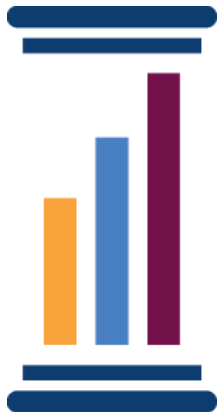


First-Year Experiences Module



Sarah Hurtado



Agenda

- Introduction
- Who participated
- Module items
- Findings
- Ideas for using the module results

Introduction

- The transition from high school to college can be challenging for most students (Miller, Bender, Schuh, & Associates, 2005)
- Students are adapting to increased academic rigor (Holtstom, Karp & Gray, 2002) and dealing with increased responsibilities (Karp, Holmston, & Gray, 1998).
- Calls for colleges to do more to assist with the transition into higher education (Callan & Finney, 2003; McDonough, 2004)

Introduction

- Nationally, there are concerns about completion rates (Hauptman, 2012)
 - These concerns are greater for students from historically marginalized populations (Carey, 2004)
- Lumina Foundation Goal 2025
 - Working to ensure that by 2025, 60% of all Americans hold a college degree or postsecondary credential.
 - This goal is only attainable if colleges do more to increase attainment rates for underrepresented groups.

Introduction

- From the literature we know, students leave for a variety of reasons including:
 - Financial concerns, family demands, poor fit, etc.
- However, we also know that to truly understand retention and persistence we must look at the individual student characteristics and institutional characteristics (Braxton, 2000; Braxton et al., 2004; Hurtado & Carter, 1997)

Participation

- In 2015, 127 U.S. institutions elected this module
- Largest concentrations of Carnegie Basic Classification:
 - Master's Colleges & Universities (larger programs) (30%)
 - Baccalaureate Colleges- Diverse Fields (21%)
 - Baccalaureate Colleges Arts & Sciences (17%)
- 68% of institutions were Private
- Largest concentrations of undergraduate enrollment:
 - 1,000—2,499 (33%)
 - 2,500—4,999 (20%)
 - Fewer than 1,000 (17%)
- Nearly 23,000 students responded to this module.

BCSSE and NSSE Information on the First Year Experience

BCSSE provides information about entering students experiences – can be paired with NSSE in the spring as follow-up between expectations and actual engagement



NSSE results for first year students provides data about students experiences in the first year



New NSSE module on First Year Experiences can be appended to NSSE to get a more complete picture of the first year

First-Year Experience Module

- Module parallels items on BCSSE
- Items focus on:
 - Academic perseverance
 - Help-seeking behaviors
 - Institutional commitment



Module Items

1. During the current school year, about how often have you done the following?

	<i>Very often</i>	<i>Often</i>	<i>Sometimes</i>	<i>Never</i>
a. Studied when there were other interesting things to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Found additional information for course assignments when you didn't understand the material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Participated in course discussions, even when you didn't feel like it	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Asked instructors for help when you struggled with course assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Finished something you had started when you encountered challenges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Stayed positive, even when you did poorly on a test or assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. During the current school year, how difficult have the following been for you?

	<i>Not at all difficult</i>					<i>Very difficult</i>
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
a. Learning course material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Managing your time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Getting help with school work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Interacting with faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. During the current school year, about how often have you sought help with coursework from the following sources?

	<i>Very often</i>	<i>Often</i>	<i>Sometimes</i>	<i>Never</i>
a. Faculty members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Academic advisors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Learning support services (tutoring, writing center, success coaching, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Friends or other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Family members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Other persons or offices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Module Items

4a. During the current school year, have you seriously considered leaving this institution?

- Yes
- No

[Only if "Yes"]

4b. Why did you consider leaving? (Select all that apply.)

- Academics are too difficult
- Academics are too easy
- Other academic issues (major not offered, course availability, advising, credit transfer, etc.)
- Financial concerns (costs or financial aid)
- To change your career options (transfer to another school or program, military service, etc.)
- Difficulty managing demands of school and work
- Too much emphasis on partying
- Not enough opportunities to socialize and have fun
- Relations with faculty and staff
- Relations with other students
- Campus climate, location, or culture
- Unsafe or hostile environment
- Personal reasons (family issues, physical or mental health, homesickness, stress, etc.)
- Another reason, please specify: _____

5. How important is it to you that you graduate from this institution?

Not important						Very important	
1	2	3	4	5	6		
0	0	0	0	0	0	0	

Module Items

- Information on all of the topical modules and their items can be found on our website at:
<http://nsse.indiana.edu/html/modules.cfm>

The screenshot shows the NSSE website interface. At the top, there is a navigation menu with links for NSSE, FSSE, BCSSSE, NSSE Institute, Quick Links, Institution Log in, and Contact Us. Below the menu is the NSSE logo and the text 'national survey of student engagement'. A search bar is located to the right of the logo. Below the search bar is another navigation menu with links for ABOUT NSSE, NSSE FINDINGS, ADMINISTERING NSSE, TOOLS & SERVICES, STUDENTS & PARENTS, and MEDIA.

The main content area is titled 'NSSE Topical Modules'. It features a sidebar on the left with a list of categories: ADMINISTRATION PROTOCOL AND PROCEDURES, SURVEY INSTRUMENT & MODULES, TOPICAL MODULES, RECRUITMENT METHOD, CUSTOMIZATION OPTIONS, PRICING, PARTICIPATING INSTITUTIONS, and ADMINISTRATION PRACTICES. The 'TOPICAL MODULES' category is selected.

The main content area contains the following text:

NSSE Topical Modules

Starting with NSSE 2013, institutions have been able to append Topical Modules - short sets of questions on designated topics such as academic advising, civic engagement, development of transferable skills, experiences with diverse perspectives, learning with technology, and experiences with writing. Additional modules will be developed over time.

Institutions may add one Topical Module to the core survey at no charge and select a second module for \$150. Institutions asking consortium questions can append no more than one module to the core instrument. The decision to add a second module, or a first module for consortium participants, should be considered carefully. Modules lengthen NSSE's duration and might result in increased survey abandonment. Please note that respondents will receive module questions before consortium questions.

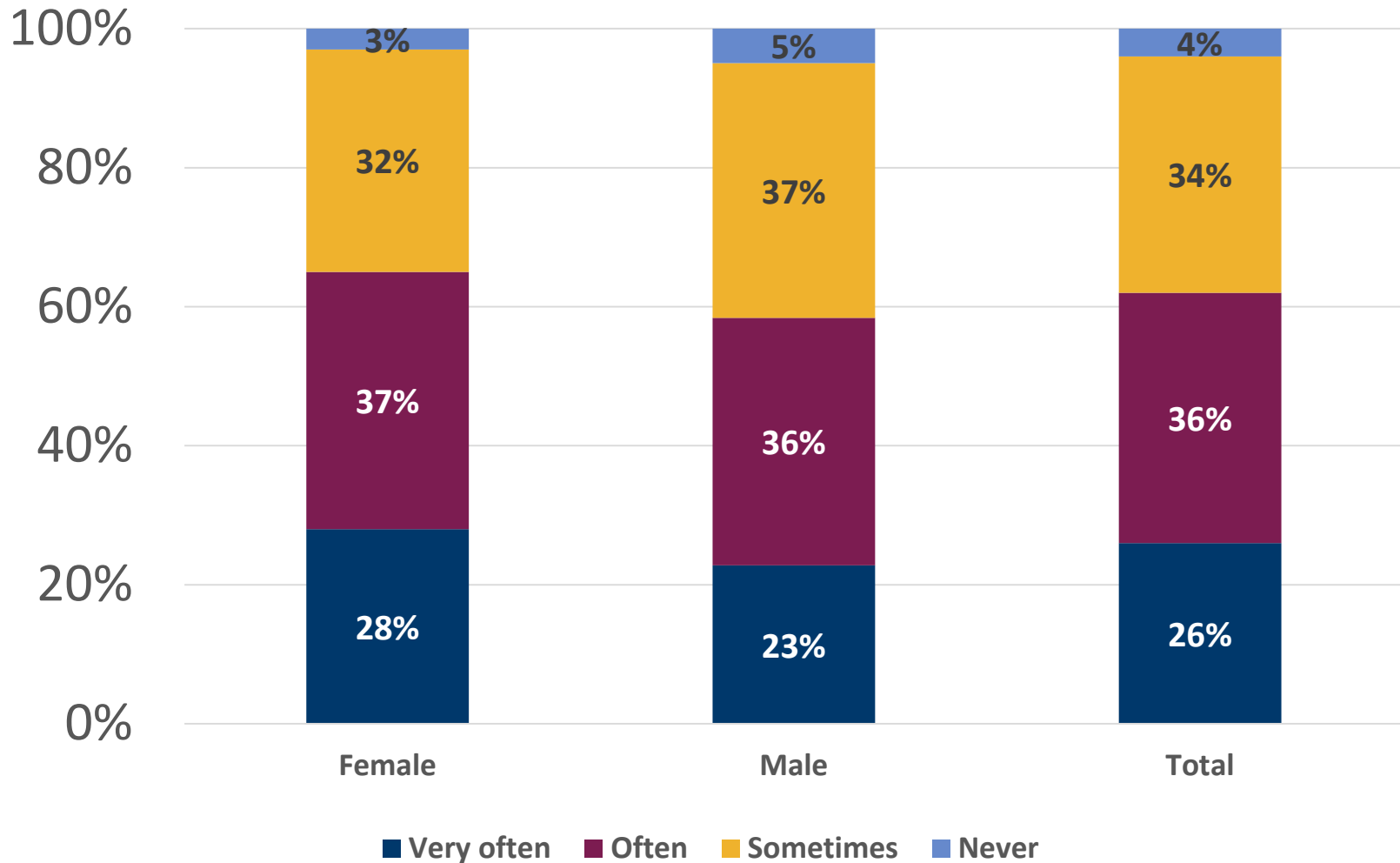
To review NSSE Topical Modules, click on the following links:

- Academic Advising**
This module examines students' experiences with academic advising, including frequency, accessibility, and types of information provided. It also asks students to identify their primary source of advice. The module complements a question on the core survey about the quality of students' interactions with academic advisors. **(Complementary FSSE set available.)**
- Civic Engagement**
Adapted from a pilot survey that was developed by the American Association of State Colleges and Universities, this module asks students to assess their conflict resolution skills and examines how often students have engaged with local or campus and state/national/global issues. The module complements questions on the core survey about service-learning, community service or volunteer work, and becoming an informed and active citizen. **(Complementary FSSE set available.)**

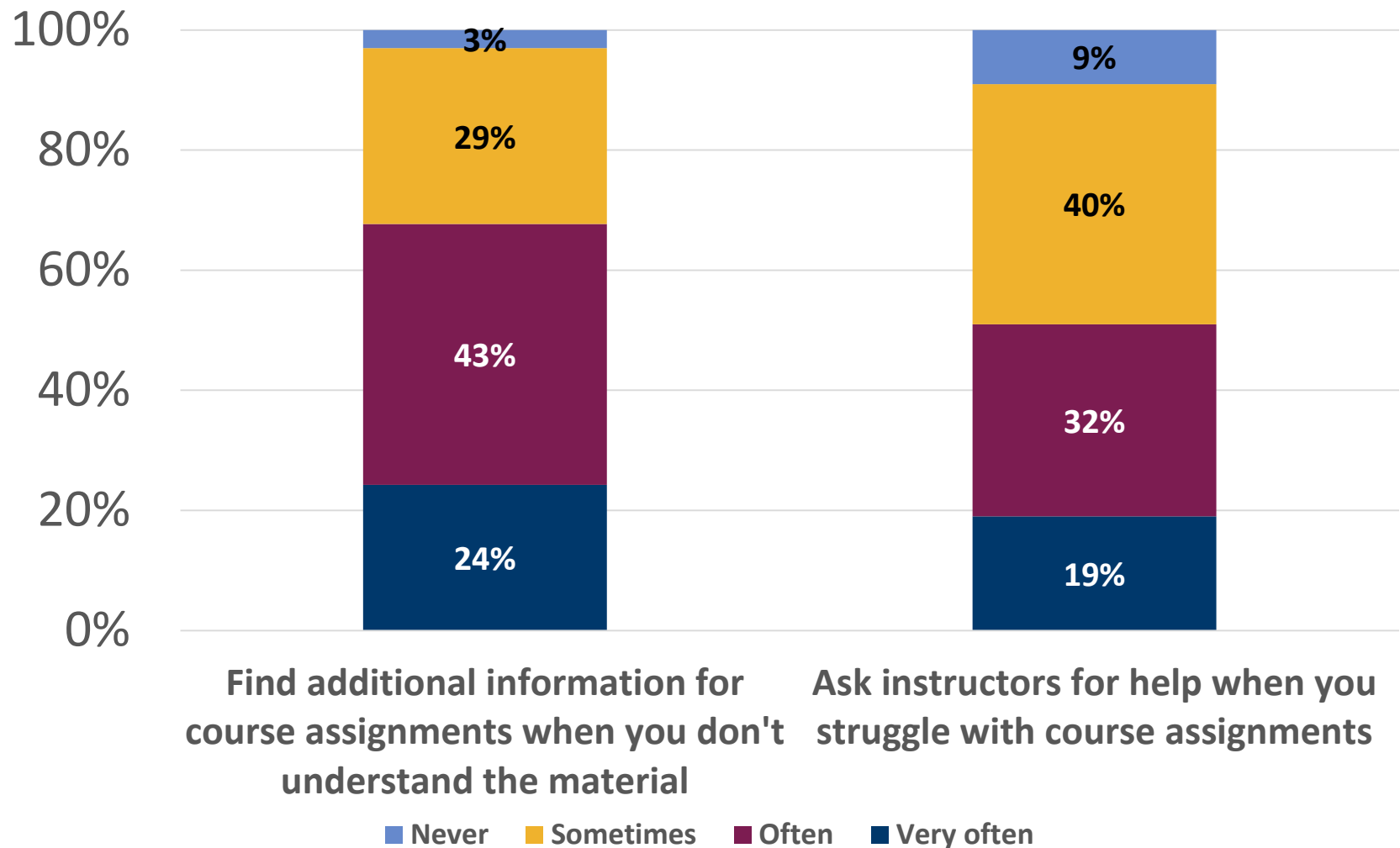
On the right side of the page, there is a highlighted section titled 'Updated NSSE Survey' with a 'Click for details' button. Below this, there is a section titled 'NSSE SURVEY INSTRUMENT' with the text: 'A facsimile of the updated NSSE survey is available for viewing. The survey itself will be administered online.' Below that is a section titled 'SURVEY INSTRUMENTS BY YEAR' with the text: 'To view other versions of the NSSE survey instrument, click the year below.' A list of years is provided: 2015, 2014, 2013, 2012, 2011, 2010, 2009, 2008, 2007, 2006, 2005, 2004, 2003, 2002, 2001, 2000.

At the bottom right, there is a logo for ACE (American Council on Education) and NSSE, with the text 'Internationalization and Global Learning' and 'A Joint Project by the American Council on Education and the National Survey of Student Engagement'. Below this is the text: 'The ACE 2016 Mapping Internationalization on U.S. Campuses survey was sent by email to chief academic officers/provosts in February, 2016.'

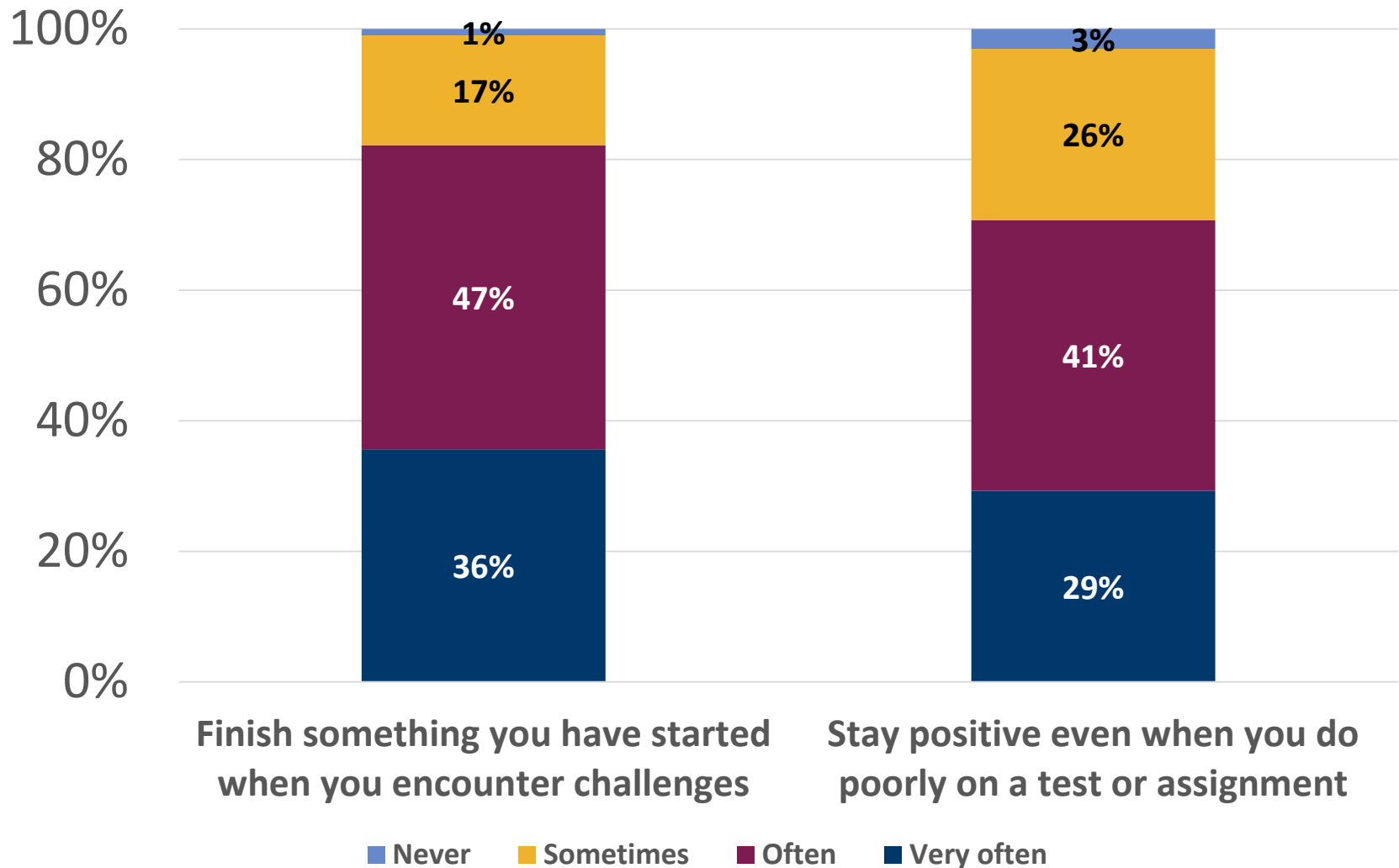
Studied when there were other interesting things to do?



Effort and Asking Instructors for Help

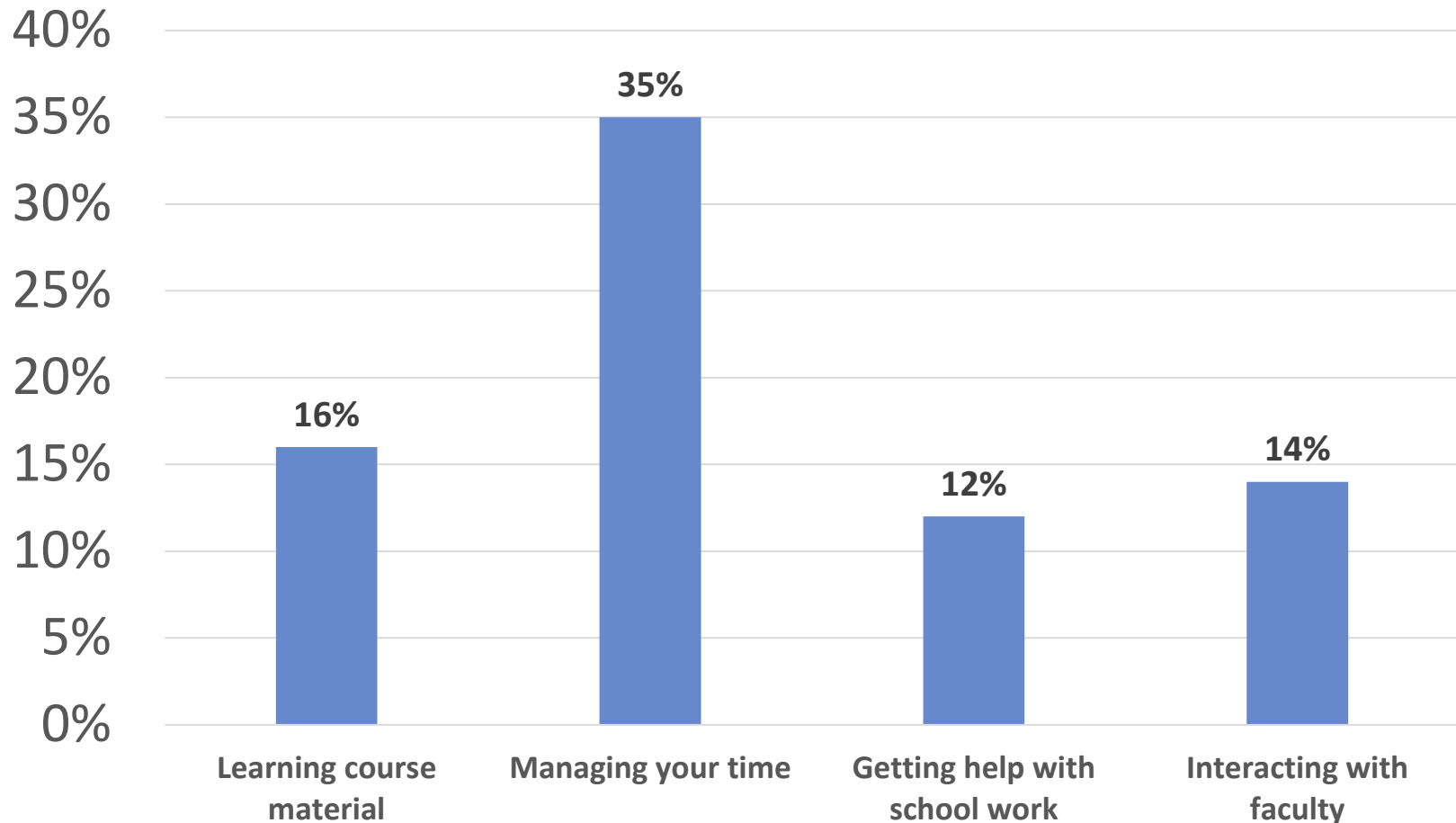


Persistence and Positivity

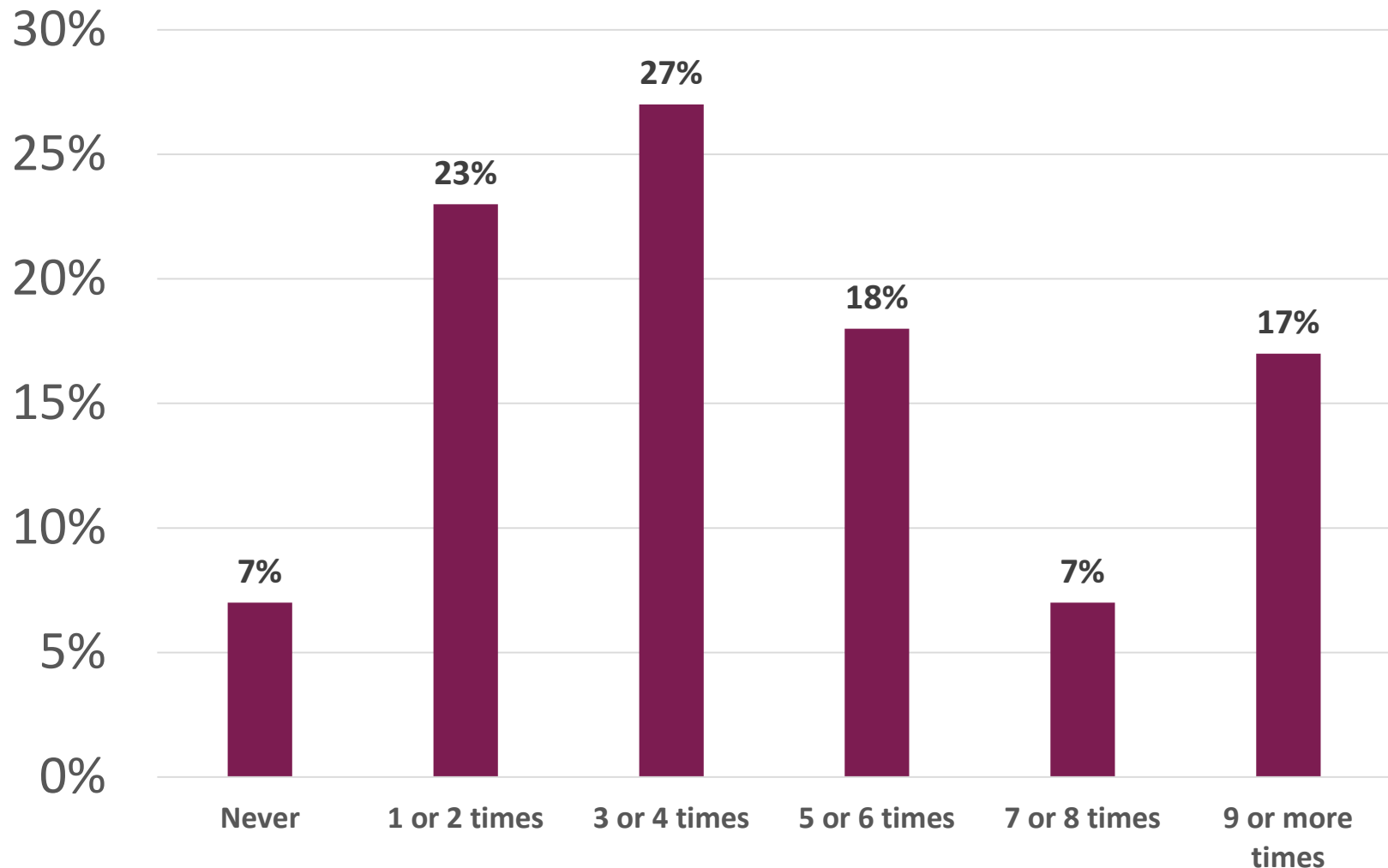


During the current school year, how difficult have the following been for you?

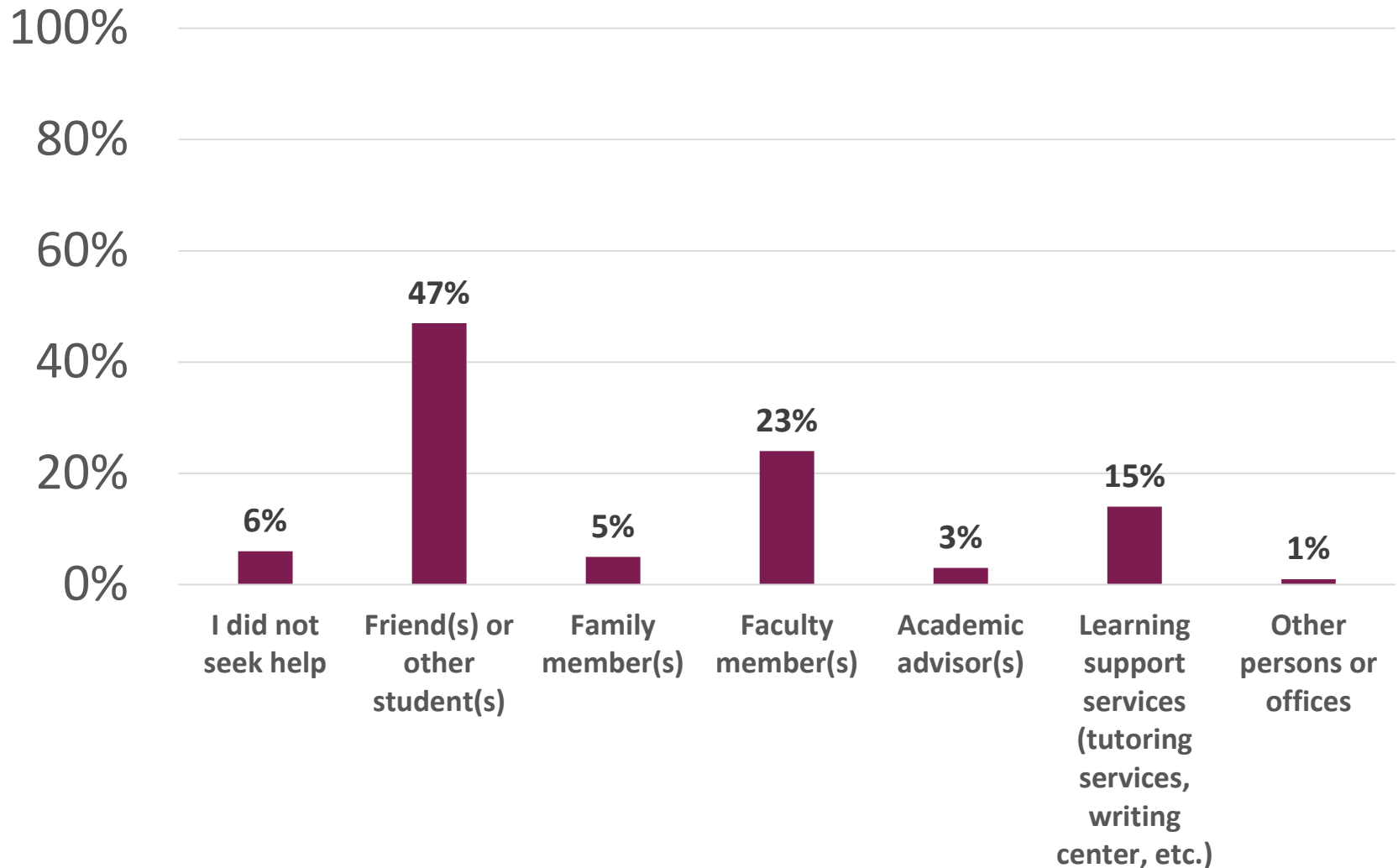
High Difficulty (5+6)



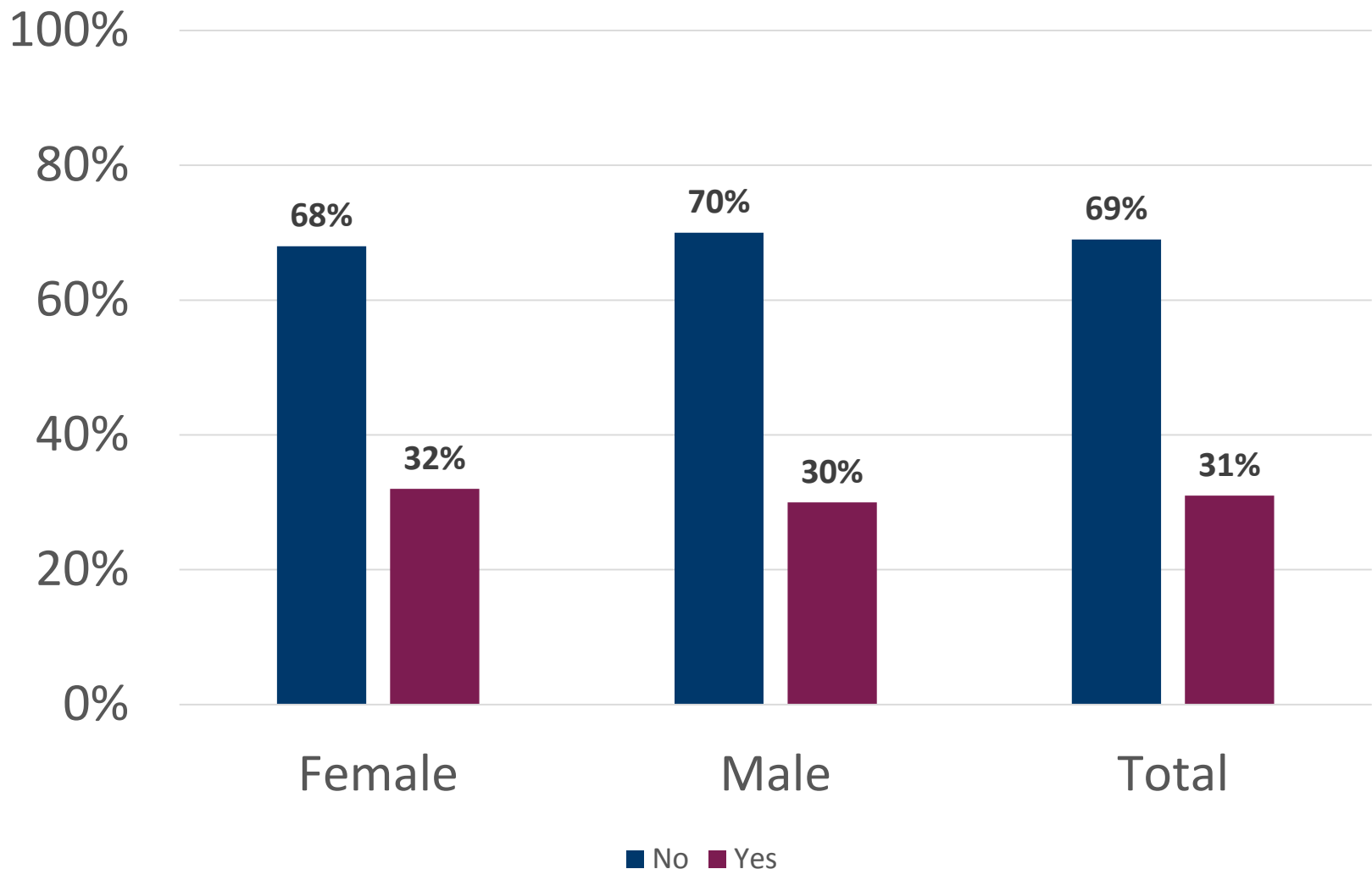
During the current academic year, about how many times did you seek any assistance with coursework?



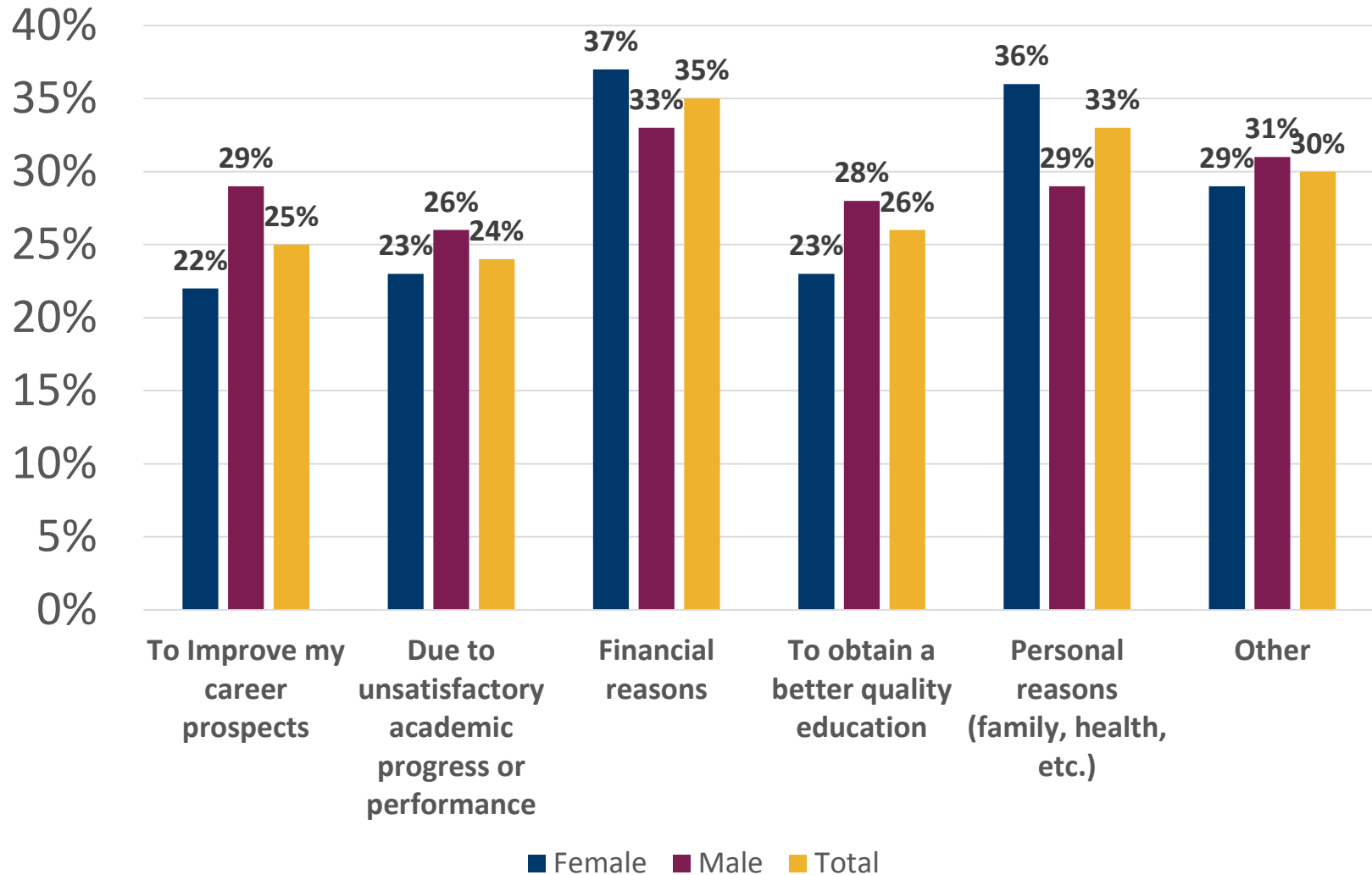
Sources of Help with Coursework



During the current school year, have you seriously considered leaving this institution?



Why did you consider leaving?



Using Module Results

- Informing first-year taskforce initiatives
- Campus-wide strategic planning
- Programmatic improvement and planning
- Creating outcomes-based assessments
- First-year curriculum
- Improving student support services
- Disaggregating for focus on key populations
- Restructuring campus environments

Something to think about...

- What could your school do with these data?
- What are your priorities regarding the first-year experience?
- What are your institution's core learning outcomes for first-year students?

Comments or questions?

NSSE Institute for Effective Educational Practice

Sarah Hurtado

ssfernan@indiana.edu

Katherine Wheatle

kiwheatl@indiana.edu

nsse.indiana.edu

