NSSE - National Survey of Student Engagement Students Affairs

2019 Results Overview
October 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
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)

<table>
<thead>
<tr>
<th>Category</th>
<th>Indicators</th>
</tr>
</thead>
</table>
| 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 |
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.
Quality of Interactions

- Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...
  - Student services staff (career services, student activities, housing, etc.) - FY 57%, Senior 47%
  - Other administrative staff and offices (registrar, financial aid, etc) - FY & Senior 53%
## Supportive Environment

<table>
<thead>
<tr>
<th>Supportive Environment</th>
<th>% responding &quot;Very much&quot; or &quot;Quite a bit&quot; about how much the institution emphasized...</th>
</tr>
</thead>
</table>
| Providing support to help students succeed academically                               | First-Year: 74%  
Senior: 74%                                                                          |
| Using learning support services (tutoring services, writing center, etc.)              | First-Year: 77%  
Senior: 68%                                                                          |
| Providing opportunities to be involved socially                                        | First-Year: 67%  
Senior: 61%                                                                          |
| Providing support for your overall well-being (recreation, health care, counseling, etc.) | First-Year: 61%  
Senior: 53%                                                                          |
| Helping you manage your non-academic responsibilities (work, family, etc.)             | First-Year: 44%  
Senior: 33%                                                                          |
| Attending campus activities and events (performing arts, athletic events, etc.)       | First-Year: 40%  
Senior: 64%                                                                          |
| Attending events that address important social, economic, or political issues          | First-Year: 49%  
Senior: 40%                                                                          |
## Campus Environment

### Your first-year students compared with

<table>
<thead>
<tr>
<th>Engagement Indicator</th>
<th>CU Mean</th>
<th>Engagement Indicator</th>
<th>Southeast Public Mean</th>
<th>Effect size</th>
<th>Peer Institutions Mean</th>
<th>Effect size</th>
<th>All WV Institutions Mean</th>
<th>Effect size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Interactions</td>
<td>44.7</td>
<td>Quality of Interactions</td>
<td>42.6*</td>
<td>.17</td>
<td>43.1</td>
<td>.13</td>
<td>44.0</td>
<td>.05</td>
</tr>
<tr>
<td>Supportive Environment</td>
<td>36.5</td>
<td>Supportive Environment</td>
<td>37.1</td>
<td>-.05</td>
<td>35.5</td>
<td>.07</td>
<td>33.2**</td>
<td>.23</td>
</tr>
</tbody>
</table>

### Your seniors compared with

<table>
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<th>Engagement Indicator</th>
<th>Southeast Public Mean</th>
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<th>All WV Institutions Mean</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Quality of Interactions</td>
<td>45.8</td>
<td>Quality of Interactions</td>
<td>42.9**</td>
<td>.24</td>
<td>43.6*</td>
<td>.19</td>
<td>44.5</td>
<td>.11</td>
</tr>
<tr>
<td>Supportive Environment</td>
<td>33.8</td>
<td>Supportive Environment</td>
<td>33.6</td>
<td>.01</td>
<td>33.3</td>
<td>.03</td>
<td>29.3***</td>
<td>.31</td>
</tr>
</tbody>
</table>

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

- Quality of Interactions
- Supportive Environment

![Graph showing the quality of interactions and supportive environment for seniors from 2013 to 2019.](image)

- Quality of Interactions: 46, 44.1, 45.8
- Supportive Environment: 33.5, 30, 33.8
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

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

- During the current school year, about how often have you sought help with coursework from the following sources?
  - 49% FY said ‘often’ or ‘sometimes’ from Learning support services (tutoring, writing center, success coaching, etc.)
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
Is there anything your institution could have done better to prepare you for your career or further education? Please describe.

“Yes; resume workshops, interview workshops, proper etiquette specific to field of study and employer would have been helpful. A degree doesn't mean much if you can't sell yourself to a potential employer”.

“During the senior year it would be helpful to do job placement or job fairs that would inform students of the various jobs their degree makes them applicable for”.
Student Comments

- Please describe the most significant learning experience you have had so far at this institution.
  - “Working with the disability coordinator and student services.”
  - “I learned how to grow as a person by joining a sorority and it has helped me become more confident in the things I do daily and I don’t feel like I have to hide my true self anymore.”
  - “Meeting new people from different countries as well as being on a sports team has helped me contribute to this institution the most.”
  - “My first semester here, I was in ESL course. That course helped me to learn English and is what helped me to take one of the biggest decisions I have ever made that was staying here to get my degree.”
  - “Getting to meet people from different backgrounds than me and learning about their lives and how we can all better each other.”
Questions?