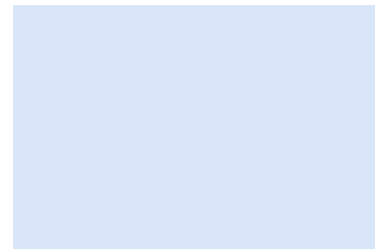


# A Summary of Student Engagement Results



## Engagement Indicators

Theme	Engagement Indicator
	Higher-Order Learning
	Reflective & Integrative Learning
	Learning Strategies
	Quantitative Reasoning
	Collaborative Learning
	Discussions with Diverse Others
	Student-Faculty Interaction
	Effective Teaching Practices
	Quality of Interactions
	Supportive Environment

Your students' average was significantly higher ( $p < .05$ ) with an effect size less than .3 in magnitude.

Your students' average was significantly lower ( $p < .05$ ) with an effect size less than .3 in magnitude.

## High-Impact Practices

First-year  
Learning Community, Service-

# NSSE 2016 Snapshot

University of Alaska Fairbanks

## Academic Challenge: Additional Results

### Time Spent Preparing for Class

First-year

Senior

### Reading and Writing

First-year

Senior

### Challenging Students to Do Their Best Work

First-year

Senior

### Academic Emphasis

How much did students say their institution emphasizes spending significant time studying and on academic work?  
Response options included "V

First-year

Senior

# NSSE 2016 Snapshot

## University of Alaska Fairbanks

### Item Comparisons

#### First-year

##### Highest Performing Relative to Carnegie Class

- Spent more than 10 hours per week on assigned reading
- Discussions with... People with religious beliefs other than your own (DD)
- Discussions with... People from an economic background other than your own (DD)
- Institution emphasis on using learning support services (SE)
- Discussions with... People of a race/ethnicity other than your own (DD)

##### Lowest Performing Relative to Carnegie Class

- Worked with a faculty member on activities other than coursework (SF)
- Explained course material to one or more students (GL)
- Participated in a learning community or some other formal program where... (HIP)
- Summarized what you learned in class or from course materials (LS)
- Institution emphasis on helping you manage your non-academic responsibilities (SE)

#### Senior

##### Highest Performing Relative to Carnegie Class

- Spent more than 15 hours per week preparing for class
- Spent more than 10 hours per week on assigned reading
- Examined the strengths and weaknesses of your own views on a topic or issue (RI)
- Tried to better understand someone else's views by imagining...his or her perspective (BI)
- Institution emphasis on using learning support services (SE)

##### Lowest Performing Relative to Carnegie Class

- Prepared for exams by discussing or working through course material w/other students (CL)
- Institution emphasis on attending events that address important social/econ./polit. issues (SE)
- Completed a culminating senior experience (...) (HIP)
- About how many courses have included a community-based project (service-learning) (HIP)
- Worked with other students on course projects or assignments (CL)

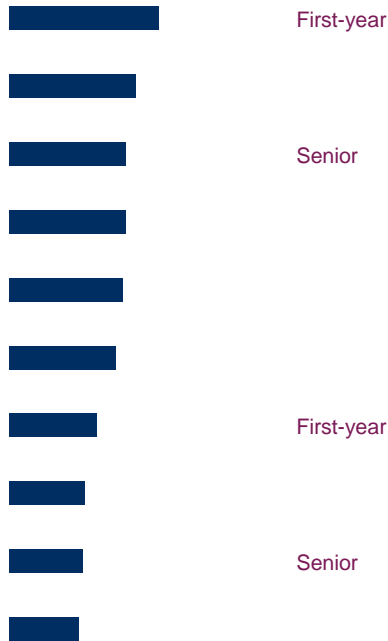
Percentage Point Difference with Carnegie Class

a. The displays on this page draw from the items that make up the ten Engagement Indicators (EIs), six High-Impact Practices (HIPs), and the additional academic challenge items reported

## How Students Assess Their Experience

### Perceived Gains Among Seniors

### Satisfaction with UAF



## Administration Details

### Response Summary

### Additional Questions

## What is NSSE?

NSSE annually collects information at hundreds of four-year colleges and universities about student participation in activities programs that promote their learning and personal development.