

STUDENT ENGAGEMENT FACTS AND FIGURES
2009
MAJOR FINDINGS

1. Overall student engagement improved in 2008 and compares favorably to the polytechnic peers on over 60% of the questions.

- In 2008, scores increased for the first-year students on 74% of the questions and they increased for senior students for 72% of the questions.
- On 65% of the survey questions, UW-Stout senior mean scores were equal or higher than the polytechnic peer group means. First-year student mean scores were higher than the polytechnic peer group means for 63% of the survey questions.

Areas where Stout is higher than Poly peers	Areas where Stout is lower than Poly peers
Exercising (1 st year)	Serious conversations with students of a different race or ethnicity
Voting in elections	
Advising (1 st year)	Analyzing
Participating in community-based projects	Number of books read on their own
Using email	Culminating senior experience (Senior)
Talking about career plans with a faculty member or advisor	Time studying

2. The frequency of participation in out of class activities has consistently been an area of concern; however, students who participate in such activities have positive feedback.

- Freshmen are spending less time attending campus events and activities than they did in 2002. Stout's rating is significantly lower than two of the three comparative groups.
- When asked why they don't participate in out of class activities, reasons included:

not having enough time	not knowing about what was available
homework commitments	not wanting to go
work commitments	not having anyone to go with
event scheduling and their location	

- Overall, participants are satisfied with the out of class activities they attended. They learned social skills and made social connections as a result of participating in out of class activities.

3. Academic rigor and time spent studying have consistently been areas of concern

- Stout students continue to lag behind the comparison groups in areas relating to academic challenge or rigor. Both first-year students and seniors had **lower** scores on questions relating to *analyzing basic elements of an idea, experience or theory* and *spending significant amounts of time studying*.
- Concerns about academic rigor have surfaced across multiple surveys and focus groups – even when not asked specifically about rigor.