

Executive Summary of NSSE 2015

The National Survey of Student Engagement (NSSE) was administered during the 2014-15 academic year. The NSSE assessment analyzes First-year and Senior student perceptions of the characteristic and quality of their undergraduate experience (<http://nsse.indiana.edu/html/about.cfm>). The assessment tool measures different constructs of campus experience and results can be externally benchmarked to similar institutions. The NSSE provides feedback around four Themes each with identified Engagement Indicators:

Theme	Engagement Indicators
<i>Academic Challenge</i>	Higher-Order Learning Reflective-Integrative Learning Learning Strategies Quantitative Reasoning
<i>Learning with Peers</i>	Collaborative Learning Discussions with Diverse Others
<i>Experiences with Faculty</i>	Student – Faculty Interaction Effective Teaching Practices
<i>Campus Environment</i>	Quality Interactions Supportive Environment

The survey, while a non-direct measurement, can potentially provide feedback to internal departments about their work and to the institution regarding performance towards achieving the Ashland University mission, strategic plan, and Institutional Student Learning Outcomes (ISLOs). The National Survey of Student Engagement (NSSE) provides thorough and transparent access to studies of validity, reliability, and quality. The complete Psychometric Portfolio can be accessed here:
http://nsse.indiana.edu/html/data_quality.cfm

For 2015 NSSE survey, Ashland University had a response rate of 63% for both First-year and Senior students with nearly all (100% and 99% respectively) being full-time students. When examining the **Engagement Indicators**, the data suggests both First-year and Senior student averages in the areas of Collaborative Learning and Student-Faculty Interaction were significantly more positive than students at peer institutions. First-years student also had averages that were significantly higher than these peers in the areas of Effective Teaching Practices. Engagement Indicators that showed averages significantly below the mean of peer institutions, were Quantitative Reasoning for first year students; and Discussions with Diverse Others and Supportive Environment for Seniors. While changes were made to the NSSE survey since the last offering, the 2015 results reflect many of the same trends identified in 2011. In 2011, Student-Faculty Interaction was a strength compared to peers. In addition, the 2011 NSSE showed AU averages in the area of Supportive Campus Environment as lower than peer averages for the First-year students which interestingly may have contained some of the same respondents as the 2015 Senior Ashland University class.

NSSE 2015 Snapshot

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.

▼ 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 Peers	
		First-year	Senior
Academic Challenge	Higher-Order Learning	--	--
	Reflective & Integrative Learning	--	--
	Learning Strategies	--	--
Learning with Peers	Quantitative Reasoning	▼	--
	Collaborative Learning	△	△
	Discussions with Diverse Others	--	▼
Experiences with Faculty	Student-Faculty Interaction	△	▲
	Effective Teaching Practices	△	--
Campus Environment	Quality of Interactions	--	--
	Supportive Environment	--	▼

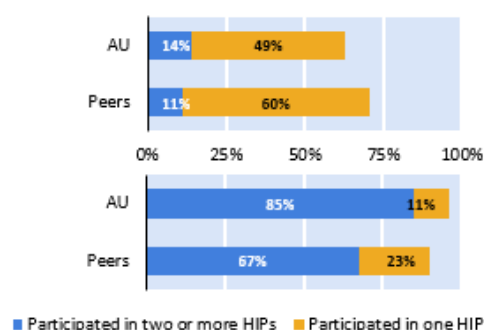
The NSSE survey also describes High Impact Practices, which have strong positive associations with student learning and retention. In the senior year the items measured are participation in learning communities, service learning, research with faculty, internship, study abroad and culminating senior experience. The NSSE results indicated that 96% of Ashland University seniors participated in at least one of the practices and 85% indicated participation in two or more.

High-Impact Practices

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

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

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



NSSE 2015

Engagement Indicators

Ashland University

Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups.

Use the following 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.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Peers	Your first-year students compared with Aspirants	Your first-year students compared with Pvt 4yr Regional
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	--	▽	--

Seniors

Theme	Engagement Indicator	Your seniors compared with Peers	Your seniors compared with Aspirants	Your seniors compared with Pvt 4yr Regional
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	▽	▽	▽

Academic Challenge: First-year students

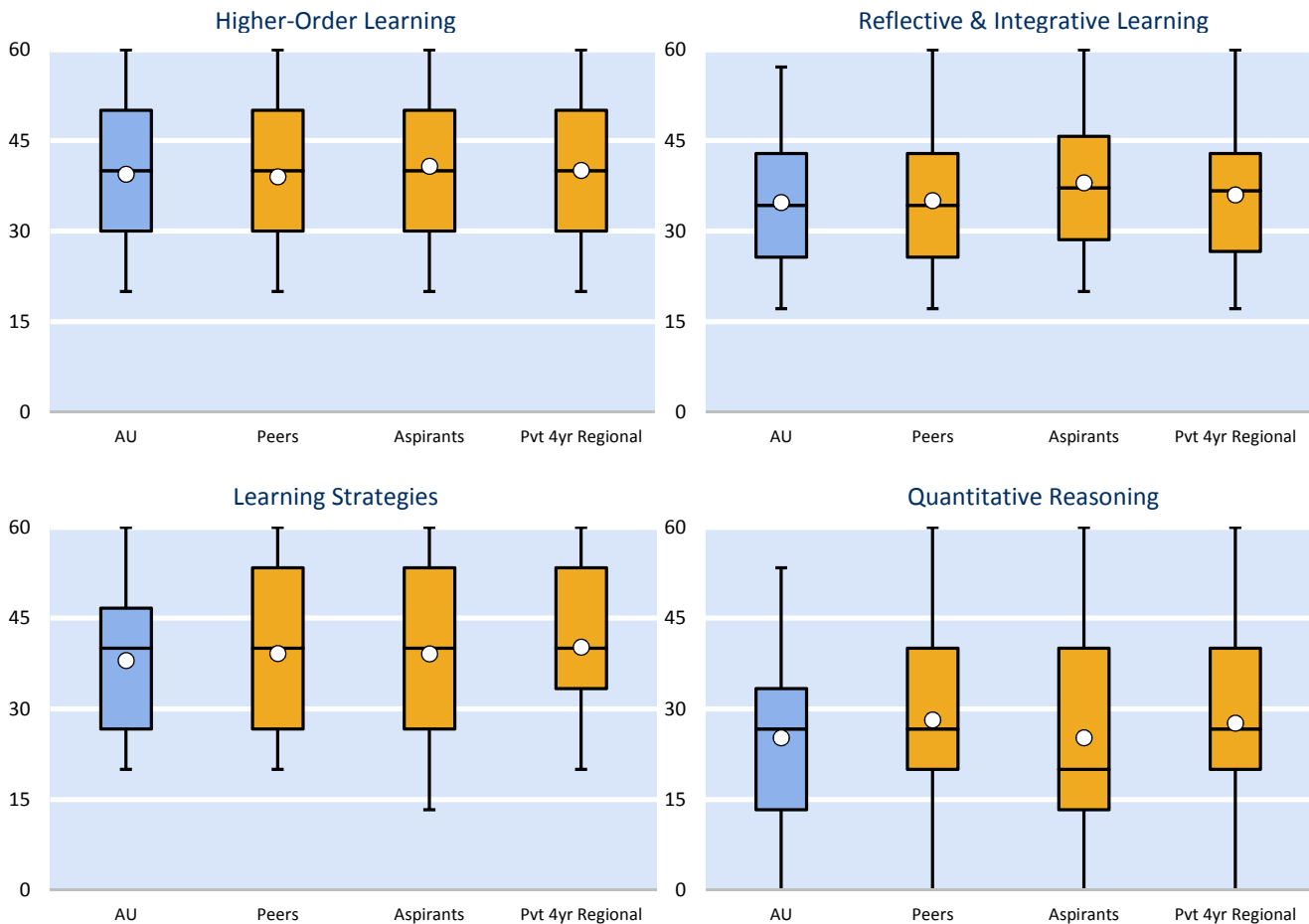
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	AU Mean	Your first-year students compared with					
		Peers		Aspirants		Pvt 4yr Regional	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.4	39.0	.03	40.7	-.10	40.0	-.05
Reflective & Integrative Learning	34.7	35.0	-.03	38.0 ***	-.27	36.0 *	-.11
Learning Strategies	38.0	39.2	-.08	39.1	-.08	40.2 **	-.16
Quantitative Reasoning	25.2	28.1 **	-.18	25.2	.00	27.7 **	-.15

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; * $p < .05$, ** $p < .01$, *** $p < .001$ (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Summary of Indicator Items

	AU	Peers	Aspirants	Pvt 4yr Regional
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	69	72	73	75
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	71	71	79	75
4d. Evaluating a point of view, decision, or information source	73	70	75	73
4e. Forming a new idea or understanding from various pieces of information	70	69	76	71
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	56	53	64	56
2b. Connected your learning to societal problems or issues	49	51	58	54
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	47	49	59	52
2d. Examined the strengths and weaknesses of your own views on a topic or issue	58	61	66	63
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	63	63	72	66
2f. Learned something that changed the way you understand an issue or concept	62	63	67	66
2g. Connected ideas from your courses to your prior experiences and knowledge	77	75	82	78
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	79	78	81	82
9b. Reviewed your notes after class	60	66	65	67
9c. Summarized what you learned in class or from course materials	61	61	64	65
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	51	54	46	52
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	32	40	34	38
6c. Evaluated what others have concluded from numerical information	34	38	36	38

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

Academic Challenge: Seniors

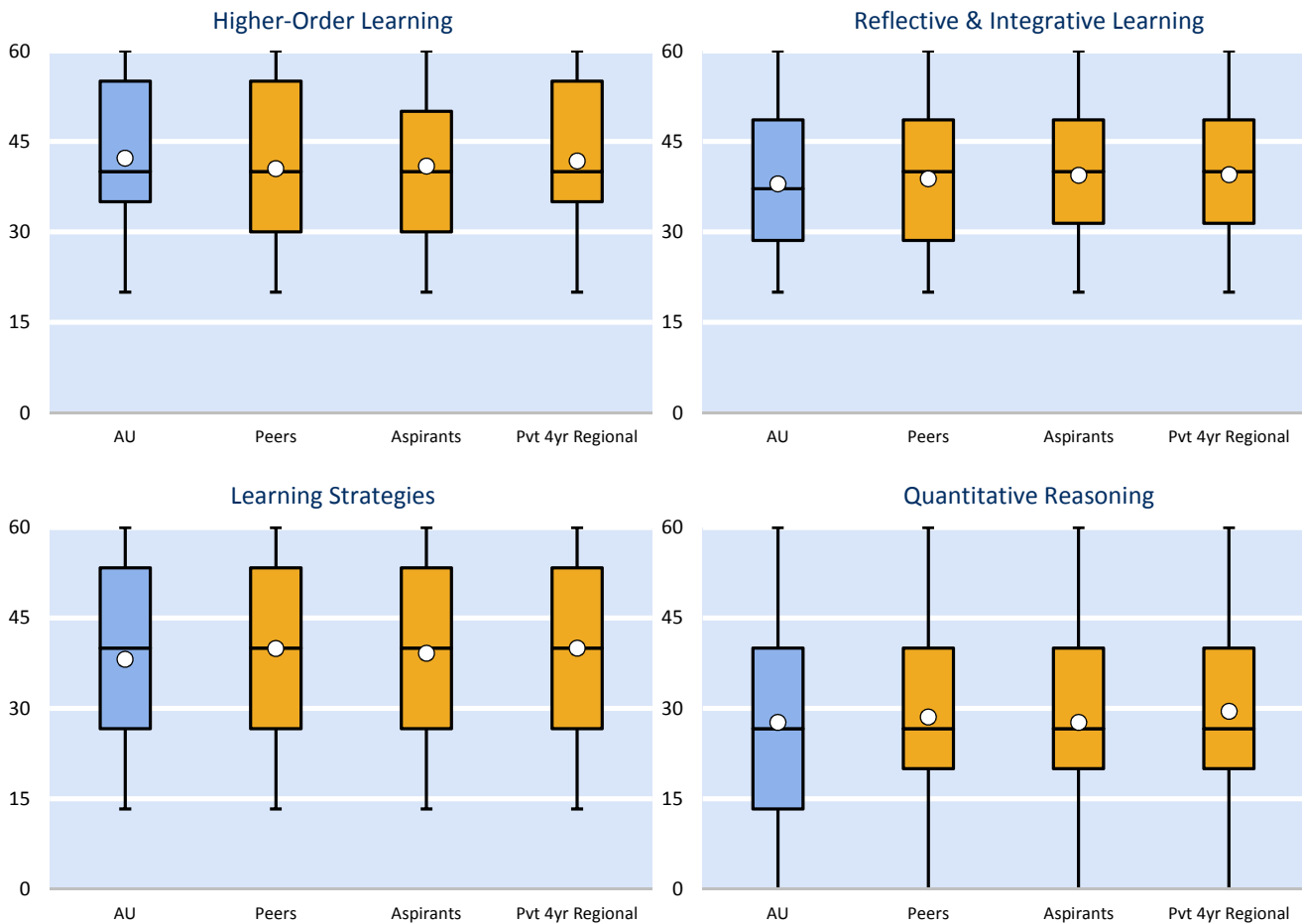
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	AU Mean	Your seniors compared with					
		Peers		Aspirants		Pvt 4yr Regional	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	42.3	40.5	.12	40.9	.10	41.8	.04
Reflective & Integrative Learning	38.0	38.8	-.06	39.4	-.11	39.5	-.12
Learning Strategies	38.2	39.9	-.12	39.2	-.07	40.0	-.12
Quantitative Reasoning	27.6	28.6	-.05	27.7	.00	29.5	-.11

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; * $p < .05$, ** $p < .01$, *** $p < .001$ (2-tailed).

Score Distributions



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Academic Challenge: Seniors (continued)

Summary of Indicator Items

	AU	Peers	Aspirants	Pvt 4yr Regional
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	82 	79 	78 	82 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77 	75 	77 	79 
4d. Evaluating a point of view, decision, or information source	71 	71 	73 	74 
4e. Forming a new idea or understanding from various pieces of information	75 	70 	74 	74 
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	73 	72 	75 	73 
2b. Connected your learning to societal problems or issues	63 	65 	64 	67 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	54 	58 	57 	60 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64 	65 	67 	68 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	62 	68 	72 	71 
2f. Learned something that changed the way you understand an issue or concept	66 	69 	71 	71 
2g. Connected ideas from your courses to your prior experiences and knowledge	84 	83 	84 	85 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	80 	81 	81 	83 
9b. Reviewed your notes after class	60 	64 	61 	62 
9c. Summarized what you learned in class or from course materials	62 	66 	63 	66 
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	49 	51 	51 	53 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41 	42 	39 	44 
6c. Evaluated what others have concluded from numerical information	43 	41 	39 	44 

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

Learning with Peers: First-year students

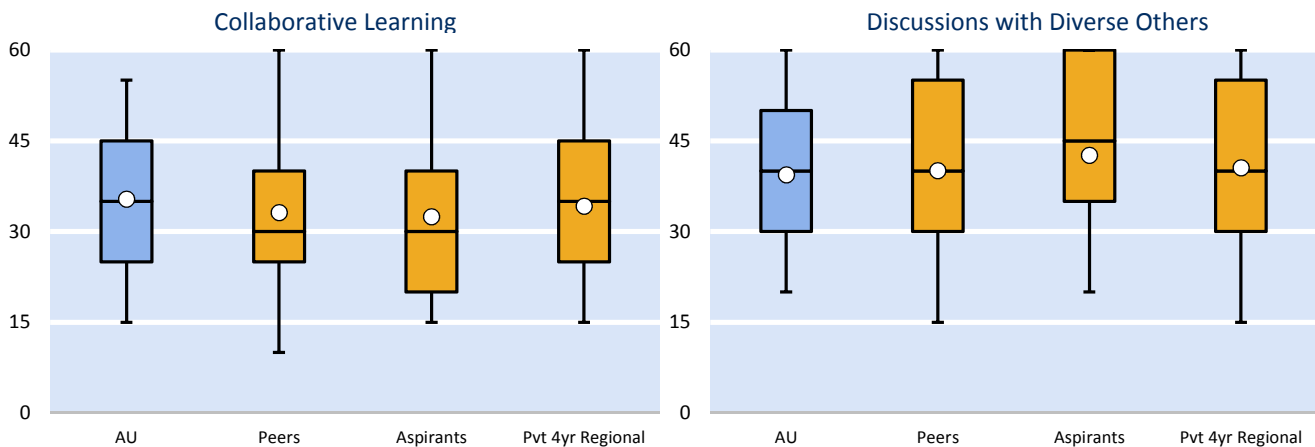
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions with Diverse Others*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	AU Mean	Your first-year students compared with					
		Peers		Aspirants		Pvt 4yr Regional	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.3	33.1 **	.16	32.4 ***	.22	34.2	.08
Discussions with Diverse Others	39.3	40.0	-.05	42.6 ***	-.22	40.5	-.08

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; * $p < .05$, ** $p < .01$, *** $p < .001$ (2-tailed).

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Summary of Indicator Items

Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	AU	Peers	Aspirants	Pvt 4yr Regional
1e. Asked another student to help you understand course material	59	52	48	55
1f. Explained course material to one or more students	64	58	57	60
1g. Prepared for exams by discussing or working through course material with other students	56	50	45	54
1h. Worked with other students on course projects or assignments	64	54	63	58

Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	AU	Peers	Aspirants	Pvt 4yr Regional
8a. People from a race or ethnicity other than your own	61	68	77	70
8b. People from an economic background other than your own	72	71	79	74
8c. People with religious beliefs other than your own	70	67	72	67
8d. People with political views other than your own	65	67	66	67

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

Learning with Peers: Seniors

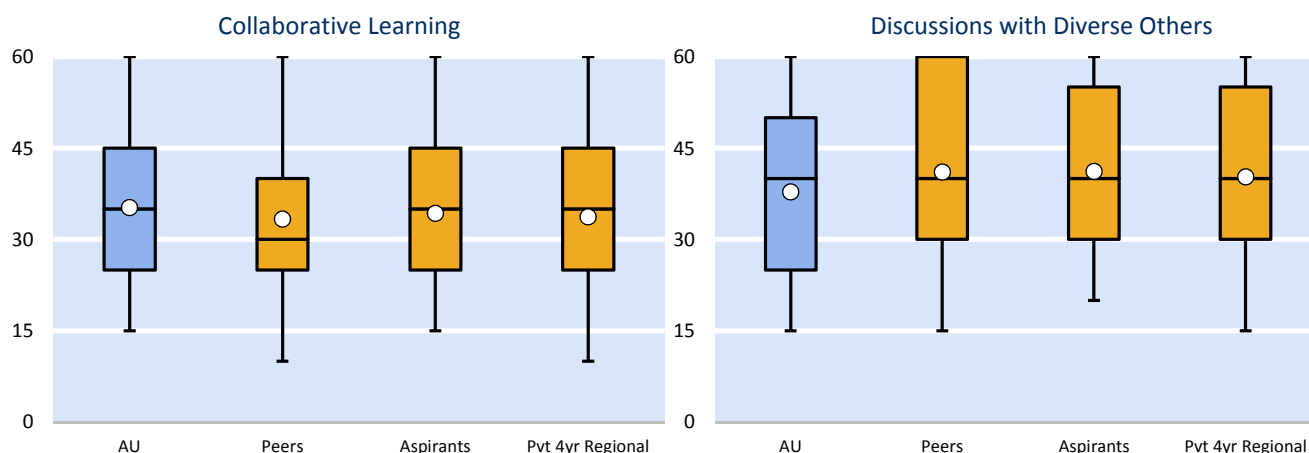
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions with Diverse Others*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	AU Mean	Your seniors compared with					
		Peers		Aspirants		Pvt 4yr Regional	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.3	33.3 *	.14	34.3	.07	33.7	.11
Discussions with Diverse Others	37.8	41.1 **	-.20	41.2 **	-.22	40.3 *	-.16

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; * $p < .05$, ** $p < .01$, *** $p < .001$ (2-tailed).

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Summary of Indicator Items

Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	AU	Peers	Aspirants	Pvt 4yr Regional
1e. Asked another student to help you understand course material	49	41	45	43
1f. Explained course material to one or more students	67	59	65	62
1g. Prepared for exams by discussing or working through course material with other students	52	49	49	49
1h. Worked with other students on course projects or assignments	64	68	67	67

Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	AU	Peers	Aspirants	Pvt 4yr Regional
8a. People from a race or ethnicity other than your own	57	72	71	67
8b. People from an economic background other than your own	69	73	76	73
8c. People with religious beliefs other than your own	63	67	66	66
8d. People with political views other than your own	67	70	70	70

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

Experiences with Faculty: First-year students

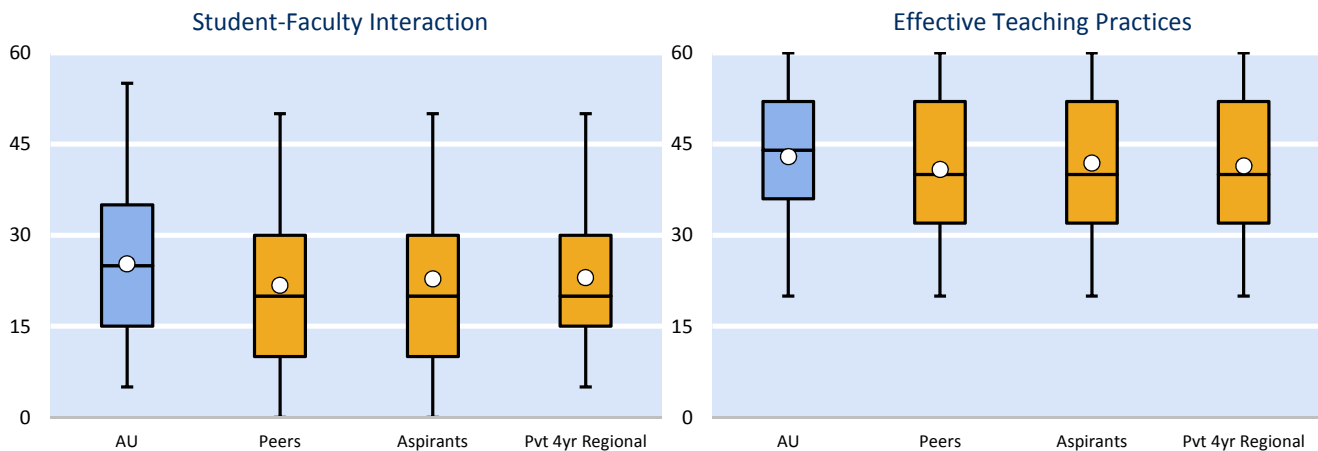
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	AU Mean	Your first-year students compared with					
		Peers Mean	Effect size	Aspirants Mean	Effect size	Pvt 4yr Regional Mean	Effect size
Student-Faculty Interaction	25.3	21.7 ***	.25	22.8 **	.17	23.0 **	.16
Effective Teaching Practices	42.9	40.8 **	.17	41.9	.08	41.4 *	.12

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; * $p < .05$, ** $p < .01$, *** $p < .001$ (2-tailed).

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Summary of Indicator Items

Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...

	AU	Peers	Aspirants	Pvt 4yr Regional
3a. Talked about career plans with a faculty member	49	34	39	37
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	25	21	21	22
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	32	28	29	30
3d. Discussed your academic performance with a faculty member	31	30	34	34

Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

	AU	Peers	Aspirants	Pvt 4yr Regional
5a. Clearly explained course goals and requirements	84	80	81	82
5b. Taught course sessions in an organized way	83	79	80	81
5c. Used examples or illustrations to explain difficult points	81	75	80	79
5d. Provided feedback on a draft or work in progress	79	70	76	70
5e. Provided prompt and detailed feedback on tests or completed assignments	69	66	71	68

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

Experiences with Faculty: Seniors

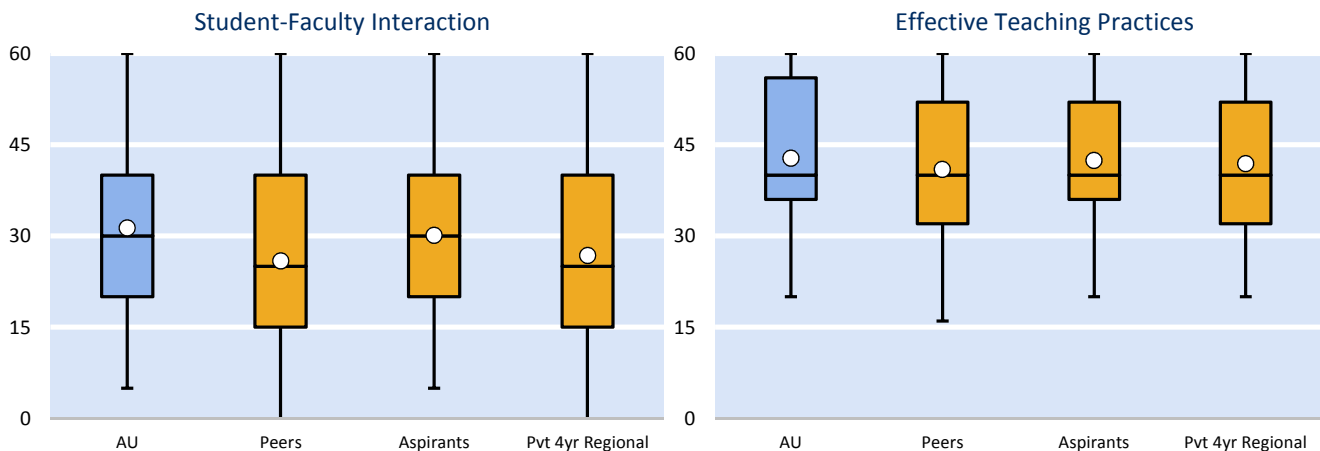
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	AU Mean	Your seniors compared with					
		Peers Mean	Effect size	Aspirants Mean	Effect size	Pvt 4yr Regional Mean	Effect size
Student-Faculty Interaction	31.3	25.9 ***	.32	30.1	.08	26.8 ***	.28
Effective Teaching Practices	42.8	41.0	.13	42.4	.03	41.9	.07

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; * $p < .05$, ** $p < .01$, *** $p < .001$ (2-tailed).

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Summary of Indicator Items

Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...

	AU	Peers	Aspirants	Pvt 4yr Regional
3a. Talked about career plans with a faculty member	61	48	60	50
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	46	31	37	32
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	48	36	44	39
3d. Discussed your academic performance with a faculty member	48	37	44	37

Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

	AU	Peers	Aspirants	Pvt 4yr Regional
5a. Clearly explained course goals and requirements	86	81	83	83
5b. Taught course sessions in an organized way	85	80	84	83
5c. Used examples or illustrations to explain difficult points	85	78	84	82
5d. Provided feedback on a draft or work in progress	67	64	71	65
5e. Provided prompt and detailed feedback on tests or completed assignments	71	68	73	72

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

Campus Environment: First-year students

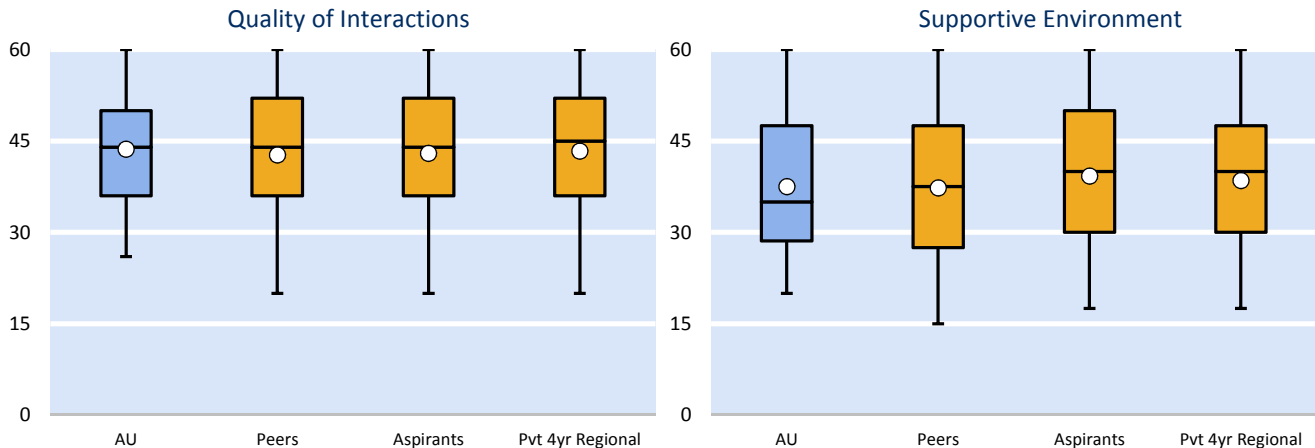
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	AU Mean	Your first-year students compared with					
		Peers Mean	Effect size	Aspirants Mean	Effect size	Pvt 4yr Regional Mean	Effect size
Quality of Interactions	43.7	42.7	.08	43.0	.06	43.3	.03
Supportive Environment	37.5	37.3	.02	39.2 *	-.13	38.5	-.08

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; * $p < .05$, ** $p < .01$, *** $p < .001$ (2-tailed).

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Summary of Indicator Items

Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	AU	Peers	Aspirants	Pvt 4yr Regional
13a. Students	61	62	60	62
13b. Academic advisors	60	52	52	53
13c. Faculty	61	54	60	57
13d. Student services staff (career services, student activities, housing, etc.)	45	48	46	48
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	45	45	47

Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	AU	Peers	Aspirants	Pvt 4yr Regional
14b. Providing support to help students succeed academically	80	78	80	81
14c. Using learning support services (tutoring services, writing center, etc.)	77	78	81	80
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	49	60	67	61
14e. Providing opportunities to be involved socially	76	72	79	76
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	79	71	72	74
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	44	46	46	47
14h. Attending campus activities and events (performing arts, athletic events, etc.)	68	68	73	71
14i. Attending events that address important social, economic, or political issues	44	50	57	57

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

Campus Environment: Seniors

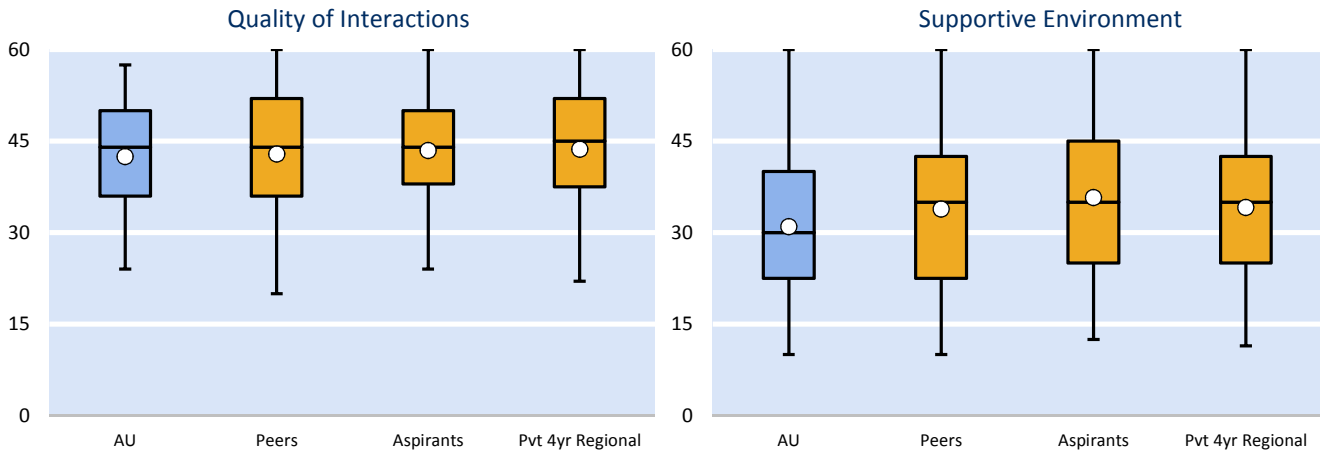
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	AU Mean	Your seniors compared with					
		Peers Mean	Effect size	Aspirants Mean	Effect size	Pvt 4yr Regional Mean	Effect size
Quality of Interactions	42.5	42.9	-.04	43.5	-.09	43.7	-.11
Supportive Environment	31.0	33.8 **	-.20	35.8 ***	-.35	34.1 ***	-.23

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; * $p < .05$, ** $p < .01$, *** $p < .001$ (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Summary of Indicator Items

Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	AU	Peers	Aspirants	Pvt 4yr Regional
13a. Students	66	64	63	66
13b. Academic advisors	60	55	57	58
13c. Faculty	61	60	67	65
13d. Student services staff (career services, student activities, housing, etc.)	38	42	42	43
13e. Other administrative staff and offices (registrar, financial aid, etc.)	29	43	40	43

Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

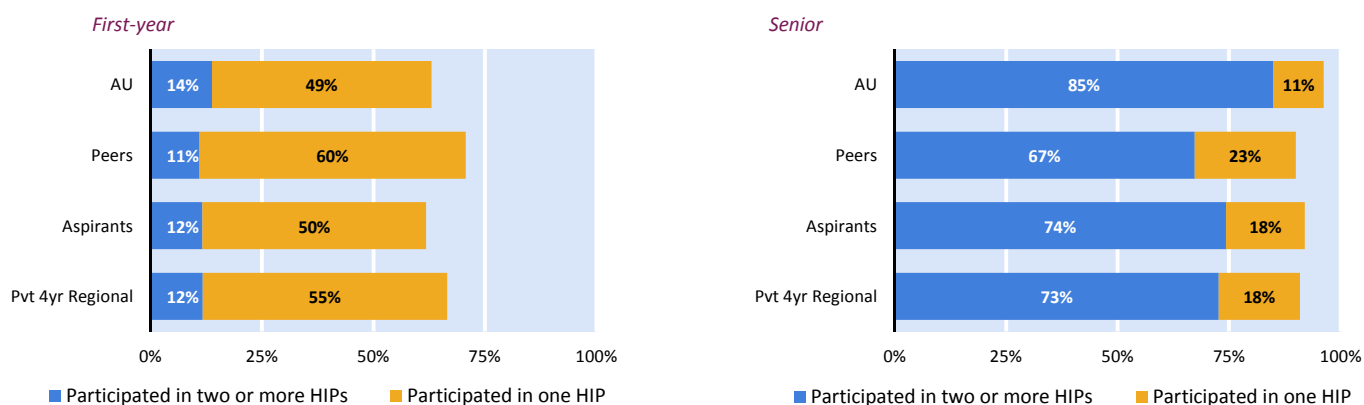
	AU	Peers	Aspirants	Pvt 4yr Regional
14b. Providing support to help students succeed academically	72	74	79	76
14c. Using learning support services (tutoring services, writing center, etc.)	65	68	74	69
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	37	55	55	53
14e. Providing opportunities to be involved socially	64	68	72	69
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	67	64	66	64
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	27	34	34	34
14h. Attending campus activities and events (performing arts, athletic events, etc.)	50	58	66	60
14i. Attending events that address important social, economic, or political issues	32	47	51	50

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

NSSE 2015
High-Impact Practices
Ashland University

Overall HIP Participation

The figures below display the percentage of students who participated in High-Impact Practices. Both figures include participation in a learning community, service-learning, and research with faculty. The Senior figure also includes participation in an internship or field experience, study abroad, and culminating senior experience. The first segment in each bar shows the percentage of students who participated in at least two HIPs, and the full bar (both colors) represents the percentage who participated in at least one.



Statistical Comparisons

The table below compares the percentage of your students who participated in a High-Impact Practice, including the percentage who participated overall (at least one, two or more), with those at institutions in your comparison groups.

	AU		Peers		Aspirants		Pvt 4yr Regional	
	%		%	Effect size ^a	%	Effect size ^a	%	Effect size ^a
<i>First-year</i>								
11c. Learning Community	21		10 ***	.31	13 ***	.23	13 ***	.23
12. Service-Learning	54		68 ***	-.29	58	-.07	63 **	-.18
11e. Research with Faculty	5		6	-.05	6	-.01	5	.00
Participated in at least one	63		71 **	-.16	62	.02	67	-.07
Participated in two or more	14		11	.09	12	.07	12	.06
<i>Senior</i>								
11c. Learning Community	34		27 *	.16	27 *	.16	28 *	.14
12. Service-Learning	70		72	-.06	64	.13	70	-.01
11e. Research with Faculty	34		27 *	.15	29	.10	28	.11
11a. Internship or Field Exp.	80		55 ***	.54	63 ***	.37	61 ***	.43
11d. Study Abroad	23		11 ***	.34	24	-.02	18 *	.13
11f. Culminating Senior Exp.	67		47 ***	.41	58 **	.19	56 **	.22
Participated in at least one	96		90 **	.25	92 *	.18	91 **	.22
Participated in two or more	85		67 ***	.42	74 ***	.26	73 ***	.30

Note. Percentage of students who responded "Done or in progress" except for service-learning which is the percentage who responded that at least "Some" courses included a community-based project.

a. Cohen's h: The standardized difference between two proportions. Effect size indicates the practical importance of an observed difference. NSSE research finds for service-learning, internships, study abroad, and culminating senior experiences, an effect size of about .2 may be considered small, .5 medium, and .8 large. For learning community and research with faculty, an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015).

* $p < .05$, ** $p < .01$, *** $p < .001$ (z-test comparing participation rates).

Note. All results weighted by institution-reported sex and enrollment status (and by institution size for comparison groups).

Rocconi, L., & Gonyea, R. M. (2015). Contextualizing student engagement effect sizes: An empirical analysis. Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

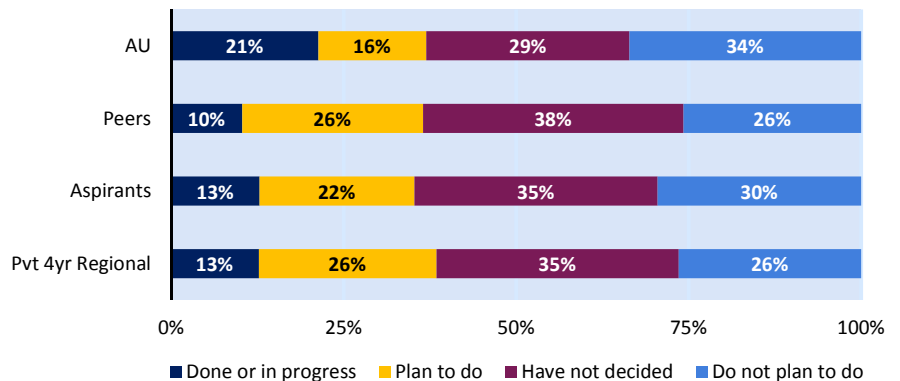
First-year Students

The figures below display further details about each High-Impact Practice for your first-year students and those of your comparison groups.

Learning Community

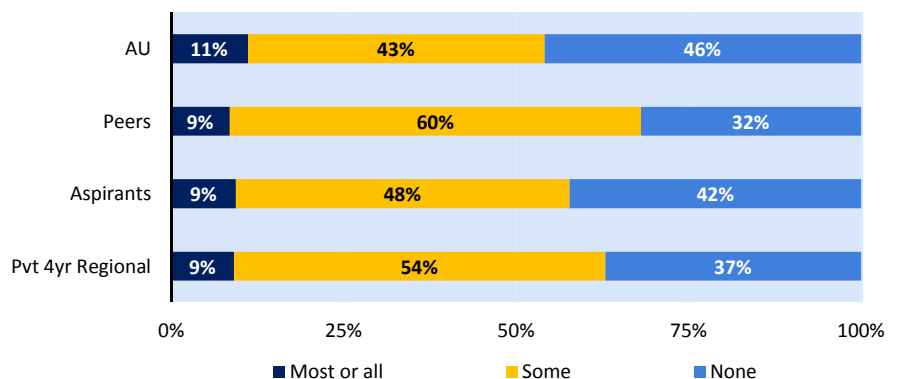
Which of the following have you done or do you plan to do before you graduate?

Participate in a learning community or some other formal program where groups of students take two or more classes together.



Service-Learning

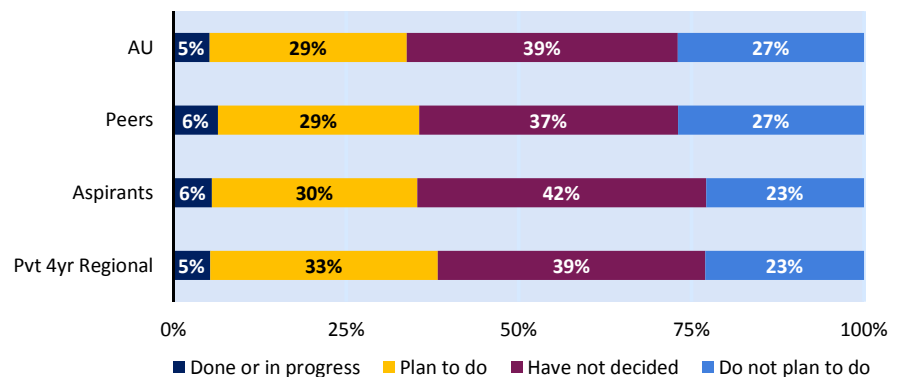
About how many of your courses at this institution have included a community-based project (service-learning)?



Research with a Faculty Member

Which of the following have you done or do you plan to do before you graduate?

Work with a faculty member on a research project.



Note: Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

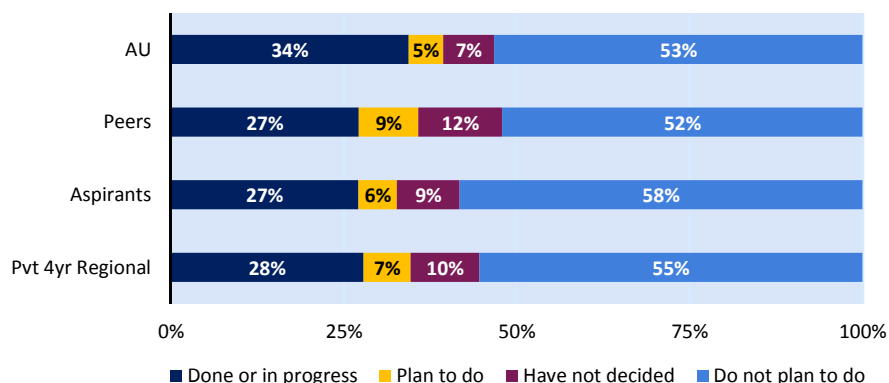
Seniors

The figures below display further details about each High-Impact Practice for your seniors and those of your comparison groups.

Learning Community

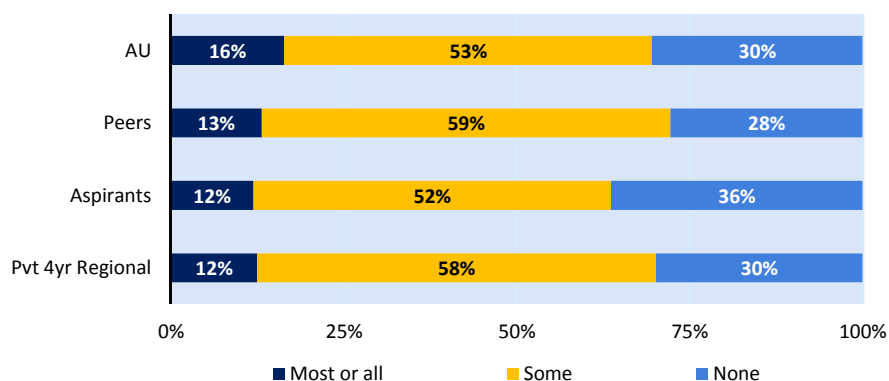
Which of the following have you done or do you plan to do before you graduate?

Participate in a learning community or some other formal program where groups of students take two or more classes together.



Service-Learning

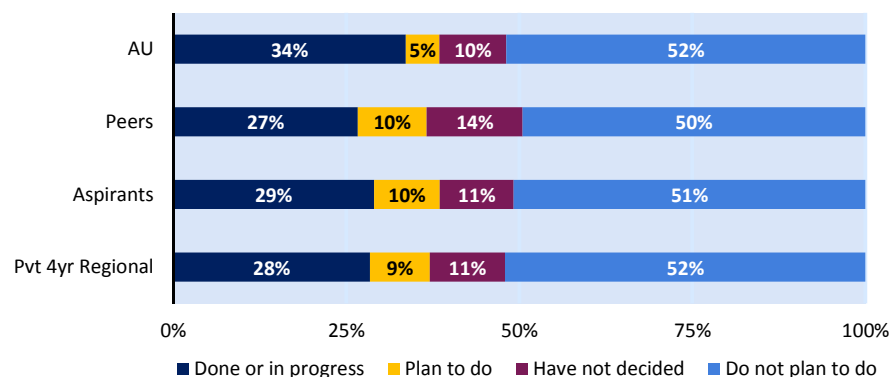
About how many of your courses at this institution have included a community-based project (service-learning)?



Research with a Faculty Member

Which of the following have you done or do you plan to do before you graduate?

Work with a faculty member on a research project.



Note: Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

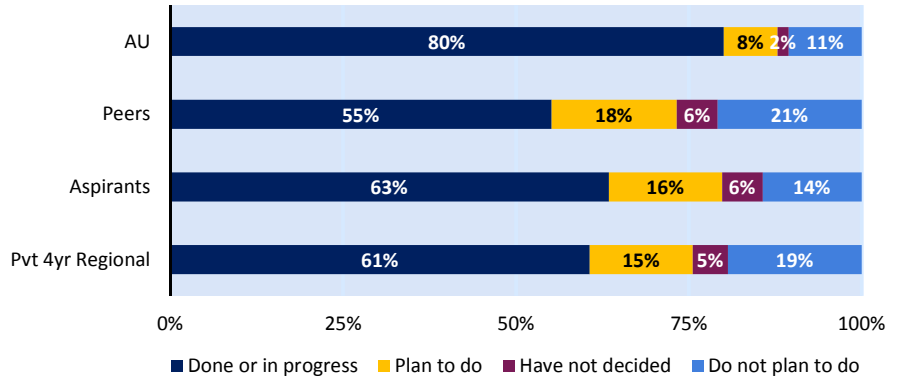
Seniors (continued)

The figures below display further details about each High-Impact Practice for your seniors and those of your comparison groups.

Internship or Field Experience

Which of the following have you done or do you plan to do before you graduate?

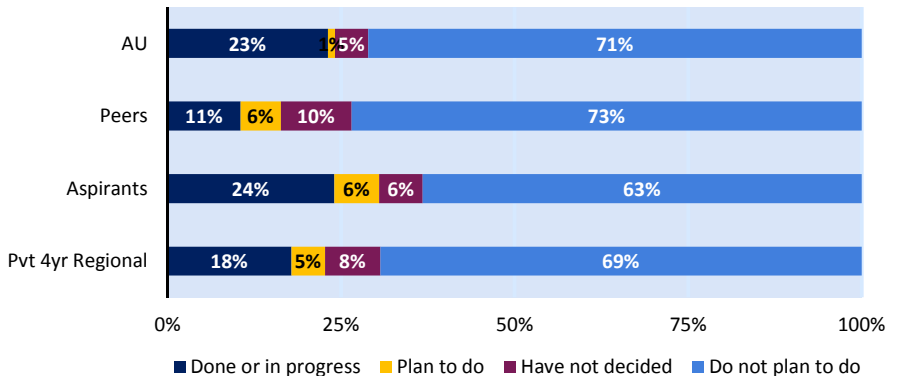
Participate in an internship, co-op, field experience, student teaching, or clinical placement.



Study Abroad

Which of the following have you done or do you plan to do before you graduate?

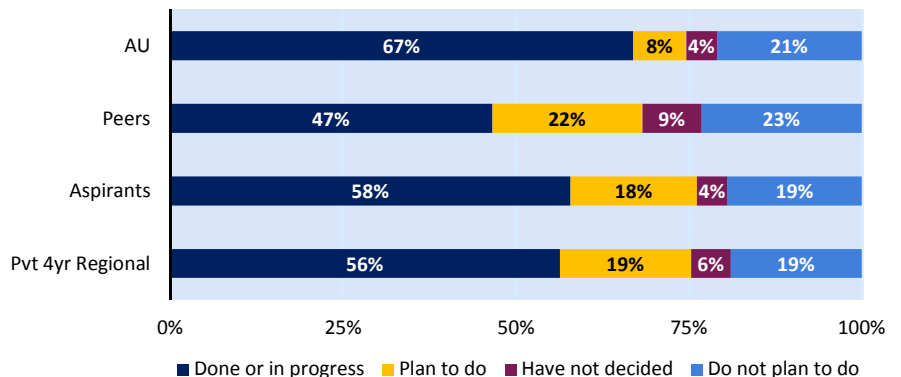
Participate in a study abroad program.



Culminating Senior Experience

Which of the following have you done or do you plan to do before you graduate?

Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.).



Note: Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

Ashland University

NSSE 2015: Academic Support Services

The National Survey of Student Engagement (NSSE) was administered in 2015. The NSSE assessment analyzes First-year (FY) and Senior (SR) student perceptions of the characteristic and quality of their undergraduate experience (<http://nsse.indiana.edu/html/about.cfm>). The assessment tool measures different constructs of campus experience and results can be externally benchmarked to similar institutions. Following are the NSSE Items related to academic support services.

Item	Choices	AU FY 11	AU FY 15	AU SR 11	AU SR 15
		%	%	%	%
1. During the current school year, about how often have you done the following?					
b. Prepared two or more drafts of a paper or assignment before turning it in	Mean		2.6		2.3 ▽
	Never	11%	1%	19%	1%
	Sometimes	33%	38%	45%	37%
	Often	33%	33%	22%	19%
	Very often	23%	19%	15%	17%
c. Come to class without completing readings or assignments	Mean		3.0		2.9 ▽
	Very often	28%	6%	17%	7%
	Often	56%	14%	56%	14%
	Sometimes	11%	54%	18%	58%
	Never	5%	26%	9%	21%
e. Asked another student to help you understand course material	Mean		2.7		2.6
	Never	3%	3%	10%	10%
	Sometimes	38%	38%	41%	41%
	Often	41%	41%	31%	31%
	Very often	19%	19%	18%	18%
g. Prepared for exams by discussing or working through course material with other students	Mean		2.7 ▲		2.6
	Never	8%	8%	12%	12%
	Sometimes	36%	36%	37%	37%
	Often	34%	34%	28%	28%
	Very often	23%	23%	24%	24%
h. Worked with other students on course projects or assignments	Mean		2.8		2.9
	Never	10%	2%	7%	5%
	Sometimes	47%	33%	37%	31%
	Often	34%	47%	39%	34%
	Very often	9%	17%	17%	30%

- ▲ 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.
- ▽ 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.

Item	Choices	AU FY 11 %	AU FY 15 %	AU SR 11 %	AU SR 15 %
14. How much does your institution emphasize the following?					
a. Spending significant amounts of time studying and on academic work	Mean		3.3		3.2
	Very little	1%	0%	2%	2%
	Some	12%	12%	16%	16%
	Quite a bit	49%	44%	49%	45%
	Very much	38%	43%	32%	37%
b. Providing support to help students succeed academically	Mean		3.2		3.0
	Very little	3%	1%	4%	4%
	Some	16%	19%	15%	23%
	Quite a bit	47%	39%	49%	44%
	Very much	34%	41%	33%	29%
c. Using learning support services (tutoring services, writing center, etc.)	Mean		3.1		2.8
	Very little	0%	7%	0%	12%
	Some	0%	15%	0%	22%
	Quite a bit	0%	34%	0%	38%
	Very much	0%	43%	0%	28%
d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	Mean		2.6 ▽		2.3 ▽
	Very little	12%	10%	21%	23%
	Some	36%	40%	37%	40%
	Quite a bit	33%	31%	26%	24%
	Very much	19%	19%	16%	14%
e. Providing opportunities to be involved socially	Mean		3.1		2.8
	Very little	12%	3%	15%	8%
	Some	39%	22%	38%	28%
	Quite a bit	36%	40%	33%	41%
	Very much	13%	35%	13%	23%
f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	Mean		3.1		2.8
	Very little	0%	4%	0%	7%
	Some	0%	18%	0%	26%
	Quite a bit	0%	39%	0%	42%
	Very much	0%	39%	0%	25%
g. Helping you manage your non-academic responsibilities (work, family, etc.)	Mean		2.5		2.0 ▽
	Very little	21%	15%	28%	36%
	Some	43%	41%	41%	38%
	Quite a bit	27%	26%	23%	17%
	Very much	9%	18%	9%	10%

Item	Choices	AU FY 11	AU FY 15	AU SR 11	AU SR 15
		%	%	%	%
11. Which of the following have you done or do you plan to do before you graduate?					0%
a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	Mean		9%		80% ▲
	Have not decided	6%	5%	3%	2%
	Do not plan to do	3%	2%	8%	11%
	Plan to do	85%	85%	14%	8%
	Done or in progress	5%	9%	75%	80%
17. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?					
e. Acquiring job- or work-related knowledge and skills	Mean		2.8		3.2
	Very little	3%	7%	4%	3%
	Some	26%	28%	13%	18%
	Quite a bit	35%	42%	35%	33%
	Very much	37%	22%	48%	46%

Item	Choices	AU FY 11	AU FY 15	AU SR 11	AU SR 15
		%	%	%	%
3. During the current school year, about how often have you done the following?					
a. Talked about career plans with a faculty member	Mean		2.6 ▲		2.8
	Never		6%		8%
	Sometimes		45%		31%
	Often		35%		32%
	Very often		15%		29%
	Never		14%		18%
	Sometimes		55%		35%
	Often		21%		28%
	Very often		9%		20%
9. During the current school year, about how often have you done the following?					
a. Identified key information from reading assignments	Mean		3.1		3.1
	Never		0%		2%
	Sometimes		21%		18%
	Often		46%		44%
	Very often		33%		36%
b. Reviewed your notes after class	Mean		2.8 ▼		2.8
	Never		8%		8%
	Sometimes		33%		33%
	Often		32%		32%
	Very often		28%		28%

Ashland University

NSSE 2015: Student Affairs

The National Survey of Student Engagement (NSSE) was administered in 2015. The NSSE assessment analyzes First-year (FY) and Senior (SR) student perceptions of the characteristic and quality of their undergraduate experience (<http://nsse.indiana.edu/html/about.cfm>). The assessment tool measures different constructs of campus experience and results can be externally benchmarked to similar institutions. Following are the NSSE Items related to student affairs.

Item	Choices	AU FY 11	AU FY 15	AU SR 11	AU SR 15
		%	%	%	%
1. During the current school year, about how often have you done the following?					
d. Attended an art exhibit, play or other arts performance (dance, music, etc.)	Mean		2.2▲		1.9
	Never	22%	25%	27%	38%
	Sometimes	47%	42%	47%	38%
	Often	17%	20%	15%	16%
	Very often	14%	13%	12%	7%
2. During the current school year, about how often have you done the following?					
e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	Mean		2.8		2.8
	Never	4%	3%	5%	3%
	Sometimes	42%	34%	31%	35%
	Often	35%	42%	36%	37%
	Very often	19%	21%	27%	25%
3. During the current school year, about how often have you done the following?					
a. Talked about career plans with a faculty member	Mean		2.6▲		2.8
	Never	6%	6%	8%	8%
	Sometimes	45%	45%	31%	31%
	Often	35%	35%	32%	32%
	Very often	15%	15%	29%	29%
b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	Mean		2.0▲		2.5▲
	Never	48%	36%	30%	21%
	Sometimes	31%	39%	37%	34%
	Often	16%	16%	21%	26%
	Very often	5%	9%	13%	20%
	Never	14%	14%	18%	18%
	Sometimes	55%	55%	35%	35%
	Often	21%	21%	28%	28%
	Very often	9%	9%	20%	20%

▲ 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.

▼ 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.

11. Which of the following have you done or do you plan to do before you graduate?					
a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	Mean		9%.		80%. ▲
	Have not decided	6%	5%	3%	2%
	Do not plan to do	3%	2%	8%	11%
	Plan to do	85%	85%	14%	8%
	Done or in progress	5%	9%	75%	80%
b. Hold a formal leadership role in a student organization or group	Mean		16%.		55%.
	Have not decided		29%		6%
	Do not plan to do		19%		34%
	Plan to do		35%		6%
	Done or in progress		16%		55%
d. Participate in a study abroad program	Mean		4%.		23%. ▲
	Have not decided	31%	31%	7%	5%
	Do not plan to do	39%	39%	71%	71%
	Plan to do	28%	26%	5%	1%
	Done or in progress	2%	4%	17%	23%
17. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following are					
e. Acquiring job- or work-related knowledge and skills	Mean		2.8		3.2
	Very little	3%	7%	4%	3%
	Some	26%	28%	13%	18%
	Quite a bit	35%	42%	35%	33%
	Very much	37%	22%	48%	46%
h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	Mean		2.7		2.8
	Very little	1%	12%	3%	9%
	Some	19%	29%	11%	32%
	Quite a bit	44%	37%	38%	31%
	Very much	36%	21%	49%	28%
j. Being an informed and active citizen	Mean		2.6		2.7
	Very little	9%	13%	8%	16%
	Some	34%	36%	26%	28%
	Quite a bit	36%	32%	39%	30%
	Very much	21%	19%	26%	26%

Item	Choices	AU FY 11	AU FY 15	AU SR 11	AU SR 15
		%	%	%	%
14. How much does your institution emphasize the following?					
b. Providing support to help students succeed academically	Mean		3.2		3.0
	Very little	 3%	 1%	 4%	 4%
	Some	 16%	 19%	 15%	 23%
	Quite a bit	 47%	 39%	 49%	 44%
	Very much	 34%	 41%	 33%	 29%
c. Using learning support services (tutoring services, writing center, etc.)	Mean		3.1		2.8
	Very little		 7%		 12%
	Some		 15%		 22%
	Quite a bit		 34%		 38%
	Very much		 43%		 28%
d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	Mean		2.6 ▽		2.3 ▽
	Very little	 12%	 10%	 21%	 23%
	Some	 36%	 40%	 37%	 40%
	Quite a bit	 33%	 31%	 26%	 24%
	Very much	 19%	 19%	 16%	 14%
e. Providing opportunities to be involved socially	Mean		3.1		2.8
	Very little	 12%	 3%	 15%	 8%
	Some	 39%	 22%	 38%	 28%
	Quite a bit	 36%	 40%	 33%	 41%
	Very much	 13%	 35%	 13%	 23%
f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	Mean		3.1		2.8
	Very little		 4%		 7%
	Some		 18%		 26%
	Quite a bit		 39%		 42%
	Very much		 39%		 25%
g. Helping you manage your non-academic responsibilities (work, family, etc.)	Mean		2.5		2.0 ▽
	Very little	 21%	 15%	 28%	 36%
	Some	 43%	 41%	 41%	 38%
	Quite a bit	 27%	 26%	 23%	 17%
	Very much	 9%	 18%	 9%	 10%
h. Attending campus activities and events (performing arts, athletic events, etc.)	Mean		2.9		2.5 ▽
	Very little	 6%	 4%	 9%	 15%
	Some	 27%	 28%	 27%	 35%
	Quite a bit	 36%	 39%	 38%	 33%
	Very much	 31%	 29%	 26%	 17%
i. Attending events that address important social, economic, or political issues	Mean		2.5		2.2 ▽
	Very little		 12%		 23%
	Some		 44%		 45%
	Quite a bit		 28%		 23%
	Very much		 17%		 9%

Item	Choices	AU FY 11 %	AU FY 15 %	AU SR 11 %	AU SR 15 %
15. About how many hours do you spend in a typical 7-day week doing the following?					0%
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	Mean		14.3		13.7
	0 hrs			0%	
	1-5 hrs	 9%	 11%	 18%	 19%
	6-10 hrs	 23%	 21%	 26%	 24%
	11-15 hrs	 24%	 27%	 23%	 20%
	16-20 hrs	 22%	 21%	 15%	 15%
	21-25 hrs	 12%	 13%	 9%	 11%
	26-30 hrs	 6%	 4%	 4%	 5%
	More than 30 hrs	 4%	 3%	 5%	 6%
b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	Mean		8.2 		6.7 
	0 hrs	 25%	 15%	 29%	 25%
	1-5 hrs	 31%	 35%	 33%	 32%
	6-10 hrs	 16%	 20%	 15%	 20%
	11-15 hrs	 9%	 11%	 8%	 12%
	16-20 hrs	 7%	 12%	 6%	 6%
	21-25 hrs	 6%	 3%	 4%	 3%
	26-30 hrs	 1%	 2%	 1%	 1%
	More than 30 hrs	 5%	 3%	 4%	 2%
e. Doing community service or volunteer work	Mean		2.1		2.1 
	0 hrs		 54%		 45%
	1-5 hrs		 38%		 48%
	6-10 hrs		 3%		 5%
	11-15 hrs		 3%		 1%
	16-20 hrs		 1%		 0%
f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	Mean		13.6 		11.3
	0 hrs	0%	0%	1%	2%
	1-5 hrs	 22%	 17%	 26%	 28%
	6-10 hrs	 35%	 24%	 31%	 25%
	11-15 hrs	 17%	 25%	 18%	 20%
	16-20 hrs	 14%	 13%	 12%	 10%
	21-25 hrs	 5%	 13%	 5%	 7%
	26-30 hrs	 2%	 2%	 2%	 4%
	More than 30 hrs	 4%	 7%	 5%	 4%

Item	Choices	AU FY 11	AU FY 15	AU SR 11	AU SR 15
		%	%	%	%
13. Indicate the quality of your interactions with the following people at your institution.					
a. Students	Mean		5.6		5.8
	Poor	0%	2%	1%	0%
		3%	2%	1%	1%
		3%	6%	3%	1%
		8%	7%	9%	8%
		19%	22%	15%	24%
		37%	30%	32%	37%
	Excellent	30%	31%	38%	28%
	Not applicable				
d. Student services staff (career services, student activities, housing, etc.)	Mean		5.0		4.8
	Poor		3%		5%
			7%		3%
			8%		9%
			14%		20%
			21%		21%
			24%		20%
	Excellent		18%		16%
	Not applicable		5%		5%
e. Other administrative staff and offices (registrar, financial aid, etc.)	Mean		5.0		4.4
	Poor		1%		11%
			7%		5%
			10%		11%
			16%		16%
			19%		27%
			26%		16%
	Excellent		15%		13%
15. About how many hours do you spend in a typical 7-day week doing the following?					
h. Commuting to campus (driving, walking, etc.)	Mean		2.1 ▽		3.6 ▽
	0 hrs	28%	59%	26%	38%
	1-5 hrs	58%	30%	53%	41%
	6-10 hrs	8%	7%	13%	16%
	11-15 hrs	5%	2%	4%	2%
	16-20 hrs	1%	1%	2%	1%
	21-25 hrs	0%	0%	1%	0%
	26-30 hrs	0%	0%	0%	1%
	More than 30 hrs	0%	0%	1%	0%

2015 Peer Institutions: Aurora University (IL), Benedictine University (IL), Capital University (OH), Eastern University (PA), Gannon University (PA), Lewis University (IL), Robert Morris University (PA), The University of Findlay (OH), University of Mount Union (OH)

Ashland University

NSSE 2015: Diversity

The National Survey of Student Engagement (NSSE) was administered in 2015. The NSSE assessment analyzes First-year (FY) and Senior (SR) student perceptions of the characteristic and quality of their undergraduate experience (<http://nsse.indiana.edu/html/about.cfm>). The assessment tool measures different constructs of campus experience and results can be externally benchmarked to similar institutions. Following are the NSSE Items related to diversity.

Item	Choices	AU FY 11	AU FY 15	AU SR 11	AU SR 15
		%	%	%	%
8. During the current school year, about how often have you had discussions with people from the following groups?					
a. People of a race or ethnicity other than your own	Mean		3.1		3.1 ▼
	Never	24%	5%	20%	7%
	Sometimes	38%	34%	44%	36%
	Often	22%	27%	23%	27%
	Very often	15%	34%	12%	30%
b. People from an economic background other than your own	Mean		2.8		2.8
	Never	13%	3%	14%	4%
	Sometimes	35%	25%	39%	27%
	Often	28%	39%	31%	36%
	Very often	23%	33%	16%	33%
c. People with religious beliefs other than your own	Mean		3.0		2.9
	Never	13%	7%	14%	7%
	Sometimes	35%	24%	39%	30%
	Often	28%	33%	31%	31%
	Very often	23%	36%	16%	32%
d. People with political views other than your own	Mean		2.9		2.9
	Never	13%	5%	14%	6%
	Sometimes	35%	29%	39%	27%
	Often	28%	31%	31%	36%
	Very often	23%	35%	16%	31%

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

Item	Choices	AU FY 11	AU FY 15	AU SR 11	AU SR 15
		%	%	%	%
2. During the current school year, about how often have you done the following?					
c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	Mean		2.5		2.9
	Never	 5%	 8%	 5%	 7%
	Sometimes	 43%	 45%	 29%	 39%
	Often	 33%	 33%	 37%	 30%
	Very often	 18%	 14%	 30%	 24%
d. Examined the strengths and weaknesses of your own views on a topic or issue	Mean		2.7		2.8
	Never	 8%	 6%	 8%	 7%
	Sometimes	 45%	 36%	 36%	 29%
	Often	 32%	 42%	 34%	 45%
	Very often	 15%	 15%	 22%	 19%
e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	Mean		2.8		2.8
	Never	 4%	 3%	 5%	 3%
	Sometimes	 42%	 34%	 31%	 35%
	Often	 35%	 42%	 36%	 37%
	Very often	 19%	 21%	 27%	 25%

Item	Choices	AU FY 11	AU FY 15	AU SR 11	AU SR 15
		%	%	%	%
14. How much does your institution emphasize the following?					
d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	Mean		2.6		2.3. ▼
	Very little	 12%	 10%	 21%	 23%
	Some	 36%	 40%	 37%	 40%
	Quite a bit	 33%	 31%	 26%	 24%
	Very much	 19%	 19%	 16%	 14%
17. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?					
h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	Mean		2.7		2.8
	Very little	 1%	 12%	 3%	 9%
	Some	 19%	 29%	 11%	 32%
	Quite a bit	 44%	 37%	 38%	 31%
	Very much	 36%	 21%	 49%	 28%

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

Ashland University

NSSE 2015: A&S, Comm, and PolSci

The National Survey of Student Engagement (NSSE) was administered in 2015. The NSSE assessment analyzes First-year (FY) and Senior (SR) student perceptions of the characteristic and quality of their undergraduate experience (<http://nsse.indiana.edu/html/about.cfm>). The assessment tool measures different constructs of campus experience and results can be externally benchmarked to similar institutions. Following is program specific student data related to engagement indicators and high-impact practices.



NSSE 2015 Major Field Report, Part II: Comparisons to Other Institutions

Overview of Engagement Indicators: A&S-Comm-PolSci Ashland University

Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores^a for your students in this related-major category with students in your comparison groups within the same category.

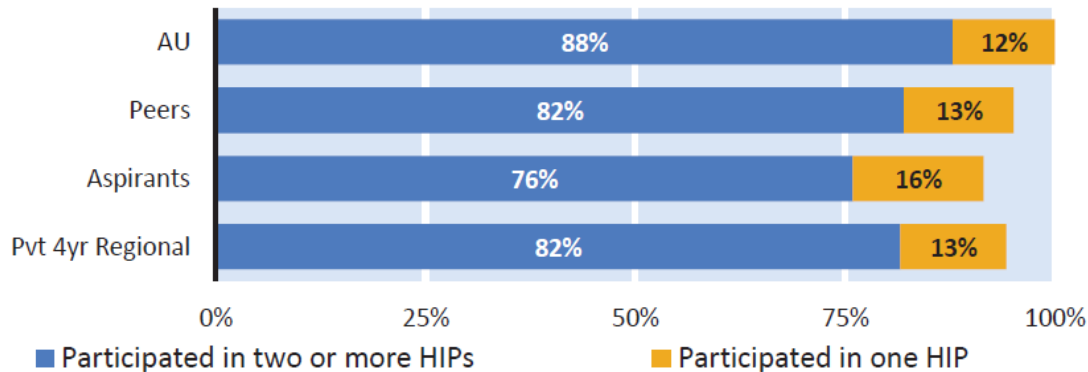
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- ▲ Your students' average was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
- ▼ Your students' average was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▼ Your students' average was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

Theme	Engagement Indicator	First-Year Students in A&S-Comm-PolSci			Seniors in A&S-Comm-PolSci		
		Your first-year students compared with	Your first-year students compared with	Your first-year students compared with	Your seniors compared with	Your seniors compared with	Your seniors compared with
		Peers	Aspirants	Pvt 4yr Regional	Peers	Aspirants	Pvt 4yr Regional
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 (HIPs) represent enriching educational experiences that can be life-changing. They typically demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and other students, encourage collaboration with diverse others, and provide frequent and substantive feedback. NSSE reports student participation in six HIPs: three for both first-year students and seniors, and three for seniors only (see below).

Seniors in A&S-Comm-PolSci



	AU		Peers	
<i>First-Year Students in A&S-Comm-PolSci</i>	%		% ⁱ	
11c. Learning community	23		12	
12. Service-learning	45		68 *	
11e. Research with faculty	3		9	
<i>Participated in at least one</i>	58		74	
<i>Participated in two or more</i>	10		13	
<i>Seniors in A&S-Comm-PolSci</i>				
11c. Learning community	42		30	
12. Service-learning	48		71 **	
11e. Research with faculty	55		43	
11a. Internship or field exp.	84		65 *	
11d. Study abroad	31		22	
11f. Culminating senior exp.	75		78	
<i>Participated in at least one</i>	100		95	
<i>Participated in two or more</i>	88		82	

2015 Peer Institutions: Aurora University (IL), Benedictine University (IL), Capital University (OH), Eastern University (PA), Gannon University (PA), Lewis University (IL), Robert Morris University (PA), The University of Findlay (OH), University of Mount Union (OH)

Ashland University

NSSE 2015: Bio, Chem, Phys, Math

The National Survey of Student Engagement (NSSE) was administered in 2015. The NSSE assessment analyzes First-year (FY) and Senior (SR) student perceptions of the characteristic and quality of their undergraduate experience (<http://nsse.indiana.edu/html/about.cfm>). The assessment tool measures different constructs of campus experience and results can be externally benchmarked to similar institutions. Following is program specific student data related to engagement indicators and high-impact practices.



NSSE 2015 Major Field Report, Part II: Comparisons to Other Institutions Overview of Engagement Indicators: Bio-Chem-Phys-Math Ashland University

Engagement Indicators: Overview

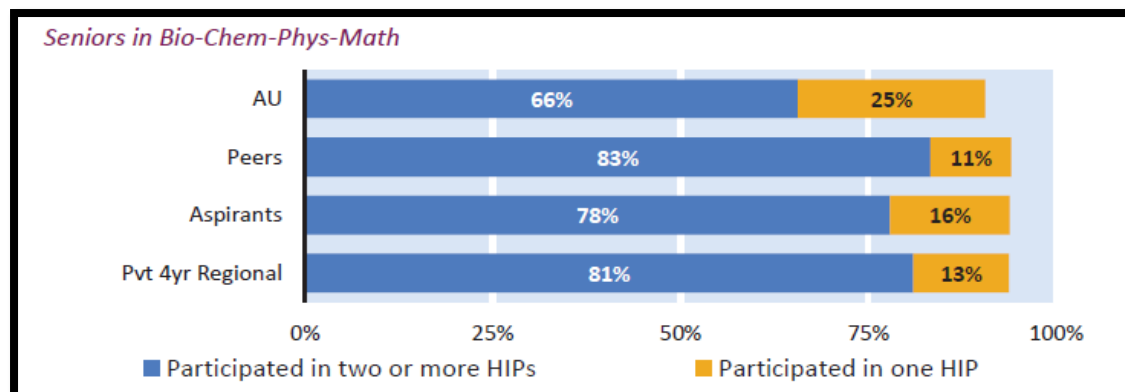
Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores^a for your students in this related-major category with students in your comparison groups within the same category.

Use the following key:

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- ▲ 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	First-Year Students in Bio-Chem-Phys-Math			Seniors in Bio-Chem-Phys-Math		
		Your first-year students compared with	Your first-year students compared with	Your first-year students compared with	Your seniors compared with	Your seniors compared with	Your seniors compared with
		Peers	Aspirants	Pvt 4yr Regional	Peers	Aspirants	Pvt 4yr Regional
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 (HIPs) represent enriching educational experiences that can be life-changing. They typically demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and other students, encourage collaboration with diverse others, and provide frequent and substantive feedback. NSSE reports student participation in six HIPs: three for both first-year students and seniors, and three for seniors only (see below).



	AU		Peers	
	% ⁱ		% ⁱ	
<i>First-Year Students in A&S-Comm-PolSci</i>				
11c. Learning community	23		12	
12. Service-learning	45		68 *	
11e. Research with faculty	3		9	
<i>Participated in at least one</i>	58		74	
<i>Participated in two or more</i>	10		13	
<i>Seniors in A&S-Comm-PolSci</i>				
11c. Learning community	42		30	
12. Service-learning	48		71 **	
11e. Research with faculty	55		43	
11a. Internship or field exp.	84		65 *	
11d. Study abroad	31		22	
11f. Culminating senior exp.	75		78	
<i>Participated in at least one</i>	100		95	
<i>Participated in two or more</i>	88		82	

Ashland University

NSSE 2015: Business

The National Survey of Student Engagement (NSSE) was administered in 2015. The NSSE assessment analyzes First-year (FY) and Senior (SR) student perceptions of the characteristic and quality of their undergraduate experience (<http://nsse.indiana.edu/html/about.cfm>). The assessment tool measures different constructs of campus experience and results can be externally benchmarked to similar institutions. Following is program specific student data related to engagement indicators and high-impact practices.



NSSE 2015 Major Field Report, Part II: Comparisons to Other Institutions

Overview of Engagement Indicators: Business

Ashland University

Engagement Indicators: Overview

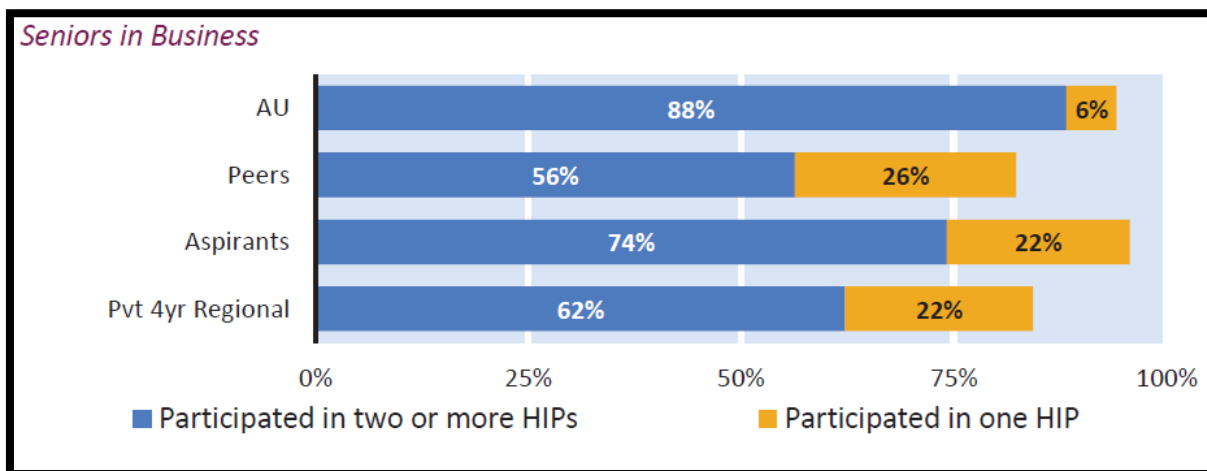
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Use the following key:

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- ▲ 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	First-Year Students in Business			Seniors in Business		
		Your first-year students compared with	Your first-year students compared with	Your first-year students compared with	Your seniors compared with	Your seniors compared with	Your seniors compared with
		Peers	Aspirants	Pvt 4yr Regional	Peers	Aspirants	Pvt 4yr Regional
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 (HIPs) represent enriching educational experiences that can be life-changing. They typically demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and other students, encourage collaboration with diverse others, and provide frequent and substantive feedback. NSSE reports student participation in six HIPs: three for both first-year students and seniors, and three for seniors only (see below).



	AU		Peers	
<i>First-Year Students in Business</i>	%		% ⁱ	
11c. Learning community	25		10 **	
12. Service-learning	53		63	
11e. Research with faculty	5		7	
<i>Participated in at least one</i>	60		69	
<i>Participated in two or more</i>	17		10	
<i>Seniors in Business</i>				
11c. Learning community	18		21	
12. Service-learning	71		59	
11e. Research with faculty	26		19	
11a. Internship or field exp.	85		52 ***	
11d. Study abroad	24		8 **	
11f. Culminating senior exp.	91		39 ***	
<i>Participated in at least one</i>	94		82	
<i>Participated in two or more</i>	88		56 ***	

Ashland University

NSSE 2015: CJ, Psyc, SocWork

The National Survey of Student Engagement (NSSE) was administered in 2015. The NSSE assessment analyzes First-year (FY) and Senior (SR) student perceptions of the characteristic and quality of their undergraduate experience (<http://nsse.indiana.edu/html/about.cfm>). The assessment tool measures different constructs of campus experience and results can be externally benchmarked to similar institutions. Following is program specific student data related to engagement indicators and high-impact practices.



NSSE 2015 Major Field Report, Part II: Comparisons to Other Institutions

Overview of Engagement Indicators: CJ-Psyc-SocWork

Ashland University

Engagement Indicators: Overview

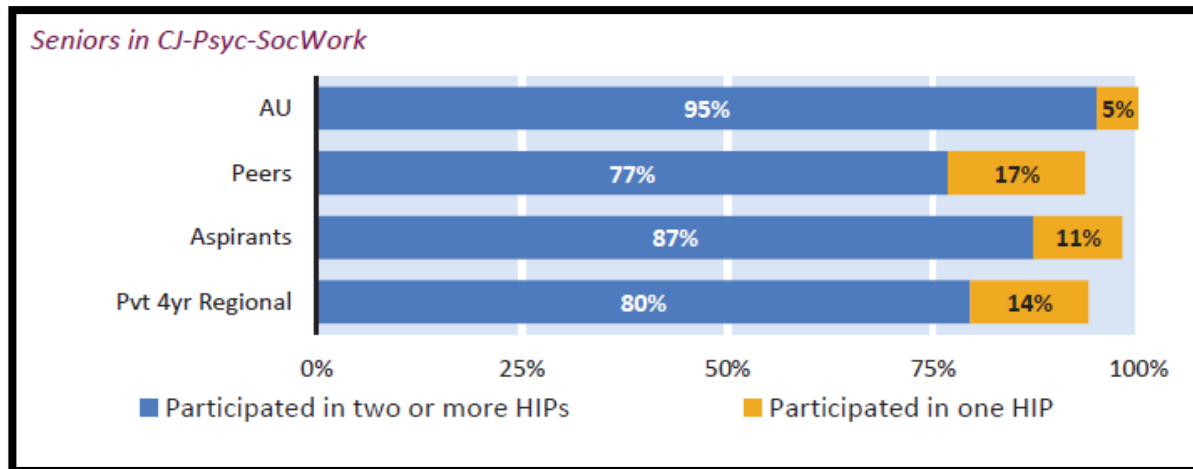
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Use the following key:

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- 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	First-Year Students in CJ-Psyc-SocWork			Seniors in CJ-Psyc-SocWork		
		Your first-year students compared with	Your first-year students compared with	Your first-year students compared with	Your seniors compared with	Your seniors compared with	Your seniors compared with
		Peers	Aspirants	Pvt 4yr Regional	Peers	Aspirants	Pvt 4yr Regional
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 (HIPs) represent enriching educational experiences that can be life-changing. They typically demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and other students, encourage collaboration with diverse others, and provide frequent and substantive feedback. NSSE reports student participation in six HIPs: three for both first-year students and seniors, and three for seniors only (see below).



	AU		Peers	
<i>First-Year Students in CJ-Psyc-SocWork</i>	%		% ⁱ	
11c. Learning community	24		11 *	
12. Service-learning	36		74 ***	
11e. Research with faculty	3		9	
<i>Participated in at least one</i>	55		75 *	
<i>Participated in two or more</i>	9		14	
<i>Seniors in CJ-Psyc-SocWork</i>				
11c. Learning community	45		26	
12. Service-learning	85		81	
11e. Research with faculty	50		32	
11a. Internship or field exp.	85		69	
11d. Study abroad	25		11	
11f. Culminating senior exp.	50		53	
<i>Participated in at least one</i>	100		94	
<i>Participated in two or more</i>	95		77	

Ashland University

NSSE 2015: Education

The National Survey of Student Engagement (NSSE) was administered in 2015. The NSSE assessment analyzes First-year (FY) and Senior (SR) student perceptions of the characteristic and quality of their undergraduate experience (<http://nsse.indiana.edu/html/about.cfm>). The assessment tool measures different constructs of campus experience and results can be externally benchmarked to similar institutions. Following is program specific student data related to engagement indicators and high-impact practices.



NSSE 2015 Major Field Report, Part II: Comparisons to Other Institutions

Overview of Engagement Indicators: Education Ashland University

Engagement Indicators: Overview

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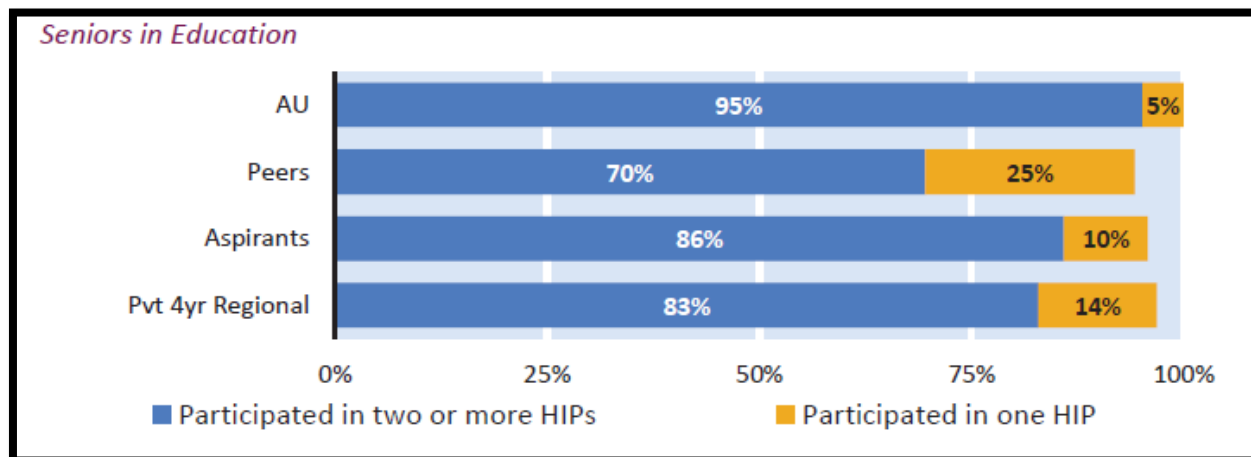
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- ▼ Your students' average was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

Theme	Engagement Indicator	First-Year Students in Education			Seniors in Education		
		Your first-year students compared with Peers	Your first-year students compared with Aspirants	Your first-year students compared with Pvt 4yr Regional	Your seniors compared with Peers	Your seniors compared with Aspirants	Your seniors compared with Pvt 4yr Regional
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	---	---	---	---	---	---

NSSE 2015 MAJOR FIELD REPORT, PART II • 3

High-Impact Practices (HIPs) represent enriching educational experiences that can be life-changing. They typically demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and other students, encourage collaboration with diverse others, and provide frequent and substantive feedback. NSSE reports student participation in six HIPs: three for both first-year students and seniors, and three for seniors only (see below).



	AU		Peers	
<i>First-Year Students in Education</i>	%		% ⁱ	
11c. Learning community	29		4 ***	
12. Service-learning	61		72	
11e. Research with faculty	7		0 **	
<i>Participated in at least one</i>	76		73	
<i>Participated in two or more</i>	17		3 **	
<i>Seniors in Education</i>				
11c. Learning community	41		36	
12. Service-learning	73		82	
11e. Research with faculty	15		13	
11a. Internship or field exp.	98		65 ***	
11d. Study abroad	39		11 ***	
11f. Culminating senior exp.	56		38 *	
<i>Participated in at least one</i>	100		94	
<i>Participated in two or more</i>	95		70 ***	

Ashland University

NSSE 2015: Nursing & Health Science

The National Survey of Student Engagement (NSSE) was administered in 2015. The NSSE assessment analyzes First-year (FY) and Senior (SR) student perceptions of the characteristic and quality of their undergraduate experience (<http://nsse.indiana.edu/html/about.cfm>). The assessment tool measures different constructs of campus experience and results can be externally benchmarked to similar institutions. Following is program specific student data related to engagement indicators and high-impact practices.



NSSE 2015 Major Field Report, Part II: Comparisons to Other Institutions

Overview of Engagement Indicators: Nursing & Health Sci

Ashland University

Engagement Indicators: Overview

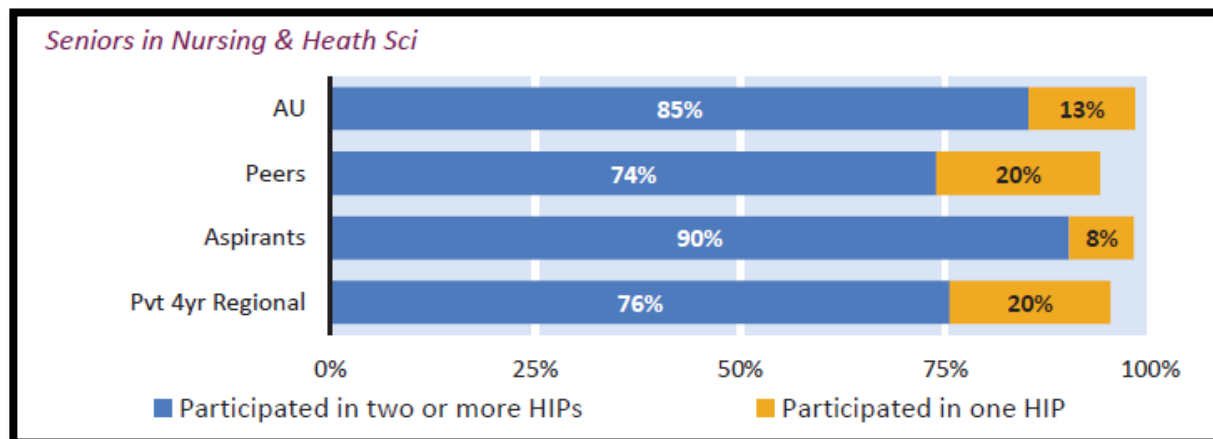
Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores^a for your students in this related-major category with students in your comparison groups within the same category.

Use the following 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	First-Year Students in Nursing & Health Sci			Seniors in Nursing & Health Sci		
		Your first-year students compared with	Your first-year students compared with	Your first-year students compared with	Your seniors compared with	Your seniors compared with	Your seniors compared with
		Peers	Aspirants	Pvt 4yr Regional	Peers	Aspirants	Pvt 4yr Regional
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 (HIPs) represent enriching educational experiences that can be life-changing. They typically demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and other students, encourage collaboration with diverse others, and provide frequent and substantive feedback. NSSE reports student participation in six HIPs: three for both first-year students and seniors, and three for seniors only (see below).



	AU		Peers	
<i>First-Year Students in Nursing & Health Sci</i>	%		% ⁱ	
11c. Learning community	17		10	
12. Service-learning	55		71 *	
11e. Research with faculty	5		3	
<i>Participated in at least one</i>	61		73 *	
<i>Participated in two or more</i>	14		9	
<i>Seniors in Nursing & Health Sci</i>				
11c. Learning community	36		36	
12. Service-learning	87		88	
11e. Research with faculty	21		19	
11a. Internship or field exp.	81		63 **	
11d. Study abroad	15		9	
11f. Culminating senior exp.	80		44 ***	
<i>Participated in at least one</i>	98		94	
<i>Participated in two or more</i>	85		74	