

# Walter Scott Jr. College of Engineering Learning Community NSSE Report, 2016 and 2019

**Table 1: Engineering Community Demographics**

				Headcount	Female	Resident	Racially Minoritized	First Generation	Pell Recipient
NSSE Year	2016	Walter Scott, Jr. College of Engineering	WSCOEC LC	94	37.2%	74%	17.0%	13.8%	18.1%
			Other LC	18	55.6%	61%	16.7%	16.7%	5.6%
			WSCOEC non-LC student	96	39.6%	70%	22.9%	25.0%	22.9%
	2019	Walter Scott, Jr. College of Engineering	WSCOEC LC	114	43.9%	61%	17.5%	9.6%	11.4%
			Other LC	33	54.5%	64%	21.2%	21.2%	21.2%
			WSCOEC non-LC student	83	25.3%	58%	32.5%	9.6%	13.3%

## Academic Challenge

### Higher-Order Learning

**Table 2: Coursework Emphasized Higher-Order Learning (% Quite a bit/Very Much)**

	NSSE Year					
	2016			2019		
	WSCOEC LC	Other LC	WSCOEC non-LC student	WSCOEC LC	Other LC	WSCOEC non-LC student
Headcount	94	18	96	114	33	83
Higher-Order Learning Total Score	38.1	38.4	38.2	40.0	38.8	40.5
Coursework emphasized: Applying facts, theories, or methods to practical problems or new situations	84.6%	76.5%	87.8%	87.2%	80.0%	85.3%
Coursework emphasized: Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75.8%	76.5%	77.1%	72.5%	76.7%	82.7%
Coursework emphasized: Evaluating a point of view, decision, or information source	57.8%	56.3%	54.2%	63.3%	66.7%	61.3%

	NSSE Year					
	2016			2019		
	WSCO LC	Other LC	WSCO non-LC student	WSCO LC	Other LC	WSCO non-LC student
Coursework emphasized: Forming a new idea or understanding from various pieces of information	59.3%	76.5%	70.7%	74.3%	70.0%	73.6%

## Learning Strategies

**Table 3: Use of Learning Strategies (% Often/Very Often)**

	NSSE Year					
	2016			2019		
	WSCO LC	Other LC	WSCO non-LC student	WSCO LC	Other LC	WSCO non-LC student
Headcount	94	18	96	114	33	83
Learning Strategies Total Score	36.8	34.5	35.7	35.8	35.9	36.0
Identified key information from reading assignments	69.0%	76.5%	73.2%	68.0%	73.3%	67.6%
Reviewed your notes after class	57.1%	47.1%	53.7%	59.0%	60.0%	69.9%
Summarized what you learned in class or from course materials	56.3%	41.2%	54.9%	59.0%	70.0%	54.2%

## Reflective and Integrative Learning

**Table 4: Engagement in Reflective & Integrative Learning (% Often/Very Often)**

	NSSE Year					
	2016			2019		
	WSCO LC	Other LC	WSCO non-LC student	WSCO LC	Other LC	WSCO non-LC student
Headcount	94	18	96	114	33	83
Reflective and Integrative Learning Total Score	32.9	33.1	34.0	35.6	40.1	34.4
Combined ideas from different courses when completing assignments	56.0%	70.6%	59.3%	64.5%	87.1%	61.3%
Connected your learning to societal problems or issues	38.5%	52.9%	38.8%	46.8%	58.1%	35.0%
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	31.9%	35.3%	35.3%	50.5%	64.5%	43.0%

	NSSE Year					
	2016			2019		
	WSCO LC	Other LC	WSCO non-LC student	WSCO LC	Other LC	WSCO non-LC student
Examined the strengths and weaknesses of your own views on a topic or issue	57.1%	76.5%	54.7%	69.4%	83.9%	60.8%
Tried to better understand someone else	58.2%	58.8%	63.1%	75.7%	83.9%	76.3%
Learned something that changed the way you understand an issue or concept	58.9%	68.8%	67.9%	66.7%	87.1%	71.1%
Connected ideas from your courses to your prior experiences and knowledge	77.5%	93.3%	79.5%	79.1%	87.1%	81.3%

## Quantitative Reasoning

Table 5: Quantitative Reasoning (% Often/Very Often)

	NSSE Year					
	2016			2019		
	WSCO LC	Other LC	WSCO non-LC student	WSCO LC	Other LC	WSCO non-LC student
Headcount	94	18	96	114	33	83
Quantitative Reasoning Total Score	34.1	32.6	36.1	32.5	31.7	35.4
Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	67.8%	70.6%	77.4%	69.4%	75.9%	74.3%
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45.1%	47.1%	57.1%	47.2%	37.9%	59.5%
Evaluated what others have concluded from numerical information	58.2%	58.8%	56.0%	56.5%	55.2%	62.2%

## Learning with Peers

### Collaborative Learning

**Table 6: Engagement in Collaborative Learning (% Often/Very Often)**

	NSSE Year					
	2016			2019		
	WSCO LC	Other LC	WSCO non-LC student	WSCO LC	Other LC	WSCO non-LC student
Headcount	94	18	96	114	33	83
Collaborative Learning Total Score	44.8	40.3	39.8	45.5	46.1	40.8
Asked another student to help you understand course material	80.4%	76.5%	69.2%	86.5%	78.1%	72.0%
Explained course material to one or more students	82.8%	82.4%	73.6%	82.1%	87.1%	81.7%
Prepared for exams by discussing or working through course material with other students	84.8%	64.7%	72.2%	82.9%	71.0%	69.5%
Worked with other students on course projects or assignments	81.5%	87.5%	64.4%	88.4%	87.1%	75.3%

### Discussions with Diverse Others

**Table 7: Discussions with Diverse Others (% Often/Very Often)**

	NSSE Year					
	2016			2019		
	WSCO LC	Other LC	WSCO non-LC student	WSCO LC	Other LC	WSCO non-LC student
Headcount	94	18	96	114	33	83
Discussions with Diverse Others Total Score	37.7	45.6	39.8	41.1	41.9	42.3
Had discussions with people of a race or ethnicity other than your own	59.5%	70.6%	63.4%	70.5%	65.5%	73.0%
Had discussions with people from an economic background other than your own	63.1%	76.5%	75.6%	72.1%	70.0%	82.2%
Had discussions with people with religious beliefs other than your own	64.3%	76.5%	68.3%	81.0%	80.0%	78.4%
Had discussions with people with political views other than your own	67.5%	76.5%	72.0%	72.4%	73.3%	77.0%

## Experiences with Faculty

### Student-Faculty Interaction

**Table 8: Engagement with Faculty (% Often/Very Often)**

	NSSE Year					
	2016			2019		
	WSCO LC	Other LC	WSCO non-LC student	WSCO LC	Other LC	WSCO non-LC student
Headcount	94	18	96	114	33	83
Student-Faculty Interaction Total Score	17.1	20.0	19.3	19.6	25.3	20.8
Talked about career plans with a faculty member	22.0%	35.3%	22.9%	36.4%	51.6%	36.0%
Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	12.1%	17.6%	13.6%	17.3%	22.6%	19.7%
Discussed course topics, ideas, or concepts with a faculty member outside of class	19.8%	11.8%	16.0%	25.7%	23.3%	22.4%
Discussed your academic performance with a faculty member	18.7%	23.5%	20.7%	21.1%	32.3%	32.9%

### Effective Teaching Practices

**Table 9: Instructor Use of Effective Teaching Practices (% Quite a bit/Very Much)**

	NSSE Year					
	2016			2019		
	WSCO LC	Other LC	WSCO non-LC student	WSCO LC	Other LC	WSCO non-LC student
Headcount	94	18	96	114	33	83
Effective Teaching Practices Total Score	35.2	36.5	35.7	35.7	35.9	36.4
Instructors: Clearly explained course goals and requirements	81.3%	76.5%	73.8%	74.3%	76.7%	78.7%
Instructors: Taught course sessions in an organized way	71.4%	100.0%	72.6%	72.2%	76.7%	81.3%
Instructors: Used examples or illustrations to explain difficult points	75.8%	88.2%	82.1%	73.1%	73.3%	84.0%
Instructors: Provided feedback on a draft or work in progress	45.6%	35.3%	44.0%	55.1%	46.7%	50.0%
Instructors: Provided prompt and detailed feedback on tests or completed assignments	46.2%	76.5%	53.0%	44.4%	53.3%	50.7%

## High Impact Practices

**Table 10: Engage in High Impact Practices (% Plan to do/Done or in Progress)**

	NSSE Year					
	2016			2019		
	WSCO LC	Other LC	WSCO non-LC student	WSCO LC	Other LC	WSCO non-LC student
Headcount	94	18	96	114	33	83
Number of high-impact practices for first-year students marked	.7	1.1	.6	.9	1.0	.7
Internship, co-op, field experience, student teaching, or clinical placement	88.0%	94.1%	81.7%	84.6%	76.7%	84.7%
Learning community or some other formal program where groups of students take two or more classes together	44.6%	52.9%	35.8%	47.1%	62.1%	42.3%
Study abroad program	32.5%	47.1%	33.3%	48.1%	50.0%	40.8%
Work with a faculty member on a research project	51.9%	70.6%	50.0%	56.7%	70.0%	59.2%
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	85.2%	94.1%	85.2%	76.0%	86.7%	78.6%
About how many of your courses at this institution have included a community-based project (service-learning)?	4.9%	5.9%	6.2%	12.6%	0.0%	11.3%

**Table 11: Number of High-Impact Practices Completed**

		NSSE Year						
		2016			2019			
		WSCO LC	Other LC	WSCO non-LC student	WSCO LC	Other LC	WSCO non-LC student	
Number of high-impact practices for first-year students marked	0	37	3	39	35	7	30	
		44.6%	17.6%	47.6%	33.7%	23.3%	42.3%	
	1	37	10	40	51	18	35	
		44.6%	58.8%	48.8%	49.0%	60.0%	49.3%	
	2	7	3	2	15	4	6	
		8.4%	17.6%	2.4%	14.4%	13.3%	8.5%	
	3	2	1	1	3	1	0	
		2.4%	5.9%	1.2%	2.9%	3.3%	0.0%	
	Completed 1 or more HIP		55.4%	82.4%	52.4%	66.3%	76.7%	57.7%

## Campus Environment

### Quality of Interactions

**Table 12: Quality of Interactions (% Good, Very Good, Excellent)**

	NSSE Year					
	2016			2019		
	WSCO LC	Other LC	WSCO non-LC student	WSCO LC	Other LC	WSCO non-LC student
Headcount	94	18	96	114	33	83
Quality of Interactions Total Score	44.6	49.2	42.1	43.6	43.3	45.1
Quality of interactions with students	90.4%	87.5%	81.7%	88.3%	86.7%	90.0%
Quality of interactions with academic advisors	77.8%	100.0%	80.8%	73.9%	71.4%	71.4%
Quality of interactions with faculty	77.8%	93.8%	72.0%	83.5%	80.0%	84.3%
Quality of interactions with student services staff	84.2%	86.7%	72.7%	80.6%	70.4%	78.1%
Quality of interactions with other administrative staff and offices	75.0%	93.8%	58.7%	73.4%	75.9%	82.4%

### Supportive Environment

**Table 13: How much does your institution emphasize: (% Quite a bit/Very Much)**

	NSSE Year					
	2016			2019		
	WSCO LC	Other LC	WSCO non-LC student	WSCO LC	Other LC	WSCO non-LC student
Headcount	94	18	96	114	33	83
Supportive Environment Total Score	37.4	40.5	37.3	38.4	44.7	37.0
Institutional emphasis: Providing support to help students succeed academically	80.7%	88.2%	88.3%	79.6%	90.0%	79.7%
Institutional emphasis: Using learning support services (tutoring services, writing center, etc.)	82.9%	82.4%	80.5%	80.6%	90.0%	84.1%
Institutional emphasis: Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	57.8%	62.5%	47.4%	69.6%	76.7%	63.8%
Institutional emphasis: Providing opportunities to be involved socially	74.7%	76.5%	64.1%	74.8%	76.7%	73.5%
Institutional emphasis: Providing support for your overall well-being (recreation, health care, counseling, etc.)	81.5%	88.2%	73.4%	77.7%	90.0%	77.6%

	NSSE Year					
	2016			2019		
	WSCO LC	Other LC	WSCO non-LC student	WSCO LC	Other LC	WSCO non-LC student
Institutional emphasis: Helping you manage your non-academic responsibilities (work, family, etc.)	47.6%	47.1%	44.9%	41.7%	66.7%	40.3%
Institutional emphasis: Attending campus activities and events (performing arts, athletic events, etc.)	65.4%	76.5%	74.4%	64.1%	86.7%	57.4%
Institutional emphasis: Attending events that address important social, economic, or political issues	53.7%	52.9%	55.1%	51.5%	66.7%	47.1%

## Student Satisfaction

**Table 14: Overall Satisfaction**

	NSSE Year					
	2016			2019		
	WSCO LC	Other LC	WSCO non-LC student	WSCO LC	Other LC	WSCO non-LC student
Headcount	94	18	96	114	33	83
How would you evaluate your entire educational experience at this institution?	86.6%	94.1%	88.5%	90.2%	93.1%	89.7%
If you could start over again, would you go to the SAME INSTITUTION you are now attending?	3.4%	3.4%	3.3%	3.3%	3.4%	3.4%

## First Year Experiences

**Table 15: During the current school year, about how often have you done the following? (% Quite a bit/Very Much)**

	WSCO LC	Other LC	WSCO non-LC student
Headcount	114	33	83
Coursework engagement total score	2.9	3.1	2.9
Studied when there were other interesting things to do	72.8%	89.7%	75.0%
Found additional information for course assignments when you didn't	80.6%	89.7%	79.4%
Participated in course discussions, even when you didn't feel like it	53.4%	71.4%	55.9%
Asked instructors for help when you struggled with course assignments	36.3%	53.6%	44.1%
Finished something you had started when you encountered challenges	87.4%	100.0%	77.9%



	WSCOEC LC	Other LC	WSCOEC non-LC student
Stayed positive, even when you did poorly on a test or assignment	72.8%	78.6%	73.1%

**Table 16: During the current school year, how difficult have the following been for you? (% Quite a bit/Very Much)**

	WSCOEC LC	Other LC	WSCOEC non-LC student
Headcount	114	33	83
Difficulty total score	3.3	3.3	3.5
How difficult: Learning course material	63.1%	57.1%	66.2%
How difficult: Managing your time	53.4%	64.3%	63.2%
How difficult: Getting help with school work	31.1%	42.9%	32.4%
How difficult: Interacting with faculty	32.0%	32.1%	33.8%

**Table 17: During the current school year, about how often have you sought help with coursework from the following sources? (% Quite a bit/Very Much)**

	WSCOEC LC	Other LC	WSCOEC non-LC student
Headcount	114	33	83
Help-seeking total score	2.1	2.2	2.1
Sought help from: Faculty members	26.2%	42.9%	30.9%
Sought help from: Academic advisors	11.7%	17.9%	11.8%
Sought help from: Learning support services (tutoring, writing center, success coaching, etc.)	47.6%	50.0%	44.1%
Sought help from: Friends or other students	87.4%	92.9%	86.8%

**Table 18: During the current school year, have you seriously considered leaving this institution?**

	WSCOEC LC	Other LC	WSCOEC non-LC student
Headcount	114	33	83
During the current school year, have you seriously considered leaving this institution?	24.3%	25.0%	25.0%

**Table 19: If yes, why did you consider leaving? (Select all that apply)**

	WSCOEC LC	Other LC	WSCOEC non-LC student
Headcount	114	33	83
Considered leaving: Academics are too difficult	24.0%	14.3%	23.5%

	WSCO LC	Other LC	WSCO non-LC student
Considered leaving: Academics are too easy	8.0%	0.0%	0.0%
Considered leaving: Other academic issues (major not offered, course availability, advising, credit transfer, etc.)	8.0%	28.6%	23.5%
Considered leaving: Financial concerns (costs or financial aid)	52.0%	28.6%	41.2%
Considered leaving: To change your career options (transfer to another school or program, military service, etc.)	24.0%	0.0%	17.6%
Considered leaving: Difficulty managing demands of school and work	12.0%	0.0%	35.3%
Considered leaving: Too much emphasis on partying	0.0%	0.0%	0.0%
Considered leaving: Not enough opportunities to socialize and have fun	8.0%	14.3%	0.0%
Considered leaving: Relations with faculty and staff	0.0%	0.0%	0.0%
Considered leaving: Relations with other students	24.0%	14.3%	0.0%
Considered leaving: Campus climate, location, or culture	20.0%	28.6%	23.5%
Considered leaving: Unsafe or hostile environment	4.0%	0.0%	0.0%
Considered leaving: Personal reasons (family issues, physical or mental health, homesickness, stress, etc.)	40.0%	28.6%	41.2%
Considered leaving: A reason not listed above, please specify:	4.0%	14.3%	17.6%

**Table 20: How important is it to you that you graduate from this institution? (Somewhat important, important, very important)**

	WSCO LC	Other LC	WSCO non-LC student
Headcount	114	33	83
How important is it to you that you graduate from THIS INSTITUTION?	83.5%	82.1%	88.2%

## Inclusiveness and Engagement with Cultural Diversity

**Table 21: During the current school year, how much has your coursework emphasized the following? (% Quite a bit/Very Much)**

	WSCO LC	Other LC	WSCO non-LC student
Headcount	114	33	83
Coursework emphasis total score	2.4	2.6	2.3
Coursework emphasis: Developing the skills necessary to work effectively with people from various backgrounds	49.0%	60.7%	52.2%
Coursework emphasis: Recognizing your own cultural norms and biases	44.1%	60.7%	42.6%
Coursework emphasis: Sharing your own perspectives and experiences	50.0%	71.4%	51.5%

	WSCO LC	Other LC	WSCO non-LC student
Coursework emphasis: Exploring your own background through projects, assignments, or programs	39.2%	64.3%	38.2%
Coursework emphasis: Learning about other cultures	37.6%	57.1%	40.3%
Coursework emphasis: Discussing issues of equity or privilege	38.6%	46.4%	35.8%
Coursework emphasis: Respecting the expression of diverse ideas	56.9%	67.9%	58.8%

**Table 22: How much does your institution emphasize the following? (% Quite a bit/Very Much)**

	WSCO LC	Other LC	WSCO non-LC student
Headcount	114	33	83
Institutional emphasis total score	3.1	3.3	3.0
Institutional emphasis: Demonstrating a commitment to diversity	84.3%	92.9%	66.2%
Institutional emphasis: Providing students with the resources needed for success in a multicultural world	81.2%	85.7%	69.1%
Institutional emphasis: Creating an overall sense of community among students	82.4%	92.9%	77.9%
Institutional emphasis: Ensuring that you are not stigmatized because of your identity (racial/ethnic, gender, religious affiliation, sexual orientation, etc.)	81.4%	85.7%	82.1%
Institutional emphasis: Providing information about anti-discrimination and harassment policies	81.4%	92.9%	80.9%
Institutional emphasis: Taking allegations of discrimination or harassment seriously	86.3%	89.3%	76.5%
Institutional emphasis: Helping students develop the skills to confront discrimination and harassment	71.6%	82.1%	73.5%

**Table 23: How much does your institution provide a supportive environment for the following forms of diversity? (% Quite a bit/Very Much)**

	WSCO LC	Other LC	WSCO non-LC student
Headcount	114	33	83
Supportive environment total score	3.0	3.2	3.0
Supportive environment: Racial/ethnic identity	87.3%	92.9%	88.1%
Supportive environment: Gender identity	91.1%	96.4%	92.6%
Supportive environment: Economic background	62.4%	78.6%	66.2%
Supportive environment: Political affiliation	52.0%	71.4%	59.7%
Supportive environment: Religious affiliation	68.6%	78.6%	69.1%
Supportive environment: Sexual orientation	87.3%	96.4%	86.8%
Supportive environment: Disability status	73.5%	75.0%	79.4%

**Table 24: To what extent do you agree or disagree with the following statements? (% Agree/Strongly Agree)**

	WSCOEC LC	Other LC	WSCOEC non-LC student
Headcount	114	33	83
Belongingness total score	3.1	3.3	3.2
Agree/Disagree: I feel comfortable being myself at this institution.	92.2%	92.9%	98.5%
Agree/Disagree: I feel valued by this institution.	77.5%	85.7%	82.4%
Agree/Disagree: I feel like part of the community at this institution.	86.3%	82.1%	88.2%

**Table 25: During the current school year, about how often have you done the following? (% Often/Very Often)**

	WSCOEC LC	Other LC	WSCOEC non-LC student
Headcount	114	33	83
Diversity participation total score	1.8	2.0	1.8
Attended events, activities, or presentations that reflect an appreciation for diverse groups of people	37.3%	32.1%	35.3%
Participated in the activities of centers related to specific groups (racial-ethnic, cultural, religious, gender, LGBT, etc.)	19.6%	17.9%	17.6%
Participated in a diversity-related club or organization	17.8%	25.0%	20.6%
Participated in a demonstration for a diversity-related cause (rally, protest, etc.)	7.0%	14.3%	10.3%
Reflected on your cultural identity	32.0%	64.3%	27.9%