COACHE/NSSE 2017 Surveys: Where the Data Come Together

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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

<table>
<thead>
<tr>
<th>2017</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Quality of facilities</td>
<td>1. Too much service/too many assignments</td>
</tr>
<tr>
<td>2. Lack of support for research</td>
<td>2. Quality of facilities</td>
</tr>
<tr>
<td>3. Cost of living</td>
<td>3. Compensation</td>
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<tr>
<td>4. Quality of leadership</td>
<td>4. Lack of support for research</td>
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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**

- Completed culminating experience (SR)
  - 39
- Spent more than 15 hours per week preparing for class (FY)
  - 30
- Courses include a community-based project/service-learning (FY)
  - 27
- Participated in an internship, co-op, field exp, etc. (SR)
  - 24
- Institutional emphasis on using learning support services (FY)
  - 20
- Institutional emphasis on using learning support services (SR)
  - 20
- Evaluated what others have concluded from numerical information (FY)
  - 20
- Combined ideas from different courses when completing assignments
  - 19
- Used numerical information to examine a real-world problem/issue (FY)
  - 19
- Worked with a faculty member on a research project (SR)
  - 18

**Lowest Performance Relative to SUNY**

- Instructors taught courses in an organized way (FY)
  - -7
- Instructors provide prompt/detailed feedback on work (FY)
  - -8
- Instructors provide prompt/detailed feedback on work (SR)
  - -11
- Institutional emphasis on helping manage non-academic responsibilities (SR)
  - -11
- Institutional emphasis on helping manage non-academic responsibilities (FY)
  - -11
- Discussions with... people from a race/ethnicity other than you own (SR)
  - -13
- Discussions with... people from a race/ethnicity other than you own (FY)
  - -13
- Discussions with... people with political views other than your own (FY)
  - -13
- Diverse perspectives included in course discussions/assignments (SR)
  - -15
- Institutional emphasis on providing support for overall well-being (SR)
  - -20
**NSSE 2014**

### Highest Performance Relative to SUNY

- Courses include a community-based project/service-learning (FY): 41
- Completed culminating experience (FY): 35
- Asked another student to help you understand course material (FY): 32
- Courses include a community-based project/service-learning (SR): 24
- Participated in an internship, co-op, field exp, etc. (SR): 23
- Worked with a faculty member on a research project (SR): 22
- Participated in a learning community or some other formal program (SR): 22
- Spent more than 15 hours per week preparing for class (FY): 21
- Assigned more than 50 pages of writing (FY): 20
- Worked with other students on course projects or assignments (FY): 17

### Lowest Performance Relative to SUNY

- Examined the strengths and weaknesses of your own views (SR): -5
- Reviewed your notes after class (SR): -6
- Discussions with... those from an economic background other than your own (SR): -9
- Institution emphasis on providing support for overall well being (FY): -11
- Discussed your academic performance with a faculty member (SR): -12
- Participated in a learning community or some other formal program (FY): -12
- Institution emphasizes contact among students from different backgrounds (FY): -14
- Discussions... People of a race or ethnicity other than your own (SR): -18
- Reviewed your notes after class (FY): -20
- Emphasis on helping students manage non-academic responsibilities (FY): -24
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