

National Survey of Student Engagement

Executive Snapshot 2008

University of Wisconsin-Stevens Point

Dear Colleague:

This is a summary of some key findings from your institution's performance on the 2008 National Survey of Student Engagement. We hope you can use this information to stimulate discussion on your campus about how to improve the undergraduate experience at University of Wisconsin-Stevens Point.

Sincerely,
Alexander C. McCormick
Director, National Survey of Student Engagement

Are All Students at University of Wisconsin-Stevens Point Equally Engaged?

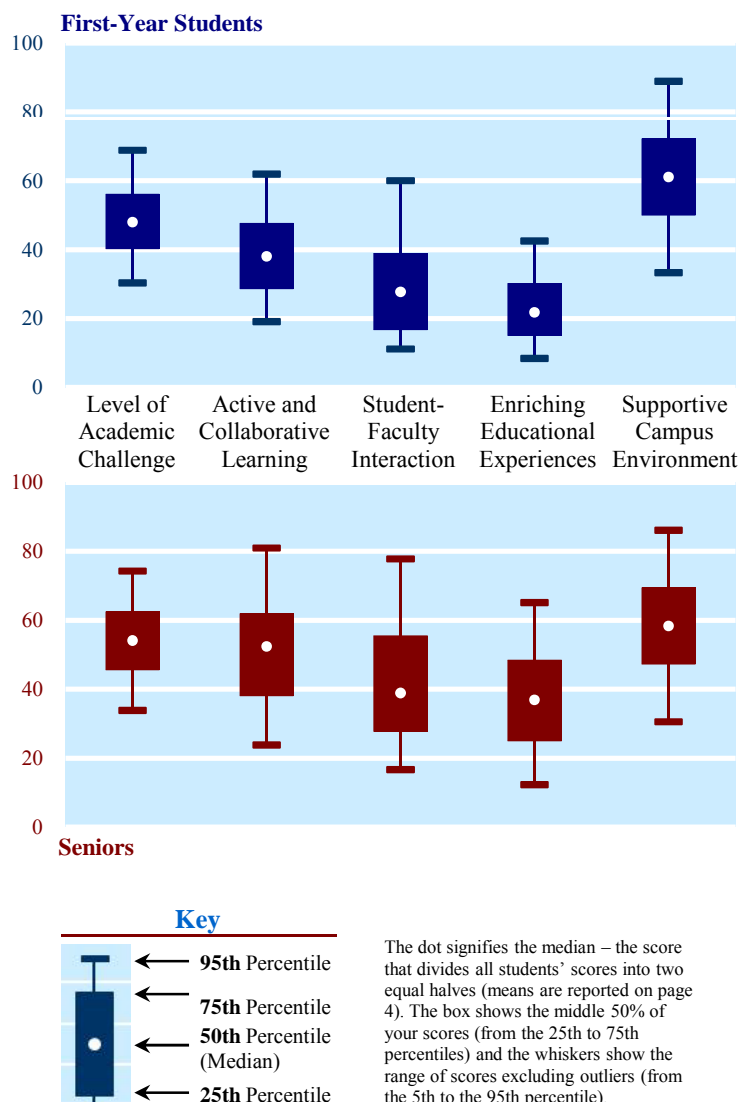
Quality in U.S. higher education is often considered an institutional attribute, as if one college offers a uniformly better or worse education than another. Yet, a robust finding from decades of research on college students holds that student experiences and outcomes are more varied among students *within* institutions than *between* institutions.

In this year's annual report NSSE urges institutions to "look within," calling attention to the need to examine variation in the student experience at your institution. Your (hypothetical) average student does not describe all students and groups on your campus.

The adjacent figures illustrate this phenomenon. We plotted your students' NSSE benchmark scores in a "box and whiskers" chart (see key). Here you can see the range and variation of your scores (whiskers), as well as where the mid-range or normal scores fell (box). Note the dispersion of your scores. The greater the range, the more varied the student experience is at your institution.

Improving the experience of your least engaged students may be the most effective way to raise your benchmark scores and improve your overall institutional quality. Even high-performing institutions have much to learn by examining variation in student engagement – by looking within.

Variation in NSSE Benchmark Scores by Class at University of Wisconsin-Stevens Point



NSSE 2008 Question Comparisons

By examining individual NSSE questions, you can better understand what contributes to your institution's overall benchmark scores. This section features the five questions on which your first-year and senior students scored the highest and the five questions on which they scored the lowest, relative to students at your first selected comparison group (listed in your *NSSE 2008 Selected Comparison Groups* report).

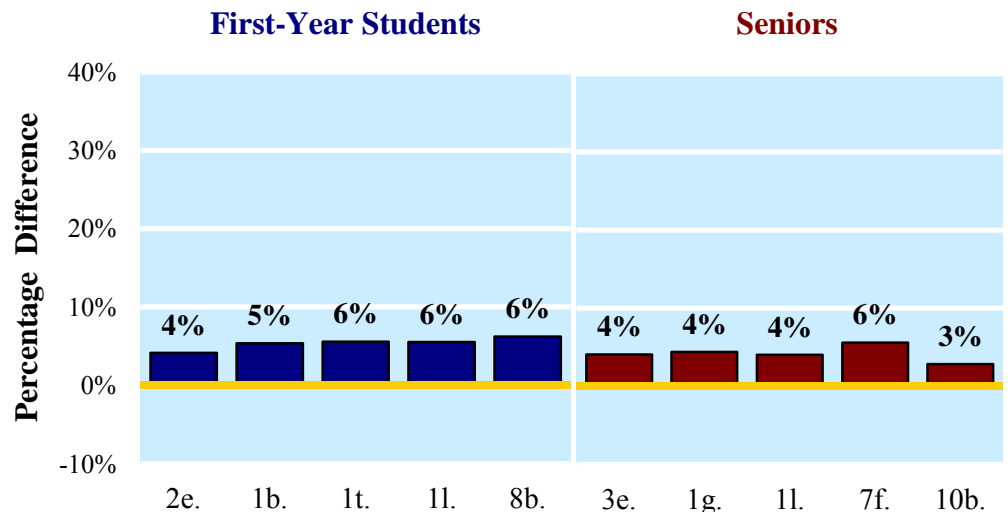
While these questions were chosen to represent the largest differences (in percentage points), they may not be the most important to your institutional mission or current program or policy goals. We encourage you to review your *NSSE Institutional Report 2008* for additional results of particular interest to your campus.

Highest Performing Areas

Comparison Groups

Ques- tion	Bench- mark ¹	Percent of students who...	UW-Stevens Point	UW Consortium	Publ Mstrs M -Region	Publ Mstrs M -Natl
First-Year Students						
2e.	LAC	Said courses emphasized applying theories or concepts to new situations ⁴	73%	68%	71%	71%
1b.	ACL	Made a class presentation ²	34%	28%	34%	36%
1t.	ACL	Discussed ideas from readings or classes with others outside of class ²	50%	45%	49%	55%
1l.	EEE	Used an electronic medium to discuss or complete an assignment ²	49%	44%	48%	49%
8b.	SCE	Positively rated their relationships with faculty members ³	74%	68%	70%	69%
Seniors						
3e.	LAC	Wrote more than 10 papers or reports of fewer than 5 pages	41%	37%	35%	31%
1g.	ACL	Worked with other students on projects during class ²	57%	53%	53%	51%
1l.	EEE	Used an electronic medium to discuss or complete an assignment ²	57%	53%	58%	61%
7f.	EEE	Had a study abroad experience	23%	17%	15%	11%
10b.	SCE	Said the institution provides substantial support for academic success ⁴	75%	72%	71%	72%

The adjacent figure, based on the table above, displays the questions on which your students compare most favorably with those in your first selected comparison group named:
UW Consortium



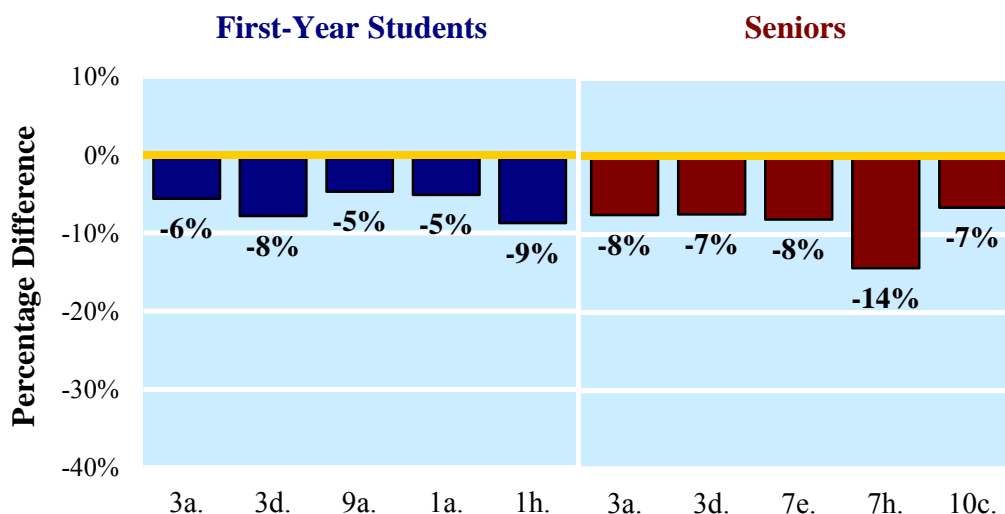


Lowest Performing Areas

Comparison Groups

Ques- tion	Bench- mark ¹	Percent of students who...	UW-Stevens Point	UW Consortium	Publ Mstrs M -Region	Publ Mstrs M -Natl
First-Year Students						
3a.	LAC	Read more than 10 assigned books or book-length packs of readings	27%	32%	30%	29%
3d.	LAC	Wrote more than 4 papers or reports between 5 and 19 pages	16%	24%	25%	27%
9a.	LAC	Spent more than 10 hours/week preparing for class (studying, etc.)	52%	57%	56%	50%
1a.	ACL	Asked questions/contributed to class discussions ²	44%	49%	52%	59%
1h.	ACL	Worked with classmates outside of class to prepare class assignments ²	32%	41%	45%	40%
Seniors						
3a.	LAC	Read more than 10 assigned books or book-length packs of readings	26%	34%	31%	32%
3d.	LAC	Wrote more than 4 papers or reports between 5 and 19 pages	38%	46%	45%	44%
7e.	EEE	Completed foreign language coursework	31%	39%	39%	37%
7h.	EEE	Completed a culminating senior experience (capstone, thesis, comp. exam)	21%	35%	36%	32%
10c.	EEE	Said the institution substantially encourages contacts among diverse peers ⁴	35%	42%	43%	46%

The adjacent figure, based on the table above, displays the questions on which your students compared least favorably with those in your first selected comparison group named: UW Consortium



Notes

¹ LAC=Level of Academic Challenge; ACL=Active and Collaborative Learning; SFI=Student-Faculty Interaction; EEE=Enriching Educational Experiences; SCE=Supportive Campus Environment

² Combination of students responding 'very often' or 'often'

³ Rated at least 5 on a 7-point scale

⁴ Combination of students responding 'very much' or 'quite a bit'

Respondent Characteristics

The adjacent table displays your number of respondents, response rate, and sampling error by class. Sampling error is an estimate of the margin by which the true percentage of your students may differ from the reported percentage on a given item (because not all of your students completed surveys).

	N	Resp. Rate	Sampling Error
First-Year Students	898	54%	+/-2.2%
Seniors	1,060	51%	+/-2.1%

Benchmarks of Effective Educational Practice

To represent the multi-dimensional nature of student engagement, NSSE developed five indicators of effective educational practice. These "benchmarks" are created from clusters of NSSE questions that best represent these practices.

The table below summarizes key benchmark results for UWSP institution and selected comparison groups. The '+' symbol indicates that your institution's score is higher than the respective comparison group ($p < .05$), the '-' symbol indicates a score lower than the comparison group, and a blank space indicates no significant difference.

	Class	UW-Stevens Point	Comparison Groups		
			UW Comprehensives	Publ Mstrs M -Region	Publ Mstrs M -Natl
Level of Academic Challenge (LAC)					
<i>How challenging is your institution's intellectual and creative work?</i>	First-Year	48.6	49.7 ⁻	50.2 ⁻	50.8 ⁻
	Senior	53.9	55.1 ⁻	55.5 ⁻	56.1 ⁻
Active and Collaborative Learning (ACL)					
<i>Are your students actively involved in their learning, individually and working with others?</i>	First-Year	37.7	39.2 ⁻	41.3 ⁻	42.0 ⁻
	Senior	51.6	52.1	51.8	51.8
Student-Faculty Interaction (SFI)					
<i>Do your students work with faculty members inside and outside the classroom?</i>	First-Year	30.0	31.1	33.3 ⁻	33.9 ⁻
	Senior	42.1	41.9	42.5	42.9
Enriching Educational Experiences (EEE)					
<i>Do your students take advantage of complementary learning opportunities?</i>	First-Year	23.3	23.1	24.3 ⁻	25.4 ⁻
	Senior	37.4	39.6 ⁻	38.7 ⁻	38.3
Supportive Campus Environment (SCE)					
<i>Do your students feel the institution is committed to their success?</i>	First-Year	60.4	59.5	59.5	59.3
	Senior	58.2	58.3	57.8	58.6

-p<.05, --p<.01, ---p<.001 Indicate UWSP is significantly lower.

+ p<.05, ++p<.01, +++p<.001 Indicate UWSP is significantly higher.

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For More Information

A comprehensive summary of all results is contained in the NSSE institutional report, Shari Ellertson, Office of the Chancellor. Reports used in this Executive Snapshot included the: NSSE 2008 Mean Comparisons, Frequency Distributions, Benchmark Comparisons, and Respondent Characteristics.



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