National Survey on Student Engagement (NSSE) Spring 2022 Open Comments

Content Intended for Faculty/Instructors/Teachers

The University of Wyoming administered the National Survey on Student Engagement (NSSE) in Spring 2022. The survey was completed by 1,064 students, a 22.97% response rate, between March and April 2022. The office of Assessment for Student Learning in the Ellbogen Center for Teaching and Learning (ECTL) worked in partnership with the Office of Student Affairs to administer the NSSE and make results and reports available to our campus community. You may access more NSSE data, current as well as previous years, on the Assessment for Student Learning website.

Provided below are excerpts from the NSSE Open Comments that directly relate to teaching and learning. The intent of sharing this information is to continue to provide faculty and instructors at the University of Wyoming with timely content related to student learning from sources across campus.

Word: Grade(s)

Quotes:

**Areas for improvement**
“One would make sure that teachers have to grade assignments during the school year because there are some classes that haven’t graded an assignment, so I don’t know where I stand.” – from a white freshman

“Letting students know when their assignments will be graded.” – from a white junior

Word: Transfer

Quotes:

**Areas for improvement**
“Something should be changed is the lack of cooperation for transfer students. It is already difficult enough transiting, and it should not be made more difficult by university staff.” – from a white junior

“More support for students who have transferred from a different school.” – from a white junior

Word: Evaluation of Professors/Instructors/Teachers

Quotes:

**Areas for improvement**
“I think one thing that should be changed would be the evaluation of some professors. I felt that some of the professors I had last semester were not trying or not very helpful when it came to helping those who were confused.” – from a first generation, Latino, white freshman
**Quotes:**

**Strengths**
“The one thing that I would not change is the feedback feature and I would encourage professors to use it, this is a valuable tool to the students.” – from a first generation, American Indian/Alaskan Native, white senior

**Areas for improvement**
“More professor selection/paying better attention to student feedback. As an example, I am taking a required course at a different college over the summer because the only professor who teaches it at my university is notorious on campus for being aggressive and an ineffective teacher. I don’t want to risk my success due to a negligent teacher, but the school won't hire different professors for the topic even though the professor in question has a 10+ year track-record of bad reviews and complaints.” – from a first generation, Latino, white freshman

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**Quotes:**

**Strengths**
“One thing that does not need changed is the engagement of all kinds of people no matter who they are. The inclusion at this institution is fantastic.” – from a white freshman

“I wouldn't change how most professors give poll everywhere options, this has helped me so much with understanding, knowing where I am, and being able to go back and study and see what issues I had and didn't have.” – from a first generation, white freshman

“Something that shouldn't be changed is the structure of online assignments to in-person, no more on paper tests.” – from a first generation, white senior

“I do appreciate the help that all classes have and the resources the university provides and would not want this changed.” – from a white freshman

“And the only thing I do not want to be changed is the quantity and quality of in-person (or synchronous) courses, as they are more important and essential to the learning experience than it is when you are taking courses online.” – from an American Indian/Alaskan Native, Latino, white freshman

**Areas for improvement**
“Bringing in more lecturers focused solely on teaching rather than faulty who are only concerned about their research would improve the education at UW.”
–– from a white senior

“Better Teaching Structure/Topics for some professors should be changed” – from a first generation, white senior

“Making sure they are teaching up to date and making sure they aren't bragging that their passing rate is very low!” – from a white senior

“A better emphasis on clear instruction and making sure students are actually understanding the course material would be the most impactful change.” – from a white senior

“One thing that should be changed is how lecture classes are taught. If the class can be a hands-on learning experience, and is not taught that way, it should be taught as a hands-on experience. This goes especially for sciences. Chemistry should be more hands on and interactive than just sitting in a chair and listening to a lecture.” – from a white freshman
Strengths
“Online classes are critical for distance learning. Don’t change just expand for more.” – from a first generation, white senior

“I love that the classes were offered online since I live in a different city with my family and could not up and move to go to online classes.” – from a first generation, white senior

Areas for improvement
“Online lectures with standard sound and video requirements. Teachers provided with microphones and video-based training to effectively produce lecture content.” – from a first generation, white senior

“I think some teachers need to establish more of a positive relationship with their students over online courses. I felt as though most of my teachers were hard to get a hold of when I had questions.” – from a first generation, white senior

“There are also too many time requirements for online students to participate in discussions. … It’s too time consuming for people who are taking online classes with a goal of obtaining a degree while working…. Do not require online students to download proctoring apps to their personal devices in order to test. Most students wouldn’t mind having time limits and showing up in person to a local test area agreed upon by the student and teacher of that course. It is an invasion of privacy. The majority of online students take tests in their free time and may live with other people such as a family. It is unrealistic to expect no noise from the other room and to keep a study card in frame while giving your ID to a third-party company outside of campus (referring to honorlock system). It is a contributor to online students dropping a class with that requirement or switching universities.” – from a white senior

Note: words/terms related to “assessment” and “general education” did not appear in student open comments