

# NSSE - National Survey of Student Engagement

2019 Results Overview

September 2019

# What is NSSE?

- ▶ Student responses regarding the characteristics and quality of their undergraduate experiences
- ▶ The results provide an estimate of how undergraduates spend their time and what they gain from attending college
- ▶ Why administer in 3-year increments
  - ▶ The NSSE is administered to first-year (FY) and senior students
  - ▶ The 3-year increment provides for better comparative data
- ▶ Administered in 2007, 2010, 2013, 2016, 2019

# Administering the Instrument Comparison 2016 and 2019

## 2019

- ▶ Population included 565 First-year (FY) students and 398 senior students with response rates of 30% and 37% respectively

## 2016

- ▶ Population included 714 First-year (FY) students and 352 senior students with response rates of 31% and 42% respectively

- ▶ Response rates for both years above NSSE average
- ▶ Incentives for participation were offered both years
- ▶ The invitation to participate and all reminders were sent from the President

# Engagement Indicators (EIs)

## Academic Challenge

- Higher Order Learning
- Reflective & integrative Learning
- Learning strategies
- Quantitative Reasoning

## Learning with Peers

- Collaborative Learning
- Discussions with Diverse Others

## Experience with Faculty

- Student-Faculty Interaction
- Effective Teaching Practices

## Campus Environment

- Quality of Interactions
- Supportive Environment

# Academic Challenge

- ▶ 52% of FY students reported that their courses highly challenged them to do their best work.
- ▶ In an academic year, FY students estimated they were assigned an average of 63 pages of writing and seniors estimated an average of 87 pages.
- ▶ 43% of FY students and 73% of seniors frequently gave course presentations.
- ▶ 47% of FY students frequently included diverse perspectives in course discussions or assignments.
- ▶ 41% of FY students frequently used numerical information to examine a real-world problem or issue; 61% of seniors frequently reached conclusions based on their own analysis of numerical information.

# Academic Challenge

	CU	<i>Your first-year students compared with</i>					
		Southeast Public		Peer Institutions		All WV Institutions	
<i>Engagement Indicator</i>	<i>Mean</i>	<i>Mean</i>	<i>Effect size</i>	<i>Mean</i>	<i>Effect size</i>	<i>Mean</i>	<i>Effect size</i>
Higher-Order Learning	37.2	37.7	-.03	36.9	.03	38.0	-.05
Reflective & Integrative Learning	34.9	34.7	.02	34.6	.02	34.5	.03
Learning Strategies	38.7	38.4	.03	37.7	.07	39.0	-.02
Quantitative Reasoning	28.6	28.3	.02	27.2	.09	28.3	.02

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; \*p < .05, \*\*p < .01, \*\*\*p < .001 (2-tailed).

# Academic Challenge

<i>Engagement Indicator</i>	<b>CU</b>	<i>Your seniors compared with</i>					
		<b>Southeast Public</b>		<b>Peer Institutions</b>		<b>All WV Institutions</b>	
		<i>Mean</i>	<i>Effect size</i>	<i>Mean</i>	<i>Effect size</i>	<i>Mean</i>	<i>Effect size</i>
Higher-Order Learning	40.4	40.1	.02	39.5	.06	41.0	-.05
Reflective & Integrative Learning	40.0	37.7*	.18	38.0	.16	37.7*	.19
Learning Strategies	40.4	39.3	.08	38.1	.16	39.5	.06
Quantitative Reasoning	30.7	30.5	.02	29.4	.08	30.5	.02

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; \*p < .05, \*\*p < .01, \*\*\*p < .001 (2-tailed).

# Academic Challenge 2013 - 2019

- ▶ Steady increase in FY Reflective & Integrative Learning - 33.1 to 34.9
- ▶ Consistent decrease in FY Learning Strategies - 40.7 to 38.7
- ▶ Stable increase in FY Quantitative Reasoning - 26.0 to 28.6
- ▶ Drop in Senior Higher-Order Learning - 44.0 to 40.4
- ▶ Increase in Senior Reflective & Integrative Learning - 38.4 to 40.0



# Learning With Peers

- ▶ 53% of FY students and 68% of seniors frequently worked with their peers on course projects and assignments.
- ▶ 70% of seniors frequently explained course material to one or more students.
- ▶ 46% of FY students frequently prepared for exams by discussing or working through course material with other students.
- ▶ Among FY students, 70% frequently had discussions with people with different political views, 65% frequently had discussions with people from a different economic background, and 67% frequently had discussions with people from a different race or ethnicity.

# Learning With Peers

		<i>Your first-year students compared with</i>					
<i>Engagement Indicator</i>	<b>CU</b>	<b>Southeast Public</b>		<b>Peer Institutions</b>		<b>All WV Institutions</b>	
	<i>Mean</i>	<i>Mean</i>	<i>Effect size</i>	<i>Mean</i>	<i>Effect size</i>	<i>Mean</i>	<i>Effect size</i>
Collaborative Learning	32.7	33.4	-.05	31.6	.08	26.8***	.35
Discussions with Diverse Others	38.1	39.9	-.11	38.7	-.03	39.4	- .08

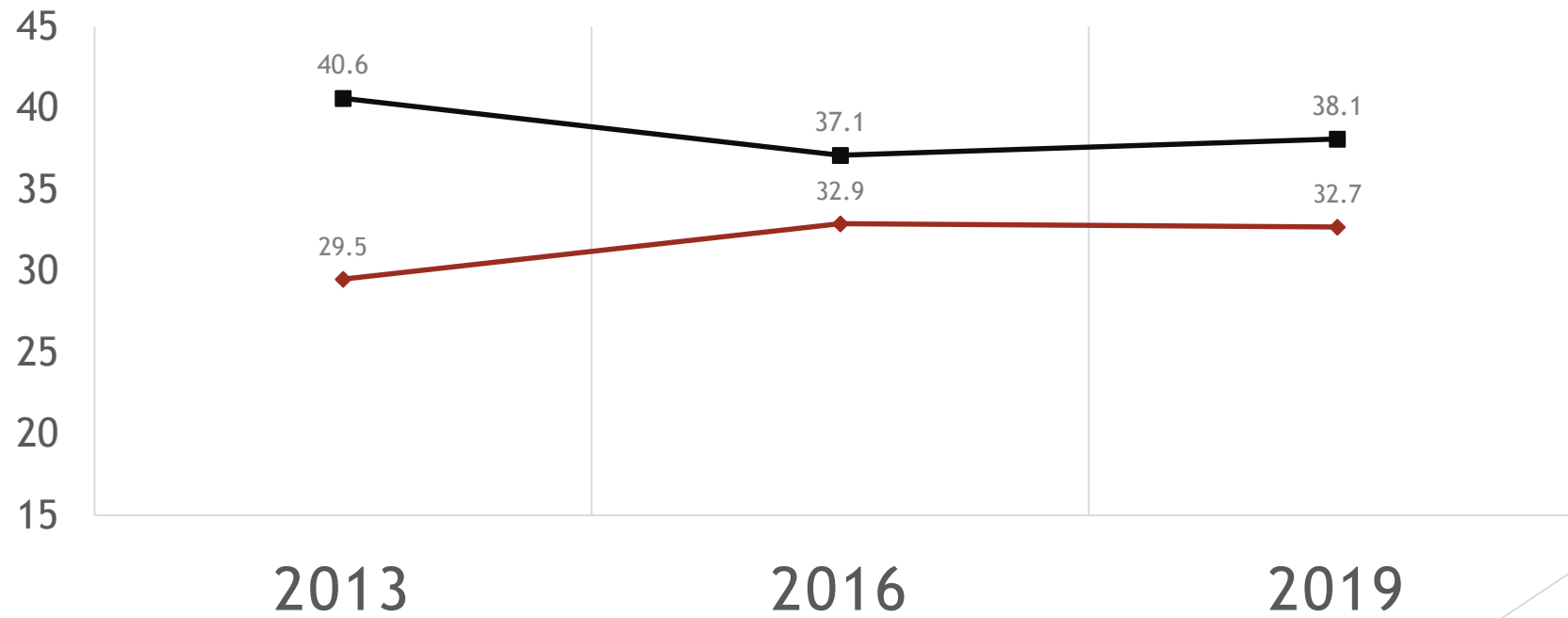
		<i>Your seniors compared with</i>					
<i>Engagement Indicator</i>	<b>CU</b>	<b>Southeast Public</b>		<b>Peer Institutions</b>		<b>All WV Institutions</b>	
	<i>Mean</i>	<i>Mean</i>	<i>Effect size</i>	<i>Mean</i>	<i>Effect size</i>	<i>Mean</i>	<i>Effect size</i>
Collaborative Learning	35.6	33.7	.12	32.2**	.22	23.7***	.68
Discussions with Diverse Others	41.5	41.1	.03	39.1	.15	41.1	.02

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; \*p < .05, \*\*p < .01, \*\*\*p < .001 (2-tailed).

# Learning With Peers 2013 - 2019

## LEARNING WITH PEERS FY

—◆— Collaborative Learning    —■— Discussions With Diverse Others



# Experiences with Faculty

- ▶ 55% of FY students rated the quality of their interactions with faculty as high.
- ▶ 42% of FY and 60% of seniors frequently discussed career plans with faculty.
- ▶ 80% of FY students said instructors clearly explained course goals and requirements "quite a bit" or "very much."
- ▶ 62% of FY students and 75% of seniors said instructors substantially gave prompt and detailed feedback on tests or completed assignments.
- ▶ 37% of FY students frequently discussed course topics, ideas, or concepts with a faculty member outside of class.
- ▶ 5% of FY students and 22% of seniors worked on a research project with a faculty member.

# Experiences with Faculty

		<i>Your first-year students compared with</i>					
<b>CU</b>		<b>Southeast Public</b>		<b>Peer Institutions</b>		<b>All WV Institutions</b>	
<i>Engagement Indicator</i>	<i>Mean</i>	<i>Mean</i>	<i>Effect size</i>	<i>Mean</i>	<i>Effect size</i>	<i>Mean</i>	<i>Effect size</i>
Student-Faculty Interaction	24.0	22.5	.10	22.9	.08	19.1***	.32
Effective Teaching Practices	39.6	38.0	.11	37.6	.15	38.5	.07

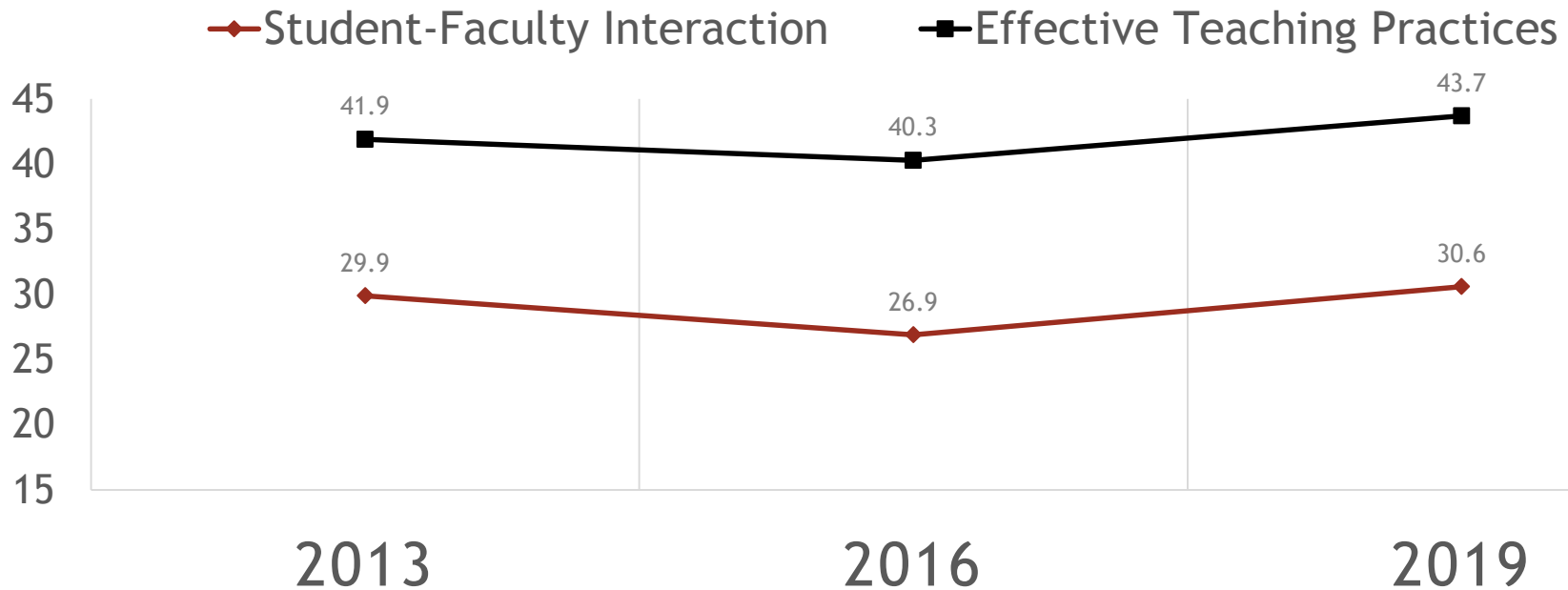
  

		<i>Your seniors compared with</i>					
<b>CU</b>		<b>Southeast Public</b>		<b>Peer Institutions</b>		<b>All WV Institutions</b>	
<i>Engagement Indicator</i>	<i>Mean</i>	<i>Mean</i>	<i>Effect size</i>	<i>Mean</i>	<i>Effect size</i>	<i>Mean</i>	<i>Effect size</i>
Student-Faculty Interaction	30.6	25.6***	.31	26.5**	.26	19.6***	.68
Effective Teaching Practices	43.7	40.0**	.26	40.3**	.26	40.3**	.25

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; \*p < .05, \*\*p < .01, \*\*\*p < .001 (2-tailed).

# Experiences with Faculty 2013 - 2019

## EXPERIENCES WITH FACULTY SENIORS



# Campus Environment

- ▶ 77% of FY students said the institution substantially emphasized the use of learning support services.
- ▶ 64% of FY students and 60% of seniors gave the quality of their interactions with academic advisors a high rating.
- ▶ 52% of FY students gave the quality of their interactions with their peers a high rating.
- ▶ 82% of FY and 83% of seniors rated their entire educational experience at this institution as "excellent" or "good."
- ▶ 76% of FY students and 76% of seniors said at least some of their courses included a community-based service-learning project.

# Campus Environment

<i>Engagement Indicator</i>	<b>CU</b> <i>Mean</i>	<i>Your first-year students compared with</i>					
		<b>Southeast Public</b>		<b>Peer Institutions</b>		<b>All WV Institutions</b>	
		<i>Mean</i>	<i>Effect size</i>	<i>Mean</i>	<i>Effect size</i>	<i>Mean</i>	<i>Effect size</i>
Quality of Interactions	44.7	42.6 *	.17	43.1	.13	44.0	.05
Supportive Environment	36.5	37.1	-.05	35.5	.07	33.2 **	.23

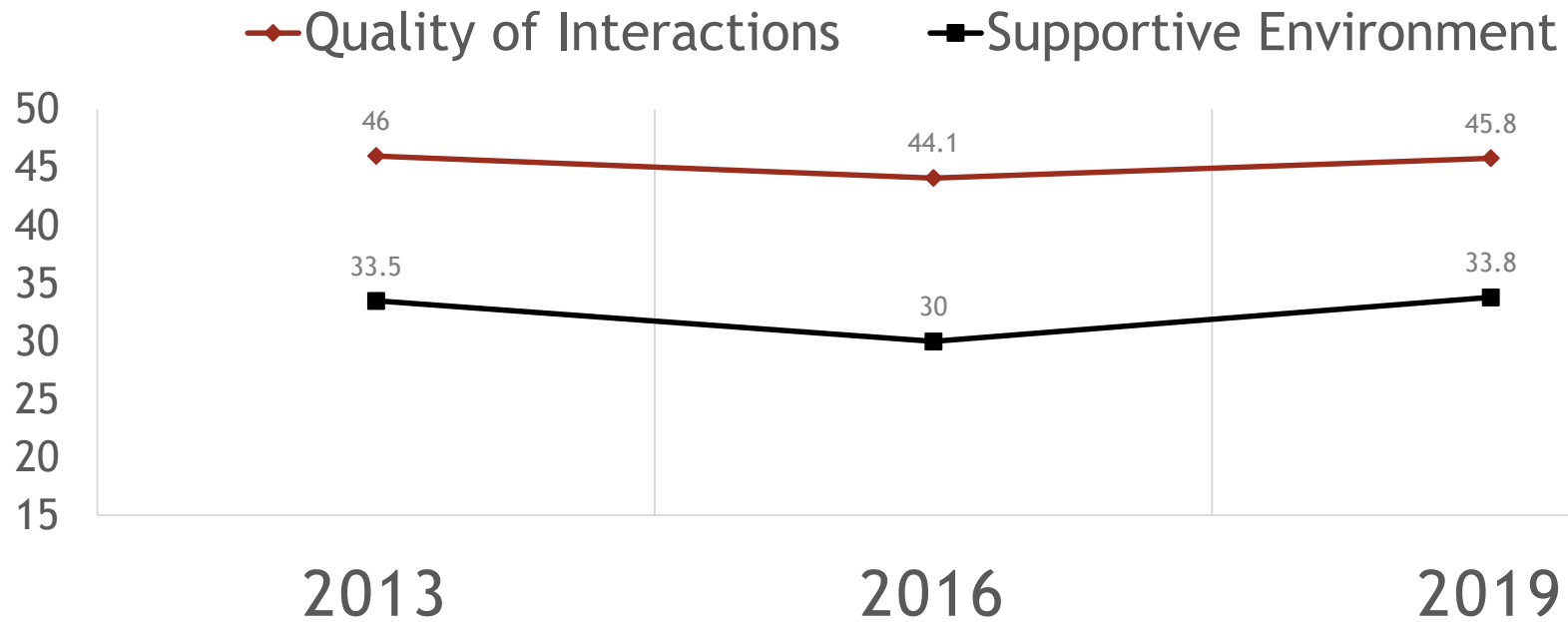
<i>Engagement Indicator</i>	<b>CU</b> <i>Mean</i>	<i>Your seniors compared with</i>					
		<b>Southeast Public</b>		<b>Peer Institutions</b>		<b>All WV Institutions</b>	
		<i>Mean</i>	<i>Effect size</i>	<i>Mean</i>	<i>Effect size</i>	<i>Mean</i>	<i>Effect size</i>
Quality of Interactions	45.8	42.9 **	.24	43.6 *	.19	44.5	.11
Supportive Environment	33.8	33.6	.01	33.3	.03	29.3 ***	.31

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; \*p < .05, \*\*p < .01, \*\*\*p < .001 (2-tailed).



# Campus Environment 2013 - 2019

## CAMPUS ENVIRONMENT SENIORS



# High Impact Practices

- ▶ Service-Learning
- ▶ Learning Community
- ▶ Research with Faculty
- ▶ Internship or Field Experience
- ▶ Study Abroad
- ▶ Culminating Senior Experience

# High Impact Practices 2019 and 2016

	CU 2019	CU 2016
<i>First-year</i>	%	%
Service-Learning	76	83
Learning Community	8	13
Research with Faculty	5	6
<i>Senior</i>		
Service-Learning	76	82
Learning Community	27	28
Research with Faculty	22	29
Internship or Field Exp.	51	56
Study Abroad	6	11
Culminating Senior Exp.	49	57

# What does this tell us about Student Perceptions' of their Experiences at Concord?

- ▶ Majority of Senior indicate a Perceived Gain in:
  - ▶ Thinking critically and analytically
  - ▶ Writing clearly and effectively
  - ▶ Working effectively with others
  - ▶ Speaking clearly and effectively
  - ▶ Developing or clarifying a personal code of values and ethics
  - ▶ Acquiring job- or work-related knowledge and skills
  - ▶ Solving complex real-world problems
  - ▶ Understanding people of other backgrounds  
(econ., racial/ethnic, polit., relig., nation., etc.)
  - ▶ Analyzing numerical and statistical information
  - ▶ Being an informed and active citizen

# Topical Module - First-Year Experiences

- ▶ During the current school year, have you seriously considered leaving this institution?
  - ▶ 33% mean of the first year students answered Yes. Up from 20% in 2016.
    - ▶ Financial concerns
    - ▶ Personal reasons
    - ▶ Not enough opportunities to socialize
    - ▶ Campus climate, location, culture
- ▶ 64% agreed that it was 'Very Important' to graduate from *this institution*

# Topical Module - Senior Experiences

- ▶ 59% expect full-time employment
- ▶ 33% enrolling in graduate or professional school
- ▶ Questions regarding confidence in ability to complete tasks requiring skills such as critical thinking, problem solving, use of technology, writing and speaking
  - ▶ Majority of students rated confidence ability as 'Quite a bit' or Very much'
- ▶ Overall Satisfaction with CU
  - ▶ 82% of First-year students and 83% of seniors rated overall experience with Concord as Excellent or Good

# Major Field Reports

- ▶ Biology and Natural Resources (FY and Senior)
- ▶ Business (FY and Senior)
- ▶ Education (FY and Senior)
- ▶ Social Sciences (FY)

Questions?