Academic Challenge: First-year students

Challenging intellectual and creative work is central to stud81 reWBTT/TT5 (d.(a)--5.q.04 318.36 588.12 TmJ-2.8 (e)-7(c-4 TmreWB

Mean Com The dot represents the mean score. Ref er to Detailed Statistics for your institution's sample size s.

			Effect		*Effect*		*Effect*
	Mean	*Mean*	*size*	*Mean*	*size*	*Mean*	*size*
	42.0	37.3	.35	37.8	.31	37.9	.30
	38.3	34.7	.31	35.5	.23	35.0	.27
	41.2	37.8	.25	37.8	.25	38.3	.21
	28.6	27.1	.09	27.4	.08	27.6	.06

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

Higher-Order Learning

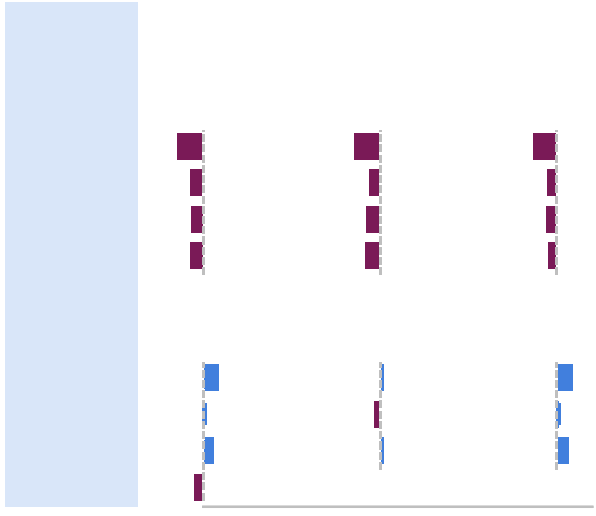
Reflective & Integrative Learning

Learning Strategies

Quantitative Reasoning

Learning with Peers: First-year students

Mean Comparisons

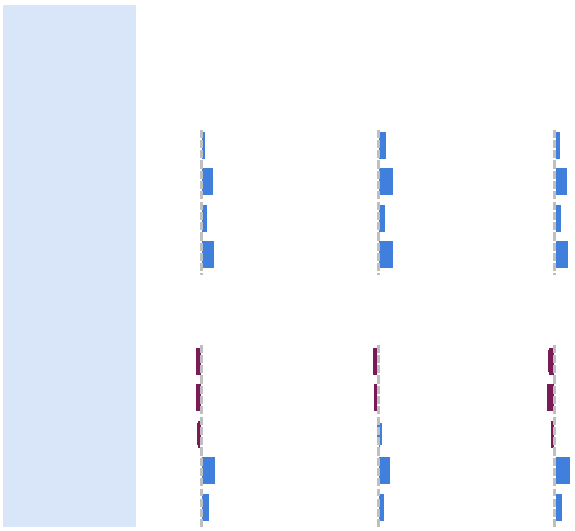


Experiences with Faculty: First-year students

Mean Comparisons

Engagement Indicator

Student(Tc -0.7.9 (r)-7.7 (i)-8 (s)-7 0.867 rg4.2 (p24.2 cg43)-7lt)-1.7.9 ()-7y-1.4isitp24.2 cg43ri 2 (t)2 293 0.9(nt)(nt9BC q32.64 384 rg/T1



Campus Environment: First-year students

Mean Comparisons

Engagement Indicator

Quality of Interactions

Supportive Environment

*

Score Distributions

Performance[a] on Indicator Items

Quality of Interactions

		%
13a.	Students	50
13b.	Academic advisors	39
13c.	Faculty	44
13d.	Student services staff (career services, student activities, housing, etc.)	39
13e.	Other administrative staff and offices (registrar, financial aid, etc.)	44

Supportive Environment

14b.	Providing support to help students succeed academically	70
14c.	Using learning support services (tutoring services, writing center, etc.)	74
14d.	Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	68
14e.	Providinai/P A0.8 (n)-0.8 (d)-0.8 (o)1.2 (f)1.4 (7.567 (g)-7.2 (.5 0 7.56 3T7.56 0 0 7.56 31.68 148(c)-es)-7.5 (o)1.2o)1.2 8(c)-es c3.9 (a67 -5.98(c)-3 0 0 7.)-2.2 (5o)1.2 (c3.9 i1.2o)1.2 (d)-0	

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NSSE 2017 Multi-Year Report

Engagement Results by Theme

New Jersey City University

Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your report.

Academic Challenge: First-year students

Higher-Order Learning | **Reflective & Integrative Learning** | **Learning Strategies** | **Quantitative Reasoning**

Academic Challenge (additional items): First-year students

Preparing for Class (hrs/wk) | **Course Reading** (hrs/wk)[a] | **Assigned Writing** (pages)[a] | **Course Challenge**[b] | **Academic Emphasis**[c]

a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions. The Course Reading item changed in 2014; comparability between 2013 and later years is limited.
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

NSSE 2017 Multi-Year Report

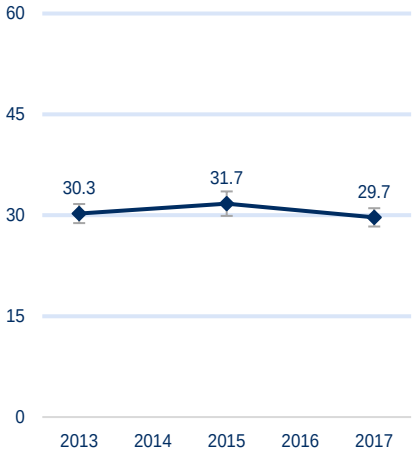
Engagement Results by Theme

New Jersey City University

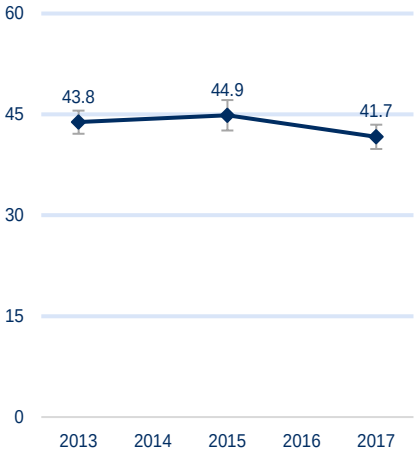
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your report.

Learning with Peers: Seniors

Collaborative Learning

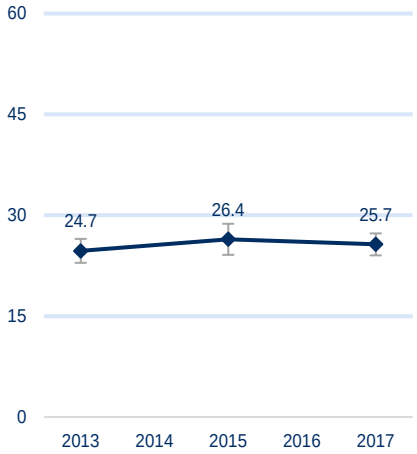


Discussions with Diverse Others



Experiences with Faculty: Seniors

Student-Faculty Interaction



Effective Teaching Practices

Campus Environment: Seniors

Quality of Interactions

Supportive Environment