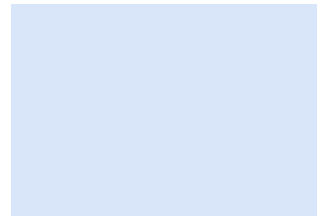


Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning. NSSE surveys first-year and senior students to assess their levels of engagement and related information about their experience at your institution.



This Snapshot

Sets of items are grouped into ten Engagement Indicators, organized under four broad themes. At right are summary results for your institution. For details, see your *Engagement Indicators* report.

Theme Engagement Indicator

Urban Peers
First-year Senior

Academic Challenge

Key:

was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.

Learning with Peers

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

No significant difference.

Experiences with Faculty

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

Campus Environment

was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

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.

Senior Learning Community, Service-Learning, Research w/Faculty, Internship, Study Abroad, and Culminating Senior Experience

The Academic Challenge theme contains four Engagement Indicators 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*, the *Online Institutional Report*, or the Report Builder—Institution Version.

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

First-year

Senior

These figures summarize the 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. Each is an estimate calculated from two or more separate survey questions.

First-year

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

First-year

Senior

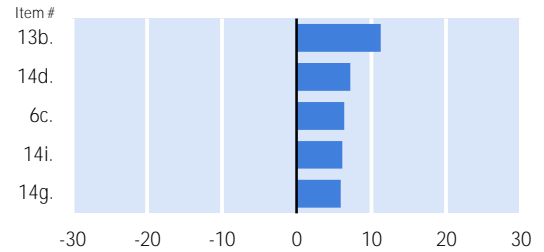
How much did students say their institution emphasizes spending significant time studying and on academic work? Response options included "Very much," "Quite a bit," "Some," and "Very little."

First-year

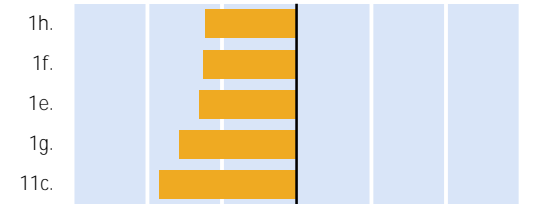
Senior

By examining individual NSSE questions, you can better understand what contributes to your institution's performance on the Engagement Indicators. This section displays the five questions^a 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, see your *Frequencies and Statistical Comparisons* report.

Quality of interactions with academic advisors^d (QI)
 Institution emphasis on encouraging contact among students from different backgrounds...^c (SE)
 Evaluated what others have concluded from numerical information^b (QR)
 Institution emphasis on attending events that address important social/econ./polit. issues^c (SE)
^c (SE)

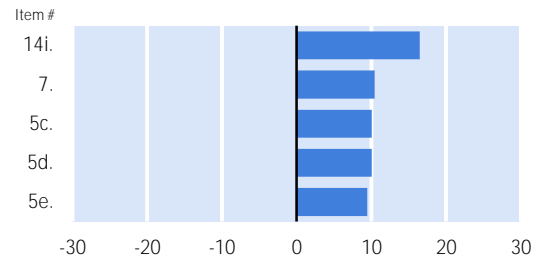


Worked with other students on course projects or assignments^b (CL)
 Explained course material to one or more students^b (CL)
 Asked another student to help you understand course material^b (CL)
 Prepared for exams by discussing or working through course material w/other students^b (CL)

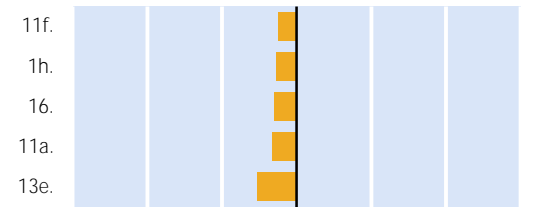


Percentage Point Difference with Urban Peers

Institution emphasis on attending events that address important social/econ./polit. issues^c (SE)
 Assigned more than 50 pages of writing^g
 Instructors used examples or illustrations to explain difficult points^c (ET)
 Instructors provided feedback on a draft or work in progress^c (ET)
 Instructors provided prompt and detailed feedback on tests or completed assignments^c (ET)



Worked with other students on course projects or assignments^b (CL)
 Spent more than 10 hours per week on assigned reading^f
 Participated in an internship, co-op, field exp., student teach., clinical placemt. (HIP)
^d (QI)



Percentage Point Difference with Urban Peers

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 on page 2. Key to abbreviations for EI items: 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 items are also indicated. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.
 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."
 f. Estimate based on the reported amount of course preparation time spent on assigned reading.
 g. Estimate based on number of assigned writing tasks of various lengths.

