NSSE 2013 Snapshot

Southern Utah University

![NSSE national survey of student engagement]

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 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.

Your students compared with Public 5,001-10,000

Theme	Engagement Indicator	First-year	Senior
Academic Challenge	**Higher-Order Learning (HO)**	--	--
	Reflective & Integrative Learning (RI)	--	--
	Learning Strategies (LS)	--	▽
	Quantitative Reasoning (QR)	--	--
Learning with Peers	**Collaborative Learning (CL)**	--	△
	Discussions with Diverse Others (DD)	--	▽
Experiences with Faculty	**Student-Faculty Interaction (SF)**	▽	△
	Effective Teaching Practices (ET)	△	△
Campus Environment	**Quality of Interactions (QI)**	△	--
	Supportive Environment (SE)	△	△

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

SUU	13%	58%
Public 5,001-10,000	11%	46%

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

SUU	70%	23%
Public 5,001-10,000	59%	26%

■ Participated in two or more HIPs ■ Participated in one HIP
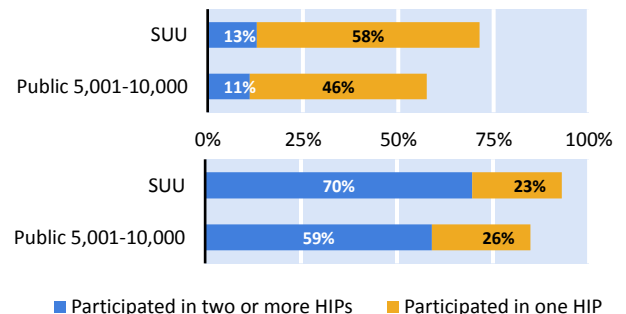
Administration Summary

	Count	Resp. rate	Female	Full-time
First-year	364	25%	67%	94%
Senior	580	36%	58%	86%

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

Additional Questions

Your institution administered the following additional question set(s):

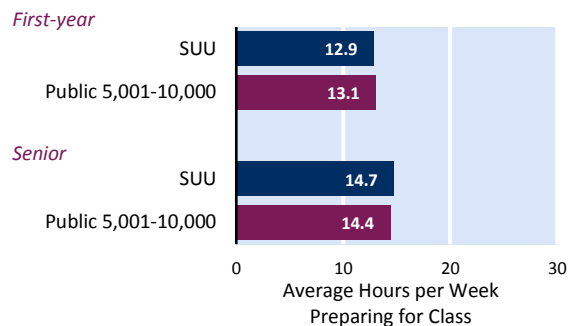**Learning with Technology**

Experiences with Writing

Refer to your *Topical Module* report(s) 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).
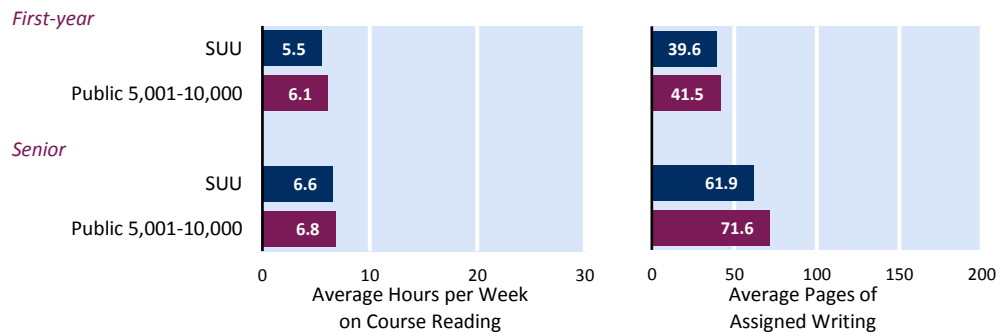
Time Spent Preparing for Class

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

First-year

SUU	12.9
Public 5,001-10,000	13.1

Senior

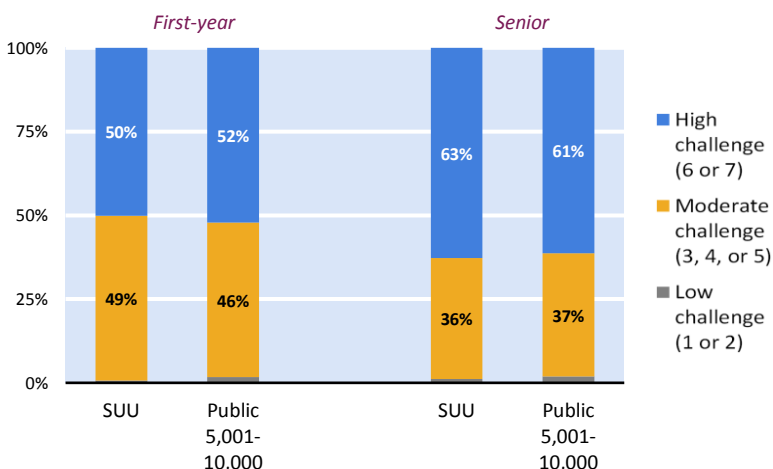|	
SUU	14.7
Public 5,001-10,000	14.4

Average Hours per Week
Preparing for Class

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.

First-year

SUU	5.5
Public 5,001-10,000	6.1

Senior

SUU	6.6
Public 5,001-10,000	6.8

Average Hours per Week
on Course Reading

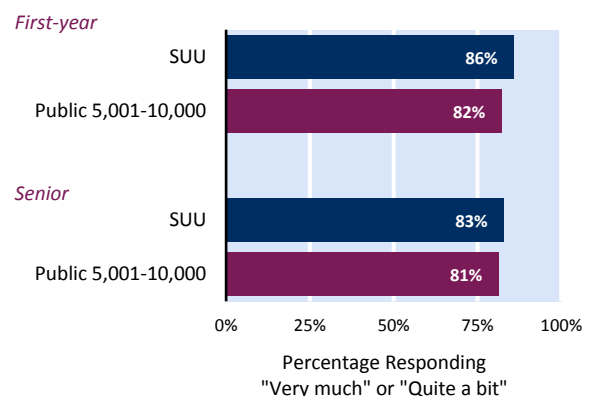|	
39.6	
41.5	
61.9	
71.6	

Average Pages of
Assigned Writing

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."

First-year   *Senior*

	SUU	Public 5,001-10,000	SUU	Public 5,001-10,000
High challenge (6 or 7)	50%	52%	63%	61%
Moderate challenge (3, 4, or 5)	49%	46%	36%	37%
Low challenge (1 or 2)				

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."

First-year

SUU	86%
Public 5,001-10,000	82%

Senior

SUU	83%
Public 5,001-10,000	81%

Percentage Responding
"Very much" or "Quite a bit"

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[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, refer to your *Frequencies and Statistical Comparisons* report.
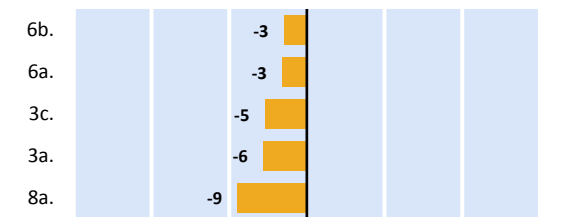
First-year

Highest Performing Relative to Public 5,001-10,000

About how many…courses have included a community-based project (service-learning)?[e] (HIP)

Inst. emphasizes… Attending campus activities and events (…)[c] (SE)

Instructors… Taught course sessions in an organized way[c] (ET)

Discussions with… People with religious beliefs other than your own[b] (DD)

Quality of interactions with… Faculty[d] (QI)

Item #	Difference
12.	+16
14h.	+16
5b.	+13
8c.	+12
13c.	+11
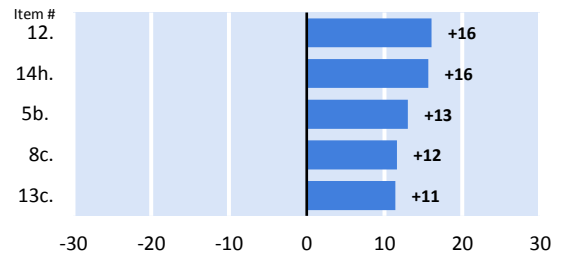
Lowest Performing Relative to Public 5,001-10,000

Used numerical information to examine a real-world problem or issue (…)[b] (QR)

Reached conclusions based on your own analysis of numerical information (…)[b] (QR)

Discussed course topics, ideas, or concepts with a faculty member outside of class[b] (SF)

Talked about career plans with a faculty member[b] (SF)

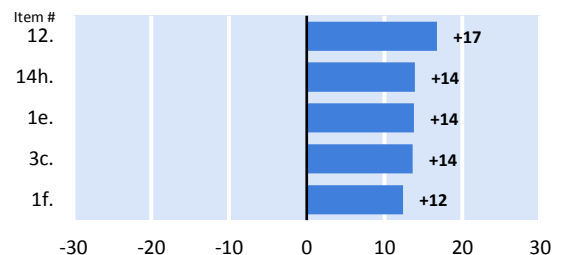Discussions with… People of a race or ethnicity other than your own[b] (DD)

Item #	Difference
6b.	-3
6a.	-3
3c.	-5
3a.	-6
8a.	-9

Percentage Point Difference with Public 5,001-10,000

Senior

#### Highest Performing Relative to Public 5,001-10,000

About how many…courses have included a community-based project (service-learning)?[e] (HIP)

Inst. emphasizes… Attending campus activities and events (…)[c] (SE)

Asked another student to help you understand course material[b] (CL)

Discussed course topics, ideas, or concepts with a faculty member outside of class[b] (SF)

Explained course material to one or more students[b] (CL)

Item #	Difference
12.	+17
14h.	+14
1e.	+14
3c.	+14
1f.	+12

Lowest Performing Relative to Public 5,001-10,000

Summarized what you learned in class or from course materials[b] (LS)

Quality of interactions with… Student services staff…[d] (QI)

Inst. emphasizes… Providing support for your overall well-being…[c] (SE)

Discussions with… People of a race or ethnicity other than your own[b] (DD)

Quality of interactions with… Academic advisors[d] (QI)

Item #	Difference
9c.	-5
13d.	-6
14f.	-7
8a.	-11
13b.	-13
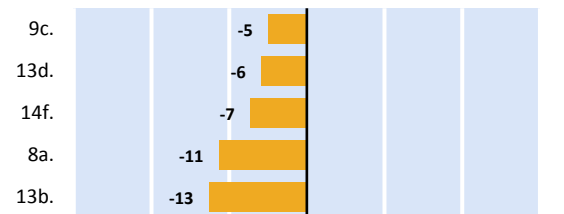
Percentage Point Difference with Public 5,001-10,000

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."

NSSE 2013 Snapshot

Southern Utah University

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.
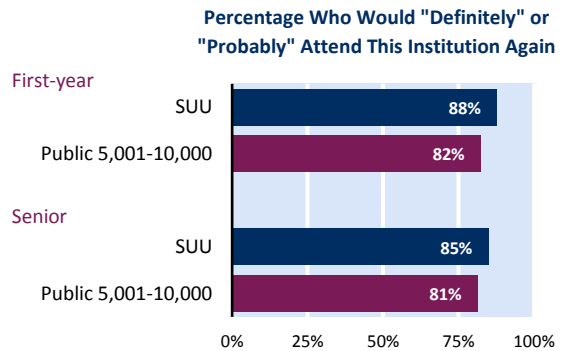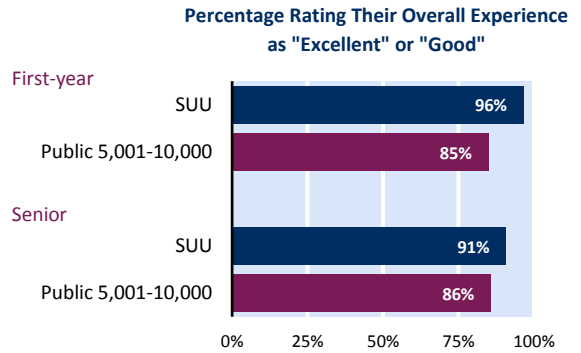
Perceived Gains Among Seniors

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

Perceived Gains (Sorted highest to lowest)	Percentage of Seniors Responding "Very much" or "Quite a bit"
Thinking critically and analytically	85%
Writing clearly and effectively	74%
Working effectively with others	73%
Acquiring job- or work-related knowledge and skills	73%
Speaking clearly and effectively	69%
Analyzing numerical and statistical information	61%
Solving complex real-world problems	60%
Being an informed and active citizen	54%
Developing or clarifying a personal code of values and ethics	53%
Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.)	51%

Satisfaction with SUU

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

Percentage Rating Their Overall Experience as "Excellent" or "Good"

First-year
- SUU: 96%
- Public 5,001-10,000: 85%

Senior
- SUU: 91%
- Public 5,001-10,000: 86%

Percentage Who Would "Definitely" or "Probably" Attend This Institution Again

First-year
- SUU: 88%
- Public 5,001-10,000: 82%

Senior
- SUU: 85%
- Public 5,001-10,000: 81%

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**