

## NSSE 2018: High Impact Practices

The National Survey of Student Engagement (NSSE) was administered during the spring 2018 semester to all first-year and senior students at CWRU.

The initial sample consisted of 2,409 students. The groups combined to complete 1,298 surveys, resulting in a 54% response rate. A breakdown of response rate by class and demographics are presented in Appendix A.

This report focuses on what are considered to be high-impact practices. High-impact practices are undergraduate opportunities that have positive associations with student learning and retention. These experiences demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions between faculty and students, encourage collaborations with diverse others, and provide frequent, substantive feedback. Among high-impact practices are service-learning, research with faculty, internship or a field experience, study abroad, participation in a learning community, and a culminating senior experience.

Overall, participation in high-impact practices is lower than all comparison groups for CWRU students during their first year, but higher than all comparison groups for senior students. The percentage of students in each group participating in high-impact practices is presented in Table 1.

Table 1. Participation in High-Impact Practices by Group

Number of HIP:	First-years			Seniors		
	One	Two or more	At least one	One	Two or more	At least one
<b>CWRU</b>	<b>37%</b>	<b>8%</b>	<b>45%</b>	<b>10%</b>	<b>88%</b>	<b>98%</b>
AAU	43%	11%	54%	20%	69%	89%
Large City, Private	47%	12%	59%	16%	76%	92%
All NSSE 2017-2018	48%	10%	58%	25%	60%	85%*

\* denotes difference between comparison group and CWRU has an effect size greater than .5

When exploring the high-impact practices in which our students are engaging, CWRU students are well behind peers on some practices but ahead of peers on others. Differences were compared using Cohen's  $h$ , which analyzes the standardized difference between two proportions to test for significance.

Therefore, the group participation is presented in percentages and those proportions were the basis of comparison. Significant differences between CWRU and peer groups with moderate and large effect sizes (i.e.,  $h > .5$ ) are identified on the table. All data by high-impact practice is presented in Table 2.

Comparatively, CWRU students within their first year are more likely than students at other universities to participate in research with faculty. They are less likely to have participated in service-learning activities or in learning communities during their first year. First-year students are similar to others in their likelihood in participating in internships or field experiences and study abroad, while they are planning to participate in a culminating senior experience to a much greater extent. Across practices for first-year students, the differences between CWRU and students from other schools maintained a low effect size.

Similar to what was found for first-year students, seniors at CWRU have participated in culminating senior experiences, research with faculty, and internships or field experiences to a much greater extent than students from other universities. Participation in service learning, learning communities, and study abroad are at levels found in other institutions as well. Relatively, CWRU seniors are reporting less participation in service learning and study abroad than those from other AAU and large city, private institutions.

Table 2. Participation by High-Impact Practice: CWRU and Comparison Peers

<i><b>First-years</b></i>	<i><b>CWRU</b></i>	AAU	Large City, Private	NSSE 2017-2018
<i><b>Have participated in...</b></i>				
Service-Learning	<b>36%</b>	44%	51%	52%
Learning Community	<b>7%</b>	15%	16%	12%
Research with Faculty	<b>11%</b>	5%	5%	4%
<i><b>Plan to participate in...</b></i>				
Internship or Field Exp.	<b>80%</b>	78%	80%	74%
Study Abroad	<b>53%</b>	57%	55%	41%
Culminating Senior Exp.	<b>87%</b>	59%	59%	54%
<i><b>Seniors</b></i>	<i><b>CWRU</b></i>	AAU	Large City, Private	NSSE 2017-2018
<i><b>Have participated in...</b></i>				
Service-Learning	<b>42%</b>	52%	59%	60%
Learning Community	<b>22%</b>	25%	25%	23%
Research with Faculty	<b>58%</b>	33%*	29%*	23%*
Internship or Field Exp.	<b>73%</b>	62%	67%	49%*
Study Abroad	<b>26%</b>	28%	34%	14%
Culminating Senior Exp.	<b>88%</b>	43%*	53%*	45%*

\* denotes difference between comparison group and CWRU has an effect size greater than .5

Appendix A: Sample and Administration Information

Sample and Response Breakdowns

Representativeness	<i>First-years</i>		<i>Seniors</i>	
	Respondents	Population	Respondents	Population
Sample and Responses	n = 804	n = 1,298	n = 494	n = 1,111
<b>Response Rate</b>	<b>62%</b>		<b>45%</b>	
	Respondent %	Population %	Respondent %	Population %
Female	49	43	54	43
<b>Race/ethnicity<sup>a</sup></b>				
Asian	22	20	22	20
Black/African American	4	4	5	5
Latinx	7	7	5	6
White	50	48	55	52
International	11	14	6	10
Two or more races	4	5	4	5
Unknown	1	1	2	2

a. Based on the IPEDS categories submitted in the population file. Results for institutions without full (at least 90%) race/ethnicity information in the population file are not reported.

The data collected during the 2018 administration allow us to compare CWRU students to AAU peers, large city, private institutions, and all institutions administering NSSE during 2017 and 2018. In addition, CWRU administered NSSE most recently in 2015 and 2012, allowing also for comparison across time.

The 2018 administration saw much greater participation from CWRU relative to peer groups as well as a substantial increase over past rates. Peer groups’ response rates range from 21% to 24%, while our 2015 response rate was 27%. The marked increase in participation is likely due to administration through the University’s learning management system, Canvas. Ultimately, greater participation from students as evidenced through a stronger response rate suggest the data provide a more accurate depiction of student engagement across the university.