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 first-year and senior students to assess their levels of engagement and related information about their experience at your institution.

This Snapshot is a concise collection of key findings from your institution’s NSSE 2015 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 lower ($p < .05$) with an effect size less than .3 in magnitude.
- **--** No significant difference.

#### Comparison Group

The comparison group featured in this report is Official Peers. See your Selected Comparison Groups report for details.

#### Engagement Indicators Table

<table>
<thead>
<tr>
<th>Theme</th>
<th>Engagement Indicator</th>
<th>Your students compared with Official Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Challenge</td>
<td>Higher-Order Learning</td>
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<tr>
<td></td>
<td>Reflective &amp; Integrative Learning</td>
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<td></td>
<td>Learning Strategies</td>
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<td></td>
<td>Quantitative Reasoning</td>
<td>--</td>
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<tr>
<td>Learning with Peers</td>
<td>Collaborative Learning</td>
<td>--</td>
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<tr>
<td></td>
<td>Discussions with Diverse Others</td>
<td>▽</td>
</tr>
<tr>
<td>Experiences with Faculty</td>
<td>Student-Faculty Interaction</td>
<td>△</td>
</tr>
<tr>
<td></td>
<td>Effective Teaching Practices</td>
<td>△</td>
</tr>
<tr>
<td>Campus Environment</td>
<td>Quality of Interactions</td>
<td>△</td>
</tr>
<tr>
<td></td>
<td>Supportive Environment</td>
<td>▼</td>
</tr>
</tbody>
</table>

#### 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**

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

**Senior**

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

<table>
<thead>
<tr>
<th></th>
<th>IUPUI</th>
<th>Official Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First-year</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>23%</td>
<td>15%</td>
</tr>
<tr>
<td>High-Impact</td>
<td>53%</td>
<td>43%</td>
</tr>
<tr>
<td><strong>Senior</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>71%</td>
<td>58%</td>
</tr>
<tr>
<td>High-Impact</td>
<td>19%</td>
<td>26%</td>
</tr>
</tbody>
</table>
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—Institution Version.

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 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 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, see your Frequencies and Statistical Comparisons report.

First-year

Highest Performing Relative to Official Peers

About how many courses have included a community-based project (service-learning)? (HIP)
Participated in a learning community or some other formal program where... (HIP)
Extent to which courses challenged you to do your best work (HIP)
Talked about career plans with a faculty member (SF)
Quality of interactions with faculty (QI)

Lowest Performing Relative to Official Peers

Discussions with... People with religious beliefs other than your own (DD)
Institution emphasis on providing opportunities to be involved socially (SE)
Discussions with... People of a race or ethnicity other than your own (DD)
Institution emphasis on providing support for your overall well-being... (SE)
Institution emphasis on attending campus activities and events (...)(SE)

Senior

Highest Performing Relative to Official Peers

About how many courses have included a community-based project (service-learning)? (HIP)
Quality of interactions with other administrative staff and offices (QI)
Completed a culminating senior experience (HIP)
Quality of interactions with faculty (QI)
Quality of interactions with student services staff (QI)

Lowest Performing Relative to Official Peers

Institution emphasis on providing opportunities to be involved socially (SE)
Spent more than 15 hours per week preparing for class
Prepared for exams by discussing or working through course material with other students (CL)
Institution emphasis on providing support for your overall well-being... (SE)
Institution emphasis on attending campus activities and events (...)(SE)

Percentage Point Difference with Official 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.
Imagine a document about how students assess their experience at college, focusing on perceived gains among seniors and satisfaction with the institution. The document includes graphs and charts showing percentage ratings for various activities and personal development areas.