

# 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
- ▶ 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

# 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

## 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%

# Campus Environment

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

# 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

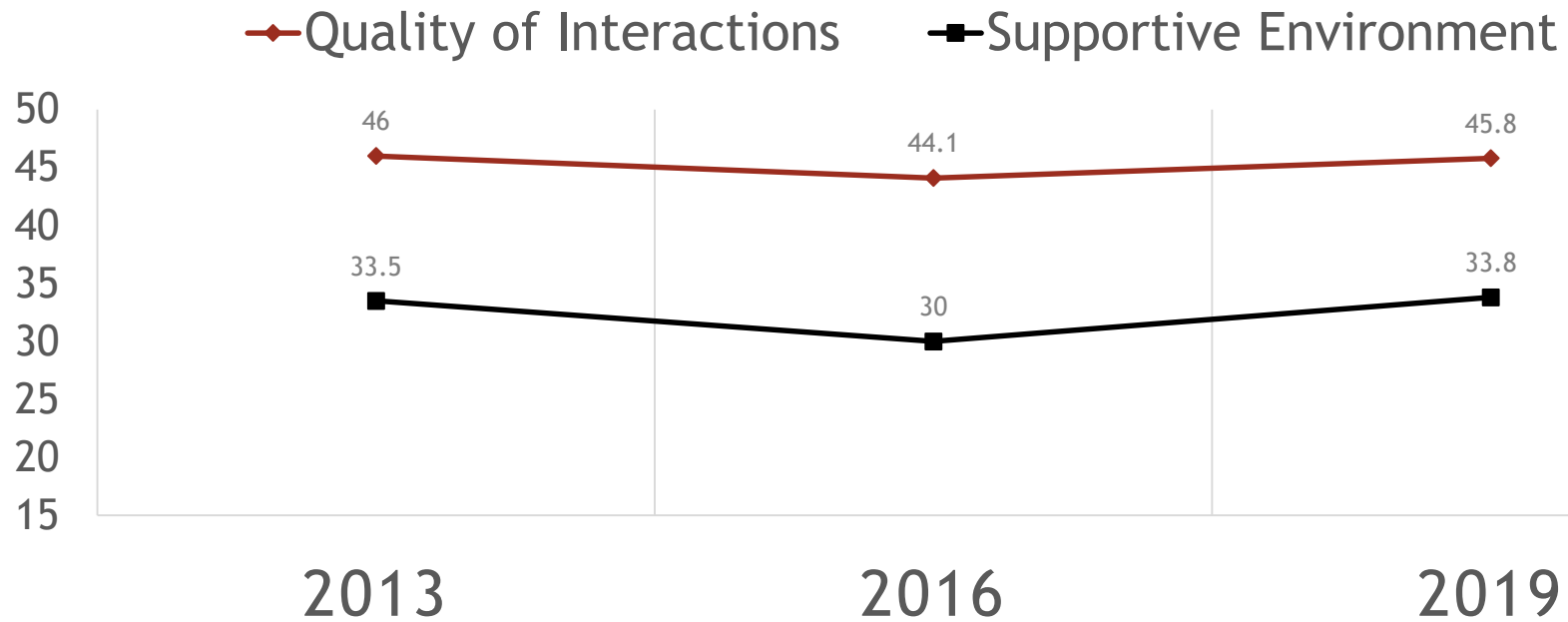
<i>Engagement Indicator</i>	<b>CU</b> <i>Mean</i>	<i>Your seniors compared with</i>					
		<b>Southeast Public</b>		<b>Peer Institutions</b>		<b>All WV Institutions</b>	
		<i>Mean</i>	<i>Effect size</i>	<i>Mean</i>	<i>Effect size</i>	<i>Mean</i>	<i>Effect size</i>
Quality of Interactions	45.8	42.9 **	.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 - 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

# Student Comments

- ▶ 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?