

YSU's National Survey of Student Engagement (NSSE) 2016 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 is organized into ten “Engagement Indicators” 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 very pleased with the 2016 response rate of YSU students, which exceeded the response rate for our peer institutions and the national rate:

	First-Year Students	Senior Students
YSU Number of Respondents	475	642
YSU NSSE Response Rate	25%	28%
Peer Institution NSSE Response Rate	17%	23%
National NSSE Response Rate	22%	24%

Who are our “Peer Institutions?”

Twenty-three institutions were chosen as “peers” using a distance analysis with the following variables: Carnegie classification, Pell Grant recipient percentage, part-time enrollment percentage, instructional expenditures per FTE, undergraduate enrollment, ACT scores of incoming students, living on-campus percentage, first generation percentage, total enrollment, and spent budget on research percentage. “Peer Institutions” are used for making comparisons and benchmarking.

How confident can I be with the results?

The sampling error for YSU respondents is +/-3.9% for first year students and +/- 3.3%¹ for senior students. Practically, that means when reviewing the results in the snapshot, differences with comparison groups of 4% or less should be viewed as not significantly different.

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

- Visit YSU's NSSE webpage: <http://cms.ysu.edu/administrative-offices/assessment/nsse-2016>
- Attend an upcoming NSSE Overview Presentation in February 2017 (dates TBA)
- Attend an interactive NSSE workshop, 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 Global Learning module, and the First-Year Experiences/Senior Transitions Module. These will be scheduled throughout the spring semester (2017).
- Request access to summary reports, college-level reports, and the custom report builder (available beginning in spring 2017).

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.

¹Sampling 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 & 65%

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 first-year and senior students 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 Groups* report for details.

This *Snapshot* is a concise collection of key findings from your institution's NSSE 2016 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.

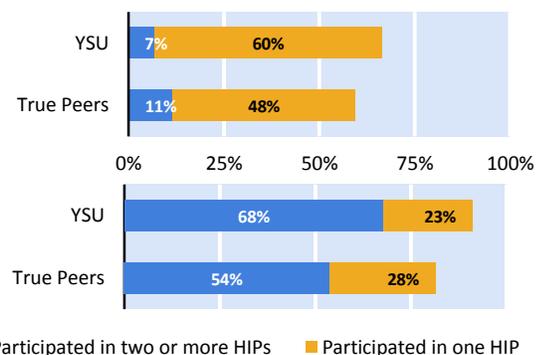
Theme	Engagement Indicator	Your students compared with True Peers	
		First-year	Senior
Academic Challenge	Higher-Order Learning	--	--
	Reflective & Integrative Learning	▼	--
	Learning Strategies	--	▼
	Quantitative Reasoning	--	--
Learning with Peers	Collaborative Learning	--	▲
	Discussions with Diverse 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
 Learning Community, Service-Learning, and Research w/Faculty

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

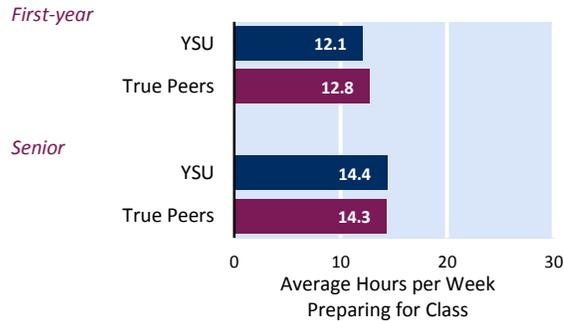


Academic Challenge: Additional Results

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—Institution Version.

Time Spent Preparing for Class

This figure reports the average weekly class preparation time for your first-year and senior students compared to students in your comparison group.



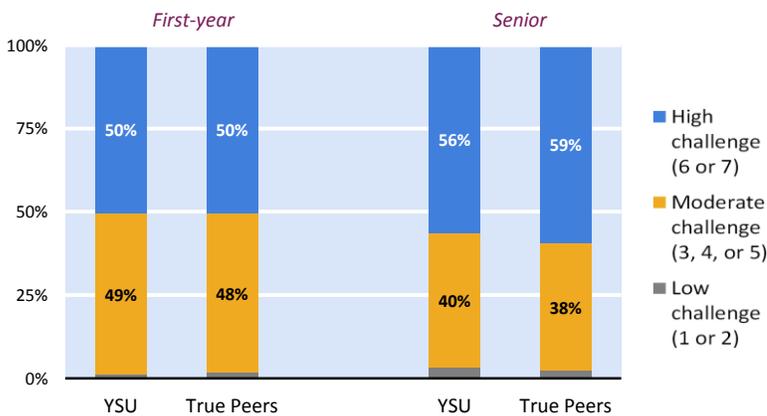
Reading and Writing

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.



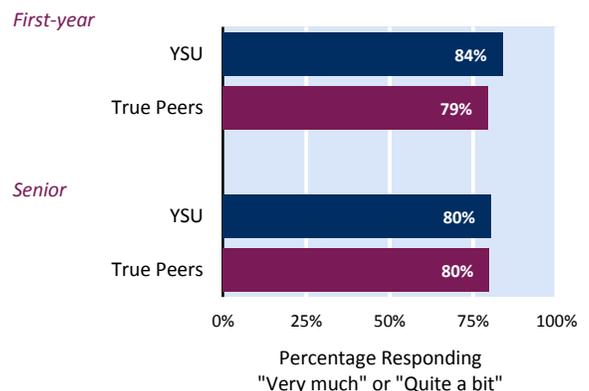
Challenging Students to Do Their Best Work

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 first-year and senior 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

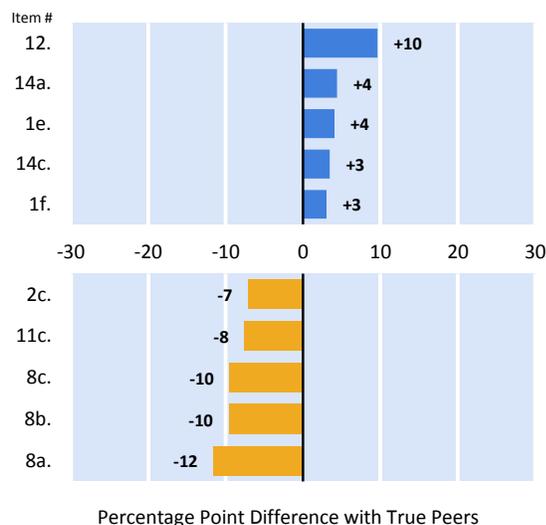
About how many courses have included a community-based project (service-learning)?^e (HIP)

Institution emphasis on studying and academic work^c

Asked another student to help you understand course material^b (CL)

Institution emphasis on using learning support services (...) ^c (SE)

Explained course material to one or more students^b (CL)



Lowest Performing Relative to True Peers

Included diverse perspectives (...) in course discussions or assignments^b (RI)

Participated in a learning community or some other formal program where... (HIP)

Discussions with... People with religious beliefs other than your own^b (DD)

Discussions with... People from an economic background other than your own^b (DD)

Discussions with... People of a race or ethnicity other than your own^b (DD)

Senior

Highest Performing Relative to True Peers

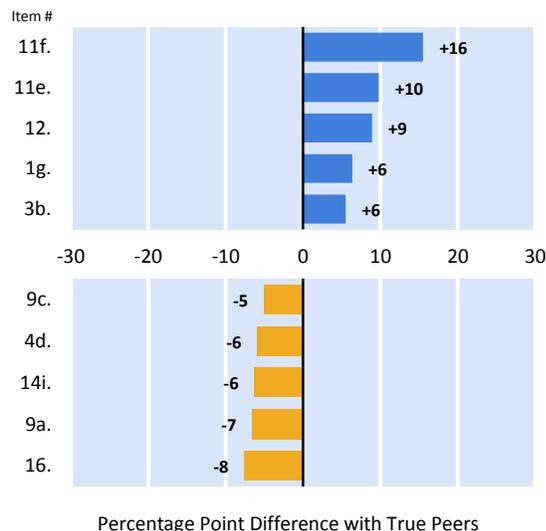
Completed a culminating senior experience (...) (HIP)

Worked with a faculty member on a research project (HIP)

About how many courses have included a community-based project (service-learning)?^e (HIP)

Prepared for exams by discussing or working through course material w/other students^b (CL)

Worked with a faculty member on activities other than coursework (...) ^b (SF)



Lowest Performing Relative to True Peers

Summarized what you learned in class or from course materials^b (LS)

Evaluating a point of view, decision, or information source^c (HO)

Institution emphasis on attending events that address important social/econ./polit. issues^c (SE)

Identified key information from reading assignments^b (LS)

Spent more than 10 hours per week on assigned reading^f

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.

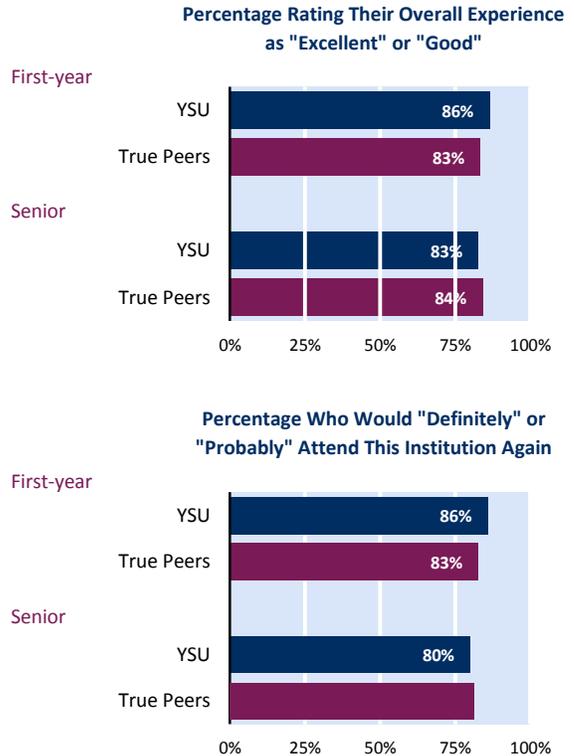
Perceived Gains Among Seniors

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	86%
Working effectively with others	74%
Writing clearly and effectively	72%
Speaking clearly and effectively	70%
Acquiring job- or work-related knowledge and skills	70%
Developing or clarifying a personal code of values and ethics	66%
Analyzing numerical and statistical information	66%
Solving complex real-world problems	63%
Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.)	62%
Being an informed and active citizen	52%

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
First-year	475	25%	58%	97%
Senior	642	28%	61%	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**
- Global Learning**

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