



# **Results of the 2009 National Survey of Student Engagement**

*February 2010*

Office of Assessment and Planning

# 2009 NSSE RESULTS

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## ***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 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.

***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**

SCSU has administered the *NSSE* annually since 2005. *NSSE* data have informed the university's strategic plan development as well as the designs of such new initiatives as the First-Year Experience Program. Findings from *NSSE* are presented regularly to the campus in various forums, including the Enrollment Management Council, Dean's Council, and faculty governance groups. In these forums, findings are discussed and course corrections are made as needed.

In 2009, for the second year, SCSU participated in the Connecticut State University System Consortium. Twenty additional consortium-specific questions were added to the *NSSE* survey. These results are also included in this report.

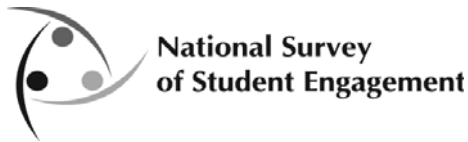
## **SCSU Response Rate**

SCSU's overall response rate in 2009 was 35%. This response rate was higher than the response rate of the Connecticut State University System (30%), higher than SCSU's Carnegie peers (29%), and higher than the national average (31%). The following page presents the characteristics of the SCSU respondents in comparison to our peers.

## **Characteristics of the Respondents**

To discern whether this year's respondents (2009) differed academically from those of previous years (2005-2008), respondents' SAT scores and grades (cumulative GPAs) were compared. No statistically significant differences were found. To further confirm that this year's *NSSE* respondents (first-year students only) were representative of their class, the SAT scores of the respondents were compared to the entire population who were eligible to complete *NSSE*. Again, no statistically significant difference was found. The only academic difference found between the *NSSE* respondents and the non-*NSSE* respondents among the first-year students was a slight advantage to the *NSSE* respondents in their cumulative GPA (2.8 vs. 2.6).

The students who completed the 2009 *NSSE* were representative of the whole first-year and senior classes in terms of age and race. However, females were overrepresented in both classes. Commuter students were slightly overrepresented in the first-year sample while full-time and transfer students were slightly overrepresented in the senior sample.



**NSSE 2009 Respondent Characteristics  
Southern Connecticut State  
University**

	Southern		Conn State System		Carnegie Class		NSSE 2009	
	FY	SR	FY	SR	FY	SR	FY	SR
<b>Response Rate<sup>a</sup></b>								
Overall	35%		30%		29%		31%	
By class	35%	35%	29%	30%	26%	32%	29%	34%
NSSE sample size <sup>b</sup>	1,165	1,466	3,154	2,978	168,797	159,240	557,017	519,910
<b>Sampling Error<sup>c</sup></b>								
Overall	2.7%		1.9%		0.3%		0.1%	
By class	4.1%	3.5%	2.7%	2.8%	0.4%	0.4%	0.2%	0.2%
Number of respondents <sup>b</sup>	405	513	930	881	44,366	50,633	158,786	175,423
Total population	1,356	1,566	3,166	3,019	192,108	196,119	718,681	707,127
<b>Student Characteristics<sup>d</sup></b>								
<b>Mode of Completion</b>								
Paper	0%	0%	2%	2%	2%	2%	2%	2%
Web	100%	100%	98%	98%	98%	98%	98%	98%
<b>Enrollment Status<sup>e</sup></b>								
Full-time	99%	86%	96%	80%	93%	81%	95%	84%
Less than full-time	1%	14%	4%	20%	7%	19%	5%	16%
<b>Gender<sup>e</sup></b>								
Female	80%	73%	61%	64%	66%	66%	64%	63%
Male	20%	27%	39%	36%	34%	34%	36%	37%
<b>Race/Ethnicity</b>								
Am. Indian/Native American	1%	1%	0%	0%	1%	1%	1%	1%
Asian/Asian Am./Pacific Isl.	2%	2%	4%	3%	6%	5%	6%	5%
Black/African American	11%	10%	5%	7%	8%	8%	8%	7%
White (non-Hispanic)	70%	69%	78%	73%	67%	69%	68%	70%
Mexican/Mexican American	1%	1%	1%	0%	4%	4%	3%	3%
Puerto Rican	3%	2%	2%	2%	1%	1%	1%	1%
Other Hispanic or Latino	3%	3%	2%	3%	4%	3%	3%	3%
Multiracial	2%	1%	3%	1%	3%	2%	3%	2%
Other	2%	2%	1%	2%	2%	2%	2%	1%
I prefer not to respond	5%	9%	4%	9%	5%	6%	5%	6%
<b>International Student</b>	6%	7%	4%	6%	5%	5%	6%	5%
<b>Place of Residence</b>								
On-campus <sup>f</sup>	60%	15%	65%	21%	59%	13%	67%	17%
<b>Transfer Status</b>								
Transfer students	4%	56%	5%	58%	10%	50%	9%	42%
<b>Age</b>								
Non-traditional (24 or older)	1%	40%	2%	44%	9%	42%	7%	35%
Traditional (less than 24)	99%	60%	98%	56%	91%	58%	93%	65%

<sup>a</sup> Response rate (number of respondents divided by sample size) is adjusted for non-deliverable mailing addresses, students for whom contact information was not available, and other students who were sampled yet unavailable during the survey administration.

<sup>b</sup> This report is based on information from all randomly selected students for both your institution and your comparison institutions. Targeted and locally administered oversamples (i.e., non-randomly selected students) are not included in this report.

<sup>c</sup> Sampling error is an estimate of the margin by which the *true* score for your institution on a given item could differ from the reported score. To interpret the sampling error, assume that 60% of your students reply "very often" to a particular item. If th

<sup>d</sup> Percent of total respondents within each category. These results are *not* weighted.

<sup>e</sup> Institution-reported data. This information was used to weight your Mean Comparisons, Frequency Distributions, and Benchmark

<sup>f</sup> Students who identified their residence as "dormitory or other campus housing" or "fraternity or sorority house."

# NSSE BENCHMARKS

In this section, the scores of first-year students and seniors on the five *NSSE* benchmarks are provided<sup>1</sup>. Results are compared with CSUS institutions, Carnegie peers and all *NSSE* schools. Results are also compared over time (2005-2009) at the end of this section. Asterisks indicate instances in which SCSU students scored higher than the comparison group, and the difference was statistically significant, that is, not due to chance.

## First-Year Students -- 2009

<i>NSSE</i> Benchmark	SCSU mean	CSUS mean	Carnegie mean	National mean
Level of Academic Challenge	56.2	52.4***	53.1***	53.7***
Active and Collaborative Learning	42.2	42.0	43.3	43.2
Student-Faculty Interaction	39.6	35.6***	35.2***	34.6***
Enriching Educational Experiences	27.2	26.7	27.1	28.0
Supportive Campus Environment	59.5	60.7	61.6*	61.6*

\* =  $p < .05$  | \*\* =  $p < .01$  | \*\*\* =  $p < .001$

## Seniors -- 2009

<i>NSSE</i> Benchmark	SCSU mean	CSUS mean	Carnegie mean	National mean
Level of Academic Challenge	57.2	57.4	56.9	57.0
Active and Collaborative Learning	49.7	51.0	51.6*	51.0
Student-Faculty Interaction	41.4	43.0	41.8	42.0
Enriching Educational Experiences	39.1	40.0	38.5	40.8*
Supportive Campus Environment	54.7	57.4*	58.9***	58.2***

\* =  $p < .05$  | \*\* =  $p < .01$  | \*\*\* =  $p < .001$

## Selected Responses to 2009 *NSSE* Benchmark Survey Items<sup>2</sup>

### Level of Academic Challenge

**To what degree is studying and spending time on academic work emphasized?**

82% of FY students feel that this institution places substantial emphasis on academics.

<sup>1</sup> Scores are standardized to a scale of 1-100 to facilitate comparisons.

<sup>2</sup> Notes:

1. "Substantial" emphasis is defined by combining the responses to values of "Very much" and "Quite a bit."
2. "Frequently" is defined by combining the responses to values of "Very often" and "Often."
3. "Strongly challenge" is defined by combining response values of "6" and "7" on a one-to-seven point scale where 1 is "Very little" and 7 is "Very much."
4. "Occasionally" is defined by combining the responses to values of "Very often," "Often," and "Sometimes."

**Do faculty hold students to high standards?**

67% of FY students frequently work harder than they thought they could to meet faculty expectations.

**How much time do students spend on homework each week?**

36% of FY students spend more than 15 hours per week preparing for class; 13% spend 5 hours or less.

**What types of thinking do assignments require?**

First-year students report substantial emphasis on the following activities:

Memorizing facts, ideas, or methods: 72%

Analyzing basic elements of an idea or theory: 82%

Synthesizing and organizing ideas: 73%

Making judgments about value of information: 76%

Applying theories or concepts: 77%

**How much writing is expected?**

15% of FY students write more than 10 papers between 5 and 19 pages and 20% have written a paper more than 20 pages in length.

**How much reading is expected during the school year?**

46% of FY students read more than 10 assigned books and packs of course readings; 18% read fewer than 5.

**Do exams require students to do their best work?**

50% of FY students report that their exams strongly challenge them to do their best work.

**Active and Collaborative Learning****How often are topics from class discussed outside of the classroom?**

56% of FY students frequently discuss readings or ideas from coursework outside of class.

**Do students work together on projects – inside and outside of class?**

50% of FY students frequently work with other students on projects in class; 37% work with peers on assignments outside of class.

**How often do students make class presentations?**

34% of FY students report that they make frequent presentations in class.

**How many students participate in community-based projects in regular courses?**

13% of FY students frequently participate in service-learning or community-based projects during a given year; 62% never took part in such activities.

**How many students apply their classroom learning to real life through internships or off-campus field experiences?**

By their senior year, 51% of students have participated in some form of practicum, internship, field experience, co-op, or clinical assignment.

**Do students have opportunities to tutor or teach other students?**

13% of seniors frequently assist their fellow students by tutoring or teaching them.

## **Student-Faculty Interaction**

### **Are faculty members accessible and supportive?**

43% of FY students say their faculty are available, helpful and sympathetic.

### **How many students work on research projects with faculty?**

By their senior year, 14% of students have done research with a faculty member.

### **Do students receive prompt feedback on academic performance?**

65% of FY students indicate that they frequently get prompt verbal or written feedback from faculty members.

### **How often do students talk with advisors or faculty members about their career plans?**

84% of seniors at least occasionally discuss career plans with faculty.<sup>4</sup> 16% never talk with faculty members about career plans.

### **Do students and faculty members work together on committees and projects outside of course work?**

48% of FY students at least occasionally spend time with faculty members on activities other than coursework.

## **Enriching Educational Experiences**

### **How often do students interact with peers with different social, political, or religious views?**

59% of FY students say they frequently have serious conversations with students who are different from themselves in terms of their religious, political, or personal beliefs.

### **How often do students interact with peers from different racial or ethnic backgrounds?**

56% of FY students frequently have serious conversations with those of a different race.

### **How many students study in other countries?**

By their senior year, 10% of students have studied abroad.

### **Do students participate in activities that enhance their spirituality?**

15% of FY students frequently engage in spiritually enhancing activities such as worship, meditation, or prayer.

### **What percentage of students participate in community service?**

By the time they are seniors, 54% of students have participated in community service or volunteer work.

## **Supportive Campus Environment**

### **How well do students get along with other students?**

51% of FY students report that their peers are friendly, supportive, and help them feel as if they belong.

### **Are students satisfied with their overall educational experience?**

86% of FY students report a favorable image of this institution; 73% of seniors would choose this school again if they could start their college career over.

**How much time do students devote to co-curricular activities?**

10% of FY students spend more than 15 hours a week participating in co-curricular activities; 49% spend no time participating in co-curricular activities.

**How well do students get along with administrators and staff?**

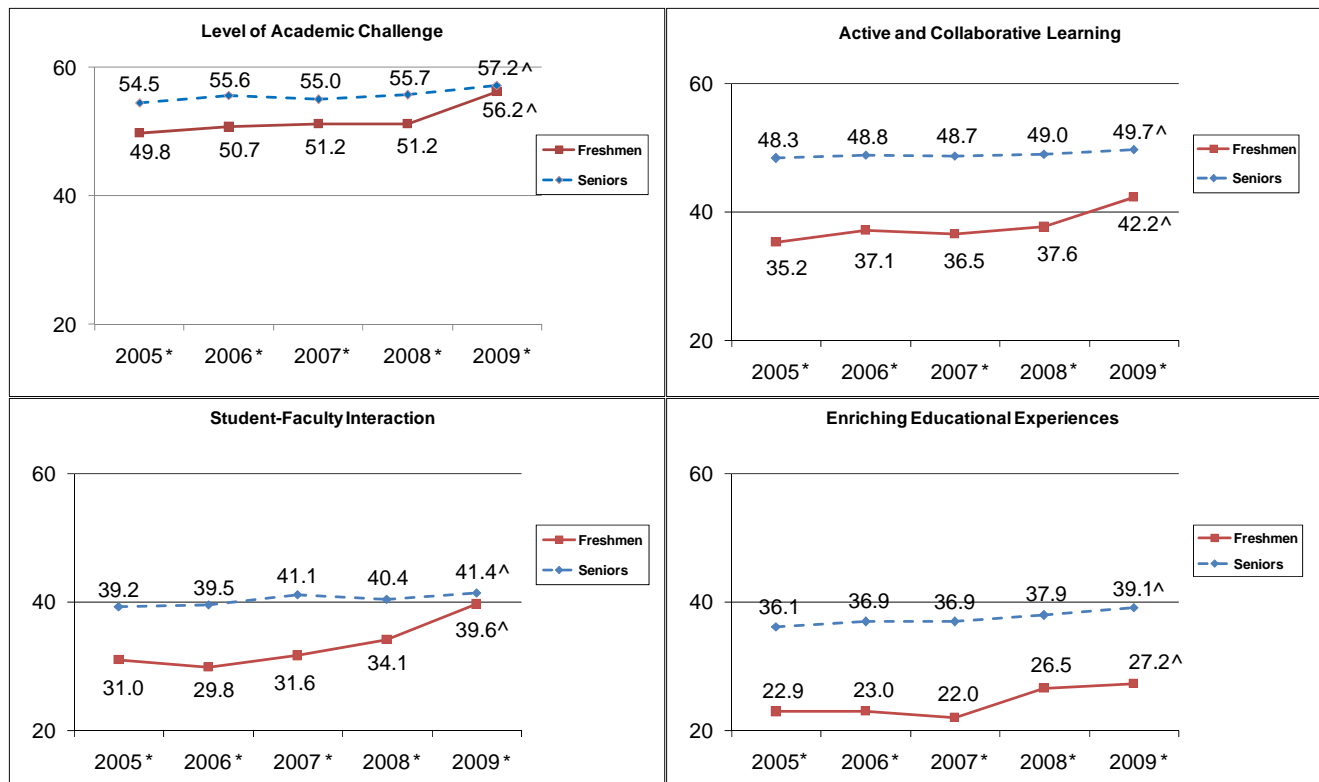
28% of FY students find the administrative personnel and offices helpful, considerate, and flexible.

**To what extent does the school help students deal with their academic and social needs?**

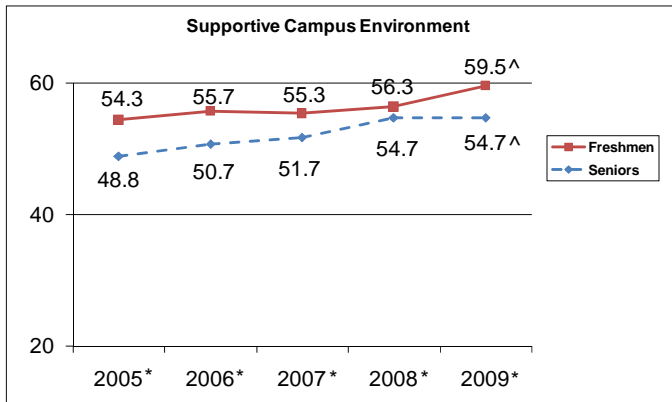
72% of FY students feel that this institution has a substantial commitment to their academic success; 50% feel well-supported by the institution regarding their social needs.

**SCSU Benchmark Trends – 2005-2009**

This section compares the scores of first-year and senior students for each of the five NSSE benchmarks over time<sup>3</sup>.



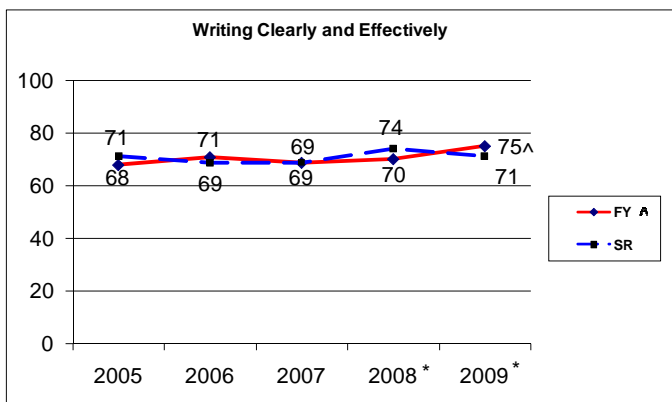
<sup>3</sup> An asterisk (\*) next to a year on the bottom of the chart indicates there was a statistically significant (“nonchance”) difference between the scores of the freshmen and seniors in that year. A caret (^) next to the 2009 scores indicates that nonchance improvement was observed since the baseline in 2005.



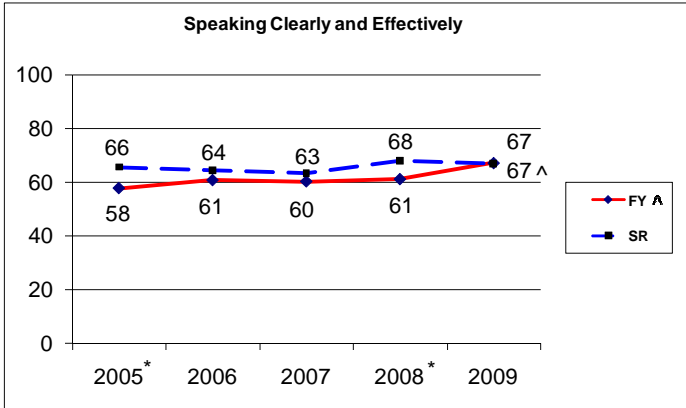
## GENERAL EDUCATION

In spring 2009, SCSU’s faculty approved a new Liberal Education Program (LEP) to be implemented beginning in 2011. As SCSU gears up to implement the new program, a trend analysis was conducted of relevant indicators that will serve as baseline data (that is, in years to come *NSSE* data will be compared with the data from today’s pre-implementation stage). This trend analysis currently covers five years (2005-2009). Several examples are provided in this section<sup>4</sup>.

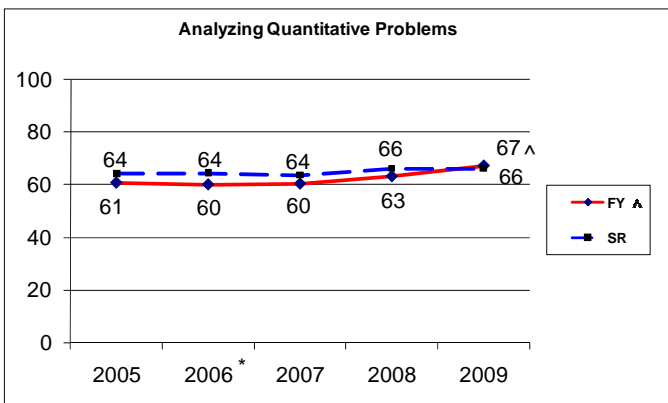
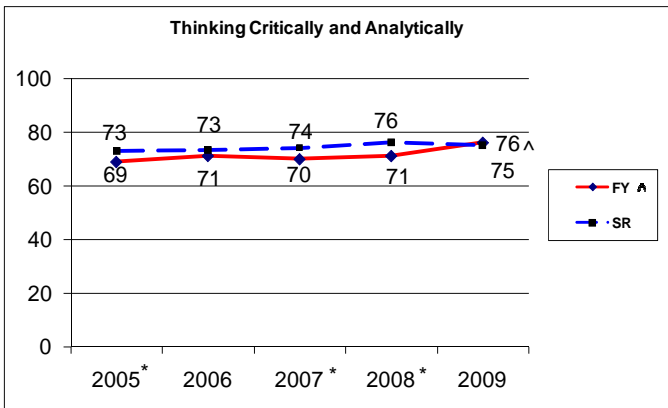
For example, *NSSE* asks students to indicate the extent to which their experiences at SCSU contributed to their knowledge, skills, and personal development in writing and speaking clearly and effectively. Over the last 5 years, the scores of the first-year students have risen since 2005, and the improvement is not due to chance. However, the scores of the seniors have remained the same. Thus, one indicator of the impact of the new liberal education program will be seniors’ improvement in writing and speaking clearly and effectively.

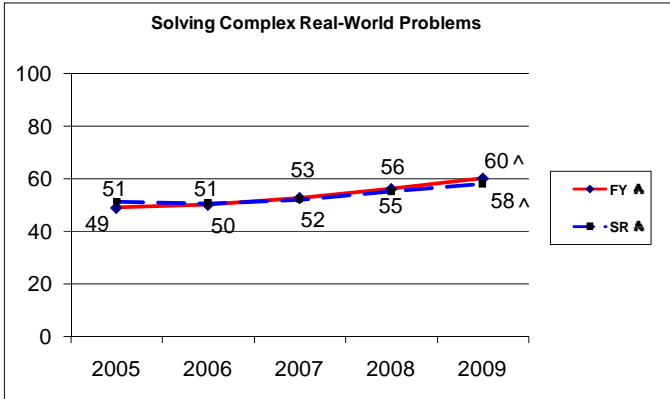


<sup>4</sup> For ease of use and uniformity in scales, mean scores were converted to a 1-100 point scale. An asterisk (\*) next to a year on the bottom of the chart indicates there was a statistically significant (“nonchance”) difference between the scores of the freshmen and seniors in that year. A caret (^) next to the 2009 scores indicates that nonchance improvement was observed since the baseline in 2005.

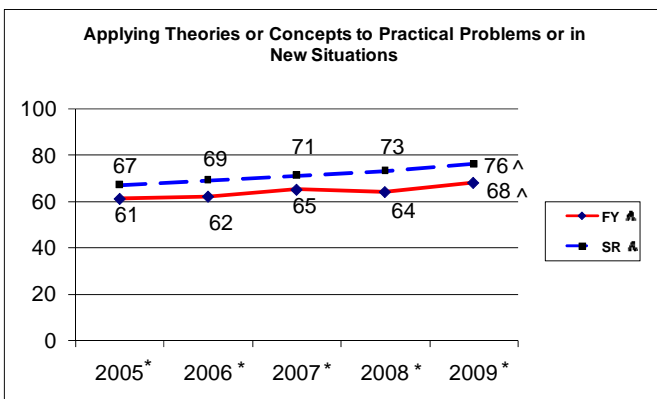
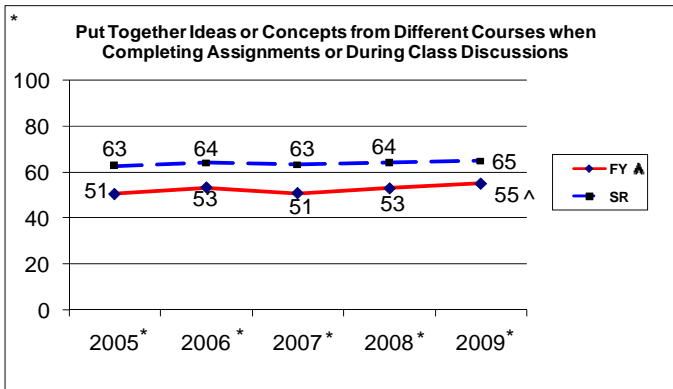


NSSE also asked students to indicate the extent to which SCSU contributed to their knowledge and skills to think critically and analytically, analyze quantitative problems, and solve complex real-world problems. While the scores of the first-year students significantly improved over the last five years in thinking critically and analyzing quantitative problems, the scores of the seniors have remained stable. A noteworthy finding is that both the first-year students and seniors had significantly higher scores in 2009 than in 2005 on SCSU's impact on their knowledge and skills to solve complex real-world problems.





The new LEP underscores the importance of students’ forming connections between knowledge learned in the different tiers. Over the last 5 years, the scores of the seniors have remained stable in terms of how often they have put together ideas or concepts from different courses when completing assignments or during class discussions. A nonchance improvement was observed in the scores of the first-year students over the same time period. A noteworthy finding is that both the first-year students and seniors experienced growth over the last 5 years in how often they applied theories or concepts to practical problems or in new situations.



The following items from the 2009 *NSSE* are designed to measure students' perceptions of the institution's contribution to their development in a number of areas. Mean scores are presented below, in comparison with those of our peers. The data that appear in the Connecticut State System column do not include SCSU's data.<sup>5</sup>



		Southern			Conn State System			Southern compared with:						
								Carnegie Class			NSSE 2009			
Class		Mean <sup>a</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Effect Size <sup>c</sup>
<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?</i>														
<i>1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>														
<b>Educational and Personal Growth</b>														
a.	Acquiring a broad general education	FY	3.19			3.14		.06	3.16	.04		3.16		.03
		SR	3.22			3.25		-.04	3.26	-.05		3.25		-.05
b.	Acquiring job or work-related knowledge and skills	FY	2.76			2.81		-.06	2.81	-.05		2.82		-.07
		SR	2.97		*	3.09		-.13	3.10	**	-.14	3.06		*
c.	Writing clearly and effectively	FY	3.25		***	3.07		.22	3.06	***	.23	3.02		***
		SR	3.12			3.14		-.03	3.13		-.02	3.11		.01
d.	Speaking clearly and effectively	FY	3.00		**	2.82		.20	2.91		.09	2.84		**
		SR	3.01			3.05		-.05	3.04		-.03	2.99		.02
e.	Thinking critically and analytically	FY	3.29		***	3.12		.22	3.20	*	.11	3.23		.08
		SR	3.24		*	3.35		-.14	3.36	**	-.15	3.36		***
f.	Analyzing quantitative problems	FY	3.01		*	2.89		.14	2.93		.09	2.96		.05
		SR	2.97		*	3.08		-.14	3.09	**	-.14	3.08		**
g.	Using computing and information technology	FY	3.07			2.99		.10	3.03		.05	3.05		.03
		SR	3.09		*	3.20		-.13	3.23	***	-.16	3.21		**
h.	Working effectively with others	FY	3.09		*	2.97		.14	3.01		.10	3.01		.10
		SR	3.10			3.18		-.10	3.18	*	-.09	3.16		-.07
i.	Voting in local, state, or national elections	FY	2.56			2.52		.03	2.54		.02	2.57		-.01
		SR	2.27			2.37		-.09	2.32		-.04	2.33		-.06
j.	Learning effectively on your own	FY	3.01			2.93		.11	2.99		.03	2.99		.02
		SR	2.94			3.00		-.06	3.05	*	-.12	3.05		**
k.	Understanding yourself	FY	2.92			2.81		.12	2.85		.07	2.83		.09
		SR	2.79			2.82		-.03	2.83		-.04	2.82		-.03
l.	Understanding people of other racial and ethnic backgrounds	FY	2.83		**	2.66		.19	2.74		.10	2.71		*
		SR	2.77			2.66		.11	2.70		.07	2.67		*
m.	Solving complex real-world problems	FY	2.80			2.69		.13	2.71		.10	2.72		.09
		SR	2.71			2.78		-.08	2.80		-.09	2.80		*
n.	Developing a personal code of values and ethics	FY	2.74			2.66		.09	2.74		.00	2.72		.02
		SR	2.64			2.69		-.05	2.75	*	-.11	2.72		-.08
o.	Contributing to the welfare of your community	FY	2.41			2.37		.04	2.47		-.06	2.50		-.09
		SR	2.45			2.43		.02	2.49		-.04	2.49		-.05
p.	Developing a deepened sense of spirituality	FY	2.12			2.01		.10	2.23	*	-.10	2.17		-.05
		SR	1.90			1.87		.03	2.02	*	-.11	1.96		-.06

<sup>5</sup> An asterisk in the "Sig" columns indicates that the scores of SCSU students were either significantly higher or lower than those of our peers. \* p;<.05; \*\*p<.01; \*\*\*p<.001.

The table below is a summary of seniors' responses from 2005-2009 to the *NSSE* item "To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?" A score of "substantial impact" was computed by combining the responses of "quite a bit" and "very much."

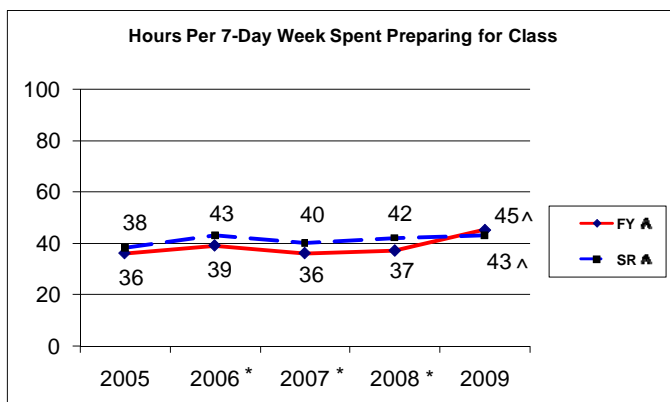
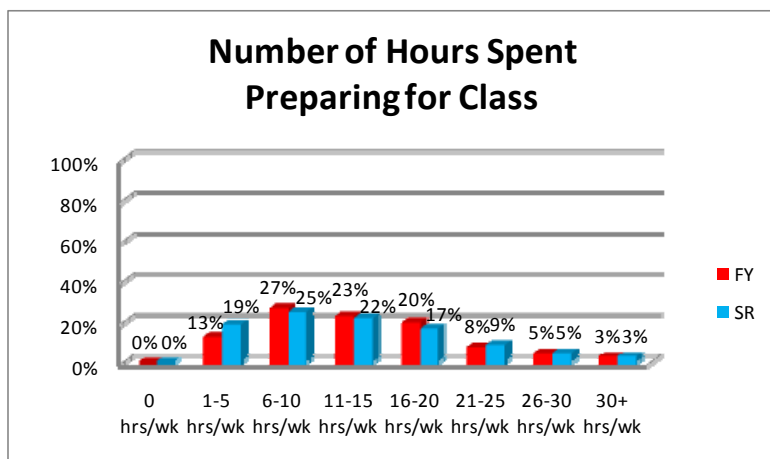
Learning Outcome Area	% Senior Rating SCSU Impact as Substantial				
	2009 (N=513)	2008 (N=497)	2007 (N=446)	2006 (N=618)	2005 (N=369)
1 Thinking critically and analytically	84%	85%	83%	79%	81%
2 Acquiring a broad general education	83%	84%	81%	80%	84%
3 Writing clearly and effectively	81%	83%	75%	76%	82%
4 Using computing and information technology	77%	78%	75%	74%	76%
6 Speaking clearly and effectively	74%	75%	69%	69%	73%
5 Working effectively with others	77%	74%	73%	70%	73%
7 Acquiring job or work related knowledge and skills	72%	72%	67%	66%	70%
8 Learning effectively on your own	72%	71%	67%	62%	67%
9 Analyzing quantitative problems	72%	69%	67%	69%	69%
10 Understanding yourself	63%	64%	60%	56%	58%
11 Understanding people of other racial and ethnic backgrounds	61%	55%	57%	51%	53%
12 Solving complex real-world problems	60%	54%	52%	51%	52%
13 Developing a personal code of values and ethics	57%	54%	53%	49%	52%
14 Contributing to the welfare of your community	47%	39%	38%	37%	33%
15 Voting in local, state, or national elections	40%	28%	29%	26%	33%
16 Developing a deepened sense of spirituality	28%	25%	22%	23%	20%

Salient differences include an increase in the percentage of students agreeing that SCSU impacted their understanding people of other racial and ethnic backgrounds (from 53% in 2005 to 61% in 2009), solving complex real-world programs (from 52% to 60%), and contributing to the welfare of the community (from 33% to 47%).

# HOW DO STUDENTS USE THEIR TIME?

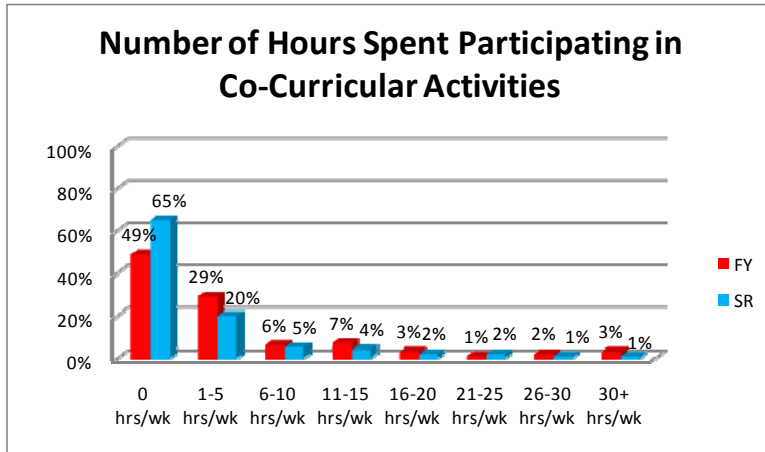
## Studying and preparing for class

Based on conventional wisdom that students should study two hours for every hour of class time, a full-time student with 15 credit hours would be expected to spend at least 25 hours per week studying. In actuality, only 16% of first-year respondents and 17% of seniors reported spending more than 20 hours per week preparing for class. The majority of students reported studying less than 16 hours per week. These results show improvement over time: Both first-year students and seniors reported studying significantly more in 2009 than in 2005.



## Participation in co-curricular activities

The following chart graphically displays the number of hours per week that students reported spending participating in co-curricular activities. It is noteworthy that of the first-year students, 49% did not participate in co-curricular activities. Sixty-five percent (65%) of the seniors also indicated that they did not participate in co-curricular activities.

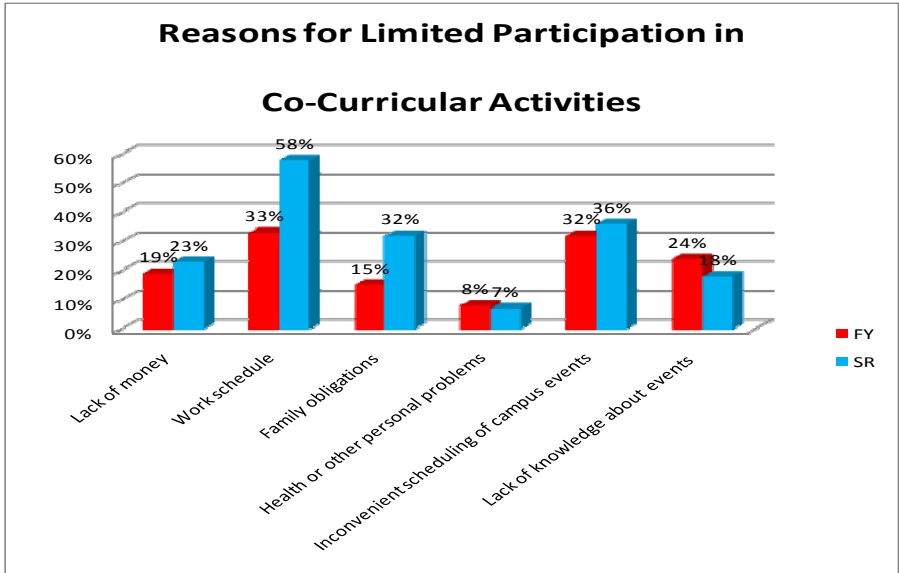


An analysis was conducted to determine whether the scores of students who participated in co-curricular activities differed from those who did not participate. On every *NSSE* benchmark, the participating students had higher scores that were not due to chance. For ease of comparison, mean scores were converted to a 1-100 point scale

<b>First-Year Students</b>	<b>Participating Mean Score</b>	<b>Non-Participating Mean Score</b>
Academic Challenge	59	54
Active and Collaborative Learning	45	38
Student-Faculty Interaction	44	35
Supportive Campus Environment	63	56
Enriching Educational Experiences	32	23

<b>Seniors</b>	<b>Participating Mean Score</b>	<b>Non-Participating Mean Score</b>
Academic Challenge	61	55
Active and Collaborative Learning	58	45
Student-Faculty Interaction	53	35
Supportive Campus Environment	60	52
Enriching Educational Experiences	49	34

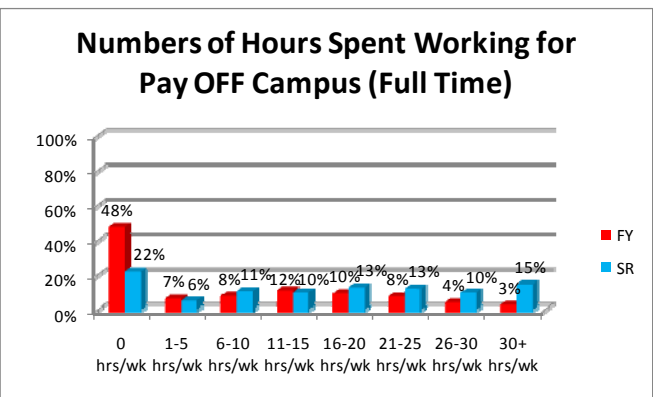
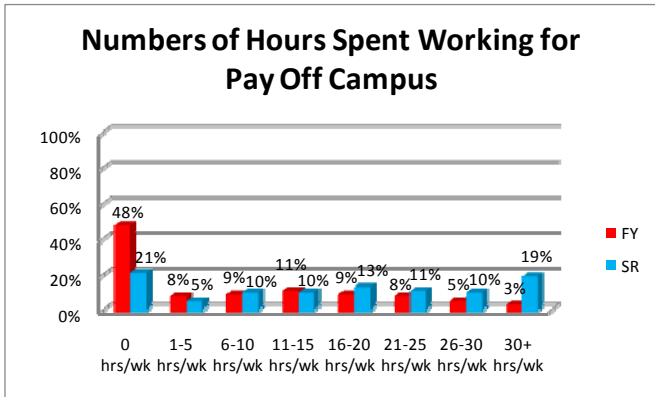
The following chart graphically depicts the top reasons students had for their limited participation in co-curricular activities.

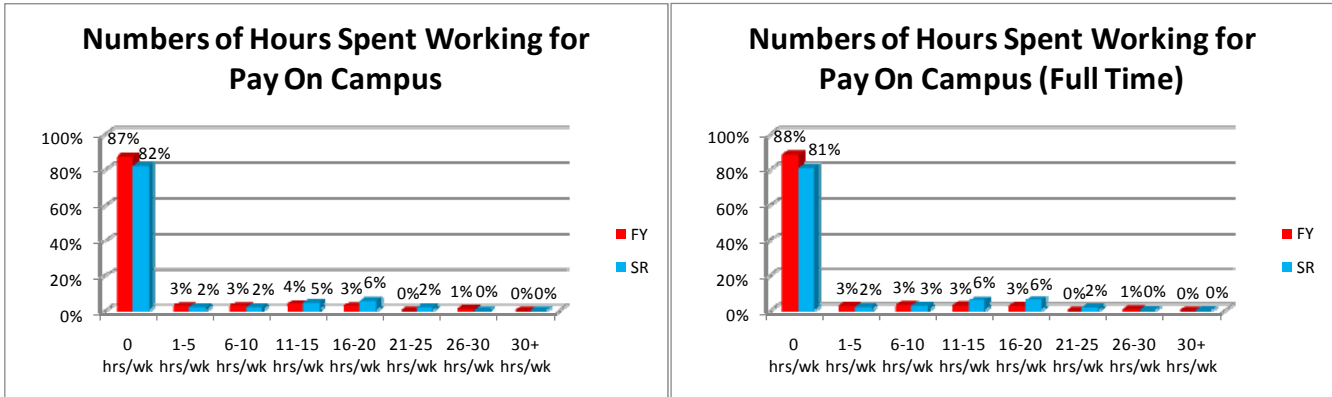


## Working for pay

As seen in the chart above, one of the reasons why students do not participate in co-curricular activities is due to their work schedule. In general, students tend to work off campus at a higher rate than work on campus: Fifteen percent (15 %) of all the respondents indicated that they worked on campus while 67% of the students reported working off campus. Forty-eight percent (48%) of the first-year students and 21% of the seniors did not work for pay off campus.

The chart on the left shows the number of hours per week worked by all student respondents (part-time and full-time), while the chart on the right shows the number of hours worked by students registered as full-time.





The students who did not work at all off campus had the lowest GPAs. The second lowest GPAs were seen among the students who worked between 26 and 30 hours. The students with the highest GPAs were those who worked 6 to 10 hours per 7-day week. They were closely followed by the students who worked between 1-5 hours. When the same analysis was conducted using only the data from the seniors, a similar pattern emerged with a few slight differences. The students with the lowest GPAs were those who worked 26-30 hours followed by those who did not work at all. The students with the highest GPAs were those who worked 1-5 hours followed by those who worked 6-10 hours. The difference in GPAs between those who worked 1-5 and 6-10 hours and those who worked either 26-30 hours or not at all was not due to chance.

An analysis was conducted comparing the responses of the 85% seniors who did not work on campus at all and those who did work on campus, regardless of the number of hours. In general, those who worked on campus had higher scores across *NSSE* than those who did not work on campus, and the difference was not due to chance.

Those who worked on campus were the more engaged students. They asked questions in class, worked with other students on projects, discussed ideas from their readings or classes with others, examined the strengths and weaknesses of their views on a topic or issue, and felt SCSU's impact on their knowledge, skills, and personal development in learning effectively on their own and developing a personal code of values and ethics. Despite working, they were more likely to attend an art exhibit, play, dance, music, theater or other performance. They tended, at a higher rate than their peers, to engage in community service or volunteer work. Moreover, they devoted more hours per 7-day week participating in co-curricular activities. In addition, they engaged in a culminating senior experience (capstone course, senior project, thesis) at a higher rate than those who did not work on campus.

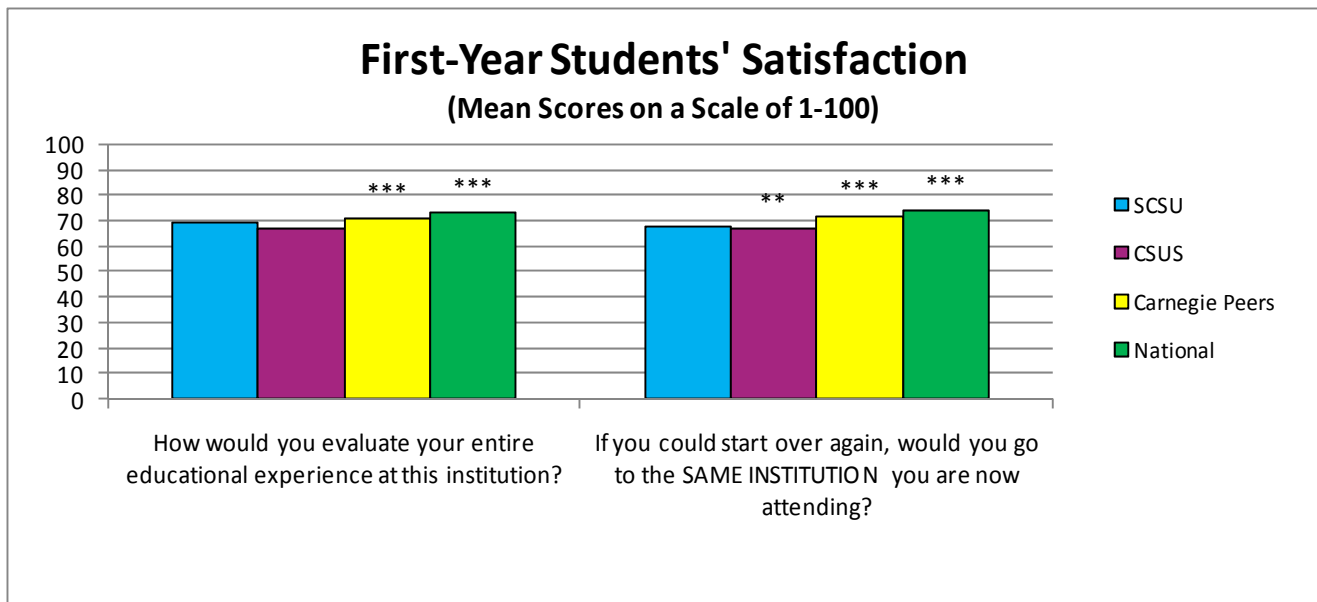
Those who worked on campus reported having stronger relations with faculty and other students. For example, they talked about career plans with a faculty member or advisor more frequently and discussed ideas from their readings or classes with faculty members more frequently than students who did not work on campus. They tended to report having had serious conversations with students of a different race or ethnicity than their own at a higher rate than their peers. They were more likely to say that SCSU emphasizes contact among students from different economic, social, and racial or ethnic backgrounds.

# STUDENT SATISFACTION

Two items ask students to evaluate their entire educational experience, assessing their satisfaction with their experiences at SCSU:

- How would you evaluate your entire educational experience at this institution?
- If you could start over again, would you go to the SAME INSTITUTION you are now attending?

The responses of SCSU's first-year students and seniors to these questions are shown below, in comparison to the rest of the Connecticut State University System (CSUS), SCSU's Carnegie peers, and the overall national respondent group. The charts below represent mean scores and are presented on the following pages<sup>6</sup>. The mean scores were standardized to a 1 - 100 point scale for illustrative purposes.



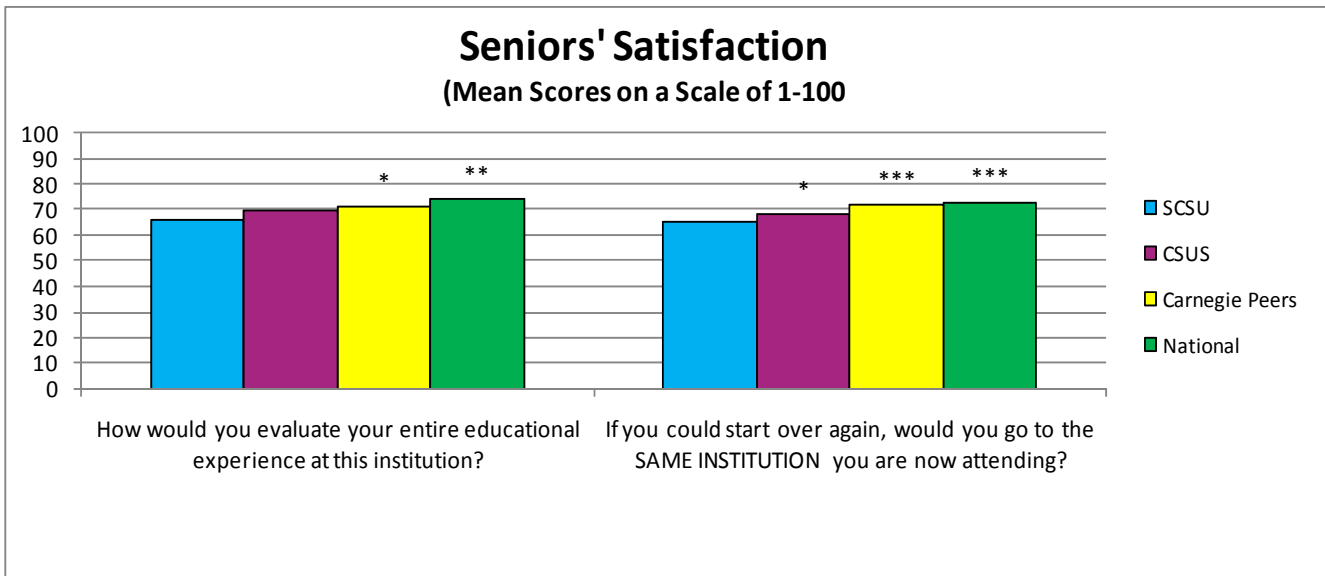
*NSSE 2009 Student Satisfaction Items, First-Year Students.* Responses for First-Year students ( $n = 405$ ), in comparison with CSUS, our Carnegie Peers, and the 2009 National respondent group.

<sup>6</sup> Asterisks on the following charts indicate groups whose scores differed significantly from the scores of SCSU's respective group. The notation is as follows:

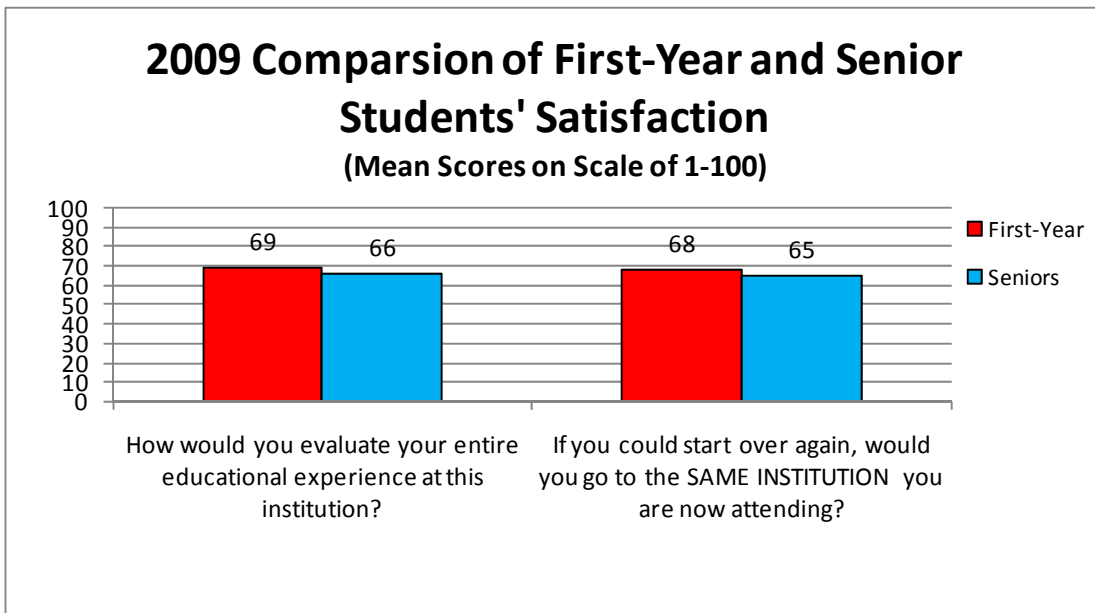
\* =  $p \leq 0.05$

\*\* =  $p \leq 0.01$

\*\*\* =  $p \leq 0.001$



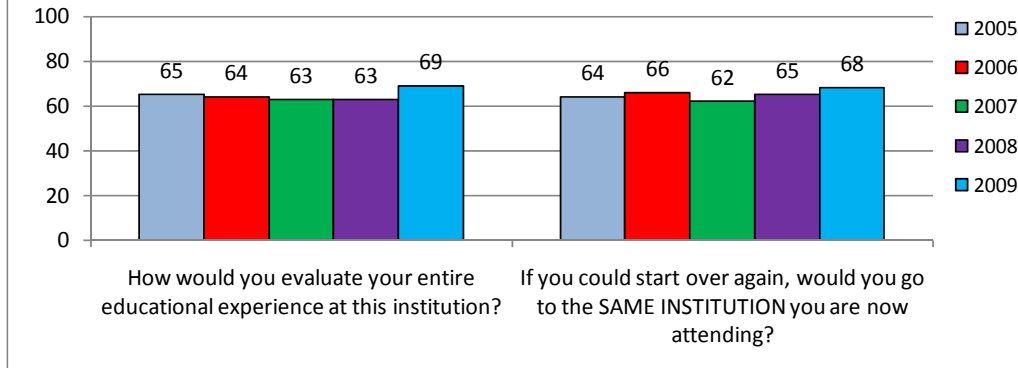
*NSSE 2009 Student Satisfaction Items, Seniors.* Responses for seniors ( $n = 513$ ), in comparison with CSUS, our Carnegie Peers, and the 2009 National respondent group.



*NSSE 2009 Student Satisfaction Items, SCSU First-Year Students and Seniors.* Comparison of SCSU First-Year students ( $n = 405$ ) and Seniors ( $n = 513$ ).

## 2005-2009 Comparison of First-Year Students' Satisfaction

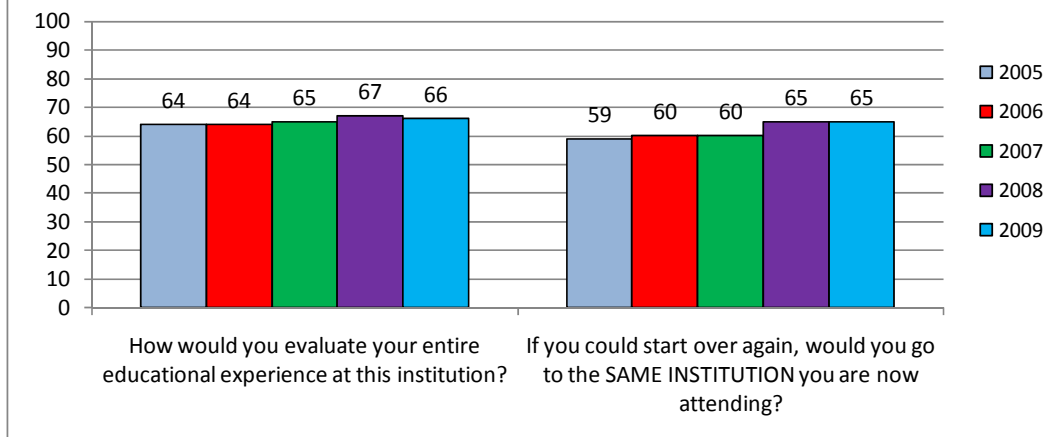
(Mean Scores on Scale of 1-100)



*NSSE 2005-2009 Student Satisfaction Items, SCSU First-Year Students.* Comparison of SCSU First-Year students in 2005 ( $n = 377$ ), 2006 ( $n = 431$ ), 2007 ( $n = 370$ ), 2008 ( $n = 387$ ), 2009 ( $n = 405$ ).

## 2005-2009 Comparison of Seniors' Satisfaction

(Mean Scores on Scale of 1-100)



*NSSE 2005-2009 Student Satisfaction Items, SCSU Senior Students.* Comparison of SCSU Senior students in 2005 ( $n = 333$ ), 2006 ( $n = 560$ ), 2007 ( $n = 382$ ), 2008 ( $n = 447$ ), 2009 ( $n = 513$ ).

In general, SCSU seniors tended to evaluate their entire educational experience in a positive light with 80% rating their overall experience as “excellent” or “good.” Twenty percent of the students, however, rated their entire educational experience as “poor” or “fair.” In order to discern the specific areas in which the low satisfaction and high satisfaction students differed, the responses of “poor” and “fair” were grouped together and the responses of “good” and “excellent” were grouped together. An analysis was then conducted.

**[Seniors] How would you evaluate your entire educational experience at this institution?**

	Count	Percent
Poor	14	3.1
Fair	77	16.8
Good	264	57.8
Excellent	102	22.3
Total	457	100.0
Missing System	56	
Total	513	

The low-satisfaction seniors tended to have relationships that were of lesser quality than those of the high-satisfaction seniors. In particular, the low-satisfaction seniors rated lower the quality of their relationships with other students, faculty members, and administrative personnel and offices. To appreciate the difference, consider that the low-satisfaction seniors rated the quality of their relationships with administrative personnel and offices as 33 on a 1-100 scale (a score of 100 = “helpful, considerate, flexible”). The average rating of the high-satisfaction seniors on this item was 57.

In terms of their interactions with faculty, the low-satisfaction students talked about career plans with a faculty member or advisor less frequently and rated the quality of their courses as lower. Specifically, they had lower scores that were not due to chance on the extent to which their courses emphasized the following mental activities:

- Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components.
- Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships.
- 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 conclusions.
- Applying theories or concepts to practical problems or in new situations.

They reported less frequently than satisfied students that their courses included diverse perspectives (different races, religions, genders, political beliefs, etc.). Moreover, they reported less frequently examining the strengths and weaknesses of their views on a topic or issue and less frequently indicated that they learned something that changed the way they understood an issue or concept. When asked to indicate the extent to which their experiences at SCSU contributed to their knowledge, skills, and personal development along a wide range of possibilities (see general education items, pages 7-11), they had lower scores than the high-satisfaction seniors on all the items in this section, and the differences were not due to chance.

## Sample Student Comments:

The following are typical comments that the students wrote about their satisfaction with SCSU:

- 
- “Overall, I am very satisfied with my 4-year experience at SCSU. I feel I learned a tremendous amount and built a strong foundation with confidence, knowledge, and skills to further my higher education. I commend SCSU for its help and guidance during my time here. I am proud to say that SCSU is my alma mater.”
- 
- “SCSU is helping me to become a better student and has encouraged me to succeed when I was not sure I had it in me. My freshmen year has been great!”
- 
- “I think Southern is a great school with many organizations and events. I was able to broaden both my interests and leadership abilities through general education requirements like Italian and Art History and participation in organizations such as Zeta Delta Epsilon and the National Student Nurses Organization. As a prospective graduate in May 2010, I hope this university continues to make positive changes that continue to provide students with an enjoyable and quality experience.”
- 
- “Overall, I've had a good educational experience, but I do find it too easy to fall through the cracks within the institution. The academic advising lacks a certain personal touch which often leaves students to figure things out on their own. While independence is an important gain, when it comes to school policies and protocol concerning scheduling, it is better for students to be use and be made aware of the services available to them.”
-

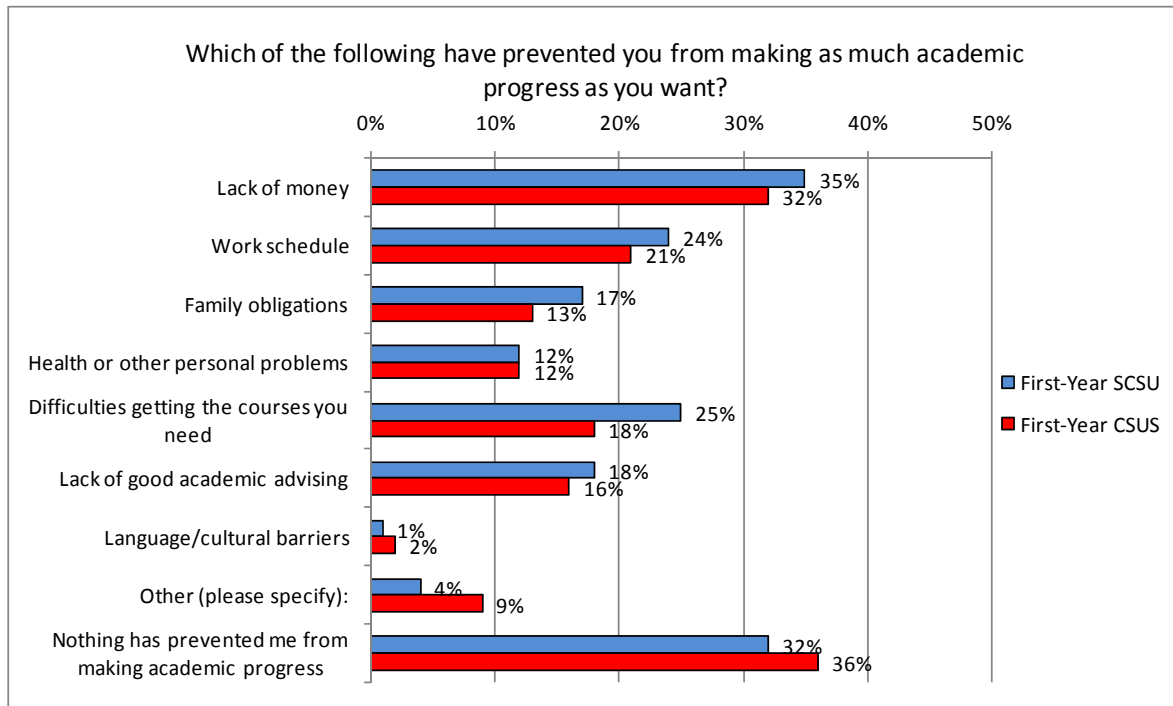
# NSSE CONSORTIUM

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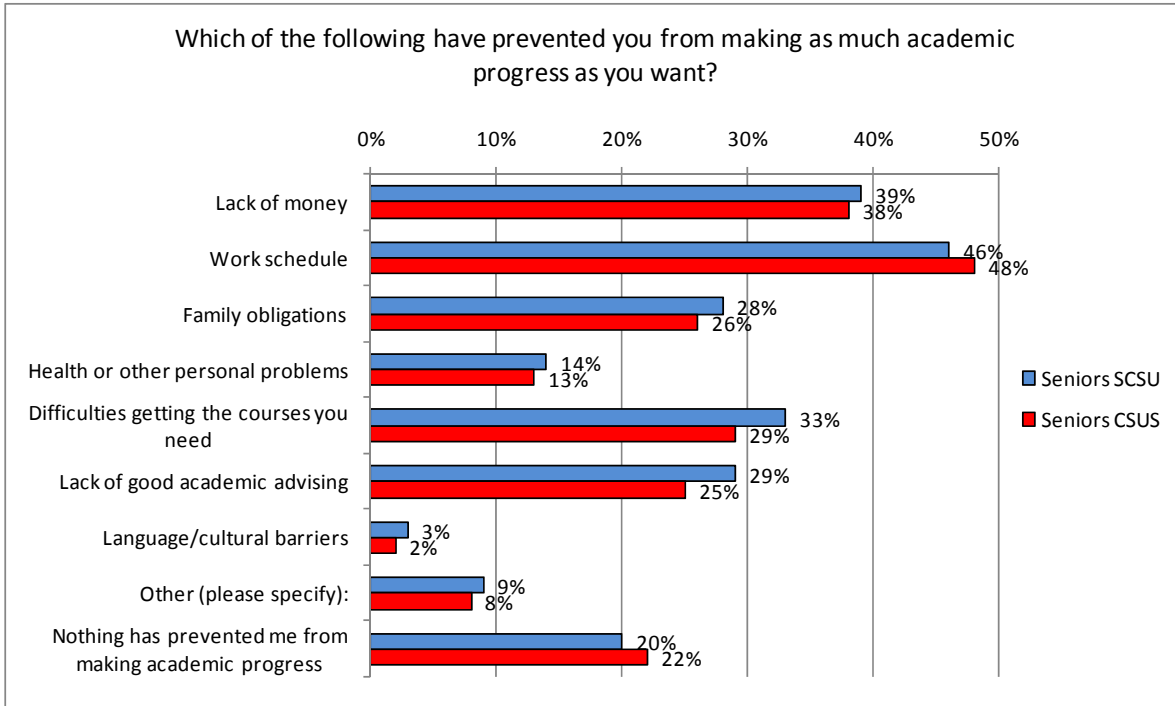
In 2009, SCSU participated in the Connecticut State University System (CSUS) Consortium for the second year. By participating in the consortium, additional questions that dealt with academic progress were added to the base *NSSE* survey.

While the responses of SCSU students to these additional items were generally similar to those of students at the other CSUS institutions, there were several noteworthy differences.

For example, SCSU's first-year students tended to have slightly higher scores than students at other CSUS institutions on "lack of money" as a barrier to academic progress. The most salient difference is on the barrier referred to as "Difficulties getting the courses that you need." Twenty-five percent of SCSU checked this in comparison to eighteen percent on the other campuses.



SCSU seniors had a slightly higher percentage on "Difficulties getting the courses that you need," but the contrast was not as great. In general, the scores of the SCSU seniors were comparable to those on the other campuses.

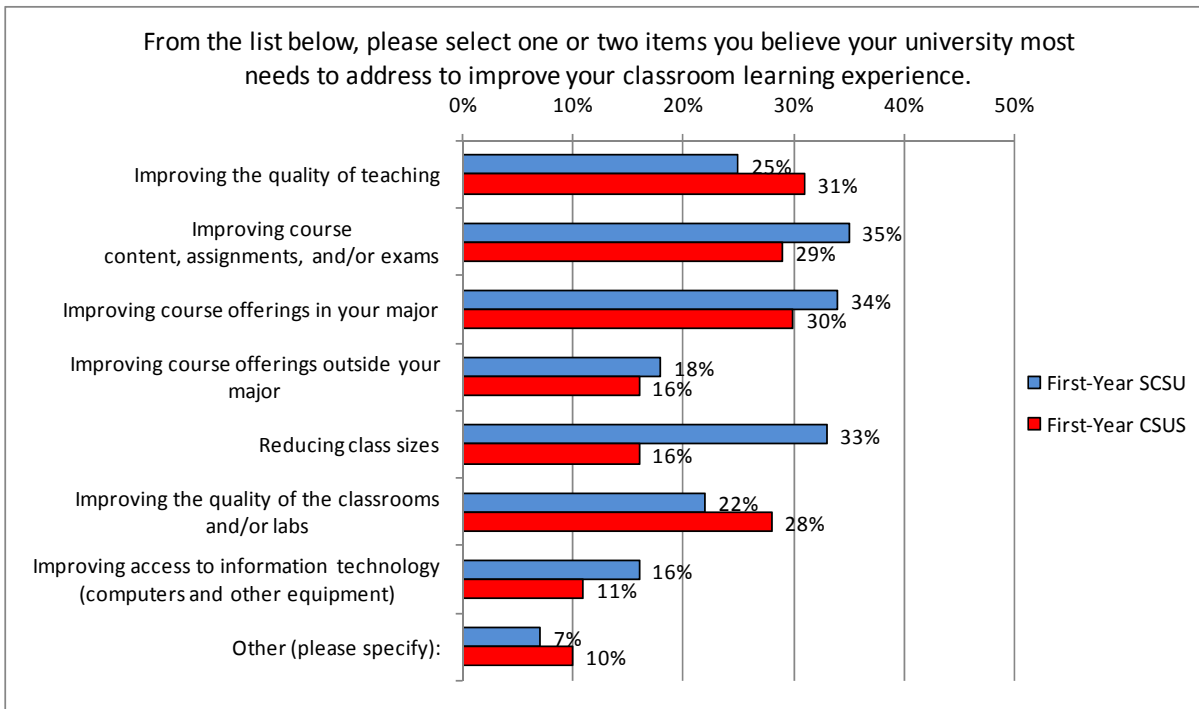


Two subsequent items explored the availability of courses: SCSU first-year students had significantly lower scores than students at other CSUS institutions on the item regarding timely availability of courses in the major; there was no difference in the responses of SCSU seniors and other CSUS seniors. Both SCSU first-year students and seniors had significantly lower scores on the item regarding the timely availability of general education courses. The mean scores of SCSU and other CSUS students on these two items are presented below:

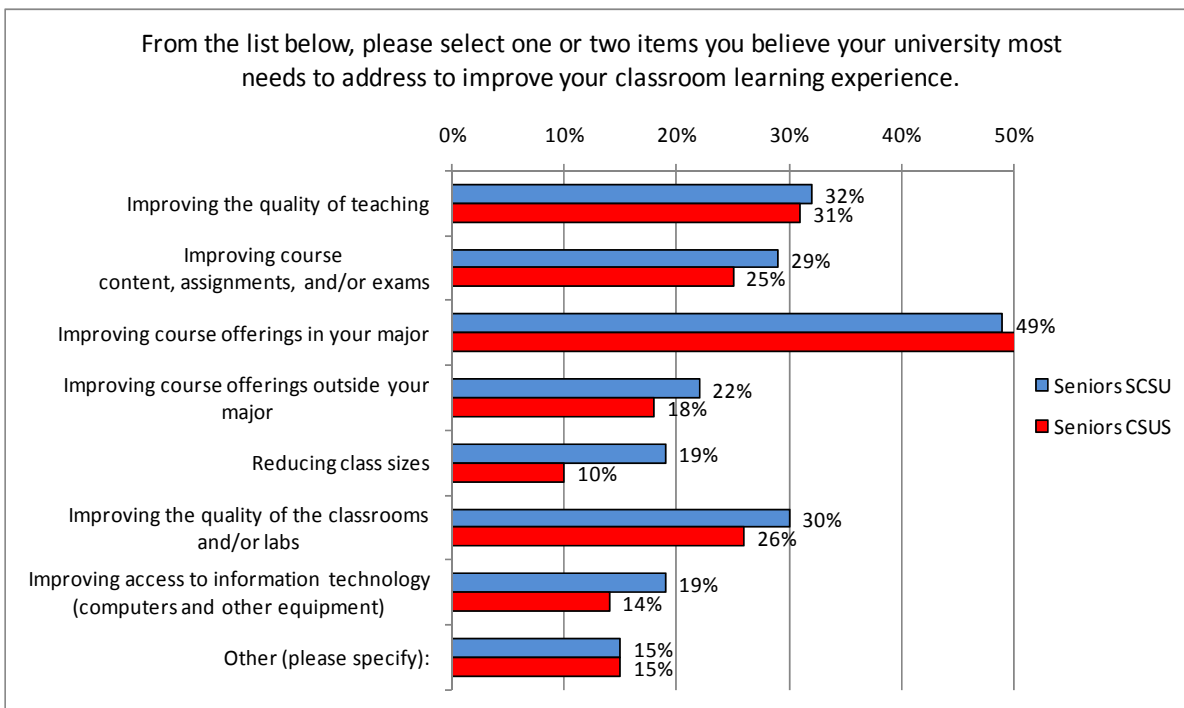
Item	Southern	CSUS <sup>7</sup>
Courses in my major are offered in such a way that I can complete my degree in a timely manner.	FY 2.63 SR 2.65	FY 2.90*** SR 2.68
General education courses at this university are offered in such in a way that I can complete my degree in a timely manner.	FY 2.52 SR 2.60	FY 2.92*** SR 2.83***

Students were also asked to indicate one or two items that they believe their universities most need to address to improve their classroom learning experience. The most striking difference is that 33% of SCSU first-year students and only 16% of CSUS students checked “Reducing class sizes.”

<sup>7</sup> \*\*\*p<.001

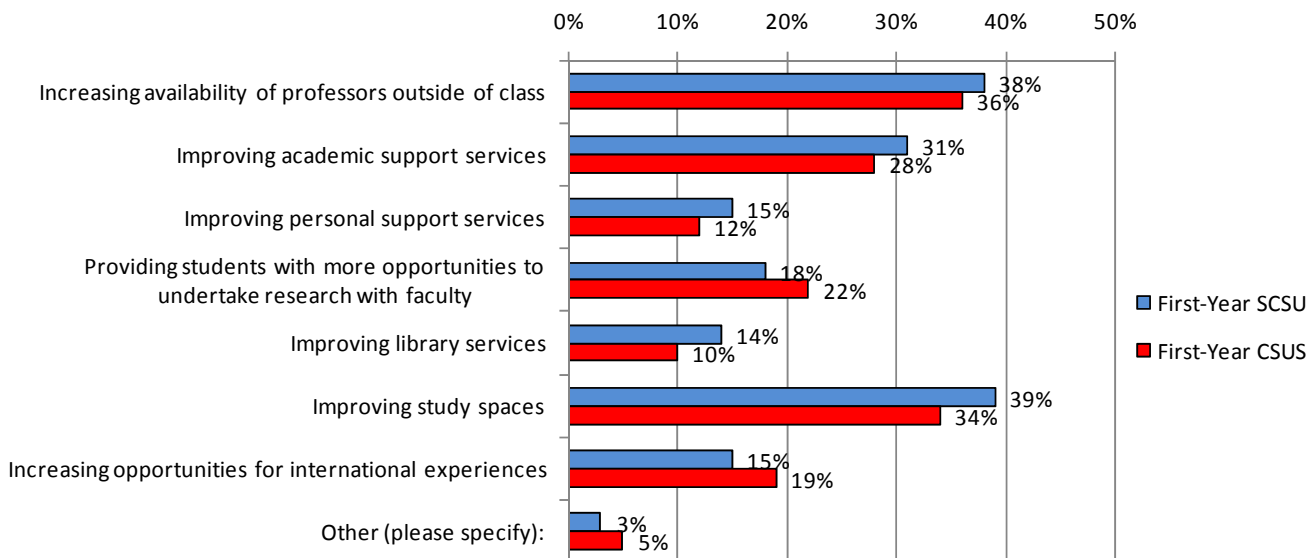


The scores of the seniors on this item reflected the same pattern: 19% of SCSU students checked “Reducing class size” in comparison to 10% of CSUS students.

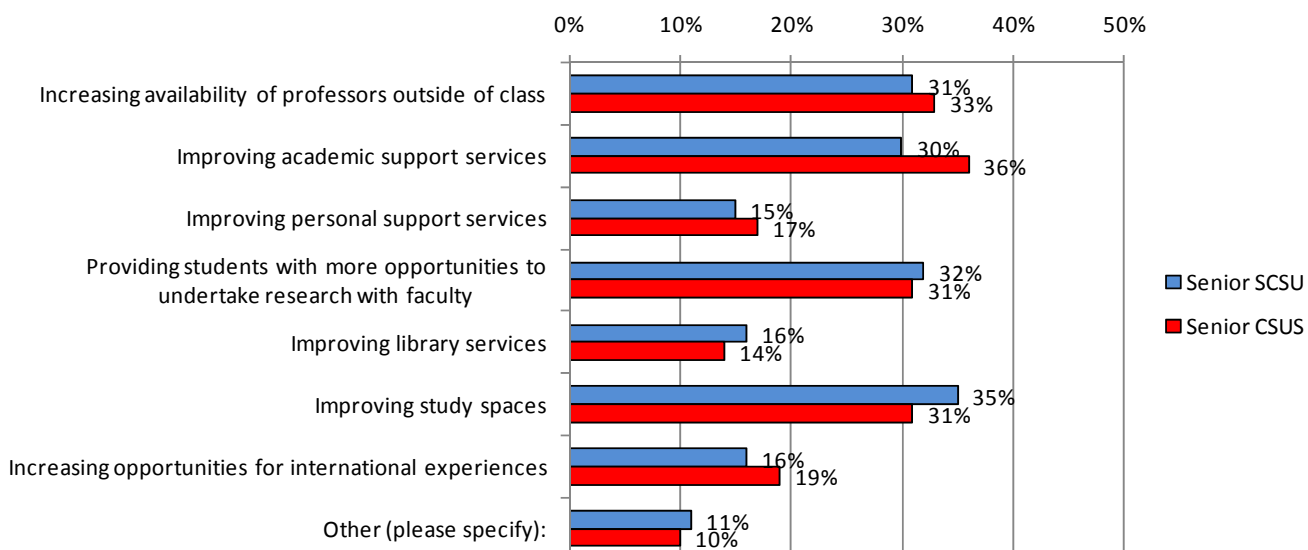


The students were asked a similar question that addressed their learning experiences outside the classroom. In general, the scores were comparable with a few slight differences.

From the list below, please select one or two items you believe your university most needs to address to improve your learning experience outside the classroom.



From the list below, please select one or two items you believe your university most needs to address to improve your learning experience outside the classroom.



NSSE 2009 Results

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

		Freshmen		Seniors	
		Count	Percent	Count	Percent
Asked questions in class or contributed to class discussions	Never	10	3%	5	1%
	Sometimes	119	31%	92	19%
	Often	151	40%	160	33%
	Very often	102	27%	235	48%
	<b>Total</b>	<b>382</b>	<b>100%</b>	<b>492</b>	<b>100%</b>
Made a class presentation	Never	52	14%	17	3%
	Sometimes	204	54%	148	30%
	Often	93	24%	206	42%
	Very often	31	8%	122	25%
	<b>Total</b>	<b>380</b>	<b>100%</b>	<b>493</b>	<b>100%</b>
Prepared two or more drafts of a paper or assignment before turning it in	Never	23	6%	62	13%
	Sometimes	89	23%	167	34%
	Often	129	33%	149	30%
	Very often	145	38%	114	23%
	<b>Total</b>	<b>386</b>	<b>100%</b>	<b>492</b>	<b>100%</b>
Worked on a paper or project that required integrating ideas or information from various sources	Never	6	2%	4	1%
	Sometimes	59	15%	63	13%
	Often	171	44%	178	36%
	Very often	150	39%	250	51%
	<b>Total</b>	<b>386</b>	<b>100%</b>	<b>495</b>	<b>100%</b>
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	Never	18	5%	28	6%
	Sometimes	105	27%	128	26%
	Often	167	43%	195	40%
	Very often	94	24%	140	29%
	<b>Total</b>	<b>384</b>	<b>100%</b>	<b>491</b>	<b>100%</b>
Come to class without completing readings or assignments	Never	130	34%	118	24%
	Sometimes	210	55%	278	57%
	Often	27	7%	72	15%
	Very often	15	4%	24	5%
	<b>Total</b>	<b>382</b>	<b>100%</b>	<b>492</b>	<b>100%</b>
Worked with other students on projects DURING CLASS	Never	41	11%	22	4%
	Sometimes	160	42%	197	40%
	Often	130	34%	200	40%
	Very often	52	14%	76	15%
	<b>Total</b>	<b>383</b>	<b>100%</b>	<b>495</b>	<b>100%</b>
Worked with classmates OUTSIDE OF CLASS to prepare class assignments	Never	63	16%	58	12%
	Sometimes	185	48%	200	40%
	Often	105	27%	167	34%
	Very often	33	9%	70	14%
	<b>Total</b>	<b>386</b>	<b>100%</b>	<b>495</b>	<b>100%</b>
Put together ideas or concepts from different courses when completing assignments or during class discussions	Never	23	6%	12	2%
	Sometimes	153	41%	143	29%
	Often	133	36%	192	39%
	Very often	65	17%	142	29%
	<b>Total</b>	<b>374</b>	<b>100%</b>	<b>489</b>	<b>100%</b>

NSSE 2009 Results

		Freshmen		Seniors	
		Count	Percent	Count	Percent
Tutored or taught other students (paid or voluntary)	Never	238	64%	285	58%
	Sometimes	95	25%	141	29%
	Often	32	9%	41	8%
	Very often	9	2%	25	5%
	<b>Total</b>	<b>374</b>	<b>100%</b>	<b>492</b>	<b>100%</b>
Participated in a community-based project (e.g., service learning) as part of a regular course	Never	236	63%	279	57%
	Sometimes	91	24%	138	28%
	Often	33	9%	37	8%
	Very often	12	3%	34	7%
	<b>Total</b>	<b>372</b>	<b>100%</b>	<b>488</b>	<b>100%</b>
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	Never	60	16%	67	14%
	Sometimes	128	34%	166	34%
	Often	111	30%	128	26%
	Very often	74	20%	132	27%
	<b>Total</b>	<b>373</b>	<b>100%</b>	<b>493</b>	<b>100%</b>
Used e-mail to communicate with an instructor	Never	3	1%	0	0%
	Sometimes	49	13%	54	11%
	Often	122	33%	146	30%
	Very often	197	53%	290	59%
	<b>Total</b>	<b>371</b>	<b>100%</b>	<b>490</b>	<b>100%</b>
Discussed grades or assignments with an instructor	Never	19	5%	12	2%
	Sometimes	115	31%	164	33%
	Often	138	37%	170	35%
	Very often	101	27%	144	29%
	<b>Total</b>	<b>373</b>	<b>100%</b>	<b>490</b>	<b>100%</b>
Talked about career plans with a faculty member or advisor	Never	60	16%	78	16%
	Sometimes	146	39%	208	42%
	Often	113	30%	131	27%
	Very often	55	15%	74	15%
	<b>Total</b>	<b>374</b>	<b>100%</b>	<b>491</b>	<b>100%</b>
Discussed ideas from your readings or classes with faculty members outside of class	Never	130	35%	140	28%
	Sometimes	140	37%	199	40%
	Often	74	20%	104	21%
	Very often	30	8%	49	10%
	<b>Total</b>	<b>374</b>	<b>100%</b>	<b>492</b>	<b>100%</b>
Received prompt written or oral feedback from faculty on your academic performance	Never	14	4%	18	4%
	Sometimes	115	31%	150	31%
	Often	159	43%	216	44%
	Very often	80	22%	104	21%
	<b>Total</b>	<b>368</b>	<b>100%</b>	<b>488</b>	<b>100%</b>
Worked harder than you thought you could to meet an instructor's standards or expectations	Never	8	2%	23	5%
	Sometimes	113	31%	142	29%
	Often	154	42%	202	41%
	Very often	92	25%	122	25%
	<b>Total</b>	<b>367</b>	<b>100%</b>	<b>489</b>	<b>100%</b>

NSSE 2009 Results

		Freshmen		Seniors	
		Count	Percent	Count	Percent
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	Never	196	53%	263	54%
	Sometimes	109	30%	122	25%
	Often	42	11%	69	14%
	Very often	21	6%	34	7%
	<b>Total</b>	<b>368</b>	<b>100%</b>	<b>488</b>	<b>100%</b>
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	Never	24	7%	16	3%
	Sometimes	135	37%	159	32%
	Often	132	36%	203	41%
	Very often	76	21%	112	23%
	<b>Total</b>	<b>367</b>	<b>100%</b>	<b>490</b>	<b>100%</b>
Had serious conversations with students of a different race or ethnicity than your own	Never	47	13%	57	12%
	Sometimes	116	31%	151	31%
	Often	101	27%	153	31%
	Very often	105	28%	128	26%
	<b>Total</b>	<b>369</b>	<b>100%</b>	<b>489</b>	<b>100%</b>
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	Never	40	11%	55	11%
	Sometimes	116	31%	173	35%
	Often	114	31%	147	30%
	Very often	99	27%	114	23%
	<b>Total</b>	<b>369</b>	<b>100%</b>	<b>489</b>	<b>100%</b>

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

		Freshmen		Seniors	
		Count	Percent	Count	Percent
Coursework emphasized: MEMORIZING facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	Very little	12	3%	38	8%
	Some	88	24%	132	27%
	Quite a bit	168	46%	201	42%
	Very much	101	27%	112	23%
	<b>Total</b>	<b>369</b>	<b>100%</b>	<b>483</b>	<b>100%</b>
Coursework emphasized: ANALYZING the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	Very little	5	1%	7	1%
	Some	60	16%	78	16%
	Quite a bit	176	48%	210	43%
	Very much	128	35%	190	39%
	<b>Total</b>	<b>369</b>	<b>100%</b>	<b>485</b>	<b>100%</b>
Coursework emphasized: SYNTHESIZING and organizing ideas, information, or experiences into new, more complex interpretations and relationships	Very little	12	3%	16	3%
	Some	88	24%	88	18%
	Quite a bit	177	48%	214	44%
	Very much	88	24%	163	34%
	<b>Total</b>	<b>365</b>	<b>100%</b>	<b>481</b>	<b>100%</b>

NSSE 2009 Results

		Freshmen		Seniors	
		Count	Percent	Count	Percent
Coursework emphasized: 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 conclusions	Very little	11	3%	19	4%
	Some	73	20%	105	22%
	Quite a bit	184	50%	210	44%
	Very much	99	27%	147	31%
	<b>Total</b>	<b>367</b>	<b>100%</b>	<b>481</b>	<b>100%</b>
Coursework emphasized: APPLYING theories or concepts to practical problems or in new situations	Very little	10	3%	7	1%
	Some	74	20%	72	15%
	Quite a bit	173	47%	190	39%
	Very much	112	30%	215	44%
	<b>Total</b>	<b>369</b>	<b>100%</b>	<b>484</b>	<b>100%</b>

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

		Freshmen		Seniors	
		Count	Percent	Count	Percent
Number of assigned textbooks, books, or book-length packs of course readings	None	1	0%	6	1%
	1-4	60	16%	117	24%
	5-10	140	38%	173	35%
	11-20	107	29%	114	23%
	More than 20	62	17%	80	16%
	<b>Total</b>	<b>370</b>	<b>100%</b>	<b>490</b>	<b>100%</b>
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	None	99	27%	106	22%
	1-4	196	53%	257	53%
	5-10	47	13%	77	16%
	11-20	12	3%	24	5%
	More than 20	16	4%	25	5%
	<b>Total</b>	<b>370</b>	<b>100%</b>	<b>489</b>	<b>100%</b>
Number of written papers or reports of 20 PAGES OR MORE	None	299	81%	236	48%
	1-4	44	12%	206	42%
	5-10	14	4%	29	6%
	11-20	5	1%	10	2%
	More than 20	5	1%	7	1%
	<b>Total</b>	<b>367</b>	<b>100%</b>	<b>488</b>	<b>100%</b>
Number of written papers or reports BETWEEN 5 AND 19 PAGES	None	28	8%	39	8%
	1-4	163	44%	172	35%
	5-10	126	34%	177	36%
	11-20	41	11%	73	15%
	More than 20	9	2%	25	5%
	<b>Total</b>	<b>367</b>	<b>100%</b>	<b>486</b>	<b>100%</b>
Number of written papers or reports of FEWER THAN 5 PAGES	None	6	2%	20	4%
	1-4	83	22%	154	31%
	5-10	104	28%	150	30%
	11-20	105	28%	99	20%
	More than 20	74	20%	69	14%
	<b>Total</b>	<b>372</b>	<b>100%</b>	<b>492</b>	<b>100%</b>

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

		Freshmen		Seniors	
		Count	Percent	Count	Percent
Number of problem sets (problem-based homework assignments) that take you MORE than an hour to complete	None	45	12%	91	19%
	1-2	126	34%	158	33%
	3-4	135	36%	137	28%
	5-6	40	11%	53	11%
	More than 6	25	7%	47	10%
	<b>Total</b>	<b>371</b>	<b>100%</b>	<b>486</b>	<b>100%</b>
Number of problem sets (problem-based homework assignments) that take you LESS than an hour to complete	None	30	8%	137	28%
	1-2	119	32%	181	37%
	3-4	116	31%	103	21%
	5-6	62	17%	37	8%
	More than 6	44	12%	29	6%
	<b>Total</b>	<b>371</b>	<b>100%</b>	<b>487</b>	<b>100%</b>

5. *Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work?*

		Freshmen		Seniors	
		Count	Percent	Count	Percent
Select the circle that best represents the extent to which your examinations during the current school year have challenged you to do your best work.	Very little	4	1%	4	1%
	2	3	1%	11	2%
	3	16	4%	37	8%
	4	51	14%	91	19%
	5	113	30%	118	24%
	6	140	38%	141	29%
	Very much	45	12%	87	18%
	<b>Total</b>	<b>372</b>	<b>100%</b>	<b>489</b>	<b>100%</b>

6. *Which of the following have you done or do before you graduate from your institution?*

		Freshmen		Seniors	
		Count	Percent	Count	Percent
Practicum, internship, field experience, co-op experience, or clinical assignment	Have not decided	34	9%	30	6%
	Do not plan to do	12	3%	60	13%
	Plan to do	292	81%	139	29%
	Done	23	6%	245	52%
	<b>Total</b>	<b>361</b>	<b>100%</b>	<b>474</b>	<b>100%</b>
Community service or volunteer work	Have not decided	39	11%	53	11%
	Do not plan to do	18	5%	83	18%
	Plan to do	194	54%	77	16%
	Done	109	30%	258	55%
	<b>Total</b>	<b>360</b>	<b>100%</b>	<b>471</b>	<b>100%</b>

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		Freshmen		Seniors	
		Count	Percent	Count	Percent
Participate in a learning community or some other formal program where groups of students take two or more classes together	Have not decided	74	21%	80	17%
	Do not plan to do	46	13%	223	48%
	Plan to do	96	27%	52	11%
	Done	143	40%	114	24%
	<b>Total</b>	<b>359</b>	<b>100%</b>	<b>469</b>	<b>100%</b>
Work on a research project with a faculty member outside of course or program requirements	Have not decided	137	38%	104	22%
	Do not plan to do	86	24%	232	49%
	Plan to do	112	31%	70	15%
	Done	25	7%	66	14%
	<b>Total</b>	<b>360</b>	<b>100%</b>	<b>472</b>	<b>100%</b>
Foreign (additional) language coursework	Have not decided	42	12%	27	6%
	Do not plan to do	44	12%	110	23%
	Plan to do	235	65%	55	12%
	Done	39	11%	281	59%
	<b>Total</b>	<b>360</b>	<b>100%</b>	<b>473</b>	<b>100%</b>
Study abroad	Have not decided	125	35%	81	17%
	Do not plan to do	95	27%	307	65%
	Plan to do	134	37%	38	8%
	Done	4	1%	46	10%
	<b>Total</b>	<b>358</b>	<b>100%</b>	<b>472</b>	<b>100%</b>
Independent study or self-designed major	Have not decided	130	36%	70	15%
	Do not plan to do	154	43%	287	61%
	Plan to do	64	18%	47	10%
	Done	10	3%	67	14%
	<b>Total</b>	<b>358</b>	<b>100%</b>	<b>471</b>	<b>100%</b>
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	Have not decided	153	42%	66	14%
	Do not plan to do	59	16%	168	35%
	Plan to do	145	40%	113	24%
	Done	4	1%	127	27%
	<b>Total</b>	<b>361</b>	<b>100%</b>	<b>474</b>	<b>100%</b>

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

		Freshmen		Seniors	
		Count	Percent	Count	Percent
Quality: Your relationships with other students	Unfriendly, Unsupportive, Sense of Alienation	4	1%	5	1%
	2	11	3%	15	3%
	3	23	6%	26	6%
	4	64	18%	69	15%
	5	76	21%	113	24%
	6	103	29%	146	31%
	Friendly, Supportive, Sense of Belonging	77	22%	95	20%
	<b>Total</b>	<b>358</b>	<b>100%</b>	<b>469</b>	<b>100%</b>

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		Freshmen		Seniors	
		Count	Percent	Count	Percent
Quality: Your relationships with faculty members	Unavailable, Unhelpful, Unsympathetic	3	1%	5	1%
	2	12	3%	9	2%
	3	20	6%	21	4%
	4	73	20%	73	15%
	5	98	27%	141	30%
	6	107	30%	142	30%
	Available, Helpful, Sympathetic	47	13%	80	17%
	<b>Total</b>	<b>360</b>	<b>100%</b>	<b>471</b>	<b>100%</b>
Quality: Your relationships with administrative personnel and offices	Unhelpful, Inconsiderate, Rigid	13	4%	46	10%
	2	25	7%	52	11%
	3	47	13%	75	16%
	4	99	28%	94	20%
	5	75	21%	102	22%
	6	77	21%	62	13%
	Helpful, Considerate, Flexible	24	7%	39	8%
	<b>Total</b>	<b>360</b>	<b>100%</b>	<b>470</b>	<b>100%</b>

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

		Freshmen		Seniors	
		Count	Percent	Count	Percent
Hours per 7-day week spent preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	0 hours per week	1	0%	1	0%
	1-5	47	13%	89	19%
	6-10	98	27%	119	25%
	11-15	79	22%	102	22%
	16-20	70	19%	80	17%
	21-25	33	9%	39	8%
	26-30	22	6%	22	5%
	More than 30 hours	9	3%	17	4%
	<b>Total</b>	<b>359</b>	<b>100%</b>	<b>469</b>	<b>100%</b>
Hours per 7-day week spent working for pay ON CAMPUS	0 hours per week	315	88%	387	83%
	1-5	9	3%	8	2%
	6-10	11	3%	11	2%
	11-15	11	3%	25	5%
	16-20	9	3%	27	6%
	21-25	0	0%	7	1%
	26-30	3	1%	1	0%
	More than 30 hours	0	0%	2	0%
<b>Total</b>	<b>358</b>	<b>100%</b>	<b>468</b>	<b>100%</b>	

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		Freshmen		Seniors	
		Count	Percent	Count	Percent
Hours per 7-day week spent working for pay OFF CAMPUS	0 hours per week	171	48%	98	21%
	1-5	24	7%	25	5%
	6-10	30	8%	48	10%
	11-15	41	11%	45	10%
	16-20	35	10%	61	13%
	21-25	29	8%	52	11%
	26-30	16	4%	49	11%
	More than 30 hours	12	3%	87	19%
	<b>Total</b>	<b>358</b>	<b>100%</b>	<b>465</b>	<b>100%</b>
Hours per 7-day week spent participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	0 hours per week	179	50%	301	64%
	1-5	109	31%	98	21%
	6-10	20	6%	24	5%
	11-15	22	6%	20	4%
	16-20	11	3%	11	2%
	21-25	5	1%	7	1%
	26-30	5	1%	1	0%
	More than 30 hours	6	2%	5	1%
	<b>Total</b>	<b>357</b>	<b>100%</b>	<b>467</b>	<b>100%</b>
Hours per 7-day week spent relaxing and socializing (watching TV, partying, etc.)	0 hours per week	4	1%	6	1%
	1-5	66	18%	175	38%
	6-10	112	31%	131	28%
	11-15	84	23%	74	16%
	16-20	50	14%	39	8%
	21-25	19	5%	18	4%
	26-30	11	3%	8	2%
	More than 30 hours	13	4%	13	3%
	<b>Total</b>	<b>359</b>	<b>100%</b>	<b>464</b>	<b>100%</b>
Hours per 7-day week spent providing care for dependents living with you (parents, children, spouse, etc.)	0 hours per week	207	58%	217	47%
	1-5	83	23%	91	20%
	6-10	34	10%	56	12%
	11-15	14	4%	24	5%
	16-20	6	2%	10	2%
	21-25	5	1%	10	2%
	26-30	2	1%	18	4%
	More than 30 hours	5	1%	39	8%
	<b>Total</b>	<b>356</b>	<b>100%</b>	<b>465</b>	<b>100%</b>
Hours per 7-day week spent commuting to class (driving, walking, etc.)	0 hours per week	50	14%	15	3%
	1-5	202	56%	277	59%
	6-10	60	17%	121	26%
	11-15	31	9%	25	5%
	16-20	10	3%	13	3%
	21-25	1	0%	4	1%
	26-30	0	0%	4	1%
	More than 30 hours	4	1%	8	2%
	<b>Total</b>	<b>358</b>	<b>100%</b>	<b>467</b>	<b>100%</b>

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

		Freshmen		Seniors	
		Count	Percent	Count	Percent
Institutional emphasis: Spending significant amounts of time studying and on academic work	Very little	11	3%	16	3%
	Some	47	14%	76	16%
	Quite a bit	171	50%	222	48%
	Very much	116	34%	149	32%
	<b>Total</b>	<b>345</b>	<b>100%</b>	<b>463</b>	<b>100%</b>
Institutional emphasis: Providing the support you need to help you succeed academically	Very little	20	6%	27	6%
	Some	77	22%	125	27%
	Quite a bit	147	42%	202	44%
	Very much	102	29%	107	23%
	<b>Total</b>	<b>346</b>	<b>100%</b>	<b>461</b>	<b>100%</b>
Institutional emphasis: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	Very little	36	11%	63	14%
	Some	103	30%	159	34%
	Quite a bit	122	36%	144	31%
	Very much	81	24%	96	21%
	<b>Total</b>	<b>342</b>	<b>100%</b>	<b>462</b>	<b>100%</b>
Institutional emphasis: Helping you cope with your non-academic responsibilities (work, family, etc.)	Very little	83	24%	168	37%
	Some	112	32%	161	35%
	Quite a bit	101	29%	94	20%
	Very much	49	14%	37	8%
	<b>Total</b>	<b>345</b>	<b>100%</b>	<b>460</b>	<b>100%</b>
Institutional emphasis: Providing the support you need to thrive socially	Very little	59	17%	115	25%
	Some	112	33%	180	39%
	Quite a bit	111	33%	120	26%
	Very much	59	17%	45	10%
	<b>Total</b>	<b>341</b>	<b>100%</b>	<b>460</b>	<b>100%</b>
Institutional emphasis: Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	Very little	30	9%	75	16%
	Some	95	28%	156	34%
	Quite a bit	124	36%	146	32%
	Very much	95	28%	84	18%
	<b>Total</b>	<b>344</b>	<b>100%</b>	<b>461</b>	<b>100%</b>
Institutional emphasis: Using computers in academic work	Very little	6	2%	9	2%
	Some	46	13%	47	10%
	Quite a bit	121	35%	165	36%
	Very much	172	50%	242	52%
	<b>Total</b>	<b>345</b>	<b>100%</b>	<b>463</b>	<b>100%</b>

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

		Freshmen		Seniors	
		Count	Percent	Count	Percent
Institutional contribution: Acquiring a broad general education	Very little	6	2%	11	2%
	Some	46	14%	64	14%
	Quite a bit	157	47%	191	42%
	Very much	126	38%	189	42%
	<b>Total</b>	<b>335</b>	<b>100%</b>	<b>455</b>	<b>100%</b>

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		Freshmen		Seniors	
		Count	Percent	Count	Percent
Institutional contribution: Acquiring job or work-related knowledge and skills	Very little	26	8%	34	7%
	Some	97	29%	88	19%
	Quite a bit	137	41%	174	38%
	Very much	74	22%	159	35%
	<b>Total</b>	<b>334</b>	<b>100%</b>	<b>455</b>	<b>100%</b>
Institutional contribution: Writing clearly and effectively	Very little	7	2%	12	3%
	Some	46	14%	74	16%
	Quite a bit	135	40%	213	47%
	Very much	148	44%	156	34%
	<b>Total</b>	<b>336</b>	<b>100%</b>	<b>455</b>	<b>100%</b>
Institutional contribution: Speaking clearly and effectively	Very little	16	5%	20	4%
	Some	78	23%	94	21%
	Quite a bit	132	39%	199	44%
	Very much	110	33%	143	31%
	<b>Total</b>	<b>336</b>	<b>100%</b>	<b>456</b>	<b>100%</b>
Institutional contribution: Thinking critically and analytically	Very little	4	1%	7	2%
	Some	41	12%	64	14%
	Quite a bit	142	43%	192	42%
	Very much	147	44%	189	42%
	<b>Total</b>	<b>334</b>	<b>100%</b>	<b>452</b>	<b>100%</b>
Institutional contribution: Analyzing quantitative problems	Very little	10	3%	18	4%
	Some	75	23%	104	23%
	Quite a bit	149	45%	200	44%
	Very much	99	30%	131	29%
	<b>Total</b>	<b>333</b>	<b>100%</b>	<b>453</b>	<b>100%</b>
Institutional contribution: Using computing and information technology	Very little	10	3%	19	4%
	Some	73	22%	84	18%
	Quite a bit	134	40%	183	40%
	Very much	116	35%	171	37%
	<b>Total</b>	<b>333</b>	<b>100%</b>	<b>457</b>	<b>100%</b>
Institutional contribution: Working effectively with others	Very little	15	4%	21	5%
	Some	62	19%	77	17%
	Quite a bit	130	39%	182	40%
	Very much	128	38%	176	39%
	<b>Total</b>	<b>335</b>	<b>100%</b>	<b>456</b>	<b>100%</b>
Institutional contribution: Voting in local, state (provincial), or national (federal) elections	Very little	59	18%	131	29%
	Some	94	28%	142	32%
	Quite a bit	105	32%	97	22%
	Very much	72	22%	80	18%
	<b>Total</b>	<b>330</b>	<b>100%</b>	<b>450</b>	<b>100%</b>
Institutional contribution: Learning effectively on your own	Very little	11	3%	34	8%
	Some	69	21%	92	20%
	Quite a bit	151	46%	184	41%
	Very much	99	30%	139	31%
	<b>Total</b>	<b>330</b>	<b>100%</b>	<b>449</b>	<b>100%</b>

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		Freshmen		Seniors	
		Count	Percent	Count	Percent
Institutional contribution: Understanding yourself	Very little	31	9%	57	13%
	Some	71	22%	106	24%
	Quite a bit	122	37%	151	34%
	Very much	106	32%	135	30%
	<b>Total</b>	<b>330</b>	<b>100%</b>	<b>449</b>	<b>100%</b>
Institutional contribution: Understanding people of other racial and ethnic backgrounds	Very little	25	8%	46	10%
	Some	96	29%	125	28%
	Quite a bit	109	33%	160	36%
	Very much	99	30%	119	26%
	<b>Total</b>	<b>329</b>	<b>100%</b>	<b>450</b>	<b>100%</b>
Institutional contribution: Solving complex real-world problems	Very little	22	7%	56	12%
	Some	97	29%	121	27%
	Quite a bit	137	42%	165	37%
	Very much	74	22%	109	24%
	<b>Total</b>	<b>330</b>	<b>100%</b>	<b>451</b>	<b>100%</b>
Institutional contribution: Developing a personal code of values and ethics	Very little	30	9%	81	18%
	Some	107	32%	105	23%
	Quite a bit	116	35%	149	33%
	Very much	79	24%	114	25%
	<b>Total</b>	<b>332</b>	<b>100%</b>	<b>449</b>	<b>100%</b>
Institutional contribution: Contributing to the welfare of your community	Very little	57	17%	90	20%
	Some	125	38%	142	31%
	Quite a bit	101	31%	135	30%
	Very much	46	14%	84	19%
	<b>Total</b>	<b>329</b>	<b>100%</b>	<b>451</b>	<b>100%</b>
Institutional contribution: Developing a deepened sense of spirituality	Very little	117	35%	222	49%
	Some	102	31%	98	22%
	Quite a bit	72	22%	77	17%
	Very much	40	12%	53	12%
	<b>Total</b>	<b>331</b>	<b>100%</b>	<b>450</b>	<b>100%</b>

11. Overall, how would you evaluate the quality of academic advising you have received at your institution?

		Freshmen		Seniors	
		Count	Percent	Count	Percent
Overall, how would you evaluate the quality of academic advising you have received at your institution?	Poor	17	5%	65	14%
	Fair	62	19%	120	26%
	Good	192	58%	180	39%
	Excellent	62	19%	92	20%
	<b>Total</b>	<b>333</b>	<b>100%</b>	<b>457</b>	<b>100%</b>

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12. How would you evaluate your entire educational experience at this institution?

		Freshmen		Seniors	
		Count	Percent	Count	Percent
How would you evaluate your entire educational experience at this institution?	Poor	5	2%	14	3%
	Fair	39	12%	77	17%
	Good	215	65%	264	58%
	Excellent	73	22%	102	22%
	<b>Total</b>	<b>332</b>	<b>100%</b>	<b>457</b>	<b>100%</b>
If you could start over again, would you go to the SAME INSTITUTION you are now attending?	Definitely no	16	5%	37	8%
	Probably no	53	16%	83	18%
	Probably yes	169	51%	204	45%
	Definitely yes	93	28%	131	29%
	<b>Total</b>	<b>331</b>	<b>100%</b>	<b>455</b>	<b>100%</b>

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

		Freshmen		Seniors	
		Count	Percent	Count	Percent
Attended an art exhibit, play, dance, music, theater, or other performance	Never	83	23%	165	35%
	Sometimes	195	53%	217	45%
	Often	54	15%	64	13%
	Very often	33	9%	31	6%
	<b>Total</b>	<b>365</b>	<b>100%</b>	<b>477</b>	<b>100%</b>
Exercised or participated in physical fitness activities	Never	68	19%	88	18%
	Sometimes	96	27%	133	28%
	Often	80	22%	142	30%
	Very often	117	32%	117	24%
	<b>Total</b>	<b>361</b>	<b>100%</b>	<b>480</b>	<b>100%</b>
Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	Never	222	61%	234	49%
	Sometimes	86	24%	143	30%
	Often	29	8%	52	11%
	Very often	26	7%	49	10%
	<b>Total</b>	<b>363</b>	<b>100%</b>	<b>478</b>	<b>100%</b>
Examined the strengths and weaknesses of your own views on a topic or issue	Never	36	10%	45	9%
	Sometimes	140	39%	168	35%
	Often	125	34%	162	34%
	Very often	62	17%	104	22%
	<b>Total</b>	<b>363</b>	<b>100%</b>	<b>479</b>	<b>100%</b>
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	Never	28	8%	22	5%
	Sometimes	103	28%	133	28%
	Often	138	38%	205	43%
	Very often	94	26%	118	25%
	<b>Total</b>	<b>363</b>	<b>100%</b>	<b>478</b>	<b>100%</b>
Learned something that changed the way you understand an issue or concept	Never	20	5%	14	3%
	Sometimes	98	27%	135	28%
	Often	155	42%	210	44%
	Very often	92	25%	119	25%
	<b>Total</b>	<b>365</b>	<b>100%</b>	<b>478</b>	<b>100%</b>

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14. CSU additional questions

CSU-1. Which of the following have prevented you from making as much academic progress as you want?

		Freshmen		Seniors	
		Count	Percent	Count	Percent
Prevented academic progress: Lack of money	Checked	114	36%	168	39%
	Not checked	199	64%	264	61%
	<b>Total</b>	<b>313</b>	<b>100%</b>	<b>432</b>	<b>100%</b>
Prevented academic progress: Work schedule	Checked	77	25%	200	46%
	Not checked	236	75%	232	54%
	<b>Total</b>	<b>313</b>	<b>100%</b>	<b>432</b>	<b>100%</b>
Prevented academic progress: Family obligations	Checked	57	18%	121	28%
	Not checked	256	82%	311	72%
	<b>Total</b>	<b>313</b>	<b>100%</b>	<b>432</b>	<b>100%</b>
Prevented academic progress: Health or other personal problems	Checked	36	12%	60	14%
	Not checked	277	88%	372	86%
	<b>Total</b>	<b>313</b>	<b>100%</b>	<b>432</b>	<b>100%</b>
Prevented academic progress: Difficulties getting the courses you need	Checked	78	25%	139	32%
	Not checked	235	75%	293	68%
	<b>Total</b>	<b>313</b>	<b>100%</b>	<b>432</b>	<b>100%</b>
Prevented academic progress: Lack of good academic advising	Checked	61	19%	124	29%
	Not checked	252	81%	308	71%
	<b>Total</b>	<b>313</b>	<b>100%</b>	<b>432</b>	<b>100%</b>
Prevented academic progress: Language/cultural barriers	Checked	3	1%	11	3%
	Not checked	310	99%	421	97%
	<b>Total</b>	<b>313</b>	<b>100%</b>	<b>432</b>	<b>100%</b>
Prevented academic progress: Other (Please specify):	Checked	14	4%	38	9%
	Not checked	299	96%	394	91%
	<b>Total</b>	<b>313</b>	<b>100%</b>	<b>432</b>	<b>100%</b>
Prevented academic progress: Nothing has prevented me from making academic progress	Checked	98	31%	86	20%
	Not checked	215	69%	346	80%
	<b>Total</b>	<b>313</b>	<b>100%</b>	<b>432</b>	<b>100%</b>

CSU-2. Which of the following have limited your participation in co-curricular activities (campus events, organizations, and programs)?

		Freshmen		Seniors	
		Count	Percent	Count	Percent
Limited participation in co-curricular activity: Lack of money	Checked	58	19%	96	23%
	Not checked	253	81%	326	77%
	<b>Total</b>	<b>311</b>	<b>100%</b>	<b>422</b>	<b>100%</b>
Limited participation in co-curricular activity: Work schedule	Checked	105	34%	244	58%
	Not checked	206	66%	178	42%
	<b>Total</b>	<b>311</b>	<b>100%</b>	<b>422</b>	<b>100%</b>
Limited participation in co-curricular activity: Family obligations	Checked	51	16%	137	32%
	Not checked	260	84%	285	68%
	<b>Total</b>	<b>311</b>	<b>100%</b>	<b>422</b>	<b>100%</b>

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		Freshmen		Seniors	
		Count	Percent	Count	Percent
Limited participation in co-curricular activity: Health or other personal problems	Checked	22	7%	29	7%
	Not checked	289	93%	393	93%
	<b>Total</b>	<b>311</b>	<b>100%</b>	<b>422</b>	<b>100%</b>
Limited participation in co-curricular activity: Inconvenient scheduling of campus events	Checked	104	33%	152	36%
	Not checked	207	67%	270	64%
	<b>Total</b>	<b>311</b>	<b>100%</b>	<b>422</b>	<b>100%</b>
Limited participation in co-curricular activity: Lack of knowledge about events and activities	Checked	76	24%	81	19%
	Not checked	235	76%	341	81%
	<b>Total</b>	<b>311</b>	<b>100%</b>	<b>422</b>	<b>100%</b>
Limited participation in co-curricular activity: Language/cultural barriers	Checked	1	0%	6	1%
	Not checked	310	100%	416	99%
	<b>Total</b>	<b>311</b>	<b>100%</b>	<b>422</b>	<b>100%</b>
Limited participation in co-curricular activity: Other (Please specify):	Checked	21	7%	42	10%
	Not checked	290	93%	380	90%
	<b>Total</b>	<b>311</b>	<b>100%</b>	<b>422</b>	<b>100%</b>
Limited participation in co-curricular activity: Nothing has limited my participation in co-curricular activities	Checked	90	29%	65	15%
	Not checked	221	71%	357	85%
	<b>Total</b>	<b>311</b>	<b>100%</b>	<b>422</b>	<b>100%</b>

*CSU-3. From the list below, please select one or two items you believe your university most needs to address to improve your classroom learning experience.*

		Freshmen		Seniors	
		Count	Percent	Count	Percent
Classroom learning: Improving the quality of teaching	Checked	74	26%	130	32%
	Not checked	216	74%	276	68%
	<b>Total</b>	<b>290</b>	<b>100%</b>	<b>406</b>	<b>100%</b>
Classroom learning: Improving course content, assignments, and/or exams	Checked	95	33%	119	29%
	Not checked	195	67%	287	71%
	<b>Total</b>	<b>290</b>	<b>100%</b>	<b>406</b>	<b>100%</b>
Classroom learning: Improving course offerings in your major	Checked	101	35%	198	49%
	Not checked	189	65%	208	51%
	<b>Total</b>	<b>290</b>	<b>100%</b>	<b>406</b>	<b>100%</b>
Classroom learning: Improving course offerings outside your major	Checked	52	18%	86	21%
	Not checked	238	82%	320	79%
	<b>Total</b>	<b>290</b>	<b>100%</b>	<b>406</b>	<b>100%</b>
Classroom learning: Reducing class sizes	Checked	101	35%	80	20%
	Not checked	189	65%	326	80%
	<b>Total</b>	<b>290</b>	<b>100%</b>	<b>406</b>	<b>100%</b>
Classroom learning: Improving the quality of the classrooms and/or labs	Checked	61	21%	122	30%
	Not checked	229	79%	284	70%
	<b>Total</b>	<b>290</b>	<b>100%</b>	<b>406</b>	<b>100%</b>

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		Freshmen		Seniors	
		Count	Percent	Count	Percent
Classroom learning: Improving access to information technology (computers and other equipment)	Checked	47	16%	79	19%
	Not checked	243	84%	327	81%
	<b>Total</b>	<b>290</b>	<b>100%</b>	<b>406</b>	<b>100%</b>
Classroom learning: Other (Please specify):	Checked	22	8%	60	15%
	Not checked	268	92%	346	85%
	<b>Total</b>	<b>290</b>	<b>100%</b>	<b>406</b>	<b>100%</b>

*CSU-4. From the list below, please select one or two items you believe your university most needs to address to improve your learning experience outside the classroom.*

		Freshmen		Seniors	
		Count	Percent	Count	Percent
Outside classroom: Increasing availability of professors outside of class	Checked	101	37%	119	31%
	Not checked	173	63%	269	69%
	<b>Total</b>	<b>274</b>	<b>100%</b>	<b>388</b>	<b>100%</b>
Outside classroom: Improving academic support services (study skills, library skills, writing/math skills, academic advising, career advising, etc.)	Checked	89	32%	118	30%
	Not checked	185	68%	270	70%
	<b>Total</b>	<b>274</b>	<b>100%</b>	<b>388</b>	<b>100%</b>
Outside classroom: Improving personal support services (counseling, disability services)	Checked	40	15%	58	15%
	Not checked	234	85%	330	85%
	<b>Total</b>	<b>274</b>	<b>100%</b>	<b>388</b>	<b>100%</b>
Outside classroom: Providing students with more opportunities to undertake research with faculty	Checked	48	18%	120	31%
	Not checked	226	82%	268	69%
	<b>Total</b>	<b>274</b>	<b>100%</b>	<b>388</b>	<b>100%</b>
Outside classroom: Improving library services (collection, circulation, staff, Internet/computer availability)	Checked	37	14%	62	16%
	Not checked	237	86%	326	84%
	<b>Total</b>	<b>274</b>	<b>100%</b>	<b>388</b>	<b>100%</b>
Outside classroom: Improving study spaces	Checked	110	40%	137	35%
	Not checked	164	60%	251	65%
	<b>Total</b>	<b>274</b>	<b>100%</b>	<b>388</b>	<b>100%</b>
Outside classroom: Increasing opportunities for international experiences (exchanges, study abroad)	Checked	42	15%	62	16%
	Not checked	232	85%	326	84%
	<b>Total</b>	<b>274</b>	<b>100%</b>	<b>388</b>	<b>100%</b>
Outside classroom: Other (Please specify):	Checked	9	3%	43	11%
	Not checked	265	97%	345	89%
	<b>Total</b>	<b>274</b>	<b>100%</b>	<b>388</b>	<b>100%</b>

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*CSU-5. About how many hours do you spend in a typical week on your university's campus, outside of time spend in class? (For resident students, report typical time spent on campus excluding time spend in residence and class.)*

		Freshmen		Seniors	
		Count	Percent	Count	Percent
About how many hours do you spend in a typical week on your university's campus, outside of time spent in class?	5 hours or less	102	33%	251	58%
	6-10 hours	65	21%	82	19%
	11-20 hours	57	19%	57	13%
	21-30 hours	23	7%	24	6%
	More than 30 hours	60	20%	18	4%
<b>Total</b>		<b>307</b>	<b>100%</b>	<b>432</b>	<b>100%</b>

*CSU-6. What has been the primary source of your academic advising during the current academic year? (Choose only one.)*

What has been the primary source of your academic advising during the current academic year? (Choose only one.)	My officially assigned advisor in an academic department	145	48%	269	63%
	An advisor in the Academic Advisement Center	32	11%	12	3%
	An instructor or staff member not assigned as my advisor	49	16%	63	15%
	Friends or family	50	17%	25	6%
	Institution publications and/or Institution web site	9	3%	15	4%
	Other (Please specify)	17	6%	44	10%
<b>Total</b>		<b>302</b>	<b>100%</b>	<b>428</b>	<b>100%</b>

*CSU-7. During the current school year, how many times have you seen a university advisor to receive academic advisement?*

		Freshmen		Seniors	
		Count	Percent	Count	Percent
During the current school year, how many times have you seen a university advisor to receive academic advisement?	None	23	8%	59	14%
	One time	144	47%	134	31%
	Two times	103	34%	133	31%
	Three times	20	7%	38	9%
	More than three times	16	5%	66	15%
<b>Total</b>		<b>306</b>	<b>100%</b>	<b>430</b>	<b>100%</b>

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*CSU-8. During this academic year, my primary advisor has been available when I need to see him/her.*

		Freshmen		Seniors	
		Count	Percent	Count	Percent
During this academic year, my primary advisor has been available when I need to see him/her.	Strongly disagree	19	6%	24	6%
	Disagree	35	12%	53	12%
	Agree	151	51%	193	45%
	Strongly agree	55	18%	138	32%
	I don't meet with an advisor	38	13%	20	5%
<b>Total</b>		<b>298</b>	<b>100%</b>	<b>428</b>	<b>100%</b>

*CSU-9. During this year, what has been the best means for receiving academic advisement?*

		Freshmen		Seniors	
		Count	Percent	Count	Percent
During this year, what has been the best means for receiving academic advisement?	Meeting with my advisor during his/her assigned posted office hours	121	40%	186	43%
	Scheduling an appointment with my advisor outside of posted office hours	73	24%	99	23%
	Communicating through email	50	17%	102	24%
	Not applicable	56	19%	41	10%
<b>Total</b>		<b>300</b>	<b>100%</b>	<b>428</b>	<b>100%</b>

*CSU-10. During this academic year, the information I've received from my primary advisor has been accurate.*

		Freshmen		Seniors	
		Count	Percent	Count	Percent
During this academic year, the information I've received from my primary academic advisor has been accurate.	Strongly disagree	8	3%	20	5%
	Disagree	31	10%	42	10%
	Agree	164	54%	202	47%
	Strongly agree	66	22%	136	32%
	I don't meet with an advisor	32	11%	26	6%
<b>Total</b>		<b>301</b>	<b>100%</b>	<b>426</b>	<b>100%</b>

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CSU-11. Select the one response that most nearly describes what you plan to do in the Fall 2009 semester.

		Freshmen		Seniors	
		Count	Percent	Count	Percent
Select the one response that most nearly describes what you plan to do in the Fall 2009 semester:	Have completed my bachelor's degree	5	2%	269	64%
	Return to the university I am currently attending	271	90%	140	33%
	Transfer to another university within the CSU System	5	2%	0	0%
	Transfer to a university or 4-year college outside the CSU System	13	4%	4	1%
	Transfer to a 2-year community college	2	1%	1	0%
	Take time off from college for health reasons	0	0%	0	0%
	Take time off from college for other reasons	4	1%	9	2%
	<b>Total</b>	<b>300</b>	<b>100%</b>	<b>423</b>	<b>100%</b>

CSU-12. What do you plan to do after completing your bachelor's degree? (Select as many as apply.)

		Freshmen		Seniors	
		Count	Percent	Count	Percent
Plans after graduation: Attend graduate/professional school full-time	Checked	128	43%	152	36%
	Not checked	171	57%	274	64%
<b>Total</b>		<b>299</b>	<b>100%</b>	<b>426</b>	<b>100%</b>
Plans after graduation: Attend graduate/professional school part-time	Checked	70	23%	130	31%
	Not checked	229	77%	296	69%
<b>Total</b>		<b>299</b>	<b>100%</b>	<b>426</b>	<b>100%</b>
Plans after graduation: Pursue a career related to my major area of study	Checked	178	60%	257	60%
	Not checked	121	40%	169	40%
<b>Total</b>		<b>299</b>	<b>100%</b>	<b>426</b>	<b>100%</b>
Plans after graduation: Pursue a new career	Checked	11	4%	64	15%
	Not checked	288	96%	362	85%
<b>Total</b>		<b>299</b>	<b>100%</b>	<b>426</b>	<b>100%</b>
Plans after graduation: Remain with my current employer, but in a different job	Checked	1	0%	19	4%
	Not checked	298	100%	407	96%
<b>Total</b>		<b>299</b>	<b>100%</b>	<b>426</b>	<b>100%</b>
Plans after graduation: Remain in my current job	Checked	9	3%	42	10%
	Not checked	290	97%	384	90%
<b>Total</b>		<b>299</b>	<b>100%</b>	<b>426</b>	<b>100%</b>

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		Freshmen		Seniors	
		Count	Percent	Count	Percent
Plans after graduation: Don't know	Checked	28	9%	28	7%
	Not checked	271	91%	398	93%
	<b>Total</b>	<b>299</b>	<b>100%</b>	<b>426</b>	<b>100%</b>
Plans after graduation: Other (Please specify):	Checked	3	1%	21	5%
	Not checked	296	99%	405	95%
	<b>Total</b>	<b>299</b>	<b>100%</b>	<b>426</b>	<b>100%</b>

*CSU-13. Select the one response that most nearly describes what you plan to do after completing your bachelor's degree.*

		Freshmen		Seniors	
		Count	Percent	Count	Percent
Select the one response that most nearly describes what you plan to do after completing your bachelor's degree:	Remain in Connecticut	147	49%	259	61%
	Relocate to another state	61	20%	79	19%
	Don't know	94	31%	89	21%
	<b>Total</b>	<b>302</b>	<b>100%</b>	<b>427</b>	<b>100%</b>

*CSU-14. Courses in my major are offered in such a way that I can take them in the recommended sequence.*

		Freshmen		Seniors	
		Count	Percent	Count	Percent
Courses in my major are offered in such a way that I can take them in the recommended sequence.	Strongly disagree	11	4%	27	6%
	Disagree	59	20%	79	19%
	Agree	179	61%	244	57%
	Strongly agree	46	16%	75	18%
	<b>Total</b>	<b>295</b>	<b>100%</b>	<b>425</b>	<b>100%</b>

*CSU-15. Courses in my major are offered in such a way that I can complete my degree in a timely manner.*

		Freshmen		Seniors	
		Count	Percent	Count	Percent
Courses in my major are offered in such a way that I can complete my degree in a timely manner.	Strongly disagree	28	9%	49	12%
	Disagree	95	32%	114	27%
	Agree	138	47%	198	47%
	Strongly agree	35	12%	62	15%
	<b>Total</b>	<b>296</b>	<b>100%</b>	<b>423</b>	<b>100%</b>

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*CSU-16. General education courses at this university are offered in such a way that I can complete my degree in a timely manner.*

		Freshmen		Seniors	
		Count	Percent	Count	Percent
General education courses at this university are offered in such a way that I can complete my degree in a timely manner.	Strongly disagree	39	13%	55	13%
	Disagree	95	32%	123	29%
	Agree	132	45%	188	44%
	Strongly agree	28	10%	59	14%
	<b>Total</b>	<b>294</b>	<b>100%</b>	<b>425</b>	<b>100%</b>

*CSU-17. As a result of my first-year program courses, I learned academic strategies to help me succeed in college.*

		Freshmen		Seniors	
		Count	Percent	Count	Percent
As a result of my first-year program courses, I learned academic strategies to help me succeed in college.	Strongly disagree	21	7%	18	4%
	Disagree	50	17%	50	12%
	Agree	173	59%	127	30%
	Strongly agree	42	14%	29	7%
	I have not taken any first-year program courses	9	3%	194	46%
	<b>Total</b>	<b>295</b>	<b>100%</b>	<b>418</b>	<b>100%</b>

*CSU-18. My participation in first-year program courses helped me to become better adjusted to college life.*

		Freshmen		Seniors	
		Count	Percent	Count	Percent
My participation in first-year program courses helped me to become better adjusted to college life.	Strongly disagree	29	10%	19	5%
	Disagree	54	18%	50	12%
	Agree	151	51%	121	29%
	Strongly agree	51	17%	26	6%
	I have not taken any first-year program courses	9	3%	203	48%
	<b>Total</b>	<b>294</b>	<b>100%</b>	<b>419</b>	<b>100%</b>

*CSU-19. Approximately how much total credit card debt do you currently have?*

		Freshmen		Seniors	
		Count	Percent	Count	Percent
Approximately how much total credit card debt do you currently have? (Choose one.)	\$0	64	22%	92	22%
	\$1-\$1,000	33	11%	77	19%
	\$1,001-\$3,000	10	3%	53	13%
	\$3,001-\$5,000	3	1%	38	9%
	\$5001-\$10,000	5	2%	44	11%
	More than \$10,000	3	1%	48	12%
	I do not have any credit cards	179	60%	62	15%
	<b>Total</b>	<b>297</b>	<b>100%</b>	<b>414</b>	<b>100%</b>

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CSU-20. What is the primary source you use to pay for your educational expenses (tuition, fees, room and board)? (Choose one.)

		Freshmen		Seniors	
		Count	Percent	Count	Percent
What is the primary source you use to pay for your educational expenses (tuition, fees, room and board)? (Choose one.)	My own resources (savings from work, work-study income, etc.)	26	9%	63	15%
	Family resources (parents, relatives, spouse/significant other, etc.)	118	40%	102	25%
	Aid which need not be repaid (grants, scholarships, military funding, etc.)	32	11%	48	12%
	Aid which must be repaid (loans, etc.)	113	38%	186	45%
	Other (Please specify):	5	2%	16	4%
<b>Total</b>		<b>294</b>	<b>100%</b>	<b>415</b>	<b>100%</b>