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# NSSE - 2021

NATIONAL SURVEY OF STUDENT ENGAGEMENT

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## NSSE OVERVIEW

- NSSE, pronounced “nessie”
- Collects information from first year and senior students about the characteristics and quality of their undergraduate experience.
- Measure the extent to which students engage in effective educational practices that are empirically linked with learning, personal development, and other desired outcomes such as persistence, satisfaction, and graduation.
- NSSE data are used for institutional improvement, public reporting, and related purposes.

National Survey of Student Engagement. (2021). NSSE 2021 overview. Bloomington, IN: Indiana University Center for Postsecondary Research.

## Post University Population/Sample Size

Survey sampling and completions	First-year	Senior
Survey sample size	7,654	283
Total respondents	1,407	56
Full completions	1,002	45
Partial completions	405	11

## Response Rate

Response Rate	Post University	Comparison Groups		
		For-Profit/Online	CT State Univers.	For-Profit or Online
First-year	18%	20%	32%	26%
Senior	20%	24%	31%	27%

## Demographics

Gender	First-year respondents (%)	First-year population (%)	Senior respondents (%)	Senior population (%)
Female	84%	74%	71%	67%
Male	16%	26%	29%	33%
Another sex	0%	0%	0%	0%

## Comparison Groups

- Were chosen from a list of institutions participating in NSSE 2021
- For-Profit/Online
  - ASU Online (Scottsdale, AZ)
  - Ashford University (Clinton, IA)
  - Grand Canyon University (Phoenix, AZ)
  - Purdue University Global (Davenport, IA)
  - Western Governors University (Salt Lake City, UT)
- CT State Universities
  - Central Connecticut State University (New Britain, CT)
  - Eastern Connecticut State University (Willimantic, CT)
  - Southern Connecticut State University (New Haven, CT)
  - University of New Haven (West Haven, CT)
  - Western Connecticut State University (Danbury, CT)
- For-Profit or Online
  - American InterContinental University-Online (Hoffman Estates, IL)
  - Berkeley College (West Paterson, NJ)
  - Colorado Technical University (Colorado Springs, CO)
  - Five Towns College (Dix Hills, NY)
  - North Central University (Minneapolis, MN)

# STUDENT ENGAGEMENT OVERVIEW

- Student engagement represents two critical features of collegiate quality:
  - The amount of time and effort students put into their studies and other educationally purposeful activities.
  - How do institutional resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning.

## Engagement Indicators

Sets of items are grouped into ten Engagement Indicators, organized under four broad themes. At right are summary results for your institution. For details, see your *Engagement Indicators* report.

Key:

▲ Your students' average was significantly higher ( $p < .05$ ) with an effect size at least .3 in magnitude.

△ Your students' average was significantly higher ( $p < .05$ ) with an effect size less than .3 in magnitude.

-- No significant difference.

▼ Your students' average was significantly lower ( $p < .05$ ) with an effect size less than .3 in magnitude.

▼ Your students' average was significantly lower ( $p < .05$ ) with an effect size at least .3 in magnitude.

Theme	Engagement Indicator	Your students compared with For-Profit/Online	
		First-year	Senior
Academic Challenge	Higher-Order Learning	--	--
	Reflective & Integrative Learning	△	▲
	Learning Strategies	--	--
Learning with Peers	Quantitative Reasoning	△	--
	Collaborative Learning	▽	▲
	Discussions with Diverse Others	△	▲
Experiences with Faculty	Student-Faculty Interaction	▽	▲
	Effective Teaching Practices	--	--
Campus Environment	Quality of Interactions	▽	--
	Supportive Environment	--	▲

## High-Impact Practices

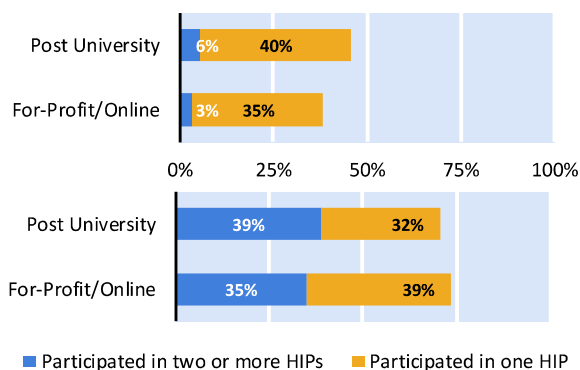
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." For more details and statistical comparisons, see your *High-Impact Practices* report.

First-year

Service-Learning, Learning Community, and Research w/Faculty

Senior

Service-Learning, Learning Community, Research w/Faculty, Internship, Study Abroad, and Culminating Senior Experience





# ENGAGEMENT INDICATORS

- This section displays the five questions on which your students scored the highest and the five questions on which they scored the lowest, relative to students in your comparison group.
- Parenthetical notes indicate whether an item belongs to a specific Engagement Indicator or is a High-Impact Practice.
- While these questions represent the largest differences (in percentage points), they may not be the most important to our institutional mission, current program, or strategy goals.

## First-year

### Highest Performing Relative to For-Profit/Online

Assigned more than 50 pages of writing<sup>f</sup>

About how many courses have included a community-based project (service-learning)?<sup>e</sup> (HIP)

Discussions with... People of a race or ethnicity other than your own<sup>b</sup> (DD)

Discussions with... People from an economic background other than your own<sup>b</sup> (DD)

Discussions with... People with religious beliefs other than your own<sup>b</sup> (DD)

### Lowest Performing Relative to For-Profit/Online

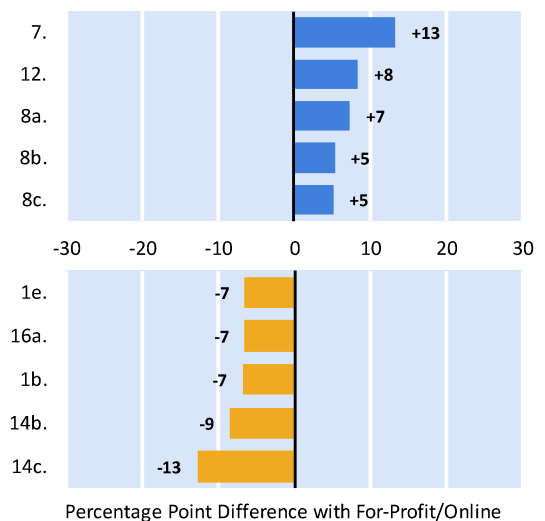
Worked with other students on course projects or assignments<sup>b</sup> (CL)

Spent more than 15 hours per week preparing for class

Asked another student to help you understand course material<sup>b</sup> (CL)

Institution emphasis on providing support to help students succeed academically<sup>c</sup> (SE)

Institution emphasis on using learning support services (...) <sup>c</sup> (SE)



## Senior

### Highest Performing Relative to For-Profit/Online

Institution emphasis on attending campus activities and events (...) <sup>c</sup> (SE)

Explained course material to one or more students<sup>b</sup> (CL)

Talked about career plans with a faculty member<sup>b</sup> (SF)

Institution emphasis on providing opportunities to be involved socially<sup>c</sup> (SE)

Discussed your academic performance with a faculty member<sup>b</sup> (SF)

### Lowest Performing Relative to For-Profit/Online

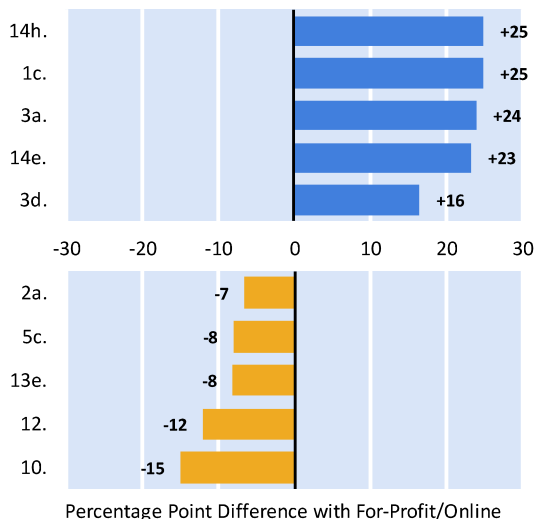
Combined ideas from different courses when completing assignments<sup>b</sup> (RI)

Instructors used examples or illustrations to explain difficult points<sup>c</sup> (ET)

Quality of interactions with other administrative staff and offices (...) <sup>d</sup> (QI)

About how many courses have included a community-based project (service-learning)?<sup>e</sup> (HIP)

Extent to which courses challenged you to do your best work<sup>d</sup>



a. The items on this page come from the Engagement Indicators (EIs), High-Impact Practices (HIPs), Sense of Belonging (SB), the academic challenge questions on page 2, and four additional questions about effective teaching (new in 2021). Key to abbreviations for EI items: HO = Higher-Order Learning, RI = Reflective & Integrative Learning, LS = Learning Strategies, QR = Quantitative Reasoning, CL = Collaborative Learning, DD = Discussions with Diverse Others, SF = Student-Faculty Interaction, ET = Effective Teaching Practices, QI = Quality of Interactions, SE = Supportive Environment.

b. Combination of students responding "very often" or "often."

c. Combination of students responding "very much" or "quite a bit."

d. Rated at least 6 on a 7-point scale.

e. Percentage reporting at least "some."

f. Estimate based on the reported amount of course preparation time spent on assigned reading.

g. Estimate based on number of assigned writing tasks of various lengths.

h. Combination of students responding "strongly agree" or "agree."

# Engagement Indicators: Academic Challenge

## Academic Challenge: First-year students

		Percentage point difference <sup>a</sup> between your FY students and			
	Post University	For-Profit/Online	CT State Univs	For-Profit or Online	
Higher-Order Learning					
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%				
4b. Applying facts, theories, or methods to practical problems or new situations	72	-2	+5	+4	
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70	-2	+3	+1	
4d. Evaluating a point of view, decision, or information source	74	-0	+2	+2	
4e. Forming a new idea or understanding from various pieces of information	73	-0	+4	+1	
Reflective & Integrative Learning					
Percentage of students who responded that they "Very often" or "Often" ...					
2a. Combined ideas from different courses when completing assignments	45	+3	-3	+6	
2b. Connected your learning to societal problems or issues	55	+2	+1	+5	
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	49	+4	-4	+8	
2d. Examined the strengths and weaknesses of your own views on a topic or issue	69	+2	+5	+5	
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	74	+4	+2	+7	
2f. Learned something that changed the way you understand an issue or concept	71	+2	+7	+1	
2g. Connected ideas from your courses to your prior experiences and knowledge	77	-2	+2	+2	
Learning Strategies					
Percentage of students who responded that they "Very often" or "Often" ...					
9a. Identified key information from reading assignments	80	-1	+6	+3	
9b. Reviewed your notes after class	78	+1	+12	+3	
9c. Summarized what you learned in class or from course materials	78	+2	+15	+4	
Quantitative Reasoning					
Percentage of students who responded that they "Very often" or "Often" ...					
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	55	-0	+2	-1	
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	48	+3	+4	-3	
6c. Evaluated what others have concluded from numerical information	40	+1	-1	-2	
Notes: Refer to your <i>Frequencies and Statistical Comparisons</i> report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.					
a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.					

## Academic Challenge: Seniors

		Percentage point difference <sup>a</sup> between your seniors and		
	Post University	For-Profit/Online	CT State Univs	For-Profit or Online
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	84	+3	+9	+9
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	79	-0	+6	+4
4d. Evaluating a point of view, decision, or information source	88	+9	+15	+11
4e. Forming a new idea or understanding from various pieces of information	86	+7	+13	+8
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often" ...				
2a. Combined ideas from different courses when completing assignments	51	-7	-16	-4
2b. Connected your learning to societal problems or issues	73	+7	+11	+15
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	66	+8	+12	+19
2d. Examined the strengths and weaknesses of your own views on a topic or issue	84	+13	+20	+15
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	85	+11	+13	+12
2f. Learned something that changed the way you understand an issue or concept	74	+1	+2	-0
2g. Connected ideas from your courses to your prior experiences and knowledge	85	-2	+2	+2
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often" ...				
9a. Identified key information from reading assignments	96	+11	+20	+16
9b. Reviewed your notes after class	74	+3	+11	+3
9c. Summarized what you learned in class or from course materials	83	+7	+18	+6
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often" ...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	61	+3	+6	+4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	66	+15	+21	+12
6c. Evaluated what others have concluded from numerical information	56	+11	+10	+10

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

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# Engagement Indicators: Learning with Peers

## Learning with Peers: First-year students

		Percentage point difference <sup>a</sup> between your FY students and		
	Post University	For-Profit/Online	CT State Univs	For-Profit or Online
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	11	-7	-23	+1
1c. Explained course material to one or more students	15	-6	-22	+2
1d. Prepared for exams by discussing or working through course material with other students	13	-4	-17	-2
1e. Worked with other students on course projects or assignments	12	-7	-27	-0
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	65	+7	-1	+9
8b. People from an economic background other than your own	62	+5	-2	+6
8c. People with religious beliefs other than your own	58	+5	-0	+6
8d. People with political views other than your own	58	+4	+3	+5
Notes: Refer to your <i>Frequencies and Statistical Comparisons</i> report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.				
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## Learning with Peers: Seniors

		Percentage point difference <sup>a</sup> between your seniors and			
	Post University	For-Profit/Online	CT State Univs	For-Profit or Online	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...	%				
1b. Asked another student to help you understand course material	19	+7	-17	+7	
1c. Explained course material to one or more students	44	+25	-6	+24	
1d. Prepared for exams by discussing or working through course material with other students	23	+8	-13	+7	
1e. Worked with other students on course projects or assignments	25	-1	-29	+4	
Discussions with Diverse Others					
Percentage of students who responded that they "Very often" or "Often" had discussions with...					
8a. People of a race or ethnicity other than your own	75	+10	+5	+15	
8b. People from an economic background other than your own	75	+11	+5	+14	
8c. People with religious beliefs other than your own	69	+10	+8	+14	
8d. People with political views other than your own	71	+10	+14	+15	

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

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# Engagement Indicators: Experience with Faculty

## Experiences with Faculty: First-year students

		Percentage point difference <sup>a</sup> between your FY students and		
	Post University	For-Profit/Online	CT State Univs	For-Profit or Online
Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often" ...				
	%			
3a. Talked about career plans with a faculty member	31	<div><div></div><div></div></div> -6	<div><div></div><div></div></div> -0	<div><div></div><div></div></div> -5
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	13	+2 <div><div></div><div></div></div>	<div><div></div><div></div></div> -5	<div><div></div><div></div></div> -3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	18	<div><div></div><div></div></div> -1	<div><div></div><div></div></div> -4	<div><div></div><div></div></div> -3
3d. Discussed your academic performance with a faculty member	31	<div><div></div><div></div></div> -5	+2 <div><div></div><div></div></div>	<div><div></div><div></div></div> -0
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	78	<div><div></div><div></div></div> -3	+5 <div><div></div><div></div></div>	<div><div></div><div></div></div> -3
5b. Taught course sessions in an organized way	74	<div><div></div><div></div></div> -1	+6 <div><div></div><div></div></div>	<div><div></div><div></div></div> -2
5c. Used examples or illustrations to explain difficult points	69	<div><div></div><div></div></div> -4	+0 <div><div></div><div></div></div>	<div><div></div><div></div></div> -6
5d. Provided feedback on a draft or work in progress	70	+3 <div><div></div><div></div></div>	+7 <div><div></div><div></div></div>	<div><div></div><div></div></div> -1
5e. Provided prompt and detailed feedback on tests or completed assignments	72	+1 <div><div></div><div></div></div>	+16 <div><div></div><div></div></div>	<div><div></div><div></div></div> -2

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

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## Experiences with Faculty: Seniors

		Percentage point difference <sup>a</sup> between your seniors and		
	Post University	For-Profit/Online	CT State Univs	For-Profit or Online
Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often" ...				
	%			
3a. Talked about career plans with a faculty member	57	+24	+13	+25
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	28	+16	+1	+14
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	30	+13	-2	+12
3d. Discussed your academic performance with a faculty member	47	+16	+10	+18
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	85	+3	+7	+4
5b. Taught course sessions in an organized way	80	+1	+8	+3
5c. Used examples or illustrations to explain difficult points	64	-8	-8	-11
5d. Provided feedback on a draft or work in progress	66	+2	+4	-3
5e. Provided prompt and detailed feedback on tests or completed assignments	74	+3	+13	+1

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

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# Engagement Indicators: Campus Environment

## Campus Environment: First-year students

Quality of Interactions	Post University	Percentage point difference <sup>a</sup> between your FY students and			
		For-Profit/Online	CT State Univs	For-Profit or Online	
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%				
13a. Students	62	+2	+20	+9	
13b. Academic advisors	71	-1	+24	+1	
13c. Faculty	66	-4	+23	-3	
13d. Student services staff (career services, student activities, housing, etc.)	60	-5	+17	+1	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	64	-5	+25	-2	
<b>Supportive Environment</b>					
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...					
14b. Providing support to help students succeed academically	70	-9	+3	-1	
14c. Using learning support services (tutoring services, writing center, etc.)	68	-13	-0	-1	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	60	+5	-1	-2	
14e. Providing opportunities to be involved socially	55	-1	-9	-5	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	56	-2	-5	-3	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	46	+0	+9	-6	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	32	+2	-19	+1	
14i. Attending events that address important social, economic, or political issues	34	+5	-19	+0	

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

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## Campus Environment: Seniors

Quality of Interactions	Post University	Percentage point difference <sup>a</sup> between your seniors and			
		For-Profit/Online	CT State Univs	For-Profit or Online	
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%				
13a. Students	65	-1	+14	+3	
13b. Academic advisors	67	-6	+15	+1	
13c. Faculty	74	+4	+22	+7	
13d. Student services staff (career services, student activities, housing, etc.)	67	+1	+24	+7	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	59	-8	+18	-3	
<b>Supportive Environment</b>					
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...					
14b. Providing support to help students succeed academically	70	-4	+2	+1	
14c. Using learning support services (tutoring services, writing center, etc.)	71	-3	+4	+2	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	58	+5	-2	+3	
14e. Providing opportunities to be involved socially	70	+23	+5	+18	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	56	+6	-2	+4	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	43	+4	+9	-2	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	50	+25	-0	+22	
14i. Attending events that address important social, economic, or political issues	38	+13	-14	+9	

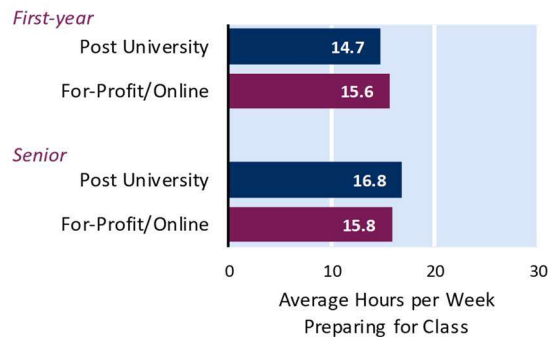
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## Additional Academic Challenge Items

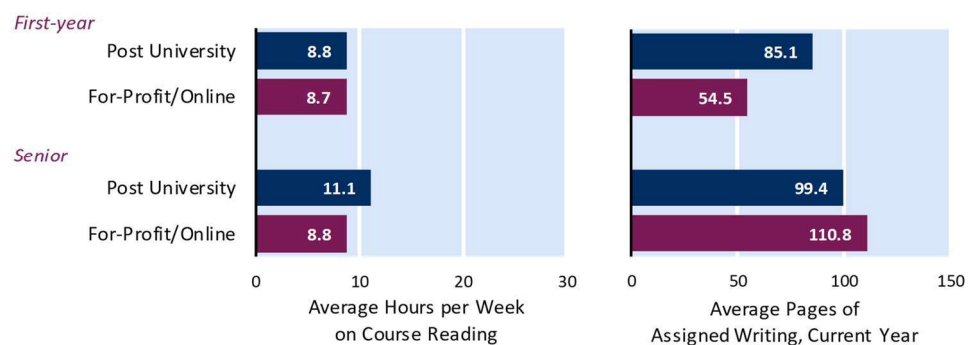
### Time Spent Preparing for Class

This figure reports the average weekly class preparation time for your students compared to students in your comparison group.



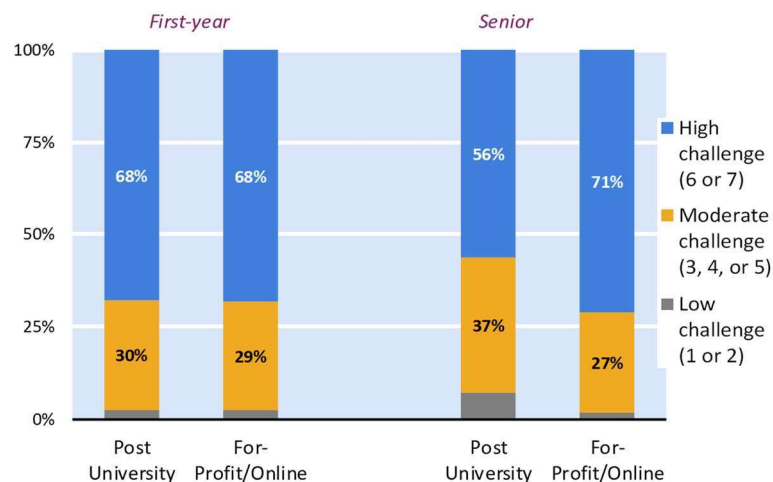
### Reading and Writing

These figures summarize the number of hours your students spent reading for their courses and the average number of pages of assigned writing compared to students in your comparison group. Each is an estimate calculated from two or more separate survey questions.



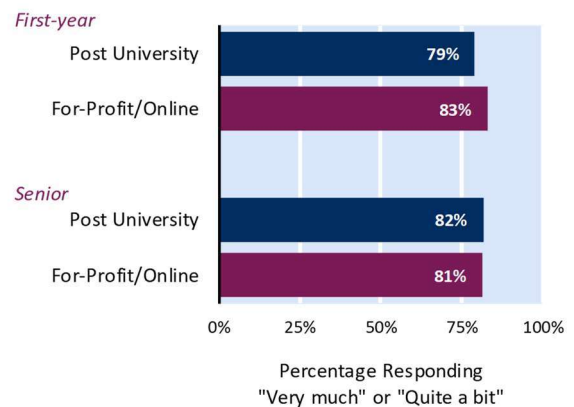
### Challenging Students to Do Their Best Work

To what extent did students' courses challenge them to do their best work? Response options ranged from 1 = "Not at all" to 7 = "Very much."



### Academic Emphasis

How much did students say their institution emphasizes spending significant time studying and on academic work? Response options included "Very much," "Quite a bit," "Some," and "Very little."

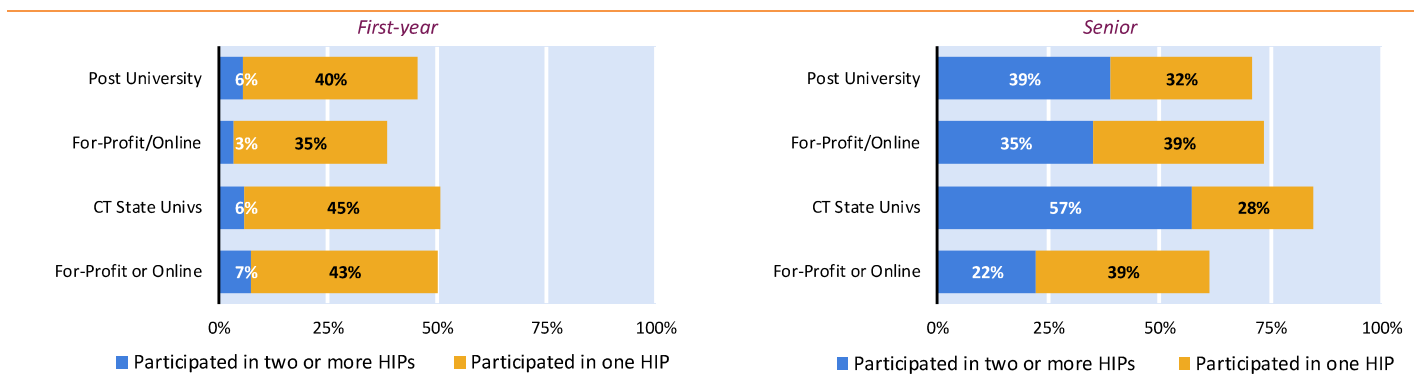


# HIGH-IMPACT PRACTICES

Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." High-Impact Practices (HIPs) share several traits. They demand:

- Considerable time and effort
- Facilitate learning outside of the classroom
- Require meaningful interactions with faculty and students
- Encourage collaboration with diverse others
- Provide frequent and substantive feedback

As a result, participation in these practices can be life-changing (Kuh, 2008). NSSE founding director George Kuh recommends that institutions should aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major (NSSE, 2007).



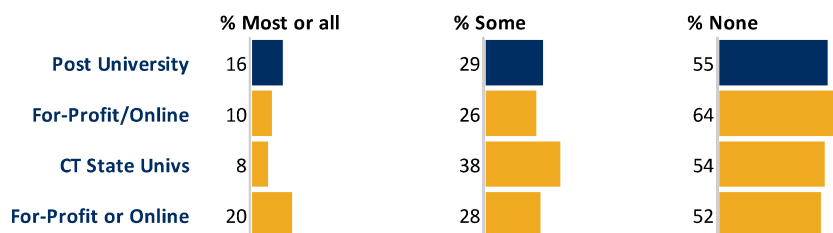


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## First-year students

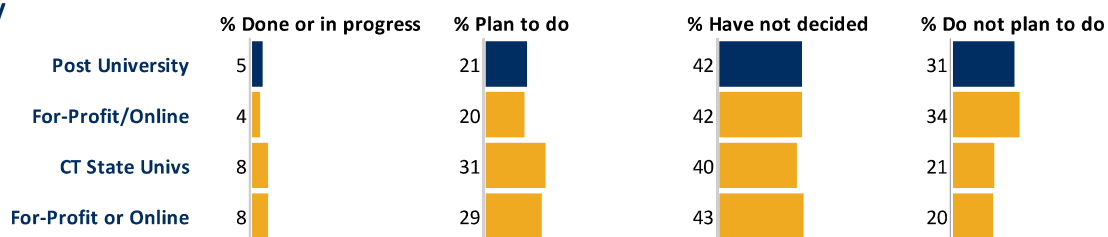
### Service-Learning

About how many of your courses at this institution have included a community-based project (service-learning)?



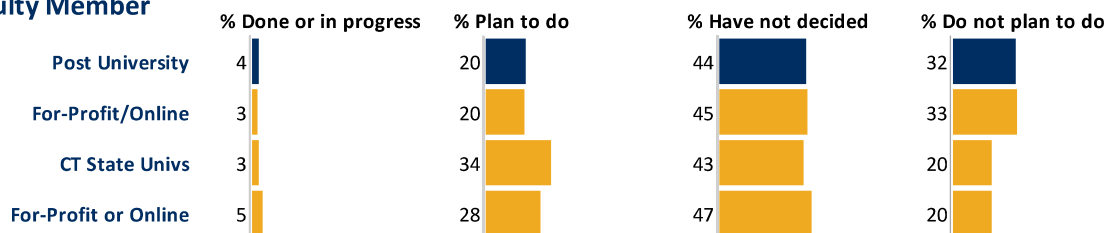
### Learning Community

Participate in a learning community or some other formal program where groups of students take two or more classes together.



### Research with a Faculty Member

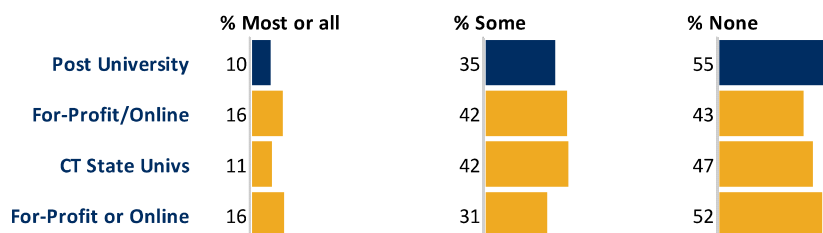
Work with a faculty member on a research project.



## Seniors

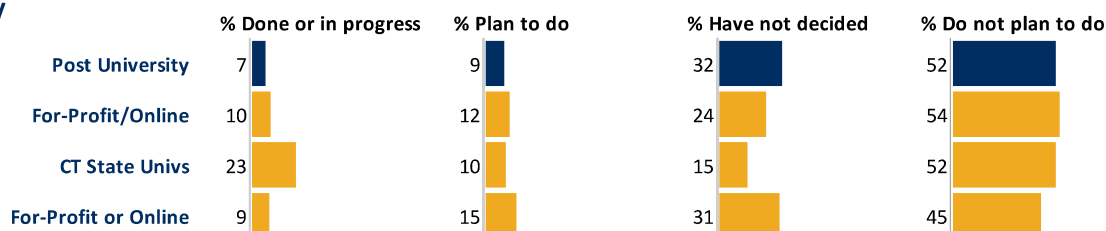
### Service-Learning

About how many of your courses at this institution have included a community-based project (service-learning)?



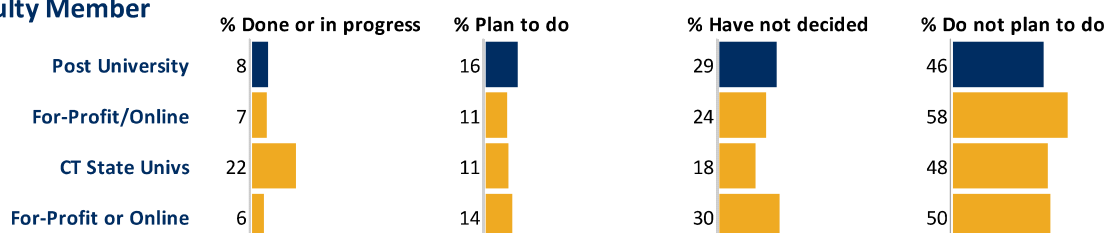
### Learning Community

Participate in a learning community or some other formal program where groups of students take two or more classes together.



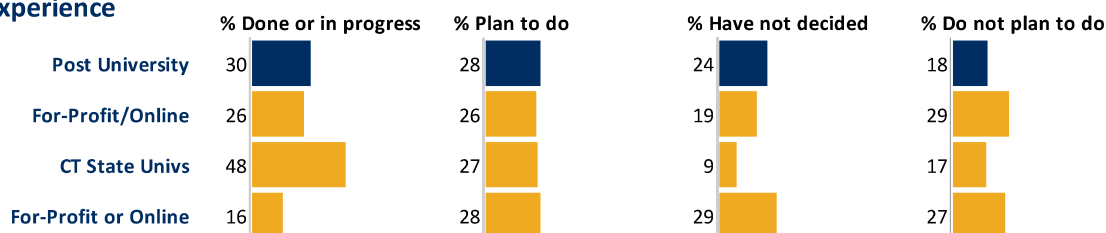
### Research with a Faculty Member

Work with a faculty member on a research project.



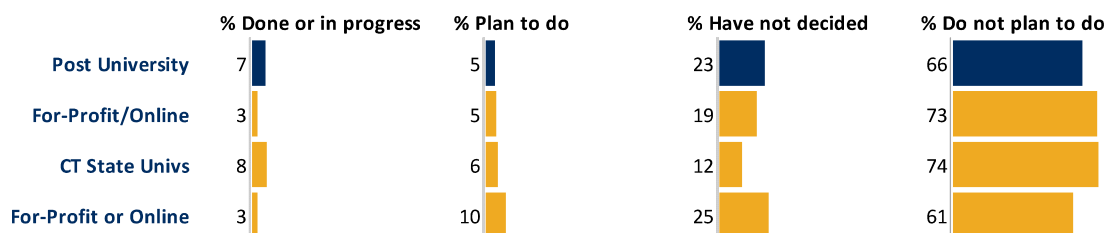
### Internship or Field Experience

Participate in an internship, co-op, field experience, student teaching, or clinical placement.



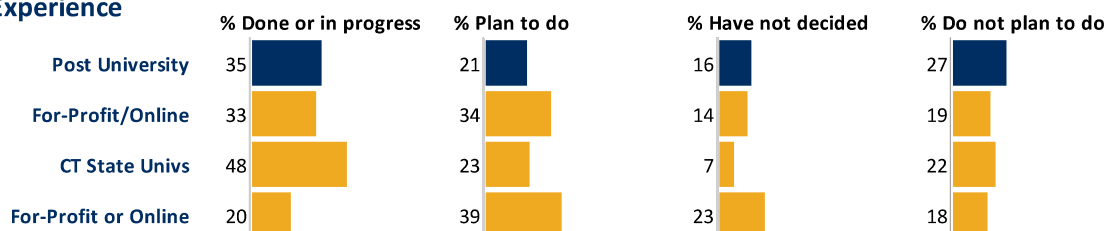
### Study Abroad

Participate in a study abroad program.



### Culminating Senior Experience

Complete a culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.).

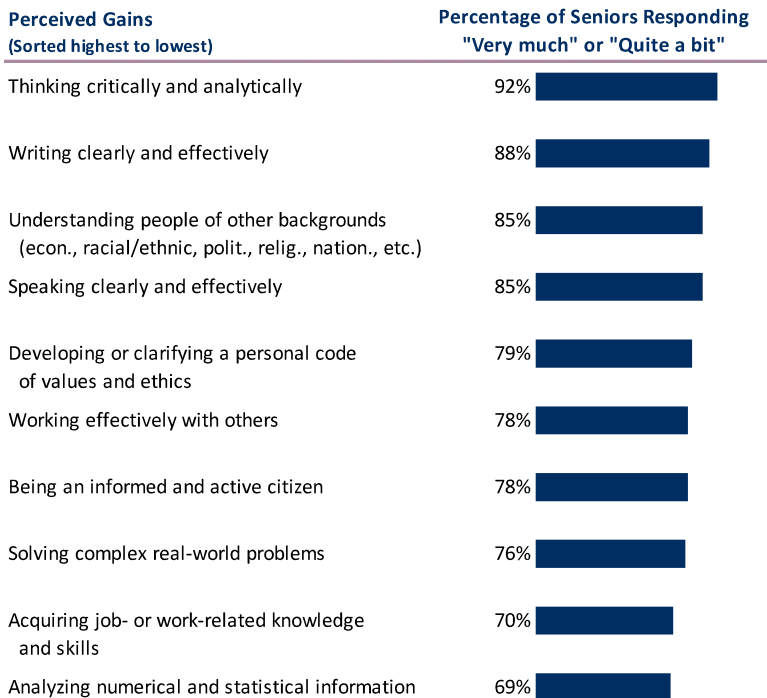


Note: Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

# Student Assessment of their experience at Post University

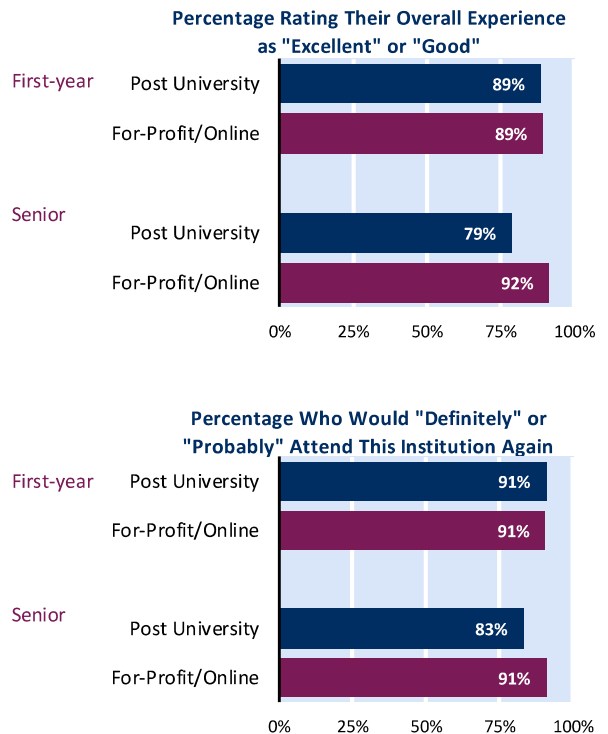
## Perceived Gains Among Seniors

Students reported how much their experience at your institution contributed to their knowledge, skills, and personal development in ten areas.



## Satisfaction with Post University

Students rated their overall experience at the institution, and whether or not they would choose it again.



## First-Year Experiences

The first-year experience items focus on academic perseverance, help-seeking behaviors, and institutional commitment.

1. During the current school year, about how often have you done the following?												
	Studied when there were other interesting things to do		Found additional information for course assignments when you didn't understand the material		Participated in course discussions, even when you didn't feel like it		Asked instructors for help when you struggled with course assignments		Finished something you have started when you encountered challenges		Stayed positive, even when you did poorly on a test or assignment	
	Post %	FPO %	Post %	FPO %	Post %	FPO %	Post %	FPO %	Post %	FPO %	Post %	FPO %
Never	4	5	2	4	3	5	9	9	1	2	2	3
Sometimes	25	26	25	25	18	25	38	38	16	16	18	21
Often	37	35	36	40	33	36	25	29	38	42	39	38
Very often	33	34	36	30	47	34	27	23	45	41	42	38

2. During the current school year, how difficult have the following been for you?								
	Learning course material		Managing your time		Getting help with school work		Interacting with faculty	
	Post %	FPO %	Post %	FPO %	Post %	FPO %	Post %	FPO %
Not at all difficult	14	14	12	11	31	28	39	36
2	14	17	12	12	19	22	18	21
3	25	27	20	21	21	22	18	20
4	29	27	26	24	15	17	14	13
5	12	10	17	17	8	7	6	6
Very difficult	6	5	12	14	6	5	4	4

3. During the current school year, about how often have you sought help with coursework from the following sources?												
	Faculty members		Academic advisors		Learning support services (tutoring, writing center, success coaching, etc.)		Friends or other students		Family members		Other persons or offices	
	Post %	FPO %	Post %	FPO %	Post %	FPO %	Post %	FPO %	Post %	FPO %	Post %	FPO %
Never	4	5	2	4	3	5	9	9	1	2	2	3
Sometimes	25	26	25	25	18	25	38	38	16	16	18	21
Often	37	35	36	40	33	36	25	29	38	42	39	38
Very often	33	34	36	30	47	34	27	23	45	41	42	38

4. During the current school year, have you participated in a first-year seminar or other course that introduces students to expectations of the academic community and college success skills (goalsetting, study skills, campus resources, etc.)? (Comparison data are limited to NSSE 2021.)	
	Post %
Yes	49
No	36
Unsure	15

5a. During the current school year, have you seriously considered leaving this institution?		
	Post %	FPO %
No	78	74
Yes	22	26

5b. [If answered "yes"] Why did you consider leaving? (Select all that apply.)		
	Post %	FPO %
Academics are too difficult	13	17
Academics are too easy	0	3
Other academic issues (major not offered, course availability, advising, credit transfer, etc.)	11	12
Financial concerns (costs or financial aid)	34	38
To change your career options (transfer to another school or program, military service, etc.)	12	12
Difficulty managing demands of school and work	25	32
Too much emphasis on partying	0	1
Not enough opportunities to socialize and have fun	3	7
Relations with faculty and staff	12	14
Relations with other students	1	11
Campus climate, location, or culture	1	12
Unsafe or hostile environment	0	4
Personal reasons (family issues, physical or mental health, homesickness, stress, etc.)	37	44
A reason not listed above, please specify:	24	20

6. How important is it to you that you graduate from this institution?		
	Post %	FPO %
Not important	1	4
2	2	2
3	2	4
4	6	7
5	7	9
Very important	82	75

## Senior Items

The senior items explore post-graduation plans, links between the academic major and future plans, and confidence with skills developed during college.

1. Do you expect to graduate this spring or summer?		
	Post %	FPO %
No	23	38
Yes	77	62

1a. [Excludes those who answered "No," not expecting spring/summer graduation] After graduation, what best describes your immediate plans?		
	Post %	FPO %
Full-time employment	61	73
Part-time employment	0	3
Graduate or professional school	24	12
Military service	0	3
Service or volunteer activity (AmeriCorps, Peace Corps, Teach for America, etc.)	0	0
Internship (paid or unpaid)	7	2
Travel or gap year	3	1
No plans at this time	6	4
Other, please specify:	0	3

1b. [If immediate plans included full- or part-time employment] Do you already have a job for after graduation?		
	Post %	FPO %
No	52	27
Yes, I will start a new job	21	13
Yes, I will continue in my current job	27	61

2. [Excludes those who answered "No," not expecting spring/summer graduation] To what extent have courses in your major(s) prepared you for your post-graduation plans?		
	Post %	FPO %
Very little	0	5
Some	23	16
Quite a bit	26	30
Very much	51	48

3. Do you intend to work eventually in a field related to your major(s)?		
	Post %	FPO %
Yes	94	91
No	2	2
Unsure	4	7

4. Do you plan to be self-employed, an independent contractor, or a freelance worker someday?		
	Post %	FPO %
Yes	36	22
No	43	57
Unsure	20	21

5. Do you plan to start your own business (nonprofit or for-profit) someday?		
	Post %	FPO %
Yes	47	27
No	37	52
Unsure	16	21

6. How much confidence do you have in your ability to complete tasks requiring the following skills and abilities?

	Critical thinking and analysis of arguments and information		Creative thinking and problem solving		Research skills		Clear writing		Persuasive speaking		Technological skills		Financial and business management skills		Entrepreneurial skills		Leadership skills		Networking and relationship building	
	Post %	FPO %	Post %	FPO %	Post %	FPO %	Post %	FPO %	Post %	FPO %	Post %	FPO %	Post %	FPO %	Post %	FPO %	Post %	FPO %	Post %	FPO %
Very little	0	1	0	0	0	1	0	1	0	2	0	2	2	8	4	13	0	2	2	3
Some	7	6	10	5	4	9	6	7	16	15	20	16	21	27	22	32	2	11	2	16
Quite a bit	16	30	16	29	21	33	24	33	23	34	16	38	30	34	29	29	24	31	33	35
Very much	76	63	74	65	75	57	69	59	60	49	64	45	47	32	45	27	74	57	63	46

7. To what extent has your coursework in your major(s) emphasized the following?

	Generating new ideas or brainstorming		Taking risks in your coursework without fear of penalty		Evaluating multiple approaches to a problem		Inventing new methods to arrive at unconventional solutions	
	Post %	FPO %	Post %	FPO %	Post %	FPO %	Post %	FPO %
Very little	0	3	12	15	0	3	0	9
Some	9	15	12	23	7	15	20	24
Quite a bit	30	36	23	29	28	37	29	32
Very much	60	47	53	33	64	45	51	35

8. Have you been creating an ePortfolio or other collection that includes samples of your work over time, shows your progress, and helps you reflect on the knowledge and skills you have gained?  
(Comparison data are limited to NSSE 2021.)

	Post %
Yes	26
No	64
Unsure	9

