

## **What can we learn from the 2019 NU undergraduate and graduate student surveys?**

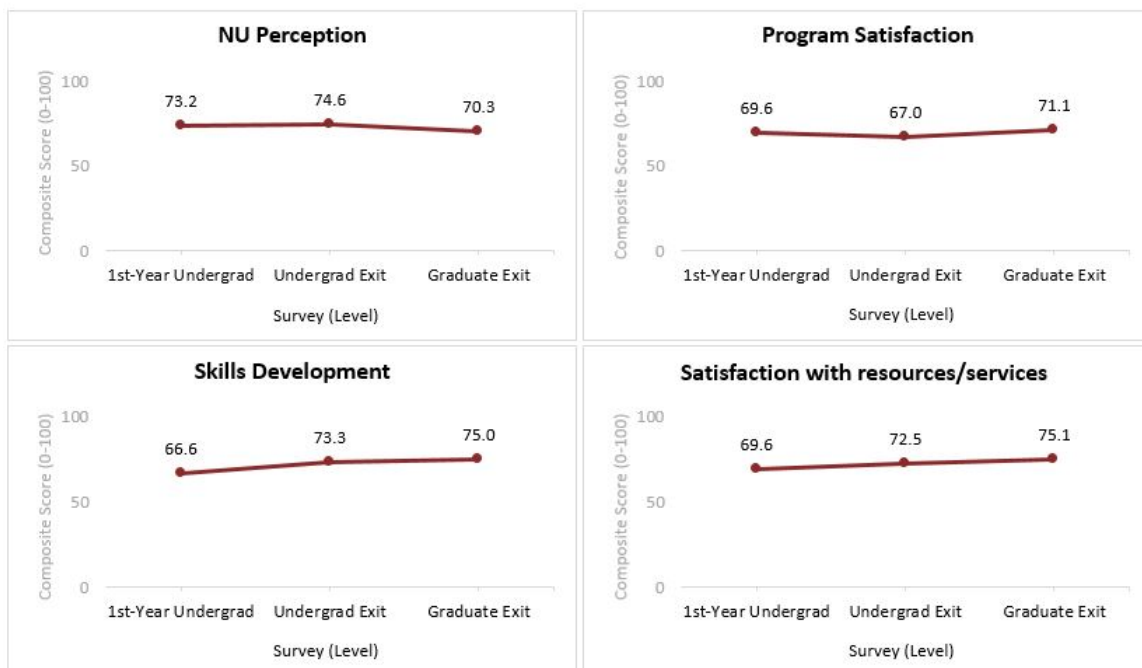
In Spring 2019, NU Institutional Research and Analytics administered three surveys—[First-Year Undergraduate Experience](#), [Undergraduate Exit](#), and [Graduate Exit](#)—to examine NU students’ perceptions and experiences. We briefly highlight some of the key findings from these studies, based on analyses of responses from 1,175 first-year undergraduate and graduating student participants.

Results suggest that NU students were “highly” positive about their NU experiences.

This trend is evidenced by high ratings on select composite indicators (Figure 1), and by substantially high levels of learning gains, attainment of graduate attributes, and individual development reported by both bachelor’s and graduate degree recipients. A large majority of students were also confident they would choose NU again and recommend NU to potential students.

**Figure 1. Average scores on select composite indicators of student perceptions and experiences**

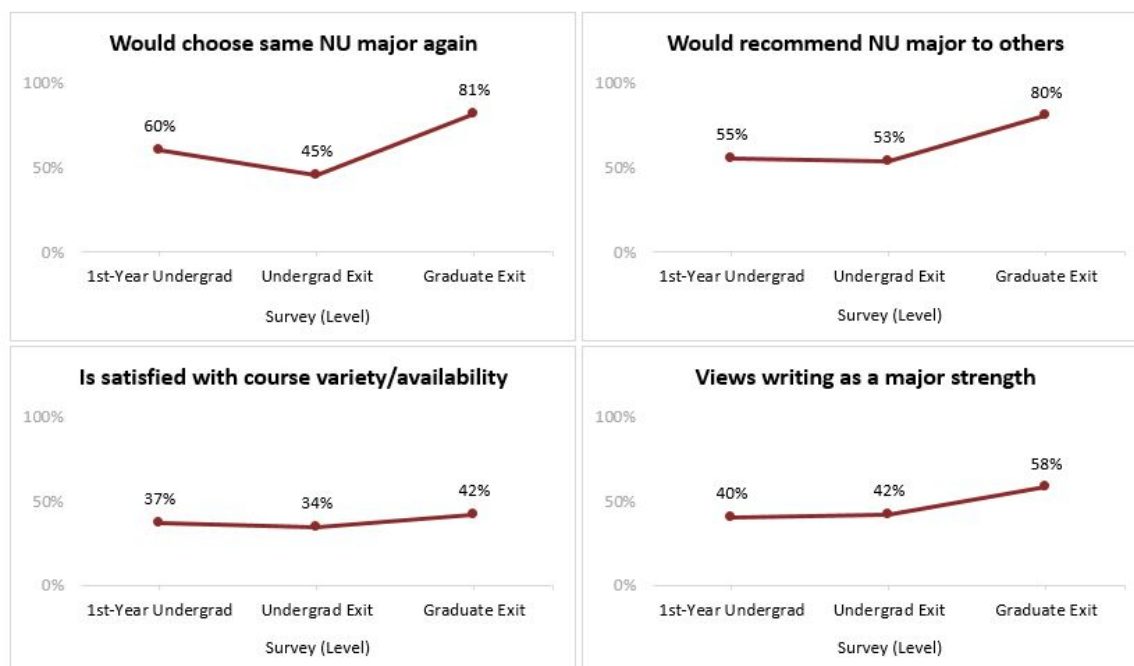
High ratings on select indicators suggest that undergraduate and graduate students are highly positive about their NU experiences.



However, results also reveal several areas that may need attention (Figure 2).

Less than half of the bachelor’s degree recipients would, positively, choose the same major again; and only a slight majority of undergraduate students would positively recommend their NU major to potential students. These figures are in sharp contrast with graduate students’ perceptions.

**Figure 2. Percent of students who expressed a highly positive perception on select survey items**



Satisfaction with course variety/availability was particularly low. Need for improvement in this area was a top theme emerging from open-ended comments; however, confidence that student feedback is used for improvement was not particularly high (38% to 56% across surveys).

*Writing* may need greater attention, particularly at the undergraduate level. So does time management (the weakest skill across all three groups).

A gap emerged between perception of skills development (highly positive) and perception of being well prepared for career opportunities (significantly less positive). Another gap emerged between perception of faculty availability out of class (high ratings) and very low frequency of undergraduate students' interactions with faculty.

In sum, students perceived their NU experience very positively. However, several areas (including those identified above and differences within/across schools) also require more attention.

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We invite you to write to IR ([ir@nu.edu.kz](mailto:ir@nu.edu.kz)) and (1) share your thoughts and experiences relative to the topic under discussion in this **IR-MFF** issue and/or (2) suggest a question/topic that you would like us to address in a future issue of the **IR-MFF**.

The IR-MFF is published every last Friday of the month (August through November and January through April). Depending on circumstances, it can be published before or after the last Friday of the month. Analyses are *limited to 300 words or less (narrative text) and one or two graphs/tables*. If you need more detailed information (methodological or otherwise), please contact Institutional Research and Analytics at [ir@nu.edu.kz](mailto:ir@nu.edu.kz).