

Each year the National Survey of Student Engagement (NSSE) asks students at hundreds of colleges and universities to reflect on the time they devote to various learning activities. The topics explored are linked to previous research on student success in college.

Results from NSSE can provide prospective students with insights into how they might learn and develop at a given college. To help in the college exploration process, NSSE developed *A Pocket Guide to Choosing a College* to give students and their families key questions to ask during campus visits.

The following responses were provided by 794 LMU students on the 2017 survey.



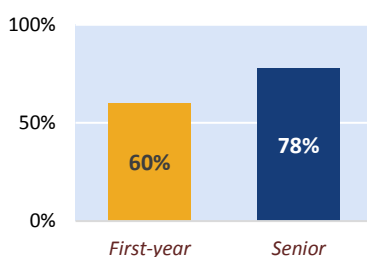
A Pocket Guide to Choosing a College is available at nsse.indiana.edu/html/pocket_guide.cfm



Academics

How often do students make course presentations?^b

60% of FY students and 78% of seniors "frequently" gave course presentations.



Do courses challenge students to do their best?^a

45% of FY students and 51% of seniors reported that their courses "highly" challenged them to do their best work.

How much writing is expected?

In an academic year, FY students estimated they were assigned an average of 67 pages of writing and seniors estimated an average of 102 pages.

How much reading is expected?

FY students estimated they spent an average of 9 hours per week on assigned reading, and seniors read 7 hours per week.

Do class discussions and assignments include the perspectives of diverse groups of people?^b

65% of FY students and 69% of seniors "frequently" included diverse perspectives in course discussions or assignments.

Are students expected to use numbers or statistics throughout their coursework?^b

43% of FY students "frequently" used numerical information to examine a real-world problem or issue; 54% of seniors "frequently" reached conclusions based on their own analysis of numerical information.

Experiences with Faculty

How do students rate their interactions with faculty?^c

59% of FY students and 61% of seniors rated the quality of their interactions with faculty as "high."

How often do students talk with faculty members about their career plans?^a

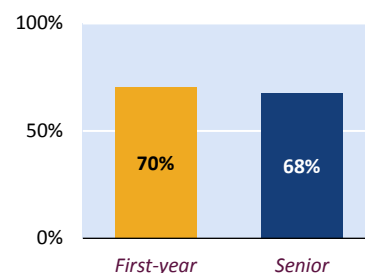
32% of FY and 50% of seniors "frequently" discussed career plans with faculty.

Do faculty members clearly explain course goals and requirements?

84% of both FY students and seniors said instructors clearly explained course goals and requirements "quite a bit" or "very much."

Do students receive prompt and detailed feedback?^d

70% of FY students and 68% of seniors said instructors "substantially" gave prompt and detailed feedback on tests or completed assignments.



Do students talk with faculty members outside class about what they are learning?

78% of FY students and 88% of seniors discussed course topics, ideas, or concepts with a faculty member outside of class.

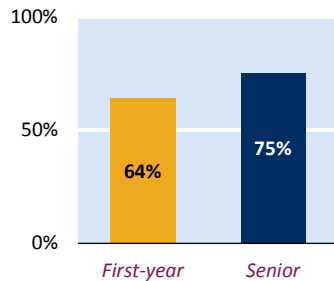
Do students work with faculty beyond the classroom?

59% of FY students and 70% of seniors worked with a faculty member on activities other than coursework.

Learning with Peers

How often do students work together on class projects and assignments?^b

64% of FY students and 75% of seniors "frequently" worked with their peers on course projects and assignments.



Do students help each other learn?^b

65% of FY students and 67% of seniors "frequently" explained course material to one or more students.

How often do students work together to prepare for exams?^b

56% of FY students and 66% of seniors "frequently" prepared for exams by discussing or working through course material with other students.

How often do students interact with others who have different viewpoints or who come from different backgrounds?^b

Among FY students, 63% "frequently" had discussions with people with different political views, 78% "frequently" had discussions with people from a different economic background, and 81% "frequently" had discussions with people from a different race or ethnicity.

Campus Environment

Are students encouraged to use learning support services (tutors, writing center)?^d

71% of FY students said the institution "substantially" emphasized the use of learning support services.

Do students have opportunities to develop leadership skills?

53% of FY students and 56% of seniors have held a formal leadership role in a student organization or group.

How well do students get along with each other?^c

60% of FY students and 64% of seniors gave the quality of their interactions with their peers a "high" rating.

How satisfied are students with their educational experience?

93% of FY and 92% of seniors rated their entire educational experience at this institution as "excellent" or "good."

Rich Educational Experiences

Do students engage in substantial scholarly research or projects?

By spring of their senior year, 71% of students were on track to complete a culminating senior experience (e.g., thesis, capstone project, comprehensive exam, etc.).

How many students study in other countries?

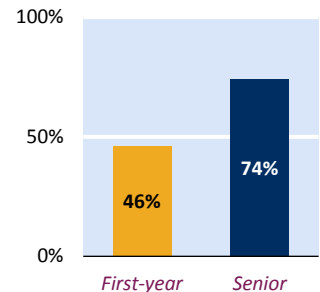
By their senior year, 37% of students had studied abroad.

How many students get practical, real-world experience through internships or field experiences?

By spring of their senior year, 65% of students had participated in some form of internship, co-op, field experience, student teaching, or clinical placement.

How many courses include community-based service-learning projects?^e

46% of FY students and 74% of seniors said "at least some" of their courses included a community-based service-learning project.



Notes

- "Highly" is a 6 or 7 on a seven-point scale where 1 is "Not at all" and 7 is "Very much."
- "Frequently" is "Often" or "Very often." "High" rating is a 6 or 7 on a seven-point scale where 1 is "Poor" and 7 is "Excellent."
- "Substantially" is "Quite a bit" or "Very much."
- "At least some" is defined by combining responses of "Some," "Most," and "All."



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