# 2014-2015 NSSE Results Summary

**Administrative Characteristics**

**Response Rates**

* Average national NSSE response rate was 29%.
* Average national NSSE response rate for schools with 2500 or less undergraduate enrollment was 35%.
* TLU’s overall response rate was 37%, for first year students 31%, and for seniors 42%.

**Demographics**

* Overall, 44% of respondents were male, 56% female.
* Of first year respondents 54% were male, 46% female.
* Of senior level respondents 35% were male, 62% were female, 3% preferred not to respond.
* 47% of first year respondents and 55% of seniors were first generation students.
* 72% of first year respondents and 66% of seniors identified as white, 9% of first year and 3% of senior respondents identified as Black or African American, and 14% of first year and 16% of senior respondents identified as Hispanic.

The demographic profile of respondents was representative of all first year and senior students asked to participate in the NSSE with regards to ethnicity. NSSE weighted results by gender and full-time/part-time status to compensate for response bias.

**Comparison Groups**

Composition of Groups

* Group 1 is a regional group and includes private non-profit schools with less than 5000 enrollment, Carnegie basic classes of Master small programs, Bachelor Arts and Science, and Bachelor Diverse Fields and located in the Southeast, Southwest, and Rocky Mountain regions of the U. S. (63 schools). This will be called the Regional group in this document.
* Group 2 is all NSSE private non-profit institutions with Carnegie basic classifications of Master small programs, Bachelor Arts & Science, and Bachelor Diverse Fields (277 schools). This will be called the National group in this document.
* Group 3 includes Texas schools with Carnegie basic classification of Master small programs, Bachelor Arts & Science, and Bachelor Diverse Fields (15 schools). This will be called the Texas group in this document.

The groups were chosen to provide small, medium, and large comparison groups. The comparison group for the additional module on Experiences with Writing was chosen by NSSE and includes all schools who administered this module in 2014-2015 and in 2013-2014. For the Academic Advising module, the comparison group consists of ten schools in the Southwest region.

**Student Engagement Indicators**

**Comparison to top 50% and top 10% (See Table 1)**

* First year students mean responses for engagement indicators of Student-Faculty Interaction and Supportive Environment were significantly higher than the NSSE top 50% mean responses.
* Senior mean responses for engagement indicators of Discussions with Diverse Others, Student-Faculty Interaction, Quality of Interactions, and Supportive Environment were all significantly higher than the NSSE top 50% mean responses.
* Senior mean response for the engagement indicator of Learning Strategies was significantly lower than the NSSE top 50% mean response.

**Top Five Engagement Survey Items (See Table 2)**

In this section comparisons between TLU and all three of the comparison groups are made. Through their own research, the NSSE researchers have determined that an effect size of 0.10 or less is small and has no practical significance, 0.30 is a medium effect size, and 0.50 can be considered a large effect size with practical as well as statistical significance.

First Year Students

* How much does your institution emphasize attending events that address important social, economic, or political issues
* About how many of your courses at this institution have included a community-based project (service-learning)?
* How much has your experience at this institution contributed to your knowledge, skills, and personal development in being an informed and active citizen?
* How much has your experience at this institution contributed to your knowledge, skills, and personal development in working effectively with others?
* How much has your experience at this institution contributed to your knowledge, skills, and personal development in acquiring job- or work-related knowledge and skills?

Seniors

* During the current school year, about how often have you discussed course topics, ideas, or concepts with a faculty member outside of class?
* During the current school year, about how often have you had discussions with people of a race or ethnicity other than your own?
* During the current school year, about how often have you had discussions with people with political views other than your own?
* During the current school year, about how often have you had discussions with people with religious beliefs other than your own?
* Indicate the quality of your interactions with other administrative staff and offices (registrar, financial aid, etc.) at your institution.

**Lowest Engagement Survey Items (See Table 3)**

First Year Students

* Estimated number of assigned pages of student writing for freshmen was lower than for freshmen at schools in all three comparison groups.

Seniors

* Estimated number of assigned pages of student writing for seniors was lower than for seniors at schools in all three comparison groups.
* Hours spent on assigned reading were lower for TLU seniors than for seniors at schools in the comparison groups.

**High Impact Practices (See Table 4)**

First Year Students

* Service-learning was the high impact practice in which most first year students participated.
* Research with faculty was the high impact practice in which least first year students participated.
* More TLU first year students participated in at least one high impact activity than first year students at all comparison schools.

Seniors

* Service-learning was the high impact practice in which most seniors participated.
* Internship or field experience was the high impact practice in which least seniors participated.
* More TLU seniors participated in two or more high impact practices than seniors at all comparison schools.

The average TLU responses to the positive items above were statistically and practically different from the averages of all three comparison groups. There were no negative significant differences between TLU averages and the averages of the comparison group.

**Experiences With Writing** **(See Table 5)**

The national comparison group consists of 108 other institutions that participated in the Experiences with Writing module in 2013-2014 and 2014-2015 NSSE administrations.

First Year Students

* TLU first year students received feedback from a classmate, friend, or family member about a draft before turning in the final assignment on writing assignments more often than the national comparison group.
* TLU first year students gave feedback from a classmate about a draft or outline that he or she had written on writing assignments more often than the national comparison group.
* TLU first year students summarized materials read such as articles, books, or online publications less often than the national comparison group.

Seniors

* TLU seniors report that during the current school year, they have talked with a classmate, friend, or family member to develop ideas before starting an assignment more often than the national comparison group.
* TLU seniors report that during the current school year, they have had to explain in writing the meaning of statistical data less often than the national comparison group.
* TLU seniors report that during the current school year, they have had to the professor explain in advanced what he or she wanted them to learn less often than the national comparison group.

The effect sizes of differences in TLU average responses to average responses of the national comparison group indicate no practical differences.

**Academic Advising (See Table 6)**

The comparison group for the Academic Advising module is composed of private, non-profit schools in the Southwest region of the U.S. The size of the comparison group is small at 10 schools.

First Year Students

* TLU first year students report that their academic advisors reached out to them about academic progress or performance more often than the national comparison group.
* TLU first year students report that during the current year, their academic advisors have helped get information on social opportunities more extensively than the national comparison group.
* TLU first year students report that during the current year, their academic advisors have been available when needed **less** extensively than the national comparison group.
* TLU first year students report that during the current year, they have met with an academic advisor to discuss academic interests, course selections, or academic performance **fewer** times than the national comparison group.

Seniors

* TLU seniors report that their academic advisors reached out to them about their academic progress or performance more often than the national comparison group.
* TLU seniors report that during the current school year, an academic advisor discussed their academic interests, course selections, or academic performance more than the national comparison group.
* TLU seniors report that during the current school year, academic advisors discussed their career interests and post-graduation plans more extensively than the national comparison group.
* TLU seniors report that during the current school year, academic advisors helped them when they had academic difficulties more extensively than the national comparison group.
* TLU seniors report that during the current school year, academic advisors informed them of important deadlines **less** extensively than the national comparison group.
* TLU seniors report that during the current school year, academic advisors helped them understand academic rules and policies **less** extensively than the national comparison group.

**Conclusions**

TLU’s 2014-2015 NSSE results are very positive overall. However, TLU students reported writing, on average, significantly fewer pages during the school year than the average number of pages reportedly written by students from our comparison groups. This was true for both first year and senior students. In addition, seniors reported spending less time reading assigned course material than did students at our comparison schools.

Because all other NSSE survey items indicate an engagement level equal to or higher than that of the comparison groups, the amount of reading and writing we ask our students to do may be something to discuss. How many pages of writing does our faculty expect our students to do in the course of a year? How many hours per week should our students spend reading course material? Is there a disconnect between how much reading and writing our students are doing and how much our faculty expects them to do?

With the coming opportunity to choose a Quality Enhancement Plan for accreditation, it would be helpful to have the answers to the above questions. Many schools choose a writing activity for their QEP and successfully improve student outcomes.

Another area of challenge is in the high impact practices. While TLU students participate in more of these activities, on average, than do students at the comparison school, seniors participate less in internships and field experiences than do seniors at the comparison schools. With the implementation of the Pathways project, seniors will get the opportunities to do significantly more internships. These NSSE results provide more evidence as to the importance of the project and the need to move that project forward as funding permits.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Table 1: Student Engagement Indicators Comparison to NSSE Top 50% and Top 10%** | | | | |
| **First Year Students** |  |  |  |  |
| **Theme** | **Engagement Indicator** | **TLU Mean** | **NSSE top 50% Mean** | **NSSE top 10% Mean** |
| **Academic Challenge** | Higher-Order Learning | 40.5 | 41.0 | 43.0 |
| Reflective & Integrative Learning | 38.1 | 37.6 | 39.6 |
| Learning Strategies | 41.8 | 41.6 | 44.4 |
| Quantitative Reasoning | 30.5 | 29.4 | 31.5 |
|  |  |  |  |  |
| **Learning with Peers** | Collaborative Learning | 36.0 | 35.1 | 37.3 |
| Discussions with Diverse Others | 46.4 | 43.3 | 45.5 |
|  |  |  |  |  |
| **Experiences with Faculty** | Student-Faculty Interaction | 28.7 | 24.0 | 27.2 |
| Effective Teaching Practices | 44.3 | 42.3 | 44.6 |
|  |  |  |  |  |
| **Campus Environment** | Quality of Interactions | 46.0 | 44.0 | 45.8 |
| Supportive Environment | 45.6 | 39.4 | 41.3 |
|  |  |  |  |  |
| **Seniors** |  |  |  |  |
| **Theme** | **Engagement Indicator** | **TLU Mean** | **NSSE top 50% Mean** | **NSSE top 10% Mean** |
| **Academic Challenge** | Higher-Order Learning | 42.5 | 43.5 | 45.3 |
| Reflective & Integrative Learning | 40.9 | 41.3 | 43.1 |
| Learning Strategies | 39.3 | 42.5 | 44.8 |
| Quantitative Reasoning | 31.5 | 31.8 | 33.6 |
|  |  |  |  |  |
| **Learning with Peers** | Collaborative Learning | 36.5 | 35.7 | 38.2 |
| Discussions with Diverse Others | 48.1 | 43.9 | 45.9 |
|  |  |  |  |  |
| **Experiences with Faculty** | Student-Faculty Interaction | 34.7 | 29.8 | 34.1 |
| Effective Teaching Practices | 43.0 | 43.1 | 45.1 |
|  |  |  |  |  |
| **Campus Environment** | Quality of Interactions | 47.0 | 45.0 | 46.7 |
| Supportive Environment | 38.4 | 36.1 | 38.8 |
|  |  |  |  |  |
| **KEY** | | |  |  |
|  | TLU Mean is significantly **below** top 50% mean | | |  |
|  | TLU Mean is significantly **above** top 50% mean | | |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Table 2: Top Five Engagement Survey Items** | | | | | | | |
| **First Year Students** | **TLU** | **Regional Group (63)** | | **National NSSE Private Non-Profit (277)** | | **Texas Group (15)** | |
| **Survey Item** | **Mean** | **Mean** | **Effect Size** | **Mean** | **Effect Size** | **Mean** | **Effect Size** |
| How much does your institution emphasize attending events that address important social, economic, or political issues? | 3.2 | 2.8 | 0.49 | 2.8 | 0.47 | 2.6 | 0.63 |
| About how many of your courses at this institution have included a community-based project (service-learning)? | 2.0 | 1.7 | 0.45 | 1.7 | 0.52 | 1.7 | 0.44 |
| How much has your experience at this institution contributed to your knowledge, skills, and personal development in being an informed and active citizen? | 3.1 | 2.7 | 0.44 | 2.7 | 0.43 | 2.6 | 0.53 |
| How much has your experience at this institution contributed to your knowledge, skills, and personal development in working effectively with others? | 3.2 | 2.9 | 0.41 | 2.9 | 0.40 | 2.8 | 0.45 |
| How much has your experience at this institution contributed to your knowledge, skills, and personal development in acquiring job- or work-related knowledge and skills? | 3.1 | 2.7 | 0.41 | 2.7 | 0.42 | 2.7 | 0.41 |
|  |  |  |  |  |  |  |  |
| **Seniors** | **TLU** | **Regional Group (63)** | | **National NSSE Private Non-Profit (277)** | | **Texas Group (15)** | |
| **Survey Item** | **Mean** | **Mean** | **Effect Size** | **Mean** | **Effect Size** | **Mean** | **Effect Size** |
| During the current school year, about how often have you discussed course topics, ideas, or concepts with a faculty member outside of class? | 2.8 | 2.5 | 0.31 | 2.5 | 0.32 | 2.3 | 0.52 |
| During the current school year, about how often have you had discussions with people of a race or ethnicity other than your own? | 3.4 | 3.2 | 0.29 | 3.1 | 0.41 | 3.1 | 0.36 |
| During the current school year, about how often have you had discussions with people with political views other than your own? | 3.4 | 3.1 | 0.34 | 3.0 | 0.44 | 3.0 | 0.43 |
| During the current school year, about how often have you had discussions with people with religious beliefs other than your own? | 3.4 | 3.0 | 0.35 | 3.0 | 0.41 | 3.0 | 0.37 |
| Indicate the quality of your interactions with other administrative staff and offices (registrar, financial aid, etc.) at your institution. | 5.6 | 5.1 | 0.28 | 5.0 | 0.37 | 5.1 | 0.32 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Table 3: Lowest Engagement Survey Items** | | | | | | | |
| **First Year Students** |  | **Regional Group (63)** | | **National NSSE Private Non-Profit (277)** | | **Texas Group (15)** | |
| **Survey Item** | **TLU Mean** | **Regional Mean** | **Regional Effect Size** | **National Mean** | **National Effect Size** | **Texas Mean** | **Texas Effect Size** |
| Estimated number of assigned pages of student writing | 34.0 | 50.6 | -0.30 | 54.6 | -0.38 | 39.2 | -0.10 |
|  |  |  |  |  |  |  |  |
| **Seniors** |  | **Regional Group (63)** | | **National NSSE Private Non-Profit (277)** | | **Texas Group (15)** | |
| **Survey Item** | **TLU Mean** | **Regional Mean** | **Regional Effect Size** | **National Mean** | **National Effect Size** | **Texas Mean** | **Texas Effect Size** |
| Estimated number of assigned pages of student writing | 58.4 | 87.7 | -0.36 | 91.2 | -0.40 | 65.1 | -0.09 |
| Hours spent on assigned reading | 7.4 | 8.4 | -0.15 | 8.6 | -0.17 | 7.7 | -0.04 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Table 4: High Impact Practices** | | | | | | | |
| **First Year Students** |  | **Regional Group (63)** | | **National NSSE Private Non-Profit (277)** | | **Texas Group (15)** | |
| **High Impact Practice** | **TLU Mean** | **Regional Mean** | **Regional Effect Size** | **National Mean** | **National Effect Size** | **Texas Mean** | **Texas Effect Size** |
| Learning Community | 17.0 | 15.0 | 0.07 | 13.0 | 0.12 | 10.0 | 0.20 |
| Service-Learning | 84.0 | 61.0 | 0.53 | 57.0 | 0.59 | 60.0 | 0.54 |
| Research With Faculty | 5.0 | 7.0 | -0.07 | 6.0 | -0.05 | 6.0 | -0.04 |
| **Participated in at least one** | **80.0** | **65.0** | **0.33** | **62.0** | **0.39** | **62.0** | **0.40** |
| **Participated in two or more** | **17.0** | **13.0** | **0.09** | **12.0** | **0.15** | **11.0** | **0.18** |
|  |  |  |  |  |  |  |  |
| **Seniors** |  | **Regional Group (63)** | | **National NSSE Private Non-Profit (277)** | | **Texas Group (15)** | |
| **High Impact Practice** | **TLU Mean** | **Regional Mean** | **Regional Effect Size** | **National Mean** | **National Effect Size** | **Texas Mean** | **Texas Effect Size** |
| Learning Community | 39.0 | 31.0 | 0.17 | 30.0 | 0.18 | 27.0 | 0.26 |
| Service-Learning | 84.0 | 72.0 | 0.29 | 69.0 | 0.35 | 69.0 | 0.35 |
| Research With Faculty | 42.0 | 36.0 | 0.12 | 38.0 | 0.07 | 24.0 | 0.37 |
| Internship or Field Experience | 60.0 | 62.0 | -0.03 | 66.0 | -0.13 | 50.0 | 0.22 |
| Study Abroad | 28.0 | 26.0 | 0.04 | 30.0 | -0.05 | 14.0 | 0.35 |
| Culminating Senior Experience | 65.0 | 65.0 | 0.00 | 69.0 | -0.09 | 43.0 | 0.45 |
| **Participated in at least one** | **99.0** | **92.0** | **0.41** | **95.0** | **0.32** | **87.0** | **0.57** |
| **Participated in two or more** | **87.0** | **78.0** | **0.22** | **82.0** | **0.14** | **62.0** | **0.57** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Table 5: Experiences With Writing** | | | |
| **First Year Students** | **Mean** | |  |
| **Description** | **TLU** | **Writing Experiences (108)** | **Effect Size** |
| Received feedback from a classmate, friend, or family member about a draft before turning in your final assignment | 3.5 | 3.23 | 0.22 |
| Gave feedback to a classmate about a draft or outline he or she had written | 3.3 | 3.03 | 0.21 |
| Summarized material you read, such as articles, books, or online publications | 3.4 | 3.38 | -0.02 |
|  |  |  |  |
| **Seniors** | **Mean** | |  |
| **Description** | **TLU** | **Writing Experiences (108)** | **Effect Size** |
| During the current school year, for how many writing assignments have you talked with a classmate, friend, or family member to develop your ideas before starting your assignment? | 3.2 | 2.93 | 0.23 |
| During the current school year, for how many writing assignments have you explained in writing the meaning of numerical or statistical data? | 2.7 | 2.78 | -0.05 |
| During the current school year, for how many writing assignments have you the professor explained in advance what he or she wanted you to learn? | 3.7 | 3.72 | -0.05 |

|  |  |  |  |
| --- | --- | --- | --- |
| **Table 6: Academic Advising** | | | |
| **First Year Students** | **Mean** | |  |
| **Description** | **TLU** | **Nonprofit SW (10)** | **Effect Size** |
| How often have your academic advisors reached out to you about your academic progress or performance? | 2.5 | 2.11 | 0.43 |
| During the current year, to what extent have your academic advisors helped you get information on social opportunities (study abroad, internship, research projects, etc.)? | 3.1 | 2.68 | 0.34 |
| During the current year, to what extent have your academic advisors been available when needed? | 3.1 | 3.19 | -0.06 |
| During the current school year, about how many times have you and an academic advisor discussed your academic interests, course selections, or academic performance? | 2.6 | 2.66 | -0.08 |
|  |  |  |  |
| **Seniors** | **Mean** | |  |
| **Description** | **TLU** | **Nonprofit SW (10)** | **Effect Size** |
| How often have your academic advisors reached out to you about your academic progress or performance? | 2.5 | 2.02 | 0.54 |
| During the current school year, about how many times have you and an academic advisor discussed your academic interests, course selections, or academic performance? | 3.2 | 2.57 | 0.37 |
| During the current school year, to what extent have your academic advisors discussed your career interests and post-graduation plans? | 3.1 | 2.69 | 0.34 |
| During the current school year, to what extent have your academic advisors helped you when you had academic difficulties? | 3.2 | 2.82 | 0.31 |
| During the current school year, to what extent have your academic advisors informed you of important deadlines? | 3.0 | 2.84 | 0.14 |
| During the current school year, to what extent have your academic advisors helped you understand academic rules and policies? | 2.9 | 2.79 | 0.14 |