The final page of the NSSE survey asked students to respond to the following question in an open text box:

"If you have any additional comments or feedback that you'd like to share on the quality of your educational experience, please type them below."

Important:

- Confidential student responses to this question appear on the following pages. Because student comments are confidential, student identifiers are not given in this report but are provided in a separate SPSS data file. For this reason, please use discretion when using, storing, and disseminating the SPSS file.

- These comments appear exactly as the students entered them and may not be suitable for distribution without prior review. Faculty members, administrators, or other students may be mentioned by name, and comments were not edited for grammar, offensive language, excessive length, or otherwise questionable content.

- Comments are sorted by class, enrollment status, and sex. Information for these variables was provided by your institution.
<table>
<thead>
<tr>
<th>Class</th>
<th>Enrollment</th>
<th>Sex</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year</td>
<td>Full-time</td>
<td>Male</td>
<td>The welcome program at my college is great. I found that everything was open for me, you just have to decide and participate. Great outreach programs and very helpful. My first semester was difficult being so far away from home and not knowing anyone. Things are better, great professors and staff.</td>
</tr>
<tr>
<td>First-year</td>
<td>Full-time</td>
<td>Male</td>
<td>That took way longer than ten minutes. Your survey may be skewed by the fact that some students just honestly don’t bother to seek out social opportunities, no matter how much they are advertised. Just a thought.</td>
</tr>
<tr>
<td>Senior</td>
<td>Full-time</td>
<td>Female</td>
<td>No comments or feedback</td>
</tr>
</tbody>
</table>
| Senior | Full-time  | Female | I am what is called a non-traditional student. I’m 61 years old, an Air Force brat and an Army wife. I lived in Germany for 3.5 years when my father was stationed there in 1964-1967. I was 11-14 years old and got to see a lot. I went to Catholic school as much as my parents could afford. I have lived on both ends of the economic spectrum and met a lot of different ethnic people. I am getting a BFA in Fiber Arts and I own a small business.  
Translation: I am not your typical student.  
But it was nice taking the survey.                                                                                                                                                                                                                                                                 |
| Senior | Full-time  | Female | A Hispanic or Latino club would be great to have at this university.                                                                                                                                                                                                                                                                 |
| Senior | Full-time  | Female | This school has good instructors however not everyone connects information very well.                                                                                                                                                                                                                                                                                                            |
| Senior | Full-time  | Female | I have thoroughly enjoyed taking classes within the HAPPS Department at Adams State. The professors provided me with academic support, career guidance and thought provoking discussion throughout my undergrad. The area I struggled most in was completing the math requirement: while taking and failing 3 finite math courses over my 4 years at Adams State, I received no additional help from professors, even when I asked for it. I went through 2 semesters of tutoring through the math lab, and still had serious trouble completing the course with anything higher than a C-. The math department at Adams does not work with students, and in my experiences along with several others I have heard from, they do not seem to care whether a student passes, fails or has great difficulty understanding the material. My transcripts reflect that this is the one area I had serious trouble in during my college career. I’m including this feedback because I know that one of the key reasons students have been transferring out of ASU after only a year or two, is that they have trouble completing the math requirement. Other than that, I think that I have gotten a quality education from Adams State. |
| Senior | Full-time  | Female | The HPPE department is great for any students who are interested in fitness, health, wellness, and sport. The institution itself is what you make of it!                                                                                     |
| Senior | Full-time  | Female | I have attended several institutions, both in person and online, and I feel that the faculty and staff here at Adams is not only comparable, but often better than professors I have had in other places. I also appreciate the small class sizes and the opportunity that is offered because of the amount of individual attention that is able to be given to students as a result of the small student to professor ratios. |
| Senior | Full-time  | Female | The Adams State nursing department needs to work on organization, communication, and professionalism.                                                                                                                                                                                                                           |
| Senior | Full-time  | Male  | REFORM THE TEACHER EDUCATION DEPARTMENT PLEASE                                                                                                                                                                                                                                                                                   |
| Senior | Full-time  | Male  | The institution can help more with student success. Both in school, as a current student, and post graduation. The institution is not very open to all views of political and religious philosophies of students. They can work better to encourage students to have groups of different ideas. The community as a whole, is not open to other views. |
| Senior | Full-time  | Male  | It seems to me that the majority of my institution’s time, money, and energy goes to reinforcing a sports culture that does little but hemorrhage the tuition that real students pay for an education. I have personally observed a professor give an athlete a falsified grade report so that the athlete in question could attend a meet despite not making the minimum academic requirements for it. This favoritism is appalling, and a travesty to those students who go here for an education. Furthermore, the student government is firmly in the pockets of the administration, and continue to pass bills increasing fees so that they may have a larger fund with which to nurse the horrendously obese culture of sport. If I were to combust spontaneously, I would consider it a Pyrrhic victory if the flames from my smoldering, cracking flesh ignited the football stadium. |
Some professors and faculty members are very helpful while others are not. The consistency of help could be improved throughout the campus.

If it wasn't for the business department, especially the ag business part, I would have left this institution a long time ago. The professors and advisors in the business building are the only reason that I stuck it out here. Aside from that, I would not recommend this university to anyone. The faculty and staff in Richardson have been unhelpful and difficult to work with. This university seems to be more focused on athletics rather than the general student population even though track is the only successful sport that is worth having and doing things for. AS&F is a joke and is not worth having. They take our money and make getting money for clubs almost impossible unless you are one of their favorites. I never plan on coming back to Alamosa after 1 graduate.

I have really enjoyed my time at Adams State. I feel privileged to have come here, and have a strong desire to represent my school and department well moving into the future. I want to make my teachers and mentors here proud.

I am an on-line student so most of these questions do not apply to me. I will say getting professors to help me is nearly impossible with some classes, for instance Managerial Economics was a joke. 2 to 3 weeks to get answers to my emails and then not getting what I ask for even then.

I'm a distance degree student so I spend no time on the physical campus. I have had an incredible experience at Adams State University. All the staff are extremely helpful and understanding when helping me. Despite the great distance between me and my instructors they always are willing to help me in many ways and always get back to me in a timely manner. I couldn't ask for a better institution to earn my Bachelor's degree from!

This university just wants your money, they do not help you or work with you on your education plan. I had a bad advisor who had me take classes I didn't need just to get more money from me. Lucky I now have a great advisor who has worked hard to get me back on track after taking unneeded classes. I would not use this university for my masters.

Good college experience, especially for the price.

I'm an older non-traditional student who moved to Alamosa to complete the BSN program at Adams State. I have found that Adams State is very geared towards the traditional undergrad student. It would be great for Adams State to look for ways to help the older/non-traditional students, or those living off campus. It seems like there are more students in these categories with ASU's new Masters and Nursing programs. I found the student budget is entirely too small to cover my expenses, yet financial aid doesn't help cover. This has made me scramble to find off-campus jobs during that have taken away from my studies. The off-campus housing options in Alamosa are often overpriced and not up to code. The student events on campus are geared towards the 18-22 yr old and it's very hard to find and meet anyone in the late-20s, 30s range. More social activities or mixers with these programs would be great. I find my time at ASU has been very isolating. I've also been here over the summer and would love some support or resources for finding summer jobs. I'm a nursing student and even at the local hospital they were turned off by the fact that I would have to return to school in 3 months time! Honestly, if I had the option to continue my program in any other location, I would jump at the chance.

I love this institution! Small classes means that all my professors know me by name! And the professors in the psychology department are beyond wonderful and they make an effort to know each student personally!

I am an extended studies student. Many of the questions did not apply, but that was not an option to choose from.

The manager finance class is setup for failure or a poor grade. When a person transcript reflects Bs and As and you failed this course once and failing again the second time - there a problem here. I will mostly retake it out the University of Kansas and transfer it. The instructor syllabus does not match the text book. And every problem on the text is not covered in the text book nor the syllabus. I positive this will going to the dean soon to look into as the DOD side house has already looked into and agrees with my complaint. I wanted 2 years in hopes Javad Gorjizadez would quit and I could retake the course. Right now he is to business in Singapore and Air Show to help his students. This Professor ethics in teaching and his test need to be looked into for fairness. I am deeply upset and like I always say, I not wrong and Javad Gorjizadez is not wrong. That is up to the Judge to decided who is wrong when I file my law suit to return my funds for this course. I have the evidence in black & white, copy of the test, syllabus and the text book. Not even you could pass this test if was open book and syllabus.
<table>
<thead>
<tr>
<th>Class</th>
<th>Enrollment</th>
<th>Sex</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior</td>
<td>Not full-time</td>
<td>Male</td>
<td>This survey is way too long. If I was not motivated to give you feedback I would have stopped a long time ago.</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Theme</th>
<th>Engagement Indicator</th>
<th>Your students compared with Rocky Mt Public</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>First-year</td>
</tr>
<tr>
<td>Higher-Order Learning</td>
<td></td>
<td>--</td>
</tr>
<tr>
<td>Reflective &amp; Integrative Learning</td>
<td></td>
<td>--</td>
</tr>
<tr>
<td>Learning Strategies</td>
<td></td>
<td>--</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td></td>
<td>--</td>
</tr>
<tr>
<td>Collaboration Learning</td>
<td>△</td>
<td>--</td>
</tr>
<tr>
<td>Discussions with Diverse Others</td>
<td></td>
<td>--</td>
</tr>
<tr>
<td>Student-Faculty Interaction</td>
<td>△</td>
<td>△</td>
</tr>
<tr>
<td>Effective Teaching Practices</td>
<td></td>
<td>--</td>
</tr>
<tr>
<td>Quality of Interactions</td>
<td></td>
<td>--</td>
</tr>
<tr>
<td>Supportive Environment</td>
<td></td>
<td>--</td>
</tr>
</tbody>
</table>

### 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.

## 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

<table>
<thead>
<tr>
<th></th>
<th>ASU</th>
<th>Rocky Mt Public</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>41%</td>
<td>48%</td>
</tr>
</tbody>
</table>

### Senior

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

<table>
<thead>
<tr>
<th></th>
<th>ASU</th>
<th>Rocky Mt Public</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>63%</td>
<td>63%</td>
</tr>
</tbody>
</table>

- □ Participated in two or more HIPs
- □ Participated in one HIP
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.

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 Engagement Indicators and High-Impact Practices. This section displays the five questions 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 Rocky Mt Public
- Prepared for exams by discussing or working through course material w/other students (CL)
- Worked with a faculty member on activities other than coursework (SF)
- Explained course material to one or more students (CL)
- Discussions with... People of a race or ethnicity other than your own (DD)
- Quality of interactions with other administrative staff and offices (QI)

Lowest Performing Relative to Rocky Mt Public
- Institution emphasis on providing support for your overall well-being (SE)
- Institution emphasis on studying and academic work (SE)
- Extent to which courses challenged you to do your best work (SE)
- Spent more than 10 hours per week on assigned reading (SE)
- About how many courses have included a community-based project (service-learning)? (HIP)

Senior
Highest Performing Relative to Rocky Mt Public
- Discussed course topics, ideas, or concepts with a faculty member outside of class (SF)
- Talked about career plans with a faculty member (SF)
- Quality of interactions with academic advisors (QI)
- Included diverse perspectives (....) in course discussions or assignments (RI)
- Discussed your academic performance with a faculty member (SF)

Lowest Performing Relative to Rocky Mt Public
- Institution emphasis on attending events that address important social/econ./poli. issues (SE)
- Institution emphasis on providing opportunities to be involved socially (SE)
- Institution emphasis on studying and academic work (SE)
- Worked with other students on course projects or assignments (CL)
- Institution emphasis on providing support for your overall well-being (SE)

a. The displays on this page draw from the items that make up the ten Engagement Indicators (EI), 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.
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.

<table>
<thead>
<tr>
<th>Perceived Gains</th>
<th>Percentage of Seniors Responding &quot;Very much&quot; or &quot;Quite a bit&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thinking critically and analytically</td>
<td>90%</td>
</tr>
<tr>
<td>Writing clearly and effectively</td>
<td>74%</td>
</tr>
<tr>
<td>Speaking clearly and effectively</td>
<td>71%</td>
</tr>
<tr>
<td>Acquiring job- or work-related knowledge and skills</td>
<td>64%</td>
</tr>
<tr>
<td>Working effectively with others</td>
<td>64%</td>
</tr>
<tr>
<td>Developing or clarifying a personal code of values and ethics</td>
<td>64%</td>
</tr>
<tr>
<td>Solving complex real-world problems</td>
<td>60%</td>
</tr>
<tr>
<td>Analyzing numerical and statistical information</td>
<td>59%</td>
</tr>
<tr>
<td>Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.)</td>
<td>56%</td>
</tr>
<tr>
<td>Being an informed and active citizen</td>
<td>54%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Percentage Rating Their Overall Experience as &quot;Excellent&quot; or &quot;Good&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>0% 25% 50% 75% 100%</td>
</tr>
<tr>
<td>First year</td>
</tr>
<tr>
<td>ASU</td>
</tr>
<tr>
<td>Rocky Mt Public</td>
</tr>
<tr>
<td>Senior</td>
</tr>
<tr>
<td>ASU</td>
</tr>
<tr>
<td>Rocky Mt Public</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage Who Would &quot;Definitely&quot; or &quot;Probably&quot; Attend This Institution Again</th>
</tr>
</thead>
<tbody>
<tr>
<td>0% 25% 50% 75% 100%</td>
</tr>
<tr>
<td>First year</td>
</tr>
<tr>
<td>ASU</td>
</tr>
<tr>
<td>Rocky Mt Public</td>
</tr>
<tr>
<td>Senior</td>
</tr>
<tr>
<td>ASU</td>
</tr>
<tr>
<td>Rocky Mt Public</td>
</tr>
</tbody>
</table>

Administration Details

Response Summary

<table>
<thead>
<tr>
<th></th>
<th>Count</th>
<th>Resp. rate</th>
<th>Female</th>
<th>Full-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>First year</td>
<td>75</td>
<td>19%</td>
<td>63%</td>
<td>96%</td>
</tr>
<tr>
<td>Senior</td>
<td>115</td>
<td>31%</td>
<td>68%</td>
<td>72%</td>
</tr>
</tbody>
</table>

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

Additional Questions

Your institution administered the following additional question set(s):
- Academic Advising
- Experiences with Diverse Perspectives

Refer to 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 1,500 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.intra.edu

IPEDS: 126182
To focus public awareness on what constitutes quality in the college experience, NSSE developed *A Pocket Guide to Choosing a College*. This helpful brochure gives prospective students and their families key questions to ask during their campus visits, allowing them to actively consider student engagement during the college choice process.


**Who can use this report?**

*A Pocket Guide to Choosing a College: NSSE 2014 Answers from Students* is a summary of student engagement on your campus. It may be of special interest to admissions professionals, particularly those distributing the NSSE pocket guide to visiting students. The results can also be used as a resource for orientation staff, advisors, faculty, and others who work regularly with first-year students.

**How can an institution customize and distribute results?**

*A Pocket Guide to Choosing a College: NSSE 2014 Answers from Students* is designed for sharing NSSE results. The report is delivered in both PDF and Excel formats so that institutions can easily insert logos, campus photos, or additional information. Institutions are encouraged to post copies of the report and other results from their NSSE *Institutional Report 2014* on their Web site.

**How can I get a copy of this report for my institution?**

Each participating institution designates a staff member to serve as the primary liaison for NSSE correspondence and reports. Known as the Campus Project Manager (CPM), the primary liaison may assist you in obtaining a copy. Contact NSSE for help identifying your CPM.

**How can I get copies of the NSSE pocket guide?**

College and university admissions officers may request up to 300 free NSSE pocket guides per year. Additional quantities are available for a small fee. A Spanish version of the NSSE pocket guide, *Una Guía de Bolsillo Para Escoger una Universidad: Preguntas a Hacer en Tus Visitas Universitarias*, is also available.

The QR code at left can be used to access a mobile version of the NSSE pocket guide. It is available on the NSSE Web site for institutions to include in their recruitment, college fair, and campus tour materials.

If you have questions about these resources, contact the NSSE Institute at nsse@indiana.edu or toll-free at 866-435-6773.
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 190 ASU students on the 2014 survey.

### Academics

**How much time do students spend studying each week?**

First-year (FY) students spent an average of 12 hours per week preparing for class while seniors spent an average of 14 hours per week.

<table>
<thead>
<tr>
<th>Hours per week</th>
<th>First year</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>12</td>
<td>14</td>
</tr>
</tbody>
</table>

**Do courses challenge students to do their best?**

41% 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 43 pages of writing and seniors estimated an average of 81 pages.

**How much reading is expected?**

FY students estimated they spent an average of 5 hours per week on assigned reading, and seniors read 8 hours per week.

**How often do students make course presentations?**

22% of FY students and 64% of seniors "frequently" gave course presentations.

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

56% of FY students "frequently" included diverse perspectives in course discussions or assignments.

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

35% of FY students "frequently" used numerical information to examine a real-world problem or issue; 61% of seniors "frequently" reached conclusions based on their own analysis of numerical information.

### Experiences with Faculty

**Are faculty members accessible and supportive?**

56% 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?**

32% of FY and 58% of seniors "frequently" discussed career plans with faculty.

**Do faculty members clearly explain course goals and requirements?**

81% of FY students said instructors clearly explained course goals and requirements "quite a bit" or "very much."

**Do students receive prompt and detailed feedback?**

61% of FY students and 74% 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?**

26% 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 26% of seniors worked on a research project with a faculty member.
Learning with Peers

How often do students work together on class projects and assignments? 
48% of FY students and 53% of seniors "frequently" worked with their peers on course projects and assignments.

Do students help each other learn? 
70% of seniors "frequently" explained course material to one or more students.

How often do students work together to prepare for exams? 
58% 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? 
Among FY students, 70% "frequently" had discussions with people with different political views, 76% "frequently" had discussions with people from a different economic background, and 85% "frequently" had discussions with people from a different race or ethnicity.

Rich Educational Experiences

What types of honors courses, learning communities, and other distinctive programs are offered? 
During their first year, 12% of students participated in a learning community. By spring of their senior year, 51% of students had done (or were doing) a culminating senior experience.

How many students study in other countries? 
By their senior year, 7% of students had studied abroad.

How many students get practical, real-world experience through internships or field experiences? 
By spring of their senior year, 47% 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? 
39% of FY students and 64% of seniors said "at least some" of their courses included a community-based service-learning project.

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

Campus Environment

Are students encouraged to use learning support services (tutors, writing center)? 
76% of FY students said the institution "substantially" emphasized the use of learning support services.

How satisfied are students with academic advising? 
52% of FY students and 67% of seniors gave the quality of their interactions with academic advisors a "high" rating.

How well do students get along with each other? 
51% of FY students gave the quality of their interactions with their peers a "high" rating.

How satisfied are students with their educational experience? 
78% of FY and 82% of seniors rated their entire educational experience at this institution as "excellent" or "good."

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