

Student Engagement at RIC

Highlights from the 2018 Administration of the
National Survey of Student Engagement (NSSE)

Institutional Research & Planning
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RHODE ISLAND COLLEGE

Background

- NSSE is a nationally-normed survey, administered to first-year students and seniors, at colleges across the country.
- Asks about students' academic and non-academic experiences that are related to "engagement"; see copy of survey instrument.
- Administered at RIC in 2005, 2007, 2009, 2011, 2013, 2015, 2017 & 2018, but survey for 2013 forward was substantially different from earlier iterations.
- Response rate at RIC, 2018:
 - Freshmen: 27%
 - Seniors: 28%
 - Overall: 28%
 - TOTAL N: 819



Peer & Aspirant Lists

Peers	Aspirants
Bridgewater State University	College at Brockport, SUNY
Central Connecticut State University	Ramapo College of New Jersey
Eastern Illinois University	Slippery Rock University of Pennsylvania
Edinboro University of Pennsylvania	State University of New York at New Paltz
Fitchburg State University	Stockton University
Framingham State University	SUNY College at Plattsburgh
Indiana University Southeast	University of Wisconsin-Eau Claire
Southern Connecticut State University	West Chester University of Pennsylvania
SUNY-Buffalo State College	
University of Southern Maine	
Western Connecticut State University	
William Paterson University of New Jersey	
Worcester State University	



RIC Performance on Engagement Indicators

Effect Sizes for Engagement Indicators related to “Academic Challenge” & “Learning with Peers” with Significant Differences between RIC and Comparison Schools

	RIC				Comparison Groups 2018		
	2013	2015	2017	2018	Peers	Aspirants	All NSSE
Academic Challenge							
Higher-Order Learning							
<i>Freshmen</i>	38.1	39.2	34.2	35.4		-	-
<i>Seniors</i>	41.8	41.3	40.1	39.0		-	
Reflective & Integrative Learning							
<i>Freshmen</i>	31.4	34.4	32.2	32.3		-	-
<i>Seniors</i>	39.3	38.3	38.5	38.3			
Learning Strategies							
<i>Freshmen</i>	38.4	41.3	36.9	38.2			
<i>Seniors</i>	41.9	42	39.2	39.0			
Quantitative Reasoning							
<i>Freshmen</i>	24.9	24.6	22.7	25.5			
<i>Seniors</i>	25.9	26.9	25.4	24.6	-	-	--
Learning with Peers							
Collaborative Learning							
<i>Freshmen</i>	25.8	27.8	28.3	28.7		--	-
<i>Seniors</i>	28	29.9	30.9	31.9		-	
Discussions with Diverse Others							
<i>Freshmen</i>	40.5	38.6	35.2	34.7	-	--	--
<i>Seniors</i>	39.8	41	40.1	40.0			

Notes: Indicator values on a 60-point scale; indicators represent groupings of individual survey items. Plus signs (+) in comparison group columns indicate a positive and statistically significant effect size between RIC and comparison group, while the negative signs (-) indicate a negative effect size. The number of each sign indicates whether the effect size is **small** (+, -), **medium** (+++, --), or **large** (+++, ---).



RIC Performance on Engagement Indicators

Effect Sizes for Engagement Indicators related to “Experiences with Faculty” & “Quality of Interactions” with Significant Differences between RIC and Comparison Schools

	RIC				Comparison Groups 2018		
	2013	2015	2017	2018	Peers	Aspirants	All NSSE
<i>Experiences with Faculty</i>							
Student-Faculty Interactions							
<i>Freshmen</i>	16.4	17.1	18.0	17.5	-	- -	-
<i>Seniors</i>	22.6	20.1	24.2	24.4		-	
Effective Teaching Practices							
<i>Freshmen</i>	38.5	39.3	37.1	38.3			
<i>Seniors</i>	41.6	40.4	39.8	39.6			
<i>Quality of Interactions</i>							
Quality of Interactions							
<i>Freshmen</i>	39	36	36.3	38.5		-	-
<i>Seniors</i>	40.6	40.1	40.4	39.8	-	-	-
Supportive Environment							
<i>Freshmen</i>	34.4	34	30.6	33.6		-	-
<i>Seniors</i>	30.2	29.9	28.0	30.5		-	-



RIC Performance on High Impact Practices

%* of RIC Students Engaging in High Impact Practices and Effect Sizes for Significant Differences between RIC and Comparison Schools

	RIC				Comparison Groups 2018		
	2013	2015	2017	2018	Peers	Aspirants	All NSSE
Learning Community							
<i>Freshmen</i>	7%	7%	4%	9%			
<i>Seniors</i>	21%	21%	20%	21%		-	
Service Learning**							
<i>Freshmen</i>	46%	41%	45%	43%	-		-
<i>Seniors</i>	63%	61%	64%	67%	+		
Research with Faculty							
<i>Freshmen</i>	6%	4%	4%	3%			
<i>Seniors</i>	17%	14%	14%	14%	-	-	-
Internship or Field Experience							
<i>Seniors</i>	50%	44%	45%	47%		-	
Study Abroad							
<i>Seniors</i>	3%	3%	2%	3%	-	- -	- -
Culminating Experience							
<i>Seniors</i>	30%	25%	31%	30%	- -	-	- -

*Percent (%) represents the percentage of students who have done the particular activity or for whom the particular activity is in progress.

**For this item, % represents the percentage of students indicating that Most or all or Some of their courses included a "Service Learning" component.



Perceived Growth in Competencies

Effect Sizes for Significant Differences between RIC and Comparison Schools on Perceived Growth in Competencies

	RIC				Comparison Institutions 2018		
	2013	2015	2017	2018	Peers	Aspirants	All NSSE
Acquiring Job or Work-Related Knowledge and Skills							
<i>Freshmen</i>	2.41	2.50	2.33	2.43			-
<i>Seniors</i>	2.87	2.82	2.82	2.82		-	-
Writing Clearly and Effectively							
<i>Freshmen</i>	2.87	2.87	2.75	2.76			
<i>Seniors</i>	2.97	2.95	2.91	2.92		-	-
Speaking Clearly and Effectively							
<i>Freshmen</i>	2.64	2.62	2.52	2.50	-		-
<i>Seniors</i>	2.83	2.81	2.83	2.82	-	-	-
Analyzing numerical and statistical information							
<i>Freshmen</i>	2.46	2.44	2.37	2.53			
<i>Seniors</i>	2.63	2.57	2.62	2.56	-	-	- -
Thinking critically and analytically							
<i>Freshmen</i>	2.99	3.01	2.88	2.86	-	-	-
<i>Seniors</i>	3.26	3.15	3.18	3.15		-	-

Scale: 1=Very little; 2=Some; 3=Quite a bit; 4=Very much



Perceived Growth in Competencies, Cont'd

Effect Sizes for Significant Differences between RIC and Comparison Schools on Perceived Growth in Competencies

	RIC				Comparison Institutions 2018		
	2013	2015	2017	2018	Peers	Aspirants	All NSSE
Working Effectively with Others							
<i>Freshmen</i>	2.78	2.77	2.67	2.73			
<i>Seniors</i>	2.90	2.97	2.97	3.01		-	
Solving Real-World Problems							
<i>Freshmen</i>	2.52	2.68	2.45	2.51			
<i>Seniors</i>	2.64	2.61	2.70	2.66		-	-
Developing or clarifying a personal code of values and ethics							
<i>Freshmen</i>	2.51	2.56	2.44	2.58			
<i>Seniors</i>	2.70	2.75	2.79	2.81			
Understanding people of other backgrounds							
<i>Freshmen</i>	2.72	2.81	2.69	2.71			
<i>Seniors</i>	2.74	2.83	2.85	2.86			
Being an informed and active citizen							
<i>Freshmen</i>	2.51	2.67	2.53	2.51		-	-
<i>Seniors</i>	2.60	2.59	2.69	2.71			

Scale: 1=Very little; 2=Some; 3=Quite a bit; 4=Very much



Satisfaction with RIC

Effect Sizes for Significant Differences between RIC and Comparison Schools on Satisfaction Items

	RIC				Comparison Institutions 2018		
	2013	2015	2017	2018	Peers	Aspirants	All NSSE
How would you evaluate your entire educational experience at this institution?							
<i>Freshmen</i>	3.07	2.92	2.90	2.89	-	- -	- -
<i>Seniors</i>	3.11	3.00	3.07	3.06	-	-	-
*If you could start over again, would you go to the same institution you're now attending?							
<i>Freshmen</i>	3.01	2.88	2.93	2.93	-	-	- -
<i>Seniors</i>	3.05	2.99	3.14	3.06		-	-

Scale: 1=Poor; 2=Fair; 3=Good; 4=Excellent

*Scale: 1=Definitely no; 2=Probably no; 3=Probably yes; 4=Definitely yes



Advisement

Extent to Which Academic Advisors Have...

	RIC		Advising Comp Group ¹	
	Freshmen	Seniors	Freshmen	Seniors
Been available when needed	2.67	2.87		
Listened closely to your concerns and questions	2.76	2.92		
Informed you of important deadlines	2.7	2.74		
Helped you understand academic rules and policies	2.64	2.67		
Informed you of academic support options	2.67	2.51		
Provided useful information about courses	2.79	2.73		
Helped you when you had academic difficulties	2.44	2.61		
Helped you get information on special opportunities	2.15	2.46	-	
Discussed your career interests and post-graduation plans	2.19	2.56	-	

¹ Bridgewater State University, Central CT State University, Edinboro University of PA, Fitchburg State University, Indiana U Southeast, Southern CT State U, SUNY Buffalo State College, University of Southern Maine

Scale: 1=Very little; 2=Some; 3=Quite a bit; 4=Very much

- During school year, RIC freshmen **discussed academic interests, course selections, and/or academic performance** with advisor an average of 1.71 times, significantly lower than at comparison institutions (2.1); for seniors, the figure is 2.3.
- 81% of RIC freshmen report that **academic advisors** never or only sometimes **reach out to them regarding academic performance**, similar to the percentage at comparison institutions. For RIC seniors, the figure is 72%, which is actually lower than at comparison institutions.
- 32% of RIC freshmen indicate that the **advisor assigned to them** is their **primary source of advice regarding academic plans**; for seniors, the percentage is 46, which is higher than the 35% reported at comparison schools.



Summary

- The engagement indicators tend to be more favorable for seniors, although some improvement was noted between this year and last year for freshmen, especially on quantitative reasoning, quality of interactions, and supportive environment.
- Some increase in the rate at which RIC students participate in high impact practices was noted this year.
- The college's contribution to items related to students' personal and social development are particularly noteworthy this year.
- Seniors are generally more satisfied with the college than freshmen, although a decline was noted for both groups this year.
- Advisement at RIC generally appears to be more effective for seniors than for freshmen.

