2017 NSSE RESULTS
The survey was administered in Spring 2017

SUNY Potsdam has been participating since 2003

SUNY has been participating as a group since 2014 and asks that campuses participate every three years

NSSE collects information annually from samples of first year and senior students about the nature and quality of their undergraduate experience.

Items are grouped within ten Engagement Indicators in broad areas

High-Impact Practices report on participation in enriching activities

Customization options for participating institutions allow us to choose topics that are important to our campus.

SUNY Potsdam chose Inclusiveness and Engagement with Cultural Diversity and First-Year Experiences and Senior Transitions
NSSE 2017 RESPONSE RATES

SUNY Potsdam FY Response Rate = 26% (176 responses)
SUNY Potsdam SR Response Rate = 23% (177 responses)

NSSE 2016 & 2017
- FY Response Rate = 23%
- SR Response Rate = 24%

2017 Carnegie Peers
- FY Response Rate = 27%
- SR Response Rate = 29%

2017 SUNY Peers
- FY Response Rate = 25%
- SR Response Rate = 25%
Representativeness of Respondents

- Female students are over represented in the respondent group:
  - 59% of first-year students are female, but 72% of survey respondents are female
  - 57% of seniors are female, but 76% of survey respondents are female

- White students are over represented in the first-year respondent group:
  - 52% of first-year students are white, but 63% of survey respondents are white

- Black or African American were under represented in the first-year respondent group:
  - 16% of first-year students are Black or African American, but only 11% of survey respondents are Black or African American

- Other students of color had proportional representation in the first-year respondent group

- Students of Color and white students had proportional representation in the survey population in the seniors respondent group
**Engagement Indicators** are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups.

- ▲ Your students’ average was significantly higher (p < .05) with an effect size at least .3 in magnitude.
- ▼ 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.
- -- No significant difference.

### First-Year Students

<table>
<thead>
<tr>
<th>Theme</th>
<th>Engagement Indicator</th>
<th>2017 Results</th>
<th>2014 Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Your first-year students compared with SUNY</td>
<td>Your first-year students compared with Carnegie Group</td>
</tr>
<tr>
<td>Academic Challenge</td>
<td>Higher-Order Learning</td>
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<td></td>
<td>Reflective &amp; Integrative Learning</td>
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<td>Learning Strategies</td>
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<td>Quantitative Reasoning</td>
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<td>Learning with Peers</td>
<td>Collaborative Learning</td>
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<tr>
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<td>Discussions with Diverse Others</td>
<td>▽</td>
<td>▽</td>
</tr>
<tr>
<td>Experiences with Faculty</td>
<td>Student-Faculty Interaction</td>
<td>▲</td>
<td>▲</td>
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<tr>
<td></td>
<td>Effective Teaching Practices</td>
<td>▲</td>
<td>▲</td>
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<tr>
<td>Campus Environment</td>
<td>Quality of Interactions</td>
<td>▲</td>
<td>▲</td>
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<tr>
<td></td>
<td>Supportive Environment</td>
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</tbody>
</table>

2014 Results compared with SUNY, Carnegie Class, NSSE 2013 & 2014.
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<table>
<thead>
<tr>
<th>Seniors</th>
<th>Theme</th>
<th>Engagement Indicator</th>
<th>2017 Results</th>
<th>2014 Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td>Your seniors compared</td>
<td>Your seniors compared</td>
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<td></td>
<td></td>
<td></td>
<td>with SUNY</td>
<td>with Carnegie Group</td>
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<tr>
<td></td>
<td>Higher-Order Learning</td>
<td>▲</td>
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<td></td>
<td>Supportive Environment</td>
<td>▲</td>
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</tr>
</tbody>
</table>
Other Academic Challenge — Time Spent Preparing for Class

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

### 2017 Results

- **First-year**
  - SUNY Potsdam: 13.0
  - SUNY: 14.7
- **Senior**
  - SUNY Potsdam: 13.7
  - SUNY: 15.5

### 2014 Results

- **First-year**
  - SUNY Potsdam: 12.1
  - SUNY: 14.5
- **Senior**
  - SUNY Potsdam: 15.5
  - SUNY: 14.9

*Average Hours per Week Preparing for Class*
Other Academic Challenge — 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.

Note: The reading item is limited to 2014 institutions.
Other Academic Challenge — 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."

**2017 Results**

<table>
<thead>
<tr>
<th>Year</th>
<th>SUNY Potsdam</th>
<th>SUNY</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year</td>
<td>73%</td>
<td>79%</td>
</tr>
<tr>
<td>Senior</td>
<td>74%</td>
<td>79%</td>
</tr>
</tbody>
</table>

**2014 Results**

<table>
<thead>
<tr>
<th>Year</th>
<th>SUNY Potsdam</th>
<th>SUNY</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year</td>
<td>82%</td>
<td>81%</td>
</tr>
<tr>
<td>Senior</td>
<td>77%</td>
<td>81%</td>
</tr>
</tbody>
</table>
**2017 ITEM COMPARISONS — FIRST YEAR STUDENTS**

**First-year**

**Highest Performing Relative to SUNY**
- Institution emphasis on attending events that address important social/econ./polit. issues skład (SE)
- Institution emphasis on encouraging contact among students from different backgrounds skład (SE)
- Institution emphasis on attending campus activities and events skład (SE)
- Quality of interactions with faculty skład (QI)
- Institution emphasis on using learning support services skład (SE)

**Lowest Performing Relative to SUNY**
- Prepared for exams by discussing or working through course material w/other students skład (CL)
- Extent to which courses challenged you to do your best work skład
- Summarized what you learned in class or from course materials skład (LS)
- Applying facts, theories, or methods to practical problems or new situations skład (HO)
- Spent more than 15 hours per week preparing for class

**Percentage Point Difference with SUNY**
- Item #
  - 14i. +23
  - 14d. +15
  - 14h. +12
  - 13c. +12
  - 14c. +10

- Item #
  - 1g. -5
  - 10. -6
  - 9c. -6
  - 4b. -6
  - 15a. -11

Percentage Point Difference with SUNY
Senior

**Highest Performing Relative to SUNY**

- Institution emphasis on attending campus activities and events (\(\ldots\))^\(\text{f}^\) (SE)
- Talked about career plans with a faculty member^b (SF)
- Quality of interactions with faculty^d (QI)
- Institution emphasis on attending events that address important social/econ./polit. issues^c (SE)
- Discussed course topics, ideas, or concepts with a faculty member outside of class^b (SF)

**Lowest Performing Relative to SUNY**

- About how many courses have included a community-based project (service-learning)?^e (HIP)
- Spent more than 10 hours per week on assigned reading^f
- Applying facts, theories, or methods to practical problems or new situations^c (HO)
- Instructors taught course sessions in an organized way^d (ET)
- Spent more than 15 hours per week preparing for class
Satisfaction

2017 Results

Percentage Rating Their Overall Experience as "Excellent" or "Good"

- First-year SUNY Potsdam: 85%
- First-year SUNY: 80%
- Senior SUNY Potsdam: 81%
- Senior SUNY: 82%

Percentage Who Would "Definitely" or "Probably" Attend This Institution Again

- First-year SUNY Potsdam: 83%
- First-year SUNY: 81%
- Senior SUNY Potsdam: 76%
- Senior SUNY: 80%

2014 Results

Percentage Rating Their Overall Experience as "Excellent" or "Good"

- First-year SUNY Potsdam: 80%
- First-year SUNY: 82%
- Senior SUNY Potsdam: 90%
- Senior SUNY: 83%

Percentage Who Would "Definitely" or "Probably" Attend This Institution Again

- First-year SUNY Potsdam: 75%
- First-year SUNY: 79%
- Senior SUNY Potsdam: 81%
- Senior SUNY: 79%
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, and provide frequent and substantive feedback. As a result, participation in these practices can be life-changing (Kuh, 2008)*.

HIPS include Learning Communities, Service Learning, Internships or Field Experience, Research with Faculty, Study Abroad, and Culminating Senior Experience.

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First-year Experiences and Senior Transitions — Topic Module

First-year students

- SUNY Potsdam first-year students reported doing the following less often than the comparison group (these were statistically significant differences)
  - 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
  - Finished something you have started when you encountered challenges

- SUNY Potsdam first-year students reported having less difficulty getting help with school work than the comparison group

- But, were less likely to seek help from learning support services and other persons or offices than the comparison group
While this was not statistically significantly different, 39% of SUNY Potsdam first-year students reported “seriously considered leaving” SUNY Potsdam during the current school year. (32% of the comparison group “seriously considered leaving”.)

Here are the top reasons first-year students gave for why they considered leaving:

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal reasons (family issues, physical or mental health, homesickness, stress, etc.)</td>
<td>31%</td>
</tr>
<tr>
<td>Campus climate, location, or culture</td>
<td>29%</td>
</tr>
<tr>
<td>Financial concerns (costs or financial aid)</td>
<td>28%</td>
</tr>
<tr>
<td>Relations with other students</td>
<td>23%</td>
</tr>
<tr>
<td>To change your career options (transfer to another school or program, military service, etc.)</td>
<td>19%</td>
</tr>
<tr>
<td>Other academic issues (major not offered, course availability, advising, credit transfer, etc.)</td>
<td>17%</td>
</tr>
</tbody>
</table>
First-year Experiences and Senior Transitions — Topic Module Seniors

- SUNY Potsdam seniors reported having less confidence in their ability to complete tasks requiring the following skills and abilities compared to the comparison group (these were statistically significant differences):
  - Critical thinking and analysis of arguments and information
  - Research skills
  - Financial and business management skills
  - Entrepreneurial skills
  - Leadership skills
SUNY Potsdam seniors were also much less likely to report that they already have a job after graduation than the comparison group (32% for SUNY Potsdam and 52% for the comparison group).
Positive responses by student type that are statistically significantly different than our comparison group:

- How much the institution demonstrates a commitment to diversity – both First-year and Seniors
- How much the institution provides information about anti-discrimination and harassment policies – Seniors only
- How much the institution takes allegations of discrimination or harassment seriously – Seniors only
- Supportive Environment for Gender Identity - both First-year and Seniors
- Supportive Environment for Sexual Orientation – Seniors only
Negative responses by student type that are statistically significantly different than our comparison group:

- Supportive Environment for Disability Status – Seniors
- On campus, there are enough opportunities to learn about important issues within my own cultural community – First-year only
- On campus, there are enough opportunities to learn about the experiences of people within my own cultural community – First-year only
- In general, people on campus value knowledge from my cultural community – First-year only
- In general, people on campus value the experiences of people within my cultural community – First-year only
- In general, my cultural community is valued on campus – First-year only

For the last five bullets that were first-year students only, I disaggregated the data by race. American Indian or Alaskan Natives, Latino, and Asian students had the higher levels of disagreement for all but the last statement. For the last statement, the students with the higher levels of disagreement were American Indian or Alaskan Natives, Asian students, and Black or African American students.
OTHER SELECTED DEMOGRAPHICS

- Gender identity – Other than Male of Female
  - FY Students
    - 1% Potsdam, 1% SUNY, 1% Carnegie, 1% NSSE
  - Seniors
    - 3% Potsdam, 1% SUNY, 1% Carnegie, 1% NSSE

- Sexual Orientation – Other than Heterosexual
  - FY Students
    - 14% Potsdam, 13% SUNY, 9% Carnegie, 12% NSSE
  - Seniors
    - 20% Potsdam, 11% SUNY, 10% Carnegie, 10% NSSE
Have you been diagnosed with any disability or impairment?
- About the same percent of Potsdam first-year students said yes compared to the comparison groups
- Potsdam Seniors – 18% said yes, but only 11-13% of the comparison groups said yes

Type of disability or impairment:
- First-year students – mental health disorder
  - 5% Potsdam (3% comparison groups)
- Seniors – mental health disorder
  - 9% Potsdam (3% comparison groups)