



National Survey of Student Engagement

Executive Snapshot 2010

Bloomsburg University of Pennsylvania

Dear Colleague:

This document presents some key findings from your institution's participation in the 2010 National Survey of Student Engagement. We hope you can use this information to stimulate discussion on your campus about how to improve the undergraduate experience at Bloomsburg University of Pennsylvania.

Sincerely,

Alexander C. McCormick

Director, National Survey of Student Engagement

Student Engagement at the Department Level

NSSE and other assessment projects must be about more than simply gathering and reporting data. Campus leaders, faculty, and staff should examine and discuss what they mean, and determine an appropriate action plan. Yet aggregate, institution-wide results may have limited meaning for those closest to teaching and learning. In other words, a dean or department chair may not derive much diagnostic value from knowing the institution-wide benchmark score for student-faculty interaction, but when that information is known for a particular school or department, and it can be compared to other majors on campus, it may get more traction.

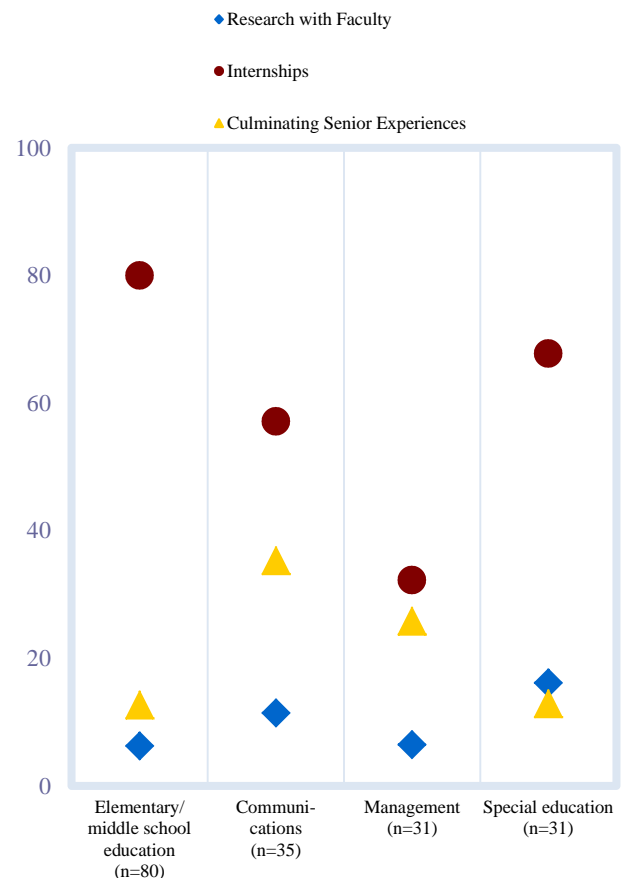
Participation in High-Impact Practices in Selected Fields at BU

NSSE's *Annual Results 2010* calls attention to distinctive patterns of engagement by major field of study. The adjacent figure compares seniors in up to four of your largest academic majors, charting participation in three *high-impact practices*: research with faculty, internships or field experiences, and culminating senior experiences.^a High-impact practices have positive effects on student learning, retention, and engagement. They typically demand considerable time and effort outside the classroom, require meaningful interaction with faculty and other students, encourage students to interact with diverse individuals and groups, and provide students with frequent and helpful feedback – thus setting up the potential for a life-changing experience.

Major Field Reports are Available

Major Field Reports which display NSSE results by eight categories of related majors – arts and humanities, biological sciences, business, education, engineering, other professions, physical sciences, and social sciences – offer another way to connect results to department level assessment and to improvements in teaching and learning. Your NSSE contact may download these reports from the Institution Interface.

Percent of Seniors Participating in High-Impact Practices for Selected Majors^b at BU



^a Kuh, G.D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Washington, DC: Association of American Colleges and Universities.

^b Up to four of your institution's majors were selected based on the number of senior respondents, requiring at least five within each major. If at least two majors did not meet this criterion, results were displayed for the NSSE 2010 cohort. Differences between majors for a given activity may not be statistically significant.



NSSE 2010 Question Comparisons

By examining individual NSSE questions, you can better understand what contributes to your institution's overall benchmark scores. This section features the five questions on which your first-year and senior students scored the highest and the five questions on which they scored the lowest, relative to students at the indicated comparison group (the group's members are listed in your *NSSE 2010 Selected Comparison Groups* report).

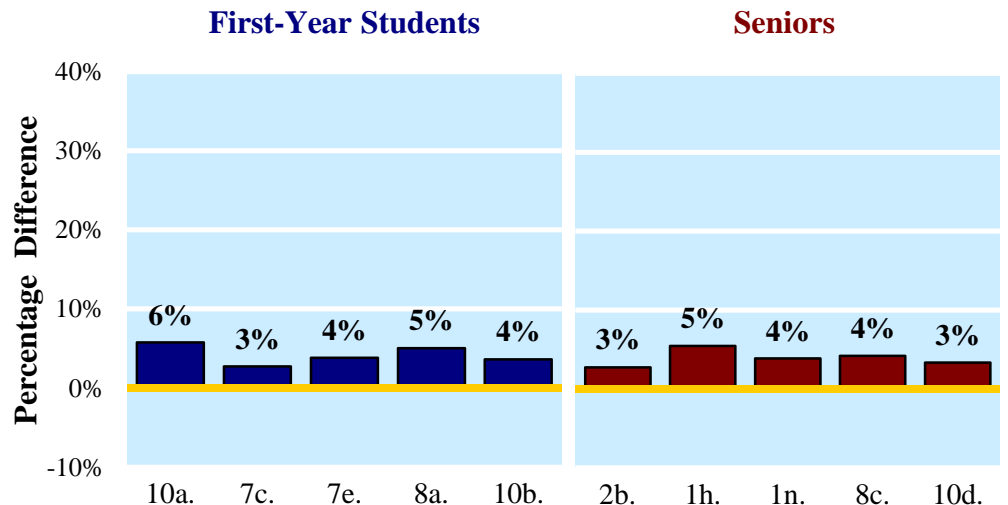
While we chose these questions to represent the largest differences (in percentage points), they may not be the most important to your institutional mission or current program or policy goals. We encourage you to review your NSSE *Institutional Report 2010* for additional results of particular interest to your campus.

Highest Performing Benchmark Items Relative to PASSHE

| Ques- tion | Bench- mark ¹ | Percent of students who... | Comparison Groups | | | |
|----------------------------|-----------------------------|--|-------------------|--------|-------------------|-----------|
| | | | BU | PASSHE | Carnegie Class | NSSE 2010 |
| First-Year Students | | | | | | |
| 10a. | LAC | Said the institution emphasizes studying and academic work ⁴ | 87% | 81% | 80% | 82% |
| 7c. | EEE | Participated in a learning community | 22% | 19% | 16% | 16% |
| 7e. | EEE | Completed foreign language coursework | 18% | 14% | 16% | 21% |
| 8a. | SCE | Positively rated their relationships with other students ³ | 84% | 79% | 78% | 79% |
| 10b. | SCE | Said the institution provides substantial support for academic success ⁴ | 80% | 76% | 78% | 78% |
| Seniors | | | | | | |
| 2b. | LAC | Said courses emphasized analyzing ideas, experiences, or theories ⁴ | 89% | 87% | 84% | 86% |
| 1h. | ACL | Worked with classmates outside of class to prepare class assignments ² | 69% | 64% | 58% | 60% |
| 1n. | SFI | Discussed grades or assignments with an instructor ² | 66% | 62% | 62% | 61% |
| 8c. | SCE | Positively rated their relationships with admin. personnel and offices ³ | 59% | 55% | 57% | 57% |
| 10d. | SCE | Said the institution substantially helps students cope w/ non-acad. matters ⁴ | 31% | 27% | 29% | 29% |

The adjacent figure, based on the table above, displays the questions on which your students compare most favorably with those in your selected comparison group named:

PASSHE





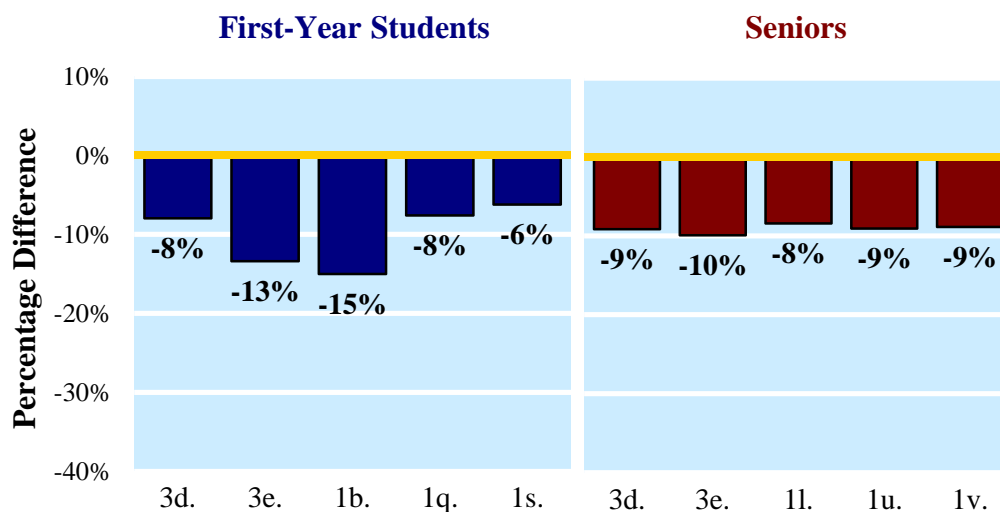
Lowest Performing Benchmark Items Relative to PASSHE

Comparison Groups

| Ques- tion | Bench- mark ¹ | Percent of students who... | BU | PASSHE | Carnegie Class | NSSE 2010 |
|----------------------------|-----------------------------|--|------------|--------|-------------------|-----------|
| First-Year Students | | | | | | |
| 3d. | LAC | Wrote more than 4 papers or reports between 5 and 19 pages | 20% | 28% | 31% | 33% |
| 3e. | LAC | Wrote more than 10 papers or reports of fewer than 5 pages | 18% | 31% | 31% | 31% |
| 1b. | ACL | Made a class presentation ² | 25% | 40% | 37% | 35% |
| 1q. | SFI | Received prompt written or oral feedback from faculty ² | 52% | 60% | 59% | 59% |
| 1s. | SFI | Worked with faculty members on activities other than coursework ² | 12% | 18% | 17% | 17% |
| Seniors | | | | | | |
| 3d. | LAC | Wrote more than 4 papers or reports between 5 and 19 pages | 39% | 49% | 44% | 46% |
| 3e. | LAC | Wrote more than 10 papers or reports of fewer than 5 pages | 29% | 39% | 31% | 32% |
| 1l. | EEE | Used an electronic medium to discuss or complete an assignment ² | 53% | 61% | 63% | 63% |
| 1u. | EEE | Had serious conversations w/ students of another race or ethnicity ² | 41% | 50% | 54% | 54% |
| 1v. | EEE | Had serious conversations w/ students of other relig./politics/values ² | 49% | 58% | 55% | 56% |

The adjacent figure, based on the table above, displays the questions on which your students compared least favorably with those in your selected comparison group named:

PASSHE



Notes

¹ LAC=Level of Academic Challenge; ACL=Active and Collaborative Learning; SFI=Student-Faculty Interaction; EEE=Enriching Educational Experiences; SCE=Supportive Campus Environment

² Combination of students responding 'very often' or 'often'

³ Rated at least 5 on a 7-point scale

⁴ Combination of students responding 'very much' or 'quite a bit'

Respondent Characteristics

The adjacent table displays your number of respondents, response rate, and sampling error by class. Sampling error is an estimate of the margin by which the true percentage of your students may differ from the reported percentage on a given item (because not all of your students completed surveys).

| | N | Resp. Rate | Sampling Error |
|---------------------|-----|------------|----------------|
| First-Year Students | 553 | 26% | +/-3.6% |
| Seniors | 582 | 31% | +/-3.4% |



Benchmarks of Effective Educational Practice

To represent the multi-dimensional nature of student engagement, NSSE developed five indicators of effective educational practice. These "benchmarks" are created from clusters of NSSE questions that best represent these practices.

The table below summarizes key benchmark results for your institution and institutions in your selected comparison groups. The '+' symbol indicates that your institution's score is higher than the respective comparison group ($p < .05$), the '-' symbol indicates a score lower than the comparison group, and a blank space indicates no significant difference. For additional details, review your *NSSE 2010 Benchmark Comparisons* report.

| | | Comparison Groups | | | |
|---|------------|-------------------|--------|----------------|-----------|
| <i>Class</i> | | <i>BU</i> | PASSHE | Carnegie Class | NSSE 2010 |
| Level of Academic Challenge (LAC) | | | | | |
| <i>How challenging is your institution's intellectual and creative work?</i> | First-Year | 51 | - | - | - |
| | Senior | 57 | - | | |
| Active and Collaborative Learning (ACL) | | | | | |
| <i>Are your students actively involved in their learning, individually and working with others?</i> | First-Year | 40 | - | - | - |
| | Senior | 53 | | + | + |
| Student-Faculty Interaction (SFI) | | | | | |
| <i>Do your students work with faculty members inside and outside the classroom?</i> | First-Year | 33 | - | - | - |
| | Senior | 43 | - | | |
| Enriching Educational Experiences (EEE) | | | | | |
| <i>Do your students take advantage of complementary learning opportunities?</i> | First-Year | 26 | | | - |
| | Senior | 36 | - | - | - |
| Supportive Campus Environment (SCE) | | | | | |
| <i>Do your students feel the institution is committed to their success?</i> | First-Year | 62 | | | |
| | Senior | 60 | | | |

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For More Information

A comprehensive summary of all results is contained in your institutional report, which we sent in August to Sheila Dove Jones, Office of Planning and Assessment. Reports used in this Executive Snapshot included the: NSSE 2010 Mean Comparisons, Frequency Distributions, Benchmark Comparisons, and Respondent Characteristics.



National Survey of Student Engagement

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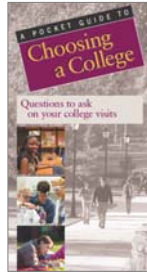
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The Student Experience in Brief: BU



Each year the National Survey of Student Engagement (NSSE) asks students at hundreds of colleges and universities to reflect on the time they devote to various learning activities. The topics explored are linked to previous research on student success in college.

Results from NSSE can provide prospective students with insights into how they might learn and develop at a given college. To help in the college exploration process, NSSE developed *A Pocket Guide to Choosing a College* to provide students and parents key questions to ask during campus visits.



The following responses were provided by 1,135 randomly selected BU students on the 2010 NSSE survey.

Academic Challenge

To what degree is studying and spending time on academic work emphasized?

87% of FY students feel that this institution places substantial emphasis on academics.¹

Do faculty hold students to high standards?

62% of FY students frequently work harder than they thought they could to meet faculty expectations.²

How much time do students spend on homework each week?

37% of FY students spend more than 15 hours per week preparing for class. 12% spend 5 hours or less.

What types of thinking do assignments require?

First-year students report substantial emphasis on the following activities:

- Memorizing facts, ideas, or methods: 75%
- Analyzing basic elements of an idea or theory: 77%
- Synthesizing and organizing ideas: 65%
- Making judgments about value of information: 63%
- Applying theories or concepts: 75%

How much writing is expected?

3% of FY students write more than 10 papers between 5 and 19 pages and 14% have written a paper more than 20 pages in length.

How much reading is expected during the school year?

37% of FY students read more than 10 assigned books and packs of course readings. 19% read fewer than 5.

Do exams require students to do their best work?

55% of FY students report that their exams strongly challenge them to do their best work.³

Active Learning

How often are topics from class discussed outside of the classroom?

57% of FY students frequently discuss readings or ideas from coursework outside of class.

Do students work together on projects – inside and outside of class?

43% of FY students frequently work with other students on projects in class, 42% work with peers on assignments outside of class.

How often do students make class presentations?

25% of FY students report that they make frequent presentations in class.

How many students participate in community-based projects in regular courses?

8% of FY students frequently participate in service-learning or community-based projects during a given year. 68% never took part in such activities.

How many students apply their classroom learning to real life through internships or off-campus field experiences?

By their senior year, 54% of students have participated in some form of practicum, internship, field experience, co-op, or clinical assignment.

Do students have opportunities to tutor or teach other students?

24% of seniors frequently assist their fellow students by tutoring or teaching.

Student-Faculty Interaction

Are faculty members accessible and supportive?

45% of FY students say their faculty are available, helpful and sympathetic.

How many students work on research projects with faculty?

By their senior year, 15% of students have done research with a faculty member.

Do students receive prompt feedback on academic performance?

52% of FY students indicate that they frequently get prompt verbal or written feedback from faculty members.

Note: FY= First-Year student SR=Senior student

How often do students talk with advisors or faculty members about their career plans?

89% of seniors at least occasionally discuss career plans with faculty.⁴ 11% never talk with faculty members about career plans.

Do students and faculty members work together on committees and projects outside of course work?

43% of FY students at least occasionally spend time with faculty members on activities other than coursework.



Enriching Educational Experiences

What types of honors courses, learning communities, and other distinctive programs are offered?

During their first year, 22% of students participate in a learning community. By their senior year, 10% of students have taken an independent study class.

How often do students interact with peers with different social, political, or religious views?

53% of FY students say they frequently have serious conversations with students who are different from themselves in terms of their religious, political, or personal beliefs.

How often do students interact with peers from different racial or ethnic backgrounds?

48% of FY students frequently have serious conversations with those of a different race.

How many students study in other countries?

By their senior year, 7% of students have studied abroad.

Do students participate in activities that enhance their spirituality?

20% of FY students frequently engage in spiritually enhancing activities such as worship, meditation, or prayer.

What percentage of students participate in community service?

By the time they are seniors, 63% of students have participated in community service or volunteer work.

Supportive Campus Environment

How well do students get along with other students?

62% of FY students report that their peers are friendly, supportive, and help them feel as if they belong.

Are students satisfied with their overall educational experience?

91% of FY students report a favorable image of this institution; 84% of seniors would choose this school again if they could start their college career over.

How much time do students devote to co-curricular activities?

8% of FY students spend more than 15 hours a week participating in co-curricular activities. 34% spend no time participating in co-curricular activities.

How well do students get along with administrators and staff?

32% of FY students find the administrative personnel and offices helpful, considerate, and flexible.

To what extent does the school help students deal with their academic and social needs?

80% of FY students feel that this institution has a substantial commitment to their academic success. 49% feel well-supported by the institution regarding their social needs.

A Pocket Guide to Choosing a College is available at nsse.iub.edu/html/pocket_guide.cfm

Notes:

1. "Substantial" emphasis is defined by combining the responses to values of "Very much" and "Quite a bit."
2. "Frequently" is defined by combining the responses to values of "Very often" and "Often."
3. "Strongly challenge" is defined by combining response values of "6" and "7" on a one-to-seven point scale where 1 is "Very little" and 7 is "Very much."
4. "Occasionally" is defined by combining the responses to values of "Very often," "Often," and "Sometimes."

Data source: National Survey of Student Engagement 2010



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