



Snapshot

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, modules/subjects, and other learning opportunities facilitate student participation in activities that matter to student learning. SASSE surveys first-year and senior students to assess their levels of engagement and related information about their experience at your institution.

This Snapshot is a concise collection of key findings from your institution's SASSE 2016 administration. We hope this information stimulates discussions about the undergraduate experience. Additional details about these and other results appear in the reports referenced throughout.

Comparison Group

The comparison group featured in this report is:

Comparison Group

The 2018 cohort is comprised of three institutions, including your institution.

Engagement Indicators

Sets of items are grouped into ten Engagement Indicators, organised 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 of 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.

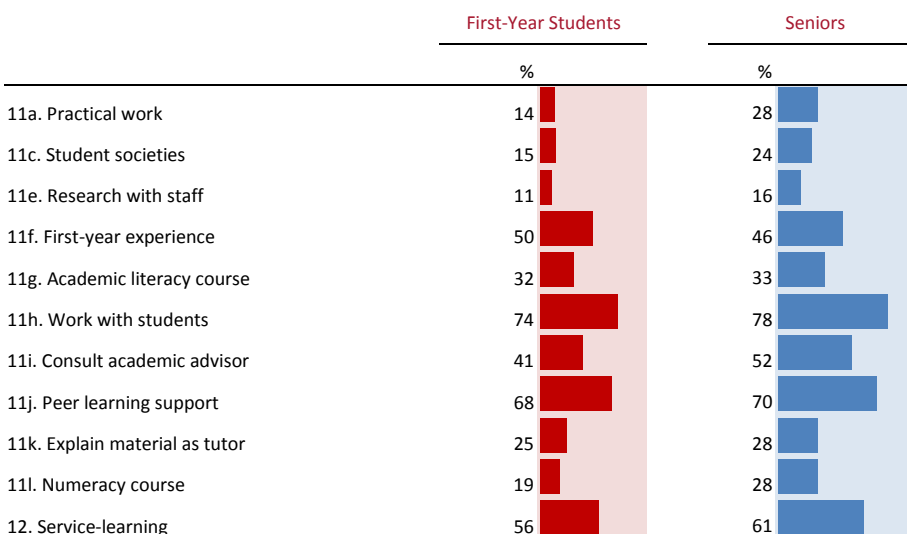
▼ Your students' average was significantly lower (p<.05) with an effect size less than .3 in magnitude.

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

Theme	Engagement Indicator	Your students compared with Comparison Group	
		First-year	Senior
Academic Challenge	Higher-Order Learning (HO)	△	△
	Reflective and Integrative Learning (RI)	▲	△
	Learning Strategies (LS)	△	△
	Quantitative Reasoning (QR)	—	△
Learning with Peers	Collaborative Learning (CL)	△	△
	Discussions with Diverse Others (DD)	—	—
Experiences with Staff	Student-Staff Interaction (SS)	▲	▲
	Effective Teaching Practices (ET)	▲	▲
Campus Environment	Quality of Interactions (QI)	—	△
	Supportive Environment (SE)	△	▲

High-Impact Practices (HIPs)

Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." Below is the percentage of students who reported "Done or in progress" in a high-impact practice. For more details and statistical comparisons, see your *High-Impact Practices* report.



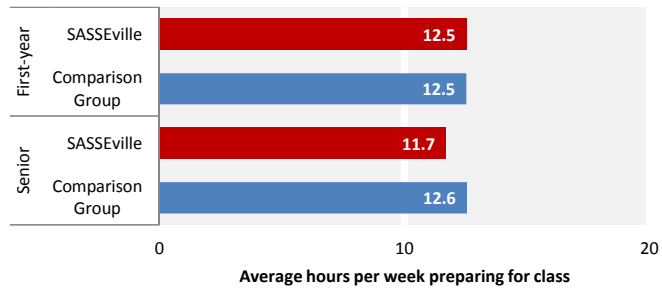


Academic Challenge: Additional Results

The Academic Challenge theme contains four Engagement Indicators (HO, RI, LS, QR) 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*.

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.



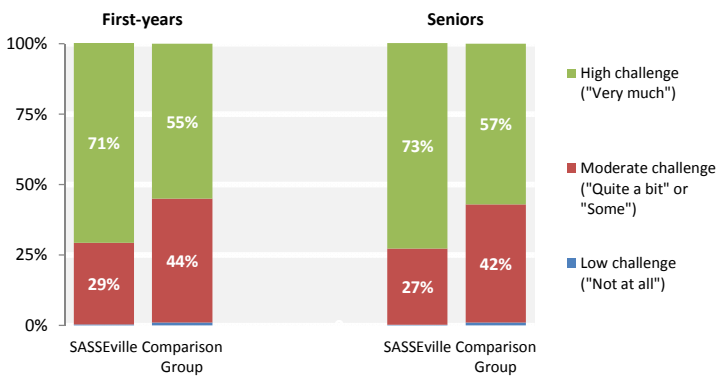
Reading and Writing

These figures summarise the number of hours your students spent reading for their modules/subjects 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.



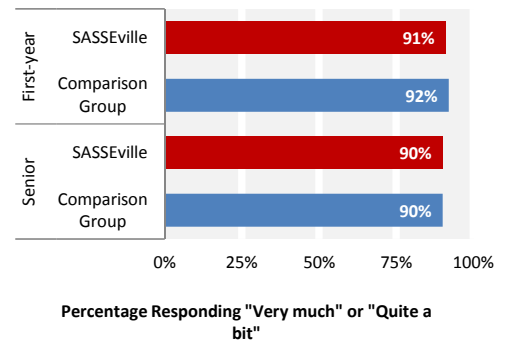
Challenging Modules/Subjects

To what extent did your students' modules/subjects challenge them to do their best work? Response options included "Very much," "Quite a bit," "Some," and "Very little."



Academic Emphasis

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





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, see your *Frequencies and Statistical Comparisons* report.

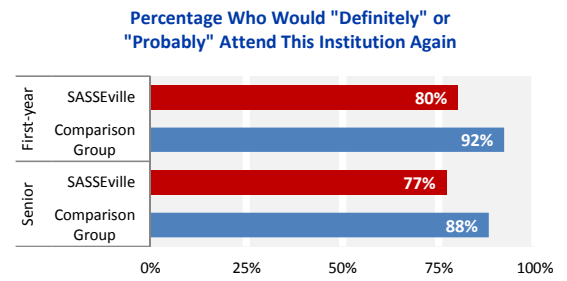
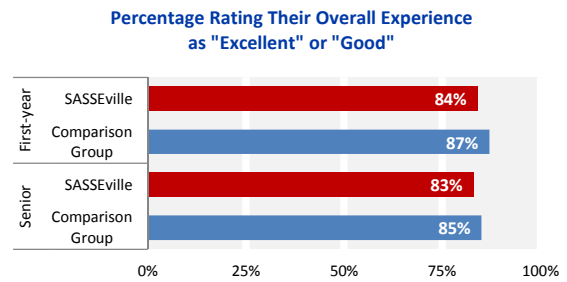
Perceived Gains Among Seniors

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

Perceived Gains (Sorted highest to lowest)	Percentage of Seniors Responding "Very much" or "Quite a bit"
Thinking critically and analytically	90%
Using computing and information technology	83%
Working effectively with others	83%
Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	81%
Writing clearly and effectively	81%
Speaking clearly and effectively	79%
Developing or clarifying a personal code of values and ethics	78%
Solving complex real-world problems	77%
Being an informed and active citizen	76%
Developing job- or work-related knowledge and skills	74%
Analysing numerical and statistical information	68%

Satisfaction with SASSEville

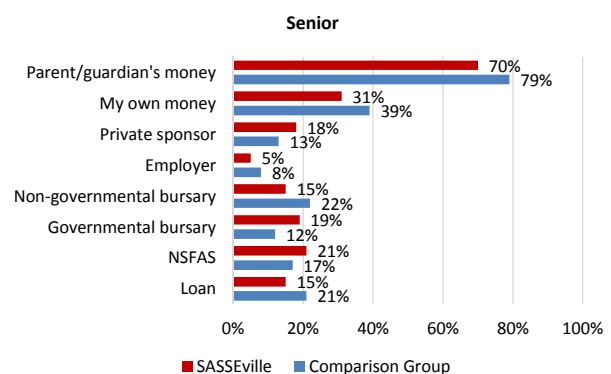
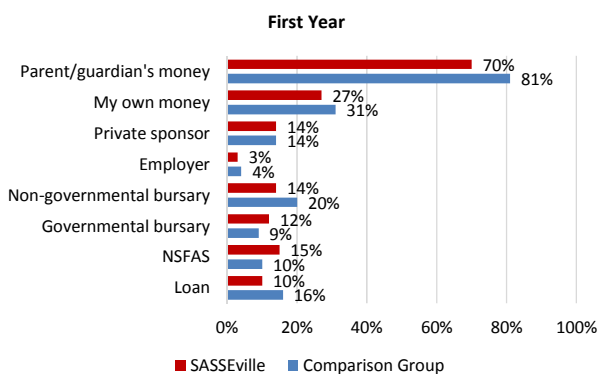
Students rated their overall experience at the institution and whether or not they would choose it again.



Financial Stress Scale

In light of the financial pressures faced by students and the significant impact these pressures have on access, success, and broader transformation of the higher education system and the societies they serve, a Financial Stress Scale (FSS) was included in the SASSE survey. The FSS consists of six questions related to students' expenditures, financial anxieties, as well as the causes and consequences related to these anxieties.

Sources used to pay for educational expenses



Administration Summary

	Count	Resp. rate	Male	Female
First-year	580	7.1%	41%	59%
Senior	962	5.3%	35%	65%

See your *Respondent Profile* report for more information.

What is SASSE?

SASSE annually collects information at participating 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 university. Institutions use their data to identify aspects of the undergraduate experience that can be improved through changes in policy and practice.