

Summary of 2019 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 seniors 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 649 first-year students and 1,534 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 18% and 20%, respectively, for our IPEDS Comparison Group.

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, 58% report engaging in high-impact practices at the university. This is slightly below average when compared to the comparison group at 60%. Seniors report participation in high-impact practices at 83% compared to the average of 82% for the comparison group.

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 83% for first-year students and 87% for seniors compared to 87% and 88% for the comparison group, respectively. Additionally, 84% of NSU first-year students and 87% of

seniors would “Definitely” or “Probably” attend this institution again compared to 85% of the first-year students and seniors in the comparison group.

Engagement Indicators

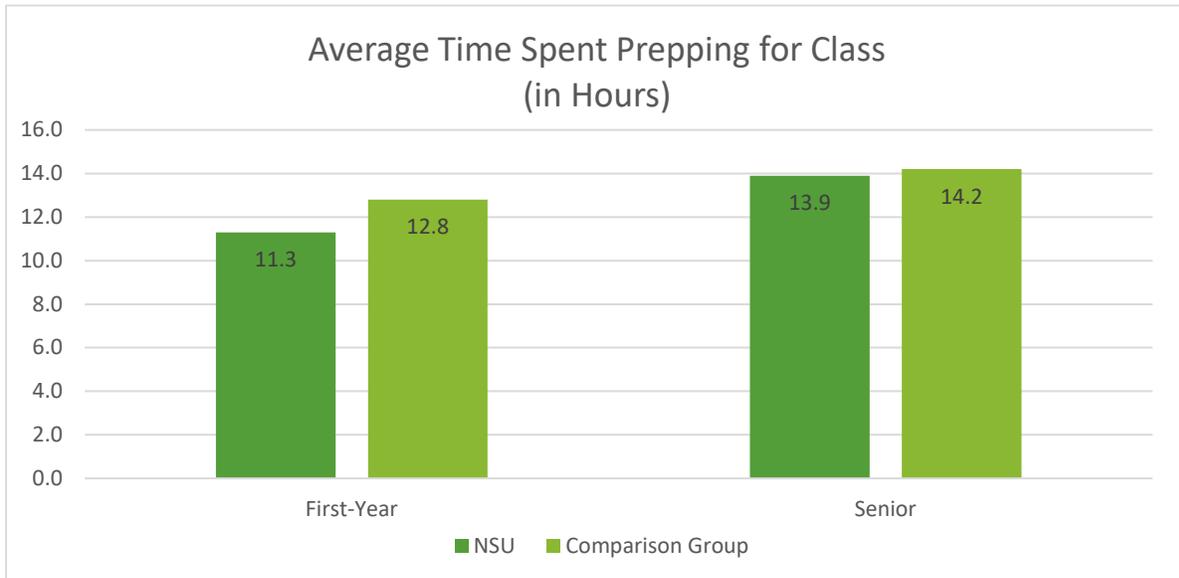
The table below lists the significant engagement indicators (EI) on the NSSE. These ten items are classified into four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. Scores comparisons between NSU students and the comparison group are in the following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

SECTION	FIRST-YEAR STUDENTS	SENIOR STUDENTS
Academic Challenge		
Higher-Order Learning	Lower	Lower
Reflective and Integrative Learning	Lower	Lower
Learning Strategies	Lower	No difference
Quantitative Reasoning	Lower	No difference
Learning with Peers		
Collaborative Learning	Lower	Lower
Discussion with Diverse Others	No difference	Lower
Experiences with Faculty		
Student- Faculty Interaction	Lower	Lower
Effective Teaching Practices	Lower	No difference
Campus Environment		
Quality of Interactions	No difference	Higher
Supportive Environment	Lower	Lower

First-year students scored lower than the comparison group on eight of ten indicators while seniors scored lower than the comparison group on six of ten indicators. The only indicator on which students scored higher than the comparison group are seniors on Quality of Interactions.

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 NSU students responded “Very much” or “Quite a bit” compared to 79% of the comparison group. A total of 66% of NSU first-year students selected those responses compared to 77% of the comparison group.



NSU first-year students were below the average of the comparison group when asked how much they read and write. NSU first-year students indicated an average of 5.2 hours on course reading per week compared to 5.3 hours for the comparison group, and 46.9 pages of assigned writing in the first year compared to 40.8 pages for the comparison group. Seniors were above the comparison group in both items with 7.0 hours of reading and 72.3 pages of writing for NSU, and 6.8 hours of reading and 64.7 pages of writing for the comparison group.

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 84% respectively) when compared to the comparison group (81% and 85% 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 comparison group. The questions considered are those that make up the Engagement Indicators items.

Highest Performing Group

FIRST-YEAR STUDENTS	SENIOR STUDENTS
Evaluating a point of view, decision, or information source	Assigned more than 50 pages of writing
Assigned more than 50 pages of writing	Quality of interactions with other administrative staff and offices
Spent more than 10 hours per week on assigned reading	Quality of interactions with student services staff
Quality of interactions with student services staff	Quality of interactions with students
About how many courses have included a community-based project (service learning)?	Quality of interactions with academic advisors

Lowest Performing Group

FIRST-YEAR STUDENTS	SENIOR STUDENTS
Explained course material to one or more students	Explained course material to one or more students
Institution emphasis on providing opportunities to be involved socially	Institution emphasis on attending campus activities and events
Extent to which courses challenged you to do your best work	Discussed course topics, ideas, or concepts with a faculty member outside of class
Institution emphasis on attending events that address important social/econ./polit. issues	Asked another student to help you understand course material
Institution emphasis on encouraging contact among students from different backgrounds	Institution emphasis on providing support for your overall well-being

Civic Engagement and Global Learning

NSU chose to administer two topical modules with the NSSE that were compared to public institutions with 5-10K enrollment that administered the module. In the Civic Engagement module, seniors scored lower on “Voting in campus, local, state, or national elections.” In the Global Learning module, freshmen scored lower on “Complete a course that focuses on global trends or issues (human rights, international relations, world health, climate, etc.)” and on “Discussed international or global topics and issues with others.”

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 (percent responding "Very much" or "Quite a bit"):

- Thinking critically and analytically (84%)
- Working effectively with others (73%)
- Writing clearly and effectively (73%)
- Acquiring job or work-related knowledge and skills (70%)
- Speaking clearly and effectively (68%)
- Developing or clarifying a personal code of values and ethics (66%)
- Understanding people of other backgrounds (65%)
- Solving complex real-world problems (64%)
- Analyzing numerical and statistical information (62%)
- Being an informed and active citizen (59%)