NSSE Survey 2016 Analysis

Office of Strategic Analysis & Reporting

Engagement Indicators

Theme	Engagement Indicator
Academic Challenge	Higher-Order Learning
	Reflective & Integrative Learning
	Learning Strategies
	Quantitative Reasoning
Learning with Peers	Collaborative Learning
	Discussions with Diverse Others
Experiences with Faculty	Student-Faculty Interaction
	Effective Teaching Practices
Campus Environment	Quality of Interactions
	Supportive Environment

Scoring Engagement Indicators

60-point scale
Never = 0;
Sometimes = 20;
Often = 40;
Very Often = 60.

Participating Institutions

- 512 US, 27 Canada;

- 1.3 million students invited, 311086 students responded;

- 45% first-year, 55% seniors;

- Average response rate for US 2016 NSSE institutions was 29%.

Response Rates in Comparison

First-year

	UNT Dallas	UNTD Peers	Carnegie Class	NSSE 2015 & 2016
Response rate	20%	14%	24%	22%
Sampling error[b]	+/- 10.4%	+/- 3.7%	+/- 1.0%	+/- 0.2%

Senior

	UNT Dallas	UNTD Peers	Carnegie Class	NSSE 2015 & 2016
Response rate	18%	18%	26%	24%
Sampling error[b]	+/- 7.8%	+/- 2.4%	+/- 0.9%	+/- 0.2%

UNTD Respondents, total of 203
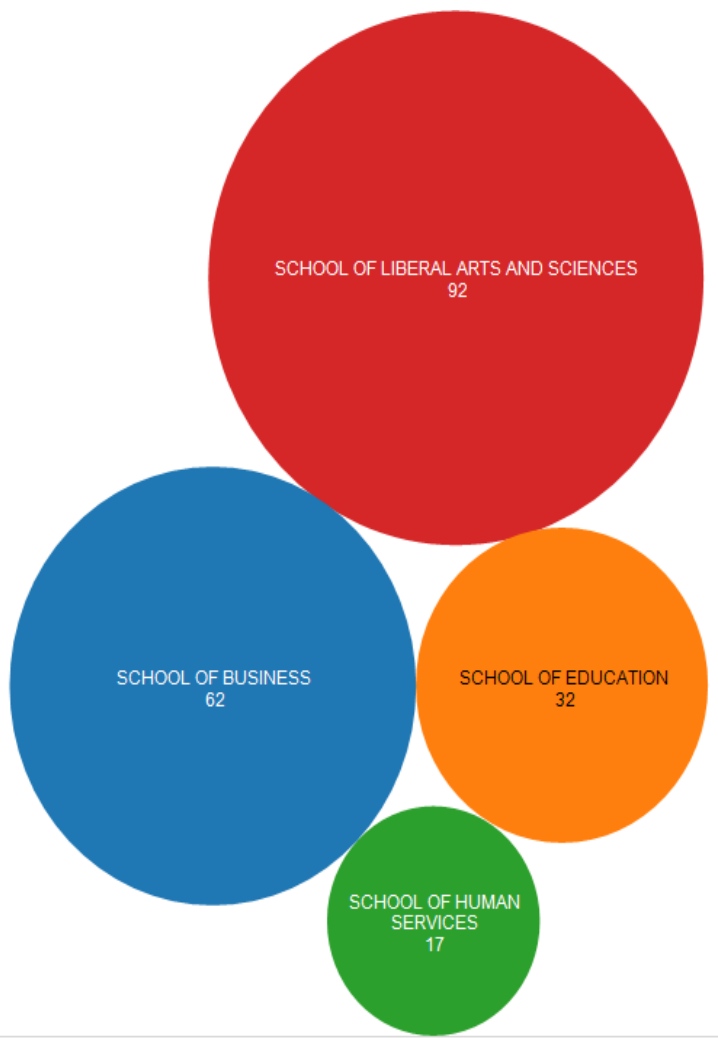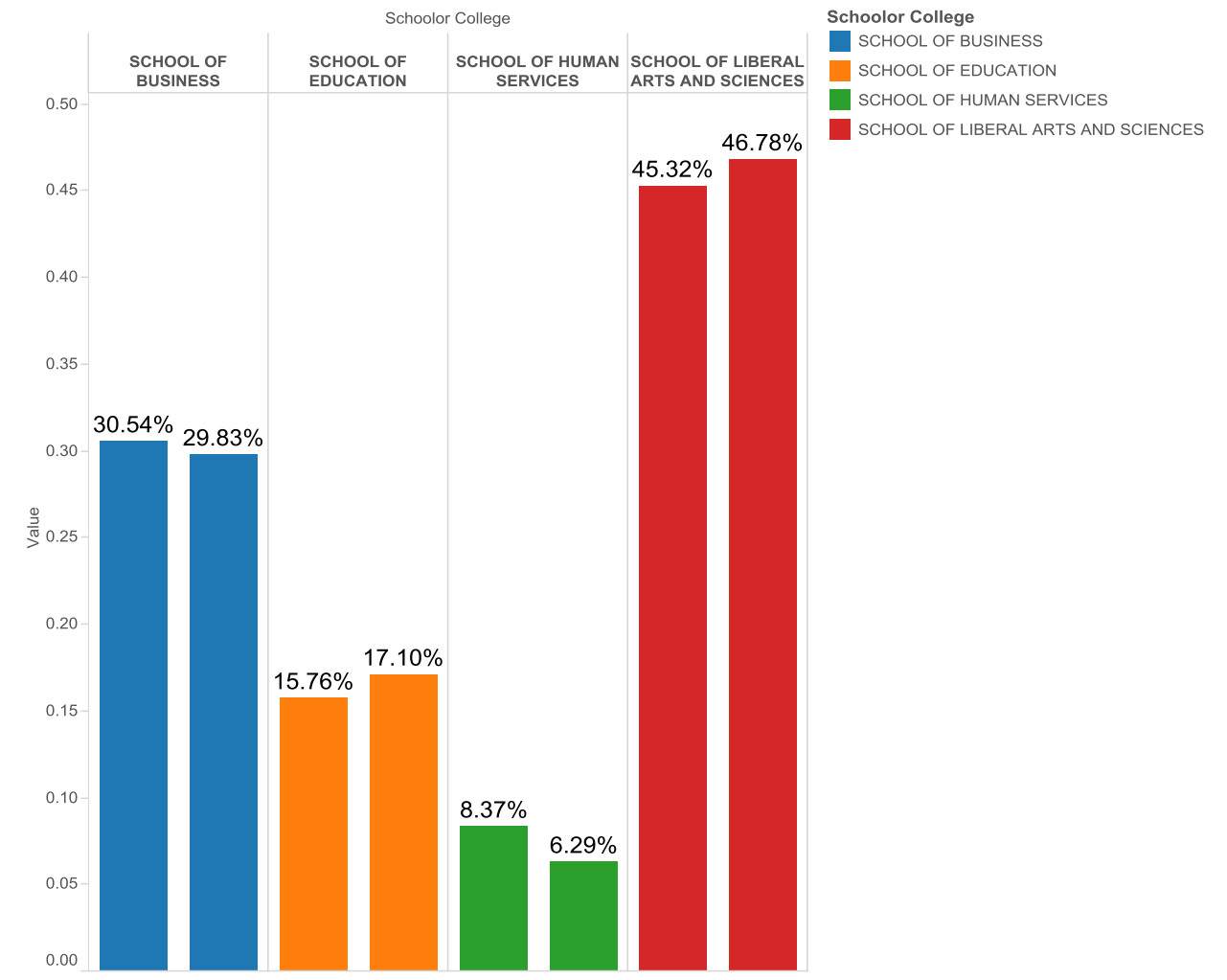
UNTD Peers

UNTD Peers (N=7)

2015 participating institutions (if any) are designated by an asterisk

Morgan State University (Baltimore, MD)*

Texas A&M International University (Laredo, TX)

Texas A&M University - Central Texas (Killeen, TX)*

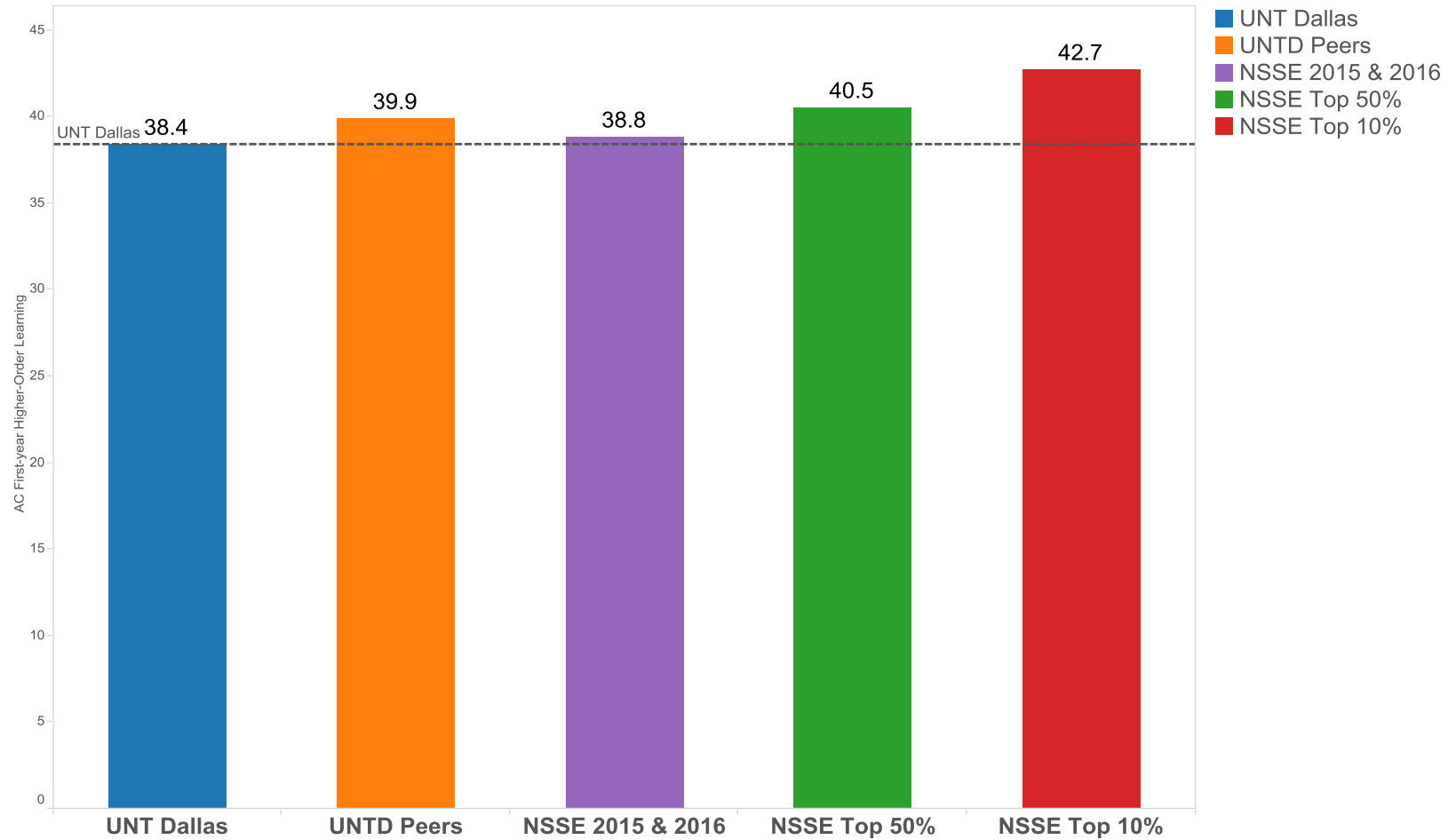Texas A&M University - Texarkana (Texarkana, TX)

University of Houston-Victoria (Victoria, TX)*

University of Washington Tacoma (Tacoma, WA)

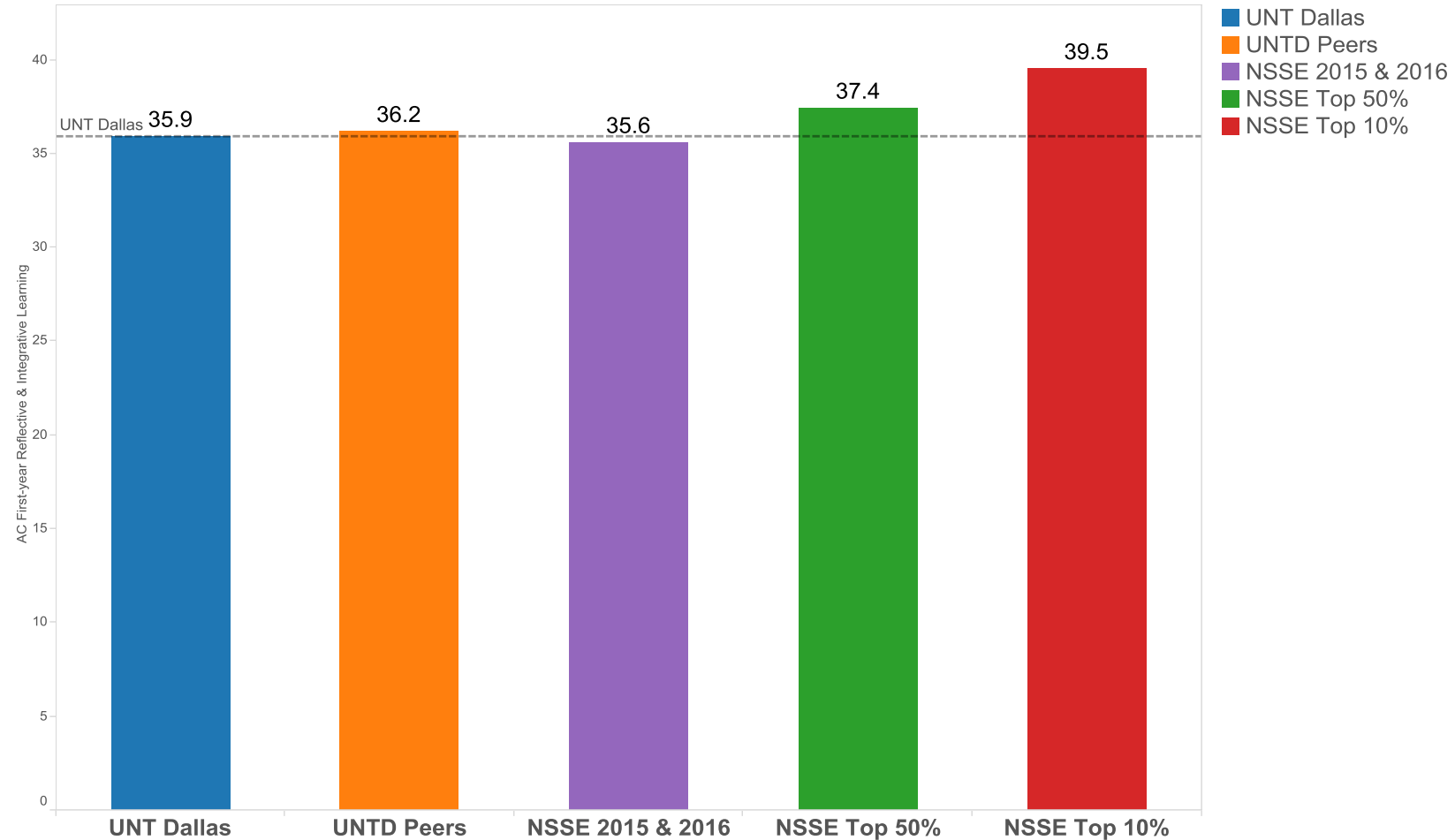University of Wisconsin-River Falls (River Falls, WI)

1.1 Academic Challenge: First-year Students
Higher-Order Learning

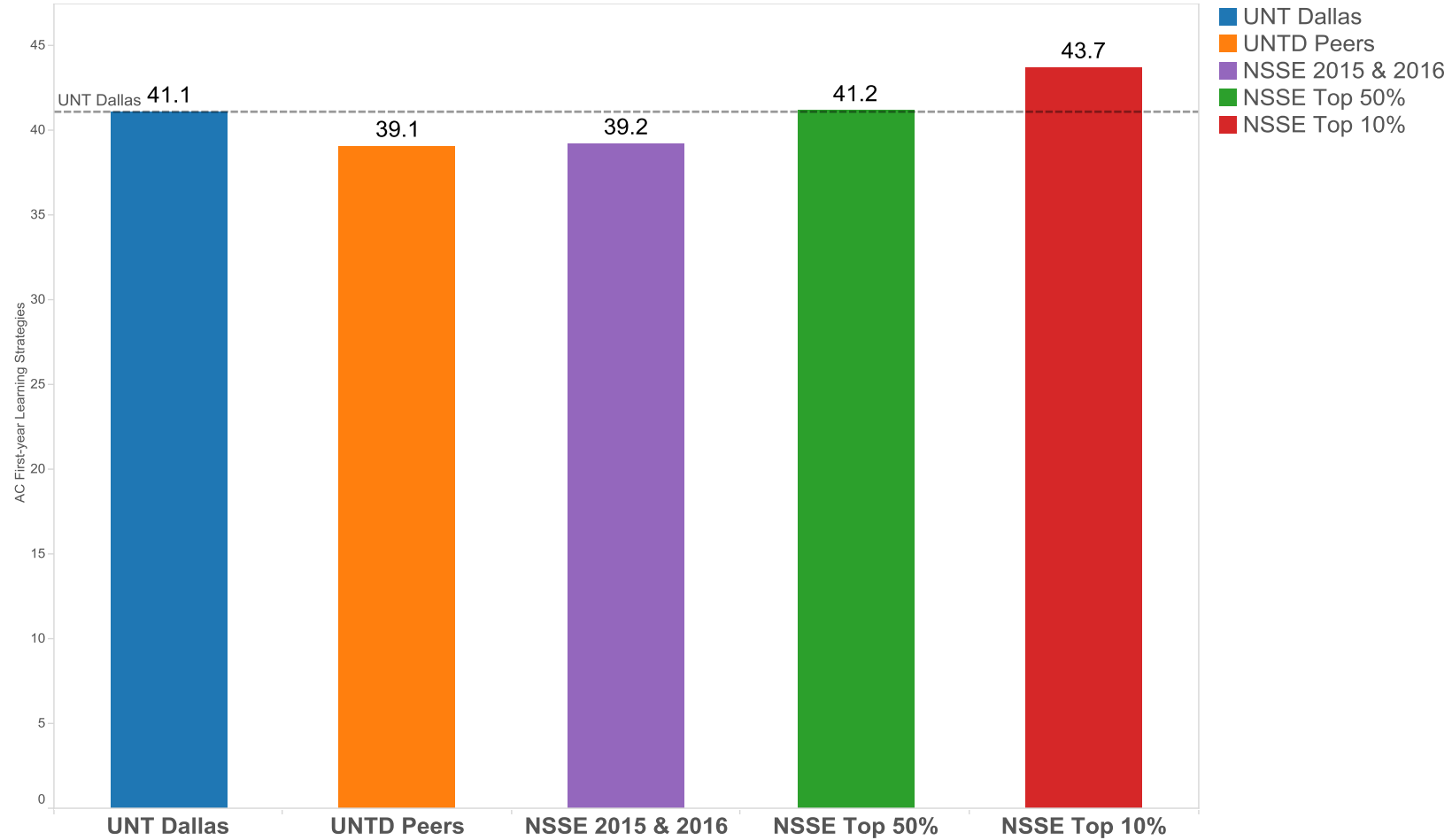AC F Higher-Order Learning

Legend: UNT Dallas, UNTD Peers, NSSE 2015 & 2016, NSSE Top 50%, NSSE Top 10%

Category	Value
UNT Dallas	38.4
UNTD Peers	39.9
NSSE 2015 & 2016	38.8
NSSE Top 50%	40.5
NSSE Top 10%	42.7

1.2 Academic Challenge: First-year Students
Reflective & Integrative Learning

AC F Reflective & Integrative Learning

Legend:
- UNT Dallas
- UNTD Peers
- NSSE 2015 & 2016
- NSSE Top 50%
- NSSE Top 10%

UNT Dallas: 35.9
UNTD Peers: 36.2
NSSE 2015 & 2016: 35.6
NSSE Top 50%: 37.4
NSSE Top 10%: 39.5

1.3 Academic Challenge: First-year Students
Learning Strategies

AC F Learning Strategies

Legend:
- UNT Dallas
- UNTD Peers
- NSSE 2015 & 2016
- NSSE Top 50%
- NSSE Top 10%

Data values:
- UNT Dallas: 41.1
- UNTD Peers: 39.1
- NSSE 2015 & 2016: 39.2
- NSSE Top 50%: 41.2
- NSSE Top 10%: 43.7

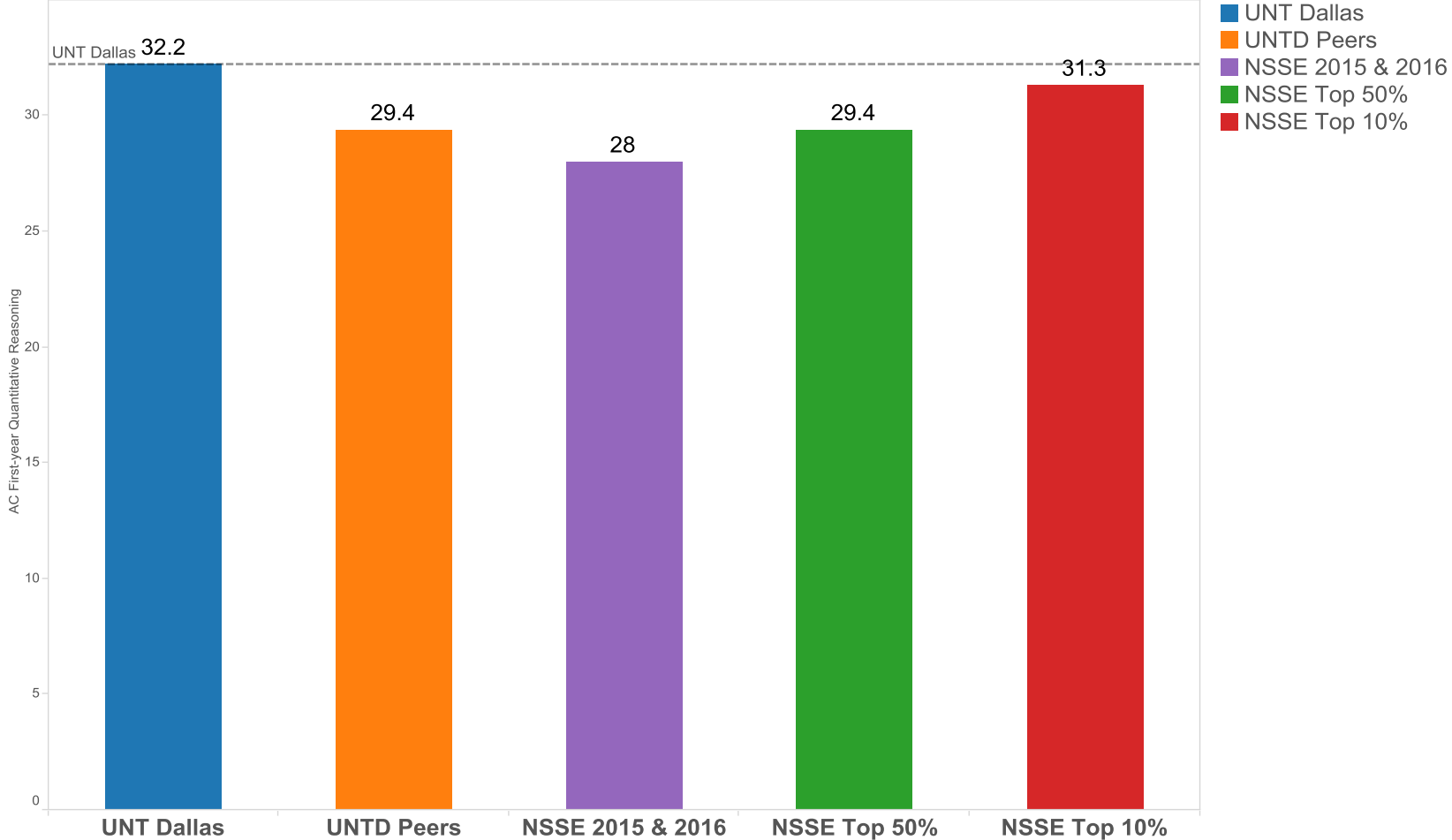Y-axis: AC First-year Learning Strategies

1.4 Academic Challenge: First-year Students
Quantitative Reasoning

AC F Quantitative Reasoning

Legend:
- UNT Dallas
- UNTD Peers
- NSSE 2015 & 2016
- NSSE Top 50%
- NSSE Top 10%

UNT Dallas: 32.2
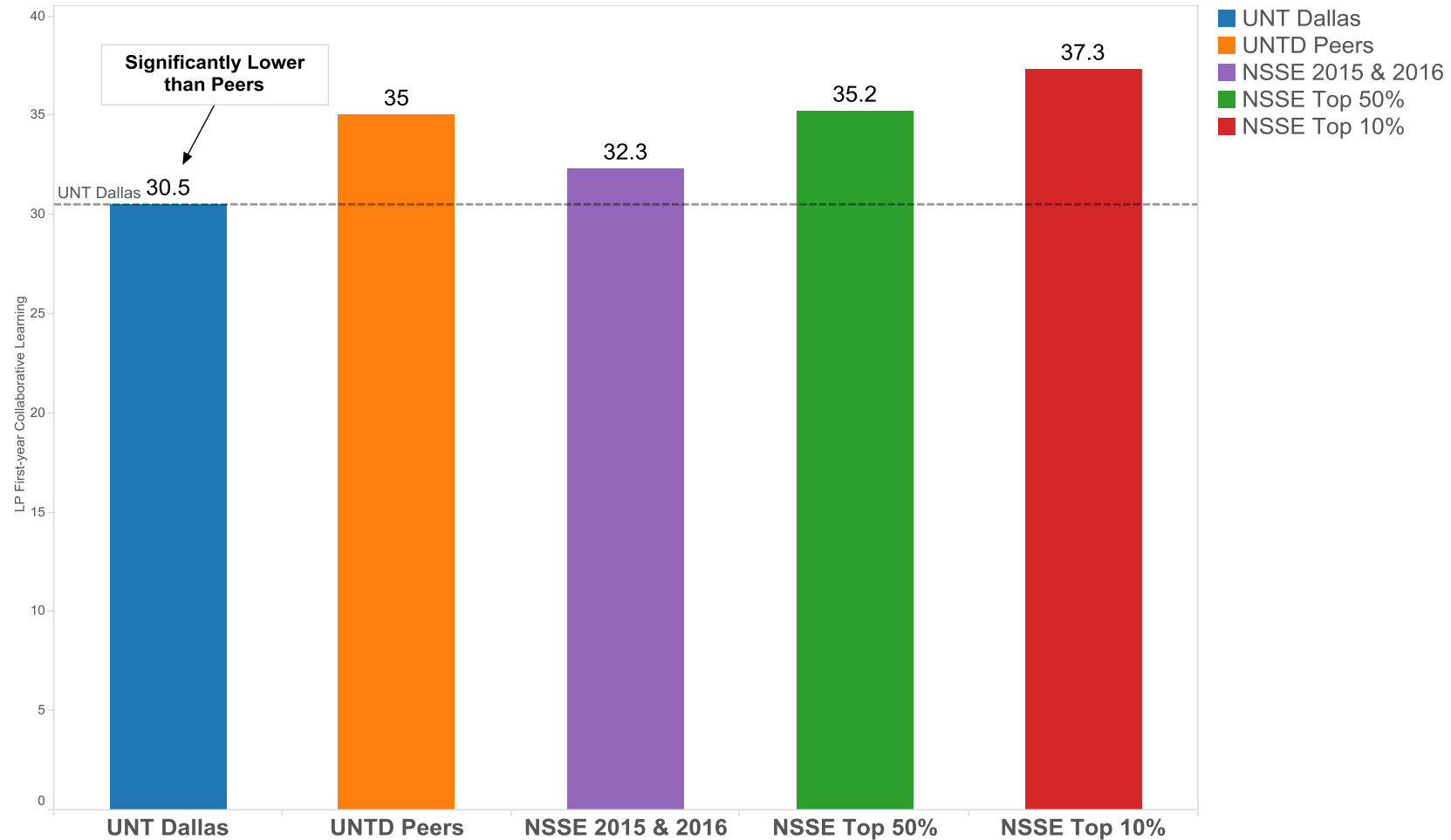UNTD Peers: 29.4
NSSE 2015 & 2016: 28
NSSE Top 50%: 29.4
NSSE Top 10%: 31.3

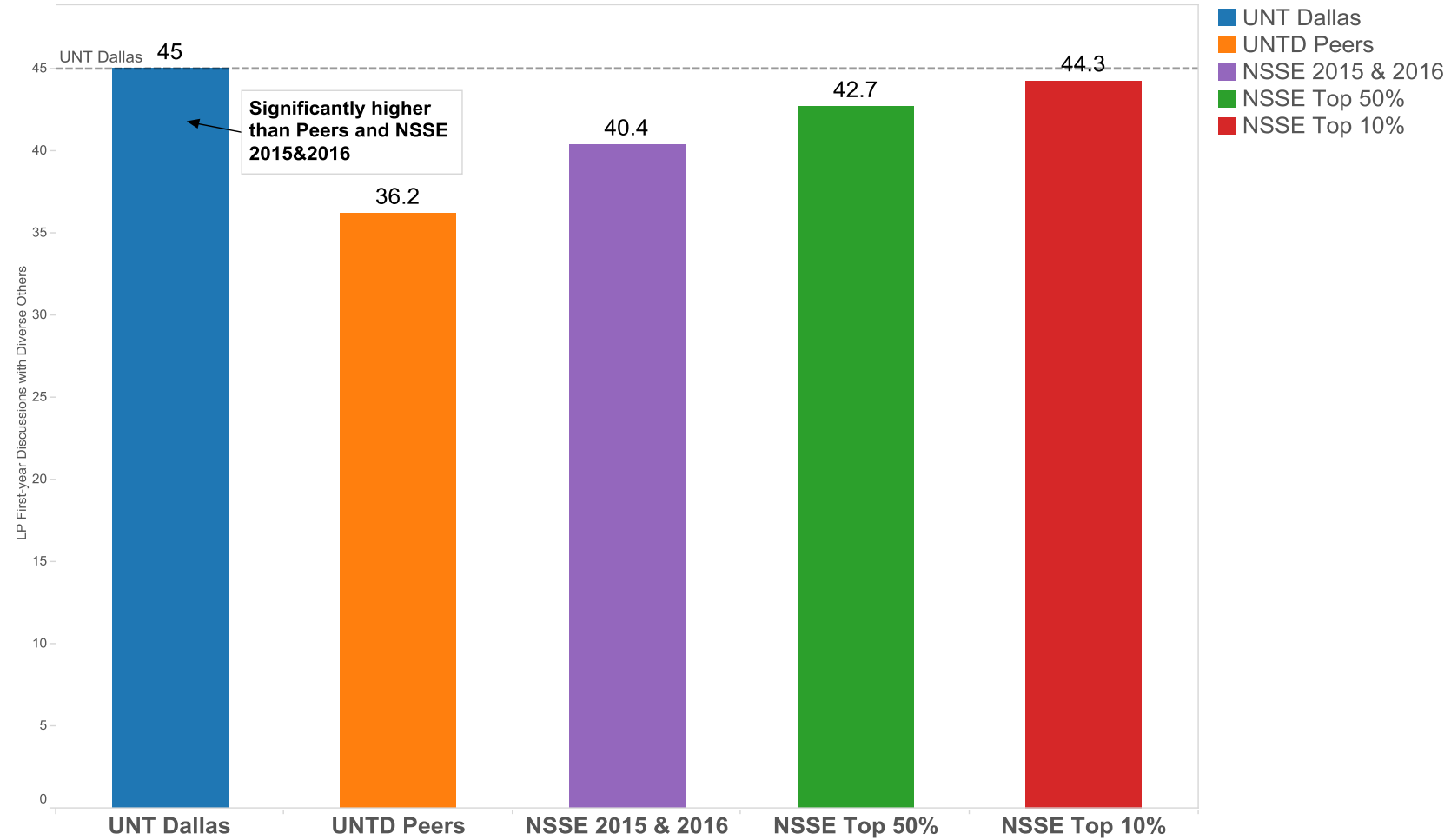# 2.1 Learning with Peers: First-year Students
Collaborative Learning

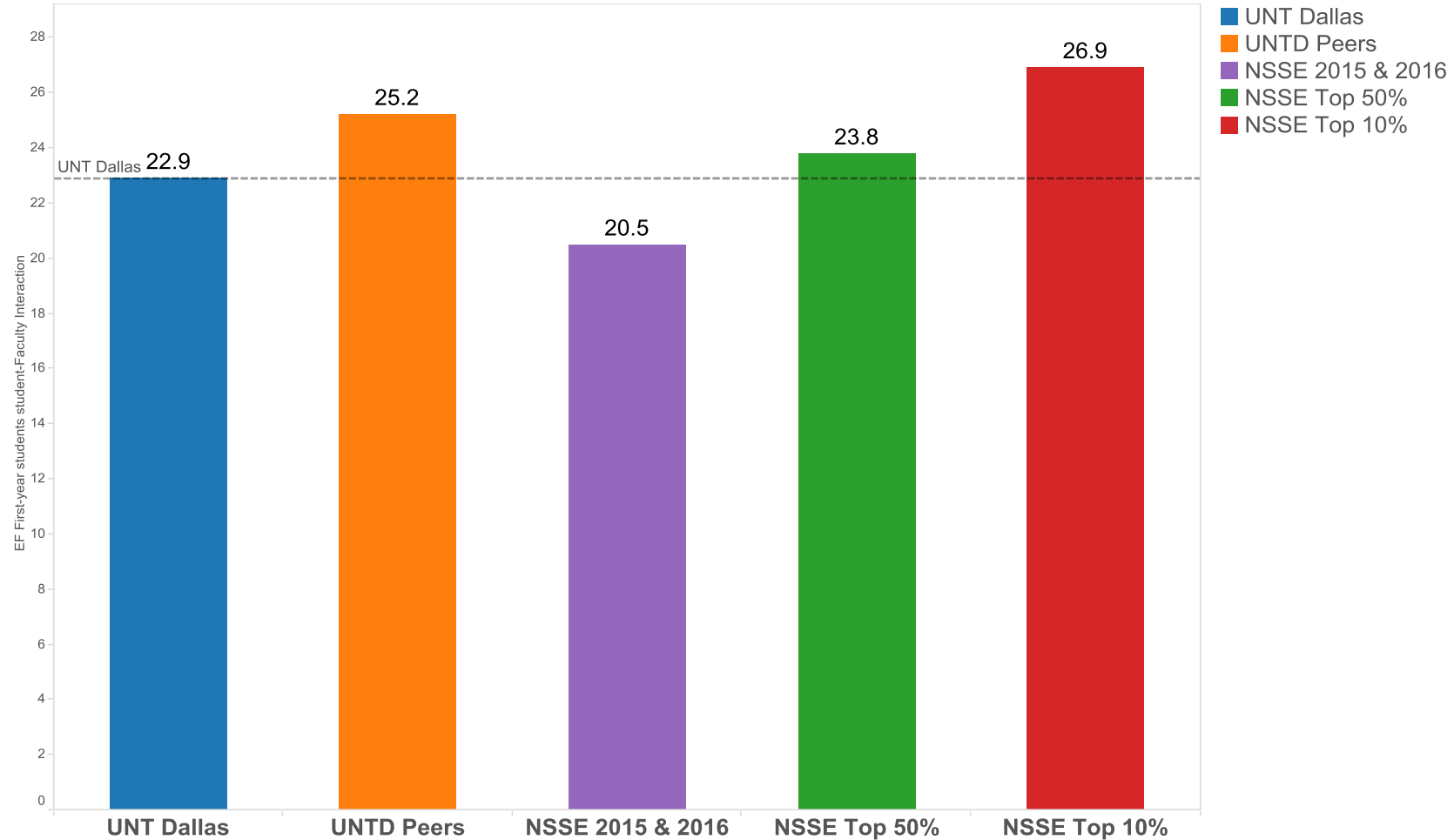
LP First-year Collaborative Learning

2.2 Learning with Peers: First-year Students
Discussions with Diverse Others

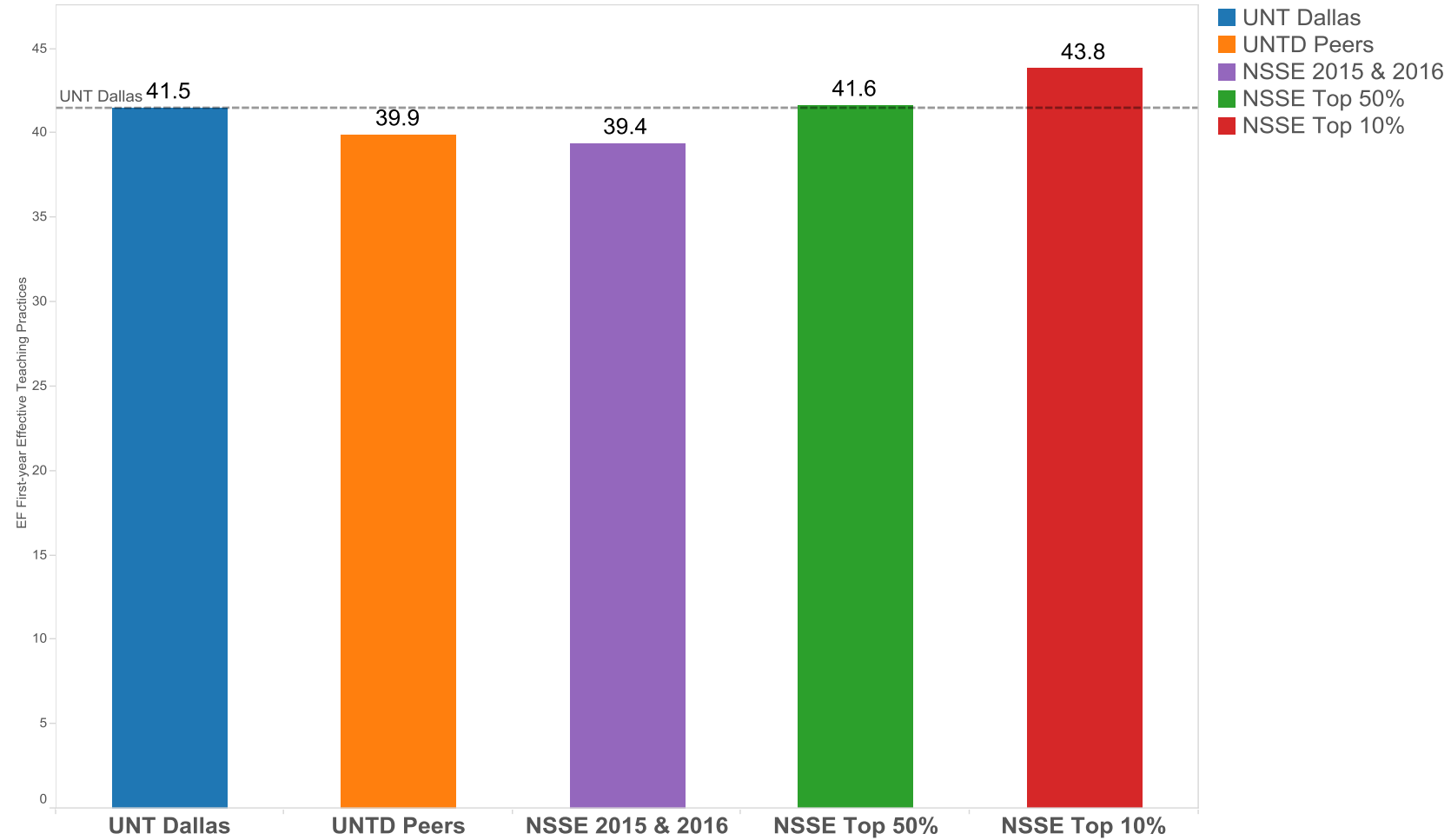LP First-year Discussions with Diverse Others

3.1 Experiences with Faculty: First-year students
Student-Faculty Interaction

EF F Student-Faculty Interaction

3.2 Experiences with Faculty: First-year students
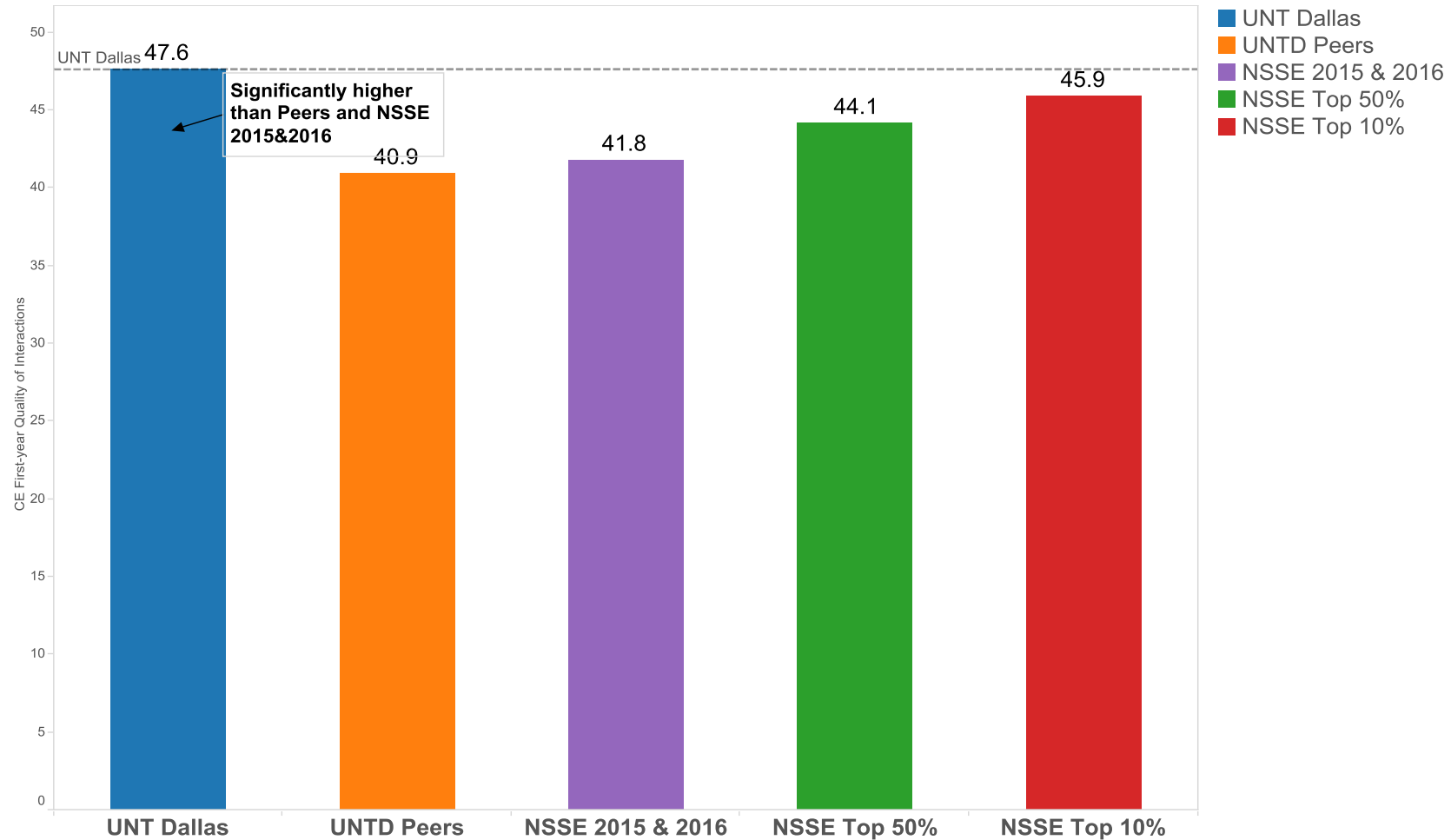## Effective Teaching Practices

EF F Effective Teaching Practices
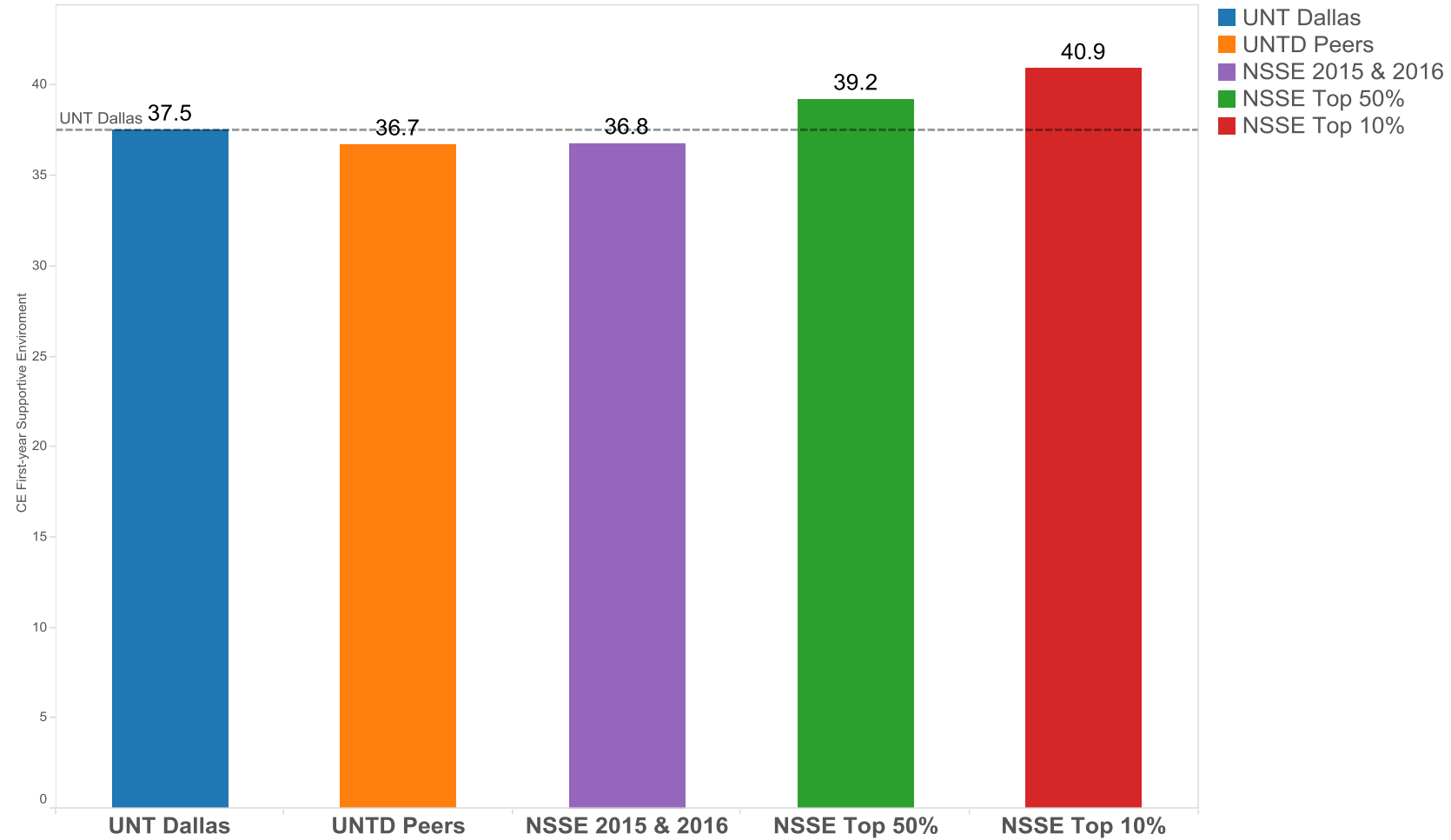
4.1 Campus Environment: First-year students
Quality of Interactions

CE F Quality of Interactions

4.2 Campus Environment: First-year students
Supportive Environment

CE F Supportive Environment

1.1 Academic Challenge: Senior Students
Higher-Order Learning
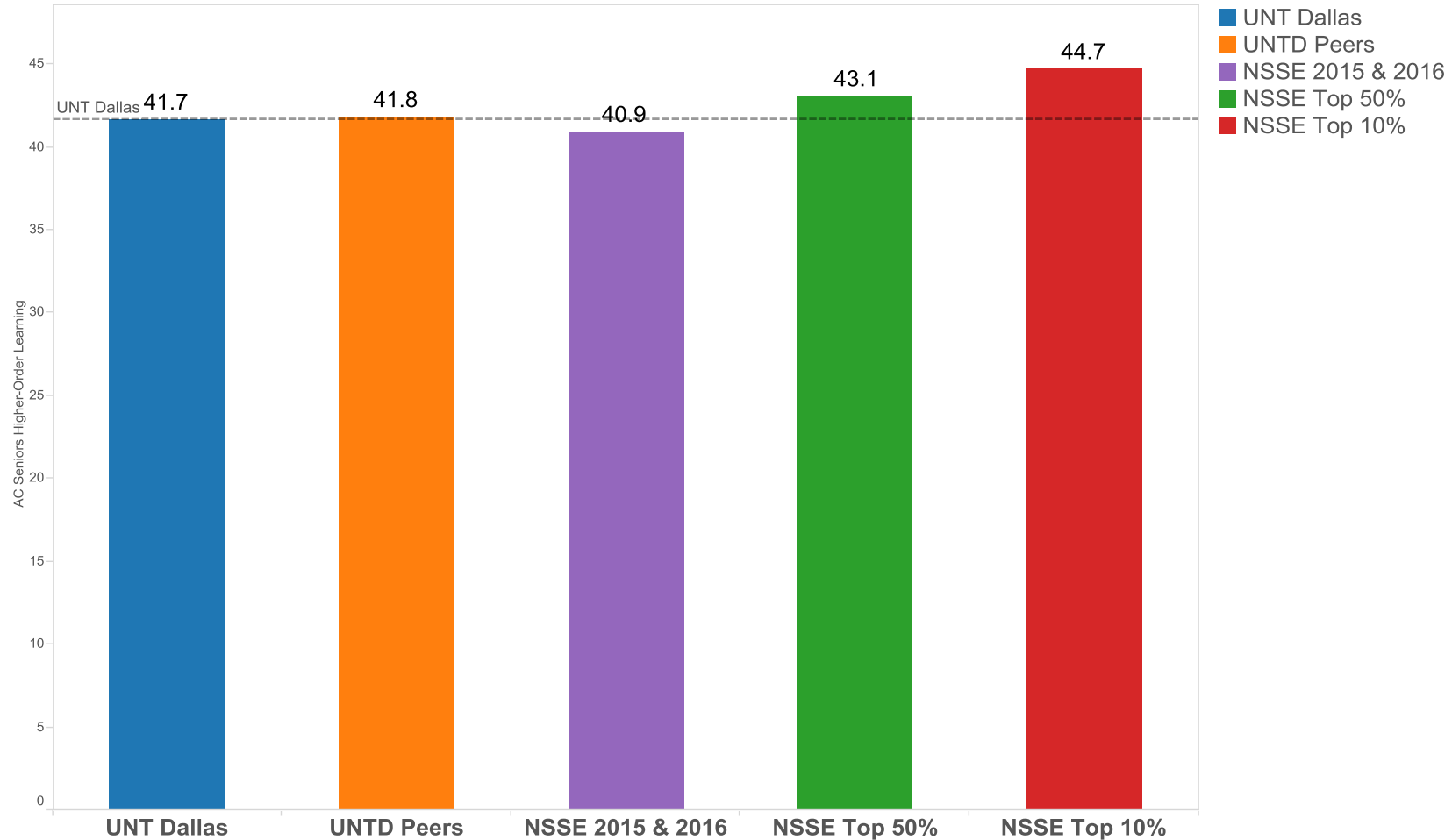
1.2 Academic Challenge: Senior Students
Reflective & Integrative Learning

AC S Reflective & Integrative Learning

Legend: UNT Dallas | UNTD Peers | NSSE 2015 & 2016 | NSSE Top 50% | NSSE Top 10%

UNT Dallas	UNTD Peers	NSSE 2015 & 2016	NSSE Top 50%	NSSE Top 10%
39	39.3	38.7	41	42.9
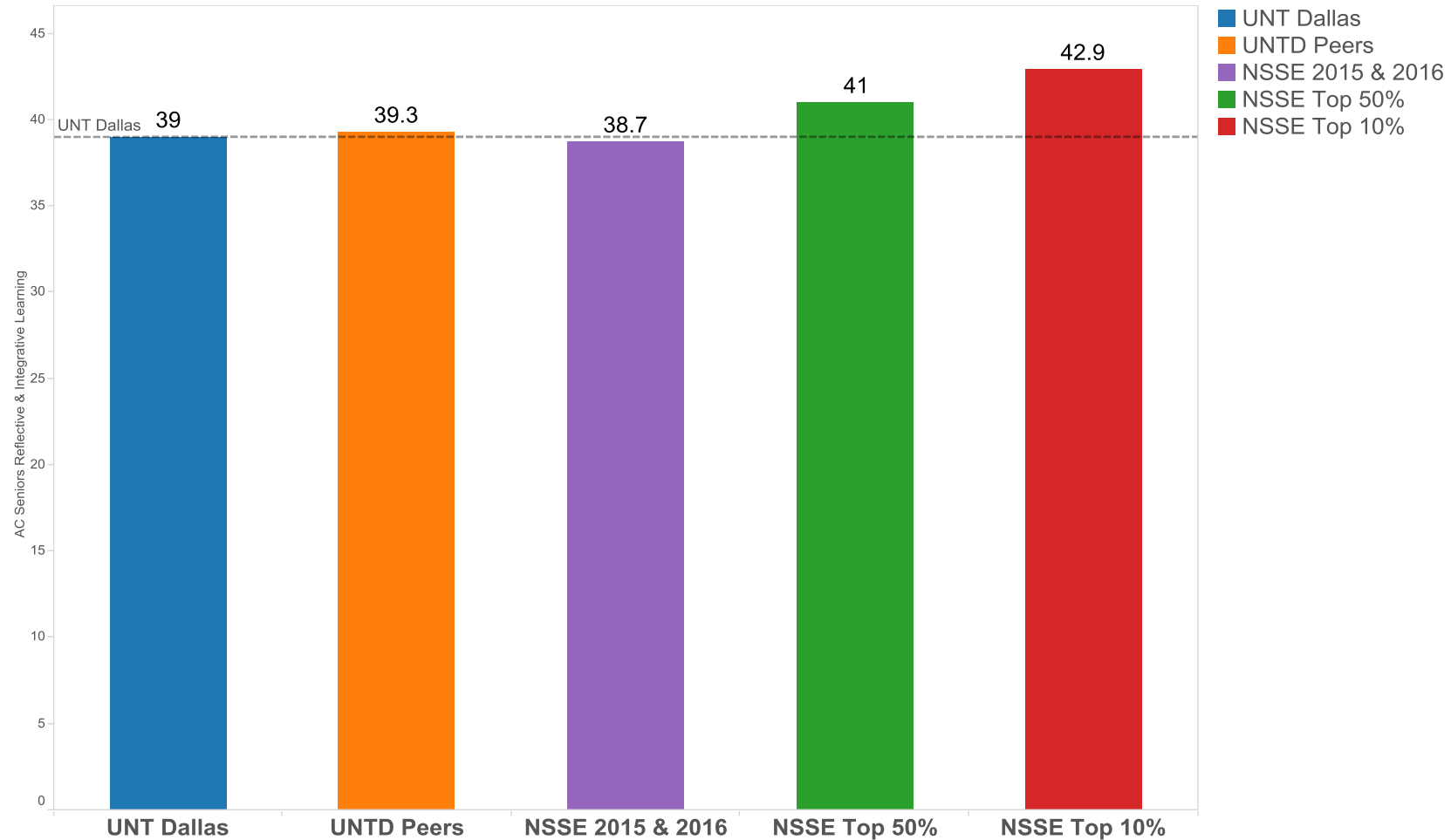
1.3 Academic Challenge: Senior Students
Learning Strategies

AC S Learning Strategies

- UNT Dallas
- UNTD Peers
- NSSE 2015 & 2016
- NSSE Top 50%
- NSSE Top 10%

UNT Dallas 43.2

Significantly Higher than NSSE 2015&2016

41.9

39.9

42.2

44.5
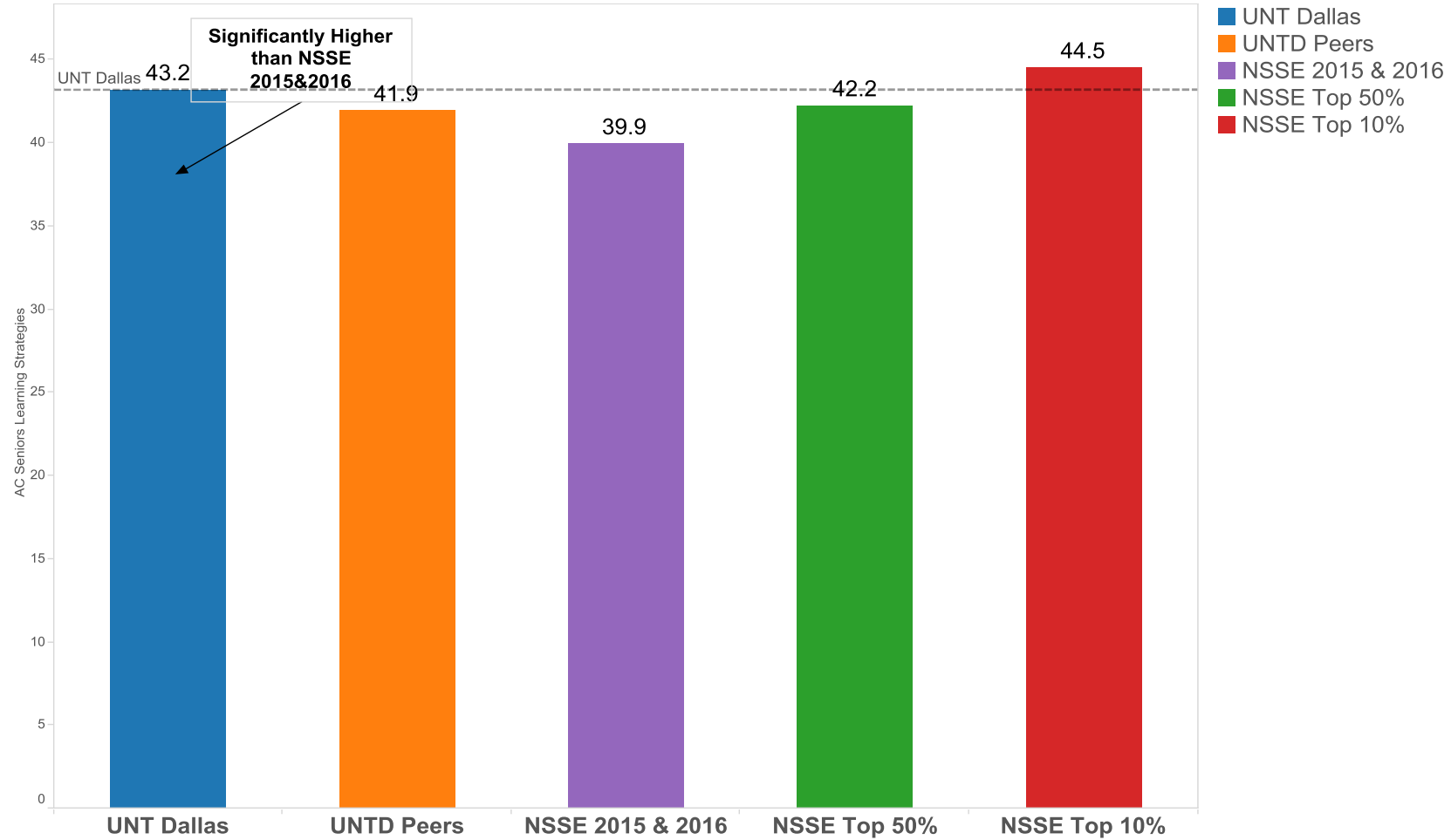
1.4 Academic Challenge: Senior Students
Quantitative Reasoning

AC S Quantitative Reasoning

UNT Dallas 28.3 | UNTD Peers 30.4 | NSSE 2015 & 2016 30.3 | NSSE Top 50% 31.8 | NSSE Top 10% 33.2

Legend:
- UNT Dallas
- UNTD Peers
- NSSE 2015 & 2016
- NSSE Top 50%
- NSSE Top 10%
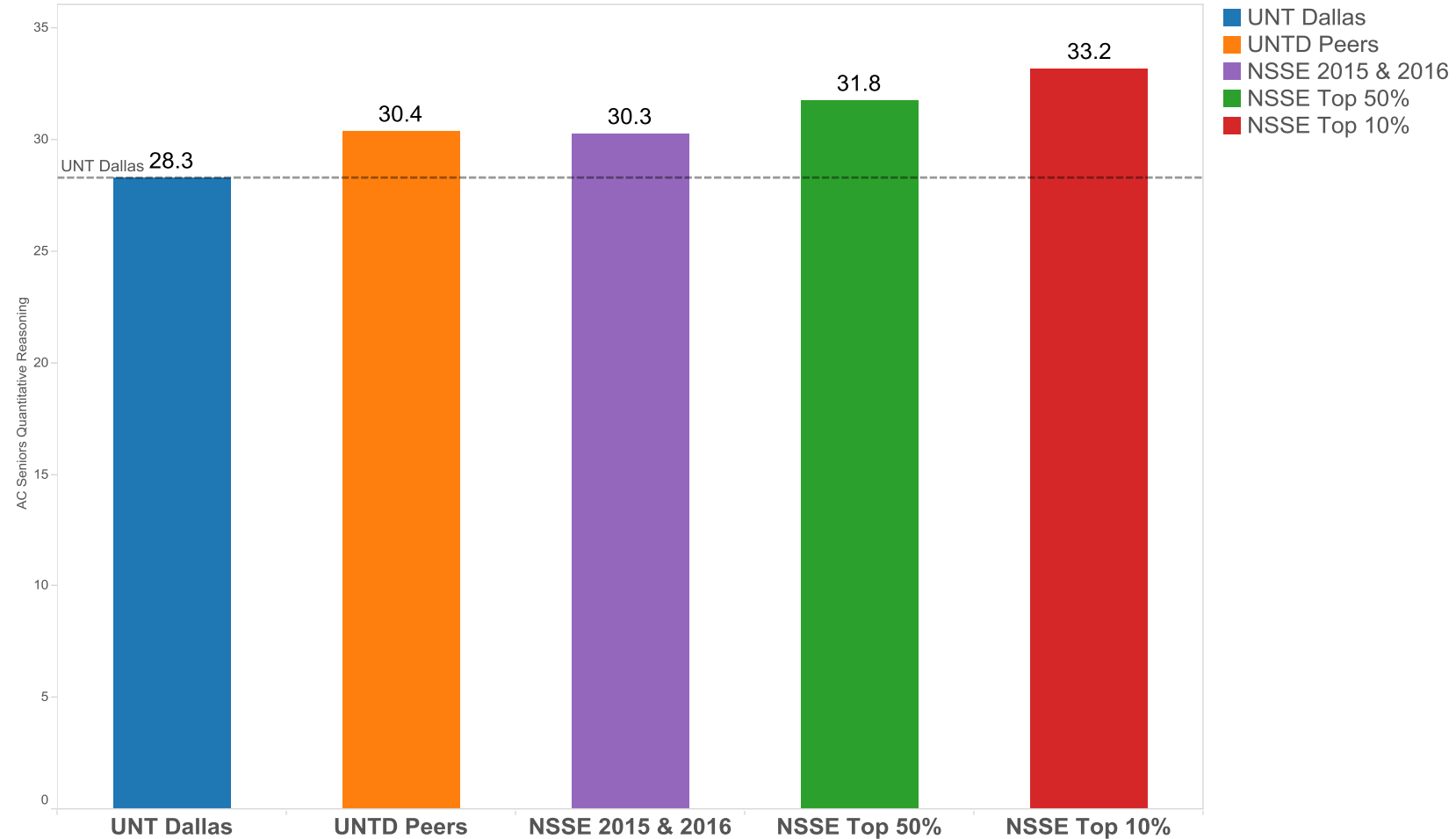
2.1 Learning with Peers: Senior Students
Collaborative Learning
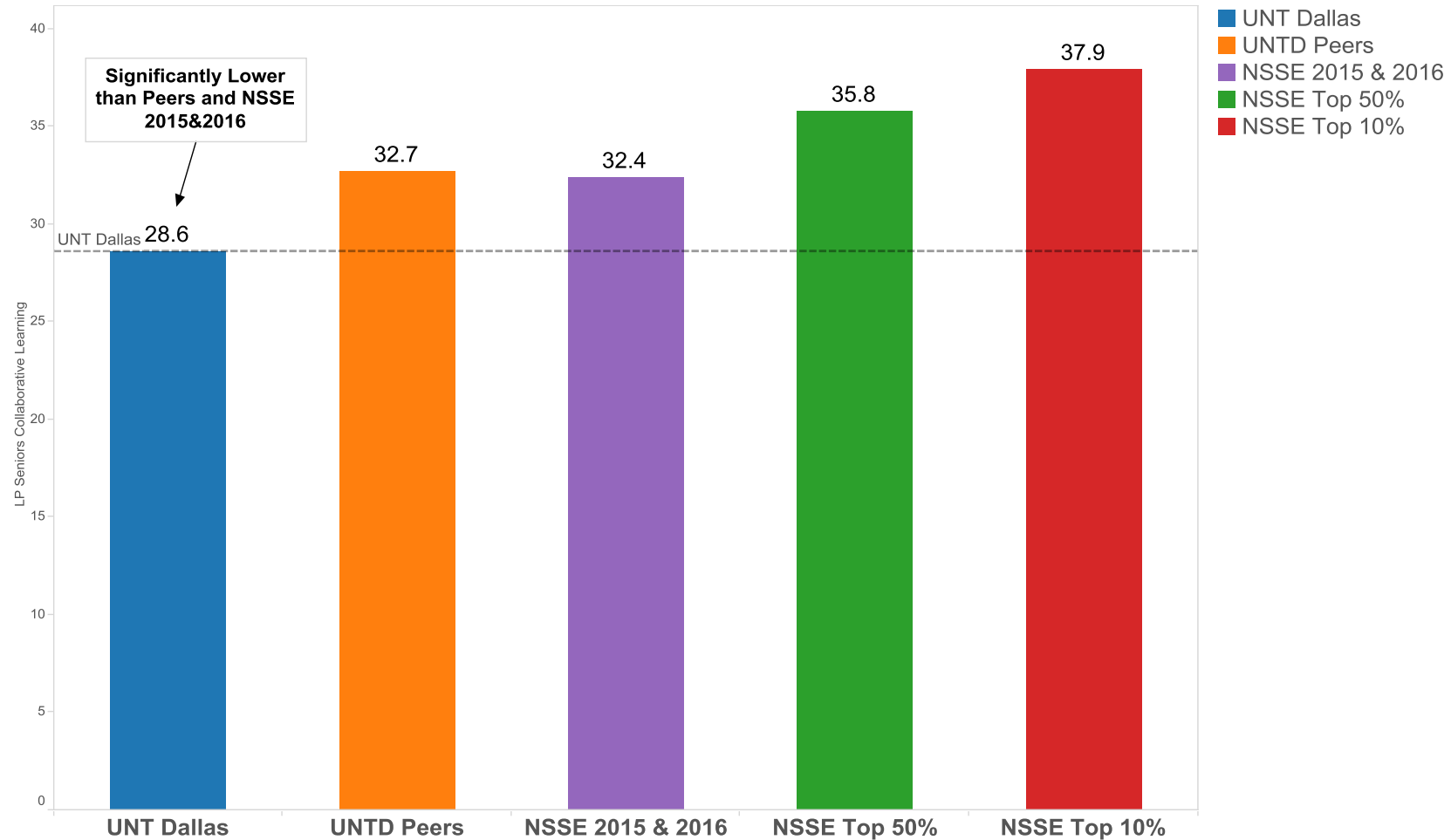
2.2 Learning with Peers: Senior Students
Discussions with Diverse Others

LP S Discussions with Diverse Others

3.1 Experiences with Faculty: Senior Students
Student-Faculty Interaction

EF S Student-Faculty Interaction

Significantly Lower than Peers and NSSE 2015&2016

UNT Dallas — 19
UNTD Peers — 23
NSSE 2015 & 2016 — 23.5
NSSE Top 50% — 29.6
NSSE Top 10% — 33
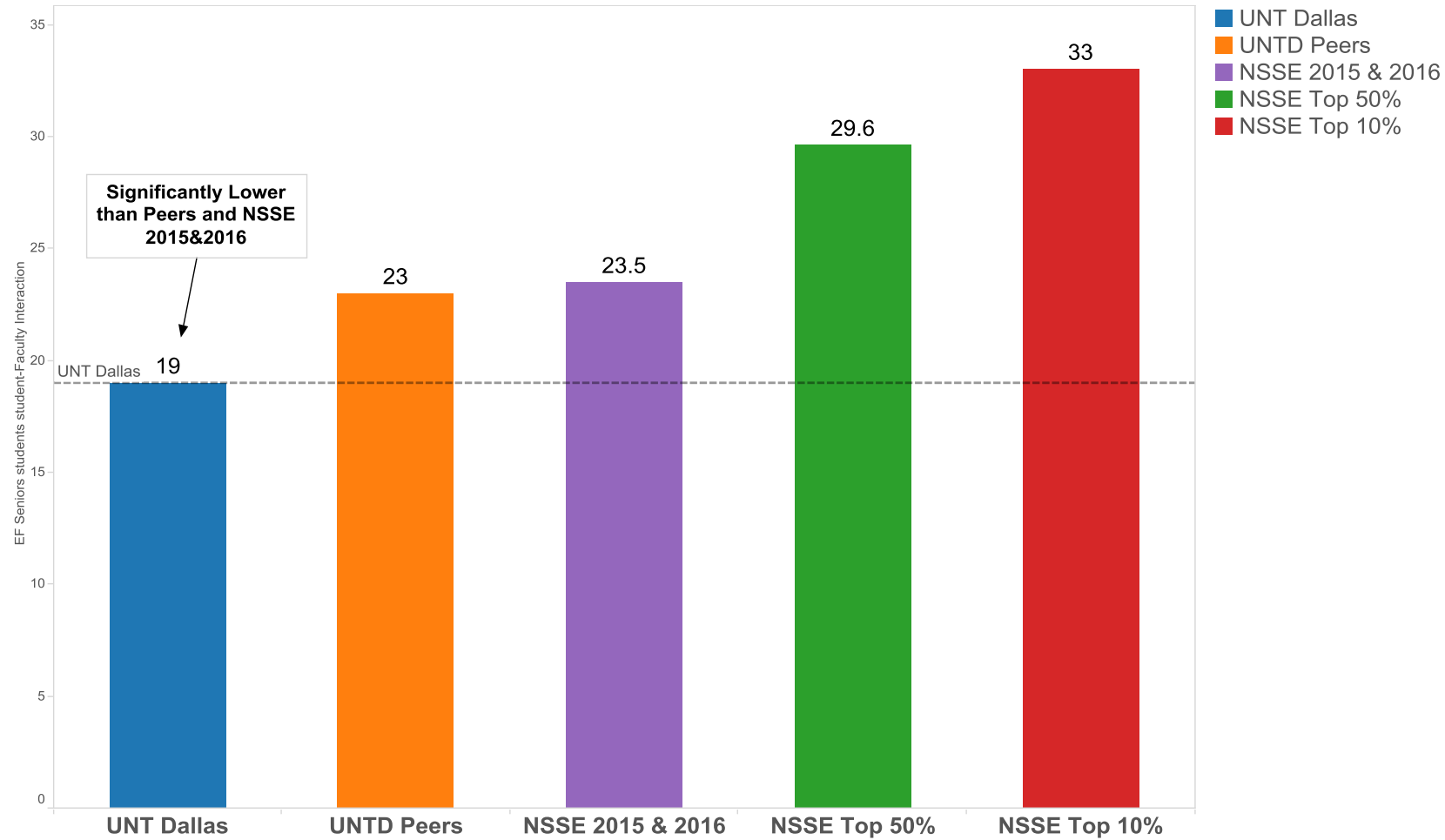
3.2 Experiences with Faculty: Senior Students
Effective Teaching Practices

EF S Student-Faculty Interaction
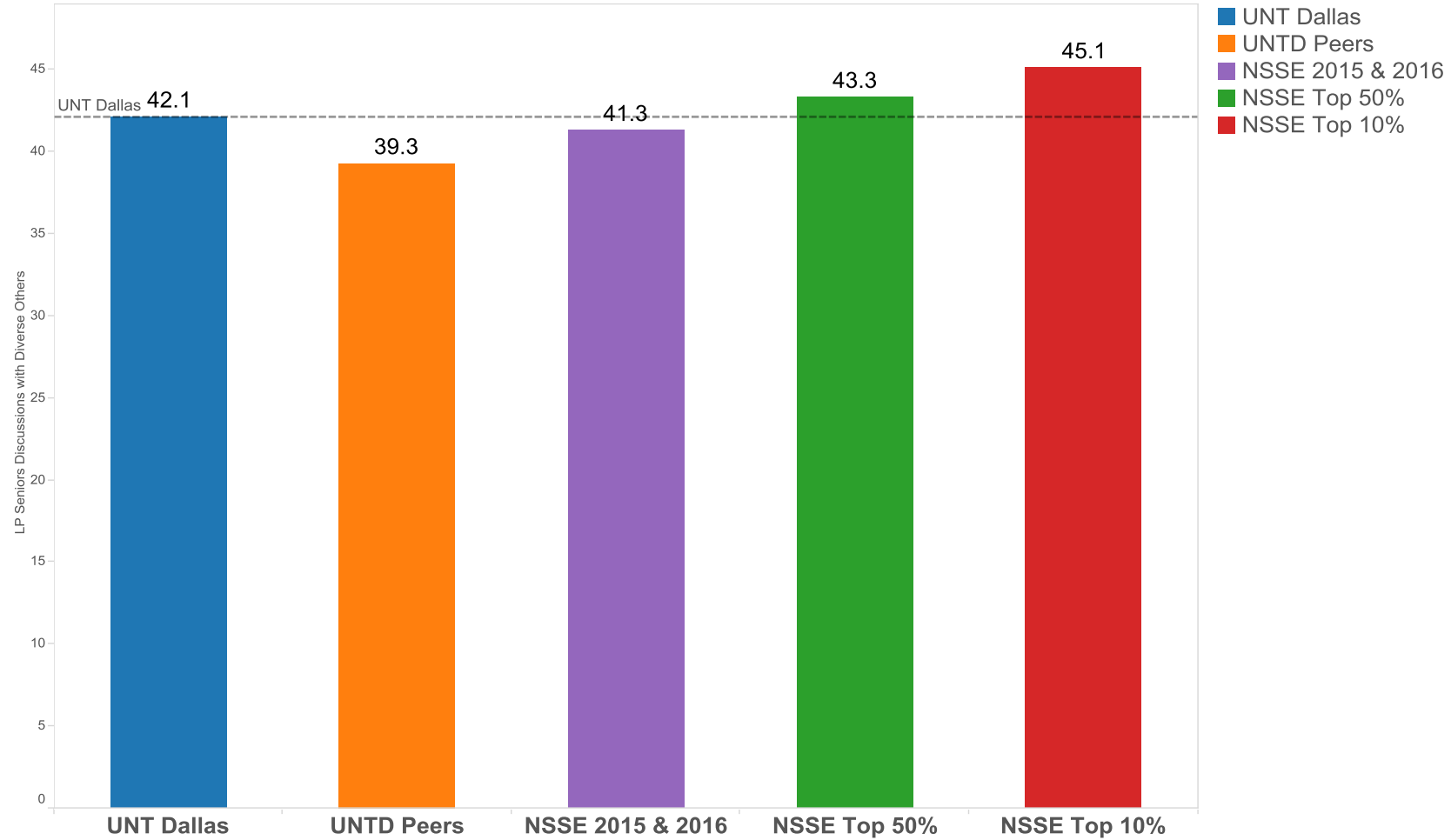

Legend:
- UNT Dallas
- UNTD Peers
- NSSE 2015 & 2016
- NSSE Top 50%
- NSSE Top 10%

Significantly Lower than Peers and NSSE 2015&2016

UNT Dallas 19
UNTD Peers 23
NSSE 2015 & 2016 23.5
NSSE Top 50% 29.6
NSSE Top 10% 33
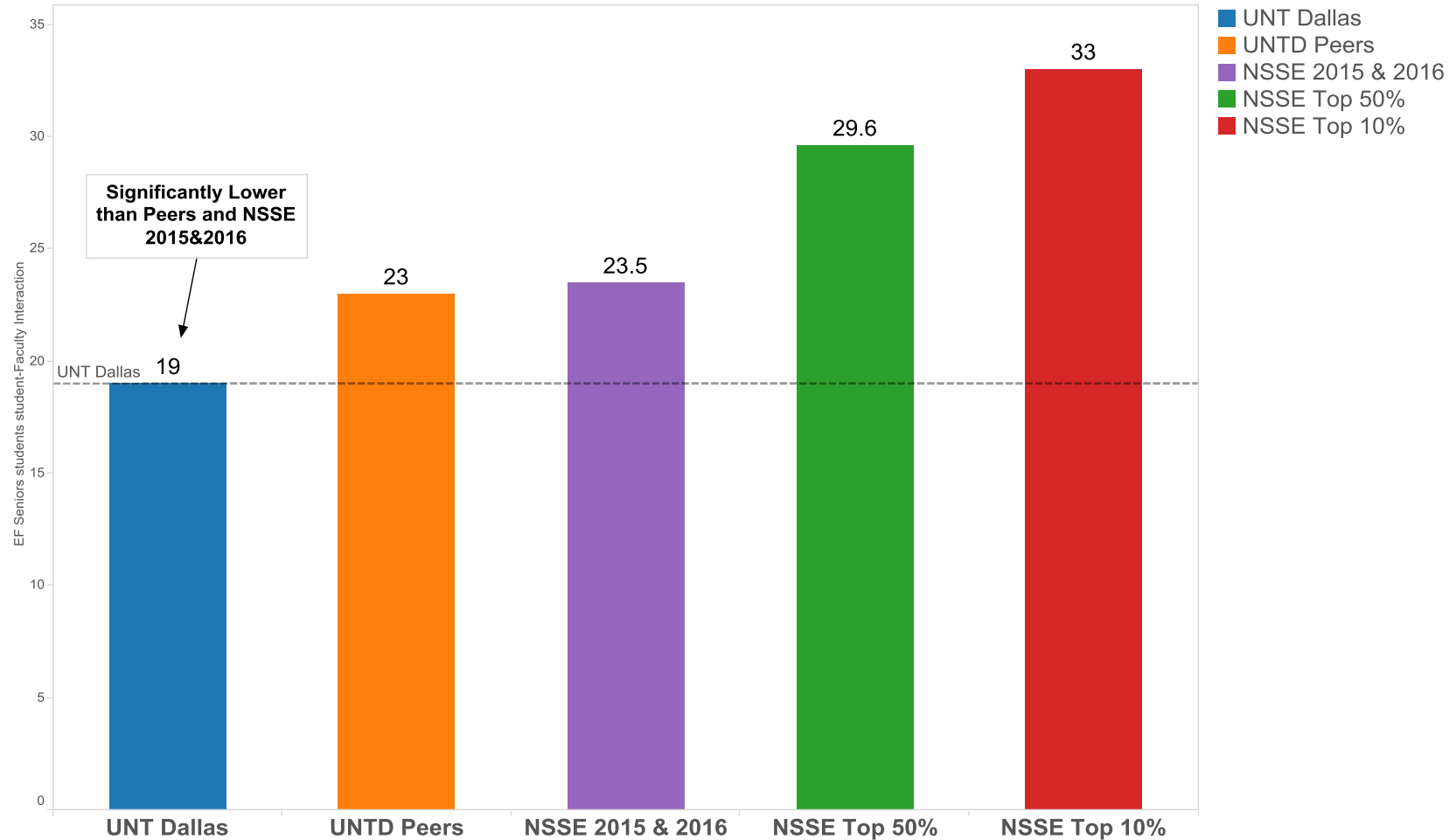
4.1 Campus Environment: Senior Students
Quality of Interactions

EF S Effective Teaching Practice

Legend:
- UNT Dallas
- UNTD Peers
- NSSE 2015 & 2016
- NSSE Top 50%
- NSSE Top 10%

UNT Dallas: 42.3
UNTD Peers: 40.9
NSSE 2015 & 2016: 40.3
NSSE Top 50%: 42.7
NSSE Top 10%: 44.5
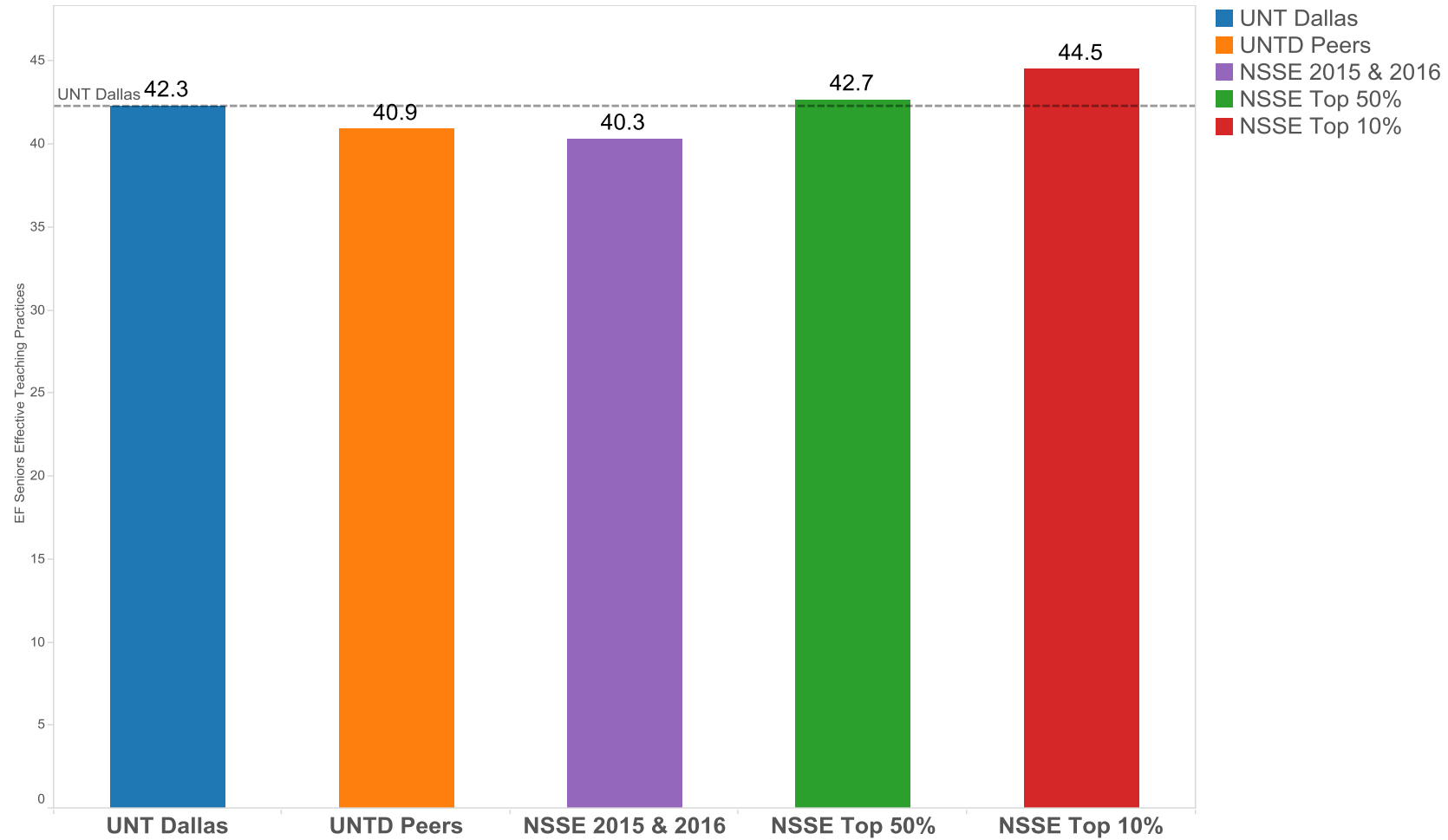
4.2 Campus Environment: Senior Students
Supportive Environment

CE S Quality of Interactions

UNT Dallas 43.3

- UNT Dallas
- UNTD Peers
- NSSE 2015 & 2016
- NSSE Top 50%
- NSSE Top 10%
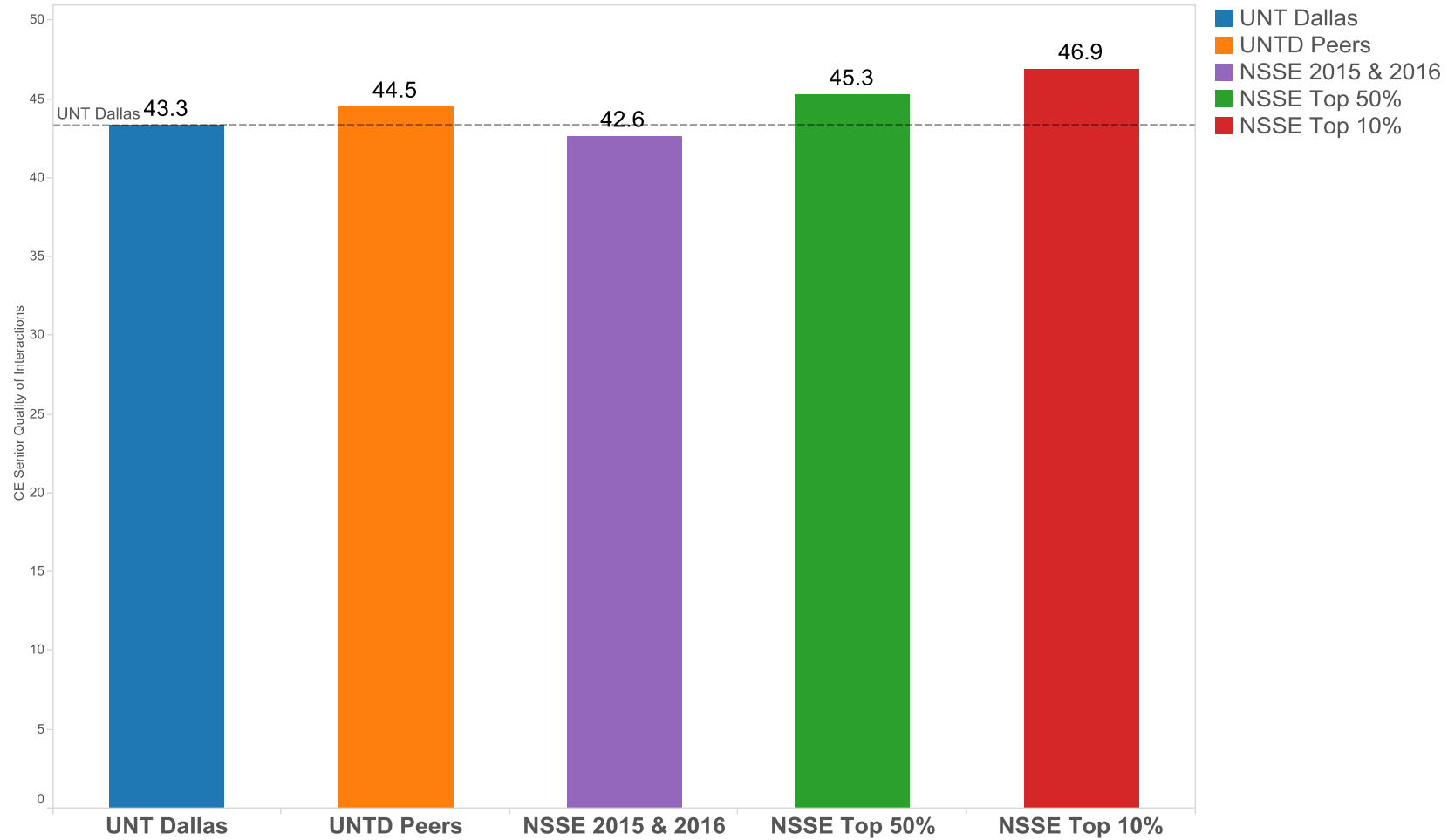
Significantly Higher

- First-year Students, <u>Learning with Peers</u>: Discussions with Diverse Others

- First-year students, <u>Campus Environment</u>: Quality of Interactions

- Seniors Student, <u>Academic Challenge</u>: Learning Strategies

Significantly Lower

- First-year Students, <u>Learning with Peers</u>: Collaborative Learning

- First-year students, <u>Experiences with Faculty</u>: Student-Faculty Interaction

- Seniors Students, <u>Learning with Peers</u>: Collaborative Learning

Questions?

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Thank You! Go Jaguars!

1.1 Higher-Order Learning

- Applying facts, theories, or methods to practical problems or new situations

- Analyzing an idea, experience, or line of reasoning in depth by examining its parts

- Evaluating a point of view, decision, or information source

- Forming a new idea or understanding from various pieces of information

1.2 Reflective & Integrative Learning

- Combined ideas from different courses when completing assignments
- Connected your learning to societal problems or issues
- Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments
- Examined the strengths and weaknesses of your own views on a topic or issue
- Tried to better understand someone else's views by imagining how an issue looks from his or her perspective
- Learned something that changed the way you understand an issue or concept
- Connected ideas from your courses to your prior experiences and knowledge

1.3 Learning Strategies

- Identified key information from reading assignments

- Reviewed your notes after class

- Summarized what you learned in class or from course materials

1.4 Quantitative Reasoning

- Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)

- Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)

- Evaluated what others have concluded from numerical information

2.1 Collaborative Learning

- Asked another student to help you understand course material

- Explained course material to one or more students

- Prepared for exams by discussing or working through course material with other students

- Worked with other students on course projects or assignments

2.2 Discussions with Diverse Others

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

- Had discussions with people from an economic background other than your own

- Had discussions with people with religious beliefs other than your own

- Had discussions with people with political views other than your own

3.1 Student-Faculty Interaction

- Talked about career plans with a faculty member

- Worked with a faculty member on activities other than coursework (committees, student groups, etc.)

- Discussed course topics, ideas, or concepts with a faculty member outside of class

- Discussed your academic performance with a faculty member

3.2 Effective Teaching Practices

- Instructors: Clearly explained course goals and requirements

- Instructors: Taught course sessions in an organized way

- Instructors: Used examples or illustrations to explain difficult points

- Instructors: Provided feedback on a draft or work in progress

- Instructors: Provided prompt and detailed feedback on tests or completed assignments

4.1 Quality of interaction

- Quality of interactions with students

- Quality of interactions with academic advisors

- Quality of interactions with faculty

- Quality of interactions with student services staff

- Quality of interactions with other administrative staff and offices

4.2 Supportive Environment

- Providing support to help students succeed academically

- Using learning support services (tutoring services, writing center, etc.)

- Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)

- Providing opportunities to be involved socially

- Providing support for your overall well-being (recreation, health care, counseling, etc.)

- Helping you manage your non-academic responsibilities (work, family, etc.)

- Attending campus activities and events (performing arts, athletic events, etc.)

- Attending events that address important social, economic, or political issues