

**REPORT OF THE RESULTS
OF THE SPRING 2009 NATIONAL SURVEY OF
STUDENT ENGAGEMENT**

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ABSTRACT

This report describes the results of the Spring 2009 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 640 institutions this year nationwide. BGSU's participation in the NSSE provides useful comparative information about our undergraduates' college experience.

This is the sixth 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 2009, 2,557 freshmen and 1,298 seniors at BGSU were invited to complete the NSSE. Students responded via the World Wide Web. The overall response rate for BGSU was 22% (n=841), which is lower than the average institutional response rate for NSSE 2009 (31%) and the average response rate for seven of the **selected peer universities*** (28%).

To examine how representative the survey respondents were of the entire undergraduate population, the demographic characteristics of the survey respondents were compared to Spring 2009 undergraduates. There is a high degree of race, college, and enrollment status similarity between the respondents and the population (see the table on page 3). Freshmen, however, were over-represented. The proportion of female respondents in the survey 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 seven 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.

* **Seven Peer Universities:**

Ball State University
Indiana University of Pennsylvania
Miami University-Oxford
Northern Illinois University
The University of Texas at Arlington
University of Southern Mississippi
Western Michigan University

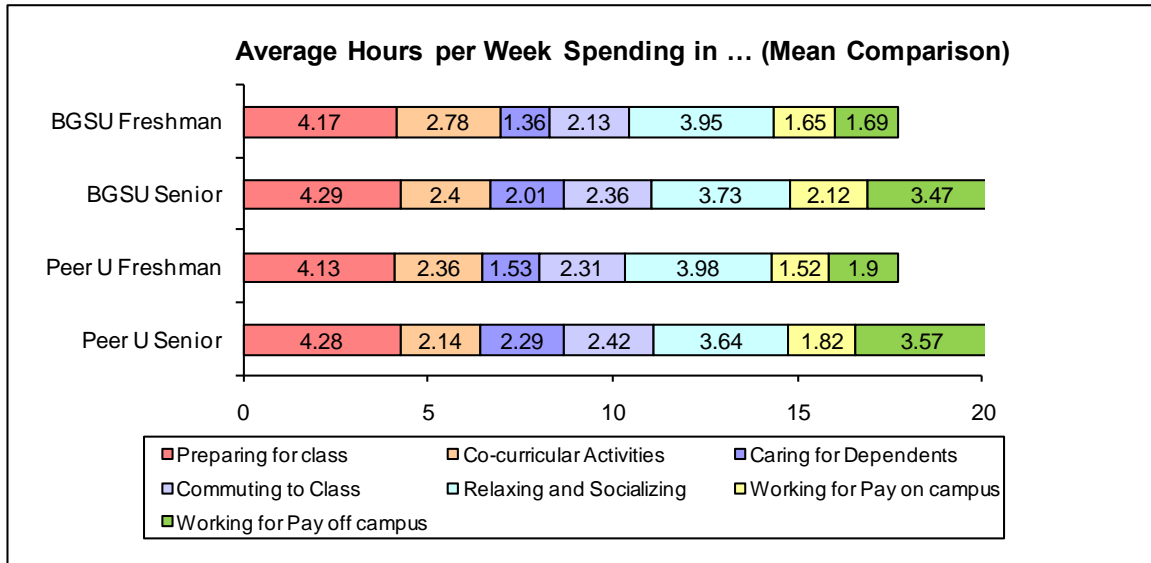
	Respondent Characteristics	Population Characteristics
Gender:		
Male	41%	46%
Female	59%	54%
Race/Ethnicity:		
Minorities	12%	14%
Caucasian/White	84%	81%
Foreign	2%	2%
Unknown	2%	3%
Class Level:		
Freshman	58%	41%
Senior	42%	59%
Enrollment Status:		
Full-time	91%	90%
Part-time	9%	10%
College:		
Arts and Sciences	32%	33%
Academic Enhancement	7%	6%
Business Administration	9%	11%
Education and Human Development	31%	28%
Health and Human Services	9%	10%
Musical Arts	4%	2%
Technology	8%	9%

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
	%	%	%	%
Preparing for class:				
0 hour/week	1	1	0	0
1-5 hours/week	13	16	15	15
6-10 hours/week	24	23	25	24
11-20 hours/week	42	36	41	38
21-30 hours/week	16	15	14	16
more than 30 hours/week	4	9	4	7
Working for pay on campus:				
0 hour/week	79	68	81	75
1-5 hours/week	3	4	3	3
6-10 hours/week	5	7	7	6
11-20 hours/week	10	12	8	12
21-30 hours/week	2	5	0	2
more than 30 hours/week	1	4	1	2
Working for pay off campus:				
0 hour/week	78	46	75	44
1-5 hours/week	4	5	5	5
6-10 hours/week	5	7	4	5
11-20 hours/week	9	13	9	17
21-30 hours/week	3	14	5	15
more than 30 hours/week	1	15	3	15
Participating in co-curricular activities:				
0 hour/week	27	38	37	46
1-5 hours/week	31	28	30	27
6-10 hours/week	15	15	14	12
11-20 hours/week	17	13	13	11
21-30 hours/week	6	4	4	2
more than 30 hours/week	4	2	2	2

Relaxing and socializing:				
0 hour/week	0	2	1	1
1-5 hours/week	19	24	19	25
6-10 hours/week	27	30	25	29
11-20 hours/week	38	29	38	33
21-30 hours/week	9	9	12	8
more than 30 hours/week	6	6	6	4
Providing care for dependents living with you:				
0 hour/week	83	72	77	62
1-5 hours/week	10	10	12	12
6-10 hours/week	2	4	4	6
11-20 hours/week	3	3	5	7
21-30 hours/week	1	3	1	3
more than 30 hours/week	1	8	2	9
Commuting to class:				
0 hour/week	20	12	10	5
1-5 hours/week	61	63	66	65
6-10 hours/week	12	15	15	21
11-20 hours/week	4	7	7	7
21-30 hours/week	1	1	1	0
more than 30 hours/week	0	2	1	1



As shown on the table above, most of students, both at BGSU and the peer universities, spent 6-20 hours per week preparing for class, the same amount of time relaxing or socializing, 5 hours or less per week commuting to class and the same amount of time participating in co-curricular activities (organizations, campus publications, student government, social fraternities or sororities, intercollegiate or intramural sports, etc). The majorities of them don't have an on campus job and don't have obligations to care for their family members. Seniors spent significantly more time working for pay off campus than did freshman (see the chart above).

Within BGSU, full-time students were more likely than part-time students to participate in co-curricular activities, but less likely to work for pay and provide care for dependents. Male students were more likely than females to spend a greater number of hours per week relaxing and socializing. Among the students in the seven colleges, Technology students were most likely to spend more than 30 hours per week working for pay off campus.

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	
	Freshman	Senior	Freshman	Senior
	%	%	%	%
Asked questions in class or contributed to class discussions	63	77	57	71
Made a class presentation	35	62	29	60
Prepared two or more drafts of a paper or assignment before turning it in	64	41	55	45
Worked on a paper or project that required integrating ideas or information from various sources	87	78	85	85
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	68	66	61	61
Come to class without completing readings or assignments	25	28	21	25
Worked with other students on projects during class	45	51	47	55
Worked with classmates outside of class to prepare class assignments	43	58	43	63
Put together ideas or concepts from different courses when completing assignments or during class discussions	60	69	54	72
Tutored or taught other students (paid or voluntary)	14	27	15	20
Participated in a community-based project as part of a regular course	23	23	12	16
Used an electronic medium (list-serv, chat group, Internet, instant messaging, etc.) to discuss or complete an assign.	45	58	54	63

Used e-mail to communicate with an instructor	85	89	79	88
Discussed grades or assignments with an instructor	55	62	53	62
Talked about career plans with a faculty member or advisor	39	50	32	44
Discussed ideas from your readings or classes with faculty members outside of class	23	34	21	28
Received prompt written or oral feedback from faculty on your academic performance	62	65	56	64
Worked harder than you thought you could to meet an instructor's standards or expectations	60	55	56	60
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	20	29	16	21
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	55	57	57	66
Had serious conversations with students of a different race or ethnicity than your own	50	53	51	53
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	58	59	58	58

About 80% or more of the respondents indicated that they often worked on a paper or project that required integrating ideas or information from various sources and used e-mail to communicate with their instructors. Another half or more of them reported that they have frequently asked questions in class or contributed to class discussions, included diverse perspectives in class discussions or writing assignments, put together ideas or concepts from different courses when completing assignments or during class discussions, discussed grades or assignments with an instructor, received prompt written or oral feedback from faculty on their academic performance, discussed ideas from their reading or classes with faculty members outside of class, worked harder than they thought they could to meet an instructor's standards or expectations, and had serious conversations with students who are very different from them in terms of their race, religious beliefs, political opinions, or personal values. Less than 30% of them claimed that they often or very often came to class without completing their readings or assignments, tutored or taught other students, participated in a community-based project as part of a regular course, and worked with faculty members on activities other than coursework.

While freshmen were more likely to claim that they often prepared two or more drafts of a paper or assignment before tuning it in, seniors were more likely to say that they often asked questions in class or contributed to class discussions, made a class presentation, worked with other students on projects during class and on assignments outside of class, put together ideas or concepts from different courses when completing assignments or during class discussions, tutored other students, used an electronic medium to discuss or complete an assignment, talked about career plans with a faculty member or advisor and discussed ideas from their readings or classes with faculty members outside of class.

Compared with the freshmen in the peer institutions, BGSU freshmen were more likely to prepare two or more drafts of a paper or assignment before tuning it in, as well as

participate in a community-based project as part of a regular course; but less likely to use an electronic medium to discuss or complete an assignment. Compared with the seniors in peer universities, BGSU seniors were less likely to discuss ideas from their readings or classes with students, family members, co-workers outside of class.

Within BGSU,

- Female students were less likely than male students to report that they have often discussed ideas from their readings or classes with faculty members outside of class, but more likely to claim that they have often completed readings or assignments before going to class and worked harder than they thought they could to meet an instructor's standards or expectations.
- Minority students were more likely than European American students to indicate that they have had serious conversations with students of a different race. European American students, on the other hand, were more likely than their counterparts to say that they have put together ideas or concepts from different courses when completing assignments or during class discussions.
- Full-time students were more likely than part-time students to engage themselves in working with classmates outside of class, participating in community projects, and working with faculty members on activities other than coursework. Part-time students were more likely than full-time students to ask questions in class or contribute to class discussions, make a class presentation, use an electronic medium to discuss or complete an assignment, and complete readings or assignments before heading to class.
- Among the respondents in the seven colleges, students in the College of Education and Human Development were most likely to indicate that they often make a class presentation; Technology students were most likely to say that they often use an electronic medium to discuss or complete an assignment; while Musical Arts students were most likely to talk about their career plans with a faculty member or advisor, they were least likely to work with other students on projects during class.
- Compared with students in the other colleges, students in the College of Education and Human Development and the College of Musical Arts were more likely to declare that they have often participated in a community-based project as part of a regular course; students in the College of Technology, the College of Business Administration, the College of Musical Arts, and the College of Education and Human Development were more likely to report that they have often worked with classmates outside of class to prepare class assignments.

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 assigned textbooks, books, or book-length packs of course readings:				
none	2	5	1	2
1-4	19	33	20	27
5-10	42	34	42	39
11-20	22	18	24	18
>20	16	11	12	14
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment:				
none	30	19	27	22
1-4	49	50	51	53
5-10	14	17	14	17
11-20	4	6	4	5
>20	3	7	3	4
Number of written papers or reports of 20 pages or more :				
none	86	58	81	49
1-4	9	35	13	42
5-10	4	3	3	7
11-20	2	2	1	2
>20	1	2	1	1
Number of written papers or reports between 5 and 19 pages :				
none	5	12	12	11
1-4	45	49	55	46
5-10	35	27	26	30
11-20	12	9	6	11
>20	2	4	1	3
Number of written papers or reports of fewer than 5 pages :				
none	2	5	3	7
1-4	25	31	28	31
5-10	35	28	33	26

11-20	22	16	23	19
>20	15	20	13	16

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 more than an hour to complete:				
none	10	25	13	19
1-2	37	29	37	33
3-4	32	25	30	28
>=5	20	21	21	20
Number of problem sets that take you less than an hour to complete:				
none	11	27	10	24
1-2	35	34	33	36
3-4	29	19	29	21
>=5	25	20	28	19

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
	%	%	%	%
Very Little , 1	0	2	0	1
2	1	3	1	2
3	3	5	4	4
4	10	10	12	11
5	30	37	32	27
6	39	27	35	34
Very Much, 7	16	17	15	21

Like the students in the peer universities, in a typical week, most of BGSU students solve four or fewer homework problems sets that take them more than an hour each to complete as well as four or fewer sets of problems that take them less than an hour each to finish. The majority of them read 20 or fewer assigned books and 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 majority of them agreed that the examinations they took have challenged them to do their best work.

Within BGSU, full time students were more likely than part time students to read five or more assigned books and write five or more papers of fewer than 5 pages per year, and complete three or more homework problem sets that take them less than an hour to complete per week. Females and European American students were more likely than males and minority students to write eleven or more papers of fewer than 5 pages per year. Female students were also more likely than their counterpart to read eleven or more assigned books per year. While 25% or more of seniors reported that they didn't complete any homework problem sets in a typical week, only about 10% of freshmen said so.

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
	%	%	%	%
Memorizing facts, ideas or methods from your courses and reading so you can repeat them in pretty much the same form	71	56	75	65
Analyzing the basic elements of an idea, experience or theory, such as examining a particular case or situation in depth and considering its components	79	79	79	84
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	72	74	67	75
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	75	70	68	73
Applying theories or concepts to practical problems or in new situations	78	78	76	82

Most of the students reported that their coursework emphasized all five mental activities listed on the survey. Compared with seniors at the peer universities, BGSU seniors were less likely to indicate that their coursework placed great emphasis in memorization. Compared with BGSU freshmen and students in the six other colleges, BGSU seniors and Technology students were less likely to agree that their coursework emphasized quite a bit or very much memorization.

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	35	27	34	22
Exercised or participated in physical fitness activities	60	62	50	54
Participated in activities to enhance your spirituality	27	24	26	31
Examined the strengths and weaknesses of your own view on a topic or issue	51	60	51	56
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	61	65	59	64
Learned something that changed the way you understand an issue or concept	70	64	65	67

Approximately one out of four students, both at BGSU and in the peer universities, frequently attended an art exhibit, gallery, play, dance, or other theater performance, as well as activities that enhanced their spirituality. About half or more of them stated that they have often exercised, examined the strengths and weaknesses of their own view on a topic or issue, tried to better understand someone else's views by imagining how an issue looks from his or her perspective, and learned something that changed the way they understand an issue or concept.

Compared with students at the peer universities, BGSU students were more likely to participate in physical fitness activities. Within BGSU, male students exercised often than females; full time students and students in the Musical Arts were more likely than part time students and the students in the six other colleges to attend an art exhibit, gallery, play, dance, or other theater performance; seniors and the students in the College of Arts and Sciences and the College of Musical Arts were more likely than their counterparts to claim that they have often examined the strengths and weaknesses of their own views on a topic or issue.

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	83	82	82	78
Community service or volunteer work	77	76	78	73
Participate in a learning community or some other formal program where groups of students take two or more classes together	47	36	43	38
Work on a research project with a faculty member outside of course or program requirements	36	34	37	31
Foreign language coursework	47	45	48	47
Study abroad	30	18	45	22
Independent study or self-designed major	19	22	18	26
Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	38	54	52	67

Like the undergraduates at peer universities, BGSU undergraduates were more likely to do a practicum, internship, field experience, co-op experience, clinical assignment and community service/volunteer work than to do the other activities listed on the table above. While freshmen were more likely to participate in a learning community and a study abroad program, seniors were more likely to participate in a culminating senior experience.

Compared with their counterparts in the peer universities, BGSU freshman and seniors were less likely to have done or plan to do a senior experience. BGSU freshmen were also less likely than the freshmen in the peer universities to study in a foreign country.

Within internal groups, female students were more likely than males to do community service work. Full time students and minority students were more likely than part-time students and European American students to participate in a learning community, to study abroad, and to work on a research project with a faculty member outside of course or program requirements. Minority students were also more likely than their counterpart to take foreign language coursework, do an independent study or design their own major.

Compared with the students in the other colleges,

- Students in the College of Technology, the College of Education and Human Development, and the College of Healthy and Human Services were more likely to do a practicum, internship, field experience, co-op experience, or clinical assignment;

- Students in the College of Musical Arts and the College of Health and Human Services were more likely to participate in a learning community or some other formal program where groups of students take two or more classes together;
- Students in the College of Arts and Sciences and Academic Advancement were more likely to work on a research project with a faculty member;
- Students in the College of Arts and Sciences and the College of Musical Arts were more likely to take a foreign language course;
- Students in the College of Arts and Sciences, the College of Musical Arts, and Academic Advancement were more likely to study abroad;
- Students in the College of Arts and Sciences, the College of Technology, and Academic Advancement were more likely to do an independent study or design their own major; and
- Students in the College of Arts and Sciences, the College of Technology, and the College of Musical Arts were more likely 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
	%	%	%	%
Acquiring a broad general education	79	79	82	82
Acquiring job/work-related knowledge/skills	66	72	64	76
Writing clearly and effectively	79	73	74	73
Speaking clearly and effectively	66	66	64	71
Thinking critically and analytically	83	79	82	87
Analyzing quantitative problems	67	65	67	74
Using computing and information technology	75	77	74	80
Working effectively with others	73	76	72	79
Voting in local, state, or national elections	49	38	57	40
Learning effectively on your own	69	68	75	74
Understanding yourself	60	57	65	61
Understanding people of other racial and ethnic backgrounds	58	51	58	53
Solving complex real-world problems	55	58	60	63
Developing a personal code of value and ethics	60	49	58	57
Contributing to the welfare of your community	46	39	45	44
Developing a deepened sense of spirituality	32	21	33	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 as well as job/work-related knowledge and skills (thinking critically, speaking and writing clearly, using computer, analyzing quantitative problems, learning effectively by themselves, and working effectively with others).

Compared with their counterparts at peer universities, BGSU freshmen were less likely to say that their college experience contributed quite a bit or very much to their knowledge, skills, and personal development in voting in local, state, or national elections; BGSU seniors were less likely to claim that their college education helped them a lot in terms of analyzing quantitative problems, thinking critically, and developing a personal code of value and ethics.

Within BGSU, freshmen, minority students and full-time students were more likely than seniors, European American students, and part-time students to claim that the BGSU experience has contributed very much or quite a bit to their personal development in the areas of voting in elections and developing a personal code of values and ethics. Freshmen and minority students were more likely than their counterparts to say that they have developed a deeper sense of spirituality through their BGSU education. Minority students were also more likely than European American students to point out that the BGSU experience helped them understanding people of different racial backgrounds better.

Compared with students in the other colleges,

- Students in the College of Technology, the College of Education and Human Development, and the College of Musical Arts were more likely to declare that they have acquired quite a bit or very much work-related knowledge and skills through their BGSU education;
- Students in the College of Education and Human Development, the College of Musical Arts and the College of Health and Human Services were more likely to report that they gained a lot in speaking clearly and effectively;
- Students in the College of Technology, the College of Education and Human Development, the College of Health and Human Services, and Academic Advancement were more likely to say that they learned a lot in computer related skills;
- Students in the College of Musical Arts, the College of Education and Human Development, and Academic Advancement were more likely to indicate that the BGSU experiences helped them understanding themselves more.
- Students in the College of Technology and the College of Arts and Sciences were less likely to say that they gained a lot in terms of developing a personal code of values and ethics through their BGSU experience.

OPINIONS ABOUT YOUR SCHOOL

This portion of the survey asked students to express their opinions about 1) the extent to which they perceived that several aspects of students' development are emphasized in their institution, 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	80	67	80	81
Providing the support you need to help you succeed academically	75	64	77	70
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	52	46	58	49
Helping you cope with your non-academic responsibilities (work, family, etc.)	38	23	40	26
Providing the support you need to thrive socially	48	35	51	37
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	64	57	67	59
Using computers in academic work	83	87	84	89

Students, both at BGSU and in the peer universities, feel that their institution emphasized the areas that enhance their academic success 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. While 81% of the seniors at the peer universities reported that their institution has emphasized quite a bit or very much in spending significant amounts of time studying and on academic work, only 67% of BGSU seniors reported so.

Within BGSU, full time students, females, and students in the College of Musical Arts were more likely than their counterparts to indicate that BGSU emphasized quite a bit or very much in attending campus events and activities. Full time students were also more likely than part time students to say that BGSU have helped them with coping with their non-academic responsibilities and provided the support they need to thrive socially.

2. Quality of Relationships

Please Rate Your Relationships with People at Your Institution:

	BGSU		Peer Universities	
	Freshman	Senior	Freshman	Senior
	%	%	%	%
Relationships with other students:				
Unfriendly, Unsupportive, Sense of Alienation, 1	0	1	2	1
2	2	3	3	2
3	5	5	5	4
4	12	12	12	12
5	21	21	22	21
6	29	33	31	31
Friendly, Supportive, Sense of Belonging, 7	31	25	25	29
Relationships with faculty members:				
Unfriendly, Unsupportive, Sense of Alienation, 1	1	1	1	1
2	2	3	3	3
3	4	4	8	4
4	16	13	18	14
5	24	25	30	26
6	37	34	28	32
Available, Helpful, Sympathetic, 7	16	20	13	20
Relationships with administrative personnel and offices:				
Unfriendly, Unsupportive, Sense of Alienation, 1	4	8	3	4
2	5	10	6	7
3	11	8	11	11
4	21	20	24	21
5	25	20	24	23
6	23	22	20	20
Helpful, Considerate, Flexible, 7	12	12	11	14

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. Among the students at BGSU, Musical Arts students were most likely to agree that they have a good relationship with other fellow students.

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	6	15	5	11
Fair	16	24	19	22
Good	48	36	47	39
Excellent	30	24	29	28

How Would You Evaluate Your Entire Educational Experience at Your Institution?

	BGSU		Peer Universities	
	Freshman	Senior	Freshman	Senior
	%	%	%	%
Poor	2	5	1	2
Fair	11	17	13	12
Good	59	49	53	52
Excellent	28	29	33	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	5	8	4	5
Probably No	12	18	13	14
Probably Yes	42	39	40	40
Definitely Yes	41	35	43	41

The majority of the students evaluated the quality of academic advising and 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 rated the quality of academic advising lower than did freshmen. Students in Academic Advancement and the College of Technology scored the academic advising higher than did the students in the five other

colleges. While full time students were more likely to rate the BGSU academic advising as excellent or poor, part time students were more likely to rate it as good or fair.

Full time students and the students in the College of Musical Arts were more likely than their counterparts to indicate that their overall experience at BGSU were good or excellent. Musical Arts students were also most likely to attend BGSU again if they could start over again.

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	
	2007	2009	2007	2009
First Year Students				
Level of Academic Challenge	53.5	55.0	51.8	53.3
Active and Collaborative Learning	42.8	43.9	40.8	42.0
Student-Faculty Interaction	38.3	37.7	33.0	34.3
Enriching Educational Experiences	27.7	27.9	27.2	27.0
Supportive Campus Environment	64.5	61.5	58.9	61.0
Seniors				
Level of Academic Challenge	54.7	54.5	55.6	56.9
Active and Collaborative Learning	51.1	52.5	50.9	51.6
Student-Faculty Interaction	41.8	45.0	41.5	42.3
Enriching Educational Experiences	38.0	41.2	41.1	40.1
Supportive Campus Environment	58.7	55.5	55.9	57.9

* 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, in general, marked higher scores in Level of Academic Challenge (except in 2009, BGSU seniors' score is 0.5 point lower than freshmen), 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 2009, 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 two scores (level of academic challenge and supportive campus environment) lower than the ones our peer seniors had in 2009.

Improvement was shown in student-faculty interaction and enriching educational experiences for seniors in the past two years at BGSU. During the same period of time, however, the mean score in supportive campus environment decreased three points or more for both freshmen and seniors at BGSU.

COMMENTS

More than one hundred students wrote comments and/or suggestions about BGSU. The results are shown below.

SUBJECT	TOTAL
Areas With Positive Comments	
Overall, I had an excellent/rewarding experience at BGSU.	23
Have good experience with faculty, staff, and students at BGSU	10
Good academic programs(honors, study aboard, National Student Exchange)	4
First-year programs are very good	2
On campus student activities	1
Areas In Need of Improvement	
Advisor/advising	15
Distributing more money in academics and for all students (not just for Athletics or sports complexes); making BGSU more competitive to other institution	15
University/college administration/administrator	8
Class/course/program (subject; requirements; usefulness; less general education courses; more online and evening class, etc.)	8
Instructors (updating knowledge and skills, respecting student's opinion)	8
Better facilities and classroom equipments	7
Survey (too long, design problem)	7
Services for commuters and non-traditional students (class schedule, parking, family housing)	6
My overall experience at BGSU has been disappointing.	6
Office services to students	5
Food services/meal plan	3
Books at bookstore are too expensive	1
Co-op	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 did in preparing for class and relaxing or socializing, and completed roughly the same number of readings, writings, and homework as their peers did last year. Two-thirds of them claimed that the coursework they have had emphasized all the mental activities listed on the survey. More than half of them feel that they have worked harder than they thought they could to meet an instructor's standards or expectations, and 80% or more of them indicated that the examinations they have taken challenged them to do their best work. Besides being involved with the regular coursework, the great majorities 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 pointed out that they have exercised often or very often, examined the strengths and weaknesses of their own view on a topic or issue, tried to better understand someone else's views, and learned 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. Most of the BGSU undergraduate students feel that the institution has provided them with such growth, not only in the areas of acquiring a broad general education but also in job-related knowledge and skills (using computers, critical thinking, speaking and writing clearly, analyzing quantitative problems, 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, about 80% of them feel that their fellow students are friendly and supportive and their faculty members are available and helpful. More than half of them indicated that the administrative personnel and offices are considerate and flexible and the academic advising they have received is good or excellent. The majority of the undergraduates evaluated their entire educational experience at BGSU as good or excellent, and 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.

Benchmark Mean Difference between Freshman and Senior at BGSU, 2009:

- Seniors marked higher scores in Active and Collaborative Learning, Student-Faculty Interaction, and Enriching Educational Experiences than did first year students.

- First year students marked higher scores in Level of Academic Challenge and Supportive Campus Environment than did seniors.

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

- Compared with *seniors*, BGSU freshmen were more likely to
 - prepare two or more drafts of a paper or assignment before turning it in;
 - complete more sets of homework;
 - memorize facts, ideas or methods from their courses and readings so they can repeat them in pretty much the same form;
 - participate in a learning community;
 - plan to study abroad;
 - evaluate the quality of academic advising as good or excellent;
 - indicate that BGSU education has contributed quite a bit or very much in voting in local, state, or national elections, developing a personal code of value and ethics, as well as a deepened sense of spirituality;
 - report that BGSU emphasized spending significant amounts of time studying and on academic work, helping them cope with their non-academic responsibilities, providing the support they need to succeed academically and to thrive socially.
- Compared with *freshmen*, BGSU seniors were more likely to
 - work for pay on campus and off campus;
 - participate in co-curricular activities;
 - provide care for dependents;
 - ask questions in class or contribute to class discussions;
 - make a class presentation;
 - work with classmates outside of class to prepare class assignments;
 - tutor other students;
 - use an electronic medium to discuss or complete an assignment;
 - discuss ideas from their readings or classes with faculty members outside of class;
 - take about career plans with a faculty member or advisor;
 - read more not assigned books on their own;
 - write more papers or reports of 20 pages or more;
 - culminate a senior experience;

Benchmark Mean Difference between BGSU Students and the Students in Peer Universities

- BGSU first year students scored higher in all five areas than did the first year students in peer universities.
- BGSU seniors, however, had two scores (level of academic challenge and supportive campus environment) lower than the ones our peer seniors had in 2009.

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

- Compared with *their counterparts in the peer universities*, BGSU freshmen and seniors were less likely to culminate a senior experience (comprehensive exam, capstone course, thesis, project, etc.).
- Compared with *freshmen in the peer universities*, BGSU freshmen were more likely to participate in co-curricular activities, physical fitness activities, and a community-based project as part of a regular course, but less likely to study abroad.
- Compared with *seniors in the peer universities*, BGSU seniors were less likely to provide care for dependents living with them. They were also less likely to feel that BGSU has emphasized quite a bit or very much in spending significant amounts of time studying and on academic work.

The major limitation of this study is the relatively low response rate (22%) and the overrepresentation of freshmen and 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.