

National Survey of Student Engagement 2018

Summary Report

Prepared for the Office of the Provost

Prepared by the Office of Institutional Research

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Executive Summary

The National Survey of Student Engagement (NSSE) is an annual survey conducted at hundreds of four-year colleges and universities about first-year and senior students' participation in programs and activities that institutions provide for their learning and personal development. UNCG participated in the current version of the survey in Spring 2015 and Spring 2018. The results for Spring 2018 are summarized in this report.

Though the overall response rate has dropped from 2015 (17% in 2018 compared to 20% in 2015), it was similar to the response rate of the peer groups (19% for Peers, 21% for Public Research Higher and 24% for NSSE). The Student Satisfaction rate continues to report around 80%+ and is in line with the peer report groups.

The NSSE report provides information about Student Satisfaction with the institution. High Impact Indicators ask about participation in activities such as Service Learning. Engagement Indicators (EI) measure variables related to student engagement and are broken into themes. UNCG students also took the Beginning College Survey of Student Engagement (BCSSE) allowing a comparison of EIs between incoming students and the first-year students with the NSSE. UNCG also chose to ask questions from the Topical Module Inclusiveness & Engagement with Diversity.

The NSSE, BCSSE and Topical Module reports contained in this report show the strengths and weaknesses of UNCG students compared to our peer groups and our previous results.

Strengths: UNCG students are very satisfied with their overall experience and indicate they would make the same choice to attend this institution. (see Page 5). Our students are engaged at a rate equal to or significantly higher than our peer institutions in most EI areas (see Page 9). Responses to the Topical Module show our students are actively engaging in the area of Inclusiveness and Diversity (see Page 23-24).

Areas Needing Improvement: UNCG students are participating less frequently in the High-Impact activities from the previous NSSE report (see Page 6). The EI areas of Quantitative Reasoning and Collaborative Learning are significantly lower for both First-Year and Senior students. The BCSSE report for the same indicators provides some rationale for the results showing students entering the university at low levels of engagement and not improving the levels of engagement during the first year of classes (see Page 19-22). Senior students also show low engagement in the area of Student Faculty Interaction.

The reports are linked to the Office of Institutional Research website and can be reached through the link here: <https://ire.uncg.edu/surveys/nsse/nsse18/> .

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National Survey of Student Engagement 2018

The **National Survey of Student Engagement (NSSE)** collects information from first-year and senior students about the characteristics and quality of their undergraduate experience. The purpose is to measure the extent to which students engage in effective educational practices that are empirically linked with learning, personal development, and other desired outcomes such as persistence, satisfaction, and graduation.

Student engagement is represented through ten Engagement Indicators (EI) calculated from forty-seven NSSE items and grouped within four themes as shown in **Table 1** below. Each EI is expressed on a 0 to 60 scale. Component items are converted to a 60-point scale (e.g., Never=0, Sometimes=20, Often=40, and Very often=60), then averaged together to compute student-level scores.

Table 1

Theme	Engagement Indicators
<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

High Impact Practices (HIP) (see **Appendix A** for definitions) represent enriching educational experiences that are strongly linked with student success. Students are asked to indicate if they have participated or plan to participate in the practices. There are three for first-year students and six for seniors as shown in **Table 2**.

Table 2 High Impact Practices

Students	HIPs	Students	HIPs
<i>First-Year (FY)</i>	Learning Community Service-Learning Research with Faculty	<i>Senior (SR)</i>	Learning Community Service-Learning Research with Faculty Internship or Field Experience Study Abroad Culminating Senior Experience

This report includes comparisons of UNCG 2018 data and 2015 results, as well as comparison of the Engagement Indicator scores to three comparison groups: Peer Group (Peer), Public Research Higher (PRH), and NSSE 2017 & 2018. (See **Appendix B and C**)

Respondent Representativeness

UNCG administered the NSSE in the Spring of 2018. The overall response rate was down (17% compared to 20% in 2015) however the First-Year (FY) response rate was up (16% compared to 14% in 2015). The response rate for Seniors (SR) was higher in 2015 due to the offering of a voucher for a free transcript for participation, which was not offered in 2018. (See **Table 3** below)

Table 3 Response Rate for UNCG

2018		2015	
Population	6278	Population	5618
Responded	1080	Responded	1130
Overall	17%	Overall	20%
FY	SR	FY	SR
372 (16%)	708 (18%)	318 (14%)	812 (25%)*

*Seniors this year were offered a voucher for a free transcript for participation

Most respondents identified as women (FY=76%, SR=75%) and white (FY=47%, SR=60%). The table below represents the characteristics of the UNCG respondents as reported compared with 2015 results.

Table 4

Respondent Representativeness (percent of respondents)

Gender	2018 FY	2015 FY	2018 SR	2015 SR
Female	76%	75%	75%	77%
Male	24%	25%	25%	23%
Race/Ethnicity				
American Indian or Alaska Native	0%	1%	0%	1%
Asian	5%	6%	4%	5%
Black or African American	29%	28%	23%	23%
Hispanic or Latino	9%	11%	8%	4%
White	47%	45%	60%	63%
Foreign or nonresident alien	3%	4%	2%	1%
Two or more races	8%	5%	2%	3%
Unknown	0%	1%	1%	0%

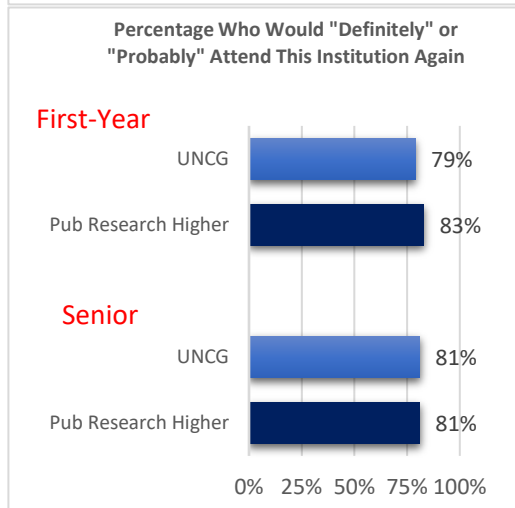
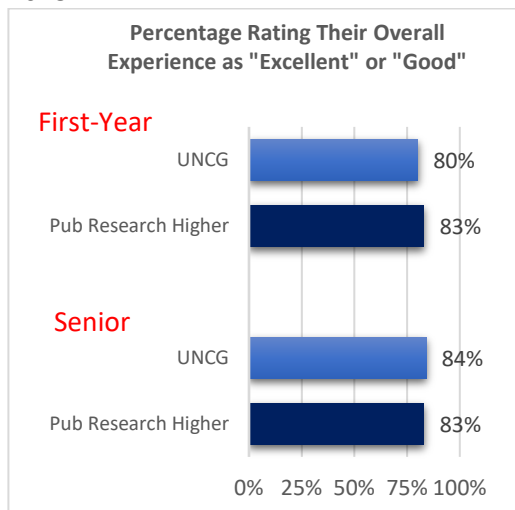
Student Satisfaction

Student satisfaction of the overall experience at the institution, and whether they would choose the institution again, are important evidence of the student educational experience. Below are the tables indicating student response to these questions for 2018 and 2015, compared to the Public Research Higher group results. The positive response remains consistent with the PRH group and with the 2015 results.

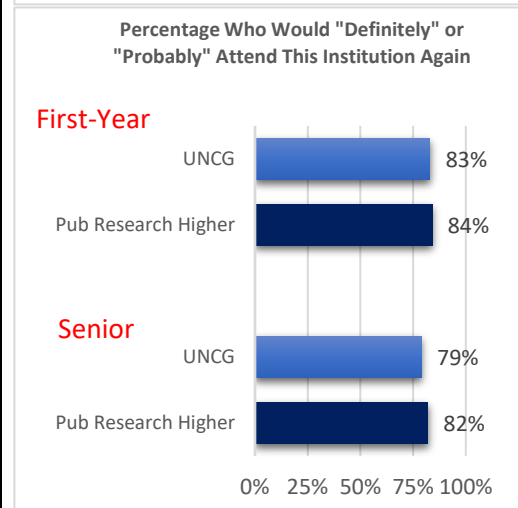
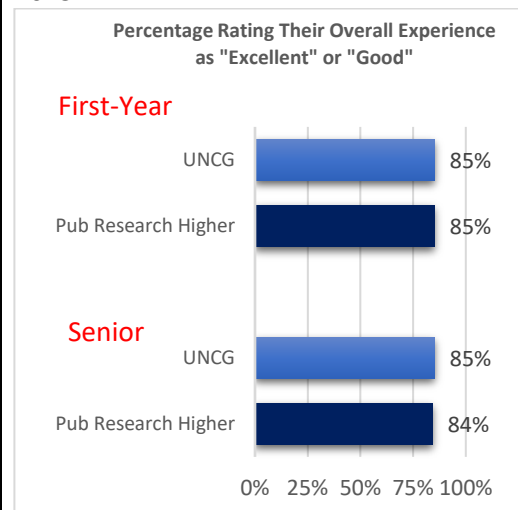
Table 5

Satisfaction with UNCG

2018



2015

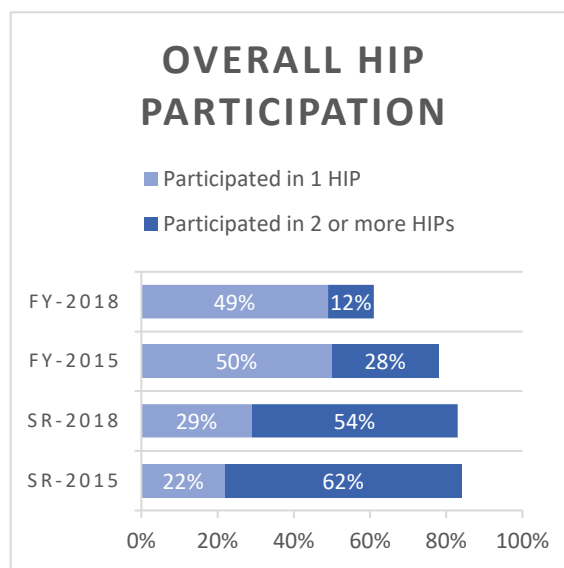


High Impact Indicators

Due to the positive association between student learning and retention, special undergraduate opportunities are designated “high-impact”. (See **Table 2**) **Table 6** illustrates the overall participation rate of seniors and first-year students for each high-impact area. Participation was lower for both student groups overall and in each area between the 2015 and 2018 administrations.

Table 6 HIP Participation by Type

Student Group	HIP	2015 2018	
		2015	2018
First Year Students	Service-Learning	62	56
	Learning Community	42	16
	Research with Faculty	5	2
Senior Students	Service-Learning	61	60
	Learning Community	29	23
	Research with Faculty	25	18
	Internship or Field Experience	50	43
	Study Abroad	16	12
	Culminating Senior Experience	41	36



Percent who responded “Done or in progress” – except for Service-Learning which is the percent who responded that at least “Some” courses included a community-based project.

Engagement Indicators

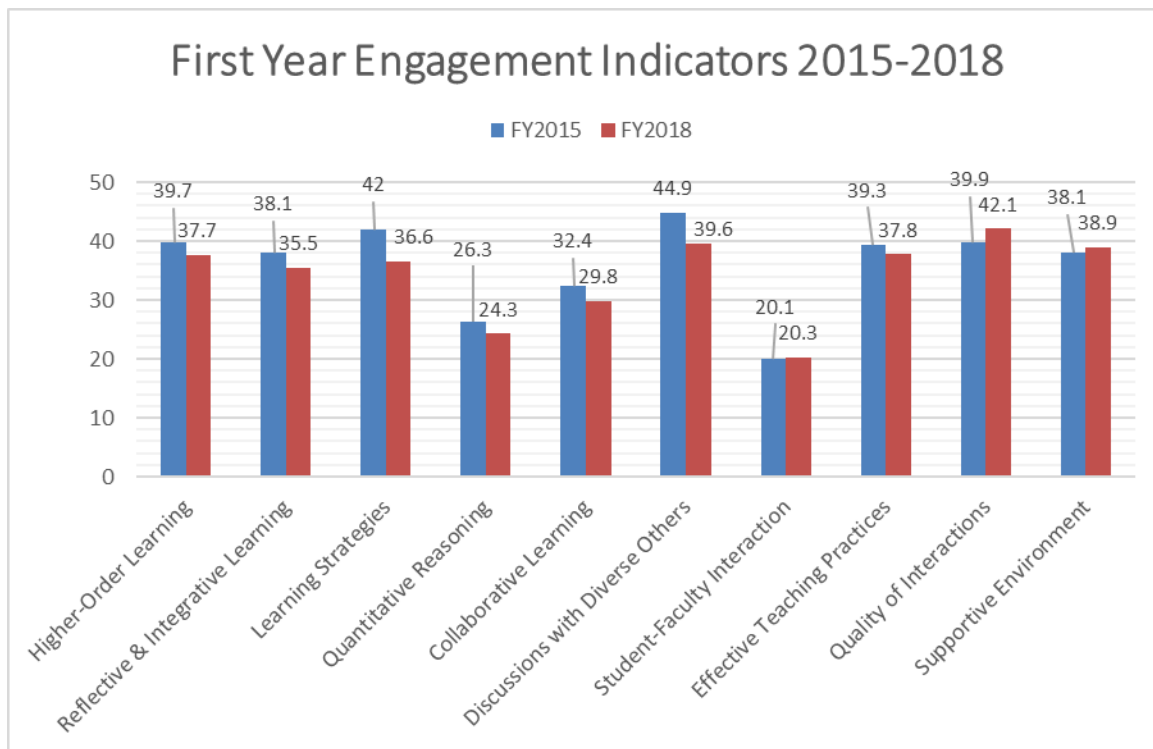
Engagement Indicators are summary measures based on variables examining key dimensions of student engagement. NSSE's Engagement Indicators were initially assembled using an exploratory factor analysis. More information about the procedures used to create these indicators and test their construct validity can be found here:

http://nsse.indiana.edu/pdf/psychometric_portfolio/Validity_ConstructValidity_FactorAnalysis_2013.pdf

The ten Engagement Indicators are comprised of clusters of individual questions asked of students with each EI scored on a 60-point scale. The reported average scores are weighted by institution-reported sex and enrollment status, so the institutional estimates reflect the population with respect to these characteristics.

The themes for the Engagement Indicators were adapted from the former NSSE Benchmarks of Effective Educational practice. Sets of related survey items were organized into the ten Engagement Indicators and grouped into the four themes. See **Appendix D** for descriptions of the indicators in each theme and **Tables 8-11** below to see the specific questions related to each indicator.

Comparison of UNCGs mean scores on the ten Engagement Indicators from 2015 to 2018 shows a decrease in most indicators, except for three First-Year Indicators; Student-Faculty Interaction, Quality of Interactions and Supportive Environment. Seniors mean scores were lower across all engagement indicators.



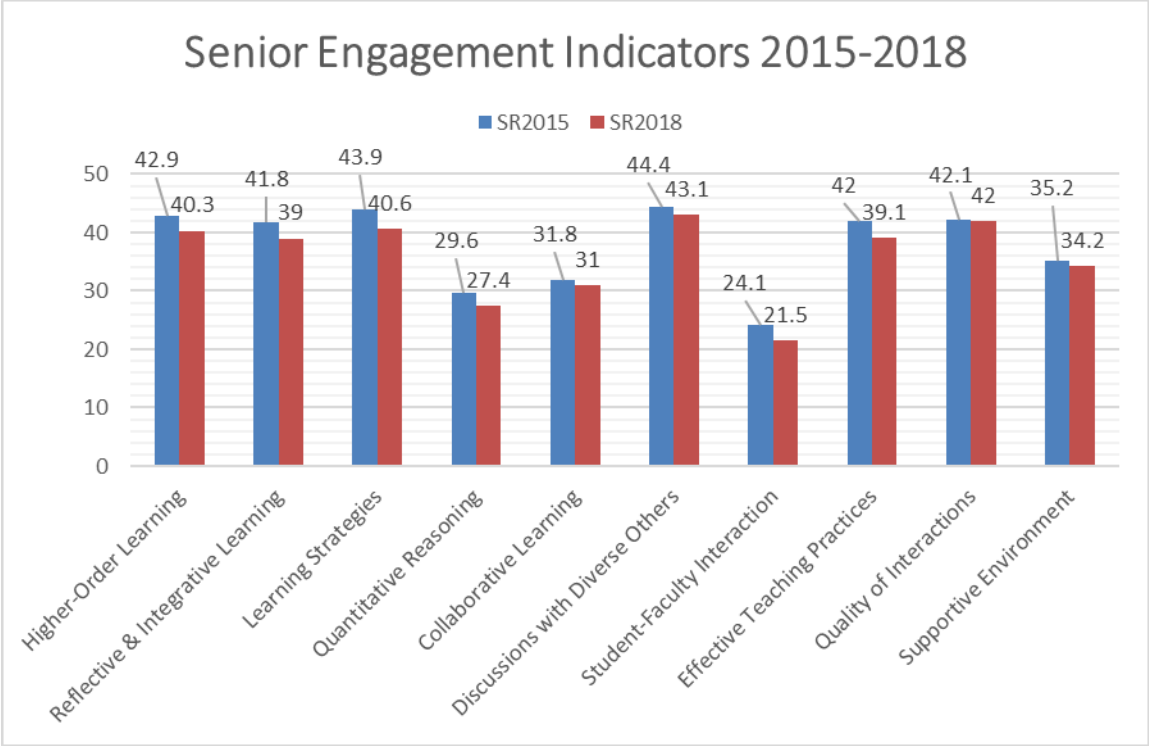


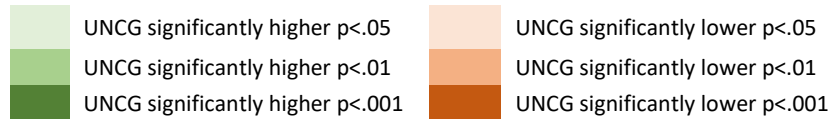
Table 7 provides a summary of the mean Engagement Indicator scores for UNCG and comparison to the peer groups: Peers, Public Research Higher, and NSSE 2017/2018.

Both First-Year and Senior students are significantly lower in the areas of Quantitative Reasoning and Collaborative Learning. Seniors are significantly higher in; Reflective & Integrative Learning, Learning Strategies, Discussions with Diverse Others, and Supportive Environment. First-Year students were only significantly higher in Supportive Environment.

Table 7: Indicators Compared with Peer Groups

	First Years				Seniors			
	UNCG	Peer	PRH	NSSE	UNCG	Peer	PRH	NSSE
Higher-order learning	37.7	37.7	37.2	37.8	40.3	40.4	39.0	39.8
Reflective & Integrative Learning	35.5	34.9	34.5	35.1	39.0	37.6	37.0	37.8
Learning Strategies	36.6	37.9	37.1	38.0	40.6	39.4	37.5	38.3
Quantitative Reasoning	24.3	27.7	27.6	27.5	27.4	29.8	29.6	29.6
Collaborative Learning	29.8	33.2	33.2	32.3	31.0	31.0	33.7	32.5
Discussions with Diverse Others	39.6	40.2	39.2	39.4	43.1	41.0	40.0	40.3
Student Faculty Interaction	20.3	21.5	21.1	21.1	21.5	21.8	24.0	23.9
Effective Teaching Practices	37.8	37.4	37.2	38.5	39.1	39.3	38.5	39.4
Quality Interactions	42.1	40.9	40.9	41.7	42.0	41.4	41.0	42.0
Supportive Environment	38.9	37	36.1	36.1	34.2	32.2	31.8	32.0

Average scores weighted by institution-reported sex and enrollment status.



Summary:

UNCG First Years’ scores are significantly higher than at least one peer group in one out of ten indicators:

- Supportive Environment

UNCG Seniors’ scores are significantly higher than at least one peer group in five out of ten indicators:

- Higher-Order Learning
- Reflective & Integrative Learning
- Learning Strategies
- Discussion with Diverse Others
- Supportive Environment

Indicators with no significant difference between UNCG and any peer group (First Years and Seniors):

- Effective Teaching Practices
- Quality of Interactions

Tables 8-11 shows how UNCG students responded to the individual questions for each engagement indicator compared to 2015 responses. Each table represents an EI Theme. The numbers represent the percent of students who responded in a positive way to each question as indicated in the table. In general, the percentages of positive responses decreased from 2015, except for some questions on the theme of quality interactions with faculty. (see **Tables 10 and 11**)

Table 8: Engagement Indicator Items for ACADEMIC CHALLENGE THEME

2015 2018

Engagement Indicators	Indicator Items	First-Year	Senior
Higher-Order Learning	<i>% responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>		
	Applying facts, theories, or methods to practical problems or new situations	69 64	80 80
	Analyzing an idea, experience, or line of reasoning in depth by examining its parts	71 66	80 76
	Evaluating a point of view, decision, or information source	73 72	80 71
	Forming a new idea or understanding from various pieces of information	69 67	76 70
Reflective & Integrative Learning	<i>% responding that they "Very often" or "Often"...</i>		
	Combined ideas from different courses when completing assignments	61 56	77 68
	Connected your learning to societal problems or issues	61 55	69 66
	Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	61 59	66 59
	Examined the strengths and weaknesses of your own views on a topic or issue	65 62	71 69
	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73 68	76 77
Learned something that changed the way you understand an issue or concept	71 61	73 73	

	Connected ideas from your courses to your prior experiences and knowledge	 77 74	 87 85
	<i>% responding that they "Very often" or "Often"...</i>		
Learning Strategies	Identified key information from reading assignments	 86 78	 89 86
	Reviewed your notes after class	 69 59	 73 65
	Summarized what you learned in class or from course materials	 67 57	 76 68
	<i>% responding that they "Very often" or "Often"...</i>		
Quantitative Reasoning	Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	 47 45	 52 50
	Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	 37 33	 42 40
	Evaluated what others have concluded from numerical information	 35 30	 47 41

Table 9: Engagement Indicator Items for LEARNING WITH PEERS THEME

2015 2018

Engagement Indicators	Indicator Items	First-Year	Senior
<i>% responding that they "Very often" or "Often"...</i>			
Collaborative Learning	Asked another student to help you understand course material	53 49	39 39
	Explained course material to one or more students	57 52	56 54
	Prepared for exams by discussing or working through course material with other students	48 42	44 41
	Worked with other students on course projects or assignments	49 48	62 61
<i>% responding that they "Very often" or "Often" had discussions with...</i>			
Discussions with Diverse Others	People from a race or ethnicity other than your own	84 79	82 82
	People from an economic background other than your own	81 69	80 79
	People with religious beliefs other than your own	76 66	73 73
	People with political views other than your own	71 53	72 64

Table 10: Engagement Indicator Items for EXPERIENCES WITH FACULTY THEME

2015 2018

Engagement Indicators	Indicator Items	First-Year	Senior
<i>% responding that they "Very often" or "Often"...</i>			
Student-Faculty Interaction	Talked about career plans with a faculty member	34 36	41 38
	Worked w/faculty on activities other than coursework (committees, student groups, etc.)	18 20	28 21
	Discussed course topics, ideas, or concepts with a faculty member outside of class	26 22	35 28
	Discussed your academic performance with a faculty member	25 27	34 30
<i>% responding "Very much" or "Quite a bit" about how much instructors have...</i>			
Effective Teaching Practices	Clearly explained course goals and requirements	80 75	84 78
	Taught course sessions in an organized way	78 71	80 74
	Used examples or illustrations to explain difficult points	79 73	81 75
	Provided feedback on a draft or work in progress	60 64	66 62
	Provided prompt and detailed feedback on tests or completed assignments	56 51	71 61

Table 11: Engagement Indicator Items for CAMPUS ENVIRONMENT

2015 2018

Engagement Indicators	Indicator Item	First-Year	Senior
Quality of Interactions	<i>% rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...</i>		
	Students	48 43	57 51
	Academic advisors	43 53	50 52
	Faculty	44 52	61 54
	Student services staff (career services, student activities, housing, etc.)	37 49	46 44
	Other administrative staff and offices (registrar, financial aid, etc.)	34 43	40 43
Supportive Environment	<i>% responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>		
	Providing support to help students succeed academically	77 80	76 72
	Using learning support services (tutoring services, writing center, etc.)	80 80	75 71
	Encouraging contact among students from diff. backgrounds (soc., racial/eth., religious, etc.)	67 65	61 63
	Providing opportunities to be involved socially	77 72	69 65
	Providing support for your overall well-being (recreation, health care, counseling, etc.)	73 76	66 67
	Helping you manage your non-academic responsibilities (work, family, etc.)	46 40	35 26
	Attending campus activities and events (performing arts, athletic events, etc.)	68 74	59 60
	Attending events that address important social, economic, or political issues	60 56	50 50

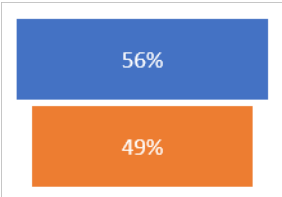
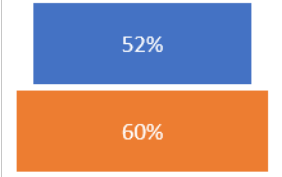
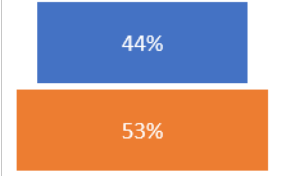
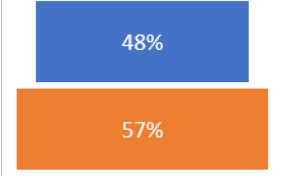
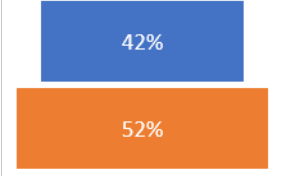
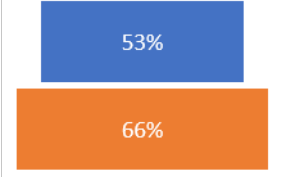
Individual Item Comparisons

This section displays the five individual questions, from Engagement Indicators and High-Impact Practices questions, on which UNCG students scored the highest and the five questions on which they scored the lowest, relative to students in the Public Research Higher comparison group¹.

Table 12: Highest and Lowest EI Responses First-Year

Highest Performing First Year	UNCG	Public Research Higher
8a: Discussions with...People of a race or ethnicity other than your own.	79%	68%
2c: Included diverse perspectives (...) in course discussions or assignments.	60%	50%
14h: Institution emphasis on attending campus activities and events (...)	74%	65%
13c: Quality of interactions with faculty.	52%	44%
13d: Quality of interactions with student services staff.	45%	38%

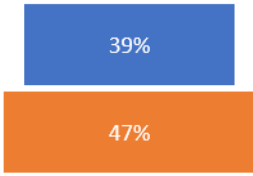
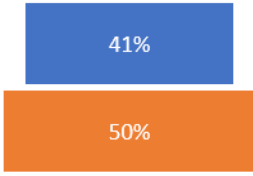
¹ Only questions related to EIs and HIPs were compared. Weighted percentages were summed as provided in the *Frequencies and Statistical Comparisons* report and are different than item comparisons provided in the *Snapshot* due to rounding. They are the total of the responses of “Very often” or “Often”, “Very much” or “Quite a bit”, or a score of 6 or 7, except for question 11 which is only the percentage for “Done or in progress”.

<p>14i: Institution emphasis om attending events that address social, economic or political issues.</p>	
<p>Lowest Performing First Year</p>	
<p>1f: Explained course material to one or more students.</p>	
<p>6a: Reached conclusions based on your own analysis of numerical information...</p>	
<p>1e: Asked another student to help you understand course material.</p>	
<p>1g: Prepared for exams by discussing or working through course material w/other students.</p>	
<p>8d: Discussions with...People with political views other than your own.</p>	

The highest comparison questions for first year students involve inclusion of diverse people in class and personal discussions and positive interactions with faculty. Working with other students outside the classroom, doing numerical calculations to solve a problem and communicating political views with others (this question also had a large drop from the 2015 response rate) ranked in the bottom of the comparison to the Public Research Higher group.

Table 13: Highest and Lowest EI Responses Senior

Highest Performing Senior	UNCG	Public Research Higher
8a: Discussions with...People of a race or ethnicity other than your own.	83%	70%
2c: Included diverse perspectives (...) in course discussions or assignments.	60%	48%
14d: Institution emphasis on encouraging contact among students from different backgrounds...	64%	52%
9a: Identified key information from reading assignments.	86%	76%
14i: Institution emphasis on attending events that address important social/economic/political issues.	50%	41%
Lowest Performing Senior		
11f: Completed a culminating senior experience (...).	36%	43%
3b: Worked with a faculty member on activities other than coursework (...).	21%	28%
1f: Explained course material to one or more students.	54%	62%

<p>1e: Asked another student to help you understand course material.</p>		 <p>39%</p> <p>47%</p>	
<p>1g: Prepared for exams by discussing or working through course material w/other students.</p>		 <p>41%</p> <p>50%</p>	

Seniors ranked higher than the Public Research Higher group in areas of diversity and realizing the institution encourages working with others and getting involved in social activities. Lower scores involve working with others to understand course material and participating in educational activities outside the classroom (such as internships).

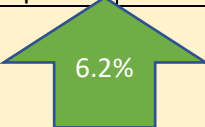
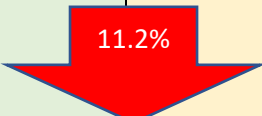
Beginning College Survey of Student Engagement Comparison

The Beginning College Survey of Student Engagement (BCSSE) is a companion report to the NSSE that is given to the first-year students prior to the start of classes. This group answered the BCSSE questions in the Fall of 2017 with the NSSE survey being conducted in the Spring 2018. There were 170 students identified as responding to both surveys. Six of the ten NSSE EIs have similar content on the BCSSE survey allowing for comparison of responses. The BCSSE questions are scored the same as NSSE.

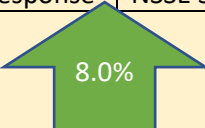
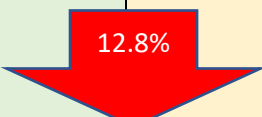
The purpose of BCSSE is to measure entering first-year students' pre-college academic and co-curricular experiences, as well as their expectations and attitudes for participating in educationally purposeful activities during the first college year. Given that UNCG students averaged significantly lower than any of our peer groups (see **Table 7**) for two of the Engagement Indicators, comparing the responses to the common questions of the BCSSE and NSSE may provide insight about the lower UNCG response scores.

Below are the comparisons of all UNCG student responses to questions from BCSSE and NCSSE for the Quantitative Reasoning and Collaborative Learning Engagement Indicators.

Quantitative Reasoning (response of "Often" or "Very Often")

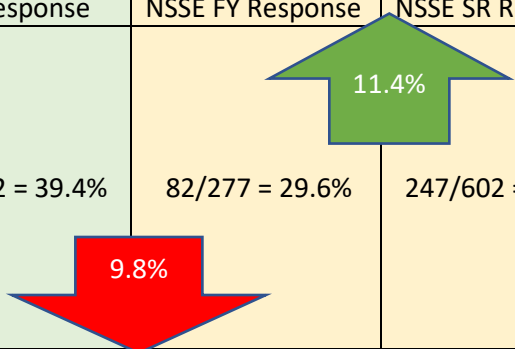
BCSSE Question	BCSSE Response	NSSE FY Response	NSSE SR Response	NSSE Question
During your last year of high school, about how often did you do...reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)?	421/778 = 54.1%	121/282 = 42.9%	300/611 = 49.1%	During the current school year, about how often have you...reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)?
		 6.2%		
		 11.2%		

The first-year student overall response was 11.2% lower than the BCSSE response. The senior student response was slightly higher than the first-year response though still below the report from BCSSE.

BCSSE Question	BCSSE Response	NSSE FY Response	NSSE SR Response	NSSE Question
During your last year of high school, about how often did you do...used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)?	345/773=44.6%	88/277=31.8%	240/603 = 39.8%	During the current school year, about how often have you...used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)?
		 8.0%		
		 12.8%		

The first-year student response was 12.8% lower than the BCSSE response. The senior student response was higher than the first-year but still lower than the BCSSE response.

BCSSE Question	BCSSE Response	NSSE FY Response	NSSE SR Response	NSSE Question
During your last year of high school, about how often did you do...evaluated what others have concluded from numerical information?	304/772 = 39.4%	82/277 = 29.6%	247/602 = 41.0%	During the current school year, about how often have you...evaluated what others have concluded from numerical information?



The first-year student response was 9.8% lower than the BCSSE response. The senior student response was higher than the first-year and slightly higher than the BCSSE response.

Quantitative Reasoning comparison of student respondents for both BCSSE and NSSE

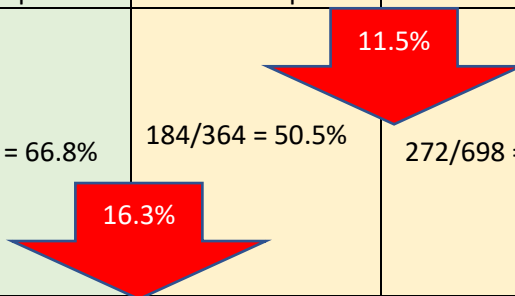
To compare the students who responded to both the BCSSE and NSSE, first the students were classified as low, medium or high relative to all BCSSE and NSSE respondents (based on the average scores). The NSSE ranking was compared to the BCSSE ranking to see if students are engaging at a relative level that either exceeds their precollege level or that sustains an already high level. The favorable number (32%) is the percent of the 170 students that participated in both surveys that exceeded their pre-college level or sustained a high level (High on BCSSE stayed High for NSSE, Low or Medium for BCSSE moved up to Medium or High respectively). The unfavorable number (61%) indicates those students who dropped in their ranking from BCSSE to NSSE or who were Low on BCSSE and stayed Low on NSSE. The missing percent (7%) were those students who stayed at the neutral Medium for BCSSE and NSSE.



Collaborative Learning (response of “Often” or “Very Often”)

The BCSSE asked Collaborative Learning questions in the form of expectations of college level work instead of how they currently engage. The results are below.

BCSSE Question	BCSSE Response	NSSE FY Response	NSSE SR Response	NSSE Question
During the coming school year, about how often do you expect to do...ask another student to help you understand the course material?	492/737 = 66.8%	184/364 = 50.5%	272/698 = 39.0%	During the current school year, how often have you...asked another student to help you understand the course material?



There was a 16.3% decrease in the number of first-year students who responded positively about actually engaging in the behavior from BCSSE, and a decrease in the percent of senior students who claim to engage in the behavior as well.

BCSSE Question	BCSSE Response	NSSE FY Response	NSSE SR Response	NSSE Question
During the coming school year, about how often do you expect to do...explain course material to one or more students?	389/735 = 52.9%	196/364 = 53.8%	372/693 = 53.7%	During the current school year, how often have you...explained course material to one or more students?

The number of first-year students who responded favorably to this question rose almost 1% from BCSSE, with seniors only decreasing 0.1% from the first-year responses.

BCSSE Question	BCSSE Response	NSSE FY Response	NSSE SR Response	NSSE Question
During the coming school year, about how often do you expect to do...prepare for exams by discussing or working through course material with other students?	584/734 = 79.6%	152/361 = 42.1%	280/688 = 40.7%	During the current school year, how often have you...prepared for exams by discussing or working through course material with other students?

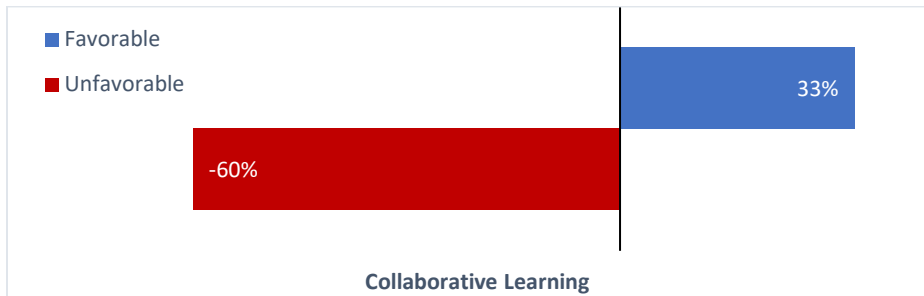
There was a 37.5% decrease of first-year students engaging in this activity from BCSSE, with only a 1.4% drop from first-year to senior students.

BCSSE Question	BCSSE Response	NSSE FY Response	NSSE SR Response	NSSE Question
During the coming school year, about how often do you expect to do...work with other students on course projects or assignments?	561/732 = 76.6%	177/355 = 49.9%	421/690=61.0%	During the current school year, about how often have you...worked with other students on course projects or assignments?

For this engagement indicator, there was a 26.7% drop for first-year student engagement compared to BCSSE, with a 11.1% increase in senior respondents for participation in the activity.

Collaborative Learning comparison of student respondents for both BCSSE and NSSE

To compare the students who responded to both the BCSSE and NSSE, first the students were classified as low, medium or high relative to all BCSSE and NSSE respondents (based on the average scores). The NSSE ranking was compared to the BCSSE ranking to see if students are engaging at a relative level that either exceeds their precollege level or that sustains an already high level. The favorable number (33%) is the percent of the 170 students that participated in both surveys that exceeded their pre-college level or sustained a high level (High on BCSSE stayed High for NSSE, Low or Medium for BCSSE moved up to Medium or High respectively). The unfavorable number (60%) indicates those students who dropped in their ranking from BCSSE to NSSE or who were Low on BCSSE and stayed Low on NSSE. The missing percent (7%) were those students who stayed at the neutral Medium for BCSSE and NSSE.



Overall, the BCSSE provides some explanation of why the first-year scores are low when compared to the peer groups. For the Quantitative Reasoning Indicator, the percentages of students responding “Often” or “Very Often” to these activities is low in the high school area and drops for the first-year students. Though there is an increase in the percentage of senior students who participate in these activities, the percentages are still low compared to what would be expected. The comparison of the 170 students who participated in both the BCSSE and NSSE shows almost twice as many students did not increase or maintain a high level of engagement.

The Collaborative Learning topic question was posed to the high-school students as to their expectations of what the college experience would provide for engagement. In all areas, the number representing expectation was far greater than the number representing what the students viewed as the reality of what happened for engagement, with seniors in two of the cases slightly improving in the amount of engagement over first-year students. Again, the comparison of the 170 students who participated in both surveys was almost two to one of students not increasing or maintaining a high level of engagement.

The full BCSSE report can be found on the UNCG Institutional Research page here: <https://ire.uncg.edu/surveys/bcsse/>

NSSE Topical Module: Inclusiveness & Engagement with Diversity

The extra topic UNCG chose to ask questions about for 2018 was the Inclusiveness & Engagement with Diversity Topical Module. This module examines environments, processes, and activities that reflect the engagement and validation of cultural diversity and promote greater understanding of societal differences. Questions explore students' exposure to inclusive teaching practices and intercultural learning; perceptions of institutional values and commitment regarding diversity; and participation in diversity-related programming and coursework. The comparison group are the 201 participating universities in the Inclusiveness & Engagement with Diversity topical module. See the list in the report on the IR website https://ire.uncg.edu/surveys/displaypdf.php?filename=nsse/nsse18/BCSSE17-NSSE18_Combined_Report_UNCG.pdf&title=BCSSE17-NSSE18%20Combined%20Report¹

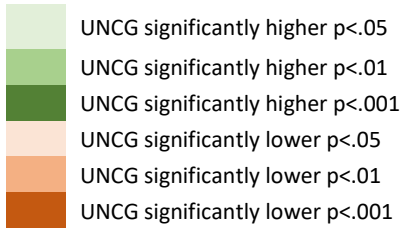
Overall UNCG students responded significantly higher in most questions than the comparison group. The only area where UNCG was significantly lower than our comparison group was for Seniors for the question of participating in activities of special group centers. There may be some question bias due to UNCG having special groups not specifically related to a center. The table below shows the percent responding in a positive manner for the first-year and senior groups compared to the overall comparison group (weighted percentage as reported in the Topical Module report).

	First Years		Seniors	
	UNCG	Other Institutions ¹	UNCG	Other Institutions ¹
To what extent do you agree or disagree with the following statements? (Response of "Agree" or "Strongly Agree")				
a. I feel comfortable being myself at this institution.	90%	91%	91%	92%
b. I feel valued by this institution.	84%	81%	77%	77%
c. I feel like part of the community at this institution.	73%	79%	76%	76%

- UNCG significantly higher p<.05
- UNCG significantly higher p<.01
- UNCG significantly higher p<.001
- UNCG significantly lower p<.05
- UNCG significantly lower p<.01
- UNCG significantly lower p<.001

	First Years		Seniors	
	UNCG	Other Institutions	UNCG	Other Institutions
During the current school year, about how often have you done the following? (Response of "Often" or "Very often")				
a. Attended events, activities, or presentations that reflect an appreciation for diverse groups of people.	40%	39%	30%	32%
b. Participated in the activities of centers related to specific groups (racial-ethnic, cultural, religious, gender, LGBT, etc.)	26%	25%	17%	20%
c. Participated in a diversity-related club or organization.	22%	20%	17%	18%
d. Participated in a demonstration for a diversity-related cause (rally, protest, etc.)	16%	13%	11%	11%
e. Reflected on your cultural identity.	38%	34%	41%	37%

	First Years		Seniors	
	UNCG	Other Institutions	UNCG	Other Institutions
During the current school year, how much has your coursework emphasized the following? (Response of “Quite a bit” or “Very much”)				
a. Developing the skills necessary to work effectively with people from various backgrounds.	53%	52%	65%	59%
b. Recognizing your own cultural norms and biases.	62%	55%	66%	56%
c. Sharing your own perspectives and experiences.	62%	63%	70%	65%
d. Exploring your own background through projects, assignments, or programs.	50%	47%	52%	50%
e. Learning about other cultures.	58%	50%	64%	50%
f. Discussing issues of equity or privilege.	56%	51%	62%	49%
g. Respecting the expression of diverse ideas.	70%	62%	71%	63%
How much does your institution emphasize the following?				
a. Demonstrating a commitment to diversity.	79%	70%	82%	69%
b. Providing students with the resources needed for success in a multicultural world.	75%	66%	71%	62%
c. Creating an overall sense of community among students	73%	70%	67%	64%
d. Ensuring that you are not stigmatized because of your identity (racial/ethnic, gender, religious, sexual orientation, etc.)	77%	72%	74%	66%
e. Providing information about anti-discrimination and harassment policies.	71%	70%	69%	64%
f. Taking allegations of discrimination or harassment seriously.	74%	74%	75%	68%
g. Helping students develop the skills to confront discrimination.	67%	63%	61%	54%
How much does your institution provide a supportive environment for the following forms of diversity?				
a. Racial/ethnic identity.	82%	75%	81%	68%
b. Gender identity.	80%	73%	81%	66%
c. Economic background.	69%	61%	64%	55%
d. Political affiliation.	54%	55%	54%	48%
e. Religious affiliation	61%	66%	59%	57%
f. Sexual orientation	77%	70%	78%	64%
g. Disability status.	70%	67%	70%	62%



Service-Learning

Courses that included a community-based project

Learning Community

Formal program where groups of students take two or more classes together

Research with Faculty

Work with a faculty member on a research project

Internship or Field Experience

Internship, co-op, field experience, student teaching, or clinical placement

Study Abroad

Study outside the United States

Culminating Senior Experience

Capstone course, senior project or thesis, comprehensive exam, portfolio, etc.

Peer Group List (UNC System and National Peers)

Bowling Green State University (Bowling Green, OH)
East Carolina University (Greenville, NC)
Florida International University (Miami, FL)
Indiana University-Purdue University Indianapolis (Indianapolis, IN)
Kent State University (Kent, OH)
North Carolina Agricultural & Technical State University (Greensboro, NC)
Northern Illinois University (DeKalb, IL)
Old Dominion University (Norfolk, VA)
University of North Carolina at Charlotte (Charlotte, NC)
University of Texas at Arlington, The (Arlington, TX)
Virginia Commonwealth University (Richmond, VA)
Western Michigan University (Kalamazoo, MI)

NSSE 2017 & 2018 All other current- and prior-year (if applicable) U.S. NSSE Institutions

Public Research Higher Institutions

Auburn University (Auburn, AL)
Augusta University (Augusta, GA)
Ball State University (Muncie, IN)
Binghamton University (State University of New York) (Vestal, NY)
Bowling Green State University (Bowling Green, OH)
Central Michigan University (Mount Pleasant, MI)
Cleveland State University (Cleveland, OH)
East Carolina University (Greenville, NC)
Florida A&M University (Tallahassee, FL)
Florida Atlantic University (Boca Raton, FL)
Indiana University-Purdue University Indianapolis (Indianapolis, IN)
Jackson State University (Jackson, MS)
Kent State University (Kent, OH)
Michigan Technological University (Houghton, MI)
Mississippi State University (Mississippi State, MS)
New Mexico State University (Las Cruces, NM)
North Carolina Agricultural & Technical State University (Greensboro, NC)
Northern Arizona University (Flagstaff, AZ)
Northern Illinois University (DeKalb, IL)
Ohio University (Athens, OH)
Oklahoma State University (Stillwater, OK)
Old Dominion University (Norfolk, VA)
Rutgers University-Newark (Newark, NJ)
South Dakota State University (Brookings, SD)
Texas A&M University-Commerce (Commerce, TX)
Texas State University (San Marcos, TX)
University of California-Merced (Merced, CA)
University of Idaho (Moscow, ID)
University of Louisiana at Lafayette (Lafayette, LA)
University of Maine (Orono, ME)
University of Massachusetts Boston (Boston, MA)
University of Massachusetts Dartmouth (North Dartmouth, MA)
University of Missouri-St. Louis (Saint Louis, MO)
University of Nevada-Las Vegas (Las Vegas, NV)
University of New Hampshire (Durham, NH)
University of New Orleans, The (New Orleans, LA)
University of North Carolina at Charlotte (Charlotte, NC)
University of North Dakota (Grand Forks, ND)
University of South Alabama (Mobile, AL)
University of South Dakota (Vermillion, SD)
University of Texas at El Paso, The (El Paso, TX)
University of Toledo (Toledo, OH)
University of Vermont (Burlington, VT)
University of Wyoming (Laramie, WY)
Western Michigan University (Kalamazoo, MI)
Wichita State University (Wichita, KS)

THEME: ACADEMIC CHALLENGE**Higher-Order Learning**

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by classing on students to engage in complex cognitive tasks requiring more than mere memorization of facts. This Engagement Indicator captures how much students' coursework emphasizes challenging cognitive tasks such as application, analysis, judgement, and synthesis.

Reflective & Integrative Learning

Personally connecting with course material requires students to relate their understandings and experiences to the content at hand. Instructors emphasizing reflective and integrative learning motivate students to make connections between their learning and the world around them, reexamining their own beliefs and considering issues and ideas from others' perspectives.

Learning Strategies

College students enhance their learning and retention by actively engaging with and analyzing course material rather than approaching learning as absorption. Examples of effective learning strategies include identifying key information in readings, reviewing notes after class, and summarizing course material. Knowledge about the prevalence of effective learning strategies helps colleges and universities target interventions to promote student learning and success.

Quantitative Reasoning

Quantitative literacy – the ability to use and understand numerical and statistical information in everyday life – is an increasingly important outcome of higher education. All students, regardless of major, should have ample opportunities to develop their ability to reason quantitatively – to evaluate, support, and critique arguments using numerical and statistical information.

THEME: LEARNING WITH PEERS**Collaborative Learning**

Collaborating with peers in solving problems or mastering difficult material deepens understanding and prepares students to deal with the messy, unscripted problems they encounter during and after college. Working on group projects, asking others for help with difficult material or explaining it to others, and working through course material in preparation for exams all represent collaborative learning activities.

Discussions with Diverse Others

Colleges and universities afford students new opportunities to interact with and learn from others with different backgrounds and life experiences. Interactions across difference, both inside and outside the classroom, confer educational benefits and prepare students for personal and civic participation in a diverse and interdependent world.

THEME: EXPERIENCES WITH FACULTY

Student-Faculty Interaction

Interactions with faculty can positively influence the cognitive growth, development, and persistence of college students. Through their formal and informal roles as teachers, advisors, and mentors, faculty members model intellectual work, promote mastery of knowledge and skills, and help students make connections between their studies and their future plans.

Effective Teaching Practices

Student learning is heavily dependent on effective teaching. Organized instruction, clear explanations, illustrative examples, and effective feedback on student work all represent aspects of teaching effectiveness that promote student comprehension and learning.

THEME: CAMPUS ENVIRONMENT

Quality of Interactions

College environments characterized by positive interpersonal relations promote student learning and success. Students who enjoy supportive relationships with peers, advisors, faculty, and staff are better able to find assistance when needed, and to learn from and with those around them.

Supportive Environment

Institutions that are committed to student success provide support and involvement across a variety of domains, including the cognitive, social, and physical. These commitments foster higher levels of student performance and satisfaction. This Engagement Indicator summarizes students' perceptions of how much an institution emphasizes services and activities that support their learning and development.