

### Student Engagement

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

**COPLAC**

### Engagement Indicators

Sets of items are grouped into ten Engagement Indicators, organized under four broad themes. At right are summary results for Montevallo.

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.

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

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

Theme	Engagement Indicator	Your students compared with COPLAC	
		First-year	Senior
Academic Challenge	Higher-Order Learning	--	▲
	Reflective & Integrative Learning	--	--
	Learning Strategies	--	--
	Quantitative Reasoning	--	--
Learning with Peers	Collaborative Learning	--	▲
	Discussions with Diverse Others	--	▲
Experiences with Faculty	Student-Faculty Interaction	--	▲
	Effective Teaching Practices	--	▲
Campus Environment	Quality of Interactions	--	▲
	Supportive Environment	--	▲

### High-Impact Practices

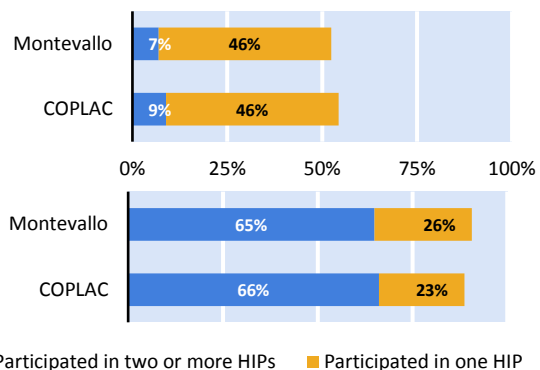
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact."

#### First-year

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

#### Senior

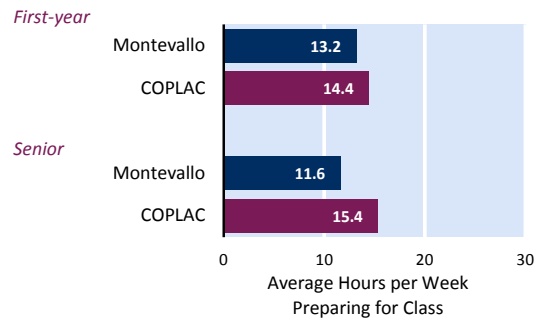
Service-Learning, Learning Community, Research w/Faculty, Internship, Study Abroad, and Culminating Senior Experience



### Academic Challenge

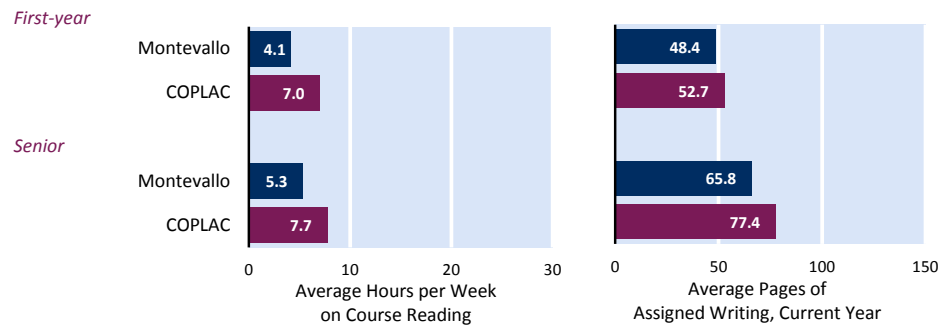
#### Time Spent Preparing for Class

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



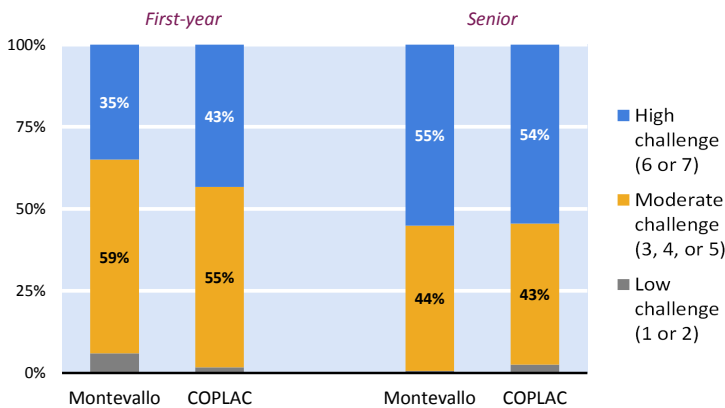
#### Reading and Writing

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.



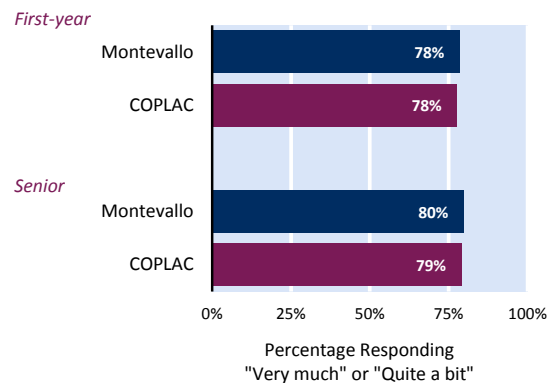
#### Challenging Students to Do Their Best Work

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."



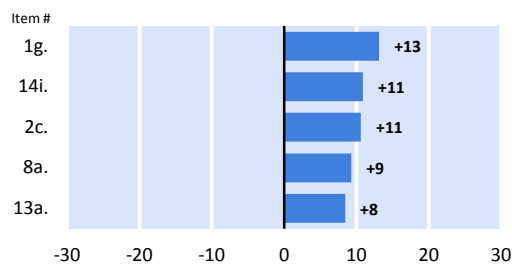
### Item Comparisons

This section displays the five questions<sup>a</sup> 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.

#### First-year

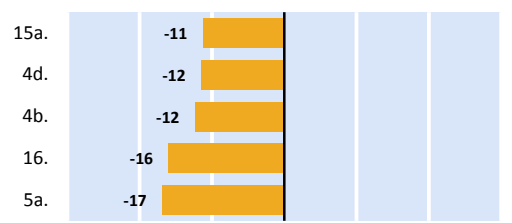
##### Highest Performing Relative to COPLAC

- Prepared for exams by discussing or working through course material w/other students<sup>b</sup> (CL)
- Institution emphasis on attending events that address important social/econ./polit. issues<sup>c</sup> (SE)
- Included diverse perspectives (...) in course discussions or assignments<sup>b</sup> (RI)
- Discussions with... People of a race or ethnicity other than your own<sup>b</sup> (DD)
- Quality of interactions with students<sup>d</sup> (QI)



##### Lowest Performing Relative to COPLAC

- Spent more than 15 hours per week preparing for class
- Evaluating a point of view, decision, or information source<sup>e</sup> (HO)
- Applying facts, theories, or methods to practical problems or new situations<sup>c</sup> (HO)
- Spent more than 10 hours per week on assigned reading<sup>f</sup>
- Instructors clearly explained course goals and requirements<sup>c</sup> (ET)

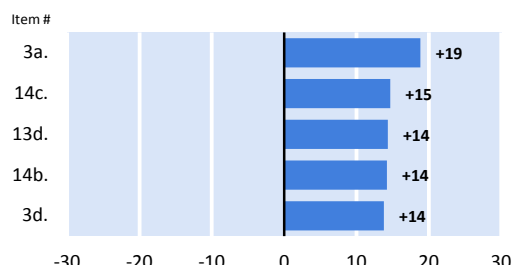


Percentage Point Difference with COPLAC

#### Senior

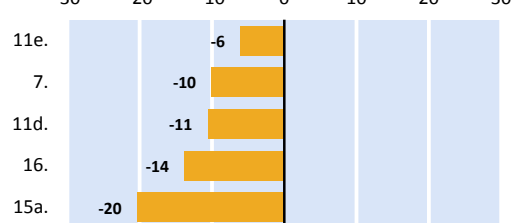
##### Highest Performing Relative to COPLAC

- Talked about career plans with a faculty member<sup>b</sup> (SF)
- Institution emphasis on using learning support services (...) <sup>c</sup> (SE)
- Quality of interactions with student services staff (...) <sup>d</sup> (QI)
- Institution emphasis on providing support to help students succeed academically<sup>c</sup> (SE)
- Discussed your academic performance with a faculty member<sup>b</sup> (SF)



##### Lowest Performing Relative to COPLAC

- Worked with a faculty member on a research project (HIP)
- Assigned more than 50 pages of writing<sup>g</sup>
- Participated in a study abroad program (HIP)
- Spent more than 10 hours per week on assigned reading<sup>f</sup>
- Spent more than 15 hours per week preparing for class



Percentage Point Difference with COPLAC

a. The displays on this page draw from the items that make up the ten Engagement Indicators (EIs), six High-Impact Practices (HIPs), and the additional academic challenge items reported on page 2. 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. HIP items are also indicated.

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.

### 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.

#### Perceived Gains Among Seniors

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

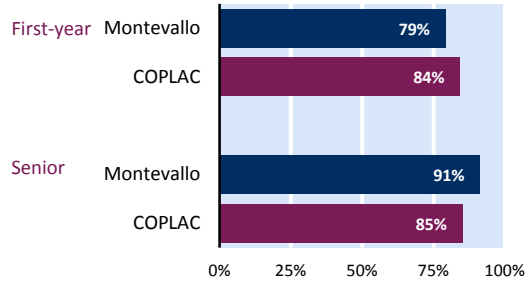
**Perceived Gains**  
(Sorted highest to lowest)

Perceived Gains	Percentage of Seniors Responding "Very much" or "Quite a bit"
Thinking critically and analytically	87%
Working effectively with others	81%
Writing clearly and effectively	80%
Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.)	77%
Developing or clarifying a personal code of values and ethics	71%
Acquiring job- or work-related knowledge and skills	71%
Speaking clearly and effectively	70%
Solving complex real-world problems	64%
Being an informed and active citizen	64%
Analyzing numerical and statistical information	57%

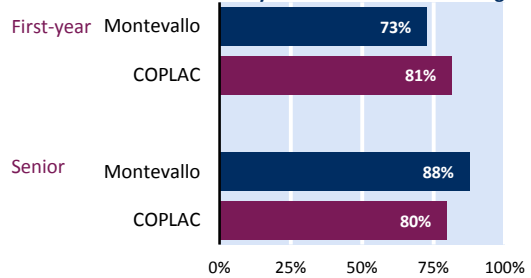
#### Satisfaction with Montevallo

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
<i>First-year</i>	86	17%	72%	99%
<i>Senior</i>	150	31%	81%	85%

### 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.