

**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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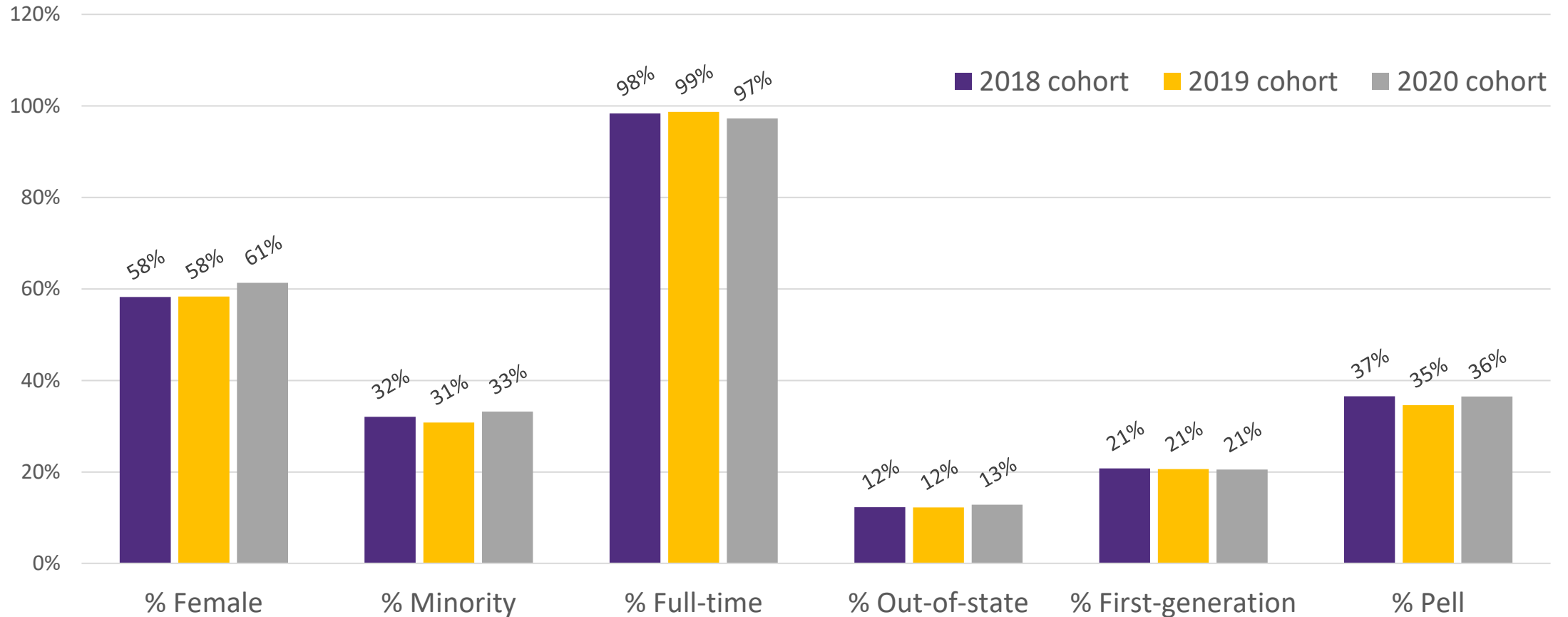
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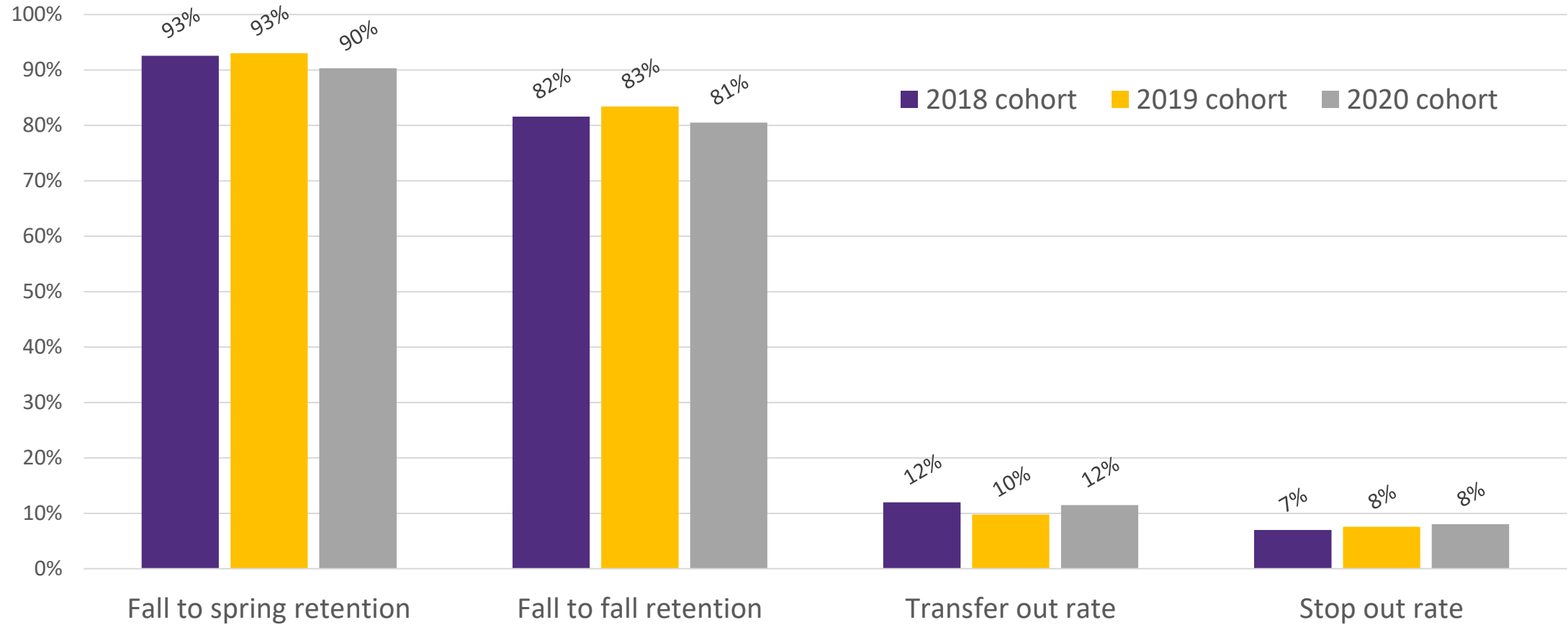


COHORT COMPARISONS: DEMOGRAPHICS, RETENTION, PROGRESSION, & GRADES

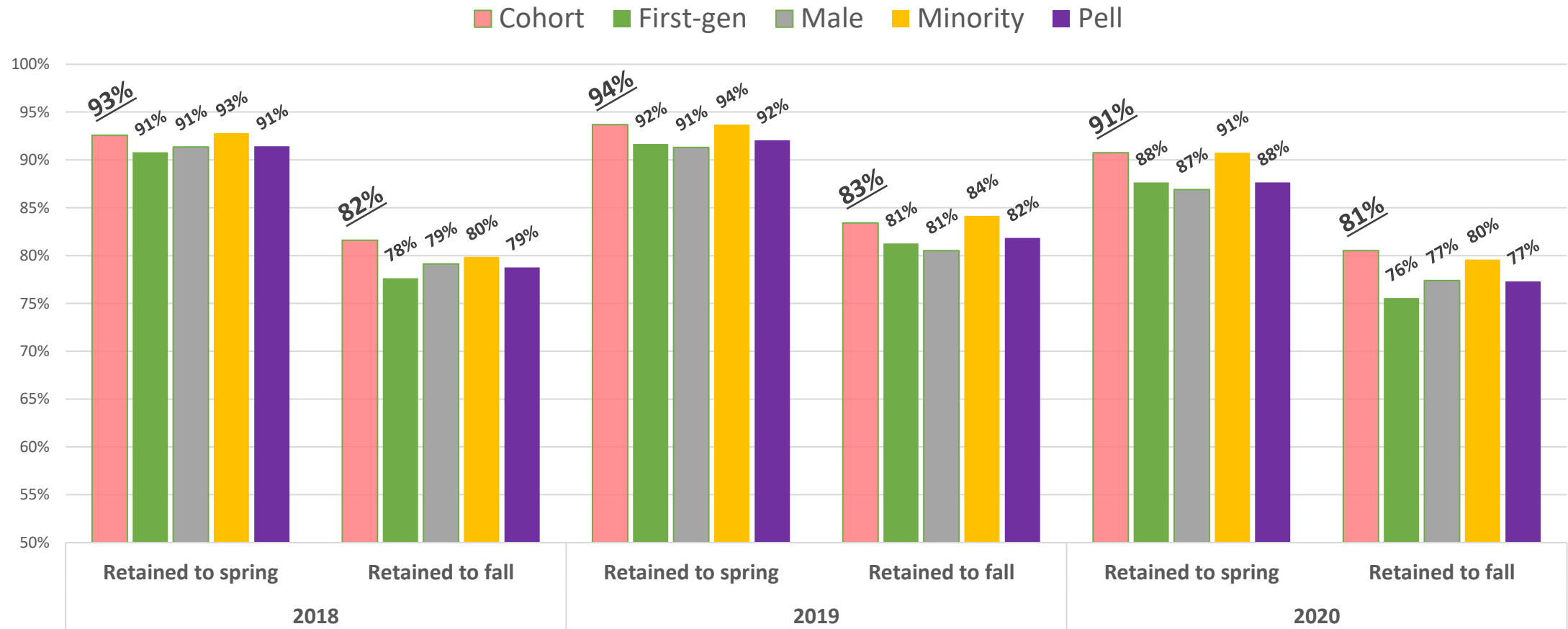
First-time/First-year Demographics



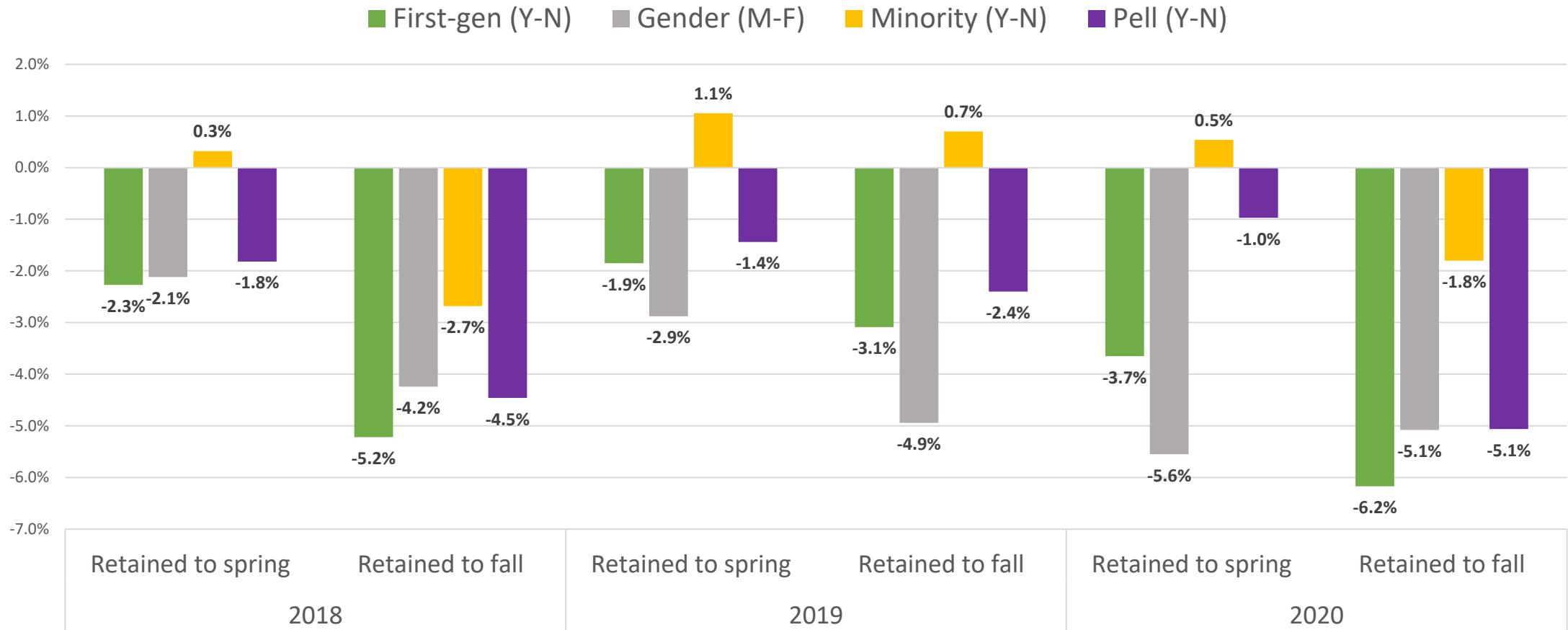
Retention



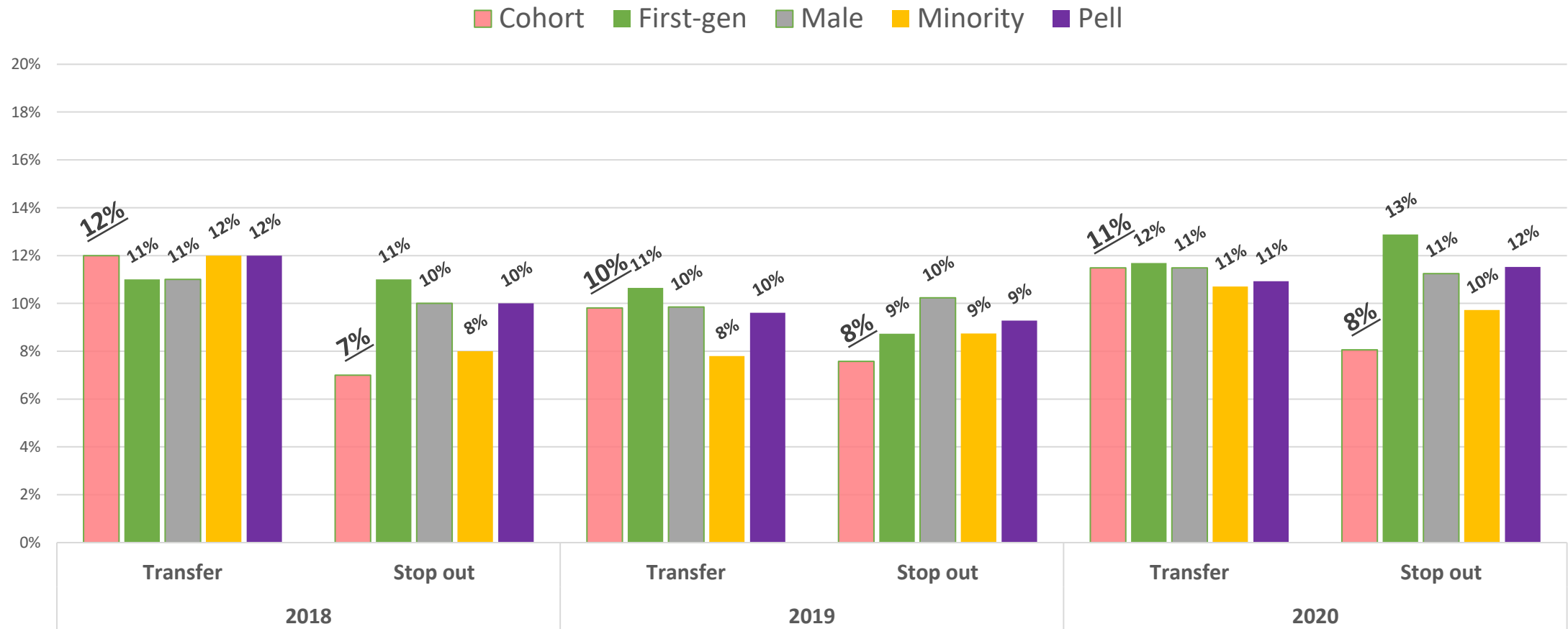
Comparison of at-risk groups to total cohort: Retained to spring & retained to fall



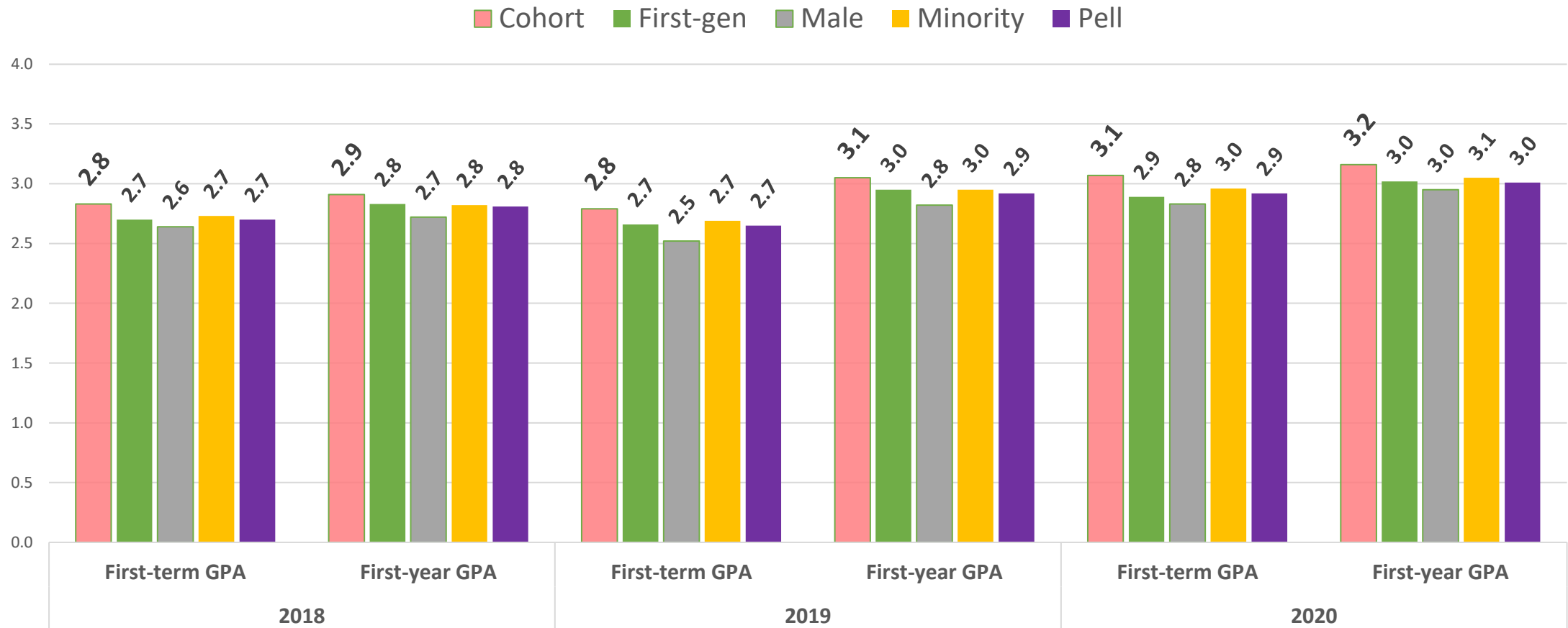
Within group comparison of at-risk students: Retained to spring & retained to fall



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 '20 cohort of new first-year students were not very different from those for the Fall '18 & '19 cohorts.
- Both fall-to-spring and fall-to-fall retention rates were slightly lower for the Fall '20 cohort than for previous cohorts.
- The pandemic may have advantaged some students who took Pass grades or used the pandemic drop option.
- Some sub-groups of new students are more at-risk than others (e.g., first-gen, male, minority, Pell) in terms of retention, stop-out, and GPA. The pandemic may have been particularly detrimental to retention for these students.

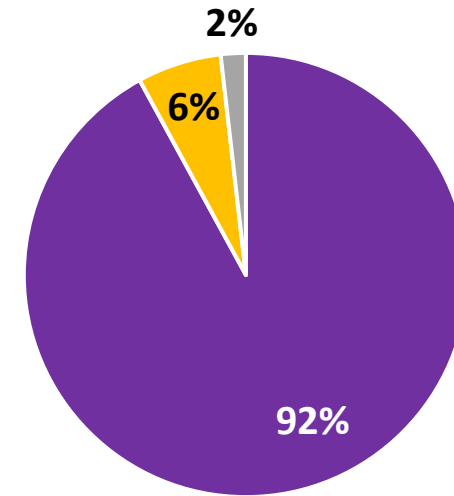
Engagement Indicators and Participation in High Impact Activities

NSSE Respondent Characteristics (First-Year)

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%

Retention to Fall 2021



■ Retained ■ Transfer-out ■ Stop-out

- First-year student response rate = 15%
- ECU is compared to institutions of the same Carnegie Classification (i.e, Doctoral University with High Research Activities) that participated in NSSE 2021.

Comparing NSSE 2021 to NSSE 2018/19 Administrations – All Institutions

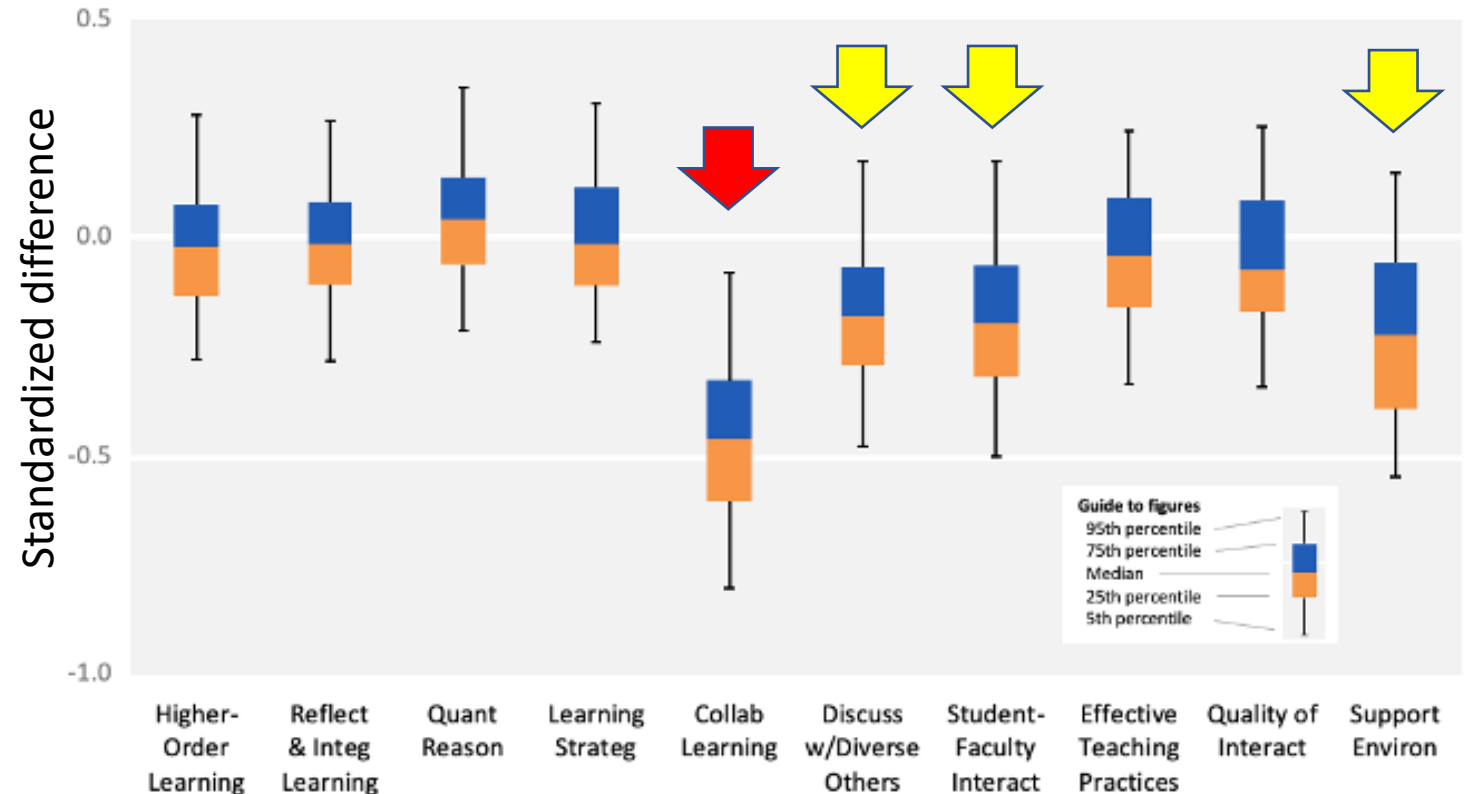
- Vast majority of the NSSE measures did not change substantially
- Engagement Indicators – First-year Students
 - **Collaborative Learning** shows the greatest change of all EIs – on average the first-year student scores dropped by seven points
 - **Discussion with Diverse Others, Student-Faculty Interaction** and **Supportive Environment** saw a drop of 3 points
 - The six other EIs show negligible shifts in average scores
- High Impact Practices – First-year Students
 - Participation in Service Learning dropped by 9 percentage points
 - Intent to participate in Study Abroad dropped by 5 percentage points
- Overall, few meaningful differences by student sub-populations exist using race, first-generation status, disability, and older student status (*based on 200+ institutions that participated in 2021 and 2019)

Source: McCormick, A., Gonyea, R., Sarraf, S., Cole, J., & Kinzie, J. (2021). COVID Times and Student Engagement: Using and Interpreting NSSE 2021 Results. https://iu.mediaspace.kaltura.com/media/t/1_3kepicjr

Differences between 2021 and Pre-Pandemic Years (2018 or 2019)

- For each Engagement Indicator, NSSE calculated a standardized difference (effect size) for first-year and senior respondents at each institution.
- “To assess the magnitude of Engagement Indicator changes, differences greater than .1, .3, and .5 are considered small, medium, and large, respectively” (NSSE, n.d.).

Distribution of institution-level Differences in First-Year Engagement Between 2021 and Prior Years



Source: The Pandemic and Student Engagement: Trends, Disparities, and Opportunities.

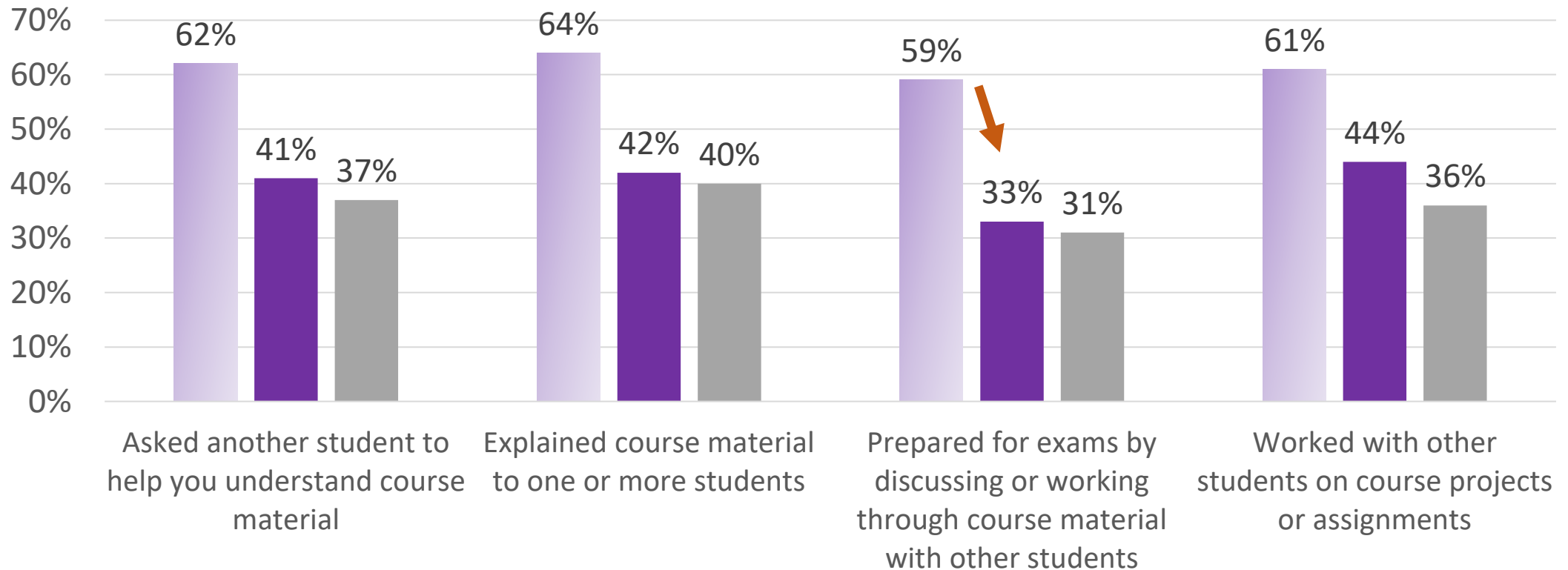
<https://nsse.indiana.edu/research/annual-results/2021/story1.html>

ECU First-Year Student Engagement Overview

	Engagement Indicators	ECU 18	ECU 21	Sig.	Effect Size	Carnegie 21	Sig.	Effect Size
Academic Challenge	Higher-Order Learning	38.3	35.2	▽	-.22	36.6	▽	-.10
	Reflect. & Integ. Learning	35.2	33.9		-.10	34.2		-.02
	Learning Strategies	39.6	36.8	▽	-.20	37.0		-.01
	Quantitative Reasoning	29.1	28.2		-.06	27.5		-.05
Learning with Peers	Collaborative Learning	35.2	26.7	▼	-.60	25.2	△	.10
	Discuss w. Diverse Others	42.6	38.2	▽	-.27	35.9	△	.14
Experiences with Faculty	Student-Faculty Interaction	25.2	19.4	▽	-.38	18.5		.07
	Effective Teaching Practices	37.8	33.9	▽	-.28	36.5	▽	-.19
Campus Environment	Quality of Interaction	42.5	40.6		-.15	40.4		.01
	Supportive Environment	39.3	33.9	▽	-.39	31.4	△	.17

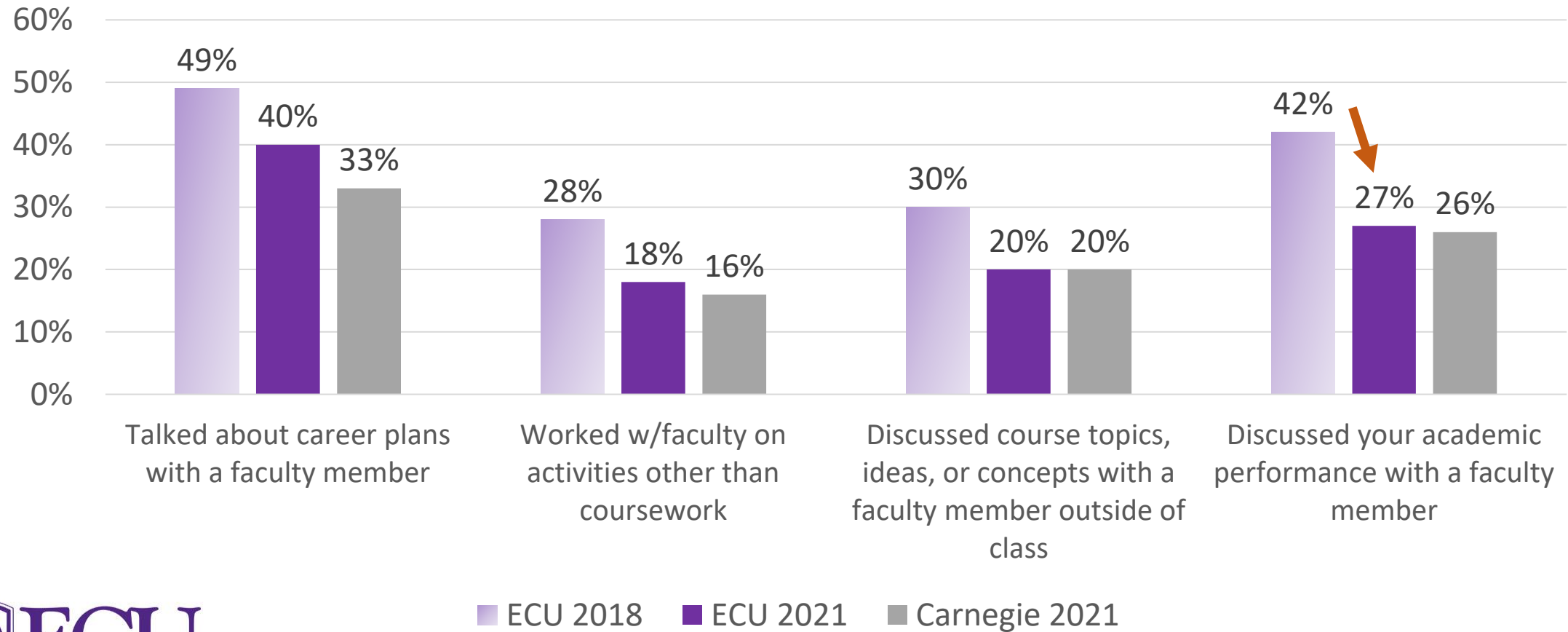
Collaborative Learning

% responding “very often” or “often”



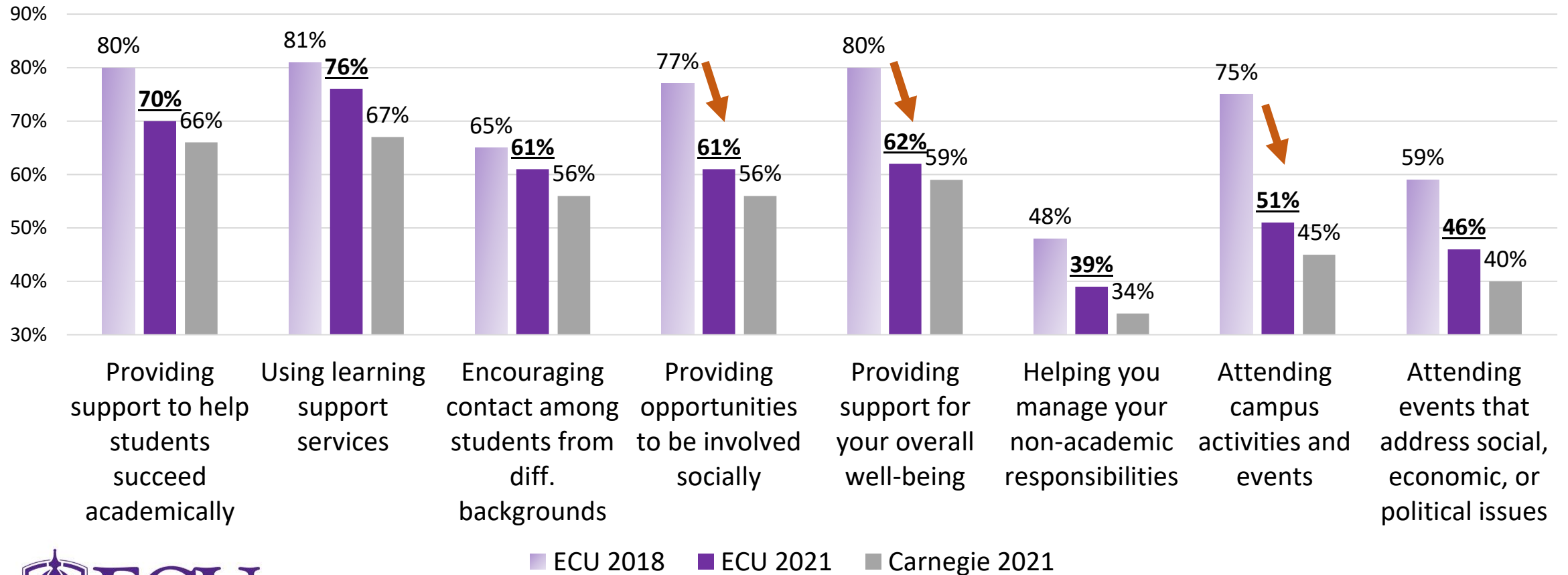
Student Faculty Interaction

% responding “very often” or “often”



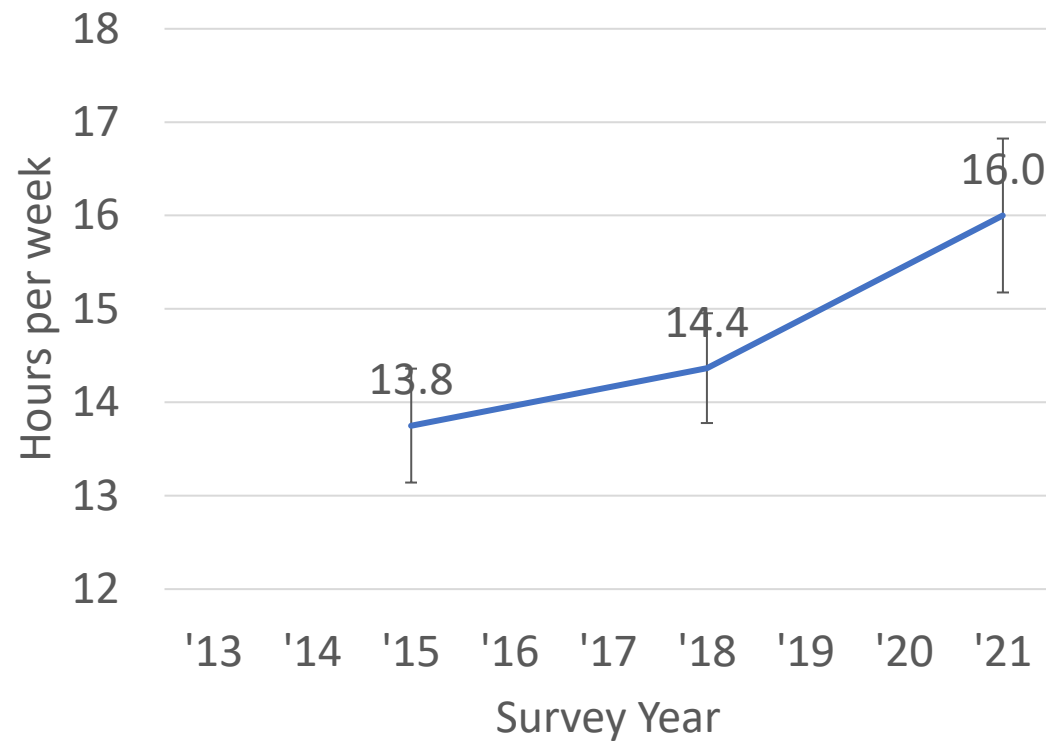
Supportive Campus Environment

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

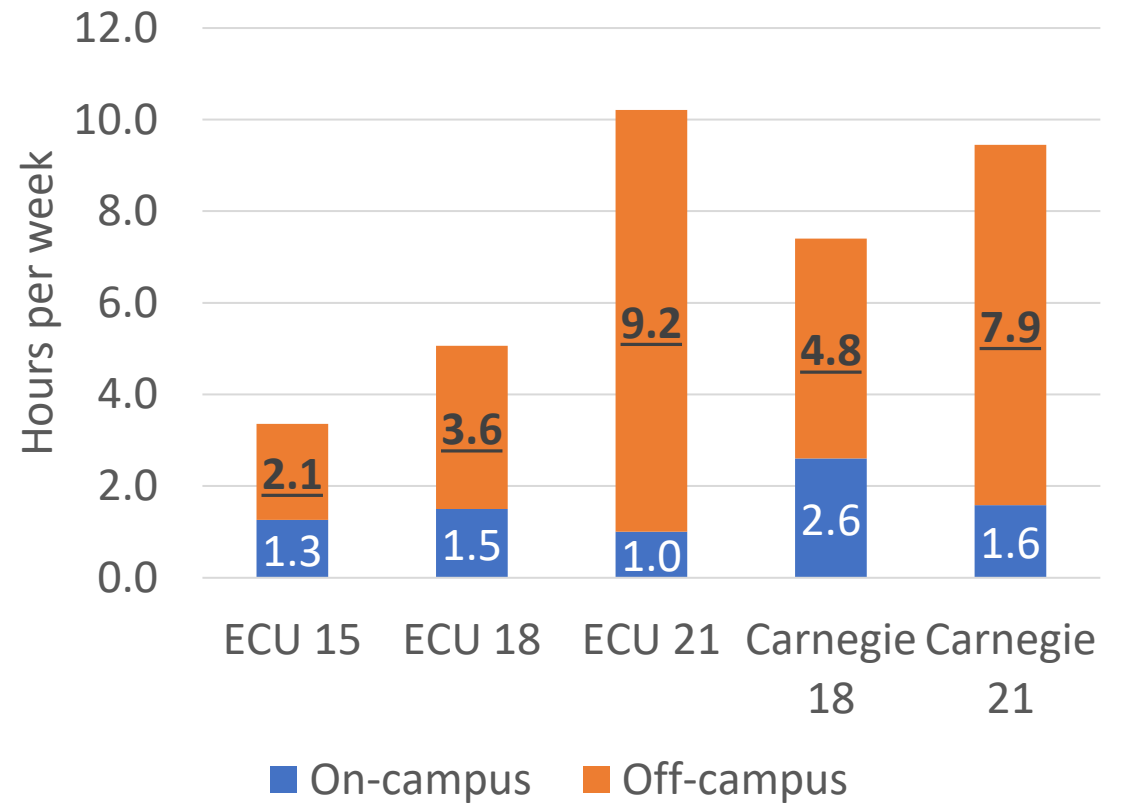


How Students Spent Their Time

Estimated Hours per Week Preparing for Class (ECU Students)



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

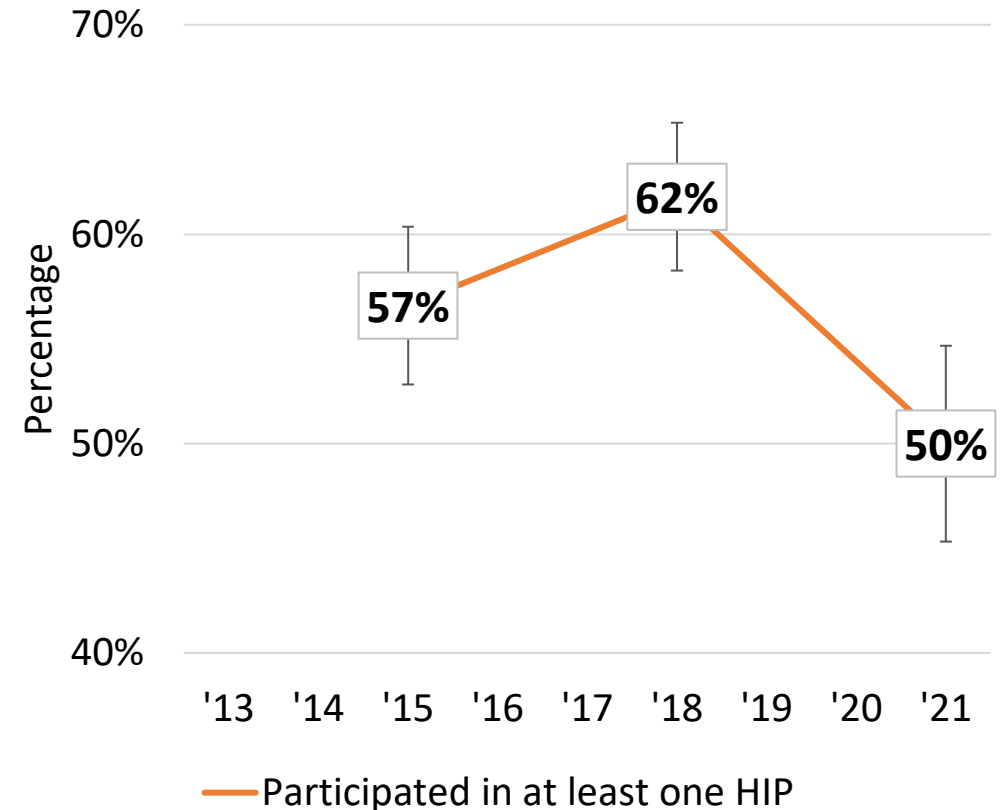


High Impact Practices – Overall Participation of First-Year ECU Students*

High Impact Practices in NSSE

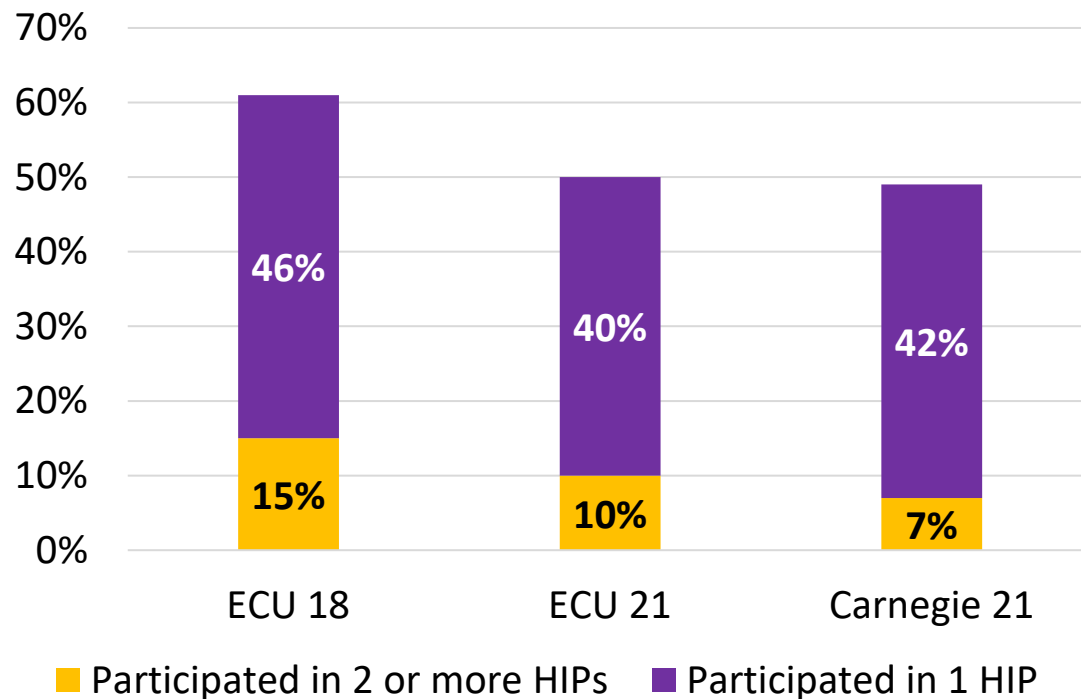
- Service Learning*
- Learning Community*
- Research with Faculty*
- Internship or Field Experience
- Study Abroad
- Culminating Senior Experience

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

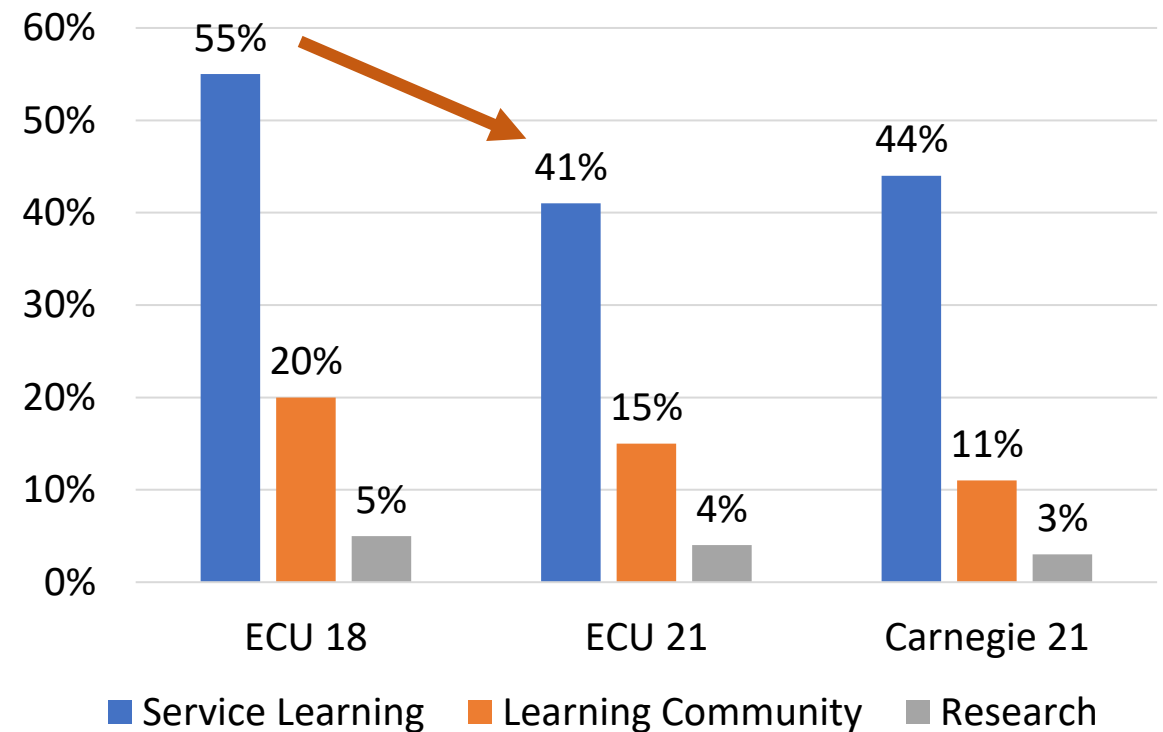


High Impact Practices – Done or In Progress

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

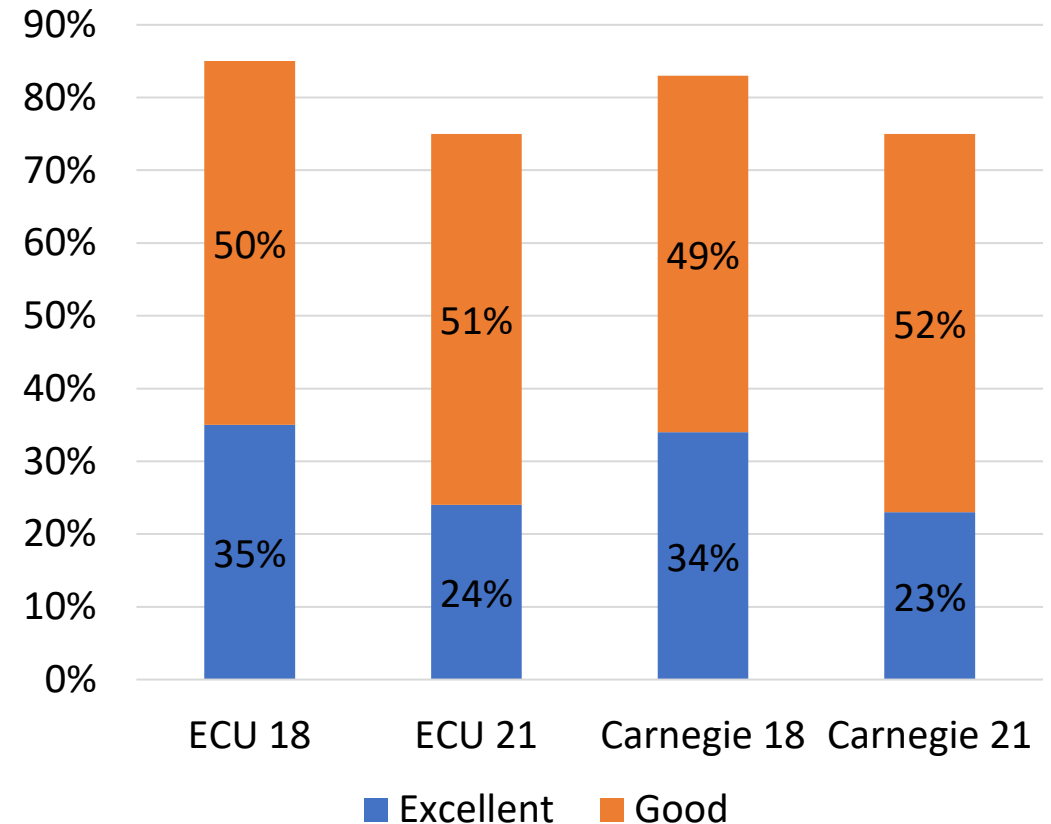
- The pandemic had a significant, negative impact on student engagement as measured by NSSE.
- Compared to 2018, 3 out of 10 EI scores had a substantial drop in 2021 for first-year ECU students:
 - Collaborative Learning
 - Student-Faculty Interaction
 - Supportive Campus Environment
- In 2021, first-year 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).

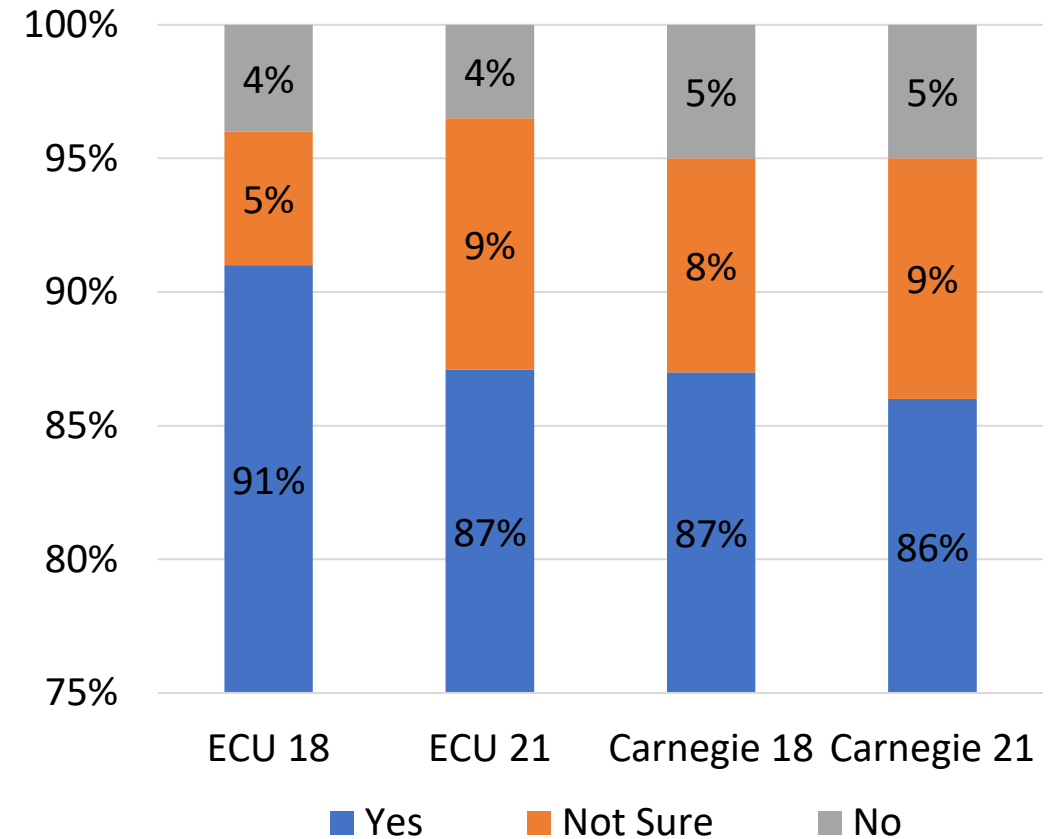
Percentage Responding “Excellent” or “Good”



Intent to Return Next Year

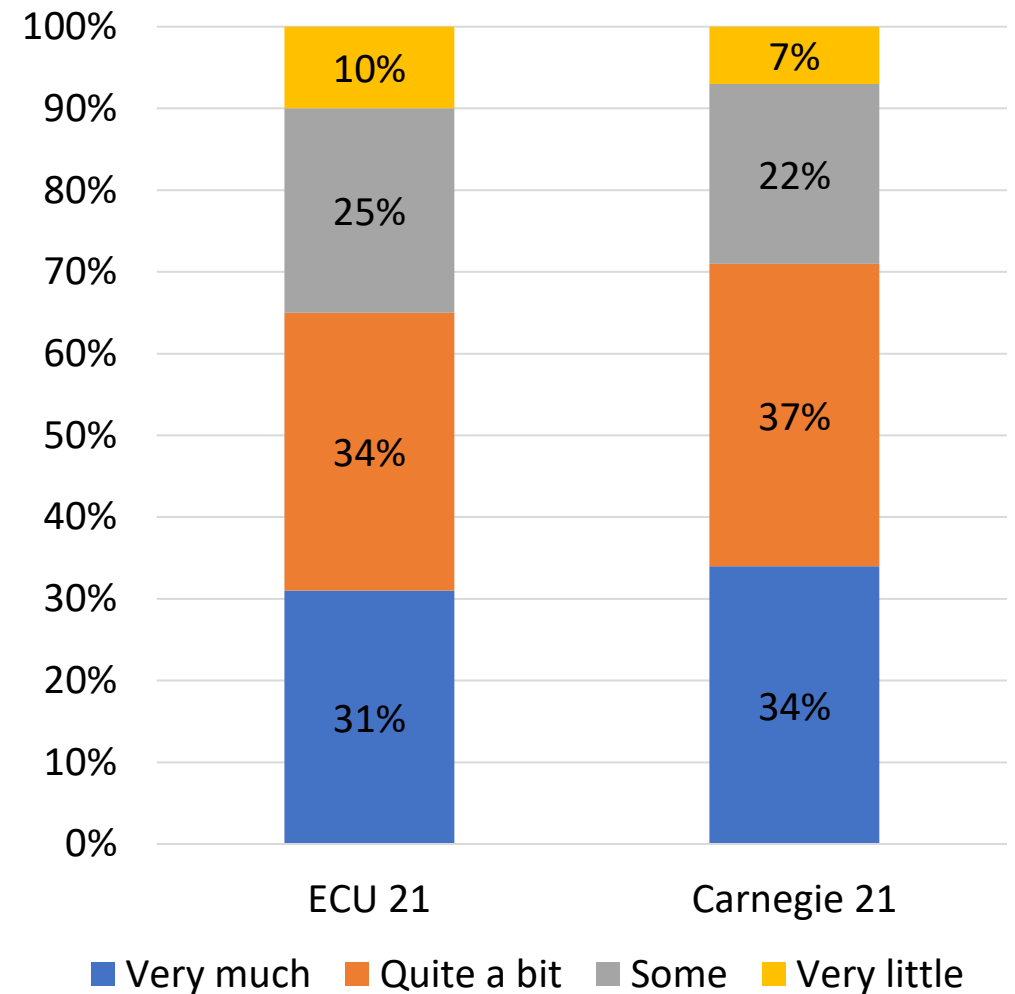
- Compared to 2018, a higher percentage of 2021 first-year students indicated that they were “not sure” whether they could return to ECU in the next year, an increase of 4 percentage points.
- In 2021, ECU first-year students were as likely as their counterparts to return for the next year.
- Female 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 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

- ECU first-year 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 significant 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.

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