NSSE - National Survey of Student Engagement

2016 Results Overview

March 8, 2017
What is the NSSE?

- Student responses regarding the characteristics and quality of their undergraduate experiences
- Why administer in 3-year increments
  - The NSSE is administered to first-year and senior students
  - The 3-year increment provides for better comparative data
- NSSE Cost -- $3,900 - paid with assessment grant funds
Administering the Instrument - Comparison of 2013 and 2016

2016

- Population included 714 first-year students and 352* senior students with response rates of 31% and 42% respectively - both above NSSE average
- Incentives for participation were offered
- The invitation to participate and all reminders were sent from the President

2013

- Population included 773 first-year and 702 senior students with response rates of 18% and 30% respectively - seniors above NSSE average
- No incentives offered
- Only final reminder was sent from President

*more strict parameters were defined to better match NSSE requirements
Engagement Indicators (EIs)
Student perception of engagement in campus activities

Theme 1 -- Academic Challenge - consists of Higher-Order Learning; Reflective & Integrative Learning; Learning Strategies; Quantitative Reasoning

Overall, First-year and senior students comparable to peer institutions in all categories except

- First-year students’ reflective & integrative learning mean significantly lower when compared with NSSE 2015 & 2016
- First-year students and seniors’ means were higher than Peer Institutions in Average Hours per Week Preparing for class -- 13.7 and 15.8 respectively
- First-year students and seniors’ means were in line with Peer Institutions in Average Hours per Week on Course Reading -- 6.0 and 7.5 respectively
- First-year students and seniors’ means were higher than Peer Institutions in Average Pages of Assigned Writing -- 43.6 and 73.8 respectively
- First-year students and seniors’ were higher than Peer Institutions in identifying that courses were Challenging Students to Do their Best Work -- 60% and 63% of courses respectively
- First-year students and seniors’ means were higher than Peer Institutions in emphasizing spending significant time studying -- 85% and 82% respectively
Theme 2 - Learning with Peers - consist of Collaborative Learning; Discussions with Diverse Others

- Overall, First-year and senior students comparable to peer institutions in all categories except
  - First-year students’ collaborative learning mean significantly higher when compared with Peer Institutions
  - First-year students’ discussions with diverse others mean significantly lower when compared with Southeast Public and NSSE 2015 & 2016
Theme 3 - Experiences with Faculty - consists of Student-Faculty Interaction; Effective Teaching Practices

- Overall, First-year and senior students comparable to peer institutions in all categories except
  - First-year students’ effective teaching practices mean significantly higher when compared with Southeast Public and NSSE 2015 & 2016
  - Senior students’ student-faculty interaction mean significantly higher when compared with NSSE 2015 & 2016

Theme 4 - Campus Environment - consists of Quality of Interactions; Supportive Environment

- First-year students’ quality of interactions mean significantly higher when compared with Southeast Public and NSSE 2015 & 2016
- Senior students’ supportive environment mean significantly lower when compared with Southeast Public, Peer Institutions, and NSSE 2015 & 2016
High Impact Practices (HIPs)

Enriching educational experiences that can be life changing

- Learning Communities
- Service Learning - community-based project
- Research with Faculty
- Internship, co-op, field experience, student teaching, or clinical placement
- Study abroad
- Culminating senior experience (capstone course, project, comprehensive exams, etc.)

- Majority of senior students participated in two or more HIPs
- Majority of first-year students participated in one HIP
What does this tell us about Student Perceptions’ of their Experiences at Concord?

- Overall, CU students’ participation in activities that result in Engagement of students in learning and campus life
- Concord faculty and student services engage students in High Impact Practices
- Majority of Seniors indicate a Perceived Gain in:
  - Thinking critically and analytically
  - Writing and speaking clearly and effectively
  - Working effectively with others
  - Being an informed and active citizen
  - Developing a personal code of values and ethics
  - Analyzing numerical and statistical data
- Overall Satisfaction with CU
  - 87% of First-year students and 85% of seniors rated overall experience as Excellent or Good
Study Habits and academic assistance

Difficulties adjusting to college life

Assistance for coursework

During the current school year, have you seriously considered leaving this institution?

- 20% mean of first-year students answered yes, significantly lower than Peer Institutions

Most cited reasons

- Personal
- Change career options
- Financial concerns

How important is it to you that you graduate from this institution?

- 5.3 mean out of 6 - so very important
Topical Module - Senior Transitions

- Plans after graduation
  - Majority seeking full-time employment
  - Next - graduate school
- Questions regarding academic preparation from Concord
  - Major courses effective
- Questions regarding skills, knowledge, and attitudes - can correlate with CU goals and learning outcomes -
  - All categories were rated by seniors as being effective
Major Field Reports

- Biology and Natural Resources (first-year)
- Business (senior)
- Education (first-year and senior)
- Physical Science, Math, CS (first-year)
- Social Sciences (first-year)