

NSSE 2014 Engagement Indicators

Academic Challenge

Middle Tennessee State University

Academic Challenge: First-year students

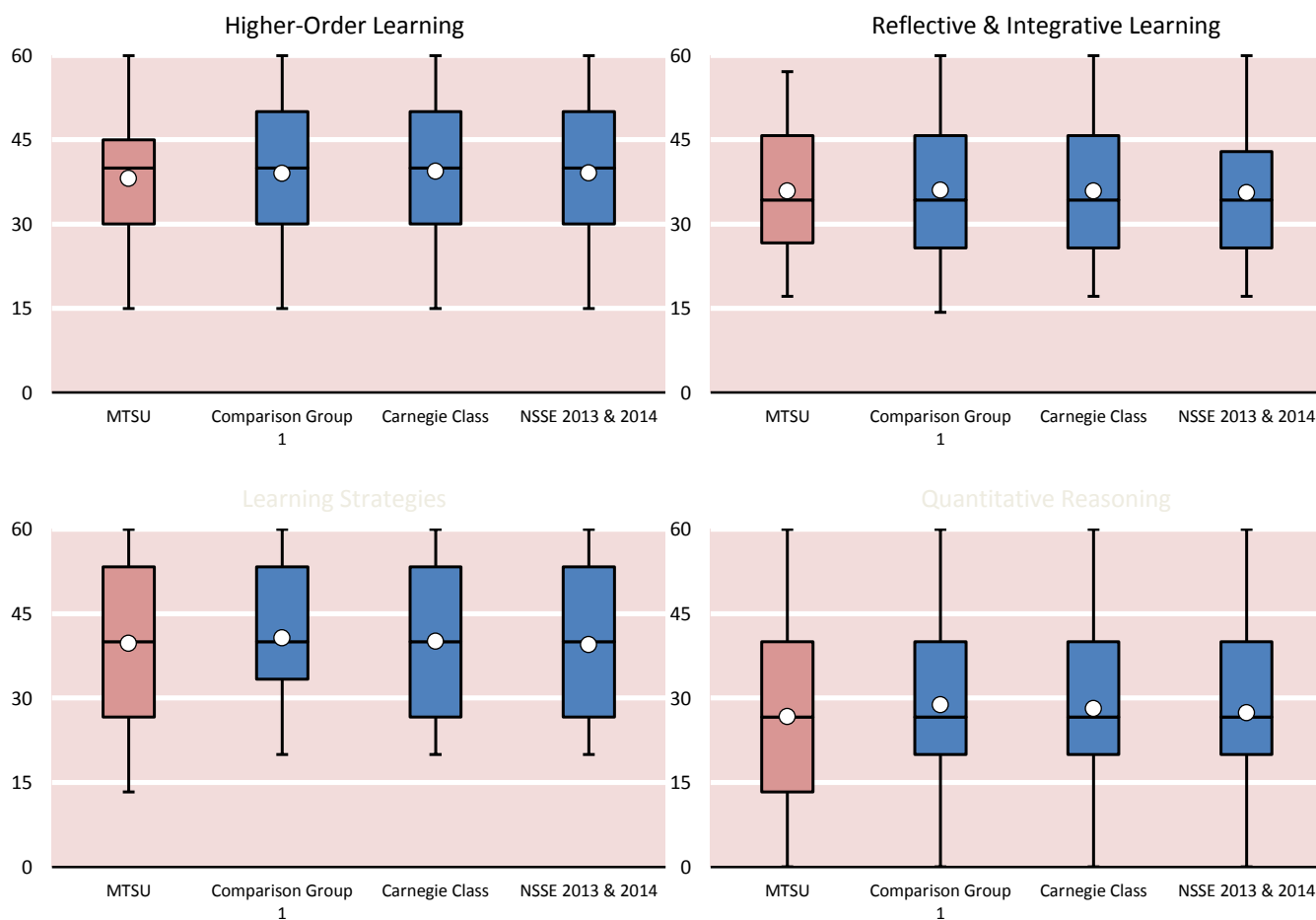
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	MTSU Mean	Your first-year students compared with					
		Comparison Group 1		Carnegie Class		NSSE 2013 & 2014	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.1	39.0	-.06	39.4	-.09	39.0	-.07
Reflective & Integrative Learning	35.9	36.0	-.01	35.8	.00	35.6	.02
Learning Strategies	39.7	40.7	-.07	40.1	-.02	39.5	.02
Quantitative Reasoning	26.7	28.8	-.12	28.1	-.09	27.4	-.04

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); *p<.05, **p<.01, ***p<.001 (2-tailed); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding.

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

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Academic Challenge: First-year students (continued)

Summary of Indicator Items

Higher-Order Learning

Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...

	MTSU	Comparison Group 1	Carnegie Class	NSSE 2013 & 2014
4b. Applying facts, theories, or methods to practical problems or new situations	67	73	74	73
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74	70	72	72
4d. Evaluating a point of view, decision, or information source	73	71	71	70

4e. Forming a new idea or understanding from various pieces of information	66	69	69	69
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Reflective & Integrative Learning

Percentage of students who responded that they "Very often" or "Often"...

2a. Combined ideas from different courses when completing assignments	52	54	55	56
2b. Connected your learning to societal problems or issues	47	52	53	53
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	47	53	52	50
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	64	63	63
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67	67	66	66
2f. Learned something that changed the way you understand an issue or concept	63	65	65	65
2g. Connected ideas from your courses to your prior experiences and knowledge	80	75	76	77

Learning Strategies

Percentage of students who responded that they "Very often" or "Often"...

9a. Identified key information from reading assignments	79	81	81	80
9b. Reviewed your notes after class	68	69	66	65
9c. Summarized what you learned in class or from course materials	67	64	64	63

Quantitative Reasoning

Percentage of students who responded that they "Very often" or "Often"...

6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	51	53	52	52
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	38	43	41	38
6c. Evaluated what others have concluded from numerical information	38	41	39	37

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.