The National Survey of Student Engagement (NSSE)
2020 Results

NSSE Working Group
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What is NSSE?

History

- Launched in 2000 (PEW grant)
- Funded by participation fees funded since 2002
- Housed at Indiana University (Center for Postsecondary Research)

Methods

- First-year and senior undergraduates
- Sample or census
- Online survey
- Email communications
- Content (40 questions on student experience and 6 on academic advising)
- Survey updated in 2013 (informed by pilot testing, cognitive interviews, focus groups, etc.)

Participants

- > 1,650 institutions since inception
- 601 institutions in 2020
- 484,242 respondents in 2020

NSSE at UIC

NSSE 2020 Survey Administration

Fall/Winter 2019

- Selected academic advising as additional NSSE topic module with feedback from stakeholders
- Developed marketing materials with the Office of Public and Government Affairs (posters, flyers, Facebook posts, UIC News article, etc.)
- Drafted email messages and planned survey communication schedule
- Finalized participation incentives (20 - $50 UIC Bookstore Gift Cards and 10 - $10 Starbucks Gift Cards)

Winter/Spring 2020

Updated student eligibility status (e.g. updated class levels, flagged non-retained or graduated students)

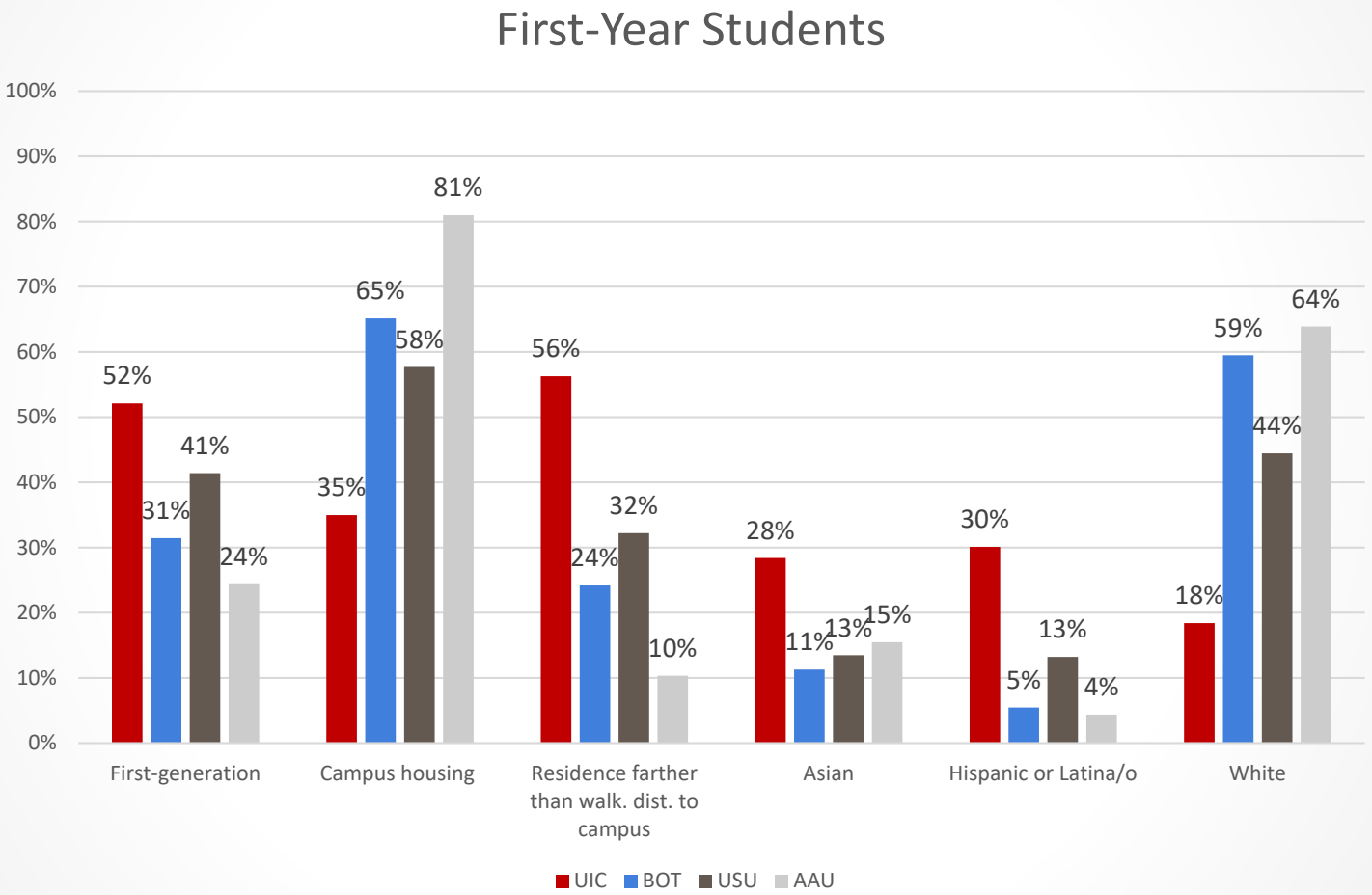
- Survey administration opened February 11th
- Sent weekly e-mail reminder messages
- Final reminder sent on March 10th
- Final response collected on April 29th - total of 5 respondents during the COVID-19 pandemic.

NSSE 2020 Population and Respondents

Survey completions	*First-year*	*Senior*
Total population surveyed	4,233	4,804
Total respondents	974	878
% respondents	23%	18%

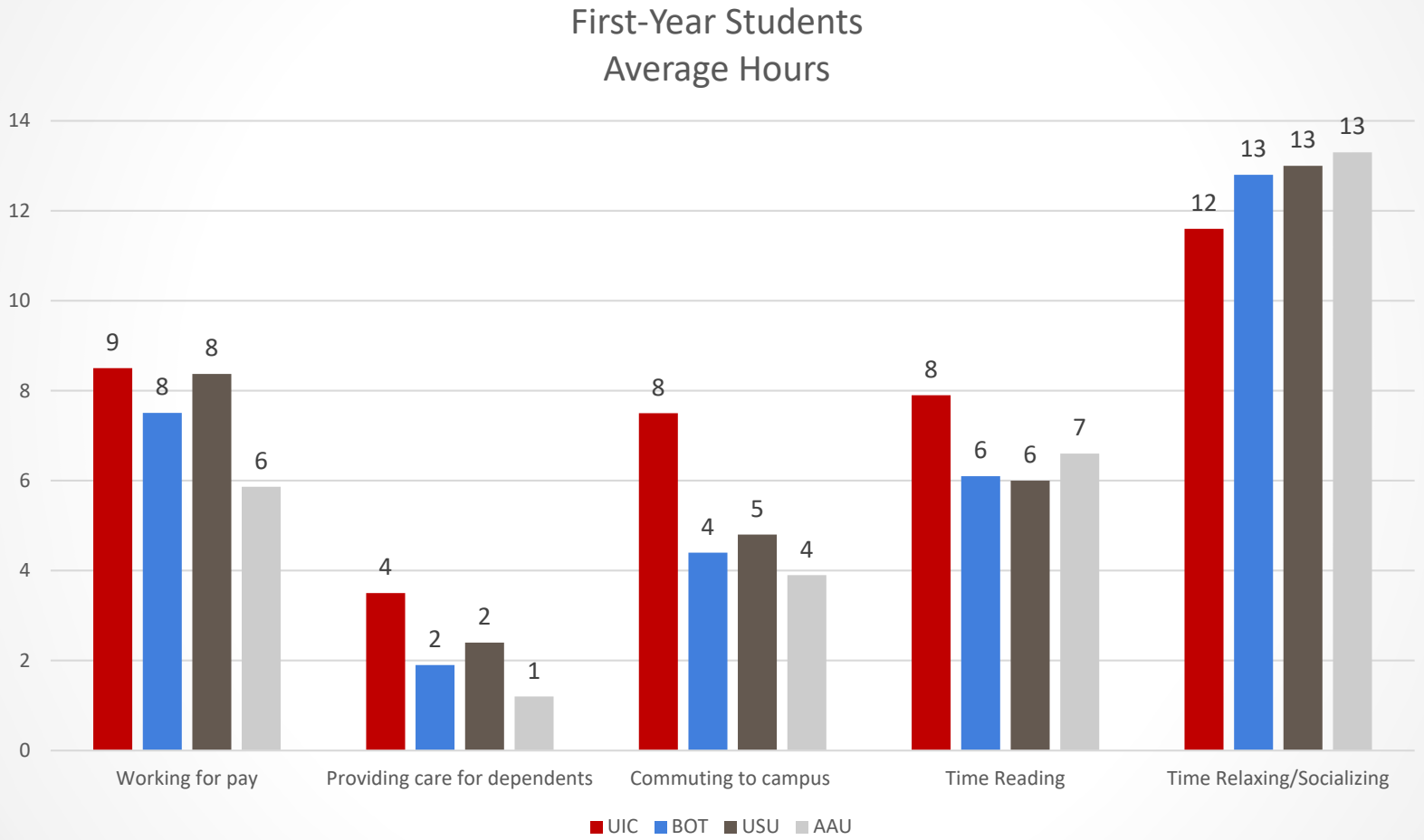
	First-year				*Senior*			
	UIC	BOT	USU	AAU	UIC	BOT	USU	AAU
Response rate	23%	25%	24%	19%	18%	21%	19%	16%
Sampling error	+/- 2.8%	+/- 1.0%	+/- 0.6%	+/- 0.9%	+/- 3.0%	+/- 0.9%	+/- 0.5%	+/- 0.8%

UIC NSSE Respondents vs. Peer Comparison Group Respondents



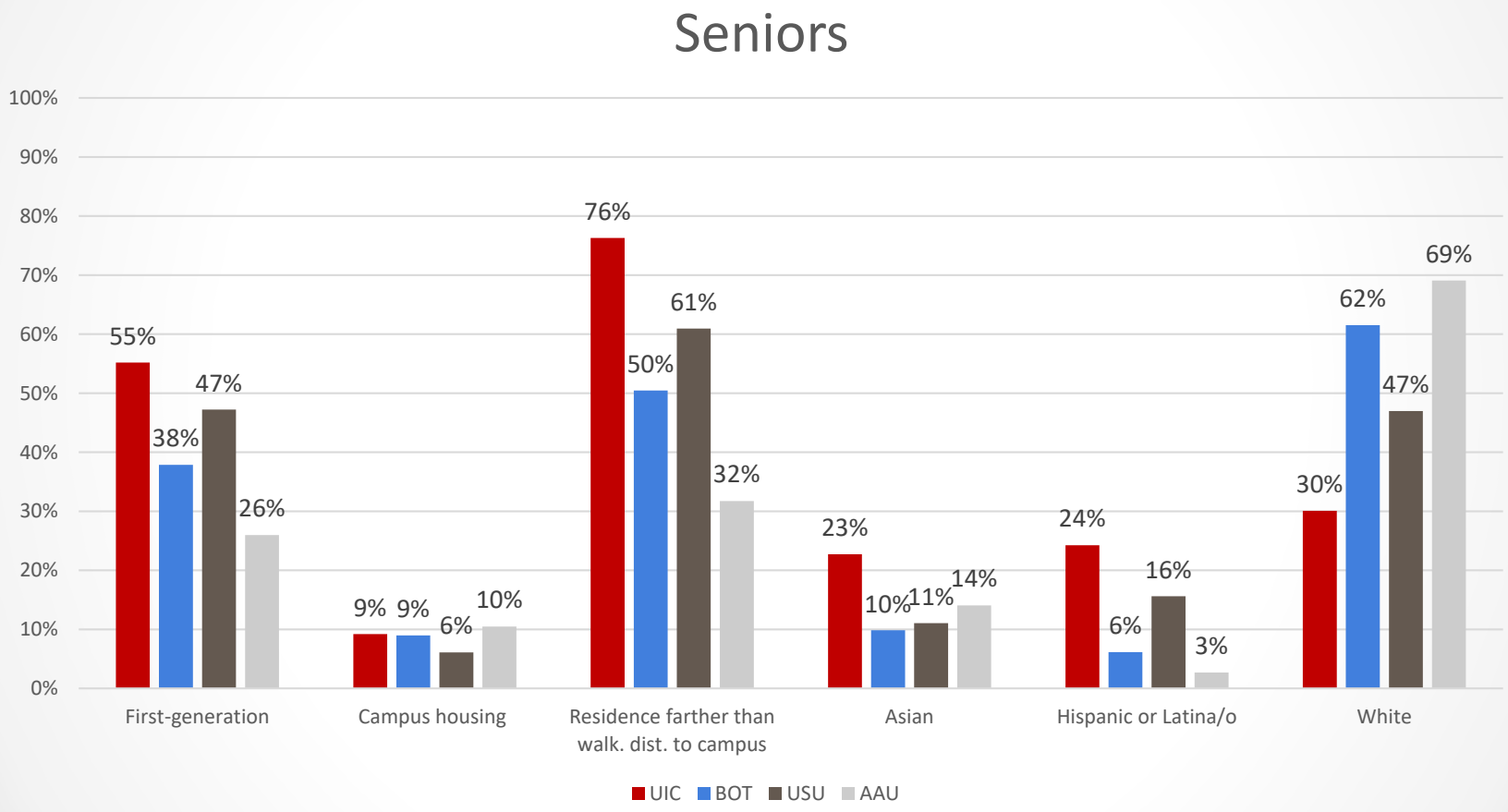
UIC first-year students are more likely to be first-generation, Asian, and Hispanic and least likely to be White compared to BOT, USU, AAU peer groups. UIC first-year students are also more likely to live off-campus compared to all three peer groups.

UIC NSSE Respondents vs. Peer Comparison Group Respondents



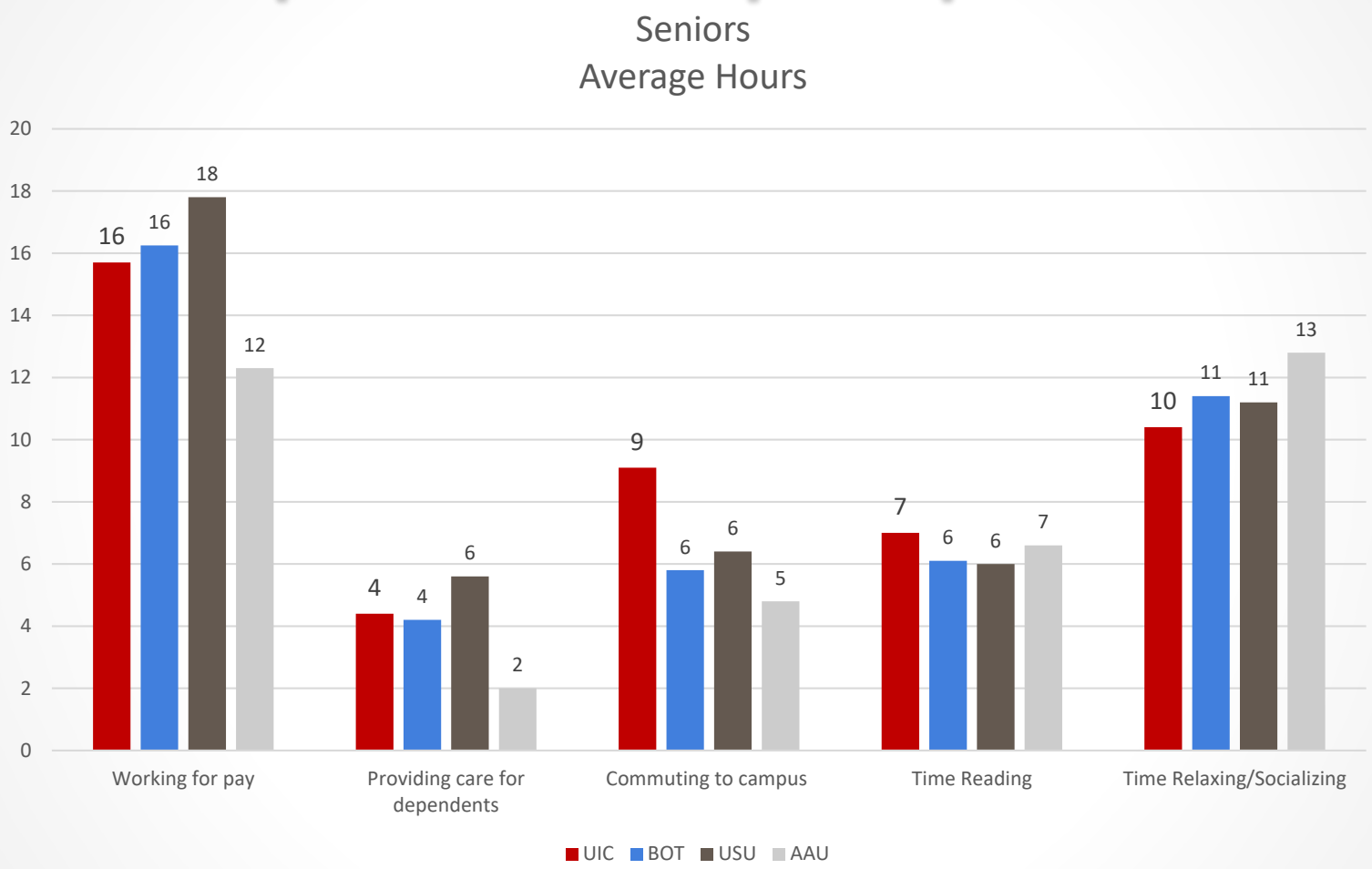
UIC first-year students spend more time working for pay, providing care for dependents, commuting to campus, and reading (for class) compared to BOT, USU, AAU peer groups. Also, UIC first-year students spend less time relaxing/socializing compared to all three peer groups. These results are consistent with findings from UIC's Equity Dashboard Project and UIC's COVID-19 Student Survey.

UIC NSSE Respondents vs. Peer Comparison Group Respondents



Similar to first years, UIC seniors are more likely to be first-generation, Asian, and Hispanic and least likely to be White compared to BOT, USU, and AAU peer groups. UIC seniors are also more likely to live off-campus compared to all three peer groups.

UIC NSSE Respondents vs. Peer Comparison Group Respondents



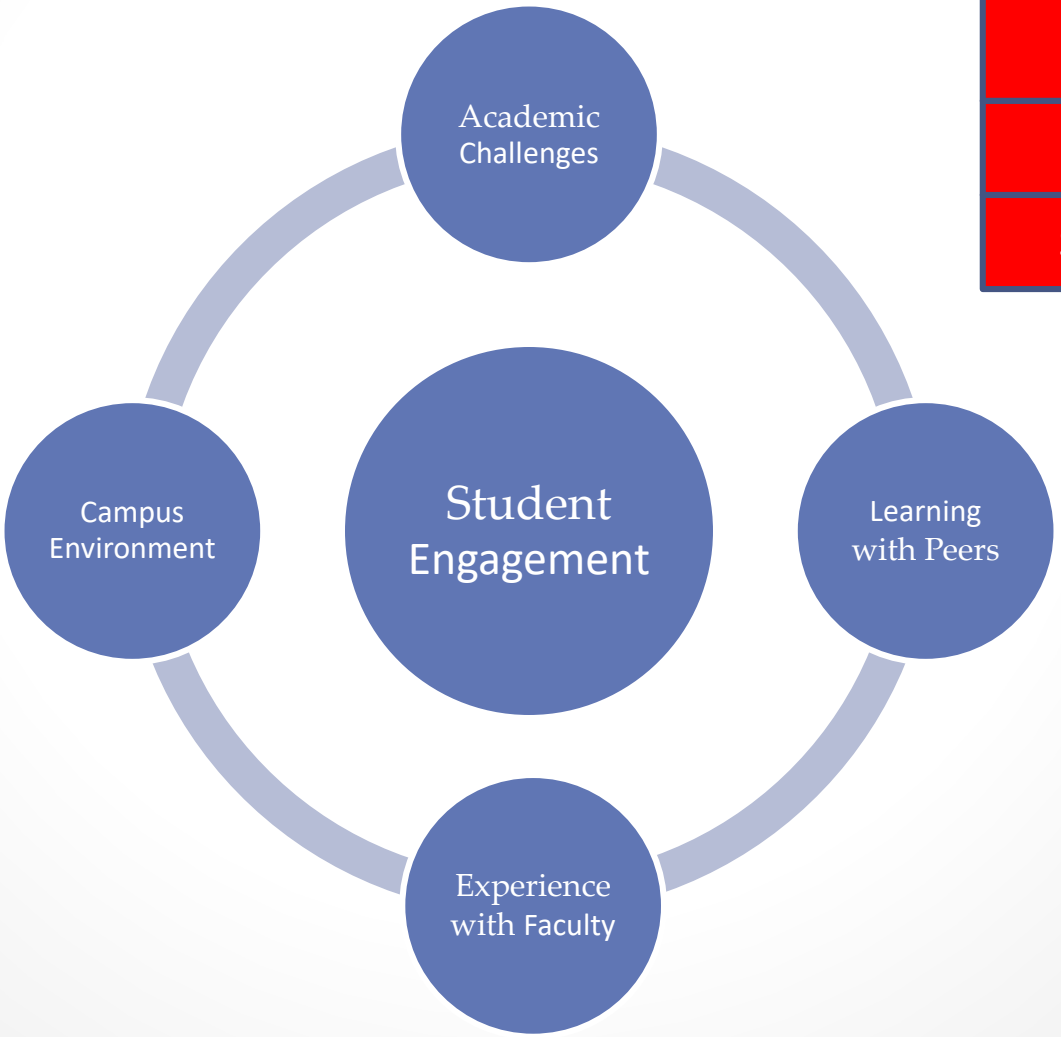
UIC seniors spend more time commuting to campus and less time socializing/relaxing compared to BOT, USU, and AAU peer groups. Also, UIC seniors spend more time reading (for class) compared to BOT and USU peer groups. These results are consistent with findings from UIC's Equity Dashboard Project and UIC's COVID-19 Student Survey.

NSSE Survey

NSSE Survey Overview

4 student engagement themes (10 engagement indicators)

- High Impact Practices
- Self Assessment of Learning Outcomes
- Topical Module
- Student Satisfaction



NSSE Survey: High-Impact Practices (HIP)

HIP Traits

- Demand considerable time & effort
- Facilitate learning outside of the classroom
- Require meaningful interactions with faculty and students
- Encourage collaboration with diverse others
- Provide frequent & substantive feedback

High-Impact Practices

- Learning community or other formal program where groups of students take 2 or more classes together (1st year/Seniors)
- Courses that included a community-based project (service-learning) (1st year/Seniors)
- Work with a faculty member on a research project (1st year/Seniors)
- Internship, co-op, field experience, student teaching, or clinical placement (Seniors)
- Study abroad (Seniors)
- Culminating senior experience: capstone course, project or thesis, portfolio, comprehensive exam, etc. (Seniors)

UIC NSSE Findings

Engagement Indicators

Engagement Indicators (EI): Items are grouped into 10 Engagement Indicators (40 survey questions total with 3-8 questions for each indicator), organized under four broad themes (see handout). The results are compared to our three comparison group institutions.

Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus, a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item.

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large. Effect sizes were small between UIC and peer groups for all significant EI differences.

EIs vary more among students within an institution than between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups.

Peer Comparisons by Engagement Indicators

First-Year Students

Engagement Indicators: The table below shows summary results for UIC first-year students compared to our three comparison group institutions: Significant engagement indicators are emphasized and detailed on subsequent slides.

Theme	*Engagement Indicator*	UIC 2020	BOT 2020	USU 2020	AAU 2020
Academic Challenges	Higher-Order Learning	39.2	▼ 38.8	▼ 38.2 *	▼ 37.8 *
	Reflective & Integrative Learning	34.9	35.3	35.1	34.5
	Learning Strategies	38.0	▲ 38.3	▲ 38.1	▼ 36.5 *
	Quantitative Reasoning	29.6	30.3	29.2	28.9
Learning with Peers	Collaborative Learning	32.7	▲ 34.9 *	▲ 32.9	▲ 34.4 *
	Discussions with Diverse Others	40.7	▲ 42.4 *	▲ 41.2	▼ 40.6
Experiences with Faculty	Student-Faculty Interaction	21.4	▲ 21.6	▼ 20.7	▼ 19.4 *
	Effective Teaching Practices	38.3	▼ 37.3 *	▼ 37.2 *	▼ 36.8 *
Campus Environment	Quality of Interactions	40.9	▲ 43.3 *	▲ 41.9 *	▲ 42.7 *
	Supportive Environment	34.7	▲ 36.7 *	▲ 36.4 *	▲ 35.5

*Students' average significantly differs from UIC

Note: All effect sizes associated with significant differences were small (<.3) in magnitude

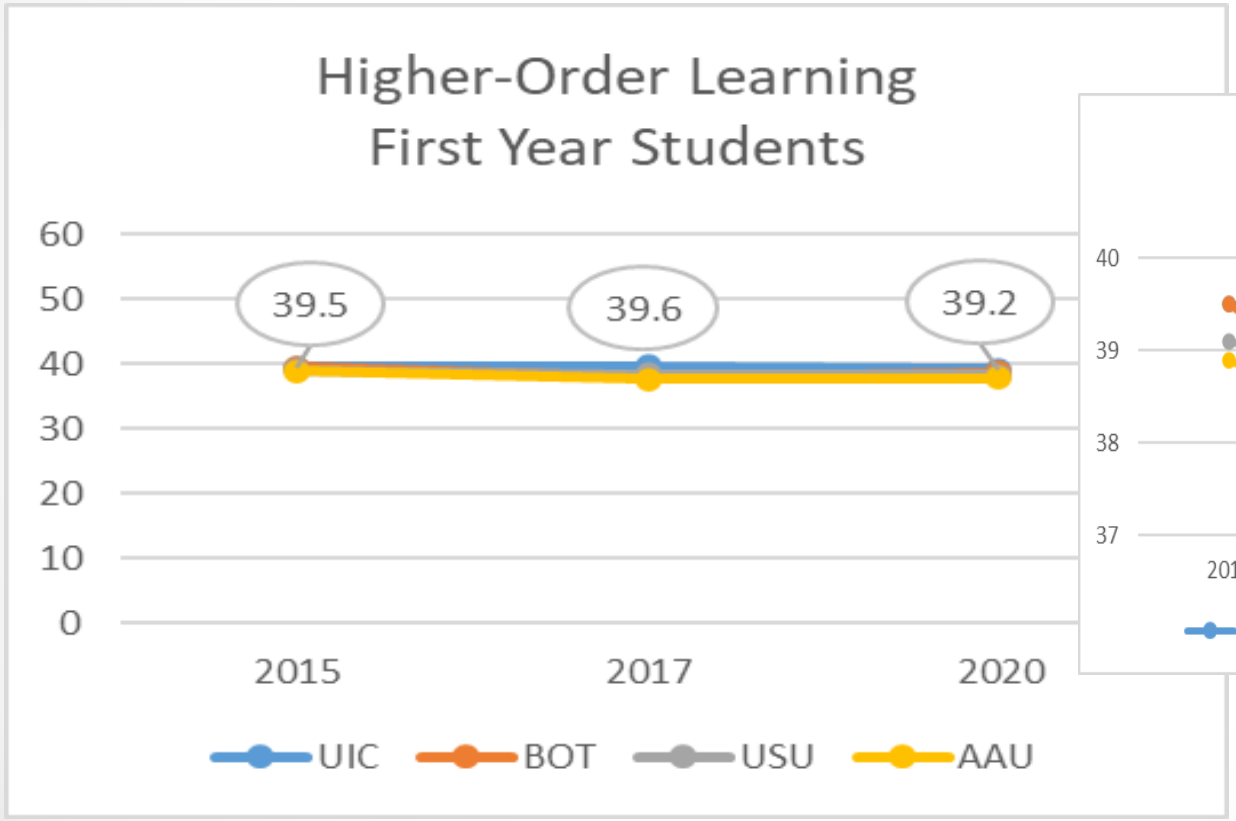
Engagement Indicators
Relative Strengths & Weaknesses*
First-Year Students

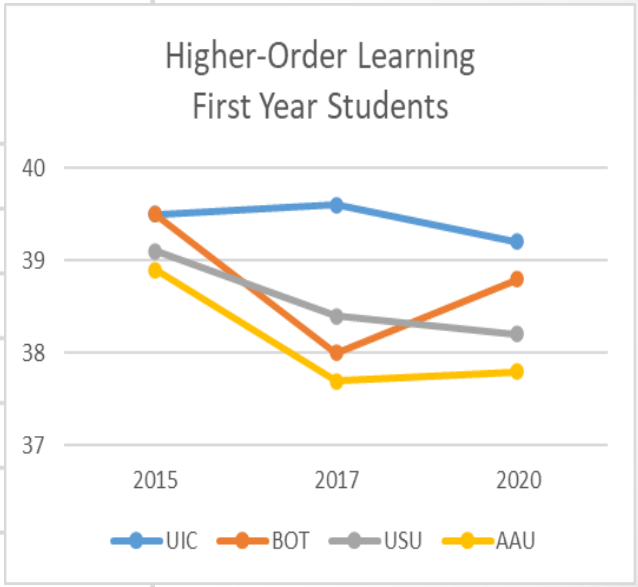
2020 Relative Strengths	*2020 Relative Weaknesses*
• Higher-Order Learning	• Learning Strategies
• Effective Teaching Practices	• Collaborative Learning
• Student Faculty Interaction	• Discussions with Diverse Others
	• Quality of Interactions
	• Supportive Environment

***Relative Strengths/Weaknesses:** Engagement Indicators where UIC performs higher/lower than at least 2 of the 3 peer groups. UIC first-year students performed similar to peer groups on Reflective & Integrative Learning and Quantitative Reasoning engagement indicators.

Peer Comparisons by Engagement Indicators

Higher-Order Learning (HO)

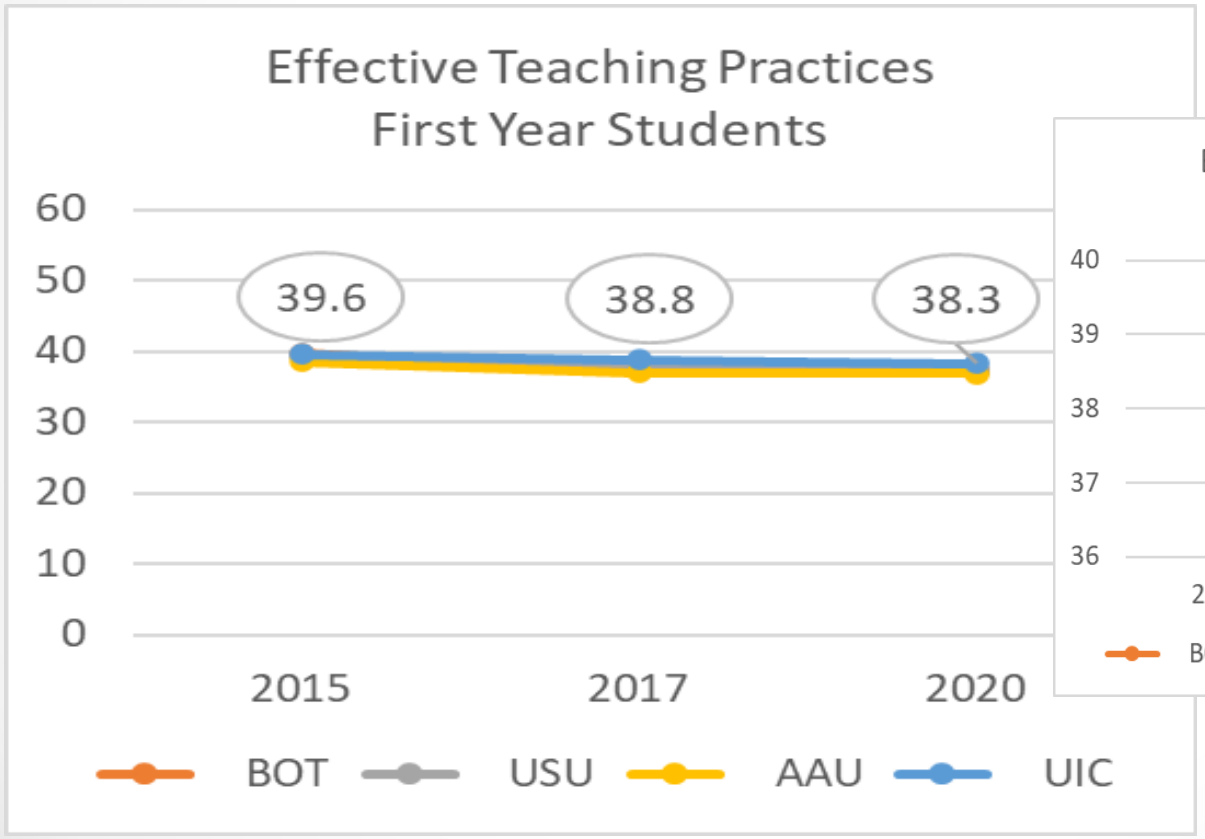


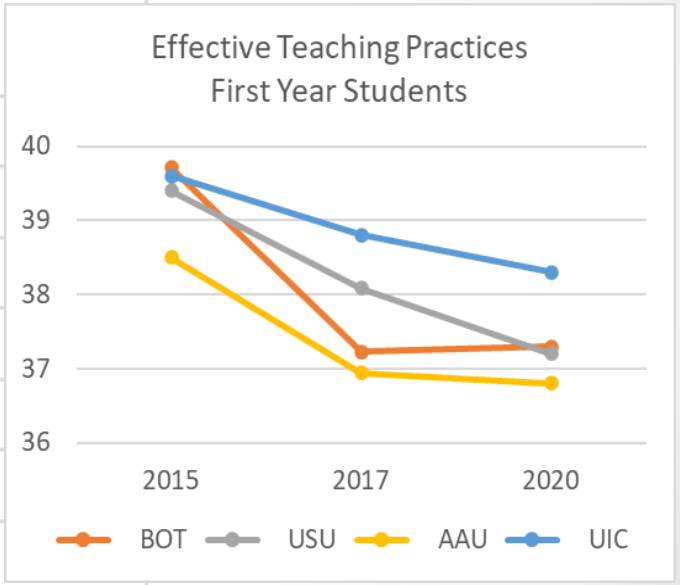


UIC first year students reported statistically higher HO scores than all 3 peer groups (BOT, USU, AAU) in 2017 and 2020 and 2 of the 3 peers (USU, AAU) groups in 2015.

Peer Comparisons by Engagement Indicators

Effective Teaching Practices (ET)

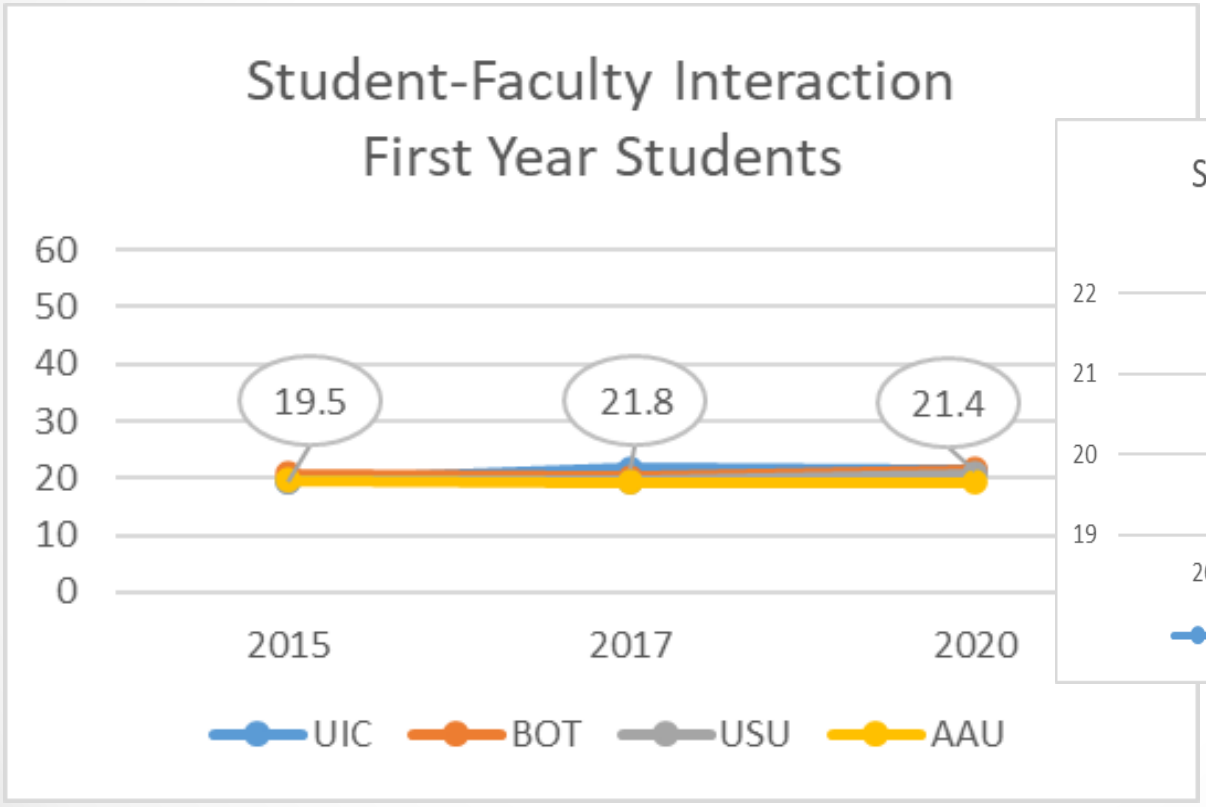


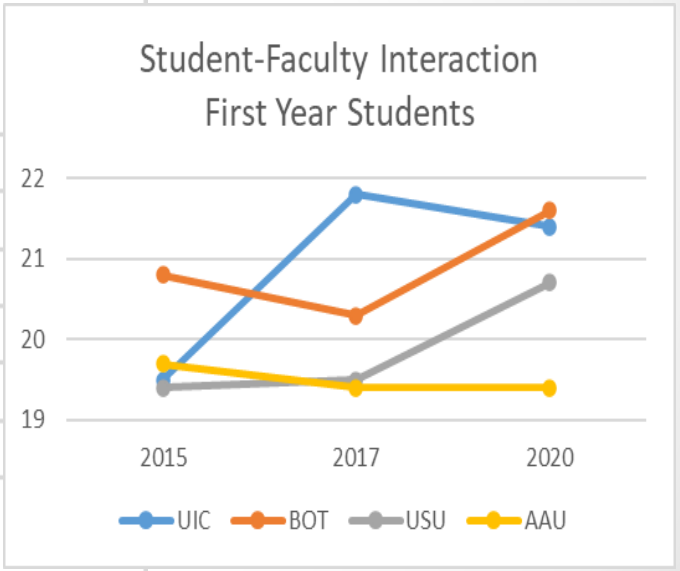


UIC first year students reported statistically higher ET scores than all 3 peer groups (BOT, USU, AAU) in 2017 and 2020 and 2 of the 3 peer groups (USU, AAU) in 2015.

Peer Comparisons by Engagement Indicators

Student-Faculty Interaction (SF)

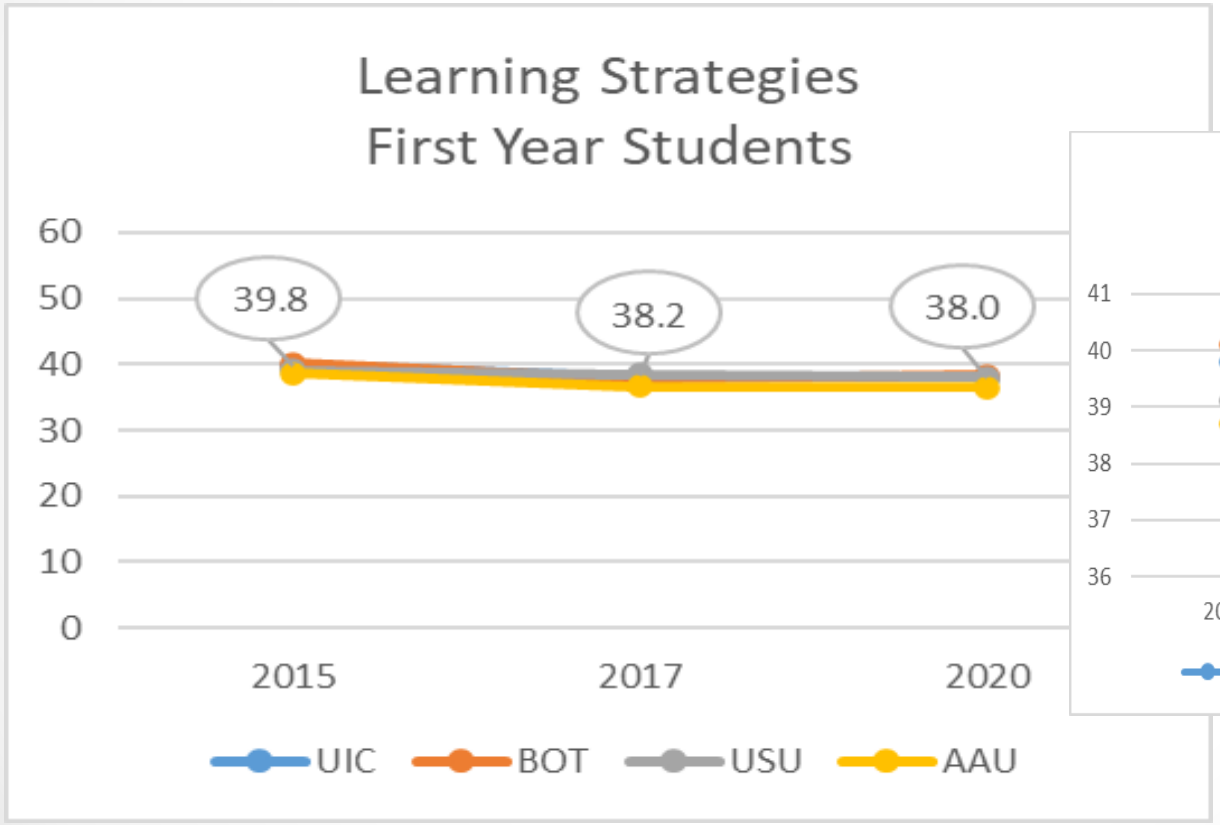


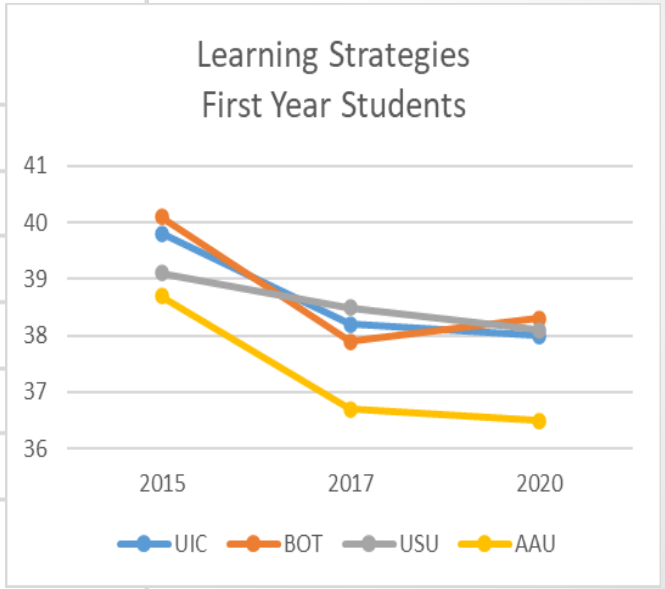


UIC first year students reported statistically higher SF scores than all 3 peer groups (BOT, USU, AAU) in 2017 and 2 of the 3 peer groups (USU, AAU) in 2020.

Peer Comparisons by Engagement Indicators

Learning Strategies (LS)

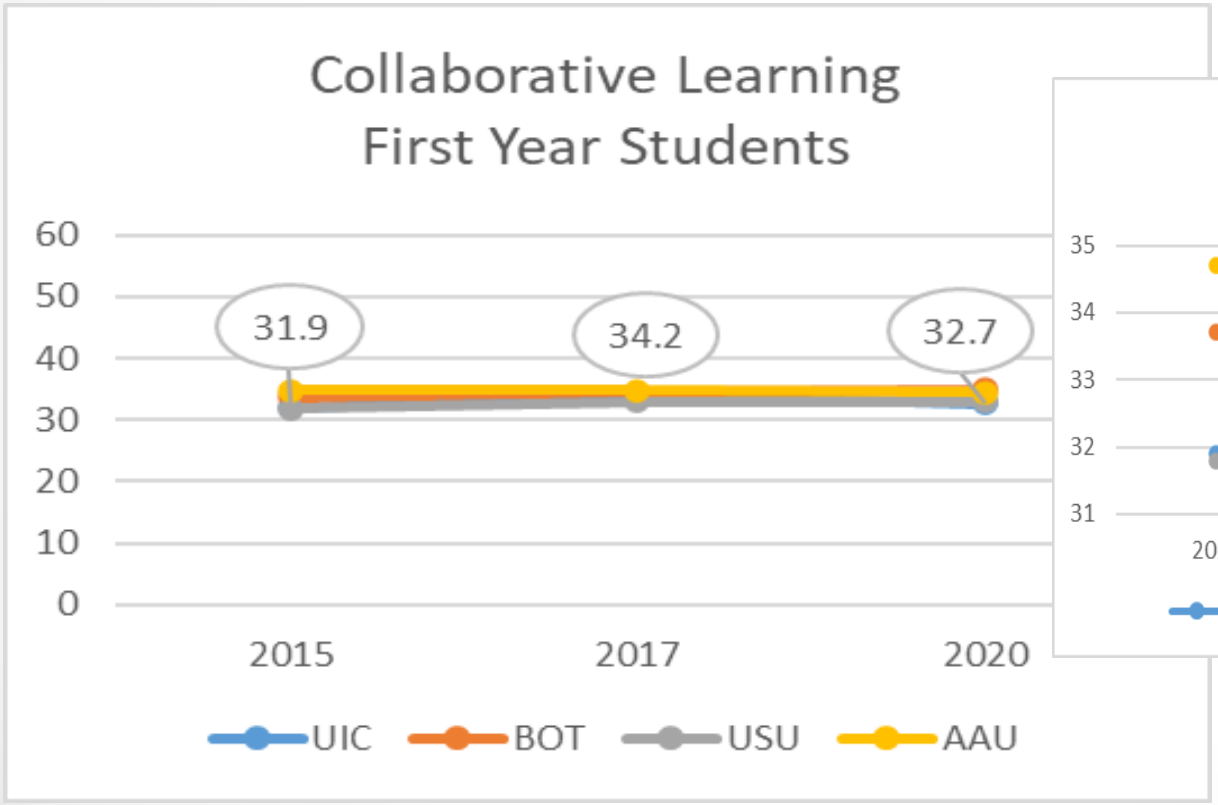


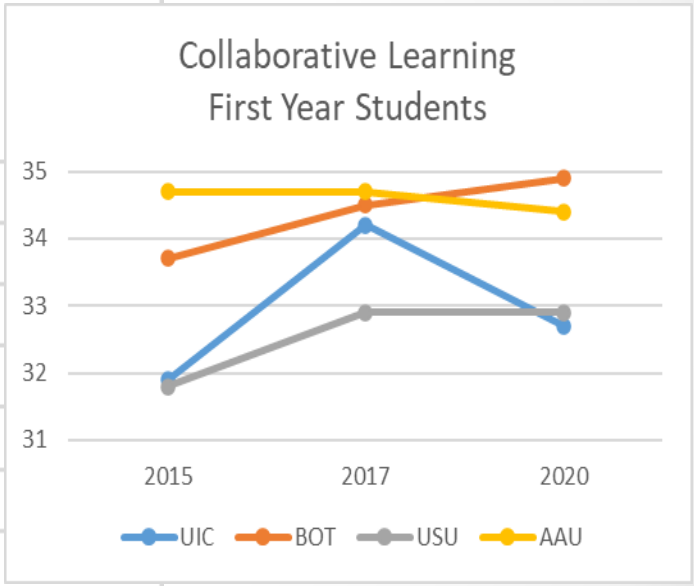


UIC first year students reported statistically lower LS scores than 2 of the 3 peer groups (USU, AAU) in 2020.

Peer Comparisons by Engagement Indicators

Collaborative Learning (CL)

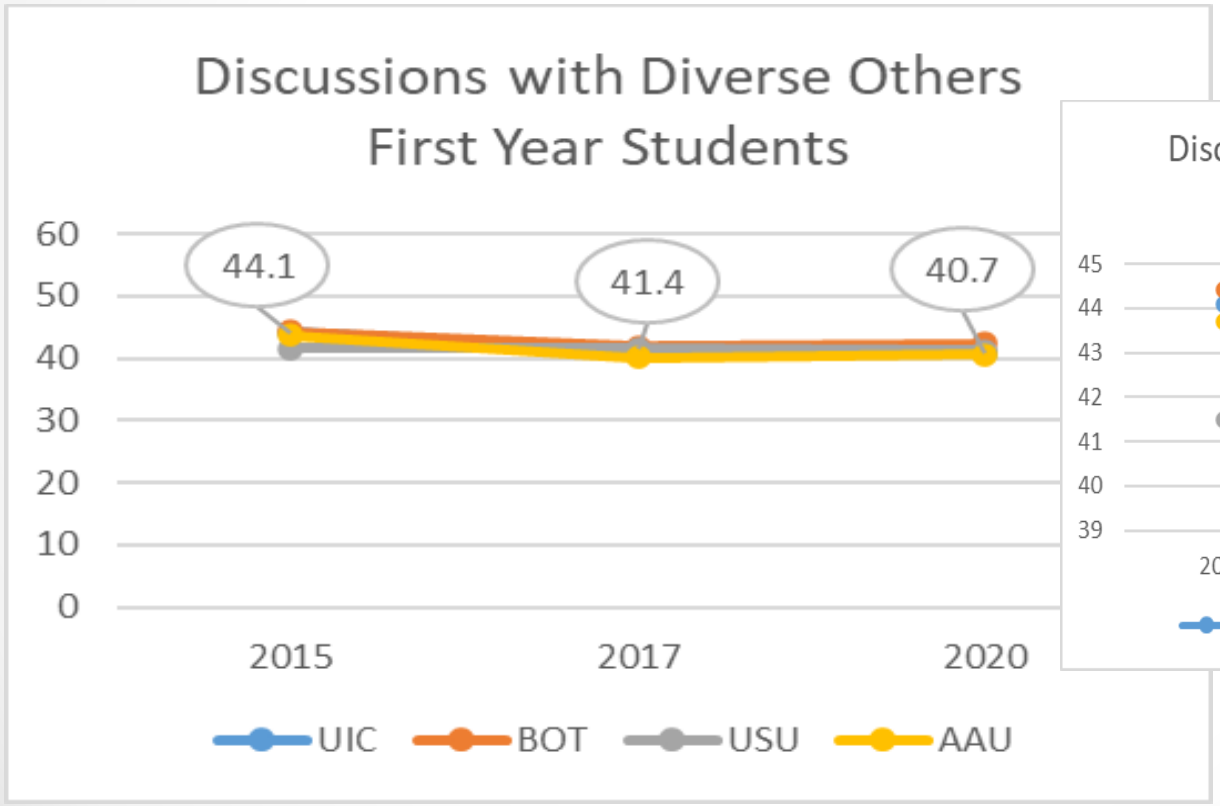


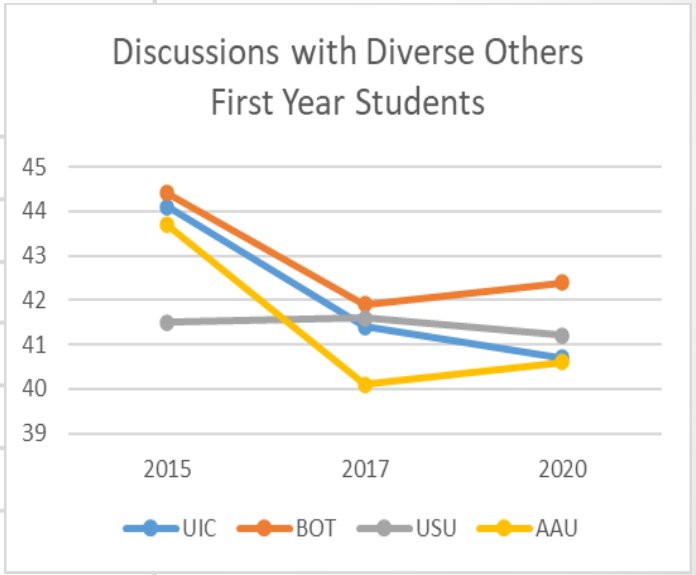


UIC first year students reported statistically lower CL scores than all three peer groups in 2020 (BOT, USU, AAU) and 2 of the 3 peer groups in 2015 and 2017 (AAU, BOT).

Peer Comparisons by Engagement Indicators

Discussions with Diverse Others (DD)

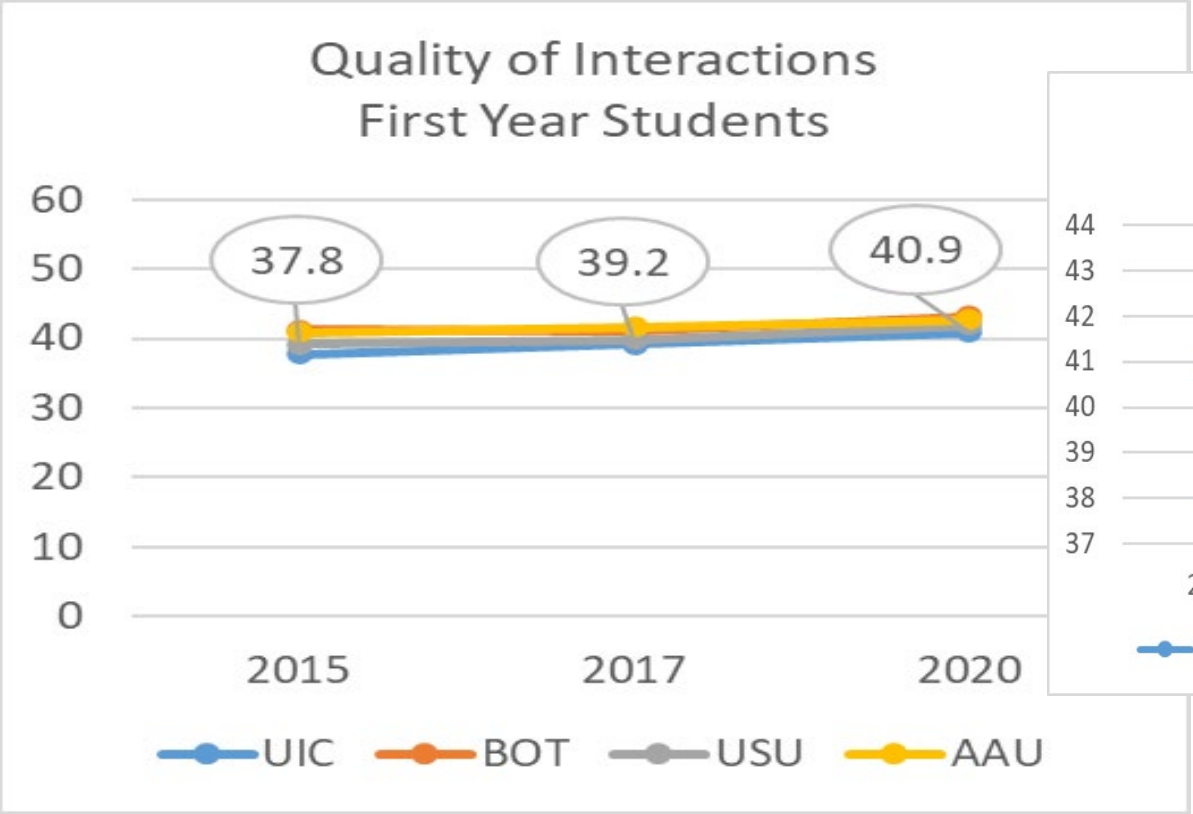


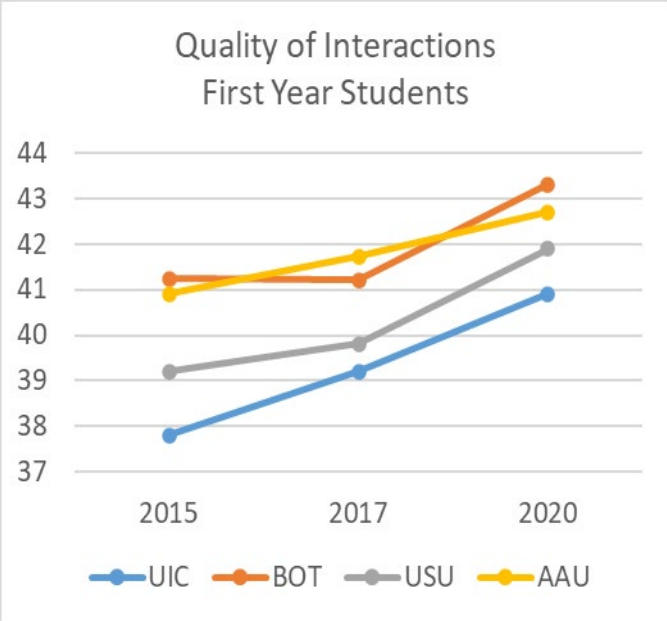


UIC first year students reported statistically lower DD scores than 2 of the 3 peer groups (BOT, USU) in 2017 and 2020.

Peer Comparisons by Engagement Indicators

Quality of Interactions (QI)

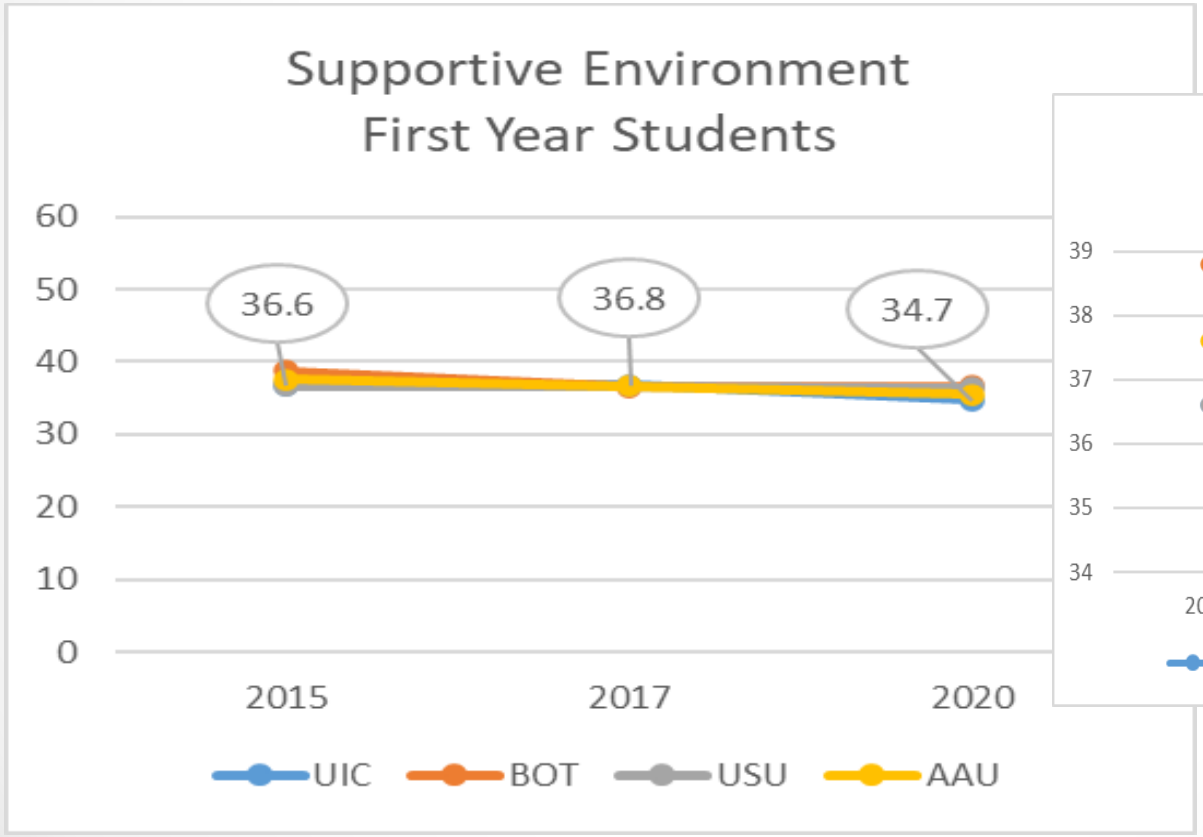


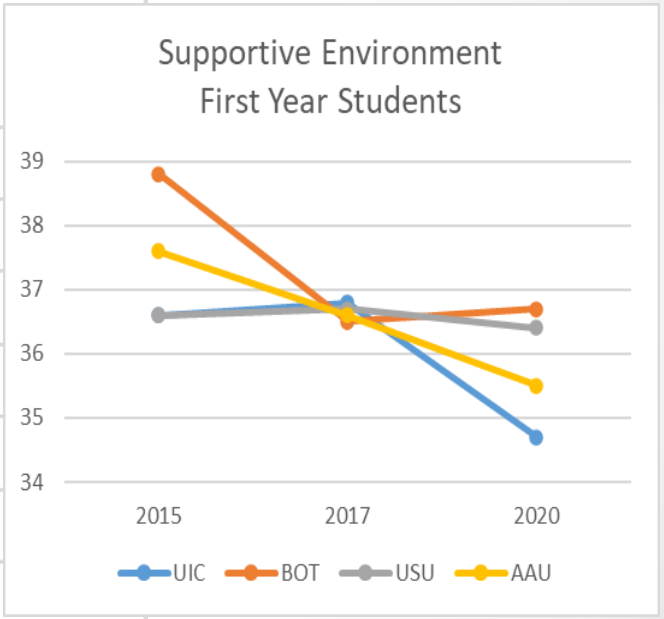


UIC first year students reported statistically lower QI scores than all 3 peer groups (BOT, USU, AAU) in 2015, 2017, and 2020.

Peer Comparisons by Engagement Indicators

Supportive Environment (SE)





UIC first year students reported statistically lower SE scores than all 3 peer groups (BOT, USU, AAU) in 2017 and 2 of the 3 peer groups (BOT, AAU) in 2015.

Peer Comparisons by Engagement Indicators

Quality of Interactions (QI)

Percentage point difference between first-year students and comparison groups

Quality of Interactions	%	BOT	USU	AAU
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…				
13a. Students	47	-9	-5	-5
13b. Academic advisors	53	-4	+2	+1
13c. Faculty	45	-6	-2	-4
13d. Student services staff (career services, student activities, housing, etc.)	37	-8	-6	-7
13e. Other administrative staff and offices (registrar, financial aid, etc.)	36	-7	-5	-7

Peer Comparisons by Engagement Indicators

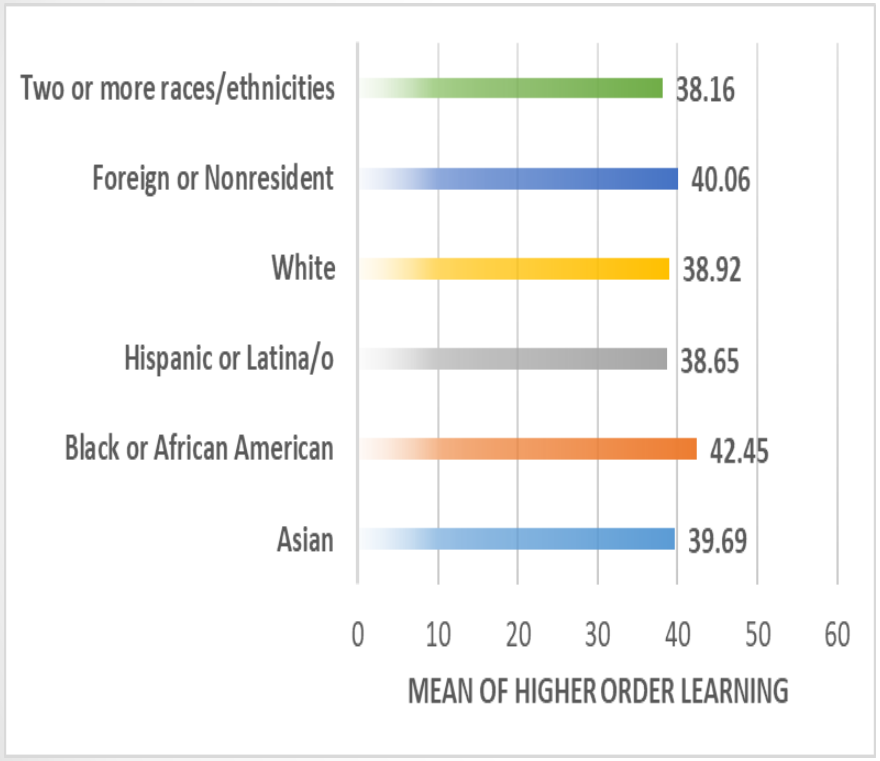
Supportive Environment (SE)

Percentage point difference between first-year students and comparison groups

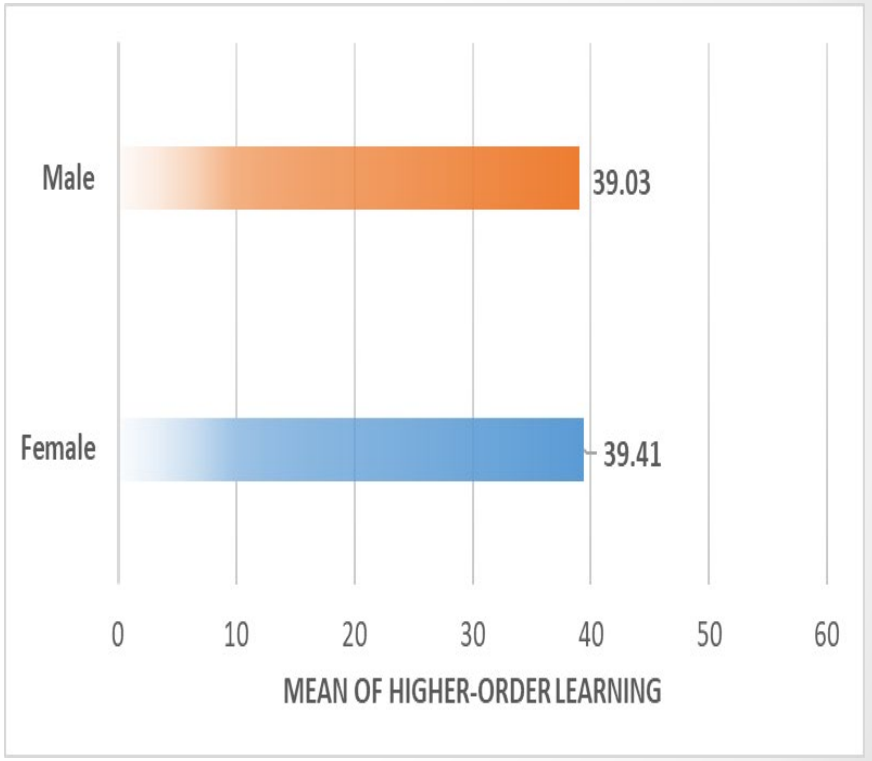
Supportive Environment	%	BOT	USU	AAU
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized…				
14b. Providing support to help students succeed academically	71	-5	-3	-4
14c. Using learning support services (tutoring services, writing center, etc.)	76	+0	+0	+1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	67	+0	+2	+7
14e. Providing opportunities to be involved socially	65	-8	-7	-8
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	61	-12	-9	-8
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	39	-5	-5	+3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	56	-11	-11	-12
14i. Attending events that address important social, economic, or political issues	44	-3	-4	-1

Higher-Order Learning (HO) by Race/Ethnicity and Gender

First-Year Students



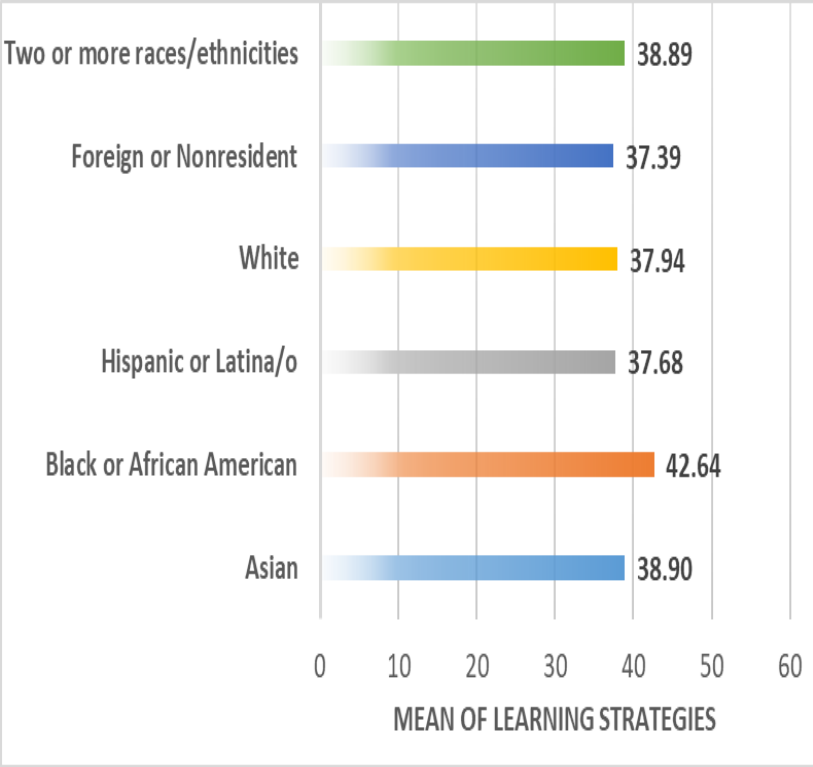
Note: Results of One-way ANOVA test reveal no significant differences by race.



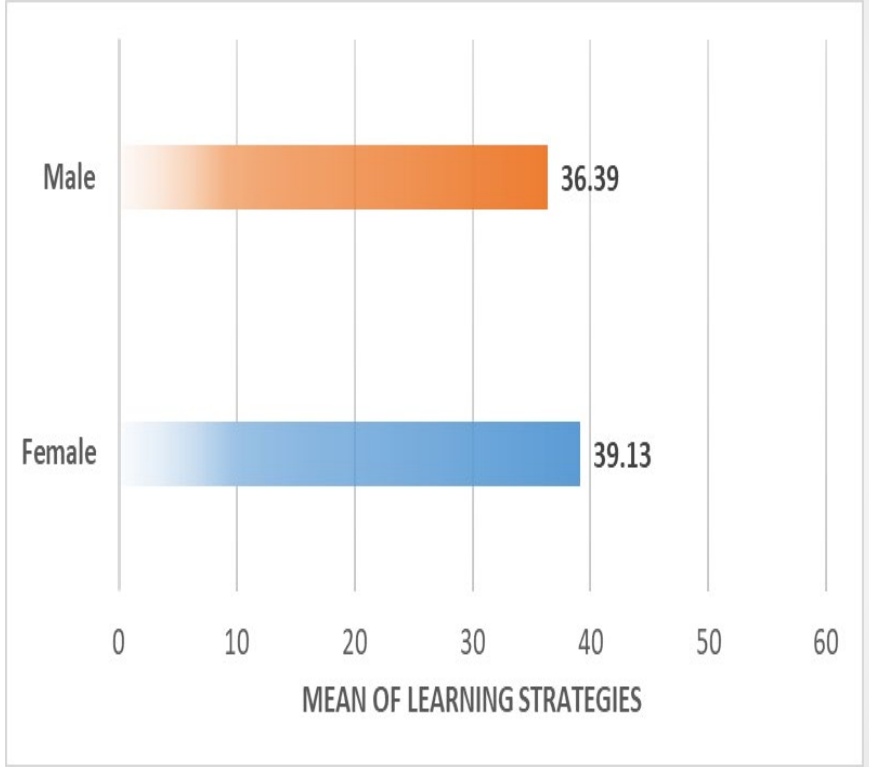
Note: Results of One-way ANOVA test reveal no significant differences by gender.

Learning Strategies (LS) by Race/Ethnicity and Gender

First-Year Students



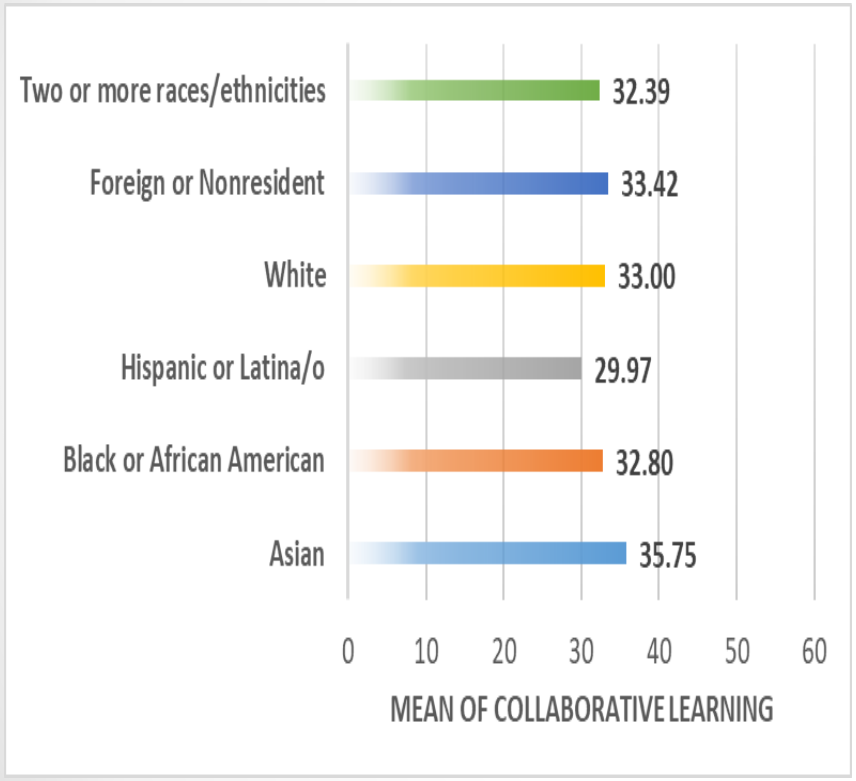
Note: Results of One-way ANOVA test reveal no significant differences by race.



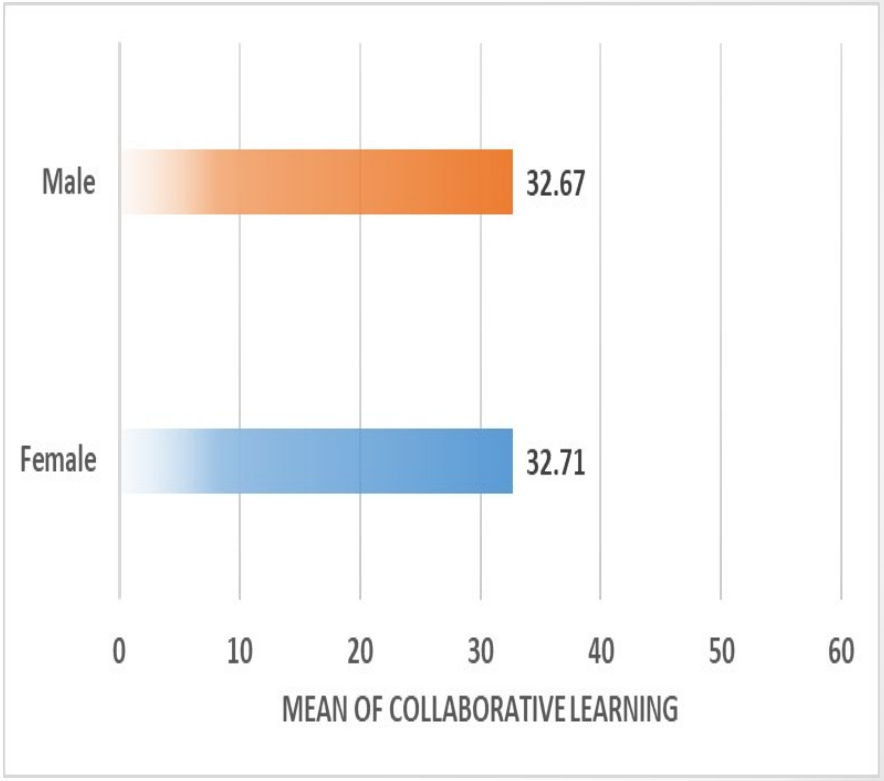
Note: Results of One-way ANOVA test reveal that female first-year students report significantly higher LS scores than their male counterparts. Female first-year students' LS scores are higher than the reported LS scores of all three peer groups (BOT, USU, AAU).

Collaborative Learning (CL) by Race/Ethnicity and Gender

First-Year Students



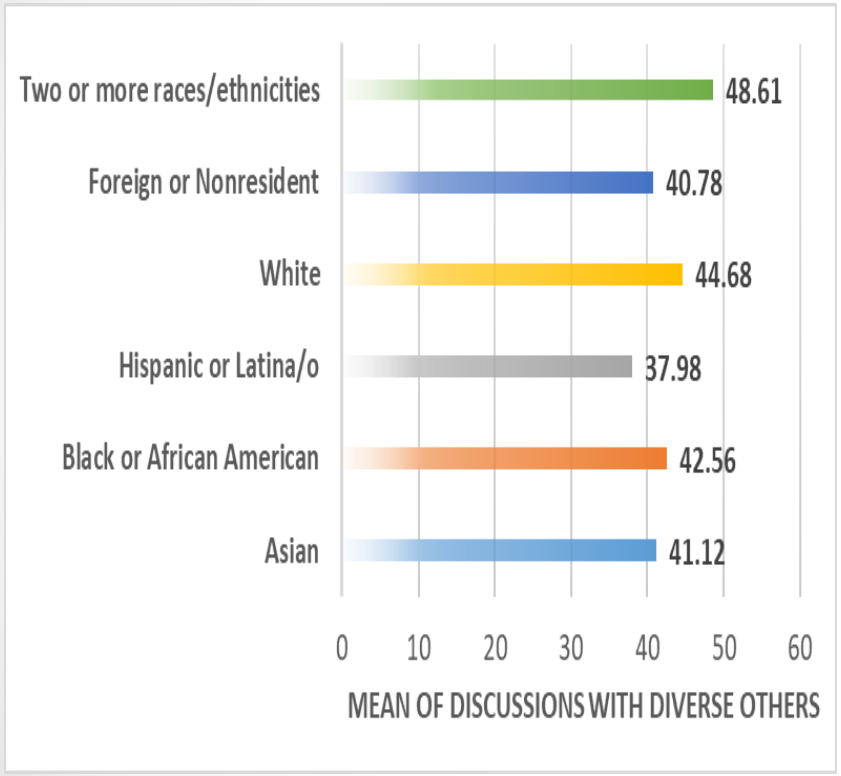
Note: Results of One-way ANOVA test reveal that Asian first year students report significantly higher CL scores than Hispanic first year students.



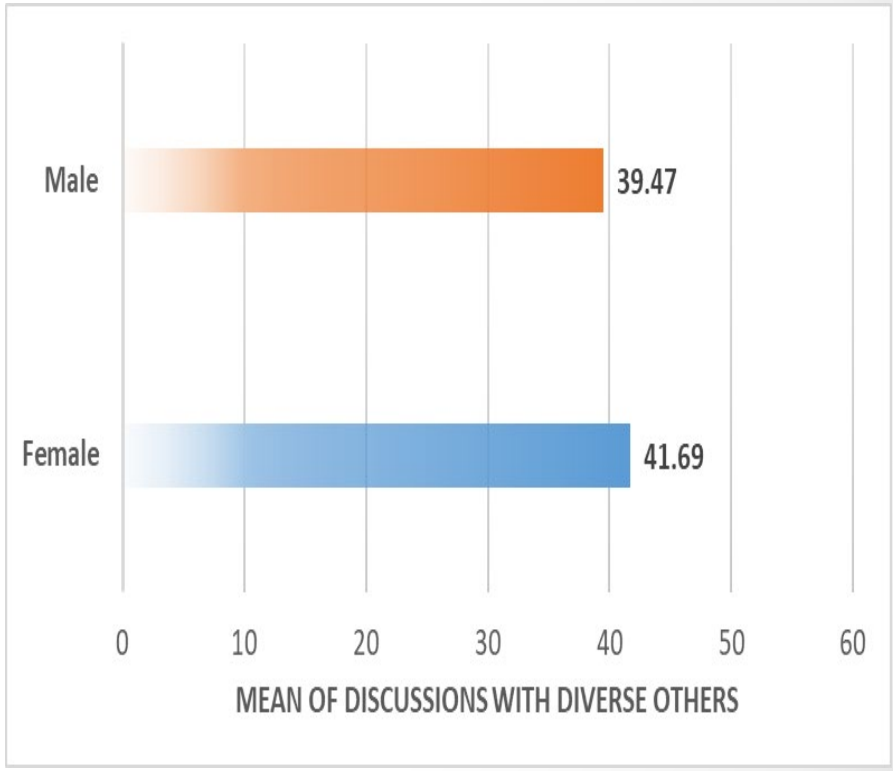
Note: Results of One-way ANOVA test reveal no significant differences by gender.

Discussions with Diverse (DD) Others by Race/Ethnicity and Gender

First-Year Students



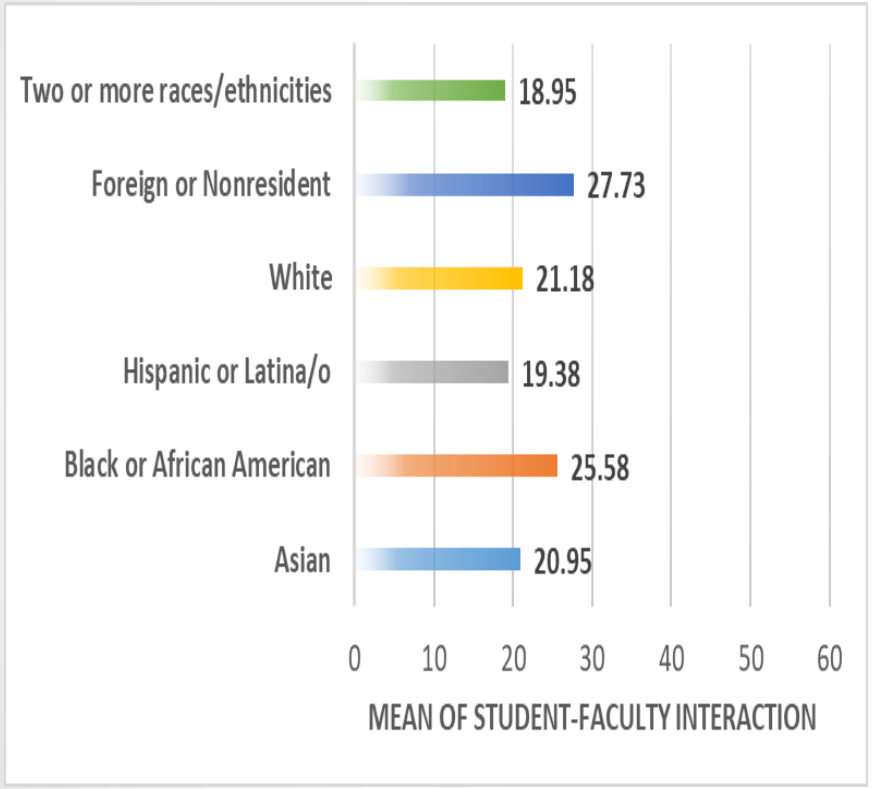
Note: Results of One-way ANOVA test reveal that White first year students report significantly higher DD scores than Hispanic first year students.



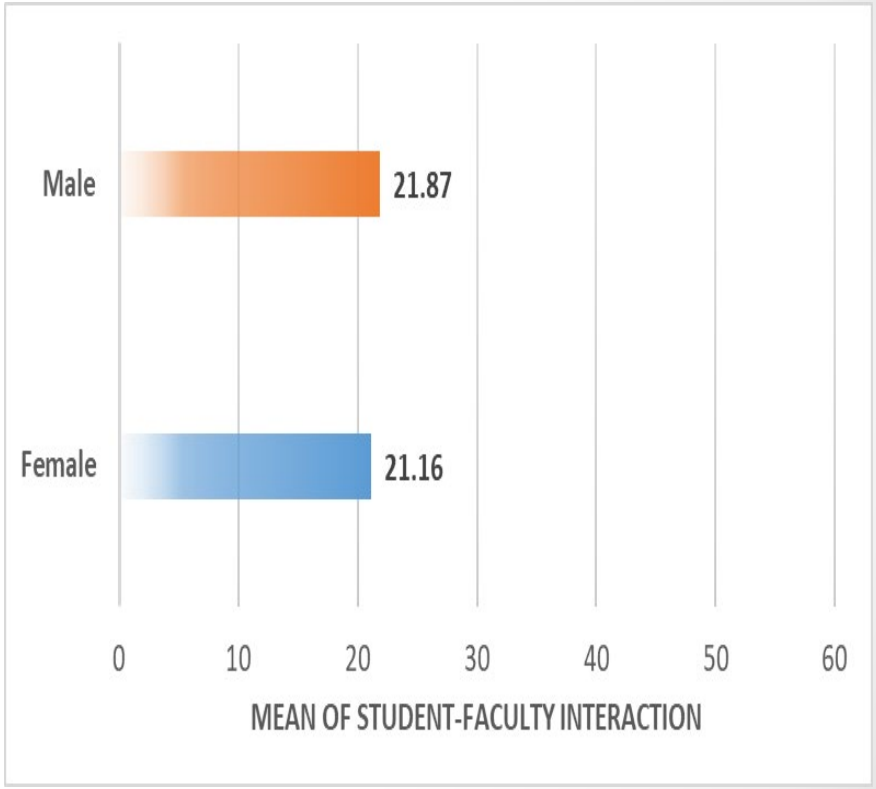
Note: Results of One-way ANOVA test reveal no significant differences by gender.

Student-Faculty Interaction (SF) by Race/Ethnicity and Gender

First-Year Students



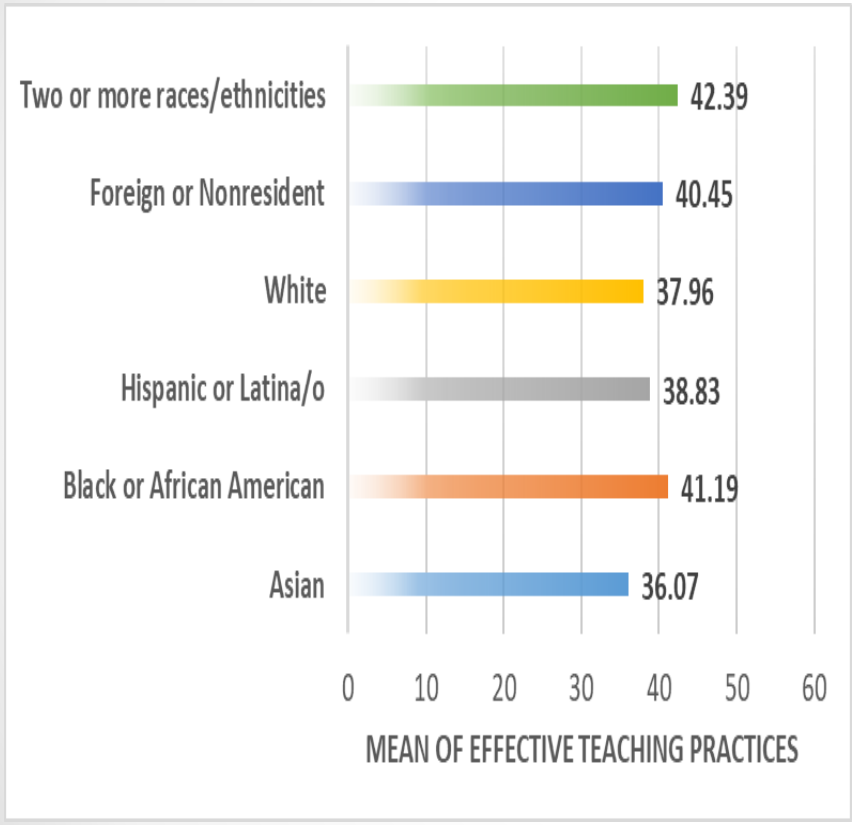
Note: Results of One-way ANOVA test reveal that International first year students report significantly higher SF scores than Asian, Hispanic, and White first year students.



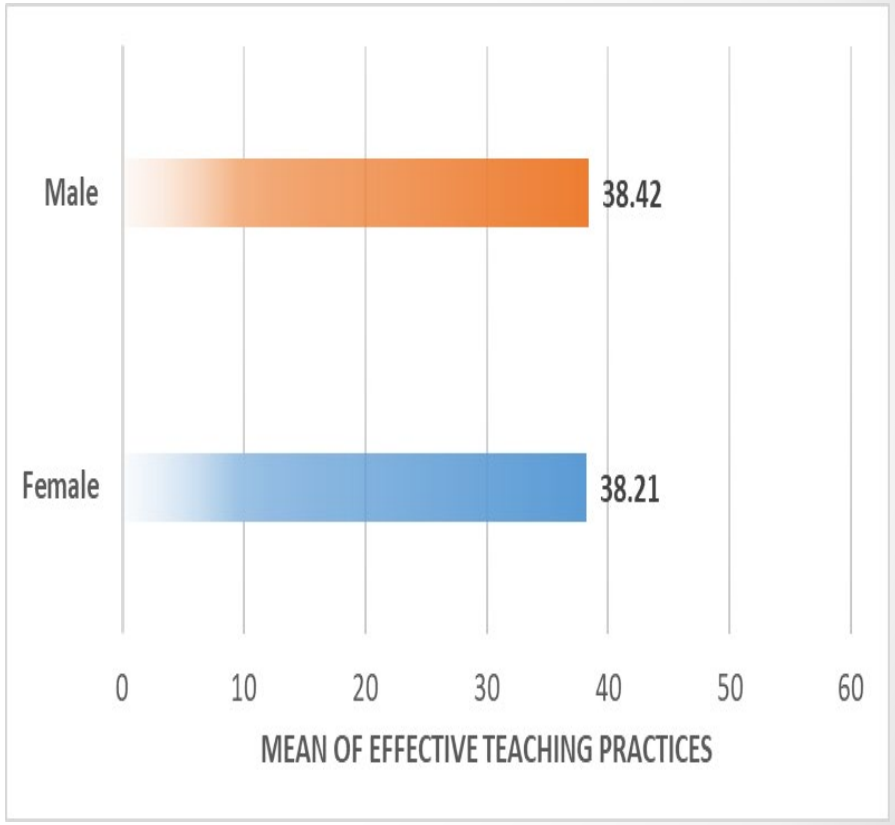
Note: Results of One-way ANOVA test reveal no significant differences by gender.

Effective Teaching Practices (ET) by Race/Ethnicity and Gender

First-Year Students



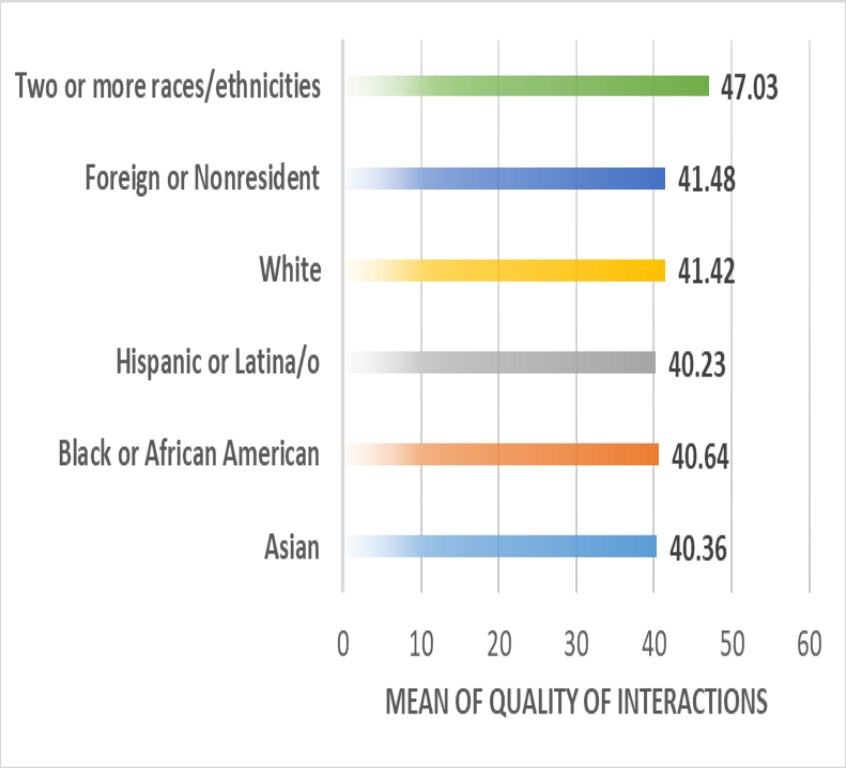
Note: Results of One-way ANOVA test reveal no significant differences by race.



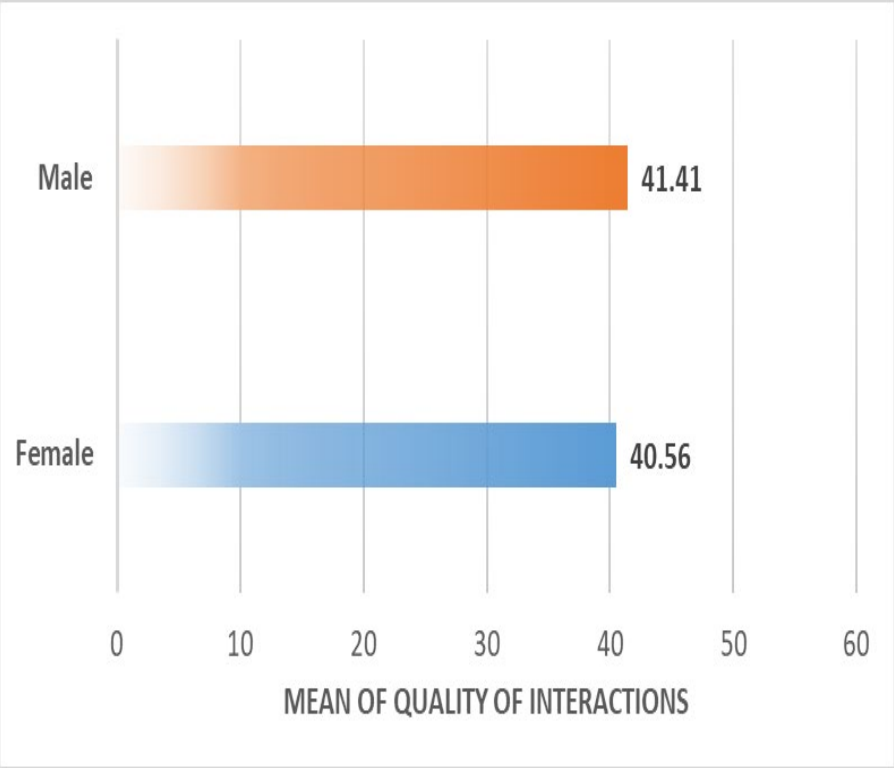
Note: Results of One-way ANOVA test reveal no significant differences by gender.

Quality of Interactions (QI) by Race/Ethnicity

First-Year Students



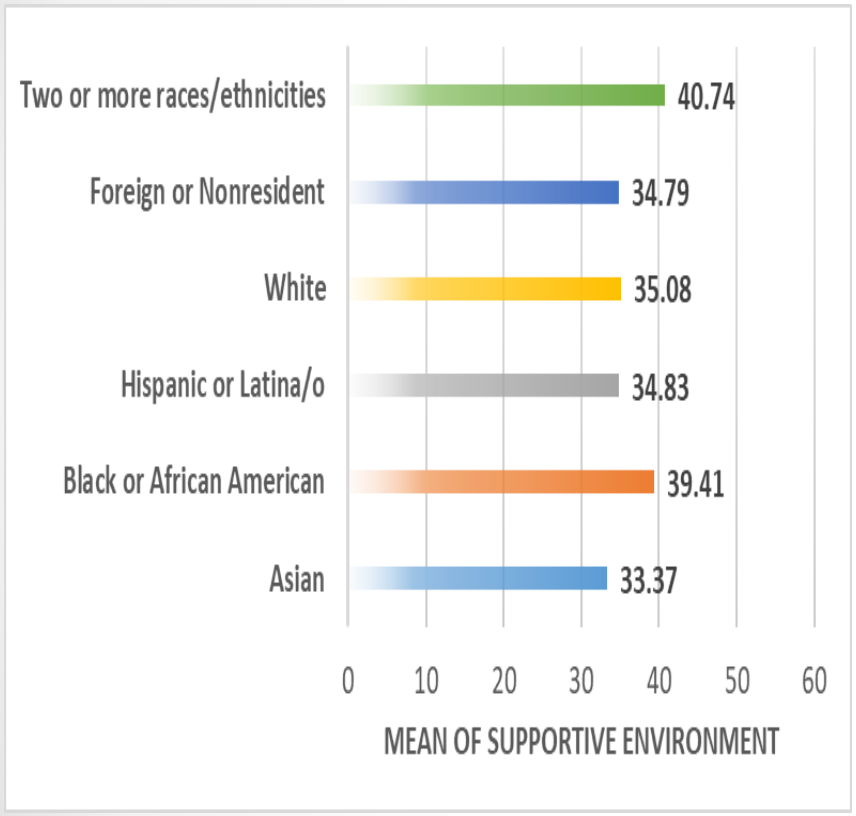
Note: Results of One-way ANOVA test reveal no significant differences by race.



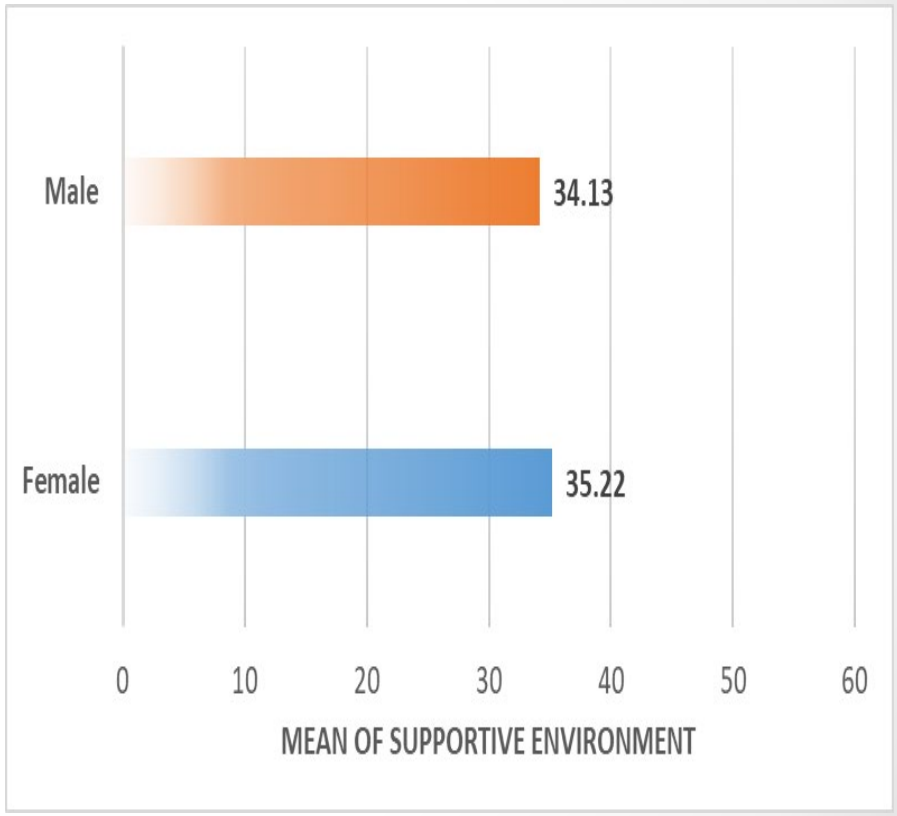
Note: Results of One-way ANOVA test reveal no significant differences by gender.

Supportive Environment (SE) by Race/Ethnicity

First-Year Students



Note: Results of One-way ANOVA test reveal no significant differences by race.



Note: Results of One-way ANOVA test reveal no significant differences by race.

Engagement Indicators
Relative Strengths & Weaknesses*
Senior Students

Relative Strengths	*Relative Weaknesses*
• Collaborative Learning	• Reflective & Integrative Learning • Learning Strategies • Effective Teaching Strategies • Quality of Interactions • Supportive Environment

***Relative Strengths/Weaknesses:** Engagement Indicators where UIC performs higher/lower than at least 2 of the 3 peer groups. UIC seniors performed similar to peer groups on Higher-Order Learning, Quantitative Reasoning, Discussions with Diverse Others, and Student-Faculty Interaction engagement indicators.

Peer Comparisons by Engagement Indicators

Senior Students

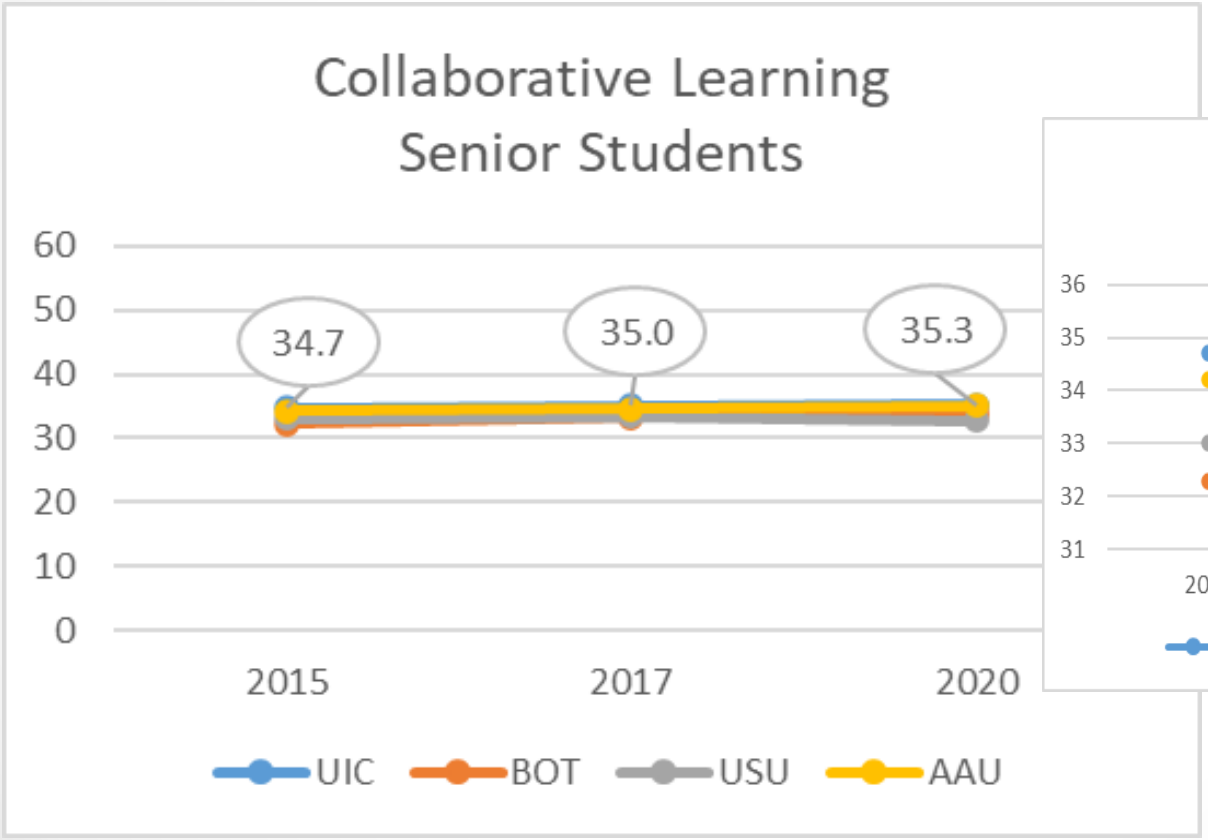
Engagement Indicators: The table below shows summary results for UIC senior students compared to our three comparison group institutions. Significant engagement indicators are emphasized and detailed on subsequent slides.

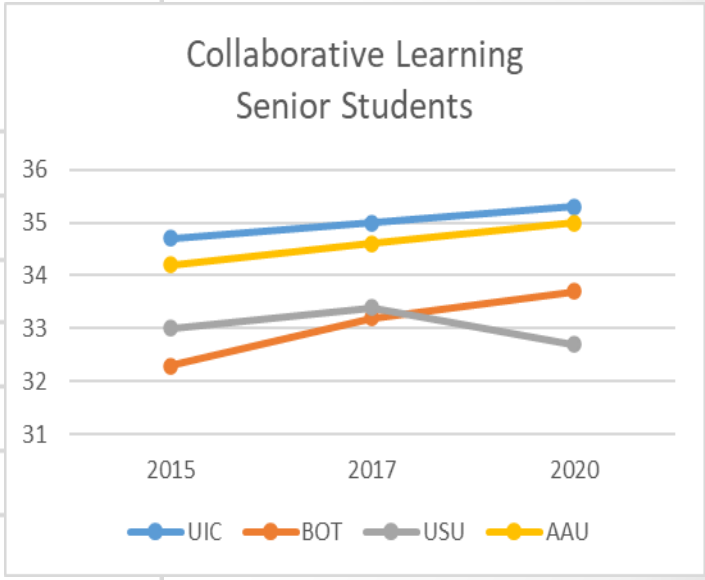
		UIC	BOT		USU		AAU	
Theme	***Engagement Indicator***	**2020**	**2020**		**2020**		**2020**	
	Higher-Order Learning	38.8	39.3		39.7		38.3	
Academic Challenges	**Reflective & Integrative Learning**	**36.0**	▲ **37.2**	*	▲ **37.5**	*	▲ **36.8**	
	Learning Strategies	**37.1**	▲ **38.4**	*	▲ **38.7**	*	▼ **35.5**	*
	Quantitative Reasoning	31.3	30.9		30.5		31.3	
Learning with Peers	**Collaborative Learning**	**35.3**	▼ **33.7**	*	▼ **32.7**	*	▼ **35.0**	
	Discussions with Diverse Others	42.1	42.5		42.0		41.2	
Experiences with Faculty	Student-Faculty Interaction	22.0	22.9		22.2		22.3	
	Effective Teaching Practices	**36.6**	▲ **38.1**	*	▲ **38.5**	*	▲ **37.5**	
Campus Environment	**Quality of Interactions**	**38.9**	▲ **41.4**	*	▲ **41.4**	*	▲ **41.7**	*
	Supportive Environment	**31.0**	▲ **32.0**		▲ **32.8**	*	▲ **31.5**	

*Students' average significantly differs from UIC
Note: All effect sizes associated with significant differences were small (<.3) in magnitude

Peer Comparisons by Engagement Indicators

Collaborative Learning (CL)

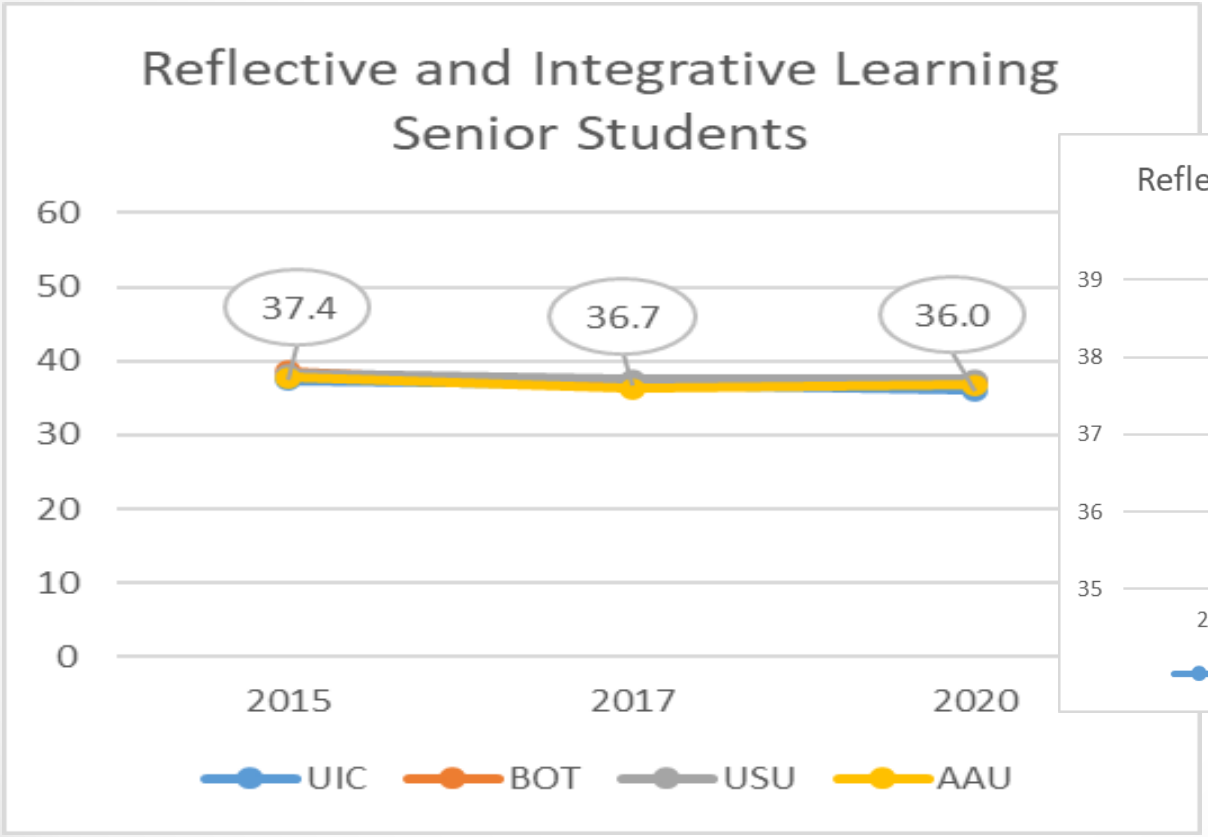


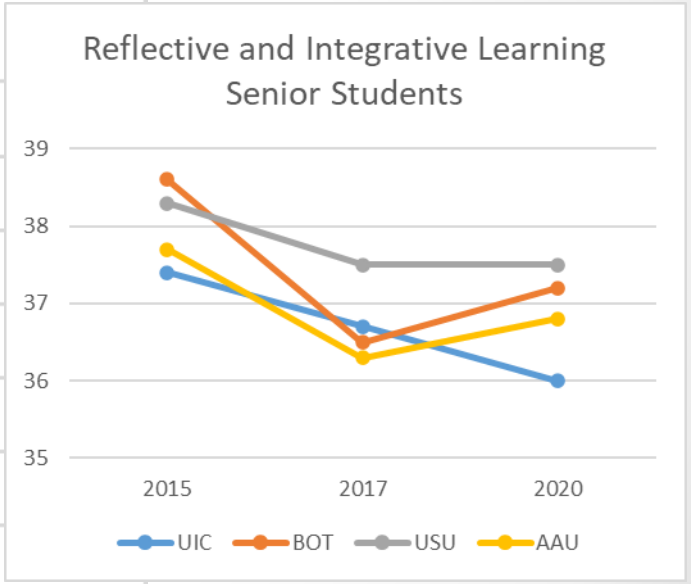


UIC senior students reported statistically higher CL scores than all 3 peer groups (BOT, USU, AAU) in 2015, 2017, and 2020.

Peer Comparisons by Engagement Indicators

Reflective & Integrative Learning (RI)

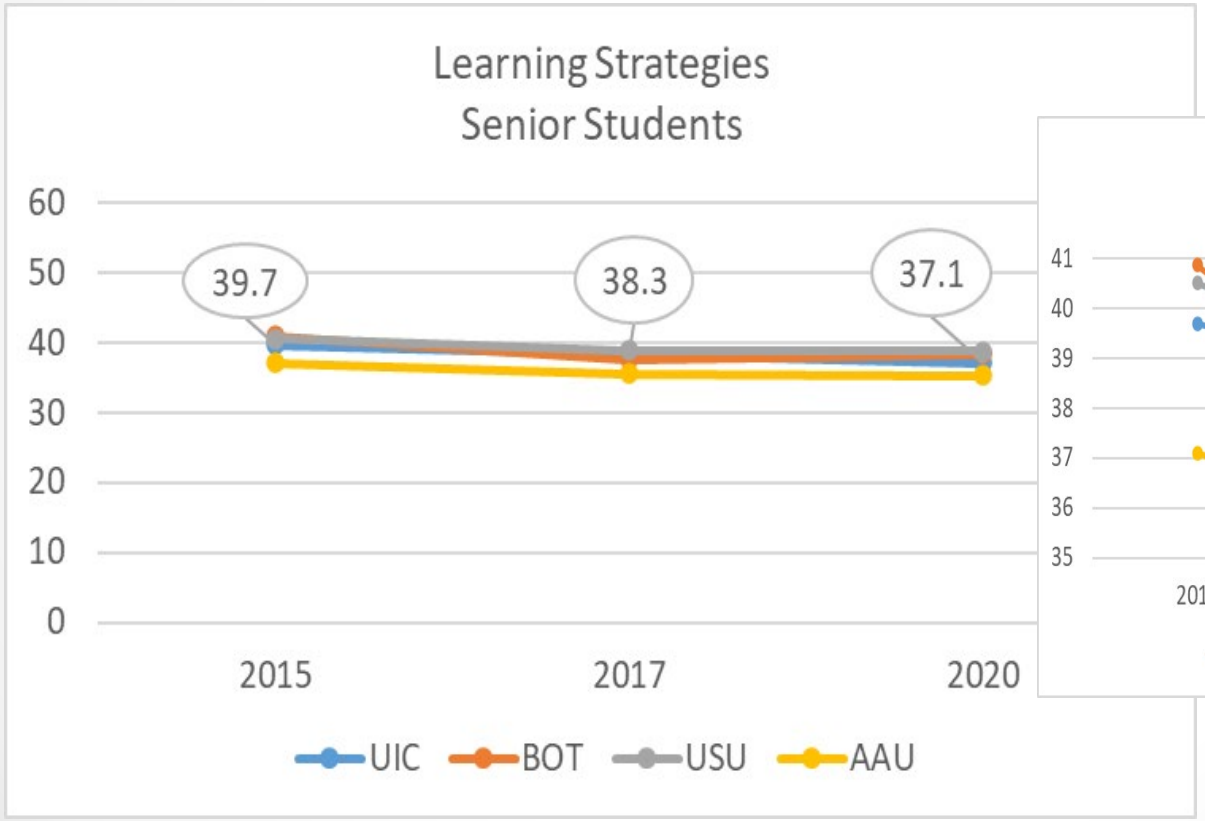


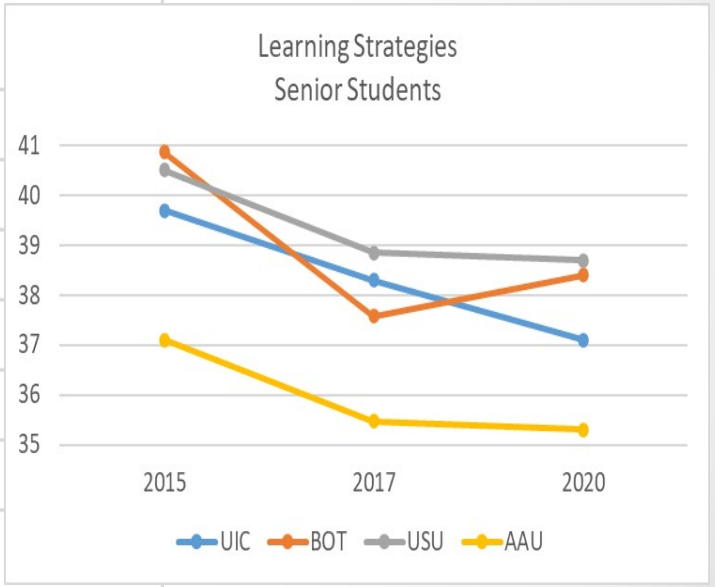


UIC senior students reported statistically lower RI scores than all 3 peer groups (BOT, USU, AAU) in 2015 and 2020.

Peer Comparisons by Engagement Indicators

Learning Strategies (LS)

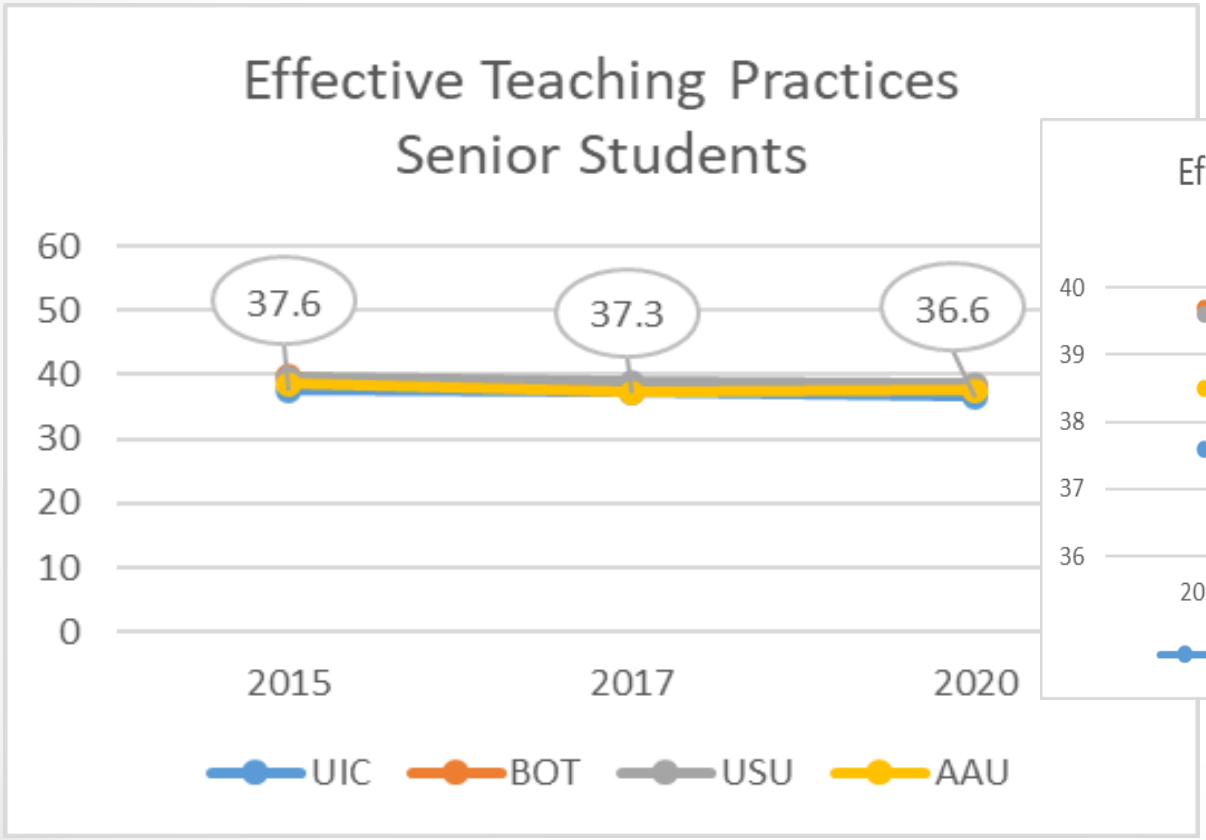


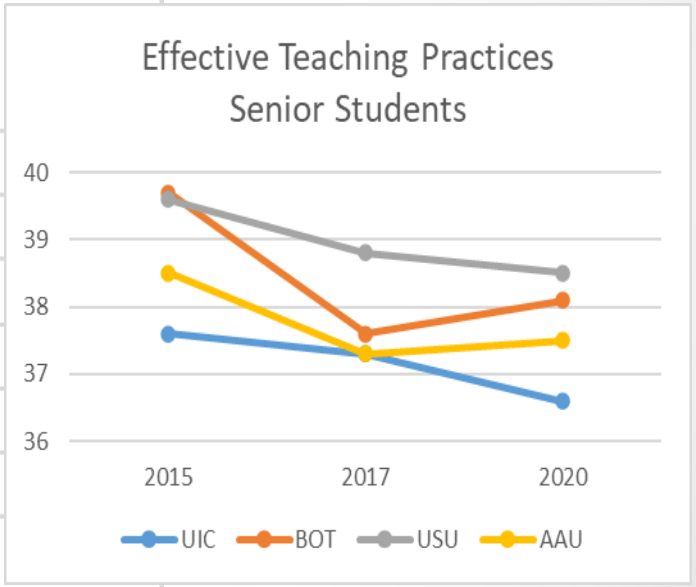


UIC senior students reported statistically lower LS scores than 2 of 3 peer groups (BOT, USU) in 2015 and 2020.

Peer Comparisons by Engagement Indicators

Effective Teaching Practices (ET)

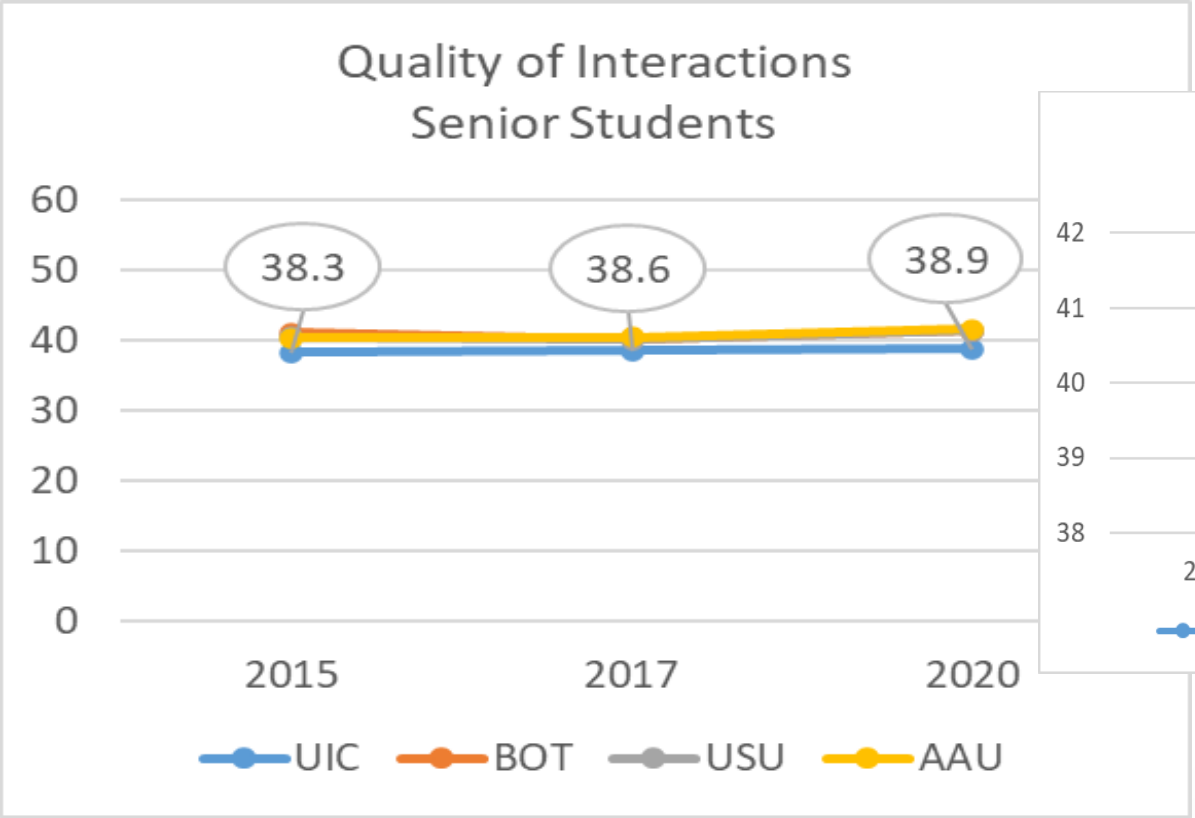


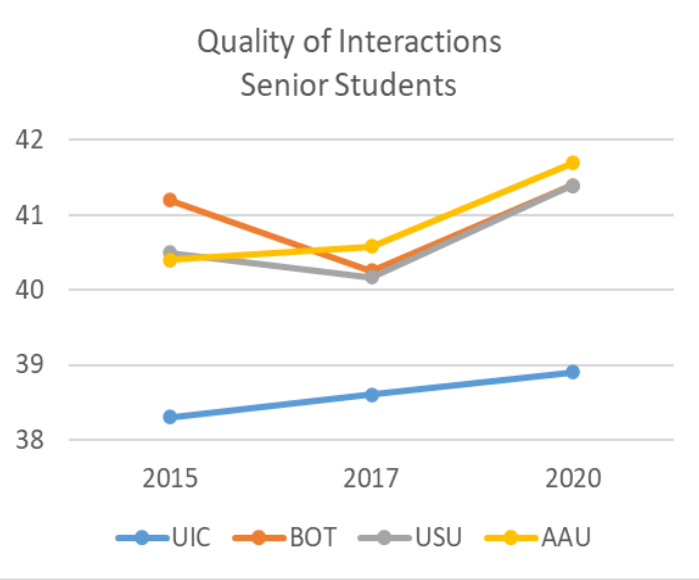


UIC senior students reported statistically lower ET scores than all 3 peer groups (BOT, USU, AAU) in 2015 and 2020 and 2 of the 3 peer groups (BOT, USU) in 2017.

Peer Comparisons by Engagement Indicators

Quality of Interactions (QI)

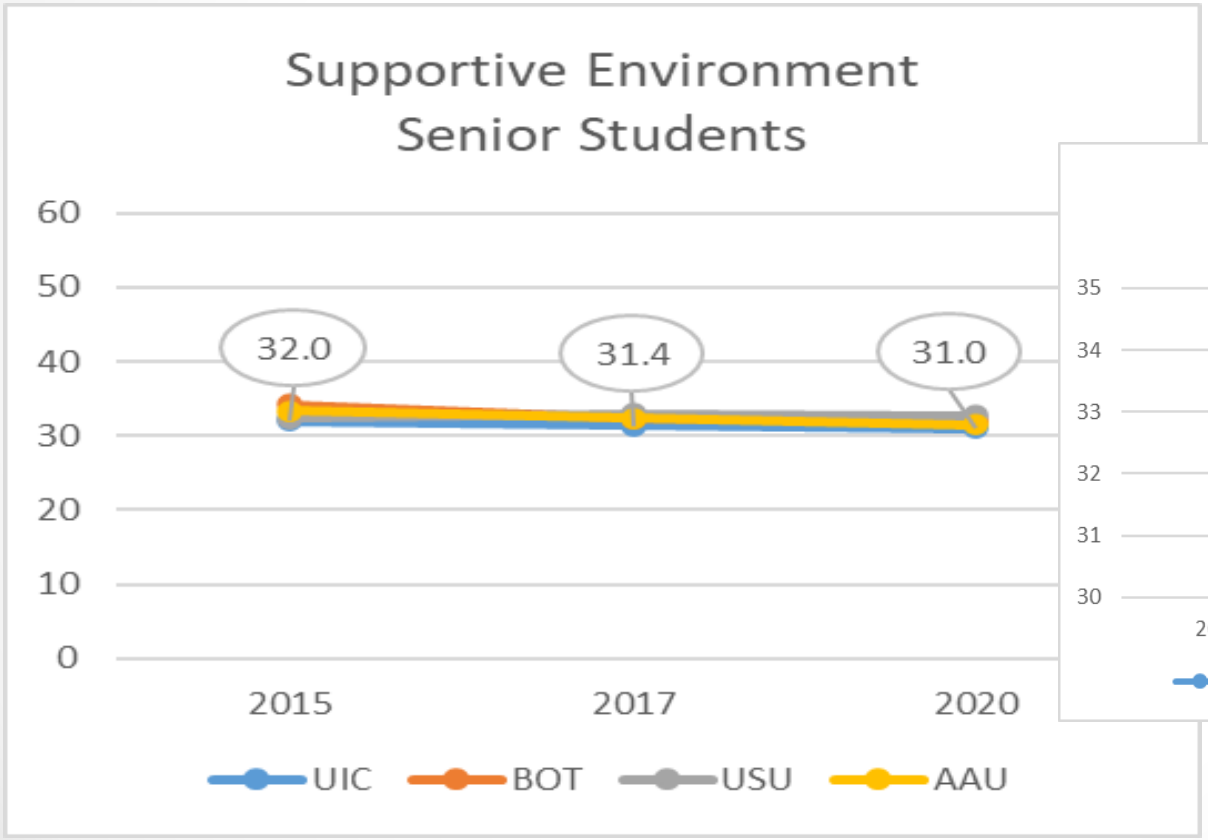


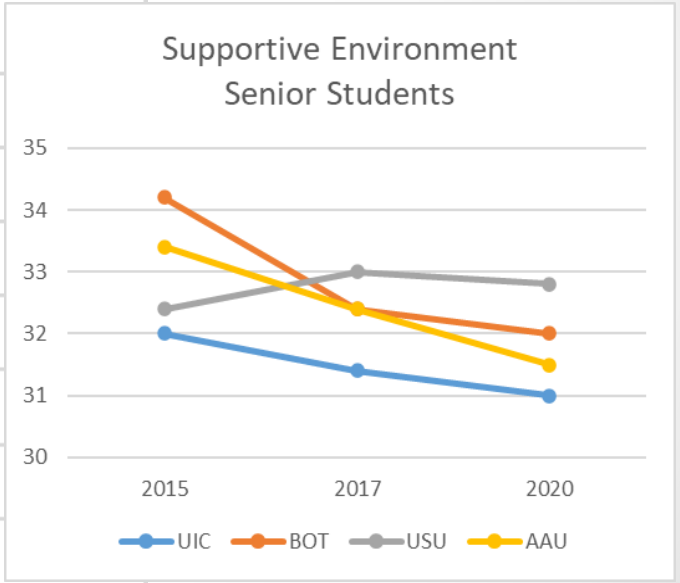


UIC senior students reported statistically lower QI scores than all 3 peer groups (BOT, USU, AAU) in 2015, 2017, and 2020.

Peer Comparisons by Engagement Indicators

Supportive Environment (SE)





UIC senior students report statistically lower Se scores than all 3 peer groups (BOT, USU, AAU) in 2015, 2017, and 2020.

Peer Comparisons by Engagement Indicators

Quality of Interactions (QI)

Percentage point difference between seniors and comparison groups

Quality of Interactions	%	BOT	USU	AAU
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with…				
13a. Students	65	-5	-4	-5
13b. Academic advisors	62	-9	-7	-9
13c. Faculty	61	-6	-5	-3
13d. Student services staff (career services, student activities, housing, etc.)	58	-3	-3	-2
13e. Other administrative staff and offices (registrar, financial aid, etc.)	55	-6	-7	-6

Peer Comparisons by Engagement Indicators

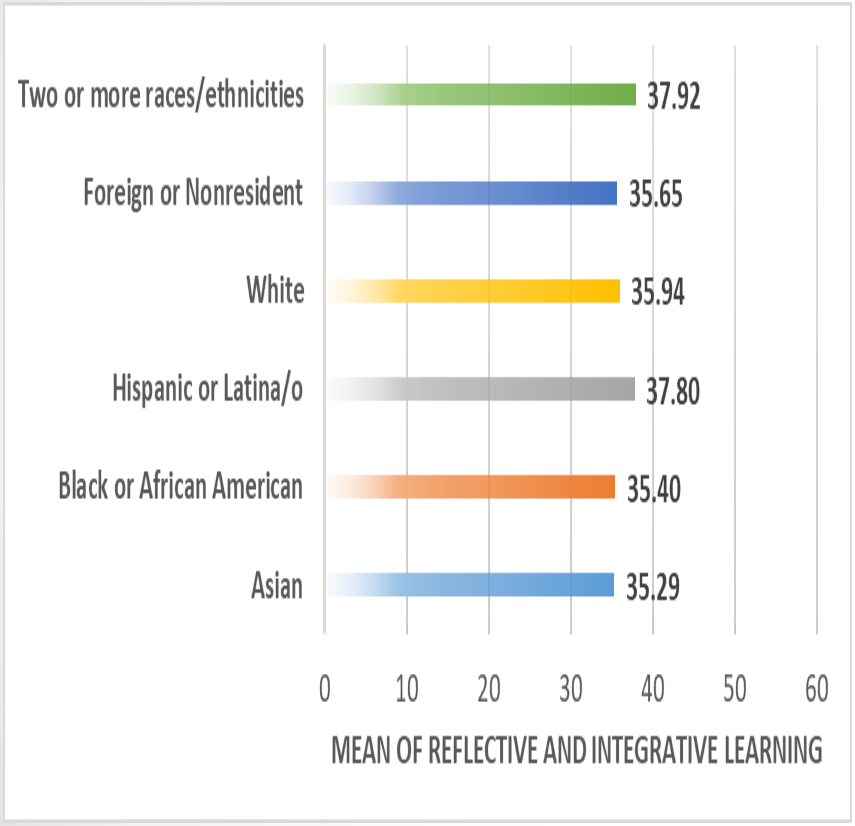
Supportive Environment (SE)

Percentage point difference between seniors and comparison groups

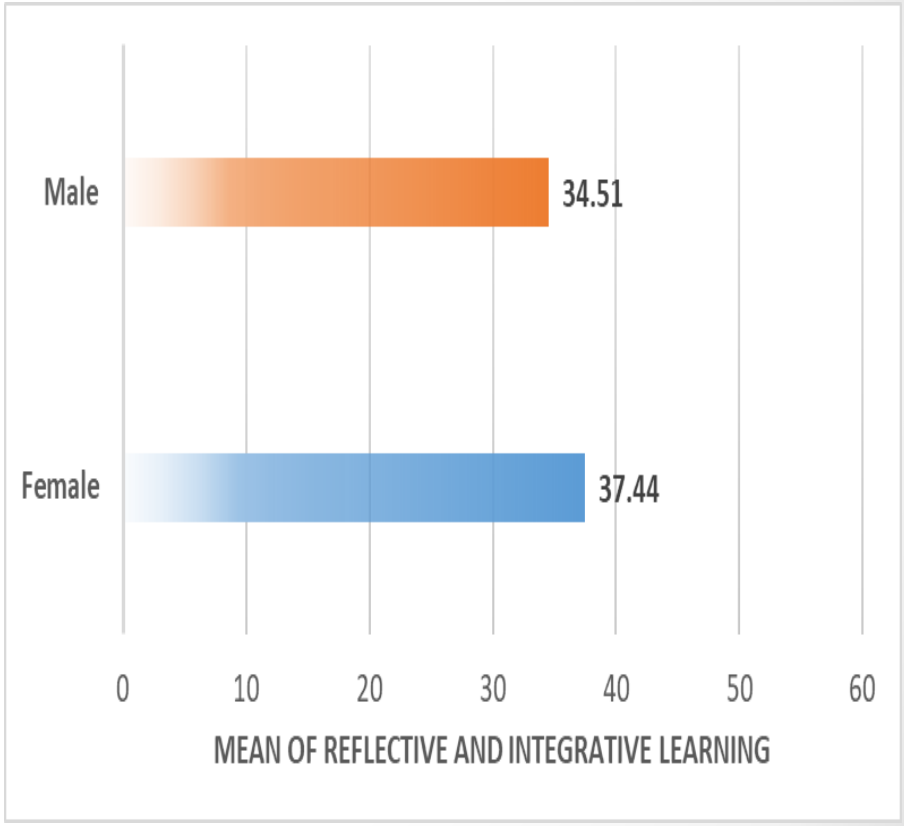
Supportive Environment	%	BOT	USU	AAU
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	65	-2	-3	-2
14c. Using learning support services (tutoring services, writing center, etc.)	62	+0	-1	+0
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	61	+4	+2	+11
14e. Providing opportunities to be involved socially	58	-6	-8	-8
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	55	-5	-6	-4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	31	+2	-2	+7
14h. Attending campus activities and events (performing arts, athletic events, etc.)	45	-10	-11	-14
14i. Attending events that address important social, economic, or political issues	38	-1	-4	+1

Reflective and Integrative Learning (RI) by Race/Ethnicity and Gender

Senior Students



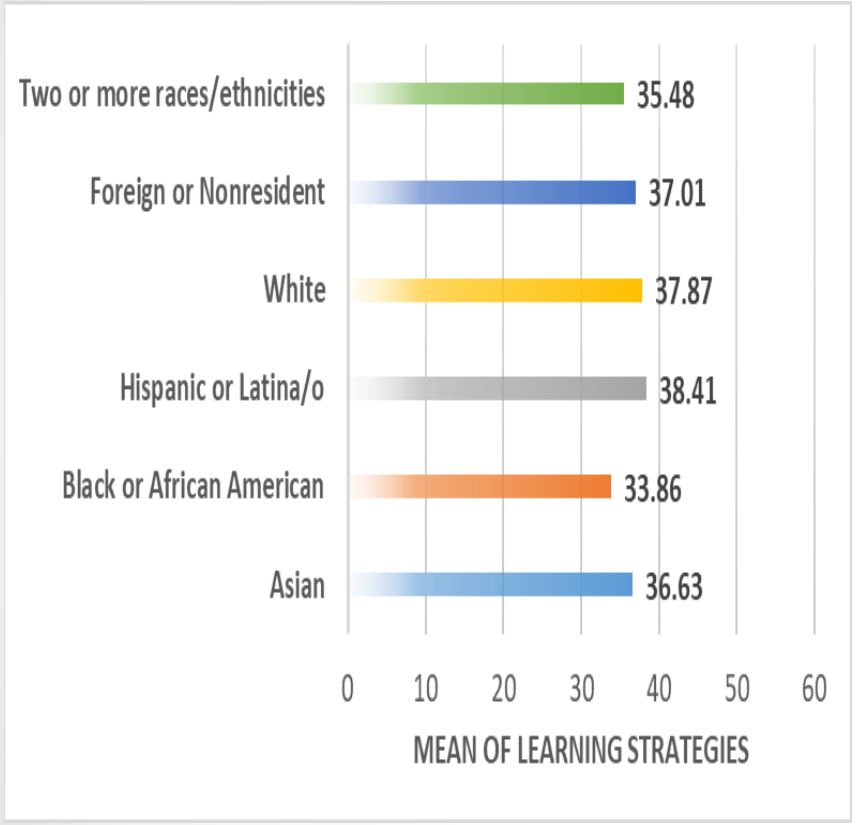
Note: Results of One-way ANOVA test reveal no significant differences by race.



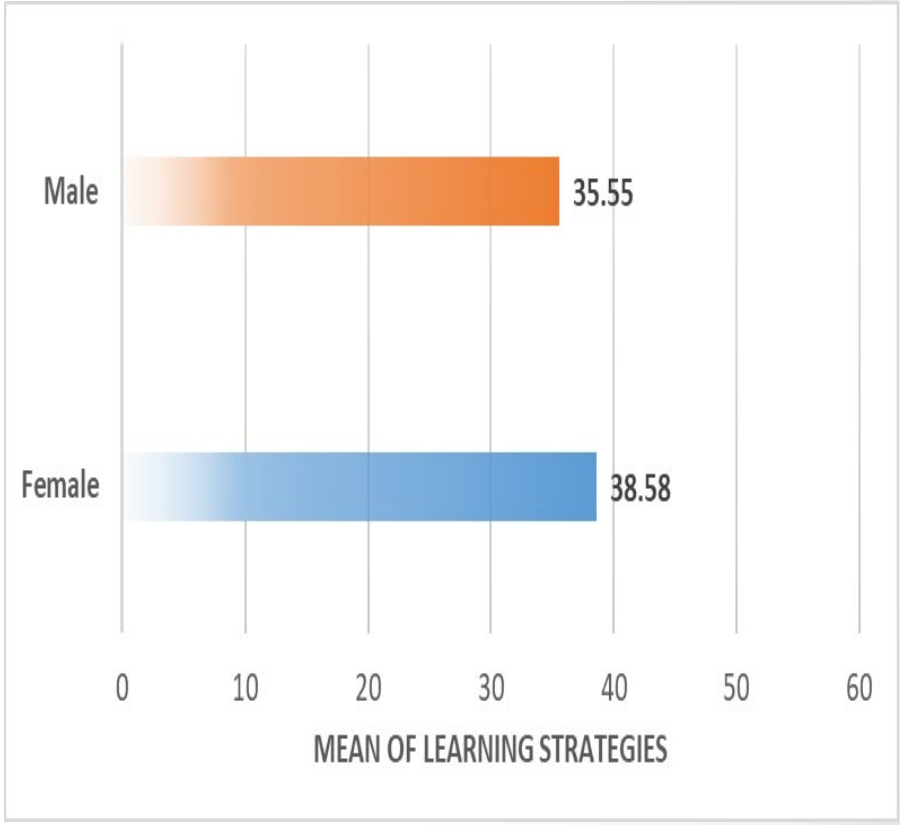
Note: Results of One-way ANOVA test reveal that female first-year students report significantly higher LS scores than their male counterparts. Female first-year students' LS scores are higher than the reported LS scores of all three peer groups (BOT, USU, AAU).

Learning Strategies (LS) by Race/Ethnicity and Gender

Senior Students



Note: Results of One-way ANOVA test reveal no significant differences by race.



Note: Results of One-way ANOVA test reveal that female first-year students report significantly higher LS scores than their male counterparts. UIC Female seniors LS scores are more aligned with BOT and USU peer groups (male and female consolidated scores).

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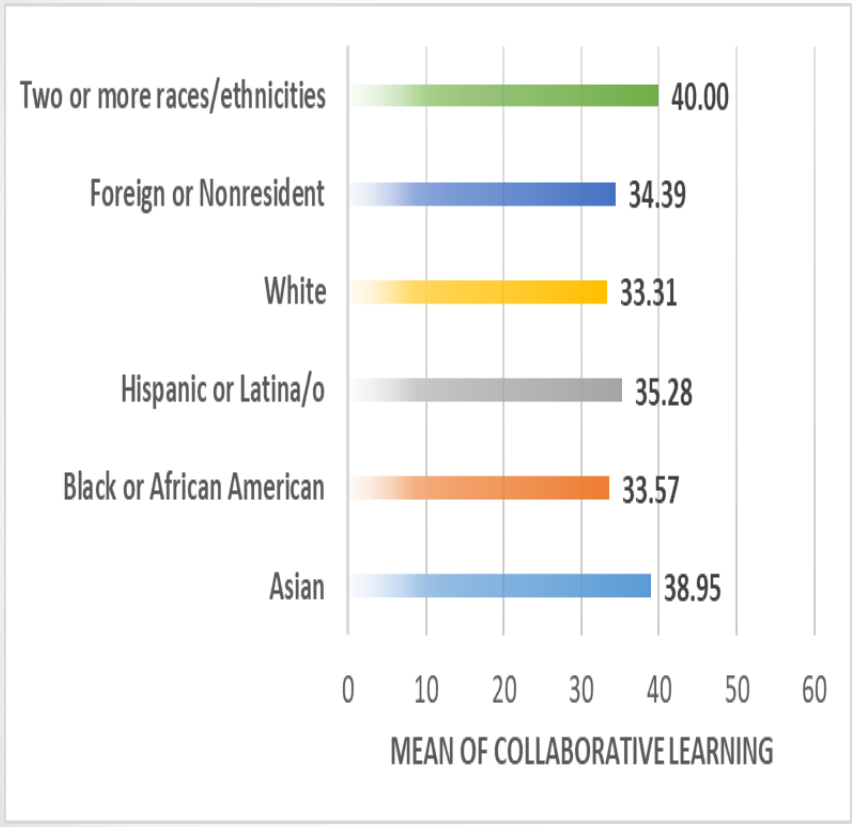
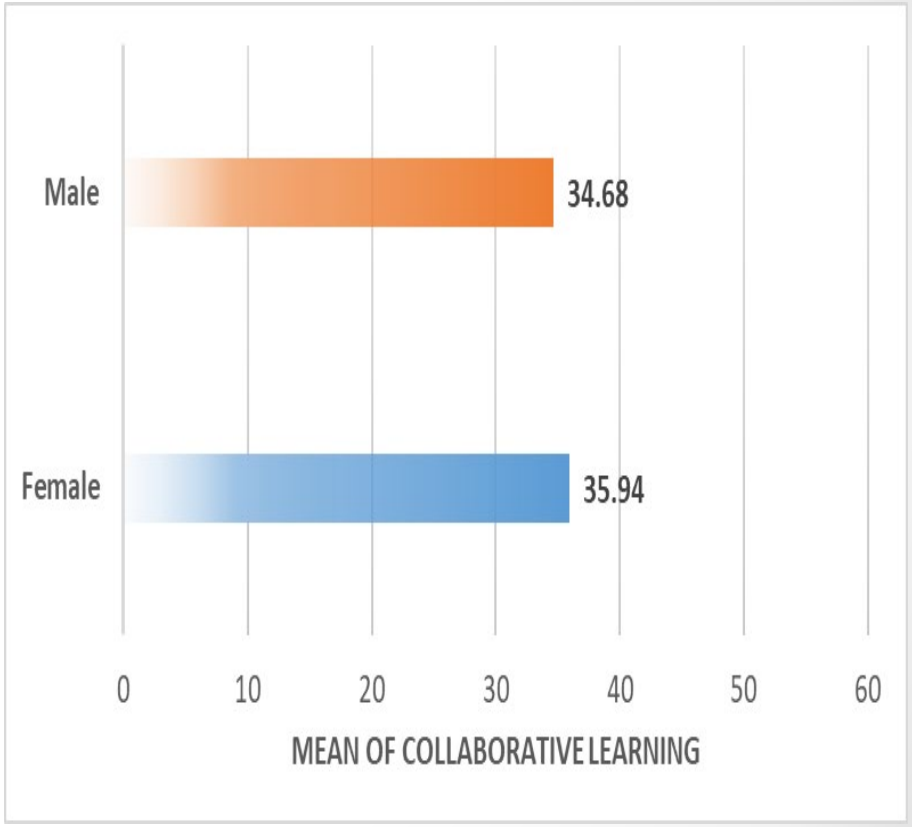
Collaborative Learning (CL) by Race/Ethnicity and Gender

Senior Students



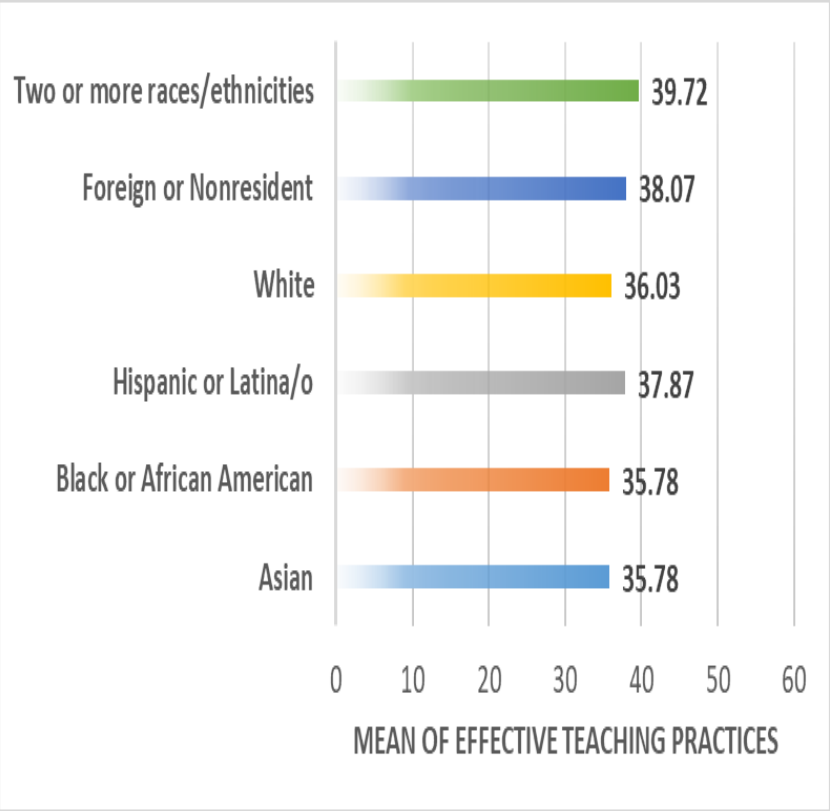
Note: Results of One-way ANOVA test reveal no significant differences by race.



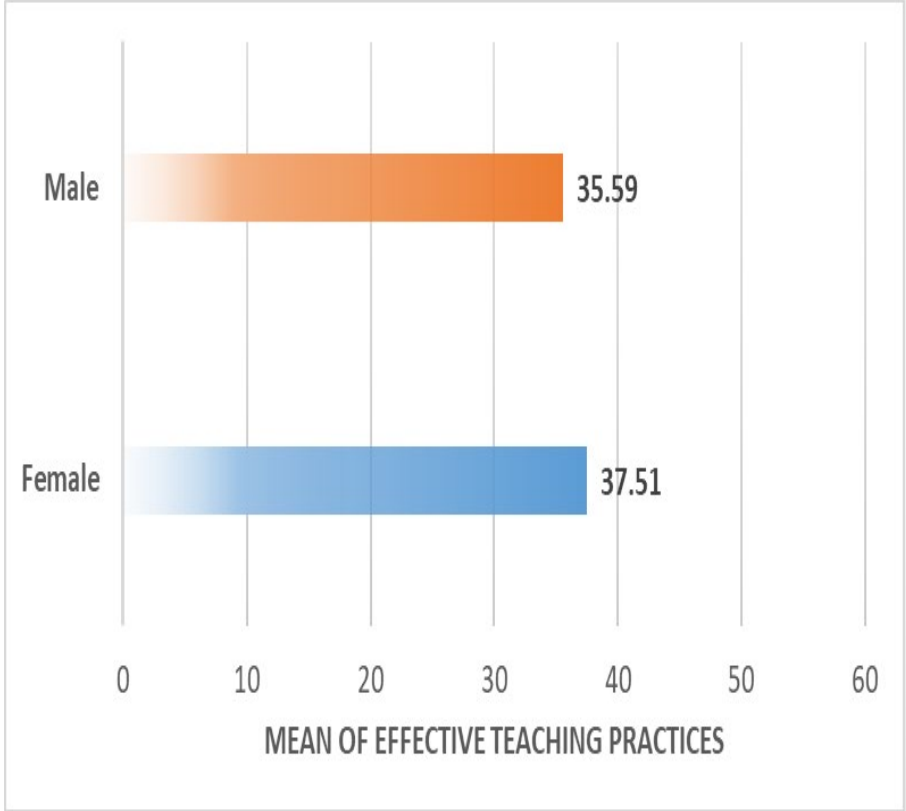
Note: Results of One-way ANOVA test reveal no significant differences by gender.

Effective Teaching Practices (ET) by Race/Ethnicity and Gender

Senior Students



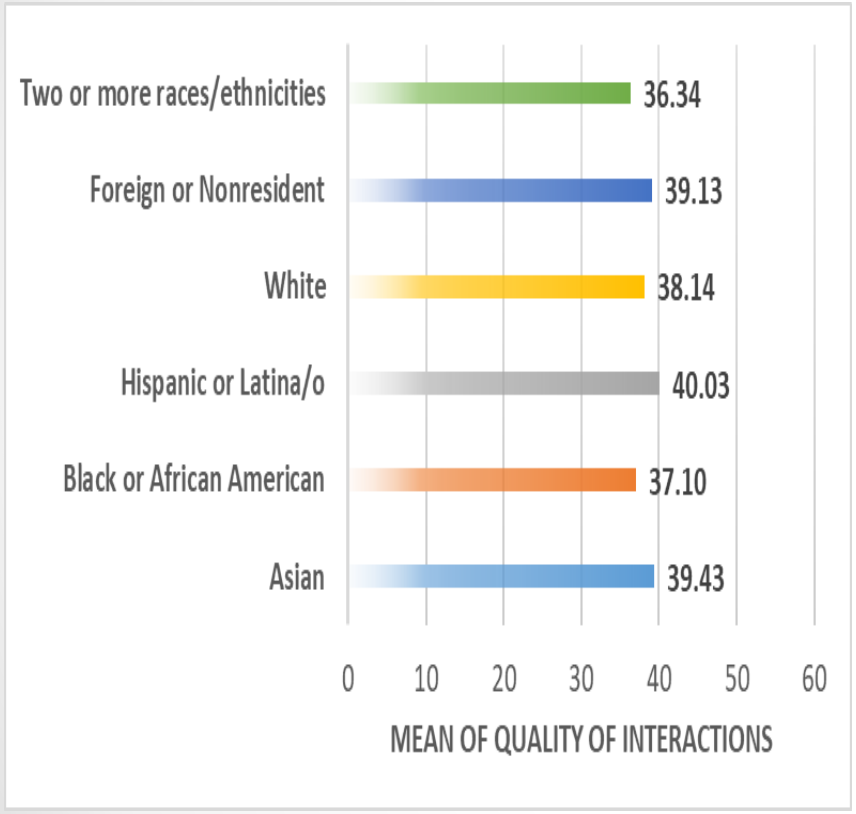
Note: Results of One-way ANOVA test reveal no significant differences by race.



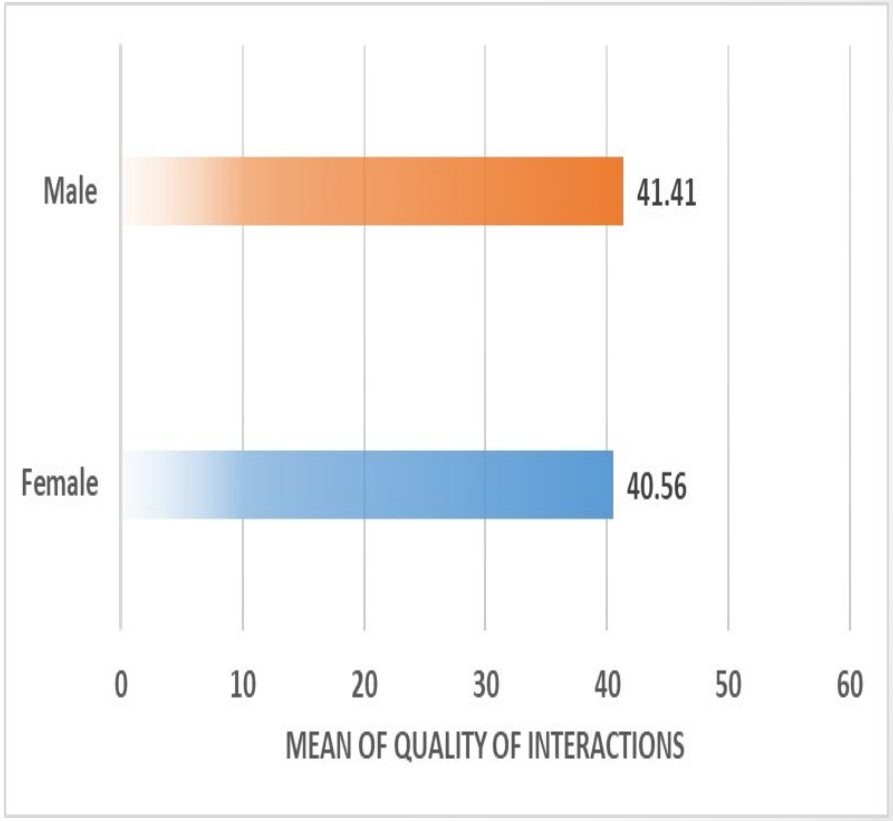
Note: Results of One-way ANOVA test reveal no significant differences by gender.

Quality of Interactions (QI) by Race/Ethnicity and Gender

Senior Students



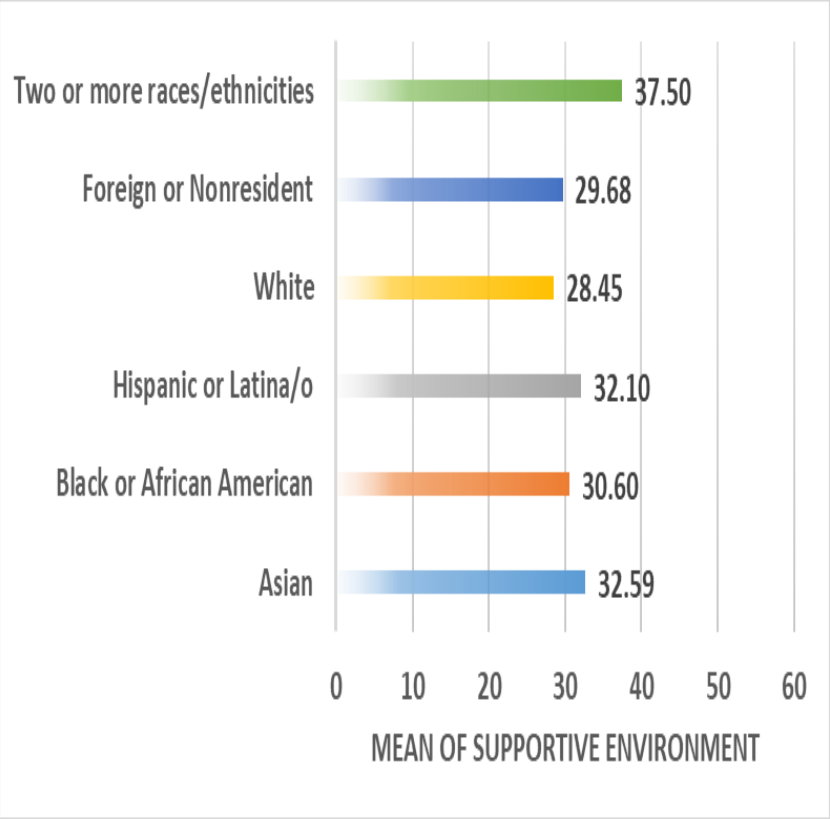
Note: Results of One-way ANOVA test reveal no significant differences by race.



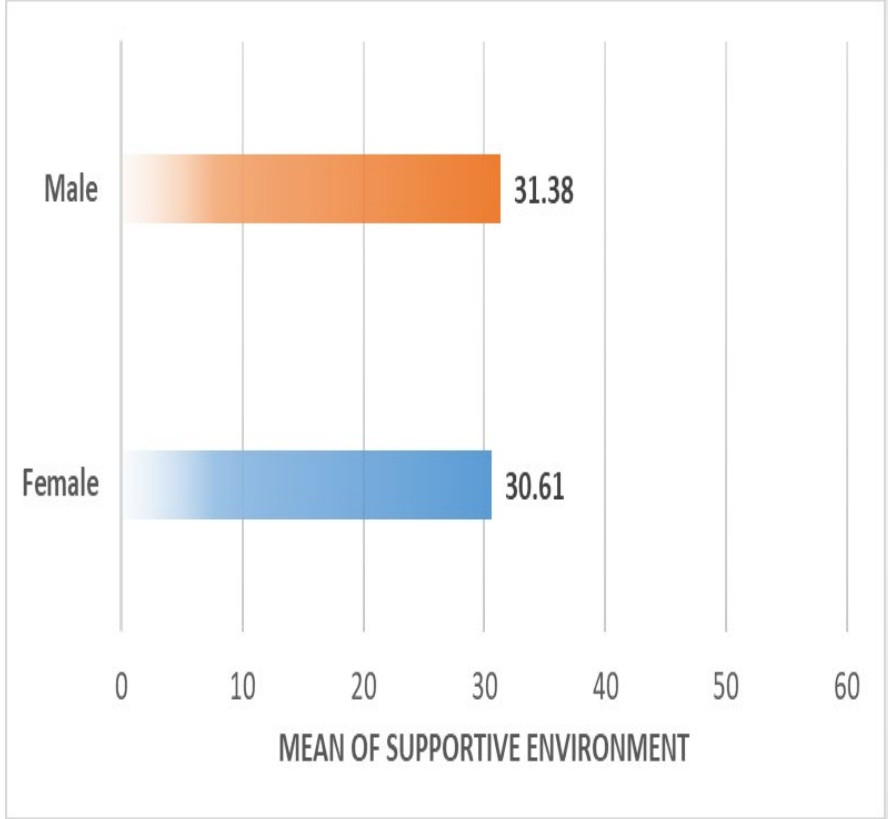
Note: Results of One-way ANOVA test reveal no significant differences by gender.

Supportive Environment (SE) by Race/Ethnicity and Gender

Senior Students



Note: Results of One-way ANOVA test reveal no significant differences by race.



Note: Results of One-way ANOVA test reveal no significant differences by race.

Summary of NSSE Results vs. BOT Peer Group

Theme	*Engagement Indicator*	**UIC students** compared with BOT: *First-year*	*Senior*
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	▽	--

△ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.

▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.

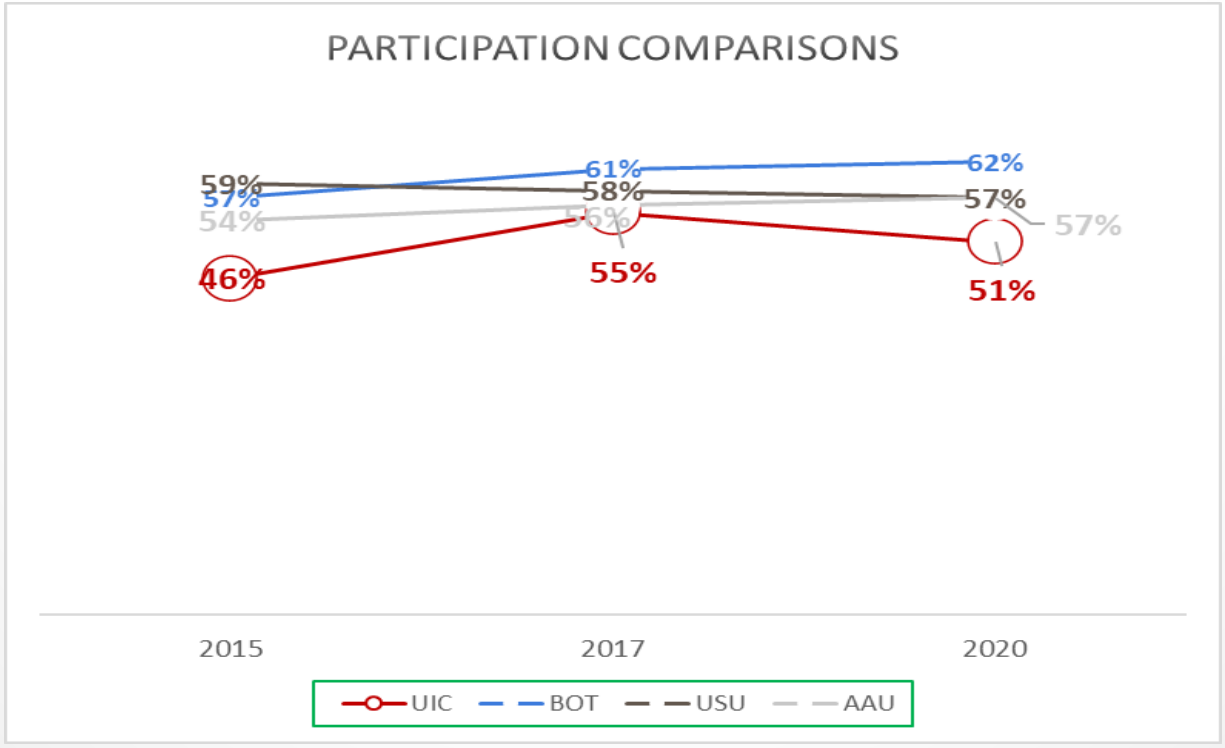
Comparison of First-Year and Senior Student NSSE Results

Theme	*Engagement Indicator*	**First-Year** *Mean*	**Seniors** *Mean*	**Difference between FY to SR**
Academic Challenge	Higher-Order Learning	39.2	38.8	-0.4
	Reflective and Integrative Learning	34.9	36.0	1.1
	Learning Strategies	38.0	37.1	-0.9
	Quantitative Reasoning	29.6	31.3	1.7
Learning with Peers	Collaborative Learning	32.7	35.3	2.6
	Discussions with Diverse Others	40.7	42.1	1.4
Experiences with Faculty	Student-Faculty Interaction	21.4	22.0	0.5
	Effective Teaching Practices	38.3	36.6	-1.8
Campus Environment	Quality of Interactions	40.9	38.9	-2.1
	Supportive Environment	34.7	31.0	-3.8

HIP Participation

First-Year Students

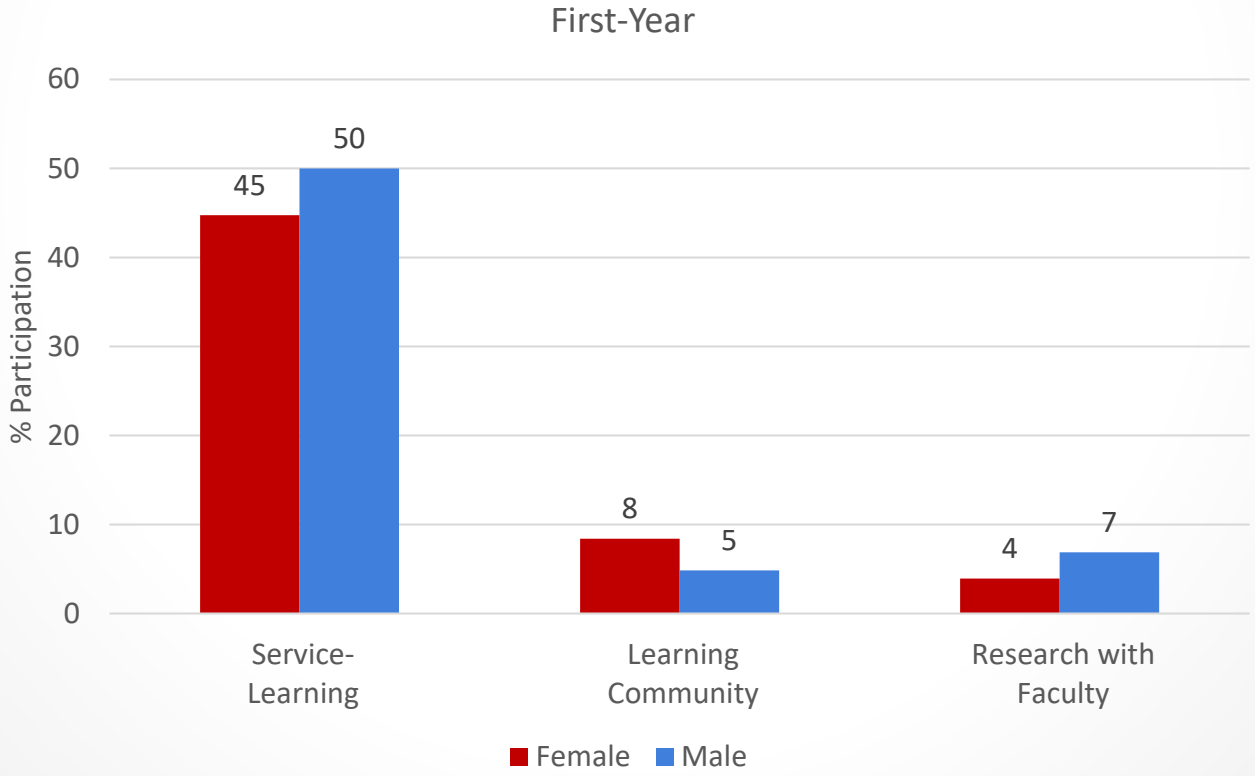
The figure below displays the percentages of first-year students who participated in at least one high-impact practice for UIC and our peer groups for years 2015, 2017 and 2020. The figure is limited to participation in service-learning, a learning community, and research with faculty. Our BOT peer group has been trending upward while UIC decreased from 55% to 51%.



HIP Participation by Gender

First-Year Students

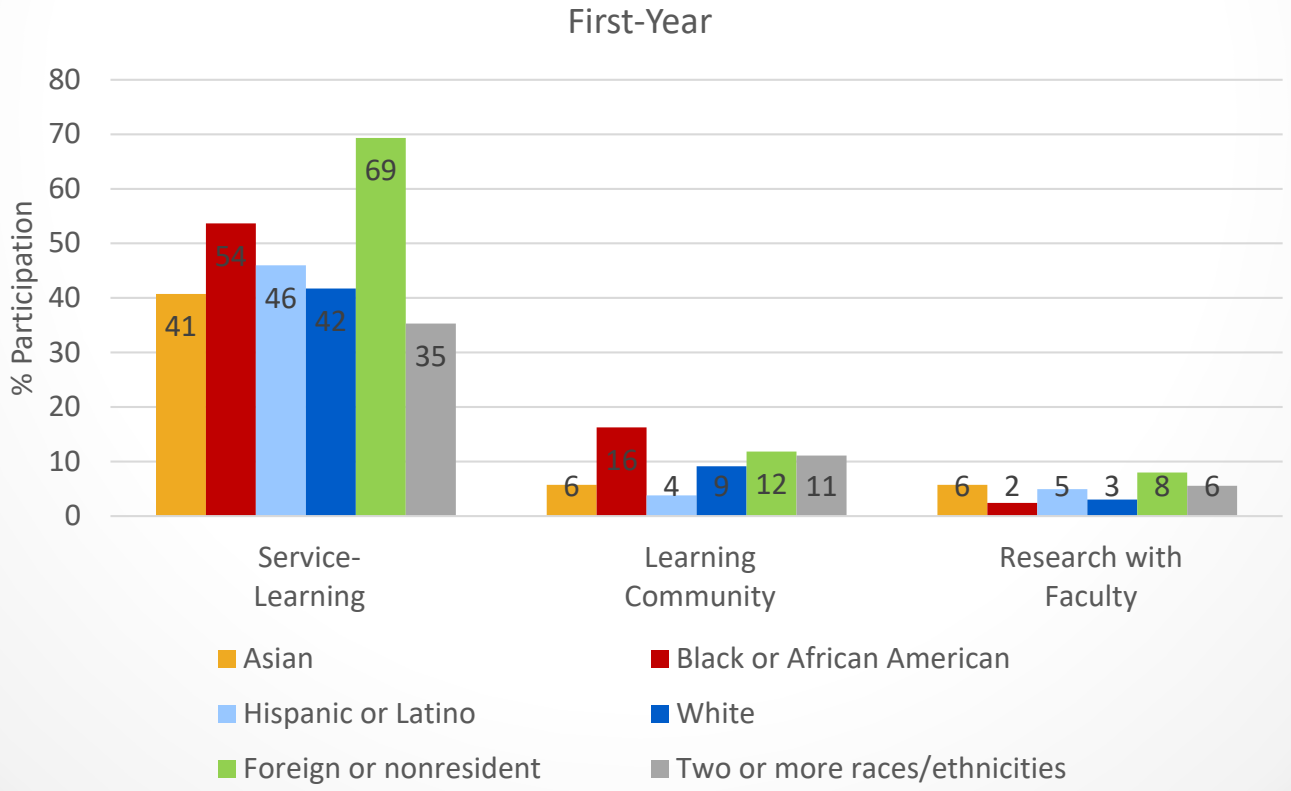
The table below displays the percentage of first-year students who participated in each HIP by gender. Male students participate in service-learning and research with faculty at slightly higher rates than female students.



HIP Participation by Race/Ethnicity

First-Year Students

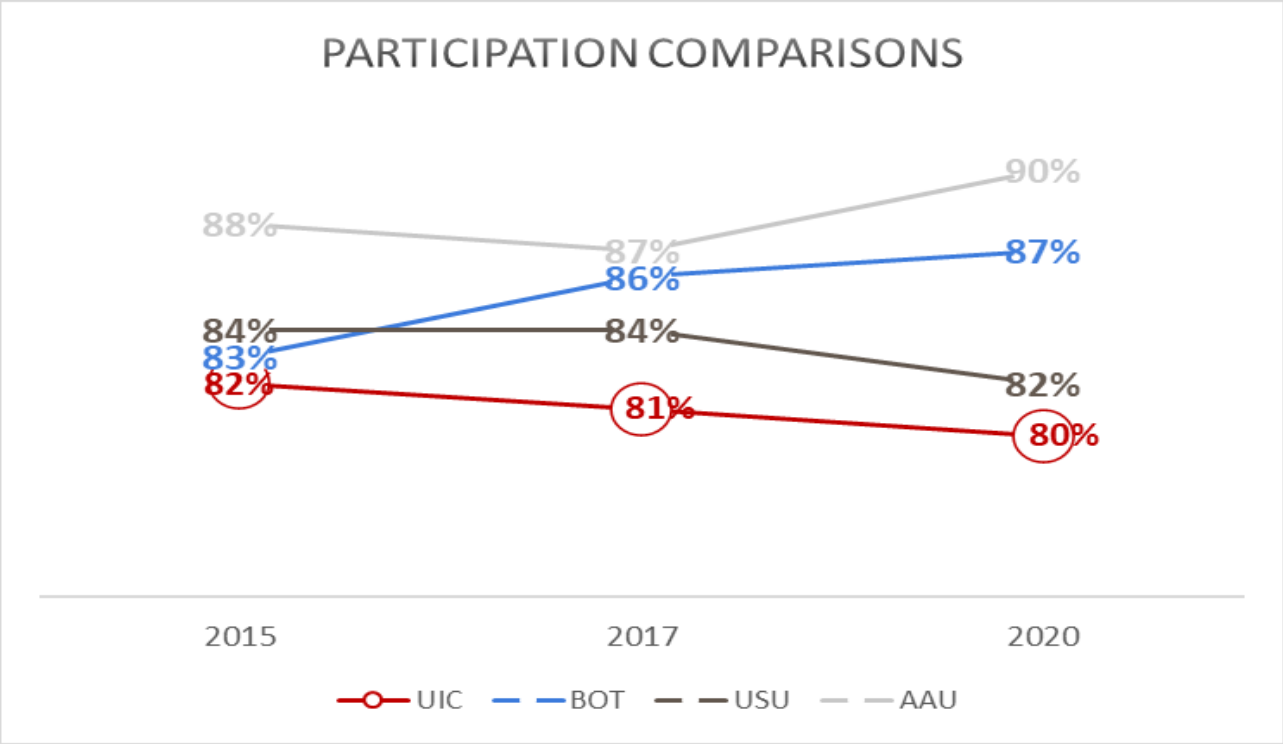
The table below displays the percentage of first-year students who participated in each HIP by race/ethnicity. Foreign or nonresident students participate in service-learning and research with faculty at higher rates than the other groups while Black or African American students participate in learning communities at higher rates.



HIP Participation

Senior Students

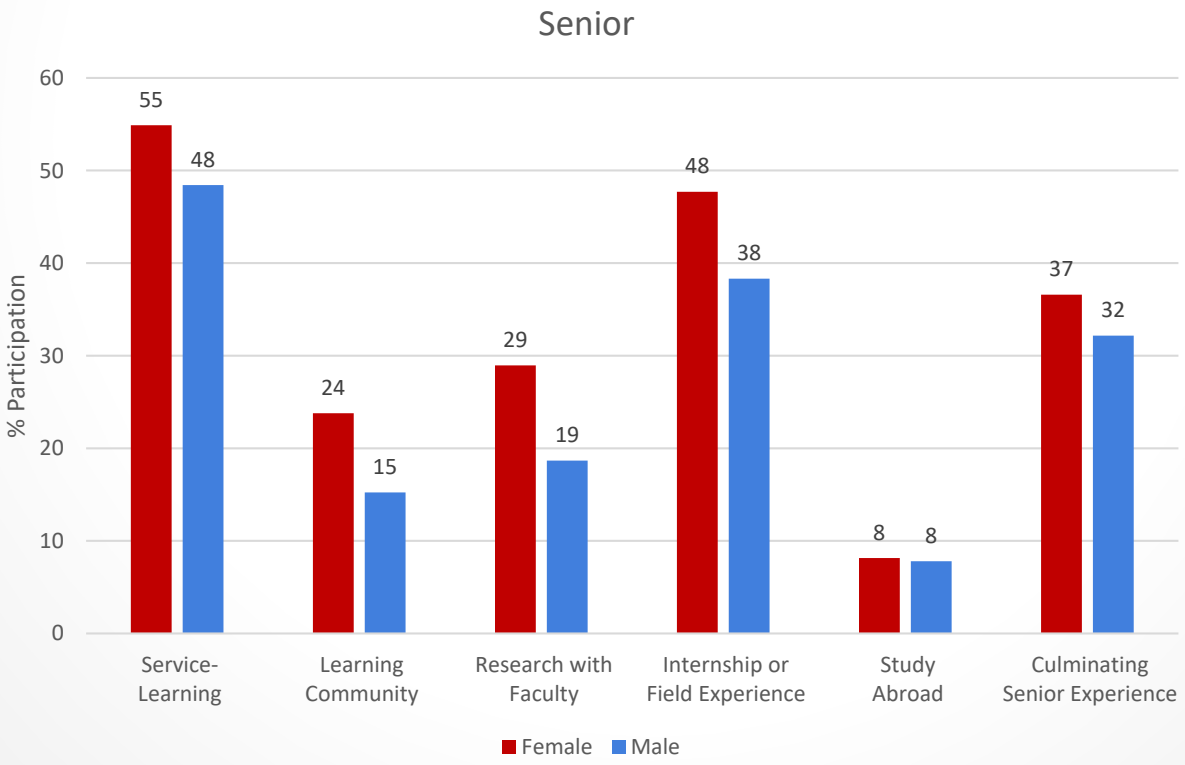
The figure below displays the percentages of seniors who participated in at least one high-impact practice for UIC and our peer groups for years 2015, 2017 and 2020. The figure includes all six HIPs: Learning Community, Service-Learning, Research w/Faculty, Internship, Study Abroad, Culminating Senior Experience. UIC and our USU comparison group have both seen declining HIP participation while BOT and AAU groups have increased HIP participation.



HIP Participation by Gender

Senior Students

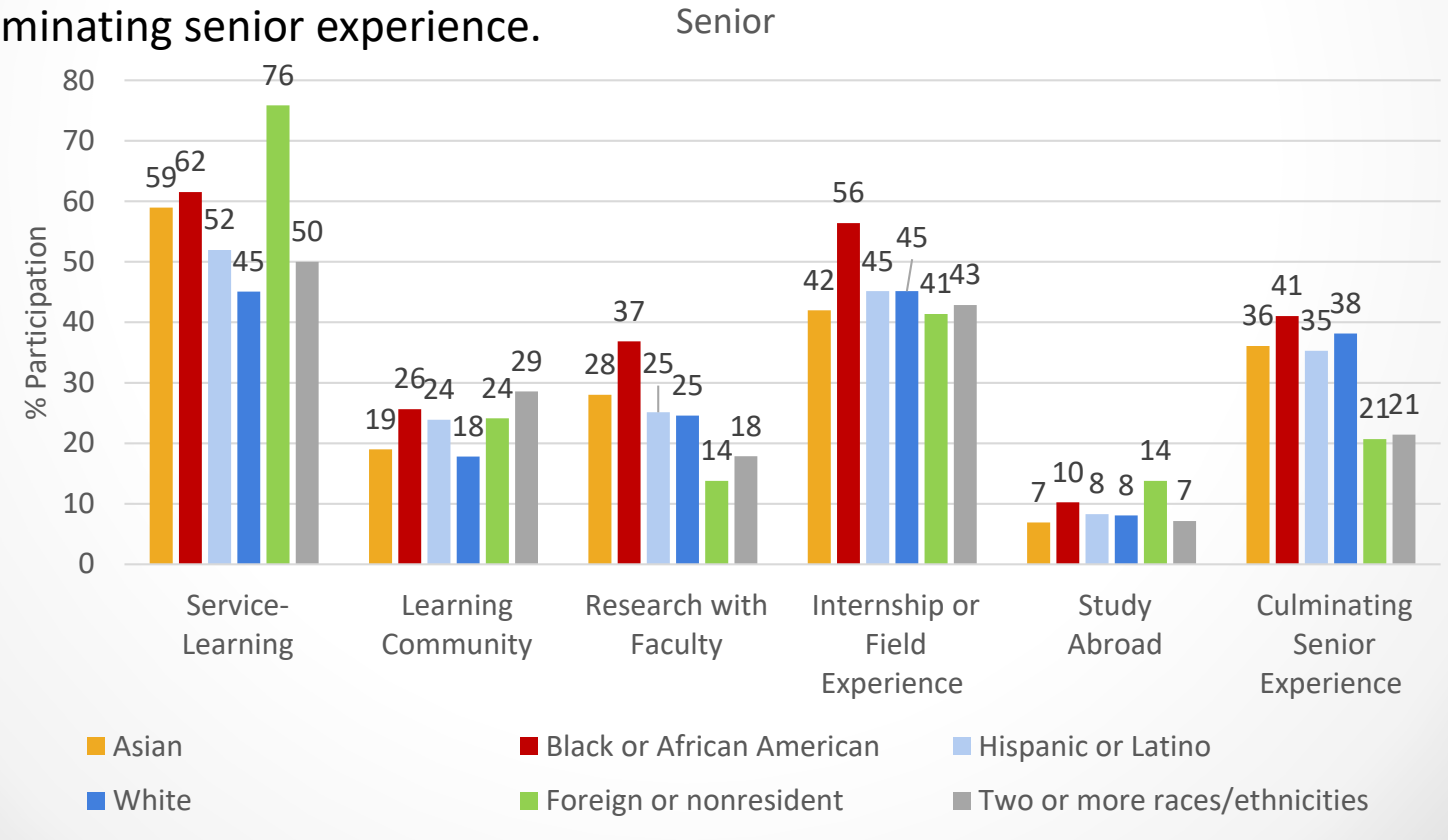
The table below displays the percentage of senior students who participated in each HIP by gender. Male student HIP participation is at or below the female student participation rate across all six HIPs.



HIP Participation by Race/Ethnicity

Senior Students

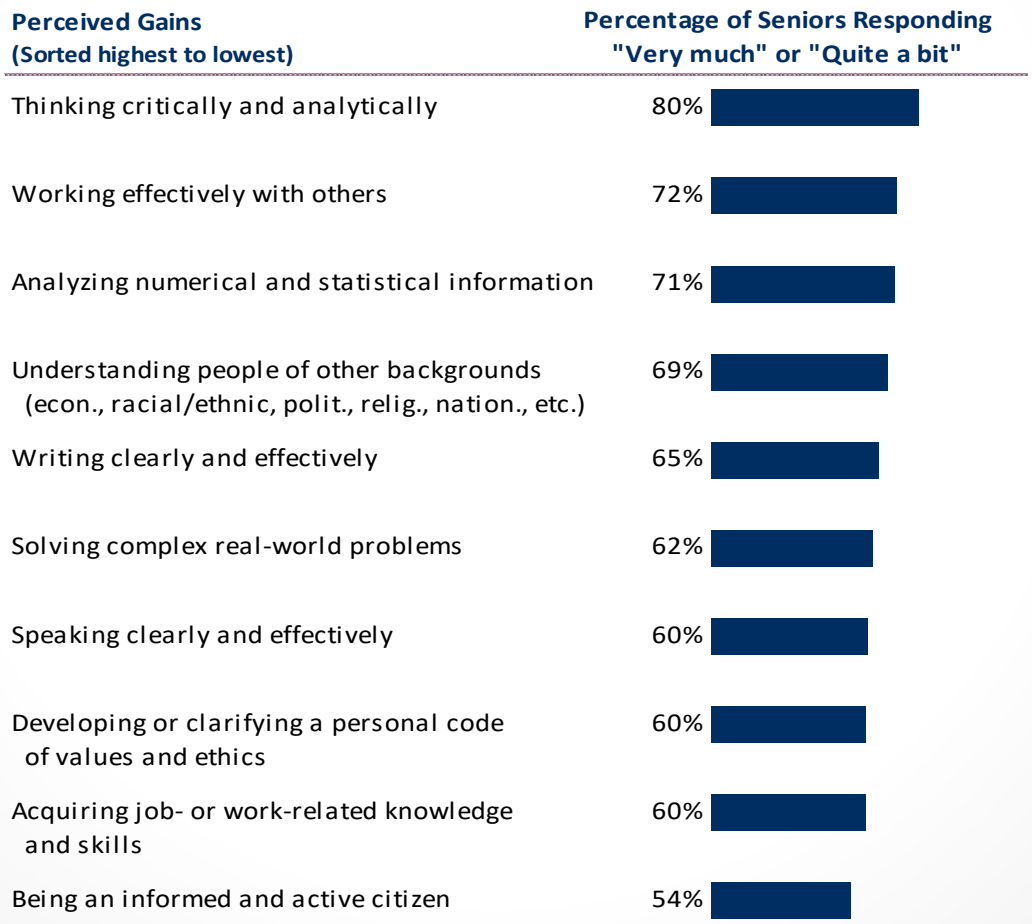
The table below displays the percentage of senior students who participated in each HIP by race/ethnicity. Foreign or nonresident student participation is highest in service-learning and study abroad while Black or African American student participation is highest in research with faculty, internships and culminating senior experience.



How Students Assess Their Experience

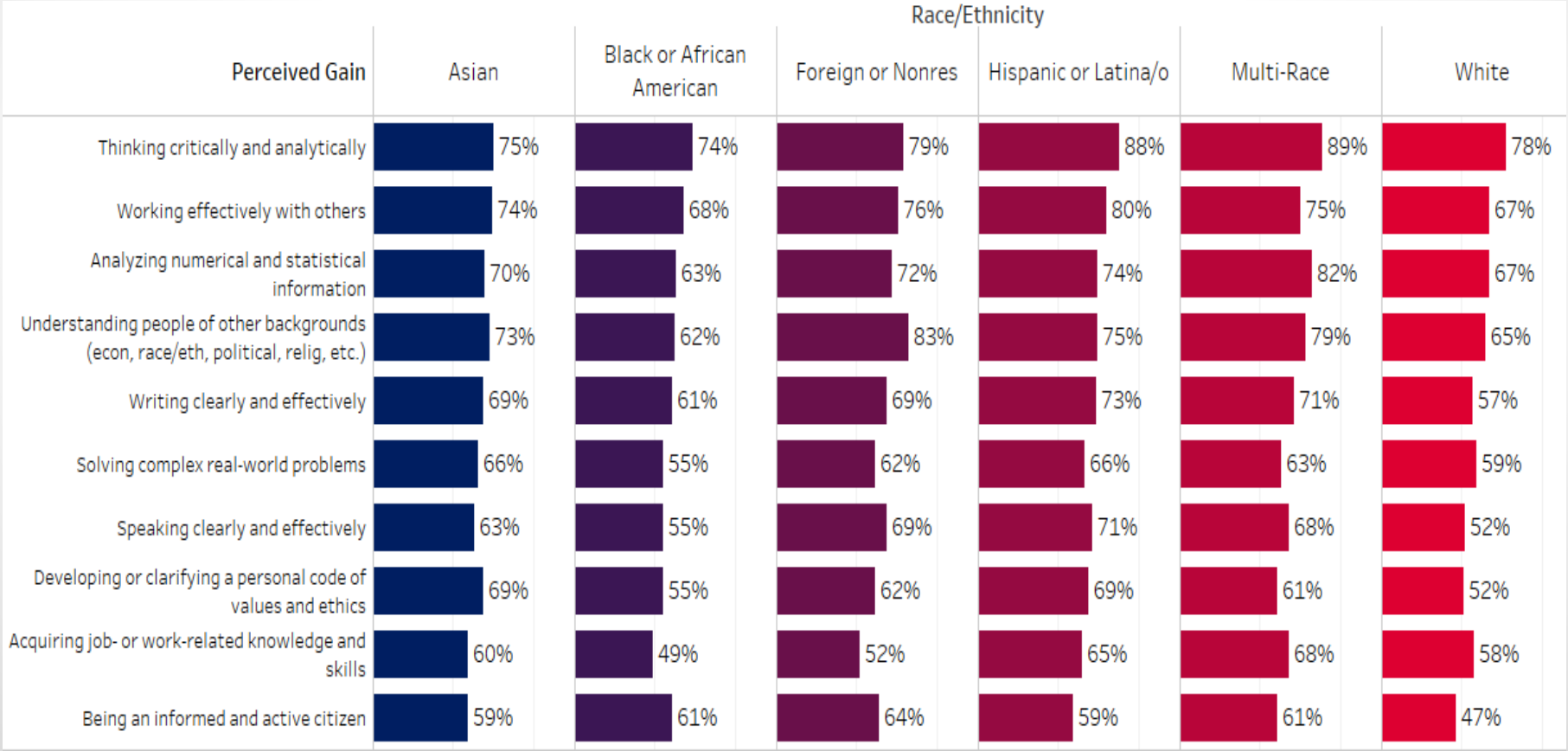
Perceived Gains Among Seniors

Students reported how much their UIC experience contributed to their knowledge, skills, and personal development in the 10 areas listed below.



Perceived Gains Among Seniors by Race/Ethnicity

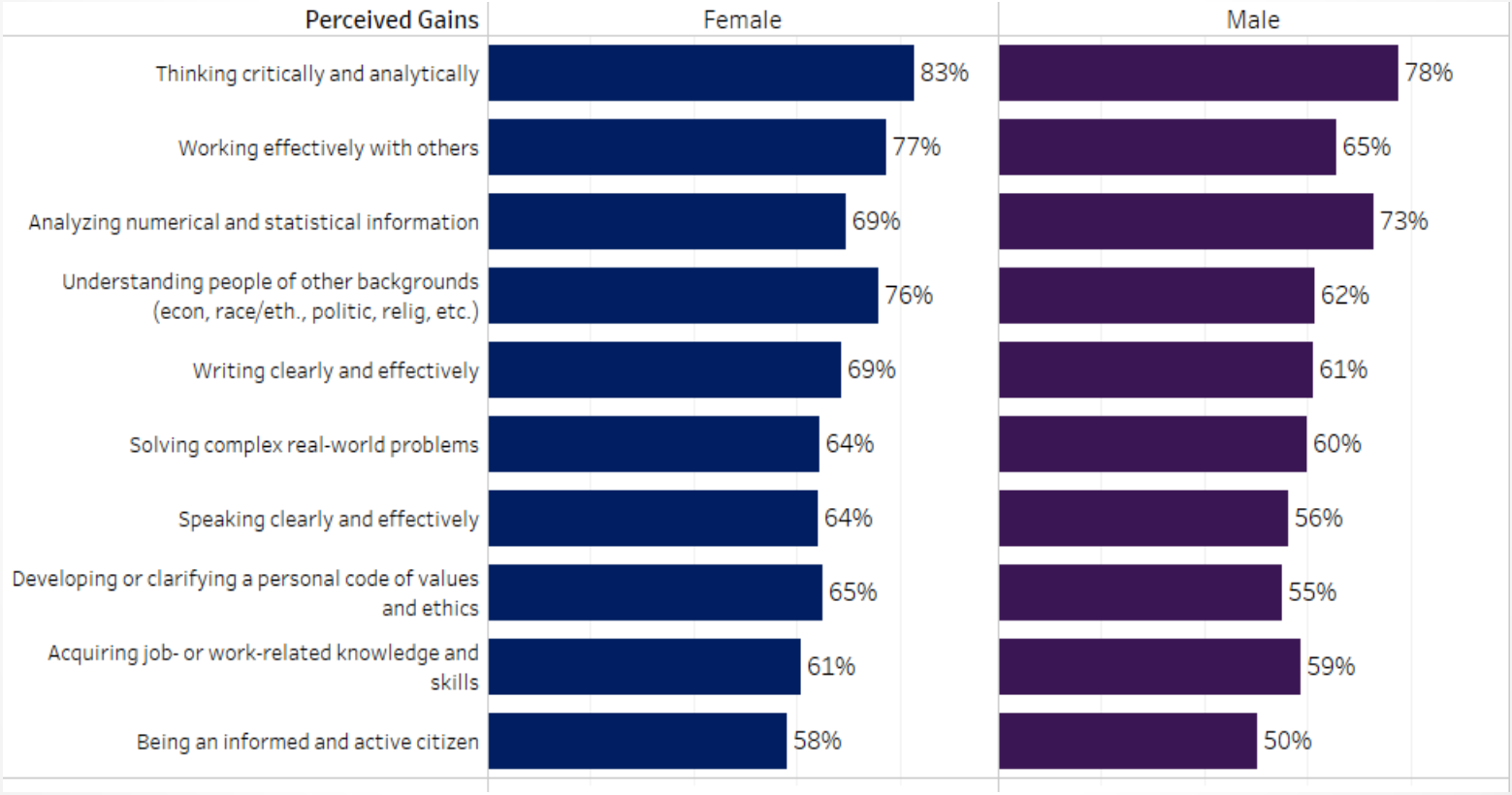
The lowest rated perceived gain for Black or African American and Foreign or Nonresident students was "Acquiring job or work-related knowledge and skills“ whereas for the rest of the race/ethnic groups it was “Being an informed and active citizen.” The highest perceived gain was “Thinking critically and analytically” for all groups except Foreign or Nonresident students whose highest perceived gain was “Understanding people of other backgrounds.”



Percentage responding “Very Much” or “Quite a Bit”

Perceived Gains Among Seniors by Gender

The highest and lowest rated perceived gains were the same for female and male students; however, males rated the gains lower than females.

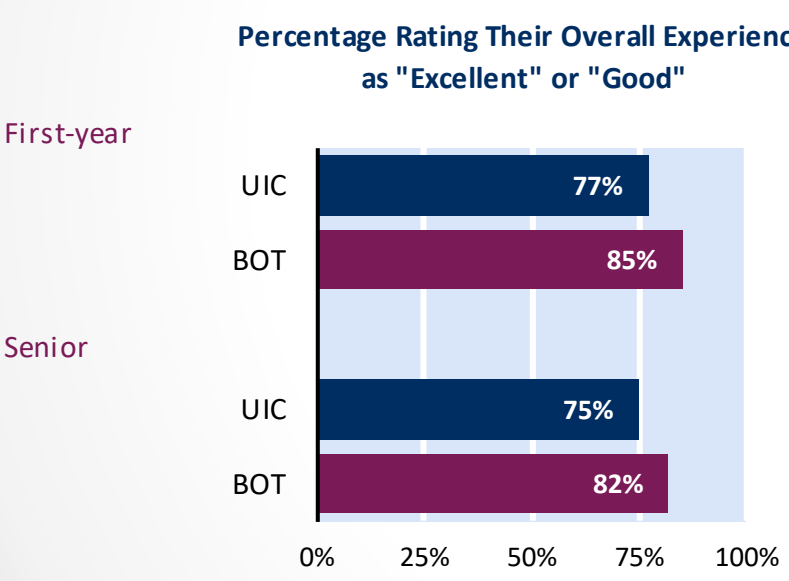


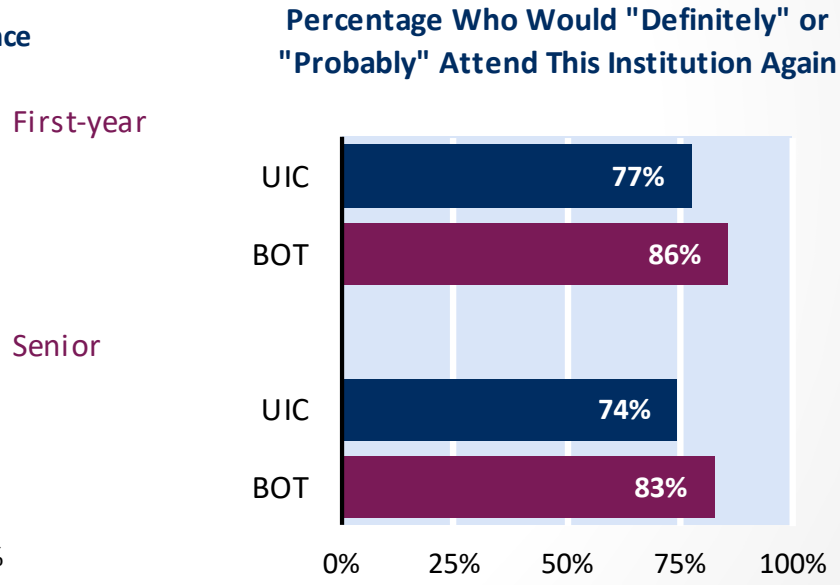
Percentage responding "Very Much" or "Quite a Bit"

How Students Assess Their Experience

Satisfaction with UIC

UIC scored 7 to 8 percentage points below BOT Peers when asked about their overall experience with UIC. When asked whether or not they would choose UIC again, UIC scored 9 percentage points below BOT Peers.

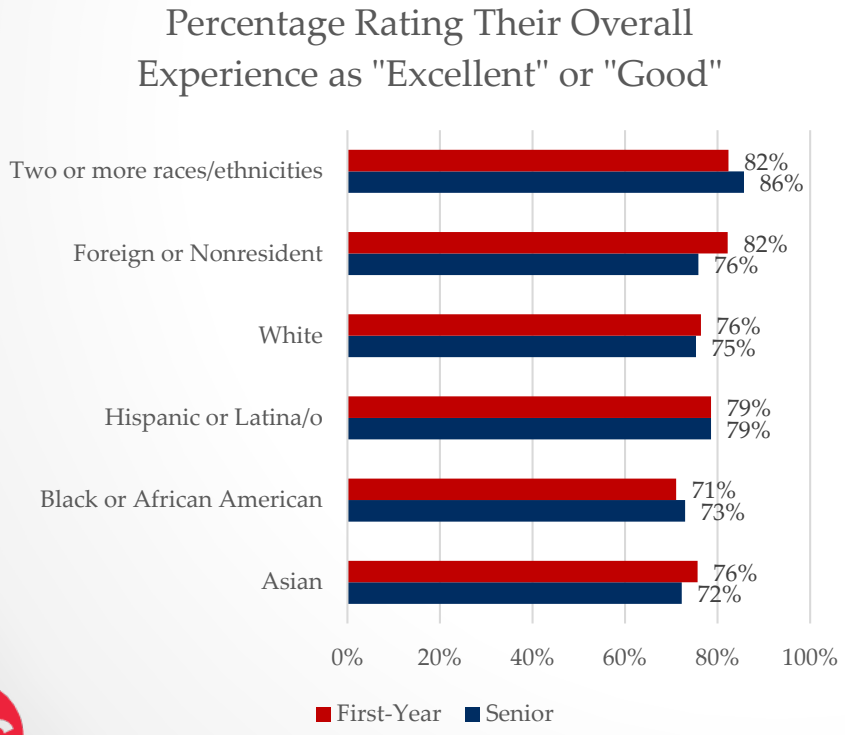


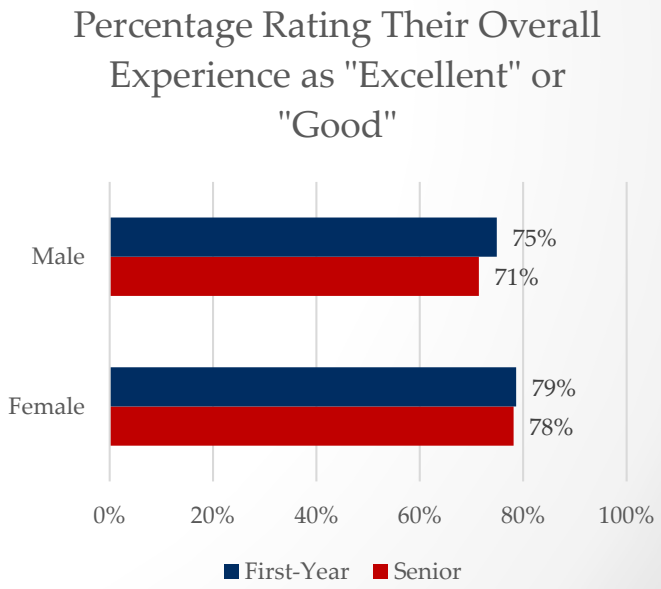


Overall Experience Rating by Race/Ethnicity and Gender

Among first-year students, Black or African American students rated their overall experience at UIC the lowest while Foreign/Nonresident and Multi-Race students rated their UIC experience the highest. Among senior students, Asian students rated their UIC experience the lowest and Multi-Race students rated their UIC experience the highest.

Male senior students rated their overall UIC experience the lowest.

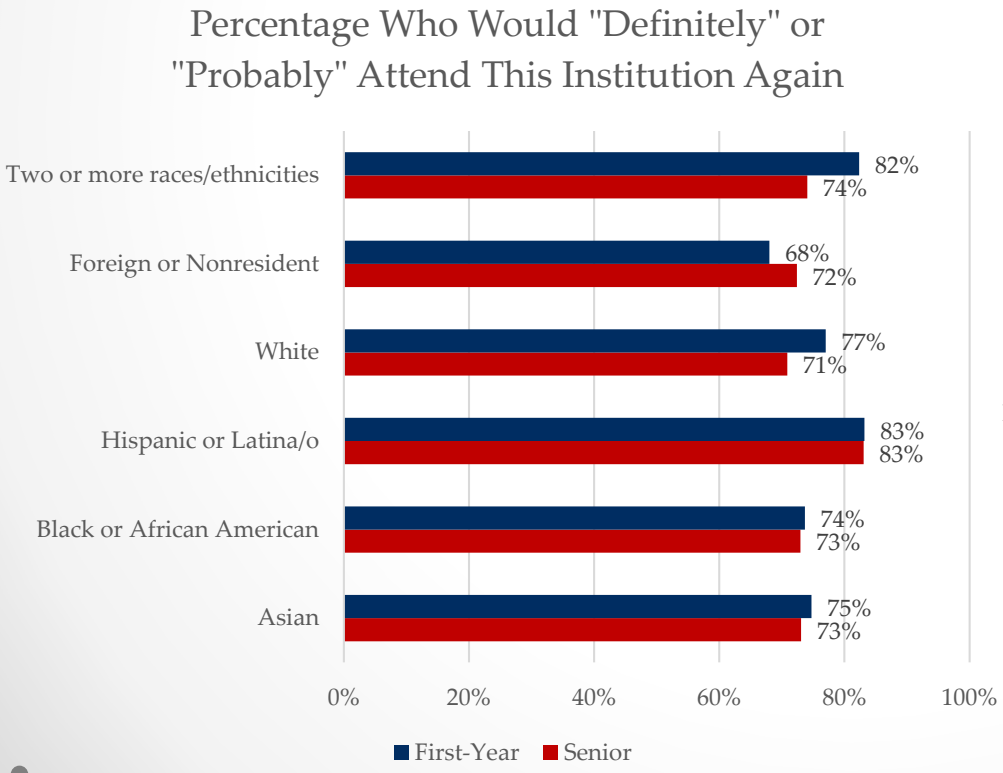


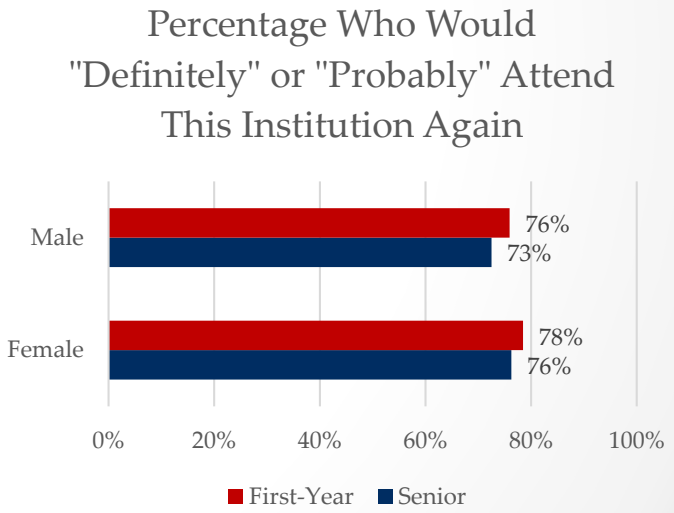


Overall Experience Rating by Gender

Among first-year students, 83% of Hispanic/Latina/o students reported that they'd attend UIC again while only 68% of Foreign/Nonresident students said they'd attend UIC again. Among seniors, 83% of Hispanic/Latina/o students reported that they'd attend UIC again while only 71% of White students said they'd attend UIC again.

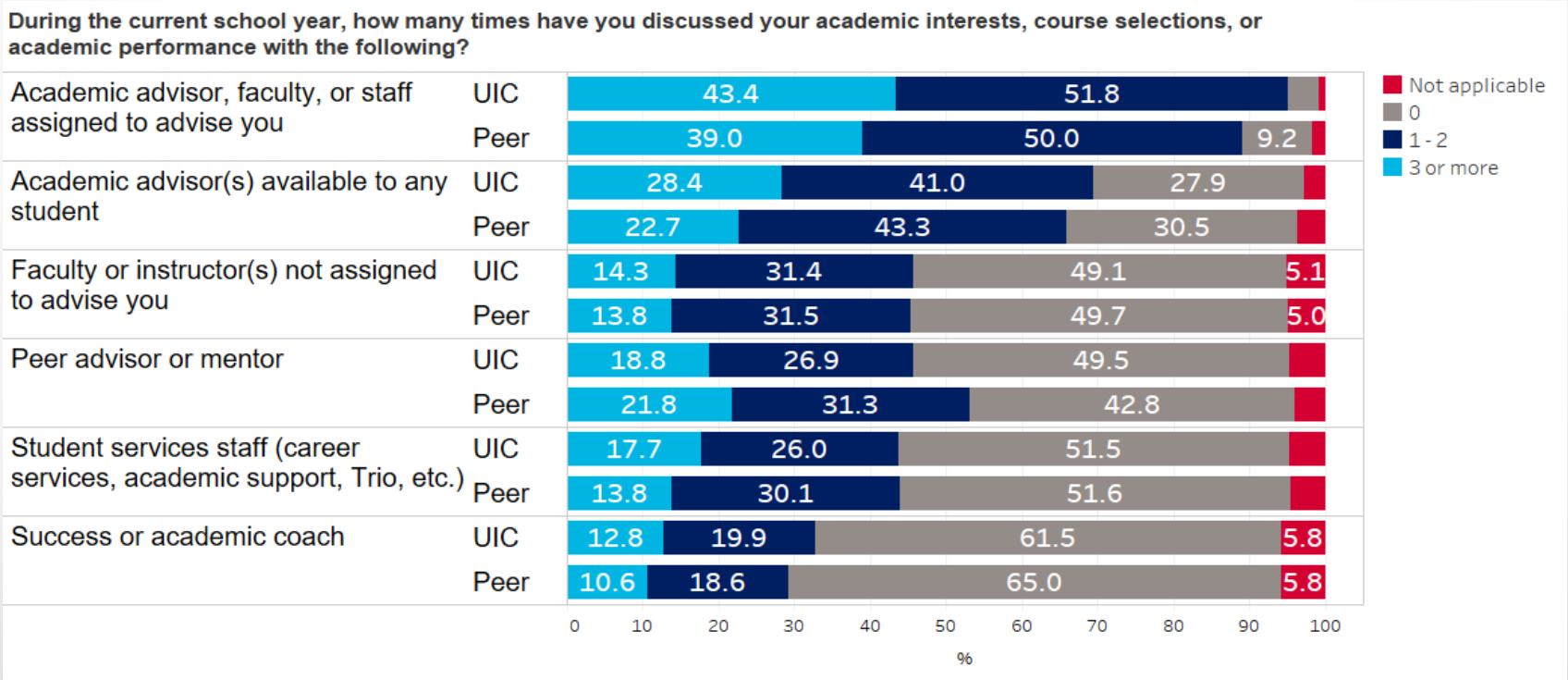
A slightly higher percentage of female students reported that they'd attend UIC again.





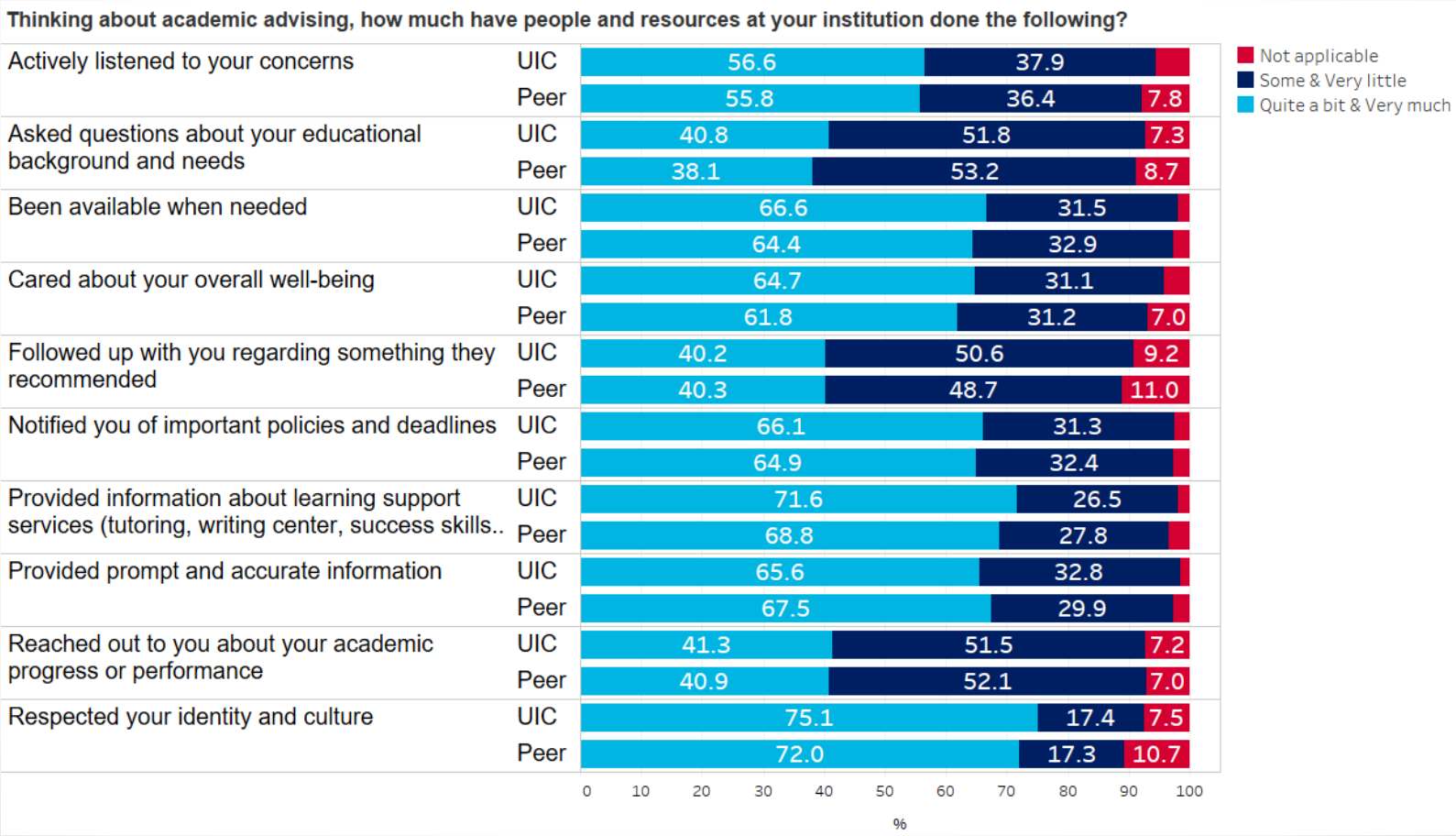
Discussion Frequencies by Advising Source First-Year Students

First-year students discussed their academic interests, course selections, or performance with an academic advisor/faculty/staff assigned to them the most (95.2% had at least one discussion). In comparison to our peer group, this is 6.2% higher. Of those who selected "0", 29% indicated that they did not know how to contact an advisor at UIC. Peer advisor/mentor was less of an advising source in comparison to our peer group.



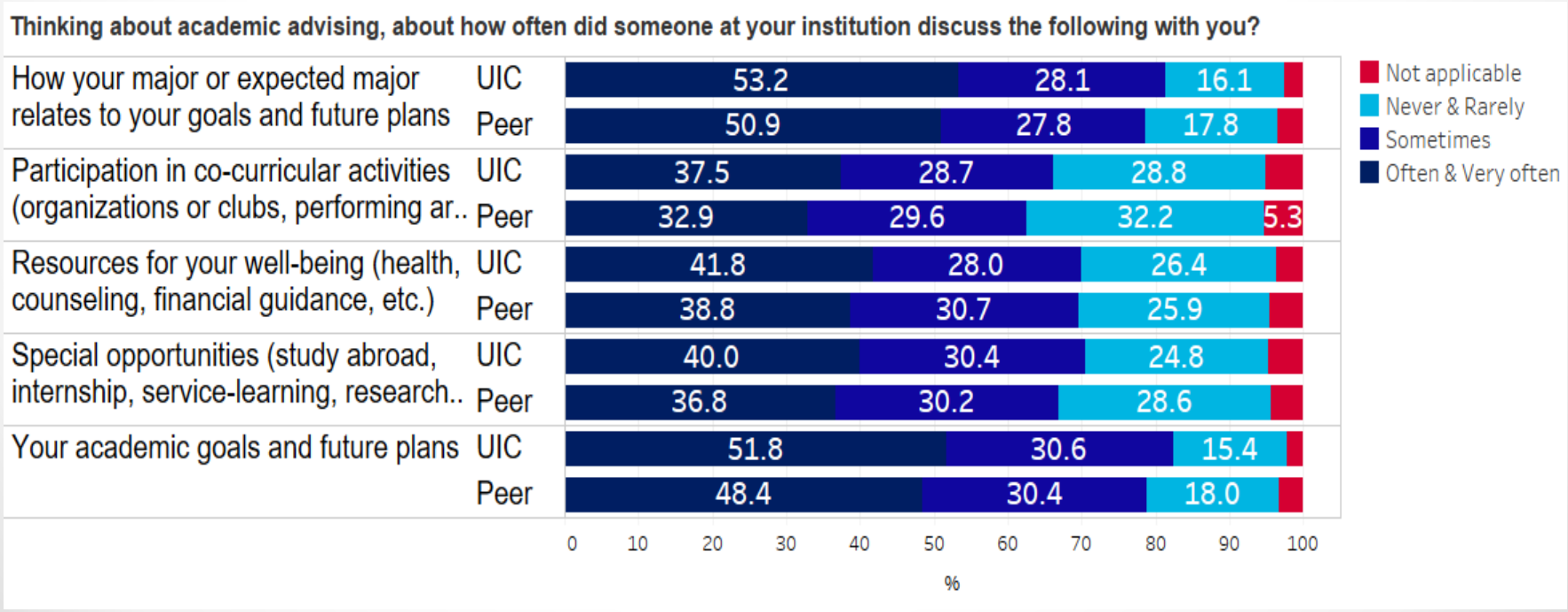
Academic Advising and First-Year Students

First-year students feel that people and resources at UIC are very respectful of their identify and culture with 75.1% reporting “quite a bit & very much.” This was 3% higher than our peer group.



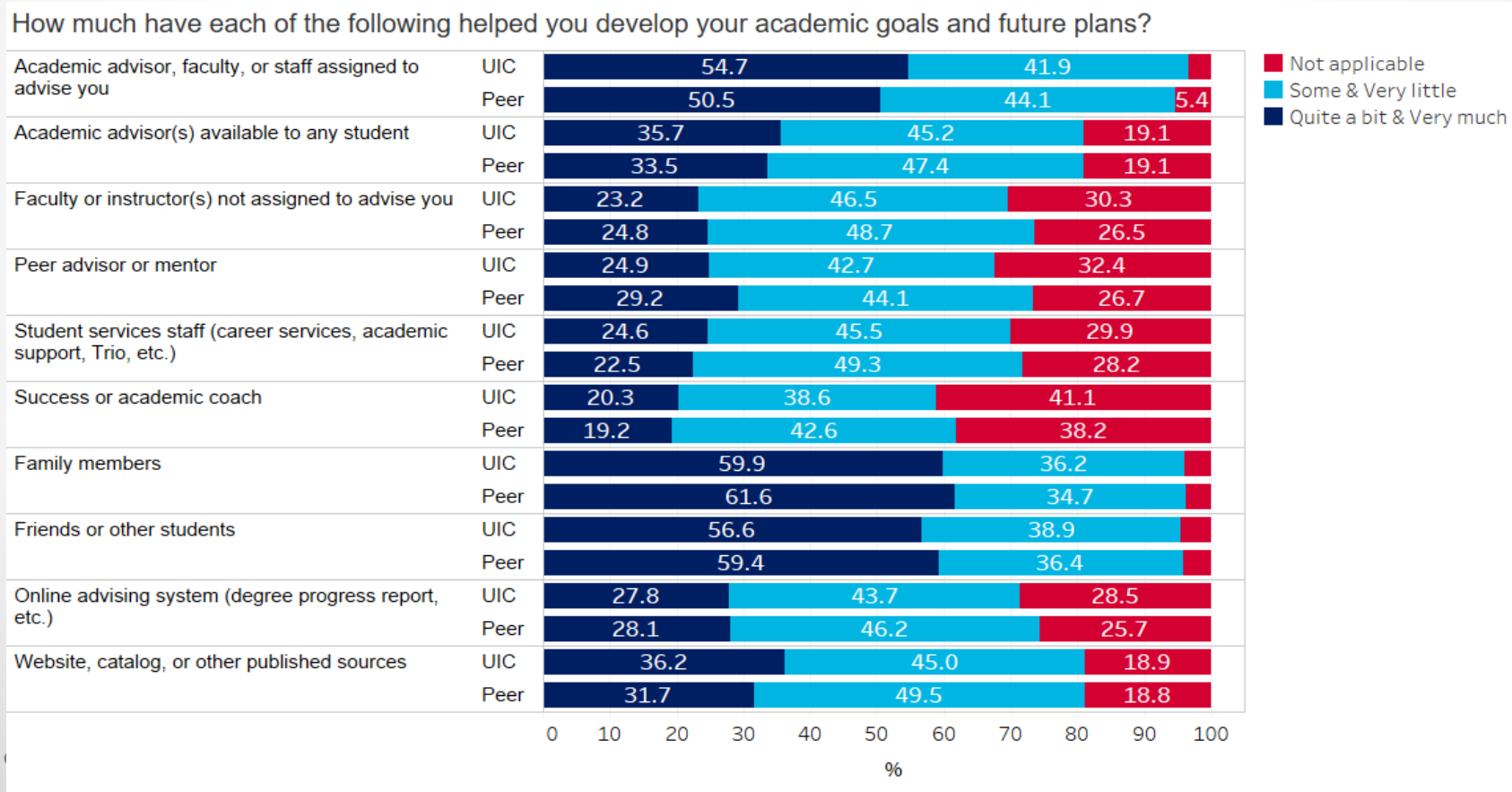
Discussions with Academic Advisors First-Year Students

The most frequent discussion first-year students had with their academic advisor was regarding how their major or expected major relates to their goals and future plans (53.2%). This was slightly higher than our peer group. First-year students discussed participation in co-curricular activities less than other topics; however, at a slightly higher frequency than our peer group.



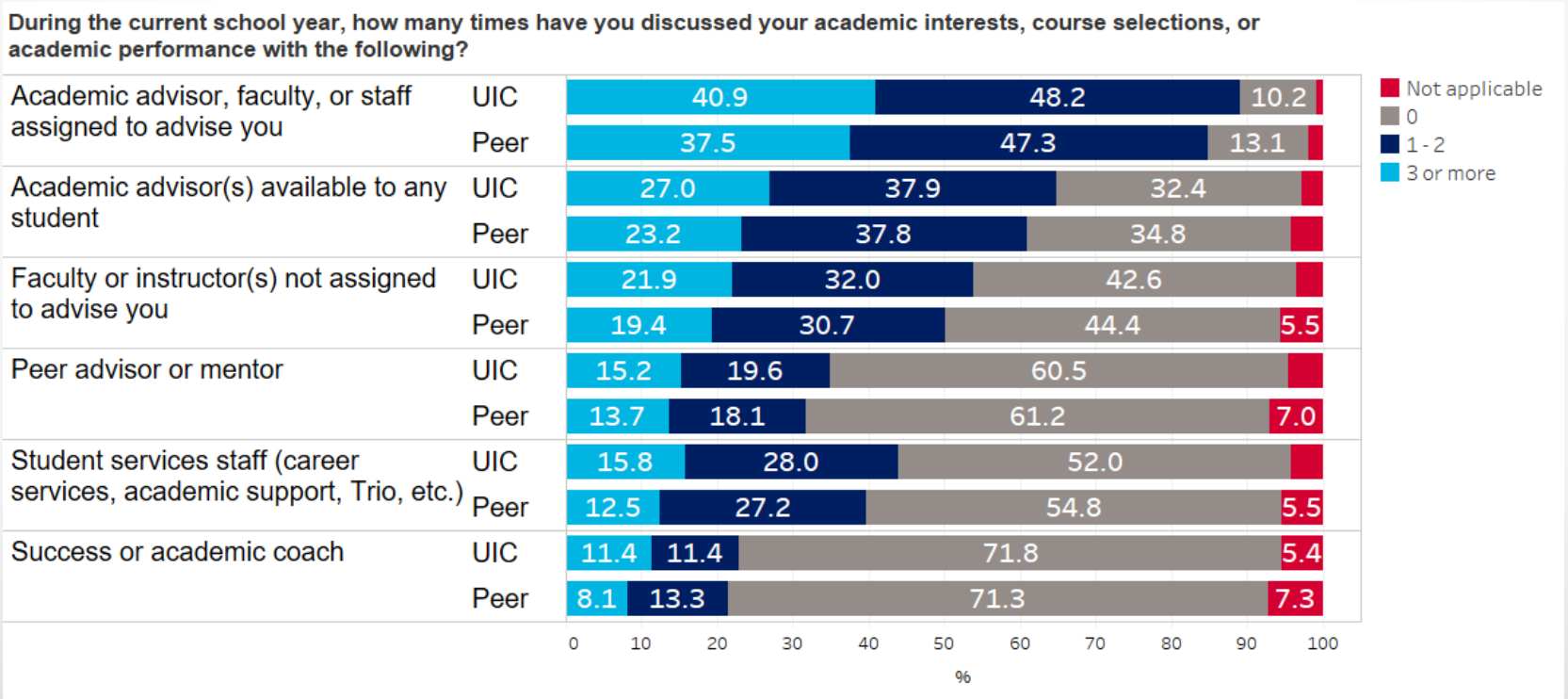
Developing Goals & Plans by Advising Source First-Year Students

First-year students reported family members as being the most helpful in developing their academic goals and future plans. In comparison to our peer group, this is slightly lower (-1.7%).



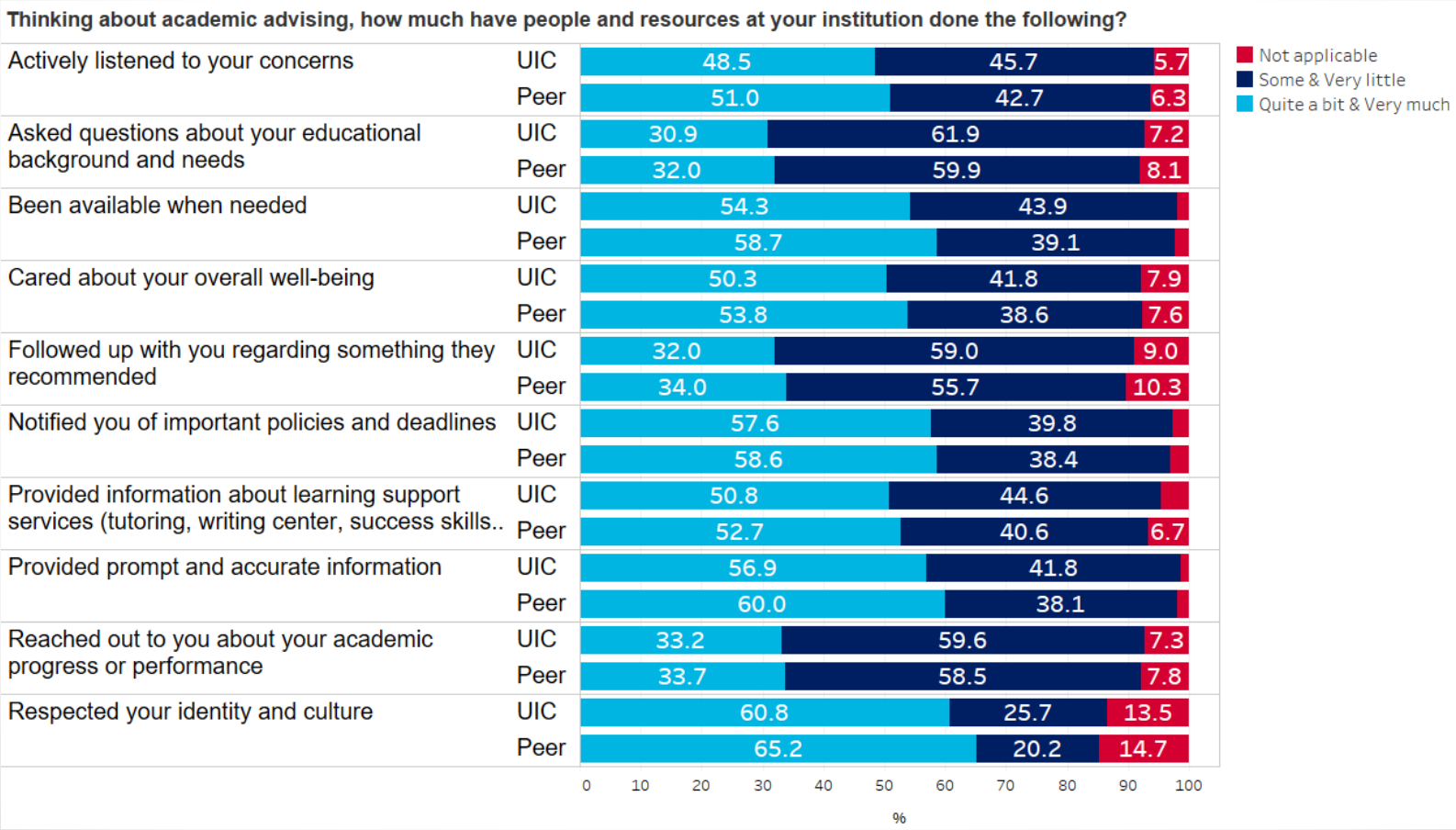
Discussion Frequencies by Advising Source Seniors

Seniors discussed their academic interests, course selections, or performance with an academic advisor/faculty/staff assigned to them the most (89.1% had at least one discussion). In comparison to our peer group, this is 4.3% higher. Of those who selected “0”, 9% indicated that they did not know how to contact an advisor at UIC.



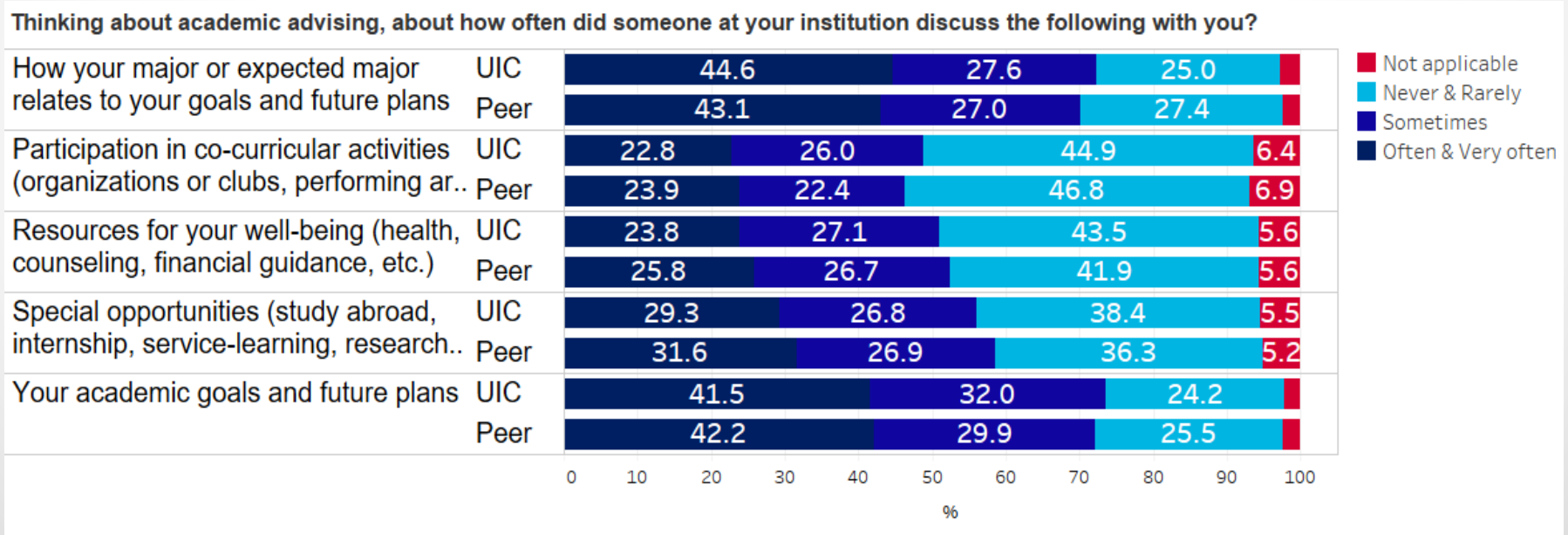
Academic Advising and Seniors

Seniors feel that people and resources at UIC are very respectful of their identify and culture with 60.8% reporting “quite a bit & very much.” This was 4.4% lower than our peer group.



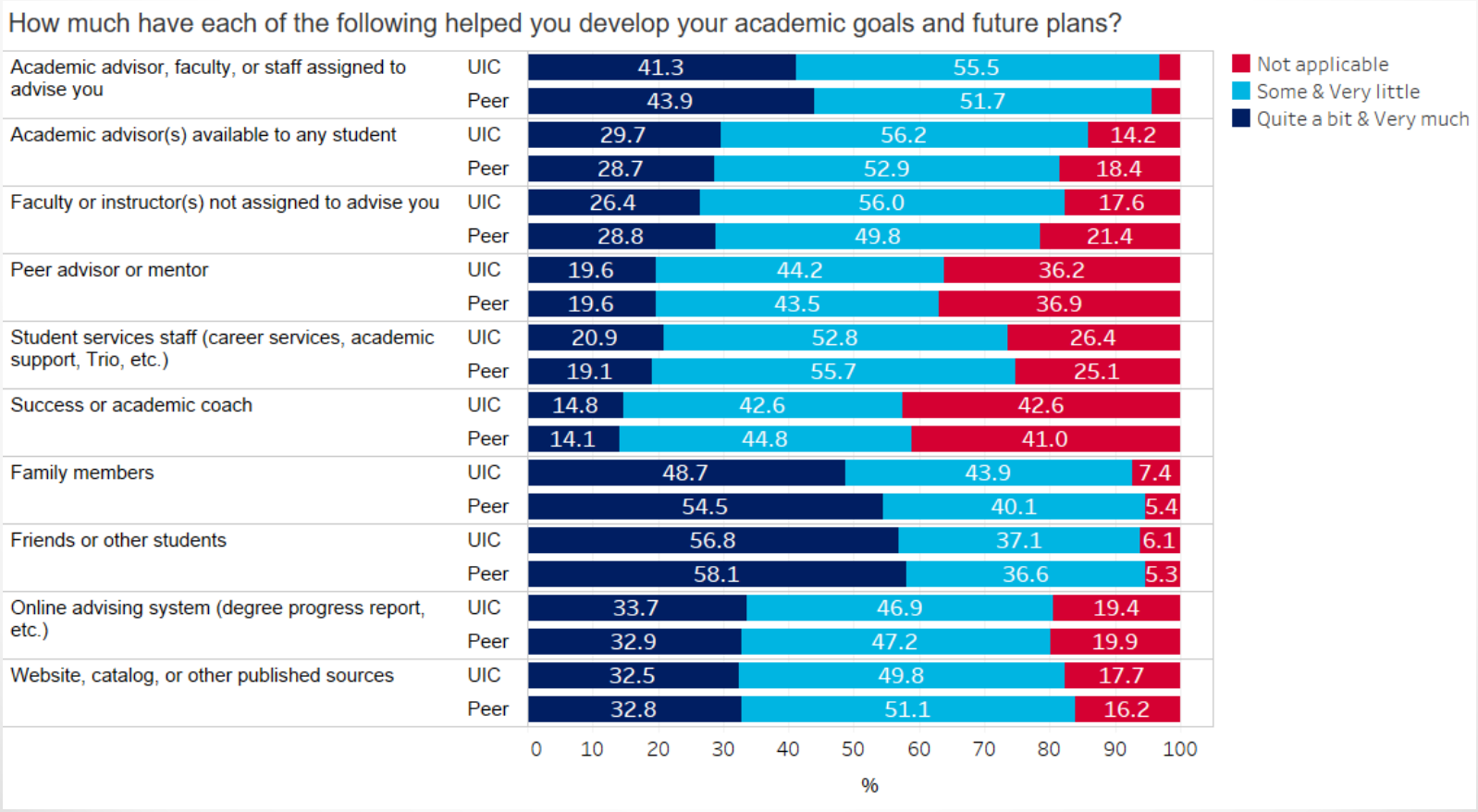
Discussions with Academic Advisors Seniors

The most frequent discussion senior students had with their academic advisor was regarding how their major or expected major relates to their goals and future plans (44.6%). This was slightly higher than our peer group. Seniors discussed participation in co-curricular activities less than other topics; however, at a slightly higher frequency than our peer group.



Developing Goals & Plans by Advising Source Seniors

Seniors reported friends or other students being the most helpful in developing their academic goals and future plans. In comparison to our peer group, this is slightly lower (-1.3%).



NSSE Discussion Points

UIC 2020 NSSE Discussion Points: Studying Subgroups of Students

The profile of UIC students compared to NSSE peers shows that UIC students are:

- more likely to be first-generation students,
- more likely to be Latinx or Asian-American,
- less likely to live in campus housing, and
- more likely to live farther than walking distance from campus.

These differences provides context in interpreting some of the peer comparisons. NSSE does not provide peer results by these student characteristics, so our methodological approach has been to explore differences within the UIC results.

UIC 2020 NSSE Discussion Points: Teaching and Learning

UIC is lower than it's peers on a number of areas related to teaching and learning (higher in some areas too.

- How do we engage faculty, particularly those that teach first-year students?

UIC 2020 NSSE Discussion Points: Equity Gaps and NSSE Results

NSSE findings provide evidence for inequities, such as race/ethnic differences in:

- collaborative learning,
- discussions with others from different backgrounds,
- understanding of others from different backgrounds,
- acquiring work skills,
- numeracy skills, and
- overall student satisfaction.

The findings show no significant inequities in others areas. This has been true with previous NSSE results.

Why do the perceptions of students (with the exception of overall student satisfactory) show less inequity than the direct measures of student success (retention, graduation rates, academic performance, etc.) where we see significant equity gaps?

UIC 2020 NSSE Discussion Points: HIP Participation and Outcomes

High Impact Practices (HIP) participation is high at UIC for under-represented minorities.

Black undergraduate seniors are more likely than Whites to participate in service-learning, research with faculty, internships, and culminating senior experiences.

Student outcomes do not match the participation rates.

For example, Black undergraduate seniors report lower gains in acquiring work skills than Whites.

What explains this inconsistency?

UIC 2020 NSSE Discussion Points: Quality of Interactions and Supportive Environment

The NSSE findings once again show that UIC first-years assess their experience with a supportive environment and the quality of their interactions lower than peers do.

How do we best respond to these finding? Should we form a first-year experience committee and make a formal commitment to improving the first-year?

UIC 2020 NSSE Discussion Points: Advising

UIC is similar to it's peers on most advising areas.

Advising on major and academics plans are most common; other areas are less so

Findings do point to a number of domains that would be beneficial for students:

How do we best respond to these finding? How can we continue to coordinate among the advising, coaching and engagement staff?

UIC 2020 NSSE Discussion Points: Tracking Undergraduate Experience

NSSE tracks the experience of first-years and seniors. It is only one of many measures. How strategic is UIC in tracking the student experience from first-year to graduation?

Do we have good documentation of all of our tracking efforts to determine if we are being strategic?

How could we best document and evaluation our efforts?

UIC 2020 NSSE Discussion Points: Metrics and Expectations for Undergraduate Experience

NSSE provides us with an opportunity to think about coordinating the tracking of progress in the student experience and outcomes.

How do we develop a set of well-defined expectations of how NSSE and other metrics should improve?

How do we best coordinate communicating those expectations and tracking them?

How do we document the resource implications of improving on these metrics?

UIC 2020 NSSE Discussion Points: College Level Analyses

Our initial analysis is at the institutional level (all undergraduates). College level results are forthcoming and they will be shared with all the colleges.

We have not systematically tracked college level findings in the past. A coordinated effort could identify best practices at the college level.

UIC 2020 NSSE Discussion Points: Improving Survey Response Rate

Our response rate to the survey is similar to peers, but we would like it to be higher.

We have engaged many across the UIC community to build awareness of the survey.

We are looking for new ideas to raise our response rates in the future.

NSSE Next Steps at UIC

UIC 2020 NSSE Additional Analyses

- Complete detailed analysis of separate academic advising module survey questions
- Provide college level summaries to Deans
- Use NSSE engagement indicators to study retention and graduation (are they predictive?)
- Study how NSSE engagement indicators vary by additional subgroups of undergraduates (first gen, pell, other?)

Note: UIC is steward (has copy) of NSSE student level data for UIC respondents. Institutions do not have access to peer data.

Thank You!

NSSE website: http://nsse.indiana.edu/

Office of Institutional Research
http://www.oir.uic.edu/