

## National Survey of Student Engagement (NSSE) – Spring 2013

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The NSSE survey was administered to all freshmen and all seniors midway through the Spring 2013 semester. The response rates for W&M were 25% for freshmen and 24% for seniors. This makes the margin of error +/-4% for both groups. The NSSE report includes data from three peer groups for our comparison: (1) other public institutions in the southeast, (2) other institutions in W&M's Carnegie class (Research University-High), and (3) all participating NSSE institutions.

### How Students Spend Their Time

#### In a nutshell...

Students spend the biggest portion of their out-of-class time engaged in academic activities. They also spend a lot of time relaxing and participating in co-curricular activities.

The survey asked: *About how many hours do you spend in a typical 7-day week doing the following?*

#### Freshmen

		Substantially different from peers?
<b>Preparing for class</b> (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	17.6	✓ (+)
<b>Relaxing and socializing</b> (time with friends, video games, TV or videos, keeping up with friends online, etc.)	15.2	✓ (+)
<b>Participating in co-curricular activities</b> (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	8.5	✓ (+)
<b>Doing community service or volunteer work</b>	1.6	
<b>Commuting to campus</b> (driving, walking, etc.)	1.5	✓ (-)
<b>Working for pay</b> (on or off campus)	1.3	✓ (-)
<b>Providing care for dependents</b> (children, parents, etc.)	0.1	✓ (-)

#### Seniors

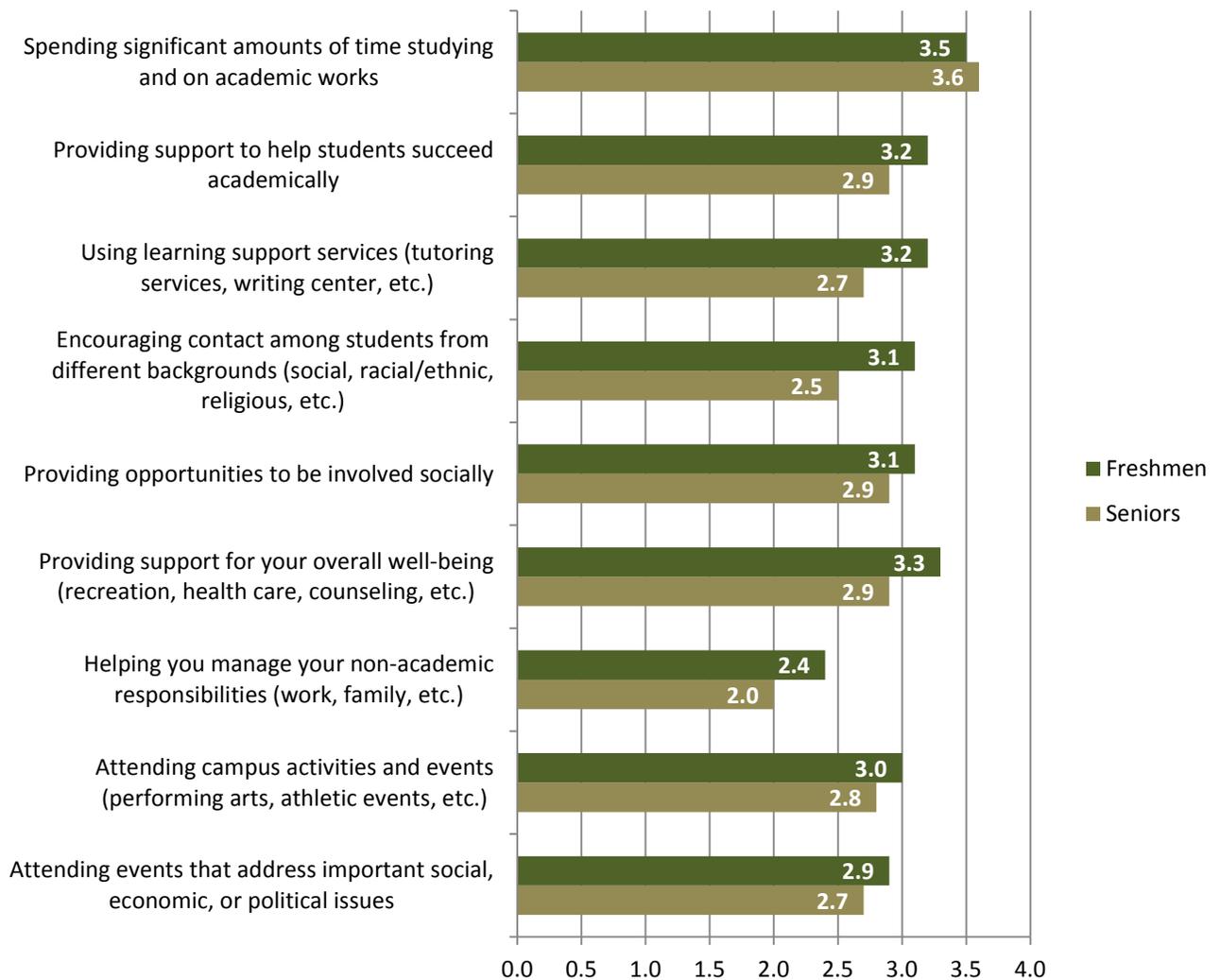
		Substantially different from peers?
<b>Preparing for class</b> (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	17.9	✓ (+)
<b>Relaxing and socializing</b> (time with friends, video games, TV or videos, keeping up with friends online, etc.)	14.5	✓ (+)
<b>Participating in co-curricular activities</b> (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	8.4	✓ (+)
<b>Working for pay</b> (on or off campus)	6.1	✓ (-)
<b>Commuting to campus</b> (driving, walking, etc.)	2.7	✓ (-)
<b>Doing community service or volunteer work</b>	1.8	
<b>Providing care for dependents</b> (children, parents, etc.)	1.0	✓ (-)

## What Students Think W&M Emphasizes

### In a nutshell...

Freshmen and seniors agree that W&M strongly emphasizes academics. Freshmen perceive greater emphasis than seniors in all other areas, most notably in the areas of encouraging contact among students from different backgrounds and using learning support services.

On a scale of 1 (Very little) to 4 (Very much), students rated how much W&M emphasizes the following:

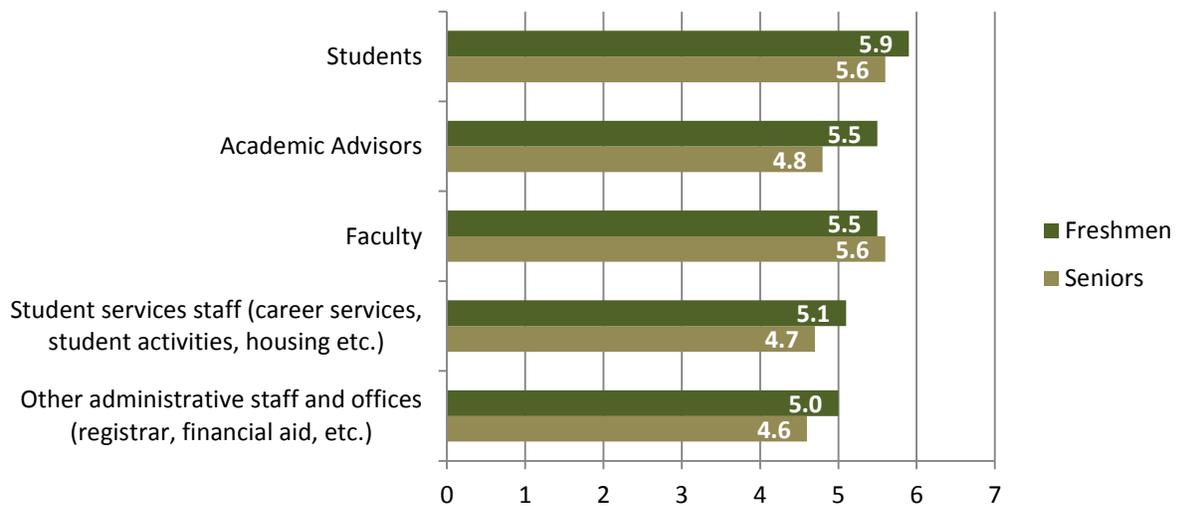


## Quality of Interactions

### In a nutshell...

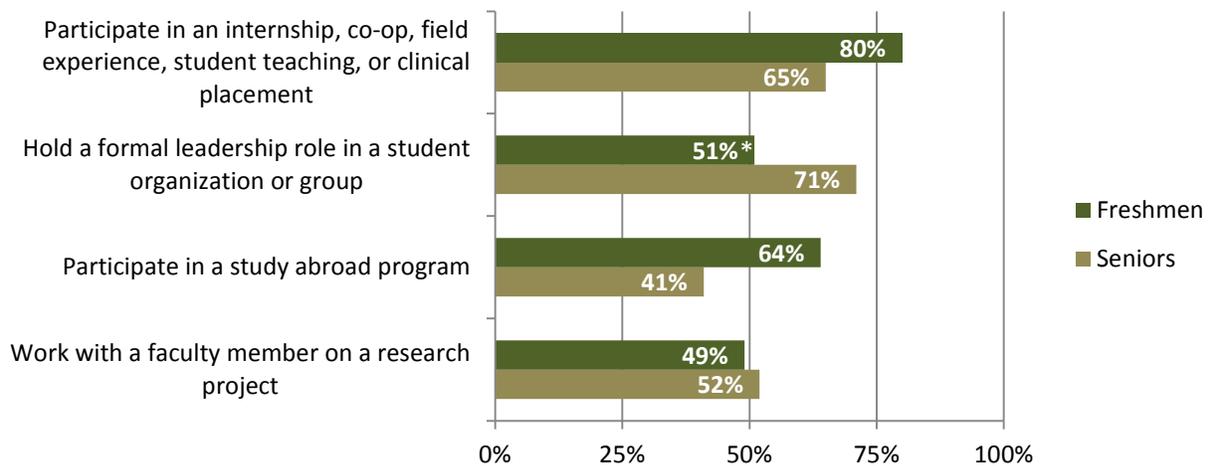
Students think highly of their fellow students. Freshmen are generally more positive than seniors about their interactions with faculty and staff.

On a scale of 1 (poor) to 7 (excellent), students rated their interactions with others at W&M as follows:



## Expectations vs. Actual Experience

This bar graph shows what the freshmen said they **planned to do** while in college and what the seniors said they **had actually done**.



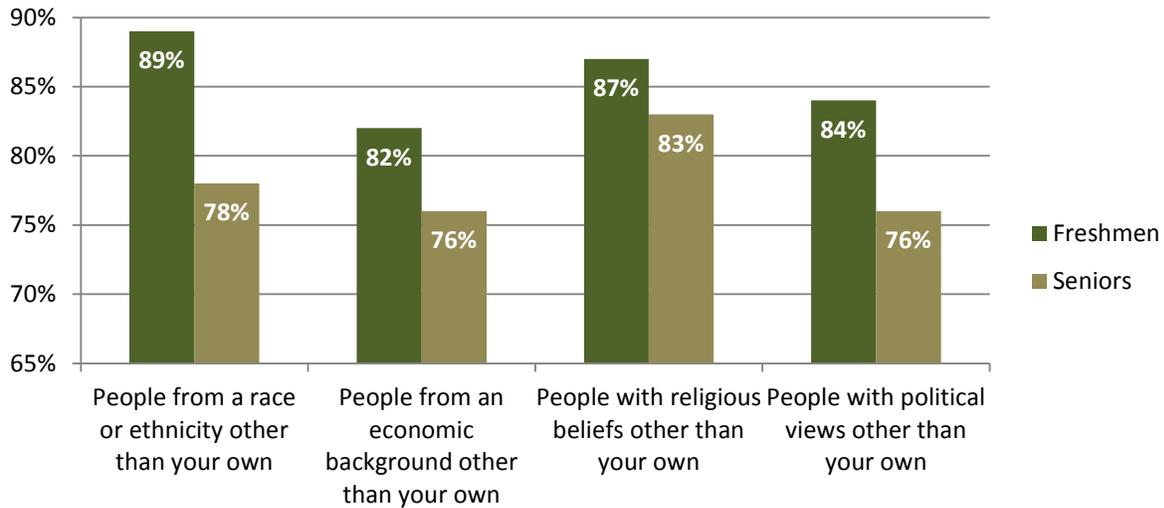
\* An additional 21% of freshmen reported that they already hold a formal leadership role.

## Engagement with Diversity

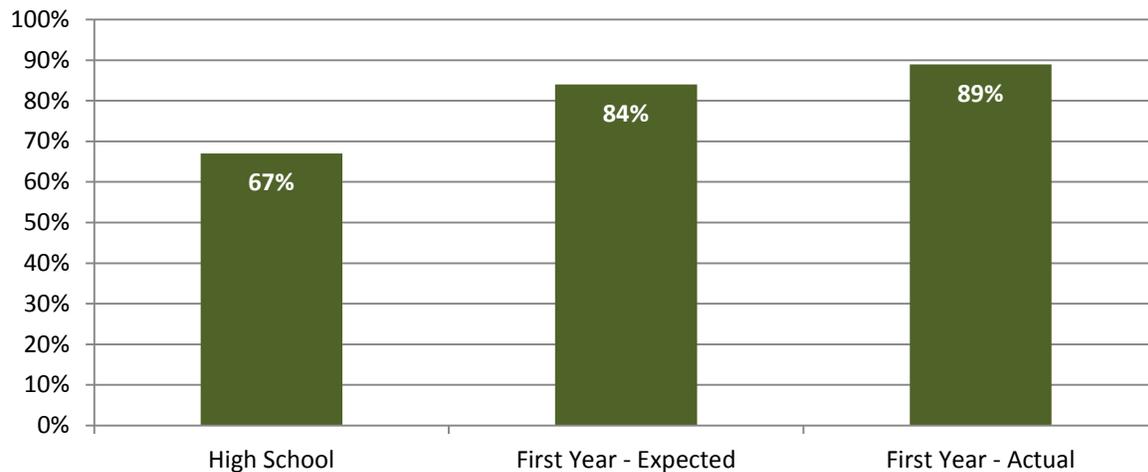
### In a nutshell...

W&M excels in this area, particularly among freshmen. The actual degree of interaction with students of different racial/ethnic groups exceeds what freshmen reported they had in high school, and also exceeds what they expected to find in their first year of college.

Percentage of students who responded that they "Very often" or "Often" had discussions with...



### Expected and Actual Engagement in Discussions With Students of a Different Race or Ethnicity \* (FRESHMEN ONLY)



\* Includes data from the Beginning College Survey of Student Engagement (BCSSE) survey, administered during New Student Orientation in August 2012.

## Perceived Gains Among Seniors

Students reported how much their experience at W&M 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	89%
Writing clearly and effectively	74%
Working effectively with others	68%
Speaking clearly and effectively	65%
Being an informed and active citizen	62%
Analyzing numerical and statistical information	62%
Acquiring job- or work-related knowledge and skills	57%
Solving complex real-world problems	57%
Developing or clarifying a personal code of values and ethics	54%
Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.)	52%

## Satisfaction with William & Mary

### In a nutshell...

Students are satisfied with their overall experience here. A considerable majority would choose W&M if they could start over again.

