

National Survey on Student Engagement (NSSE)

2022 Survey Results



COMMONWEALTH UNIVERSITY OF PA

NSSE Administration

- A. Administered surveys in Spring 2022 at all State System Schools to first-year and senior, bachelor-degree seeking students; previous surveys done in 2015, 2017, and 2019
- B. Surveyed for about six weeks with up to four follow-up reminders
- C. Included 21-22 primary core questions with many sub-questions; the various questions use different rating scales (e.g., 4-, 5-, 7-point Likert scales, % agree)
- D. Categorized by academic challenge, campus environment, faculty experiences, learning with peers, experiential learning, other engagement, and overall
- E. Added two topics modules on academic advising and student experiences
- F. Graphed responses into [NSSE Dashboard](#)

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Last spring 2022, all system schools administered NSSE to first-year and senior bachelor-degree seeking students. Survey administration has been done for numerous years, the most recent of which are listed under A, and generally last 6 weeks with some follow-up. 21 questions were asked of seniors and 22 of first-year students with an additional question on intent to return; however, there are many sub-questions so, in all, we have well over 350 data points to review.

The overall questions, individual categories, and two topics modules on advising and student experiences frame this slide deck and the NSSE dashboard linked on this slide.

Response Rates

Response rates vary by campus and are on a par with or less than peers

- BL 31% first-year, 25% seniors
- LH 20% first-year, 20% seniors
- MA 18% first-year, 18% seniors
- CU 27% first-year, 23% seniors
- PASSHE 25% first-year, 23% seniors
- Carnegie Class 31% first-year, 31% seniors
- NSSE overall 28% first-year, 27% seniors

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Response rates vary with BL more on a par with peers and LH and MA below par comparatively. CU's rates in aggregate resemble the System as a whole but still sit somewhat lower than the other peer groups.

Interpreting Results

- A. Separated results for first-year and senior students
- B. Included results in graphs and tables for BL, LH, MA, CU, PASSHE, Carnegie Class Peers (Masters Larger), and NSSE respondents
- C. Selected top ratings and greatest opportunities for improvement (OFIs) for the PPT using CU as the benchmark; reported all results in the dashboard
- D. Had very little variance between campuses and benchmarks
- E. Highlighted dashboard comparing CU average rating to PASSHE average with the color green $\geq .1$ rating above PASSHE average, seafoam green = PASSHE average, and red/pink $\geq .1$ rating below PASSHE average

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Results are reported by first-years and seniors. We included select data for all the campuses, CU in aggregate, and peers, but selected in most cases 2-3 top ratings and 2-3 OFIs using CU's aggregate data as the reference point. The data show little variance between campuses and among peers.

The dashboard includes:

1. all categories in tabs across the top
2. color coding that shows variance of even .1 (even though it may not be statistically significant) where differences exist between the CU average data as compared to the PASSHE average
3. Labels on bar charts appear when hovering over the bar to show the order of data reported

Overall

First-Year Students	BL	LH	MA	CU	PASSHE	Carnegie	NSSE
How would you evaluate your entire educational experience at this institution?	3.0	3.0	2.9	3.0	3.0	3.1	3.1
If you could start over again, would you go to the SAME INSTITUTION you are now attending?	3.1	3.0	2.9	3.1	3.0	3.2	3.2
Do you intend to return to this institution next year?	90.7%	91.4%	74.2%	89.8%	88.8%	87.5%	87.7%
Senior Students	BL	LH	MA	CU	PASSHE	Carnegie	NSSE
How would you evaluate your entire educational experience at this institution?	3.1	3.1	3.0	3.1	3.1	3.2	3.2
If you could start over again, would you go to the SAME INSTITUTION you are now attending?	3.1	2.9	2.8	3.0	3.1	3.2	3.2
To what extent have the faculty and staff at your institution done a good job helping students adapt to the changes brought on by the COVID-19 pandemic?	2.9	2.9	3.0	2.9	3.0	3.1	3.0

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Ratings on 4-point Likert scale

These overall questions on experience and intentions tend to show little variance. They ask about the entire educational experience for which both first-year and senior students rated the question at a 3.0-3.1, which is on a par with peers. When asking if students would re-select the institution given an opportunity to start over, seniors and first-year students scored on a par with peers.

When asked about intent to return, first-year students responded on a par with peers. MA first-years had a much lower percent intending to return which bears out in the retention to second year rates.

Trends – First-year Students

Change in trends – Green text = positive change, Black text = negative change

- Assigned papers and number of pages (improving trends)
- Quality of interactions with administrative staff and offices +.4
- Quality of interactions with student services staff +.4
- Acquiring job or work related knowledge and skills -.2
- Being an informed and active citizen -.2
- Solving complex real-world problems -.2
- Connected your learning to societal problems or issues -.2
- Taught courses in organized way -.2
- Providing support to help students succeed academically -.2
- Had discussions with people with political views other than your own -.2
- Participate in learning community -3.2% (still much higher rating than peers)

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Category	Color
Academic challenge	Yellow
Exp w/ Faculty	Grey
Campus Env	Cyan
Learning w/ peers	Green
Experiential learning	White

Looking over three survey administrations, trends show CU's changes of $\geq \pm .2$, and on a positive note and in green text, changes occurred for CU's first year students related to writing if you equate more papers and pages to a positive response. Positive trends also appear for quality interactions with administration and student services staff.

The black text shows declining responses with a -.2 difference on a 4-pt scale on most responses, which is not likely significant. No major area of emphasis is concerning as decreases cut across engagement categories with no real pattern focused on any one area.

Trends - Seniors

Change in trends

- Quality of interactions with administrative staff and offices +.2
- Estimated number of papers +varies
- Participate in learning community +6.9%
- Connected your learning to societal problems or issues -.2
- Thinking critically and analytically -.2
- Providing support to help students succeed academically -.2
- Helping you manage non-work responsibilities -.2
- Quality of interactions with faculty -.2
- Quality of interactions with student services -.2
- Discussed course topics... with faculty member outside of class -.2
- Taught courses in organized way -.2
- Used examples to explain difficult concepts -.2
- Explained course material to one or more students -.2
- Had discussions with people from an economic background other than your own -.2
- Had discussions with people with religious beliefs other than your own -.2
- Prepared for exams by discussing or working through course material with other students -.2
- Participate in formal leadership role -5.6% (still much higher participation than peers)
- Participate in study abroad -7.8% (on a par with peers)

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Seniors also show positive trends for writing and learning communities.

Less positive areas are noted with a -.2 decline (again not statistically significant) and may stem from a COVID halo effect.

NSSE Core Question Set

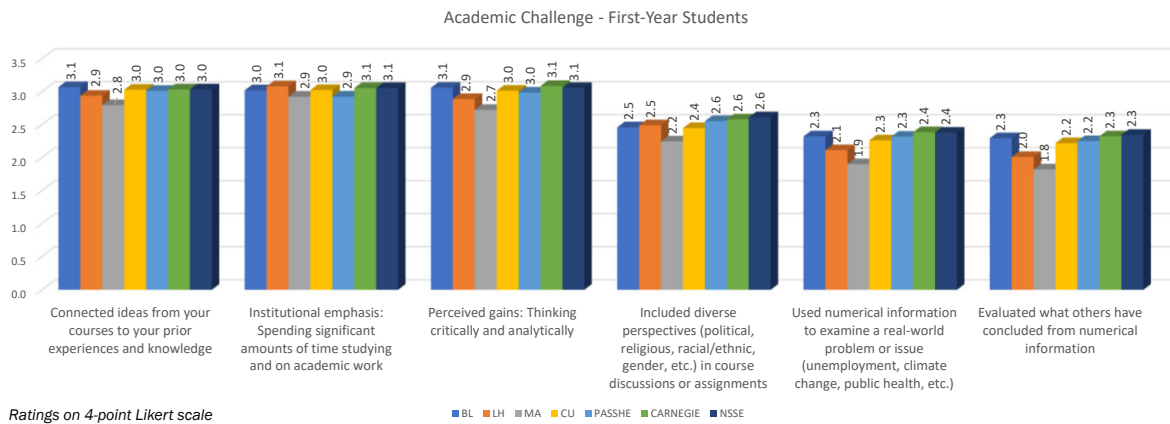
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<h1>Academic Challenge</h1>		Institutional Priorities	
		Academic Excellence	
		Student Success	
		DEI	
<p>First-year</p> <p>Top Ratings</p> <ul style="list-style-type: none"> • Connected ideas from your courses to your prior experiences and knowledge (3.0/4.0) • Spending significant amounts of time studying and on academic work (3.0/4.0) • Perceived gains: Thinking critically and analytically (3.0/4.0) <p>OFIs</p> <ul style="list-style-type: none"> • Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments (2.4/4.0) • Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) (2.3/4.0) • Evaluated what others have concluded from numerical information (2.2/4.0) • Estimated number of assigned papers and pages of assigned writing (see writing graphs) 	<p>Seniors</p> <p>Top Ratings</p> <ul style="list-style-type: none"> • Perceived gains: Thinking critically and analytically (3.2/4.0) • Connected ideas from your courses to your prior experiences and knowledge (3.2/4.0) • Perceived gains: Working effectively with others (3.1/4.0) <p>OFIs</p> <ul style="list-style-type: none"> • Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.) (2.6/4.0) • Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) (2.5/4.0) • Evaluated what others have concluded from numerical information (2.4/4.0) • Estimated number of assigned papers and pages of assigned writing (see writing graphs) 	<p>Bloomsburg Lock Haven Mansfield</p>	

For each topic, a narrative slide summarizes in text the top ratings and OFIs for each category for (1) first-year students on the left and (2) seniors on the right.

On each of these slides, the upper righthand corner designates the priority areas to which the topic links most directly with our institutional action plan. For example, academic challenge looks at what the institution and coursework emphasize, use of certain learning strategies, and students’ perceived gains in learning and skill development. NSSE asks about typical strategies and outcomes expected of a comprehensive university, and for the most part, the data suggests that we use those strategies and focus on those outcomes adequately. The topic of academic challenge links generally to academic excellence (because in the institutional action plan, our initiatives focus more on setting up the new curriculum and less on the strategies used to deliver it), student success, and DEI.

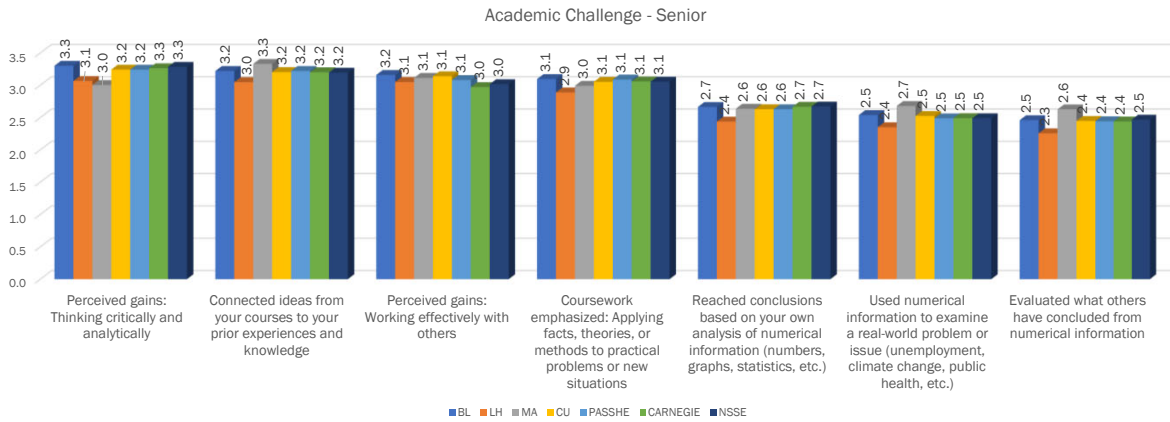
Academic Challenge – First-Year Students



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This slide graphs the top three responses on the left and greatest OFIs on the right which include having diverse perspectives in course discussions and use/evaluation of numerical data which relates to quantitative problem solving – an important area but often one with which students struggle. Quantitative reasoning is part of the new GE. This slide shows six responses of 28 for this category.

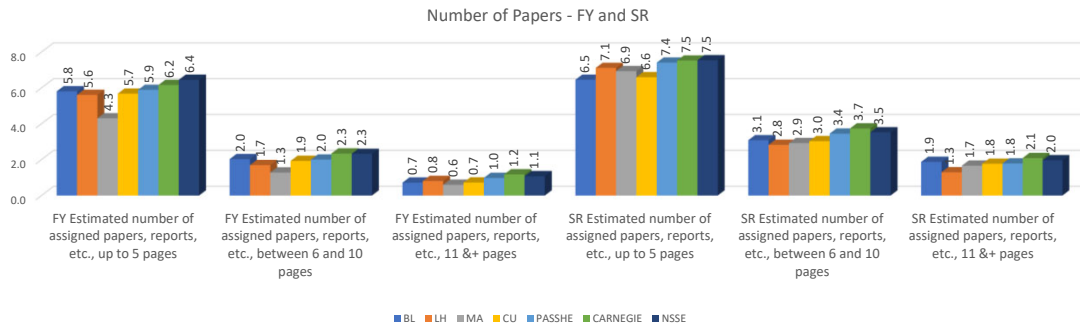
Academic Challenge – Seniors



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Seniors have two of the four same top responses as first-years in gains in critical thinking and connecting ideas from prior experience. Seniors also felt they gained in working effectively with others and had courses that emphasized application. There is a little variability between campuses – a few dips exist in LH responses. Seniors also rated use and evaluation of numerical information low – each of the three questions related to this area are low, again with little variability of CU overall compared to peers.

Academic Challenge – FY & SR Writing



	BL	LH	MA	CU	PASSHE	CARNEGIE	NSSE
FY Estimated pages of assigned writing	43.8	42.5	32.1	42.9	48.1	54.2	53.4
SR Estimated pages of assigned writing	72.0	64.0	69.1	70.6	76.3	83.2	79.7

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This slide shows number of assigned papers at varying lengths and includes first-years on the left and seniors on the right. For both groups, CU and peers do more shorter papers, but for each length of paper, CU and the campuses tend to lag behind peers. This observation holds true for the estimated total pages of assigned writing in the bottom table. CU and the campuses lag behind our peers in how much our students write.

Campus Environment

Institutional Priorities

Academic Excellence

Student Success

DEI

First-year

Top Ratings

- Using learning support services (tutoring services, writing center, etc.) (3.0/4.0)
- Providing support to help students succeed academically (2.9/4.0)
- Providing opportunities to be involved socially (2.9/4.0)
- Quality of interactions with student services staff (5.5/7.0)

OFIs

- Attending events that address important social, economic, or political issues (2.5/4.0)
- Helping you manage your non-academic responsibilities (work, family, etc.) (2.2/4.0)
- Quality interactions with advisor (5.1/7.0)

Seniors

Top Ratings

- Spending significant amounts of time studying and on academic work (3.0/4.0)
- Providing opportunities to be involved socially (3.0/4.0)
- Quality of interactions with students (5.5/7.0)

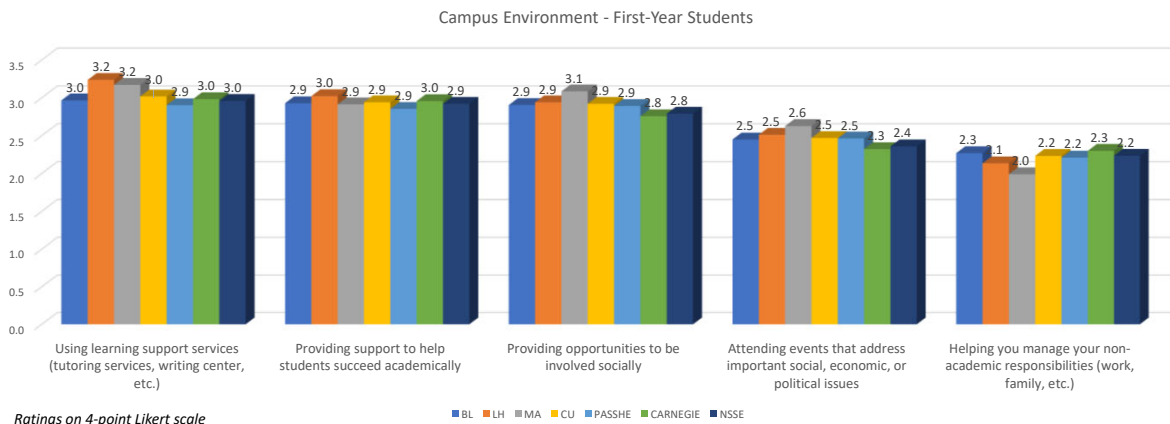
OFIs

- Attending events that address important social, economic, or political issues (2.4/4.0)
- Helping you manage your non-academic responsibilities (work, family, etc.) (2.2/4.0)
- Quality of interactions with student services staff (5.0/7.0)

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Campus environment addresses institutional emphasis on attending campus events, providing student support, and having opportunities for student interactions with various campus groups (e.g., their peers, faculty, advisors, staff, student support). It relates directly to Student Success and DEI priorities and initiatives.

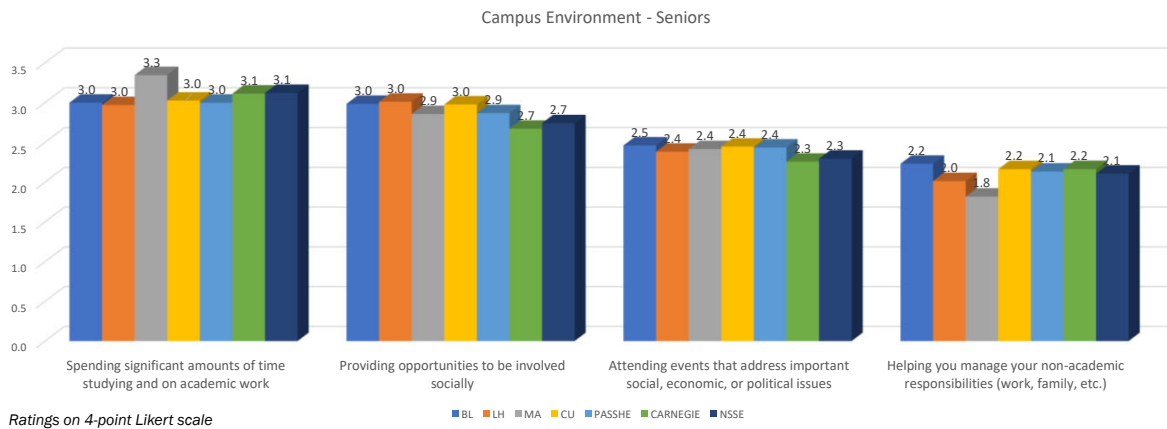
Campus Environment – First-Year Students



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First-year students rated learning support services, support for academics, and opportunities for social interaction highly while somewhat lower ratings exist for emphasis on attending events on social/economic/political issues and assisting students with managing work/family/etc. We tended to measure on a par with or slightly higher than peers on this topic area.

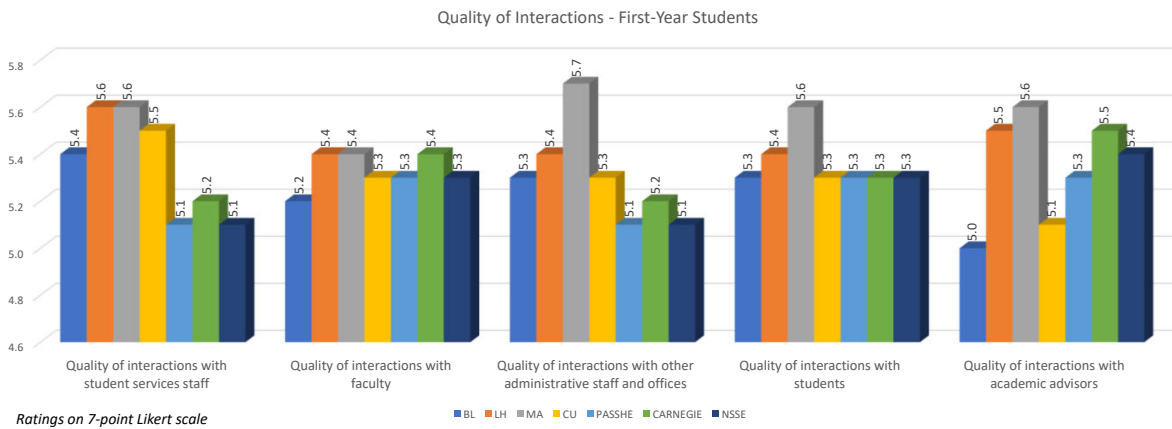
Campus Environment - Seniors



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Seniors noted some similar results both in terms of high/low ratings and comparisons to peers, but as shown on the far left, they spend more time studying which serves as the highest rated area in this grouping.

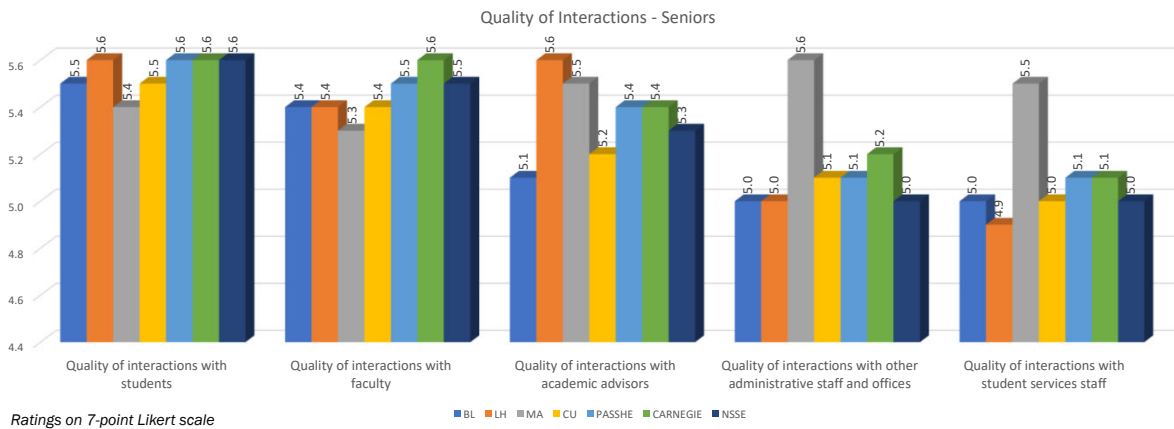
Campus Environment – Interactions FY



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On a 7-point scale, first-year students’ perceptions of quality interactions had the highest ratings in student services (much higher than peers) and really good ratings in most areas but less so on interactions with academic advisors, which rates significantly lower than peers. Interestingly, variances exist between campuses. LH and MA tend to be more on a par with peers or higher in some places.

Campus Environment – Interactions SR



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Seniors' higher ratings of perceptions of quality interactions exist with their peers and then faculty, though ratings are slightly lower than peer comparisons. In contrast to first-year students, their lower ratings were with interactions with student services, albeit MA is an outlier in a positive way with the third gray bar spikes on the two questions at the far right.

Faculty Experiences

Institutional Priorities

Academic Excellence

Student Success

First-year

Top Ratings

- Enabled you to demonstrate your learning through quizzes, assignments, and other activities (3.2/4.0)
- Clearly explained course goals and requirements (3.0/4.0)
- Reviewed and summarized key ideas or concepts (3.0/4.0)
- Used examples or illustrations to explain difficult points (3.0/4.0)
- Explained in advance the criteria for successfully completing your assignments (3.0/4.0)

OFIs

- Discussed your academic performance with a faculty member (2.2/4.0)
- Discussed course topics, ideas, or concepts with a faculty member outside of class (2.0/4.0)
- Worked with a faculty member on activities other than coursework (committees, student groups, etc.) (1.8/4.0)

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Seniors

Top Ratings

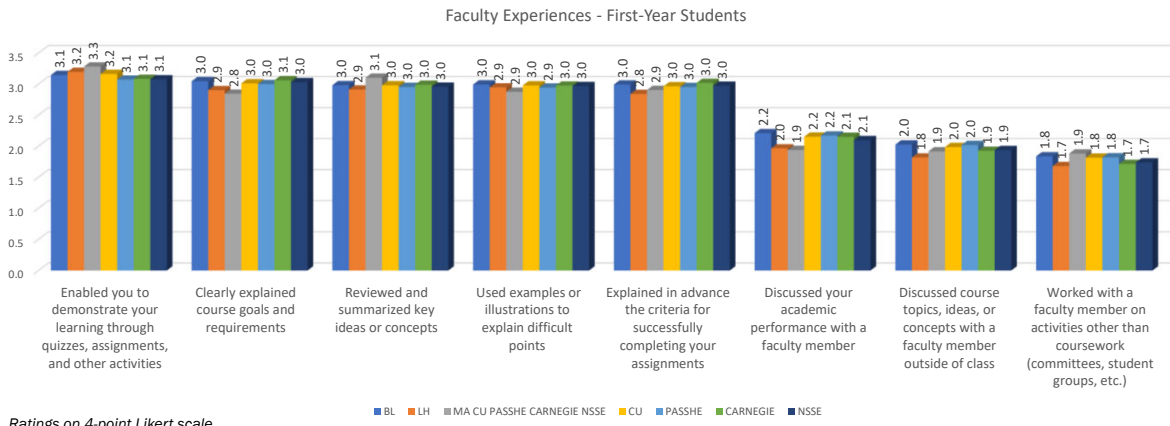
- Enabled you to demonstrate your learning through quizzes, assignments, and other activities (3.2/4.0)
- Reviewed and summarized key ideas or concepts (3.1/4.0)
- Explained in advance the criteria for successfully completing your assignments (3.1/4.0)
- Clearly explained course goals and requirements (3.1/4.0)

OFIs

- Discussed your academic performance with a faculty member (2.4/4.0)
- Discussed course topics, ideas, or concepts with a faculty member outside of class (2.3/4.0)
- Worked with a faculty member on activities other than coursework (committees, student groups, etc.) (2.2/4.0)

Faculty experiences consider pedagogical approaches and interactions more specifically between faculty/students (like what are they talking about and in what ways are they interacting)

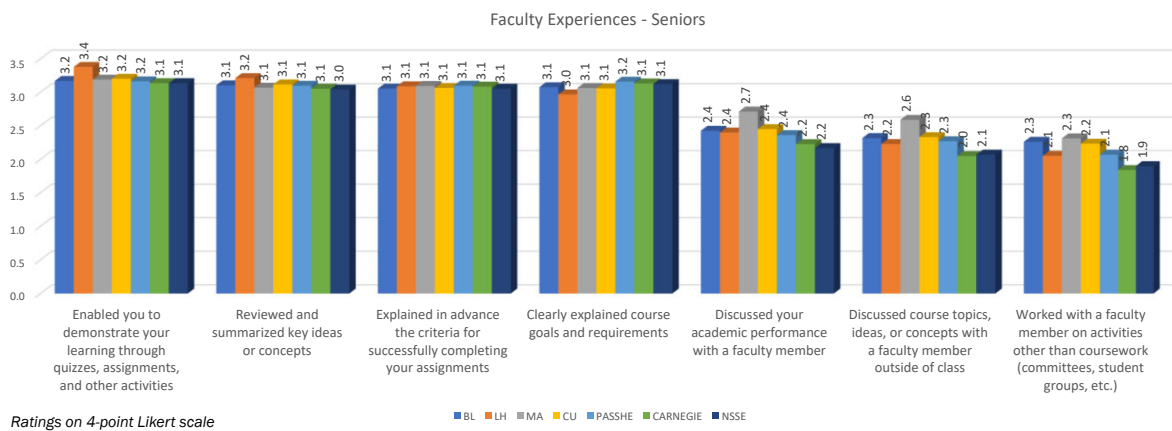
Faculty Experiences – First-Year Students



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First-year students seem to rate instructional approaches and opportunities more positively especially in classroom-based approaches where faculty enabled students to demonstrate learning, gave clear explanations of goals, reviewed and summarized ideas/concepts, and used examples to explain points. OFIs tend to relate more to discussing and working with faculty outside of class.

Faculty Experiences - Seniors



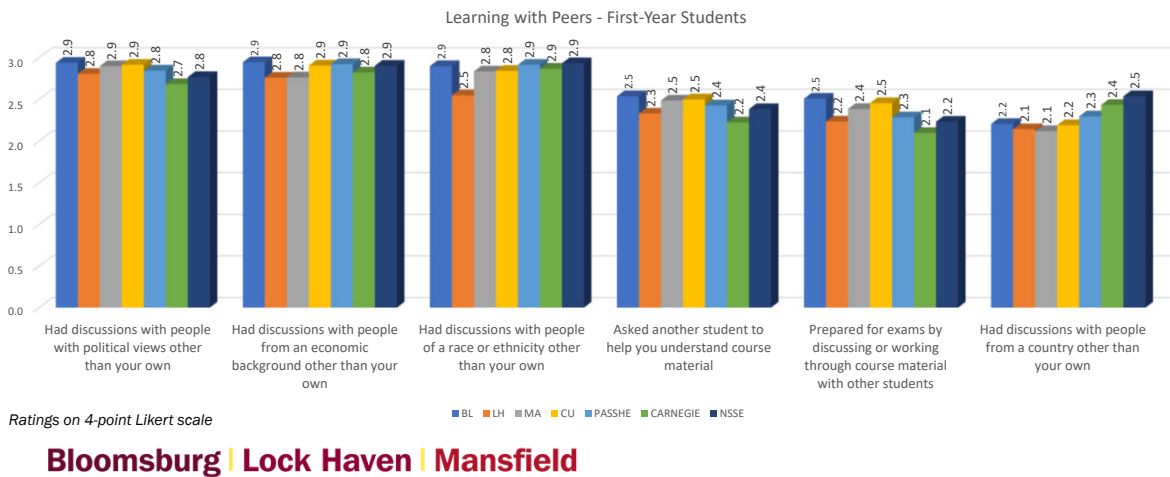
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Seniors rate most of these experiences similar to first-year students, though they tend to be above peers on the OFIs (on the right) for out of class interactions like discussing academic performance and ideas, and working with faculty on other than course activities.

Learning with Peers		Institutional Priorities
		Student Success
		DEI
<p>First-year</p> <p>Top Ratings</p> <ul style="list-style-type: none"> • Had discussions with people with political views other than your own (2.9/4.0) • Had discussions with people from an economic background other than your own (2.9/4.0) • Had discussions with people of a race or ethnicity other than your own (2.8/4.0) <p>OFIs</p> <ul style="list-style-type: none"> • Asked another student to help you understand course material (2.5/4.0) • Prepared for exams by discussing or working through course material with other students (2.5/4.0) • Had discussions with people from a country other than your own (2.2/4.0) 	<p>Seniors</p> <p>Top Ratings</p> <ul style="list-style-type: none"> • Asked questions or contributed to course discussions in other ways (3.1/4.0) • Had discussions with people with political views other than your own (3.0/4.0) <p>OFIs</p> <ul style="list-style-type: none"> • Asked another student to help you understand course material (2.5/4.0) • Prepared for exams by discussing or working through course material with other students (2.5/4.0) • Had discussions with people from a country other than your own (2.2/4.0) 	
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This area looks at interactions with peers, including interactions with students of different backgrounds and viewpoints, and ranges from conversing with each other to studying together to completing coursework.

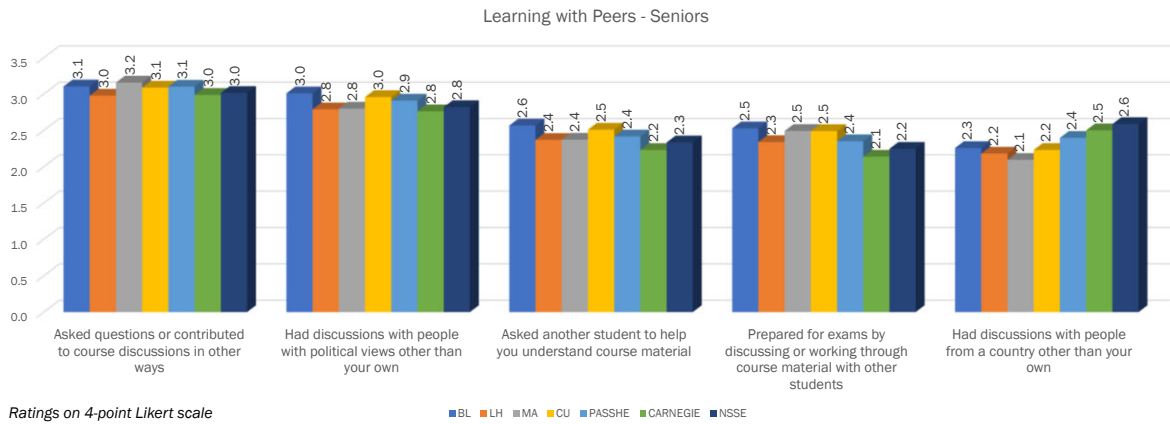
Learning with Peers – First-Year Students



Moving from left to right, first-year students indicate that they have interactions with folks whose viewpoints differ (though less so with people from different countries which can be seen on the far right).

You also see slightly lower ratings in studying and discussing topics with peers.

Learning with Peers – Seniors



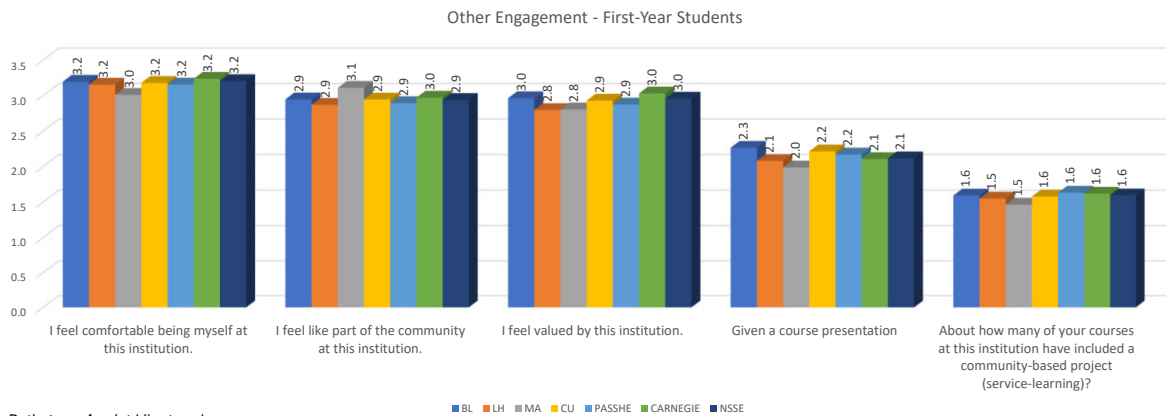
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Similar responses appear for seniors, but seniors were more likely to ask questions that contributed to the discussion in other ways, as represented by the far left bar graph which does not appear as a top rating for first-year students.

Other Engagement Opportunities	Institutional Priorities
	Student Success
	DEI
<p>First-year</p> <p>Top Ratings</p> <ul style="list-style-type: none"> I feel comfortable being myself at this institution (3.2/4.0) I feel like part of the community at this institution (2.8/4.0) I feel valued by this institution (2.8/4.0) <p>OFIs</p> <ul style="list-style-type: none"> Given a course presentation (2.2/4.0) About how many of your courses at this institution have included a community-based project (service-learning)? (1.6/4.0) 	<p>Seniors</p> <p>Top Ratings</p> <ul style="list-style-type: none"> I feel comfortable being myself at this institution (3.2/4.0) I feel like part of the community at this institution (2.9/4.0) I feel valued by this institution (2.9/4.0) <p>OFIs</p> <ul style="list-style-type: none"> Given a course presentation (2.8/4.0) About how many of your courses at this institution have included a community-based project (service-learning)? (1.8/4.0)
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These topics focus more on feeling comfortable, being part of community, and feeling valued. They also include two questions related to involvement/active learning. These results tend to bear similarities to the campus climate results.

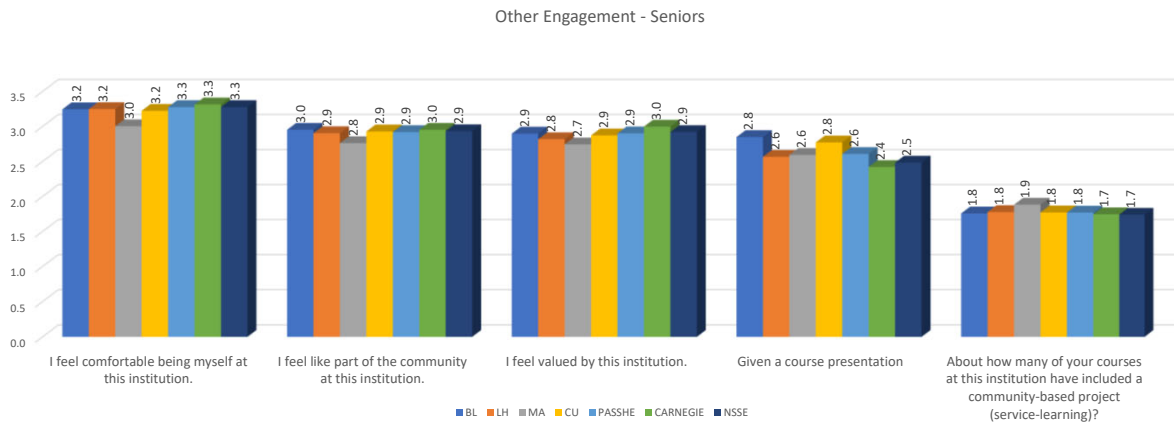
Other Engagement – First-Year Students



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First-year student responses are positive for feeling comfortable, being part of community, and feeling valued. Two other questions (for which we did not have a better grouping into which to locate them) related to giving course presentations as a form of active learning which received lower ratings from first-years and esp. for doing a community-based project.

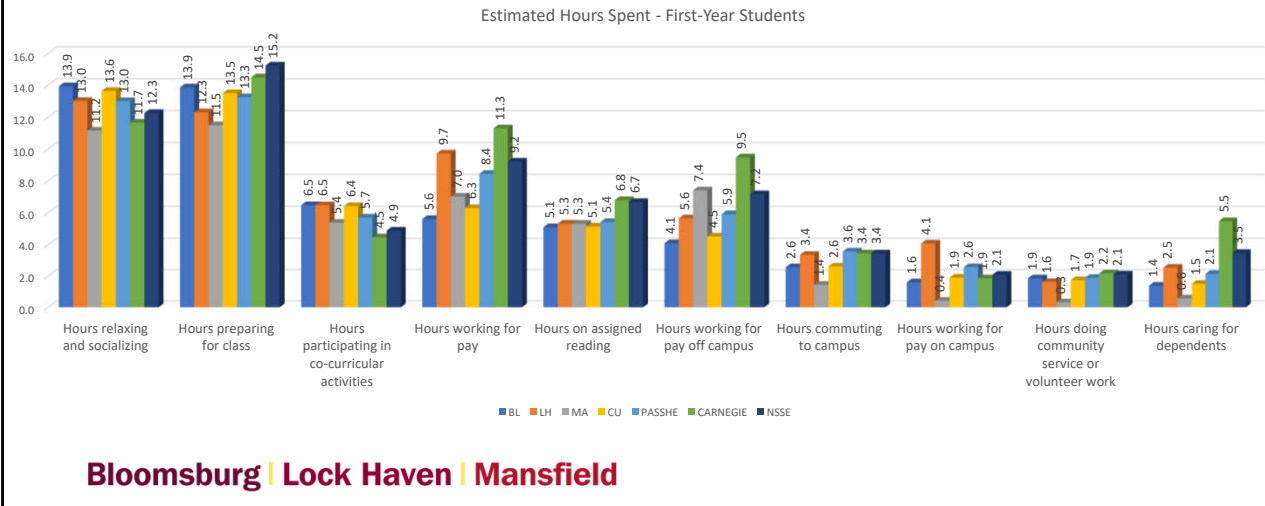
Other Engagement – Seniors



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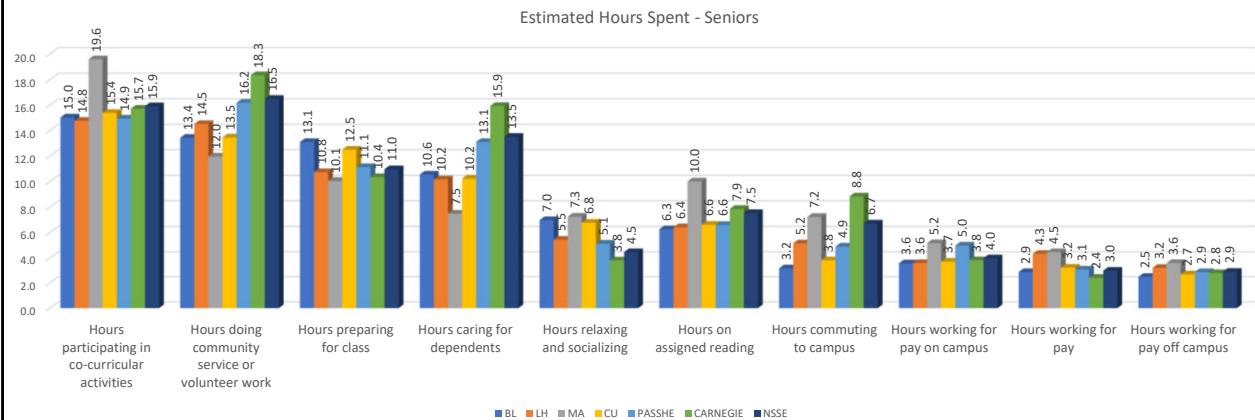
We see similar results for seniors – though the average ratings on the OFIs are a little higher than they are for first-year students.

Estimated Hours Spent – First-Year Students



These slides show where our first-year students spend more time – and they do so relaxing and socializing maybe a little more than peers. That’s followed by preparing for class – glad to see that. They also spend much less time working for pay on campus, doing community service, and caring for dependents, which is not surprising considering the bulk of the population represents our traditional-age students.

Estimated Hours Spent – Seniors



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Seniors show a little different picture with co-curricular and community service hours topping how time is spent followed by hours preparing for class and caring for dependents, though they spend less time on these activities than their peers except for class prep. Seniors working for pay – on and off campus - represent areas with the lowest amount of time spent.

Experiential Learning

Institutional Priorities

Academic Excellence

Student Success

DEI

Enrollment Management

Affordability & Efficiency

Career Readiness

First-year

Top Ratings

- Learning community or some other formal program where groups of students take two or more classes together for BL (24.8%)
- Formal leadership role in a student organization or group (10.4%)

OFIs

- Study Abroad (1.5%)
- Culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.) (2.5%)
- Internship, co-op, field experience, student teaching, or clinical placement (4.0%)
- Work with a faculty member on a research project (4.9%)

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Seniors

Top Ratings

- Internship, co-op, field experience, student teaching, or clinical placement (56.4%)
- Culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.) (46.5%)
- Formal leadership role in a student organization or group (43.5%)
- Learning community or some other formal program where groups of students take two or more classes together (34.0%)

OFIs

- Study Abroad (4.9%)

This category includes areas we typically consider for experiential learning (e.g., internships, research, and study abroad) and clearly connects to priorities for academic excellence, student success, and DEI.

Experiential Learning – First-year Students

Which of the following do you plan to do before you graduate?	BL	LH	MA	CU	PASSHE	Carne gie	NSSE
Study abroad program	1.5%	2.2%	0.0%	1.5%	1.4%	1.9%	2.1%
Culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.)	3.2%	0.0%	0.0%	2.5%	1.5%	2.1%	2.0%
Internship, co-op, field experience, student teaching, or clinical placement	3.0%	7.9%	7.6%	4.0%	7.4%	6.3%	6.5%
Work with a faculty member on a research project	4.6%	7.3%	3.5%	4.9%	3.9%	4.3%	4.5%
Formal leadership role in a student organization or group	11.0%	9.9%	4.3%	10.4%	10.7%	7.8%	8.8%
Learning community or some other formal program where groups of students take two or more classes together	29.5%	8.0%	4.3%	24.8%	8.3%	7.7%	9.7%

% Intending to complete or completed the experience

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The table is sorted low to high based on CU's percent of students that plan to engage in these activities. The color font represents CU as compared to PASSHE where the green text shows the percent of responses higher than PASSHE and the red text lower than PASSHE by at least one percent.

Not surprisingly, especially during COVID, study abroad shows the lowest percent planning to go abroad. First-year students rated participating in learning communities, especially at BL, very high. You will also see a greater percent of first-year students at BL plan to do a senior experience and work with faculty on research than peers, but they average 3% less than peers on the expectation to do an internship. This lower-than-peers rating exists especially at BL, which seems surprising based on the robustness of Prof U. Possibly, the message/emphasis is not reaching first-year students, but an opportunity exists to promote Prof U's outcomes to prospective and new students.

Experiential Learning - Seniors

Which of the following do you plan to do before you graduate?	BL	LH	MA	CU	PASSHE	Carne gie	NSSE
Study abroad program	5.9%	3.3%	0.0%	4.9%	4.5%	4.8%	7.8%
Work with a faculty member on a research project	18.5%	26.2%	29.1%	20.6%	19.7%	17.0%	20.7%
Learning community or some other formal program where groups of students take two or more classes together	35.4%	26.2%	35.4%	34.0%	23.3%	17.9%	20.8%
Formal leadership role in a student organization or group	43.3%	40.4%	50.5%	43.5%	35.3%	24.1%	30.5%
Culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.)	40.6%	57.5%	78.1%	46.5%	42.3%	41.3%	43.3%
Internship, co-op, field experience, student teaching, or clinical placement	56.2%	59.9%	52.2%	56.4%	49.9%	39.0%	44.1%

% Intending to complete or completed the experience

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Study abroad also rates low for seniors, but a greater percent of seniors plan to do or did engage in leadership roles, senior experiences, and internships. And, by the green coloring you can see that CU tends to have a greater percent of students than all peer groups engaged.

Institutional Priorities

Academic Excellence

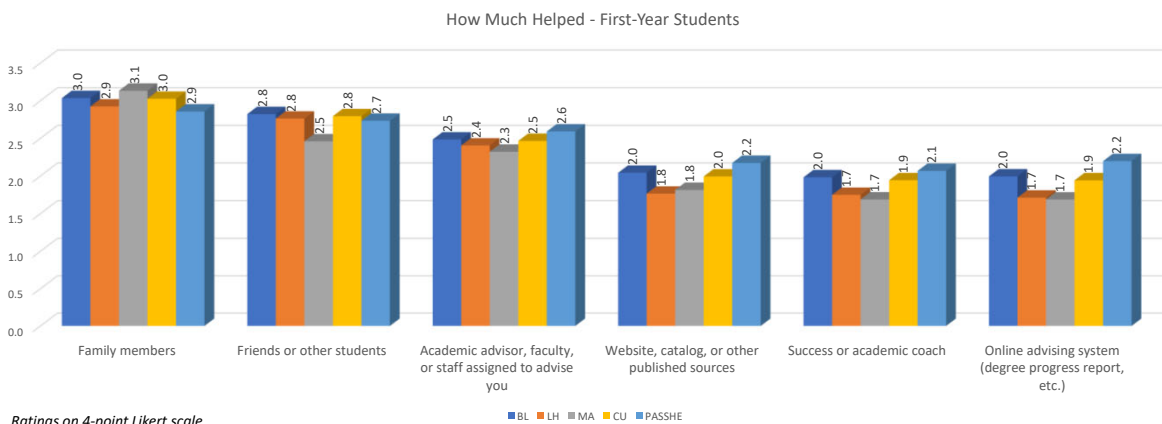
Student Success

DEI

Academic Advising Module

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Academic Advising Module – First-Year Students



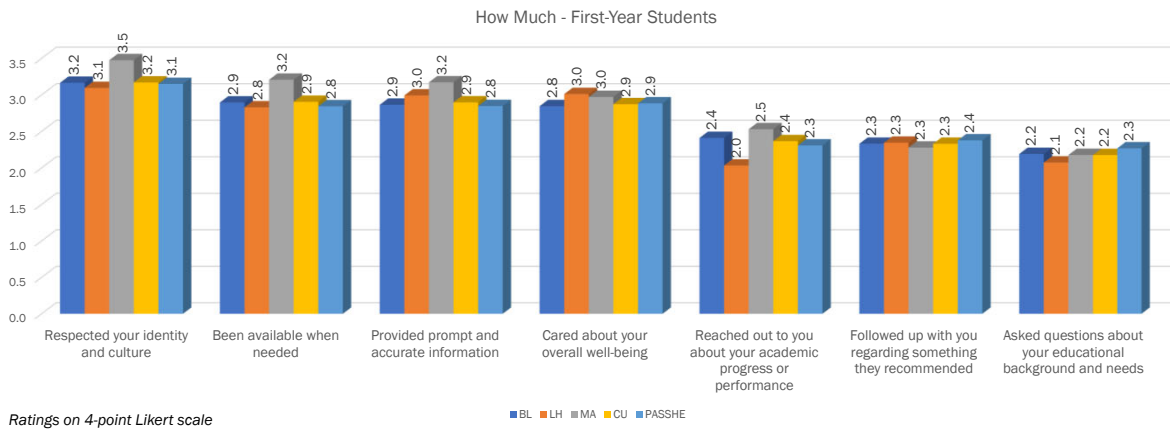
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The Academic Advising Module results were reported for the campuses, CU overall (denoted by the yellow bar) and PASSHE as a peer comparison. We do not have other comparison data at least at this point.

The analysis relies on the comparison of the yellow (CU) versus blue bars (PASSHE) and starts with where first-year students sought and found help.

No surprise that family members and friends give greatest help to first-year students followed by advisors and web/published materials. Success coaches and online advising systems are relied upon less.

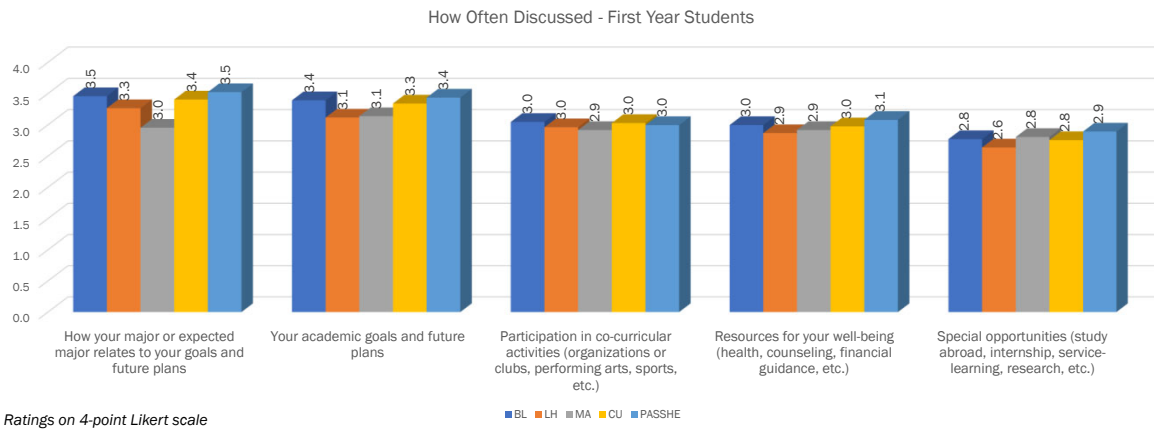
Academic Advising Module – First-Year Students



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As per first-year students, advisors were respectful of identity and available when needed; they provided prompt information and appeared to care about students well-being with MA higher than other campuses, but CU overall received lower ratings for outreach by advisor, follow-up by advisors on recommendations they made, and asking about advisees' background and needs.

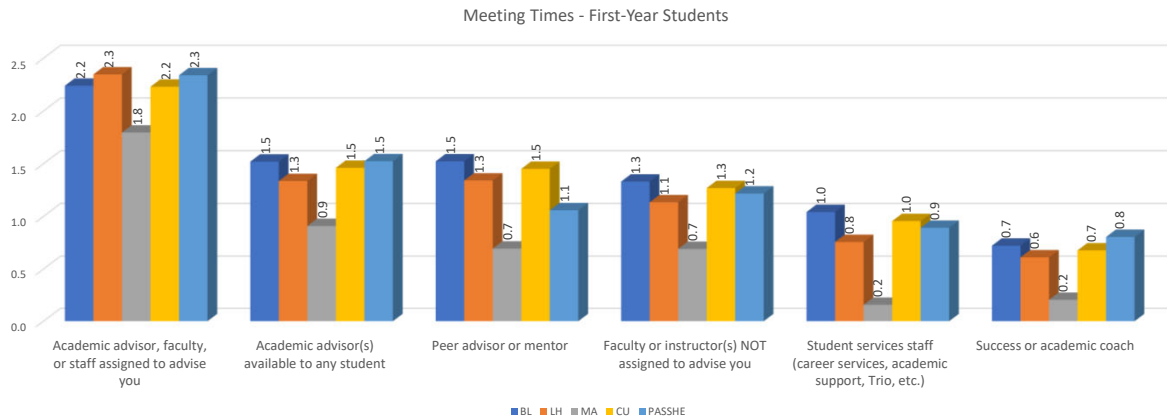
Academic Advising Module – First-Year Students



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First-year students gave higher ratings on how often they discussed their major, academic goals, and future plans with the advisor and slightly lower ratings for how often they discuss activities and resources about well-being. The lowest rating regards discussion about special opportunities.

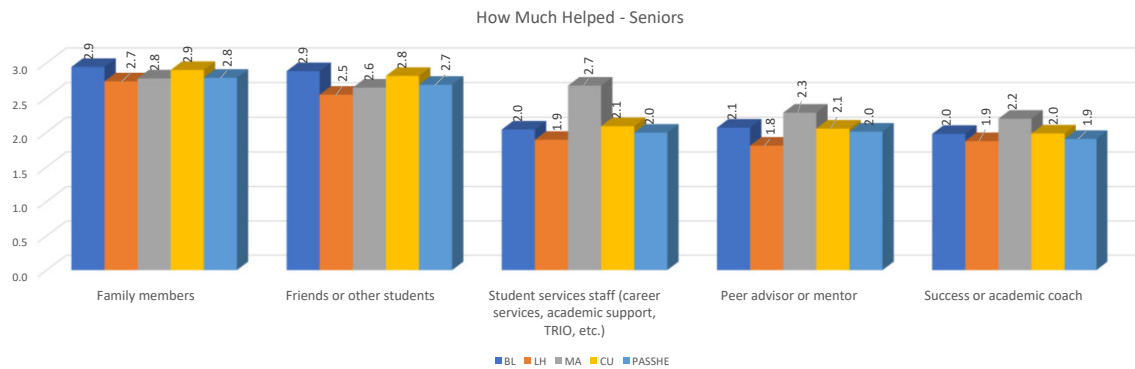
Academic Advising Module – First-Year Students



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First-years spent more time meeting with academic advisors assigned to the student, those available to any student, and those who were peer advisors (a little different than what we will see with seniors) and less time with student services and success coaches (which may change with an increased emphasis on this area).

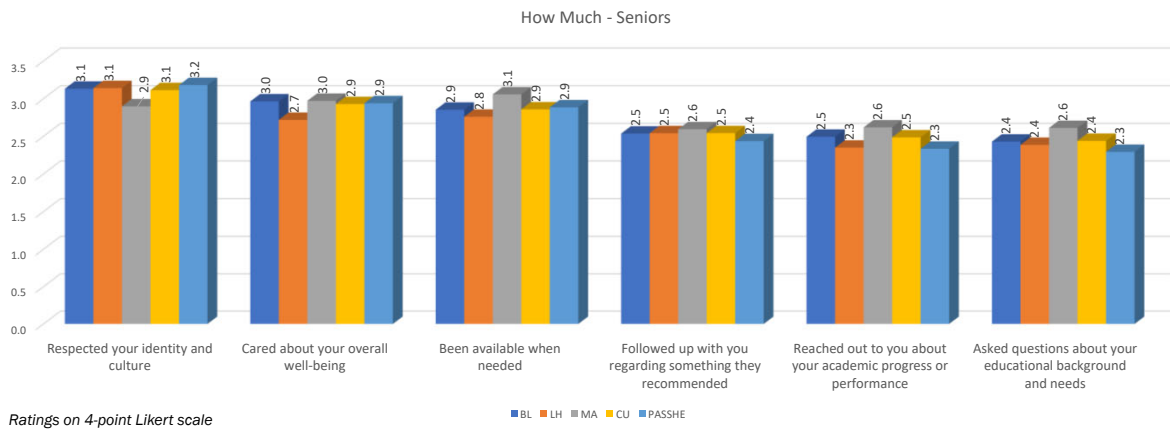
Academic Advising Module – Seniors



Bloomsburg | Lock Haven | Mansfield

Transitioning to seniors, they also receive more help from family and friends and less from success coaches.

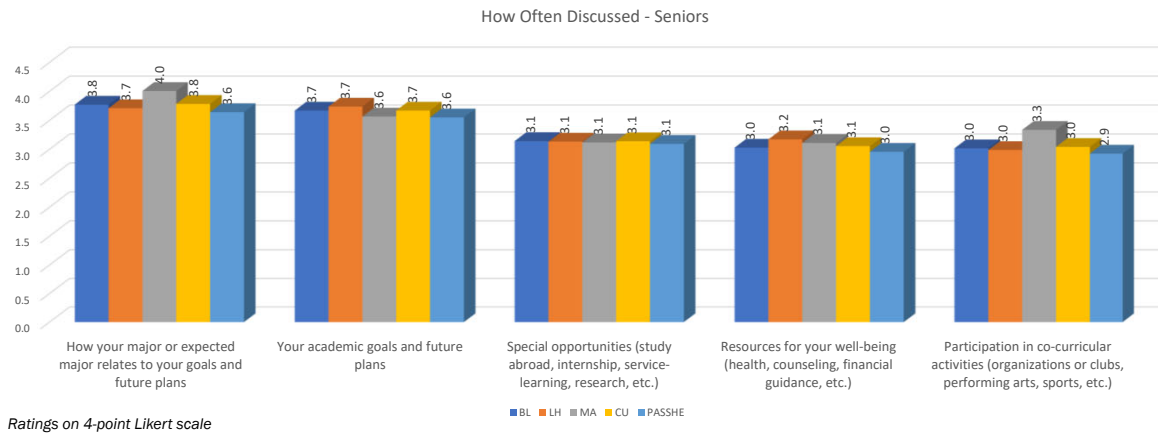
Academic Advising Module – Seniors



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Similar to first-year students, seniors rated advisors as respectful of identity, appeared to care about students well-being, and were available when needed. CU overall received lower ratings for follow-up by advisors on recommendations they made, outreach by advisors, and asking about advisees' background and needs.

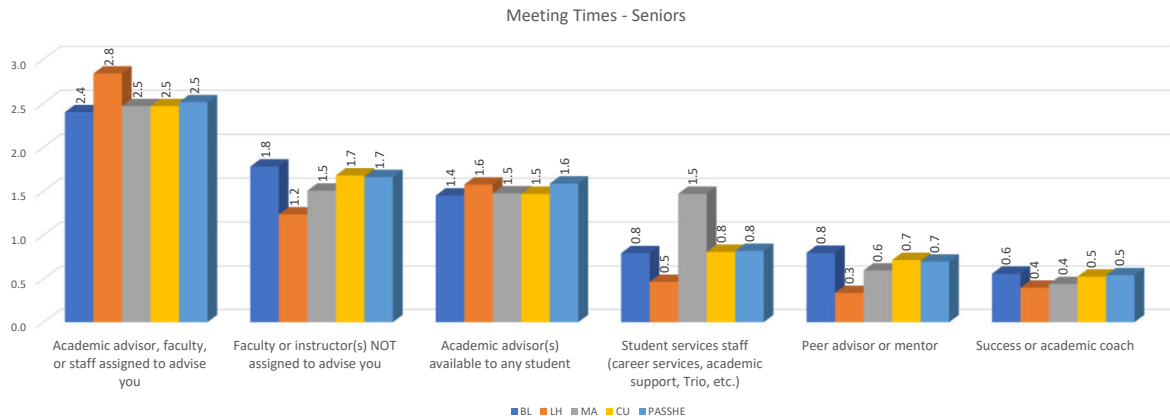
Academic Advising Module – Seniors



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Very similar to first-years, seniors held more discussions with advisors about the major, academic goals, and future plans and less about participating in co-curricular opportunities.

Academic Advising Module – Seniors



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Seniors also spent more time with their assigned academic advisor followed by a faculty member not assigned but likely someone with whom the student connected. They spent less time with success coaches (which may change with CU’s increased emphasis in this area).

Institutional Priorities

Academic Excellence

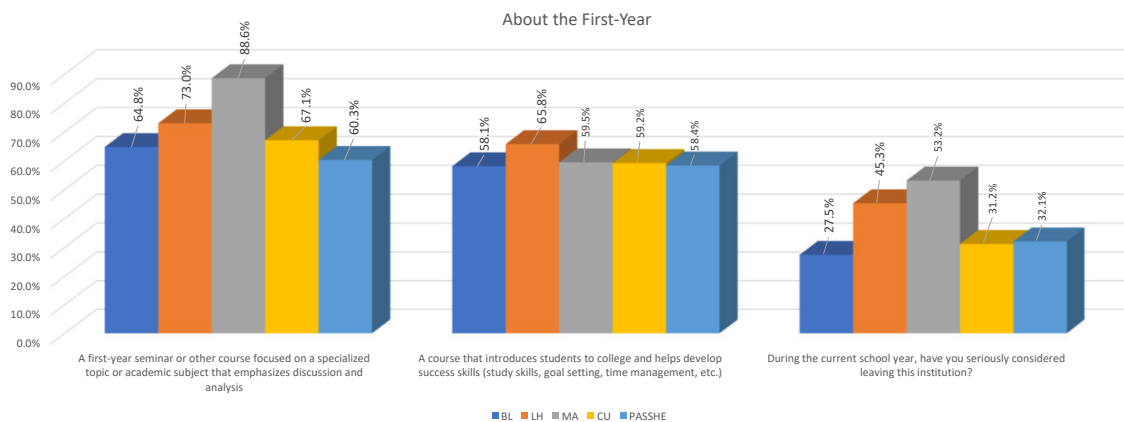
Student Success

DEI

Experiences Module

Bloomsburg | Lock Haven | Mansfield

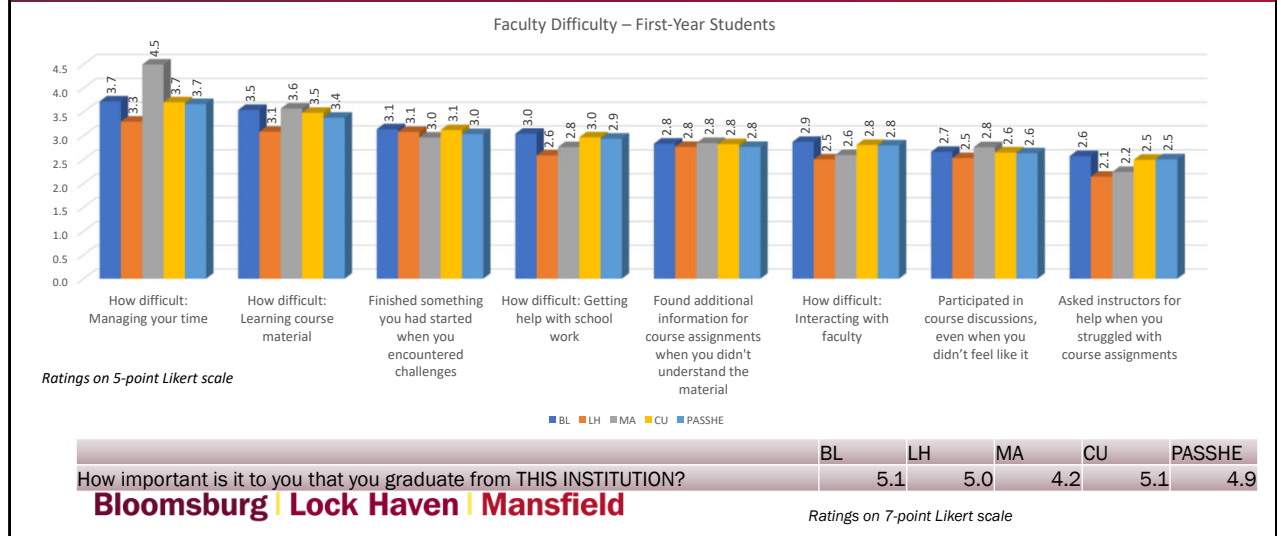
Experiences Module – First-Year Students



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As compared to peers, students rated the first-year seminar that emphasized discussion positively esp. at MA, and rated the introduction course to college (like first-year seminar) on a par with or more favorably than State System schools. About 31% indicated that they thought about leaving, which correlates to CU’s retention-to-second-year rate of 73.3%; LH and MA rates were lower.

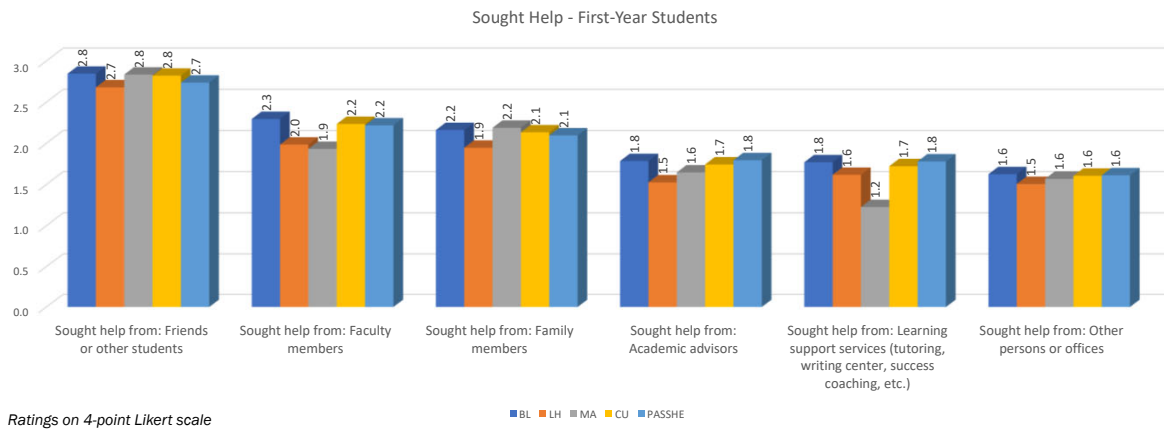
Experiences Module – First-Year Students



Higher ratings on this slide relate to greater levels of difficulty that students faced. So first-year students faced greater difficulty managing time (esp. at Mansfield), learning course material, persisting when faced with challenges, and getting help with school work. Also, on a seven point scale, students responded about how important it is to graduate from CU – slightly higher than the system average.

Also, when asked about how important it is to graduate from their respective institution, first-year students average likelihood was 5.1, though MA was an outlier with less importance on students graduating from MA.

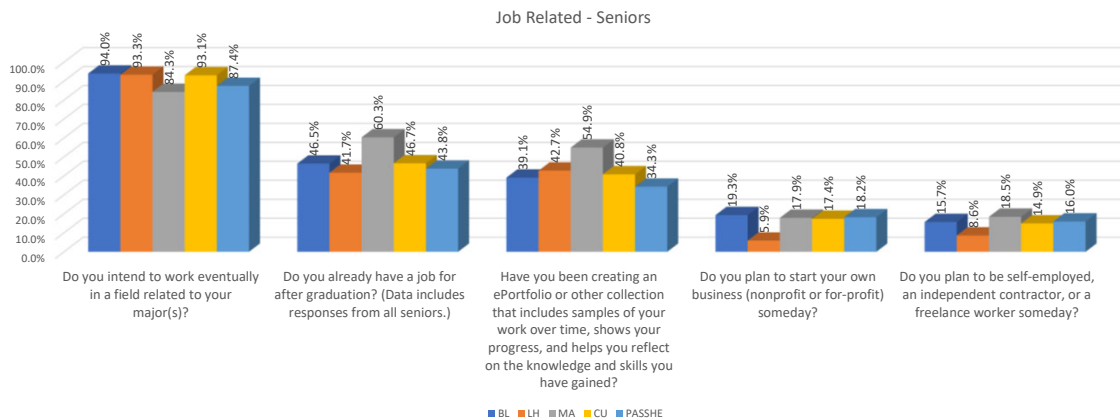
Experiences Module – First-Year Students



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First-years seek help from friends first and then family.

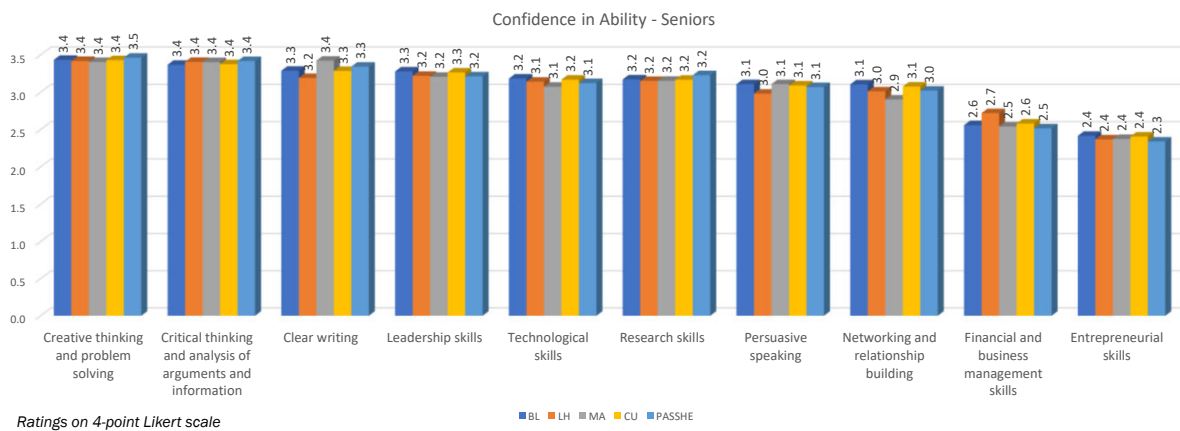
Experiences Module – Seniors



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A greater percent of students intend to work in their major field though less than half of graduates reported having a job. Many fewer intend to start a business or be self-employed.

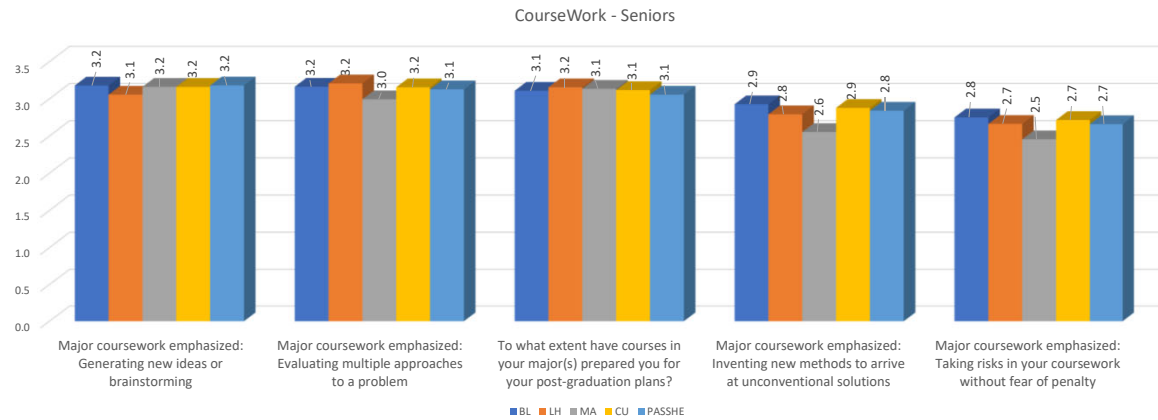
Experiences Module – Seniors



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In general, seniors are confident in their abilities. Highlighted here are the abilities to think creatively, problem solve, think critically, write clearly and speak, lead, use technology, research, and network. The far right shows less confidence about managing finances and being entrepreneurial.

Experiences Module – Seniors



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Coursework emphasizes generating new ideas and alternative methods to problem solve. Students for the most part feel that courses prepared them, but less feel they could take risks in coursework without fear of retribution.

Questions?

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