

Writing 2004

National Survey of Student Engagement (NSSE) Results

Outcome

Through the General Education writing courses, and writing assignments across the curriculum students will learn to write well in the areas of development, organization, and language use.

Method

The NSSE items in the table below deal with student engagement in writing. Among the respondents, traditional students compose 65% of the freshmen and 13% of the seniors.

Findings

- Both freshmen and seniors report writing multiple drafts of papers and assignments more often than their peers in doctoral intensive universities, and equal often compared to each other.
- Seniors report writing more papers 20 pages or more compared to freshmen and to their doctoral intensive peers.
- Freshmen and seniors report writing same number of papers less than 5 pages and between 5 and 19 pages long, and no differently from their doctoral intensive peers, except freshmen report writing more paper between 5-19 pages compared to their doctoral intensive peers.
- Both seniors and freshmen report that ULV has contributed to their writing clearly and effectively more so than their doctoral intensive peers, and no differently compared to each other.
- Overall, on the positive side, seniors appear to be engaged with writing more so than their doctoral intensive peers. On the negative side, their level of engagement appears to be not much different than the freshmen, except in writing papers 20 pages or more.

Action recommendation

Given that the senior were predominantly adult students, it is somewhat of a concern that their engagement with writing is comparable to the freshman, which is predominantly of traditional age, although it appears to be better than their doctoral intensive peers.

- It is recommended that the writing skills of seniors and adult students be examined more closely in comparison to the freshmen to get a better understanding of this issue.

Dissemination and action planning

During the 2006-2007 academic year this information will be shared during luncheon meetings with stakeholder, such as students, faculty who teach the writing courses and other faculty to generate action plans.

Table 1
 NSSE Comparison of ULV Freshman and Senior Scores to Doctoral Intensive Universities on **Common Competencies (Life Long Learning): Writing** items.

	Freshman		Seniors	
	ULV (n=84)	Doctoral Int	ULV (n=98)	Doctoral Int
	mean	mean	mean	mean
1c. In your experience at your institution during the current school year, about how often have you: <i>Prepared two or more drafts of a paper or assignment before turning it in?</i> (1=Never, 4=Very Often)	3.04	2.72**	3.00	2.47***
4c. During the current school year, about how much reading and writing have you done: <i>Number of written papers or reports of 20 pages or more?</i> (1=None, 5=More than 20)	1.40***	1.25	1.85	1.63**
4d. During the current school year, about how much reading and writing have you done: <i>Number of written papers or reports between 5 and 19 pages?</i> (1=None, 5=More than 20)	2.62	2.39*	2.63	2.56
4e. During the current school year, about how much reading and writing have you done: <i>Number of written papers or reports of fewer than 5 pages?</i> (1=None, 5=More than 20)	3.12	3.12	2.80	2.99
11c. To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in: <i>Writing clearly and effectively?</i> (1=Very Little, 4=Very Much)	3.24	2.86***	3.35	3.00***

Asterisk Under ULV indicates significant difference between the two ULV samples, and under Doctoral Intensive indicates significant difference between the ULV sample and the Doctoral Intensive norms.

*p<.05, **p<.01, ***p<.001