

NSSE 2017 – EXECUTIVE SUMMARY

What is NSSE

NSSE annually collects information at hundreds of four-year colleges and universities about first-year and senior students' participation in programs and activities that institutions provide for their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending university.

The NSSE survey is conducted annually however Nipissing University only participates every 3 years. The most recent NSSE we participated in was NSSE 2017.

Respondent Population

	# RESPONSES	RESPONSE RATE	FEMALE	FULL-TIME
1ST YEAR	300	50%	73%	92%
4TH YEAR	395	50%	77%	61%

Satisfaction with Nipissing University

	OVERALL EXP. "EXCELLENT" OR "GOOD"	NU VS. ON
1ST YEAR	83%	+5%
4TH YEAR	84%	+7%

	WOULD "DEFINITELY" OR PROBABLY ATTEND AGAIN	NU VS. ON
1ST YEAR	83%	-1%
4TH YEAR	83%	+6%

Engagement Indicators

To represent the multiple dimensions of student engagement, NSSE reports on 10 Engagement Indicators grouped within four themes.

Theme	Engagement Indicators
Academic Challenge	<ul style="list-style-type: none"> Higher Order Learning Reflective & Integrative Learning Learning Strategies Quantitative Reasoning
Learning with Peers	<ul style="list-style-type: none"> Collaborative Learning Discussions with Diverse Others
Experiences with Faculty	<ul style="list-style-type: none"> Student-Faculty Interaction Effective Teaching Practices
Campus Environment	<ul style="list-style-type: none"> Quality of Interactions Supportive Environment

Engagement Indicators: Where Nipissing Stands vs. Provincial & National Peers

Theme	1 st Yr vs. ON	4 th Yr vs. ON	1 st Yr vs. CAN	4 th Yr vs. CAN
Academic Challenge	SAME	↑	↑	SAME
Learning with Peers	↓ ↓	↓	↓	↓ ↓
Experiences with Faculty	↑	SAME	↑	SAME
Campus Environment	↑	↑	↑ ↑	↑

Strengths

- Nipissing continually meets or exceeds our peers with respect to Reflective and Integrative Learning (i.e., learning is connected to societal problems/issues; course discussions/assignments include diverse perspectives; ability to combine ideas from different courses when completing assignments).
- Nipissing continually meets or exceeds our peers with respect to Effective Teaching Practice (i.e., course presentation is organized, expectations are clear, instructors provide prompt feedback on draft work and completed tests/assignments).
- Nipissing continually meets or exceeds our peers with respect to Quality of Interactions (i.e., excellent interactions with Academic Advisors, Faculty, Support Staff).

Weaknesses

- Nipissing underperforms with respect to Collaborative Learning (i.e., working, discussing and learning with peers) and Discussions with Diverse Others (i.e., engaging in discussion with people of different ethnicity, race, economic background and religious/political views).
- While no worse than our peers, it is important to note that our Student-Faculty interaction (e.g., discussions of course material outside of class, working with faculty on activities other than coursework, discussions about academic performance and career plans) is quite low among our first year respondents.

High-Impact Practices

High-Impact Practices (HIPs) represent enriching educational experiences that can be life-changing. They typically demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and other students, encourage collaboration with diverse others, and provide frequent and substantive feedback. NSSE reports student participation in six HIPs: three for both first-year and fourth-year students, and three for fourth-year students only.

High-Impact Practices	1 st Year	4 th Year
Learning community	✓	✓
Service-learning	✓	✓
Research with faculty	✓	✓
Internship or field experience		✓
Study abroad		✓
Culminating senior experience		✓

High-Impact Practices: Where Nipissing Stands vs. Provincial & National Peers

# of HIP's	1 st Yr: 1 HIP	1 st Yr: >1 HIP	4 th Yr: 1 HIP	4 th Yr: >1 HIP
Nipissing	46%	7%	26%	60%
Ontario	43%	6%	28%	52%
Canada Peers	39%	6%	28%	50%

Strengths

- Nipissing continually exceeds our provincial and national peers with respect to the number of HIP's our students participate in for both first-year and fourth-year students.
- In particular, for first-year students over half of the respondents stated that there is a community-based project (i.e., service-learning component) to some of their courses.
- For fourth-year students, over two-thirds of the respondents stated that there is a community-based project (i.e., service-learning component) to some of their courses and over half of the respondents stated that they have participated in an internship or field experience. Both of these metrics are significantly higher than our provincial and national peers.

Weaknesses

- Despite over-performing on the whole, our fourth-year respondents have shown a significant difference with their participation in Research with Faculty and a Culminating Senior Experience (i.e., capstone course, senior project or thesis, comprehensive exam, portfolio, etc.).