## St. Olaf College

## **A Summary of Student Engagement Results**

Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning. NSSE surveys undergraduate students in their first and final years to assess their levels of engagement and related information about their experience at your institution.

## **Comparison Group**

The comparison group featured in this report is

#### Criterion

See your *Selected Comparison Groups* report for details.

This Snapshot is a concise collection of key findings from your institution's NSSE 2023 administration. We hope this information stimulates discussions about the undergraduate experience. Additional details about these and other results appear in the reports referenced throughout.

Engagement Indicators Sets of items are grouped into ten			Your students compared with Criterion	
Engagement Indicators, organized under four broad themes. At right are summary results for your institution. For details, see your <i>Engagement Indicators</i> report.	Theme	Engagement Indicator	First-year	Senior
	Academic Challenge	Higher-Order Learning		
		Reflective & Integrative Learning		
ingugement materiors report.		Learning Strategies	$\nabla$	$\nabla$
Key:		Quantitative Reasoning		
Your students' average was significantly higher (p < .05) with an effect size at least .3 in magnitude.	Learning	Collaborative Learning		
Your students' average was significantly $\triangle$ higher ( $p < .05$ ) with an effect size less than .3 in magnitude.	with Peers	Discussions with Diverse Others		
No significant difference.	Experiences	Student-Faculty Interaction		
<b>Your students' average</b> was significantly lower $(p < .05)$ with an effect size less than .3 in magnitude.	with Faculty	Effective Teaching Practices	$\nabla$	$\nabla$
Your students' average was significantly  ■ lower (p < .05) with an effect size at least .3 in magnitude.	Campus Environment	Quality of Interactions	$\nabla$	
		Supportive Environment		

### **High-Impact Practices**

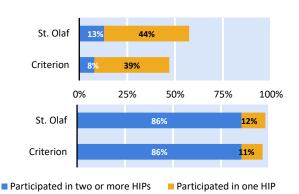
Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." For more details and statistical comparisons, see your *High-Impact Practices* report.

#### First-year

Service-Learning, Learning Community, and Research w/Faculty

#### Senior

Service-Learning, Learning Community, Research w/Faculty, Internship, Study Abroad, and Culminating Senior Experience





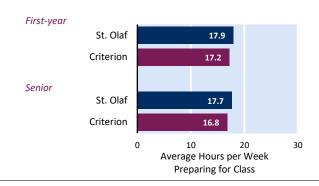
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## **Academic Challenge: Additional Results**

The Academic Challenge theme contains four Engagement Indicators as well as several important individual items. The results presented here provide an overview of these individual items. For more information about the Academic Challenge theme, see your *Engagement Indicators* report. To further explore individual item results, see your *Frequencies and Statistical Comparisons*, the *Major Field Report*, the *Online Institutional Report*, or the Report Builder.

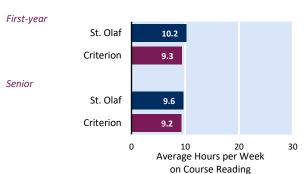
### **Time Spent Preparing for Class**

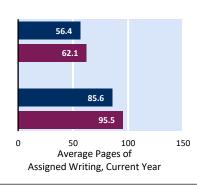
This figure reports the average weekly class preparation time for your students compared to students in your comparison group.



## **Reading and Writing**

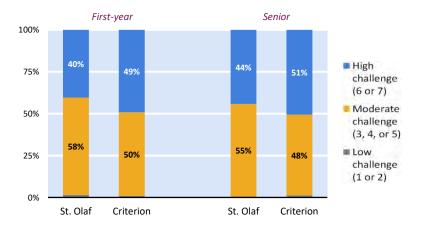
These figures summarize the number of hours your students spent reading for their courses and the average number of pages of assigned writing compared to students in your comparison group. Each is an estimate calculated from two or more separate survey questions.





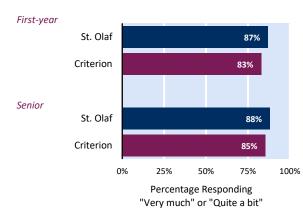
### **Challenging Students to Do Their Best Work**

To what extent did students' courses challenge them to do their best work? Response options ranged from 1 = "Not at all" to 7 = "Very much."



### **Academic Emphasis**

How much did students say their institution emphasizes spending significant time studying and on academic work? Response options included "Very much," "Quite a bit," "Some," and "Very little."





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## **Item Comparisons**

By examining individual NSSE questions, you can better understand what contributes to your institution's performance on the Engagement Indicators. This section displays the five questions on which your students scored the highest and the five questions on which they scored the lowest, relative to students in your comparison group. Parenthetical notes indicate whether an item belongs to a specific Engagement Indicator or is a High-Impact Practice. While these questions represent the largest differences (in percentage points), they may not be the most important to your institutional mission or current program or policy goals, or equally available to all students. For additional results, see your Frequencies and Statistical Comparisons report.

#### First-vear

## **Highest Performing Relative to Criterion**

Discussions with...People from countries other than your own

Participated in a learning community or some other formal program where... (HIP)

Asked another student to help you understand course material (CL)

Included diverse perspectives (...) in course discussions or assignments<sup>b</sup> (RI)

Institution emphasis on encouraging contact among students from different backgrounds... (SE)

### **Lowest Performing Relative to Criterion**

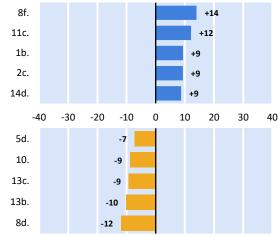
Instructors provided feedback on a draft or work in progress<sup>c</sup> (ET)

Extent to which courses challenged you to do your best work<sup>d</sup>

Quality of interactions with faculty<sup>d</sup> (QI)

Quality of interactions with academic advisors<sup>d</sup> (QI)

Discussions with... People with political views other than your own<sup>b</sup> (DD)



Percentage Point Difference with Criterion

#### Senior

### **Highest Performing Relative to Criterion**

Participated in a study abroad program (HIP)

About how many courses have included a community-based project (service-learning)?<sup>e</sup> (HIP)

Participated in a learning community or some other formal program where... (HIP)

Discussions with...People from countries other than your own

Discussions with...People with sexual orientations other than your own

### **Lowest Performing Relative to Criterion**

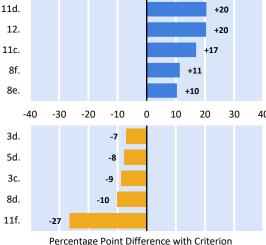
Discussed your academic performance with a faculty member (SF)

Instructors provided feedback on a draft or work in progress<sup>c</sup> (ET)

Discussed course topics, ideas, or concepts with a faculty member outside of class<sup>b</sup> (SF)

Discussions with... People with political views other than your own<sup>b</sup> (DD)

Completed a culminating senior experience (...) (HIP)



a. The items on this page come from the Engagement Indicators (EIs), High-Impact Practices (HIPs), Sense of Belonging (SB), the academic challenge questions on page 2, and four additional questions about effective teaching (new in 2021). Key to abbreviations for EI items: HO = Higher-Order Learning, RI = Reflective & Integrative Learning, LS = Learning Strategies, QR = Quantitative Reasoning, CL = Collaborative Learning, DD = Discussions with Diverse Others, SF = Student-Faculty Interaction, ET = Effective Teaching Practices, QI = Quality of Interactions, SE = Supportive Environment.

b. Combination of students responding "very often" or "often."

c. Combination of students responding "very much" or "quite a bit."

d. Rated at least 6 on a 7-point scale.

e. Percentage reporting at least "some."

f. Estimate based on the reported amount of course preparation time spent on assigned reading.

g. Estimate based on number of assigned writing tasks of various lengths.

h. Combination of students responding "strongly agree" or "agree.'



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## **How Students Assess Their Experience**

Students' perceptions of certain aspects of cognitive and affective development, as well as their overall satisfaction with the institution, provide useful evidence of their educational experiences. For more details, see your Frequencies and Statistical Comparisons report.

## **Perceived Gains Among Seniors**

Students reported how much their experience at your institution contributed to their knowledge, skills, and personal development in ten areas.

## Satisfaction with St. Olaf

Students rated their overall experience at the institution, and whether or not they would choose it again.

88%

89%

88%

75%

80%

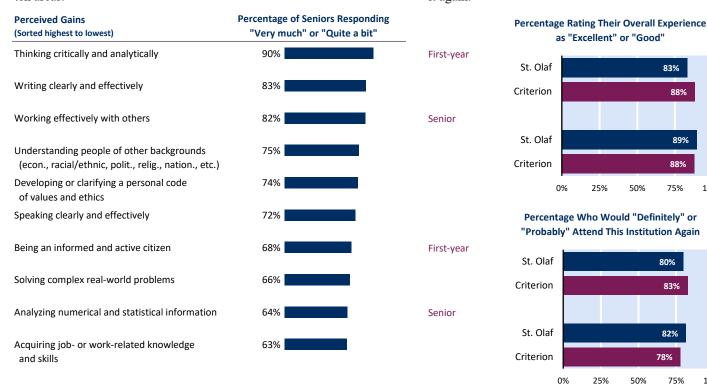
83%

82%

78%

100%

100%



## **Administration Details**

## **Response Summary**

	Count	Resp. rate	Female	Full-time
First-year	398	46%	58%	99%
Senior	250	36%	67%	97%

See your Administration Summary and Respondent Profile reports for more information.

### **Additional Questions**

Your institution administered the following additional question set(s):

**Academic Advising** 

**Inclusiveness & Engagement with Cultural Diversity** 

See your Topical Module report(s) for results.

### What is NSSE?

NSSE annually collects information at hundreds of four-year colleges and universities about student participation in activities and programs that promote their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending their college or university. Institutions use their data to identify aspects of the undergraduate experience that can be improved through changes in policy and practice.

NSSE has been in operation since 2000 and has been used at nearly 1,700 colleges and universities in the US and Canada. More than 90% of participating institutions administer the survey on a periodic basis.

Visit our website: nsse.indiana.edu

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