



National Survey of Student Engagement (NSSE) Survey Highlights – 2019

The University of Dallas periodically administers the National Survey of Student Engagement (NSSE) in support of institutional effectiveness activities and the Quality Enhancement Program (QEP) program, *Discern, Experience, Achieve*. The NSSE, a nationally normed survey, measures engagement in both curricular and non-curricular factors known to impact student success. With multiple administrations, we can use our results to discover trends among our students and to benchmark externally against our peers. In spring 2019, we invited all first-year and senior-year students to participate.

Overall Response Rate - 51%

- First-year (FY)- 49%
- Senior-year (SY) - 53%

Characteristics of students completing the NSSE:

FY

53% Female
 100% enrolled full-time
 16% first generation
 23% Hispanic, 57% White
 38% Minority
 14% student athletes

SY

57% female
 99% enrolled full-time
 15% first generation
 22% Hispanic, 67% white
 30% Minority
 15% student athletes

Reported having a diagnosed disability (students could select all that apply):

FY

18% sensory
 53% learning
 30% Mental health
 9% mobility

SY

5% sensory disability
 41% learning disability
 46% mental health

Top five selected first major (in order of selection):

FY

29%- Arts & Humanities
 19%- Biological and Natural Sciences
 18%-Social Sciences
 16%-Business
 9%- Physical Sciences, Math, Computer Sciences

SY

34%- Arts & Humanities
 20%-Social Sciences
 17%-Business
 16%-Biological & Natural Sciences
 9%-Physical Sci, Math, Comp Sci

On the big picture questions

FY UD students:

93% vs 96% similar peers planned to return fall 2019, 6% were unsure vs 8% peers.
 94 % vs 87% similar peers rated their educational experience as “good” or “excellent” so far.
 91 % vs 85% similar peers said they would “probably” or “definitely” choose UD again.

SY UD students:

93% rated their educational experience as “good” or “excellent” overall versus the following 88% similar peers, 88% aspirational, 89% Texas private

91% UD seniors said that they would “probably” or “definitely” choose UD again versus 78% similar peers, 80% Aspirational, 89% Texas private

Student Engagement Key findings: Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning. NSSE surveys undergraduate students in their first and final years to assess their levels of engagement and related information about their experience at your institution. Engagement indicators are sets of items are grouped into ten Engagement Indicators, organized under the following four broad themes.

1. 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.*

Compared with our peers, on average, our first-year students are;

- significantly higher on Higher Order Learning,
- not significantly different on Reflective & Integrative Learning,
- significantly higher on Learning Strategies, and
- significantly lower on Quantitative Reasoning.

Compared to our peers, on average, our seniors are;

- not significantly different on Higher Order Learning,
- not significantly different on Reflective & Integrative Learning,
- not significantly different on Learning Strategies, and
- significantly lower on Quantitative Reasoning.

2. Learning with Peers: Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare 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.*

Compared with our peers, on average, our first-year students are;

- not significantly different on Collaborative Learning,
- not significantly different on Diverse Discussions with others.

Compared to our peers, on average, our seniors are;

- not significantly different on Collaborative Learning,
- significantly lower on Diverse Discussions with others.

3. 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*.

Compared with our peers, on average, our first-year students are;

- significantly lower on Student to Faculty Interaction,
- significantly higher on Effective Teaching Practices.

Compared to our peers, on average, our seniors are;

- not significantly different on Student to faculty Interaction,
- not significantly different on Effective Teaching practices.

4. 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*.

Compared to our peers, on average, our first-year students are;

- significantly higher on the quality of interactions,
- not significantly different on supportive environment.

Compared to our peers, on average, our seniors are;

- not significantly different on quality of interactions,
- not significantly different on supportive environment.

Assessment of FGS engagement: First generation students (29 first-year, 22 seniors) said UD emphasized the following “*quite a bit or very much*” as part of a supportive environment:

First-Year students:

- Using learning support services (tutoring services, writing center, etc.) 100%
- Providing support to help students succeed academically 90%
- Attending campus activities and events (performing arts, athletic events, etc.) 66%
- Providing support for your overall well-being (recreation, health care, counseling, etc.) 68%
- Providing opportunities to be involved socially 83%
- Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) 48%
- Helping you manage your non-academic responsibilities (work, family, etc.) 45%
- Attending events that address important social, economic, or political issues 62%

Senior students:

- Using learning support services (tutoring services, writing center, etc.) 73%
- Providing support to help students succeed academically 85%
- Attending campus activities and events (performing arts, athletic events, etc.) 50%

- Providing support for your overall well-being (recreation, health care, counseling, etc.) 50%
- Providing opportunities to be involved socially 57%
- Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) 27%
- Attending events that address important social, economic, or political issues 55%
- Helping you manage your non-academic responsibilities (work, family, etc.) 27%

Overall, UD appears to provide a supportive environment for first generation students. Results will be shared with the student success committee so they can take steps to focus on lower rated areas. The more significant changes that are now in place will not be reflected in this data yet.

Under development: Results from additional components are being prepared including a summary of student comments, a multi-year picture, and topical module results from the *First-year Experience and Senior Transition* module.

Please contact Vicky Dueer, Office of Institutional Effectiveness at 972-265-5744 or vmorrisdueer@udallas.edu for additional information.