Snapshot

NSSE asks first-year and senior students about a wide range of educationally purposeful activities (for more information, see page 4). This Snapshot is a concise collection of key findings from your institution's NSSE 2013 participation. We hope this information stimulates discussion on your campus about the undergraduate experience. Additional details about these results, including statistical test results, can be found in the reports referenced throughout.

Engagement Indicators

Sets of items are grouped into ten Engagement Indicators, which fit within four themes of engagement. At right are summary results for your institution. For details, see your Engagement Indicators report.

Key:

- Your students' average was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- Your students' average was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Engagement Indicator</th>
<th>Your students compared with Carnegie Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Challenge</td>
<td>Higher-Order Learning (HO)</td>
<td>-- ▼</td>
</tr>
<tr>
<td></td>
<td>Reflective &amp; Integrative Learning (RI)</td>
<td>-- ▼</td>
</tr>
<tr>
<td></td>
<td>Learning Strategies (LS)</td>
<td>-- ▼</td>
</tr>
<tr>
<td></td>
<td>Quantitative Reasoning (QR)</td>
<td>-- ▼</td>
</tr>
<tr>
<td>Learning with Peers</td>
<td>Collaborative Learning (CL)</td>
<td>△ ▲</td>
</tr>
<tr>
<td></td>
<td>Discussions with Diverse Others (DD)</td>
<td>-- --</td>
</tr>
<tr>
<td>Experiences with Faculty</td>
<td>Student-Faculty Interaction (SF)</td>
<td>-- ▲</td>
</tr>
<tr>
<td></td>
<td>Effective Teaching Practices (ET)</td>
<td>▼ --</td>
</tr>
<tr>
<td>Campus Environment</td>
<td>Quality of Interactions (QI)</td>
<td>-- ▼</td>
</tr>
<tr>
<td></td>
<td>Supportive Environment (SE)</td>
<td>-- ▼</td>
</tr>
</tbody>
</table>

High-Impact Practices (HIPs)

Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." For more details and statistical comparisons, see your High-Impact Practices report.

First-year
- Learning Communities, Service-Learning, and Research w/Faculty

Senior
- Learning Communities, Service-Learning, Research w/Faculty, Internships, Study Abroad, and Culminating Experiences

Administration Summary

<table>
<thead>
<tr>
<th>Year</th>
<th>Count</th>
<th>Resp. rate</th>
<th>Female</th>
<th>Full-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year</td>
<td>295</td>
<td>15%</td>
<td>67%</td>
<td>99%</td>
</tr>
<tr>
<td>Senior</td>
<td>328</td>
<td>17%</td>
<td>65%</td>
<td>93%</td>
</tr>
</tbody>
</table>

Refer to your Administration Summary and Respondent Profile reports for more information.

Additional Questions

Your institution administered the following additional question sets:

- Academic Advising
- Pennsylvania State System of Higher Education

Refer to your Topical Module and Consortium reports for complete results.
Academic Challenge: Additional Results

The Academic Challenge theme contains four Engagement Indicators (HO, RI, LS, QR) as well as several important individual items. The results presented here provide an overview of these individual items. For more information about the Academic Challenge theme, see your Engagement Indicators report. To further explore individual item results, see your Frequencies and Statistical Comparisons, the Major Field Report, or the NSSE Institutional Report Builder (described on p. 4).

Time Spent Preparing for Class

This figure reports the average weekly class preparation time for your first-year and senior students compared to students in your comparison group.

Reading and Writing

These figures report the average number of hours your students spent reading for their courses and the average number of pages of assigned writing compared to students in your comparison group.

Challenging Courses

To what extent did your students' courses challenge them to do their best work? Response options ranged from 1 = "Not at all" to 7 = "Very much."

Academic Emphasis

How much did students say their institution emphasizes spending significant time studying and on academic work? Response options included "Very much," "Quite a bit," "Some," and "Very little."
Item Comparisons
By examining individual NSSE questions, you can better understand what contributes to your institution's performance on Engagement Indicators and High-Impact Practices. This section displays 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 in your comparison group. Parenthetical notes indicate whether an item belongs to a specific Engagement Indicator or is a High-Impact Practice. While these questions represent the largest differences (in percentage points), they may not be the most important to your institutional mission or current program or policy goals. For additional results, refer to your Frequencies and Statistical Comparisons report.

First-year
Highest Performing Relative to Carnegie Class
Participated in a learning community or some other formal program where... (HIP)
Discussions with... People with religious beliefs other than your own^ (DD)
Quality of interactions with... Students' (QI)
Inst. emphasizes... Providing opportunities to be involved socially (SE)
Inst. emphasizes... Providing support for your overall well-being... (SE)

Lowest Performing Relative to Carnegie Class
Instructors... Provided feedback on a draft or work in progress^ (ET)
Tried to better understand someone else's views by imagining...his or her perspective^ (RI)
Instructors... Provided prompt and detailed feedback on tests or completed assignments^ (ET)
Inst. emphasizes... Encouraging contact among students from different backgrounds... (SE)
Quality of interactions with... Academic advisors^ (QI)

Senior
Highest Performing Relative to Carnegie Class
Worked with other students on course projects or assignments (CL)
Participated in an internship, co-op, field exp., student teach., clinical placement. (HIP)
Explained course material to one or more students (CL)
Talked about career plans with a faculty member (SF)
Worked with a faculty member on activities other than coursework... (SF)

Lowest Performing Relative to Carnegie Class
Quality of interactions with... Faculty (QI)
Evaluating a point of view, decision, or information source^ (HO)
Quality of interactions with... Other administrative staff and offices... (QI)
Examined the strengths and weaknesses of your own views on a topic or issue (RI)
Inst. emphasizes... Encouraging contact among students from different backgrounds... (SE)

---
a. The displays on this page draw from the 53 items that make up the ten Engagement Indicators and six High-Impact Practices. Key to abbreviations: HO = Higher-Order Learning, RI = Reflective & Integrative Learning, LS = Learning Strategies, QR = Quantitative Reasoning, CL = Collaborative Learning, DD = Discussions with Diverse Others, SF = Student-Faculty Interaction, ET = Effective Teaching Practices, QI = Quality of Interactions, SE = Supportive Environment, HIP = High-Impact Practice. Item numbering corresponds to the survey facsimile included in your Institutional Report and available on the NSSE Web site.
b. Combination of students responding “Very often” or “Often.”
c. Combination of students responding “Very much” or “Quite a bit.”
d. Rated at least 6 on a 7-point scale.
e. Percentage reporting at least “Some.”
How Students Assess their Experience

Students’ perceptions of their cognitive and affective development, as well as their overall satisfaction with the institution, provide useful evidence of their educational experiences. For more details, refer to your Frequencies and Statistical Comparisons report.

Perceived Gains Among Seniors

Students reported how much their experience at your institution contributed to their knowledge, skills, and personal development in ten areas.

<table>
<thead>
<tr>
<th>Perceived Gains</th>
<th>Percentage of Seniors Responding “Very much” or “Quite a bit”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking critically and analytically</td>
<td>84%</td>
</tr>
<tr>
<td>Speaking clearly and effectively</td>
<td>77%</td>
</tr>
<tr>
<td>Working effectively with others</td>
<td>76%</td>
</tr>
<tr>
<td>Acquiring job- or work-related knowledge and skills</td>
<td>72%</td>
</tr>
<tr>
<td>Writing clearly and effectively</td>
<td>68%</td>
</tr>
<tr>
<td>Developing or clarifying a personal code of values and ethics</td>
<td>65%</td>
</tr>
<tr>
<td>Solving complex real-world problems</td>
<td>61%</td>
</tr>
<tr>
<td>Analyzing numerical and statistical information</td>
<td>59%</td>
</tr>
<tr>
<td>Understanding people of other backgrounds</td>
<td>56%</td>
</tr>
<tr>
<td>(econ., racial/ethnic, polit., relig., nation., etc.)</td>
<td></td>
</tr>
<tr>
<td>Being an informed and active citizen</td>
<td>54%</td>
</tr>
</tbody>
</table>

Satisfaction with BU

Students rated their overall experience at your institution and whether they would attend your institution again.

What is NSSE?

NSSE annually collects information at hundreds of four-year colleges and universities about student participation in activities and programs that promote their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending their college or university. Institutions use their data to identify aspects of the undergraduate experience that can be improved through changes in policy and practice.

NSSE has been in operation since 2000 and has been used at more than 1,500 colleges and universities in the US and Canada. More than 90% of participating institutions administer the survey on a periodic basis.

Visit our Web site: nsse.iub.edu

Try the Institutional Report Builder

The NSSE Institutional Report Builder, to be updated with 2013 results in early fall, is an interactive tool for participating institutions to instantly generate custom reports using their NSSE data. Create tables of Engagement Indicator statistics or item frequencies that compare subgroups of students within your institution, or that compare your students to those from a customized comparison group. Access the Institutional Report Builder via the Institution Interface.

nsse.iub.edu/links/interface
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 their families key questions to ask during campus visits.

The following responses were provided by 623 BU students on the 2013 survey.

### Academics

**How much time do students spend studying each week?**

First-year (FY) students spent an average of 14 hours per week preparing for class while seniors spent an average of 15 hours per week.

**Do courses challenge students to do their best?**

56% of FY students reported that their courses 'highly' challenged them to do their best work.

**How much writing is expected?**

In an academic year, FY students were assigned an average of 42 pages of writing and seniors estimated they were assigned an average of 76 pages.

**How much reading is expected?**

FY students estimated they read an average of 7 hours per week and seniors read, on average, 7 hours.

**How often do students make course presentations?**

39% of FY students and 71% of seniors 'frequently' gave course presentations.

**Do class discussions and assignments include the perspectives of diverse groups of people?**

46% of FY students 'frequently' included diverse perspectives in course discussions or assignments.

**Are students expected to use numbers or statistics throughout their coursework?**

39% of FY students 'frequently' used numerical information to examine a real-world problem or issue; 49% of seniors 'frequently' reached conclusions based on their own analysis of numerical information.

### Experiences with Faculty

**Are faculty members accessible and supportive?**

47% of FY students gave the quality of their interactions with faculty a 'high' rating.

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

38% of FY and 53% of seniors 'frequently' discussed career plans with faculty.

**Do faculty members clearly explain course goals and requirements?**

83% of FY students said instructors clearly explained course goals and requirements 'quite a bit' or 'very much.'

**Do students receive prompt and detailed feedback on tests and assignments?**

58% of FY students and 64% of seniors said instructors 'substantially' gave prompt and detailed feedback on tests or completed assignments.

**How often do students talk with faculty members outside class about what they are learning?**

25% of FY students 'frequently' discussed course topics, ideas, or concepts with a faculty member outside of class.

**How many students work on research projects with faculty?**

5% of FY students and 21% of seniors worked on a research project with a faculty member.
Learning with Peers

How often do students work together on class projects and assignments?\(^b\)
51% of FY students and 77% of seniors 'frequently' worked with their peers on course projects and assignments.

Do students help each other understand difficult material?\(^b\)
66% of seniors 'frequently' explained course material to one or more students.

How often do students work together to prepare for exams?\(^b\)
50% of FY students 'frequently' prepared for exams by discussing or working through course material with other students.

How often do students interact with others who have different viewpoints or who come from different economic backgrounds?\(^b\)
72% of FY students 'frequently' had discussions with people with different political views; 71% of FY students 'frequently' had discussions with people from a different economic background.

Rich Educational Experiences

What types of honors courses, learning communities, and other distinctive programs are offered?
During their first year, 22% of students participated in a learning community. By spring of their senior year, 41% of students had done or were in progress doing a culminating senior experience.

How many students study in other countries?
By their senior year, 8% of students had studied abroad.

How many students get practical, real-world experience through internships or off-campus field experiences?
By spring of their senior year, 62% of students had participated in some form of internship, co-op, field experience, student teaching, or clinical placement.

How many courses include community-based service-learning projects?\(^b\)
50% of FY students and 60% of seniors said 'at least some' of their courses included a community-based service-learning project.

Campus Environments

Do students use learning support services (tutors, writing center)?\(^d\)
80% of FY students said the institution 'substantially' emphasized the use of learning support services.

How satisfied are students with academic advising?\(^c\)
38% of FY students and 48% of seniors gave the quality of their interactions with academic advisors a 'high' rating.

How well do students get along with each other?\(^c\)
67% of FY students gave the quality of their interactions with their peers a 'high' rating.

How do students evaluate their entire educational experience at this institution?
90% of FY and 89% of seniors rated their entire educational experience at this institution as 'excellent' or 'good.'

Notes

a. 'Highly' is a 6 or 7 on a seven-point scale where 1 is 'Not at all' and 7 is 'Very much.'
b. 'Frequently' is 'Often' or 'Very often.'
c. A 'High' rating is a 6 or 7 on a seven-point scale where 1 is 'Poor' and 7 is 'Excellent.'
d. 'Substantially' is 'Quite a bit' or 'Very much.'
e. 'At least some' is defined by combining responses of 'Some,' 'Most,' and 'All.'

NSSE: National Survey of Student Engagement

Indiana University Center for Postsecondary Research
1900 East Tenth Street, Suite 419
Bloomington, IN 47406-7512
Phone: 812-856-5824
Fax: 812-856-5150
Email: nsse@indiana.edu
Web: nsse.iub.edu

IPEDS: 211158