

YSU's National Survey of Student Engagement (NSSE) 2018 Snapshot: A First Look at NSSE Results

What does the NSSE measure?

The NSSE (pronounced "Nessie") measures student experiences in practices known to positively impact student engagement, retention, and success. The survey has ten "Engagement Indicator" scales which are organized into four theme areas. More information on Engagement Indicators can be downloaded here:

http://nsse.indiana.edu/pdf/EIs_and_HIPs_2015.pdf.

How many YSU students responded to the NSSE?

All first-year and senior YSU students were invited to participate in the NSSE. We are satisfied with our overall 20% response rate and with the first-year student response rate, which is comparable to our peer institutions. In the future, more targeted efforts will be made to increase participation of senior students.

	First-Year Students	Senior Students
YSU Number of Respondents	441	374
YSU NSSE Response Rate	21%	18%
Peer Institution NSSE Response Rate	19%	23%
Ohio Public Institution NSSE Response Rate	21%	20%

Who are our "Peer Institutions?"

A distance analysis was conducted for the 2016 NSSE to identify 30 schools most similar to YSU. Nineteen of those thirty schools participated in the NSSE in either 2017 or 2018. These institutions were chosen as "peers" using a distance analysis with a set of input variables, such as Carnegie classification, part-time enrollment percentage, ACT scores of incoming students, living on-campus percentage, and percentage of budget spent on research. "Peer Institutions" are used for making comparisons and benchmarking.

How confident can I be with the results?

The sampling error for YSU respondents is +/-4.1% for first year students and +/- 4.6% for senior students. Sampling error (or margin of error) is an estimate of the margin by which the *true* score for your institution on a given item could differ from the reported score. To interpret the sampling error, assume that 60% of students reply "very often" to a particular item. If the sampling error is +/-5%, then the true population value is most likely between 55% and 65%

How can I learn more about the NSSE data and results?

- Visit YSU's NSSE webpage: <http://bit.ly/NSSE2018>
- Watch the 2018 NSSE Overview webinar: <http://bit.ly/NSSEwebinar>
- Attend an NSSE Data Conversation Lunch & Learn, where we will dive into the data in more detail—this is a great option if you have an interest in one specific area. Topics will include: the four themes (Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment), the Inclusiveness & Engagement with Cultural Diversity module, and the First-Year Experiences/Senior Transitions Module. These will be scheduled throughout the spring semester (2019).
- Request a custom presentation or report. If you are interested in having an overview presentation given to your group and/or if there are specific interest areas you wish to see presented in a workshop, please contact Alison Kaufman in the Office of Assessment at atkaufman@ysu.edu.

A Summary of Student Engagement Results

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.

Comparison Group

The comparison group featured in this report is

True Peers

See your *Selected Comparison Group* report for details.

This *Snapshot* is a concise collection of key findings from your institution's NSSE 2018 administration. We hope this information stimulates discussions about the undergraduate experience. Additional details about these and other results appear in the reports referenced throughout.

Engagement Indicators

Sets of items are grouped into ten Engagement Indicators, organized under four broad themes. At right are summary results for your institution. For details, see your *Engagement Indicators* report.

Key:

- ▲ Your students' average was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- ▼ Your students' average was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
- ▼ Your students' average was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▲ Your students' average was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

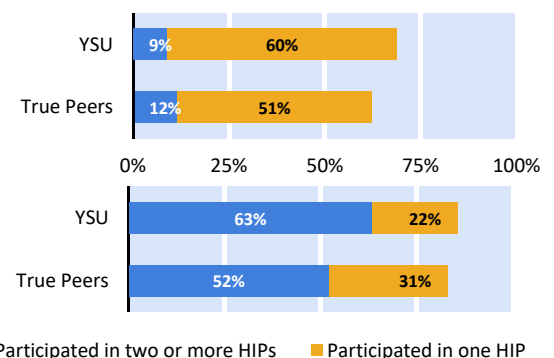
Theme	Engagement Indicator	Your students compared with True Peers	
		First-year	Senior
Academic Challenge	Higher-Order Learning	--	--
	Reflective & Integrative Learning	--	--
	Learning Strategies	--	--
	Quantitative Reasoning	--	--
Learning with Peers	Collaborative Learning	▼	--
	Discussions with Diverse Others	▼	▼
Experiences with Faculty	Student-Faculty Interaction	▲	▲
	Effective Teaching Practices	--	--
Campus Environment	Quality of Interactions	--	--
	Supportive Environment	--	--

High-Impact Practices

Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." For more details and statistical comparisons, see your *High-Impact Practices* report.

First-year
Service-Learning, Learning Community, and Research w/Faculty

Senior
Service-Learning, Learning Community, Research w/Faculty, Internship, Study Abroad, and Culminating Senior Experience

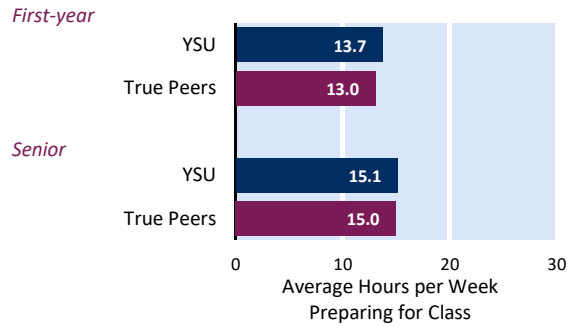


Academic Challenge: Additional Results

The Academic Challenge theme contains four Engagement Indicators as well as several important individual items. The results presented here provide an overview of these individual items. For more information about the Academic Challenge theme, see your *Engagement Indicators* report. To further explore individual item results, see your *Frequencies and Statistical Comparisons*, the *Major Field Report*, the *Online Institutional Report*, or the Report Builder.

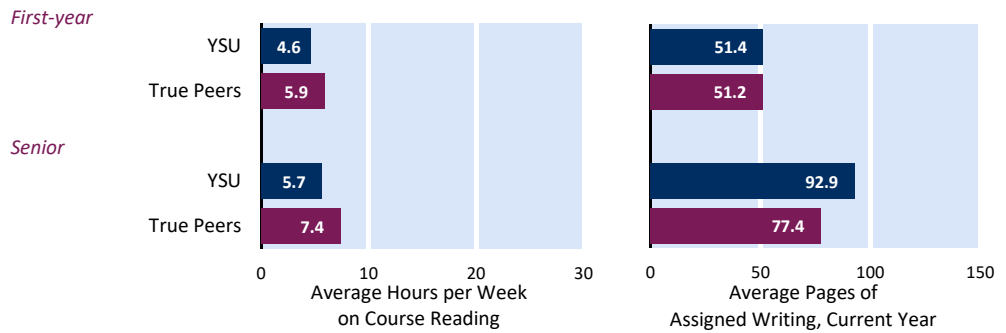
Time Spent Preparing for Class

This figure reports the average weekly class preparation time for your students compared to students in your comparison group.



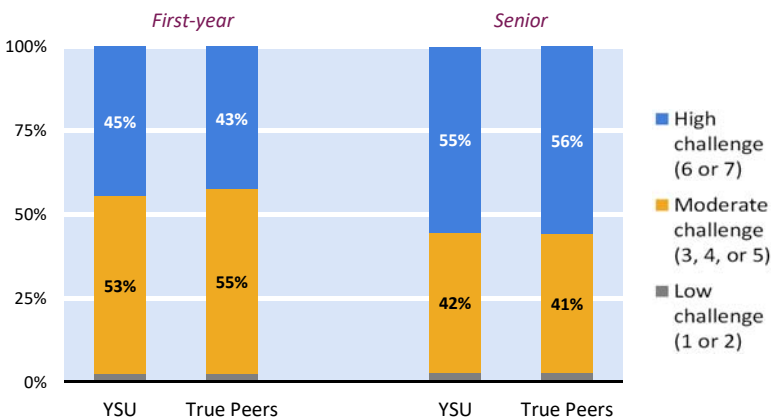
Reading and Writing

These figures summarize the number of hours your students spent reading for their courses and the average number of pages of assigned writing compared to students in your comparison group. Each is an estimate calculated from two or more separate survey questions.



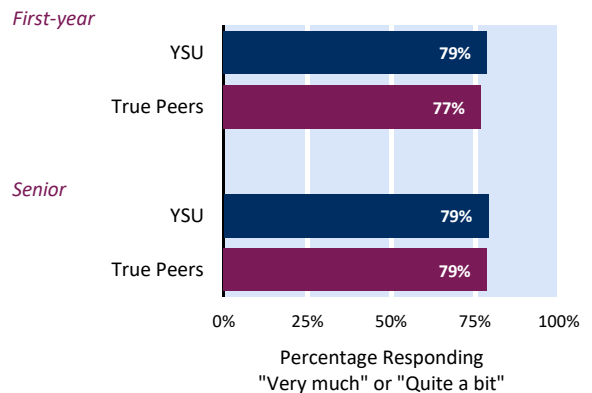
Challenging Students to Do Their Best Work

To what extent did students' courses challenge them to do their best work? Response options ranged from 1 = "Not at all" to 7 = "Very much."



Academic Emphasis

How much did students say their institution emphasizes spending significant time studying and on academic work? Response options included "Very much," "Quite a bit," "Some," and "Very little."



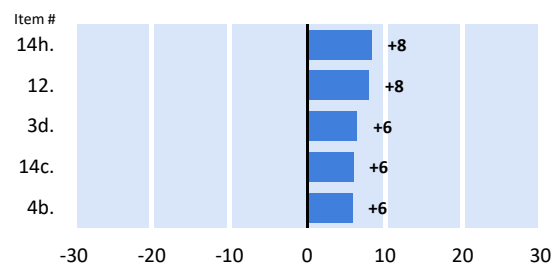
Item Comparisons

By examining individual NSSE questions, you can better understand what contributes to your institution's performance on the Engagement Indicators. This section displays the five questions^a on which your students scored the highest and the five questions on which they scored the lowest, relative to students in your comparison group. Parenthetical notes indicate whether an item belongs to a specific Engagement Indicator or is a High-Impact Practice. While these questions represent the largest differences (in percentage points), they may not be the most important to your institutional mission or current program or policy goals. For additional results, see your *Frequencies and Statistical Comparisons* report.

First-year

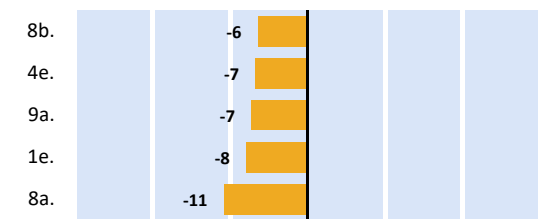
Highest Performing Relative to True Peers

- Institution emphasis on attending campus activities and events (...)^f (SE)
- About how many courses have included a community-based project (service-learning)^g (HIP)
- Discussed your academic performance with a faculty member^b (SF)
- Institution emphasis on using learning support services (...)^f (SE)
- Applying facts, theories, or methods to practical problems or new situations^e (HO)



Lowest Performing Relative to True Peers

- Discussions with... People from an economic background other than your own^b (DD)
- Forming a new idea or understanding from various pieces of information^c (HO)
- Identified key information from reading assignments^b (LS)
- Asked another student to help you understand course material^b (CL)
- Discussions with... People of a race or ethnicity other than your own^b (DD)

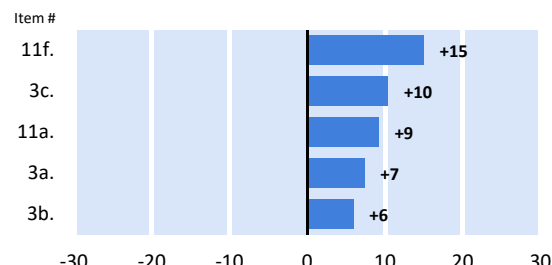


Percentage Point Difference with True Peers

Senior

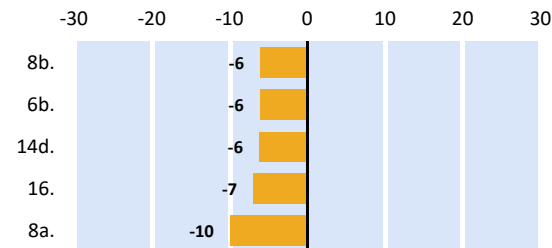
Highest Performing Relative to True Peers

- Completed a culminating senior experience (...) (HIP)
- Discussed course topics, ideas, or concepts with a faculty member outside of class^b (SF)
- Participated in an internship, co-op, field exp., student teach., clinical placemt. (HIP)
- Talked about career plans with a faculty member^b (SF)
- Worked with a faculty member on activities other than coursework (...)^b (SF)



Lowest Performing Relative to True Peers

- Discussions with... People from an economic background other than your own^b (DD)
- Used numerical information to examine a real-world problem or issue (...)^b (QR)
- Institution emphasis on encouraging contact among students from different backgrounds...^c (SE)
- Spent more than 10 hours per week on assigned reading^f
- Discussions with... People of a race or ethnicity other than your own^b (DD)



Percentage Point Difference with True Peers

a. The displays on this page draw from the items that make up the ten Engagement Indicators (EIs), six High-Impact Practices (HIPs), and the additional academic challenge items reported on page 2. Key to abbreviations for EI items: HO = Higher-Order Learning, RI = Reflective & Integrative Learning, LS = Learning Strategies, QR = Quantitative Reasoning, CL = Collaborative Learning, DD = Discussions with Diverse Others, SF = Student-Faculty Interaction, ET = Effective Teaching Practices, QI = Quality of Interactions, SE = Supportive Environment. HIP items are also indicated. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

b. Combination of students responding "Very often" or "Often."
 c. Combination of students responding "Very much" or "Quite a bit."
 d. Rated at least 6 on a 7-point scale.
 e. Percentage reporting at least "Some."
 f. Estimate based on the reported amount of course preparation time spent on assigned reading.
 g. Estimate based on number of assigned writing tasks of various lengths.

How Students Assess Their Experience

Students' perceptions of their cognitive and affective development, as well as their overall satisfaction with the institution, provide useful evidence of their educational experiences. For more details, see your *Frequencies and Statistical Comparisons* report.

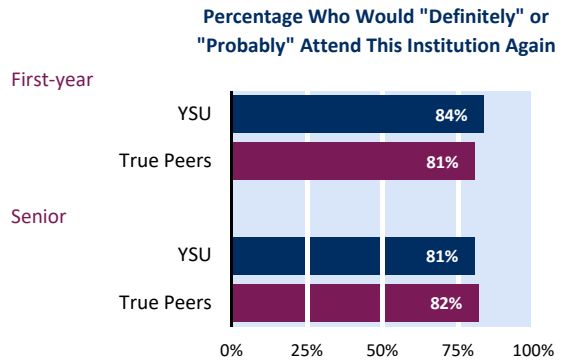
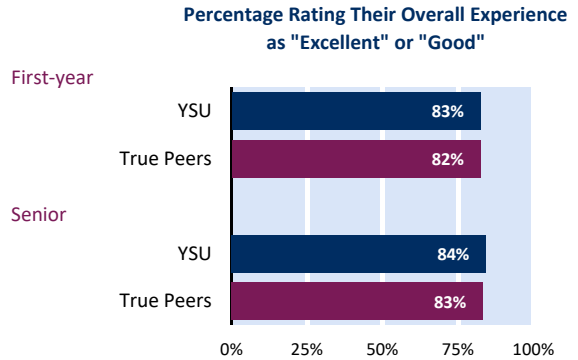
Perceived Gains Among Seniors

Students reported how much their experience at your institution contributed to their knowledge, skills, and personal development in ten areas.

Perceived Gains (Sorted highest to lowest)	Percentage of Seniors Responding "Very much" or "Quite a bit"
Thinking critically and analytically	84%
Acquiring job- or work-related knowledge and skills	74%
Working effectively with others	73%
Writing clearly and effectively	71%
Analyzing numerical and statistical information	68%
Speaking clearly and effectively	68%
Solving complex real-world problems	66%
Developing or clarifying a personal code of values and ethics	64%
Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.)	62%
Being an informed and active citizen	58%

Satisfaction with YSU

Students rated their overall experience at the institution, and whether or not they would choose it again.



Administration Details

Response Summary

	Count	Resp. rate	Female	Full-time
<i>First-year</i>	441	21%	66%	98%
<i>Senior</i>	374	18%	68%	82%

See your *Administration Summary* and *Respondent Profile* reports for more information.

Additional Questions

Your institution administered the following additional question set(s):

First-Year Experiences and Senior Transitions

Inclusiveness and Engagement with Cultural Diversity

See your *Topical Module* report(s) for results.

What is NSSE?

NSSE annually collects information at hundreds of four-year colleges and universities about student participation in activities and programs that promote their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending their college or university. Institutions use their data to identify aspects of the undergraduate experience that can be improved through changes in policy and practice.

NSSE has been in operation since 2000 and has been used at more than 1,600 colleges and universities in the US and Canada. More than 90% of participating institutions administer the survey on a periodic basis.

Visit our website: nsse.indiana.edu