Bluefield University

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

Virginia Private Col

See your *Selected Comparison Groups* report for details.

This *Snapshot* is a concise collection of key findings from your institution's NSSE 2022 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 Virginia Private Col	
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			
		Learning Strategies			
Key:		Quantitative Reasoning			
Your students' average was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.	Learning with Peers	Collaborative Learning			
Your students' average was significantly \triangle higher ($p < .05$) with an effect size less than .3 in magnitude.		Discussions with Diverse Others	A		
No significant difference.	Experiences with Faculty	Student-Faculty Interaction			
Your students' average was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.		Effective Teaching Practices			
Your students' average was significantly \bigvee lower ($p < .05$) with an effect size at least .3 in magnitude.	Campus Environment	Quality of Interactions			
		Supportive Environment			

High-Impact Practices

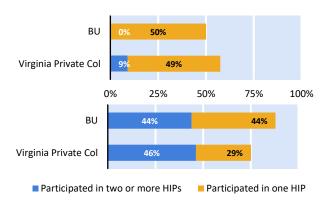
Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." For more details and statistical comparisons, see your *High-Impact Practices* report.

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





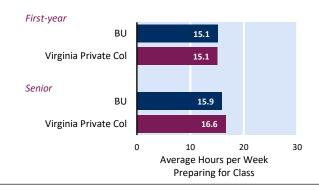
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Academic Challenge: Additional Results

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.

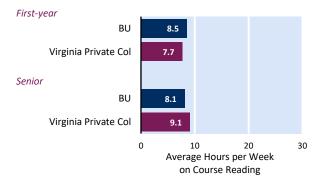
Time Spent Preparing for Class

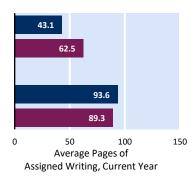
This figure reports the average weekly class preparation time for your students compared to students in your comparison group.



Reading and Writing

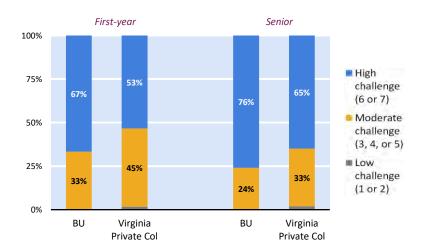
These figures summarize the number of hours your students spent reading for their courses and the average number of pages of assigned writing compared to students in your comparison group. Each is an estimate calculated from two or more separate survey questions.





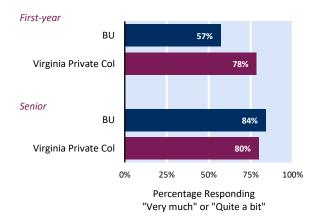
Challenging Students to Do Their Best Work

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-year

Highest Performing Relative to Virginia Private Col

Discussions with... People with religious beliefs other than your own^b (DD)

Discussions with... People with political views other than your own^b (DD)

Discussions with... People of a race or ethnicity other than your own^b (DD)

Discussions with...People from a country other than your own

Reviewed your notes after class^b (LS)

Lowest Performing Relative to Virginia Private Col

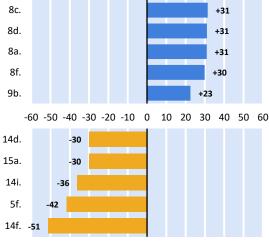
Institution emphasis on encouraging contact among students from different backgrounds...^c (SE)

I feel comfortable being myself at this institution (SB)

Institution emphasis on attending events that address important social/econ./polit. issues^c (SE)

Instructors explained in advance the criteria for successfully completing assignments^c

Institution emphasis on providing support for your overall well-being... (SE)



Percentage Point Difference with Virginia Private Col

Senior

Highest Performing Relative to Virginia Private Col

Discussions with... People with political views other than your own^b (DD)

Discussions with...People from a country other than your own

Discussions with... People of a race or ethnicity other than your own^b (DD)

Discussions with... People with religious beliefs other than your own^b (DD)

Discussions with...People with a sexual orientation other than your own

Lowest Performing Relative to Virginia Private Col

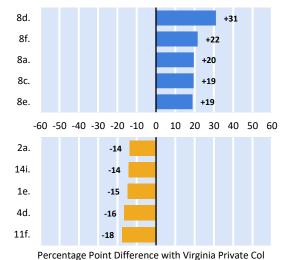
Combined ideas from different courses when completing assignments^b (RI)

Institution emphasis on attending events that address important social/econ./polit. issues^c (SE)

Worked with other students on course projects or assignments (CL)

Evaluating a point of view, decision, or information source^c (HO)

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



a. The items on this page come from the Engagement Indicators (Els), 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*

Perceived Gains Among Seniors

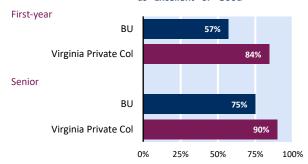
Students reported how much their experience at your institution contributed to their knowledge, skills, and personal development in ten areas.

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

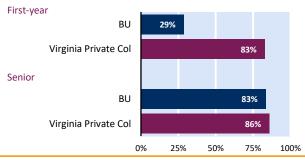
Satisfaction with BU

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

Percentage Rating Their Overall Experience as "Excellent" or "Good"



Percentage Who Would "Definitely" or "Probably" Attend This Institution Again



Administration Details

Response Summary

	Count	Resp. rate	Female	Full-time
First-year	11	11%	64%	91%
Senior	28	19%	79%	79%

See your Administration Summary and Respondent Profile reports for more information

Additional Questions

Your institution did not choose to administer additional questions. In future administrations, you may customize NSSE by participating in a topical module or a consortium. See our website for more information. nsse.indiana.edu

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 1,600 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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