

# Key Module NSSE Takeaways

Two topical modules were added to the 2021 Spring administration of the National Survey of Student Engagement (NSSE): *Academic Advising* and *Inclusiveness/Engagement with Diversity*. This is the first time this version of the Academic Advising module has been administered at YSU. The Inclusiveness/Engagement with Diversity module was administered in 2018. Key takeaways were put together after data and report review by staff in the Institute for Teaching and Learning. Full module frequency and mean reports are available, as well as raw data by request.

## ACADEMIC ADVISING

### Takeaway 1

First-year students on average talked to an assigned academic advisor more than students at peer institutions (mean frequency of 2.5 compared to 2.2). Only 3% of first-year students said they hadn't discussed academic interests, course selections, or academic performance with an assigned advisor (compared to 10% at peer institutions<sup>1</sup>).

### Takeaway 2

First-year students at YSU reported positive advising experiences compared to true peers and YSU seniors. Question 3 data is included below with an asterisk (\*) next to statistically significant differences compared to True Peers.

3. Thinking about academic advising, how much have people and resources at your institution done the following?	% Responding Quite a Bit or Very Much		
	YSU First-Year	True Peer First-Year	YSU Senior
Respecting your identity and culture*	76	70	65
Providing prompt and accurate information	74	67	59
Providing information about learning support services*	73	67	53
Notifying you of important policies and deadlines*	73	62	59
Being available when needed*	72	65	64
Caring about your overall well-being*	69	61	55
Actively listening to your concerns*	64	53	52
Reaching out about academic progress*	48	42	35
Following up regarding something recommended*	48	41	39
Asking questions about your educational background and needs*	45	37	34

### Takeaway 3

First-year students experienced “goal/future oriented” advising at higher rates than true-peers.

- **56%** of first-year students (compared to 46% of true-peer first year students) report their academic advisor “often” or “very often” **talking about academic goals and future plans**.
- **55%** of first-year students (compared to 46% of true-peer first year students) report their academic advisor “often” or “very often” **discussing how major choice relates to goals and future plans**.

### Takeaway 4

There are few areas of statistical difference between seniors at YSU and seniors at peer institutions. One notable data point:

- **37%** of senior students (compared to 31% of true-peer senior students) report faculty not assigned as their advisor in helping students develop academic goals and future plans. This is consistent with data on the main NSSE tool that shows “Student-Faculty Interaction” for YSU Seniors as statistically significantly higher than True Peer Institutions.

## Takeaway 5

Statistically significantly lower than true peers is the use of an online advising system for first year and senior YSU students in helping students develop academic goals and future plans.

# INCLUSIVENESS AND ENGAGEMENT WITH DIVERSITY

## Takeaway 1

YSU seniors perceive lower institutional support and opportunities around diversity/inclusion than seniors at true peer institutions<sup>ii</sup> (only statistically significant data points are included in the table). Additionally, note downward trends on majority of items in the table from YSU seniors in 2018.

	% Responding Quite a Bit or Very Much		
	2021 YSU Seniors	2021 True Peer Seniors	2018 YSU Seniors
Perception that institution is committed to diversity	66	71	71
Perception that institution is supportive of diverse gender identities	64	69	64
Perception that institution takes allegations of discrimination or harassment seriously	63	68	63
Perception that institution is supportive of diverse sexual orientations	61	67	63
Perception that institution provides students with the resources needed for success in a multicultural world	60	64	63
Coursework emphasis on respecting the expression of diverse ideas	56	64	64
Coursework emphasis on recognizing cultural norms and biases	54	57	58
Coursework emphasis on learning about other cultures	48	53	54
Coursework emphasis on discussing issues of equity or privilege	47	51	51

## Takeaway 2

Comparing to data from **Inclusiveness and Engagement with Diversity** in 2018, we are seeing very different results when comparing mean score data from 2018 to 2021 for first-year students and senior students.

- For first-year students, **42%** of question mean scores trended upward, **11.5%** trended downward, and the rest remained the same.
- For senior students, **73%** of question mean scores trended downward, **4%** trended upward, and the rest remained the same.

Just a note of caution for multi-year analysis, these are not matched samples, nor is this data tested for statistical significance. The COVID-19 pandemic and experiences of students during remote learning likely impacted this data in significant ways. These trends are likely worthy of further discussion and follow-up data collection and analysis.

---

<sup>i</sup> Includes 9 True Peers Participating in the Academic Advising Module: California State Polytechnic University, Cleveland State University, McNeese State University, Middle Tennessee State University, Minnesota State University, Purdue University – Fort Wayne, San Francisco State University, University of Memphis, University of Southern Maine

<sup>ii</sup> Includes 8 True Peers Participating in the Inclusiveness and Engagement with Cultural Diversity Module: Augusta University, Austin Peay State University, California State University Chico, California State University Sacramento, Emporia State University, Middle Tennessee State University, University of Southern Maine, The University of Toledo