



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
- ▶ When administered - 2007, 2010, 2013, 2016



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



Topical Module - 1st-Year Experiences

- ▶ 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)