

**Description of Engagement Experiences for First-Year Students at MSU
Based on the 2012 National Survey of Student Engagement (NSSE)
Prepared by the Office of Assessment**

The objectives of the National Survey of Student Engagement (NSSE) are to provide data to colleges and universities to assess and improve undergraduate education, inform accountability and accreditation efforts, and facilitate national and sector benchmarking efforts, among others. Since its launch in 2000, more than 1,500 four-year colleges and universities in the US and Canada have participated in NSSE, with 554 U.S. and 23 Canadian institutions in 2012.

2012 NSSE Administration at MSU

The web version of the NSSE was administered, and email invitations were sent to all eligible students. Altogether, 324 first-year students and 752 seniors responded to the survey for an overall response rate of 17%. The first-year and senior samples closely resembled the MSU population in both demographics and academic performance.

How to Think About and Use NSSE Data

The National Survey of Student Engagement should be used for the following:

- Identifying patterns and trends that may warrant attention (not just statistically significant patterns)
- Making comparisons with other institutional data on campus—both quantitative and qualitative.
- Starting conversations about students' perceptions of academic and non-academic experiences on campus

Patterns and Trends to Think About and Discuss*

First-Year Students Participating in High Impact Practices (HIPs)

Due to their positive associations with student learning and retention, special undergraduate opportunities are designated “high impact.” High impact activities measured by the 2012 National Survey of Student Engagement (NSSE) include the following:

- Learning Communities
- Service Learning
- Research with a Faculty Member
- Study Abroad
- Culminating Senior Experience

In their first-year at the university, students are not typically eligible for study away and are not expected to participate in culminating senior experiences. However, many first-year students take advantage of opportunities to participate in learning communities, service learning, and extra-curricular research with faculty members.

First-year students at Missouri State University who participated in at least one high impact practice (HIP) reported greater gains in their knowledge, skills, and personal development, were more satisfied with the quality of academic advising they received, and were more satisfied with their entire educational experience (see table below). Surprisingly, these same students were slightly less likely to say they would choose Missouri State University again if they could start over.

*This data serves to start a conversation about student engagement experiences and must be tied to other qualitative and quantitative institutional data.

Mean Reported Growth and Satisfaction for First-Year Students with and without HIP Participation^a

NSSE Item	HIP (n = 155)	No HIP (n = 143)	Sig	Effect Size
<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much</i>				
• Acquiring a broad general education	3.36	3.05	***	.41
• Acquiring job or work-related knowledge and skills	2.93	2.65	**	.32
• Writing clearly and effectively	2.87	2.68		.20
• Speaking clearly and effectively	3.03	2.84		.22
• Thinking critically and analytically	3.24	2.97	**	.33
• Analyzing quantitative problems	2.94	2.58	***	.40
• Using computing and information technology	3.13	2.82	**	.37
• Working effectively with others	3.00	2.80	*	.23
• Voting in local, state (provincial), or national (federal) elections	1.91	1.78		.13
• Learning effectively on your own	2.96	2.75	*	.23
• Understanding yourself	2.86	2.61	*	.27
• Understanding people of other racial and ethnic backgrounds	2.80	2.52	*	.28
• Solving complex real-world problems	2.61	2.43		.19
• Developing a personal code of values and ethics	2.80	2.46	**	.34
• Contributing to the welfare of your community	2.87	2.53	**	.35
• Developing a deepened sense of spirituality	2.23	1.96	*	.26
<i>Overall, how would you evaluate the quality of academic advising you have received at your institution? 1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent</i>	3.22	3.16		.08
<i>How would you evaluate your entire educational experience at this institution? 1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent</i>	3.22	3.16		.10
<i>If you could start over again, would you go to the SAME INSTITUTION you are now attending? 1 = Definitely no, 2 = Probably no, 3 = Probably yes, 4 = Definitely Yes</i>	3.30	3.34		-.05

^aNSSE 2012 first-year respondents at MSU included 47.8% who participated in at least one HIP, 44.1% with no HIP participation, and 8% unreported.

NOTE: Table patterned after http://nsse.iub.edu/NSSE_2009_Results/pdf/NSSE_AR_2009.pdf, p. 18