

**Academic success and engagement of Fall 2020
first-time first-year college students at ECU:
How do they compare to previous cohorts and
their national peers?**

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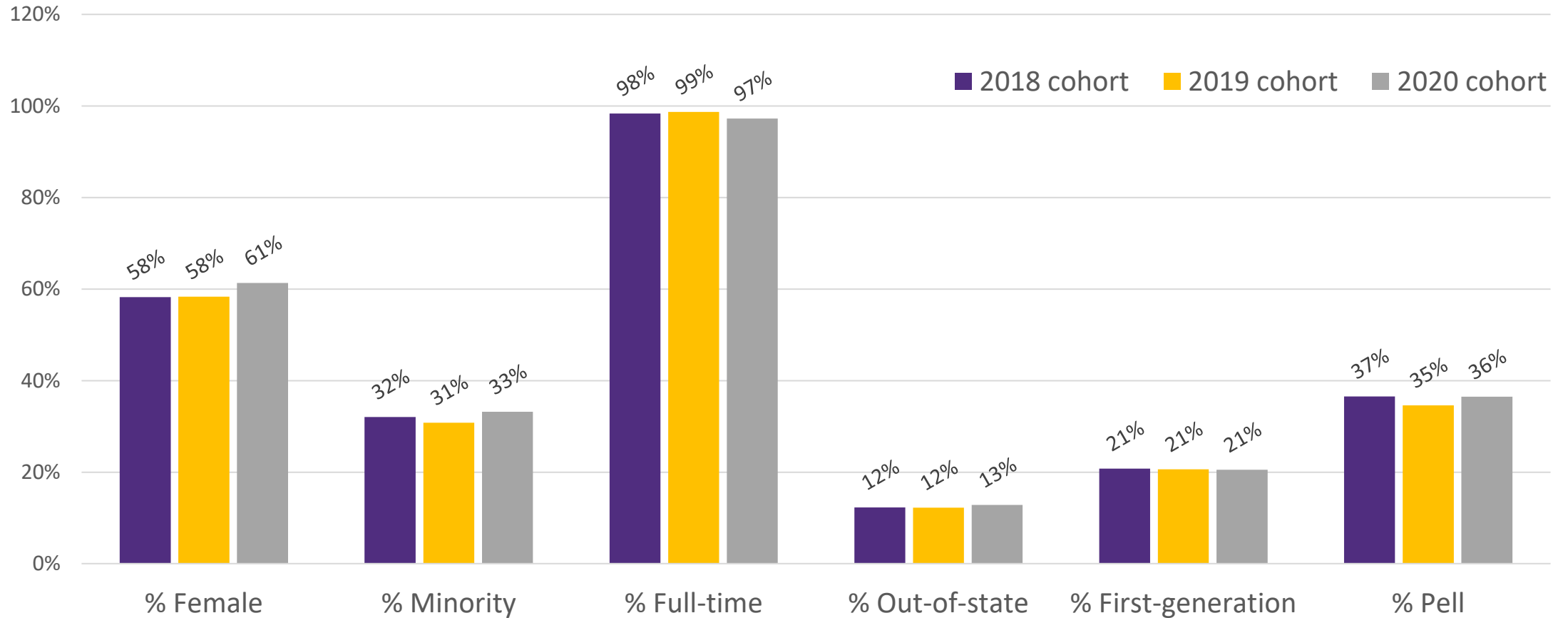
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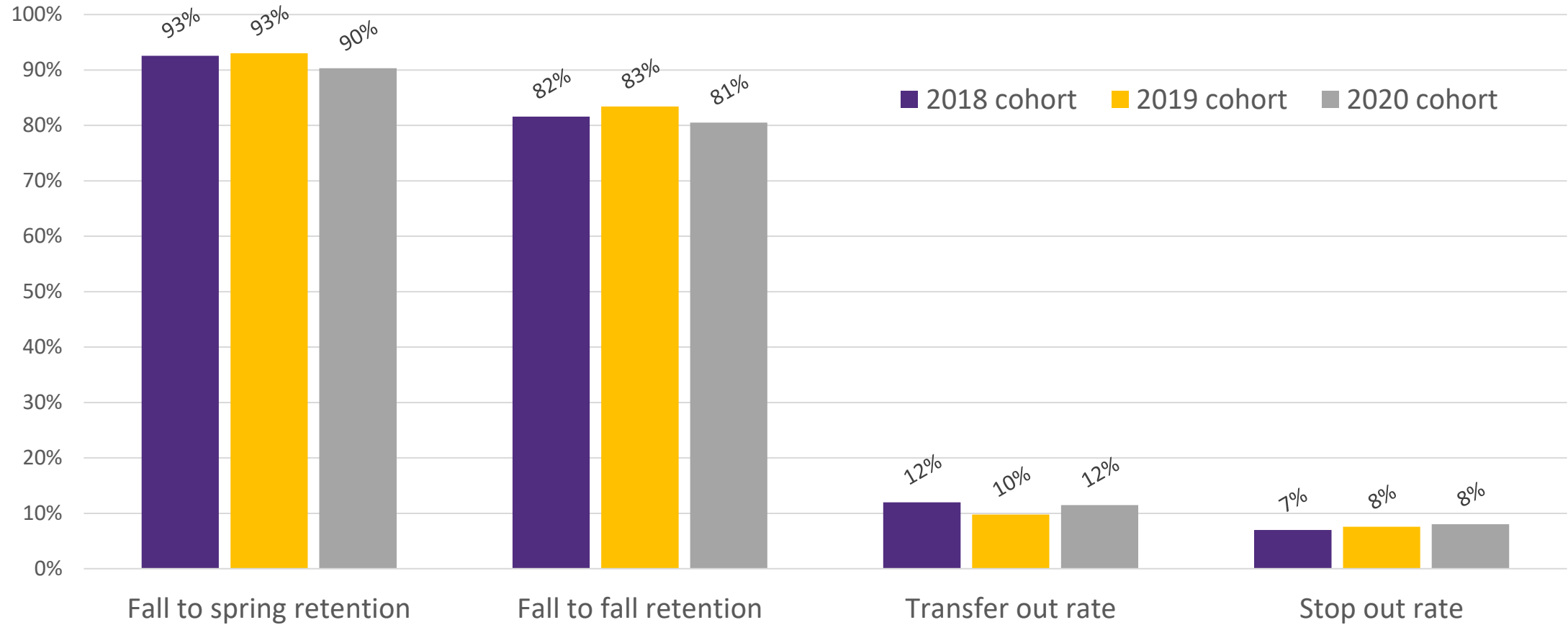


COHORT COMPARISONS: DEMOGRAPHICS, RETENTION, PROGRESSION, & GRADES

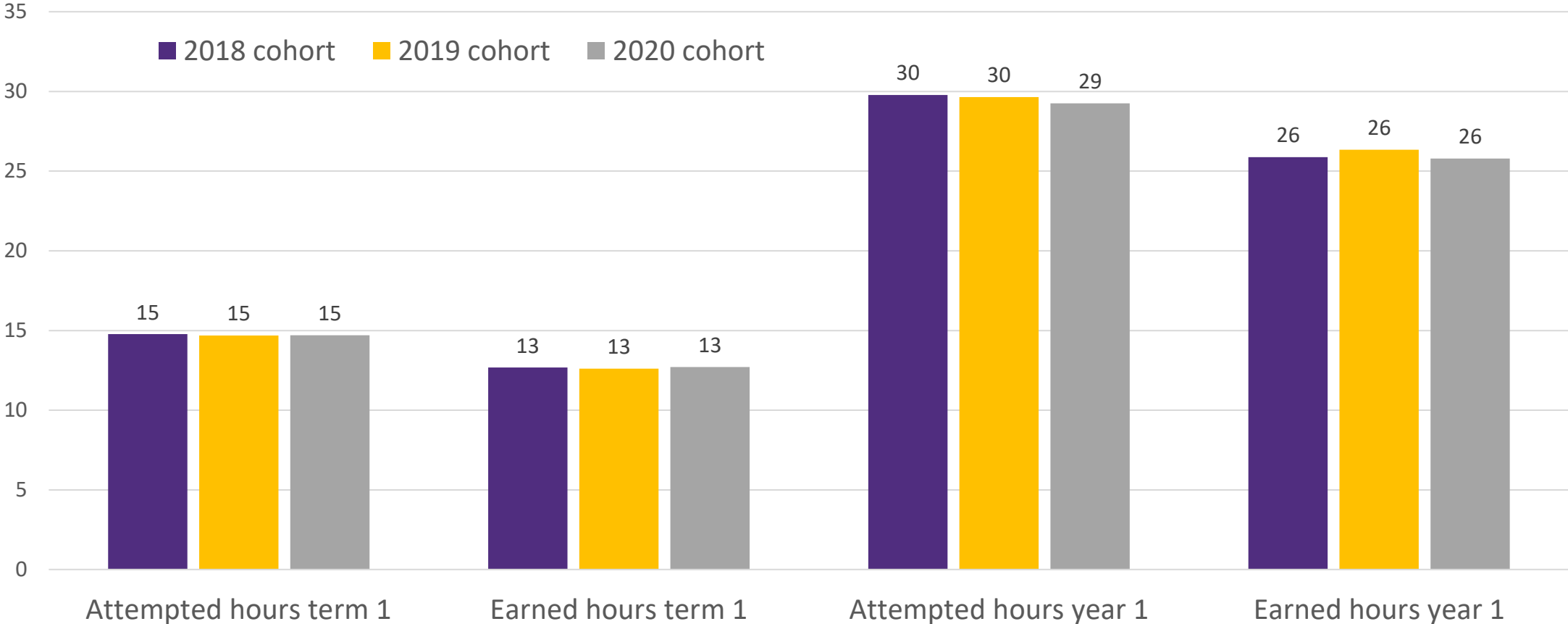
First-time/First-year Demographics



Retention

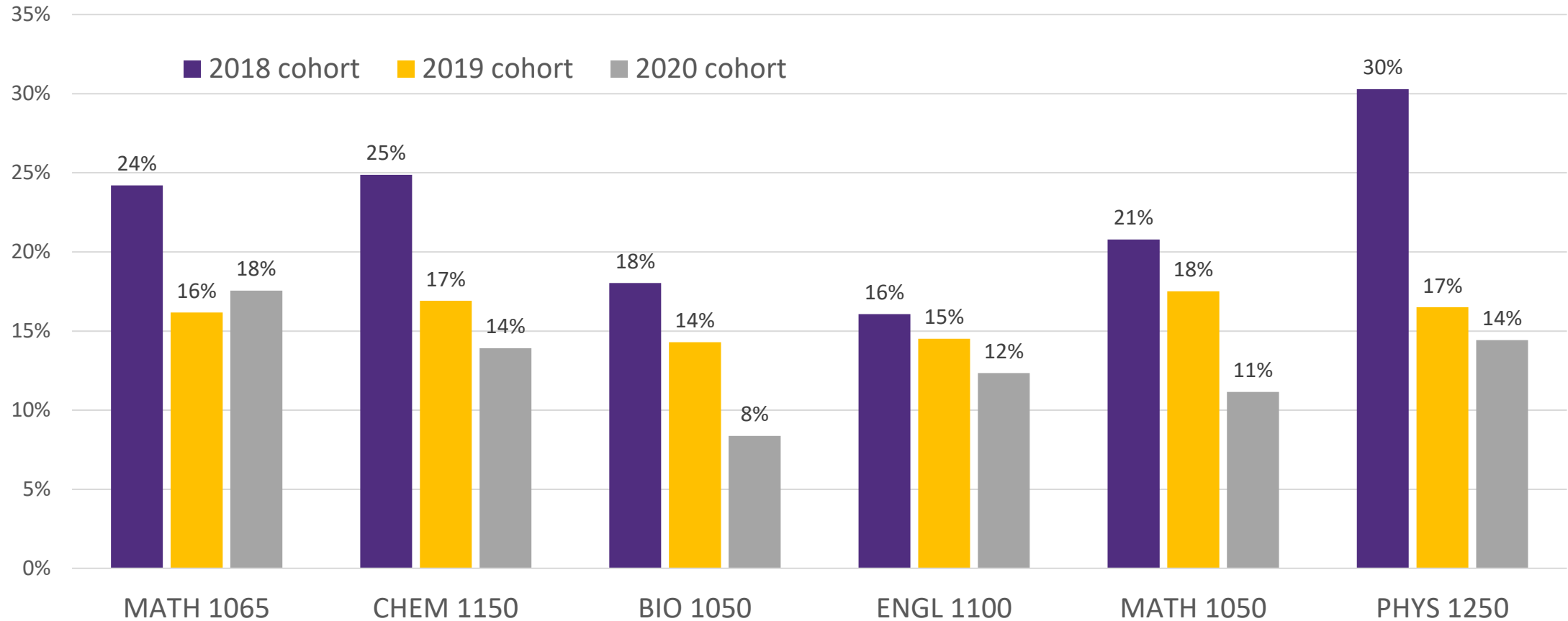


Progression

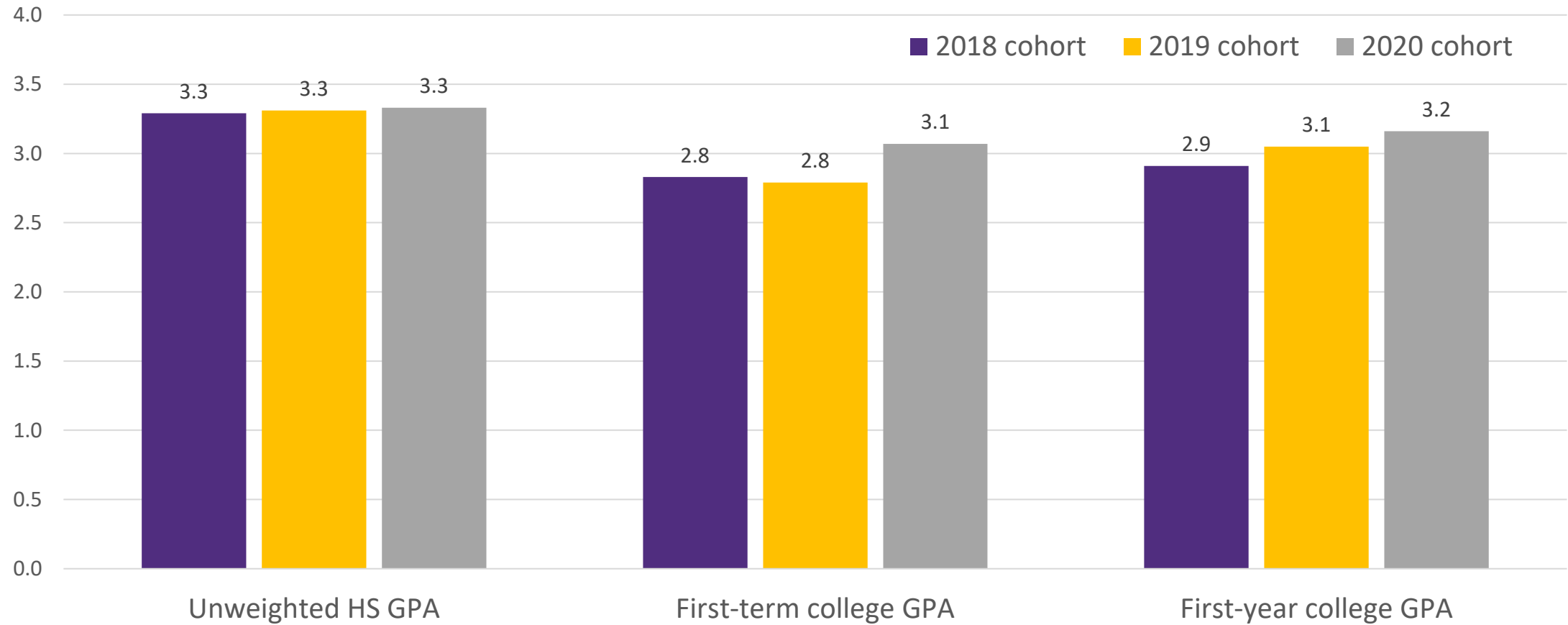


Course Grades

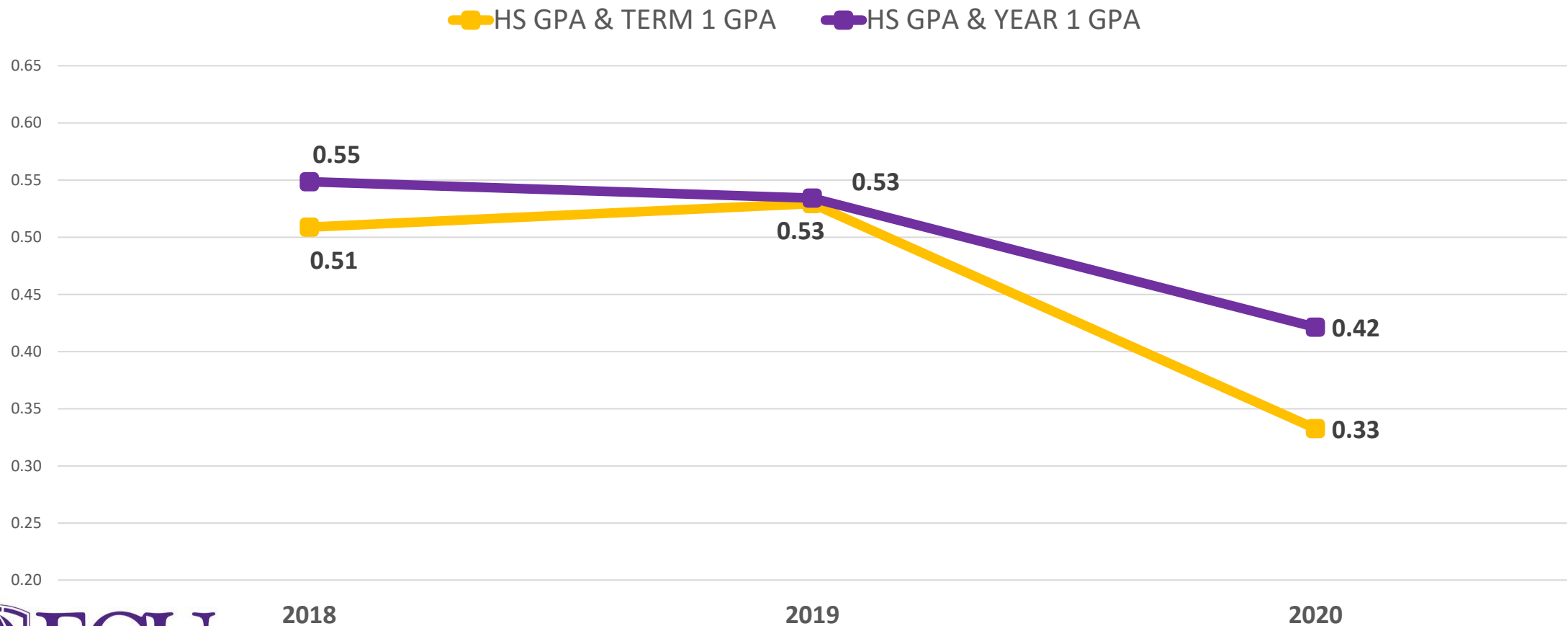
DFW rates, first attempt (of those who took the course in their first year)



Grade Point Averages

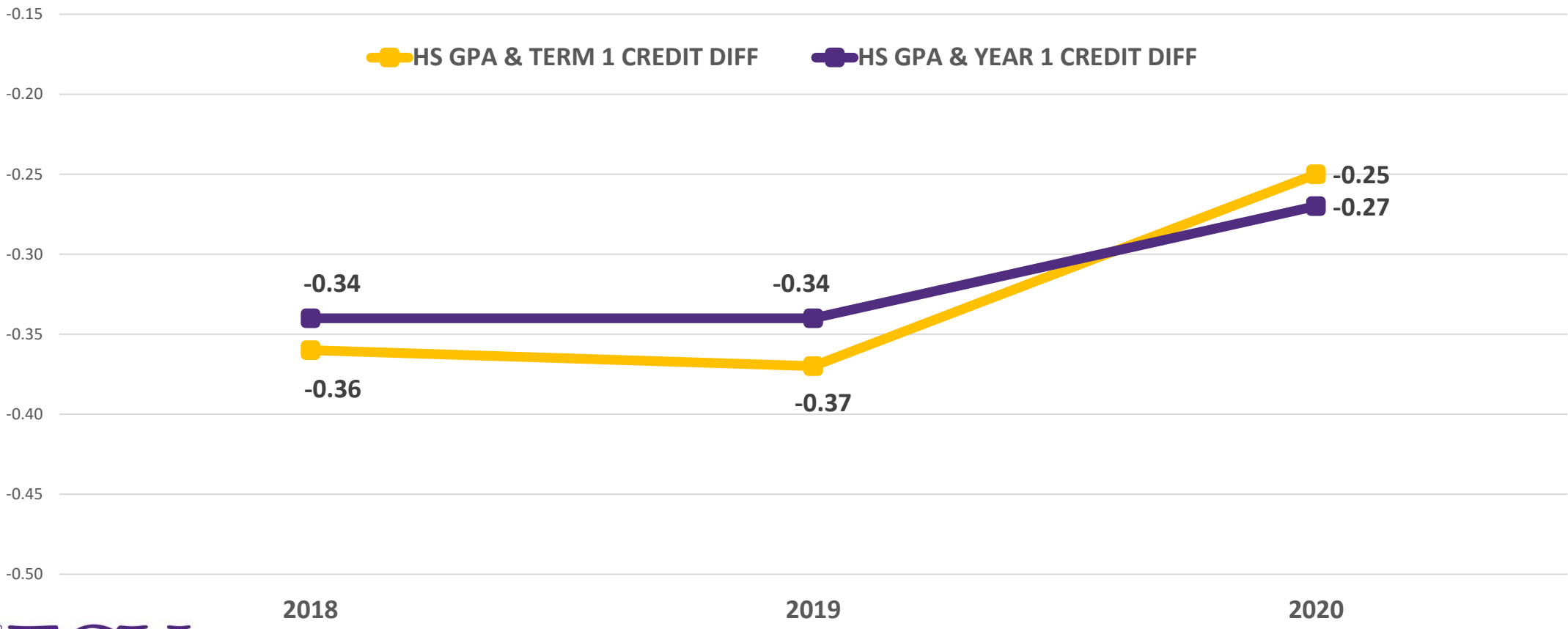


Correlations between unweighted high school GPA & term/year 1 college GPA

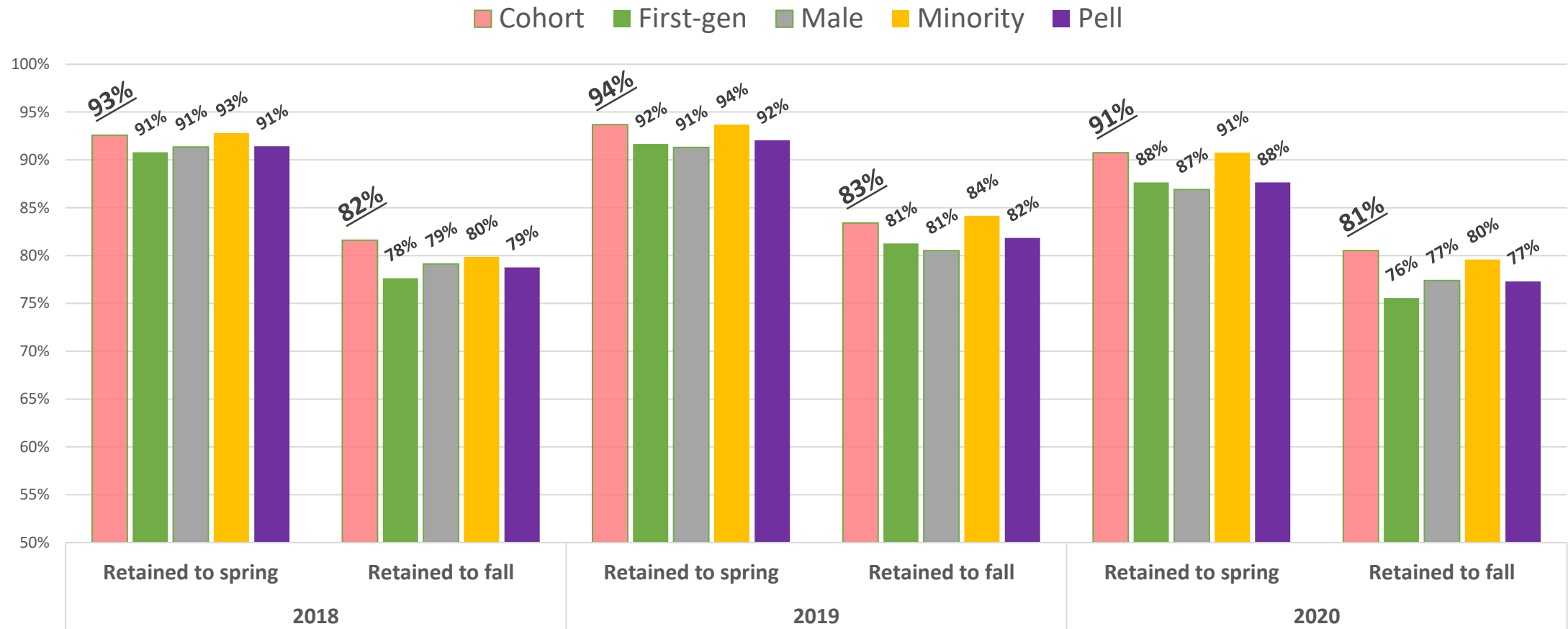


Correlations between unweighted high school GPA & term/year 1 credit hour difference

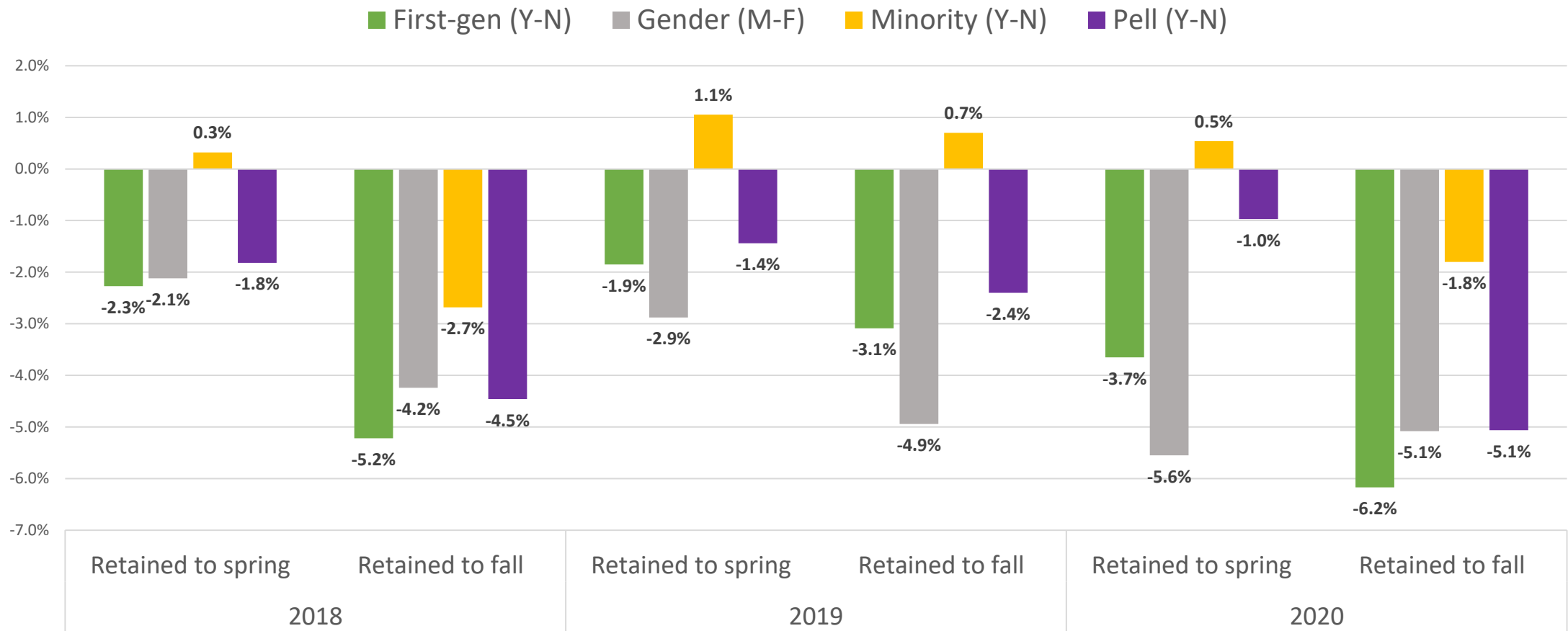
(difference between number of attempted hours & number of earned hours)



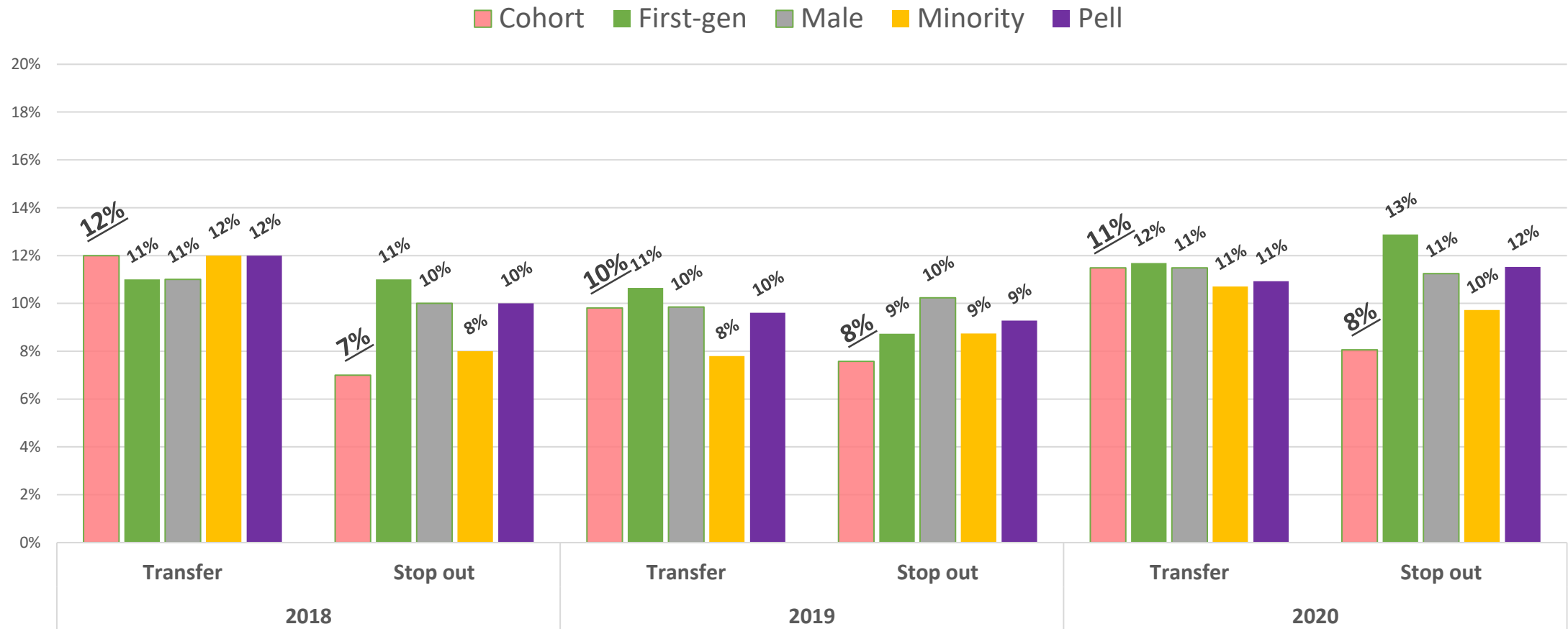
Comparison of at-risk groups to total cohort: Retained to spring & retained to fall



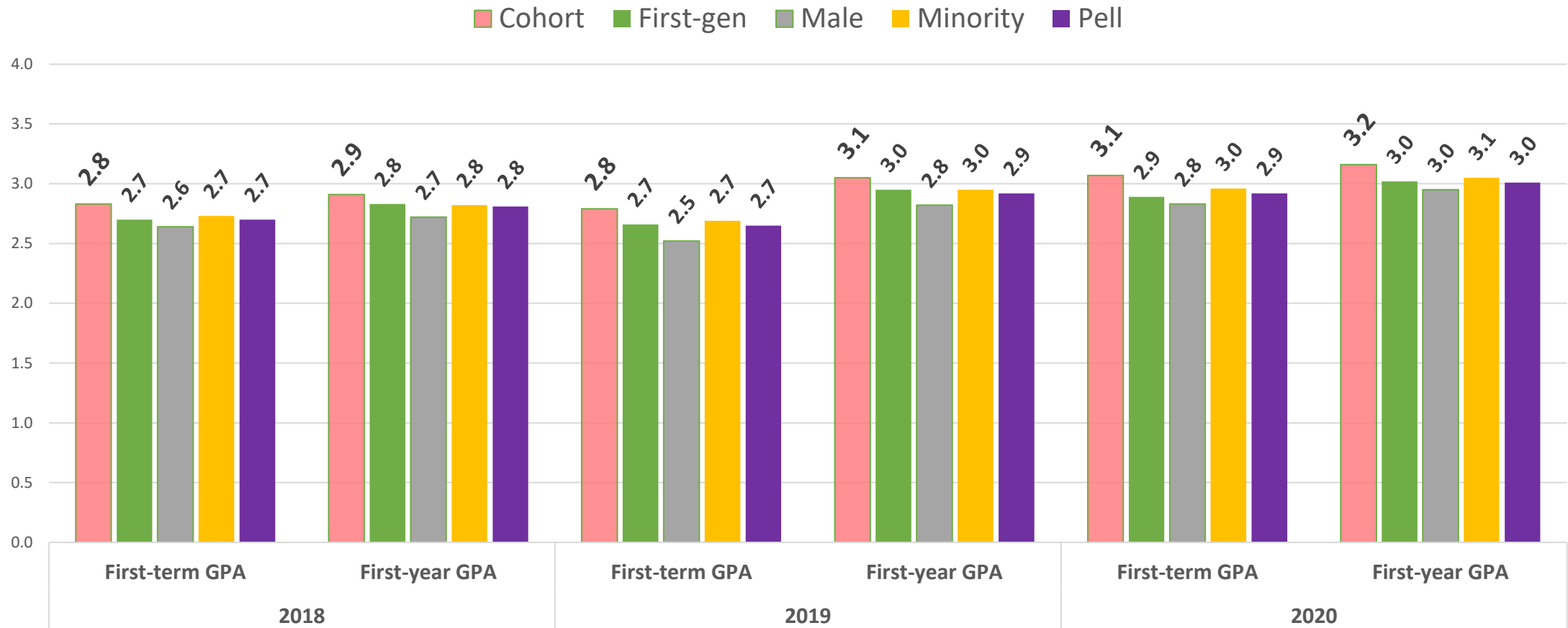
Within group comparison of at-risk students: Retained to spring & retained to fall



Comparison of at-risk groups to total cohort: Transfer & stop out rates



Comparison of at-risk groups to total cohort: Average first-term & first-year GPA



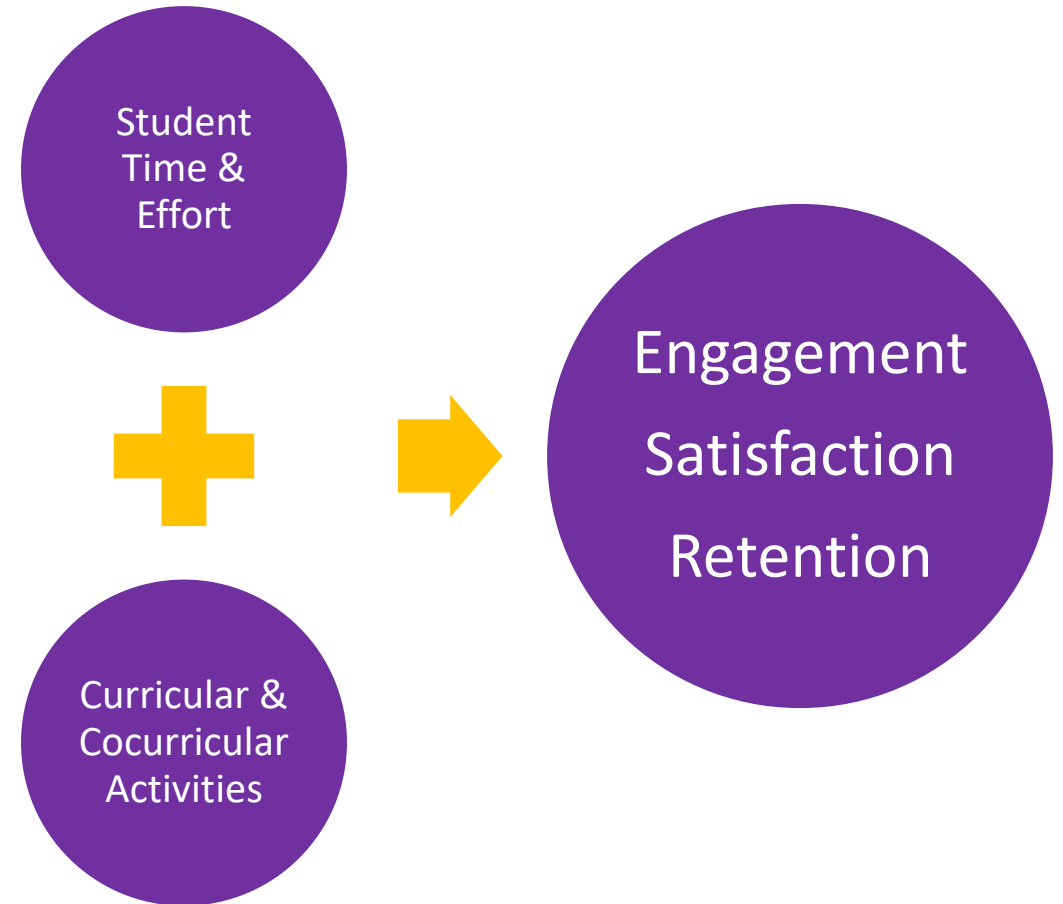
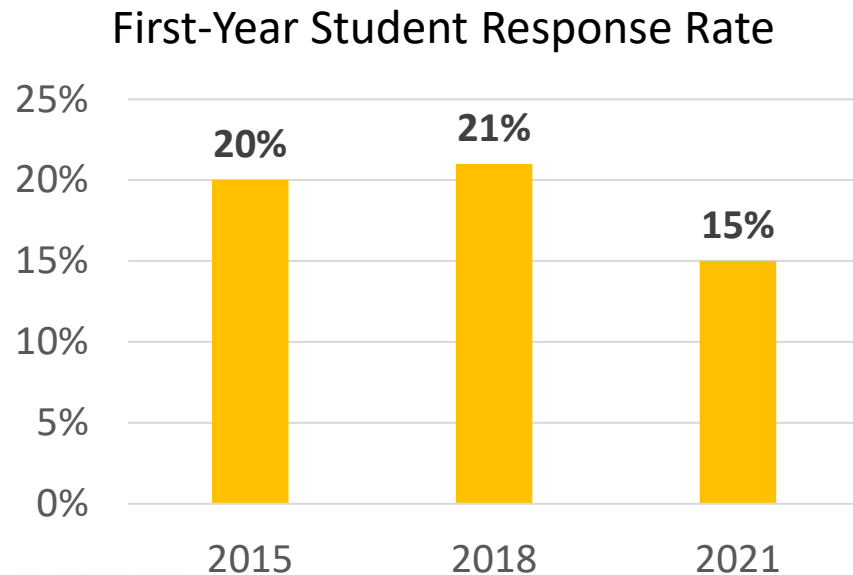
Summary of Findings

- Demographics for the Fall 2020 cohort of new first year students were not very different from those for the Fall 2018 & Fall 2019 cohorts.
- Both fall-to-spring and fall-to-fall retention rates were lower for the Fall 2020 cohort than for previous cohorts (though not markedly so).
- The pandemic may have advantaged students who could apply to take a Pass grade or a pandemic drop option.
 - Thus, the correlation between high school GPA and first term/year college GPA was lower for the Fall 2020 cohort than for previous cohorts.
 - The negative correlation between high school GPA and first term/year attempted minus earned credit hours is smaller for the Fall 2020 than for previous cohorts.
- Some sub-groups of new students are more at-risk than others (e.g., first-generation, male, minority, Pell) in terms of retention, stop-out rates, and first term/year GPAs.
 - The pandemic may have been particularly detrimental to retention for these sub-groups.

Engagement Indicators and Participation in High Impact Activities

First-Year Student Engagement

- Data Source: National Survey of Student Engagement
- Student population: incoming freshmen of prior fall semester and other first-year students with <30 credits



Respondent Characteristics

First-year Students	ECU 18	ECU 21	Carnegie 21
First-time first-year	97%	95%	88%
Full-time	97%	93%	94%
<Age =19	95%	96%	91%

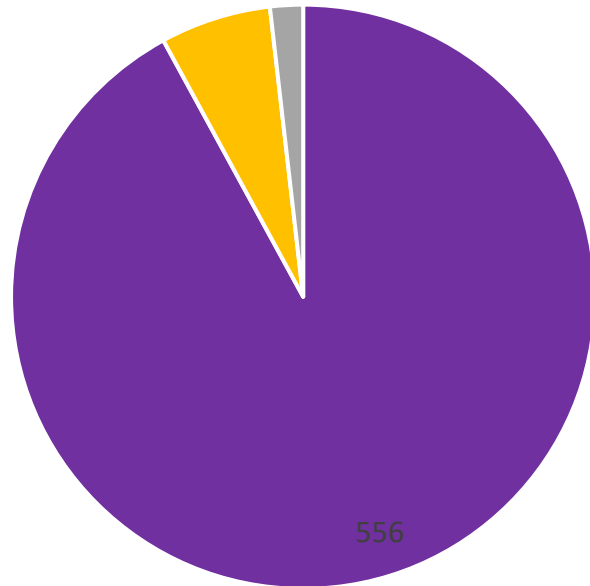
Learning Modality	ECU 18	ECU 21	Carnegie 21
Mostly remote	3%	92%	67%
Hybrid learning	18%	9%	30%
Mostly in-person	79%	0%	3%

Demographics	ECU 18	ECU 21	Carnegie 21
Female	60%	61%	57%
White	62%	60%	54%
Black	20%	17%	13%
Hispanic	8%	11%	19%
Asian	3%	3%	5%
First-generation	44%	40%	45%
Disability (self-reported)	11%	10%	14%

- Weighted by sex and enrollment status.
- ECU is compared to institutions of the same Carnegie Classification (i.e, Doctoral University with High Research Activities) who participated in NSSE 2021.

Retention Outcome of ECU 2021 Respondents

Retention to Fall 2021



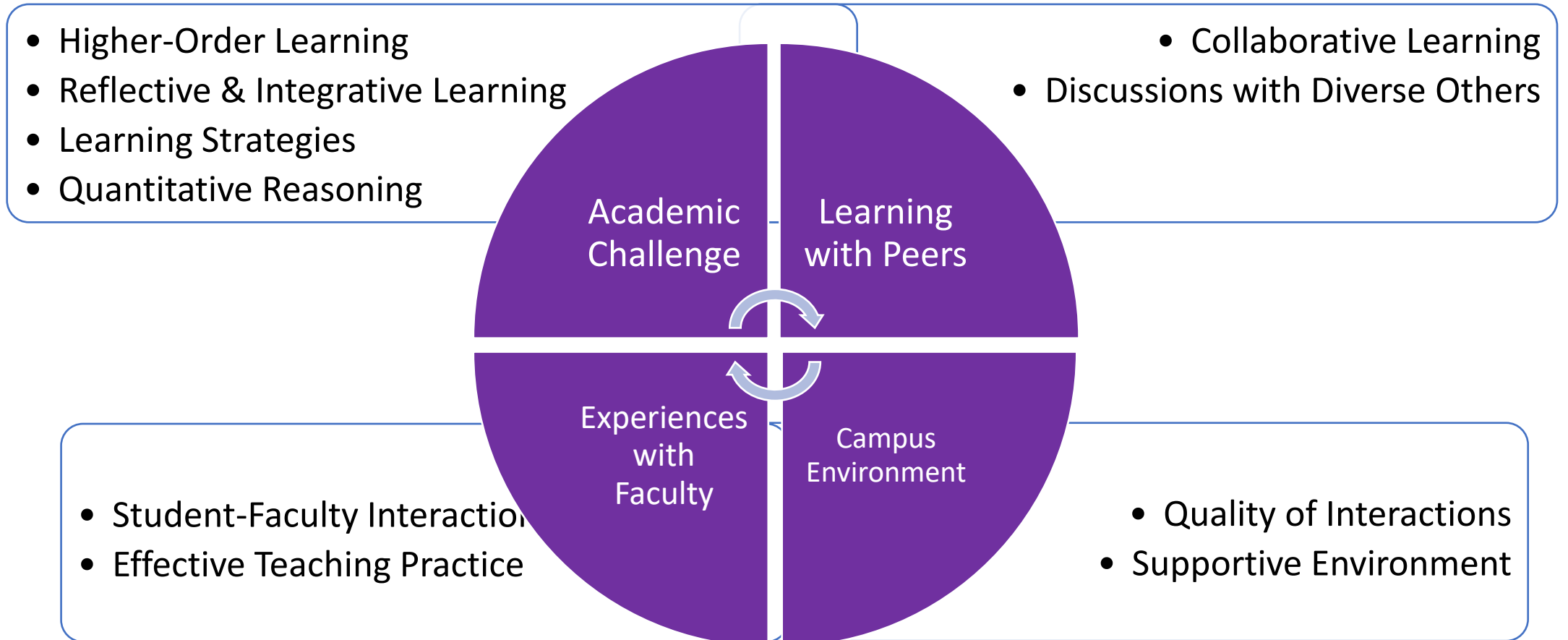
■ Retained ■ Transfer-out ■ Stop-out

Transfer Schools

- NC State
- UNC Chapel Hill
- Pitt Community College
- Wayne Community College
- Wake Technical Community College
- Appalachian State University

NSSE Engagement Indicators (EI)

(Note: each EI is scored on a 60-point scale)

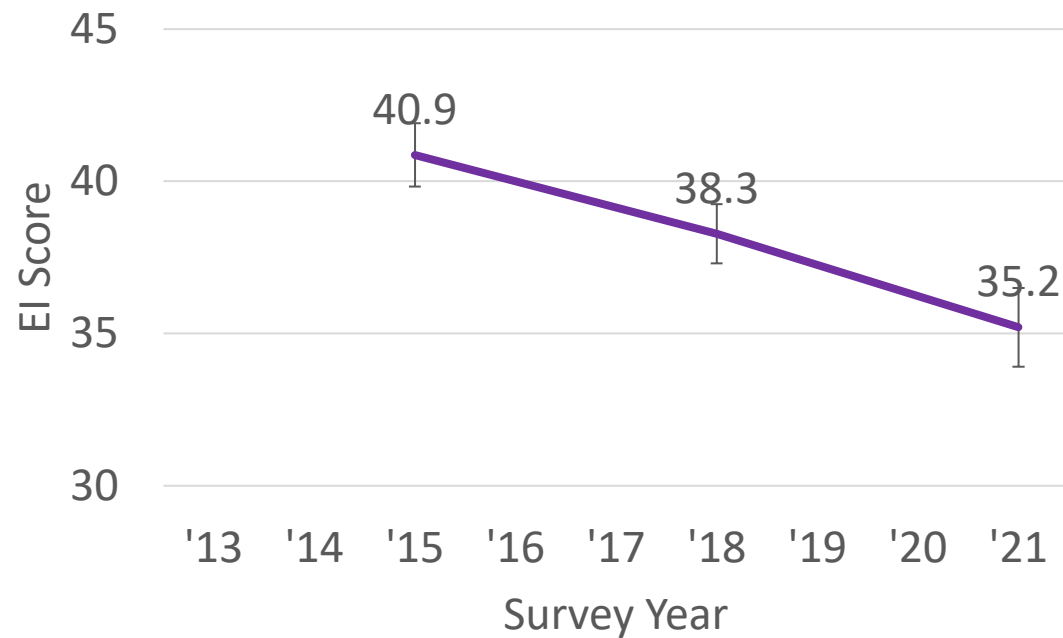


Comparison with Carnegie Institutions: 2021

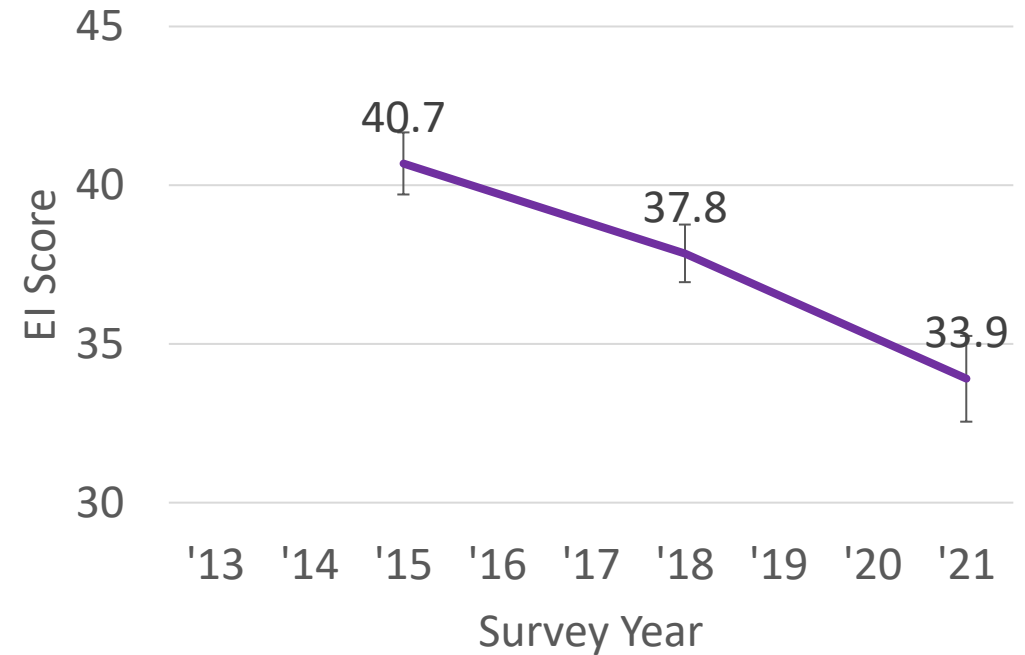
Engagement Indicators		ECU 18	ECU 21	Sig.	Carnegie 21	Sig.	Effect Size
Academic Challenge	Higher-Order Learning	38.3	35.2	▼	36.6	▼	-.10
	Reflective & Integrative Learning	35.2	33.9		34.2		
	Learning Strategies	39.6	36.8	▼	37.0		
	Quantitative Reasoning	29.1	28.2		27.5		
Learning with Peers	Collaborative Learning	35.2	26.7	▼	25.2	▲	.10
	Discussions w. Diverse Others	42.6	38.2	▼	35.9	▲	.14
Experiences with Faculty	Student-Faculty Interaction	25.2	19.4	▼	18.5		
	Effective Teaching Practices	37.8	33.9	▼	36.5	▼	-.19
Campus Environment	Quality of Interaction	42.5	40.6		40.4		
	Supportive Environment	39.3	33.9	▼	31.4	▲	.17

ECU Multi-Year Analysis: Continuous Declines

Higher Order Learning

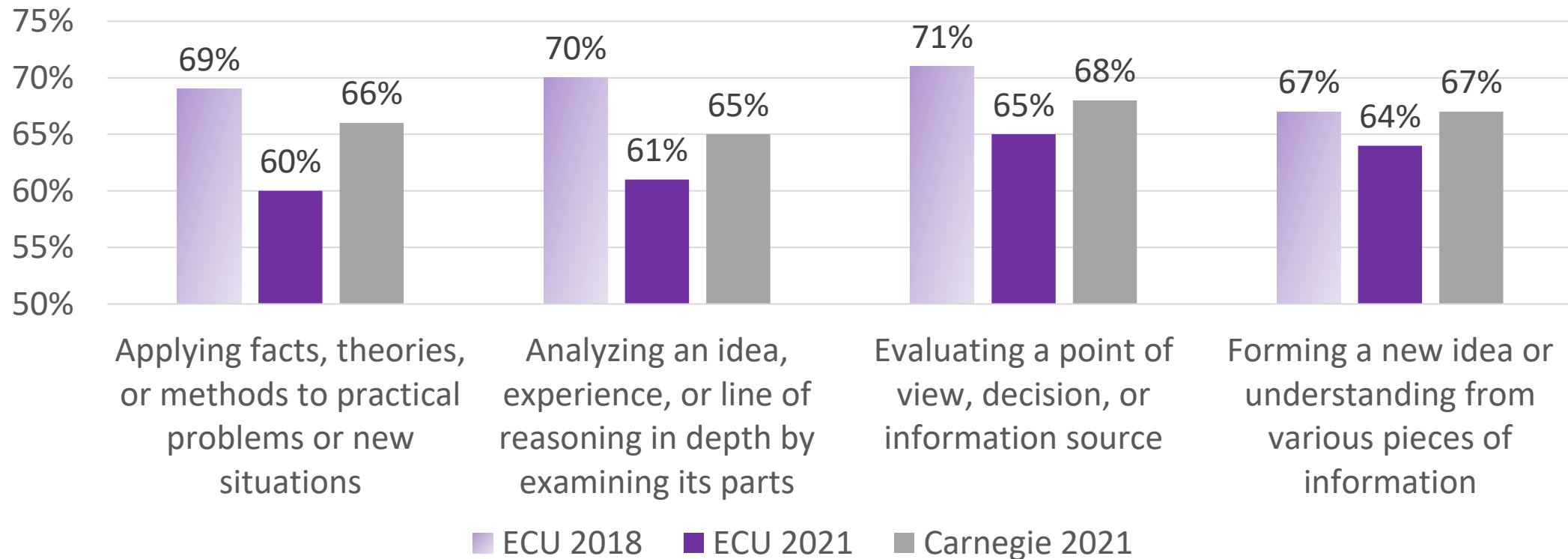


Effective Teaching Practices



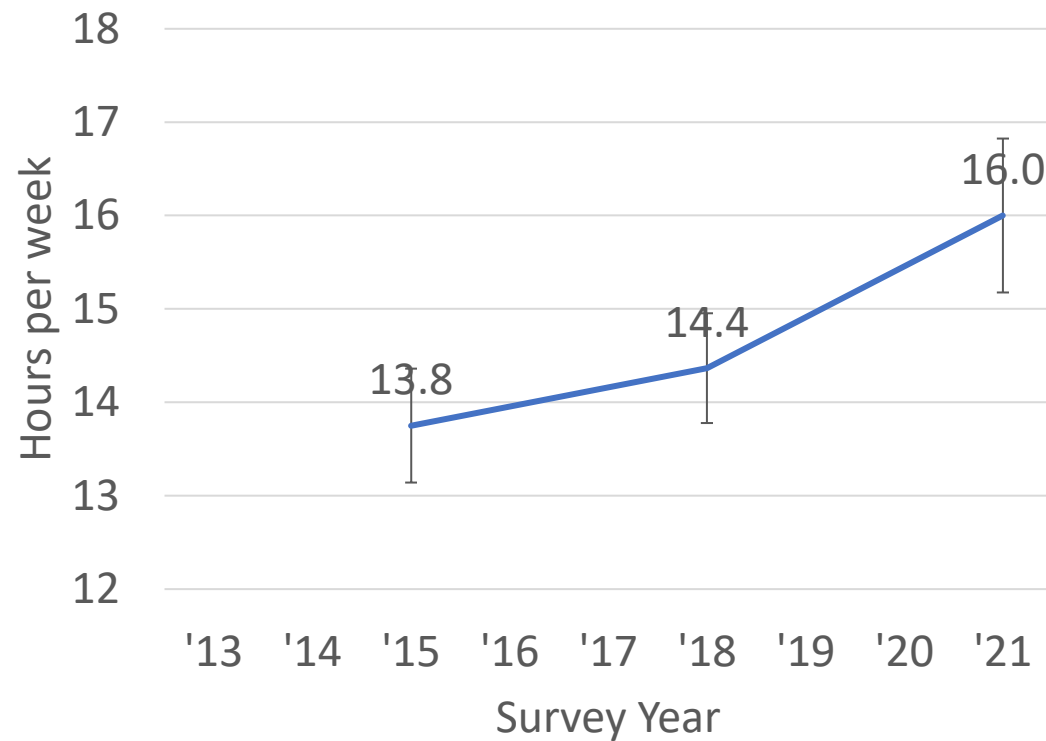
Higher Order Learning

% responding “very much” or “quite a bit” about how much coursework emphasized...

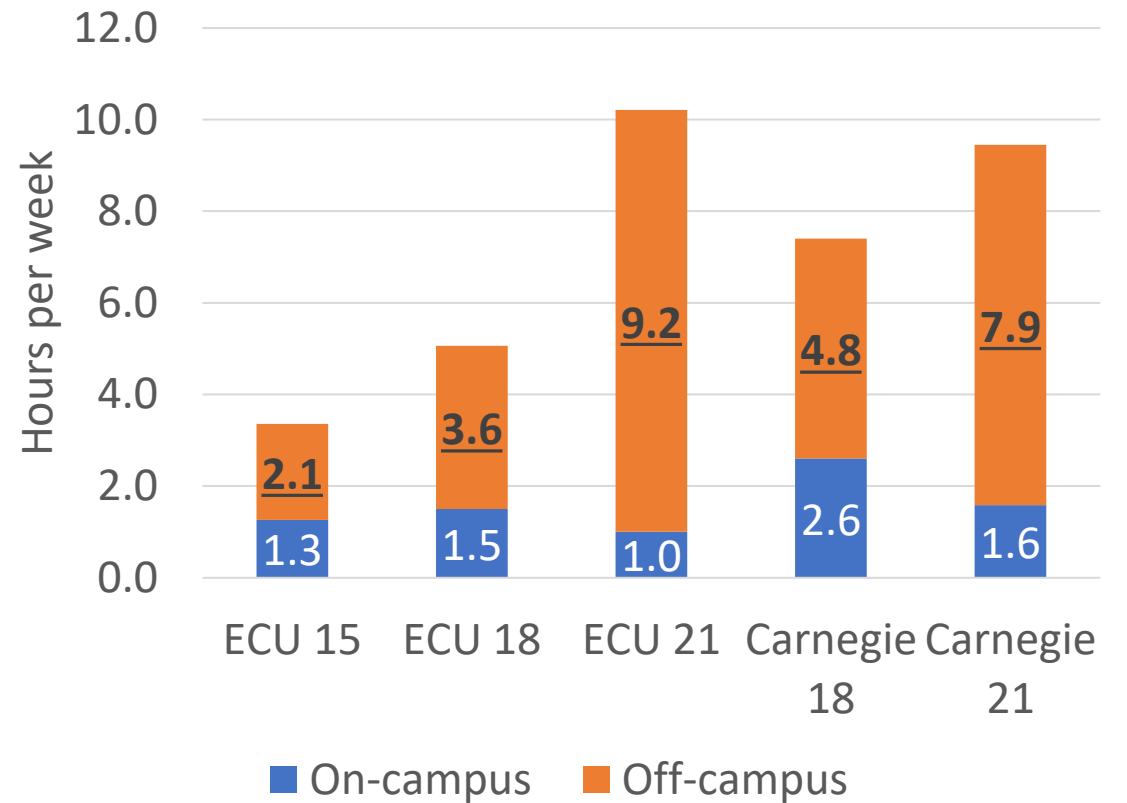


How Students Spent Their Time

Estimated Hours per Week Preparing for Class (ECU Students)

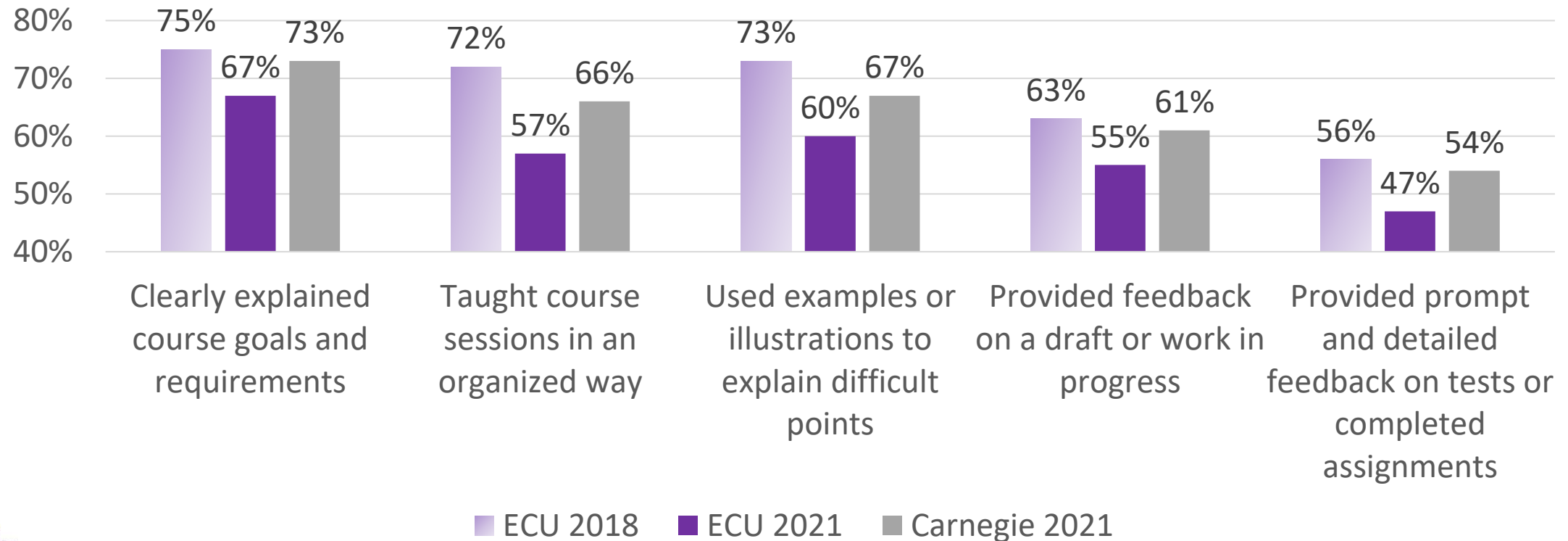


Estimated Hours per Week Working for Pay On- and Off-Campus



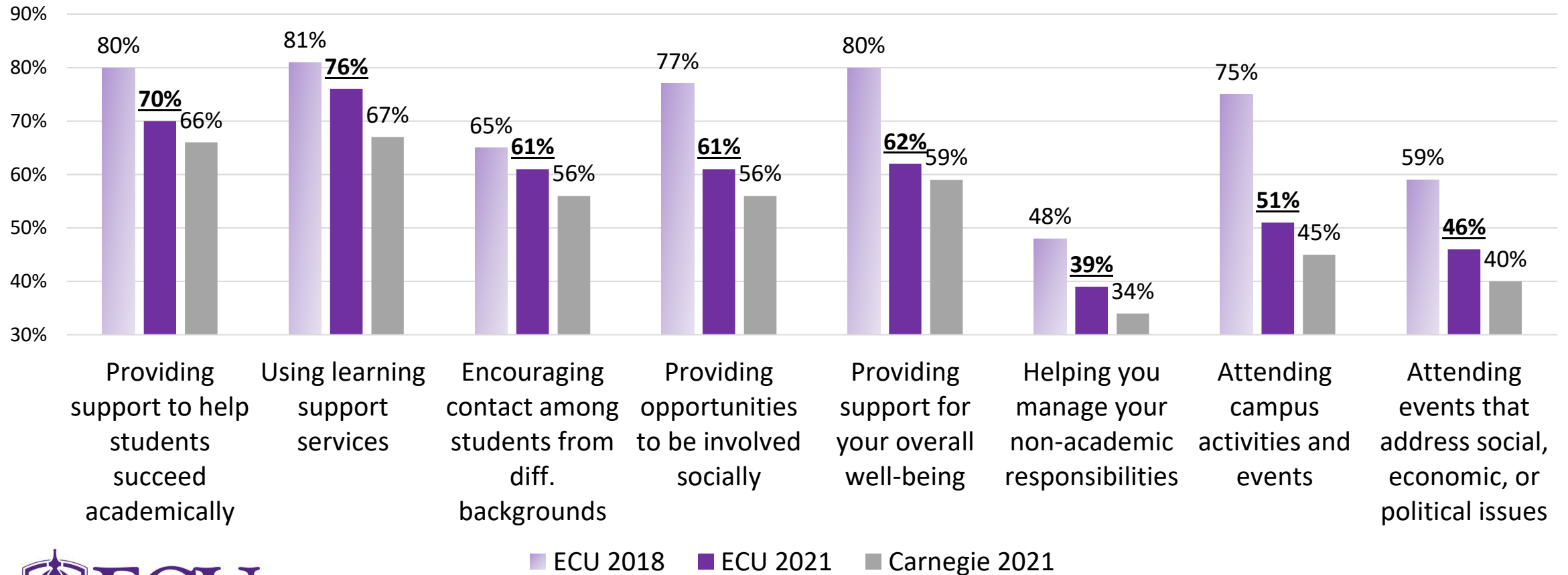
Effective Teaching Practices

% responding “very much” or “quite a bit” about how much instructors have...



Supportive Campus Environment

% responding “very much” or “quite a bit” about how much the institution emphasized...

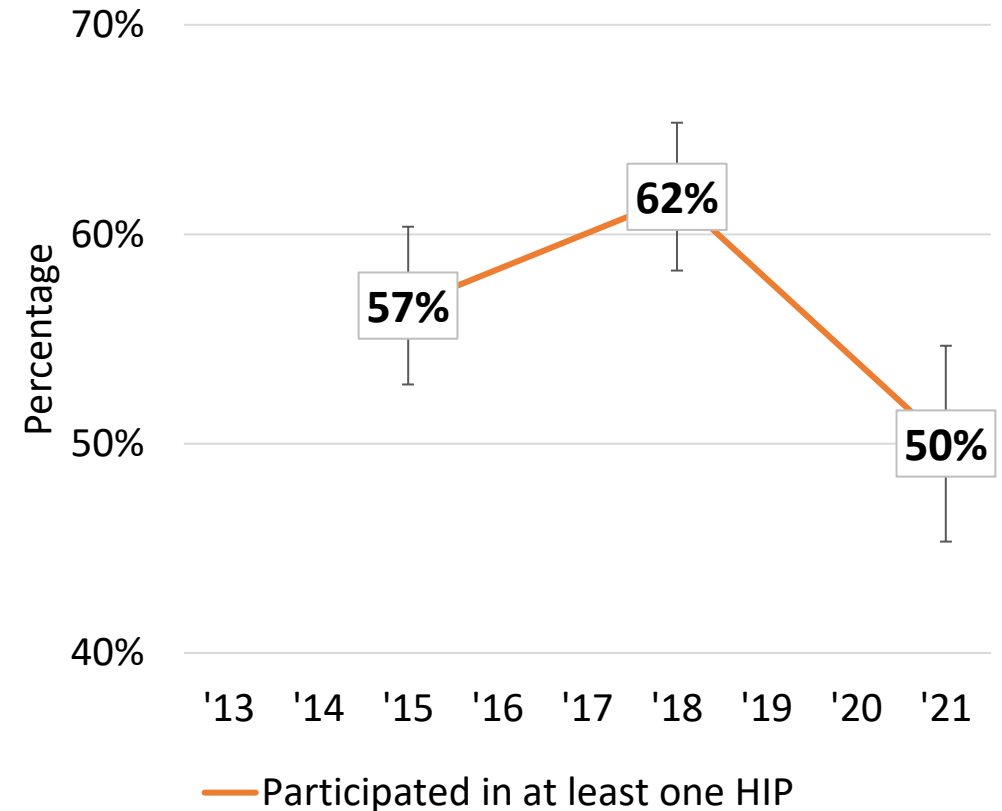


High Impact Practices – Overall Participation*

High Impact Practices in NSSE

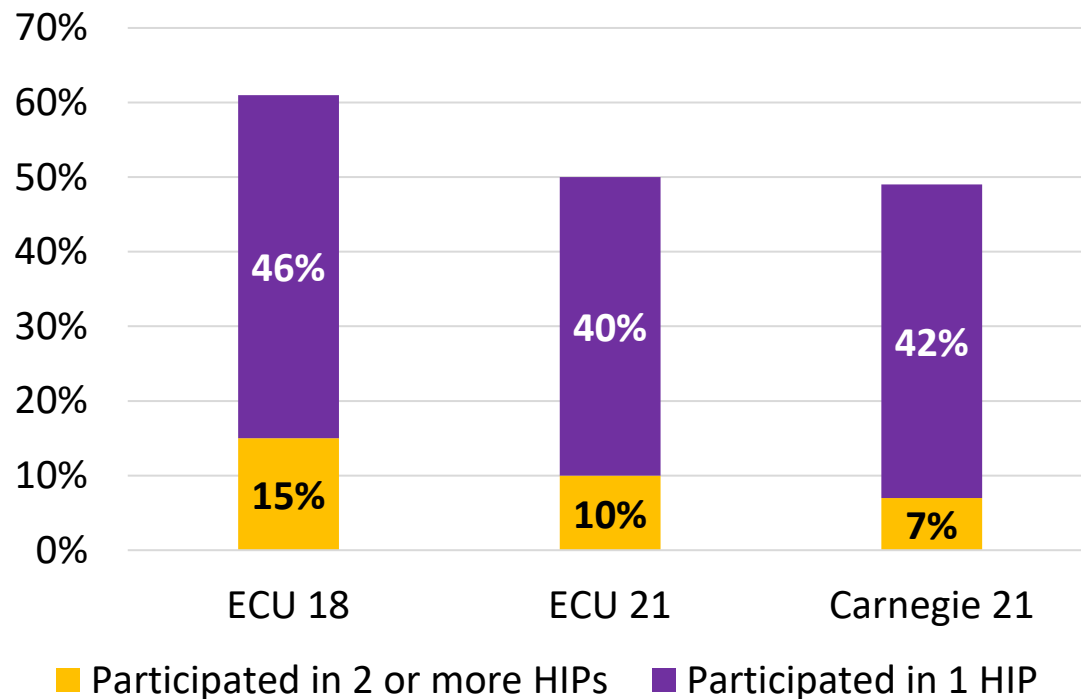
- Service Learning*
- Learning Community*
- Research with Faculty*
- Internship or Field Experience
- Study Abroad
- Culminating Senior Experience

(*Overall participation indicates the percentage of first-year students who participated in at least one of the HIPs with an “*”).

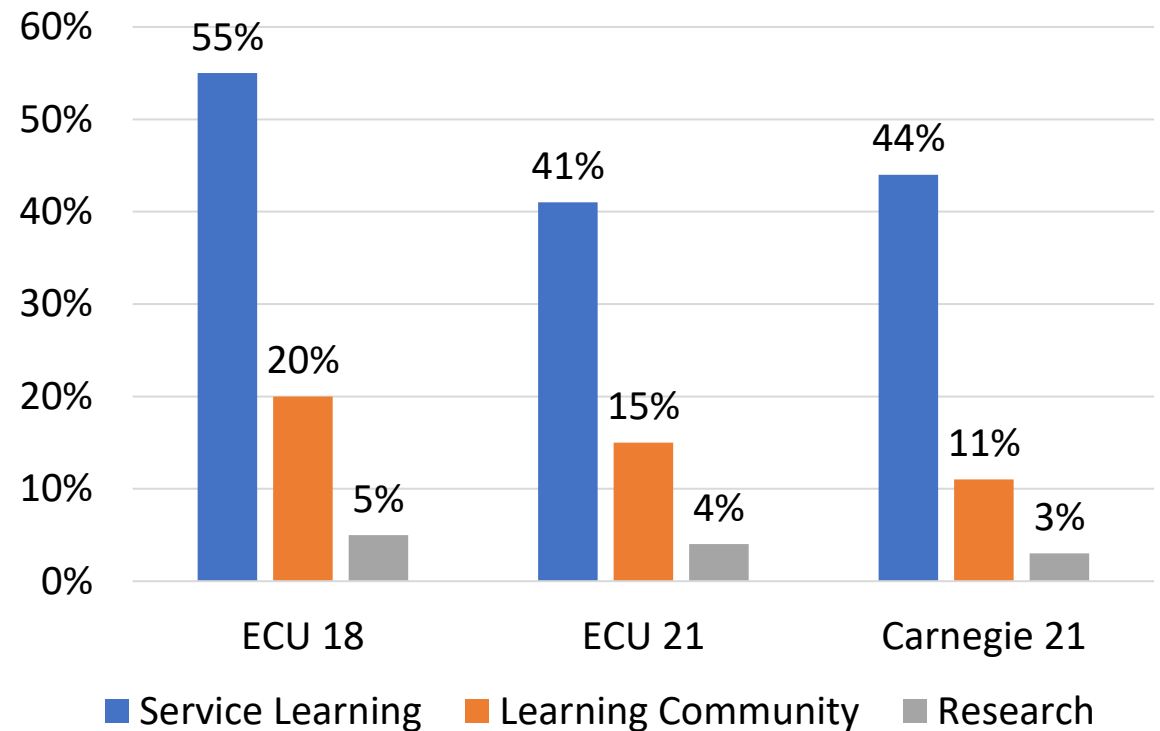


High Impact Practices – Done or In Progress

Participated in Two or More HIPs



Participation Rate by Activity Type



*In 2021, female students were more likely to engage in (i.e., done or plan to do) learning communities than male students.



Summary of Findings

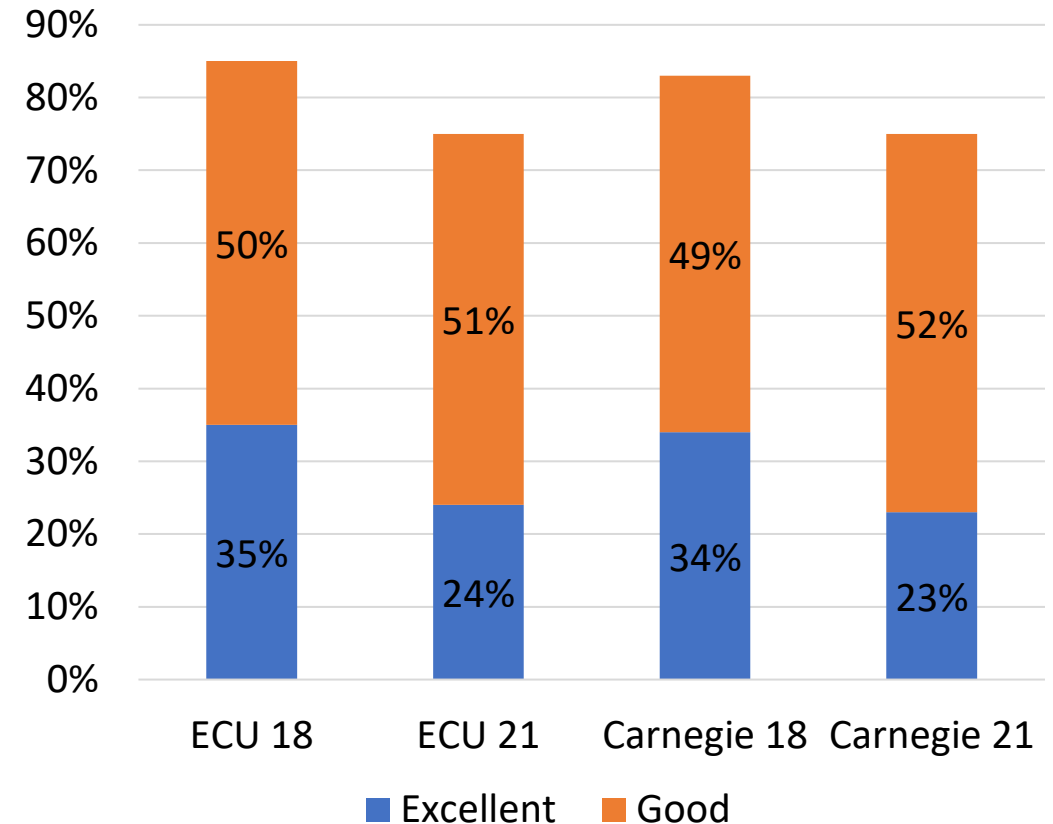
- The pandemic had a significant, negative impact on student engagement as measured by NSSE.
- Comparing to 2018, 7 out of 10 EI scores had a significant drop in 2021:
 - No significant change between 2018 and 2021 in Reflective & Integrative Learning, Quantitative Reasoning, and Quality of Interactions.
 - ECU continuously outperformed Carnegie Peers in Supportive Campus Environment.
 - ECU needs to pay attention to Higher Order Learning and Effective Teaching Practices.
- In 2021, first-year students spent more time studying and working off-campus.
- When comparing within demographic groups at ECU:
 - Engagement Indicators
 - Male students scored significantly higher than female students on Quantitative Reasoning.
 - Disabled students scored significantly higher than non-disabled students on Discussions with Diverse Others
 - High Impact Practices
 - Female students reported significantly higher participation than male students in Learning Communities

Retention and Satisfaction

Overall Satisfaction with Educational Experience

- Student satisfaction with their educational experience declined in 2021 as compared to 2018.
- In terms of satisfaction level, there is no difference between ECU students and their counterparts in the institutions of the same Carnegie classification.
- No significant differences in levels of satisfaction were found between any demographic groups within ECU (sex, minority, first-gen, disability, Pell, or retention outcome).

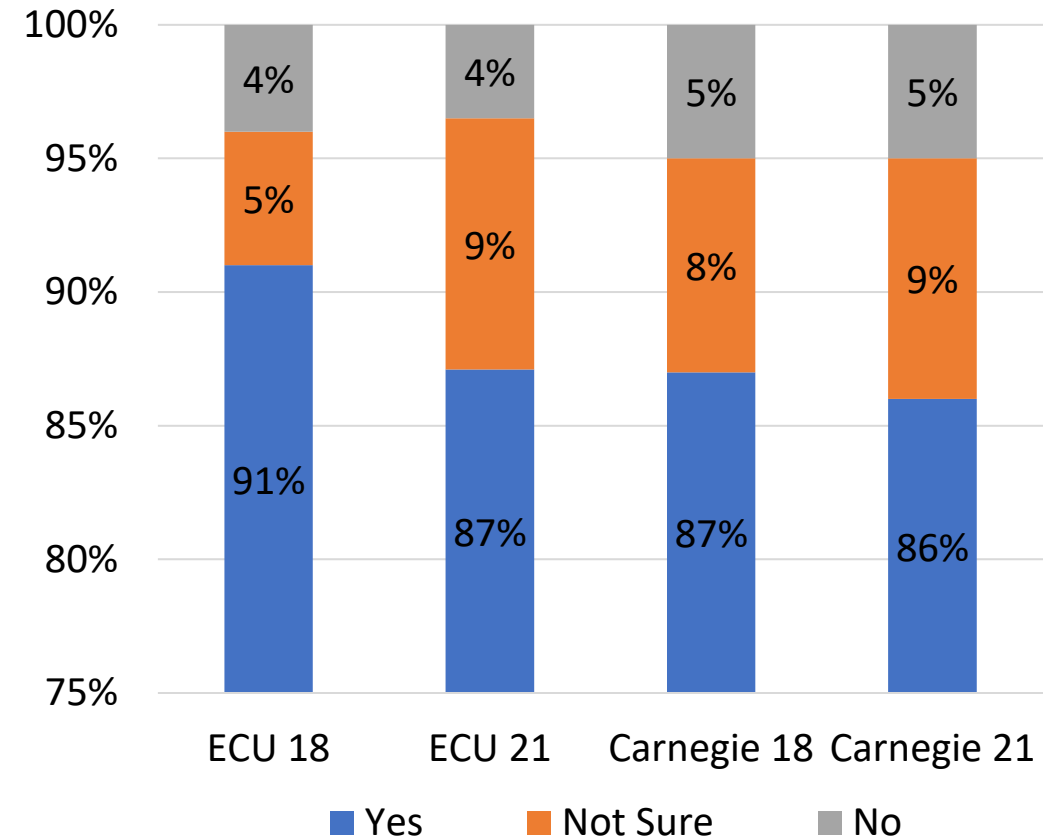
Percentage Responding “Excellent” or “Good”



Intent to Return Next Year

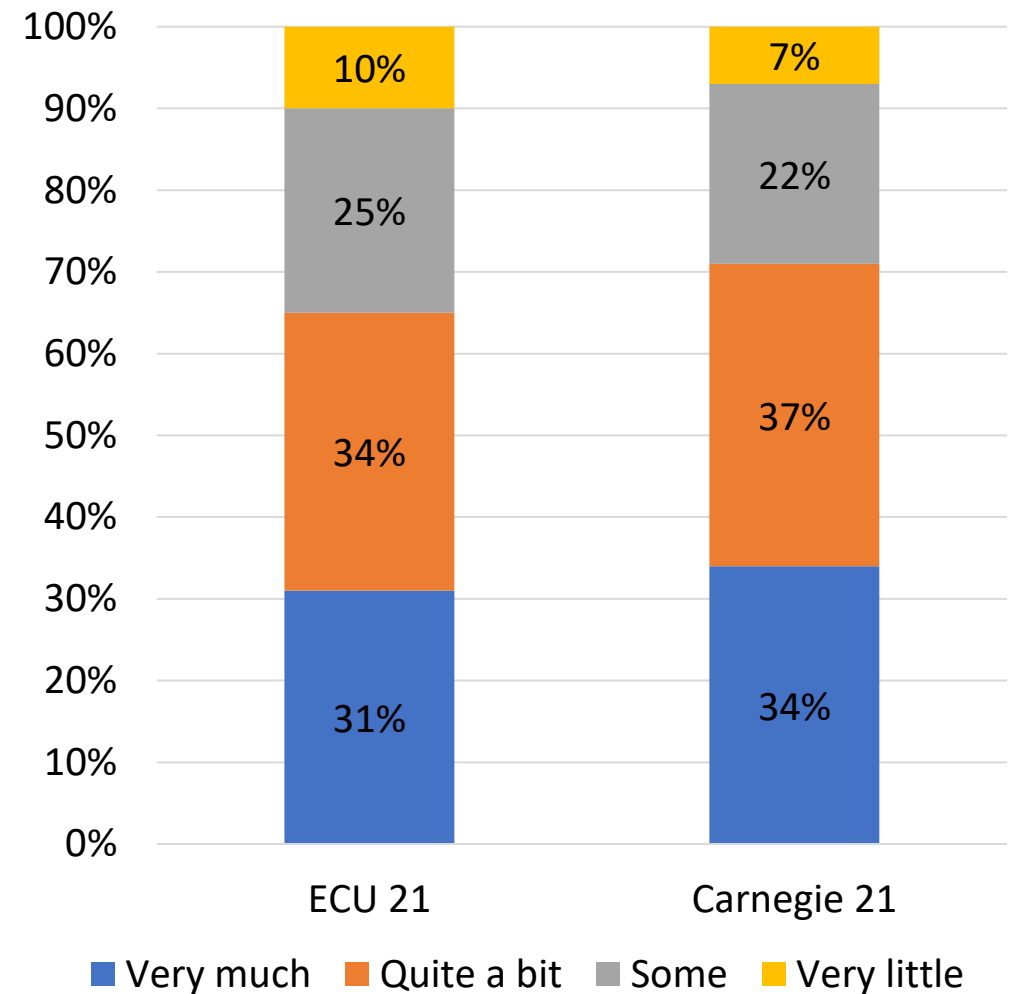
- Compared to 2018, a higher percentage of 2021 first-year students indicated that they were “not sure” whether they could return to ECU in the next year, an increase of 4 percentage points.
- In 2021, ECU first-year students were as likely as their counterparts to return for the next year.
- Female and White respondents were significantly more likely to state that they intend to return.
- Retained respondents were significantly more likely to state that they intend to return.
- No significant differences in levels of satisfaction were found by other characteristics such as first-gen, disability, and Pell.

Do you intend to return to this institution next year?



Helping Students Adapt to Changes Brought on by COVID-19

- 65% of ECU first-year students thought ECU faculty and staff have helped them adapt to the changes brought on by the Covid-19 pandemic "very much" or "quite a bit," compared to 71% of their counterparts in other doctoral universities with high research activity.
- Of all NSSE respondents, 73% said faculty and staff had helped them substantially (NSSE, 2021).
- No significant differences were found between any demographic groups within ECU (sex, minority, first-gen, disability, Pell, or retention outcome).



Summary of Findings

- Student satisfaction with their educational experience declined in 2021 as compared to 2018, but no difference compared to Carnegie class.
- More 2021 first-year students were "not sure" whether they could return to ECU next year, but no difference compared to Carnegie class. Female and White respondents were significantly more likely to intend to return.
- Fewer first-year students thought ECU faculty and staff have helped them adapt to the pandemic, compared to both our Carnegie Class and all schools participating in NSSE.

Appendix: NSSE 2021 Doctoral Research II Institutions

- Ball State University (Muncie, IN)
- Bowling Green State University (Bowling Green, OH)
- Cleveland State University (Cleveland, OH)
- East Tennessee State University (Johnson City, TN)
- Indiana-Purdue University Indianapolis (Indianapolis, IN)
- Jackson State University (Jackson, MS)
- Miami University-Oxford (Oxford, OH)
- Montclair State University (Montclair, NJ)
- Rutgers University-Camden (Camden, NJ)
- Rutgers University-Newark (Newark, NJ)
- Southern Illinois University Carbondale (Carbondale, IL)
- Tennessee State University (Nashville, TN)
- Tennessee Technological University (Cookeville, TN)
- Texas A&M University - Corpus Christi (Corpus Christi, TX)
- Texas A&M University-Kingsville (Kingsville, TX)
- Texas State University (San Marcos, TX)
- University of California-Merced (Merced, CA)
- University of Colorado Colorado Springs (Colorado Springs, CO)
- University of Massachusetts Dartmouth (North Dartmouth, MA)
- University of Memphis (Memphis, TN)
- University of Missouri-St. Louis (Saint Louis, MO)
- University of North Dakota (Grand Forks, ND)
- The University of Toledo (Toledo, OH)
- Wichita State University (Wichita, KS)
- Wright State University (Dayton, OH)

Questions and Discussion

Contact Information

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