



# NSSE 2014 Snapshot

## University of Detroit Mercy

### 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 first-year and senior students 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 **GreatLakesPrivate**.  
 See your report for details.

This Snapshot is a concise collection of key findings from your institution's NSSE 2014 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 Engagement Indicators, organized under four broad themes. At right are summary results for your institution. For details, see your Engagement Indicators report.

#### Key:

Your students' average was significantly higher ( $p < .05$ ) with an effect size at least .3 in magnitude.

Your students' average was significantly higher ( $p < .05$ ) with an effect size less than .3 in magnitude.

-- No significant difference.

Indicator	Your students compared with GreatLakesPrivate		
	Higher	Lower	No Significant Difference
Higher Order Learning	--	--	
Reflective & Integrative Learning			--
Learning Strategies			
Quantitative Reasoning	--	--	
Cognitive Learning	--		
Discuss with Diverse Others	--		--
Student			





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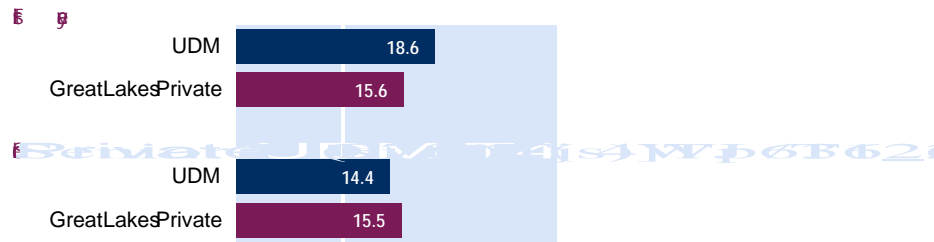
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### Academic Challenge: Additional Results

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, Major Field Report, the Online Institutional Report or the Report Builder—Institution Version.

#### Time Spent Preparing for Class

This figure reports the average weekly class preparation time for your first-year and senior students compared to students in your comparison group.





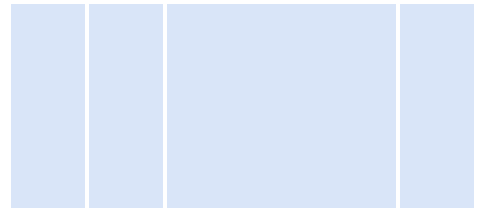
### Item Comparison

By examining individual NSSE questions, you can better understand what contributes to your institution's performance on Engagement Indicators and High-Impact Practices. This section displays the five questions<sup>a</sup> on which your first-year and senior 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. For additional results, refer to your [Frequencies and Statistical Comparison report](#).

#### First Year

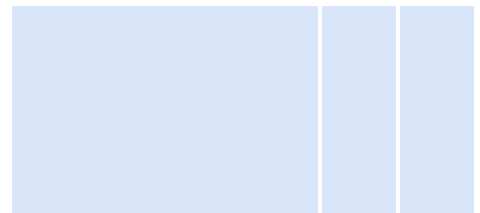
##### Highest Performing Relative to Great Lakes Private

- Reviewed your notes after class (LS)
- Prepared for exams by discussing or working through course material w/other students (CL)
- Summarized what you learned in class or from course material (LS)
- Discussions with... People of a race or ethnicity other than your own (DD)
- Spent more than 15 hours per week preparing for class



##### Lowest Performing Relative to Great Lakes Private

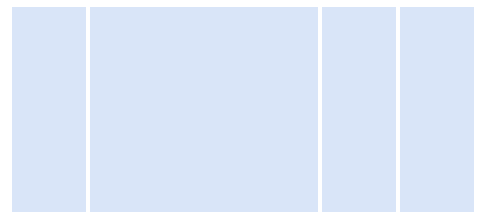
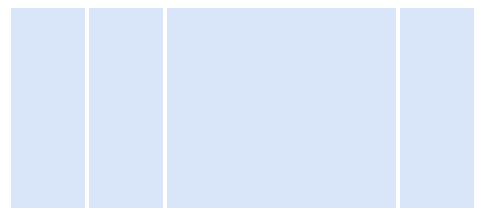
- Institution emphasis on helping you manage your non academic responsibilities (...)(SE)
- Institution emphasis on attending campus activities and events (...)(SE)
- Institution emphasis on providing support for your overall well being... (SE)
- Quality of interactions with students (QI)
- Institution emphasis on attending events that address important social/econ./polit. issues (SE)



#### Senior

##### Highest Performing Relative to Great Lakes Private

- About how many courses have





### How Students Assess Their Experience

Students' perceptions of their cognitive and affective development, as well as their overall satisfaction with the institution, provide useful evidence of their educational experiences. For more details, refer to your Frequencies and Statistical Comparison reports.

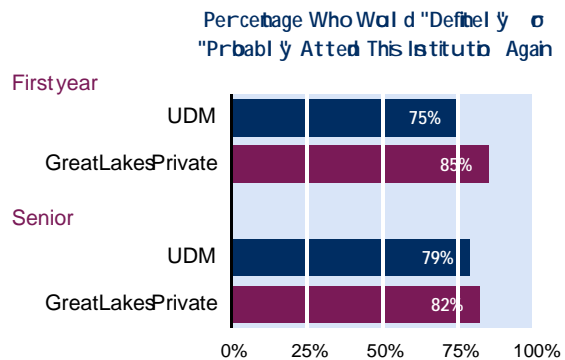
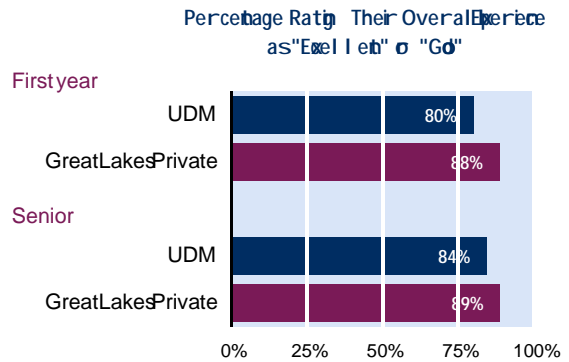
#### Perceived Gains and Skills

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

Perceived Gains (Sorted highest to lowest)	Percentage of Students Responding "Very much" or "Quite a bit"
Thinking critically and analytically	85%
Acquiring job- or work-related knowledge and skills	74%
Working effectively with others	69%
Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.)	66%
Writing clearly and effectively	64%
Developing or clarifying a personal code of values and ethics	61%
Analyzing numerical and statistical information	61%
Speaking clearly and effectively	61%
Solving complex real-world problems	59%
Being an informed and active citizen	54%

#### Satisfaction with UDM

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



### Administrative Details

#### Response Summary

	Count	Response Rate	Female	Full-time
First Year	85	14%	73%	95%
Senior	103	15%	78%	72%

Refer to your Administration Summary and Respondent Profile reports for more information.

#### Additional Questions

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

- Learning with Technology
- Global Perspectives, Cognitive and Social

Refer to 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 more than 1,500 colleges and universities in the US and Canada. More than 90% of participating institutions administer the survey on a periodic basis.

Visit our Web site: [nsse.iub.edu](http://nsse.iub.edu)