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 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 lower (p < .05) with an effect size less than .3 in magnitude.
-- No significant difference.

Higher-Order Learning
Reflective & Integrative Learning
Learning Strategies
Quantitative Reasoning
Collaborative Learning
Discussions with Diverse Others
Student-Faculty Interaction
Effective Teaching Practices
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
<table>
<thead>
<tr>
<th>Experience</th>
<th>Participated in two or more HIPs</th>
<th>Participated in one HIP</th>
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