



Here are some key findings from your 2006 NSSE report.

To see all your results, review the NSSE 2006 Institutional Report we sent in August to Lawrence Redlinger, Strategic Planning and Analysis.

Respondent Characteristics

Your reports are based on students randomly selected from all your eligible first-year students and seniors (except where a census administration was conducted). The following display shows how many students responded to the survey, response rates, sampling errors and percent female and full-time. To more accurately represent your overall student population, NSSE responses are weighted to compensate for lower response rates of men and part-time students. The female and full-time proportions of your population are presented in parentheses.

	Number of Respondents	Response Rate	Sampling Error	% Female Resp (Pop)	% Full-time Resp (Pop)
First-Year Students	223	32%	+/- 6%	43% (38%)	98% (94%)
Seniors	224	35%	+/- 6.3%	53% (50%)	62% (61%)

Benchmarks of Effective Educational Practice

This display compares your first-year and senior benchmark (BM) scores (100-point scales) with those of three reference groups: (a) your selected peers or consortium¹, (b) your selected Carnegie type¹, and (c) all NSSE 2006 institutions. The '+' symbol indicates a score that is statistically higher than the respective comparison group ($p < .05$), the '-' symbol indicates a score statistically lower than the comparison group, and a blank space indicates no significant difference. See your Benchmark Comparisons report for the actual scores.

	First-Year comparisons				Senior comparisons			
	BM Score	Select Peers	Carn Type	NSSE 2006	BM Score	Select Peers	Carn Type	NSSE 2006
Level of Academic Challenge (LAC) <i>Challenging intellectual and creative work is central to student learning. Institutions promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.</i>	48	-	-	-	54	-	-	-
Active and Collaborative Learning (ACL) <i>Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others on academic work prepares students for the difficult problems they will encounter after college.</i>	35	-	-	-	43	-	-	-
Student-Faculty Interaction (SFI) <i>Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.</i>	26	-	-	-	34	-	-	-
Enriching Educational Experiences (EEE) <i>Complementary learning opportunities enhance academic programs. Diversity experiences, technology, internships, community service, and senior capstone courses improve communication skills and provide opportunities to integrate and apply knowledge.</i>	26	-	-	-	33	-	-	-
Supportive Campus Environment (SCE) <i>Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.</i>	55	-	-	-	54	-	-	-

Notes

¹ Lists of your selected peers, consortium, and selected Carnegie Classification institutions can be found in the Respondent Characteristics section of your NSSE 2006 Institutional Report



NSSE 2006 Item Comparisons

Benchmark scores indicate how engaged your students are in each of the five areas of effective educational practice. By examining individual items, you can better understand what contributes to this level of performance. Even for a benchmark on which your institution performed well, there may be specific items that contribute to the measure where your institution could improve.

This section features the five areas where your first-year and senior students scored the highest and the five areas where they scored the lowest, *in relation to students at your selected peer or consortium institutions.*² While these items were chosen to represent the largest percentage differences, they may not be the most important to your institutional mission or current program or policy goals. We encourage you to review your *NSSE 2006 Institutional Report* for additional results of specific interest to your campus.

Highest Performing Areas

	Item #	BM ³	Percent of students who...	UT Dallas	Select Peers	Carn Type	NSSE 2006
First-Year Students	3a.	LAC	Read more than 10 assigned books or book-length packs of readings	41%	29%	35%	36%
	10a.	LAC	Said the institution emphasizes studying and academic work ⁶	83%	76%	77%	78%
	1u.	EEE	Had serious conversations w/ students of another race or ethnicity ⁴	57%	49%	48%	49%
	1v.	EEE	Had serious conversations w/ students of other relig./politics/values ⁴	57%	49%	53%	54%
	7a.	EEE	Did a practicum, internship, field exp., clinical assgmt	9%	6%	7%	7%
Seniors	2c.	LAC	Said courses emphasized synthesizing ideas into new complex relationships ⁶	74%	70%	71%	73%
	10a.	LAC	Said the institution emphasizes studying and academic work ⁶	84%	75%	78%	78%
	1u.	EEE	Had serious conversations w/ students of another race or ethnicity ⁴	60%	56%	52%	52%
	7g.	EEE	Did an independent study or self-designed major	19%	13%	17%	19%
	8c.	SCE	Positively rated their relationships with admin. personnel and offices ⁵	58%	54%	51%	52%

Lowest Performing Areas

	Item #	BM ³	Percent of students who ..	UT Dallas	Select Peers	Carn Type	NSSE 2006
First-Year Students	3c.	LAC	Wrote at least one paper or report of 20 pages or more	9%	21%	17%	18%
	1b.	ACL	Made a class presentation ⁴	10%	26%	25%	31%
	1g.	ACL	Worked with other students on projects during class ⁴	19%	40%	42%	42%
	1o.	SFI	Talked about career plans with a faculty member or advisor ⁴	18%	30%	26%	28%
	7e.	EEE	Completed foreign language coursework	10%	22%	22%	22%
Seniors	1b.	ACL	Made a class presentation ⁴	39%	52%	55%	61%
	1q.	SFI	Received prompt written or oral feedback from faculty ⁴	46%	56%	60%	63%
	7a.	EEE	Did a practicum, internship, field exp., clinical assgmt	34%	48%	50%	53%
	7b.	EEE	Participated in community service or volunteer work	40%	54%	58%	59%
	7e.	EEE	Completed foreign language coursework	23%	42%	41%	41%

Notes

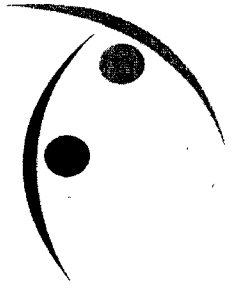
² Only the 41 items that comprise the five benchmarks are used for this report. Highest and lowest items are those with the greatest percentage differences from your selected peers/consortium.

³ LAC=Level of Academic Challenge, ACL=Active and Collaborative Learning; SFI=Student Faculty Interaction, EEE=Enriching Educational Experiences; SCE=Supportive Campus Environment

⁴ Combination of students responding 'very often' or 'often'

⁵ Rated at least 5 on a 7-point scale

⁶ Combination of students responding 'very much' or 'quite a bit'



National Survey of Student Engagement

The University of Texas at Dallas

Benchmark Comparisons

August 2006



To focus discussions about the importance of student engagement and guide institutional improvement efforts, NSSE created five clusters or "benchmarks" of effective educational practice: (1) Level of academic challenge, (2) Active and collaborative learning, (3) Student-faculty interaction, (4) Enriching educational experiences, and (5) Supportive campus environment. This Benchmark Comparisons Report compares the performance of your institution with your selected peers or consortium, selected Carnegie peers, and all 2006 NSSE institutions.¹ In addition, page 8 provides two other comparisons between your school and above-average U.S. institutions with benchmarks in the top 50% of all U.S. NSSE institutions and high-performing U.S. institutions with benchmarks in the top 10% of all U.S. NSSE institutions. These displays allow you to determine if the engagement of your typical student differs in a statistically significant, meaningful way from the average student in these comparison groups. More detailed information about how benchmarks are created can be found on the NSSE Web site at www.nsse.iub.edu/html/2006_inst_report.htm.

Class and Sample
Means are reported for first-year students and seniors (institution reported). All randomly selected students are included in these analyses. Students in targeted or locally administered oversamples are not included.

Mean
The mean is the *weighted* arithmetic average of student level benchmark scores. Although institutional benchmark score calculations have not changed from prior years, reference group calculations were revised in 2005

Benchmark Description & Survey Items
A description of the benchmark and the individual items used in its creation are summarized.

Statistical Significance

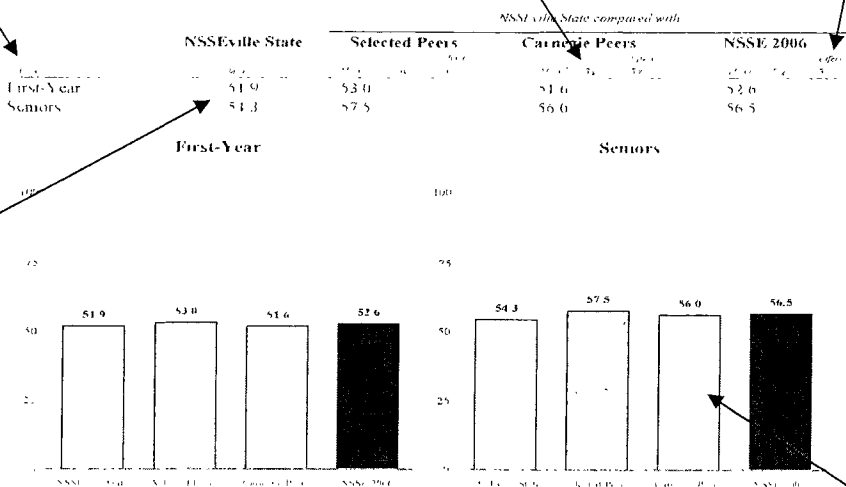
Benchmarks with mean differences that are larger than would be expected by chance alone are noted with one, two, or three asterisks, denoting one of three significance levels ($p < .05$, $p < .01$, and $p < .001$). The smaller the significance level, the smaller the likelihood that the difference is due to chance. Please note that statistical significance does not guarantee that the result is substantive or important. Large sample sizes (as with the NSSE project) tend to produce more statistically significant results even though the magnitude of mean differences may be inconsequential.

Effect Size

Effect size indicates the *practical significance* of the mean difference. It is calculated by dividing the mean difference by the standard deviation of the group to which the institution is being compared (selected peers, Carnegie peers, or all NSSE 2006 schools). In practice, an effect size of .2 is often considered small, .5 moderate, and .8 large. A positive sign indicates that your institution's mean was greater, thus showing an affirmative result for the institution. A negative sign indicates the institution lags behind the comparison group. Look for patterns of effect sizes that point to areas of student or institutional performance that warrant attention

Level of Academic Challenge (LAC)

Benchmark Mean Comparisons



Level of Academic Challenge (LAC) Items

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

- Preparing for class (studying, reading, writing, rehearsing, etc. related to academic programs)
- Number of assigned textbooks, books, or book-length packets of course readings
- Number of written papers or reports of 20 pages or more; number of written papers or reports of between 5 and 19 pages; and number of written papers or reports of fewer than 5 pages
- Coursework emphasizing analysis of the basic elements of an idea, experience, or theory
- Coursework emphasizing synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizing the making of judgments about the value of information, arguments, or methods
- Coursework emphasizing application of theories or concepts to practical problems or in new situations
- Working harder than you thought you could to meet an instructor's standards or expectations
- Campus environment emphasizing time studying and on academic work

Bar Charts

A visual display of first-year and senior mean benchmark scores for your institution and three reference groups.

¹ U.S. institution reports include U.S. schools only. Canadian institution reports include U.S. and Canadian institutions.



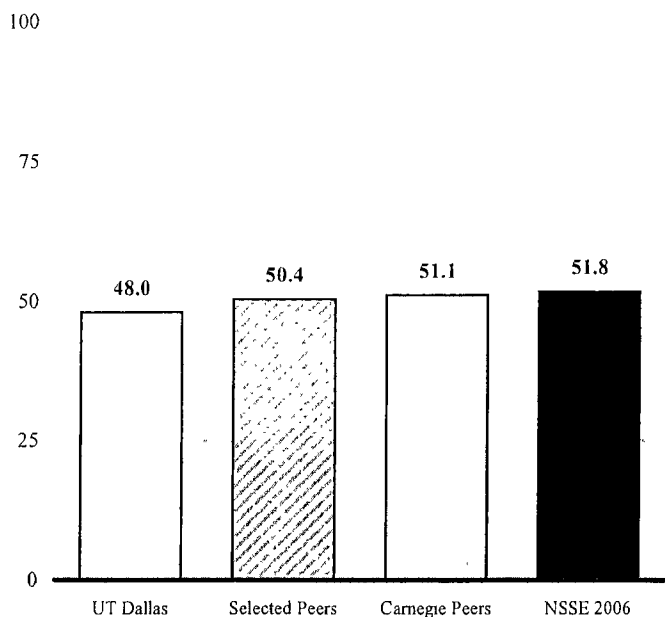
Level of Academic Challenge (LAC)

Benchmark Comparisons

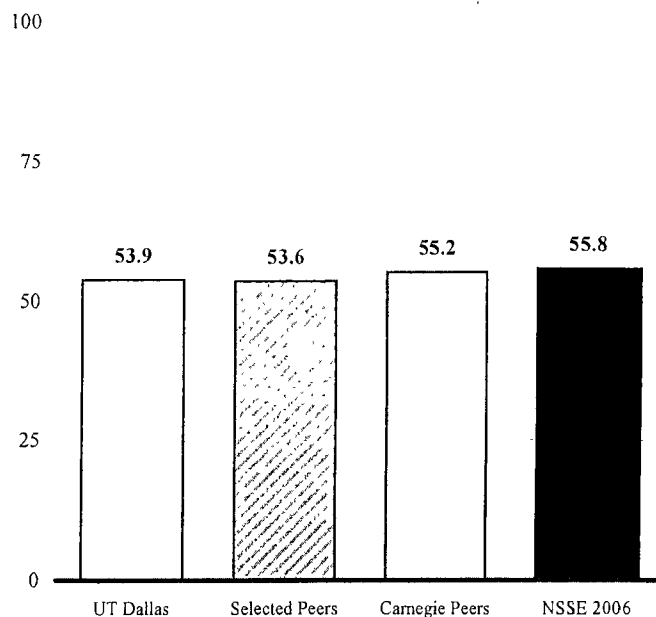
UT Dallas compared with

Class	UT Dallas	Selected Peers			Carnegie Peers			NSSE 2006		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	48.0	50.4	**	-.17	51.1	***	-.23	51.8	***	-.28
Senior	53.9	53.6			55.2	*	-.09	55.8	***	-.14

First-Year



Senior



Level of Academic Challenge (LAC) Items

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance

- Preparing for class (studying, reading, writing, rehearsing, etc. related to academic program)
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of 20 pages or more; number of written papers or reports of between 5 and 19 pages; and number of written papers or reports of fewer than 5 pages
- Coursework emphasizing analysis of the basic elements of an idea, experience or theory
- Coursework emphasizing synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizing the making of judgments about the value of information, arguments, or methods
- Coursework emphasizing application of theories or concepts to practical problems or in new situations
- Working harder than you thought you could to meet an instructor's standards or expectations
- Campus environment emphasizing time studying and on academic work

^a Weighted by gender, enrollment status, and institutional size

^b * p<.05 ** p<.01 ***p<.001 (2-tailed)

^c Mean difference divided by comparison group standard deviation



Active and Collaborative Learning (ACL)

Benchmark Comparisons

UT Dallas compared with.

Class	UT Dallas	Selected Peers			Carnegie Peers			NSSE 2006		
	Mean ^a	Mean ^a	Sig. ^b	Effect Size ^c	Mean ^a	Sig. ^b	Effect Size ^c	Mean ^a	Sig. ^b	Effect Size ^c
First-Year	35.5	39.4	***	-.25	40.2	***	-.30	41.4	***	-.37
Senior	42.9	47.9	***	-.29	49.4	***	-.38	50.4	***	-.44

First-Year

Senior

100

100

75

75

50

50

25

25

0

0

UT Dallas Selected Peers Carnegie Peers NSSE 2006

UT Dallas Selected Peers Carnegie Peers NSSE 2006

Active and Collaborative Learning (ACL) Items

Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college.

- Asked questions in class or contributed to class discussions
- Made a class presentation
- Worked with other students on projects during class
- Worked with classmates outside of class to prepare class assignments
- Tutored or taught other students
- Participated in a community-based project as part of a regular course
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

^a Weighted by gender, enrollment status, and institutional size

^b * $p < .05$ ** $p < .01$ *** $p < .001$ (2-tailed)

^c Mean difference divided by comparison group standard deviation



Student-Faculty Interaction (SFI)

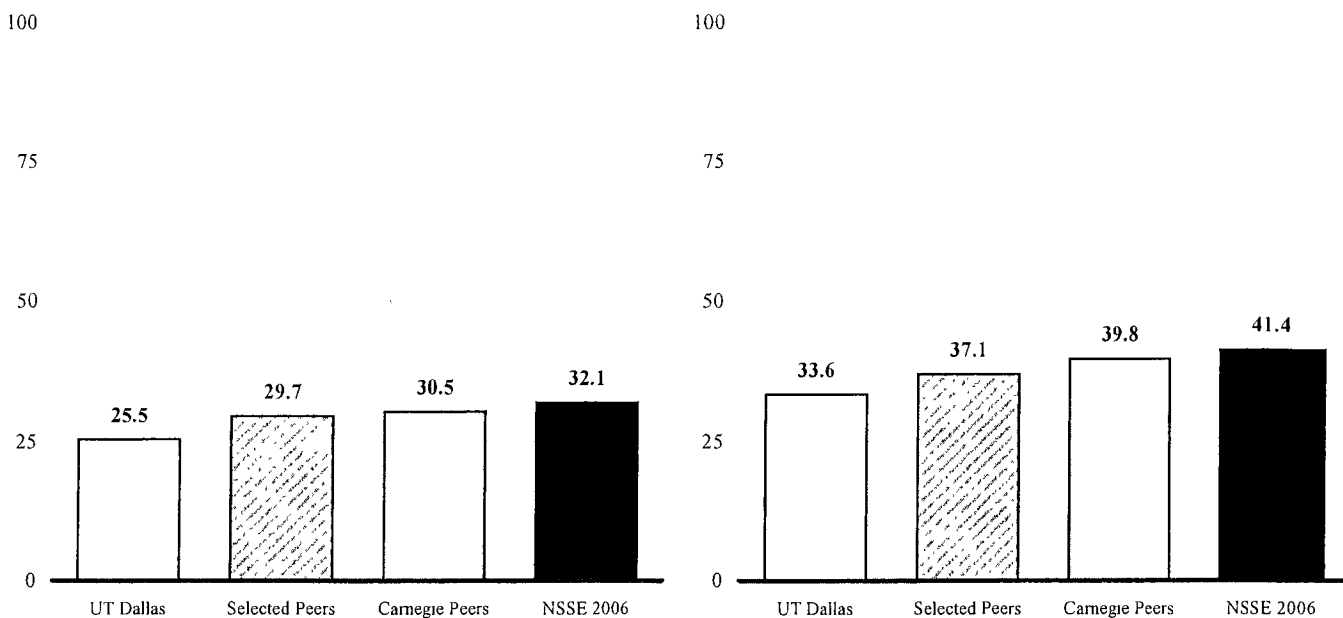
Benchmark Comparisons

UT Dallas compared with.

Class	UT Dallas	Selected Peers			Carnegie Peers			NSSE 2006		
	Mean ^a	Mean ^a	Sig. ^b	Effect Size ^c	Mean ^a	Sig. ^b	Effect Size ^c	Mean ^a	Sig. ^b	Effect Size ^c
First-Year	25.5	29.7	***	-.23	30.5	***	-.29	32.1	***	-.37
Senior	33.6	37.1	***	-.18	39.8	***	-.30	41.4	***	-.37

First-Year

Senior



Student-Faculty Interaction (SFI) Items

Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.

- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from your readings or classes with faculty members outside of class
- Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)
- Received prompt written or oral feedback from faculty on your academic performance
- Worked with a faculty member on a research project outside of course or program requirements

^a Weighted by gender, enrollment status, and institutional size

^b * p < .05 ** p < .01 *** p < .001 (2-tailed)

^c Mean difference divided by comparison group standard deviation



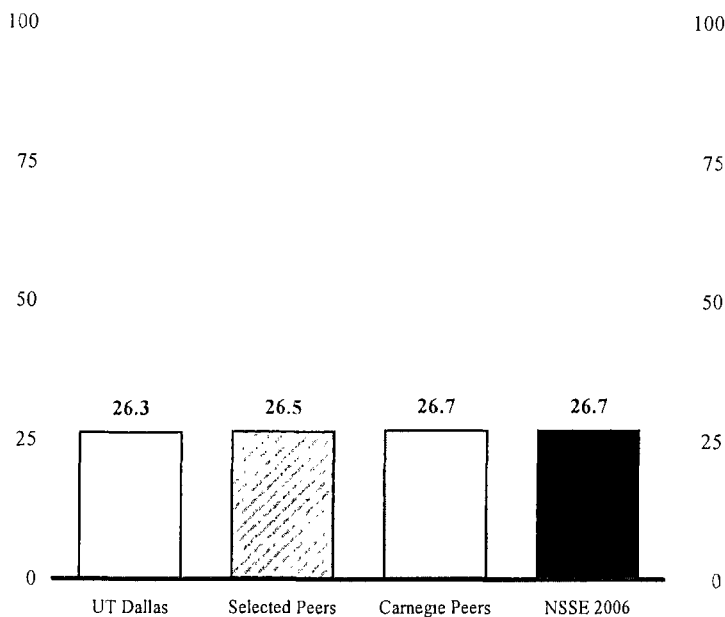
Enriching Educational Experiences (EEE)

Benchmark Comparisons

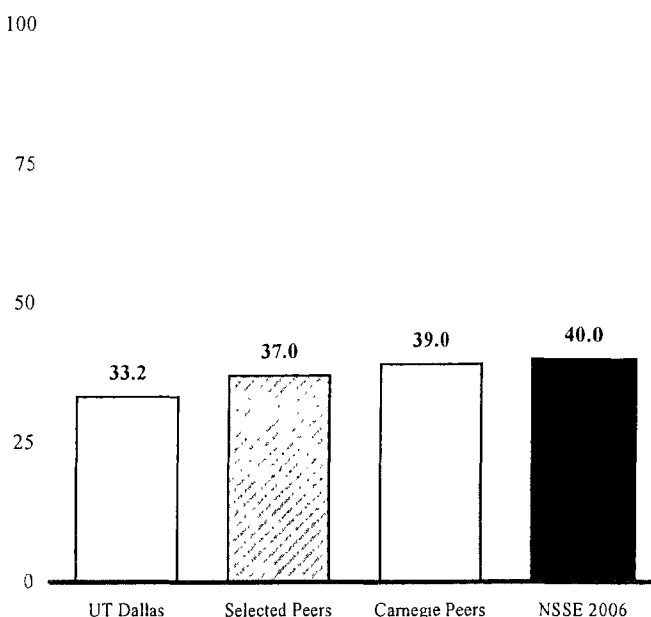
UT Dallas compared with

Class	UT Dallas	Selected Peers			Carnegie Peers			NSSE 2006		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	26.3	26.5			26.7			26.7		
Senior	33.2	37.0	***	-.22	39.0	***	-.33	40.0	***	-.38

First-Year



Senior



Enriching Educational Experiences (EEE) Items

Complementary learning opportunities enhance academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge.

- Participating in co-curricular activities (organizations, publications, student government, sports, etc.)
- Practicum, internship, field experience, co-op experience, or clinical assignment
- Community service or volunteer work
- Foreign language coursework & study abroad
- Independent study or self-designed major
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)
- Serious conversations with students of different religious beliefs, political opinions, or personal values
- Serious conversations with students of a different race or ethnicity
- Using electronic technology to discuss or complete an assignment
- Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- Participate in a learning community or some other formal program where groups of students take two or more classes together

^a Weighted by gender, enrollment status, and institutional size

^b * p<.05 ** p<.01 ***p<.001 (2-tailed).

^c Mean difference divided by comparison group standard deviation.

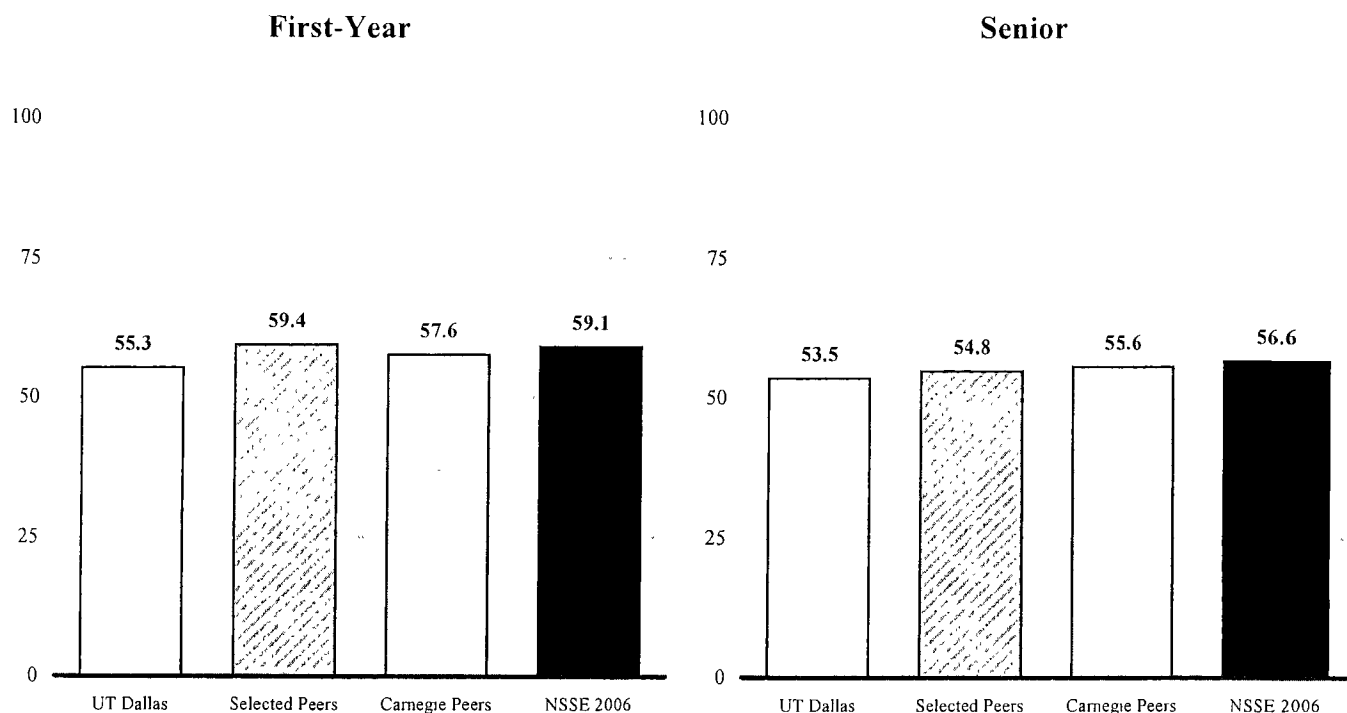


Supportive Campus Environment (SCE)

Benchmark Comparisons

UT Dallas compared with

Class	UT Dallas	Selected Peers			Carnegie Peers			NSSE 2006		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	55.3	59.4	***	-.22	57.6	*	-.13	59.1	***	-.20
Senior	53.5	54.8			55.6	**	-.11	56.6	***	-.16



Supportive Campus Environment (SCE) Items

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.

- Campus environment provides the support you need to help you succeed academically
- Campus environment helps you cope with your non-academic responsibilities (work, family, etc.)
- Campus environment provides the support you need to thrive socially
- Quality of relationships with other students
- Quality of relationships with faculty members
- Quality of relationships with administrative personnel and offices

^a Weighted by gender, enrollment status, and institutional size

^b * p<.05 ** p<.01 ***p<.001 (2-tailed)

^c Mean difference divided by comparison group standard deviation.

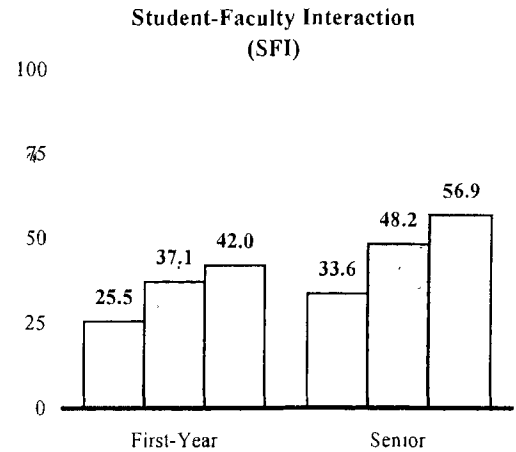
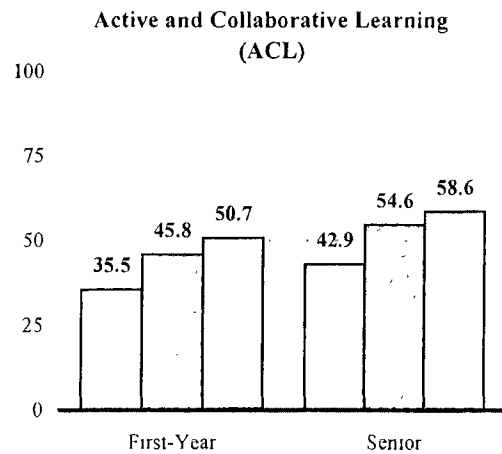
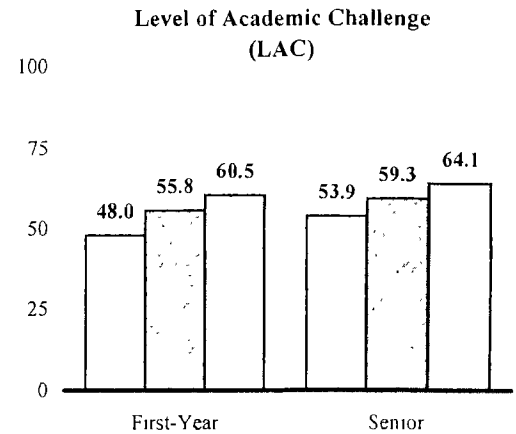


National Survey of Student Engagement

NSSE 2006 Benchmark Comparisons With Highly Engaging Institutions The University of Texas at Dallas

UT Dallas compared with

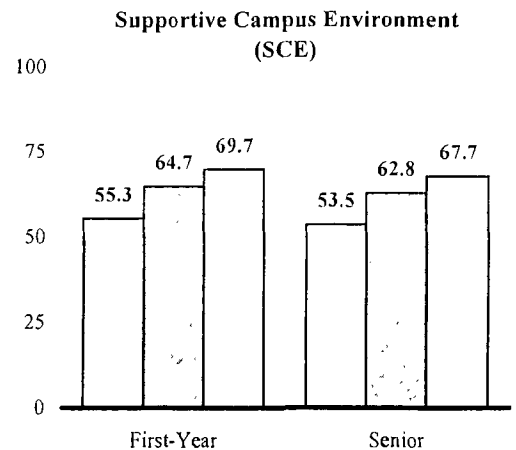
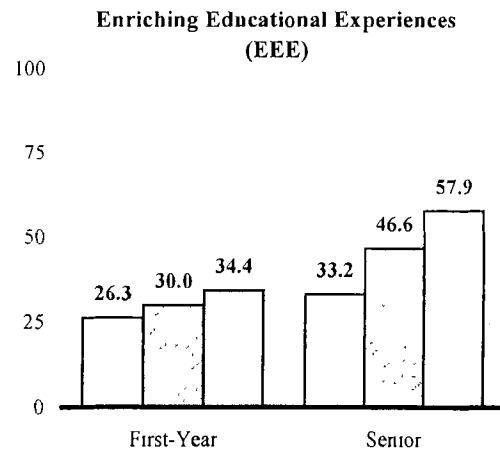
		UT Dallas Mean ^a	NSSE 2006 Top 50%			NSSE 2006 Top 10%		
			Mean ^a	Sig ^b	Effect size ^c	Mean ^a	Sig ^b	Effect size ^c
First-Year	LAC	48.0	55.8	***	-.60	60.5	***	-1.02
	ACL	35.5	45.8	***	-.65	50.7	***	-.95
	SFI	25.5	37.1	***	-.64	42.0	***	-.85
	EEE	26.3	30.0	***	-.28	34.4	***	-.62
	SCE	55.3	64.7	***	-.53	69.7	***	-.81
Senior	LAC	53.9	59.3	***	-.40	64.1	***	-.81
	ACL	42.9	54.6	***	-.70	58.6	***	-.94
	SFI	33.6	48.2	***	-.69	56.9	***	-1.07
	EEE	33.2	46.6	***	-.76	57.9	***	-1.55
	SCE	53.5	62.8	***	-.51	67.7	***	-.78



Legend

- UT Dallas
- Top 50%
- Top 10%

This display compares your students with those attending schools that scored in the top 50% and top 10% of all NSSE 2006 U.S. institutions on the benchmark.



^a Weighted by gender, enrollment status, and institutional size

^b * p< .05 ** p< .01 ***p< .001 (2-tailed)

^c Mean difference divided by comparison group standard deviation



First-Year Students

											Reference Group			
											Comparison Statistics			
											Mean			Effect
											Diff	SE	Sig	size

^a All statistics weighted by gender, enrollment status, and institutional size. The N is weighted to show the correct degrees of freedom for the statistical tests



National Survey of Student Engagement

NSSE 2006 Benchmark Comparisons Detailed Statistics and Effect Sizes ^a The University of Texas at Dallas

Seniors

	Mean Statistics				Distribution Statistics					Reference Group Comparison Statistics			
	N	Mean	SD	SE	Percentiles					Mean Diff	SE	Sig	Effect size
					5	25	50	75	95				
LEVEL OF ACADEMIC CHALLENGE (LAC)													
UT Dallas	678	53.9	14.5	6	30	44	54	64	79				
Selected Peers	6,428	53.6	14.4	2	29	44	54	64	77	3	6	.604	.02
Carnegie Peers	23,733	55.2	14.2	1	32	45	55	65	78	-1.3	6	.021	-.09
NSSE 2006	122,254	55.8	14.2	0	32	46	56	66	79	-1.9	5	.000	-.14
Top 50%	35,715	59.3	13.7	1	36	50	60	69	81	-5.5	6	.000	-.40
Top 10%	4,245	64.1	12.6	2	43	56	65	73	83	-10.2	6	.000	-.81
ACTIVE AND COLLABORATIVE LEARNING (ACL)													
UT Dallas	697	42.9	17.3	.7	19	33	43	57	71				
Selected Peers	6,791	47.9	17.5	2	19	33	48	57	76	-5.0	7	.000	-.29
Carnegie Peers	24,731	49.4	17.2	.1	24	38	48	62	81	-6.5	7	.000	-.38
NSSE 2006	127,755	50.4	17.0	0	24	38	48	62	81	-7.5	6	.000	-.44
Top 50%	36,203	54.6	16.7	.1	29	43	52	67	83	-11.7	6	.000	-.70
Top 10%	4,958	58.6	16.7	.2	33	48	57	71	86	-15.7	7	.000	-.94
STUDENT-FACULTY INTERACTION (SFI)													
UT Dallas	682	33.6	19.6	.8	6	17	28	44	72				
Selected Peers	6,475	37.1	19.8	2	11	22	33	50	72	-3.6	.8	.000	-.18
Carnegie Peers	23,888	39.8	20.8	1	11	22	39	50	78	-6.2	8	.000	-.30
NSSE 2006	123,193	41.4	20.8	1	11	28	39	56	83	-7.8	8	.000	-.37
Top 50%	28,536	48.2	21.3	1	17	33	44	61	89	-14.6	8	.000	-.69
Top 10%	2,821	56.9	21.7	4	22	39	56	72	94	-23.4	9	.000	-1.07
ENRICHING EDUCATIONAL EXPERIENCES (EEE)													
UT Dallas	666	33.2	17.5	7	8	19	31	44	67				
Selected Peers	6,290	37.0	17.4	2	11	23	36	50	67	-3.8	7	.000	-.22
Carnegie Peers	23,423	39.0	17.5	1	11	26	38	51	69	-5.8	7	.000	-.33
NSSE 2006	120,399	40.0	17.9	1	12	26	39	52	71	-6.8	7	.000	-.38
Top 50%	41,194	46.6	17.6	1	17	34	47	59	76	-13.4	.7	.000	-.76
Top 10%	3,828	57.9	16.0	.3	30	47	58	69	83	-24.7	.7	.000	-1.55
SUPPORTIVE CAMPUS ENVIRONMENT (SCE)													
UT Dallas	660	53.5	19.1	7	19	42	53	67	83				
Selected Peers	6,193	54.8	19.1	2	22	42	56	67	89	-1.3	8	.097	-.07
Carnegie Peers	23,161	55.6	19.3	1	25	42	56	69	89	-2.1	8	.006	-.11
NSSE 2006	118,962	56.6	18.9	1	25	44	56	69	89	-3.1	7	.000	-.16
Top 50%	33,171	62.8	18.3	1	31	50	64	75	94	-9.3	7	.000	-.51
Top 10%	6,261	67.7	18.2	.2	36	56	69	81	97	-14.2	8	.000	-.78

^a All statistics weighted by gender, enrollment status, and institutional size. The N is weighted to show the correct degrees of freedom for the statistical tests.