

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.

Comparison Group

The comparison group featured in this report is

Drake Peers 2013

See your *Selected Comparison Groups* report for details.

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.

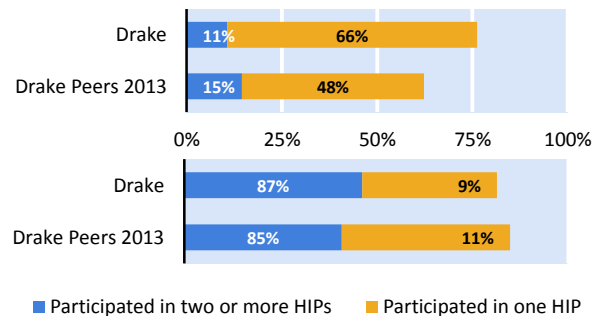
Theme	Engagement Indicator	Your students compared with Drake Peers 2013	
		First-year	Senior
Academic Challenge	Higher-Order Learning (HO)	--	▽
	Reflective & Integrative Learning (RI)	▼	▽
	Learning Strategies (LS)	--	▽
	Quantitative Reasoning (QR)	--	--
Learning with Peers	Collaborative Learning (CL)	△	--
	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

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



Administration Summary

	Count	Resp. rate	Female	Full-time
<i>First-year</i>	317	35%	69%	98%
<i>Senior</i>	279	36%	66%	96%

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

Additional Questions

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

Civic Engagement

Experiences with Writing

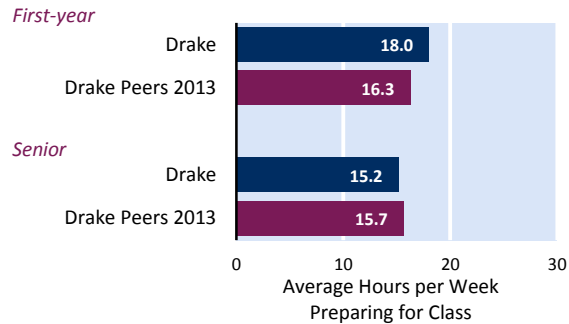
Refer to your *Topical Module* report(s) for complete results.

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).

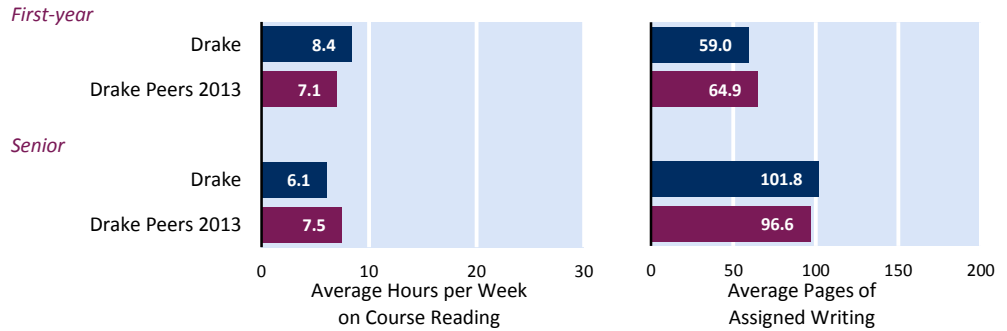
Time Spent Preparing for Class

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



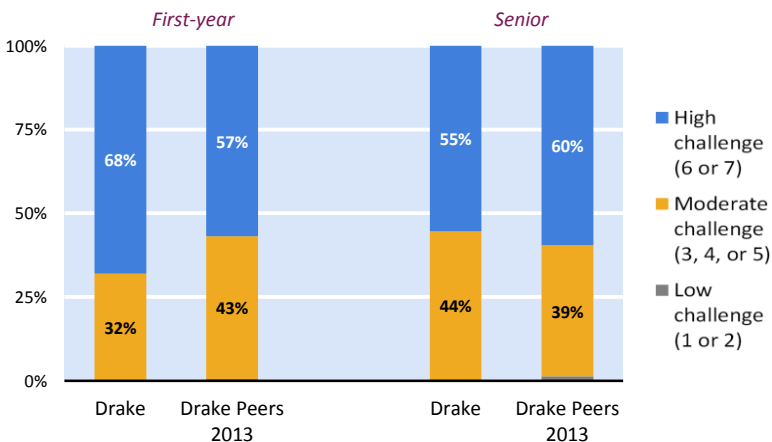
Reading and Writing

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.



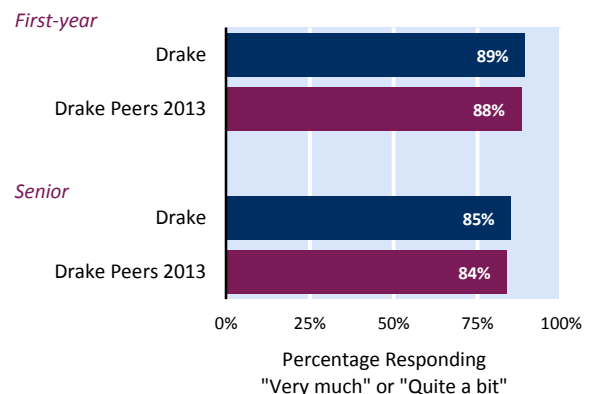
Challenging Courses

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."



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."



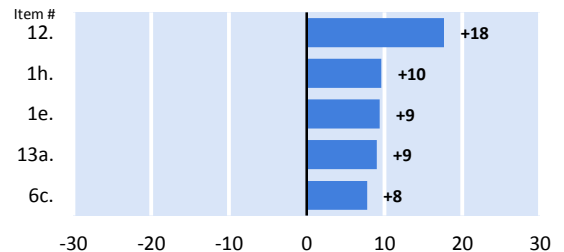
Item Comparisons

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^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

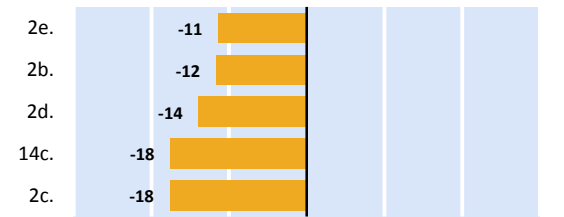
Highest Performing Relative to Drake Peers 2013

- About how many...courses have included a community-based project (service-learning)?^e (HIP)
- Worked with other students on course projects or assignments^b (CL)
- Asked another student to help you understand course material^b (CL)
- Quality of interactions with... Students^d (QI)
- Evaluated what others have concluded from numerical information^b (QR)



Lowest Performing Relative to Drake Peers 2013

- Tried to better understand someone else's views by imagining...his or her perspective^b (RI)
- Connected your learning to societal problems or issues^b (RI)
- Examined the strengths and weaknesses of your own views on a topic or issue^b (RI)
- Inst. emphasizes... Using learning support services (...)^c (SE)
- Included diverse perspectives (...) in course discussions or assignments^b (RI)

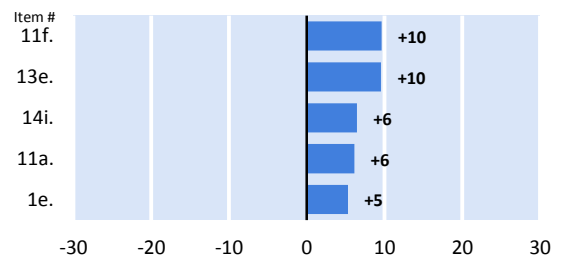


Percentage Point Difference with Drake Peers 2013

Senior

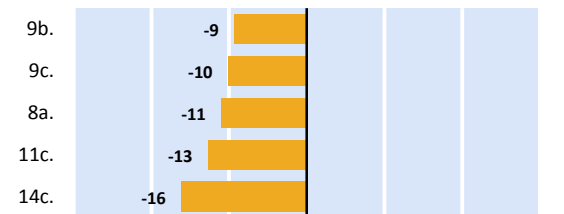
Highest Performing Relative to Drake Peers 2013

- Completed a culminating senior experience (...) (HIP)
- Quality of interactions with... Other administrative staff and offices...^d (QI)
- Inst. emphasizes... Attending events that address important social/econ./polit. issues^c (SE)
- Participated in an internship, co-op, field exp., student teach., clinical placem. (HIP)
- Asked another student to help you understand course material^b (CL)



Lowest Performing Relative to Drake Peers 2013

- Reviewed your notes after class^b (LS)
- Summarized what you learned in class or from course materials^b (LS)
- Discussions with... People of a race or ethnicity other than your own^b (DD)
- Participated in a learning community or some other formal program where... (HIP)
- Inst. emphasizes... Using learning support services (...)^c (SE)



Percentage Point Difference with Drake Peers 2013

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."

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.

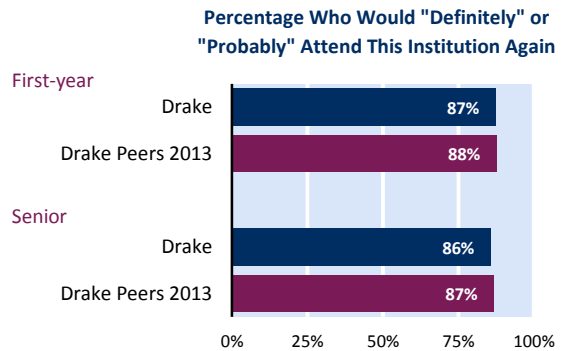
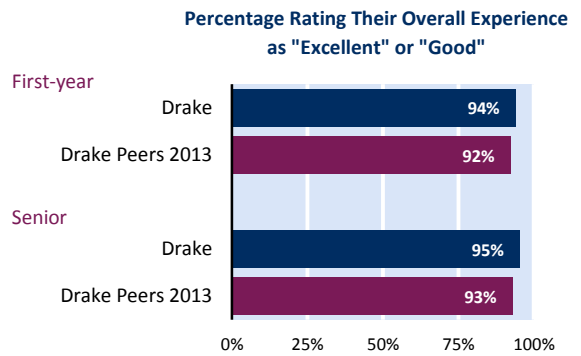
Perceived Gains Among Seniors

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	92%
Working effectively with others	81%
Speaking clearly and effectively	79%
Writing clearly and effectively	76%
Solving complex real-world problems	75%
Acquiring job- or work-related knowledge and skills	74%
Being an informed and active citizen	72%
Developing or clarifying a personal code of values and ethics	71%
Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.)	63%
Analyzing numerical and statistical information	58%

Satisfaction with Drake

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



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

