

**University of Wisconsin – Stevens Point
National Survey of Student Engagement, 2006**

The University of Wisconsin – Stevens Point participated in the National Survey of Student Engagement (NSSE) in the spring of 2006. The survey was distributed via the Web to a random sample of 1,846 first-year students and 1,809 seniors. First-year students returned 704 surveys and seniors returned 808 for an overall response rate of 41%. The following tables compare the mean responses of UWSP students to Carnegie Peers. *[The single sample t-test is used to test for statistical significance. A ++ after a mean indicates that UWSP is significantly higher than Carnegie Peers, $p < .05$. A -- indicates the UWSP mean is significantly lower.]* The tables are organized according to NSSE's "five areas of effective educational practice." Additional information is located at <http://www.iub.edu/~nsse>.

Level of Academic Challenge

	1 st Year		Senior	
	UWSP	Peers	UWSP	Peers
Preparing for class per week (studying, reading, writing, rehearsing, and other activities related to your academic program)	3.82	3.83	4.11	4.00
Number of assigned textbooks, books, or book-length packs of course readings	3.15	3.21	2.98 ⁻⁻	3.14
Number of written papers or reports of 20 pages or more	1.22	1.27	1.49 ⁻⁻	1.65
Number of written papers or reports of between 5 and 19 pages	2.02 ⁻⁻	2.26	2.37 ⁻⁻	2.58
Number written papers or reports of fewer than 5 pages	3.00	3.04	3.26 ⁺⁺	2.97
Coursework emphasized analyzing the basic elements of an idea, experience or theory	2.91 ⁻⁻	3.02	3.09 ⁻⁻	3.20
Course work emphasized synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	2.67 ⁻⁻	2.80	2.89 ⁻⁻	3.01
Course work emphasized making judgments about the value of information, arguments, or methods	2.67 ⁻⁻	2.82	2.89	2.95
Course work emphasized applying theories or concepts to practical problems or in new situations	2.89	2.95	3.20	3.17
Worked harder than you thought you could to meet an instructor's standards or expectations	2.45 ⁻⁻	2.58	2.63 ⁻⁻	2.73
Campus environment emphasized spending significant amounts of time studying and on academic work	2.98	3.04	2.99	3.07
Benchmark	48.0 ⁻⁻	51.0	53.6 ⁻⁻	55.6

Active and Collaborative Learning

	1 st Year		Senior	
	UWSP	Peers	UWSP	Peers
Asked questions in class or contributed to class discussions	2.54 ⁻⁻	2.80	2.98 ⁻⁻	3.11
Made a class presentation	2.20 ⁻⁻	2.30	2.86	2.89
Worked with other students on projects during class	2.44	2.44	2.70 ⁺⁺	2.59
Worked with classmates outside of class to prepare class assignments	2.29	2.33	2.91 ⁺⁺	2.74
Tutored or taught other students	1.63	1.65	2.04 ⁺⁺	1.86
Participated in a community-based project as part of a regular course	1.45	1.50	1.69	1.73
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	2.51 ⁻⁻	2.67	2.76	2.83
Benchmark	38.8 ⁻⁻	41.6	52.6	51.4

Student Interactions with Faculty Members

	1 st Year		Senior	
	UWSP	Peers	UWSP	Peers
Discussed grades or assignments with an instructor	2.43 ⁻⁻	2.56	2.73 ⁻⁻	2.81
Talked about career plans with a faculty member or advisor	2.20 ⁺⁺	2.11	2.51	2.42
Discussed ideas from your readings or classes with faculty members outside of class	1.79	1.80	2.01	2.08
Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)	1.57	1.56	1.99 ⁺⁺	1.81
Received prompt feedback from faculty on your academic performance (written or oral)	2.52	2.58	2.73	2.79
Worked with a faculty member on a research project outside of course or program requirements	.04	.05	.20	.16
Benchmark	31.6	32.2	42.0	41.2

Enriching Educational Experiences

	1 st Year		Senior	
	UWSP	Peers	UWSP	Peers
Participating in co-curricular activities (organizations, publications, student government, sports, etc.)	2.16	2.07	2.25 ⁺⁺	1.97
Had serious conversations with students that have different religious beliefs, political opinions, or personal values	2.54 ⁻⁻	2.64	2.59	2.68
Had serious conversations with students of a different race or ethnicity	2.16 ⁻⁻	2.51	2.21 ⁻⁻	2.62
Campus environment encouraged contact among students from different economic, social, and racial or ethnic backgrounds	2.43 ⁻⁻	2.55	2.28 ⁻⁻	2.42
Practicum, internship, field experience, co-op experience, or clinical assignment	.09	.07	.59 ⁺⁺	.50
Community service or volunteer work	.27 ⁻⁻	.35	.64 ⁺⁺	.56
Foreign language coursework	.12 ⁻⁻	.19	.32	.36
Study abroad	.02	.03	.22 ⁺⁺	.11
Independent study or self-designed major	.03	.03	.20	.17
Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	.02	.02	.22 ⁻⁻	.31
Participate in learning community or some other formal program where groups of students take two or more classes together	.09 ⁻⁻	.15	.27	.25
Using electronic technology to discuss or complete an assignment	2.59	2.61	2.73 ⁻⁻	2.85
Benchmark	22.6 ⁻⁻	25.8	38.1	38.2

Supportive Campus Environment

	1 st Year		Senior	
	UWSP	Peers	UWSP	Peers
Campus environment provided the support you need to help you succeed academically	2.84 ⁻⁻	2.98	2.95	2.89
Campus environment helped you cope with your nonacademic responsibilities (work, family, etc.)	2.07	2.14	1.91	1.93
Campus environment provided the support you need to thrive socially	2.35	2.37	2.29 ⁺⁺	2.14
Quality of relationships with other students on a scale from 1 to 7, 1 being worst and 7 being best	5.42	5.48	5.80 ⁺⁺	5.64
Quality of relationships with faculty members on a scale from 1 to 7, 1 being worst and 7 being best	5.05 ⁻⁻	5.23	5.56	5.50
Quality of relationships with administrative personnel and offices on a scale from 1 to 7, 1 being worst and 7 being best	4.55	4.64	4.65	4.57
Benchmark	57.1 ⁻⁻	59.3	59.2 ⁺⁺	57.3