NSSE 2014 Snapshot

Malone University

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.

Comparison Group

The comparison group featured in this report is

CCCU

See your *Selected Comparison Groups* report for details.

This *Snapshot* is a concise collection of key findings from your institution's NSSE 2014 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.

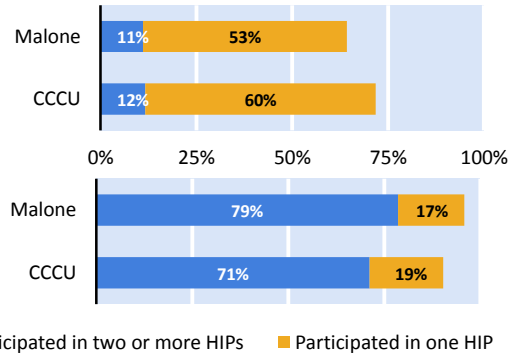
		Your students compared with CCCU	
Theme	*Engagement Indicator*	*First-year*	*Senior*
Academic Challenge	**Higher-Order Learning**	--	--
	Reflective & Integrative Learning	--	--
	Learning Strategies	--	--
	Quantitative Reasoning	--	--
Learning with Peers	**Collaborative Learning**	--	--
	Discussions with 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
Learning Community, Service-Learning, and Research w/Faculty

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



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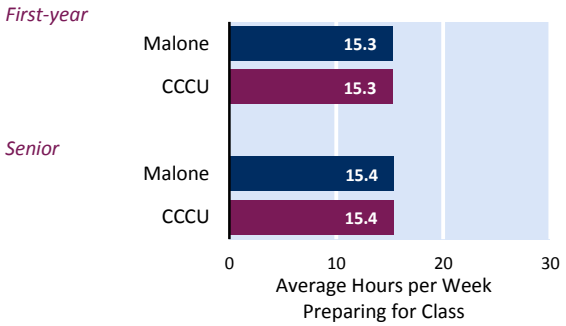
Academic Challenge: Additional Results

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.

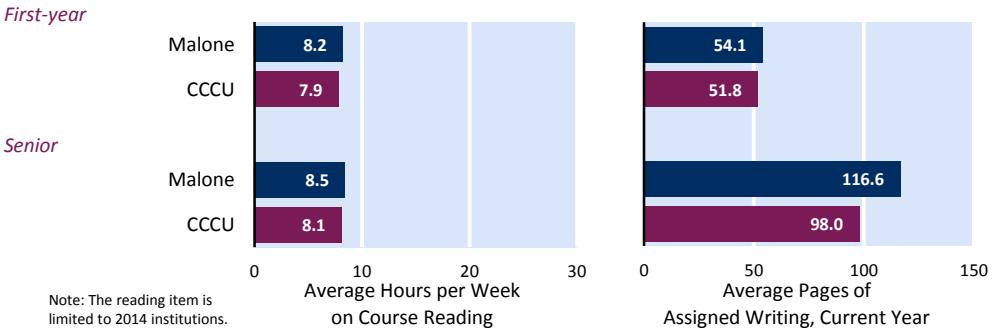
Time Spent Preparing for Class

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

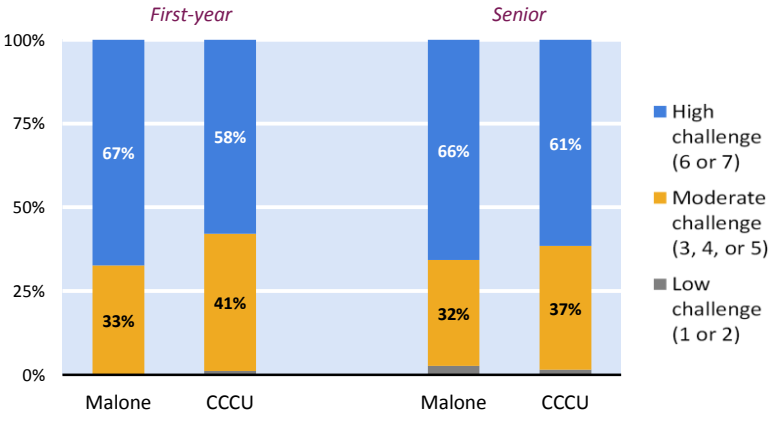
These figures summarize the number of hours your students spent reading for their courses and the average number of pages of assigned writing compared to students in your comparison group. Each is an estimate calculated from two or more separate survey questions.



Note: The reading item is limited to 2014 institutions.

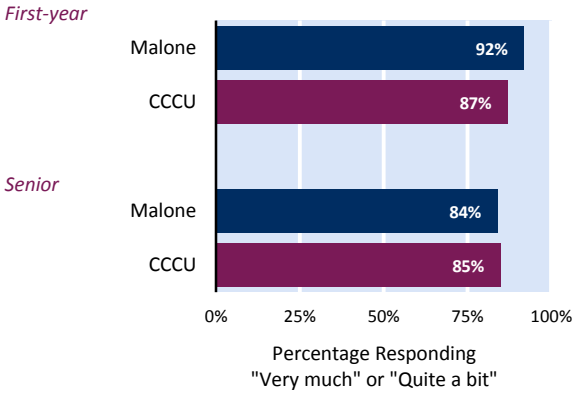
Challenging Students to Do Their Best Work

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."



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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 CCCU

Instructors provided feedback on a draft or work in progress[c] (ET)

Extent to which courses challenged you to do your best work[d]

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

Participated in a learning community or some other formal program where… (HIP)

Assigned more than 50 pages of writing[g]

Lowest Performing Relative to CCCU

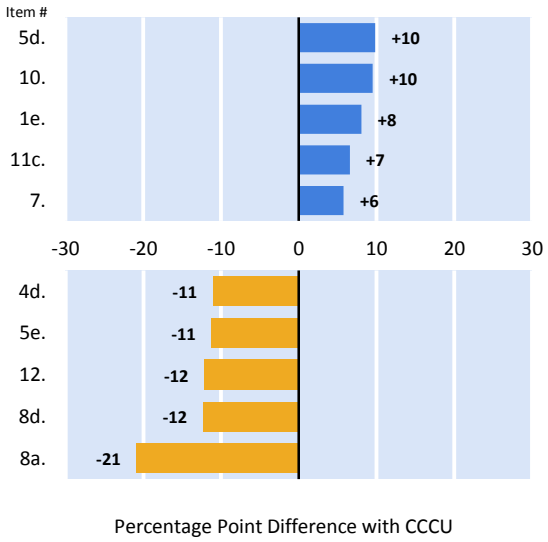
Evaluating a point of view, decision, or information source[c] (HO)

Instructors provided prompt and detailed feedback on tests or completed assignments[c] (ET)

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

Discussions with… People with political views other than your own[b] (DD)

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



Senior

Highest Performing Relative to CCCU

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

Spent more than 10 hours per week on assigned reading[f]

Institution emphasis on attending events that address important social/econ./polit. issues[c] (SE)

Participated in a learning community or some other formal program where… (HIP)

Assigned more than 50 pages of writing[g]

Lowest Performing Relative to CCCU

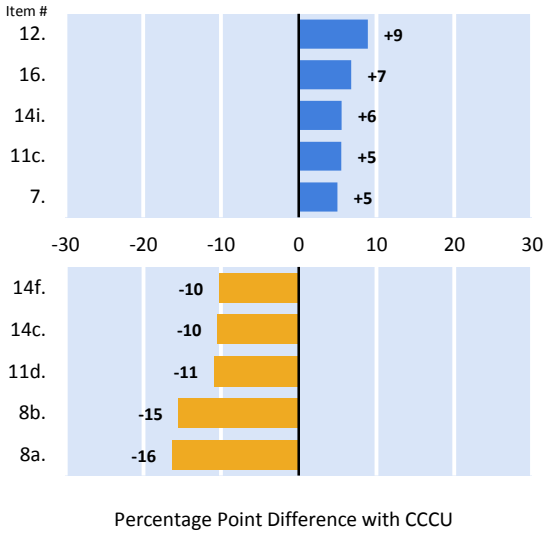
Institution emphasis on providing support for your overall well-being...[c] (SE)

Institution emphasis on using learning support services (...)[c] (SE)

Participated in a study abroad program (HIP)

Discussions with… People from an economic background other than your own[b] (DD)

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



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 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."

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.

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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.

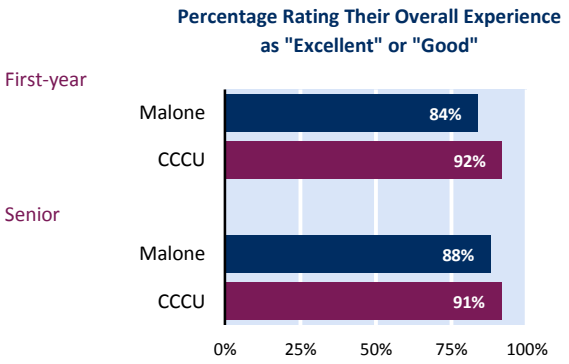
Perceived Gains Among Seniors

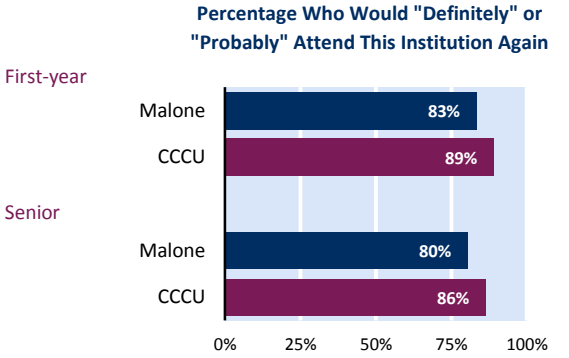
Students reported how much their experience at your institution contributed to their knowledge, skills, and personal development in ten areas.

Perceived Gains (Sorted highest to lowest)	Percentage of Seniors Responding "Very much" or "Quite a bit"
Thinking critically and analytically	87%
Developing or clarifying a personal code of values and ethics	75%
Acquiring job- or work-related knowledge and skills	75%
Working effectively with others	71%
Writing clearly and effectively	70%
Solving complex real-world problems	63%
Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.)	61%
Speaking clearly and effectively	61%
Being an informed and active citizen	52%
Analyzing numerical and statistical information	40%

Satisfaction with Malone

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	94	34%	65%	100%
Senior	143	42%	68%	91%

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

Additional Questions

Your institution administered the following additional question sets:

Global Perspectives - Cognitive and Social

Council for Christian Colleges & Universities

Refer to your *Topical Module* and *Consortium* reports 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 1,500 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**

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