



Executive Summary of the National Survey of Student Engagement (NSSE) Results 2018

- National Survey of Student Engagement (NSSE) was administered in 2018 Spring to freshmen (N=112) and seniors (N=155) to assess engagement and related information about their experience at Vanguard.
- NSSE reports on ten Engagement Indicators calculated from 47 core items and grouped within four Themes: Academic Challenge (AC), Learning with Peers (LP), Experiences with Faculty (EF), and Campus Environment (CE) as shown.
- Additionally, NSSE assesses the implementation of High-Impact Practices (HIP), or institutional resources, courses, and other learning opportunities known to increase student learning and retention.
- Vanguard results were compared to those of three comparison groups: #1) ten IPEDS-comparison-group schools (see below the table), #2) 48 CCCU schools, and #3) all 943 schools who participated in NSSE 2017-2018.
- Both Vanguard freshmen and seniors showed lower scores than their counterparts in AC, especially for the indicators of 'Higher-Order Learning' and 'Learning Strategies,' and 'Quantitative Reasoning' (see the NSSE questions in the table below).
- However, Vanguard seniors showed higher scores than their counterparts in LP ('Collaborative Learning' and 'Discussions with Diverse Others') and EF ('Student-Faculty interaction').
- Selected Themes, Engagement Indicators, and the NSSE Questions*

Theme	Indicator	NSSE Questions
Academic Challenge (AC)	Higher-Order Learning (lower than comp #1 for Fr. & comp #1,2,3 for Sr.)	<ul style="list-style-type: none"> Applying facts, theories, or methods to practical problems or new situations Analyzing an idea, experience, or line of reasoning in depth by examining its parts Evaluating a point of view, decision, or information source Forming a new idea or understanding from various pieces of information
	Learning Strategies (lower than comp #1,2,3 for Fr. & comp #3 for Sr.)	<ul style="list-style-type: none"> Identified key information from reading assignments Reviewed your notes after class Summarized what you learned in class or from course materials
	Quantitative Reasoning (lower than comp #3- both Fr. & Sr.)	<ul style="list-style-type: none"> Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.) Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)
Learning With Peers (LP)	Collaborative Learning (higher than comp #2, 3 for Sr.)	<ul style="list-style-type: none"> Asked another student to help you understand course material Explained course material to one or more students Prepared for exams by discussing or working through course material with other students
	Discussions with Diverse Others (higher than comp #1,2 for Sr.)	<ul style="list-style-type: none"> People of a race or ethnicity other than your own People from an economic background other than your own People with religious beliefs other than your own People with political views other than your own
Experiences With Faculty (EF)	Student-Faculty Interaction (higher than comp #1,2, 3 for Sr.)	<ul style="list-style-type: none"> Talked about career plans with a faculty member Worked w/faculty on activities other than coursework (committees, student groups, etc.) Discussed course topics, ideas, or concepts with a faculty member outside of class Discussed your academic performance with a faculty member

Note: ▼ Vanguard average was significantly ($p < .05$) lower than comparison group

▲ Vanguard average was significantly ($p < .05$) higher than comparison group

*IPEDS Comparison group includes Azusa Pacific University (Azusa, CA), Biola University (La Mirada, CA), California Baptist University (Riverside, CA), Concordia University Irvine (Irvine, CA), George Fox University (Newberg, OR), Northwest University (Kirkland, WA), Point Loma Nazarene University (San Diego, CA), Southeastern University (Lakeland, FL), Westmont College (Santa Barbara, CA), and Wheaton College (Wheaton, IL).

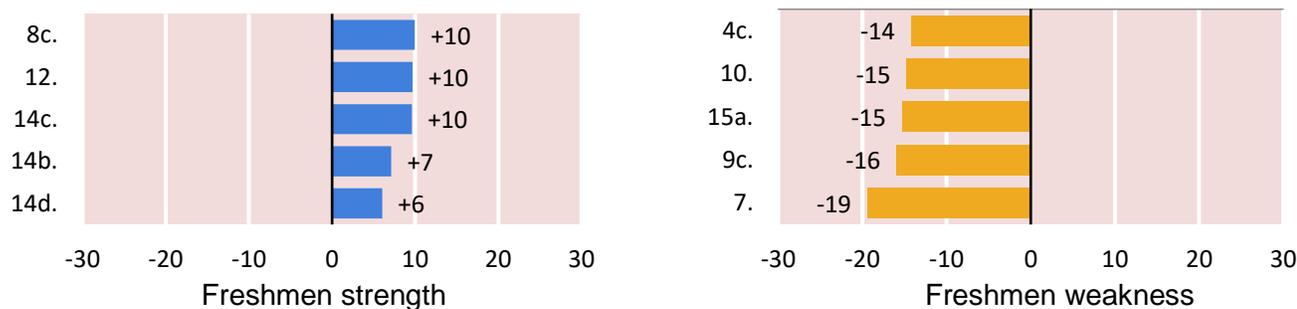
- Following are the five questions on which Vanguard students scored the highest (=strength) and the five questions on which they scored the lowest (=weakness), relative to students in the IPEDS comparison group.

Freshmen: Highest Performing Items (Strength) relative to IPEDS Comparison

#8c. Discussions with... People with religious beliefs other than your own (Discussions with Diverse Others)
 #12. About how many courses have included a community-based project (service-learning)? (HIP)
 #14c. Institution emphasis on using learning support service (Supportive Environment)
 #14b. Institution emphasis on providing support to help students succeed academically (Supportive Environment)
 #14d. Institution emphasis on encouraging contact among students from different backgrounds (Supportive Environment)

Freshmen: Lowest Performing Items (Weakness) Relative to IPEDS Comparison

#4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts (Higher-Order Learning)
 #10. Extent to which courses challenged you to do your best work
 #15a. Spent more than 15 hours per week preparing for class
 #9c. Summarized what you learned in class or from course materials (Learning Strategies)
 #7. Assigned more than 50 pages of writing

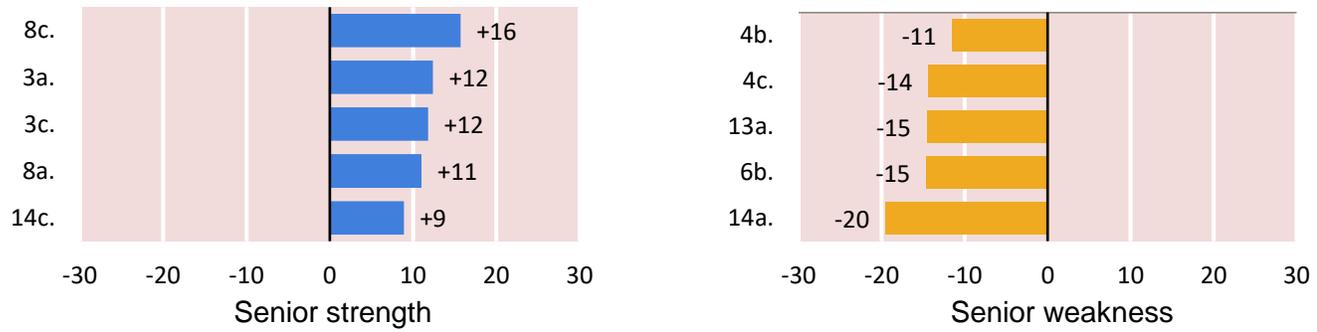


Senior: Highest Performing Items (Strength) Relative to IPEDS Comparison

#8c. Discussions with... People with religious beliefs other than your own (Discussions with Diverse Others)
 #3a. Talked about career plans with a faculty member (Student-Faculty Interaction)
 #3c. Discussed course topics, ideas, or concepts with a faculty member outside of class (Student-Faculty Interaction)
 #8a. Discussions with... People of a race or ethnicity other than your own (Discussions with Diverse Others)
 #14c. Institution emphasis on using learning support services (Supportive Environment)

Senior: Lowest Performing Items (Weakness) Relative to IPEDS Comparison

#4b. Applying facts, theories, or methods to practical problems or new situation (Higher-Order Learning)
 #4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts (Higher-Order Learning)
 #13a. Quality of interactions with students (Quality of Interactions)
 #8b. Used numerical information to examine a real-world problem or issue (Quantitative Reasoning)
 #14a. Institution emphasis on studying and academic work



Diversity and Inclusion Module

- The NSSE Diversity and inclusion module was administered alongside the primary NSSE Survey to Freshmen (N=119) and Seniors (N=97) for the first time in Spring 2018
- The Diversity and Inclusion module examines engagement and validation of cultural diversity, with questions exploring students' exposure to inclusive teaching practices, perceptions of Vanguard's commitment to diversity, and participation in diversity-related activities
- Results suggest that Vanguard academic and co-curricular experiences facilitate engagement and validation of cultural diversity to a **similar or larger extent** than other schools who participate in this module (N=201)
- Vanguard Freshmen were significantly *more likely than Vanguard seniors* to indicate that the university fostered an environment that was supportive of diversity
- Vanguard seniors were also *less likely than Vanguard freshmen* to indicate that they felt comfortable being themselves, valued by the institution, or a part of a community at Vanguard
- **Compared to their peers**, Vanguard students were significantly more likely to indicate that their coursework emphasized:
 - Developing the skills necessary to work effectively with people from various backgrounds
 - Recognizing their own cultural norms and biases
 - Sharing their own perspectives and experiences
 - Learning about other cultures
 - Recognizing their own cultural biases
 - Sharing their own perspectives and experiences
 - Discussing issues of equity or privilege
- Vanguard freshmen, but not seniors, were more likely than their peers to indicate that the university was supportive of racial/ethnic identity; religious affiliation; and disability status
- Vanguard was much less supportive of gender identity and sexual orientation than institutions in the comparison group.
- Vanguard was rated similarly to the comparison group on support for economic background
- Vanguard students were much more likely than their peers to indicate that their school emphasized *creating a sense of community among students*, and Vanguard freshmen were somewhat more likely to report that they *felt valued by the institution*