

Summary of 2018 NSSE Administration for NSU

Distilled from NSSE Results by the Office of Institutional Effectiveness

Administration Information

The National Survey of Student Engagement (NSSE) is administered to first-year students and senior in the spring of each year. Students are invited to participate via email with reminders sent to those who have not yet completed the survey. Potential respondents are selected based on credit hours earned during the fall semester and enrollment in the spring term is verified prior to distribution. First-year students have less than 30 earned credit hours and senior students have at least 110 credit hours earned.

A total of 698 first-year students and 1,822 seniors received the invitation to participate. An incentive was offered; participants were entered into a drawing for various prizes (two \$100 gift cards, two \$50 gift cards, and two Northeastern State University hoodies). Response rates were 28% for first-year students and 32% for senior students compared to 20% and 22%, respectively, for our IPEDS Comparison Group (CG).

High-Impact Practices

According to research sponsored by the Association of American Colleges & Universities (AAC&U), high-impact practices have been shown to be important to both student learning outcomes and retention. High-impact practices include special undergraduate opportunities that may help better the student's college-life experience.

For first-year students, high-impact practices include the following: service-learning experiences, learning communities, and research experiences with faculty. For seniors, high-impact practices include many more activities, such as internships, studying abroad, and culminating the senior experience.

Of NSU's first-year students, 56% report engaging in high-impact practices at the university. This is slightly below average when compared to the CG at 60%. Seniors report participation in high-impact practices at 81% compared to the average of 84% for the CG.

Student Satisfaction

Both first-year and senior students were asked two questions that highlighted their satisfaction with NSU. The percentages of students indicating their overall experience was "Excellent" or "Good" was 81% for

first-year students and 86% for seniors compared to 82% and 88% for the CG, respectively. Additionally, 83% of NSU first-year students and 87% of seniors would “Definitely” or “Probably” attend this institution again compared to 81% and 85% of the first-year students and seniors in the CG.

Engagement Indicators

The table below lists the significant engagement indicators (EI) on the NSSE. These ten items are classified into four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. Scores comparisons between NSU students and the CG are in the following table.

SECTION	FIRST-YEAR STUDENTS	SENIOR STUDENTS
HIGHER-ORDER LEARNING	Lower	ND*
REFLECTIVE & INTEGRATIVE LEARNING	Lower	ND*
LEARNING STRATEGIES	ND*	Higher
QUANTITATIVE REASONING	ND*	ND*
COLLABORATIVE LEARNING	ND*	Lower
DISCUSSION WITH DIVERSE OTHERS	ND*	Lower
STUDENT-FACULTY INTERACTION	ND*	Lower
EFFECTIVE TEACHING PRACTICES	ND*	ND*
QUALITY OF INTERACTIONS	ND*	Higher
SUPPORTIVE ENVIRONMENT	ND*	ND*

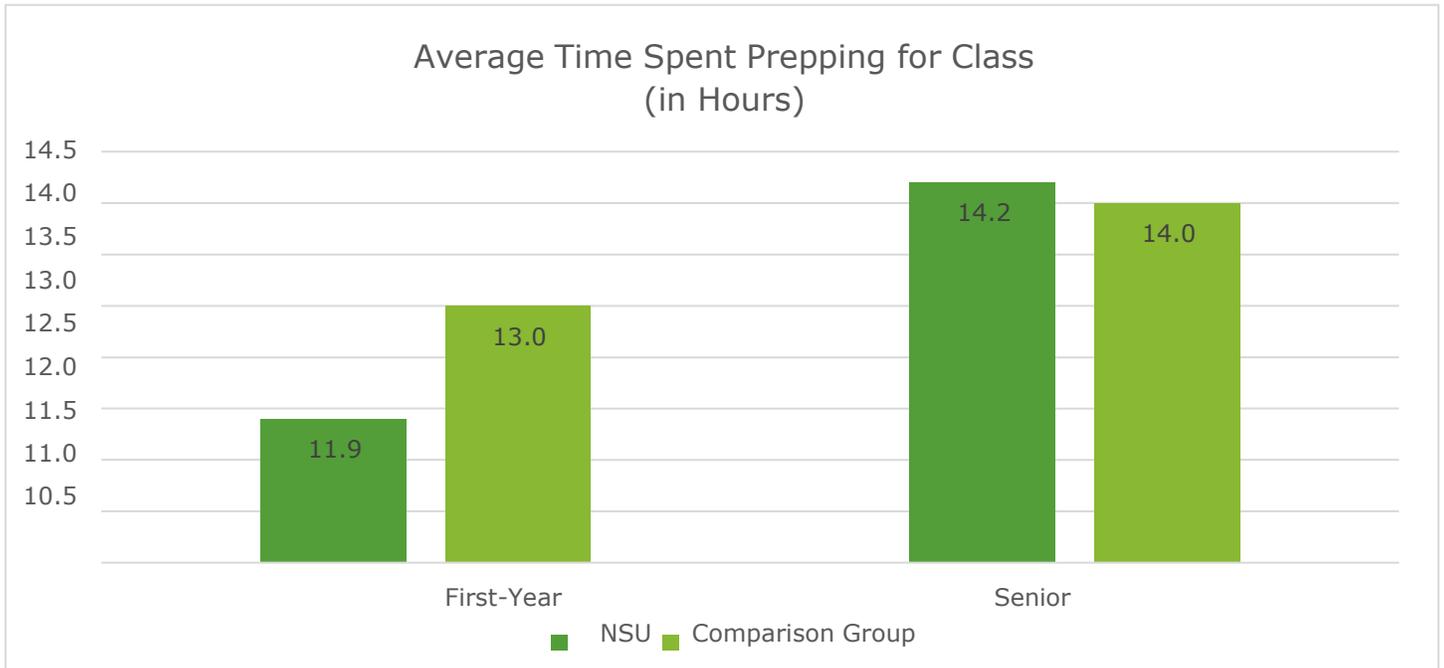
*ND = No difference

Quick Points for EI

Seniors	First-Year Students
<ul style="list-style-type: none"> • Higher Scores for Learning Strategies • Lower Scores for Collaborative Learning • Lower Scores for Discussion with Diverse Others • Lower Scores for Student-Faculty Interaction • Higher Scores for Quality of Interactions 	<ul style="list-style-type: none"> • Lower Scores for Higher-Order Learning • Lower Scores for Reflective & Integrative Learning • No Difference in Scores for Remaining Items

Academic Challenges

Students were asked how much the institution emphasizes the importance of spending significant time studying and doing homework. Of the seniors, 80% of both NSU students and the CG responded “Very much” or “Quite a bit”. A total of 74% of NSU first-year students selected those responses compared to 78% of the CG.



NSU first-year students were beneath the average of the comparison group when asked how much they read and write. NSU first-year students indicated an average of 4.9 hours on course reading per week compared to 5.5 hours for the CG, and 37.9 pages of assigned writing in the first year compared to 42.3 pages for the CG. Seniors were above the CG in both items with 7.1 hours of reading and 69.0 pages of writing for NSU and 6.5 hours of reading and 66.8 pages of writing for the CG.

Students were asked to report to what extent their courses challenged them to put forth their best work. The options accepted ranged from 1 = “Not at all” to 7 = “Very much”. Both first- year and senior level students showed higher positive scores (80% and 86% respectively) when compared to the CG (79% and 84% respectively).

Item Comparisons

The following information displays the five questions on which NSU students scored the highest and the five questions on which NSU students scored the lowest compared to the CG. The questions considered are those that make up the Engagement Indicators, the High-Impact Practices and additional academic challenge items.

GROUP	FIRST-YEAR STUDENTS	SENIOR STUDENTS
HIGHEST PERFORMING	Quality of interactions with student services and staff	Quality of interactions with student services and staff
	Quality of interactions with students	Quality of interactions with other administrative staff and offices
	Institution emphasis on attending campus activities and events	Extent to which courses challenged you to do your best work
	Discussion with people with political views other than your own	Reviewed your notes after class
	Quality of interaction with faculty	Assigned more than 50 pages of writing
LOWEST PERFORMING	Extent to which courses challenged you to do your best work	Institutional emphasis on providing support for your overall well-being
	Institution emphasis on helping you manage your non-academic responsibilities	Discussions with people of a race or ethnicity different than your own
	Connected your learning to societal problems or issues	Prepared for exams by discussing or working through course material with other students
	Identified key information from reading assignments	Explained course material to one or more students
	Applying facts, theories, or methods to practical problems or new situations	Asked another student to help you understand course materials

Perceived Gains – Senior Students

Perceived gains report how much of their experience at the institution contributed to the students' knowledge, skills, and personal development.

This group of questions was asked of seniors only; the following list displays the perceived gains most often selected by senior students attending NSU:

- Thinking critically and analytically
- Writing clearly and effectively
- Working effectively with others
- Acquiring job or work-related knowledge and skills
- Speaking clearly and effectively