

### Academic Challenge

#### Higher-Order Learning

*During the current school year, how much has your coursework emphasized the following:*

- Applying facts, theories, or methods to practical problems or new situations
- Analyzing an idea, experience, or line of reasoning in depth by examining its parts
- Evaluating a point of view, decision, or information source
- Forming a new idea or understanding from various pieces of information

#### Reflective & Integrative Learning

*During the current school year, how often have you:*

- 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

#### Learning Strategies

*During the current school year, how often have you:*

- Identified key information from reading assignments
- Reviewed your notes after class
- Summarized what you learned in class or from course materials

#### Quantitative Reasoning

*During the current school year, how often have you:*

- Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)
- Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)
- Evaluated what others have concluded from numerical information

### Learning with Peers

#### Collaborative Learning

*During the current school year, how often have you:*

- 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

### Discussions with Diverse Others

*During the current school year, how often have you had discussions with people from the following groups:*

- People from a race or ethnicity other than your own
- People from an economic background other than your own
- People with religious beliefs other than your own
- People with political views other than your own

### Experiences with Faculty

#### Student-Faculty Interaction

*During the current school year, how often have you:*

- 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

#### Effective Teaching Practices

*During the current school year, to what extent have your instructors done the following:*

- Clearly explained course goals and requirements
- Taught course sessions in an organized way
- Used examples or illustrations to explain difficult points
- Provided feedback on a draft or work in progress
- Provided prompt and detailed feedback on tests or completed assignments

### Campus Environment

#### Quality of Interactions

*Indicate the quality of your interactions with the following people at your institution:*

- Students
- Academic advisors
- Faculty
- Student services staff (career services, student activities, housing, etc.)
- Other administrative staff and offices (registrar, financial aid, etc.)

#### Supportive Environment

*How much does your institution emphasize the following:*

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

## High-Impact Practice Items

*Which of the following have you done or do you plan to do before you graduate?*

- Participate in a learning community or some other formal program where groups of students take two or more classes together
- Participate in an internship, co-op, field experience, student teaching, or clinical placement

- Participate in a study abroad program
- Work with a faculty member on a research project
- Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)

- *About how many of your courses at this institution have included a community-based project (service-learning)?*

# Introduction to Using Evidence (NSSE, CCSSE, other sources) for Improvement

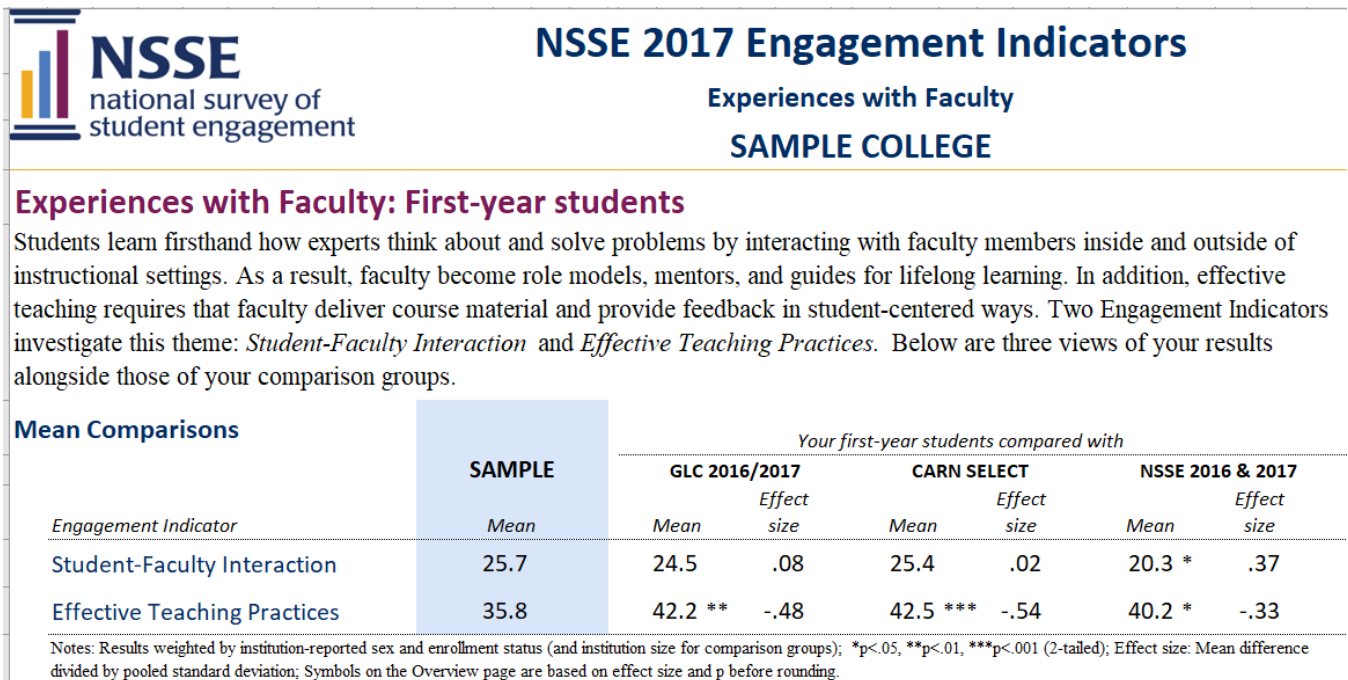
## Using Evidence to Improve: Teaching and Learning National Institute 2018

Student engagement results provide a useful measure of the extent to which students experience practices that matter for learning. Results provide meaningful indicators of educational quality – what matters to success and can inform educational improvement efforts and also help assess impact.

**Below is a quick example to stimulate our thinking about using student engagement results:**

**Sample College** is interested in one particular dimension of student engagement among first-year students, *Experiences with Faculty*. Student-faculty interaction is a valued practice at Sample College and results have historically been strong. The campus is eager to dig a little deeper into the related dimension on NSSE, *Effective Teaching Practice*.

**What data jumps out at you in relation to Sample College’s interest in student-faculty interaction? And how do these relate to the Effective Teaching Practice results? What else might you want to know about Sample College and the conditions for effective teaching?**



**Student-Faculty Interaction Items**

During the current school year, how often have you:

Strongest scores in comparison to peer schools

- 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 +

