

# Summary of 2020 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 593 first-year students and 1,487 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 33% for first-year students and 32% for senior students compared to 20% and 21%, 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, 56% report engaging in high-impact practices at the university. This is below average when compared to the comparison group at 60%. Seniors report participation in high-impact practices at 79% compared to the average of 81% 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 82% for first-year students and 90% for seniors compared to 86% and 88% for the comparison group, respectively. Additionally, 85% of NSU first-year students and 89% 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
<b>Academic Challenge</b>		
Higher-Order Learning	Lower	Lower
Reflective and Integrative Learning	No difference	Lower
Learning Strategies	Lower	No difference
Quantitative Reasoning	Lower	No difference
<b>Learning with Peers</b>		
Collaborative Learning	Lower	Lower*
Discussion with Diverse Others	No difference	Lower
<b>Experiences with Faculty</b>		
Student- Faculty Interaction	No difference	Lower
Effective Teaching Practices	Lower	Lower
<b>Campus Environment</b>		
Quality of Interactions	No difference	Higher
Supportive Environment	Lower	Lower

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

\*Only Senior’s lower score in Collaborative Learning had an effect size at least .3 in magnitude.

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 amongst the Engagement Indicators' items.

### Highest Performing Group

FIRST-YEAR STUDENTS	SENIOR STUDENTS
Summarized what you learned in class or from course materials	Quality of interactions with student services staff
Quality of interactions with other administrative staff and offices	Quality of interactions with other administrative staff and offices
Using learning support services (tutoring services, writing center, etc.)	Quality of interactions with academic advisors
Quality of interactions with academic advisors	Quality of interactions with students
Evaluating a point of view, decision, or information source	Summarized what you learned in class or from course materials

### Lowest Performing Group

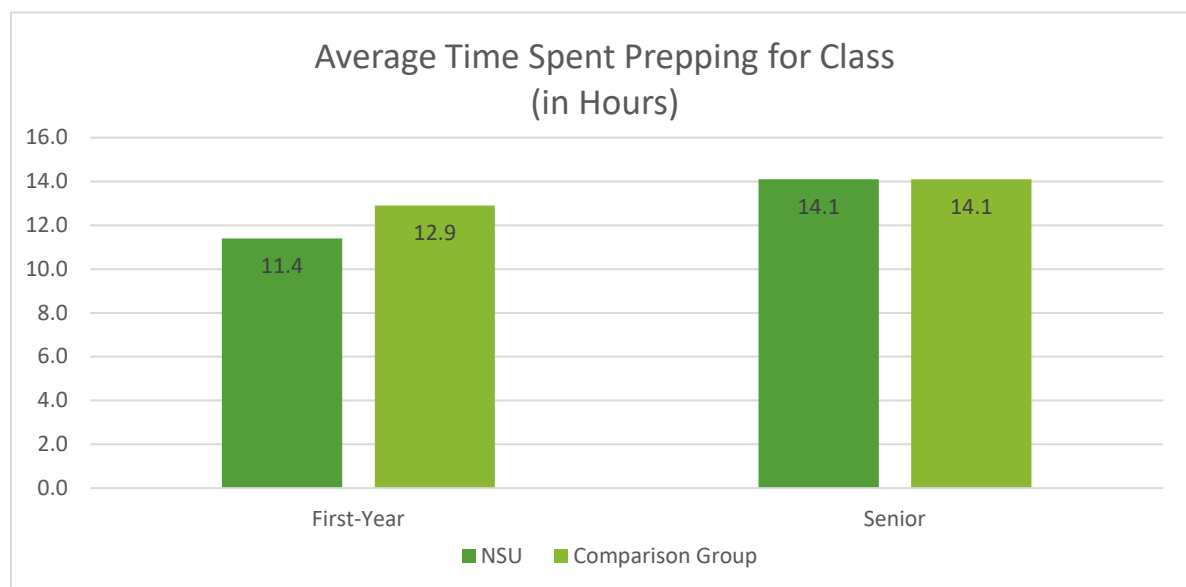
FIRST-YEAR STUDENTS	SENIOR STUDENTS
Encouraging contact among students from diff. backgrounds	Asked another student to help you understand course material
Identified key information from reading assignments	Explained course material to one or more students
Instructors have provided feedback on a draft or work in progress	Prepared for exams by discussing or working through course material with other students
Helping you manage your non-academic responsibilities	Discussed course topics, ideas, or concepts with a faculty member outside of class
Attending events that address important social, economic, or political issues	Had discussions with people of a race or ethnicity other than your own

### 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, and the Global Learning module there were no differences with an effect size of 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, 78% of NSU students responded “Very much” or “Quite a bit” compared to 79% of the comparison group. A total of 71% of NSU first-year students selected those responses compared to 78% 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 5.4 hours on course reading per week compared to 5.4 hours for the comparison group, and 46.8 pages of assigned writing in the first year compared to 40.4 pages for the comparison group. Seniors were above the comparison group in both items with 7.2 hours of reading and 66.0 pages of writing for NSU, and 7.0 hours of reading and 59.8 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”. First-year and senior level students showed comparable scores (80% and 86% respectively) when compared to the comparison group (82% and 86% respectively).

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## 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 (83%)
- Writing clearly and effectively (73%)
- Working effectively with others (71%)
- Acquiring job or work-related knowledge and skills (70%)
- Developing or clarifying a personal code of values and ethics (67%)
- Speaking clearly and effectively (66%)
- Analyzing numerical and statistical information (65%)
- Understanding people of other backgrounds (64%)
- Solving complex real-world problems (61%)
- Being an informed and active citizen (57%)