

Summary of 2021 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 494 first-year students and 1,146 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 30% for first-year students and 32% for senior students compared to 25% each 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, 43% report engaging in high-impact practices at the university. This is slightly below average when compared to the comparison group at 58%. Seniors report participation in high-impact practices at 78% compared to the average of 79% 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 79% for first-year students and 91% for seniors compared to 84% and 86% for the comparison group, respectively. Additionally, 91% of NSU first-year students and 89% of

seniors would “Definitely” or “Probably” attend this institution again compared to 84% 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.

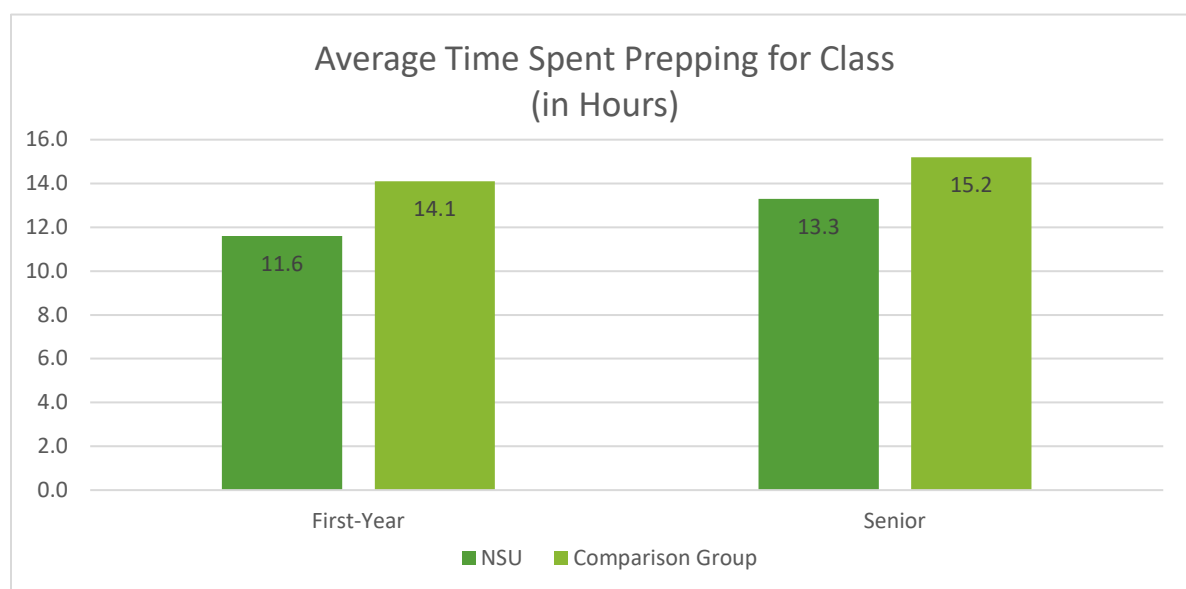
SECTION	FIRST-YEAR STUDENTS	SENIOR STUDENTS
Academic Challenge		
Higher-Order Learning	No difference	No difference
Reflective and Integrative Learning	No difference	No difference
Learning Strategies	No difference	No difference
Quantitative Reasoning	No difference	No difference
Learning with Peers		
Collaborative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

First-year students showed no difference to the comparison group on all ten indicators while seniors scored lower than the comparison group on one of ten indicators and scored higher than the comparison group on one of ten indicators.

*Only Senior’s higher score in Quality of Interactions had a significant difference and an effect size at least .3 in magnitude.

Academic Challenges

Students were asked how much the institution emphasizes the importance of spending significant time studying and doing homework. Of the seniors, 83% of NSU students responded “Very much” or “Quite a bit” compared to 81% of the comparison group. A total of 75% of NSU first-year students selected those responses compared to 77% of the comparison group.



NSU first-year students indicated an average of 5.3 hours on course reading per week compared to 5.6 hours for the comparison group. Both NSU and comparison group first-year students indicated an average of 43.8 pages of assigned writing. Seniors indicated an average of 6.9 hours of reading and 66.7 pages of writing for NSU, and 7.4 hours of reading and 64.8 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 (81% and 88% respectively) when compared to the comparison group (79% and 86% 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
Quality of interactions with students	Quality of interactions with student services staff
Institutional emphasis on providing support for your overall well-being	Quality of interactions with students
Included diverse perspectives in course discussions or assignments	Quality of interactions with other administrative staff and offices
Explained course material to one or more students	Quality of interactions with academic advisors
Had discussions with people with religious beliefs other than your own	Included diverse perspectives in course discussions or assignments

Lowest Performing Group

FIRST-YEAR STUDENTS	SENIOR STUDENTS
Instructors provided prompt and detailed feedback on tests or completed assignments	Had discussions with people of an economic background other than your own
Reached conclusions based on your own analysis of numerical information	Spent more than 15 hours per week preparing for classes
Instructors taught in a way that aligns with how you prefer to learn	Prepared for exams by discussing or working through course material with other students
About how many courses have included a community-based project (service-learning)	Asked another student to help you understand course material
Spent more than 15 hours per week preparing for classes	Explained course material to one or more students

Coping with COVID and Experiences with Online 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.

For the Coping with COVID module:

The first year students scored lower than the Public Enrollment comparison group on nine indicators which including the following:

- Has the COVID-19 pandemic interfered with
 - your college plans
 - your plans to participate in special learning opportunities
 - your ability to pay for college and living expenses
- Have you experienced an increase in
 - an inability to concentrate
 - difficulty sleeping
 - your concern about your future opportunities

The senior students scored lower than the Public Enrollment comparison group on 17 indicators including the following:

- Has the COVID-19 pandemic interfered with
 - your college plans
 - your ability to succeed as a student
 - your plans to participate in special learning opportunities
- Have you experienced an increase in
 - mental or emotional exhaustion
 - depression that interfered with daily functioning
 - anxiety that interfered with daily functioning
 - feeling hopeless about your current situation
 - an inability to concentrate
 - difficulty sleeping
 - increase in loneliness

The senior students scored higher than the Public Enrollment comparison group on four indicators involving perceptions about instructors, asking Have your instructors:

- Remained positive
- Had reasonable expectations of students
- Responded appropriately to the needs of students
- Shown care and concern for students.

For the Experiences with Online Learning module:

(questions are in regard to completely or partly online classes only)

The first-year students scored lower than the Public Enrollment comparison group on five indicators including the following:

- Courses provided a clearly stated grading policy
- Courses included pre-recorded presentations by the instructor
- Technology support has been available

The senior students scored lower than the Public Enrollment comparison group on three indicators including:

- Courses included pre-recorded presentations by the instructor
- How important is it that your institution increase interactions between students
- How important is it that your instruction increase interactions with instructors

The senior students scored higher than the Public Enrollment comparison group on 20 indicators including:

- Courses have provided the following
 - clearly stated learning objectives or goals
 - clear guidance about how to get started in the course
 - a clearly stated grading policy
 - course information and activities that are easy to locate
 - sufficient instructions for using technology
 - clarity about when instructors would respond to you
 - assignments that help you achieve course learning objectives or goals
 - instructional materials that help you achieve course learning objectives or goals

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 (85%)
- Writing clearly and effectively (78%)
- Working effectively with others (73%)
- Acquiring job or work-related knowledge and skills (73%)
- Developing or clarifying a personal code of values and ethics (71%)
- Understanding people of other backgrounds (69%)
- Speaking clearly and effectively (69%)
- Solving complex real-world problems (64%)

- Analyzing numerical and statistical information (62%)
- Being an informed and active citizen (61%)