


COACHE/NSSE 2017 Surveys: Where the Data Come Together

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A decorative graphic consisting of several horizontal lines of varying lengths and colors (teal and white) extending from the right side of the slide towards the center.

COACHE: Introduction and Administration

- SUNY Sponsored participation Collaborative on Academic Careers in Higher Education survey, Spring 2017
- Administered to all full time faculty who had completed at least one full year at ESF
- Faculty with a primary role of a senior administrator (Dean, Assistant Dean, Associate Provost, etc.) were ineligible to participate
- ESF overall response rate to the COACHE survey was 58%

COACHE: Best aspects of working at ESF

2017

1. Quality of colleagues
2. Quality of undergraduate students
3. Academic freedom
4. Sense of fit

2012

1. Academic freedom
2. Sense of fit
3. Quality of undergraduate students
4. Quality of colleagues

Worst aspects of working at ESF

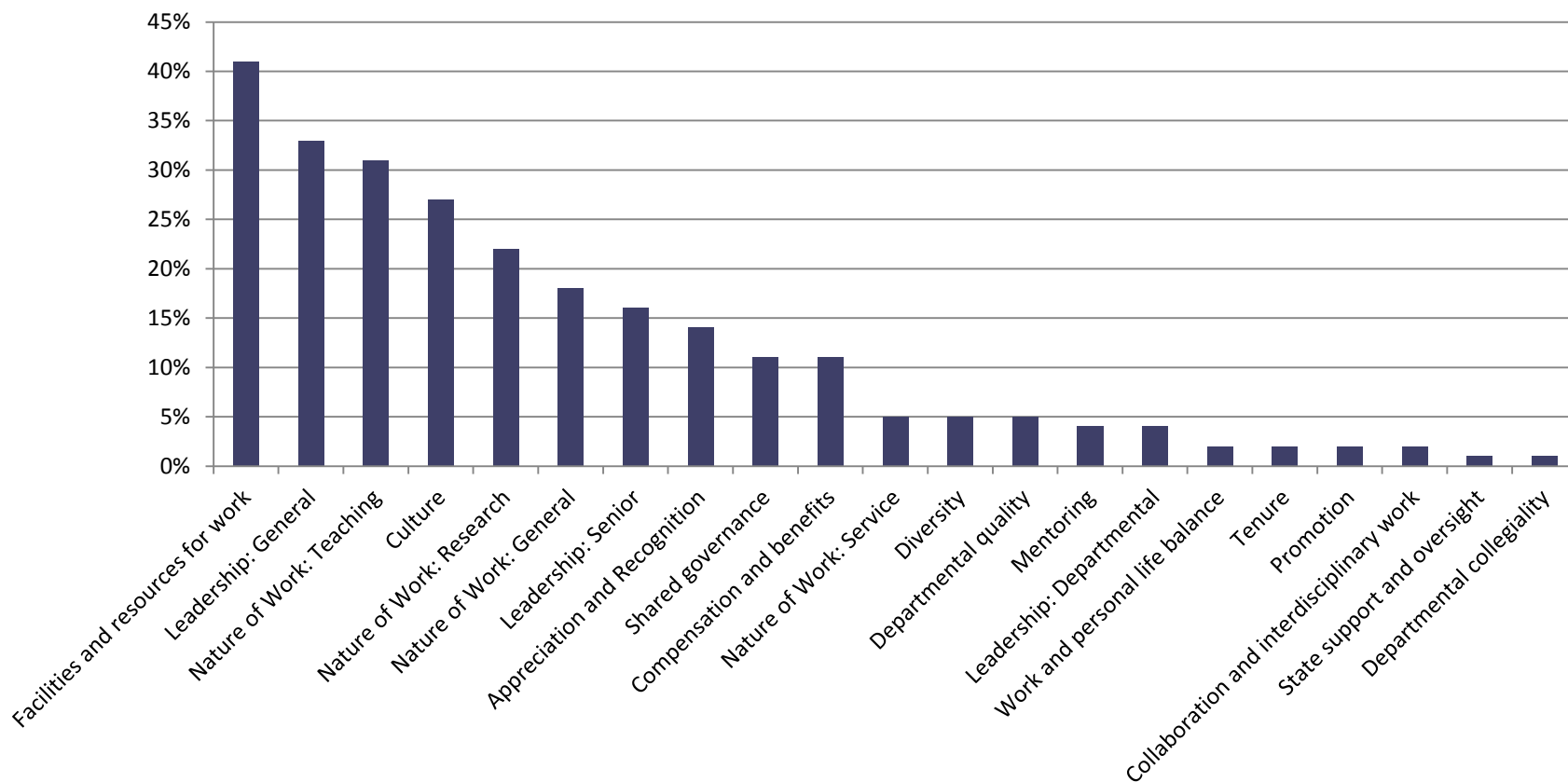
2017

1. Quality of facilities
2. Lack of support for research
3. Cost of living
4. Quality of leadership

2012

1. Too much service/too many assignments
2. Quality of facilities
3. Compensation
4. Lack of support for research

COACHE: How to Improve Workplace for Faculty



NSSE: Introduction and Administration

- SUNY Sponsored participation in the National Survey of Student Engagement, Spring 2017
- First-year response was 27%
- Senior response rate was 30%
- Large sampling error due to our small (census) sample size compared to SUNY, RU/H Carnegie institutions, and 4Y residential institutions, despite similar response rates

NSSE: Highest Engagement Indicators

2017

- Quantitative Reasoning (First-year & Seniors, $p < 0.05$, at least 0.3 magnitude)
- Collaborative Learning (First-year & Seniors, $p < 0.05$, at least 0.3 magnitude)
- Quality of Interactions (Seniors, $p < 0.05$, less than 0.3 magnitude)

2014

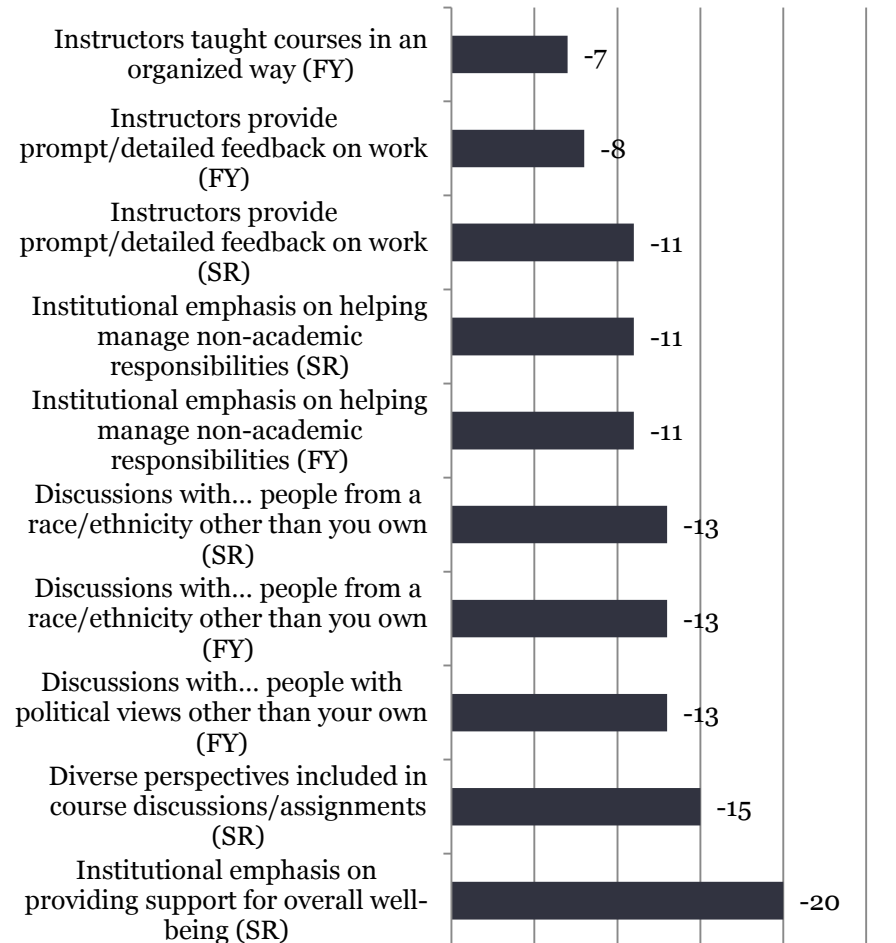
- Quantitative Reasoning (Seniors, $p < 0.05$, at least 0.3 magnitude)
- Collaborative Learning (First-year, $p < 0.05$, at least 0.3 magnitude)
- Quality of Interactions (Seniors, $p < 0.05$, at least 0.3 magnitude)
- Supportive Environment (Seniors, $p < 0.05$, at least 0.3 magnitude)

NSSE 2017

Highest Performance Relative to SUNY

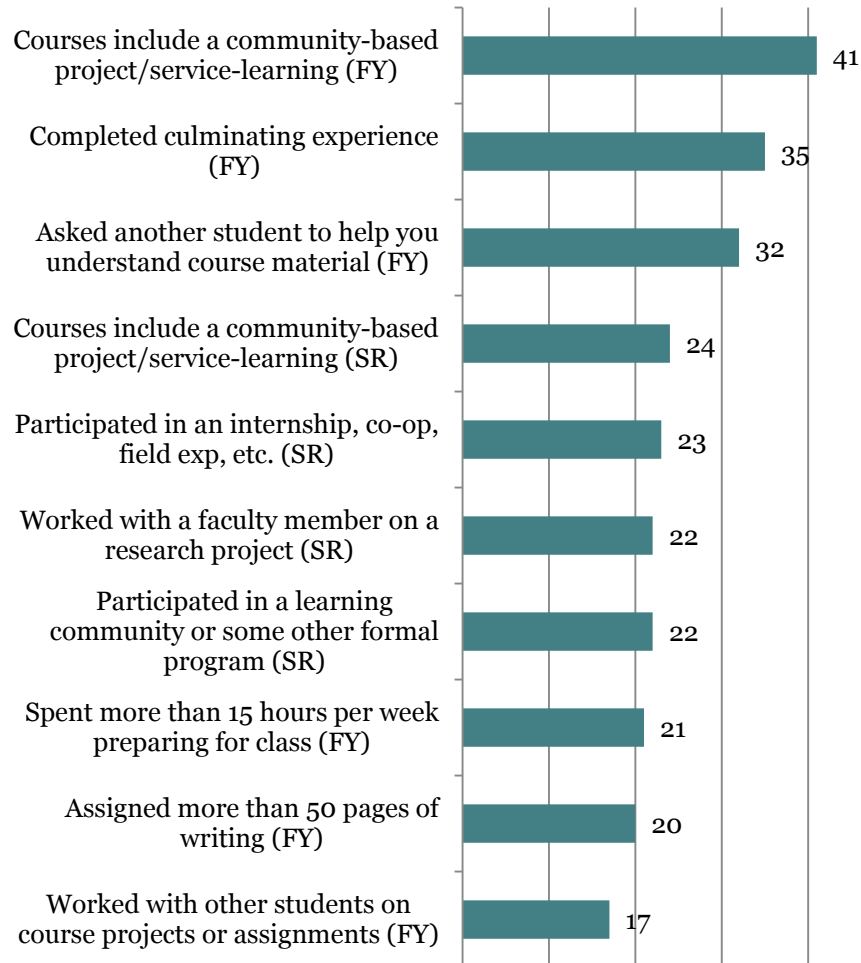


Lowest Performance Relative to SUNY

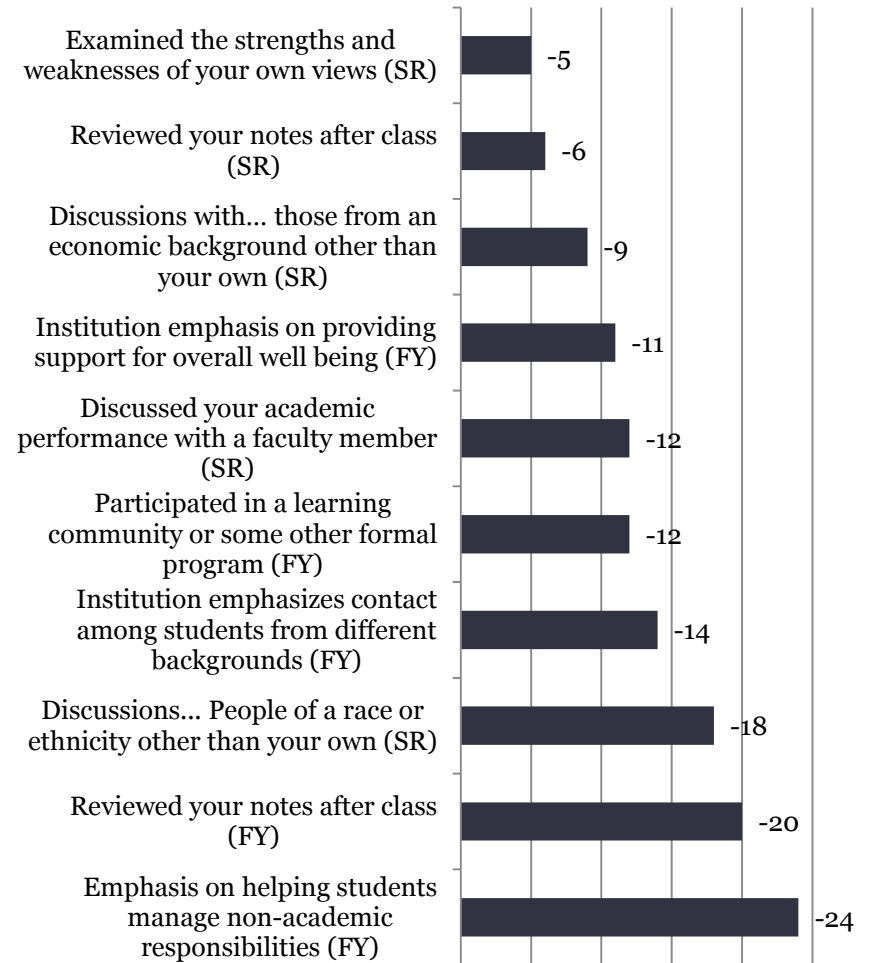


NSSE 2014

Highest Performance Relative to SUNY



Lowest Performance Relative to SUNY



Consistent High Performing Engagement Indicators

First-Year Students

- Student involvement in community-based projects (service-learning)
- Time spent preparing for class >15 hours per week

Seniors

- Completed a culminating senior experience
- Participation in internship, co-op, field experience, etc.
- Worked with a faculty member on a research project

Consistent Low Performing Engagement Indicators

First-Year Students

- Institutional emphasis on helping you manage non-academic responsibilities

Seniors

- Discussions with people of a race or ethnicity other than your own

Best Aspects (COACHE)/High Performance (NSSE)

- Faculty recognition of Undergraduate student quality
 - COACHE: Quality of Undergraduate students
 - NSSE: time spent preparing for class >15 hours/week
 - NSSE: Quant. Reasoning engagement indicators
 - NSSE: Student knowledge of learning support services
- Undergraduate student appreciation of faculty quality/commitment
 - NSSE: Completion of culminating experiences
 - NSSE: Availability of service-learning opportunities
 - NSSE: Availability of field experience opportunities
 - NSSE: Research opportunities

Worst Aspects (COACHE)/Low Performance (NSSE)

- Lack of adequate leadership around community well-being, inclusion, diversity, etc.
 - NSSE: Lack of institutional emphasis on helping students manage non-academic responsibilities
 - NSSE: Few opportunities for students to interact with others who are from different backgrounds (racial, economic, political, etc.)
 - COACHE: Quality of Leadership
 - e.g., Culture, appreciation/recognition, compensation/benefits, diversity, mentoring, work/life balance, etc. (Slide #5)

Next Step: ESF Accreditation Committee

- Improve coordination and transparency of assessment efforts on campus
- Unified vision of assessment and continuous improvement
- Use campus-wide surveys (such as COACHE and NSSE) to determine necessary action steps toward continuous improvement
- Serves as the core of the college accreditation team supporting accreditation efforts for MSCHE needs as well as to ensure consistent and successful reports to professional accreditation bodies