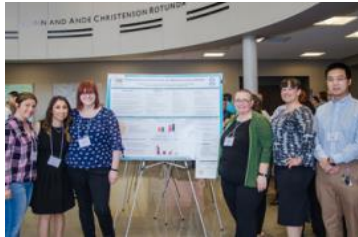


2016 NSC Student Life Survey FEEDBACK REPORT



An examination of student experiences
and academic outcomes



SURVEY BACKGROUND

Nevada State College (NSC) has been utilizing the National Survey of Student Engagement (NSSE) for several years to gather data on student experiences at NSC. This information is utilized to improve existing programs and to also inform program development. While the NSSE provides NSC with robust data across a number of different domains, there are some limitations to the NSSE that required further investigation.

First, the NSSE is only administered to first year freshman and graduating seniors. While this provides NSC with an interesting comparison between freshman and senior experiences, it does not include any data on sophomores and juniors as they progress in their studies at NSC. Second, while the NSSE nicely captures utilization rates of various programs on campus, it does not adequately capture student perception of their experiences at NSC. There are several questions that focus on student satisfaction, but the NSSE does not capture the primary reasons, barriers, and/or challenges related to student satisfaction (or dissatisfaction). Lastly, NSC serves a high percentage of first generation students and underrepresented groups, and there are other potential factors related to student success that are not captured by the NSSE.

As such, we conducted a large-scale student survey that addressed areas we hypothesized were related to student success that are not measured by the NSSE. These areas included the following: self-efficacy, growth mindset, sources of motivation, campus and classroom belonging, navigational capital, faculty interactions, campus climate, graduation efficacy versus uncertainty, student guilt about attending college, and perceptions of student support services.

We also linked student responses to outcome measures as maintained by NSC's Institutional Research Department. The findings from this survey can serve as baseline data with regards to the student experience at NSC, and we can utilize these findings to inform program development and improvement (e.g., student life, faculty interactions, student support services, etc.).

SURVEY DEVELOPMENT & DATA ANALYSIS

Survey development was led by psychology faculty Drs. Wendi Benson, Shantal Marshall, and Laura Naumann with oversight by the Dean of Students, Dr. Richard Yao, during Summer and Fall 2016.

Data collection occurred for three weeks during the end of Fall 2016. Participants could complete the survey online or in-person in the Scorpion Café from November 21 to December 9, 2016. Participants were eligible to receive \$5.00 cash for their participation if they came to pick up their payment on-campus outside of the Scorpion Café.

Descriptive data analysis and **feedback report development** was overseen by Dr. Wendi Benson with support from psychology students Melissa Jenkins, Mariah Mabbit, and Kaitlyn Meyerowiz during Spring 2017.

Inferential data analysis and the **executive summary** was completed by Interim Assistant Vice Provost, Dr. Laura Naumann, during Summer 2017.

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EXECUTIVE SUMMARY

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OVERALL TRENDS

Academic Outcomes

- A students' personal motivations such as intrinsic and extrinsic motivation and their own confidence or uncertainty about their academic standing is most strongly related to having higher GPAs and better 1-term retention.
- Positive campus experiences are also related to a higher GPA, but to a lesser degree. For example, students who experience more campus and classroom belonging and have more positive interactions with in-person faculty are more likely to have higher GPAs.

Campus Experiences

- Positive (and more frequent) interactions with faculty are the strongest predictors of positive campus experiences, especially when those interactions take place with in-person (compared to online) faculty.
- Students who are more likely to seek support from campus personnel and classmates also report more positive campus experiences.
- Generally, students who report stronger motivation, self-efficacy, and growth mindset perceive a more positive campus climate.

Faculty Interactions

- Students have more positive interactions with in-person faculty than with online faculty.
- Ethnic minority students have significantly less positive interactions with online faculty than White students do.
- Students with higher intrinsic (but not extrinsic) motivation are more likely to seek out faculty for advising, class support, and post-graduate or personal advice.
- Students who experience guilt for being in college are also more likely to seek faculty more frequently for support.
- Students who seek faculty for support are also more likely to seek support from other campus personnel, classmates, and visit some student support offices (advising, writing center, but not tutoring).

Support Seeking Behaviors

- Students with higher intrinsic motivation are more likely to seek out support from staff members, advisors, peer mentors, and classmates.
- Students with higher extrinsic motivation are more likely to seek support only from advisors, peer mentors, and classmates.
- Students seeking support have greater efficacy and less uncertainty about graduation.
- Seeking classmates and advisors is related to better 1-term retention.

OVERALL TRENDS (CONTINUED)

Student Support Use

- Students who seek support from faculty visit the Academic Advising Center and Writing Center (but not the Academic Success Center) more frequently.
- Students seeking support from staff and peer mentors visit the Academic Advising Center more frequently.
- Students seeking support from classmates visit the Writing Center more frequently.
- Students with higher extrinsic motivation and self-efficacy visit the Academic Success Center less.
- Visiting the Academic Advising Center more is related to higher graduation efficacy and better 1-term retention.

NSSA Perceptions

- Students who find NSSA and its events useful express more positive campus climate perceptions and higher campus/classroom belonging.
- Students who engage with faculty and other campus personnel more are more likely to find NSSA and its events more useful.
- Students who experience more negative experiences or perceive SSS staff to have a bad reputation are more likely to experience more negative campus climate perceptions and lower campus belonging.

POSSIBLE CONSIDERATIONS

Faculty Considerations

- Fostering interactions with students outside of the classroom and beyond office hours (e.g., research, club involvement) to help build students' sense of belonging.
- Students trust faculty recommendations about Student Support Services. Faculty need to be aware of available services (e.g., classes with dedicated tutors) and should take every opportunity to encourage students to attend (e.g., when providing assignment feedback; during office hours).
- Students are having less positive experiences with faculty teaching online. Faculty should be mindful of differences (e.g., ability to convey tone, intent) when communicating with students online.
- Ethnic minority students are also having significantly less positive experiences with faculty teaching online. Faculty should be mindful of possible unconscious bias that is cued by a student's name (e.g., gender or ethnicity). Faculty should consider using the name-masking feature when grading assignments on Canvas.

Student Support Service Considerations

- Students who work or who are caregivers experience the most difficulty accessing Student Support Services. SSS units should experiment with online formats to deliver information (e.g., virtual office hours, Canvas modules) as well as work to offer extended hours at least one day of the week.
- Some students do not believe they need Student Support Services, possibly because they interpret that these services are for students who need remediation and that students can figure it out all on their own. SSS units should consider new marketing campaigns that brand SSS use as another way to exhibit self-efficacy—that using SSS is another tool important for academic success.
- Students who interact with faculty were more likely to visit advising and the Writing Center, but not tutoring. SSS units should continue to inform faculty of available resources (e.g., tutoring, supported study, supplemental instruction, writing workshops) by visiting department meetings or requesting time at the start of class.

NSSA Considerations

- Students who are caregivers experience difficulty participating in NSSA events because of scheduling conflicts. NSSA should expand programming to offer weekend meet-ups where caregivers can bring their children (or siblings or under their care) and network with other students-caregivers.
- Students who work also experience scheduling conflicts, but they see less value in participating. NSSA should host more “virtual events” using social media platforms. Students have the ability to engage with NSC without requiring them to be on campus (e.g., post a themed picture to be entered to win a prize).
- Students trust faculty recommendations related to campus engagement. NSSA should find ways to increase or incentivize faculty engagement at NSSA events.

POSSIBLE CONSIDERATIONS (CONTINUED)

College Leadership Considerations

- Earning a higher GPA is related to a combination of personal motivation factors, knowledge of how the academy works (graduation efficacy), classroom and campus belonging, and positive interactions with peers, staff, and faculty. Administrators should consider early curriculum (e.g. CEP 123) or other programming (e.g., summer bridge) that can help build new students' sense of self-efficacy, growth mindset, and navigational capital. Administrators should continue to find ways to reward faculty and staff who are providing positive experiences for students.
- Efforts to retain students from one semester to the next relies partly on students meeting with their professional or faculty advisors. Administrators should explore means to extend Academic Advising Center hours, hire additional professional advisors, and provide additional advising training to faculty, especially for faculty advising outside of their discipline. Furthermore, Deans should work to ensure that faculty have a balanced and reasonable advising load that is documented in annual reviews.
- All students report very positive interactions with faculty teaching their in-person courses. Administrators and Deans should find ways to recognize and reward full-time faculty who spend significant amounts of time supporting students—especially students of color—via mentoring, research supervision, or advising a student club.
- All students, but especially ethnic minority students, are having less positive interactions with faculty teaching their online courses. Administrators should explore means to provide additional training for full- and part-time faculty teaching online. This training should include best practices for instruction, how to recognize unconscious bias (from faculty and from students), and how to foster positive online interactions with and between students.
- Certain populations (e.g., working students, caregivers, veterans) are experiencing difficulty engaging with campus (e.g., visiting faculty, using SSS, participating in NSSA) because of personal factors or circumstances. Administrators should consider what types of support would minimize the burden these groups face (e.g., on-campus employment; access to child care; expanded veterans support). Furthermore, administrators should continue to explore means to expand student services into the evening, weekend, or online. Another possibility is to add a “common hour” to the master schedule so that the entire campus can participate in campus-wide events.



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SURVEY DEMOGRAPHICS

Response Rates

Category	Sample Size	% of Sample	% of <u>Population:</u> Response Rate
Total Response Rate	421	100%	11.24%
Gender*			
Female	324	76.8%	11.5%
Male	95	22.5%	10.3%
Not Reported	3	0.7%	
Age Group*			
18 to 24	266	63.0%	15.7%
25 or older	152	36.0%	7.4%
Not Reported	4	0.9%	
Ethnicity*			
American Indian or Alaska Native	5	1.2%	22.7%
Asian	58	13.7%	13.2%
Black or African American	30	7.1%	8.8%
Latinos of Any Race	141	33.4%	13.5%
Native Hawaiian or Other Pacific Islander	7	1.7%	10.5%
Race and Ethnicity Unknown	30	7.1%	12.1%
Two or More Races	21	5.0%	10.0%
White	127	30.1%	9.2%
Not Reported	3	0.7%	
Nepantla*			
Yes	32	7.6%	34.4%
No	387	91.7%	10.6%
Not Reported	3	0.7%	
First Generation to Attend College*			
Yes	263	62.3%	11.3%
No	156	37.00%	11.0%
Not Reported	3	0.7%	
NSC Reported Pell Eligibility*			
No	158	37.4%	7.5%
Yes	261	61.8%	15.9%
Not Reported	3	0.7%	
Veteran/Active Duty			
Not Active Duty/Veteran	387	91.7%	10.7%
Active Duty/Veteran	15	3.6%	12.8%
Not Reported	20	4.7%	
Full or Part-Time Student*			
Full-Time	227	65.6%%	15.6%
Part-Time	138	32.7%	6.2%
Not Reported	7	1.7%	
Academic Level*			
Non-degree Seeker	9	2.1%	2.5%
Freshman	136	32.2%	19.1%
Sophomore	75	17.8%	12.3%
Junior	91	21.6%	11.4%
Senior	108	25.6%	8.6%
Not Reported	3	0.7%	
School*			
Non-Degree Seeking Education	7	1.7%	3.1%
Liberal Arts	69	16.4%	9.7%
Nursing	223	52.8%	13.9%
Not Reported	122	28.9%	8.8%
Not Reported	1	0.2%	

Note. *Sample Sizes Based on Institutional Data linked to student NSHE IDs (Not Self-Report).

Sample Sizes
(Population Sizes Not Available for Response Rate Calculation)

Category	Sample Size	% of Sample
Born in US?		
Yes	330	78.2%
No	70	16.6%
Not Reported	22	5.2%
Caring for Others (e.g., siblings, own children, parents, or other family)		
No	219	51.9%
Siblings	66	15.6%
Own children	46	10.9%
Parents and/or extended family	52	12.3%
Own children and parents/extended family	19	4.5%
Not Reported	20	4.7%
Employment		
Off Campus	202	47.9%
On and off Campus	14	3.3%
On Campus	51	12.1%
Not Working by Choice	58	13.7%
Unemployed	75	17.8%
Not Reported	22	5.2%
Full or Part-Time Work		
Full-Time	71	16.8%
Part-Time	196	46.4%
Not Reported or Not Employed	155	36.7%
1-Term Retention*		
Not Retained	45	10.7%
Retained	374	88.6%
Not Reported	3	0.7%

Note. *Sample Sizes Based on Institutional Data linked to student NSHE IDs (Not Self-Report).

Overview

A sample of 421 NSC students participated in the survey, representing over 10% of the student population in Fall 2016 (when the survey was conducted).

While it may appear that certain groups of students were over-represented in the sample (based on sample size and % of sample), the response rates suggest that most groups were nearly equally representative of the groups in the population of NSC students (based on the response rate).

The most well-represented groups in the survey were American Indian or Alaskan Natives, Freshmen, students who were Pell Grant eligible, and students between 18-24 years old. The least well-represented groups were non-degree seeking students, students age 25 or older, part-time students, students who were not Pell eligible, and Black or African American students.

Summary

Most survey respondents were born in the US, not care-takers, employed off campus, working part time, or re-enrolled in spring 2017. Relatively few survey respondents were born outside the US, caring for their parents or extended family, employed on and off campus, working full-time, or left NSC between fall 2016 and spring 2017.

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SURVEY MEASURES & INSTITUTIONAL OUTCOMES

This section of the report includes tables displaying the mean (M) and standard deviation (SD) for all variables measured in the survey. Larger mean (M) values indicate higher levels of what was being measured (e.g., more interactions with faculty or stronger sense of self-efficacy). Larger standard deviation (SD) values indicate more disagreement (less consistency) in responses.

Variables are organized by category. Not all variables were measured on the same scale. The range of responses is provided for each variable for ease of interpretation.

Self-Reported Measures

Positive Campus Experiences

Campus Belonging: Do students feel like part of the NSC community?

Sample Item: "I feel a sense of belonging to NSC community"

Response Scale: 1 (strongly disagree) to 5 (strongly agree)

Classroom Belonging: Do NSC students feel a sense of belonging in their classes?

Sample Item: "I feel like my contributions are valued in my classes."

Response Scale: 1 (strongly disagree) to 5 (strongly agree)

Campus Climate Perceptions: How welcoming and inclusive is NSC?

Sample Item: "I think that NSC encourages students to have a public voice and share their experiences openly."

Response Scale: 1 (strongly disagree) to 5 (strongly agree)

Specific Item	Response Range	<i>M</i>	<i>SD</i>
Campus Belonging	1 – 5	3.9	0.9
Classroom Belonging	1 – 5	3.6	0.8
Campus Climate Perceptions	1 – 5	4.0	0.6

Personal Attributes and Motivations

Guilt: How much guilt do students experience when reflecting on college experiences and how they relate to interactions with family?

Sample Item: "I feel bad because going to college means financial sacrifices for my family"

Response Scale: 0 (Not applicable to me); 1 (Never) to 5 (Very Often)

Growth Mindset: How much do students believe that they can develop knowledge, skills, and abilities with effort?

Sample Item: "I think you can increase your intelligence if you really try"

Response Scale: 1 (strongly disagree) to 5 (strongly agree)

Self-Efficacy: How competent do students feel?

Sample Item: "I can always manage to solve difficult problems if I try hard enough"

Response Scale: 1 (strongly disagree) to 5 (strongly agree)

Academic Motivation-Extrinsic: How much do expected rewards drive students' motivation to succeed in college?

Sample Item: "Motive to attend college: in order to obtain a more prestigious job later on"

Response Scale: 1 (Does not correspond at all) to 5 (Corresponds exactly)

Academic Motivation-Intrinsic: How much does personal growth and experiences drive students' motivation to succeed in college?

Sample Item: "Motive to attend college: for the satisfaction I feel when I am accomplishing difficult academic activities"

Response Scale: 1 (Does not correspond at all) to 5 (Corresponds exactly)

Graduation Efficacy: Do students have confidence in their ability to progress towards graduation?

Sample Item: "I am confident that I will graduate from NSC."

Response Scale: 1 (strongly disagree) to 5 (strongly agree)

Graduation Uncertainty: Do students express uncertainty about graduating?

Sample Item: "I sometimes feel unsure about continuing my studies semester after semester"

Response Scale: 1 (strongly disagree) to 5 (strongly agree)

Self-Reported Measures (Continued)

Personal Attributes and Motivations (Continued)

Specific Item	Response Range	<i>M</i>	<i>SD</i>
Academic Guilt	0 – 5	1.9	0.8
Growth Mindset	1 – 5	4.4	0.6
Self-Efficacy	1 – 5	4.1	0.7
Academic Motivation - Extrinsic	1 – 5	4.4	0.8
Academic Motivation - Intrinsic	1 – 5	4.1	1.0
Graduation Efficacy	1 – 5	4.3	0.8
Graduation Uncertainty	1 – 5	2.2	1.1

Frequency of Faculty Interaction

Degree Plan: Are students meeting with faculty advisor to check degree progress?

Sample Item: “How frequently do you seek out faculty members to review your degree requirements and progress towards graduation?”

Response Scale: 0 (Never) to 4 (Very often)

Class Support: How frequently are students seeking support from their faculty in regards to specific courses?

Sample Item: “How frequently do you seek out faculty members to ask questions about course materials or assignments?”

Response Scale: 0 (Never) to 4 (Very often)

Post-Grad Advice: How frequently are students seeking support from their faculty to seek advice about their future?

Sample Item: “How frequently do you seek out faculty members to discuss post-graduation plans such as career options or graduate school?”

Response Scale: 0 (Never) to 4 (Very often)

Personal or Casual: How frequently are student seeking support from their faculty regarding personal issues?

Sample Item: “How frequently do you seek out faculty members to get advice about a personal issue or problem?”

Response Scale: 0 (Never) to 4 (Very often)

Specific Item	Response Range	<i>M</i>	<i>SD</i>
Degree Plan	0 – 4	1.8	1.1
Class Support	0 – 4	2.3	1.0
Post-Grad. Advice	0 – 4	1.5	1.2
Personal or Casual	0 – 4	1.4	1.2

Quality of Faculty Interactions

In-Person Interaction: Are in person faculty members at NSC viewed as accessibly, responsive, concerned, fair, helpful, bothered, and/or cold during interactions with students?

Sample Item: “My in-person instructors have: been responsive and welcoming.”

Response Scale: 1 (strongly disagree) to 5 (strongly agree)

Online Interaction: Are online faculty members at NSC viewed as accessibly, responsive, concerned, fair, helpful, bothered, and/or cold during interactions with students?

Sample Item: “My online instructors have: been responsive and welcoming.”

Response Scale: 1 (strongly disagree) to 5 (strongly agree)

Self-Reported Measures (Continued)

Quality of Faculty Interactions (Continued)

Specific Item	Response Range	<i>M</i>	<i>SD</i>
In-Person Interaction	1 – 5	4.1	0.8
Online Interaction	1 – 5	3.8	0.9

Frequency of Support Seeking

Support Seeking:

How often are students seeking support from specific individuals on campus?

Specific Individuals: Staff Member, Professional Advisor, Peer Mentor, Classmate

Response Scale: 0 (Never) to 4 (Very Often)

Specific Item	Response Range	<i>M</i>	<i>SD</i>
Staff	0 – 4	1.8	1.2
Advisor	0 – 4	2.0	1.2
Peer Mentor	0 – 4	1.9	1.3
Classmate	0 – 4	2.7	1.2

Student Support Services

Use of Student Support Services:

Have students ever used specific student support services?

Specific services: Advising, Tutoring, Course Assistants, Supplemental Instruction, Writing Center, Disability Resource Center (DRC)

Response Scale: 1 (yes), 0 (no)

SSS Type	<u>Used</u>		<u>Did Not Use</u>	
	<i>n</i>	%	<i>n</i>	%
Advising	327	92.1%	28	7.9%
Tutoring	159	56.6%	122	43.4%
Writing Center	199	66.3%	101	33.7%
Disability Resource Center	32	14.7%	186	85.3%
Course Assistants	158	57.5%	117	42.5%
Supplemental Instruction	145	53.3%	127	46.7%

Perceived Helpfulness of Student Support Services:

How helpful did students find the following services provided on campus?

Specific Services: Advising, Tutoring, Course Assistants, Supplemental Instruction, Writing Center, Disability Resource Center (DRC)

Response Scale: 1 (Not helpful) to 5 (Extremely helpful)

Specific Item	Response Range	<u>Used</u>		>	<u>Did Not Use</u>	
		<i>M</i>	<i>SD</i>		<i>M</i>	<i>SD</i>
Advising	1 – 5	4.0	1.1	>	3.2	1.1
Tutoring	1 – 5	4.0	1.1	>	3.8	1.1
Writing Center	1 – 5	4.1	1.1	>	3.4	1.1
Disabilities Resource Center	1 – 5	4.1	1.3	>	3.3	1.3
Course Assistants	1 – 5	4.1	1.2	>	3.8	1.2
Supplemental Instruction	1 – 5	4.2	1.2	>	3.7	1.2

Self-Reported Measures (Continued)

Barriers to the Use of Student Support Services:

What barriers did students experience when using student support services?

Busy: “My busy schedule prevents me from using these services.”

Negative Experience: “I have had a negative experience using these services.”

Scheduling: “The services are not offered when I am on-campus.”

Negative Reputation: “I have heard negative things about the student workers/staff who work in these offices.”

Embarrassed: “I would be embarrassed if people knew I was utilizing these services.”

Don’t Need: “I don't think I need these services.”

Response Scale: 1 (strongly disagree) to 5 (strongly agree)

Specific Item	Response Range	<i>M</i>	<i>SD</i>
Busy	1 – 5	3.5	1.3
Negative Experience	1 – 5	1.9	1.2
Scheduling	1 – 5	2.3	1.2
Bad Reputation of Staff	1 – 5	1.8	1.1
Embarrassed	1 – 5	1.5	1.0
Don’t Need	1 – 5	2.3	1.2

Perceived Usefulness vs. Barriers to NSSA Participation

Useful: How useful do students find the services provided by NSSA for improving student life?

Specific Services: Officers, NSSA sponsored events, and student clubs

Response Scale: 1 (Not at all useful) to 5 (Extremely useful)

Busy: “My busy schedule prevents me from attending these events”

Negative Experience: “I've had a negative experience with events on campus.”

Scheduling: “The events these groups sponsor are not offered when I am available.”

Bad Reputation: “I have heard negative things about the NSSA student government.”

Not Important: “I don't think getting involved in campus activities is an important part of my college experience.”

Response Scale: 1 (strongly disagree) to 5 (strongly agree)

Specific Item	Response Range	<i>M</i>	<i>SD</i>
Useful	1 – 5	3.4	1.2
Busy	1 – 5	3.7	1.3
Negative Experience	1 – 5	1.7	1.0
Scheduling	1 – 5	3.2	1.4
Bad Reputation	1 – 5	1.8	1.1
Not Important	1 – 5	2.2	1.3

Data from Institutional Research

Academic Outcomes

Current GPA: Fall 2016 GPA collected through institutional data linked to participants' NSHE ID

Cumulative GPA: Overall GPA collected through institutional data linked to participants' NSHE ID

1-Term Retention: Student re-enrolled in Spring 2016 collected through institutional data linked to participants' NSHE ID

Specific Item	Response Range	<i>M</i>	<i>SD</i>
Cumulative GPA	0 – 4	3.1	0.6
Current GPA (Fall 2016)	0 – 4	3.2	0.8
Retention from Fall 2016 to Spring 2017	0 – 1	.89	0.3

Frequency of Student Support Services Use:

How frequently did students interact with specific student support services in Fall 2016?

Data collected through institutional data linked to participants' NSHE ID

Specific Services: Advising, Tutoring, Writing Center, Library (# of Log-Ins)

Specific Item	Response Range	<i>M</i>	<i>SD</i>
Advising	0 – 8	1.2	1.5
Tutoring	0 – 30	1.1	3.5
Writing Center	0 – 7	0.4	0.9
Library Log-Ins	0 – 31	6.0	6.1



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TARGETED STUDENT SUMMARIES

This section of the report summarizes significant group differences across all variables measured for selected student interest groups. **Please refer to the page numbers listed in the summary tables to review actual means and statistically significant differences.**

Male & Female Students
Full-time & Part-time Students
First-Generation Students
Student-Parents/Caregiver Students
Racial/Ethnic Groups
Nepantla Students
Working Students

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MALE AND FEMALE STUDENTS

Overview

There were 324 female students (76.8%) and 95 male students (22.5%) who completed the NSC Student Life survey.

Academic Outcomes (pp. 37-38)	<ul style="list-style-type: none"> ● Male and female students had similar current/cumulative GPAs. ● Male and female students had similar levels of 1-term retention.
Campus Experiences (pp. 41-42)	<ul style="list-style-type: none"> ● Male and female students reported similar levels of sense of campus/classroom belonging and perceptions of positive campus climate.
Personal Motivations (p. 45)	<ul style="list-style-type: none"> ● Female students reported higher extrinsic motivation for academics compared to male students. ● Male and female students reported similar levels of growth mindset, self-efficacy, intrinsic motivation, and graduation efficacy/uncertainty.
Campus Interactions (pp. 49-50, 53-55, 59-60)	<ul style="list-style-type: none"> ● Male students reported seeking faculty more frequently for post-graduate advice and personal concerns than female students did. ● Male students reported significantly less positive interactions with online faculty than female students did. ● Male and female students reported similar levels of support seeking behavior from staff, advisors, peer mentors, and classmates.
Student Support Use (pp. 65-66, 69-70)	<ul style="list-style-type: none"> ● Male and female students showed similar levels of SSS use, although female students showed greater library logins than male students. ● Male and female students reported similar levels of perceived helpfulness for all SSS. ● Female students reported being busy as a primary barrier to using SSS. ● Male students reported not needing SSS to a greater degree than female students did.
NSSA Perceptions (pp. 73-74, 78-79)	<ul style="list-style-type: none"> ● Male and female students reported similar levels of usefulness for NSSA and its events. ● Male and female students reported similar levels of barriers to participation for NSSA and its events.

Summary

Generally, male and female students are reporting similar experiences on campus and show no difference in academic outcomes. The primary exception is that male students report significantly less positive interactions with online faculty compared to women. Although there are no gender differences in utilization rates of SSS, female students also report being too busy to use SSS or participate in NSSA events. One consideration is that female students report higher extrinsic motivation and may require more incentives to see the value in participating in these services and events.



FULL-TIME & PART-TIME STUDENTS

Overview

There were 227 full-time students (65.6%) and 138 (32.7%) part-students who completed the NSC Student Life survey.

<p>Academic Outcomes (pp. 37-38)</p>	<ul style="list-style-type: none"> ● Part-time and full-time students had similar current/cumulative GPAs. ● Fewer part-time students were retained in the following semester than full-time students.
<p>Campus Experiences (pp. 41-42)</p>	<ul style="list-style-type: none"> ● Part-time students reported lower levels of campus and classroom belonging than full-time students but reported similar perceptions of the campus climate.
<p>Personal Motivations (p. 45)</p>	<ul style="list-style-type: none"> ● Part-time and full-time students reported similar levels of guilt, growth mindset, self-efficacy and extrinsic motivation for attending college. ● Part-time students reported lower levels of intrinsic motivation to attend college. ● Part-time students reported lower levels of efficacy to graduate but reported similar levels of uncertainty about graduation as full-time students.
<p>Campus Interactions (pp. 49-50, 53-55, 59-60)</p>	<ul style="list-style-type: none"> ● Part-time students seek out faculty less than full-time students for advising, post-graduation advice, and personal/casual conversation but seek them out to a similar degree for class support. ● Part-time students report lower quality interactions with in-person faculty than full-time students but similar levels of quality for online faculty. ● Part-time students are less likely to seek out support from staff, peer mentors, and classmates than full-time students but are just as likely to seek support from an advisor.
<p>Student Support Use (pp. 65-66, 69-70)</p>	<ul style="list-style-type: none"> ● Part-time students use SSS far less than full-time students including advising, the Writing Center, Course Assistants, and library log-ins. ● However, part-time students use tutoring as much as full-time students. ● Part-time and full-time students have similar perceptions of the helpfulness of SSS and similar reasons that are the barriers to seeking SSS.
<p>NSSA Perceptions (pp. 73-74, 78-79)</p>	<ul style="list-style-type: none"> ● Part-time students perceive NSSA to be less useful than part-time students and are more likely to report a negative experience, scheduling conflicts, and not feeling the NSSA is important as barriers to participating in NSSA events.

Summary

Unsurprisingly, part-time students seek out support less and feel a lower sense of belonging to campus and their classrooms than full-time students do, possibly because they are on campus less. While part-time students have similar GPAs to full-time students, they have lower rates of 1-term retention and lower levels of graduation efficacy (i.e., being less sure that they are on track). Finally, part-time students report less intrinsic motivation than full-time students.



FIRST GENERATION STUDENTS

Overview

There were 263 (62.3%) students who indicated that they were the first in their families to attend college (“first generation student”) and 156 (37.0%) indicated they were not the first in their families to attend college (“continuing generation student”). Three students did not indicate their status and were not included in the following analyses.

Academic Outcomes (pp. 37-38)	<ul style="list-style-type: none"> ● First-generation and continuing-generation students had similar current/cumulative GPA and 1-term retention rates.
Campus Experiences (pp. 41-42)	<ul style="list-style-type: none"> ● First-generation and continuing-generation students reported similar levels of campus belonging, classroom belonging, and campus climate perceptions.
Personal Motivations (p. 45)	<ul style="list-style-type: none"> ● First-generation and continuing-generation students reported similar levels of academic guilt, growth mindset, intrinsic/extrinsic motivation, and graduation efficacy/uncertainty.
Campus Interactions (pp. 49-50, 53-55, 59-60)	<ul style="list-style-type: none"> ● First-generation and continuing-generation students reported similar levels of interaction and quality of interaction with in-person and online faculty. ● First-generation and continuing-generation students reported similar levels of support seeking from staff, advisors, peer mentors, and classmates.
Student Support Use (pp. 65-66, 69-70)	<ul style="list-style-type: none"> ● First generation students used support services at the same rates as continuing generation students, except for the Writing Center, which they used less often. ● First-generation and continuing-generation students had similar perceptions of helpfulness of student support services and reported similar levels of perceived barriers to using student support services.
NSSA Perceptions (pp. 73-74, 78-79)	<ul style="list-style-type: none"> ● First-generation and continuing-generation students reported similar levels of usefulness and perceived barriers to participating in NSSA and its events.

Summary

Notably, there were no significant differences between first-generation and continuing-generation students on any of the variables measured. Much research has pointed to first generation students feeling out of place and performing worse on traditional college campuses. That we found no differences in guilt, sense of belonging, and GPA between first generation and continuing generation college students implies that first generation students at NSC feel just as much as part of the community as their continuing generation peers.

STUDENT PARENTS / CAREGIVERS



Overview

There were 183 students (43.3%) who reported being a student-parent or caregiver to a family member: 46 (10.9%) cared for their own children, 66 (15.6%) cared for their siblings, 52 (12.3%) cared for their parents or extended family members, and 19 (4.5%) cared for their own children and their parents/extended family members. Twenty (4.7%) did not report their caregiver status and were not included in the following analyses.

<p>Academic Outcomes (pp. 37-38)</p>	<ul style="list-style-type: none"> ● Students caring for parents or extended family had the lowest current GPAs, followed by students caring for siblings compared to the other groups. ● All caregiver groups had similar levels of cumulative GPA and 1-term retention.
<p>Campus Experiences (pp. 41-42)</p>	<ul style="list-style-type: none"> ● All caregiver groups reported similar levels of campus belonging. ● Students caring for their own children and parents/family reported lowest classroom belonging and least positive perceptions of campus climate.
<p>Personal Motivations (p. 45)</p>	<ul style="list-style-type: none"> ● All caregiver groups reported similar levels of growth mindset, intrinsic/extrinsic motivation, and graduation efficacy/uncertainty. ● Students caring for their own children and those caring for both children/parents reported higher levels of self-efficacy than other groups. ● Students caring for siblings had the highest guilt about attending college.
<p>Campus Interactions (pp. 49-50, 53-55, 59-60)</p>	<ul style="list-style-type: none"> ● Students caring for their own children and parents/family reported fewest interactions with faculty in all areas of support while students caring for siblings reported the most frequent interactions with faculty in all areas of support. ● All caregiver groups reported similar quality of interactions with online and in-person faculty and seeking support from staff and advisors. ● Students caring for their own children and parents/family reported lowest support seeking from peer mentors and classmates while students caring for siblings reported highest support seeking from peer mentors and classmates.
<p>Student Support Use (pp. 65-66, 69-70)</p>	<ul style="list-style-type: none"> ● All caregiver groups reported similar levels of SSS use as well as similar levels of perceived helpfulness across all SSS units. ● A greater percent of students caring for siblings had used CAs compared to the other racial groups; a smaller percent of students caring for their own children and parents/family had used CAs. ● Students caring for their own children and parents/family reported difficulty with scheduling as a bigger barrier to using support services than other students did.
<p>NSSA Perceptions (pp. 73-74, 78-79)</p>	<ul style="list-style-type: none"> ● All caregiver groups reported similar levels of usefulness for NSSA and its events. ● Students caring for their own children perceived that NSSA events were offered at bad times as well as perceiving that attending NSSA events is not important.

Summary

Nearly half the sample reported caring for someone else in their family. These students likely have limited time and may be less likely to seek support or use student services. Notably, students caring for siblings seem to experience more guilt about attending college, possibly experiencing a similar burden a parent might feel for being away from their children. While students caring for their siblings are much more likely to seek support on campus, they also have lower GPAs than other students.



RACIAL/ETHNIC GROUPS

Overview

There were 65 (15.4%) Asian, Asian American, and Pacific Islander students, 30 (7.1%) Black and African-American students, 141 (33.4%) Latina/o and Hispanic students, and 127 (30.1%) White students who completed the NSC Student Life survey. Students who reported being American Indian ($n = 5$), two or more races ($n = 21$), or who did not identify their racial identity ($n = 3$) were not included in the analyses.

<p>Academic Outcomes (pp. 37-38)</p>	<ul style="list-style-type: none"> ● Black students have the lowest current/cumulative GPAs while White and Asian students have the highest current/cumulative GPAs. ● All racial groups had similar 1-term retention rates.
<p>Campus Experiences (pp. 41-42)</p>	<ul style="list-style-type: none"> ● All racial groups reported similar levels of sense of campus/classroom belonging and perceptions of positive campus climate.
<p>Personal Motivations (p. 45)</p>	<ul style="list-style-type: none"> ● All racial groups reported similar levels of growth mindset, self-efficacy, intrinsic/extrinsic motivation, and graduation efficacy/uncertainty. ● Latina/o students reported the most guilt over coming to college, Asian students reported some guilt, and Black and White students reported lowest guilt.
<p>Campus Interactions (pp. 49-50, 53-55, 59-60)</p>	<ul style="list-style-type: none"> ● Black students reported highest levels for seeking faculty for advising, class support, post-graduation and personal advice compared to other racial groups while White students reported the lowest levels for seeking faculty. ● All racial groups reported similar levels of perceived quality of interactions with in-person faculty. ● Black students reported least positive interactions with online faculty followed by Latino students and White students reported most positive online interactions. ● Latino students experienced the largest discrepancy positivity of interactions between in-person and online faculty. ● Black students reported seeking support from peer mentors the most frequently while White students reported seeking peer mentor support least frequently.
<p>Student Support Use (pp. 65-66, 69-70)</p>	<ul style="list-style-type: none"> ● Black and Latina/o students visited professional advisors more frequently than White and Asian students. ● A greater percent of Asian students had used CAs compared to the other racial groups; a smaller percent of White students had used CAs. ● Asian students found tutoring to be the least helpful compared to other racial groups. ● White students were most likely to think they did not need SSS while Black students were least likely to think they did not need SSS.
<p>NSSA Perceptions (pp. 73-74, 78-79)</p>	<ul style="list-style-type: none"> ● All racial groups reported similar levels of usefulness for NSSA and its events. ● White and Asian student reported more barriers to participating in NSSA and its events, including being too busy, events being offered at bad times, and not finding attending NSSA events important.

Summary

Importantly, students in all racial/ethnic groups did not differ in their motivations to go to college, their efficacy (vs. uncertainty) about graduating, or growth mindset which has been shown to be pivotal for college success.

Asian and Latina/o students typically experience greater guilt about attending college, possibly because cultural factors stress the importance of familialism and they feel as though they have left their family behind or cannot be there to provide additional support.

Black students do seem to be reaching out for help from instructors, peer mentors, and advisors, but still have significantly lower GPAs compared to the other racial/ethnic groups. Notably, Black students did not report thinking they did not need SSS; however, they do not seem to be using tutoring and CAs any more than other students which are services that may help improve their grades. While Black students appear to be reaching out to their instructors, they report significantly less positive interactions with their online instructors compared to other ethnic groups.

In contrast, White students sought faculty for help less frequently than any of the other ethnic groups, but also reported the most positive interactions with both in-person and online faculty. White students also reported seeking peers for support and reported more barriers to participating in NSSA. Of note, White students reported believing they did not need SSS.

NEPANTLA STUDENTS



Overview

There were 32 (7.6%) who participated in the Nepantla program who completed the NSC Student Life survey. These students were compared to the 387 (91.7%) of students who did not participate in Nepantla. Three students did not indicate their status and were not included in the following analyses.

<p>Academic Outcomes (pp. 37-38)</p>	<ul style="list-style-type: none"> ● Nepantla students had similar current/cumulative GPA and 1-term retention rates compared to non-Nepantla students.
<p>Campus Experiences (pp. 41-42)</p>	<ul style="list-style-type: none"> ● Nepantla students reported higher campus belonging, but similar levels of classroom belonging and campus climate perceptions compared to non-Nepantla students.
<p>Personal Motivations (p. 45)</p>	<ul style="list-style-type: none"> ● Nepantla students reported experiencing more guilt for attending college compared to non-Nepantla students. ● Nepantla students reported lower self-efficacy compared to non-Nepantla students. ● Nepantla students reported similar levels of growth mindset, intrinsic/extrinsic motivation, and graduation efficacy/uncertainty compared to non-Nepantla students.
<p>Campus Interactions (pp. 49-50, 53-55, 59-60)</p>	<ul style="list-style-type: none"> ● Nepantla students reported seeking faculty more frequently for advising, post-graduate advice, and personal concerns than non-Nepantla students did. ● Nepantla students reported more positive interactions with in-person faculty than non-Nepantla students did, but also experienced the greatest discrepancy in positivity of interactions between in-person and online faculty. ● Nepantla students sought support more from staff, peer mentors, and classmates than non-Nepantla students did.
<p>Student Support Use (pp. 65-66, 69-70)</p>	<ul style="list-style-type: none"> ● Nepantla students visited the Writing Center more frequently and a greater percent of students had used course assistants compared to non-Nepantla students. ● Nepantla students had fewer library logins than non-Nepantla students did. ● Nepantla students reported similar levels of perceived helpfulness for all SSS, except they reported higher helpfulness for supplemental instruction. ● Non-Nepantla students reported not needing SSS to a greater degree than Nepantla students did.
<p>NSSA Perceptions (pp. 73-74, 78-79)</p>	<ul style="list-style-type: none"> ● Nepantla students reported similar levels of usefulness for NSSA and its events as non-Nepantla students did. ● Non-Nepantla students reported that it was not important to participate in NSSA to a greater degree than Nepantla students did.

Summary

Nepantla students seem to be very comfortable using resources on campus including faculty, staff, and other students (e.g., peer mentors, course assistants, and classmates). This may explain why they feel a stronger sense of belonging on campus than non-Nepantla students.

Additionally, Nepantla students report having very positive interactions with their in-person faculty. These interactions may be important to minimize the guilt Nepantla students experience about attending college. Specifically, as the first in their families to go to college, these students may feel different or alienated because they are attaining higher levels of education than their family members. While interactions with in-person faculty are very positive, Nepantla students have significantly less positive interactions with their online faculty (more than the average student).

Finally, although Nepantla students seem to show high levels of campus engagement, they still report lower levels of self-efficacy. This may indicate that Nepantla students still struggle with lower self-confidence and higher self-doubt on how to navigate the academic system.



WORKING STUDENTS

Overview

There were 267 students (63.3%) who reported working part-time (n = 196; 46.4%) or full-time (n = 71; 16.8%) who completed the NSC Student Life survey. Of those students who reported working, 202 (47.9%) reported working off-campus, 51 (12.1%) reported working on-campus, and 14 (3.3%) reported working both on and off campus. Of those working students, 71 (16.8%) reported working full-time (40+ hours) and 196 (46.4%) reported working part-time. Twenty-two students did not indicate their status and were not included in the following analyses.

<p>Academic Outcomes (pp. 37-38)</p>	<ul style="list-style-type: none"> ● Students who worked full-time had lower cumulative GPAs compared to students who worked part-time. ● There were no differences in current GPA and 1-term retention rates.
<p>Campus Experiences (pp. 41-42)</p>	<ul style="list-style-type: none"> ● Students who worked full-time reported lower levels of campus belonging, classroom belonging, and campus climate perceptions. ● Students who worked on campus reported highest levels of campus/classroom belonging and students who worked off campus or were unemployed reported the lowest levels.
<p>Personal Motivations (p. 45)</p>	<ul style="list-style-type: none"> ● Students who worked full-time and students who were unemployed reported higher graduation uncertainty compared to students working part-time. ● Students who worked on campus reported the highest levels of self-efficacy and graduation efficacy, but also reported more guilt about attending college. ● All groups reported similar levels of growth mindset and intrinsic/extrinsic motivation.
<p>Campus Interactions (pp. 49-50, 53-55, 59-60)</p>	<ul style="list-style-type: none"> ● Students who worked full-time reported fewer faculty interaction for advising and post-graduate advice compared to students who worked part-time. ● Students who worked on campus reported more faculty interactions for advising, post-graduate advice, and personal advice compared to other groups. ● All groups experienced similar quality of interaction with in-person and online faculty; however, students who worked on campus experienced the greatest discrepancy in positivity of interactions between in-person and online faculty. ● Students who worked full-time sought support from staff, peer mentors, and classmates less frequently than students who worked part-time. ● Students who worked on campus sought more support from staff than other groups.
<p>Student Support Use (pp. 65-66, 69-70)</p>	<ul style="list-style-type: none"> ● Students who worked full-time used the Writing Center less, logged into the library less, and a smaller percent of students had used course assistants compared to students who worked part-time. ● Students who worked on campus visited advising least frequently while unemployed students visited it the most frequently. ● All groups of students had similar perceptions of helpfulness of SSS, but students working off-campus reported being too busy to seek SSS.
<p>NSSA Perceptions (pp. 73-74, 78-79)</p>	<ul style="list-style-type: none"> ● Students who worked full-time and off-campus found NSSA and its events as less useful and reported being too busy and not finding participation important compared to students working part-time.

Summary

Students who are working full-time are having less positive academic and social outcomes. Namely, their cumulative GPA is lower and they report less positive campus experiences including lower sense of belonging. These factors may be related to less use of campus support systems such as seeking faculty support, using student support services, or participating in NSSA. Taken together, it is not surprising that this group scores higher in uncertainty about graduating.

Notably, students who are employed on campus seem to experience more positive academic and social outcomes. While their GPAs are not significantly higher than their peers, they do report having higher self-efficacy and efficacy about if they are on track to graduate. These students also report more positive campus experiences, are more likely to engage with and have positive interactions with faculty, and seek support from other staff members.



NEVADA STATE
COLLEGE

SUMMARY SHEETS & DATA ANALYSES

This section of the report provides written summaries for all variables measured, including a review of student groups that have the highest and lowest means on a given variable as well as descriptions of significant relationships between core variables measured. **Please refer to the page numbers listed in the summary tables to review actual means and statistically significant effects.**

Bold values indicate that there is a statistically significant difference between groups within a given comparison. **Bold values with asterisks** denote a statistically significant correlation between two variables. Statistical significance indicates that there is less than 5% probability that results are due to random chance. In other words, statistically significant relationships or group differences are reliable and expected to be relevant to the population of NSC students (beyond those who completed the survey).

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NEVADA STATE
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ACADEMIC OUTCOMES

Grade Point Average 1-Term Retention



ACADEMIC OUTCOMES

Overview

Current GPA (Fall 2016), Cumulative GPA, and 1-term retention were collected through institutional data linked to the participants' NSHE ID. GPAs are measured on a 0-4 point scale.

Overview of means (p. 37)	<ul style="list-style-type: none"> ● The average semester GPA is 3.2 and the average cumulative GPA is 3.4. ● The average rate of 1-term retention in the entire sample is .89 (89%). 		
Highest Scoring Groups Overall (p. 37)	<table border="0"> <tr> <td data-bbox="391 562 878 764"> <u>Current & Cumulative GPA:</u> <ul style="list-style-type: none"> ● Senior students ● White students ● Students working on campus ● School of Education students </td> <td data-bbox="878 562 1518 764"> <u>Retention:</u> <ul style="list-style-type: none"> ● Younger Students (18 -24) ● Nepantla students ● Students working off campus ● School of Education students </td> </tr> </table>	<u>Current & Cumulative GPA:</u> <ul style="list-style-type: none"> ● Senior students ● White students ● Students working on campus ● School of Education students 	<u>Retention:</u> <ul style="list-style-type: none"> ● Younger Students (18 -24) ● Nepantla students ● Students working off campus ● School of Education students
<u>Current & Cumulative GPA:</u> <ul style="list-style-type: none"> ● Senior students ● White students ● Students working on campus ● School of Education students 	<u>Retention:</u> <ul style="list-style-type: none"> ● Younger Students (18 -24) ● Nepantla students ● Students working off campus ● School of Education students 		
Lowest Scoring Groups Overall (p. 37)	<table border="0"> <tr> <td data-bbox="391 764 878 966"> <u>Current & Cumulative GPA:</u> <ul style="list-style-type: none"> ● Black students ● Freshmen ● Caregivers to parents/family ● Liberal Arts Students </td> <td data-bbox="878 764 1518 966"> <u>Retention:</u> <ul style="list-style-type: none"> ● Black students ● Older students (over 25) ● Students not working by choice </td> </tr> </table>	<u>Current & Cumulative GPA:</u> <ul style="list-style-type: none"> ● Black students ● Freshmen ● Caregivers to parents/family ● Liberal Arts Students 	<u>Retention:</u> <ul style="list-style-type: none"> ● Black students ● Older students (over 25) ● Students not working by choice
<u>Current & Cumulative GPA:</u> <ul style="list-style-type: none"> ● Black students ● Freshmen ● Caregivers to parents/family ● Liberal Arts Students 	<u>Retention:</u> <ul style="list-style-type: none"> ● Black students ● Older students (over 25) ● Students not working by choice 		
Racial/Ethnic differences (p. 37)	<ul style="list-style-type: none"> ● White students have higher current/cumulative GPAs compared to other groups. ● Latino students have low current/cumulative GPAs compared to other groups. ● Black students have lowest current/cumulative GPAs compare to other groups. 		
Relationship to Campus Experiences (p. 38)	<ul style="list-style-type: none"> ● The more campus/classroom belonging, the higher current and cumulative GPA. ● There is no relationship between campus/classroom belonging and 1-term retention. ● There is no relationship between positive campus climate and any of the academic outcomes. 		
Relationship to Personal Motivations (p. 38)	<ul style="list-style-type: none"> ● Higher intrinsic and extrinsic academic motivation and graduation efficacy are all related to better academic outcomes. ● The more graduation uncertainty the student has, the lower their current/cumulative GPA but no relationship to 1-term retention. ● Greater guilt about being in school is related to higher 1-term retention. 		
Relationship to Campus Interactions (p. 38)	<ul style="list-style-type: none"> ● The more interactions with faculty, the higher the students' current/cumulative GPA. ● Seeking faculty for class support is related to higher current/cumulative GPA. ● Seeking faculty for advising is related to higher 1-term retention. ● The better the quality of in-person interactions, the higher the current GPA. ● Seeking help from advisors and classmates is related to higher 1-term retention. 		

Summary

Generally, better academic outcomes are related to a student's own personal motivations, but other factors such as faculty interactions and feeling a sense of belonging are also related to higher GPAs.

Academic Outcomes (Institutional Data)

Comparison Group	Current GPA (3.2)	Cumulative GPA (3.1)	1-Term Retention (.89)
Enrolled (<i>n</i> = 374)	3.22	3.15	--
Not re-enrolled (<i>n</i> = 45)	2.91	2.95	--
Men (<i>n</i> = 95)	3.15	3.06	.87
Women (<i>n</i> = 324)	3.20	3.15	.90
25 or Older (<i>n</i> = 152)	3.12	3.13	.82
18-24 (<i>n</i> = 266)	3.30	3.12	.94
Asian or Pacific Islander (<i>n</i> = 58)	3.25	3.20	.89
Black (<i>n</i> = 30)	2.78	2.82	.83
Latino (<i>n</i> = 141)	3.07	3.06	.91
White (<i>n</i> = 127)	3.39	3.26	.88
Freshman (<i>n</i> = 136)	2.94	3.01	.90
Sophomore (<i>n</i> = 75)	3.12	3.07	.92
Junior (<i>n</i> = 91)	3.15	3.16	.90
Senior (<i>n</i> = 108)	3.53	3.24	.86
Non-Degree Seeking (<i>n</i> = 9)	3.75	3.78	.78
Full-Time Student (<i>n</i> = 227)	3.17	3.16	.93
Part-Time Student (<i>n</i> = 138)	3.21	3.06	.84
First Generation (<i>n</i> = 263)	3.16	3.12	.88
Not First Generation (<i>n</i> = 156)	3.23	3.14	.91
US Born (<i>n</i> = 330)	3.23	3.13	.90
Not US Born (<i>n</i> = 70)	3.04	3.14	.87
Nepantla (<i>n</i> = 32)	3.00	3.13	.94
Not Nepantla (<i>n</i> = 387)	3.20	3.13	.89
Pell Eligible (<i>n</i> = 261)	3.15	3.09	.91
Not Pell Eligible (<i>n</i> = 158)	3.25	3.20	.87
Veteran or Active Duty (<i>n</i> = 15)	3.19	3.20	.87
Not Veteran or Active Duty (<i>n</i> = 387)	3.19	3.12	.90
Caregiver: Own Children (<i>n</i> = 46)	3.29	3.08	.85
Caregiver: Own Children/Family (<i>n</i> = 19)	3.27	3.08	.84
Caregiver: Parents/Extended Family (<i>n</i> = 52)	2.88	2.95	.90
Caregiver: Siblings (<i>n</i> = 66)	3.08	3.14	.95
Not a Caregiver (<i>n</i> = 219)	3.27	3.18	.89
Full-Time Employment (<i>n</i> = 71)	2.98	2.96	.88
Part-Time Employment (<i>n</i> = 196)	3.20	3.14	.91
Employed off Campus (<i>n</i> = 202)	3.09	3.04	.90
Employed on and off Campus (<i>n</i> = 14)	3.40	3.37	.93
Employed on Campus (<i>n</i> = 51)	3.29	3.25	.94
Not Working by Choice (<i>n</i> = 58)	3.37	3.23	.81
Unemployed (<i>n</i> = 75)	3.23	3.18	.92
Non-Degree Seeking (<i>n</i> = 7)	3.83	3.87	.71
School of Education (<i>n</i> = 69)	3.38	3.22	.94
School of Liberal Arts (<i>n</i> = 223)	3.08	3.03	.89
School of Nursing (<i>n</i> = 122)	3.23	3.22	.88

Note. The mean for the entire sample is presented below the variable name. Bold values indicate a significant group-based difference for that variable where $p < .05$.

Correlations with Academic Outcomes (from Institutional Data)

Variables	Current GPA <i>r</i>	Cumulative GPA <i>r</i>	1-Term Retention <i>r</i>
Academic Outcomes			
Current GPA	--	--	--
Cumulative GPA	.73**	--	--
1-Term Retention	.18**	.09	--
Positive Campus Experiences			
Campus Belonging	.15**	.10*	.04
Classroom Belonging	.14**	.12*	.03
Campus Climate Perceptions	.09	.06	.09
Personal Motivations			
Academic Guilt	-.01	.00	.17**
Growth Mindset	.07	.09	.02
Self-Efficacy	.13**	.09	-.03
Extrinsic Motivation	.18**	.15**	.15**
Intrinsic Motivation	.10*	.10*	.17**
Graduation Efficacy	.23**	.13**	.26**
Graduation Uncertainty	-.33**	-.32**	-.01
Faculty Interactions			
Frequency of interaction	.12*	.15**	.05
For Advising	.01	.04	.10*
For Class Support	.10*	.10*	.08
For Post-Graduate Advice	.00	.00	.09
For Personal reasons	-.03	-.03	.09
Quality of in-person interactions	.17**	.10	-.01
Quality of online interactions	.08	.04	-.06
Support Seeking Behaviors			
Sought help from Staff	.03	.12*	.06
Sought help from Advisor	.04	.06	.10*
Sought help from Peer Mentor	-.04	.02	.07
Sought help from Classmate	.08	.06	.12*

Note. Bold values indicate a significant correlation between the two variables where * $p < .05$ and ** $p < .01$.



NEVADA STATE
COLLEGE

CAMPUS EXPERIENCES

Campus Belonging
Classroom Belonging
Diversity Climate Perceptions



POSITIVE CAMPUS EXPERIENCES

Overview

Participants responded to questions assessing sense of belonging (in the classroom and on campus) as well as their perceptions of the climate related to diversity on campus (1= *strongly disagree* to 5 = *strongly agree*).

Overview of means (p. 41)	<ul style="list-style-type: none"> ● Students rate their experiences with diversity on campus the highest. ● Students experience more campus belonging than classroom belonging.
Highest Scoring Groups Overall (p. 41)	<ul style="list-style-type: none"> ● Students employed on campus ● Nepantla students (campus belonging) ● Black students (classroom belonging)
Lowest Scoring Groups Overall (p. 41)	<ul style="list-style-type: none"> ● Caregivers to children/parents ● Veteran students ● Students working full-time ● Unemployed students ● Male students (campus belonging) ● Part-time students (campus belonging) ● Sophomores (campus belonging)
Racial/Ethnic differences (p. 41)	<ul style="list-style-type: none"> ● No statistically significant racial differences for campus experience variables.
Relationship to Academic Outcomes (p. 42)	<ul style="list-style-type: none"> ● Experiencing more campus/classroom belonging is related to higher current and cumulative GPAs. ● Positive campus experiences are not related to higher 1-term retention. ● Perceiving positive campus climate is not related to better academic outcomes.
Relationship to Personal Motivations (p. 42)	<ul style="list-style-type: none"> ● Students with higher growth mindset, self-efficacy, intrinsic and extrinsic motivation, and graduation efficacy experience more positive campus experiences. ● Students with more graduation uncertainty experience less positive campus experiences. ● Greater guilt about being in school is not related to campus experiences.
Relationship to Campus Interactions (p. 42)	<ul style="list-style-type: none"> ● More frequent interactions with faculty, staff, and peers is related to more positive campus experiences. ● Having quality interactions with faculty is most strongly associated with positive campus experiences.

Summary

Two factors appear to be related to less positive campus experiences. First, students who are not able to fully engage in campus life due to competing life circumstances (e.g., , students with children; working full-time) are experiencing less belonging and less positive campus climate. Second, some groups (e.g., men, veterans) may feel more isolation due fewer students who share their group identity. Generally, experiencing more positive campus experiences is related both to a student's own personal motivations, but also with interactions with faculty, staff, and their peers. Notably, positive campus experiences are related to better academic performance, but are not related to 1-term retention.

Campus Experiences

Comparison Group	Campus Belonging (3.9)	Classroom Belonging (3.6)	Campus Climate (4.0)
Enrolled (<i>n</i> = 374)	3.88	3.62	4.02
Not re-enrolled (<i>n</i> = 45)	3.77	3.53	3.83
Men (<i>n</i> = 95)	3.76	3.62	3.94
Women (<i>n</i> = 324)	3.90	3.60	4.02
25 or Older (<i>n</i> = 152)	3.91	3.67	4.06
18-24 (<i>n</i> = 266)	3.79	3.50	3.91
Asian or Pacific Islander (<i>n</i> = 58)	3.96	3.77	3.89
Black (<i>n</i> = 30)	3.99	3.81	3.89
Latino (<i>n</i> = 141)	3.91	3.58	4.06
White (<i>n</i> = 127)	3.79	3.58	3.99
Freshman (<i>n</i> = 136)	3.94	3.65	4.05
Sophomore (<i>n</i> = 75)	3.78	3.53	4.00
Junior (<i>n</i> = 91)	3.81	3.58	3.96
Senior (<i>n</i> = 108)	3.89	3.61	3.95
Non-Degree Seeking (<i>n</i> = 9)	3.62	3.67	4.29
Full-Time Student (<i>n</i> = 227)	3.94	3.67	4.04
Part-Time Student (<i>n</i> = 138)	3.71	3.49	3.91
First Generation (<i>n</i> = 263)	3.88	3.63	4.01
Not First Generation (<i>n</i> = 156)	3.85	3.57	3.98
US Born (<i>n</i> = 330)	3.90	3.51	3.99
Not US Born (<i>n</i> = 70)	3.88	3.64	4.00
Nepantla (<i>n</i> = 32)	4.11	3.67	4.17
Not Nepantla (<i>n</i> = 387)	3.85	3.60	3.99
Pell Eligible (<i>n</i> = 261)	3.86	3.58	4.01
Not Pell Eligible (<i>n</i> = 158)	3.88	3.65	3.99
Veteran or Active Duty (<i>n</i> = 15)	3.44	3.43	4.02
Not Veteran or Active Duty (<i>n</i> = 387)	3.90	3.64	4.00
Caregiver: Own Children (<i>n</i> = 46)	3.77	3.51	3.92
Caregiver: Own Children/Family (<i>n</i> = 19)	3.44	3.14	3.61
Caregiver: Parents/Extended Family (<i>n</i> = 52)	3.95	3.66	3.96
Caregiver: Siblings (<i>n</i> = 66)	3.90	3.65	4.06
Not a Caregiver (<i>n</i> = 219)	3.92	3.67	4.05
Full-Time Employment (<i>n</i> = 71)	3.70	3.46	3.86
Part-Time Employment (<i>n</i> = 196)	4.00	3.73	4.11
Employed off Campus (<i>n</i> = 202)	3.83	3.57	4.01
Employed on and off Campus (<i>n</i> = 14)	4.21	3.77	4.05
Employed on Campus (<i>n</i> = 51)	4.22	3.98	4.20
Not Working by Choice (<i>n</i> = 58)	3.95	3.60	3.95
Unemployed (<i>n</i> = 75)	3.68	3.51	3.88
Non-Degree Seeking (<i>n</i> = 7)	3.74	3.69	4.43
School of Education (<i>n</i> = 69)	3.97	3.74	4.05
School of Liberal Arts (<i>n</i> = 223)	3.83	3.53	4.01
School of Nursing (<i>n</i> = 122)	3.89	3.67	3.91

Note. The mean for the entire sample is presented below the variable name. Bold values indicate a significant group-based difference for that variable where $p < .05$.

Correlations with Campus Experience Variables

Variables	Campus Belonging <i>r</i>	Classroom Belonging <i>r</i>	Campus Climate Perceptions <i>r</i>
Academic Outcomes			
Current GPA	.15**	.14**	.09
Cumulative GPA	.10*	.12*	.06
1-Term Retention	.04	.03	.09
Positive Campus Experiences			
Campus Belonging	--	--	--
Classroom Belonging	.65**	--	--
Campus Climate Perceptions	.54**	.43**	--
Personal Motivations			
Academic Guilt	-.03	-.02	-.08
Growth Mindset	.30**	.24**	.37**
Self-Efficacy	.17**	.24**	.22**
Extrinsic Motivation	.22**	.21**	.22**
Intrinsic Motivation	.17**	.21**	.27**
Graduation Efficacy	.35**	.26**	.28**
Graduation Uncertainty	-.35**	-.32**	-.34**
Faculty Interactions			
Frequency of interaction	.34**	.36**	.26**
For Advising	.35**	.37**	.24**
For Class Support	.25**	.30**	.22**
For Post-Graduate Advice	.30**	.38**	.22**
For Personal reasons	.26**	.40**	.19**
Quality of in-person interactions	.42**	.34**	.50**
Quality of online interactions	.36**	.26**	.42**
Support Seeking Behaviors			
Sought help from Staff	.30**	.35**	.26**
Sought help from Advisor	.18**	.22**	.19**
Sought help from Peer Mentor	.23**	.30**	.20**
Sought help from Classmate	.28**	.40**	.23**

Note. Bold values indicate a significant correlation between the two variables where * $p < .05$ and ** $p < .01$.



NEVADA STATE
COLLEGE

PERSONAL ATTRIBUTES & MOTIVATIONS

Academic Guilt

Growth Mindset

Self-Efficacy

Intrinsic & Extrinsic Motivation

Graduation Efficacy vs. Uncertainty



PERSONAL MOTIVATIONS

Overview

Participants responded to questions assessing their guilt about being in school, growth mindset, self-efficacy, extrinsic and intrinsic academic motivation, efficacy in moving towards graduation, and uncertainty about being able to graduate. Participants responded on a 5-point scale (1 = *strongly disagree* to 5 = *strongly agree*).

	Highest Scoring Groups Overall	Lowest Scoring Groups Overall
Academic Guilt (p. 45)	<ul style="list-style-type: none"> ● Nepantla students ● Latino students ● Students taking care of siblings 	<ul style="list-style-type: none"> ● Black and White students ● Senior students ● Students not working by choice ● Students not re-enrolling
Growth Mindset (p. 45)	<ul style="list-style-type: none"> ● Students working on campus 	<ul style="list-style-type: none"> ● Black students ● Unemployed students ● Non-degree seeking students
Self-Efficacy (p. 45)	<ul style="list-style-type: none"> ● Younger students (18-24) ● White students ● Students with children ● Students employed on campus 	<ul style="list-style-type: none"> ● Freshman students ● Nepantla students ● Unemployed students
Extrinsic Motivation (p. 45)	<ul style="list-style-type: none"> ● Asian students ● School of Nursing Students ● Students employed on/off campus ● Foreign-born students 	<ul style="list-style-type: none"> ● Students who did not re-enroll ● Male students ● Sophomore students ● Part-time students
Intrinsic Motivation (p. 45)	<ul style="list-style-type: none"> ● Freshman students ● School of Nursing students 	<ul style="list-style-type: none"> ● Students who did not re-enroll ● Sophomore students ● Students with children
Graduation Efficacy (p. 45)	<ul style="list-style-type: none"> ● Senior students ● Students with children ● Students working on campus ● School of Education students 	<ul style="list-style-type: none"> ● Students who did not re-enroll ● Veteran students ● Part-time students ● Freshman students
Graduation Uncertainty (p. 45)	<ul style="list-style-type: none"> ● Freshman and sophomore students ● Male students ● Nepantla students ● Liberal Arts students 	<ul style="list-style-type: none"> ● Junior and senior students ● Older students (over 25) ● Students employed on-campus ● School of Nursing and Education students

Summary

Generally, students who did not re-enroll in Spring 2016 reported lower extrinsic and intrinsic motivation, as well as lower graduation efficacy. Freshman and Nepantla students are reported the lowest self-efficacy and highest graduation uncertainty. Students working on campus show higher levels of self-efficacy, graduation efficacy, and extrinsic motivation. Nursing and Education students also show higher efficacy and motivation and lower graduation uncertainty.

Personal Attributes & Motivations

Comparison Group	Guilt (1.9)	Growth Mindset (4.4)	Self- Efficacy (4.1)	Extrinsic Motive (4.4)	Intrinsic Motive (4.1)	Grad. Efficacy (4.3)	Grad. Uncert. (2.2)
Enrolled (<i>n</i> = 374)	1.92	4.40	4.10	4.40	4.14	4.40	2.21
Not re-enrolled (<i>n</i> = 45)	1.58	4.37	4.15	4.14	3.53	3.73	2.22
Men (<i>n</i> = 95)	1.95	4.34	4.14	4.20	3.98	4.33	2.34
Women (<i>n</i> = 324)	1.86	4.41	4.09	4.42	4.10	4.37	2.14
25 or Older (<i>n</i> = 152)	1.97	4.40	4.02	4.37	4.10	4.36	2.06
18-24 (<i>n</i> = 266)	1.73	4.41	4.26	4.37	4.02	4.30	2.30
Asian or Pacific Islander (<i>n</i> = 58)	1.98	4.32	4.07	4.55	4.18	4.23	2.06
Black (<i>n</i> = 30)	1.62	4.28	4.08	4.44	4.14	4.41	2.16
Latino (<i>n</i> = 141)	2.09	4.42	4.07	4.34	4.17	4.34	2.36
White (<i>n</i> = 127)	1.68	4.48	4.23	4.35	3.93	4.42	2.07
Freshman (<i>n</i> = 136)	2.01	4.42	3.98	4.36	4.21	4.19	2.49
Sophomore (<i>n</i> = 75)	1.97	4.37	4.17	4.21	3.86	4.33	2.32
Junior (<i>n</i> = 91)	1.91	4.38	4.16	4.48	4.17	4.36	2.07
Senior (<i>n</i> = 108)	1.66	4.42	4.15	4.46	4.00	4.53	1.88
Non-Degree Seeking (<i>n</i> = 9)	1.53	4.17	4.31	3.63	3.61	3.52	2.30
Full-Time Student (<i>n</i> = 227)	1.90	4.43	4.08	4.43	4.15	4.40	2.16
Part-Time Student (<i>n</i> = 138)	1.86	4.33	4.14	4.27	3.93	4.16	2.33
First Generation (<i>n</i> = 263)	1.87	4.41	4.15	4.36	4.14	4.23	2.21
Not First Generation (<i>n</i> = 156)	1.91	4.38	4.02	4.39	3.96	4.38	2.21
US Born (<i>n</i> = 330)	1.84	4.40	4.12	4.35	4.05	4.35	2.19
Not US Born (<i>n</i> = 70)	2.05	4.43	4.00	4.50	4.18	4.27	2.18
Nepantla (<i>n</i> = 32)	2.49	4.34	3.81	4.33	4.16	4.27	2.38
Not Nepantla (<i>n</i> = 387)	1.84	4.40	4.13	4.37	4.07	4.33	2.20
Pell Eligible (<i>n</i> = 261)	1.92	4.40	4.10	4.36	4.14	4.35	2.20
Not Pell Eligible (<i>n</i> = 158)	1.83	4.38	4.11	4.38	3.96	4.29	2.24
Veteran or Active Duty (<i>n</i> = 15)	1.68	4.40	4.19	4.00	4.08	3.82	2.20
Not Veteran or Active Duty (<i>n</i> = 387)	1.89	4.41	4.10	4.39	4.08	4.35	2.19
Caregiver: Own Children (<i>n</i> = 46)	1.84	4.43	4.37	4.27	3.90	4.30	2.20
Caregiver: Children/Family (<i>n</i> = 19)	1.85	4.41	4.34	4.14	3.55	4.59	2.02
Caregiver: Parents/Family (<i>n</i> = 52)	2.00	4.38	4.04	4.28	4.18	4.24	2.26
Caregiver: Siblings (<i>n</i> = 66)	2.30	4.38	4.00	4.47	4.19	4.22	2.35
Not a Caregiver (<i>n</i> = 219)	1.75	4.42	4.07	4.40	4.11	4.37	2.14
Full-Time Employment (<i>n</i> = 71)	1.76	4.37	4.24	4.36	4.05	4.33	2.37
Part-Time Employment (<i>n</i> = 196)	1.92	4.47	4.13	4.39	4.06	4.40	2.03
Employed off Campus (<i>n</i> = 202)	1.82	4.40	4.13	4.35	4.08	4.30	2.23
Employed on/off Campus (<i>n</i> = 14)	2.06	4.55	4.30	4.57	3.95	4.52	1.81
Employed on Campus (<i>n</i> = 51)	2.05	4.60	4.25	4.44	4.00	4.68	1.80
Not Working by Choice (<i>n</i> = 58)	1.66	4.42	4.14	4.43	4.03	4.25	2.29
Unemployed (<i>n</i> = 75)	2.06	4.26	3.87	4.28	4.18	4.20	2.33
Non-Degree Seeking (<i>n</i> = 7)	1.48	4.04	4.14	3.62	3.61	3.33	2.19
School of Education (<i>n</i> = 69)	1.74	4.44	4.11	4.41	3.91	4.68	2.02
School of Liberal Arts (<i>n</i> = 223)	1.92	4.37	4.04	4.27	4.05	4.28	2.36
School of Nursing (<i>n</i> = 122)	1.93	4.45	4.20	4.56	4.24	4.27	2.04

Note. The mean for the entire sample is presented below the variable name. Bold values indicate a significant group-based difference for that variable where $p < .05$.

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NEVADA STATE
COLLEGE

FREQUENCY OF FACULTY INTERACTIONS

Reviewing Degree Plans
Class Support
Post-Grad Advice
Personal Conversation



FACULTY INTERACTION FREQUENCY

Overview

Participants responded to questions assessing interacting with faculty for degree planning, for class support, for advice about future careers and graduate school, and for advice about personal matters (0 = never to 4 = very often).

Overview of means (p. 49)	<ul style="list-style-type: none"> ● Students seek faculty for class support more frequently. ● Students seek faculty for post-graduate advice or personal support less frequently.
Highest Scoring Groups Overall (p. 49)	<ul style="list-style-type: none"> ● Black students ● Nepantla students ● Students employed on campus ● Students caring for siblings ● Freshman (degree plan / post-grad advice) ● Men, Asian, and Younger students (post-grad / personal advice) ● Veterans (class support)
Lowest Scoring Groups Overall (p. 49)	<ul style="list-style-type: none"> ● Students not re-enrolling ● Older students (over 25) ● White students ● Students with children ● Students employed full-time ● Veterans (post-grad / personal advice)
Racial/Ethnic differences (p. 49)	<ul style="list-style-type: none"> ● Black students interact with faculty more frequently (all types) than other groups. ● White students interact with faculty less frequently (all types) than other groups.
Relationship to Academic Outcomes (p. 50)	<ul style="list-style-type: none"> ● More frequent interactions with faculty is related to higher current/cumulative GPA. ● Interactions related to class support is related to higher current/cumulative GPA. ● Interactions related to advising are related to higher 1-term retention. ● In-person interactions of higher quality is related to higher current GPA.
Relationship to Campus Experiences (p. 50)	<ul style="list-style-type: none"> ● Overall, more frequent interactions with faculty (all types) is related to more positive campus experiences (belonging; campus climate). ● Very strong association between having quality in-person interactions and having positive climate perceptions.
Relationship to Personal Motivations (p. 50)	<ul style="list-style-type: none"> ● Students with higher intrinsic motivation seek faculty more for all types of help. ● Students who experience greater guilt about being in school seek faculty for degree planning, post-graduate advice, and personal advice. ● Students with higher extrinsic motivation seek faculty more for degree planning. ● Students with more graduation efficacy and less uncertainty seek faculty for degree planning, course support, and post-graduate advice.

Summary

Generally, meeting with faculty more and having positive interactions with them is related to student's positive perceptions of their campus experience. Students who meet more frequently with faculty also are more likely to have higher current and cumulative GPAs. Specifically, seeking faculty for class support is most related to a student's current/cumulative GPA. Notably, seeking faculty for advising/degree planning is the only type of faculty interaction related to 1-term retention. Furthermore, students who are more motivated and have higher self-efficacy are also more likely to engage with faculty more frequently.

Frequency of Faculty Interactions

Comparison Group	Degree Plan/ Advising (1.8)	Class Support (2.3)	Post-Grad. Advice (1.5)	Personal or Casual (1.4)
Enrolled (<i>n</i> = 374)	1.83	2.28	1.55	1.48
Not re-enrolled (<i>n</i> = 45)	1.49	2.01	1.22	1.11
Men (<i>n</i> = 95)	1.88	2.28	1.74	1.68
Women (<i>n</i> = 324)	1.78	2.24	1.45	1.36
25 or Older (<i>n</i> = 152)	1.48	2.04	1.20	1.05
18-24 (<i>n</i> = 266)	1.98	2.37	1.69	1.65
Asian or Pacific Islander (<i>n</i> = 58)	1.83	2.25	1.68	1.62
Black (<i>n</i> = 30)	2.32	2.71	1.84	2.03
Latino (<i>n</i> = 141)	1.92	2.36	1.67	1.54
White (<i>n</i> = 127)	1.54	2.02	1.23	1.13
Freshman (<i>n</i> = 136)	2.11	2.41	1.77	1.71
Sophomore (<i>n</i> = 75)	1.67	1.98	1.26	1.39
Junior (<i>n</i> = 91)	1.69	2.21	1.42	1.31
Senior (<i>n</i> = 108)	1.62	2.25	1.44	1.28
Non-Degree Seeking (<i>n</i> = 9)	1.17	2.44	1.72	0.83
Full-Time Student (<i>n</i> = 227)	1.92	2.32	1.63	1.59
Part-Time Student (<i>n</i> = 138)	1.56	2.13	1.30	1.15
First Generation (<i>n</i> = 263)	1.82	2.26	1.51	1.45
Not First Generation (<i>n</i> = 156)	1.75	2.24	1.53	1.42
US Born (<i>n</i> = 330)	1.78	2.27	1.49	1.42
Not US Born (<i>n</i> = 70)	1.88	2.20	1.69	1.62
Nepantla (<i>n</i> = 32)	2.48	2.42	1.94	2.06
Not Nepantla (<i>n</i> = 387)	1.74	2.24	1.48	1.39
Pell Eligible (<i>n</i> = 261)	1.82	2.25	1.52	1.43
Not Pell Eligible (<i>n</i> = 158)	1.76	2.25	1.50	1.44
Veteran or Active Duty (<i>n</i> = 15)	1.70	2.57	1.27	1.13
Not Veteran or Active Duty (<i>n</i> = 387)	1.81	2.25	1.54	1.47
Caregiver: Own Children (<i>n</i> = 46)	1.36	2.04	1.11	1.02
Caregiver: Children/Family (<i>n</i> = 19)	1.21	1.39	0.82	0.58
Caregiver: Parents/Family (<i>n</i> = 52)	1.89	2.39	1.75	1.47
Caregiver: Siblings (<i>n</i> = 66)	2.23	2.53	1.73	1.83
Not a Caregiver (<i>n</i> = 219)	1.80	2.27	1.56	1.50
Full-Time Employment (<i>n</i> = 71)	1.50	2.18	1.35	1.20
Part-Time Employment (<i>n</i> = 196)	1.96	2.34	1.69	1.56
Employed off Campus (<i>n</i> = 202)	1.71	2.21	1.45	1.28
Employed on/off Campus (<i>n</i> = 14)	2.00	2.64	2.11	1.89
Employed on Campus (<i>n</i> = 51)	2.30	2.54	2.03	2.08
Not Working by Choice (<i>n</i> = 58)	1.57	2.09	1.26	1.27
Unemployed (<i>n</i> = 75)	1.87	2.23	1.51	1.56
Non-Degree Seeking (<i>n</i> = 7)	1.00	2.44	1.72	0.83
School of Education (<i>n</i> = 69)	1.75	2.19	1.31	1.25
School of Liberal Arts (<i>n</i> = 223)	1.85	2.19	1.64	1.53
School of Nursing (<i>n</i> = 122)	1.78	2.38	1.39	1.41

Note. The mean for the entire sample is presented below the variable name. Bold values indicate a significant group-based difference for that variable where $p < .05$.

Correlations with Frequency of Faculty Interactions

Variables	Degree Plan/ Advising <i>r</i>	Class Support <i>r</i>	Post-Grad advice <i>r</i>	Personal advice <i>r</i>
Academic Outcomes				
Current GPA	.01	.10*	.00	-.03
Cumulative GPA	.04	.10*	.00	-.03
1-Term Retention	.10*	.08	.09	.09
Positive Campus Experiences				
Campus Belonging	.35**	.25**	.30**	.26**
Classroom Belonging	.37**	.30**	.38**	.40**
Campus Climate Perceptions	.24**	.22**	.22**	.19**
Personal Motivations				
Academic Guilt	.14**	.07	.10*	.17**
Growth Mindset	-.01	.02	-.09	-.07
Self-Efficacy	.00	.07	.00	-.06
Extrinsic Motivation	.10*	.09	.09	.06
Intrinsic Motivation	.27**	.21**	.27**	.19**
Graduation Efficacy	.18**	.11*	.13**	.05
Graduation Uncertainty	-.14**	-.14**	-.11*	-.01
Faculty Interactions				
Frequency of interaction	.43**	.52**	.45**	.42**
For Advising	--	--	--	--
For Class Support	.63**	--	--	--
For Post-Graduate Advice	.77**	.57**	--	--
For Personal reasons	.70**	.53**	.70**	--
Quality of in-person interactions	.15**	.16**	.13*	.09
Quality of online interactions	.11**	.09	.06	.00
Support Seeking Behaviors				
Sought help from Staff	.49**	.44**	.47**	.48**
Sought help from Advisor	.49**	.41**	.45**	.40**
Sought help from Peer Mentor	.54**	.41**	.43**	.45**
Sought help from Classmate	.34**	.32**	.32**	.40**

Note. Bold values indicate a significant correlation between the two variables where * $p < .05$ and ** $p < .01$.



NEVADA STATE
COLLEGE

QUALITY OF FACULTY INTERACTIONS

In-Person Instructors
Online Instructors



FACULTY INTERACTION QUALITY

Overview

Participants responded to questions measuring the quality of their interactions with in-person and online faculty in the areas of: accessibility, responsiveness, concern, fairness, helpfulness, and not seeming bothered or cold. Responses ranged from 1 = *strongly disagree* to 5 = *strongly agree*.

<p>Overview of means (pp. 53-54)</p>	<ul style="list-style-type: none"> ● Students reported more positive interactions with in-person than online faculty. ● Nepantla students, students working on-campus, Latino students, Education students, and veteran students experience significantly more positive interactions with in-person faculty compared to online faculty. 		
<p>Highest Scoring Groups Overall (p. 54)</p>	<table border="0"> <tr> <td data-bbox="345 625 836 793"> <p><u>In-Person Faculty:</u></p> <ul style="list-style-type: none"> ● School of Education students ● Nepantla students ● Students working on-campus </td> <td data-bbox="836 625 1521 793"> <p><u>Online Faculty:</u></p> <ul style="list-style-type: none"> ● White students ● Junior students ● Students with children </td> </tr> </table>	<p><u>In-Person Faculty:</u></p> <ul style="list-style-type: none"> ● School of Education students ● Nepantla students ● Students working on-campus 	<p><u>Online Faculty:</u></p> <ul style="list-style-type: none"> ● White students ● Junior students ● Students with children
<p><u>In-Person Faculty:</u></p> <ul style="list-style-type: none"> ● School of Education students ● Nepantla students ● Students working on-campus 	<p><u>Online Faculty:</u></p> <ul style="list-style-type: none"> ● White students ● Junior students ● Students with children 		
<p>Lowest Scoring Groups Overall (p. 54)</p>	<table border="0"> <tr> <td data-bbox="345 793 836 961"> <p><u>In-Person Faculty:</u></p> <ul style="list-style-type: none"> ● Black students ● Part-time students </td> <td data-bbox="836 793 1521 961"> <p><u>Online Faculty:</u></p> <ul style="list-style-type: none"> ● Male students ● Black and Latino students ● Freshman and Nepantla students </td> </tr> </table>	<p><u>In-Person Faculty:</u></p> <ul style="list-style-type: none"> ● Black students ● Part-time students 	<p><u>Online Faculty:</u></p> <ul style="list-style-type: none"> ● Male students ● Black and Latino students ● Freshman and Nepantla students
<p><u>In-Person Faculty:</u></p> <ul style="list-style-type: none"> ● Black students ● Part-time students 	<p><u>Online Faculty:</u></p> <ul style="list-style-type: none"> ● Male students ● Black and Latino students ● Freshman and Nepantla students 		
<p>Racial/Ethnic differences (pp. 53-54)</p>	<ul style="list-style-type: none"> ● Black students had the lowest quality of faculty interactions (in-person and online). ● Latino students had the highest quality of in-person faculty interactions, but the 2nd lowest quality of online faculty interactions. ● White students had the highest quality of online faculty interactions. 		
<p>Relationship to Academic Outcomes (p. 55)</p>	<ul style="list-style-type: none"> ● More positive interactions with in-person faculty, but not online faculty, is related to higher current GPA. ● There is no relationship between quality of faculty interactions and 1-term retention. 		
<p>Relationship to Campus Experiences (p. 55)</p>	<ul style="list-style-type: none"> ● More positive interactions with faculty (in-person and online) is related to more positive campus experiences (belonging; campus climate). ● Stronger relationships between in-person faculty interactions and campus experiences. 		
<p>Relationship to Personal Motivations (p. 55)</p>	<ul style="list-style-type: none"> ● Students with higher growth mindset, self-efficacy, intrinsic and extrinsic motivation, and graduation efficacy experience more positive interactions with faculty. ● Students who experience greater guilt about being in school and who have more graduation uncertainty experience less positive interactions with faculty. 		

Summary

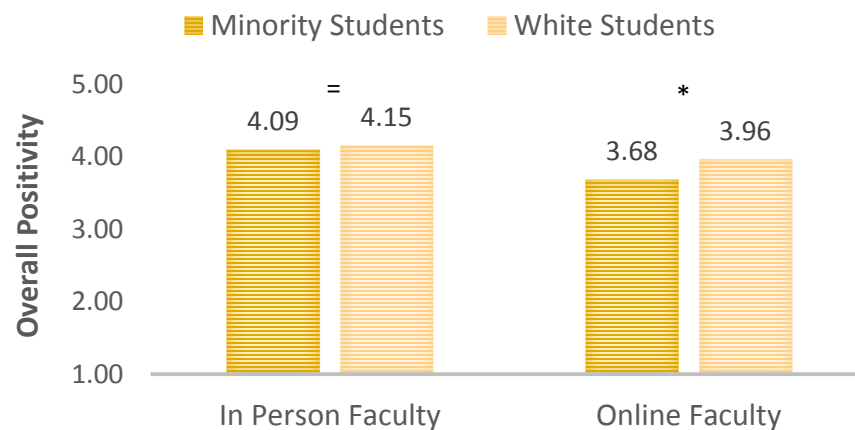
Overall, students experience more positive interactions with in-person faculty compared to online faculty; however, quality of in-person interactions only positively correlated with current GPA. Some student groups are experiencing vastly different interactions with their in-person faculty compared to their online faculty. Of most concern is Black students' reported experience which is considerably lower for both in-person and online faculty. This is particularly concerning given that Black students report seeking faculty for help more frequently than all other ethnic groups.

Comparison of Quality of Faculty Interactions for In-person vs. Online Faculty

Survey Item	In-Person Faculty		Online Faculty	Effect Size difference
My instructors have been easy to access or get a hold of.	4.01	>	3.76	0.22
My instructors have been responsive and welcoming.	4.31	>	3.91	0.40
My instructors have shown concern when I was upset.	3.80	>	3.35	0.42
My instructors have treated me fairly.	4.34	>	3.98	0.39
My instructors have provided helpful advice or information.	4.32	>	3.94	0.40
My instructors have acted bothered or frustrated. ^a	1.94	<	2.25	-0.26
My instructors have seemed cold or uninterested. ^a	2.00	<	2.24	-0.20
Overall Positivity of Interaction	4.12	>	3.78	0.42

Note. ^a Indicates item that is reverse-scored in the overall positivity composite. < and > indicate statistically-significant group differences where $p < .05$.

POSITIVITY OF INTERACTIONS



* indicates statistically-significant group differences where $p < .05$.

Summary

Overall, students experience more positive interactions with in-person faculty compared to online faculty. The highest rated categories for both in-person and online faculty are: treating students fairly, providing helpful advice/information, and being responsive/welcoming. Both in-person and online faculty scored lower in the categories of accessibility and showing concern when the student is upset, but online faculty showed considerably less concern when the student was upset. Online faculty were perceived to act more bothered/frustrated and cold/uninterested relative to in-person faculty.

An examination of racial differences showed that both White and minority students have equally positive interactions with in-person faculty; however, minority students have significantly less positive interactions with online faculty compared to White students. As shown in the next table, Black students have the least positive interactions with online faculty followed by Latino students.

Overall Quality of Faculty Interactions

Comparison Group	In-Person Interaction (4.1)		Online Interaction (3.8)	Difference (.3)
Enrolled (<i>n</i> = 374)	4.11	>	3.76	.35
Not re-enrolled (<i>n</i> = 45)	4.15	=	3.93	.22
Men (<i>n</i> = 95)	4.01	>	3.57	.44
Women (<i>n</i> = 324)	4.15	>	3.84	.31
25 or Older (<i>n</i> = 152)	4.14	>	3.84	.30
18-24 (<i>n</i> = 266)	4.11	>	3.74	.37
Asian or Pacific Islander (<i>n</i> = 58)	4.05	>	3.79	.26
Black (<i>n</i> = 30)	3.92	=	3.57	.35
Latino (<i>n</i> = 141)	4.18	>	3.63	.55
White (<i>n</i> = 127)	4.15	>	3.97	.18
Freshman (<i>n</i> = 136)	4.07	>	3.65	.42
Sophomore (<i>n</i> = 75)	4.15	>	3.79	.36
Junior (<i>n</i> = 91)	4.14	>	3.91	.23
Senior (<i>n</i> = 108)	4.14	>	3.80	.34
Non-Degree Seeking (<i>n</i> = 9)	4.06	=	3.80	.26
Full-Time Student (<i>n</i> = 227)	4.20	>	3.75	.45
Part-Time Student (<i>n</i> = 138)	3.93	=	3.83	.10
First Generation (<i>n</i> = 263)	4.15	>	3.82	.33
Not First Generation (<i>n</i> = 156)	4.06	>	3.70	.36
US Born (<i>n</i> = 330)	4.13	>	3.79	.34
Not US Born (<i>n</i> = 70)	4.04	>	3.66	.38
Nepantla (<i>n</i> = 32)	4.36	>	3.57	.79
Not Nepantla (<i>n</i> = 387)	4.10	>	3.79	.31
Pell Eligible (<i>n</i> = 261)	4.15	>	3.79	.36
Not Pell Eligible (<i>n</i> = 158)	4.06	>	3.75	.31
Veteran or Active Duty (<i>n</i> = 15)	4.19	>	3.66	.53
Not Veteran or Active Duty (<i>n</i> = 387)	4.12	>	3.78	.34
Caregiver: Own Children (<i>n</i> = 46)	4.24	=	3.95	.29
Caregiver: Own Children/Family (<i>n</i> = 19)	3.98	>	3.77	.21
Caregiver: Parents/Extended Family (<i>n</i> = 52)	4.03	=	3.74	.29
Caregiver: Siblings (<i>n</i> = 66)	4.09	>	3.65	.44
Not a Caregiver (<i>n</i> = 219)	4.15	>	3.79	.36
Full-Time Employment (<i>n</i> = 71)	4.00	=	3.87	.13
Part-Time Employment (<i>n</i> = 196)	4.15	>	3.76	.39
Employed off Campus (<i>n</i> = 202)	4.05	>	3.82	.23
Employed on and off Campus (<i>n</i> = 14)	4.12	>	3.61	.51
Employed on Campus (<i>n</i> = 51)	4.37	>	3.71	.66
Not Working by Choice (<i>n</i> = 58)	4.25	>	3.82	.43
Unemployed (<i>n</i> = 75)	4.05	>	3.72	.33
Non-Degree Seeking (<i>n</i> = 7)	4.06	>	3.80	.26
School of Education (<i>n</i> = 69)	4.43	>	3.89	.54
School of Liberal Arts (<i>n</i> = 223)	4.08	>	3.73	.35
School of Nursing (<i>n</i> = 122)	4.04	>	3.82	.22

Note. The mean for the entire sample is presented below the variable name. Bold values under “In-Person” and “Online” indicate a significant group-based difference for each type of interaction (e.g., between full-time and part-time students) where $p < .05$. A “<” or “>” indicates the direction of a significant difference between interaction quality among online and in-person faculty. A “=” indicates no significant difference between interaction quality among online and in-person faculty. Bold values un “Difference” indicate large effect size differences between the quality experienced with in-person compared to online faculty ($d > .50$).

Correlations with Faculty Interaction Quality

Variables	All Faculty <i>r</i>	In-Person Faculty <i>r</i>	Online Faculty <i>r</i>
Academic Outcomes			
Current GPA	.14**	.17**	.08
Cumulative GPA	.08	.10	.04
1-Term Retention	-.05	-.01	-.06
Positive Campus Experiences			
Campus Belonging	.46**	.42**	.36**
Classroom Belonging	.35**	.34**	.26**
Campus Climate Perceptions	.54**	.50**	.42**
Personal Motivations			
Academic Guilt	-.16**	-.10*	-.17**
Growth Mindset	.28**	.28**	.21**
Self-Efficacy	.28**	.23**	.27**
Extrinsic Motivation	.27**	.22**	.23**
Intrinsic Motivation	.20**	.14**	.20**
Graduation Efficacy	.27**	.29**	.19**
Graduation Uncertainty	-.34**	-.35**	-.25**
Faculty Interactions			
Frequency of interaction	.13**	.15**	.07
For Advising	.15**	.15**	.11*
For Class Support	.15**	.16**	.09
For Post-Graduate Advice	.12*	.13*	.06
For Personal reasons	.05	.09	.00
Quality of in-person interactions	.84**	--	--
Quality of online interactions	.88**	.48**	--
Support Seeking Behaviors			
Sought help from Staff	.16**	.18**	.11*
Sought help from Advisor	.17**	.20**	.10*
Sought help from Peer Mentor	.09	.13**	.05
Sought help from Classmate	.11*	.12*	.06

Note. Bold values indicate a significant correlation between the two variables where * $p < .05$ and ** $p < .01$.

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NEVADA STATE
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FREQUENCY OF SUPPORT SEEKING

Staff Member
Advisor
Peer Mentor
Classmate



STAFF & PEER SUPPORT SEEKING

Overview

Participants responded to questions measuring their frequency of seeking support from: staff members, professional advisors, peer mentors (e.g., course assistants; supplemental instructors), and classmates. Responses ranged from 0 (*never*) to 4 (*very often*).

Overview of means (p. 59)	<ul style="list-style-type: none"> ● Students report seeking their classmates for support most frequently, followed by advisors, then peer mentors and staff.
Highest Scoring Groups Overall (p. 59)	<ul style="list-style-type: none"> ● Freshman ● Nepantla students ● Older students (25 and over) ● Students employed on campus ● Students caring for siblings ● Nursing students (classmates) ● Education students (peer mentors) ● Black students (all except classmates)
Lowest Scoring Groups Overall (p. 59)	<ul style="list-style-type: none"> ● Younger students (under 25) ● Senior students ● Part-time students ● Students with children ● Black students (classmates) ● Students working full-time
Racial/Ethnic differences (p. 59)	<ul style="list-style-type: none"> ● White students report lowest levels of support-seeking across all groups. ● Black students report highest levels of support-seeking from peer mentors, advisors, and staff, but less support seeking from classmates. ● Asian and Latino students are most likely to seek support from classmates.
Relationship to Academic Outcomes (p. 60)	<ul style="list-style-type: none"> ● There are no relationships between support seeking and current-term GPA. ● The more frequent support seeking from staff, the higher cumulative GPA. ● The more frequent support seeking from advisors and classmates, the better 1-term retention.
Relationship to Campus Experiences (p. 60)	<ul style="list-style-type: none"> ● Overall, seeking support from all groups is related to more positive campus experiences (campus/classroom belonging; campus climate perceptions). ● Strongest relationship between classmate support and classroom belonging. ● Strong relationships between staff support and campus/classroom belonging.
Relationship to Personal Motivations (p. 60)	<ul style="list-style-type: none"> ● Students who have higher intrinsic motivation and lower graduation uncertainty seek more frequent support from all groups. ● Students with higher graduation efficacy seek support from staff and advisors more. ● Students with higher growth mindset seek support from classmates more. ● Students who experience greater guilt about being in school seek support from staff, peer mentors, and classmates more.

Summary

Support seeking appears to be influenced by the ability to engage on campus. Students working on campus or participating in Nepantla are seeking more frequent support. Students who work off-campus, are parents with children, or are attending part-time seek support less frequently. Notably, freshman students are engaging with support systems, but this appears to decrease as they enter upper-class rank. At the same time, older students are much more likely to seek support than younger students.

Frequency of Support Seeking Behaviors

Comparison Group	Staff (1.83)	Advisor (2.02)	Peer Mentor (1.86)	Classmate (2.70)
Enrolled (<i>n</i> = 374)	1.85	2.07	1.89	2.75
Not re-enrolled (<i>n</i> = 45)	1.61	1.69	1.58	2.29
Men (<i>n</i> = 95)	1.85	2.11	1.90	2.65
Women (<i>n</i> = 324)	1.82	2.00	1.85	2.71
25 or Older (<i>n</i> = 152)	1.99	2.16	2.08	2.99
18-24 (<i>n</i> = 266)	1.54	1.77	1.46	2.19
Asian or Pacific Islander (<i>n</i> = 58)	1.97	2.17	2.02	2.90
Black (<i>n</i> = 30)	2.17	2.20	2.14	2.50
Latino (<i>n</i> = 141)	1.90	2.06	2.02	2.83
White (<i>n</i> = 127)	1.59	1.85	1.52	2.49
Freshman (<i>n</i> = 136)	2.03	2.22	2.38	2.98
Sophomore (<i>n</i> = 75)	1.81	1.99	1.67	2.61
Junior (<i>n</i> = 91)	1.81	2.08	1.73	2.69
Senior (<i>n</i> = 108)	1.65	1.74	1.53	2.48
Non-Degree Seeking (<i>n</i> = 9)	1.22	2.11	0.78	1.78
Full-Time Student (<i>n</i> = 227)	1.92	2.11	2.07	2.84
Part-Time Student (<i>n</i> = 138)	1.64	1.87	1.47	2.46
First Generation (<i>n</i> = 263)	1.91	2.06	1.92	2.65
Not First Generation (<i>n</i> = 156)	1.69	1.97	1.76	2.77
US Born (<i>n</i> = 330)	1.85	2.02	1.83	2.70
Not US Born (<i>n</i> = 70)	1.90	2.10	2.19	2.81
Nepantla (<i>n</i> = 32)	2.52	2.19	2.84	3.26
Not Nepantla (<i>n</i> = 387)	1.77	2.01	1.78	2.65
Pell Eligible (<i>n</i> = 261)	1.88	2.03	1.82	2.68
Not Pell Eligible (<i>n</i> = 158)	1.74	2.01	1.93	2.73
Veteran or Active Duty (<i>n</i> = 15)	1.67	1.93	1.73	2.20
Not Veteran or Active Duty (<i>n</i> = 387)	1.86	2.04	1.90	2.74
Caregiver: Own Children (<i>n</i> = 46)	1.56	1.67	1.44	2.26
Caregiver: Children/Family (<i>n</i> = 19)	1.21	1.63	0.79	1.74
Caregiver: Parents/Family (<i>n</i> = 52)	2.02	2.10	2.08	2.62
Caregiver: Siblings (<i>n</i> = 66)	2.00	2.21	2.39	3.11
Not a Caregiver (<i>n</i> = 219)	1.88	2.08	1.88	2.81
Full-Time Employment (<i>n</i> = 71)	1.45	1.93	1.30	2.27
Part-Time Employment (<i>n</i> = 196)	2.08	2.10	2.05	2.96
Employed off Campus (<i>n</i> = 202)	1.74	2.00	1.71	2.75
Employed on/off Campus (<i>n</i> = 14)	2.50	2.29	2.21	2.71
Employed on Campus (<i>n</i> = 51)	2.44	2.20	2.27	2.92
Not Working by Choice (<i>n</i> = 58)	1.64	1.97	1.88	2.60
Unemployed (<i>n</i> = 75)	1.81	2.05	2.07	2.55
Non-Degree Seeking (<i>n</i> = 7)	1.14	1.86	0.57	1.71
School of Education (<i>n</i> = 69)	1.98	2.18	2.11	2.63
School of Liberal Arts (<i>n</i> = 223)	1.79	2.00	1.83	2.54
School of Nursing (<i>n</i> = 122)	1.86	1.99	1.87	3.08

Note. The mean for the entire sample is presented below the variable name. Bold values indicate a significant group-based difference for that variable where $p < .05$.

Correlations with Staff and Peer Interactions

Variables	Staff <i>r</i>	Advisor <i>r</i>	Peer Mentor <i>r</i>	Classmate <i>r</i>
Academic Outcomes				
Current GPA	.03	.04	-.04	.08
Cumulative GPA	.12*	.06	.02	.06
1-Term Retention	.06	.10*	.07	.12*
Positive Campus Experiences				
Campus Belonging	.30**	.18**	.23**	.28**
Classroom Belonging	.35**	.22**	.30**	.40**
Campus Climate Perceptions	.26**	.19**	.20**	.23**
Personal Motivations				
Academic Guilt	.14**	.09	.11*	.21**
Growth Mindset	.00	.02	.02	.13*
Self-Efficacy	.04	-.04	-.06	-.01
Extrinsic Motivation	.07	.13**	.11*	.18**
Intrinsic Motivation	.13*	.13**	.19**	.19**
Graduation Efficacy	.10*	.14**	.07	-.01
Graduation Uncertainty	-.19**	-.12*	-.10*	-.12*
Faculty Interactions				
Frequency of interaction	.68**	.55**	.43**	.29**
For Advising	.49**	.49**	.54**	.34**
For Class Support	.44**	.41**	.41**	.32**
For Post-Graduate Advice	.47**	.45**	.43**	.32**
For Personal reasons	.48**	.40**	.45**	.40**
Quality of in-person interactions	.18**	.20**	.13**	.12*
Quality of online interactions	.11*	.10*	.05	.06
Support Seeking Behaviors				
Sought help from Staff	--	--	--	--
Sought help from Advisor	.54**	--	--	--
Sought help from Peer Mentor	.53**	.51**	--	--
Sought help from Classmate	.40**	.26**	.43**	--

Note. Bold values indicate a significant correlation between the two variables where * $p < .05$ and ** $p < .01$.



NEVADA STATE
COLLEGE

UTILIZATION RATES OF STUDENT SUPPORT SERVICES

**Academic Advising
Tutoring
Writing Center**



ACADEMIC ADVISING USE

Overview

Utilization rates for the Academic Advising Center (AAC) were based on data from Institutional Research for this sample (N = 421).

Overview of use (p. 65)	<ul style="list-style-type: none"> ● 92.1% of participants utilized the AAC compared to utilization for other support services (ranked 1st compared to other student support services) ● On average, participants visited advising 1.18 times in Fall 2016.
Groups with Highest Use (p. 65)	<ul style="list-style-type: none"> ● Traditional students aged 18-24 ● Latino students ● Black students ● Unemployed students ● Full-time students ● Freshman students
Groups with Lowest Use (p. 65)	<ul style="list-style-type: none"> ● Non-traditional students over 25 ● Part-time students ● White students
Racial/Ethnic differences (p. 65)	<ul style="list-style-type: none"> ● Black students utilized the AAC more frequently than other ethnic groups. ● Latino students utilized the AAC more frequently than White students.
Relationship to Academic Outcomes (p. 66)	<ul style="list-style-type: none"> ● The greater number of advising visits, the greater likelihood of 1-term retention. ● No correlation between number of advising visits and current or cumulative GPA.
Relationships to Campus Experiences (p. 66)	<ul style="list-style-type: none"> ● No correlation between number of advising visits and positive campus experiences.
Relationships to Personal Motivations (p. 66)	<ul style="list-style-type: none"> ● Students with higher graduation efficacy visited the AAC more frequently. ● Students with higher intrinsic motivation visited the AAC more frequently.
Relationships to Campus Interactions (p. 66)	<ul style="list-style-type: none"> ● Students who interacted with faculty more frequently also visited the AAC more frequently. ● Quality of faculty interactions did not correlate with frequency of visits to AAC. ● Students who sought support from staff, advisors, and peer mentors also visited the AAC more frequently.

Summary

Overall, 92% of students surveyed had utilized the AAC. Non-traditional aged students, part-time students, and White students reported the lowest utilization rates for the AAC. The number of advising visits was positively correlated with 1-term retention. Students with higher graduation efficacy, intrinsic academic motivation, and those who engaged with faculty, staff, and peers made more visits to the AAC.



TUTORING USE

Overview

Utilization rates for the Academic Success Center (ASC - Tutoring) were based on data from Institutional Research for this sample ($N = 421$).

Overview of use (p. 65)	<ul style="list-style-type: none"> ● 56.6% of participants utilized the ASC compared to utilization for other support services (ranked 4th compared to other student support services). ● On average, participants visited tutoring 1.09 times in Fall 2016.
Groups with Highest Use (p. 65)	<ul style="list-style-type: none"> ● Sophomores ● Nepantla students ● Black & Latino students ● Unemployed students ● School of Education students
Groups with Lowest Use (p. 65)	<ul style="list-style-type: none"> ● Asian/Pacific Islander students ● Juniors ● Employed full-time
Racial/Ethnic differences (p. 65)	<ul style="list-style-type: none"> ● Black and Latino students utilized the ASC more frequently than other ethnic groups. ● Asian/Pacific Islander students utilized the ASC significantly less frequently than other groups.
Relationship to Academic Outcomes (p. 66)	<ul style="list-style-type: none"> ● There were no correlations between number of tutoring visits and current GPA, cumulative GPA, or 1-term retention.
Relationships to Campus Experiences (p. 66)	<ul style="list-style-type: none"> ● There were no correlations between number of tutoring visits and positive campus experiences.
Relationships to Personal Motivations (p. 66)	<ul style="list-style-type: none"> ● Students with higher self-efficacy visited the ASC less frequently. ● Students with higher extrinsic motivation visited the ASC less frequently.
Relationships to Campus Interactions (p. 66)	<ul style="list-style-type: none"> ● There were no correlations between number of tutoring visits and frequency of interactions or quality of interactions with faculty. ● There were no correlations between number of tutoring visits and frequency of seeking staff, advisors, peer mentors, or classmates for support.

Summary

Overall, 57% of students surveyed had utilized the ASC. Asian/Pacific Islander students, juniors, and students employed full-time reported the lowest utilization rates for the ASC. Notably, the number of tutoring visits was not correlated with 1-term retention or GPA nor was it correlated with other personal motivations or interactions with faculty, staff, and peers. In contrast to Advising and Writing Center use, there were few significant predictors related to increased tutoring use.



WRITING CENTER USE

Overview

Utilization rates for the Writing Center (WC) were based on data from Institutional Research for this sample ($N = 421$).

Overview of use (p. 65)	<ul style="list-style-type: none"> ● 66.3% of participants utilized the WC compared to utilization for other support services (ranked 2nd compared to other student support services). ● On average, participants visited the WC .43 times in Fall 2016.
Groups with Highest Use (p. 65)	<ul style="list-style-type: none"> ● Nepantla students ● Veteran students ● Unemployed students ● Freshman students
Groups with Lowest Use (p. 65)	<ul style="list-style-type: none"> ● Employed students ● Part-time students ● Sophomore students ● Junior students
Racial/Ethnic differences (p. 65)	<ul style="list-style-type: none"> ● There were no racial/ethnic differences in use of the Writing Center.
Relationship to Academic Outcomes (p. 66)	<ul style="list-style-type: none"> ● The greater number of visits to the WC, the higher the current/cumulative GPA. ● There was no correlation between number of visits to WC and 1-term retention.
Relationships to Campus Experiences (p. 66)	<ul style="list-style-type: none"> ● The greater number of visits to the WC, the higher campus/classroom belonging. ● There was no correlation between number of visits to WC and positive campus climate perceptions.
Relationships to Personal Motivations (p. 66)	<ul style="list-style-type: none"> ● Students who experience greater guilt about being in school visited the WC more frequently. ● Students with higher self-efficacy visited the WC less frequently.
Relationships to Campus Interactions (p. 66)	<ul style="list-style-type: none"> ● Students seeking faculty more frequently also visited the WC more frequently. ● Quality of faculty interactions did not correlate with frequency of visits to WC. ● Students who sought support from staff, peer mentors, and classmates also visited the WC more frequently.

Summary

Overall, 66.3% of students surveyed had utilized the WC. Students who are employed, part-time students, sophomores, and juniors reported the lowest utilization rates for the WC. Notably, the number of WC visits was not correlated with 1-term retention, but was positively correlated with current/cumulative GPA. Students who experienced greater guilt about being in school and those who engaged with faculty, staff, and peers made more visits to the WC. Students who made more visits to the WC also experienced greater campus/classroom belonging.

Average Utilization of Student Support Services (SSS) Based on Institutional Data

Comparison Group	Students Use of:				
	Advising (1.18)	Tutoring (1.09)	Writing Center (0.43)	Course Assistants (57.5%)	Library Log-Ins (6.01)
Enrolled (n = 374)	1.24	1.18	0.42	43.0	6.02
Not re-enrolled (n = 45)	0.71	0.33	0.49	31.7	5.89
Men (n = 95)	0.98	1.14	0.49	47.8	4.52
Women (n = 324)	1.24	1.08	0.41	40.1	6.43
25 or Older (n = 152)	0.87	1.41	0.30	27.1	5.95
18-24 (n = 266)	1.35	0.91	0.50	50.4	6.05
Asian or Pacific Islander (n = 58)	0.97	0.38	0.46	54.2	6.31
Black (n = 30)	1.60	1.93	0.57	41.4	4.32
Latino (n = 141)	1.46	1.38	0.54	45.1	5.56
White (n = 127)	0.85	0.82	0.28	31.7	6.74
Freshman (n = 136)	1.94	0.79	0.73	41.9	5.91
Sophomore (n = 75)	0.92	2.83	0.24	54.3	5.09
Junior (n = 91)	0.87	0.36	0.23	48.3	5.96
Senior (n = 108)	0.79	0.93	0.38	31.4	7.05
Non-Degree Seeking (n = 9)	0.00	0.56	0.11	0.00	2.29
Full-Time Student (n = 227)	1.40	1.13	0.51	44.1	6.68
Part-Time Student (n = 138)	0.77	1.04	0.28	37.7	4.51
First Generation (n = 263)	1.17	0.94	0.34	43.8	6.03
Not First Generation (n = 156)	1.20	1.35	0.57	38.5	5.97
US Born (n = 330)	1.22	1.14	0.40	36.9	5.99
Not US Born (n = 70)	1.13	1.10	0.60	64.7	5.98
Nepantla (n = 32)	1.44	2.28	1.22	89.3	4.16
Not Nepantla (n = 387)	1.16	0.99	0.36	38.2	6.18
Pell Eligible (n = 261)	1.27	1.29	0.43	39.8	6.32
Not Pell Eligible (n = 158)	1.04	0.77	0.42	45.0	5.47
Veteran or Active Duty (n = 15)	0.73	0.73	1.00	42.9	2.83
Not Veteran or Active Duty (n = 387)	1.22	1.11	0.41	41.8	6.05
Caregiver: Own Children (n = 46)	0.91	1.85	0.39	29.5	5.62
Caregiver: Own Children/Family (n = 19)	0.89	1.00	0.11	16.7	4.40
Caregiver: Parents/Extended Family (n = 52)	1.17	0.98	0.33	33.3	4.00
Caregiver: Siblings (n = 66)	1.64	1.29	0.59	54.1	6.11
Not a Caregiver (n = 219)	1.18	0.97	0.44	45.1	6.53
Full-Time Employment (n = 71)	1.04	0.66	0.13	25.0	3.90
Part-Time Employment (n = 196)	1.07	1.17	0.42	46.6	6.16
Employed off Campus (n = 202)	1.09	0.86	0.27	38.1	5.20
Employed on and off Campus (n = 14)	1.29	0.93	0.50	50.0	8.67
Employed on Campus (n = 51)	0.88	1.75	0.59	49.0	6.33
Not Working by Choice (n = 58)	1.14	0.48	0.53	43.6	6.86
Unemployed (n = 75)	1.76	1.97	0.64	43.8	6.28
Non-Degree Seeking (n = 7)	0.00	0.71	0.14	0.00	2.40
School of Education (n = 69)	1.25	1.72	0.39	37.1	7.32
School of Liberal Arts (n = 223)	1.21	1.05	0.44	41.1	6.14
School of Nursing (n = 122)	1.17	0.84	0.44	48.7	5.20

Note. The mean for the entire sample is presented below the variable name. Bold values indicate a significant group-based difference for that variable where $p < .05$.

Correlations with Utilization of Student Support Services (SSS)

Variables	# of Advising Visits	# of Tutoring Visits	# of Writing Center Visits
Academic Outcomes			
Current GPA	.04	.02	.11*
Cumulative GPA	.03	.06	.13**
1-Term Retention	.11*	.07	-.02
Positive Campus Experiences			
Campus Belonging	-.01	-.02	.11*
Classroom Belonging	.04	-.02	.11*
Campus Climate Perceptions	.05	-.02	.07
Personal Motivations			
Academic Guilt	.07	.01	.17**
Growth Mindset	-.05	-.10	.02
Self-Efficacy	-.04	-.16**	-.10*
Extrinsic Motivation	.05	-.12*	.03
Intrinsic Motivation	.10*	-.06	.05
Graduation Efficacy	.13**	-.04	-.08
Graduation Uncertainty	-.06	.01	.04
Faculty Interactions			
Frequency of interaction	.18**	.04	.12*
For Advising	.23**	.09	.15**
For Class Support	.16**	.09	.11*
For Post-Graduate Advice	.15**	.01	.12*
For Personal reasons	.13**	.03	.12*
Quality of in-person interactions	.05	-.06	.05
Quality of online interactions	.04	-.05	-.05
Support Seeking Behaviors			
Sought help from Staff	.20**	.04	.17**
Sought help from Advisor	.30**	.01	.05
Sought help from Peer Mentor	.26**	.08	.21**
Sought help from Classmate	.08	.02	.14**

Note. Bold values indicate a significant correlation between the two variables where * $p < .05$ and ** $p < .01$.



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PERCEIVED HELPFULNESS OF STUDENT SUPPORT SERVICES

Advising
Tutoring
Writing Center
Disability Resource Center
Course Assistants
Supplemental Instruction

HELPFULNESS OF STUDENT SUPPORT SERVICES



Overview

Participants responded to questions assessing the perceived helpfulness of each of the six student support service centers. Responses ranged from 1 (*strongly disagree*) to 5 (*strongly agree*).

<p>Overview of means (p. 69)</p>	<ul style="list-style-type: none"> ● The Writing Center (WC), Tutoring, and Advising were rated as most helpful. ● The Disability Resource Center (DRC), supplemental instruction (SI), and course assistants (CA) were rated lower in perceived helpfulness.
<p>Highest Scoring Groups Overall (p. 69)</p>	<ul style="list-style-type: none"> ● Education students (all SSS) ● Nepantla students (WC, SI) ● Veteran students (DRC, CA, SI) ● Black students (Tutoring, DRC, CA, SI)
<p>Lowest Scoring Groups Overall (p. 69)</p>	<ul style="list-style-type: none"> ● Freshmen/Sophomores (DRC) ● Nursing students (Tutoring/DRC) ● Senior students (Advising, WC, CA) ● Foreign-born students (Tutoring) ● Asian students (Tutoring, DRC, CA, SI)
<p>Racial/Ethnic differences (p. 69)</p>	<ul style="list-style-type: none"> ● Few statistically significant differences in perceived helpfulness, except that Asian/PI students perceive tutoring as significantly less helpful. ● Black students perceived tutoring as most helpful compared to other groups.
<p>Relationship to Academic Outcomes (p. 70)</p>	<ul style="list-style-type: none"> ● Perceived helpfulness of SSS is not related to higher GPA or 1-term retention. ● Perceived helpfulness is related to more frequent visits to advising and tutoring, but not the WC.
<p>Relationship to Campus Experiences (p. 70)</p>	<ul style="list-style-type: none"> ● Overall, more positive campus experiences (campus/classroom belonging; campus climate perceptions) is related to perceiving all types of student support services as helpful.
<p>Relationship to Personal Motivations (p. 70)</p>	<ul style="list-style-type: none"> ● Students with higher growth mindset and lower graduation uncertainty perceived all SSS units to be more helpful. ● Higher graduation efficacy was related to higher perceived helpfulness for advising, tutoring, CAs, and SI. ● Higher motivations and self-efficacy relate to helpfulness of various units.
<p>Relationship to Campus Interactions (p. 70)</p>	<ul style="list-style-type: none"> ● Students with positive faculty interactions perceive all SSS units as more helpful. ● Students interacting more frequently with faculty perceive advising, tutoring, CAs, and SI as more helpful. ● Students seeking help from staff, advisors, and peer mentors perceive advising, tutoring, and SI as more helpful.

Summary

Perceived helpfulness of the SSS units is not related to better academic outcomes, but is related to more use of advising and tutoring (but not WC). As would be expected, students with higher growth mindset perceive all SSS units as more helpful. Perceptions of helpfulness are also related to more positive campus experiences.

Average Perceived Helpfulness of Student Support Services (SSS)

Helpfulness of Support Services

Comparison	Helpfulness of Support Services					
	Advising (3.89)	Tutoring (3.94)	Writing Center (3.97)	DRC (3.80)	Course Assistants (3.76)	SI (3.77)
Enrolled (n = 374)	3.91	3.96	3.95	3.76	3.76	3.76
Not re-enrolled (n = 45)	3.76	3.73	4.10	4.20	3.70	3.81
Men (n = 95)	3.90	3.78	3.82	3.90	3.80	3.90
Women (n = 324)	3.89	3.99	4.02	3.77	3.74	3.73
25 or Older (n = 152)	3.92	3.89	4.01	3.72	3.80	3.78
18-24 (n = 266)	3.84	4.04	3.88	3.97	3.66	3.73
Asian or Pacific Islander (n = 58)	3.82	3.51	3.95	3.53	3.50	3.52
Black (n = 30)	3.96	4.24	4.12	4.15	4.05	4.17
Latino (n = 141)	3.88	4.00	3.92	3.73	3.85	3.86
White (n = 127)	3.80	4.09	3.98	4.02	3.64	3.68
Freshman (n = 136)	4.03	3.95	4.15	3.64	3.81	3.83
Sophomore (n = 75)	3.93	4.05	4.07	3.69	3.98	3.93
Junior (n = 91)	3.83	3.92	3.81	3.89	3.67	3.61
Senior (n = 108)	3.74	3.81	3.75	4.06	3.56	3.67
Non-Degree Seeking (n = 9)	4.00	4.50	4.00	4.33	4.00	4.00
Full-Time Student (n = 227)	3.91	3.92	3.93	3.65	3.76	3.75
Part-Time Student (n = 138)	3.84	3.97	4.05	4.07	3.76	3.82
First Generation (n = 263)	3.90	3.98	3.95	3.81	3.80	3.84
Not First Generation (n = 156)	3.88	3.85	4.01	3.79	3.69	3.64
US Born (n = 330)	3.91	3.98	3.93	3.81	3.73	3.74
Not US Born (n = 70)	3.85	3.69	4.13	3.86	3.86	3.93
Nepantla (n = 32)	3.96	3.97	4.28	3.95	3.97	4.17
Not Nepantla (n = 387)	3.89	3.93	3.94	3.78	3.73	3.72
Pell Eligible (n = 261)	3.87	3.94	3.90	3.79	3.69	3.74
Not Pell Eligible (n = 158)	3.93	3.92	4.10	3.83	3.88	3.82
Veteran or Active Duty (n = 15)	3.85	4.50	3.83	4.25	4.33	4.30
Not Veteran or Active Duty (n = 387)	3.90	3.91	3.97	3.80	3.74	3.75
Caregiver: Own Children (n = 46)	3.70	4.13	3.97	3.90	3.93	3.75
Caregiver: Own Children/Family (n = 19)	3.79	3.85	3.58	4.00	3.22	3.30
Caregiver: Parents/Family (n = 52)	3.90	4.13	4.02	3.43	3.69	3.64
Caregiver: Siblings (n = 66)	3.94	3.81	3.98	3.62	3.81	3.71
Not a Caregiver (n = 219)	3.95	3.89	3.97	3.97	3.75	3.85
Full-Time Employment (n = 71)	3.74	3.90	3.94	4.00	3.90	3.86
Part-Time Employment (n = 196)	3.80	3.99	3.99	3.80	3.77	3.83
Employed off Campus (n = 202)	3.76	3.84	3.94	3.84	3.75	3.73
Employed on and off Campus (n = 14)	3.79	4.33	4.10	4.00	4.38	4.45
Employed on Campus (n = 51)	3.88	4.27	4.07	3.88	3.83	4.03
Not Working by Choice (n = 58)	4.19	3.78	3.93	3.47	3.61	3.43
Unemployed (n = 75)	4.13	3.89	3.93	3.92	3.73	3.75
Non-Degree Seeking (n = 7)	4.00	5.00	4.50	5.00	5.00	5.00
School of Education (n = 69)	4.31	4.43	4.10	4.20	4.00	3.96
School of Liberal Arts (n = 223)	3.80	3.89	3.91	3.74	3.71	3.73
School of Nursing (n = 122)	3.81	3.68	3.98	3.65	3.71	3.70

Note. The mean for the entire sample is presented below the variable name. Bold values indicate a significant group-based difference for that variable where $p < .05$.

Correlations with Helpfulness of Student Support Services (SSS)

Variables	Advising <i>r</i>	Tutoring <i>r</i>	Writing Center <i>r</i>	DRC <i>r</i>	Course Assistants <i>r</i>	SI <i>r</i>
Academic Outcomes						
Current GPA	.05	.04	-.05	.08	.02	.01
Cumulative GPA	.04	.06	-.04	.06	.02	.01
1-Term Retention	.04	.06	-.04	-.09	.01	-.01
Actual Utilization	.16**	.16**	.11	--	--	--
Positive Campus Experiences						
Campus Belonging	.31**	.32**	.35**	.26**	.36**	.39**
Classroom Belonging	.25**	.21**	.22**	.14*	.27**	.28**
Campus Climate Perceptions	.41**	.36**	.34**	.29**	.34**	.34**
Personal Motivations						
Academic Guilt	-.04	-.04	-.09	-.15*	-.11	-.03
Growth Mindset	.14**	.24**	.17**	.19**	.22**	.19**
Self-Efficacy	.10	.09	.13*	.00	.17**	.14*
Extrinsic Motivation	.23**	.17**	.13*	.11	.05	.06
Intrinsic Motivation	.19**	.11	.15**	.03	.11	.11*
Graduation Efficacy	.24**	.14*	.09	.09	.12*	.12*
Graduation Uncertainty	-.20**	-.16**	-.14*	-.21**	-.19**	-.16**
Faculty Interactions						
Frequency of interaction	.17**	.17**	.11	.09	.14*	.20**
For Advising	.19**	.08	.13*	-.03	.12*	.16**
For Class Support	.21**	.18**	.15**	-.01	.12*	.13*
For Post-Graduate Advice	.17**	.05	.08	-.07	.08	.13*
For Personal reasons	.14**	.00	.07	-.05	.07	.11
Quality of in-person interactions	.36**	.31**	.26**	.24**	.33**	.30**
Quality of online interactions	.34**	.35**	.37**	.26**	.32**	.31**
Support Seeking Behaviors						
Sought help from Staff	.18**	.12*	.10	.01	.09	.14*
Sought help from Advisor	.33**	.12*	.08	.05	.08	.15*
Sought help from Peer Mentor	.17**	.14*	.16**	.08	.13*	.15*
Sought help from Classmate	.05	.03	.08	-.01	.04	.09

Note. Bold values indicate a significant correlation between the two variables where * $p < .05$ and ** $p < .01$.



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PERCEIVED BARRIERS TO USING STUDENT SUPPORT SERVICES



BARRIERS TO USING SSS

Overview

Participants rated perceived barriers to using any support service including if the student was too busy, if the student had a negative experience, if there were scheduling conflicts, if the staff had a negative reputation, if the student was embarrassed, or if the student perceived not needing the service. Responses ranged from 1 (*strongly disagree*) to 5 (*strongly agree*).

Overview of Means (p. 73)

- The largest barrier to using SSS is students' busy schedule.
- The next largest barriers are the services not being available when the student is on campus or the student thinking they do not need services.
- Less common barriers are having negative experiences or being embarrassed.

Item	Highest Scoring Groups Overall	Lowest Scoring Groups Overall
Too Busy (p. 73)	<ul style="list-style-type: none"> ● Latino students ● Students working full-time ● Students working off/on campus ● Caregivers (children/siblings) 	<ul style="list-style-type: none"> ● Asian and Black students ● Foreign-born students ● Unemployed students
Had Negative Experience (p. 73)	<ul style="list-style-type: none"> ● Veteran students ● Black students ● Part-time students ● Students working full-time 	<ul style="list-style-type: none"> ● Education students ● Nepantla students ● Freshman students
Scheduling Difficulty (p. 73)	<ul style="list-style-type: none"> ● Caregivers (children/family) ● Part-time students ● Students working full-time ● Students working off/on campus 	<ul style="list-style-type: none"> ● Black students ● Nepantla students ● Education students ● Students working on-campus
Negative Staff Reputation (p. 73)	<ul style="list-style-type: none"> ● Students who did not re-enroll ● Students working full-time ● Asian students 	<ul style="list-style-type: none"> ● Latino students ● Education students
Too Embarrassed (p. 73)	<ul style="list-style-type: none"> ● Freshman and Juniors ● Unemployed students ● Part-time students 	<ul style="list-style-type: none"> ● Sophomores and Seniors ● Students working on-campus
I don't think I need this service (p. 73)	<ul style="list-style-type: none"> ● Students who did not re-enroll ● Male students ● White students ● Students working full-time 	<ul style="list-style-type: none"> ● Black students ● Nepantla students ● Foreign-born students ● Nursing students

Summary

Generally, students who work full-time experienced the most perceived barriers including being too busy, having scheduling difficulty, having negative experiences and perceptions of staff, and not thinking they needed services. Notably, freshman appear to be having fewer negative experiences, but they also experience more embarrassment in using the services. Nepantla students also seem to be experiencing fewer barriers to SSS and are less likely to say they do not need SSS.

Average Perceived Barriers to Seeking Student Support Services (SSS)

Comparison	Busy (3.5)	Negative Experience (1.9)	Scheduling (2.3)	Negative Reputation (1.8)	Embarrassed (1.5)	Don't Need (2.3)
Enrolled (<i>n</i> = 374)	3.46	1.91	2.27	1.74	1.55	2.25
Not re-enrolled (<i>n</i> = 45)	3.45	2.02	2.36	1.93	1.55	2.50
Men (<i>n</i> = 95)	3.20	1.98	2.20	1.79	1.59	2.51
Women (<i>n</i> = 324)	3.54	1.89	2.30	1.75	1.53	2.20
25 or Older (<i>n</i> = 152)	3.53	1.82	2.25	1.74	1.58	2.23
18-24 (<i>n</i> = 266)	3.34	2.06	2.32	1.77	1.47	2.34
Asian or Pacific Islander (<i>n</i> = 58)	3.18	1.94	2.31	1.97	1.52	2.23
Black (<i>n</i> = 30)	3.13	2.17	2.07	1.80	1.57	1.77
Latino (<i>n</i> = 141)	3.66	1.85	2.39	1.61	1.59	2.14
White (<i>n</i> = 127)	3.44	1.94	2.27	1.74	1.51	2.55
Freshman (<i>n</i> = 136)	3.59	1.76	2.19	1.74	1.74	2.04
Sophomore (<i>n</i> = 75)	3.47	1.85	2.44	1.69	1.30	2.18
Junior (<i>n</i> = 91)	3.59	2.12	2.27	1.83	1.61	2.27
Senior (<i>n</i> = 108)	3.22	1.97	2.31	1.74	1.39	2.52
Non-Degree Seeking (<i>n</i> = 9)	2.89	1.89	1.89	1.89	1.89	3.67
Full-Time Student (<i>n</i> = 227)	3.41	1.81	2.12	1.71	1.50	2.27
Part-Time Student (<i>n</i> = 138)	3.54	2.13	2.59	1.86	1.66	2.27
First Generation (<i>n</i> = 263)	3.46	1.89	2.34	1.73	1.58	2.28
Not First Generation (<i>n</i> = 156)	3.46	1.95	2.17	1.79	1.49	2.26
US Born (<i>n</i> = 330)	3.50	1.92	2.22	1.73	1.55	2.34
Not US Born (<i>n</i> = 70)	3.23	1.86	2.50	1.87	1.49	2.03
Nepantla (<i>n</i> = 32)	3.48	1.68	1.97	1.74	1.45	1.87
Not Nepantla (<i>n</i> = 387)	3.46	1.93	2.30	1.76	1.56	2.30
Pell Eligible (<i>n</i> = 261)	3.44	1.92	2.33	1.73	1.51	2.20
Not Pell Eligible (<i>n</i> = 158)	3.49	1.90	2.19	1.80	1.62	2.39
Veteran or Active Duty (<i>n</i> = 15)	3.33	2.27	2.27	1.73	1.60	2.00
Not Veteran or Active Duty (<i>n</i> = 387)	3.47	1.90	2.27	1.76	1.54	2.30
Caregiver: Own Children (<i>n</i> = 46)	3.65	2.15	2.27	1.76	1.65	2.28
Caregiver: Children/Family (<i>n</i> = 19)	3.89	1.95	3.11	2.05	1.47	2.37
Caregiver: Parents/Family (<i>n</i> = 52)	3.40	1.83	2.50	1.75	1.39	2.08
Caregiver: Siblings (<i>n</i> = 66)	3.68	1.66	2.03	1.55	1.59	2.06
Not a Caregiver (<i>n</i> = 219)	3.33	1.95	2.21	1.79	1.54	2.40
Full-Time Employment (<i>n</i> = 71)	3.94	2.27	2.70	2.01	1.65	2.54
Part-Time Employment (<i>n</i> = 196)	3.54	1.84	2.26	1.71	1.44	2.24
Employed off Campus (<i>n</i> = 202)	3.72	1.95	2.42	1.80	1.51	2.38
Employed on and off Campus (<i>n</i> = 14)	3.93	2.07	2.86	1.93	1.64	2.14
Employed on Campus (<i>n</i> = 51)	3.27	1.92	2.08	1.73	1.39	2.14
Not Working by Choice (<i>n</i> = 58)	3.14	1.79	2.09	1.72	1.48	2.26
Unemployed (<i>n</i> = 75)	3.05	1.89	2.09	1.68	1.73	2.13
Non-Degree Seeking (<i>n</i> = 7)	2.43	1.57	1.57	1.57	1.57	3.86
School of Education (<i>n</i> = 69)	3.49	1.51	2.09	1.48	1.43	2.14
School of Liberal Arts (<i>n</i> = 223)	3.43	1.99	2.28	1.81	1.61	2.38
School of Nursing (<i>n</i> = 122)	3.54	2.02	2.43	1.81	1.47	2.07

Note. The mean for the entire sample is presented below the variable name. Bold values indicate a significant group-based difference for that variable where $p < .05$.

Relationships with Barriers to Using Student Support Services (SSS)

Variables	Busy	Negative Experience	Negative Scheduling	Negative Reputation	Embarrassed	Don't Need
Academic Outcomes						
Current GPA	.00	-.01	-.08	-.04	-.10*	.15**
Cumulative GPA	-.01	.04	-.03	-.05	-.13*	.10*
1-Term Retention	.03	.05	-.01	.00	.03	.02
Actual Utilization						
# of Advising Visits	-.03	-.01	.04	.00	.04	-.03
# of Tutoring Visits	-.12*	.02	-.07	-.04	-.07	-.13**
# of Writing Center Visits	-.14**	-.01	.02	.05	.06	-.03
Perceived Helpfulness						
Advising	-.02	-.45**	-.26**	-.35**	-.11*	-.10
Tutoring	-.04	-.34**	-.19**	-.34**	-.15**	-.18**
Course Assistants	-.08	-.30**	-.18**	-.28**	-.14*	-.25**
Supplemental Instruction	-.18**	-.29**	-.21**	-.23**	-.13*	-.26**
Writing Center	-.11	-.33**	-.23**	-.26**	-.11*	-.25**
Disability RC	-.08	-.17*	-.17*	-.17*	-.14*	-.15*

Note. * $p < .05$ or less than 5% probability that observed relationship is due to random chance.

** $p < .01$ or less than 1% probability that observed relationship is due to random chance.

Summary

Students who described being too embarrassed to use SSS had lower current and cumulative GPAs. Students who said they don't think they need SSS did have higher current and cumulative GPAs. Perceived barriers to SSS were not related to 1-term retentions.

Notably, perceived barriers were infrequently related to lower actual utilization. Being too busy was only associated with less frequent visits to tutoring and the Writing Center. Students who thought they didn't need SSS services used tutoring less frequently (possibly because they were already performing well academically).

Many of the perceived barriers were related to lower perceived helpfulness for each of the SSS units. Notably, the two barriers most strongly correlated with lowered perceptions of helpfulness were having a negative experience or perceiving the staff to have a negative reputation.



NEVADA STATE
COLLEGE

PERCEPTIONS OF NEVADA STATE STUDENT ALLIANCE (NSSA)

Usefulness of NSSA
Barriers to participating in NSSA

USEFULNESS OF NEVADA STATE STUDENT ALLIANCE (NSSA)



Overview

Participants responded to questions assessing the perceived usefulness of Nevada State Student Alliance (NSSA) officers and events. Responses ranged from 1 (*strongly disagree*) to 5 (*strongly agree*).

Overview of Means (p. 78)	<ul style="list-style-type: none"> ● Students rate the usefulness of NSSA and NSSA-sponsored events slightly above average (3.4 on 5-point scale).
Highest Scoring Groups Overall (p. 78)	<ul style="list-style-type: none"> ● Students working on-campus ● Nepantla students ● Freshman students
Lowest Scoring Groups Overall (p. 78)	<ul style="list-style-type: none"> ● Students working full-time ● Caregivers ● Part-time students
Racial/Ethnic differences (p. 78)	<ul style="list-style-type: none"> ● There were no statistically significant racial/ethnic differences in perceived usefulness; however Asian and White students rate NSSA and its events as less useful relative to Black and Latino students.
Relationship to Academic Outcomes (p. 79)	<ul style="list-style-type: none"> ● Perceptions of usefulness are not related to any of the academic outcomes.
Relationship to Campus Experiences (p. 79)	<ul style="list-style-type: none"> ● Perceiving NSSA and its events as more useful is related to more positive campus experiences (campus/classroom belonging; positive campus climate perceptions).
Relationship to Personal Motivations (p. 79)	<ul style="list-style-type: none"> ● Students with higher growth mindset, higher intrinsic/extrinsic motivation, and graduation efficacy perceive NSSA and its events as more useful. ● Students with higher graduation uncertainty perceive NSSA and its events as less useful.
Relationship to Campus Interactions (p. 79)	<ul style="list-style-type: none"> ● Students who perceive NSSA and its events as useful are also more likely to interact with faculty, staff, and peers and have more quality faculty interactions.

Summary

Students with higher campus engagement (Nepantla; working on campus) perceive NSSA and its events as more useful while students who are going to school part-time or have personal obligations (full-time work; children) perceive NSSA as less useful. Perceived helpfulness of the NSSA is not related to better academic outcomes, but is related to more positive campus perceptions and engagement with faculty and support networks.



BARRIERS TO PARTICIPATING

Overview

Participants rated perceived barriers to participating in NSSA and NSSA-sponsored events including if the student was too busy, if there were scheduling conflicts, if the student had a negative experience, if the officers had a negative reputation, or if the student perceived it not important to join. Responses ranged from 1 (*strongly disagree*) to 5 (*strongly agree*).

Overview of Means (p. 78)

- The largest barriers to participating are being too busy (3.7) and events not being offered when the student is not available (3.2).
- Students are less likely to agree that NSSA events are not important to attend, NSSA has a bad reputation, and that they had a negative experience at an NSSA event.

Item	Highest Scoring Groups Overall	Lowest Scoring Groups Overall
Too Busy (p. 78)	<ul style="list-style-type: none"> ● Students working full-time ● Students with children ● Sophomore students ● Education students 	<ul style="list-style-type: none"> ● Black students ● Unemployed students ● Male students ● Freshman and Junior students
Had Negative Experience (p. 78)	<ul style="list-style-type: none"> ● Students who did not re-enroll ● Students working full-time ● Veteran students ● Junior students 	<ul style="list-style-type: none"> ● Students with children ● Education students ● Foreign-born students
Events offered at bad times (p. 78)	<ul style="list-style-type: none"> ● Students working full-time ● Senior students ● White students 	<ul style="list-style-type: none"> ● Veteran students ● Freshman and Junior students ● Black and Latino students
Bad Reputation (p. 78)	<ul style="list-style-type: none"> ● Students who did not re-enroll ● Asian students ● Nepantla students 	<ul style="list-style-type: none"> ● Younger students (under 25) ● Education students
Not Important to Participate (p. 78)	<ul style="list-style-type: none"> ● Veteran and Male students ● Students working full-time ● Younger students (under 25) 	<ul style="list-style-type: none"> ● Students working on-campus ● Freshman ● Black and Latino students
Notable Correlations (p. 79)	<ul style="list-style-type: none"> ● All barriers except being too busy were related to perceiving NSSA and its events as less useful. ● All barriers except being too busy were related to less positive campus belonging and less positive campus climate perceptions. 	

Summary

Generally, students who work full-time found NSSA less useful and had the most perceived barriers to participating. Notably, students who did not re-enroll reported having more negative experiences and perceive NSSA as having a bad reputation. Freshman and students working on campus perceive NSSA as useful and are less likely to say it is not important to participate.

Perceived Usefulness and Barriers to Participating in NSSA

Comparison Group	Useful (3.4)	Busy (3.7)	Negative Experience (1.7)	Scheduling (3.2)	Bad Reputation (1.8)	Not Important (2.2)
Enrolled (<i>n</i> = 374)	3.37	3.69	1.66	3.18	1.74	2.24
Not re-enrolled (<i>n</i> = 45)	3.42	3.60	2.02	3.19	1.95	2.14
Men (<i>n</i> = 95)	3.23	3.48	1.80	3.01	1.80	2.44
Women (<i>n</i> = 324)	3.42	3.74	1.66	3.23	1.75	2.16
25 or Older (<i>n</i> = 152)	3.45	3.63	1.70	3.13	1.82	2.12
18-24 (<i>n</i> = 266)	3.24	3.78	1.66	3.26	1.64	2.40
Asian or Pacific Islander (<i>n</i> = 58)	3.23	3.71	1.74	3.24	2.02	2.42
Black (<i>n</i> = 30)	3.40	3.10	1.63	2.70	1.70	1.77
Latino (<i>n</i> = 141)	3.59	3.61	1.61	3.06	1.68	2.01
White (<i>n</i> = 127)	3.29	3.84	1.75	3.42	1.73	2.45
Freshman (<i>n</i> = 136)	3.68	3.54	1.65	2.85	1.68	1.97
Sophomore (<i>n</i> = 75)	3.19	3.91	1.76	3.30	1.90	2.32
Junior (<i>n</i> = 91)	3.30	3.33	1.89	2.56	1.89	2.89
Senior (<i>n</i> = 108)	3.24	3.69	1.65	3.40	1.68	2.37
Non-Degree Seeking (<i>n</i> = 9)	3.26	3.69	1.70	3.39	1.82	2.27
Full-Time Student (<i>n</i> = 227)	3.46	3.61	1.62	3.08	1.69	2.12
Part-Time Student (<i>n</i> = 138)	3.19	3.81	1.84	3.37	1.90	2.43
First Generation (<i>n</i> = 263)	3.38	3.72	1.71	3.20	1.78	2.18
Not First Generation (<i>n</i> = 156)	3.37	3.61	1.65	3.14	1.72	2.29
US Born (<i>n</i> = 330)	3.37	3.67	1.70	3.17	1.74	2.25
Not US Born (<i>n</i> = 70)	3.34	3.71	1.56	3.14	1.80	2.13
Nepantla (<i>n</i> = 32)	3.70	3.65	1.65	3.16	2.06	1.84
Not Nepantla (<i>n</i> = 387)	3.35	3.68	1.69	3.18	1.73	2.25
Pell Eligible (<i>n</i> = 261)	3.41	3.62	1.68	3.13	1.75	2.16
Not Pell Eligible (<i>n</i> = 158)	3.32	3.78	1.71	3.26	1.76	2.32
Veteran or Active Duty (<i>n</i> = 15)	3.22	3.67	1.87	2.60	1.53	2.93
Not Veteran or Active Duty (<i>n</i> = 387)	3.38	3.68	1.67	3.20	1.77	2.19
Caregiver: Own Children (<i>n</i> = 46)	3.15	4.07	1.56	3.22	1.44	2.65
Caregiver: Children/Family (<i>n</i> = 19)	3.09	4.47	1.53	3.16	1.84	2.53
Caregiver: Parents/Family (<i>n</i> = 52)	3.34	3.69	1.75	3.04	1.90	2.13
Caregiver: Siblings (<i>n</i> = 66)	3.54	3.59	1.77	3.09	1.83	1.98
Not a Caregiver (<i>n</i> = 219)	3.42	3.56	1.67	3.22	1.76	2.21
Full-Time Employment (<i>n</i> = 71)	3.10	4.34	1.89	3.52	1.94	2.56
Part-Time Employment (<i>n</i> = 196)	3.44	3.63	1.60	3.16	1.75	2.10
Employed off Campus (<i>n</i> = 202)	3.24	3.89	1.70	3.28	1.74	2.36
Employed on/off Campus (<i>n</i> = 14)	3.48	3.79	1.64	3.57	1.86	1.86
Employed on Campus (<i>n</i> = 51)	3.74	3.55	1.61	3.08	2.04	1.80
Not Working by Choice (<i>n</i> = 58)	3.48	3.76	1.64	3.07	1.67	2.31
Unemployed (<i>n</i> = 75)	3.37	3.13	1.73	2.93	1.66	2.17
Non-Degree Seeking (<i>n</i> = 7)	3.52	3.14	1.57	2.43	1.57	2.86
School of Education (<i>n</i> = 69)	3.34	3.91	1.48	3.21	1.56	2.31
School of Liberal Arts (<i>n</i> = 223)	3.42	3.59	1.74	3.16	1.75	2.18
School of Nursing (<i>n</i> = 122)	3.30	3.75	1.72	3.25	1.89	2.23

Note. The mean for the entire sample is presented below the variable name. Bold values indicate a significant group-based difference for that variable where $p < .05$.

Correlations with Usefulness of and Barriers to Participating in Nevada State Student Alliance (NSSA)

Variables	Useful	Busy	Negative Experience	Scheduling	Bad Reputation	Not Important
Perceived Usefulness of NSSA	--	.02	-.16**	-.30**	-.23**	-.39**
Academic Outcomes						
Current GPA	-.05	.12*	.14**	-.07	-.06	.04
Cumulative GPA	-.01	.09	.15**	-.05	-.03	.05
1-Term Retention	-.05	.03	.07	-.01	.00	-.03
Positive Campus Experiences						
Campus Belonging	.40**	-.05	-.13**	-.34**	-.19**	-.36**
Classroom Belonging	.31**	-.07	-.09	-.18**	-.07	-.27**
Campus Climate Perceptions	.49**	-.03	-.24**	-.42**	-.31**	-.30**
Personal Motivations						
Academic Guilt	.06	.11*	.21**	.06	.13*	.00
Growth Mindset	.17**	.01	-.09	-.34**	-.27**	-.20**
Self-Efficacy	.04	.05	-.02	-.13**	-.13*	-.05
Extrinsic Motivation	.16**	.14**	.04	-.18**	-.13*	-.14**
Intrinsic Motivation	.21**	.01	-.04	-.08	-.09	-.18**
Graduation Efficacy	.15**	.11*	.03	-.23**	-.17**	-.11*
Graduation Uncertainty	-.12*	.05	.09	.28**	.24**	.08
Faculty Interactions						
Frequency of interaction	.26**	-.08	-.01	-.09	-.06	-.20**
For Advising	.25**	-.23**	-.10	-.02	.02	-.27**
For Class Support	.20**	-.15**	-.02	-.06	-.03	-.16**
For Post-Graduate Advice	.19**	-.23**	-.14**	.00	.02	-.20**
For Personal reasons	.21**	-.20**	-.09	.00	.06	-.23**
Quality of in-person interactions	.31**	.07	-.10*	-.34**	-.25**	-.13*
Quality of online interactions	.32**	.09	-.05	-.24**	-.19**	-.14**
Support Seeking Behaviors						
Sought help from Staff	.28**	-.12*	-.05	-.09	-.02	-.28**
Sought help from Advisor	.23**	-.03	-.05	-.03	-.01	-.09
Sought help from Peer Mentor	.26**	-.11*	-.07	-.07	.01	-.22**
Sought help from Classmate	.21**	-.11*	-.03	-.09	-.03	-.21**

Note. Bold values indicate a significant correlation between the two variables where * $p < .05$ and ** $p < .01$.



Be bold. Be great. Be State.

Data collected – November/December 2016
Report completed – August 2017