

B. UW-Stout Student Engagement and Proficiency

Overall engagement

- Since participating in the NSSE over the last 5 years, the results continue to indicate that Stout first-year students are less engaged in their education than Stout seniors. First year students show a pattern of mean scores below the Master's sample on about 75% of the NSSE questions. Stout seniors fair much better and usually exceed the Master's sample means on just under half of the NSSE questions.

Engagement with Technology

- Many UW-Stout freshmen (43%) and seniors (40%) report “neutral” ratings on the role of information technology on engagement. However, they report high levels of use of the technology.
- Most UW-Stout freshmen and seniors report spending:
 - 3-10 hours in classroom activities or studying using an electronic device. UW-Stout freshmen reported slightly higher use than seniors and a benchmark comparison.
 - 2 or less hours per week using the technology for entertainment purposes. They also spent very little time: creating spreadsheets or charts, creating presentations, creating graphics, creating video/audio, and creating web pages.
 - more time writing documents, emailing, or using course management systems. UW-Stout seniors spend more time than the benchmark using course management systems.
- Both seniors and freshmen indicate that they are using e-mail more often to communicate with their instructors. The senior rating in 2004 was at 3.42 (4 point scale) and the freshmen rating was at 3.11. This is significantly higher than the UW System average and NSSE average.
- UW-Stout faculty responses on “using computing and information technology” differed significantly from student responses in both 2003 and 2004. For example in 2004, faculty thought that only around 54% of seniors used technology very much or quite a bit when actually 84% of the seniors responded that they used technology very much or quite a bit.

Out of class activities

- The number of hours in a 7-day week freshmen and seniors spend relaxing and socializing has decreased. Even with the decrease, Stout students are still slightly above the national and System average.
- Freshmen indicate they are spending less time attending campus events and activities than they did in 2002 (2.84 down to 2.59 in 2004 on a 4 point scale).
- Students and faculty reported very similar ratings on the amount of time students spend discussing ideas from readings or classes outside of class.
- Seniors indicate that they are tutoring and teaching other students more than they were in 2001. The rating jumped from 1.74 to a 2.03 (4 point scale). This is significantly higher than the System average and the NSSE and Master's averages.

Academic Engagement

- Every year since the 2001 NSSE, Stout seniors scored significantly **higher** than the master's and national samples for the question, *Worked with other students on projects during class*.
- Stout seniors scored significantly **lower** than the master's and national samples for the past 3 years on: Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)
- Listed below are two questions for Stout where the faculty responses differed significantly from the student responses in both FSSE 2003 and FSSE 2004:
 - Receive prompt feedback (written or oral) from you on their academic performance
 - Requiring students to spend significant amounts of time studying and on academic work

Student Proficiency

- UW-Stout scores on writing, math, reading, critical thinking and science proficiency are comparable to national scores in 2004, as are the scores for the junior and senior students, when examined individually. For the sophomores, there was a larger gap between the Stout and national scores. Stout sophomores scored slightly higher than the national average on the critical thinking test and slightly lower on the reading test.
- UW-Stout's overall scores increased slightly on the writing test from 1998 to 2004, and decreased slightly on the math test from 1998 to 2004. The same trend was true for the sophomore and junior students, when examined individually.
- Most UW-Stout freshmen and seniors report being skilled or very skilled with using: email, internet messenger, word processing, presentation software, course management systems and online library resources. They are less skilled in using spreadsheets (freshmen), graphics, creating video/audio and creating web pages.