

The National Survey of Student Engagement (NSSE) 2017 Results

**Office of Institutional Research
Undergraduate Affairs
Student Affairs**

December, 2017



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 (47 questions on student experience)
- Survey updated in 2013 (informed by pilot testing, cognitive interviews, focus groups, etc.)

Participants

- > 1,500 institutions since inception
- 636 institutions in 2017
- > 380,000 respondents in 2017

NSSE at UIC



NSSE 2017 Survey Administration

Fall/Winter 2016

- Selected academic advising as additional NSSE topic module with feedback from stakeholders
- Developed marketing materials with the Office of Public and Government Affairs (post cards, table tents, posters, Facebook posts, UIC News article, etc.)
- Drafted email messages and planned survey communication schedule
- Planned participation incentives (2 smartwatches, 6 Amazon gift cards)

Winter/Spring 2017

- Updated student eligibility status (e.g. corrected student information such as class level, non-retained or graduated students)
- Survey administration opened February 7th
- Sent weekly e-mail reminder messages
- Final reminder sent on March 7th, survey officially closed June 1st

NSSE 2017 Population and Respondents

Survey completions	<i>First-year</i>	<i>Senior</i>
Submitted population	4,603	5,877
Survey sample	3,170	4,418
Total respondents	605	972
Full-Time	99%	85%

	<i>First-year</i>				<i>Senior</i>			
	UIC	BOT	USU	AAU	UIC	BOT	USU	AAU
Response rate	19%	25%	22%	18%	22%	24%	21%	16%
Sampling error	+/- 3.6%	+/- 1.1%	+/- 0.7%	+/- 0.9%	+/- 2.8%	+/- 0.9%	+/- 0.5%	+/- 0.8%



Respondents vs. Population

	<i>First-year</i>		<i>Senior</i>	
	Respondent %	Population %	Respondent %	Population %
Female	59	53	57	48
Full-time	99	98	85	83
First-time, first-year	97	94	N/A	N/A
Race/ethnicity				
Am. Indian or Alaska Native	0	0	0	0
Asian	24	23	24	22
Black or African American	7	9	7	7
Hispanic or Latino	33	37	25	26
Native Hawaiian/Other Pac. Isl.	0	0	0	0
White	28	25	39	39
Other	0	0	0	0
Foreign or nonresident alien	3	3	2	2
Two or more races	3	3	2	3
Unknown	0	0	1	1

NSSE Survey

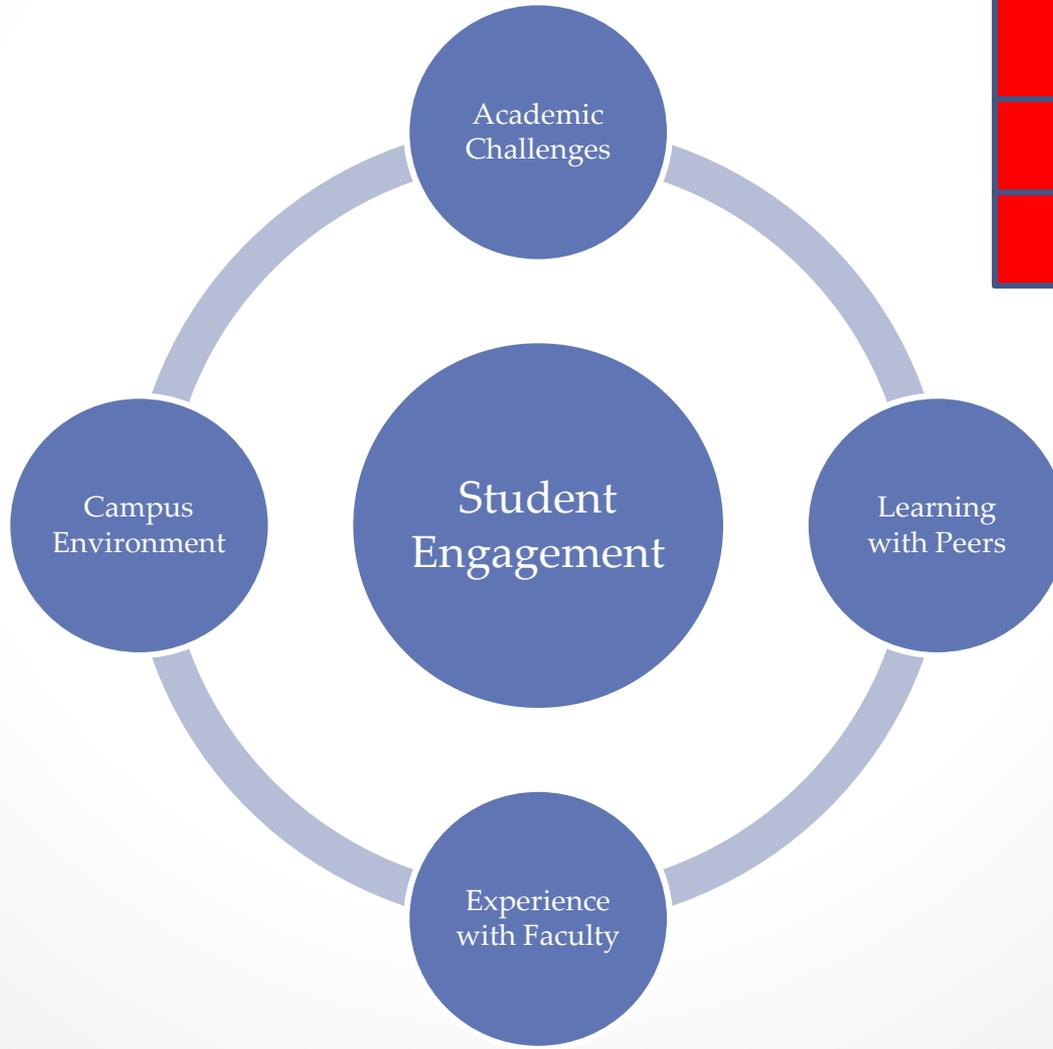




NSSE Survey Overview

4 student engagement themes (10 engagement indicators)

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



NSSE Engagement Indicators: Academic Challenge

10 Engagement Indicators organized within 4 themes: 47 survey questions with 3-8 questions for each indicator, organized under 4 broad themes:

Theme	Engagement Indicators	Description
<u>Academic Challenge</u>	Higher-Order Learning	Coursework emphasizes challenging cognitive tasks, e.g. application, analysis, judgment, and synthesis.
	Reflective & Integrative Learning	Students are motivated to make connections between their learning & the world around them, reexamine their beliefs & consider issues/ideas from other perspectives.
	Learning Strategies	Learning & retention is enhanced by actively engaging with / analyzing course material rather than approaching learning as absorption. E.g. identifying key information in readings, reviewing notes after class, summarizing course material.
	Quantitative Reasoning	The ability to use & understand numerical & statistical information in everyday life.

NSSE Engagement Indicators: Learning with Peers

Theme	Engagement Indicators	Description
<u>Learning with Peers</u>	Collaborative Learning	Collaboration with peers in solving problems or mastering difficult material. Working on group projects, asking others for help with difficult material or explaining to others, & working through course material in preparation for exams.
	Discussions with Diverse Others	Opportunities to interact with & learn from others with different backgrounds / life experiences.

NSSE Engagement Indicators: Experiences with Faculty

Theme	Engagement Indicators	Description
<u>Experiences with Faculty</u>	Student-Faculty Interaction	Interactions with faculty can positively influence student's cognitive growth, development, & persistence.
	Effective Teaching Practices	Organized instruction, clear explanations, illustrative examples, & effective feedback on student work all represent aspects of teaching effectiveness that promote student comprehension and learning.

NSSE Engagement Indicators: Campus Environment

Theme	Engagement Indicators	Description
<u>Campus Environment</u>	Quality of Interactions	College environment characterized by positive interpersonal relations that promote student learning & success.
	Supportive Environment	Commitment to student success fosters higher levels of student performance & satisfaction. Students' perceptions of how much an institution emphasizes services & activities that support their learning & development.

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 Peer Comparison Groups





Peer Comparison Groups

- Board of Trustees (BOT)
- Urban Serving Universities (USU)
- Association of American Universities (AAU)
- NSSE Top 50 %

Note: Peer groups drawn from 2016 or 2017 participants

Comparison Groups

Only Institutions that Participated in NSSE 2016 or 2017

BOT (N=7)

University at Buffalo, State University of New York (Buffalo, NY)

University of Alabama at Birmingham (Birmingham, AL)*

University of Cincinnati (Cincinnati, OH)

University of Connecticut (Storrs, CT)*

University of South Florida (Tampa, FL)

University of Utah (Salt Lake City, UT)*

Virginia Commonwealth University (Richmond, VA)

* 2016 NSSE participant



Comparison Groups

Only Institutions that Participated in NSSE 2016 or 2017

USU (N=18)

California State University, Fresno (Fresno, CA)

California State University, Fullerton (Fullerton, CA)*

Florida International University (Miami, FL)*

Georgia State University (Atlanta, GA)

Morgan State University (Baltimore, MD)

Ohio State University, The (Columbus, OH)*

Temple University (Philadelphia, PA)*

University at Albany, SUNY, The (Albany, NY)

University of Central Florida (Orlando, FL)

University of Cincinnati (Cincinnati, OH)

University of Colorado Denver (Denver, CO)*

University of Houston (Houston, TX)

University of Massachusetts Boston (Boston, MA)

University of Memphis (Memphis, TN)*

University of Missouri-Kansas City (Kansas City, MO)*

University of North Carolina at Charlotte (Charlotte, NC)*

University of Wisconsin-Milwaukee (Milwaukee, WI)

Virginia Commonwealth University (Richmond, VA)



* 2016 NSSE participant

Comparison Groups

Only Institutions that Participated in NSSE 2016 or 2017

AAU (N=10)

Georgia Institute of Technology (Atlanta, GA)

Iowa State University (Ames, IA)*

Michigan State University (East Lansing, MI)*

Ohio State University, The (Columbus, OH)*

Stony Brook University (Stony Brook, NY)

University at Buffalo, State University of New York (Buffalo, NY)

University of Colorado Boulder (Boulder, CO)

University of Illinois at Urbana-Champaign (Urbana, IL)*

University of Oregon (Eugene, OR)

University of Wisconsin-Madison (Madison, WI)

* 2016 NSSE participant

UIC NSSE Findings



Peer Comparisons by Engagement Indicators

First-Year Students

Theme	Engagement Indicator	First-year students compared with					
		BOT		USU		AAU	
		2015	2017	2015	2017	2015	2017
<i>Academic Challenge</i>	Higher-Order Learning	--	△	--	△	--	△
	Reflective & Integrative Learning	--	--	--	--	--	△
	Learning Strategies	--	--	--	--	--	△
	Quantitative Reasoning	▽	--	--	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	▽	--	▽	△	--	--
	Discussions with Diverse Others	--	--	--	--	△	△
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	△	--	△	--	△
	Effective Teaching Practices	--	△	--	--	--	△
<i>Campus Environment</i>	Quality of Interactions	▽	▽	▽	--	▽	▽
	Supportive Environment	▽	--	--	--	--	--

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

-- No significant difference.

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



Comparison of Student Engagement with NSSE Top 50%

First-Year Students

Theme	Engagement Indicator	UIC		Your first-year students compared with NSSE Top 50%			
		2015	2017	2015	2017		
		Mean	Mean	Mean	Effect size	Mean	Effect size
<i>Academic Challenge</i>	Higher-Order Learning	39.5	39.6	41.0 *	-.11	39.2	.03
	Reflective & Integrative Learning	35.7	35.7	37.6 ***	-.15	36.6	-.07
	Learning Strategies	39.8	38.2	41.6 *	-.12	39.8 **	-.12
	Quantitative Reasoning	27.2	29.0	29.4 **	-.13	28.8	.01
<i>Learning with Peers</i>	Collaborative Learning	31.9	34.2	35.1 ***	-.24	35.2	-.07
	Discussions with Diverse Others	44.1	41.4	43.3	.05	41.7	-.02
<i>Experiences with Faculty</i>	Student-Faculty Interaction	19.5	21.8	24.0 ***	-.30	23.8 **	-.14
	Effective Teaching Practices	39.6	38.8	42.3 ***	-.20	40.7 ***	-.15
<i>Campus Environment</i>	Quality of Interactions	37.8	39.2	44.0 ***	-.53	43.8 ***	-.40
	Supportive Environment	36.6	36.8	39.4 ***	-.21	38.3 *	-.11

* $\rho < .05$, ** $\rho < .01$, *** $\rho < .001$ (two-tailed)



Peer Comparisons by Engagement Indicators

Senior Students

Theme	Engagement Indicator	Senior students compared with					
		BOT		USU		AAU	
		2015	2017	2015	2017	2015	2017
<i>Academic Challenge</i>	Higher-Order Learning	--	▲	▲	--	--	▲
	Reflective & Integrative Learning	▼	--	--	--	▼	--
	Learning Strategies	▼	--	▲	--	--	▲
	Quantitative Reasoning	▲	▲	▲	--	▲	--
<i>Learning with Peers</i>	Collaborative Learning	▲	▲	--	▲	▲	--
	Discussions with Diverse Others	--	--	▲	--	▲	▲
<i>Experiences with Faculty</i>	Student-Faculty Interaction	--	▲	--	--	▲	▲
	Effective Teaching Practices	▼	--	--	▼	▼	--
<i>Campus Environment</i>	Quality of Interactions	▼	▼	▼	▼	▼	▼
	Supportive Environment	▼	--	▼	▼	--	--



- ▲ **Students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
- ▼ **Students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.

Comparison of Student Engagement with High-Performing Institutions

Senior Students

Theme	Engagement Indicator	UIC		Your senior students compared with NSSE Top 50%			
		2015	2017	2015	2017		
		Mean	Mean	Mean	Effect size	Mean	Effect size
<i>Academic Challenge</i>	Higher-Order Learning	40.6	39.3	43.5 ***	-.21	41.8 ***	-.19
	Reflective & Integrative Learning	37.4	36.7	41.3 ***	-.31	40.0 ***	-.26
	Learning Strategies	39.7	38.3	42.5 ***	-.19	40.7 ***	-.17
	Quantitative Reasoning	32.6	31.1	31.7	.05	31.1	.00
<i>Learning with Peers</i>	Collaborative Learning	34.7	35.0	35.7 *	-.07	35.8	-.06
	Discussions with Diverse Others	44.7	43.0	43.9	.05	42.3	.05
<i>Experiences with Faculty</i>	Student-Faculty Interaction	22.6	23.3	29.8 ***	-.44	29.2 ***	-.38
	Effective Teaching Practices	37.6	37.3	43.1 ***	-.40	41.8 ***	-.33
<i>Campus Environment</i>	Quality of Interactions	38.3	38.6	45.0 ***	-.58	44.8 ***	-.53
	Supportive Environment	32.0	31.4	36.1 ***	-.29	34.8 ***	-.24

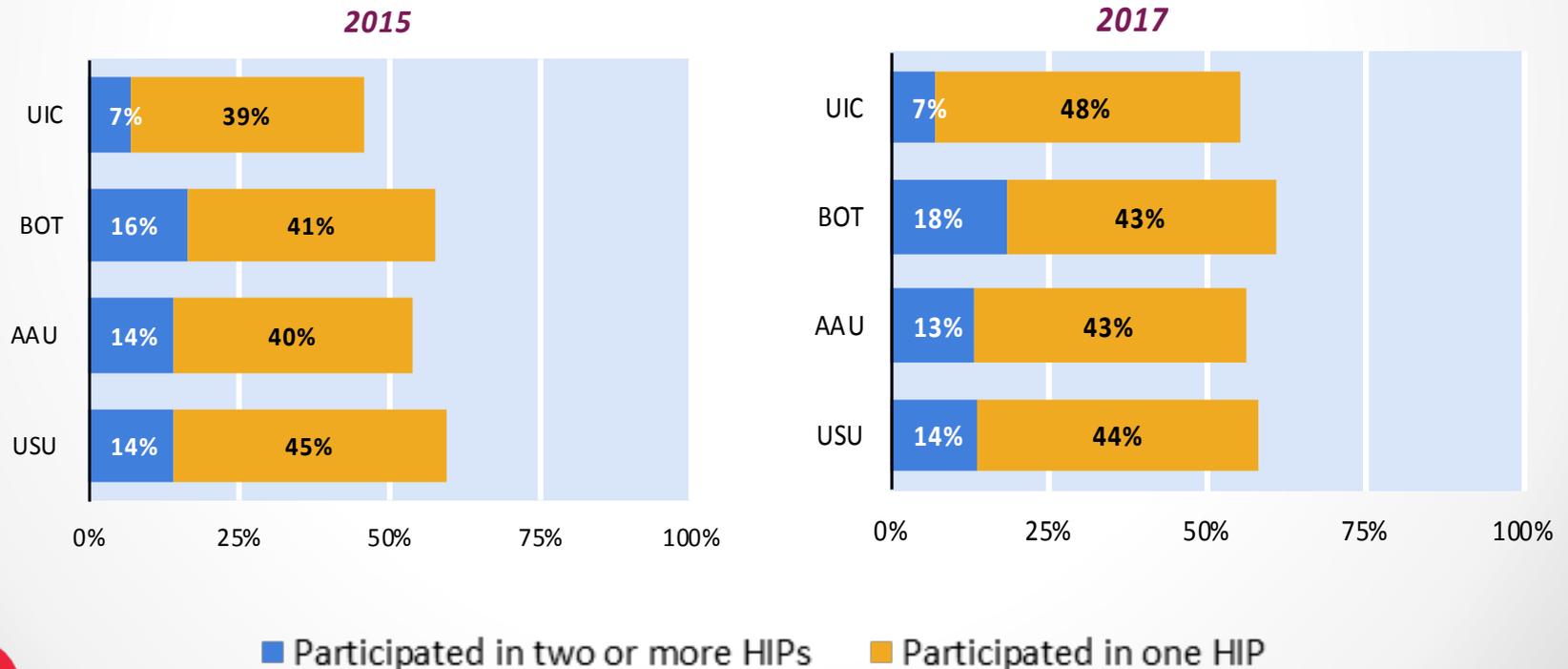
* $\rho < .05$, ** $\rho < .01$, *** $\rho < .001$ (two-tailed)



HIP Participation

First-Year Students

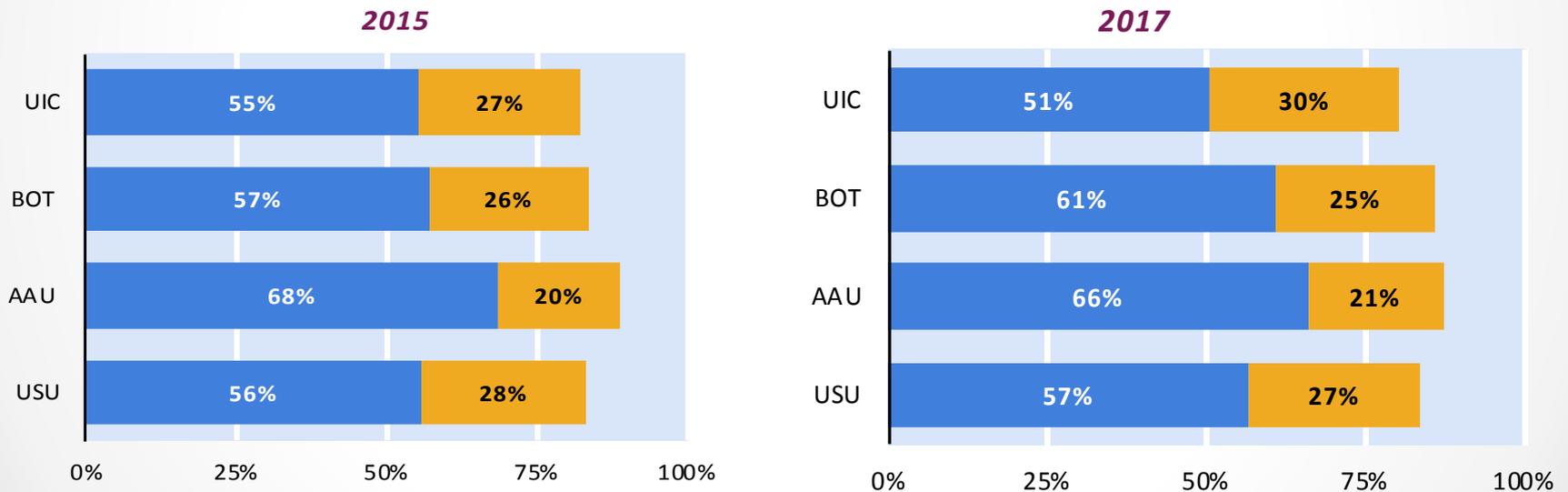
Learning Community, Service-Learning, Research w/Faculty



HIP Participation

Senior Students

Learning Community, Service-Learning, Research w/Faculty, Internship, Study Abroad, Culminating Senior Experience



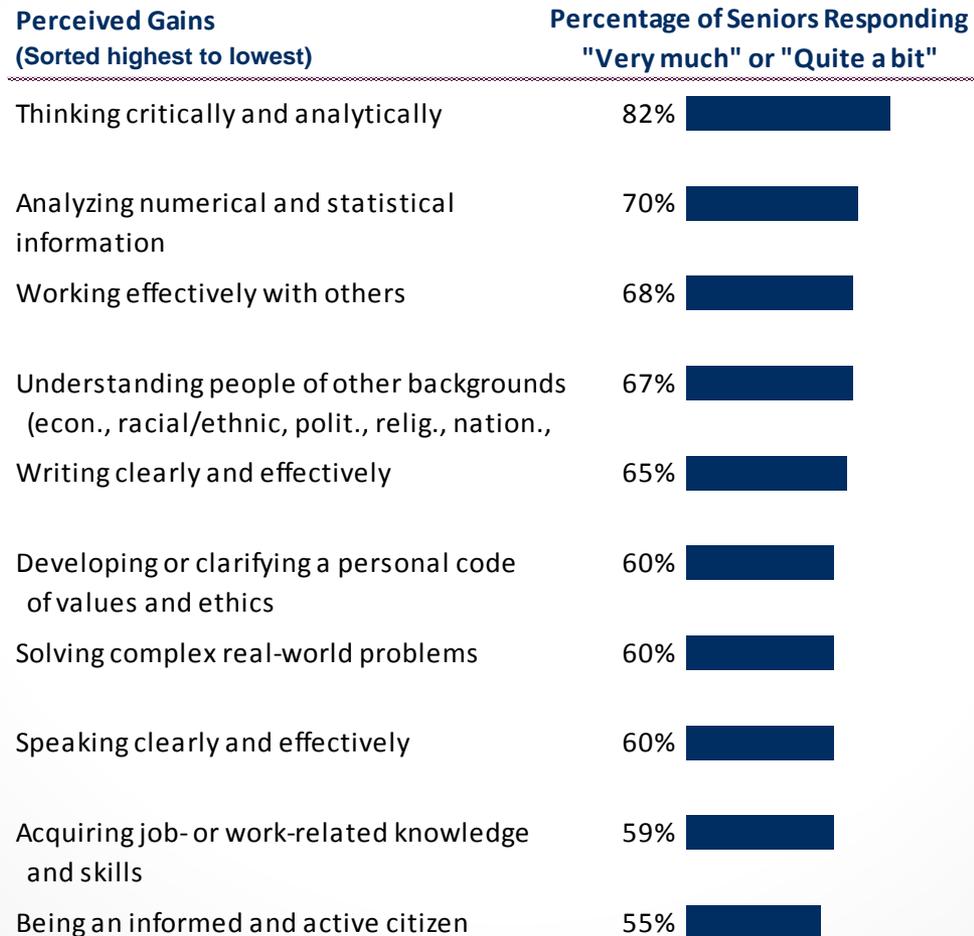
■ Participated in two or more HIPs ■ Participated in one HIP



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.



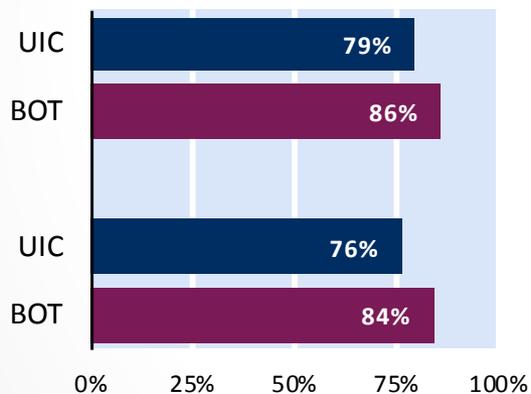
How Students Assess Their Experience

Satisfaction with UIC

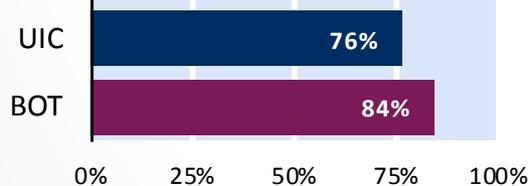
UIC scored about 10 percentage points below BoT Peers when asked about their satisfaction with UIC.

Percentage Rating Their Overall Experience as "Excellent" or "Good"

First-year

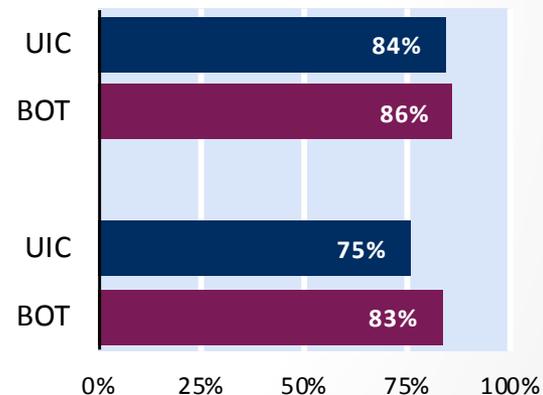


Senior

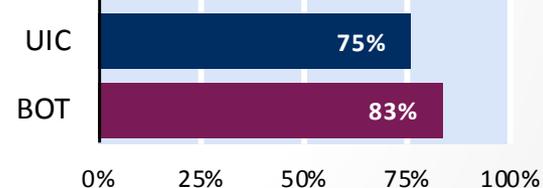


Percentage Who Would "Definitely" or "Probably" Attend This Institution Again

First-year



Senior



Topical Module: Academic Advising

Comparison Group

Carnegie-BOT-USU-AAU (N=21)

California State University, Fresno (Fresno, CA)

Clemson University (Clemson, SC)*

Colorado State University (Fort Collins, CO)*

Florida International University (Miami, FL)*

Michigan State University (East Lansing, MI)*

Ohio State University, The (Columbus, OH)*

University at Albany, SUNY, The (Albany, NY)

University of Alabama at Birmingham (Birmingham, AL)*

University of Arkansas (Fayetteville, AR)*

University of Central Florida (Orlando, FL)

University of Houston (Houston, TX)

University of Massachusetts Amherst (Amherst, MA)

University of Massachusetts Boston (Boston, MA)

University of Memphis (Memphis, TN)*

University of Missouri-Kansas City (Kansas City, MO)*

University of North Carolina at Charlotte (Charlotte, NC)*

University of Oregon (Eugene, OR)

University of Texas at Arlington, The (Arlington, TX)

University of Texas at Dallas, The (Richardson, TX)

University of Wisconsin-Milwaukee (Milwaukee, WI)

Virginia Commonwealth University (Richmond, VA)

Primary Advising Source

First-Year

Primary Academic Advising Source	UIC	Peer Group
	%	%
Academic advisor(s) assigned to you	45	38
Academic advisor(s) available to any student	4	10
Faculty or staff not formally assigned as an advisor	6	6
Online advising system (degree progress report, etc.)	3	4
Website, catalog, or other published sources	7	5
Friends or other students	17	15
Family members	12	15
Other	2	2
I did not seek academic advice	4	4

Seniors

Primary Academic Advising Source	UIC	Peer Group
	%	%
Academic advisor(s) assigned to you	34	31
Academic advisor(s) available to any student	6	10
Faculty or staff not formally assigned as an advisor	11	14
Online advising system (degree progress report, etc.)	5	9
Website, catalog, or other published sources	7	6
Friends or other students	20	13
Family members	7	8
Other	2	3
I did not seek academic advice	7	5

Topical Module – Academic Advising

First Year

Average number of discussion with academic adviser in academic year = 2.2

A few differences compared to peer group (see next slide)

Only 45% consider their academic advisor their primary source of advice on academic planning (49% any advisor)

Seniors

Average number of discussion with academic adviser in academic year = 2.3

A few differences compared to peer group (see next slide)

Only 34% consider their academic advisor their primary source of advice on academic planning (40% any advisor)

Topical Module – Academic Advising

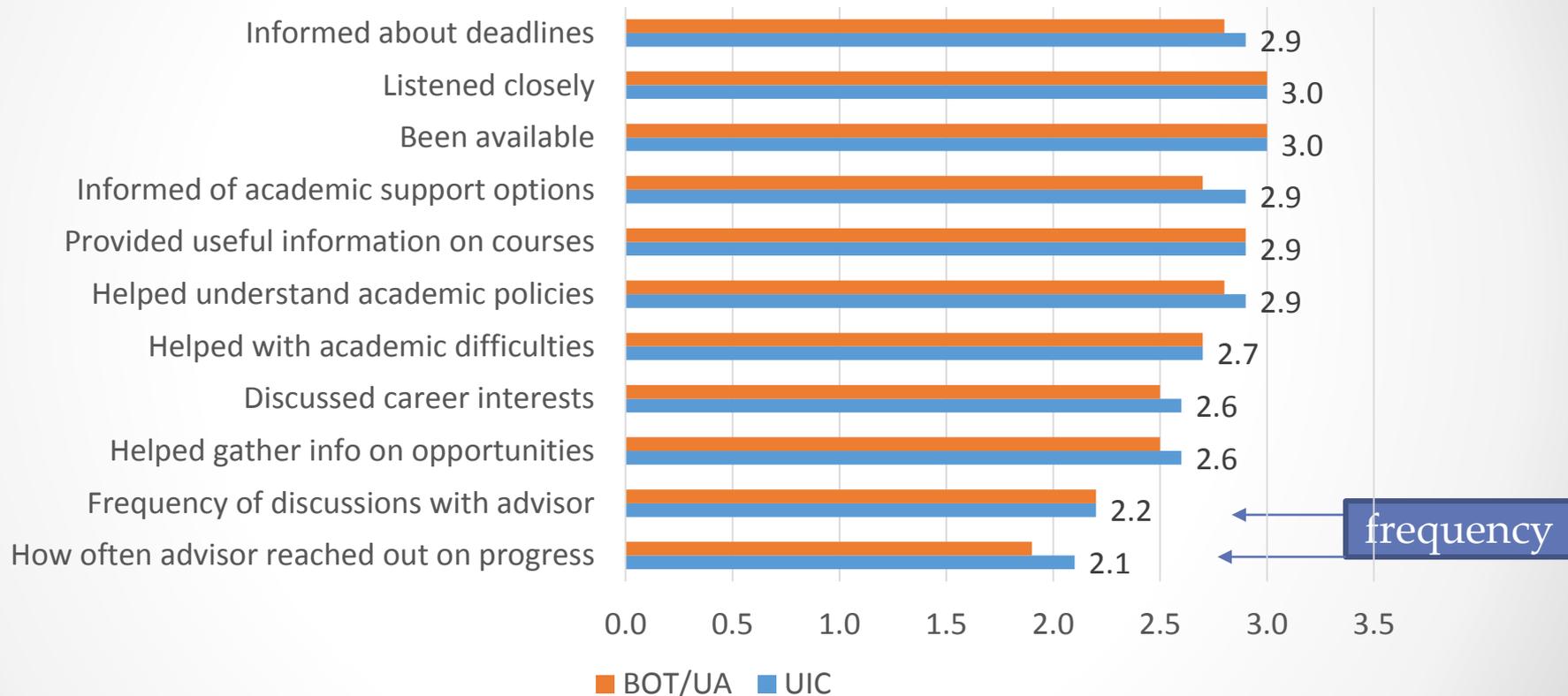
First-Year Students

Item	UIC	BOT/UA	<i>p</i>	Effect Size
How often advisor reached out on progress	2.1	1.9	0.01	0.14
Frequency of discussions with advisor	2.2	2.2	NS	-0.02
Helped gather info on opportunities	2.6	2.5	NS	0.06
Discussed career interests	2.6	2.5	NS	0.07
Helped with academic difficulties	2.7	2.7	NS	0.01
Helped understand academic policies	2.9	2.8	NS	0.09
Provided useful information on courses	2.9	2.9	NS	0.05
Informed of academic support options	2.9	2.7	0.05	0.11
Been available	3.0	3.0	NS	0.00
Listened closely	3.0	3.0	NS	0.03
Informed about deadlines	2.9	2.8	0.05	0.09
Percent academic advisory as primary source	45%	38%		
Percent family, friends or students as primary source	29%	30%		

Topical Module – Academic Advising

First-Year Students

First-Years: Academic Advising



Topical Module – Academic Advising

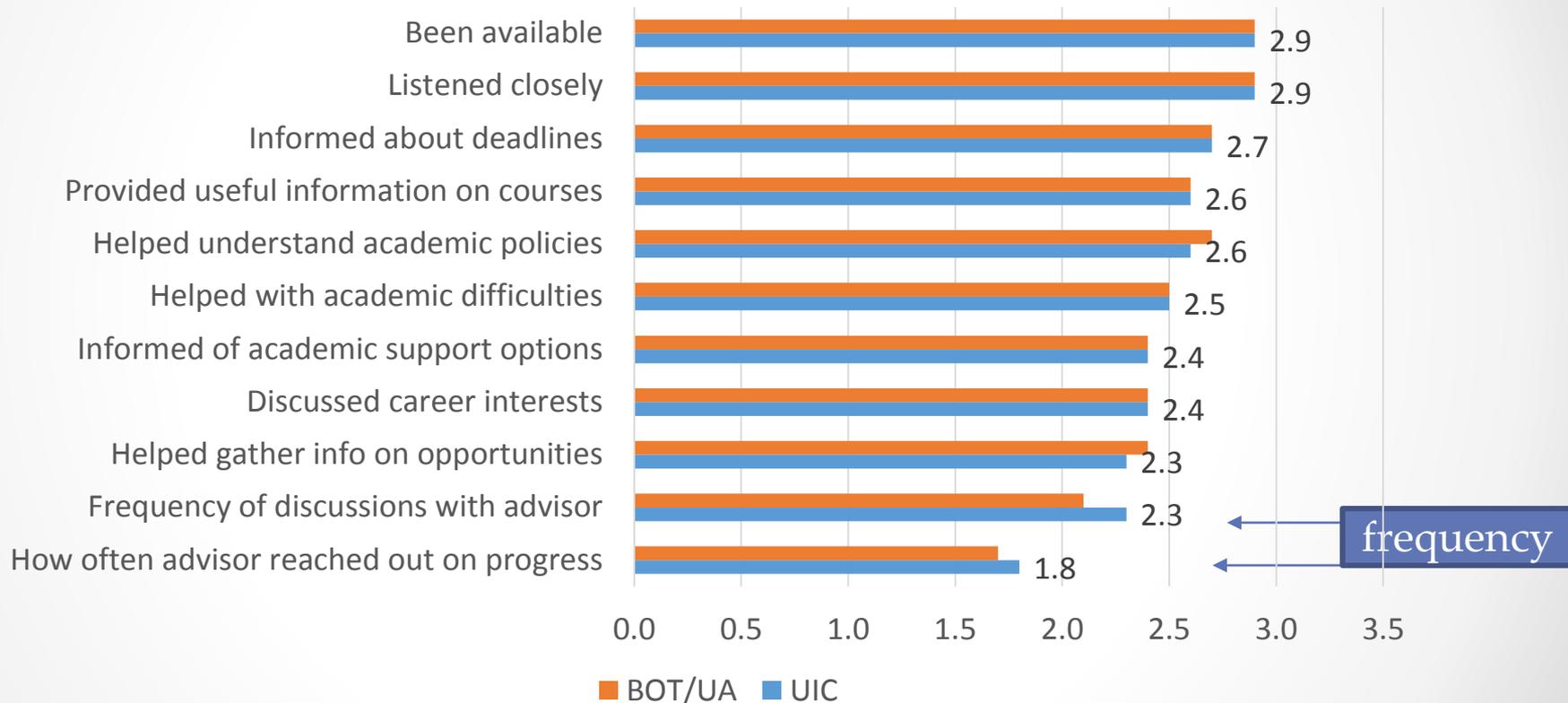
Seniors

Item	UIC	BOT/UA	<i>p</i>	Effect Size
How often advisor reached out on progress	1.8	1.7	NS	0.04
Frequency of discussions with advisor	2.3	2.1	0.01	0.11
Helped gather info on opportunities	2.3	2.4	0.01	-0.11
Discussed career interests	2.4	2.4	NS	0.05
Informed of academic support options	2.4	2.4	NS	0.02
Helped with academic difficulties	2.5	2.5	NS	-0.01
Helped understand academic policies	2.6	2.7	NS	-0.02
Provided useful information on courses	2.6	2.6	NS	-0.04
Informed about deadlines	2.7	2.7	NS	-0.02
Listened closely	2.9	2.9	NS	-0.01
Been available	2.9	2.9	NS	-0.02
Percent academic advisory as primary source	34%	31%		
Percent family, friends or students as primary source	27%	21%		

Topical Module – Academic Advising

Seniors

Seniors: Academic Advising



NSSE Next Steps at UIC



UIC 2015 NSSE Presentations Given

- Deans Council presentation (Fall 2015)
- Chancellor's Meeting presentation (Fall 2015)
- Academic Fiscal Officers Meeting presentation (Fall 2015)
- Student Success Initiative, Expanding Student Engagement Committee presentation (Summer 2016)
- Office for Research on Student Success (ORSS) Lecture Series (Fall 2016)
- Student Success Initiative, Student Centered Culture Committee (Spring 2017)
- Summary of Findings Published on OIR Website
- Special requests

UIC 2017 NSSE Reports

- Presentation of findings and summary reports will be available on Office of Institutional Research website
- Presentations will be given to various UIC audiences during the 2017-18 academic year
- Undergraduate Affairs, Student Affairs and OIR will reach out to UIC community to raise awareness of survey and findings
- College specific summaries will be provided to Deans
- Summary data, reports and additional analyses available upon request



UIC 2017 NSSE Ideas for Additional Analyses

- Use NSSE engagement indicators to study retention and graduation (are they predictive?)
- Study how NSSE engagement indicators vary by key subgroups of undergraduates
- 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/>

