



NSSE 2014: New Perspectives on Student Learning

Patrick Barlow, Ph.D.

Center for Advancing Teaching & Learning, University of Wisconsin – La Crosse

Background

UW-La Crosse has made use of the National Survey of Student Engagement (NSSE) to collect data from our First Year (FY) and Senior students (SR) for several years since 2000. The questions capture how often students take part in educationally beneficial tasks, how they use their time, and their reflections on the impact of the UWL experience.

New Scales for 2014

In 2013, the NSSE was changed to include new scales like the Writing Experiences Module and refashioned Engagement Indicators. Our results indicate that for 6 of the 9 Engagement Indicators, our Senior students scores were above all three comparison groups.

Looking at the Effective Teaching Practices and Student-Faculty Interaction Indicators, 50% of our Seniors report frequent discussion of career plans. 90% report their classes were taught in an organized way. The most positively rated item related to learning gains in Seniors was tied to critical thinking.

Key Findings

Theme	Engagement Indicator	Your seniors compared with UW Comprehensives	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2013 & 2014
Academic Challenge	Higher-Order Learning	▲	--	--
	Reflective & Integrative Learning	▲	--	▲
	Learning Strategies	--	▼	▼
	Quantitative Reasoning	▲	▲	▲
Learning with Peers	Collaborative Learning	▲	▲	▲
	Discussions with Diverse Others	--	▼	▼
Experiences with Faculty	Student-Faculty Interaction	▲	▲	▲
	Effective Teaching Practices	▲	▲	▲
Campus Environment	Quality of Interactions	▲	▲	▲
	Supportive Environment	▲	▲	▲

Significance Markers

- ▲ 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.
- ▼ Your students' average was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▽ Your students' average was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

Student-Faculty Interaction

	UW-L	UW System	Carnegie Class	NSSE 2013 & 2014
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	50	45	41	42
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	30	30	25	26
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	39	36	32	33
3d. Discussed your academic performance with a faculty member	29	31	33	33

Effective Teaching Practices

	UW-L	UW System	Carnegie Class	NSSE 2013 & 2014
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	88	82	83	83
5b. Taught course sessions in an organized way	90	82	81	81
5c. Used examples or illustrations to explain difficult points	86	81	79	79
5d. Provided feedback on a draft or work in progress	69	63	64	62
5e. Provided prompt and detailed feedback on tests or completed assignments	75	69	69	67

Perceived Learning Gains among Seniors

Students reported how much their experience at UW-L contributed to their knowledge, skills, and personal development in ten areas.

Perceived gains (sorted highest to lowest)	Percentage of seniors responding "Very much" or "Quite a bit"
Thinking critically and analytically	92%
Working effectively with others	84%
Writing clearly and effectively	81%
Speaking clearly and effectively	80%
Acquiring job-or work-related knowledge/skills	77%
Solving complex real-world problems	70%
Analyzing numerical and statistical information	67%
Developing/clarifying a personal code of ethics	65%
Being an informed and active citizen	64%
Understanding people of other backgrounds	62%

Please contact Patrick Barlow for more information on how to access NSSE results and make use of them in your college, program, or classes. **For more information about this survey please visit: <http://nsse.iub.edu/html/about.cfm>**