

Office of Academic  
Planning and Assessment

**2016 NSSE Comparison Report for First-Year  
Students**

## 2016 NSSE Comparison Report for First-Year Students

This report highlights data pulled from the 2016 NSSE Report for First-Year Students at Sam Houston State University. These data were selected because of their alignment with the six Core Learning Objectives identified by the Texas Higher Education Coordinating Board (THECB, 2016). These six objectives include:

- **Critical Thinking Skills** – Creative Thinking, Innovation, Inquiry, and Analysis
- **Communication Skills** – Effective Development, Interpretation and Expression of Ideas Through Written, Oral, and Visual Communication
- **Empirical and Quantitative Skills** – Manipulation and Analysis of Numerical Data or Observable Facts Resulting in Informed Conclusions
- **Teamwork** – Ability to Consider Different Points of View and to Work Effectively with Others to Support a Shared Purpose or Goal
- **Social Responsibility** – Intercultural Competence, Knowledge of Civic Responsibility, and the Ability to Engage Effectively in Regional, National, and Global Communities
- **Personal Responsibility** – Ability to Connect Choices, Actions, and Consequences to Ethical Decision-making.

The scores of First-Year SHSU students presented in this report are compared to those of two different comparison groups. The first group consists of NSSE-participating institutions that were also within our Integrated Postsecondary Education Data System (IPEDS) comparison group. The second consists of NSSE-participating Texas institutions, with the majority of those institutions being from our THECB Comparison Group.

The scores presented within this report are based on a 4-point Likert scale, unless otherwise noted. All average scores, measurements of statistical significance, and calculations of effect sizes presented in this report came directly from the “NSSE 2016 Frequencies and Statistical Comparisons” report. Effect sizes are only reported here when differences in scores were statistically significant.

### **References**

Texas Higher Education Coordinating Board. (2016). Elements of the Texas Core Curriculum. Retrieved from: <http://www.thecb.state.tx.us/index.cfm?objectid=427FDE26-AF5D-F1A1-E6FDB62091E2A507>

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NSSE Items	SHSU Mean	IPEDS Comparison Group	Effect Size	THECB Peer Group	Effect Size
<b>Critical Thinking Attainment Target</b>					
<b>During the current school year, about how often have you done the following?</b>					
2a. Combined ideas from different courses when completing assignments	2.5	2.6***	-0.14	2.7***	-0.22
2d. Examined the strengths and weaknesses of your own views on a topic or issue	2.7	2.8		2.8***	-0.16
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	2.8	2.9		2.9***	-0.15
2f. Learned something that changed the way you understand an issue or concept	2.8	2.8		2.9***	-0.16
2g. Connected ideas from your courses to your prior experiences and knowledge	2.9	3.0*	-0.10	3.1***	-0.18
4b. Applying facts, theories, or methods to practical problems or new situations	2.9	2.9*	-0.09	2.9	
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	2.9	2.9		3.0*	-0.09
4d. Evaluating a point of view, decision, or information source	2.9	2.9		3.0*	-0.09
4e. Forming a new idea or understanding from various pieces of information	2.8	2.8		2.9**	-0.11
9a. Identified key information from reading assignments	3.0	3.0		3.1*	-0.11
<b>How much has your experience at this institution contributed to your knowledge, skills, personal development in the following areas?</b>					
17c. Thinking critically and analytically	3.0	3.0		3.1	
17i. Solving complex real-world problems	2.6	2.6		2.7	
<b>Communication Attainment Target</b>					
<b>During the current school year, about how often have you done the following?</b>					
1i. Given a course presentation	2.2	2.2		2.2	
9c. Summarized what you learned in class or from course materials	2.8	2.8		2.8	
<b>How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following?</b>					
17a. Writing clearly and effectively	2.8	2.8		2.9	
17b. Speaking clearly and effectively	2.7	2.7		2.8**	-0.13

<b>During the current school year, about how many papers, reports, or other writing tasks of the following length have you been assigned? (Include those not yet completed)</b>					
7a. Up to 5 pages	5.6	6.3**	-0.13	5.5	
7b. Between 6 and 10 pages	1.4	2.0***	-0.21	2.0***	-0.19
7c. 11 pages or more	0.6	0.7		0.9*	-0.10
Estimated number of assigned pages of student writing	34	43.3***	-0.16	43.1***	-0.13
<b>Empirical and Quantitative Skills Attainment Target</b>					
<b>During the current school year, about how often have you done the following?</b>					
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	2.5	2.6**	-0.12	2.6**	-0.12
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	2.3	2.3		2.3*	-0.10
6c. Evaluated what others have concluded from numerical information	2.2	2.3**	-0.11	2.3*	-0.11
<b>How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following?</b>					
17d. Analyzing numerical and statistical information	2.5	2.7**	-0.12	2.7***	-0.16
<b>Teamwork Attainment Target</b>					
<b>During the current school year, about how often have you done the following?</b>					
1g. Prepared for exams by discussing or working through course material with other students	2.5	2.5		2.6***	-0.14
1h. Worked with other students on course projects or assignments	2.5	2.6*	-0.10	2.7***	-0.20
<b>How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following?</b>					
17f. Working effectively with others	2.9	2.8		3.0*	-0.12
<b>Personal Responsibility Attainment Target</b>					
<b>How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following?</b>					
17g. Developing or clarifying a personal code of values and ethics	2.8	2.6**	0.12	2.8	
17j. Being an informed and active citizen	2.7	2.6***	0.16	2.8	
<b>Social Responsibility Attainment Target</b>					
<b>During the current school year, about how often have you done the following?</b>					
2b. Connected your learning to societal problems or issues	2.5	2.6		2.6*	-0.09

2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	2.6	2.5		2.6	
<b>During the current school year, about how often have you had discussions with people from the following groups?</b>					
8a. People of a race or ethnicity other than your own	3.1	3.0***	0.16	3.0**	0.13
8b. People from an economic background other than your own	3.1	3.0**	0.12	3.0*	0.10
8c. People with religious beliefs other than your own	2.9	3.0		3.0	
8d. . . people with political views other than your own	3.0	3.0		3.0	
<b>How much does your institution emphasize the following?</b>					
14d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	2.7	2.7		2.9*	-0.12
14i. Attending events that address important social, economic, or political issues	2.5	2.5		2.7***	-0.16
<b>About how many hours do you spend in a typical 7-day week doing the following?</b>					
15e. Doing community service or volunteer work	3.2	2.4***	0.18	3.1	
<b>How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following?</b>					
17h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	2.9	2.7***	0.24	2.9	
17j. Being an informed and active citizen	2.7	2.6***	0.16	2.8	

**Note:** Items with mean differences that are larger than would be expected by chance are noted with asterisk referring to three significance levels (\*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ ). Where statistically significant differences were observed, effect sizes are provided to help judge the practical meaning of the differences. Effect sizes of less than 0.20 are considered trivial, 0.20 - 0.49 are considered small, 0.50 - 0.80 are considered large