

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 give students and their families key questions to ask during campus visits.

The following responses were provided by 363 FSU students on the 2019 survey.



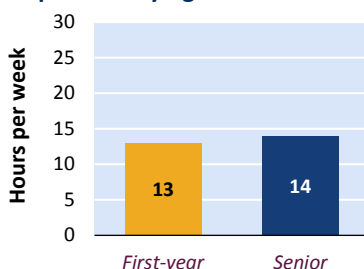
A Pocket Guide to Choosing a College is available at nsse.indiana.edu/links/pocket



Academics

How much time do students spend studying each week?

First-year (FY) students spent an average of 13 hours per week preparing for class while seniors spent an average of 14 hours per week.



Do courses challenge students to do their best?^a

32% 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 estimated they were assigned an average of 51 pages of writing and seniors estimated an average of 102 pages.

How much reading is expected?

FY students estimated they spent an average of 6 hours per week on assigned reading, and seniors read 7 hours per week.

How often do students make course presentations?^b

34% of FY students and 65% of seniors frequently gave course presentations.

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

55% of FY students frequently included diverse perspectives in course discussions or assignments.

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

38% of FY students frequently used numerical information to examine a real-world problem or issue; 50% of seniors frequently reached conclusions based on their own analysis of numerical information.

Experiences with Faculty

How do students rate their interactions with faculty?^c

53% of FY students rated the quality of their interactions with faculty as high.

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

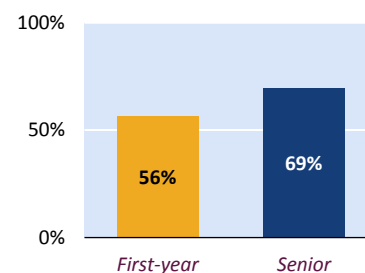
32% of FY and 51% of seniors frequently discussed career plans with faculty.

Do faculty members clearly explain course goals and requirements?

72% of FY students said instructors clearly explained course goals and requirements "quite a bit" or "very much."

Do students receive prompt and detailed feedback?^d

56% of FY students and 69% 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?^b

20% of FY students frequently discussed course topics, ideas, or concepts with a faculty member outside of class.

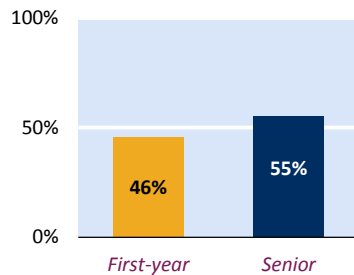
How many students work on research projects with faculty?

2% of FY students and 32% of seniors worked on a research project with a faculty member.

Learning with Peers

How often do students work together on course projects and assignments?^b

46% of FY students and 55% of seniors frequently worked with their peers on course projects and assignments.



Do students help each other learn?^b

55% of seniors frequently explained course material to one or more students.

How often do students work together to prepare for exams?^b

36% 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 backgrounds?^b

Among FY students, 63% frequently had discussions with people with different political views, 72% frequently had discussions with people from a different economic background, and 74% frequently had discussions with people from a different race or ethnicity.

Campus Environment

Are students encouraged to use learning support services (tutors, writing center)?^d

75% of FY students said the institution substantially emphasized the use of learning support services.

How do students rate their interactions with academic advisors?^c

41% of FY students and 55% of seniors gave the quality of their interactions with academic advisors a high rating.

How well do students get along with each other?^c

39% of FY students gave the quality of their interactions with their peers a high rating.

How satisfied are students with their educational experience?

76% of FY and 82% of seniors rated their entire educational experience at this institution as "excellent" or "good."

Rich Educational Experiences

What types of honors courses, learning communities, and other distinctive programs are offered?

During their first year, 3% of students participated in a learning community. By spring of their senior year, 61% of students had done (or were doing) a culminating senior experience.

How many students study in other countries?

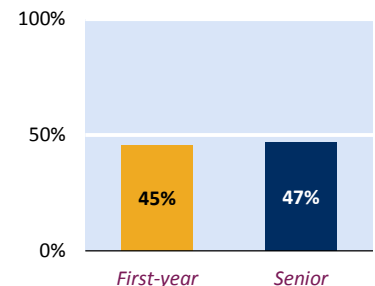
By their senior year, 11% of students had studied abroad.

How many students get practical, real-world experience through internships or field experiences?

By spring of their senior year, 50% 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?^e

45% of FY students and 47% of seniors said at least some of their courses included a community-based service-learning project.



Notes

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



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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 is

New England Public

See your *Selected Comparison Groups* report for details.

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.

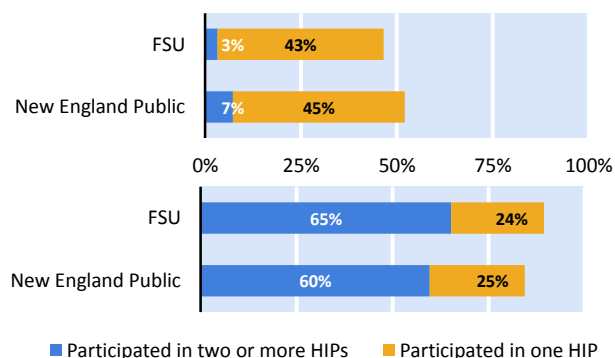
Theme	Engagement Indicator	Your students compared with New England Public	
		First-year	Senior
Academic Challenge	Higher-Order Learning	--	--
	Reflective & Integrative Learning	--	--
	Learning Strategies	--	--
	Quantitative Reasoning	--	--
Learning with Peers	Collaborative Learning	--	▼
	Discussions 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

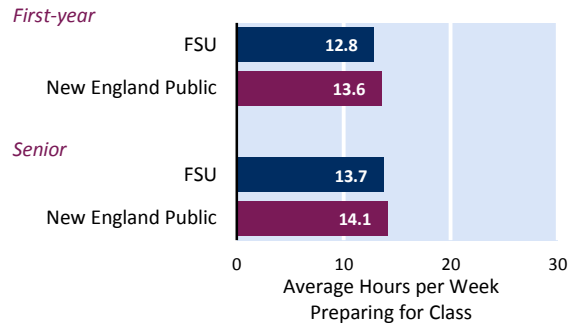


Academic Challenge: Additional Results

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.

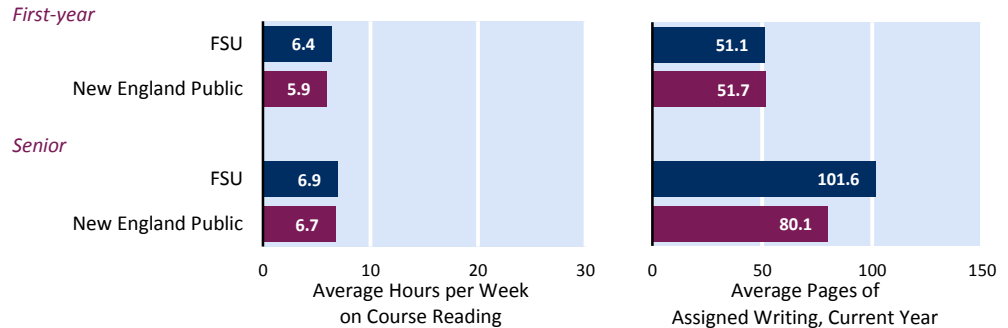
Time Spent Preparing for Class

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



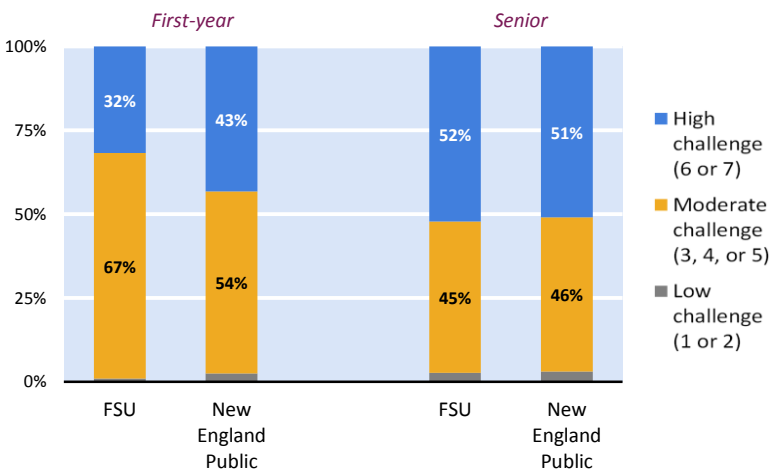
Reading and Writing

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.



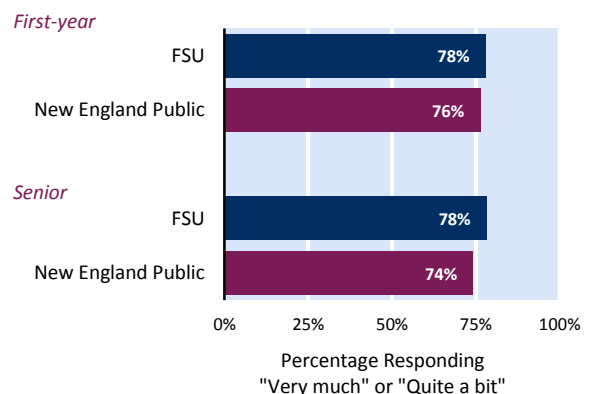
Challenging Students to Do Their Best Work

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 New England Public

- Quality of interactions with faculty^d (QI)
- Included diverse perspectives (...) in course discussions or assignments^b (RI)
- Institution emphasis on encouraging contact among students from different backgrounds...^c (SE)
- Learned something that changed the way you understand an issue or concept^b (RI)
- Tried to better understand someone else's views by imagining...his or her perspective^b (RI)



Percentage Point Difference with New England Public

Lowest Performing Relative to New England Public

- Asked another student to help you understand course material^b (CL)
- Worked with a faculty member on activities other than coursework (...) ^b (SF)
- Evaluated what others have concluded from numerical information^b (QR)
- Prepared for exams by discussing or working through course material w/other students^b (CL)
- Extent to which courses challenged you to do your best work^d

Senior

Highest Performing Relative to New England Public

- Completed a culminating senior experience (...) (HIP)
- Worked with a faculty member on a research project (HIP)
- Instructors provided feedback on a draft or work in progress^c (ET)
- Institution emphasis on attending events that address important social/econ./polit. issues^c (SE)
- Quality of interactions with faculty^d (QI)



Percentage Point Difference with New England Public

Lowest Performing Relative to New England Public

- Learned something that changed the way you understand an issue or concept^b (RI)
- Institution emphasis on helping you manage your non-academic responsibilities (...) ^c (SE)
- 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)
- About how many courses have included a community-based project (service-learning)?^e (HIP)

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.

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, see your *Frequencies and Statistical Comparisons* report.

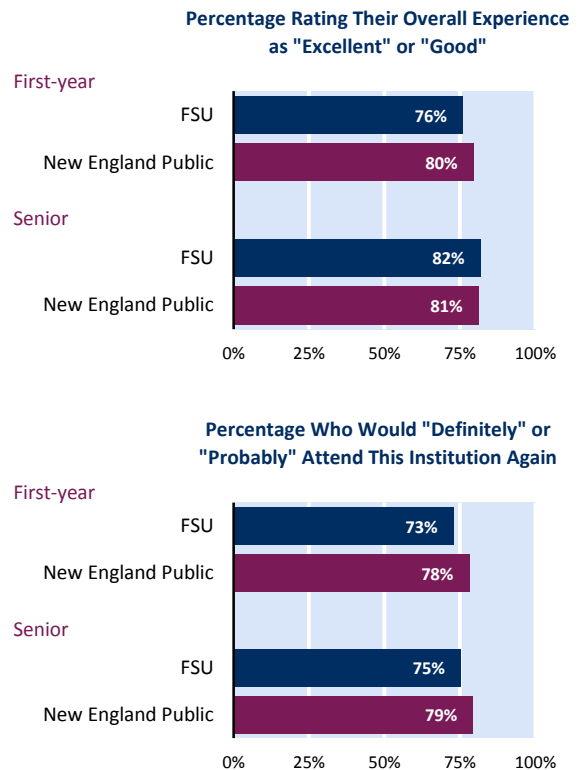
Perceived Gains Among Seniors

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	81%
Working effectively with others	70%
Writing clearly and effectively	69%
Speaking clearly and effectively	64%
Acquiring job- or work-related knowledge and skills	63%
Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.)	58%
Analyzing numerical and statistical information	57%
Solving complex real-world problems	52%
Developing or clarifying a personal code of values and ethics	52%
Being an informed and active citizen	50%

Satisfaction with FSU

Students rated their overall experience at the institution, and whether or not they would choose it again.



Administration Details

Response Summary

	Count	Resp. rate	Female	Full-time
First-year	166	17%	62%	99%
Senior	197	27%	71%	86%

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

Additional Questions

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

Civic Engagement

First-Year Experiences and Senior Transitions

See your *Topical Module* report(s) for results.

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 1,600 colleges and universities in the US and Canada. More than 90% of participating institutions administer the survey on a periodic basis.

Visit our website: nsse.indiana.edu