National Survey of Student Engagement 2006, Highlights
CU-Boulder campus overall

Students are satisfied with UCB
• At least 75% of freshmen & seniors said that they would attend UCB again, rated education as positive

Students are actively engaged in the learning environment
• Most say that they:
  • Ask questions in class
  • Make presentations
  • Work on group projects
  • Discuss grades or assignments with faculty
Students believe UCB contributes to academic knowledge & skills

- Over 75% report that UCB enhances their critical thinking & analysis skills

- Most report that coursework emphasizes:
  - Synthesizing & organizing ideas
  - Applying theories to practical problems
  - Analyzing basic elements of idea, experience, or theory
National Survey of Student Engagement 2006, Highlights
CU-Boulder vs. AAU public peers

We look much like our peers
  • Freshmen & senior ratings at or very near AAU average on all
    14 UCB scales

Exceptions
  • We’re lower on:
    • Upper- and lower-division class size satisfaction
    • Academic advising satisfaction
  • We’re higher on:
    • Practical academics (e.g., engaging in in-class group projects)
    • Percentage of freshmen planning to study abroad
National Survey of Student Engagement 2006, Highlights
CU-Boulder majors

Students generally satisfied with academic quality of UCB, regardless of major
  • They’re also satisfied with
    • Academic quality of majors
    • Quality of upper-division course instruction
    • Quality of relationships with faculty and other students

Academic advising quality ratings are quite varied
  • Film studies majors give low ratings, philosophy majors give high ratings
National Survey of Student Engagement 2006, Highlights
CU-Boulder 2006 vs. 2002

2006 results generally similar to those of 2002

Several large, positive changes occurred for freshmen only
  • Extent to which UCB contributes to
    • Voting in elections
    • Quantitative skills
    • Writing & speaking clearly and effectively

Large, negative change on “understanding yourself” item (both frosh & seniors)
National Survey of Student Engagement 2006, Highlights
CU-Boulder 2006 vs. 2002 (continued)

Electrical and computer engineering shows relatively large, positive change for seniors
  • Upper-division course instructional quality
  • Academic quality of major
  • Voting in elections
  • Frequency of classroom idea discussion
National Survey of Student Engagement 2006, Highlights

Conclusion

Encouraging findings

• High levels of student satisfaction with UCB

• Clear evidence of active engagement in:
  • Tasks of learning
  • Interaction with faculty and other students

• Beliefs that UCB contributes to academic knowledge and skills
National Survey of Student Engagement 2006, Highlights
Conclusion (continued)

Encouraging findings (continued)
• Noticeable increases over time on some items
  • Voting in elections
  • Quantitative skills
  • Clear & effective writing and speaking (UCB has invested in writing programs)

• Students’ perceptions of their majors can change positively over time
National Survey of Student Engagement 2006, Highlights
Conclusion (continued)

Findings to be mindful of
  • Upper- and lower-division class size satisfaction lower than peers’
    • Room to improve cognitive skills emphasis of coursework
  • Generally little change over time in ratings of
    • Academic quality of major (some exceptions)
    • Diversity items (despite campus diversity commitment)
    • Academic advising quality & availability (despite campus commitment)