

## 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

## National Survey of Student Engagement 2006, Highlights CU-Boulder campus overall (continued)

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)