NSSE 2013: Comparing UHD First Years and Seniors Responses on Engagement Indicators
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NSSE: National Survey of Student Engagement
• NSSE is a survey given to undergraduate students. It assesses the extent to which students engage in educational practices associated with high levels of learning and development. The questionnaire collects information in five categories: (1) participation in dozens of educationally purposeful activities, (2) institutional requirements and the challenging nature of coursework, (3) perceptions of the college environment, (4) estimates of educational and personal growth since starting college, and (5) background and demographic information.

Academic Challenge
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: Higher-Order Learning, Reflective & Integrative Learning, Learning Strategies, and Quantitative Reasoning. Below and on the next page are three views of your results alongside those of your comparison groups.

Higher-Order Learning
Compared to other first-years, UHD first-years:
• Are more likely to apply facts, theories, or methods to practical problems or new situations
• More frequently evaluate a point of view, decision, or information source
• More often formed a new idea or understanding from various pieces of information
• Are less likely to analyze an idea, experience, or line of reasoning in depth by examining its parts

Reflective and Integrative Learning
Compared to other first-years, UHD first-years:
• Are more likely to combine ideas from different courses when completing assignments
• More often connect learning to societal problems or issues
• More often include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments
• More often express the strengths and weaknesses of their own views on a topic or issue
• More often try to better understand someone else’s view by imagining how an issue looks from his or her perspective
• Are more likely to learn something that changed the way they understand an issue or concept
• More often connect ideas from courses to prior experiences and knowledge

Learning Strategies
Compared to other first-years, UHD first-years:
• More often identify key information from reading assignments
• More likely to review their notes after class
• More often summarize what they learned in class or from course materials
Quantitative Reasoning

Compared to other first-years, UHD first-years:
• More often reach conclusions based on their analysis of numerical information (numbers, graphs, statistics, etc.)
• More likely use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)
• More frequently evaluate what others have concluded from numerical information

Learning with Peers

Collaborating with others in mastering difficult material and developing interpersonal and social competence prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: Collaborative Learning and Discussions with Diverse Others. Below are three views of your results alongside those of your comparison groups.

Collaborative Learning

Compared to other first-years, UHD first-years:
• Just as frequently ask another student to help them understand course material
• Just as often explain course material to one or more students
• Just as frequently prepare for exams by discussing or working through course material with other students
• Just as often work with other students on course projects or assignments

Discussions with Diverse Others

Compared to other first-years, UHD first-years:
• More often work with other students on course projects or assignments
• Less likely to differ in economic background
• Less likely to differ in religious beliefs
• Less likely to differ in political views

Experiences with Faculty

Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: Student-Faculty Interaction and Effective Teaching Practices. Below are three views of your results alongside those of your comparison groups.

Student-Faculty Interaction

Compared to other first-years, UHD first-years:
• More often talk about career plans with a faculty member
• More often discuss their academic performance with a faculty member
• Are less likely to work with faculty on activities other than coursework (committees, student groups, etc.)
• Less frequently discuss course topics, ideas, or concepts with a faculty member outside of class
Effective Teaching Strategies

Compared to other first-years, UHD first-years:
• More often are given examples or illustrations to explain difficult points
• More often provided feedback on a draft or work in progress
• More often provided prompt and detailed feedback on tests or completed assignments
• Are no different in terms of clearly explained course goals and requirements
• Are less often taught course sessions in an organized way

Campus Environment

Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: Quality of Interactions and Supportive Environment. Below are three views of your results alongside those of your comparison groups.

Quality of Interactions

Compared to other first-years, UHD first-years expressed a lower quality of interaction with:
• Students
• Academic advisors
• Faculty
• Student services staff (career services, student activities, housing, etc.)
• Other administrative staff and offices (registrar, financial aid, etc.)

Supportive Environment

Compared to other first-years, UHD first-years:
• UHD emphasized
  • Encouraging contact among students from different backgrounds (socio-, racial/ethnic, religious, etc.)
  • Helping you manage your non-academic responsibilities (work, family, etc.)
• UHD had less emphasis on
  • Providing support to help students succeed academically
  • Using learning support services (tutoring services, writing center, etc.)
  • Providing opportunities to be involved socially
  • Providing support for your overall well-being (recreation, health care, counseling, etc.)
  • Attending events that address important social, economic, or political issues
  • Attending campus activities and events (performing arts, athletic events, etc.)