

**REPORT OF THE RESULTS
OF THE SPRING 2001 NATIONAL SURVEY OF STUDENT
ENGAGEMENT**

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ABSTRACT

This report describes the results of the Spring 2001 administration of the National Survey of Student Engagement (NSSE) to BGSU's freshmen and seniors. The NSSE was designed by national assessment experts to gather information about undergraduates' characteristics, college activities, opinions about their institution, and learning and personal development as the outcomes of their college education. An Institutional Engagement Index that compares BGSU's students' academic engagement as measured by their responses to the NSSE with predicted responses based upon student and institutional characteristics is included in this report. The results of NSSE may be used to assist in BGSU's assessment and institutional improvement efforts.

BACKGROUND AND METHODOLOGY

The Office of Institutional Research conducts surveys among undergraduate students at BGSU to assess the extent to which they engage in a variety of educational practices and what they gain from their college experiences. One of the office's principal means of data collection between 1997 and 1999 was the BGSU Undergraduate Experiences Questionnaire (BUEQ), which was constructed in the IR office from a variety of sources. Since 2000 the National Survey of Student Engagement (NSSE), a commercial survey that was developed at the Indiana University Center for Post-Secondary Research & Planning, has been used instead of BUEQ to collect data. The advantage of the NSSE is that it provides a vehicle not only for longitudinal comparison of students' experiences at BGSU, but also for comparison of those experiences with those from comparable institutions across the country.

This spring 177,103 students representing 321 four-year public/private institutions participated in the NSSE. The BGSU sample was comprised of 500 first-year and 500 senior students who were randomly selected by the NSSE project staff from electronic data files provided by BGSU. Students had the option of responding either via a traditional paper survey or via the World Wide Web. The overall **response rate** for BGSU was 42%, which is same as the response rate for all NSSE institutions and the average response rate for three of the 17 other participating public Doctoral Research Intensive universities (**peer universities***). There was a high degree of similarity between the respondents and the population at BGSU in terms of race, class level, enrollment status, and place of residence. Females (69% for sample vs. 57% for population), however, were over-represented. The proportion of respondents who were in Academic Enhancement (14%) was also somewhat high compared with those in the population of undergraduates (9%). This limitation requires that results from the survey be interpreted with some caution.

NSSE results were analyzed by noting the percentages of participants who provided various responses to the survey items. Responses were compared with those of three other peer universities. Internal group differences (e.g., class level, enrollment status, gender, race, and college) were also examined and significant differences are noted where they occurred.

A complete listing of the survey responses is included at the end of this report. Unless otherwise stated, all numbers in the report indicate percentages of survey participants. Percentages may not always sum to 100 due to rounding.

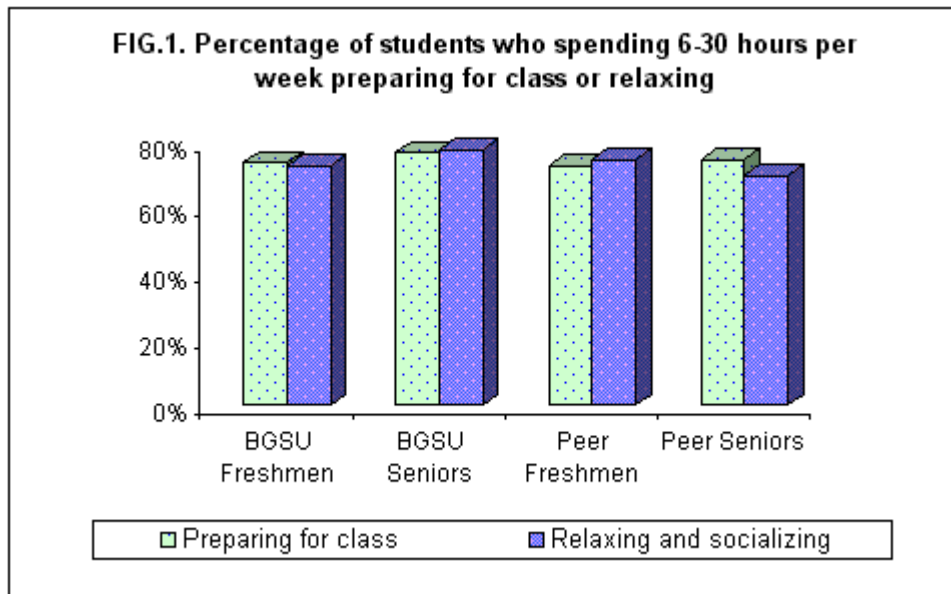
* Peer Universities: Miami University of Ohio,
University of Missouri-Kansas City,
University of North Carolina at Greensboro

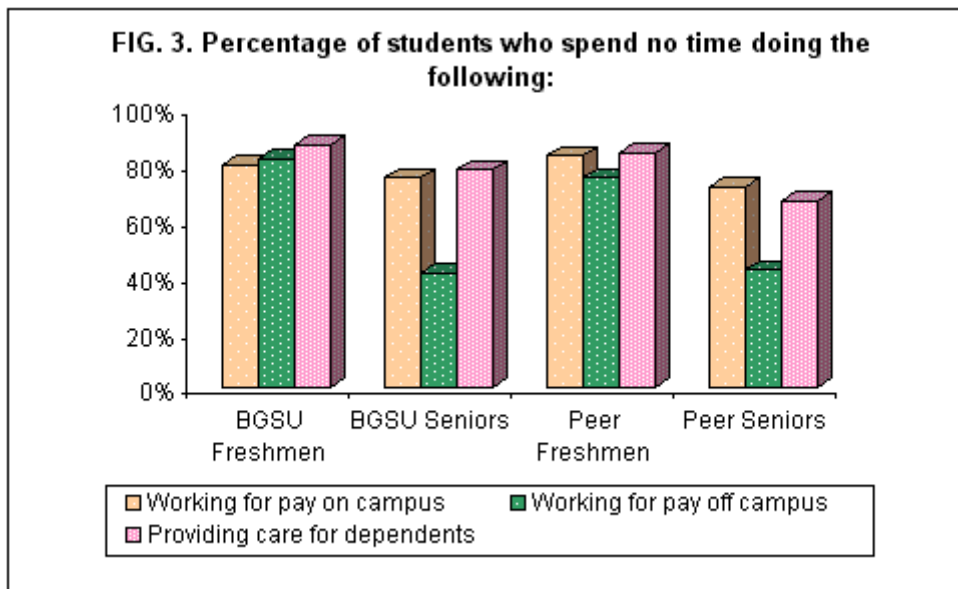
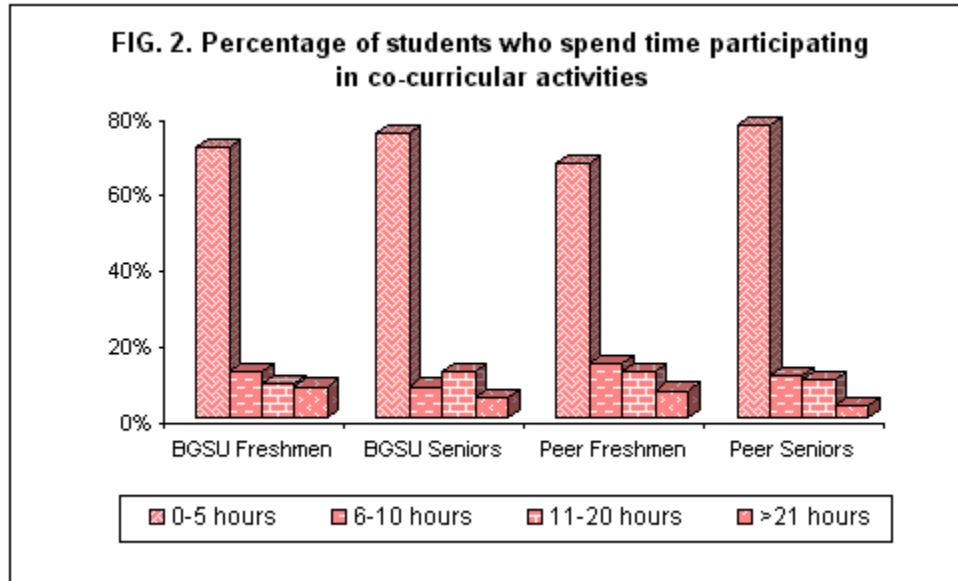
USE OF TIME

About how many hours do you spend in a typical week doing each of the following?

	BGSU Freshmen						BGSU Seniors					
	0	1-5	6-10	11-20	21-30	>30	0	1-5	6-10	11-20	21-30	>30
	%	%	%	%	%	%	%	%	%	%	%	%
Preparing for class	1	22	20	37	17	4	0	18	23	36	18	5
Working for pay on campus	80	3	8	8	1	0	75	3	6	12	2	2
Working for pay off campus	82	4	5	7	1	1	41	5	11	18	12	14
Participating in co-curricular activities	36	35	12	9	5	3	40	35	8	12	5	0
Relaxing and socializing	0	12	22	38	13	14	0	20	25	38	15	4
Providing care for dependents living with you	87	7	3	2	1	1	78	7	1	5	2	7

	Peer Universities Freshmen						Peer Universities Seniors					
	0	1-5	6-10	11-20	21-30	>30	0	1-5	6-10	11-20	21-30	>30
	%	%	%	%	%	%	%	%	%	%	%	%
Preparing for class	1	17	25	33	15	8	0	22	26	34	15	4
Working for pay on campus	83	3	5	8	1	0	72	6	11	8	1	1
Working for pay off campus	75	3	4	8	5	4	42	5	10	15	14	14
Participating in co-curricular activities	31	36	14	12	5	2	41	36	11	10	2	1
Relaxing and socializing	1	15	26	35	14	9	1	22	26	33	11	7
Providing care for dependents living with you	84	8	2	3	1	1	67	11	4	5	3	9





As shown on the tables and figures above, roughly two-thirds of students, both at BGSU and the peer universities, spent 6-30 hours per week preparing for class or relaxing/socializing, and 5 hours or less per week participating in co-curricular activities. Most of them don't spend time working for pay on campus and don't have obligations to care for their family members. Seniors, in general, spend more hours per week working off campus as well as taking care of their dependents when compared with freshmen. BGSU seniors, however, spent fewer hours per week providing care for dependents than did the seniors at peer universities.

Within BGSU, males spent more hours per week participating in co-curricular activities than did females; European American students spent more hours per week working for pay off campus than did minority students; full-time students spent less time working for

pay off campus and caring for dependents, but more time participating in co-curricular activities and relaxing/socializing than did part-time students. Since seniors were more likely to spend more time working off campus and caring for dependents, they had less time for relaxing and socializing than did freshmen. Among the students in seven colleges, Musical Arts students were most likely to spend more hours per week preparing for class; Academic Enhancement students were most likely to spend more hours relaxing; Technology students were most likely to work more hours off campus and spend more time caring for dependents.

ACADEMIC AND INTELLECTUAL EXPERIENCES

In your experience at your institution during the current school year, about how often have you done each of the following? (Percent "Very Often" or "Often")

	BGSU		Peer Universities	
	Freshmen	Seniors	Freshmen	Seniors
Worked on a paper or project that required integrating ideas or information from various sources	86%	84%	73%	86%
Prepared two or more drafts of a paper or assignment before turning it in	84%	51%	66%	45%
Used e-mail to communicate with an instructor	77%	70%	65%	68%
Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	64%	52%	68%	59%
Used an electronic medium (list-serve, chat group, Internet, etc.) to discuss or complete an assignment	57%	54%	52%	61%
Asked questions in class or contributed to class discussions	55%	71%	56%	71%
Discussed grades or assignments with an instructor	55%	62%	48%	57%
Worked harder than you thought you could to meet an instructor's standards or expectations	55%	52%	52%	54%
Received prompt feedback from faculty on your academic performance (written or oral)	51%	64%	58%	68%
Worked with other students on projects during class	49%	48%	41%	41%
Discussed ideas from your reading or classes with others outside of class	45%	51%	57%	61%
Had serious conversations with students of a different race or ethnicity than your own	41%	33%	54%	47%
Worked with classmates outside of class to prepare class assignments	34%	54%	41%	62%
Talked about career plans with a faculty member or advisor	28%	38%	23%	37%
Made a class presentation	24%	63%	30%	62%
Came to class without completing readings or assignments	23%	21%	18%	20%
Tutored or taught other students (paid or voluntary)	15%	18%	12%	16%
Participated in a community-based project as part of a regular course	13%	7%	5%	9%
Discussed ideas from your reading or classes with faculty members outside of class	13%	12%	13%	20%

Worked with faculty members on activities other than coursework	9%	20%	9%	16%
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Seventy percent or more of BGSU respondents (both freshmen and seniors) indicated that they often or very often work on a paper or project that required integrating ideas or information from various sources, use e-mail to communicate with their instructors, and complete their readings or assignments before coming to class. Another half or more of them reported that they often or very often prepare two or more drafts of a paper or assignment before turning it in, have serious conversations with students who differ from them in terms of their religious beliefs/political opinions/personal values, use an electronic medium to discuss or complete an assignment, ask questions in class or contribute to class discussions, discuss grades or assignments with an instructor, work harder than they thought they could to meet an instructor's standards or expectations, and receive prompt feedback from faculty on their academic performance. Only 20% or less of BGSU respondents indicated that they often or very often participate in a community-based project as part of a regular course, tutor other students, discuss ideas from their reading or classes with faculty members outside of class, and work with a faculty member on activities other than coursework.

Difference between BGSU and Peer Universities:

Compared with the undergraduates at peer institutions, BGSU undergraduates (both freshmen and seniors) were generally less engaged with others outside of class in discussing ideas from their reading or classes, and had less interactions with students of a different race or ethnicity than their own. BGSU freshmen, however, used e-mail more frequently to communicate with their instructors than did the freshmen at peer universities. They also spent significantly more time preparing two or more drafts of a paper or assignment before tuning it in, and working on a paper or project that required integrating ideas or information from various sources than did the freshmen at peer universities.

Differences between Internal Groups:

Freshmen were more likely than seniors to prepare two or more drafts of a paper or assignment before turning it in and to have serious conversations with students who differ from them in terms of their religious, beliefs, political opinions, or personal values. Seniors, on the other hand, were more engaged with faculty in terms of academic and career advising as well as on activities other than coursework. They were also more likely than freshmen to make a class presentation, ask questions in class or contribute to class discussions, and work with classmates outside of class to prepare class assignments.

Full-time students, in general, exhibit significantly greater engagement with their learning activities than part-time students. They more often than part-time students make a class presentation, prepare two or more drafts of a paper/assignment before tuning it in, work on a paper or project that required integrating ideas, work with other students on projects/assignments both in and out of class, use an electronic medium to discuss or complete an assignment, use e-mail to communicate with their instructors, talk about their career plans with a faculty member or advisor, work harder than they thought they could to meet an instructor's standards or expectations, and have serious conversations

with students different from themselves, both racially and ideologically. Part-time students more often than full-time students report that they received prompt feedback from faculty on their academic performance.

Female students were more likely than male students to report that they worked harder than they thought they could to meet an faculty's standards or expectations. European American students were more likely than minority students to participate in a community-based project as part of a regular course. Minority students, on the other hand, were more likely than European American students to ask questions in class, prepare class assignments with classmates outside of class, discuss ideas from their readings/classes with faculty members outside of class, and have serious conversations with students who differ from themselves in terms of race, religious beliefs, political opinions, and personal values.

Among the students in seven colleges, Academic Enhancement students were most likely to rewrite a paper or assignment several times before turning it in. Technology students were most likely to make a class presentation, work with other students on projects during class, and discuss grades or assignments with an instructor. They were, however, least likely to use e-mail to communicate with an instructor and have serious conversations with students different from themselves racially and ideologically. They were also least likely to report that they worked harder than they thought they could to meet an instructor's standards or expectations. While Musical Arts students were most likely to work with faculty members on activities other than coursework, they were least likely to use an electronic medium to discuss or complete an assignment. Business Administration students were least likely to talk about their career plans with a faculty member or advisor. They were also least likely to report that they received prompt feedback from faculty on their academic performance.

Compared with students in other colleges, students in Arts & Sciences, Musical Arts, and Technology more frequently report that they asked questions in class or contributed to class discussions. Students in Education & Human Development and Musical Arts more often tutor other students. Students in Technology, Musical Arts, and Education & Human Development were less likely to come to class without completing readings or assignments.

READING, WRITING, AND EXAMINATIONS

During the current school year, about how much reading and writing have you done?

	BGSU							
	Freshmen				Seniors			
	0	1-10	11-20	>20	0	1-10	11-20	>20
Number of assigned textbooks, books, or book-length packs of course readings	0%	60%	28%	12%	1%	66%	22%	10%
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	39%	57%	1%	3%	26%	66%	5%	3%

Number of written papers or reports of 20 pages or more	93%	7%	0%	1%	57%	43%	0%	0%
Number of written papers or reports between 5 and 19 pages	5%	77%	16%	2%	11%	78%	7%	4%
Number of written papers or reports of fewer than 5 pages	2%	63%	23%	12%	8%	46%	24%	22%

	Peer Universities							
	Freshmen				Seniors			
	0	1-10	11-20	>20	0	1-10	11-20	>20
Number of assigned textbooks, books, or book-length packs of course readings	0%	49%	35%	16%	1%	62%	23%	14%
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	25%	69%	4%	2%	19%	71%	6%	5%
Number of written papers or reports of 20 pages or more	85%	13%	1%	1%	48%	50%	1%	1%
Number of written papers or reports between 5 and 19 pages	10%	72%	14%	5%	8%	72%	17%	4%
Number of written papers or reports of fewer than 5 pages	2%	44%	30%	25%	5%	53%	24%	18%

To what extent have your examinations during the current school year challenged you to do your best work

	BGSU		Peer Universities	
	Freshmen	Seniors	Freshmen	Seniors
Very Little, 1	1%	1%	1%	0%
2	1%	3%	0%	1%
3	4%	9%	2%	5%
4	8%	9%	7%	8%
5	32%	29%	30%	26%
6	43%	34%	40%	41%
Very Much, 7	12%	15%	20%	19%

Like the students in peer universities, 80% or more of BGSU respondents read 20 or fewer assigned books and 10 or fewer not assigned books a year. They were more likely to write papers or reports 19 pages or fewer instead of 20 pages or more. Seniors, in general, write more papers of 20 pages or more per year than do freshmen. Most of the students, both at BGSU and at peer universities, reported that the examinations they took last year have challenged them to do their best work.

Across internal groups, full-time students read more assigned books and wrote more papers/reports of fewer than 5 pages per year than did part-time students; Minority students wrote more long papers (20 pages or more) and read more assigned books than did European American students. Compared with students in other colleges, Technology and Musical Arts students read few assigned books a year. Academic Enhancement students were least likely to write papers or reports of 20 pages or more among the seven colleges.

MENTAL ACTIVITIES

During the current school year, to what extent has your coursework emphasized the following mental activities? (Percent "Quite a Bit" or "Very Much")

	BGSU		Peer Universities	
	Freshmen	Seniors	Freshmen	Seniors
Memorizing facts, ideas or methods from your courses and reading so you can repeat them in pretty much the same form	81%	64%	75%	60%
Analyzing the basic elements of an idea, experience or theory, such as examining a particular case or situation in depth and considering its components	73%	79%	81%	85%
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	71%	68%	65%	74%
Making judgments about the value of information, arguments, or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	68%	60%	62%	68%
Applying theories or concepts to practical problems or in new situations	67%	79%	69%	79%

Difference between BGSU and Peer Universities:

Most of the respondents, either at BGSU or peer universities, reported that their coursework emphasized all the activities listed on table above. Coursework for BGSU freshmen placed slightly more emphasis on memorization, synthesizing, and making judgments, but slightly less emphasis on analysis when compared to the freshmen at peer universities, and coursework for BGSU seniors placed slightly less emphasis on analysis, synthesizing, and making judgments when compared to the seniors at peer universities.

Differences between Internal Groups:

Freshmen were more likely than seniors to claim that their coursework emphasized memorization and making judgments. Seniors, on the other hand, were more likely to report that their coursework emphasized analysis and applications of theories.

Full-time students were more likely than part-time students to report that their coursework emphasized memorization, making judgments, and applications of theories. While European American students were more likely to indicate that their coursework emphasized synthesis, minority students were more likely to claim that their coursework emphasized memorization, analysis, and making judgments. Technology students were least likely to indicate that their coursework emphasized synthesis and applications of theories among the students in seven colleges.

ACADEMIC ENRICHMENT ACTIVITIES

Which of the following have you done or do you plan to do before you graduate from your institution? (Percent "Have Done" or "Plan to Do")

	BGSU		Peer Universities	
	Freshmen	Seniors	Freshmen	Seniors
Practicum, internship, field experience, co-op experience, or clinical assignment	82%	78%	81%	72%
Community service or volunteer work	67%	60%	75%	63%
Work on a research project with a faculty member outside of course or program requirements	25%	20%	26%	22%
Foreign language coursework	24%	29%	56%	42%
Study abroad	15%	6%	35%	17%
Independent study or self-designed major	9%	26%	13%	30%
Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	26%	36%	55%	72%

Differences between BGSU and Peer Universities:

Like the undergraduates at peer universities, 60% or more of the undergraduates at BGSU have completed or plan to complete a practicum, internship, field experience, co-op experience, and volunteer work, and only 20% or so of undergraduates have worked or plan to work on a research project with a faculty member outside of course or program requirements. BGSU students, however, were less likely to have done or plan to do a culminating senior experience, to study abroad, and to take foreign language coursework when compared with the students at peer universities.

Differences between Internal Groups:

Freshmen were more likely than seniors to do community service or volunteer work. Seniors were more likely than freshmen to do independent study and culminating senior experiences. Full-time students were more likely to do a practicum, internship, field experience, community service/volunteer work, and to work on a research project with a faculty member than were part-time students. Female students were more likely than male students to do community service/volunteer work. Minority students were more likely than European American students to do an independent study, community service work, a practicum/internship/field experience, and culminating senior experiences. Across the colleges, Arts & Sciences students were most likely to have taken or plan to take foreign language courses, but they were least likely to have done to plan to do a practicum, internship, field experience, co-op or clinical assignment.

EDUCATIONAL AND PERSONAL GROWTH

To what extent has your experience at this institution contributed to your knowledge, skills, and personal development (Percent "Quite a Bit" or "Very Much")?

	BGSU		Peer Universities	
	Freshmen	Seniors	Freshmen	Seniors
Acquiring a broad general education	76%	78%	79%	85%
Writing clearly and effectively	75%	72%	68%	76%
Thinking critically and analytically	74%	78%	78%	88%
Learning effectively on your own	71%	76%	77%	75%
Understanding yourself	67%	71%	68%	73%
Using computing and information technology	61%	71%	58%	72%
Working effectively with others	59%	74%	68%	79%
Developing a personal code of value and ethics	54%	48%	53%	57%
Understanding people of other ethnic backgrounds	51%	45%	51%	49%
Speaking clearly and effectively	47%	62%	49%	68%
Acquiring job/work-related knowledge/skills	45%	73%	46%	72%
Analyzing quantitative problems	43%	60%	55%	68%
Improving the welfare of your community	27%	27%	31%	37%
Voting in local, state, or national elections	21%	20%	25%	25%

BGSU students overall give their college experience considerable credit with respect to most aspects listed on the table above, especially in terms of acquiring a broad general education, writing clearly, thinking critically, learning effectively on their own, and understanding themselves.

Difference between BGSU and Peer Universities:

BGSU freshmen were more likely than the freshmen at peer universities to report that their college education contributed to writing clearly and effectively. They were, however, less likely than the freshmen at peer universities to claim that their college experience contributed quite a bit or very much to analyzing quantitative problems and working effectively with others. BGSU seniors were less likely than the seniors at peer universities to indicate that their college education contributed to thinking critically and analytically, analyzing quantitative problems, developing a personal code of value and ethics, and improving the welfare of their community.

Difference between Internal Groups:

Compared with freshmen, seniors were more likely to indicate that their college education has improved their computing, speaking and analyzing skills; improved skills in working with other people; and provided them with better job or work-related skills. While female students were more likely than male students to report that their college education contributed to developing a personal code of values and ethics, they were less likely to claim that they gained quite a bit or very much on using computers.

Full-time students reported a greater contribution of their education to acquiring a broad general education, analyzing quantitative problems, learning effectively on their own, understanding themselves, and developing a personal code of values and ethics than did part-time students. While minority students reported less contribution of their education in terms of voting in elections and contributing to the welfare of their community, they reported a greater contribution than European American students with respect to acquiring job or work-related knowledge and skills, writing and speaking clearly and effectively, and using computing and information technology.

Across the colleges, Business Administration students were most likely to credit their education to analyzing quantitative problems; Musical Arts students were most likely to credit their education to acquiring job related knowledge and skills, but least likely to credit their education to acquiring a broad general education; Technology students were most likely to credit their education to using computing and information technology, but least likely to credit their education with respect to learning effectively on their own, understanding themselves, understanding people of other racial backgrounds, and developing a personal code of values and ethics. Technology and Musical Arts students also reported less contribution of their education to writing clearly and effectively than did the students in other colleges.

OPINIONS ABOUT YOUR SCHOOL

This portion of the survey asked students to express their opinions about the institution they are attending. Specifically, students were asked about 1) the extent to which they perceived that several aspects of students' development are emphasized, 2) their relationships with others, and 3) the quality of academic advising and the overall educational experience they had at their school. Results are summarized below.

1. Emphasis

To what extent does your institution emphasize each of the following? (Percent "Quite a Bit" or "Very Much")

	BGSU		Peer Universities	
	Freshmen	Seniors	Freshmen	Seniors
Spending significant amounts of time studying and on academic work	74%	63%	82%	80%
Providing the support you need to help you succeed academically	67%	58%	71%	62%
Encouraging contact among students from different economic/social/ethnic backgrounds	48%	29%	50%	38%
Providing the support you need to thrive socially	37%	29%	39%	29%
Helping you cope with your non-academic responsibilities (work, family, etc.)	21%	13%	20%	16%

Like the students at peer universities, most of BGSU students believe that their university emphasized spending significant amounts of time on academic work, and provided "very

much" or "quite a bit" support they needed to help them succeed academically. In contrast, only about 20% or less of the students feel that their university emphasized helping them cope with their non-academic responsibilities (work, family, etc.).

Difference between BGSU and Peer Universities:

Compared with the students at the peer universities, BGSU students were less likely to indicate that their institution emphasized spending significant amounts of time studying and on academic work. Seniors at BGSU were less likely to indicate that their institution emphasized encouraging contact among students from different background than were seniors at peer institutions.

Difference between Internal Groups:

Freshmen perceived BGSU as placing more emphasis on all the aspects listed on table above than did seniors. Full-time students perceived BGSU as having more emphasis on spending significant amounts of time studying, and providing the support they need academically and socially when compared with part-time students. While European American students perceived BGSU as having more emphasis on helping them cope with their non-academic responsibilities, minority students perceived BGSU as having more emphasis on providing the support they needed to help them succeed academically as well as on encouraging contact among students from different economic, social, and ethnic backgrounds. Among the students in seven colleges, Technology students were least likely to report that BGSU emphasized spending time on academic work

2. Quality of Relationships

Please rate your relationships with people at your institution:

	BGSU		Peer Universities	
	Freshmen	Seniors	Freshmen	Seniors
Relationships with other students				
Unfriendly, Unsupportive, Sense of Alienation, 1	0%	0%	1%	0%
2	4%	1%	2%	2%
3	3%	3%	4%	6%
4	7%	8%	11%	10%
5	18%	23%	21%	22%
6	39%	31%	34%	32%
Friendly, Supportive, Sense of Belonging, 7	30%	34%	27%	29%
Relationships with faculty members				
Unavailable, Unhelpful, Unsympathetic, 1	1%	2%	0%	1%
2	2%	4%	3%	1%
3	5%	7%	5%	4%
4	15%	14%	13%	13%
5	32%	27%	33%	28%
6	32%	39%	34%	34%
Available, Helpful, Sympathetic, 7	15%	8%	12%	19%

Relationships with administrative personnel and offices				
Unhelpful, Inconsiderate, Rigid, 1	1%	4%	3%	5%
2	1%	6%	7%	9%
3	10%	16%	9%	14%
4	21%	25%	19%	21%
5	30%	22%	28%	24%
6	28%	20%	27%	19%
Helpful, Considerate, Flexible, 7	10%	6%	7%	8%

Difference between BGSU and Peer Universities:

There were no significant differences in the perception of students' relationships with others between BGSU and peers. The majority of students, both at BGSU and peer universities, felt that their fellow students were friendly and supportive, and their faculty members were available, helpful, and sympathetic. In terms of their relationships with administrative personnel and offices, freshmen were more likely than seniors to choose helpful, considerate, and flexible rather than unhelpful, inconsiderate, and rigid.

Difference between Internal Groups:

Full time students and European American students reported better relationships with other students than did part-time students and minority students. European American students also reported better relationships with administrative staff than did minority students. Technology students were least likely to rate their relationships with other students as friendly and supportive among the students in seven colleges.

3. Quality of Academic Advising and Overall Educational Experience

Overall, how would you evaluate the quality of academic advising you have received at your institution?

	BGSU		Peer Universities	
	Freshmen	Seniors	Freshmen	Seniors
Excellent	22%	12%	19%	21%
Good	45%	38%	47%	35%
Fair	25%	31%	27%	29%
Poor	8%	19%	8%	15%

How would you evaluate your entire educational experience at your institution?

	BGSU		Peer Universities	
	Freshmen	Seniors	Freshmen	Seniors
Excellent	22%	20%	34%	37%
Good	64%	62%	53%	50%
Fair	12%	16%	12%	12%
Poor	2%	2%	2%	1%

**If you could start over again, would you go to the same institution
you are now attending?**

	BGSU		Peer Universities	
	Freshmen	Seniors	Freshmen	Seniors
Definitely Yes	37%	31%	40%	35%
Probably Yes	49%	48%	43%	44%
Probably No	9%	17%	11%	16%
Definitely No	5%	4%	6%	5%

The majority of the BGSU and peer university students evaluated their entire educational experience as good or excellent, and most of them would go to the same institution again if they could. Like the students at peer universities, BGSU seniors gave lower ratings to the quality of academic advising than did freshmen.

Compared with part-time students, BGSU full-time students gave higher ratings to the quality of academic advising they have received as well as their overall educational experience at BGSU. They were also more likely to enroll BGSU again than were part-time students. Students in Health and Human Services and Academic Enhancement were more likely to evaluate the quality of academic advising as good or excellent than were students in other colleges. Musical Arts students were least likely to choose BGSU again compared with students in other colleges.

INSTITUTIONAL ENGAGEMENT INDEX

The NSSE staff provided the Office of Institutional Research with an Institutional Engagement Index for BGSU based upon responses of BGSU students to the NSSE 2001 survey. Students' responses were grouped into five categories representing effective educational practice: Level of Academic Challenge, Active and Collaborative Learning, Student Interactions with Faculty Members, Enriching Educational Experiences, and Supportive Campus Environment. NSSE responses were formed into five summative scales along these dimensions and the five average institutional engagement scores for BGSU students were compared with predicted scores based upon several student and institutional characteristics for BGSU: public/private, admissions selectivity, undergraduate enrollment, urbanicity, full-time vs. part-time student distribution, student gender and racial/ethnic composition, educational and general expenses per student, endowment, distribution of student majors, distribution of student ages, and the percentage of students who completed the NSSE via the World Wide Web vs. the paper and pencil version. Results are shown below.

BENCHMARK SCORES*, BGSU

Benchmark	Actual		Predicted	Difference between predicted and actual
	2000	2001	2001	2001
First Year Students				
Level of Academic Challenge	49.8	51.9	49.3	2.6
Active and Collaborative Learning	39.6	39.1	36.8	2.3
Student Interactions with Faculty Members	30.1	35.1	30.1	5.0
Enriching Educational Experiences	43.1	49.7	50.0	-0.3
Supportive Campus Environment	58.3	58.8	57.0	1.8
Seniors				
Level of Academic Challenge	48.6	52.2	52.3	-0.1
Active and Collaborative Learning	48.4	46.7	47.7	-1.0
Student Interactions with Faculty Members	35.9	37.9	38.6	-0.7
Enriching Educational Experiences	38.7	41.2	43.3	-2.1
Supportive Campus Environment	53.1	51.7	52.7	-1.0

* Each benchmark was put on a 100-point scale.

Source: National Survey of Student Engagement, The College Student Report, Indiana University Center for Post-Secondary Research & Planning

First year students' reported levels of academic engagement were clearly greater on average than predicted in four out of five areas, while seniors' reported average academic engagement was lower than predicted levels. A preliminary implication is that the University appears to be adding considerable value to the educational experiences of first year students but not, on average, to those of seniors. It should also be noted that in seven out of ten cases the actual scores in 2001 were higher than in 2000.

SUMMARY AND CONCLUSIONS

During past academic year, the majority of BGSU undergraduates spent 6-30 hours per week preparing for class, the same amount of time relaxing or socializing, and 5 hours or less per week participating in co-curricular activities. Most of them don't spend time working for pay on campus and don't have obligations to care for their family members. Seniors worked more hours per week for pay off campus than did freshmen.

More than half of BGSU undergraduates indicated that they often or very often work on a paper or project that required integrating ideas or information from various sources, prepare two or more drafts of a paper or assignment before turning it in, come to class with completed readings or assignments, use e-mail or an electronic medium to communicate with others or discuss/complete an assignment, ask questions in class or contribute to class discussion, discuss grades or assignments with an instructor, receive prompt feedback from faculty on their academic performance, work harder than they

thought they could meet an instructor's standards or expectations, and have serious conversations with students who differ from them in terms of their religious beliefs, political opinions, or personal values. Eighty percent or more of them, however, never or only occasionally participated in a community-based project as part of a regular course, discussed ideas from their reading or classes with faculty members outside of class, and worked with a faculty member on activities other than coursework.

BGSU undergraduates were more likely to read assigned books than unassigned books and to write shorter papers (<20 pages) than longer papers (>20 pages). They were also more likely to have done or plan to do a practicum, internship, co-op, field experience, and volunteer work than to do an independent study, study abroad, culminating senior experience (comprehensive exam, capstone course, thesis, project, etc), and to work on a research project with a faculty member outside of course or program requirements. Most of the BGSU undergraduates claimed that the examinations they have taken challenged them to do their best work.

BGSU students overall give their college experience considerable credit with respect to most aspects of educational and personal development listed on the survey, especially in terms of acquiring a broad general education, writing clearly, thinking critically, learning effectively on their own, and understanding themselves. They were more likely to agree that BGSU emphasized spending significant amounts of time studying and providing the support they needed to help them succeed academically than to agree that BGSU emphasized providing the support they needed to thrive socially and helping them cope with their non-academic responsibilities. Seniors were less satisfied with the academic advising they received at BGSU than were freshmen.

The majority of BGSU undergraduates described other students as friendly, supportive, and providing a sense of belonging, and their faculty members as available, helpful, and sympathetic. In terms of their relationships with administrative personnel and offices, more students chose helpful, considerate, and flexible as descriptors rather than unhelpful, inconsiderate, and rigid. More than 80% of the undergraduates evaluated their entire educational experience at BGSU as good or excellent. The majority of the students would go to BGSU again if they could start over again.

The results of Institutional Engagement Index revealed that first year students' reported levels of academic engagement were greater than predicted in four out of five areas, but seniors' reported academic engagement was lower than predicted levels in all five areas. It should also be noted that in seven out of ten cases the actual scores in 2001 were higher than in 2000.

There are some differences in the survey results between BGSU and the peer universities as well as between students in different internal groups. Of particular concern may be the differences between BGSU and our peers. Compared with freshmen/seniors at peer universities, BGSU freshmen/seniors were less likely to:

- take foreign language courses;

- complete culminating senior experiences;
- discuss ideas from their reading or classes with others outside of class;
- have serious conversations with students of a different race or ethnicity than their own;
- report that BGSU emphasized quite a bit or very much spending significant amounts of time studying and on academic work.

The major limitation of this study is the relatively low response rate (42%) and the overrepresentation of women as well as Academic Enhancement respondents. Some caution must be taken when interpreting the results.

The Office of Institutional Research welcomes feedback concerning this and other studies and how they can continue to be improved.