



NSSE 2018: First Look

BACKGROUND

The 2018 National Survey of Student Engagement (NSSE) was administered in Spring 2018 to first-year and senior undergraduate students. What follows is a first look at strengths and opportunities for improvement for IU Southeast. Further reports are pending.

For more information on NSSE, including the survey instrument, please see: <http://nsse.indiana.edu/html/administering.cfm>

All citations are from National Survey of Student Engagement, 2018; or, NSSE, 2018.

[Hold for response rate data and brief survey background]

There are 3 comparisons to other institutions (who administered the NSSE in 2017 or 2018):

- 1) Formally defined peer institutions (N=7)
- 2) Carnegie peer institutions (N=14)
- 3) Aspiring Carnegie peer institutions (N=28) (these are schools in the next 'more selective' Carnegie category).

This report focuses primarily on the first comparison, to 7 of our formal peer institutions. Strengths and opportunities for improvement generally indicate statistically significant differences compared to the peer group with a small to medium effect size (or 'real' effect). Larger effect sizes are noted where applicable.

ENGAGEMENT INDICATORS

"Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning. NSSE surveys undergraduate students in their first and final years to assess their levels of engagement and related information about their experience at your institution." (NSSE, 2018)

STRENGTHS- First-Year Students

- *Effective Teaching Practices* – Prompt and detailed feedback on tests, completed assignments, drafts and works in progress; organized course session teaching
- *Quality of Interactions* – With students services staff (career services, student activities, housing); with other administrative staff and offices (registrar, financial aid); and with faculty

STRENGTHS- Seniors

- *Reflective & Integrative Learning* – Tried to better understand someone else's views by imagining how an issue looks from his or her perspective; combined ideas from different courses when completing assignments
- *Quantitative Reasoning* – Reached conclusions based on your own analysis of numerical information; used numerical information to examine a real-world problem or issue
- *Effective Teaching Practices* – Prompt and detailed feedback on tests, completed assignments, drafts and works in progress; organized course session teaching
- *Quality of Interactions* – With students services staff (career services, student activities, housing); with other administrative staff and offices (registrar, financial aid); and with faculty

AREAS OF OPPORTUNITY- Seniors

- *Discussions with Diverse Others* – Discussions with people from a race or ethnicity other than your own; an economic background other than your own; political views other than your own

HIGH-IMPACT PRACTICES

“High-Impact Practices (HIPs) represent enriching educational experiences that can be life-changing. They typically demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and other students, encourage collaboration with diverse others, and provide frequent and substantive feedback. NSSE reports student participation in six HIPs: three for both first-year students and seniors, and three for seniors only.” (NSSE, 2018)

STRENGTHS- Seniors

- *Culminating Senior Experience* – Capstone course, senior project or thesis, comprehensive exam, portfolio

AREAS OF OPPORTUNITY- First-Year Students

- *Learning Community* – Participation in a learning community or other formal program where groups of students take two or more classes together

AREAS OF OPPORTUNITY- Seniors

Study Abroad – Participation in a study abroad program

TOPICAL MODULE: ACADEMIC ADVISING

Comparisons for topical modules are to the 2nd peer group mentioned in the Background, or our Carnegie peer institutions (N=14), who administered the topical modules in 2017 or 2018.

STRENGTHS- First-Year Students (IU Southeast scored significantly higher than Carnegie peers)

- Advisors:
 - Provided useful information about courses (*with a medium to large effect size)
 - Discussed academic interests, course selections or academic performance
 - Availability, listened closely, informed about deadlines, understand academic rules and policies, informed about academic support options, helped with academic difficulties, helped get information about special opportunities, discussed career interests and post-graduation plans
 - Reached out regarding academic progress or performance

STRENGTHS- Seniors (IU Southeast scored significantly higher than Carnegie peers)

- Advisors:
 - Informed about deadlines, understand academic rules and policies

AREAS OF OPPORTUNITY- Seniors (IU Southeast scored significantly lower than Carnegie peers)

- Advisors:
 - Discussed academic interests, course selections or academic performance

TOPICAL MODULE: FIRST-YEAR EXPERIENCES AND SENIOR TRANSITIONS

Comparisons for topical modules are to the 2nd peer group mentioned in the Background, or our Carnegie peer institutions (N=23), who administered the topical modules in 2017 or 2018.

STRENGTHS- First-Year Students (IU Southeast scored significantly higher than Carnegie peers)

- During the current school year, how often did you:
 - Find additional information for course assignments when you didn't understand the material
 - Participated in course discussions even when you didn't feel like it
- During the current school year, how often did you seek help with coursework from the following:
 - Faculty members
 - Family members
 - Other persons or offices

STRENGTHS- Seniors (IU Southeast scored significantly higher than Carnegie peers)

- How confident is your ability to complete tasks requiring the following:
 - Research skills

AREAS OF OPPORTUNITY- First-Year Students (IU Southeast scored significantly lower than Carnegie peers)

- During the current school year, how difficult were the following:
 - Interacting with faculty
- During the current school year, how often did you seek help with coursework from the following:
 - Learning support services (tutoring, writing center, success coaching)

AREAS OF OPPORTUNITY- Seniors (IU Southeast scored significantly lower than Carnegie peers)

- Intention to work eventually in a field related to your major

REFERENCES

National Survey of Student Engagement. (2018). *NSSE 2018 overview*. Bloomington, IN: Indiana University Center for Postsecondary Research.