


2022 Results Overview

▶ **NSSE – National  
Survey of  
Student  
Engagement**



# 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 the university
  - 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, 2022
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# Administering the Instrument Comparison 2019 and 2022

## 2019

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

## 2022

- Population included 404 First-year (FY) students and 469 senior students with response rates of 46% and 50% respectively

## Response Rates

2022	CU	Southeast Public	Peer Institutions	All WV Institutions
First-Year	46%	22%	28%	30%
Seniors	50%	21%	26%	27%

# 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

- FY students responded that:
  - 84% of their coursework emphasized applying facts, theories, or methods to practical problems or new situations
  - 70% very often or often tried to better understand someone else's views by imagining how an issue looks from his or her perspective
  - 64% very often or often learned something that changed the way they understand an issue or concept
  - 58% reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)

# 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	38.2 ↑	37.0	.08	37.4	.06	37.2	.07
Reflective & Integrative Learning	35.3 ↑	34.5	.06	34.6	.05	34.5	.06
Learning Strategies	38.0	37.9	.01	37.6	.03	37.5	.04
Quantitative Reasoning	30.0 ↑	28.8	.08	29.3	.05	28.8	.08

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).

↑ Increase from 2019 results

# Academic Challenge

	CU	Your seniors compared with					
		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	43.0 ↑	39.8	.22	39.5	.25	39.3	.26
Reflective & Integrative Learning	42.6 ↑	37.5*	.38	37.1	.41	37.5*	.40
Learning Strategies	42.2 ↑	39.3	.19	38.8	.22	38.4	.26
Quantitative Reasoning	35.1 ↑	31.1	.24	29.9	.31	30.2	.29

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↑ Increase from 2019 results





# Learning With Peers


- 38% of FY students and 44% of seniors frequently worked with their peers on course projects and assignments. 50% of seniors frequently explained course material to one or more students.
- 41% of FY students frequently prepared for exams by discussing or working through course material with other students.
- Among FY students, 69% frequently had discussions with people with different political views, 64% frequently had discussions with people from a different economic background, and 67% frequently had discussions with people from a different race or ethnicity.
- Overall, Collaborative Learning is down for both FY and Seniors from 2019 to 2022

# Learning With Peers

*Your first-year students compared with*

<i>Engagement Indicator</i>	<b>CU</b> <i>Mean</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>
Collaborative Learning	26.0 	27.9	-.13	26.8	.05	28.6*	-.18
Discussions with Diverse Others	39.6 	38.1	.10	38	.10	38.3	.09

*Your seniors compared with*

<i>Engagement Indicator</i>	<b>CU</b> <i>Mean</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>
Collaborative Learning	28.6 	30.6	-.13	28.4**	.01	31.5**	-.18
Discussions with Diverse Others	39.6	39.3	.02	37.0*	.15	38.8	.05

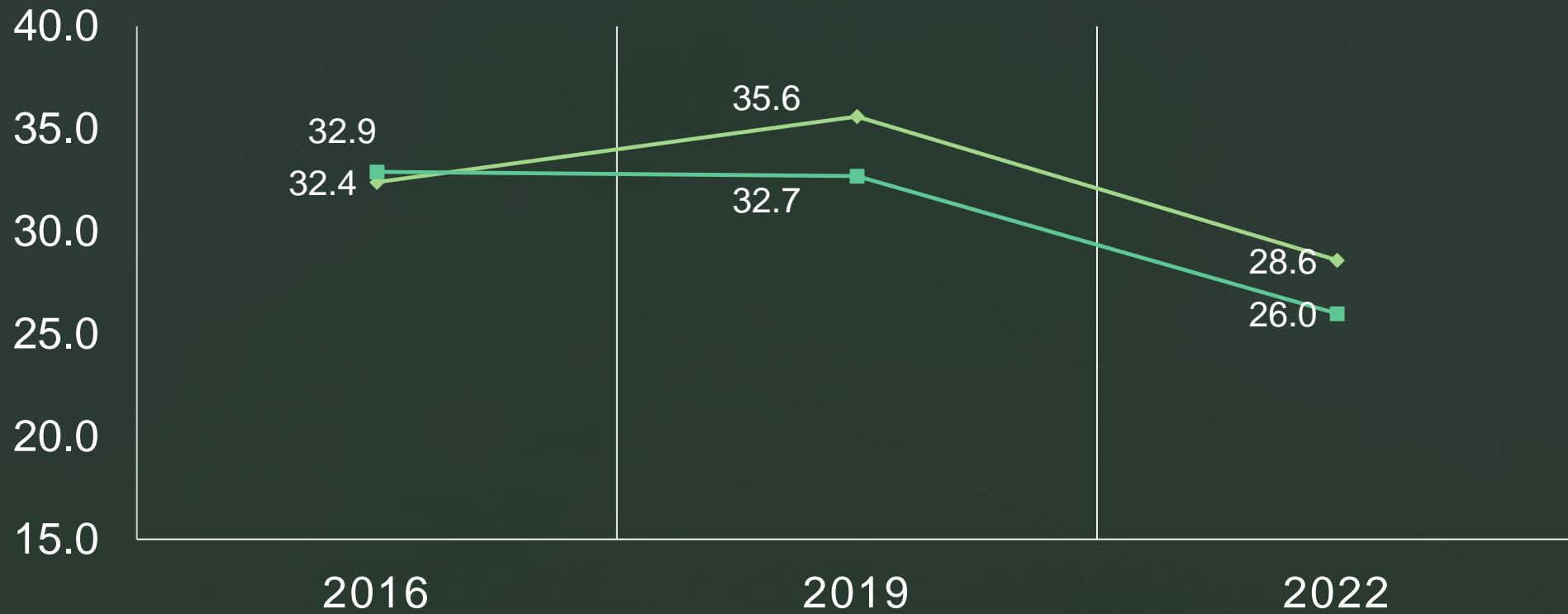
Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; \*p < .05, \*\*p < .01, \*\*\*p < .001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

 Increase from 2019

 Decrease from 2019

# Collaborative Learning 2016 - 2022

—◆— Seniors —■— First Year



## ➤ Needs Improvement – Collaborative learning

Why use Collaborative Learning?

- Increases student engagement
- Creates active learning spaces
- Boosts student achievement
- Immersive learning
- Promotes positive Learning
- Promotes Interaction
- Boosts student retention, self-esteem, and responsibility

# Needs Improvement – Collaborative learning

## Examples of Collaborative Learning



- Think-Pair-Share
- Problem-base Learning
- Guided Design
- Case Studies
- Simulations
- Peer Teaching
- Small Group Discussions
- Peer Editing
- Jigsaw strategy

# Experiences with Faculty


- 61% of FY students rated the quality of their interactions with faculty as high.
- 39% of FY and 54% of seniors frequently discussed career plans with faculty.
- 78% of FY and 86% of Seniors students said instructors clearly explained course goals and requirements
- 72% of FY and 78% of seniors said instructors substantially gave prompt and detailed feedback on tests or completed assignments. (increased from 2019)
- 71% of FY and 80% seniors students said instructors used examples or illustrations to explain difficult points.
- 24% of seniors worked on a research project with a faculty member.

# Experiences with Faculty

		<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>
Student-Faculty Interaction	22.4	20.4 *	.15	12.8	.04	20.7	.12
Effective Teaching Practices	39.8	36.9 **	.21	39.1	.05	37.9 *	.15

		<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>
Student-Faculty Interaction	28.0 	23.3 ***	.28	23.7 **	.25	24.1 ***	.24
Effective Teaching Practices	44.4 	39.2 **	.36	39.5 **	.33	40.3 **	.28

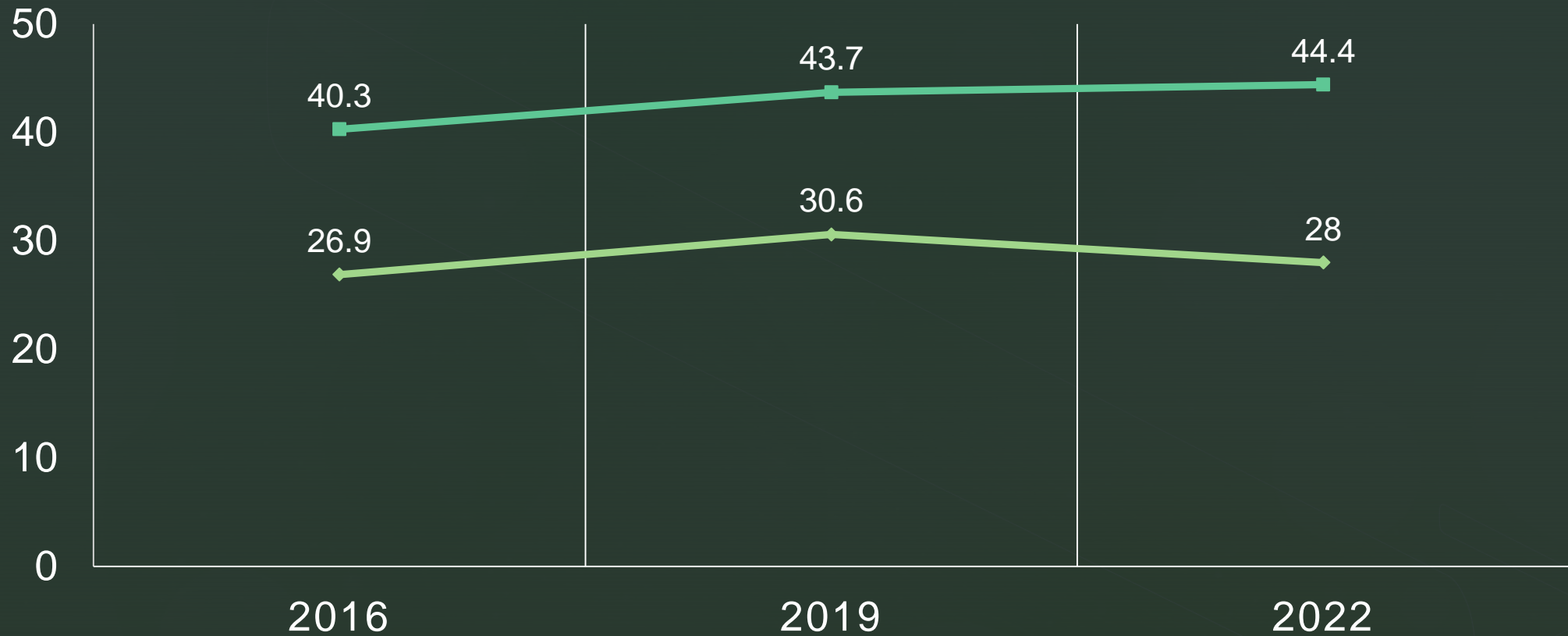
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 Increase from 2019     Decrease from 2019

# Experiences with Faculty 2016 - 2022

## SENIORS

—◆— Student-Faculty Interactions      —■— Effectives Teaching Practices





# Campus Environment

- 79% of FY students said the institution substantially emphasized the use of learning support services. (increase from 2019)
- 65% of FY students and 71% of seniors gave the quality of their interactions with academic advisors a high rating. (increase from 2019)
- 77% of FY and 81% of seniors said that the Institution emphasized providing support to help students succeed academically.
- 75% of FY and 69% of seniors said that the Institution provided opportunity to be involved socially

# Campus Environment

- Quality of Interactions and Supportive Environment increased for both FY and seniors from 2019 to 2022
  - Rate their interaction with Students, Academic Advisors, Faculty, Student services staff (career services, student activities, housing, etc.), Other administrative staff and offices (registrar, financial aid, etc.)
  - Rate how much the institution emphasized
    - Providing support to help students succeed academically,
    - Using learning support services (tutoring services, writing center, etc.)
    - Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)
    - Providing opportunities to be involved socially
    - Providing support for your overall well-being (recreation, health care, counseling, etc.)
    - Helping you manage your non-academic responsibilities (work, family, etc.)
    - Attending campus activities and events (performing arts, athletic events, etc.)
    - Attending events that address important social, economic, or political issues

# Experiences with Online Learning

- Measures instructional aspects that experts consider to be ideal for online courses.
- Assesses how students engage in both online and hybrid courses, their degree of comfort with online learning and experience of support, and ideas about how the learning experience can be improved


# Experiences with Online Learning

## Areas of Strength

- Clearly stated learning objectives
- Clear expectations for interaction with other students
- Assessments that help student achieve course learning goals
- Coursework that challenges students to enhance knowledge, skills, and abilities
- Instructional material

## Needs to consider/Areas to improve

- Presentations or talks by experts in the field
- Group projects (50% said none)
- Increase interactions with instructors
- Improve responsiveness of instructors
- Improve online tools for student collaboration



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

- Over 70% of Senior indicate a Perceived Gain in:
  - Critical thinking and analysis of argument and information
  - Writing clearly and effectively
  - Creative thinking and problem solving
  - Research skills
  - Technological skills
  - Speaking clearly and effectively
  - Leadership skills
  - Networking and relationship building

# Topical Module – First-Year Experiences

- During the current school year, have you seriously considered leaving this institution?
  - 31% of first year students answered Yes. Down from 33% in 2019.
    - Financial concerns
    - Personal reasons (family issues, physical or mental health, homesickness, stress, etc.)
    - Difficulty managing demand of school and work
- 57% agreed that it was ‘Very Important’ to graduate from *this institution*

# Topical Module – Senior Experiences

- 66% expect full-time employment in the spring or summer
- 29% enrolling in graduate or professional school
- 81% answered that their major courses ‘quite a bit or ‘very much’ prepared them for your post-graduation plans
- 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
  - ▶ 87% of First-year students and 90% of seniors rated overall experience with Concord as Excellent or Good (both an increase from 2019)



## Major Field Reports

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

- Cuseo, J.B. (2006). *Cooperative Learning: A Pedagogy for Addressing Contemporary Challenges & Critical Issues in Higher Education* Stillwater, OK: New Forums Press.
- Stein, R. & Hurd, S. (2000). *Using Student Teams in the Classroom*. Bolton MA: Anker Publishing Company, Inc.: <https://eric.ed.gov/?id=ED446603>
- Concord University. NSSE Results 2022.