

**REPORT OF THE RESULTS  
OF THE SPRING 2007 NATIONAL SURVEY OF  
STUDENT ENGAGEMENT**

- Abstract .....1
- Background and Methodology ..... 2
- Results:
  - Time on Task ..... 4
  - Academic and Intellectual Experiences .....6
  - Reading, Writing, Homework, and Examinations .....9
  - Mental Activities ..... 11
  - Arts, Wellness, Spirituality, and Reflective Learning Activities .....12
  - Academic Enrichment Activities ..... 13
  - Educational and Personal Growth ..... 14
  - Opinions about Your School ..... 15
  - Benchmark Report ..... 19
- Comments ..... 20
- Summary and Conclusions ..... 21
- NSSE Item Responses (will provide upon request)

**ABSTRACT**

This report describes the results of the Spring 2007 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. A Benchmark Report, which presents statistical comparisons of BGSU's scores on the five benchmarks of effective educational practice against the average scores for students in our selected peers, 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 to which they gain from their college experiences. One of the office's principal means of data collection is the National Survey of Student Engagement (NSSE), a commercial survey that was developed at the Indiana University Center for Post-Secondary Research and Planning, and used by 610 institutions this past year nationwide. BGSU's participation in the NSSE provides useful comparative information about our undergraduates' college experience.

This is the fifth year BGSU has participated in the NSSE study. We plan to continue the study biennially.

Students who are at two key points in their undergraduate program are asked to respond to the survey: near the end of the first year of college and just before graduation. In spring 2007, 2,803 freshmen and 2,195 seniors at BGSU were invited to complete the NSSE. Students responded via the World Wide Web. The overall response rate for BGSU was 18% (n=900), which is lower than the average institutional response rate for NSSE 2007 (30%) and the average response rate of 27% for eight of the **selected peer universities\***.

To examine how representative the survey respondents were of the entire undergraduate population, the demographic characteristics of the survey respondents were compared to Spring 2007 undergraduates. There is a high degree of race and enrollment status similarity between the respondents and the population (see the table on page 3). Female students, however, were over-represented, while the proportion of respondents who were in the College of Arts and Sciences and the College of Health and Human Services was slightly higher than that in the population. These limitations require that results from the survey be interpreted with some caution.

Responses were compared with those of eight 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.

Unless otherwise stated, all numbers in the report indicate percentages of survey participants. Percentages may not always sum to 100 due to rounding.

### **\* Eight Peer Universities:**

Ball State University  
Binghamton University  
Indiana University of Pennsylvania  
Miami University-Oxford  
Northern Arizona University  
The University of Alabama  
The University of Texas at Arlington  
University of Southern Mississippi

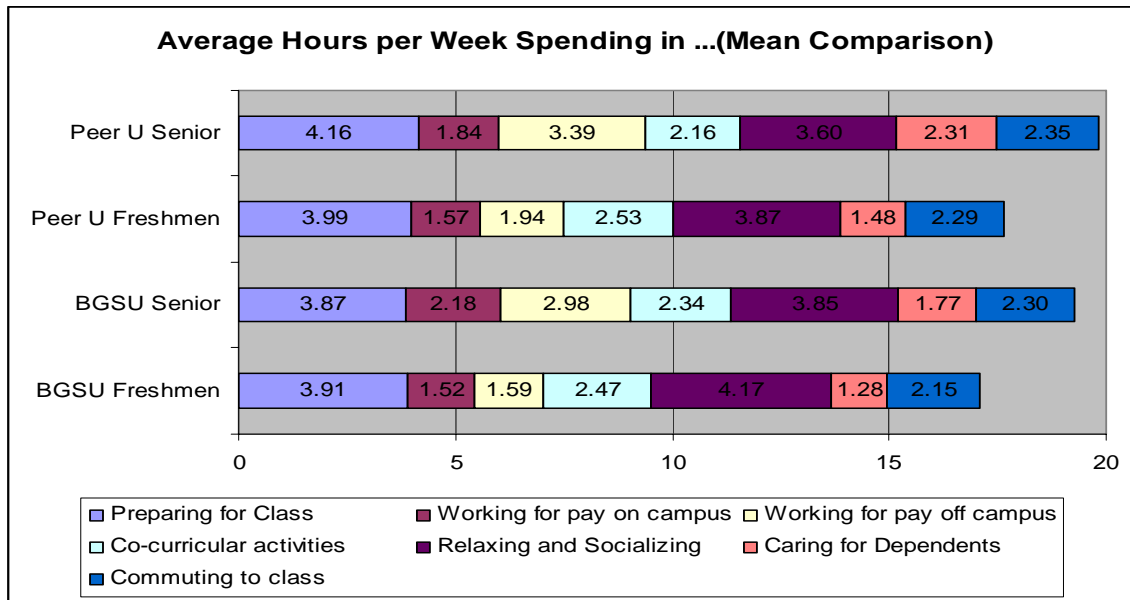
	<b>Respondent Characteristics</b>	<b>Population Characteristics</b>
<b>Gender:</b>		
Male	31%	45%
Female	69%	55%
<b>Race/Ethnicity:</b>		
Minorities	14%	15%
Caucasian/White	82%	81%
Foreign	0%	1%
Unknown	4%	3%
<b>Class Level:</b>		
Freshman	51%	52%
Senior	49%	48%
<b>Enrollment Status:</b>		
Full-time	97%	93%
Part-time	3%	7%
<b>College:</b>		
Arts and Sciences	33%	29%
Academic Enhancement	6%	8%
Business Administration	13%	13%
Education and Human Development	27%	28%
Health and Human Services	12%	11%
Musical Arts	3%	3%
Technology	6%	8%

## TIME ON TASK

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

	BGSU		Peer Universities	
	Freshman	Senior	Freshman	Senior
	%	%	%	%
<b>Preparing for class:</b>				
0 hour/week	0	0	0	0
1-5 hours/week	17	23	17	19
6-10 hours/week	30	28	27	24
11-20 hours/week	37	30	38	35
21-30 hours/week	13	14	13	14
more than 30 hours/week	3	4	4	8
<b>Working for pay on campus:</b>				
0 hour/week	82	62	81	74
1-5 hours/week	2	5	3	3
6-10 hours/week	6	10	5	7
11-20 hours/week	9	18	9	11
21-30 hours/week	0	3	2	3
more than 30 hours/week	1	2	1	2
<b>Working for pay off campus:</b>				
0 hour/week	82	54	75	49
1-5 hours/week	3	4	3	4
6-10 hours/week	3	5	4	6
11-20 hours/week	7	16	8	15
21-30 hours/week	2	11	5	11
more than 30 hours/week	1	10	4	16
<b>Participating in co-curricular activities:</b>				
0 hour/week	24	36	31	43
1-5 hours/week	41	32	33	29
6-10 hours/week	19	14	14	13
11-20 hours/week	10	14	15	9
21-30 hours/week	3	4	4	3
more than 30 hours/week	3	1	3	2
<b>Relaxing and socializing:</b>				
0 hour/week	1	0	1	1
1-5 hours/week	17	19	20	26
6-10 hours/week	25	32	30	31
11-20 hours/week	37	35	34	30
21-30 hours/week	12	8	9	7
more than 30 hours/week	9	5	6	5
<b>Providing care for dependents living with you:</b>				
0 hour/week	85	74	81	66
1-5 hours/week	10	11	9	9

6-10 hours/week	2	5	4	5
11-20 hours/week	1	3	3	7
21-30 hours/week	0	2	1	2
more than 30 hours/week	1	6	2	11
<b>Commuting to class:</b>				
0 hour/week	16	6	9	6
1-5 hours/week	66	69	70	69
6-10 hours/week	10	19	13	17
11-20 hours/week	6	5	6	5
21-30 hours/week	1	1	1	1
more than 30 hours/week	1	0	1	1



As shown on the table above, more than half of students both at BGSU and the peer universities spent 6-20 hours per week preparing for class or relaxing/socializing. Roughly three quarter of them spent 5 hours or less per week commuting to class and two-thirds of them spent 5 hours or less per week participating in co-curricular activities (organizations, campus publications, student government, social fraternities or sororities, intercollegiate or intramural sports, etc). Most of them don't spend any time working for pay on campus and don't have obligations to care for their family members. Seniors, however, spent significantly more hours working for pay but less time relaxing than did freshmen (see the chart above). They were also more likely to spend more time caring for their dependents and commuting to class . BGSU seniors spent more time than the seniors in the peer institutions participating in extracurricular activities.

Within BGSU, senior students and female students were more likely to spend greater number of hours per week than freshmen and male students in preparing for class, while minority students and the students in College of Technology were more likely to work less number of hours per week than Caucasian students and the students in other colleges in preparing for class. Freshmen and Caucasian students were more likely to spend less

time per week than senior students and minority students in working for pay on campus. Meanwhile, freshmen, full-time students, and the students in College of Musical Arts were more likely to spend less time per week than senior students, part-time students, and the students in other colleges working for pay off campus. Senior students, part-time students, and the students in Academic Enhancement program were more likely to spend fewer hours per week than freshmen, full-time students, and the students in other colleges in participating in co-curricular activities. Freshmen and male students were more likely to spend greater number of hours per week than senior students and female students in relaxing and socializing, while minority students were more likely to spend less number of hours per week than Caucasian students in relaxing and socializing. Freshmen and full-time students were more likely to spend less time per week than senior students and part-time students on providing care for dependents. Freshmen were more likely to spend less time per week than senior students in commuting to class.

## ACADEMIC AND INTELLECTUAL EXPERIENCES

Twenty-two questions in this section of the survey ask students about the frequency of various experiences including class-related participation and activities, working relationships and dialogue between students and faculty as well as among students, course-related use of technology, and paid or voluntary academically related service.

**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	
	Freshman	Senior	Freshman	Senior
	%	%	%	%
a. Asked questions in class or contributed to class discussions	64	71	55	69
b. Made a class presentation	26	59	24	61
c. Prepared two or more drafts of a paper or assignment before turning it in	72	41	53	46
d. Worked on a paper or project that required integrating ideas or information from various sources	83	85	73	86
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	64	65	60	60
f. Come to class without completing readings or assignments	20	28	18	21
g. Worked with other students on projects during class	46	54	45	49
h. Worked with classmates outside of class to prepare class assignments	37	59	39	61
i. Put together ideas or concepts from different courses when completing assignments or during class discussions	54	72	53	69
j. Tutored or taught other students (paid or voluntary)	17	23	16	21
k. Participated in a community-based project as part of a regular course	24	21	14	17

l. Used an electronic medium (list-serv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	54	59	54	62
m. Used e-mail to communicate with an instructor	83	88	75	84
n. Discussed grades or assignments with an instructor	53	60	50	59
o. Talked about career plans with a faculty member or advisor	40	41	28	41
p. Discussed ideas from your readings or classes with faculty members outside of class	25	26	19	26
q. Received prompt written or oral feedback from faculty on your academic performance	66	61	52	61
r. Worked harder than you thought you could to meet an instructor's standards or expectations	56	57	51	57
s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	21	25	16	22
t. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	49	57	51	63
u. Had serious conversations with students of a different race or ethnicity than your own	49	46	49	53
v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	57	57	56	58

About 80% 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, and use e-mail to communicate with their instructors. Another half or more of them reported that they frequently ask questions in class or contribute to class discussions, include diverse perspectives in class discussions or writing assignments, put together ideas or concepts from different courses when completing assignments or during class discussions, use an electronic medium to discuss or complete an assignment, discuss grades or assignments with an instructor, receive prompt written or oral feedback from faculty on their academic performance, work harder than they thought they could to meet an instructor's standards or expectations, discuss ideas from their reading or classes with faculty members outside of class, and have serious conversations with students who are very different from them in terms of their religious beliefs, political opinions, or personal values. Less than 30% of BGSU respondents claimed that they often or very often come to class without completing their readings or assignments, tutor or teach other students, participate in a community-based project as part of a regular course, discuss ideas from their readings or classes with faculty members outside of class, and work with faculty members on activities other than coursework. Twenty-six percent of BGSU freshmen respondents and 59% senior respondents said that they often or very often make a class presentation. Also, 72% of freshmen and 41% seniors expressed that they often or very often prepare two or more drafts of a paper or assignment before turning it in.

Compared with the students (both freshman and senior) at peer universities, BGSU students were less likely to work with classmates outside of class to prepare class assignments and to discuss ideas from their readings or classes with others outside of class. Compared with the freshmen in the peer institutions, BGSU freshmen were much

more likely to claim that they receive prompt written or oral feedback from faculty on their academic performance, talk about career plans with a faculty member or advisor, work on a paper or project that required integrating ideas or information from various sources, and participate in a community-based project as part of a regular course. Compared with the seniors in peer universities, BGSU seniors were less likely to have serious conversations with students of a different race or ethnicity than their own, and prepare two or more drafts of a paper or assignment before turning it in.

Within BGSU, seniors, in general, are having more engaging experiences than are freshmen. Compared with freshmen, seniors were not only more engaged with faculty in terms of communication by e-mail, but were also much more likely to ask questions in class or contribute to class discussions, make a class presentation, work on a paper or project that required integrating ideas or information from various sources, come to class without completing readings or assignments, work with other students on projects or assignments during and outside of class, put together ideas or concepts from different courses when completing assignments or during class discussions, tutor or teach other students, use an electronic medium to discuss or complete an assignment, and discuss ideas from their readings or classes with others outside of class. The only activity on the survey that they were significantly less likely to do than freshmen is preparing two or more drafts of a paper or assignment before turning it in.

Minority students, compared to Caucasian American students, were more engaged in discussing grades or assignments with faculty, discussing ideas from their readings or classes with others outside of class. Caucasian American students were less involved than minority students in talking about career plans with a faculty member or advisor, and discussing ideas from their readings or classes with faculty members outside of class.

Male students were more likely than female students to claim that they never or sometimes make a class presentation, include diverse perspectives in class discussions or writing assignments, tutor or teach other students, participate in a community-based project as part of a regular course, use e-mail to communicate with an instructor, and work harder than they thought they could to meet an instructor's standards or expectations. Compared with male students, female students were more likely to indicate that they came to class without completing readings or assignments. Males and minority students, however, were more likely than their counterparts to have serious conversations with students who are very different from them in terms of their religious beliefs, political opinions, or personal values.

Caucasian American students and part-time students were more likely than minority students and full-time students to put together ideas or concepts from different courses when completing assignments or during class discussions. Caucasian American students and full-time students were less likely than minority students and part-time students to have serious conversations with students of a different race or ethnicity than their own.

Among the respondents in the seven colleges, the students in the College of Health and Human Services were less engaged in tutoring or teaching other students, while the

students in the College of Technology were more likely to work harder than they thought they could to meet a faculty’s standards or expectations. Compared with the students in other colleges, Musical Arts students were most likely to ask questions in class or contribute to class discussions but less likely to participate in a community-based project as part of a regular course. The students in Academic Enhancement were less likely to make a class presentation but more likely to prepare two or more drafts of a paper or assignment before turning it in, and work with classmates outside of class to prepare class assignments than the students in other colleges. The students in the College of Arts and Sciences were more likely to include diverse perspectives in class discussions or writing assignments and discuss ideas from their readings or classes with others outside of class, but were less likely to work with other students on projects during class than the students in other colleges.

## READING, WRITING, HOMEWORK, AND EXAMINATIONS

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

	BGSU		Peer Universities	
	Freshman	Senior	Freshman	Senior
	%	%	%	%
Number of <b>assigned</b> textbooks, books, or book-length packs of course readings:				
none	1	2	1	1
1-4	16	29	22	30
5-10	42	42	44	38
11-20	28	19	24	18
>20	13	8	9	12
Number of books read on your own ( <b>not assigned</b> ) for personal enjoyment or academic enrichment:				
none	28	26	28	21
1-4	54	56	54	55
5-10	10	12	13	15
11-20	3	4	3	5
>20	5	2	2	5
Number of written papers or reports of <b>20 pages or more</b> :				
none	86	53	84	48
1-4	9	41	12	44
5-10	2	5	2	5
11-20	2	1	1	1
>20	1	1	1	2
Number of written papers or reports <b>between 5 and 19 pages</b> :				
none	7	7	14	10
1-4	50	42	53	47

5-10	26	36	26	30
11-20	15	11	6	10
>20	2	3	1	4
Number of written papers or reports of <b>few than 5 pages</b> :				
none	2	5	3	6
1-4	27	31	31	36
5-10	36	29	36	27
11-20	25	21	19	16
>20	10	15	10	15

**In a typical week, how many homework problem sets do you complete?**

	BGSU		Peer Universities	
	Freshman	Senior	Freshman	Senior
	%	%	%	%
Number of problem sets that take you <b>more than an hour</b> to complete:				
none	16	21	14	20
1-2	35	36	38	34
3-4	32	29	30	27
>=5	17	14	18	19
Number of problem sets that take you <b>less than an hour</b> to complete:				
none	7	17	12	27
1-2	38	34	36	36
3-4	29	29	27	20
>=5	27	19	25	17

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

	BGSU		Peer Universities	
	Freshman	Senior	Freshman	Senior
	%	%	%	%
<b>Very Little , 1</b>	1	2	1	1
<b>2</b>	1	1	1	2
<b>3</b>	2	5	3	5
<b>4</b>	15	11	13	11
<b>5</b>	36	36	33	30
<b>6</b>	27	33	32	30
<b>Very Much, 7</b>	17	11	17	21

Like the students in the peer universities, in a typical week, the majority of BGSU students solve four or fewer homework problems that take them more than an hour each

to complete as well as one to four sets of problems that take them less than an hour each to finish. Most of them read 20 or fewer assigned books as well as 10 or fewer not assigned books per year. Students seemed more likely to write papers or reports of 19 pages or fewer instead of 20 pages or more. The mass majority of them agreed that the examinations they took last year have challenged them to do their best work.

Within BGSU, freshmen, female students, and the students in the College of Health and Human Services read a greater number of assigned books than seniors, male students, and the students in other colleges. Compared with female students, male students were less likely to read their own books for personal enjoyment or academic enrichment.

Freshmen and the students in the College of Technology wrote fewer papers or reports than seniors and the students in other colleges. While Caucasian American students wrote less papers or reports of 20 pages or more than minority students, who wrote fewer papers or reports between 5 and 19 pages than Caucasian American students. Seniors and the students in the College of Education and Human Development were more likely to write a greater number of papers fewer than 5 pages than freshmen and the students in other 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	
	Freshman	Senior	Freshman	Senior
	%	%	%	%
<b>Memorizing</b> facts, ideas or methods from your courses and reading so you can repeat them in pretty much the same form	64	64	69	61
<b>Analyzing</b> the basic elements of an idea, experience or theory, such as examining a particular case or situation in depth and considering its components	75	83	78	84
<b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships	71	74	67	74
<b>Making judgments</b> about the value of information, arguments, or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	71	73	68	71
<b>Applying</b> theories or concepts to practical problems or in new situations	76	82	74	81

Most of the students reported that their coursework emphasized all the activities listed on the survey. Coursework for BGSU freshmen placed more emphasis on synthesis when compared with the freshmen in peer universities.

Within BGSU, minority students were more likely than Caucasian American students to indicate that their coursework emphasized memorization. Compared with freshmen, seniors were more likely to express that their coursework emphasized both analyzing the basic elements of an idea, experience, or theory, and applying theories or concepts to practical problems or in new situations. Female students, Caucasian American students, and the students in the College of Health and Human Services were more likely to tell that their coursework emphasized in making judgments about the value of information, arguments, or methods than their partners.

## **ARTS, WELLNESS, SPIRITUALITY, AND REFLECTIVE LEARNING ACTIVITIES**

**During the current school year, about how often have you done each of the following?  
(Percent "Often" or "Very Often")**

	BGSU		Peer Universities	
	Freshman	Senior	Freshman	Senior
	%	%	%	%
Attended an art exhibit, gallery, play, dance, or other theater performance	34	22	32	24
Exercised or participated in physical fitness activities	57	51	59	53
Participated in activities to enhance your spirituality	28	27	31	36
Examined the strengths and weaknesses of your own view on a topic or issue	49	49	50	55
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	59	55	58	62
Learned something that changed the way you understand an issue or concept	63	61	60	64

About half or more of the BGSU survey respondents reported frequently exercising, examining the strengths and weaknesses of their own view on a topic or issue, trying to better understand someone else's views by imagining how an issue looks from his or her perspective, and learning something that changed the way they understand an issue or concept. Approximately one in four students frequently attended an art exhibit, gallery, play, dance, or other theater performance, as well as activities to enhance their spirituality.

Within BGSU, seniors, Caucasian American students, and the students in the College of Business Administration were less likely to attend arts activities than freshmen, minority students, and the students in other colleges. Compared with minority students, Caucasian American students less frequently participated in activities to enhance their spirituality, and examined the strengths and weaknesses of their own views on a topic or issue. Meanwhile, minority students were more likely to claim that they tried to better understand someone else's views by imagining how an issue looks from his or her perspective than Caucasian American students.

## 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	
	Freshman	Senior	Freshman	Senior
	%	%	%	%
Practicum, internship, field experience, co-op experience, or clinical assignment	84	77	83	75
Community service or volunteer work	79	73	78	72
Participate in a learning community or some other formal program where groups of students take two or more classes together	44	33	39	35
Work on a research project with a faculty member outside of course or program requirements	37	26	37	30
Foreign language coursework	43	34	54	49
Study abroad	34	14	42	25
Independent study or self-designed major	15	19	17	27
Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	39	47	52	65

Like the undergraduates at peer universities, BGSU undergraduates were more likely to complete a practicum, internship, field experience, co-op experience, or clinical assignment and to participate in community service or volunteer work than to do the other activities listed on the table above. Seniors, in general, were more likely than freshmen to do an independent study or self-designed major. BGSU students, both freshman and senior, however, were less likely than the students in peer universities to take a foreign language coursework, to study abroad, and to do a culminating senior experience when comparing them with their counterparts in the peer universities.

Within internal groups, freshmen, minority students, full-time students, and the students in the College of Technology were more likely than their counterparts to plan to do or have done a practicum, internship, field experience, co-op experience, or clinical assignment. Freshmen, female students, minority students, and the students in the College of Health and Human Services were more likely to plan to do or have done community services or volunteer work than their counterparts.

Senior students, male students, Caucasian American students, and the students in College of Business Administration were more likely to indicate that they do not plan to or have not decided to participate in a learning community or some other formal program where groups of students take two or more classes together than freshmen, female students, minority students, and the students in other colleges. Senior students, female students, Caucasian American students and the students in College of Health and Human Services were more likely than their fellow students to claim that they do not plan to work or have not decided to work on a research project with a faculty member outside of course or program requirements. Senior students, Caucasian American students, and the students

in the College of Business Administration were more likely than their counterparts to say that they do not plan to learn or have not decided to learn foreign language coursework. Senior students, Caucasian American students, and the students in Education and Human Development were more likely to tell that they do not plan or have not decided to study abroad than their partners.

Freshmen, Caucasian American students, and the students in Health and Human Services were more likely to declare that they do not plan or have not decided to do independent study or a self-designed major than seniors, minority students, and the students in other colleges. Freshmen, Caucasian American students, and the students in Academic Enhancement were more likely than others to express that they have not decided or do not plan to participate in a culminating senior experience.

## 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	
	Freshman	Senior	Freshman	Senior
	%	%	%	%
a. Acquiring a broad general education	83	84	80	84
b. Acquiring job/work-related knowledge/skills	62	73	60	73
c. Writing clearly and effectively	80	80	71	77
d. Speaking clearly and effectively	66	70	60	71
e. Thinking critically and analytically	84	85	81	87
f. Analyzing quantitative problems	67	73	68	73
g. Using computing and information technology	75	80	73	81
h. Working effectively with others	74	81	70	78
i. Voting in local, state, or national elections	34	34	30	30
j. Learning effectively on your own	73	73	68	73
k. Understanding yourself	68	65	59	61
l. Understanding people of other racial and ethnic backgrounds	63	53	51	50
m. Solving complex real-world problems	57	57	53	61
n. Developing a personal code of value and ethics	64	58	52	54
o. Contributing to the welfare of your community	46	39	42	42
p. Developing a deepened sense of spirituality	35	23	30	24

BGSU students overall give their college experience considerable credit with respect to most aspects listed on the table above, especially in the areas of acquiring a broad general education, writing clearly, thinking critically, using computing and information technology, and working effectively with others.

Compared with their counterparts at peer universities, BGSU freshmen were more likely to declare that their college experience contributed quite a bit or very much to their writing skill, understanding themselves, understanding people of other racial and ethnic backgrounds, and developing a personal code of value and ethics; BGSU seniors were more likely to claim that their college education helped them a lot in terms of writing skill, understanding themselves, and working effectively with others.

Within BGSU, senior students and the students in the College of Business Administration were more likely to say that they acquired a broad general education than freshmen and the students in other colleges. Senior students, Caucasian American students, and the students in the College of Health and Human Services were more likely to say that they acquired job or work-related knowledge and skills than their counterparts. Compared with minority students, Caucasian American students were more likely to claim that they learned a lot in writing skills and computing and information technology. Caucasian American students and the students in the College of Technology were more likely to declare that they gained a lot in terms of learning effectively on their own than minority students and the students in other colleges. Freshmen and Caucasian American students were more likely than seniors and minority students to indicate that they learned a lot in terms of understanding themselves. Compared with the students in other colleges, the students in the College of Business Administration were more likely to express that they gained the skill of analyzing quantitative problems. Freshmen and minority students were more likely than their counterparts to say that they learned how to understand people of other racial and ethnic background. Compared with freshmen, senior students were more likely to say that they learnt how to work effectively with others. Freshmen and the students in Health and Human Services were more likely to report that they gained skill of developing a personal code of values and ethics than senior students and the students in other colleges.

On the other hand, senior students and Caucasian American students were less likely to claim that they contributed to the welfare of their community and developed a deepened sense of spirituality than others. Compared to other college students, Musical Arts students were less likely to declare that they contributed to the welfare of their community, while Business Administration students were less likely to indicate that they developed a deepened sense of spirituality.

## **OPINIONS ABOUT YOUR SCHOOL**

This portion of the survey asked students to express their opinions about the institution they were 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	
	Freshman	Senior	Freshman	Senior
	%	%	%	%
Spending significant amounts of time studying and on academic work	78	80	79	78
Providing the support you need to help you succeed academically	82	69	73	67
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	56	51	50	43
Helping you cope with your non-academic responsibilities (work, family, etc.)	39	27	32	20
Providing the support you need to thrive socially	55	45	45	32
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	69	62	66	53
Using computers in academic work	88	92	84	89

Students, both at BGSU and in the peer universities, feel that their university emphasized academic work more than other activities listed on the survey. Freshmen, in general, were more likely than seniors to report that their school not only provided "very much" or "quite a bit" of the support they needed to help them succeed academically, but also the support they need to thrive socially. They were also more likely than seniors to indicate that their school helped them to cope with their non-academic responsibilities, and encouraged them to attend campus events as well as to contact with students who were from different economic, social, and racial backgrounds.

Compared with students in the peer universities, BGSU freshmen were more likely to say that their institution emphasized six out of seven aspects of students' development listed on table above, while BGSU seniors were more likely to say that their institution emphasized all seven aspects of students' development listed above.

Within BGSU, freshmen and minority students were more likely than senior students and Caucasian American students to point out that BGSU encouraged them contact among students from different economic, social, and racial or ethnic backgrounds. Compared with senior students, freshmen were more likely to report that BGSU encouraged them to attend campus events and activities and provided them support academically and socially. Senior students and Caucasian American students were less likely to claim that BGSU helped them cope with their non-academic responsibilities than freshmen and minority students. Minority students were more likely to declare that BGSU emphasized spending significant amounts of time studying and on academic work than Caucasian American students, who, on the other hand, were more likely to indicate that BGSU encouraged them to attend campus events and activities. Compared with freshmen, senior students

were more likely to report that they used computers in academic work quite a bit or very much at BGSU.

## 2. Quality of Relationships

Please rate your relationships with people at your institution:

	BGSU		Peer Universities	
	Freshman	Senior	Freshman	Senior
	%	%	%	%
<b>Relationships with other students:</b>				
Unfriendly, Unsupportive, Sense of Alienation, 1	1	0	1	1
2	2	2	2	2
3	4	4	5	5
4	10	8	12	10
5	17	16	21	20
6	34	38	30	31
Friendly, Supportive, Sense of Belonging, 7	30	31	30	32
<b>Relationships with faculty members:</b>				
Unfriendly, Unsupportive, Sense of Alienation, 1	0	1	1	1
2	2	1	3	3
3	4	5	6	5
4	14	13	20	14
5	22	31	28	27
6	38	35	27	29
Available, Helpful, Sympathetic, 7	21	14	15	22
<b>Relationships with administrative personnel and offices:</b>				
Unfriendly, Unsupportive, Sense of Alienation, 1	2	4	4	5
2	4	8	8	10
3	8	10	13	13
4	19	24	24	23
5	28	24	24	21
6	24	21	17	16
Helpful, Considerate, Flexible, 7	15	11	11	12

Students, both at BGSU and in the peer universities, were more likely to feel that their fellow students were friendly and supportive, and their faculty members were available, helpful, and sympathetic than to feel that their administrative personnel and offices were helpful, considerate, and flexible. BGSU students seemed to have a more positive feeling about their administrative personnel and offices than did students in the peer universities.

### 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	
	Freshman	Senior	Freshman	Senior
	%	%	%	%
Poor	4	14	7	12
Fair	15	22	21	25
Good	46	45	46	39
Excellent	34	19	26	24

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

	BGSU		Peer Universities	
	Freshman	Senior	Freshman	Senior
	%	%	%	%
Poor	1	3	2	2
Fair	11	11	12	12
Good	50	57	51	50
Excellent	38	30	35	35

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

	BGSU		Peer Universities	
	Freshman	Senior	Freshman	Senior
	%	%	%	%
Definitely No	3	4	4	6
Probably No	10	14	11	13
Probably Yes	42	41	42	40
Definitely Yes	46	41	43	41

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

Freshmen, female students, and the students in the College of Health and Human Services were more likely to evaluate their entire educational experience at BGSU as good or excellent than senior students, male students, and the students in other colleges. Compared with senior students, freshmen were more likely to evaluate the quality of academic advising they have received at BGSU as good or excellent.

## BENCHMARK REPORT

The NSSE staff provided the Office of Institutional Research with a Benchmark Report for BGSU based upon responses of BGSU students to the NSSE 2007 survey. Students' responses were grouped into five categories representing effective educational practice: (1) Level of Academic Challenge, (2) Active and Collaborative Learning, (3) Student Interactions with Faculty Members, (4) Enriching Educational Experiences, and (5) Supportive Campus Environment. NSSE responses were formed into five summative scales along these dimensions and the five actual institutional engagement scores for BGSU students were compared with the averages scores of our selected peers. Results are shown below.

### BENCHMARK MEAN COMPARISONS\*

Benchmark	BGSU		Peer Universities	
	2005	2007	2005	2007
<b>First Year Students</b>				
Level of Academic Challenge	54.4	53.5	50.9	51.8
Active and Collaborative Learning	40.9	42.8	40.2	40.8
Student-Faculty Interaction	34.6	38.3	32.0	33.0
Enriching Educational Experiences	25.4	27.7	26.2	27.2
Supportive Campus Environment	63.6	64.5	57.4	58.9
<b>Seniors</b>				
Level of Academic Challenge	54.0	54.7	56.3	55.6
Active and Collaborative Learning	52.5	51.1	52.1	50.9
Student-Faculty Interaction	42.8	41.8	43.9	41.5
Enriching Educational Experiences	37.3	38.0	41.5	41.1
Supportive Campus Environment	55.8	58.7	54.8	55.9

\* 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

Seniors, both at BGSU and in the peer universities, marked higher scores in Active and Collaborative Learning, Student-Faculty Interaction, and Enriching Educational Experiences than did first year students. First year students, on the other hand, marked higher score in Supportive Campus Environment than did seniors.

In 2007, BGSU first year students reported higher levels of engagement in all five areas than did the first year students in peer universities. BGSU seniors, however, had scores lower in two out of five areas than did their counterparts.

## COMMENTS

One hundred and twenty-four students wrote comments and/or suggestions about BGSU. The results are shown below with single responses shown verbatim.

SUBJECT	TOTAL
Areas With Positive Comments	
Overall, I had an excellent/rewarding experience at BGSU. I love BGSU	22
Have good experience with faculty and staff at BGSU	10
Education experience has exceeded my expectations	4
First-year programs are very good, ex. Chapman, BGeXperience	3
Campus beautiful and people are friendly	2
I love academic programs at BGSU	2
Course work is much more influential and applicable to real life	1
The small class sizes which help the communication between students and faculty	1
Math tutoring center/writing center are helpful	1
Student organization and activities are good for me to make friends	1
I owe most of my success to the tv station WBGU	1
Areas In Need of Improvement	
Class/course/program (subject; requirements; usefulness; general education courses; etc.)	16
Advisor/advising (advisor not qualified, guided in wrong direction, make students take more unnecessary classes, etc.)	14
Faculty/staff not helpful, professor cannot speak English clearly	14
Services/activities/class schedule/study areas for commuters and non-traditional students (engagement announcement system, parking problem, need a better system to alert & protect students during severe cold/storm weather, attendance policies are hard to follow, need more financial aid, more evening/weekend classes are needed)	6
My overall experience at BGSU has been disappointing.	5
Students should be required to do outside work within their field, such as volunteering, research, internship.	3
The customer/student service @ dining & Parking needs major improvement	2
library business hours/library music materials	2
Too many surveys	2
If utilized correctly the Chapman Learning Community could greatly enhance a student's first year experience. However if a student doesn't utilize their professors and resources the community will seem pointless.	1
There is a lack of diversity present on this campus	1
bureaucracy	1
More activities within dorms	1
The advising office has LOST several important forms of mine that were important to my graduation. The registration office also lost a form that was extremely important for my tuition. It seems like the offices of BGSU are not only unorganized, but also irresponsible and couldn't care less about the students' well being.	1
The only problems I had were my senior year with the College of Arts and Sciences.	1
Prevalence of underage consumption and abuse of alcohol	1
The special requirements for freshmen should be made optional, not mandated.	1

Please change the way you address letters sent to home addresses. I have been living on my own for over twenty-five years and find it insulting that correspondences regarding my educational experience at BGSU are addressed to my parents, who have been deceased for more than twenty years.	1
Plotter need to be updated and available for students for longer time.	1
I do not think that the school advertises a lot of the events that go on at the university.	1
I wish that more professors and instructors would make use of Blackboard.	1
poor orientation advising	1

## SUMMARY AND CONCLUSIONS

BGSU undergraduate students, in general, were actively engaged with their academic activities at the University. They spent about the same amount of time as the students in the peer universities on different tasks, and did roughly the same number of readings, writings, and homework as their peers last year. Two-thirds of the undergraduates claimed that the coursework they have had emphasized all the mental activities listed on the survey, and 80% or more of them indicated that the examinations they have taken challenged them to do their best work. More than half of the undergraduates feel that they have worked harder than they thought they could to meet an instructor's standards or expectations. Besides being involved with the regular coursework, the great majority of BGSU students have done or plan to do volunteer work as well as practicum, internship, field experience, co-op experience, or clinical assignment. More than half of them often or very often exercise or participate in physical fitness activities, try to better understand someone else's views, and learn something that changed the way they understand an issue or concepts.

All stakeholders in higher education expect that the college experience will lead to growth in knowledge, skills and dispositions. More than 3/4 of the undergraduate students at BGSU have indicated that the institution has provided them with such growth, especially in the areas of acquiring a broad general education, writing clearly, thinking critically, using computing and information technology, working effectively with others, and learning effectively on their own.

Most of the undergraduate students had good perceptions of BGSU. More than 2/3 of them agreed that BGSU not only emphasized the importance of academic work and provided "quite a bit" or "very much" of the support they need to help them succeed academically but also encouraged them to attend campus events and other activities. As for the relations with others, the majority of them feel that their fellow students are friendly and supportive, their faculty members are available and helpful, and the administrative personnel and offices are considerate and flexible. Eighty-eight percent of the undergraduates evaluated their entire educational experience at BGSU as good or excellent, and the majority of them would go to BGSU again if they could start over again.

There are some differences in the survey results between groups. Of particular concern may be the differences between BGSU and our peers as well as between BGSU freshmen and BGSU seniors.

**Difference between BGSU Freshman and BGSU Senior (10% or more difference):**

- Seniors, in general, reported having more engaging academic and intellectual experiences than did freshmen. They were not only more likely to write more papers or reports of 20 pages or more than were BGSU freshmen, but also more likely than freshmen to make a class presentation, work with others on assignments after class, put together ideas or concepts from different courses when completing assignments or during class discussions.
- Seniors spent more time working for pay and commuting to class, but less time relaxing and exercising than freshmen did. They were also less likely than freshmen to prepare two or more drafts of a paper or assignment before turning it in.
- While freshmen were more likely to say that their BGSU experiences contributed a lot in their understanding people or other racial and ethnic backgrounds and developing a deepened sense of spirituality, seniors were more likely to say that they gained quite a bit or very much from their BGSU experiences in terms of acquiring job/work-related knowledge/skills.
- Freshmen at BGSU were also more likely than their counterparts to claim that BGSU emphasized helping them cope with their non-academic responsibilities and providing the support they need to help them succeed academically and thrive socially.

**Difference between BGSU Students and the Students in Peer Universities (about 10% or more difference):**

- Compared with *students (both freshmen and seniors) in peer universities*, BGSU undergraduate students were more likely to feel that BGSU provided the support they need to thrive socially and less likely to take a foreign language course, study abroad, and participate in a culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.).
- Compared with *freshmen in peer universities*, BGSU freshmen were
  - more likely to 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 tuning it in, participate in a community-based project as part of a regular course, talk about career plans with faculty member or advisor, and receive prompt written or oral feedback from faculty on their academic performance.
  - more likely to say that their institution emphasized providing the support they need to help them thrive socially.

- more likely to feel that their college experience contributed quite a bit or very much to understanding people of other racial and ethics backgrounds, and developing a personal code of value and ethics.
- Compared with *seniors in peer universities*, BGSU seniors were less likely to study abroad.

The major limitation of this study is the relatively low response rate (18%) and the overrepresentation of women. 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.