- 75.0% of seniors believed that faculty are available, helpful, or sympathetic
- 93.0% of seniors reported that faculty members provided prompt feedback on their academic performance
- 61.0% of seniors discussed readings or ideas with faculty members outside of class
Questions?

- Any questions? You may also email questions that may arise later to tiffany.franks@wichita.edu