Institutional Research and Analytics, Office of the Provost
FIRST-YEAR UNDERGRADUATE EXPERIENCE SURVEY
2020 Survey Results

NAZARBAYEV UNIVERSITY

Respondents: **709**	Male	**44.2%**	SMG	**3.4%**	SSH	**51.9%**
Response rate: **65.5%***	Female	**55.8%**	SEDS	**42.9%**	SoM	**1.8%**

Students with a highly positive perception of NU**

3 in 4 first-year undergraduate students were highly satisfied with the overall education received at NU.

- Awareness of academic requirements of undergrad program — 82%
- Satisfaction with overall education received — **76%**
- NU's effective use of student feedback to improve student learning — 62%
- Overall experience in the major/program — 60%
- Awareness of NU graduate attributes — 54%
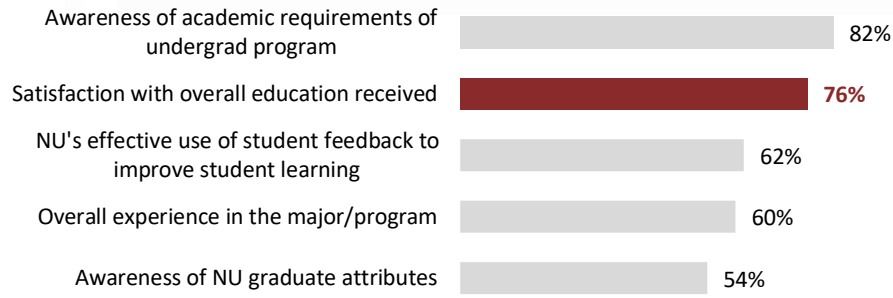
68% would most positively still choose to come to NU.

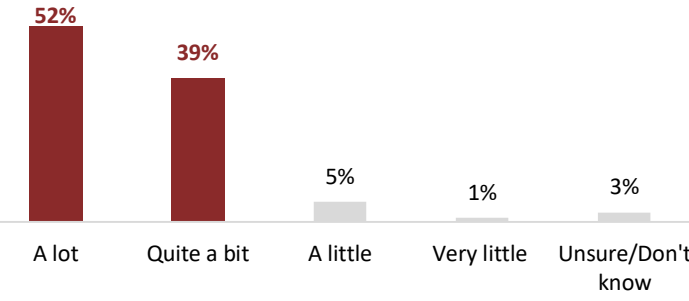**84%** would most positively recommend NU to other potential students.

Match between student experience and expectation

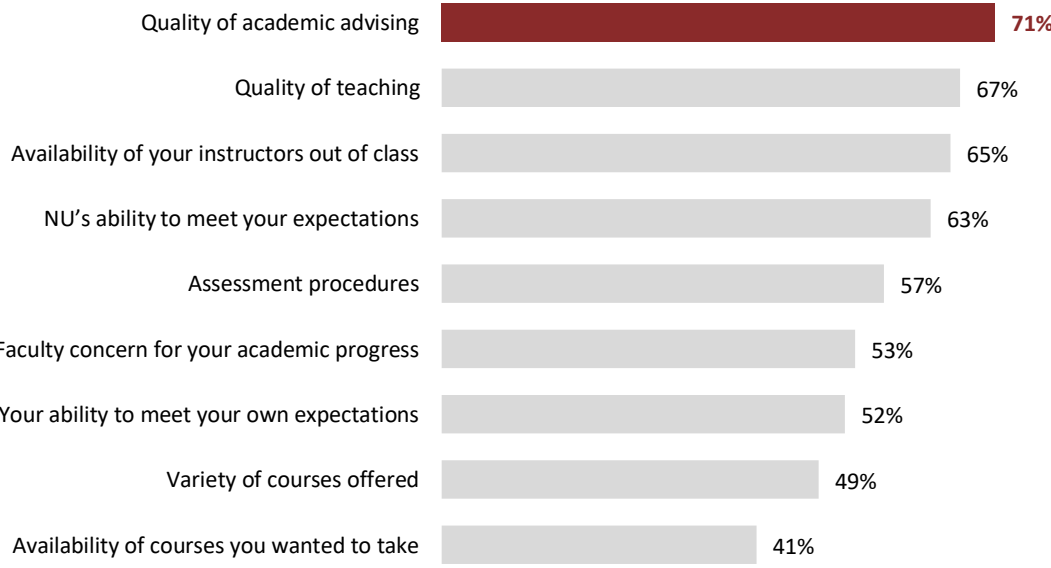A third of respondents indicated that their undergraduate experience matched or exceeded their expectations.

- Worse than expected — 5%
- Better in some ways and worse in other ways — 47%
- Exact what I expected — **22%**
- Better than expected — **13%**

35%
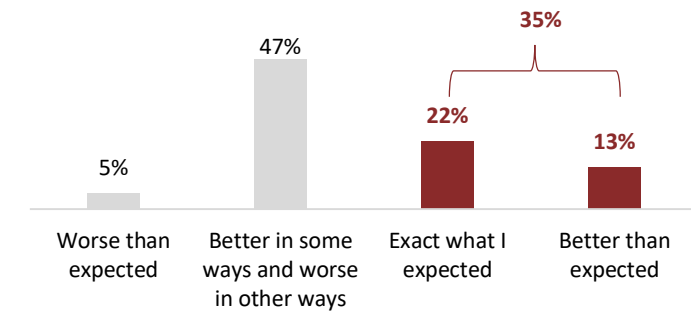
Overall student learning level

First-year undergraduate students reported substantial learning gains since starting their studies at NU.

- A lot — **52%**
- Quite a bit — **39%**
- A little — 5%
- Very little — 1%
- Unsure/Don't know — 3%

Students who were highly satisfied with the program**

Students were more satisfied with the quality of academic advising than they were with any other aspect of their program.
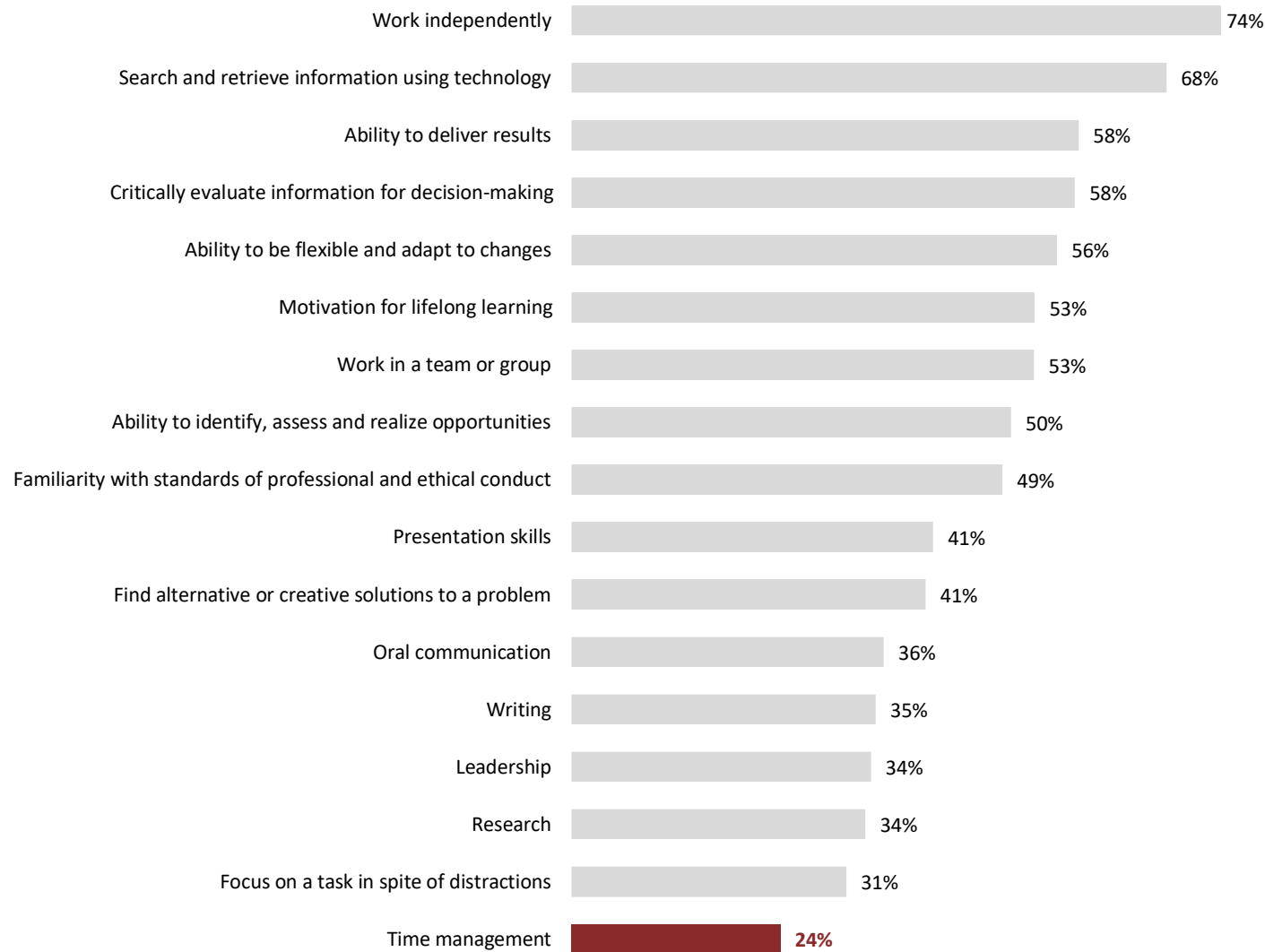
- Quality of academic advising — **71%**
- Quality of teaching — 67%
- Availability of your instructors out of class — 65%
- NU's ability to meet your expectations — 63%
- Assessment procedures — 57%
- Faculty concern for your academic progress — 53%
- Your ability to meet your own expectations — 52%
- Variety of courses offered — 49%
- Availability of courses you wanted to take — 41%

54% would most positively recommend their NU major to potential students.

58% would most positively still choose the same field of study.

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* The survey was administered to 1083 first-year undergraduate students.
** Percent who selected the highest two response categories ("5" or "6"). Scale 1-6
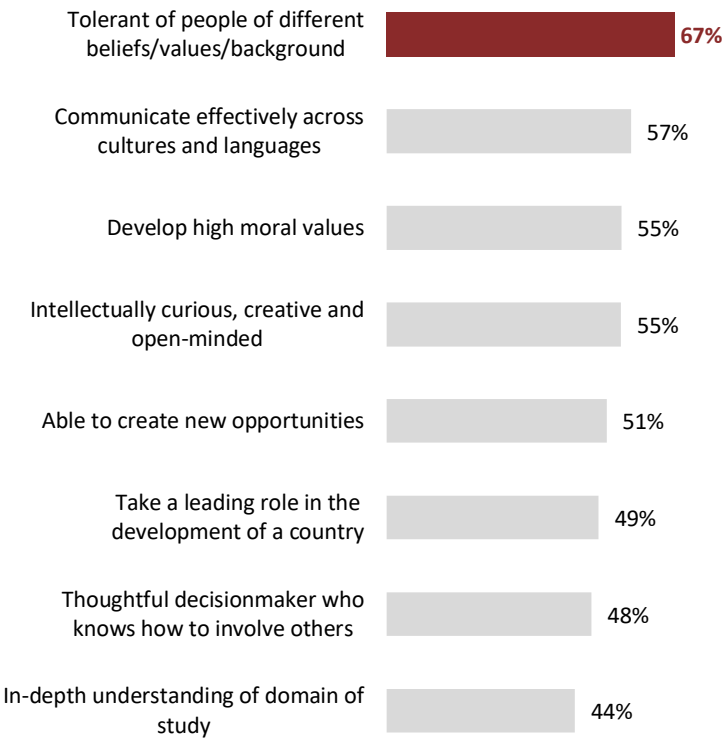
Students' "strong" skills and abilities**

Time management was the skill with which students struggled the most. Only a quarter of the students perceived it as a "strong" skill/ability.

Skill	Percent
Work independently	74%
Search and retrieve information using technology	68%
Ability to deliver results	58%
Critically evaluate information for decision-making	58%
Ability to be flexible and adapt to changes	56%
Motivation for lifelong learning	53%
Work in a team or group	53%
Ability to identify, assess and realize opportunities	50%
Familiarity with standards of professional and ethical conduct	49%
Presentation skills	41%
Find alternative or creative solutions to a problem	41%
Oral communication	36%
Writing	35%
Leadership	34%
Research	34%
Focus on a task in spite of distractions	31%
Time management	24%

* Percent who selected the highest two response categories ("5" or "6"). Scale 1-6
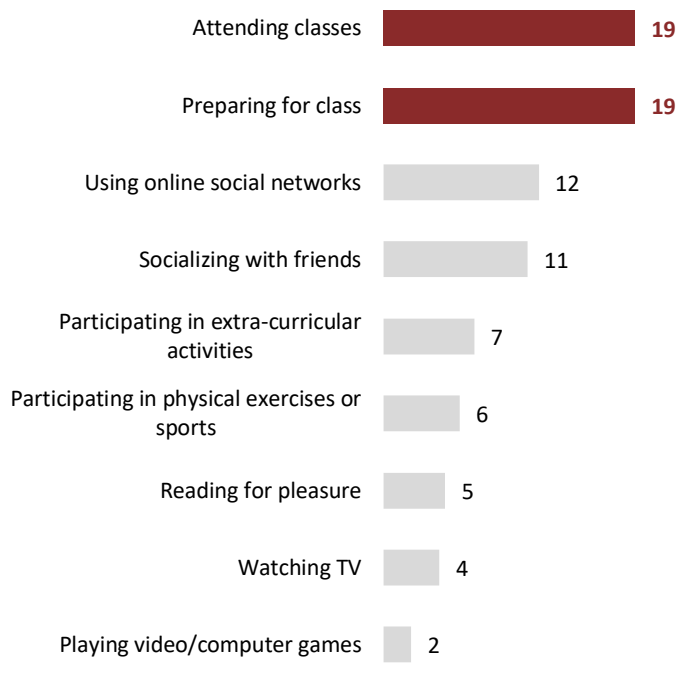
NU emphasis on graduate attributes*

Tolerance of people of different beliefs/values/background was emphasized more than any other graduate attribute.

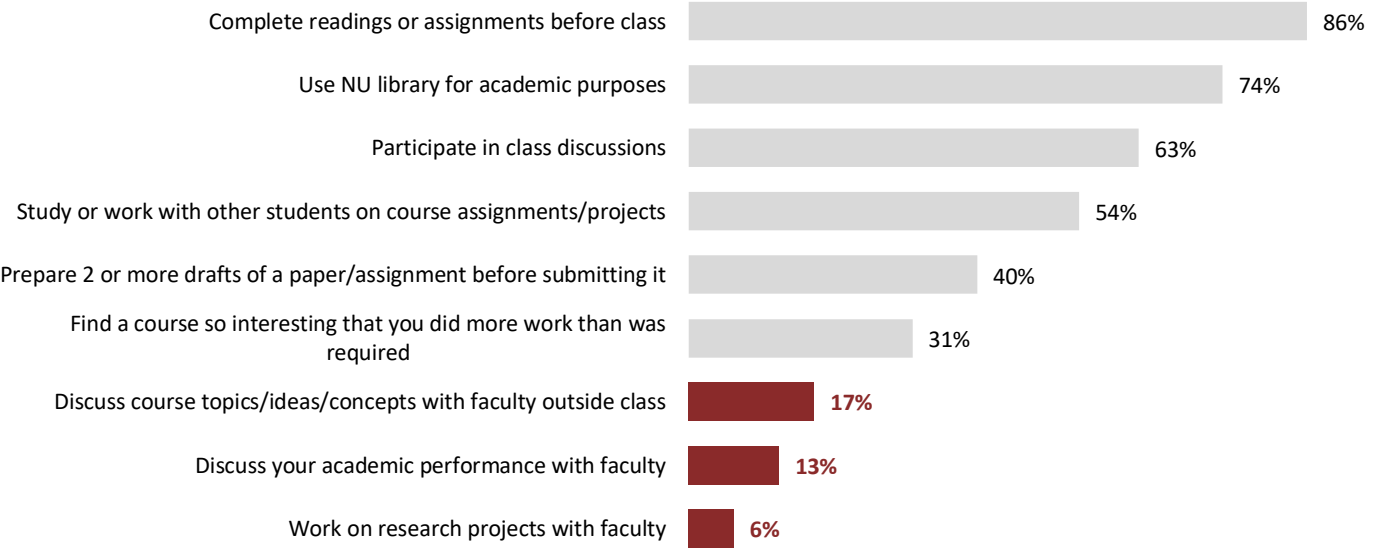|	
Tolerant of people of different beliefs/values/background	**67%**
Communicate effectively across cultures and languages	57%
Develop high moral values	55%
Intellectually curious, creative and open-minded	55%
Able to create new opportunities	51%
Take a leading role in the development of a country	49%
Thoughtful decisionmaker who knows how to involve others	48%
In-depth understanding of domain of study	44%

Number of hours per week spent on different activities

Students spent more time attending classes and preparing for classes than they did on any other activities.

Attending classes	19
Preparing for class	19
Using online social networks	12
Socializing with friends	11
Participating in extra-curricular activities	7
Participating in physical exercises or sports	6
Reading for pleasure	5
Watching TV	4
Playing video/computer games	2

Students who were highly engaged in academic behaviors**

Students reported low levels of interaction with faculty members.

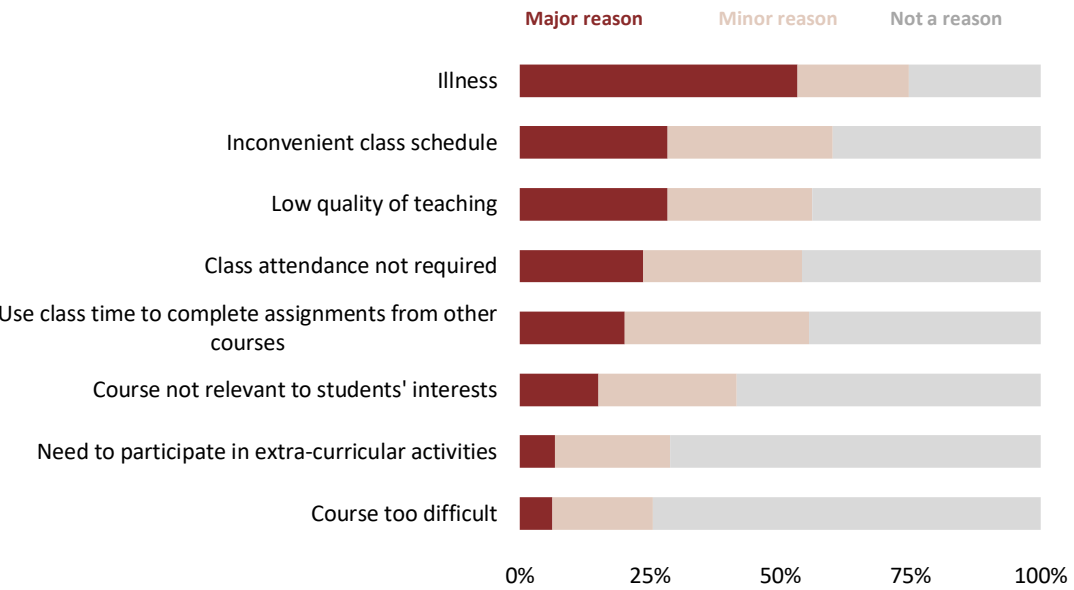|	
Complete readings or assignments before class	86%
Use NU library for academic purposes	74%
Participate in class discussions	63%
Study or work with other students on course assignments/projects	54%
Prepare 2 or more drafts of a paper/assignment before submitting it	40%
Find a course so interesting that you did more work than was required	31%
Discuss course topics/ideas/concepts with faculty outside class	**17%**
Discuss your academic performance with faculty	**13%**
Work on research projects with faculty	**6%**

* Percent who selected the highest two response categories ("5" or "6"). Scale 1-6
** Percent who selected "Often" or "Very often". Scale: 1 = "Never", 4 = "Very often"

Reasons for missing classes (before COVID-19 disruption)

53% of the students selected illness as a major reason for missing class. The next most common reasons were inconvenient class schedule (28%) and low quality of teaching (28%).

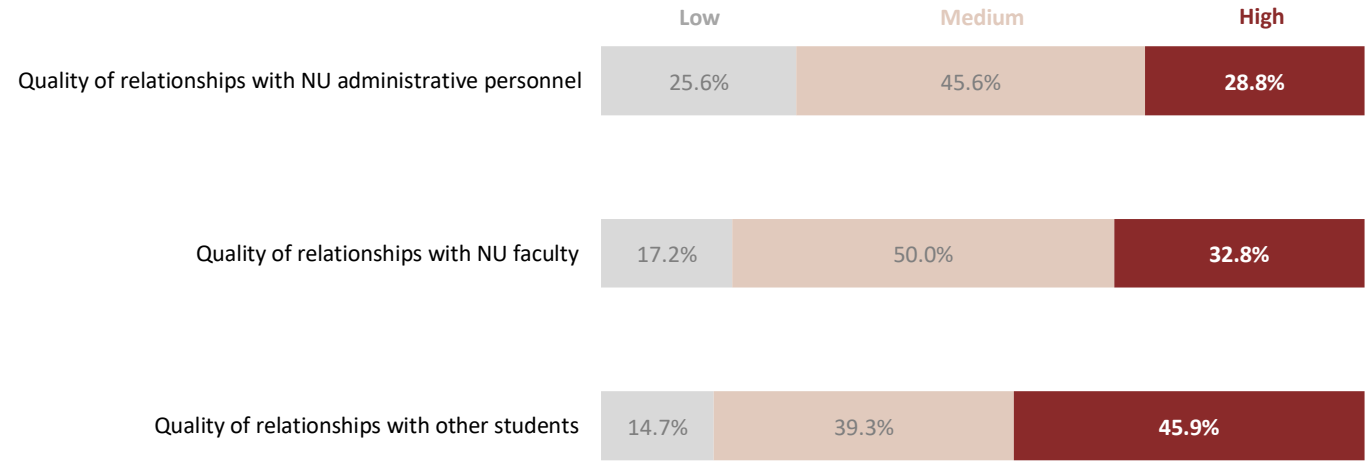**Class absenteeism**

	Major reason	Minor reason	Not a reason
Illness			
Inconvenient class schedule			
Low quality of teaching			
Class attendance not required			
Use class time to complete assignments from other courses			
Course not relevant to students' interests			
Need to participate in extra-curricular activities			
Course too difficult			

0%   25%   50%   75%   100%

30% never missed any classes during the semester (before COVID-19 disruption).

Average number of classes missed during the semester (before COVID-19 disruption) = **3**

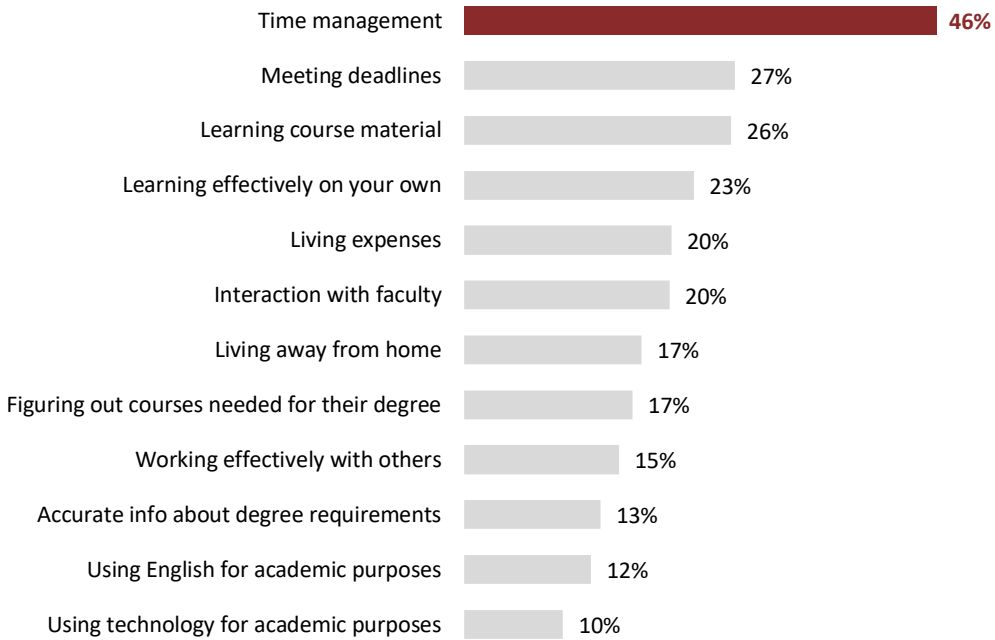## Students rating quality of relationships as "very positively"*

Students rated their relationship with other students more positively than they rated their relationships with administrative staff and faculty.

	Low	Medium	High
Quality of relationships with NU administrative personnel	25.6%	45.6%	**28.8%**
Quality of relationships with NU faculty	17.2%	50.0%	**32.8%**
Quality of relationships with other students	14.7%	39.3%	**45.9%**

* Quality was originally measured on a scale from 1 to 7. The items were subsequently converted to a scale from 0 to 100, using the linear stretch method. Resulting values were then split into three groups with equal intervals (33.3). "Low", "Medium", and "High" quality were defined as ratings <= 33.3, >33.3 and <66.6, and >66.6.

Students who experienced a high level of difficulty *

The most common difficulty encountered was associated with time-management.

Difficulty	Percentage
Time management	46%
Meeting deadlines	27%
Learning course material	26%
Learning effectively on your own	23%
Living expenses	20%
Interaction with faculty	20%
Living away from home	17%
Figuring out courses needed for their degree	17%
Working effectively with others	15%
Accurate info about degree requirements	13%
Using English for academic purposes	12%
Using technology for academic purposes	10%

Writing

On average, students produced:

7 shorter papers/reports (up to five pages)

and

4 longer papers/reports (more than five pages) during the academic year.

## Students who participated in an enriching activity

Volunteering was the activity in which students participated the most.

Activity	Percentage
Participate in a volunteer activity	41%
Hold formal leadership role in student organization/group	14%
Work with a faculty member on a research project	4%
Participate in an internship	3%
Culminating senior experience	2%
Participate in a study abroad program	1%

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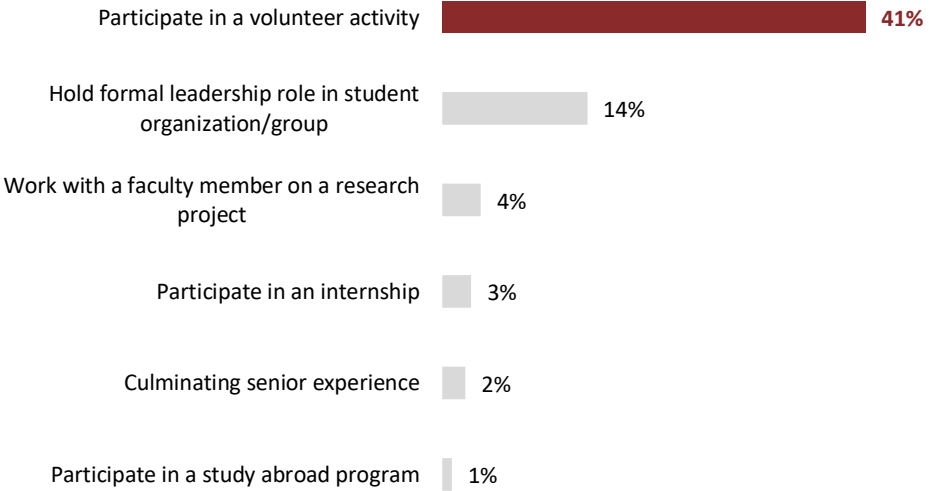
* Percent who selected the highest two response categories ("5" or "6"). Scale: 1 = "Not at all difficult", 6 = "Very difficult"
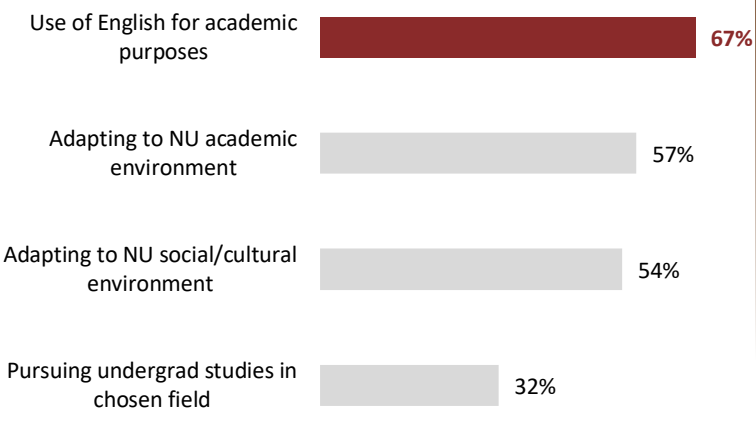
Academic preparation at CPS

One-third of the students stated that CPS preparation has had a major contribution to their undergraduate success.

- No contribution: 3%
- Minor contribution: 19%
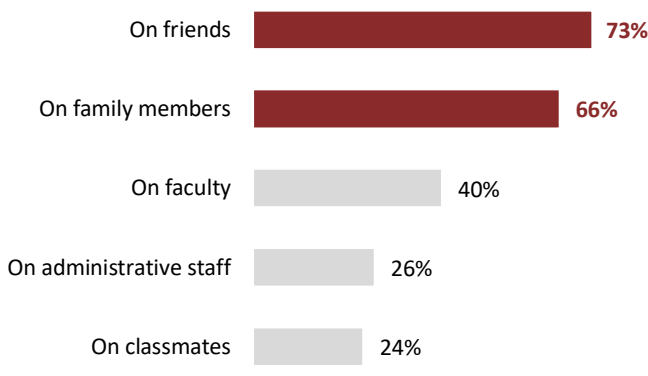- Moderate contribution: 48%
- **Major contribution: 30%**
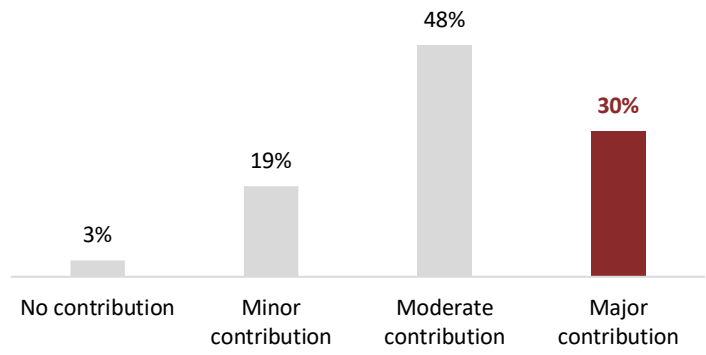
Students who felt highly prepared**

The majority of students felt they had been highly prepared to use English for academic purposes. However, only 3 in 10 students felt highly prepared to pursue undergraduate studies in their chosen field.
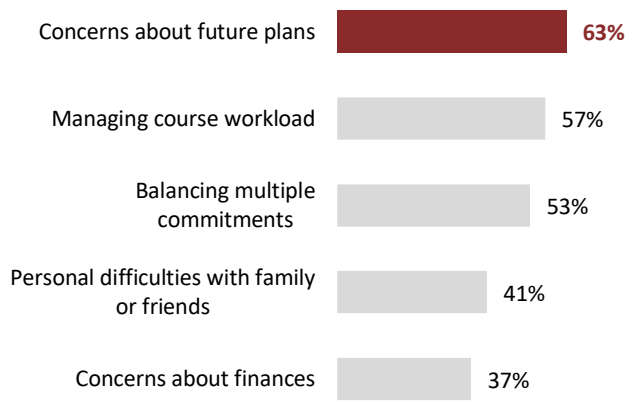
- Use of English for academic purposes: **67%**
- Adapting to NU academic environment: 57%
- Adapting to NU social/cultural environment: 54%
- Pursuing undergrad studies in chosen field: 32%

Students who were highly dependent*

Student were more dependent on friends and family members for support than they were on the NU community.

- On friends: **73%**
- On family members: **66%**
- On faculty: 40%
- On administrative staff: 26%
- On classmates: 24%

Major sources of stress***

Concerns about future plans merged as the most common source of stress.

- Concerns about future plans: **63%**
- Managing course workload: 57%
- Balancing multiple commitments: 53%
- Personal difficulties with family or friends: 41%
- Concerns about finances: 37%

Number of days student had enough sleep

Students typically had enough sleep and felt rested 4 to 5 days (out of 7) a week.

Average: 4.3

- 0: 5%
- 1: 4%
- 2: 11%
- 3: 16%
- **4: 17%**
- **5: 17%**
- 6: 12%
- 7: 18%

Number of days (out of 7) student had enough sleep and felt rested
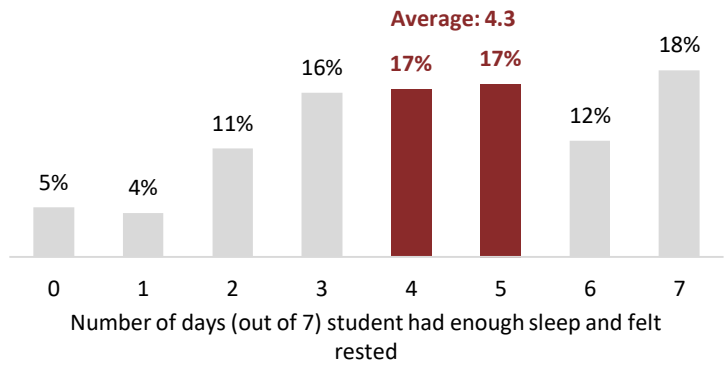
Number of hours of sleep per night

Overall, 2 in 3 students indicated that they slept 6 to 7 hours per night (average of 6.8 hours).

65%

- 5 or less: 11%
- **6: 26%**
- **7: 39%**
- 8 or more: 24%

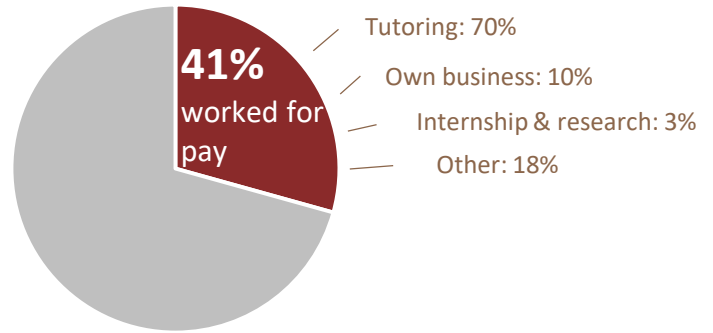Number of hours of sleep per night
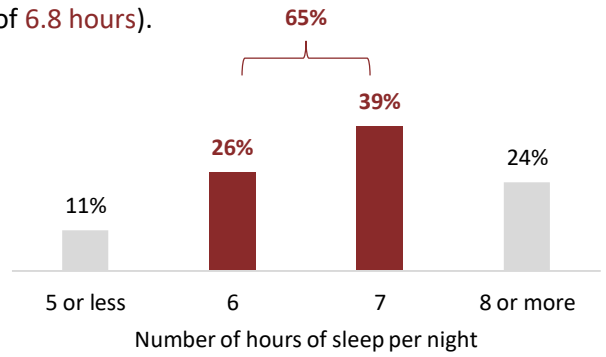
* Percent who selected the highest two response categories ("3" or "4"). Scale: 1 = "Not at all", 4 = "A lot"
** Percent who selected the highest two response categories ("5" or "6"). Scale: 1 = "Not at all prepared", 6 = "Very prepared"
***Percent who selected the highest two response categories ("3" or "4"). Scale: 1 = "Not a source of stress", 4 = "Very stressful"

Sense of community

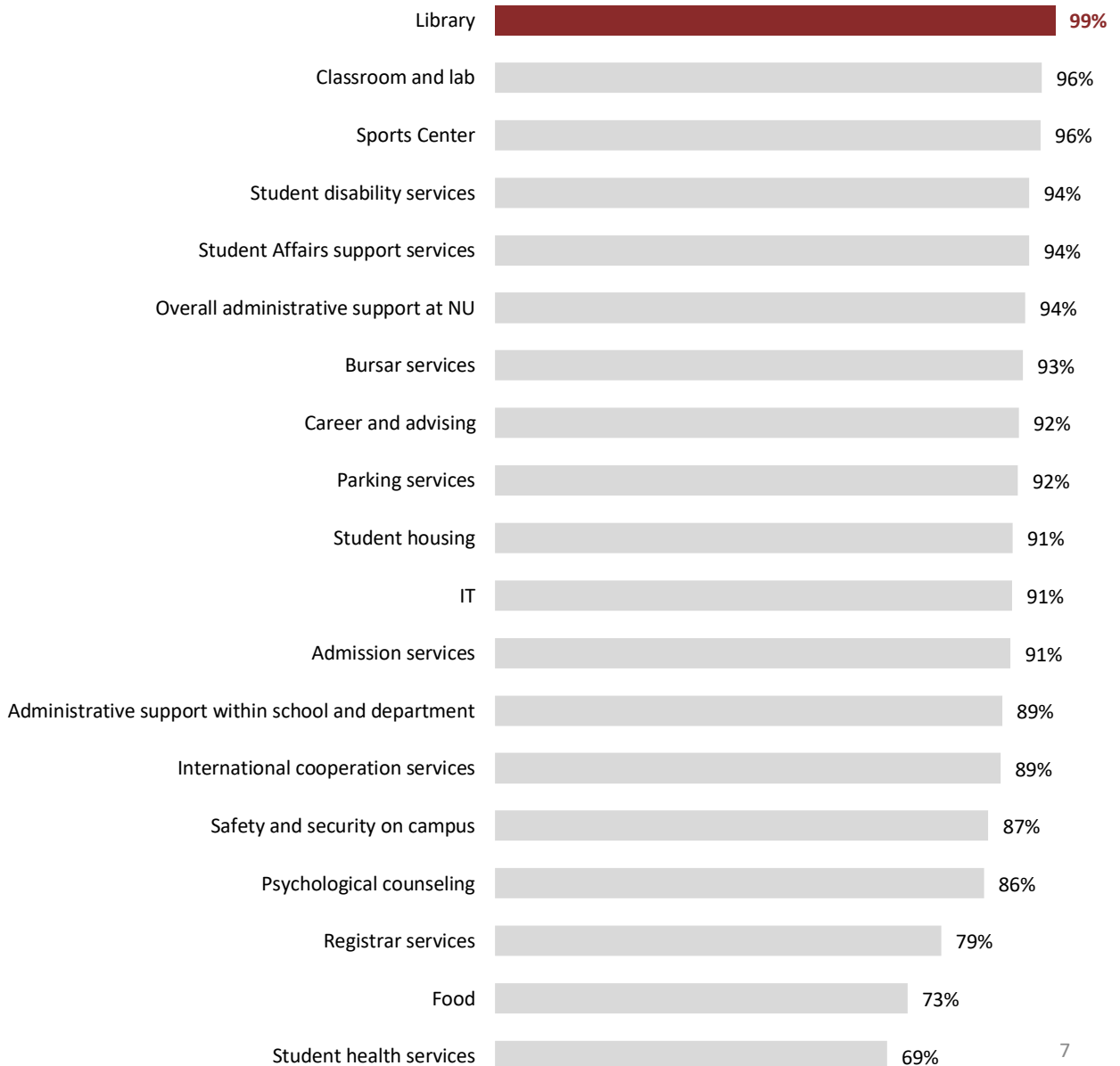Close to half of the students assessed the overall sense of community as "moderate".

Strong	37%
Moderate	**48%**
Weak	13%
None	1%
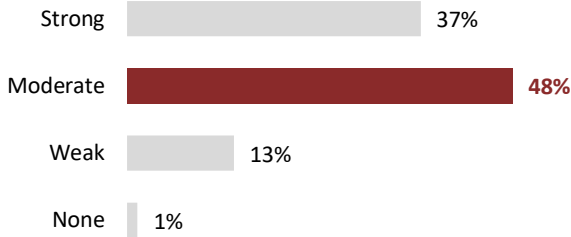
Student employment in 2019-2020

41% worked for pay

Tutoring: 70%

Own business: 10%

Internship & research: 3%

Other: 18%

Students who were highly satisfied with NU resources and services*

In general, students were highly satisfied with campus resources and services. The level of satisfaction was exceptionally high for library services.

Library	**99%**
Classroom and lab	96%
Sports Center	96%
Student disability services	94%
Student Affairs support services	94%
Overall administrative support at NU	94%
Bursar services	93%
Career and advising	92%
Parking services	92%
Student housing	91%
IT	91%
Admission services	91%
Administrative support within school and department	89%
International cooperation services	89%
Safety and security on campus	87%
Psychological counseling	86%
Registrar services	79%
Food	73%
Student health services	69%

* Percent who selected the highest two response categories ("3" or "4"). Scale: 1 = "Very Dissatisfied", 4 = "Satisfied"

Challenges encountered during online learning

Managing time effectively and dealing with technical issues were the most common challenges faced during online learning. (12% indicated that they did not face any major challenge).

Challenge	Percentage
Managing time effectively	26%
Dealing with technical issues	21%
Dealing with the stress related to COVID-19	18%
Adapting to online forms of assessment	14%
Have not faced any major challenge	12%
Communicating with faculty	6%
Receiving the support needed from relevant units/services	3%