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# **2023 National Survey of Student Engagement (NSSE, “Nessie”)**

## **Presentation to Faculty Assembly**

**Dr. Deborah Furlong, Director, Institutional Research and Assessment**

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**December 4, 2023**

# Agenda

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- NSSE framework and history
- NSSE 2023 administration at Oswego
- Trends
- Broad conclusions

# NSSE framework and history

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- Nation-wide survey of first-year and senior students about their educational activities and experiences
- Began in 2000; available annually; over 1700 institutions have participated; the 2023 results reflect 350,000 respondents from 541 schools
- Results center around ‘benchmarks’ that are created by combining students’ answers to sets of questions
- A benchmark’s value can be tracked over time for an institution and compared against values calculated for students attending other similar institutions
- Surveys can include extra questions to focus on Topical Modules
- <https://nsse.indiana.edu/>

## NSSE 2023 administration at Oswego

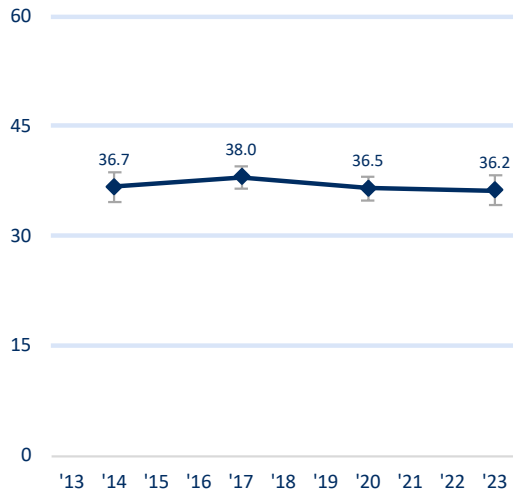
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- 217 first-year (17% of population) and 278 seniors (18% of population);
- Very low for Oswego but within 3-4% of NSSE response rates in general; in 2020 we heard from ~400 first-year and ~seniors for rates over 25%
- Data will not support diving into School/College or Major differences
- Topical modules: “Academic Advising” and “Inclusiveness & Engagement with Diversity”

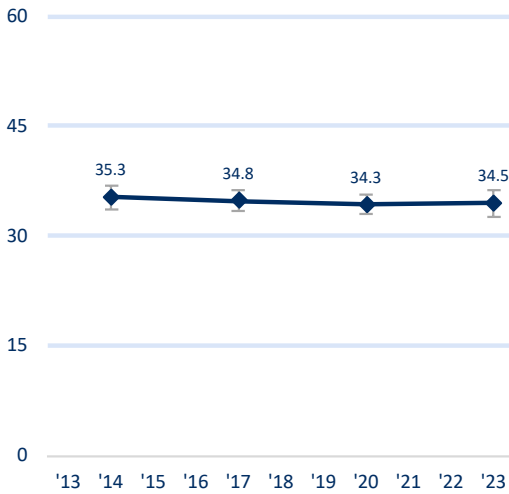
# Trends: Academic Challenge Benchmarks, First-year

## Academic Challenge: First-year students

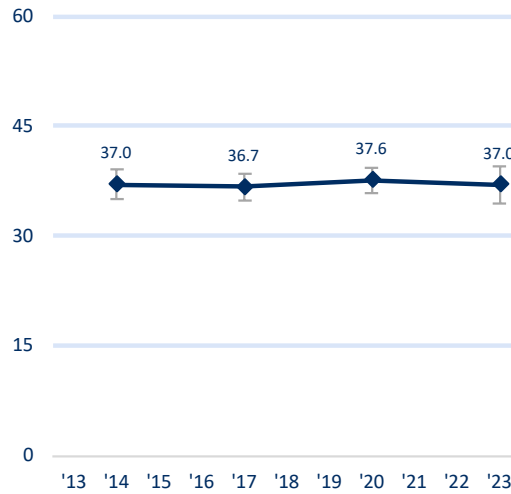
### Higher-Order Learning



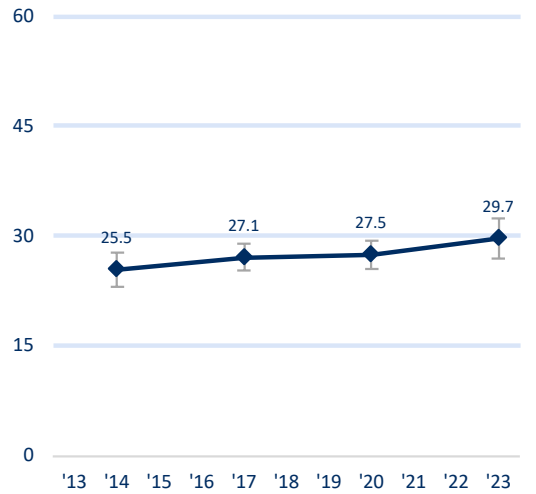
### Reflective & Integrative Learning



### Learning Strategies



### Quantitative Reasoning

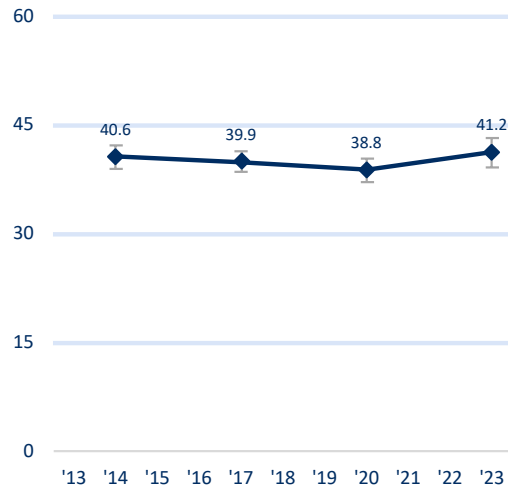


- No evidence of lost ground since right before the pandemic.
- *Quantitative Reasoning* is comprised of three items:
  - Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)
  - Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc).
  - Evaluated what others have concluded from numerical information

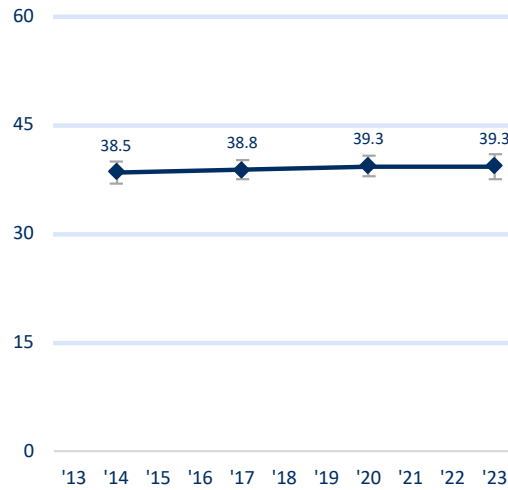
# Trends: Academic Challenge Benchmarks, Seniors

## Academic Challenge: Seniors

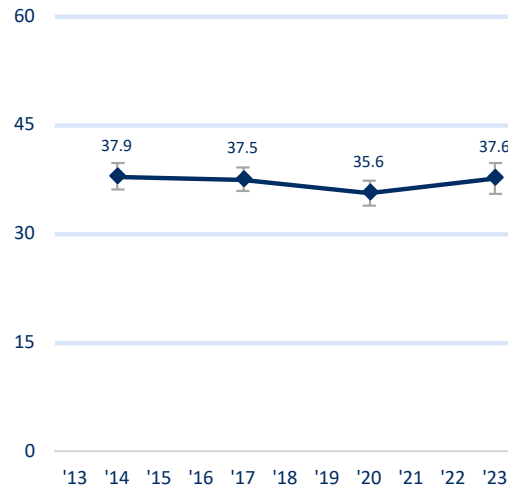
Higher-Order Learning



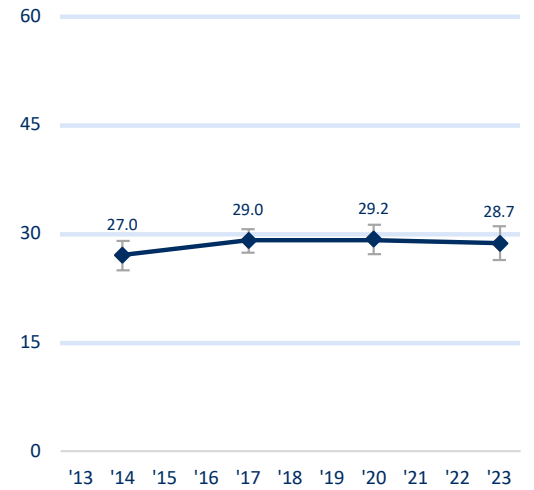
Reflective & Integrative Learning



Learning Strategies

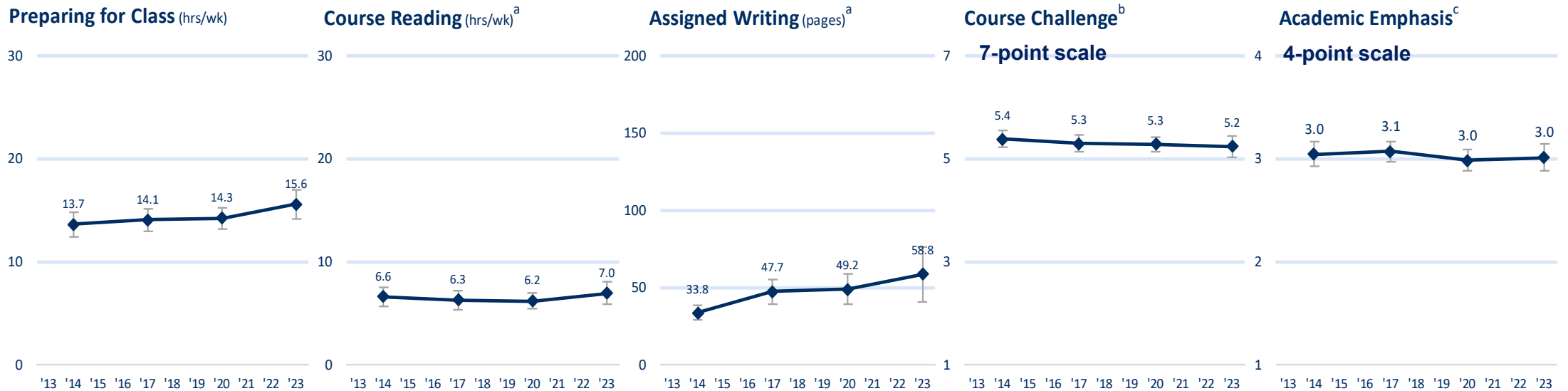


Quantitative Reasoning



# Trends: Additional Academic Items, First-year

## Academic Challenge (additional items): First-year students

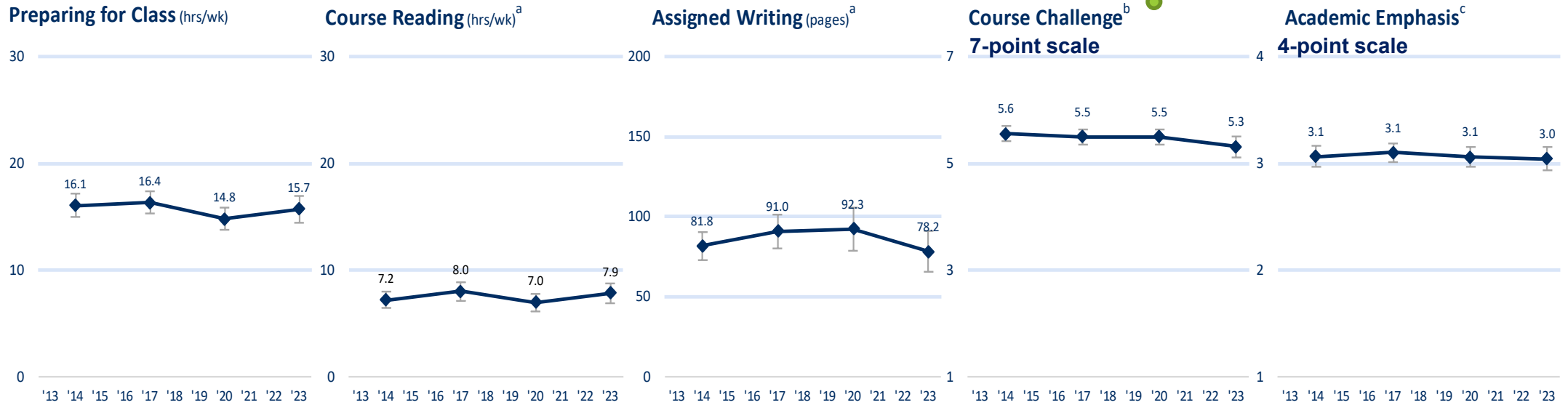


- 15.6 hours per week preparing for class is significantly above 13.3 for SUNY peers and 13.5 for all public comprehensives
- Writing is obviously increasing, but our 2023 average of 58.8 pages estimated per semester is only slightly (not significantly) higher than peers and the nation-wide average

# Trends: Additional Academic Items, Seniors

Course evaluation question suggestion: To what extent has this course challenged you to do your best work, 1=Not at all, 7 = Very much

## Academic Challenge (additional items): Seniors

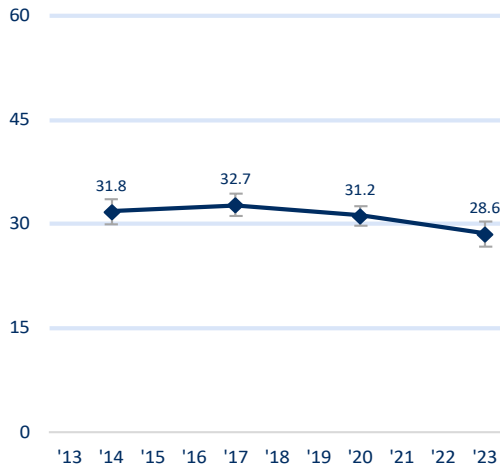


- Although the decline in Assigned Writing looks large, Oswego’s 78.2 page estimate is not statistically different from 81.6 at our SUNY peers or 79.7 at all public comprehensives
- The Course Challenge value of 5.3 is statistically lower than the public comprehensive value of 5.5 and is continuing a declining trend. Obviously 5.3 is not “bad” on a 7-point scale, but the trend warrants monitoring. As you work with seniors, I encourage you to speak with them about ways they can make the most of their last year of college.

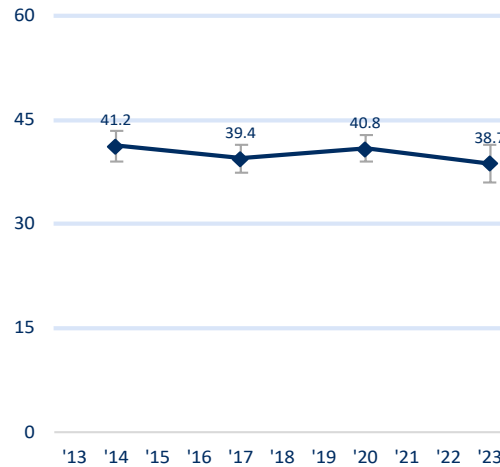
# Trends: Additional Learning Benchmark, First-year

## Learning with Peers: First-year students

### Collaborative Learning

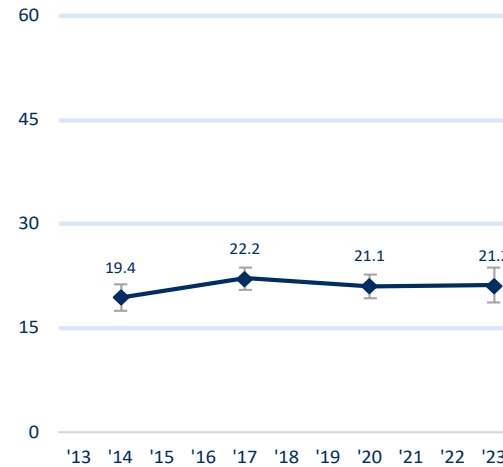


### Discussions with Diverse Others

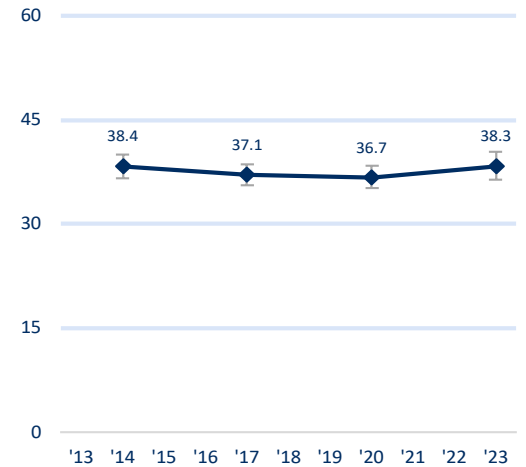


## Experiences with Faculty: First-year students

### Student-Faculty Interaction



### Effective Teaching Practices

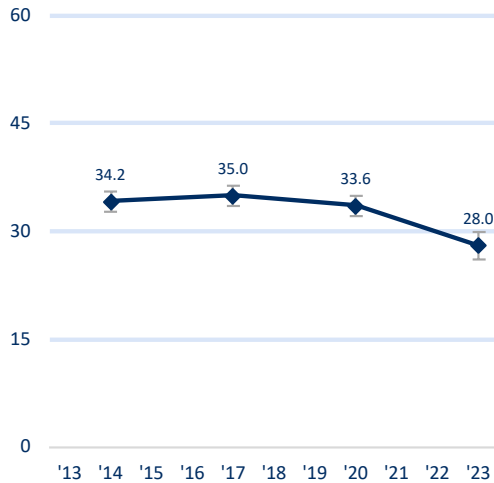


- Let's look at the seniors and then talk about collaborative learning...

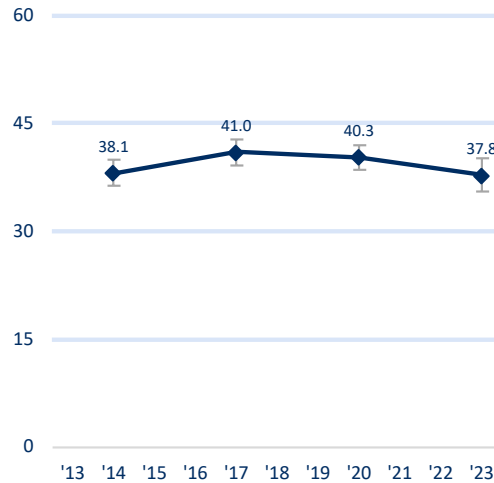
# Trends: Additional Learning Benchmark, Seniors

## Learning with Peers: Seniors

### Collaborative Learning

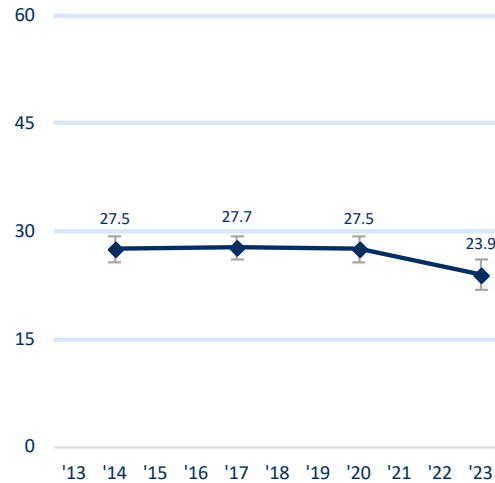


### Discussions with Diverse Others

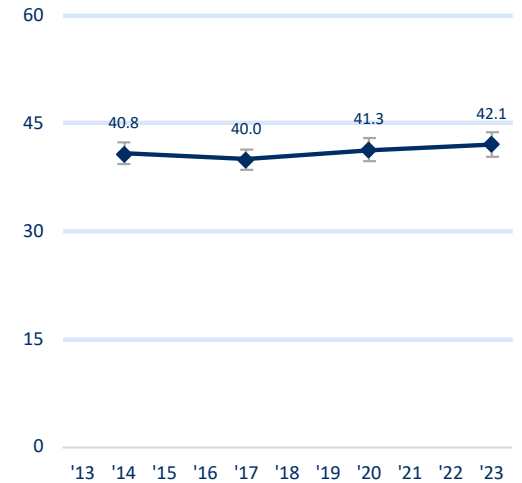


## Experiences with Faculty: Seniors

### Student-Faculty Interaction



### Effective Teaching Practices

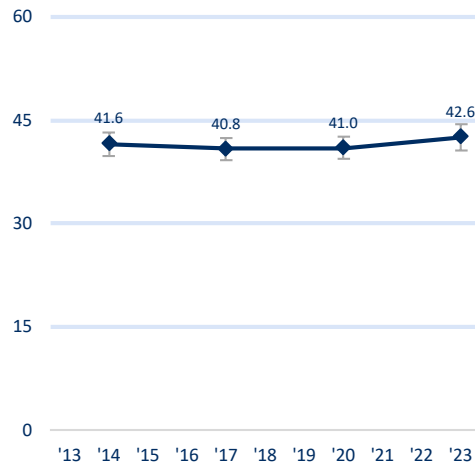


- Collaborative Learning covers getting help from another student, explaining course materials to another student, and working with other students to complete assignments or prepare for exams.
- Collaborative Learning may be the best metric for contemplating the impacts of COVID. Nationally, that benchmark fell from 31.9 to 24.8 for first year students and from 32.1 to 27.7 for seniors between spring 2020 and spring 2021.
- Oswego's Student-Faculty Interaction value of 23.9 is significantly below SUNY Peers (27.2) but matches the national value of 23.8. Removing online students from the S-F metric does not raise it to the SUNY Peer or 2020 level.

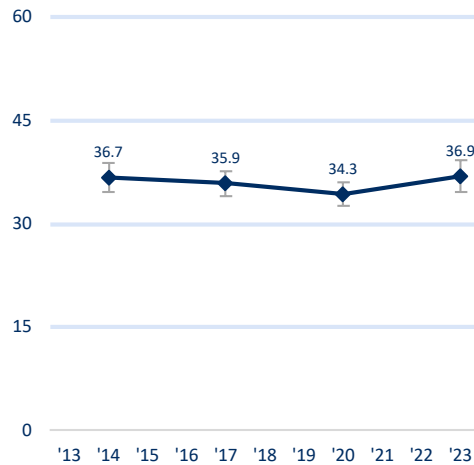
# Trends: Campus Environment Benchmarks

## Campus Environment: First-year students

### Quality of Interactions

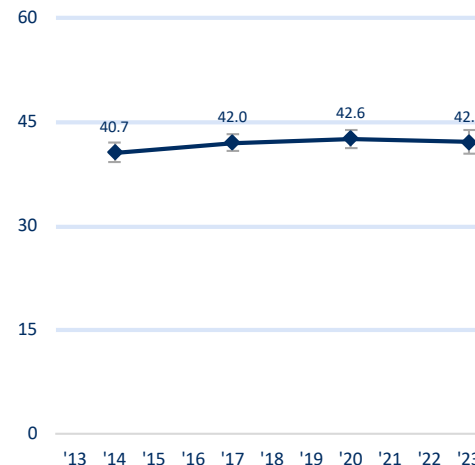


### Supportive Environment

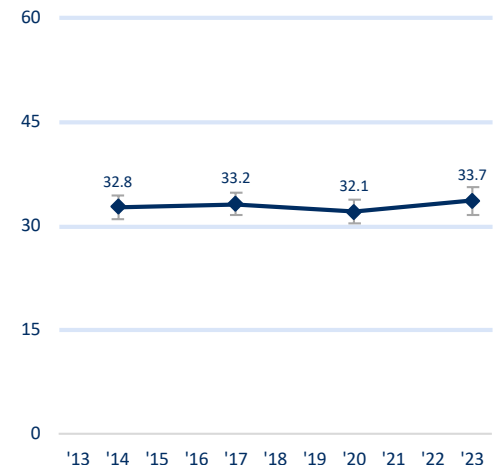


## Campus Environment: Seniors

### Quality of Interactions



### Supportive Environment

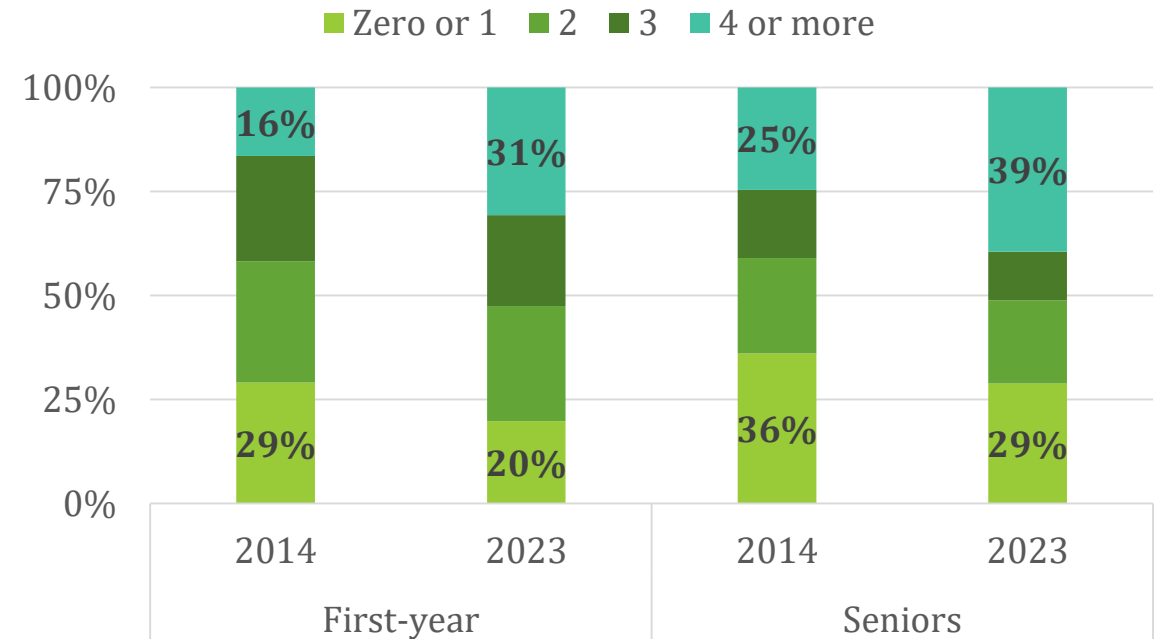


- Oswego students have slightly or significantly higher values on these benchmarks compared to peers
- Inside the Supportive Environment benchmark, Oswego rates especially high on “Providing support for your overall well-being (recreation, health care, counseling, etc.)”, on which we are 12% above SUNY peers for first-year and 10% above for Seniors
- Similarly, we are 11% above peers for first-year and 9% above peers for seniors on the item “Attending campus activities and events (performing arts, athletic events, etc.)” which may reflect investments in co-curricular programming and the persistent value of the residential experience here.

# Topical modules: “Academic Advising” and “Inclusiveness & Engagement with Diversity”

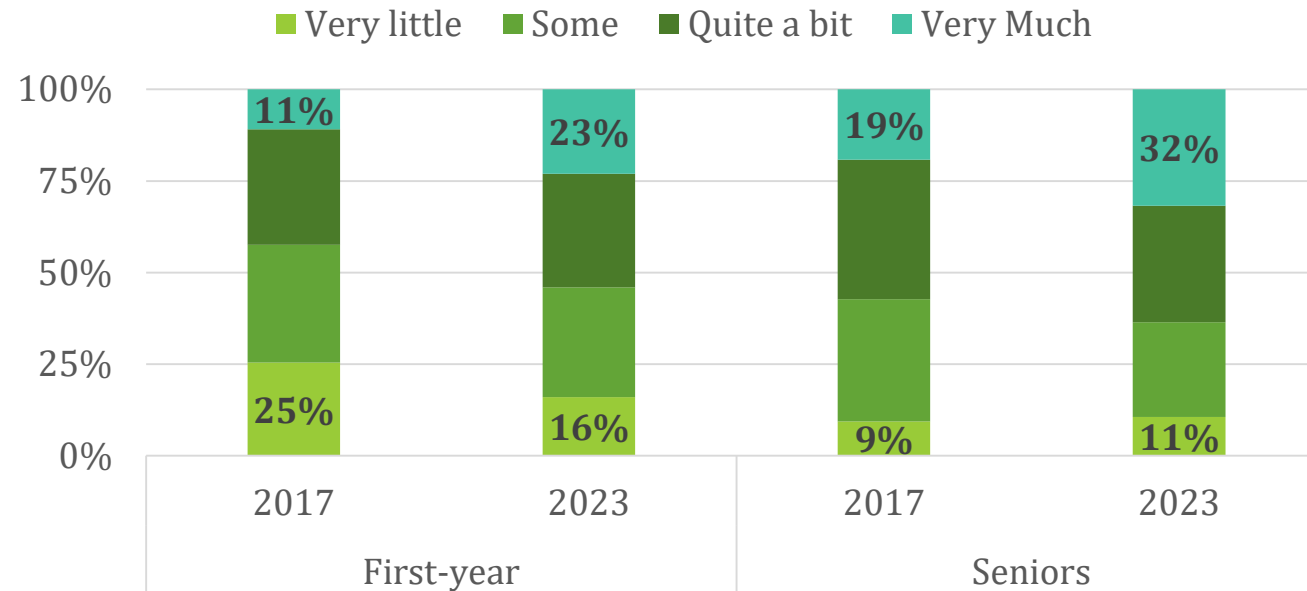
The Provost has already presented some of these extremely positive results to different groups. Here are just a few examples.

During the current school year, about how many times have you and an academic advisor discussed your academic interests, course selections, or academic performance?



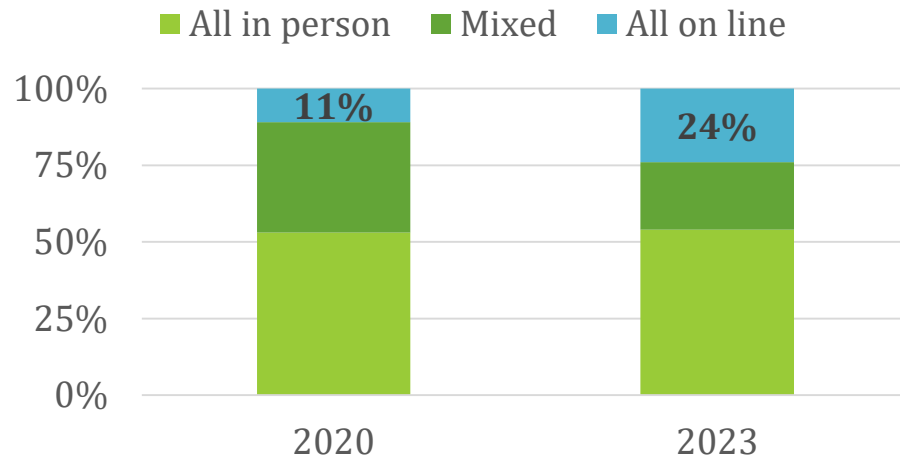
# Topical module result examples continued

During the current school year, how much has your coursework emphasized developing the skills necessary to work effectively with people from various backgrounds?



# Cautionary findings from online student responses

Seniors' primary modality at Oswego



Items where online student benchmarks are significantly lower:

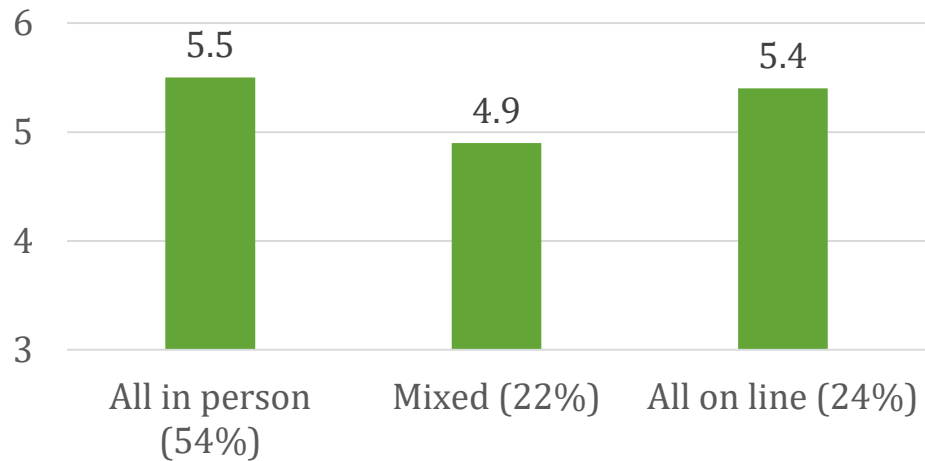
- Collaborative Learning
- Discussions with Diverse Others
- Student-Faculty Interaction
- Perceived gains in working effectively with others

Items where online student benchmarks are significantly higher:

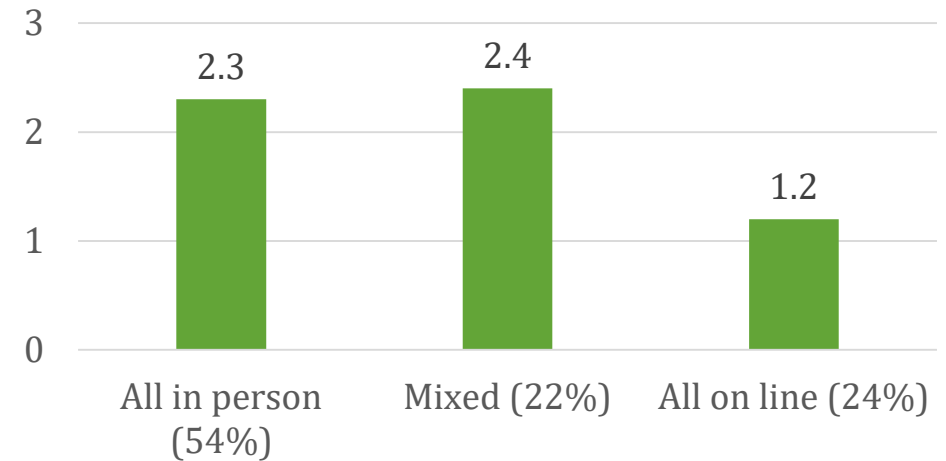
- Perceived gains in writing clearly and effectively
- Perceived gains in speaking clearly and effectively

# More online student response comparisons

Courses have challenged you to do your best (7-point scale)



Average number of high-impact practices done or in progress (Actuals range from none to six)



## Broad conclusions

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Response patterns across the range of benchmarks and within targeted at-risk populations support two overarching conclusions

1. SUNY Oswego has not lost engagement ground compared to pre-COVID levels
2. Group-based metric averages, such as comparisons across race/ethnicity and gender), rarely if ever differ significantly

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- Follow up, including in person visits from the IRA director or staff, can explore more topics and relationships ([Deborah.Furlong@oswego.edu](mailto:Deborah.Furlong@oswego.edu))
  - IRA will share all ten thousand pages of NSSE's standard reports upon request; I don't put these documents on the web because they can easily be misinterpreted
  - This spring our students – including sophomores, juniors and graduate students -- will be asked to complete SUNY's tri-annual Student Satisfaction Survey (used to be the SOS) which addresses many of the same dimensions