



SOUTHERN CONNECTICUT STATE UNIVERSITY

2006 NSSE - PRELIMINARY ANALYSIS

The National Survey of Student Engagement (NSSE)

NSSE is an annual survey that provides valid and reliable information about the quality of undergraduate education by measuring student behaviors and institutional actions that impact student learning and college success. The *NSSE* Institute for Effective Educational Practice designed this self-report survey for First-Year students and Seniors. More than 750,000 students, randomly selected from 557 colleges and universities were included in the *NSSE* 2006 sample. More than 250,000 students completed the survey.

NSSE measures five broad dimensions of effective educational practice:

1. Level of Academic Challenge
2. Active and Collaborative Learning
3. Student-Faculty Interaction
4. Enriching Educational Experiences
5. Supportive Campus Environment

The five *NSSE* clusters of effective educational practice provide critical information about student behaviors in college, institutional actions and requirements, student reactions to college, and student background information. With this information, SCSU is able to engage in a data-driven process of educational change. Other universities use the *NSSE* data to gauge status of campus priorities, examine changes in student engagement between first and senior years, assess campus progress over time, encourage dialogue about good practice, and improve curricula, instruction, and services.

SCSU Response Rate

Invitations to complete the web-based survey were sent to 2,912 randomly selected SCSU freshmen and seniors via their MySCSU e-mail during the spring 2006 semester¹. SCSU's overall response rate was 39% (n=1129; 511 first-year students and 618 seniors). This response rate was higher than the response rates of the urban universities consortium² (27%), Carnegie peers (31%), and national average (34%).

¹ Non-respondents received up to four follow-up e-mails.

² In 2006, SCSU participated in the *NSSE* consortium of urban universities comprised of 29 schools: Armstrong Atlantic State University, Boise State University, Columbia College Chicago, DePaul University, Indiana University-Northwest, Kennesaw State University, Metropolitan State College of Denver, Minnesota State University-Moorhead, Norfolk State University, Northeastern Illinois University, Pace University, Purdue University-Calumet Campus, Southern Illinois University Edwardsville, SUNY-Buffalo State College, University of Arkansas at Little Rock, University of Central Oklahoma, University of Colorado at Colorado Springs, University of Colorado at Denver & Health Sciences Center, University

Summary of Results

Overall, Southern students reported similar levels of engagement to that of students at other schools participating in the urban consortium. The following sections summarize selected results. Frequency distributions for all items are included in the Appendix.

Student Learning Outcomes

Seniors evaluated Southern's impact on their learning in 16 general areas of knowledge, skill, and personal development. Seniors reported higher levels of impact than freshmen respondents. The following table shows the percent of seniors who reported their educational growth as being substantially impacted by SCSU in the 16 student learning outcome areas. Results from 2006 are compared with the 2005 seniors' responses.

Rank-Ordered Percent of Seniors Reporting Substantial Impact On Their Learning In 16 Areas³.

Learning Outcome Area	% Rating SCSU Impact as Substantial	
	2006 (N=618)	2005 (N=369)
1 Acquiring a broad general education	80%	84%
2 Thinking critically and analytically	79%	81%
3 Writing clearly and effectively	76%	82%
4 Using computing and information technology	74%	76%
5 Working effectively with others	70%	73%
6 Speaking clearly and effectively	69%	73%
7 Analyzing quantitative problems	69%	69%
8 Acquiring job or work related knowledge and skills	66%	70%
9 Learning effectively on your own	62%	67%
10 Understanding yourself	56%	58%
11 Understanding people of other racial and ethnic backgrounds	51%	53%
12 Solving complex real-world problems	51%	52%
13 Developing a personal code of values and ethics	49%	52%
14 Contributing to the welfare of your community	37%	33%
15 Voting in local, state, or national elections	26%	33%
16 Developing a deepened sense of spirituality	23%	20%

of Missouri-Kansas City, University of Nebraska at Omaha, University of Nevada-Las Vegas, University of South Alabama, University of Southern Maine, University of Wisconsin-Milwaukee, Washburn University, Wayne State University, Wright State University, and Youngstown State University.

³ Percent responding "quite a bit" or "very much" to the question, "To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?"

CHANGES IN THE SCSU NSSE RESPONSES FROM 2005 TO 2006

Improvements from 2005 to 2006 were found in all the following instances, and the findings were not due to chance: ⁴

- Made a class presentation
- Worked on a paper or project that required integrating ideas or information from various sources.
- Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments.
- Worked with classmates outside of class to prepare class assignments.
- Put together ideas or concepts from different courses when completing assignments or during class discussions.
- Used e-mail to communicate with an instructor.
- Discussed ideas from your readings or classes with faculty members outside of class.
- Number of assigned textbooks, books, or book-length packs of course readings.
- Examined the strengths and weaknesses of your own views on a topic or issue.
- Tried to better understand someone else's views by imagining how an issue looks from his or her perspective.
- Learned something that changed the way you understand an issue or concept.
- [Time Usage] Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities).

An Upward Trend that is Not an Improvement

- [Time Usage] Providing care for dependents living with you (parents, children, spouse, etc.)

A Negative Change

- [Educational and Personal Growth] Voting in local, state, or national elections.

⁴ N 2005 (845), N 2006 (1129); level of significance was set at $p < .05$

THE FIVE NSSE CLUSTERS OF EFFECTIVE
EDUCATIONAL PRACTICE

Level of Academic Challenge (LAC)

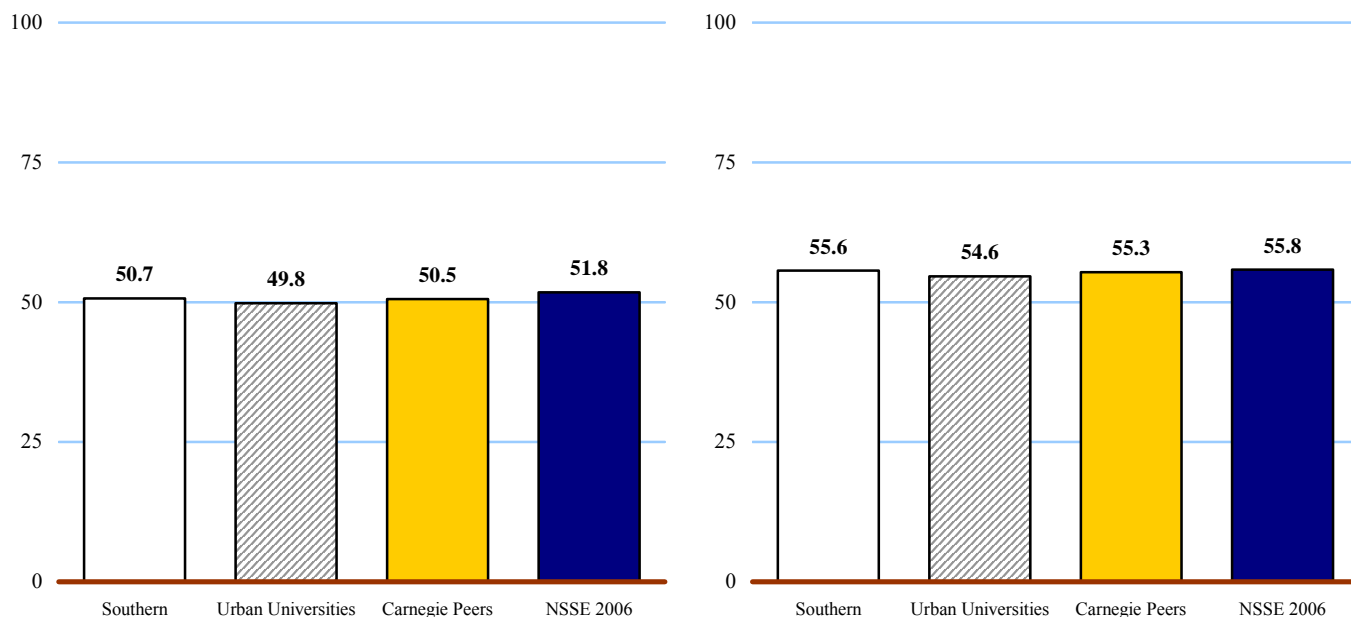
Benchmark Comparisons

Southern compared with:

Class	Southern	Urban Universities			Carnegie Peers			NSSE 2006		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	50.7	49.8			50.5			51.8		
Senior	55.6	54.6			55.3			55.8		

First-Year

Senior



Level of Academic Challenge (LAC) Items

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for stud

- Preparing for class (studying, reading, writing, rehearsing, etc. related to academic program)
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of 20 pages or more; number of written papers or reports of between 5 and 19 pages; and number of written papers or reports of fewer than 5 pages
- Coursework emphasizing analysis of the basic elements of an idea, experience or theory
- Coursework emphasizing synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizing the making of judgments about the value of information, arguments, or methods
- Coursework emphasizing application of theories or concepts to practical problems or in new situations
- Working harder than you thought you could to meet an instructor's standards or expectations
- Campus environment emphasizing time studying and on academic work

Active and Collaborative Learning (ACL)

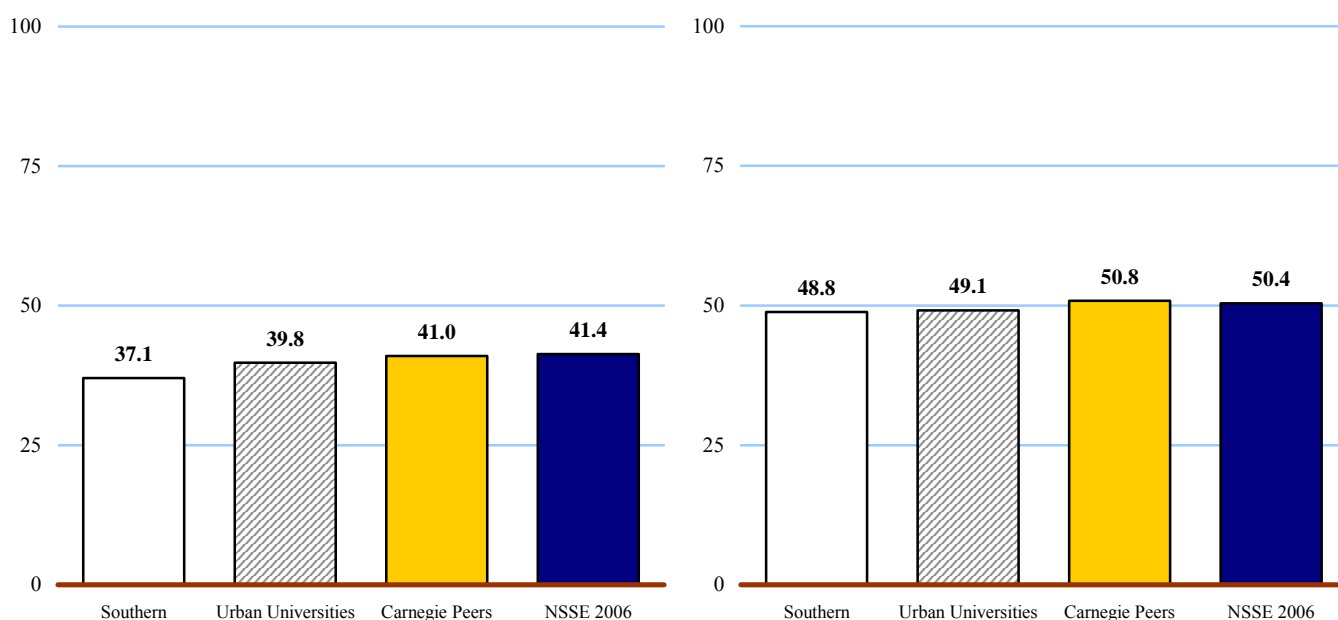
Benchmark Comparisons

Southern compared with:

Class	Southern	Urban Universities			Carnegie Peers			NSSE 2006		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	37.1	39.8	**	-.17	41.0	***	-.24	41.4	***	-.27
Senior	48.8	49.1			50.8	*	-.12	50.4		

First-Year

Senior



Active and Collaborative Learning (ACL) Items

Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy,

- Asked questions in class or contributed to class discussions
- Made a class presentation
- Worked with other students on projects during class
- Worked with classmates outside of class to prepare class assignments
- Tutored or taught other students
- Participated in a community-based project as part of a regular course
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

^a Weighted by gender, enrollment status, and institutional size.

^b *p.<.05 **p.<.01 ***p.<.001 (2-tailed).

^c Mean difference divided by comparison group standard deviation.

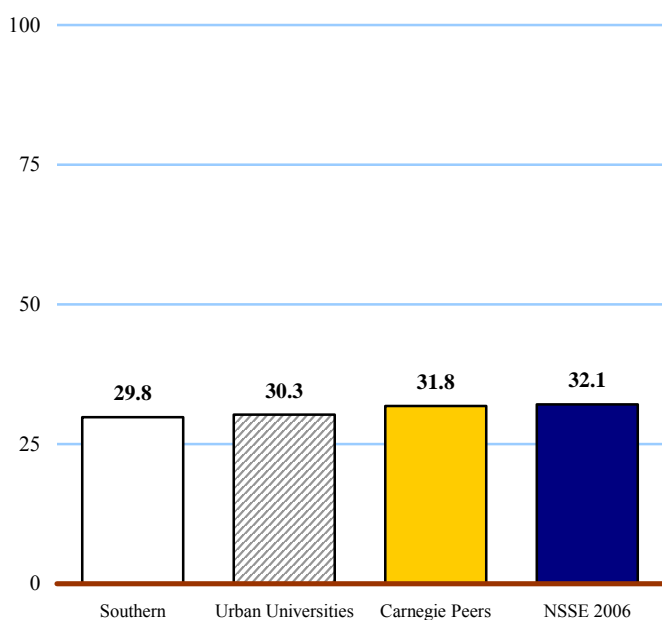
Student-Faculty Interaction (SFI)

Benchmark Comparisons

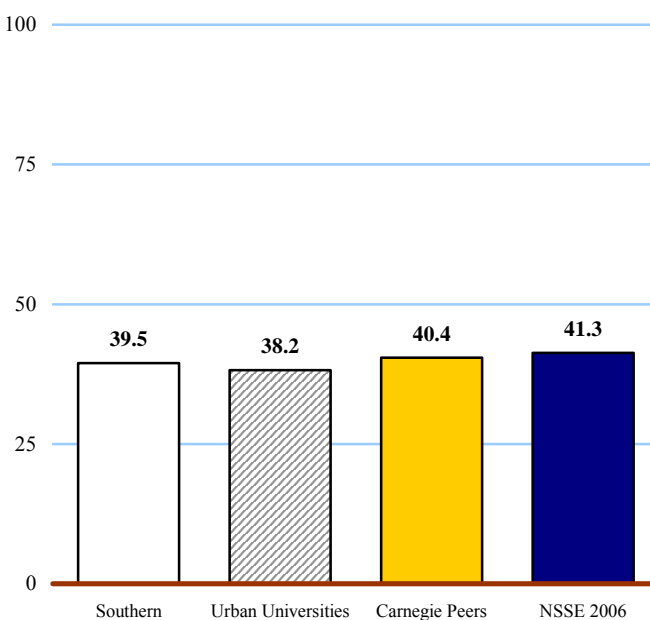
Southern compared with:

Class	Southern	Urban Universities			Carnegie Peers			NSSE 2006		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	29.8	30.3			31.8			32.1	*	-.13
Senior	39.5	38.2			40.4			41.3		

First-Year



Senior



Student-Faculty Interaction (SFI) Items

Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.

- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from your readings or classes with faculty members outside of class
- Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)
- Received prompt written or oral feedback from faculty on your academic performance
- Worked with a faculty member on a research project outside of course or program requirements

^a Weighted by gender, enrollment status, and institutional size.

^b *p.<.05 **p.<.01 ***p.<.001 (2-tailed).

^c Mean difference divided by comparison group standard deviation.

Enriching Educational Experiences (EEE)

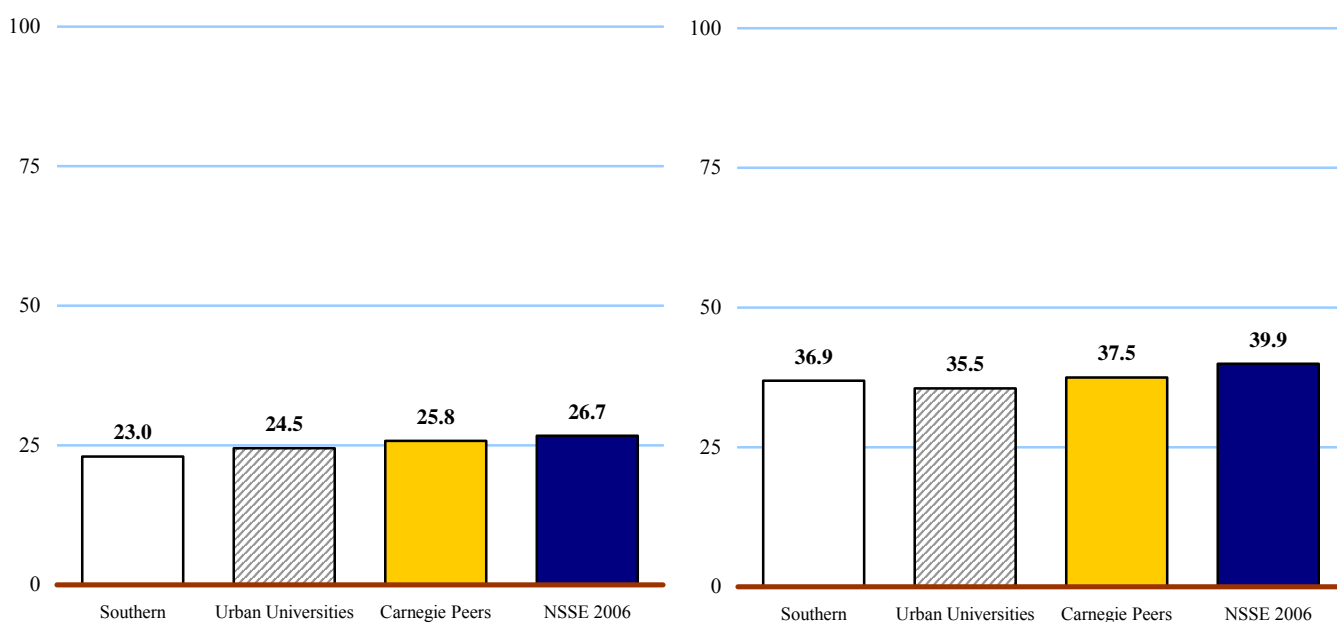
Benchmark Comparisons

Southern compared with:

Class	Southern		Urban Universities			Carnegie Peers			NSSE 2006		
	Mean ^a		Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	23.0		24.5			25.8	***	-.22	26.7	***	-.29
Senior	36.9		35.5			37.5			39.9	**	-.17

First-Year

Senior



Enriching Educational Experiences (EEE) Items

Complementary learning opportunities enhance academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior

- Participating in co-curricular activities (organizations, publications, student government, sports, etc.)
- Practicum, internship, field experience, co-op experience, or clinical assignment
- Community service or volunteer work
- Foreign language coursework & study abroad
- Independent study or self-designed major
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)
- Serious conversations with students of different religious beliefs, political opinions, or personal values
- Serious conversations with students of a different race or ethnicity
- Using electronic technology to discuss or complete an assignment
- Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- Participate in a learning community or some other formal program where groups of students take two or more classes together

^a Weighted by gender, enrollment status, and institutional size.

^b *p.<.05 **p.<.01 ***p.<.001 (2-tailed).

^c Mean difference divided by comparison group standard deviation.

Supportive Campus Environment (SCE)

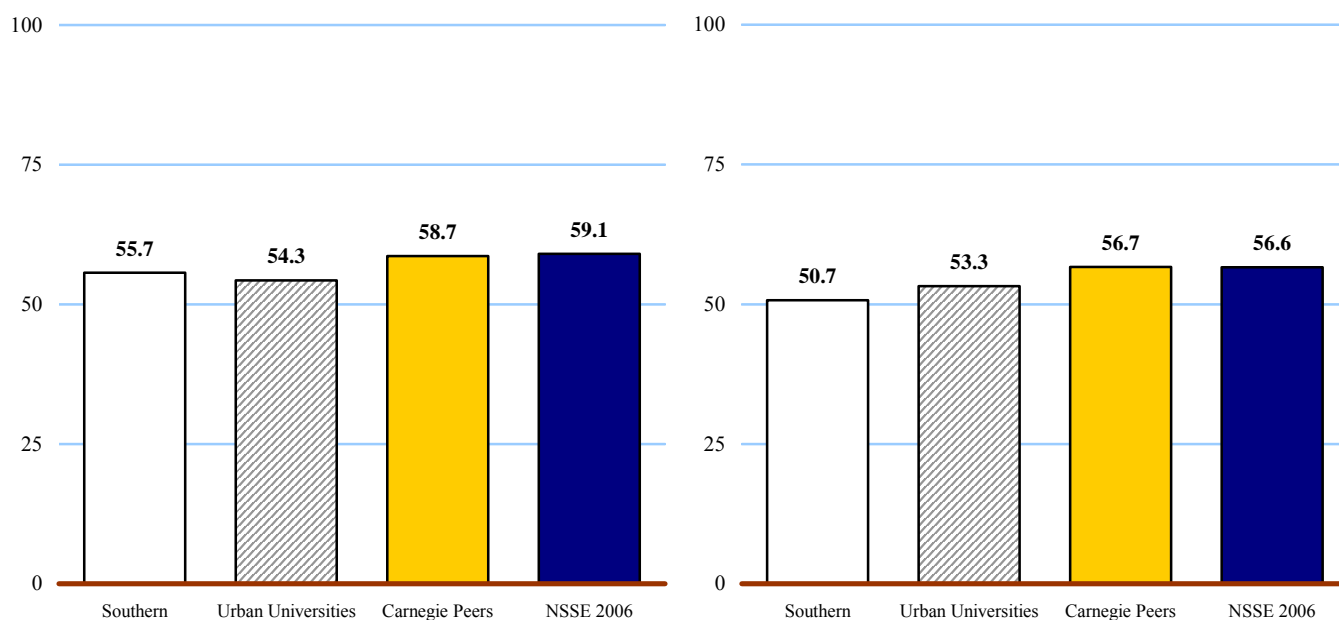
Benchmark Comparisons

Southern compared with:

Class	Southern		Urban Universities			Carnegie Peers			NSSE 2006		
	Mean ^a		Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	55.7		54.3			58.7	**	-.16	59.1	**	-.18
Senior	50.7		53.3	*	-.13	56.7	***	-.31	56.6	***	-.31

First-Year

Senior



Supportive Campus Environment (SCE) Items

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.

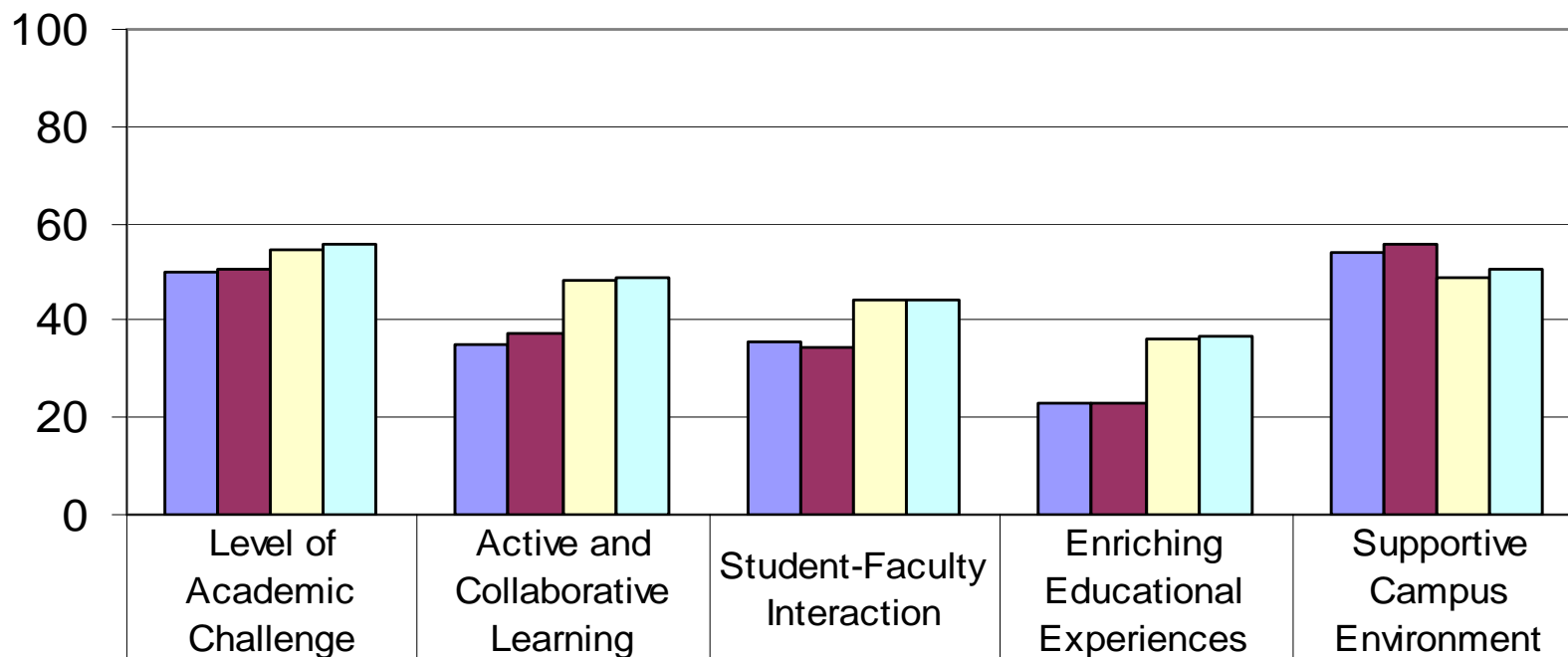
- Campus environment provides the support you need to help you succeed academically
- Campus environment helps you cope with your non-academic responsibilities (work, family, etc.)
- Campus environment provides the support you need to thrive socially
- Quality of relationships with other students
- Quality of relationships with faculty members
- Quality of relationships with administrative personnel and offices

^a Weighted by gender, enrollment status, and institutional size.

^b *p.<.05 **p.<.01 ***p.<.001 (2-tailed).

^c Mean difference divided by comparison group standard deviation.

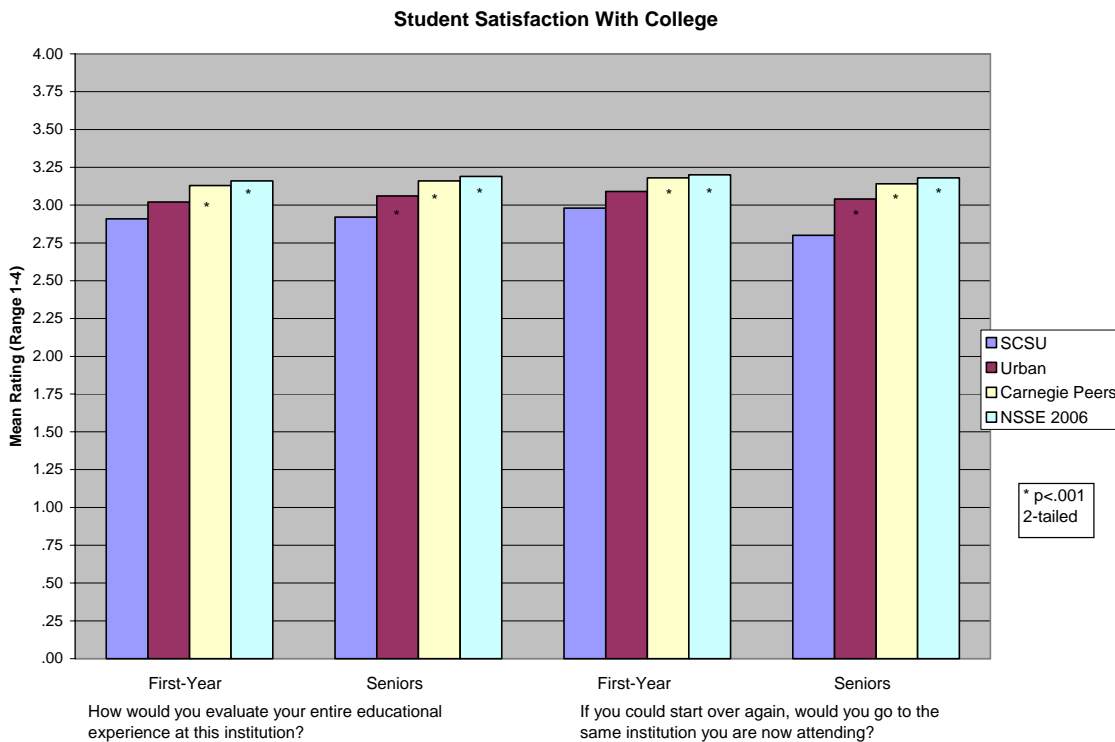
NSSE Benchmarks SCSU 2005-2006



	Level of Academic Challenge	Active and Collaborative Learning	Student-Faculty Interaction	Enriching Educational Experiences	Supportive Campus Environment
■ FY05	49.8	35.2	35.8	22.9	54.3
■ FY06	50.7	37.1	34.5	23.0	55.7
■ SR05	54.5	48.3	44.3	36.1	48.8
■ SR06	55.6	48.8	44.5	36.9	50.7

STUDENT SATISFACTION

Seventy-eight percent of first-year students and 77% of seniors rated the quality of their overall Southern experience as “good” or “excellent.” Sixty-nine percent of first-year students and 78% of seniors indicated that they would “probably” or “definitely” choose Southern again if they were starting over. These results are similar to those obtained on the 2005 NSSE administration. SCSU responses are compared to responses from the urban consortium, other Carnegie peer institutions, and all NSSE institutions below.



COMMENTS

Of the students, 197 wrote written comments in addition to completing *NSSE*. The following are sample comments.

Typical Positive Comments

I feel that the education that I have received from Southern is part of what made me who I am today. I feel as if I am a more well-rounded person and I have more confidence in myself thanks to the wonderful professors and instructors. I do not hesitate to say that Southern is an exceptional institution and I would recommend it to anyone.

SCSU is a quality school. The professors are very good, for the most part. I would recommend this institution to those researching colleges as a place of interest.

Southern Connecticut State University has provided me with a solid, well-rounded education. The university has a lot to offer if a student is willing to engage in the campus community. The professors are generally knowledgeable and avail themselves to make sure students learn and succeed academically. It is refreshing to attend a university with such a diverse student body and faculty. The opportunity to interact with peers and mentors from various ethnic and religious backgrounds at Southern adds a beneficial yet immeasurable element to the educational experience in its entirety. Overall, Southern is an excellent institution.

I am proud to have witnessed the dramatic transformation of SCSU during the last few years. I hope the school continues to expand and upgrade its facilities, increase program offerings, and begin to rival other regional universities like UConn or Quinnipiac University. Southern has some of the best and truly involved faculty members of any other school I've attended. They're interested in seeing their students succeed and welcome all different points of view during class discussion. I wish that the school may continue to expand and emerge as one of the leading regional universities, in hope that more people across the country will learn of the gem called SCSU.

Typical Negative Comments

Overall, I have had a horrible experience at Southern. I have seen professors who contradict themselves and staff members who are miserable and show it. The parking situation is pretty bad and the desks in the classrooms are very uncomfortable. I have been lied to by professors. My graduation may now be delayed because "there is no money in the XXX budget to teach XXX during the summer as it was originally promised." If I could do it over again, I would have never gone to Southern. They do not care about their students and that is completely evident in almost everything that they do.

My experience at Southern has been good, but I have often experienced difficulty finding answers to financial, insurance-related, class requirement, and other questions from people in the Wintergreen building. I feel that students typically get "the run-around" from these people and it seems like no one in the administration fully understand how the university works.

Also, the parking situation is ridiculous, and I do NOT appreciate the fact that my car got towed because I had to "make up" a parking space in order to prevent being late to class. I pay a lot of money to go to Southern, and there is not even a place for me to park my car. That \$80 to get my car back really caused some negative feelings toward the school and I told everyone I know about it. If you want people to come to your school, you should treat them with respect. Word of mouth travels fast.

Quality of Relationships with Administrative Personnel and Offices

I thoroughly enjoyed time spent with faculty and classmates. I had great professors and could not ask for a better education. However, the offices are very difficult to work with (bursar, records, registrar...). My paperwork was often lost, or people made mistakes. It has been very frustrating. This is the one thing I warn people about when they begin attending SCSU.

Overall, the school is great. The education I have gotten thus far is very good and I would recommend the teachers to anyone who asked. The part about this school that has been less than encouraging is the office workers. Enrollment was difficult to get done, financial aid took me emailing the director 5 times to get anything taken care of, payment at the bursar's office required me to come in 4 times because they didn't know how to use the hoot loot card twice and they had closed early the other two times. It seems like there is a heavy lack of communication between areas and it makes it very discouraging and it almost makes me think that this isn't the place for me. I have learned that to get anything done there are going to be a long series of hoops to jump through. If that was improved it would make this school a much better place to attend.

The only problem(s) I have encountered from the school is the advisement. I feel academic advising is extremely poor!

I think that Southern is an excellent university, and I am pleased to be a student here at SCSU. My only one problem is the advisement. I know that I am only a freshman, but I think that we have more of an opportunity of advisement with an advisor of our major. I have a very difficult time arranging time to see my advisor last semester. I was given an advisor but then in the end it wasn't the right person. I would be nice if they could find sometime to sit down with me and discuss any questions for the future.

Supportive Campus Environment

I think the biggest fallback of this university is the lack of help. I have come into multiple situations where I feel helpless, no one at this university has the skills to help out students. The professors are wonderful. I've learned a lot from them. But the placement exams have placed me into classes I am well beyond, as I think myself and my teachers have told me myself. When looking for academic advisement, students are lost. This University never makes me feel comfortable with anything, and that will be my main reason for leaving. If anything, I've become much more depressed and stressed as a result of the lack of help and effort. My RA lives next door to me, and does not know my name, nor is she ever there if I would need something. If I have a problem with say, my ID card, I have to go through multiple people to get any sort of answer. It is completely unorganized here, and it causes

students stress that isn't needed on top of the studies they're completing here. I wish I knew of a place where I could actually voice my opinions, because I know that I won't be speaking for just myself. I know this will never be read, but if it is, PLEASE HELP THIS UNIVERSITY, IT'S IN DESPERATE NEED.

I began my studies at the University of Toronto. There, I was just one student among tens of thousands of other undergraduates but my dealings with the administration were always pleasant and productive. In stark contrast, I have found the administration at this university to be rude, inflexible, inconsiderate, and virtually incapable of exercising personal discretion.

In short, despite its outstanding faculty and excellent potential, Southern has left me exceptionally disappointed. Here, students who want to do more than just get a diploma are met with insufficient resources and an uncooperative administration.

Enriching Educational Experiences

Have weekend activities to influence on-campus living. Everyone just goes home and the people who are stuck on campus are bored.

Non-Traditional Students

I have found that being a non-traditional student proves to be challenging in many different paradigms. For example, often, the lessons created by the professors are targeted for people generally younger and with limited life experiences. There are no organizations that are representative of the changing face of the university's student population. There needs to be a more expansive and up-to-date communication outreach programs such as kiosks or intranets. What's more, I find that the students that are younger than 24 generally do not have the coping skills or the desire to meet the application standards required in certain upper-class projects or programs.

I am a returning student and I am appalled at the lax attitude of some professors about talking to students and responding to students in an appropriate time frame. Also, I have found that professors find it no big deal that they were unable to review homework assignments in a timely fashion or submit grades before the closing date. I also find that they were very disorganized in the manner they conducted their classes. I have found few that were helpful or willing to spend time with an older student let alone a younger student. There are not enough support systems for a returning student, there is very little understanding of the other responsibilities of a older returning student that may require flexibility of the course assignments. Other things such as hours for tutoring if need are pretty much unavailable for someone who works and has a family, there are virtually no support systems such as student organization or groups for older students at this institution that many other institutions have due to the increase in older returning students.

**NSSE 2006 Engagement Items Percentage Distribution
Southern Connecticut State University**

Academic and Intellectual Experiences

1. In your experience at your institution during the current school year, about how often have you done each of the following?

		Never	Sometimes	Often	Very often	Total #
a. Asked questions in class or contributed to class discussions	FY	3%	41%	36%	20%	510
	SR	1%	25%	35%	40%	616
b. Made a class presentation	FY	15%	59%	21%	6%	509
	SR	5%	32%	39%	24%	616
c. Prepared two or more drafts of a paper or assignment before turning it in	FY	8%	24%	34%	34%	508
	SR	12%	39%	28%	22%	616
d. Worked on a paper or project that required integrating ideas or information from various sources	FY	2%	21%	44%	33%	509
	SR	1%	11%	42%	46%	617
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	FY	4%	25%	43%	28%	510
	SR	6%	27%	38%	29%	617
f. Come to class without completing readings or assignments	FY	31%	57%	8%	5%	509
	SR	26%	58%	11%	6%	616
g. Worked with other students on projects during class	FY	9%	47%	34%	11%	510
	SR	6%	36%	41%	16%	616
h. Worked with classmates outside of class to prepare class assignments	FY	24%	53%	20%	4%	508
	SR	10%	43%	32%	14%	616
i. Put together ideas or concepts from different courses when completing assignments or during class discussions	FY	6%	43%	38%	14%	481
	SR	3%	26%	45%	26%	597
j. Tutored or taught other students (paid or voluntary)	FY	70%	23%	6%	2%	480
	SR	54%	30%	11%	6%	597
k. Participated in a community-based project (e.g. service learning) as part of a regular course	FY	73%	19%	6%	2%	480
	SR	57%	32%	9%	3%	597
l. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FY	20%	35%	24%	21%	479
	SR	19%	30%	26%	25%	597
m. Used e-mail to communicate with an instructor	FY	2%	24%	37%	38%	481
	SR	1%	17%	33%	49%	596
n. Discussed grades or assignments with an instructor	FY	11%	40%	34%	15%	481
	SR	6%	32%	37%	25%	596
o. Talked about career plans with a faculty member or advisor	FY	33%	45%	17%	5%	481
	SR	20%	40%	25%	15%	597
p. Discussed ideas from your readings or classes with faculty members outside of class	FY	47%	35%	13%	4%	481
	SR	30%	42%	19%	9%	597
q. Received prompt written or oral feedback from faculty on your academic performance	FY	9%	36%	42%	13%	472
	SR	5%	31%	45%	19%	587
r. Worked harder than you thought you could to meet an instructor's standards or expectations	FY	7%	39%	40%	13%	472
	SR	5%	34%	39%	23%	586

Academic and Intellectual Experiences

		Never	Sometimes	Often	Very often	Total #
s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)					
	FY	72%	18%	9%	2%	472
	SR	57%	24%	13%	6%	586
t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)					
	FY	11%	41%	33%	16%	473
	SR	5%	33%	37%	26%	586
u.	Had serious conversations with students of a different race or ethnicity than your own					
	FY	18%	35%	27%	21%	473
	SR	10%	31%	32%	27%	586
v.	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values					
	FY	16%	37%	27%	21%	473
	SR	11%	37%	28%	24%	586

Mental Activities

2. During the current school year, how much has your coursework emphasized the following mental activities?

		Very little	Some	Quite a bit	Very much	Total #
a.	Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form					
	FY	5%	26%	43%	27%	467
	SR	7%	31%	36%	26%	581
b.	Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components					
	FY	2%	25%	49%	24%	467
	SR	1%	21%	44%	34%	581
c.	Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships					
	FY	6%	34%	42%	19%	466
	SR	4%	25%	40%	31%	580
d.	Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their					
	FY	3%	30%	45%	21%	466
	SR	6%	24%	37%	33%	581
e.	Applying theories or concepts to practical problems or in new situations					
	FY	5%	28%	43%	24%	467
	SR	4%	22%	38%	37%	581

Reading and Writing

3. During the current school year, about how much reading and writing have you done?

		None	Between 1-4	Between 5-10	Between 11-20	More than 20	Total #
a.	Number of assigned textbooks, books, or book-length packs of course readings						
	FY	1%	18%	46%	22%	13%	466
	SR	1%	24%	40%	22%	14%	582
b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment						
	FY	32%	52%	10%	3%	3%	466
	SR	19%	52%	18%	4%	7%	582
c.	Number of written papers or reports of 20 pages or more						
	FY	82%	12%	4%	1%	0%	466
	SR	45%	42%	8%	2%	2%	582
d.	Number of written papers or reports between 5 and 19 pages						
	FY	10%	43%	37%	8%	2%	466
	SR	7%	35%	39%	15%	5%	582
e.	Number of written papers or reports of fewer than 5 pages						
	FY	2%	31%	31%	23%	14%	466
	SR	6%	32%	29%	17%	15%	581

Problem Sets

4. In a typical week, how many homework problem sets do you complete?

		None	1-2	3-4	5-6	More than 6	Total #
a.	Number of problem sets that take you more than an hour to complete						
	FY	13%	38%	32%	10%	7%	465
	SR	18%	28%	33%	12%	9%	579
b.	Number of problem sets that take you less than an hour to complete						
	FY	10%	33%	29%	16%	13%	465
	SR	26%	40%	21%	7%	5%	578

Academic and Intellectual Experiences

Examinations

		Very little	2	3	4	5	6	Very much	Total #
5. Mark the box that best represents the extent to which your examinations during the current school year challenged you to do your best work	FY	1%	1%	3%	16%	43%	27%	10%	464
	SR	1%	2%	5%	15%	29%	32%	17%	581

Additional Collegiate Experiences

6. During the current school year, about how often have you done each of the following?

		Never	Sometimes	Often	Very often	Total #
a. Attended an art exhibit, gallery, play, dance, or other theater performance	FY	42%	41%	13%	4%	461
	SR	36%	42%	15%	7%	577
b. Exercised or participated in physical fitness activities	FY	22%	24%	24%	30%	461
	SR	19%	30%	27%	24%	576
c. Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	FY	60%	24%	8%	9%	459
	SR	46%	30%	13%	11%	575
d. Examined the strengths and weaknesses of your own views on a topic or issue	FY	15%	41%	29%	15%	462
	SR	10%	34%	35%	22%	577
e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	FY	7%	36%	39%	17%	462
	SR	6%	30%	40%	25%	577
f. Learned something that changed the way you understand an issue or concept	FY	6%	33%	41%	20%	461
	SR	3%	28%	44%	25%	576

Enriching Educational Experiences

7. Which of the following have you done or do you plan to do before you graduate from your institution?

		Have not decided	Do not plan to do	Plan to do	Done	Total#
a. Practicum, internship, field experience, co-op experience, or clinical assignment	FY	16%	4%	75%	5%	449
	SR	10%	12%	31%	48%	572
b. Community service or volunteer work	FY	23%	9%	43%	26%	448
	SR	12%	22%	17%	49%	572
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	FY	36%	23%	31%	10%	449
	SR	20%	48%	9%	22%	572
d. Work on a research project with a faculty member outside of course or program requirements	FY	41%	29%	25%	6%	449
	SR	25%	50%	12%	14%	572
e. Foreign language coursework	FY	17%	12%	54%	17%	446
	SR	6%	22%	10%	62%	572
f. Study abroad	FY	36%	28%	35%	2%	449
	SR	15%	69%	9%	8%	572
g. Independent study or self-designed major	FY	39%	42%	18%	2%	449
	SR	17%	57%	12%	15%	571
h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FY	49%	12%	38%	1%	449
	SR	19%	30%	28%	24%	571

Academic and Intellectual Experiences

Quality of Relationships

8. Mark the box that best represents the quality of your relationships with people at your institution.

		Unfriendly, Unsupportive, Sense of Alienation	2	3	4	5	6	Friendly Supportive, Sense of Belonging	Total#
a. Relationships with other students	FY	2%	4%	7%	12%	19%	30%	26%	449
	SR	1%	2%	7%	15%	22%	28%	24%	572
b. Relationships with faculty members	FY	1%	2%	7%	19%	31%	27%	13%	449
	SR	2%	2%	6%	16%	25%	29%	20%	572
c. Relationships with administrative personnel and offices	FY	5%	8%	15%	27%	24%	13%	8%	448
	SR	14%	14%	17%	22%	15%	12%	7%	572

Time Usage - Number of hours per week

9. About how many hours do you spend in a typical 7-day week doing each of the following?

		0 hr/wk	1-5 hr/wk	6-10 hr/wk	11-15 hr/wk	16-20 hr/wk	21-25 hr/wk	26-30 hr/wk	30+ hr/wk	Total#
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	FY	0%	22%	28%	24%	14%	6%	4%	2%	447
	SR	0%	21%	29%	15%	15%	10%	4%	6%	569
b. Working for pay on campus	FY	88%	1%	4%	4%	3%	1%	0%	0%	447
	SR	83%	3%	5%	4%	5%	1%	0%	1%	568
c. Working for pay off campus	FY	37%	4%	10%	12%	10%	12%	6%	9%	447
	SR	21%	4%	7%	8%	13%	13%	11%	23%	569
d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	FY	61%	24%	6%	4%	2%	2%	0%	2%	447
	SR	64%	23%	7%	2%	2%	1%	0%	1%	569
e. Relaxing and socializing (watching TV, partying, etc.)	FY	0%	27%	29%	20%	13%	6%	2%	5%	446
	SR	2%	38%	30%	14%	7%	4%	2%	3%	568
f. Providing care for dependents living with you (parents, children, spouse, etc.)	FY	57%	23%	10%	6%	2%	0%	0%	2%	446
	SR	41%	23%	10%	5%	4%	2%	1%	14%	568
g. Commuting to class (driving, walking, etc.)	FY	9%	60%	20%	7%	2%	1%	0%	1%	446
	SR	4%	59%	25%	7%	2%	1%	0%	1%	568

Institutional Environment

10. To what extent does your institution emphasize each of the following?

		Very little	Some	Quite a bit	Very much	Total #
a. Spending significant amounts of time studying and on academic work	FY	2%	21%	50%	27%	439
	SR	3%	21%	46%	30%	566
b. Providing the support you need to help you succeed academically	FY	4%	31%	43%	22%	439
	SR	7%	32%	43%	19%	566
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	FY	15%	34%	32%	19%	439
	SR	21%	39%	28%	12%	566
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	FY	29%	40%	23%	8%	439
	SR	48%	33%	15%	5%	564
e. Providing the support you need to thrive socially	FY	22%	39%	30%	10%	439
	SR	32%	43%	19%	6%	565
f. Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	FY	17%	38%	33%	13%	439
	SR	22%	42%	27%	10%	566
g. Using computers in academic work	FY	2%	20%	35%	44%	439
	SR	3%	10%	36%	51%	566

Academic and Intellectual Experiences

Educational and Personal Growth

11. To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

		Very little	Some	Quite a bit	Very much	Total #
a. Acquiring a broad general education	FY	3%	20%	45%	32%	434
	SR	3%	17%	39%	41%	560
b. Acquiring job or work-related knowledge and skills	FY	13%	37%	33%	17%	435
	SR	9%	24%	36%	32%	560
c. Writing clearly and effectively	FY	2%	20%	43%	36%	435
	SR	5%	19%	42%	34%	561
d. Speaking clearly and effectively	FY	9%	26%	39%	26%	435
	SR	7%	23%	39%	31%	561
e. Thinking critically and analytically	FY	3%	18%	42%	37%	435
	SR	3%	17%	39%	42%	561
f. Analyzing quantitative problems	FY	8%	30%	37%	25%	435
	SR	7%	24%	40%	30%	559
g. Using computing and information technology	FY	6%	23%	40%	32%	435
	SR	6%	19%	35%	39%	559
h. Working effectively with others	FY	7%	27%	40%	26%	435
	SR	6%	23%	37%	34%	559
i. Voting in local, state, or national elections	FY	44%	34%	17%	6%	424
	SR	45%	29%	16%	11%	559
j. Learning effectively on your own	FY	8%	28%	45%	19%	427
	SR	10%	28%	39%	24%	559
k. Understanding yourself	FY	12%	29%	36%	23%	427
	SR	18%	26%	34%	23%	558
l. Understanding people of other racial and ethnic backgrounds	FY	13%	34%	32%	21%	427
	SR	17%	31%	34%	18%	559
m. Solving complex real-world problems	FY	15%	36%	34%	16%	427
	SR	19%	29%	32%	19%	559
n. Developing a personal code of values and ethics	FY	15%	35%	33%	17%	427
	SR	23%	27%	30%	21%	559
o. Contributing to the welfare of your community	FY	29%	38%	23%	10%	427
	SR	30%	32%	24%	14%	559
p. Developing a deepened sense of spirituality	FY	43%	29%	18%	11%	427
	SR	55%	22%	15%	8%	559

Academic Advising

		Poor	Fair	Good	Excellent	Total#
12. Overall, how would you evaluate the quality of academic advising you have received at your institution?	FY	10%	27%	51%	13%	431
	SR	18%	26%	39%	17%	560

Satisfaction

		Poor	Fair	Good	Excellent	Total#
13. How would you evaluate your entire educational experience at this institution?	FY	3%	18%	64%	15%	431
	SR	4%	18%	57%	20%	560
14. If you could start over again, would you go to the <i>same institution</i> you are now attending?		Definitely no	Probably yes	Probably yes	Definitely yes	Total#
	FY	6%	16%	54%	25%	431
SR	12%	20%	43%	25%	560	