

A Summary of Student Engagement Results

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 undergraduate students in their first and final years to assess their levels of engagement and related information about their experience at your institution.

Comparison Group
 The comparison group featured in this report includes 6 intuitions: Bentley University; Boston University; Northeastern University; Quinnipiac University; University of Connecticut; University of Rhode Island.

This *Snapshot* is a concise collection of key findings from your institution’s NSSE 2019 administration. We hope this information stimulates discussions about the undergraduate experience. Additional details about these and other results appear in the reports referenced throughout.

Engagement Indicators

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.

Key:

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

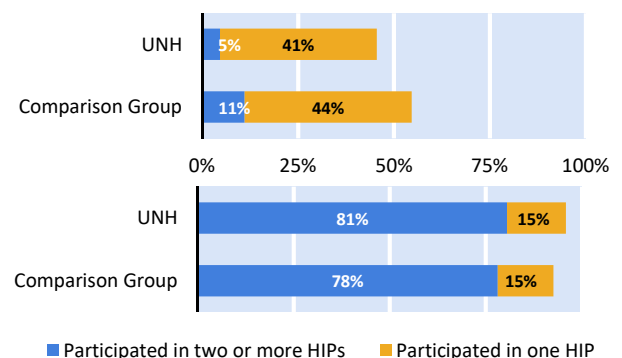
Theme	Engagement Indicator	Your students compared with your comparison group	
		First-year	Senior
Academic Challenge	Higher-Order Learning	--	--
	Reflective & Integrative Learning	--	--
	Learning Strategies	--	--
	Quantitative Reasoning	--	△
Learning with Peers	Collaborative Learning	--	△
	Discussions with Diverse Others	▼	▼
Experiences with Faculty	Student-Faculty Interaction	△	△
	Effective Teaching Practices	--	△
Campus Environment	Quality of Interactions	△	△
	Supportive Environment	△	△

High-Impact Practices

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
 Service-Learning, Learning Community, and Research w/Faculty

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

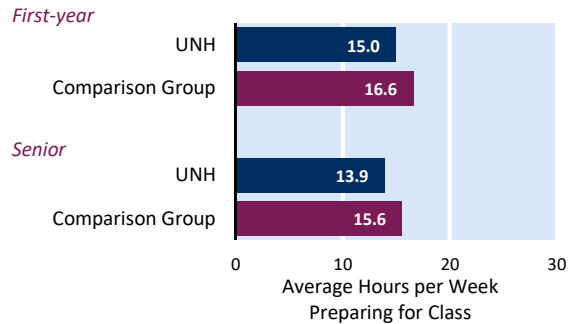


Academic Challenge: Additional Results

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.

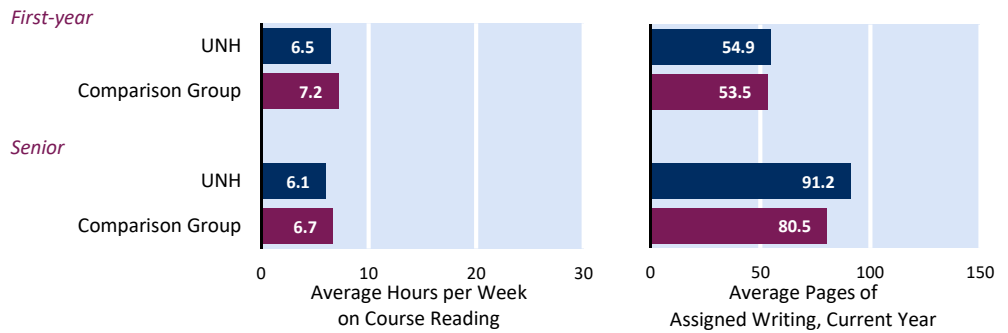
Time Spent Preparing for Class

This figure reports the average weekly class preparation time for your students compared to students in your comparison group.



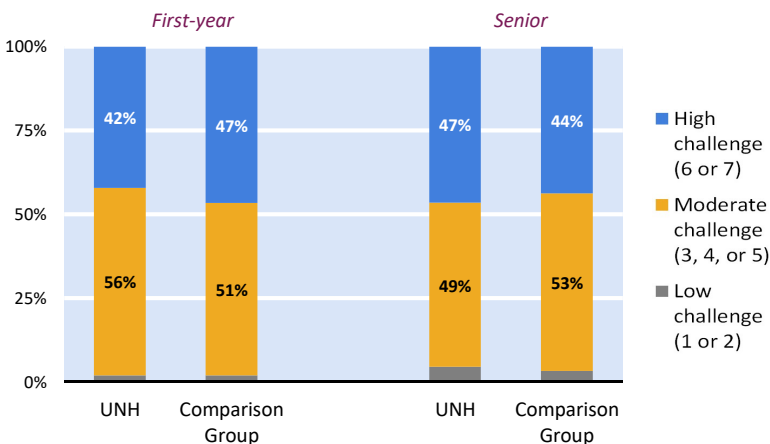
Reading and Writing

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.



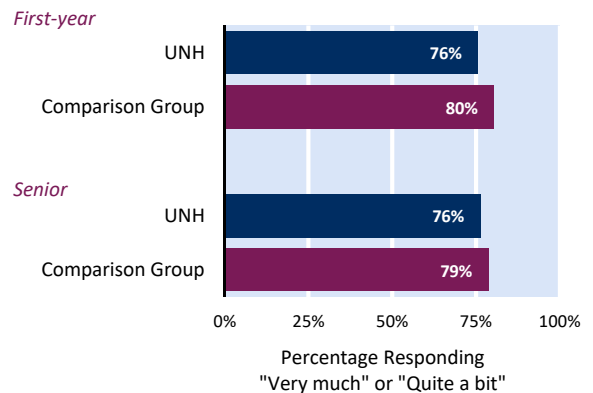
Challenging Students to Do Their Best Work

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."



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 the Engagement Indicators. This section displays the five questions^a on which your 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.

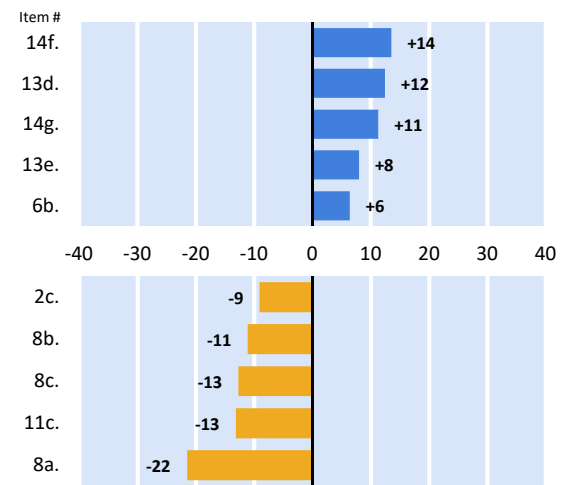
First-year

Highest Performing Relative to Comparator Institution

- Institution emphasis on providing support for your overall well-being...^c (SE)
- Quality of interactions with student services staff (...) ^d (QI)
- Institution emphasis on helping you manage your non-academic responsibilities (...) ^c (SE)
- Quality of interactions with other administrative staff and offices (...) ^d (QI)
- Used numerical information to examine a real-world problem or issue (...) ^b (QR)

Lowest Performing Relative to Comparator Institution

- Included diverse perspectives (...) in course discussions or assignments ^b (RI)
- Discussions with... People from an economic background other than your own ^b (DD)
- Discussions with... People with religious beliefs other than your own ^b (DD)
- Participated in a learning community or some other formal program where... (HIP)
- Discussions with... People of a race or ethnicity other than your own ^b (DD)



Percentage Point Difference with Comparator Institution

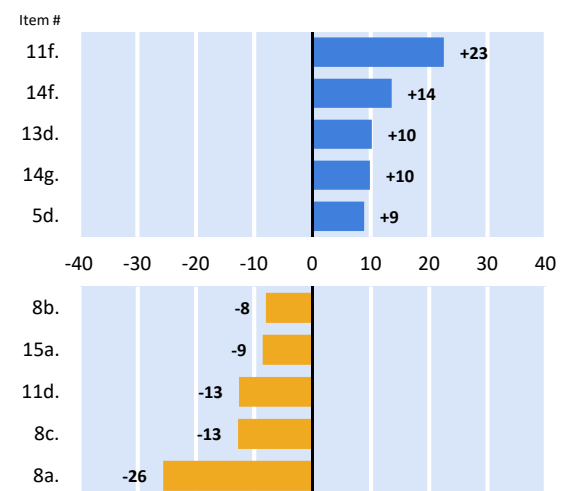
Senior

Highest Performing Relative to Comparator Institution

- Completed a culminating senior experience (...) (HIP)
- Institution emphasis on providing support for your overall well-being...^c (SE)
- Quality of interactions with student services staff (...) ^d (QI)
- Institution emphasis on helping you manage your non-academic responsibilities (...) ^c (SE)
- Instructors provided feedback on a draft or work in progress^e (ET)

Lowest Performing Relative to Comparator Institution

- Discussions with... People from an economic background other than your own ^b (DD)
- Spent more than 15 hours per week preparing for class
- Participated in a study abroad program (HIP)
- Discussions with... People with religious beliefs other than your own ^b (DD)
- Discussions with... People of a race or ethnicity other than your own ^b (DD)



Percentage Point Difference with Comparator Institution

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.

Comparison Group

This section summarizes how this group was identified, including selection criteria and whether the default group was used. This is by the resulting list of institutions in this group.

How was this
comparison group
constructed?

Your institution customized this comparison group by selecting from the list of all 2018 and 2019 NSSE participants.

Comparator Institutions (N=6)

Bentley University (Waltham, MA)

Boston University (Boston, MA)*

Northeastern University (Boston, MA)*

Quinnipiac University (Hamden, CT)*

University of Connecticut (Storrs, CT)*

University of Rhode Island (Kingston, RI)



followed

