



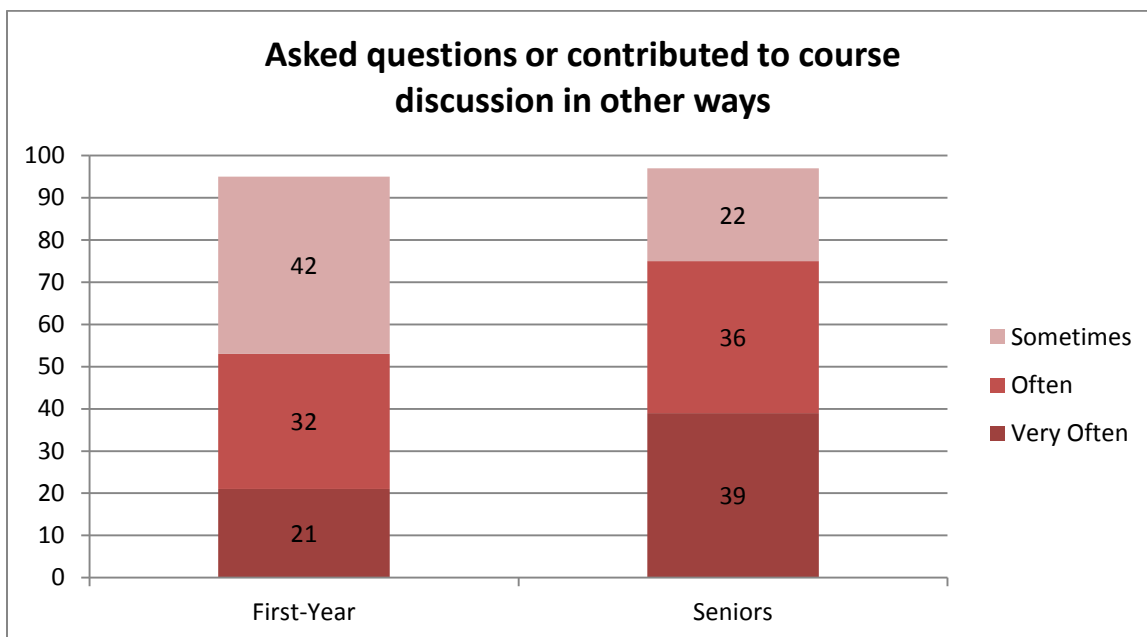
National Survey of Student Engagement: 2013

Differences between First-Year Students and Seniors Engagement Indicators

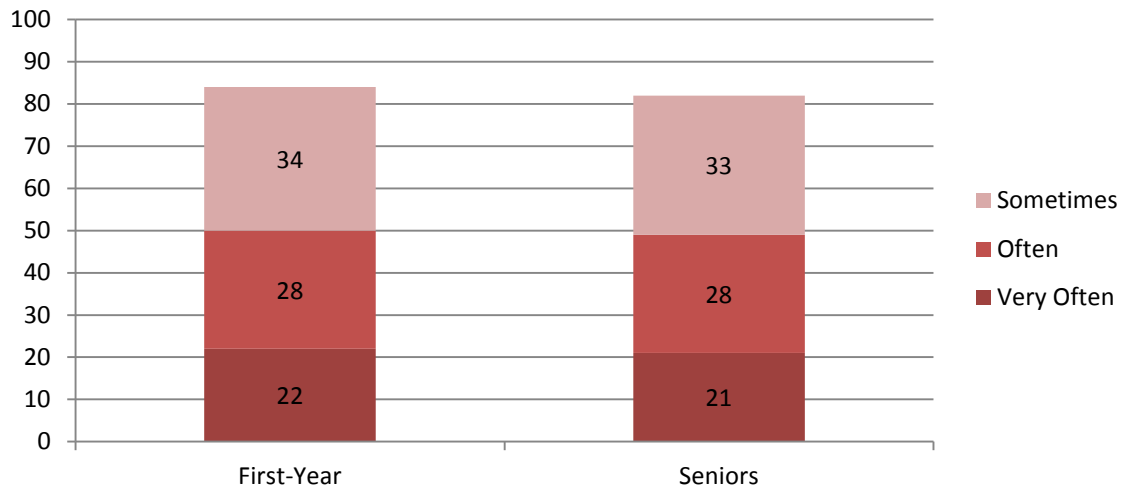
The NSSE 2013 data provides comparisons between first-year and senior students at UM. These are cross-sectional results; that is, entering students' responses are compared to students who are already seniors, so differences between the two groups could be due to differences already present (such as level of preparation for college) or to growth during the college experience. Demographically, however, these two samples are very similar (e.g. both 37% first-generation college students; 51% and 55% female).

The following set of graphs depicts the proportion of student at each level who responded “sometimes,” “often,” or “very often” to the items posed on the NSSE that are directed at engagement both in and about of the classroom. For the 20 items, first-year and senior students were similar for about half of the items. For example, seniors report that they “asked questions or contributed to course discussions in other ways” more often than did first-year students, but the groups did not differ in their answer to whether they “prepared two or more drafts of a paper or assignment before turning it in.”

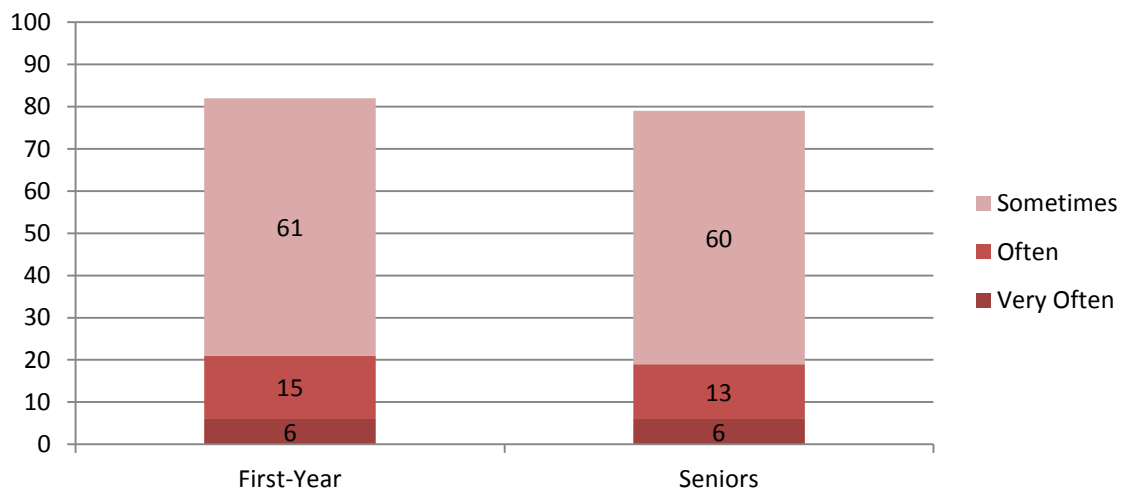
NSSE Information Responses



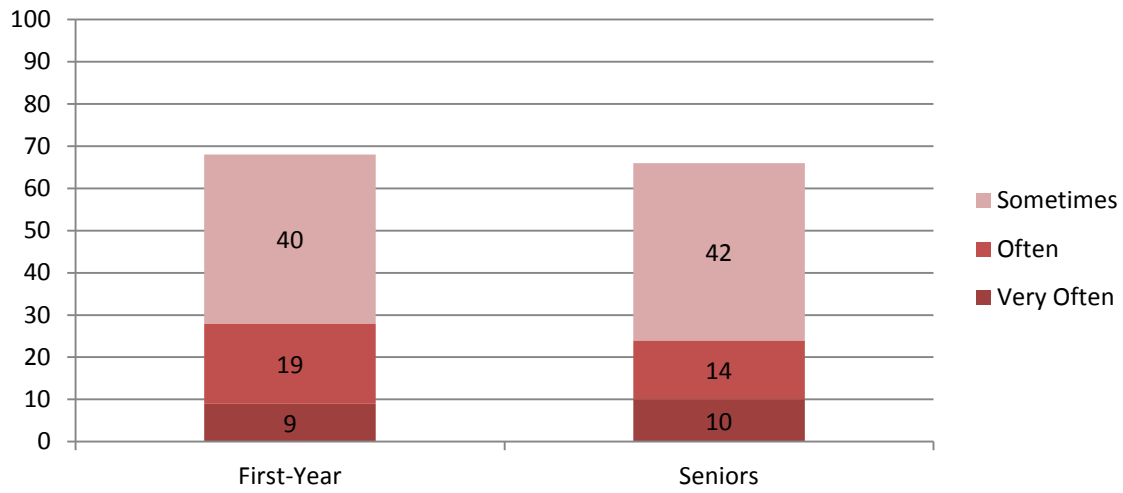
Prepared two or more drafts of a paper or assignment before turning it in



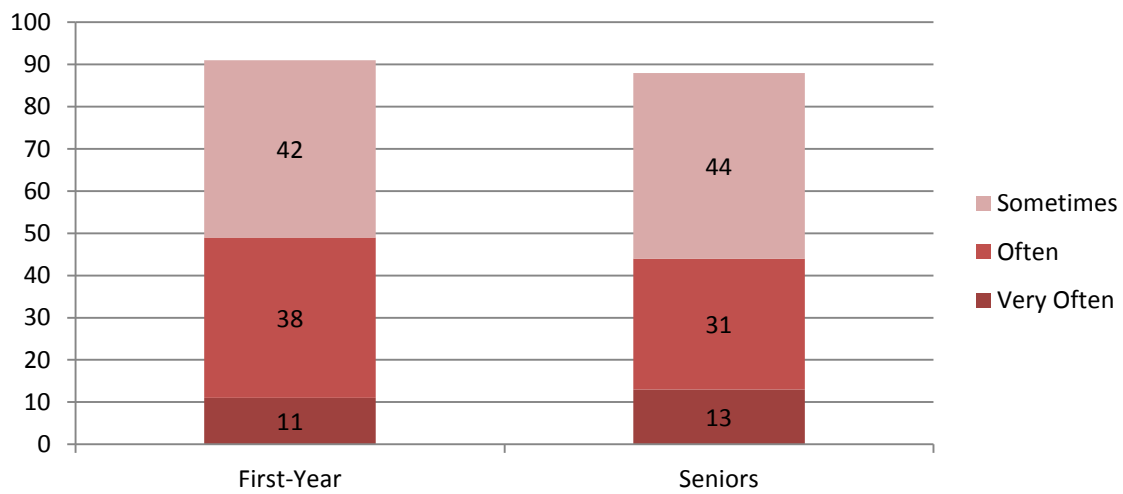
Come to class without completing readings or assignments



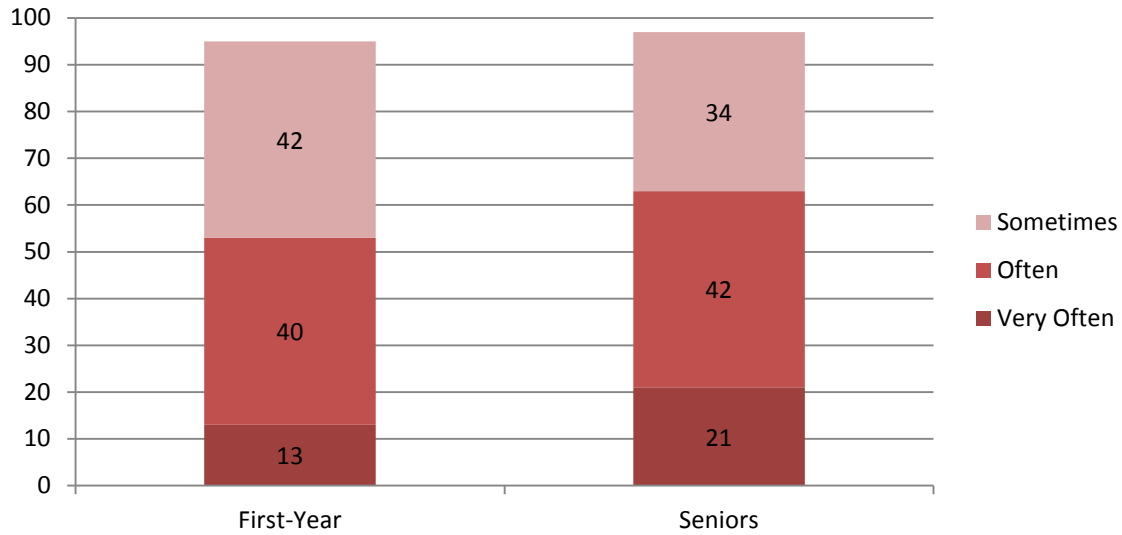
Attended an art exhibit, play or other arts performance (dance, music, etc.)



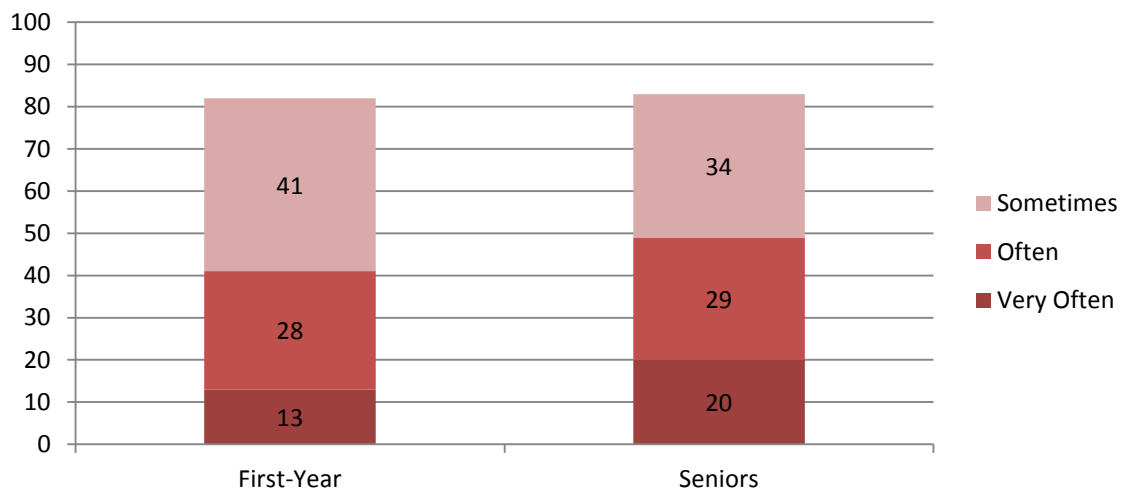
Asked another student to help you understand course material



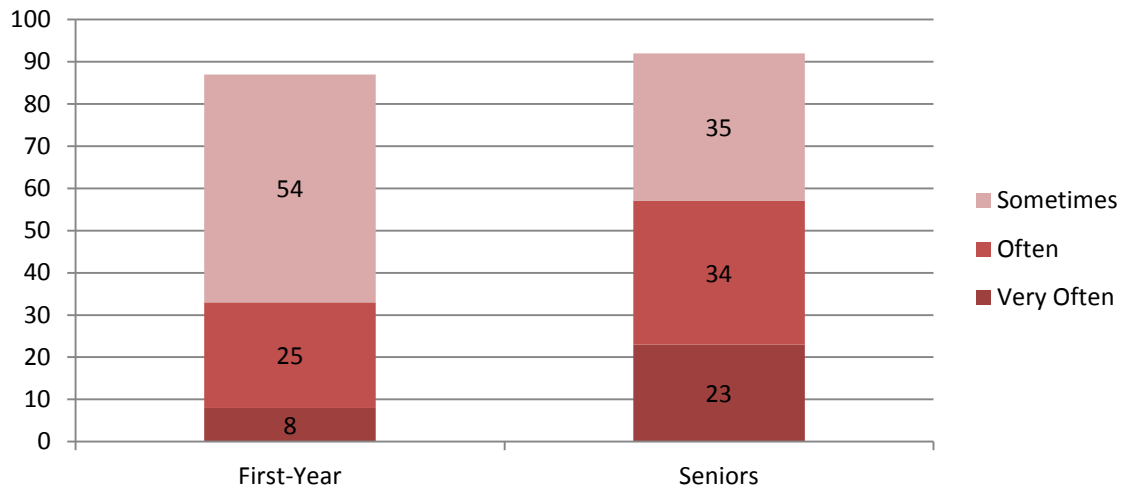
Explained course material to one or more students



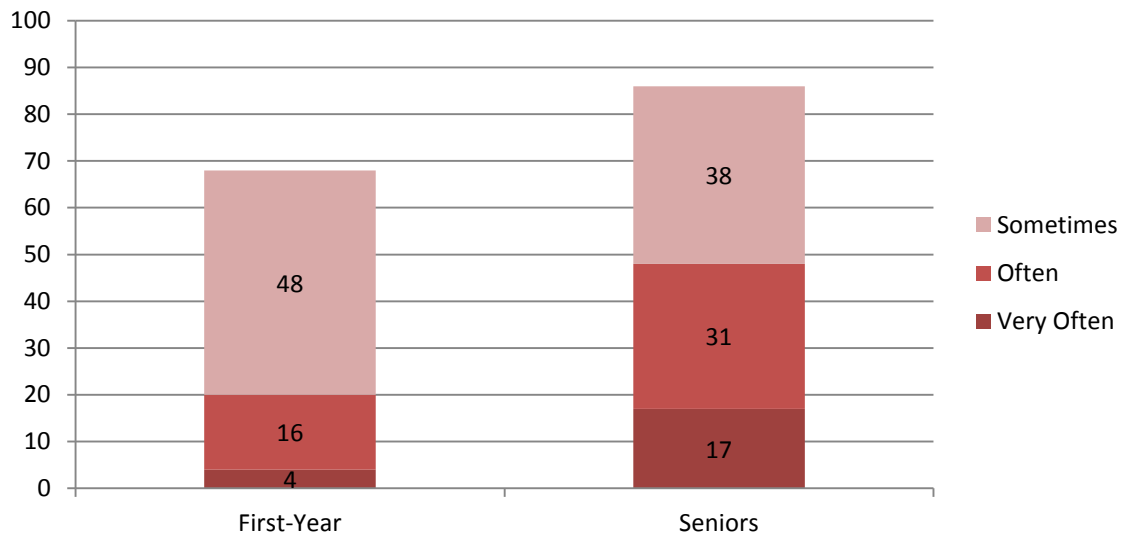
Prepared for exams by discussing or working through course material with other students



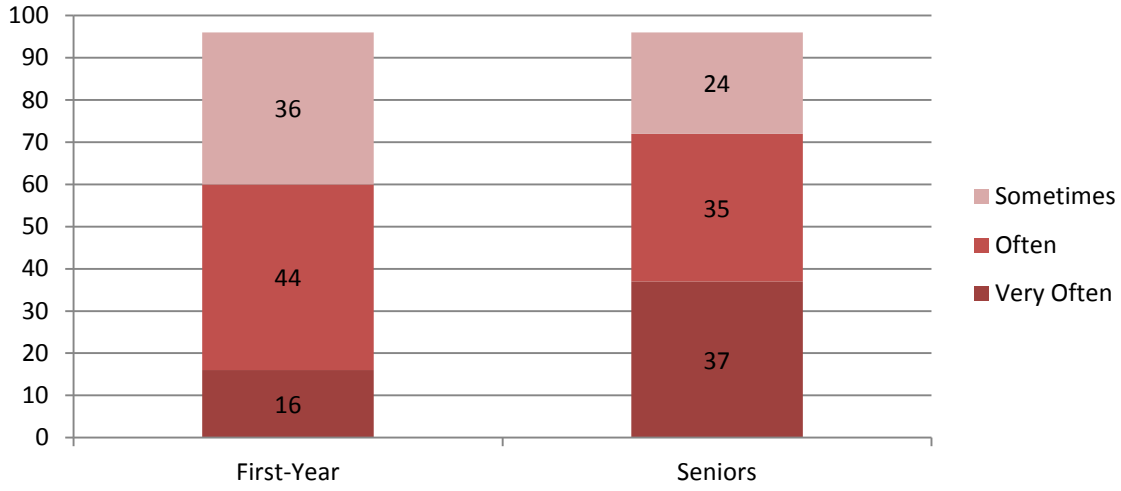
Worked with other students on course projects or assignments



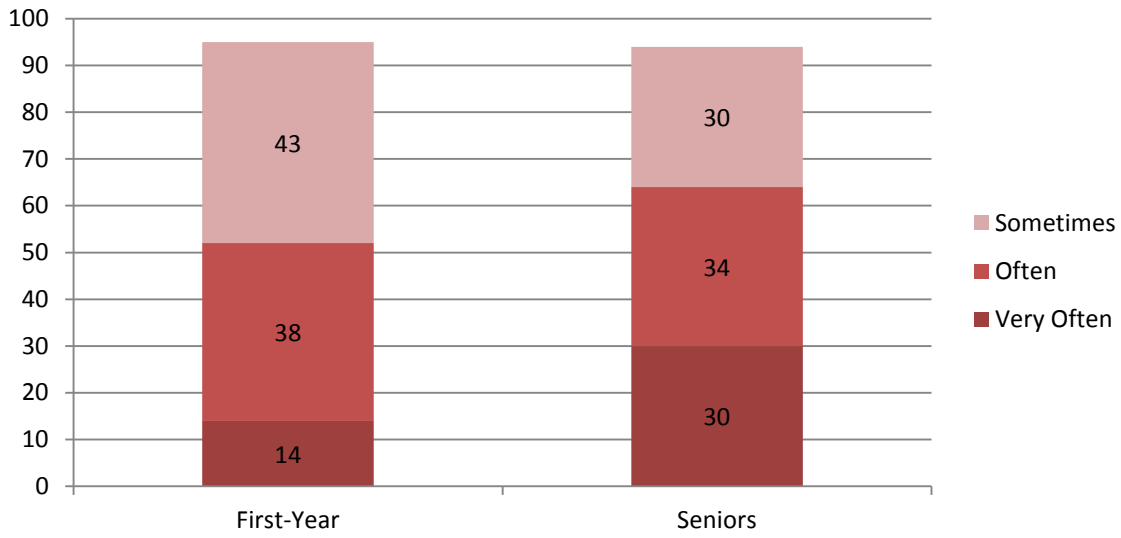
Gave a course presentation



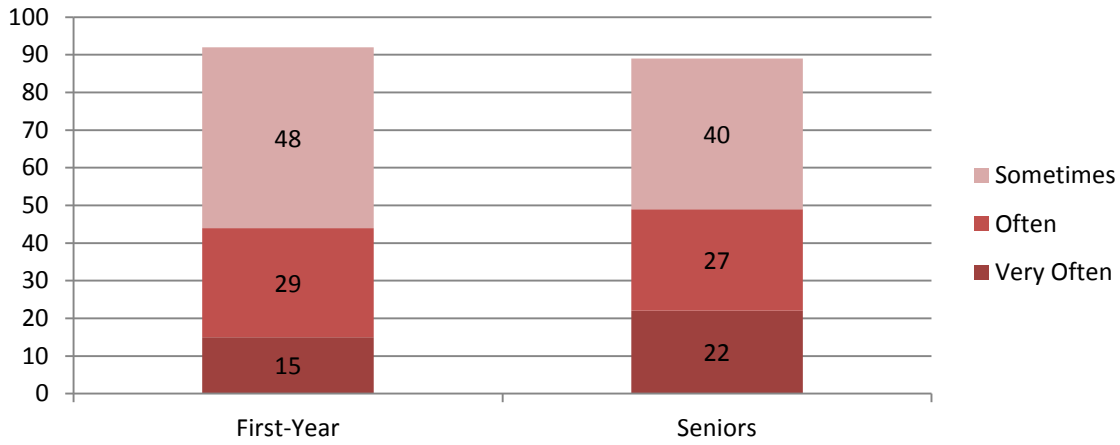
Combined ideas from different courses when completing assignments



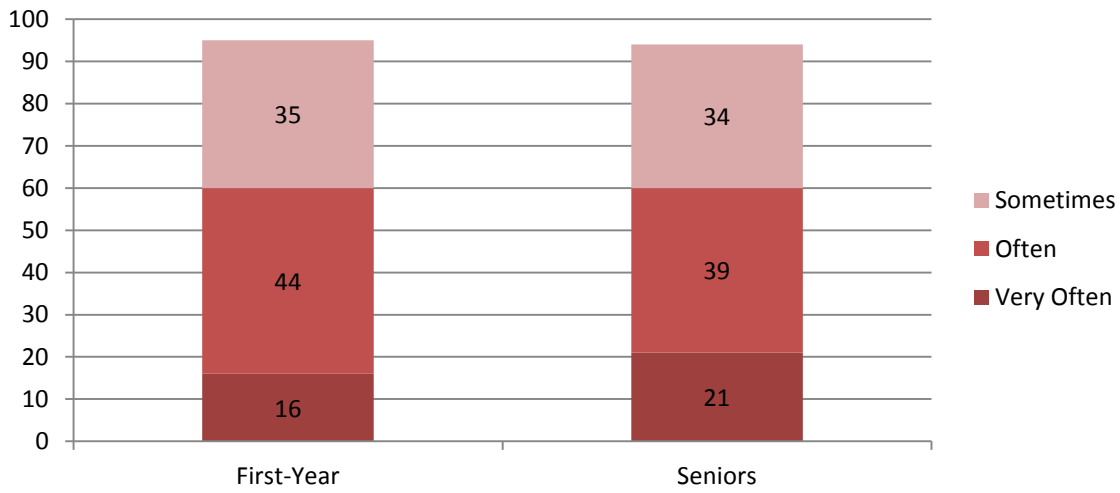
Connected your learning to societal problems or issues



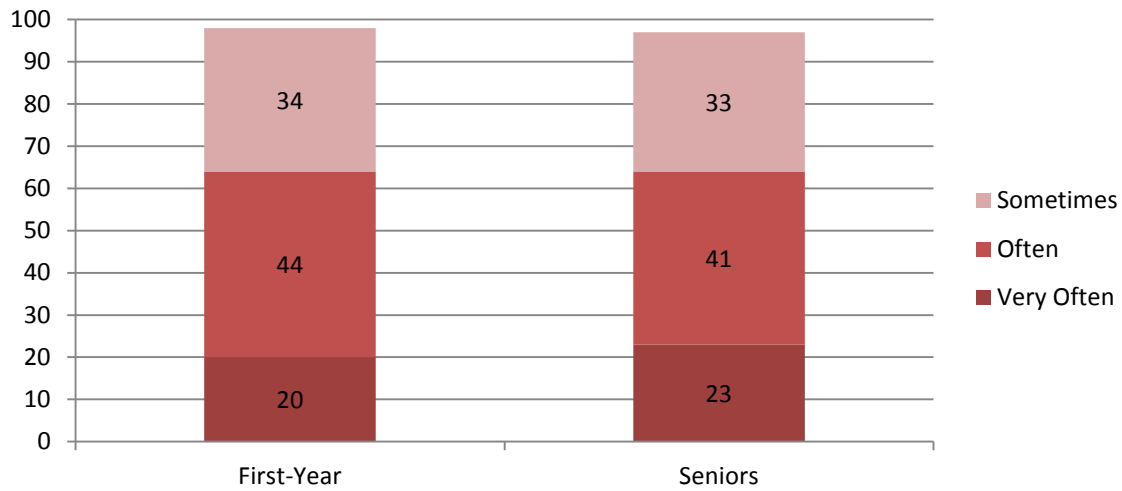
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments



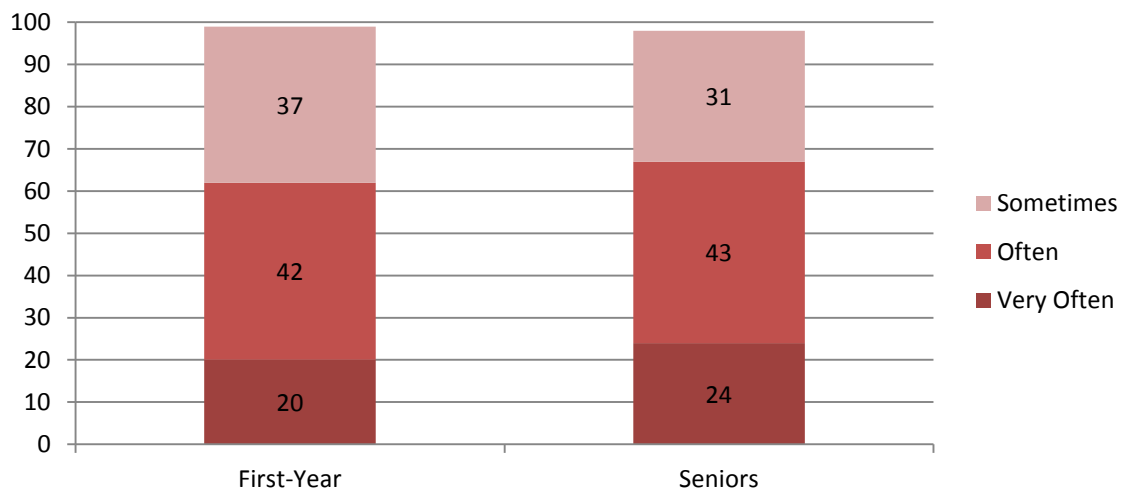
Examined the strengths and weaknesses of your own views on a topic or issue



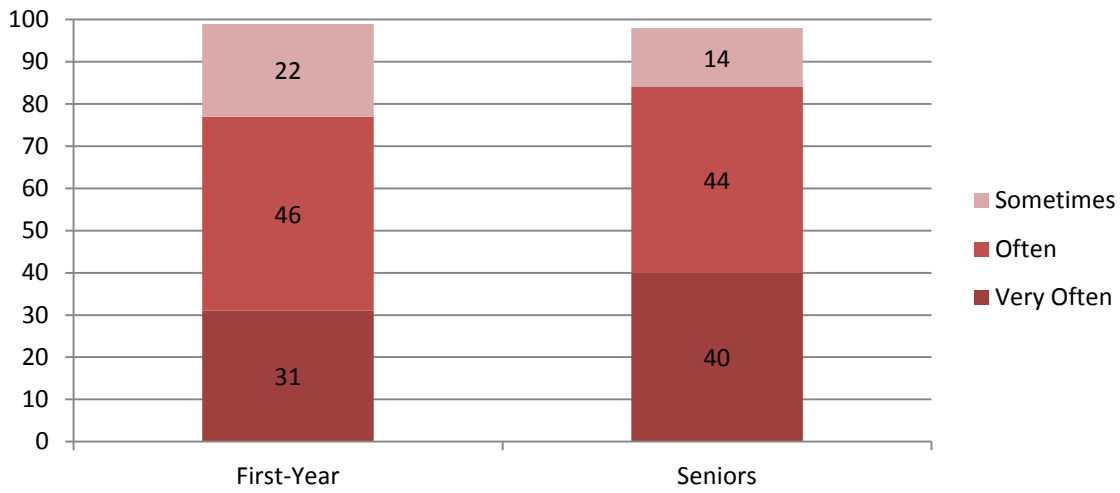
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective



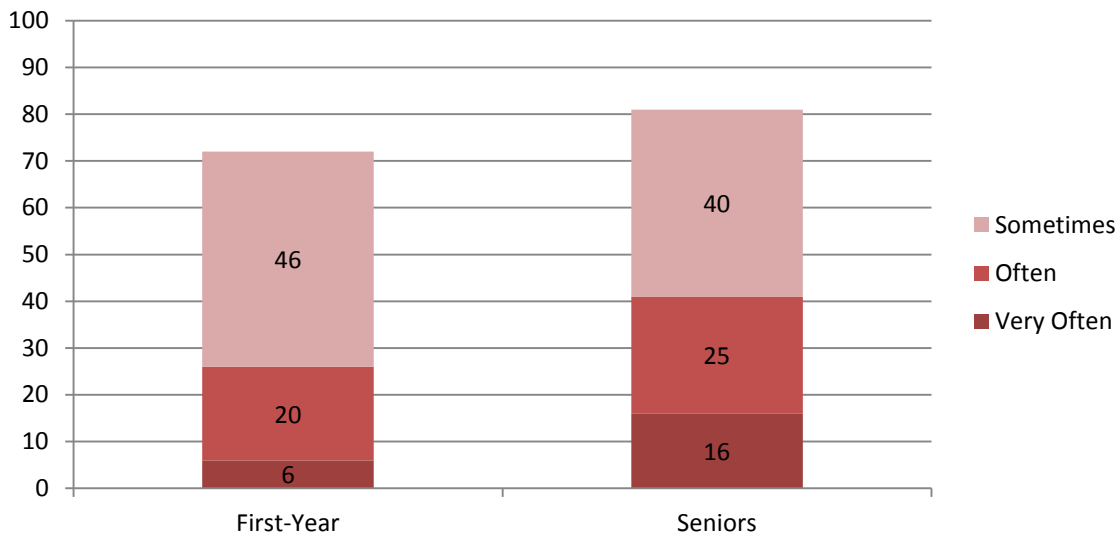
Learned something that changed the way you understand an issue or concept



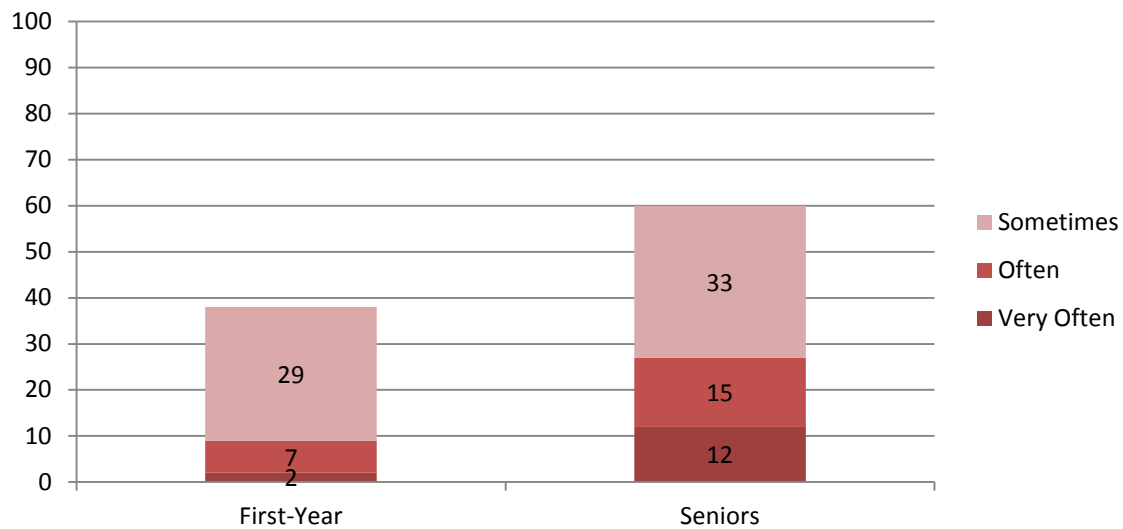
Connected ideas from your courses to your prior experiences and knowledge



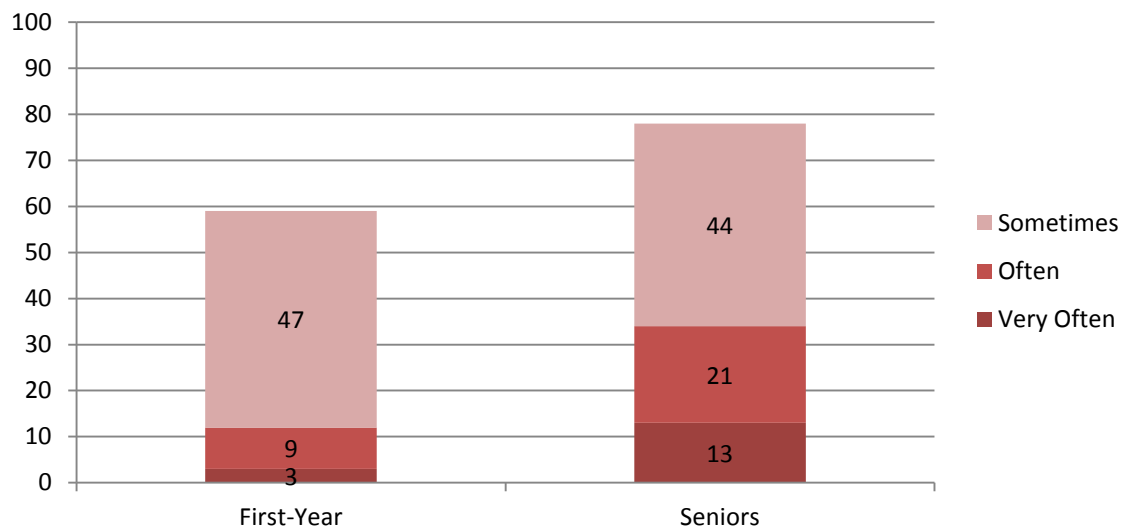
Talked about career plans with a faculty member



Worked with a faculty member on activities other than coursework (committees, student groups, etc.)



Discussed course topics, ideas or concepts with a faculty member outside of class



Discussed your academic performance with a faculty member

