



NSSE 2010 Comprehensive Report

November 2010



Office of Assessment and Planning

2010 NSSE RESULTS

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 2010, for the third 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 2010 was 37%. This response rate was higher than the response rate of the Connecticut State University System (32%), higher than SCSU's Carnegie peers (31%), and higher than the national average (32%). The following page presents the characteristics of the SCSU respondents in comparison to those of our peers.

Characteristics of the Respondents

To discern whether this year's respondents differed academically from the respondents of previous years (2005-2009), respondents' SAT scores and cumulative GPAs were compared. In terms of SAT and GPA, this year's freshmen had higher scores compared to freshmen from previous years (2005-2009). This year, the only academic difference found between the freshmen NSSE respondents and the non-NSSE respondents was an advantage to the NSSE respondents in terms of their cumulative GPA (first-year students: 2.90 vs. 2.56, $p < .001$). For seniors, too, the NSSE respondents had an advantage over the non-NSSE respondents in terms of their cumulative GPA (seniors: 3.28 vs. 2.42, $p < .001$).

The students who completed the 2010 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.

| | Southern | | Conn State System | | Carnegie Class | | NSSE 2010 | |
|--|----------|-------|-------------------|-------|----------------|---------|-----------|---------|
| | FY | SR | FY | SR | FY | SR | FY | SR |
| Response Rate^a | | | | | | | | |
| Overall | 37% | | 32% | | 31% | | 32% | |
| By class | 40% | 35% | 30% | 33% | 28% | 33% | 30% | 33% |
| NSSE sample size ^b | 1,216 | 1,675 | 3,290 | 3,019 | 150,632 | 163,475 | 558,420 | 583,639 |
| Sampling Error^c | | | | | | | | |
| Overall | 2.4% | | 1.8% | | 0.3% | | 0.1% | |
| By class | 3.4% | 3.3% | 2.6% | 2.5% | 0.4% | 0.3% | 0.2% | 0.2% |
| Number of respondents ^b | 488 | 582 | 1,000 | 1,005 | 42,330 | 54,303 | 165,458 | 194,939 |
| Total population | 1,216 | 1,675 | 3,412 | 3,062 | 156,465 | 170,458 | 587,102 | 614,531 |
| Student Characteristics^d | | | | | | | | |
| <i>Mode of Completion</i> | | | | | | | | |
| Paper | 0% | 0% | 2% | 2% | 1% | 1% | 1% | 1% |
| Web | 100% | 100% | 98% | 98% | 99% | 99% | 99% | 99% |
| <i>Enrollment Status^e</i> | | | | | | | | |
| Full-time | 100% | 86% | 96% | 79% | 95% | 81% | 95% | 83% |
| Less than full-time | 0% | 14% | 5% | 21% | 5% | 19% | 5% | 17% |
| <i>Gender^e</i> | | | | | | | | |
| Female | 75% | 73% | 62% | 61% | 67% | 67% | 64% | 64% |
| Male | 25% | 27% | 38% | 39% | 33% | 33% | 36% | 36% |
| <i>Race/Ethnicity</i> | | | | | | | | |
| Am. Indian/Native American | 0% | 1% | 1% | 0% | 1% | 1% | 1% | 1% |
| Asian/Asian Am./Pacific Isl. | 3% | 4% | 2% | 5% | 5% | 5% | 7% | 5% |
| Black/African American | 8% | 11% | 6% | 6% | 9% | 8% | 9% | 8% |
| White (non-Hispanic) | 75% | 65% | 76% | 72% | 64% | 64% | 66% | 68% |
| Mexican/Mexican American | 0% | 1% | 1% | 0% | 5% | 6% | 3% | 3% |
| Puerto Rican | 3% | 3% | 2% | 3% | 2% | 2% | 1% | 1% |
| Other Hispanic or Latino | 2% | 3% | 3% | 3% | 4% | 4% | 3% | 3% |
| Multiracial | 3% | 1% | 2% | 2% | 3% | 3% | 3% | 3% |
| Other | 2% | 2% | 1% | 2% | 1% | 2% | 1% | 1% |
| I prefer not to respond | 5% | 9% | 5% | 7% | 5% | 7% | 5% | 6% |
| <i>International Student</i> | | | | | | | | |
| | 3% | 7% | 3% | 7% | 5% | 4% | 6% | 5% |
| <i>Place of Residence</i> | | | | | | | | |
| On-campus ^f | 63% | 14% | 65% | 17% | 58% | 11% | 67% | 16% |
| <i>Transfer Status</i> | | | | | | | | |
| Transfer students | 4% | 56% | 8% | 57% | 10% | 52% | 9% | 43% |
| <i>Age</i> | | | | | | | | |
| Non-traditional (24 or older) | 1% | 43% | 3% | 44% | 8% | 43% | 7% | 36% |
| Traditional (less than 24) | 99% | 57% | 97% | 56% | 92% | 57% | 93% | 64% |

^a 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.

^b 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.

^c 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 the sampling error is +/-5%, then the true population value is most likely between 55% and 65%.

^d Percent of total respondents within each category. These results are *not* weighted.

^e Institution-reported data. This information was used to weight your Mean Comparisons, Frequency Distributions, and Benchmark Comparisons reports.

^f 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.¹ Results are compared with CSUS institutions, Carnegie peers and all *NSSE* schools. Results are also compared over time (2005-2010) at the end of this section. Asterisks indicate instances in which SCSU students scored higher than the comparison group, and the differences were statistically significant, that is, not due to chance.

First-Year Students -- 2010

| <i>NSSE</i> Benchmark | SCSU mean | CSUS mean | Carnegie mean | National mean |
|-----------------------------------|-----------|-----------|---------------|---------------|
| Level of Academic Challenge | 55.3 | ***52.5 | ***53.3 | *54.1 |
| Active and Collaborative Learning | 42.1 | 41.8 | 43.3 | *43.7 |
| Student-Faculty Interaction | 35.3 | 34.6 | 35.5 | 35.2 |
| Enriching Educational Experiences | 28.0 | ***25.2 | *26.6 | 27.9 |
| Supportive Campus Environment | 61.7 | 60.3 | 62.3 | 62.5 |

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

Seniors -- 2010

| <i>NSSE</i> Benchmark | SCSU mean | CSUS mean | Carnegie mean | National mean |
|-----------------------------------|-----------|-----------|---------------|---------------|
| Level of Academic Challenge | 57.6 | 57.2 | 56.9 | 57.6 |
| Active and Collaborative Learning | 50.6 | 51.1 | 51.8 | 51.4 |
| Student-Faculty Interaction | 42.1 | 42.6 | 41.8 | 42.4 |
| Enriching Educational Experiences | 37.9 | 38.7 | 38.2 | ***40.5 |
| Supportive Campus Environment | 55.5 | *57.8 | ***59.4 | ***59.6 |

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

Selected Responses to 2010 *NSSE* Benchmark Survey Items

Academic Challenge

Key: FY= First-Year student, SR=Senior student

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

84% of FY students feel that this institution places substantial emphasis on academics.

Do faculty hold students to high standards?

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

¹ Scores are standardized to a scale of 1-100 to facilitate comparisons.

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: 77%
- Analyzing basic elements of an idea or theory: 82%
- Synthesizing and organizing ideas: 72%
- Making judgments about value of information: 74%
- Applying theories or concepts: 80%

How much writing is expected?

10% of FY students write more than 10 papers between 5 and 19 pages and 13% have written a paper more than 20 pages in length.

How much reading is expected during the school year?

36% 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?

41% 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?

54% of FY students frequently discuss readings or ideas from coursework outside of class.

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

57% of FY students frequently work with other students on projects in class, 39% work with peers on assignments outside of class.

How often do students make class presentations?

31% of FY students report that they make frequent presentations in class.

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

9% of FY students frequently participate in service-learning or community-based projects during a given year. 61% never took part in such activities. 17% of SR students frequently participate in service-learning or community-base projects during a given year. 54% 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, 49% 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?

14% of seniors frequently assist their fellow students by tutoring or teaching.

Student-Faculty Interaction

Are faculty members accessible and supportive?

44% of FY students say their faculties are available, helpful and sympathetic.

How many students work on research projects with faculty?

By their senior year, 15% of students have done research with a faculty member.

Do students receive prompt feedback on academic performance?

63% 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?

81% of seniors at least occasionally discuss career plans with faculty. 19% never talk with faculty members about career plans.

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

43% 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?

56% 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?

55% of FY students frequently have serious conversations with those of a different race.

How many students study in other countries?

By their senior year, 4% of students have studied abroad.

Do students participate in activities that enhance their spirituality?

13% of FY students frequently engage in spiritually enhancing activities such as worship, meditation, or prayer.

What percentage of students participates in community service?

By the time they are seniors, 50% of students have participated in community service or volunteer work.

Supportive Campus Environment

How well do students get along with other students?

58% 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; 69% 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?

9% of FY students spend more than 15 hours a week participating in co-curricular activities. 45% spend no time participating in co-curricular activities.

How well do students get along with administrators and staff?

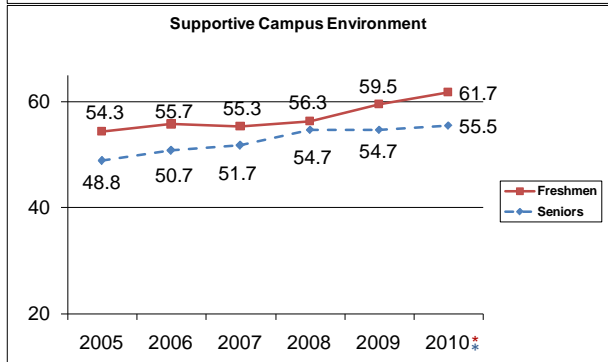
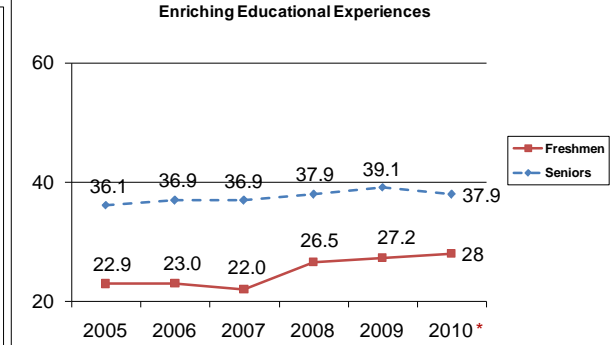
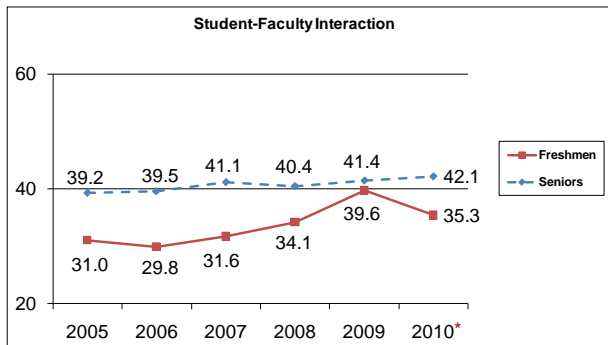
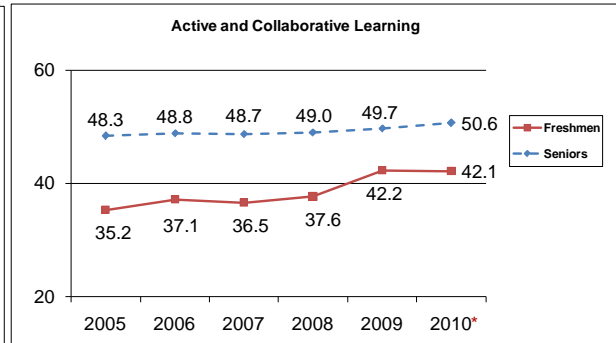
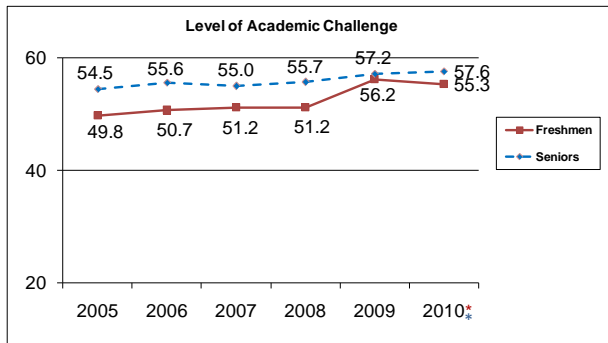
27% of FY students find the administrative personnel and offices helpful, considerate, and flexible.

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

75% of FY students feel that this institution has a substantial commitment to their academic success. 54% feel well-supported by the institution regarding their social needs.

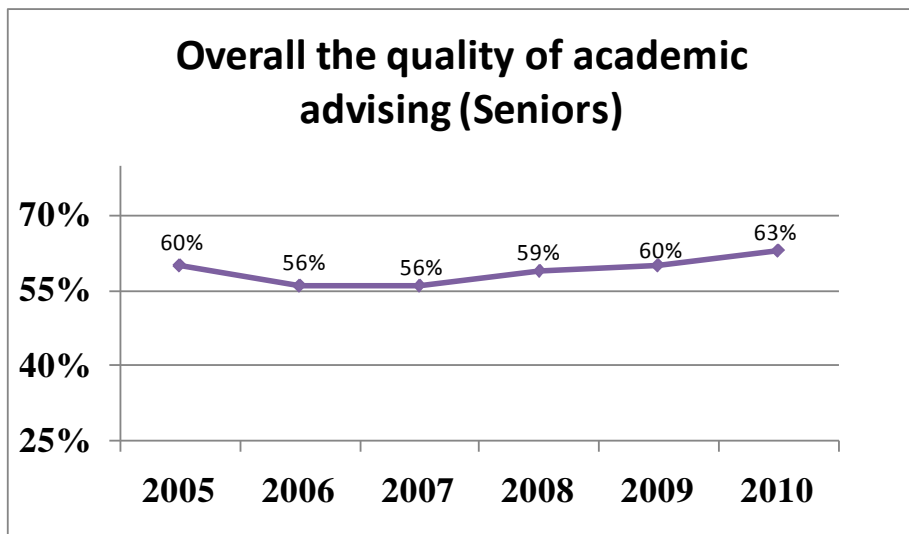
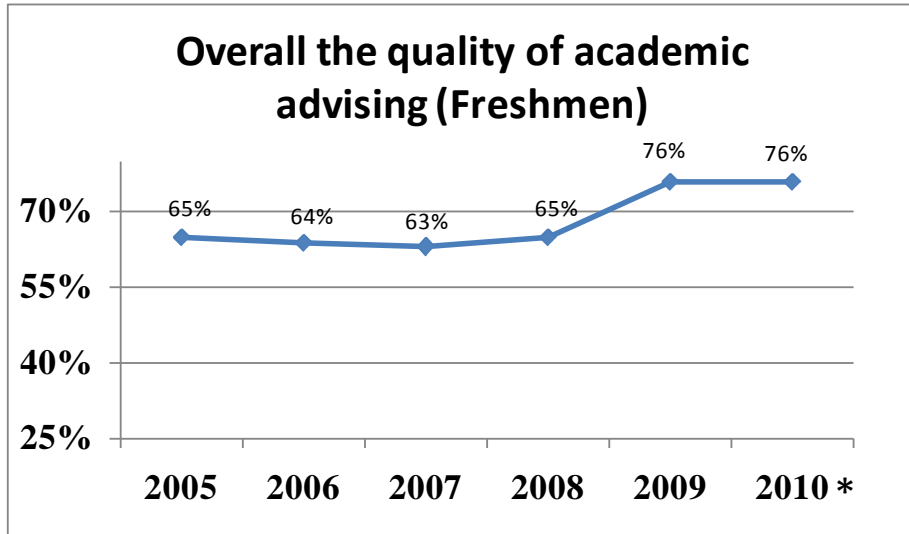
SCSU Benchmark Trends – 2005-2010

The charts in this section graphically display the comparisons between the scores of first-year and senior students for each of the five NSSE benchmarks over time. In all instances, except for one, the scores remained stable from last year. The only exception is the benchmark that measures the nature and quality of Student-Faculty Interaction. An asterisk (*) next to the current year on the bottom of the chart indicates there was a statistically significant (“nonchance”) difference between the scores of the first-year students and seniors from the baseline year (2005).



Advisement

The quality of academic advisement provided to first year students and seniors has been tracked since 2005. The nature of academic advisement for first year students was changed with the implementation of the FYE program in 2007. The charts below display the percent of freshmen and seniors that rated the quality of their academic advising as either “Good” or “Excellent” and how it has changed over time. These data indicate a considerable increase in the freshmen satisfaction with academic advising since that time.²

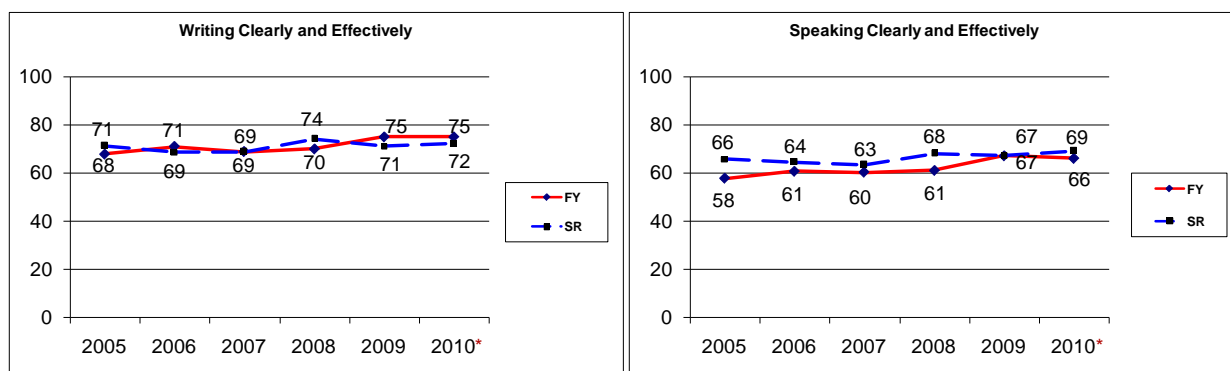


² An asterisk (*) next to a year on the bottom of the chart indicates there was a statistically significant (“nonchance”) difference between the scores of the freshmen and seniors from the baseline year.

GENERAL EDUCATION

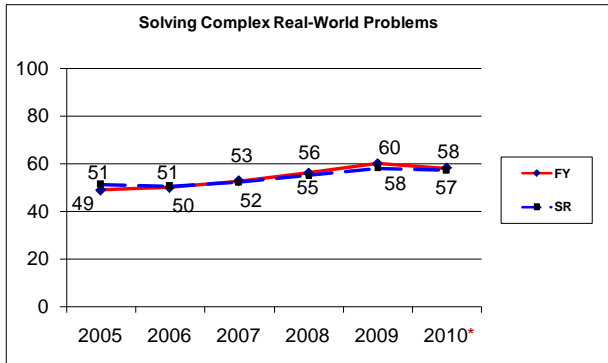
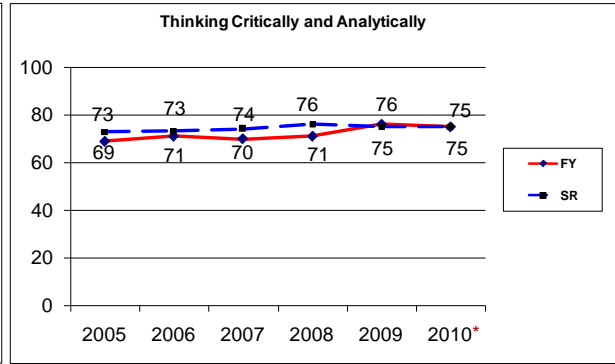
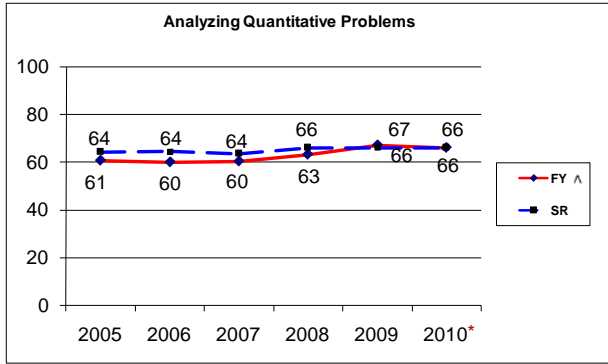
In spring 2009, SCSU's faculty approved a new Liberal Education Program (LEP) to be implemented beginning in 2011. As SCSU gears up to implement the new program, a trend analysis was conducted of relevant indicators that will serve as baseline data (that is, in years to come *NSSE* data will be compared with the data from today's pre-implementation stage). This trend analysis currently covers six years (2005-2010). Several examples are provided in this section³.

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 6 years, the scores of the first-year students have risen since 2005, and the improvements are not due to chance. However, the scores of the seniors have remained essentially unchanged. Thus, one indicator of the impact of the new liberal education program will be seniors' improvement in writing and speaking clearly and effectively.

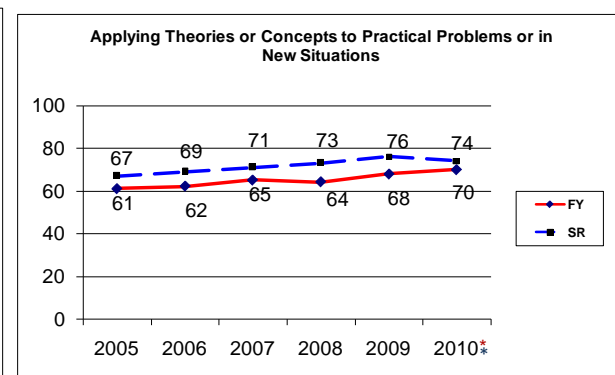
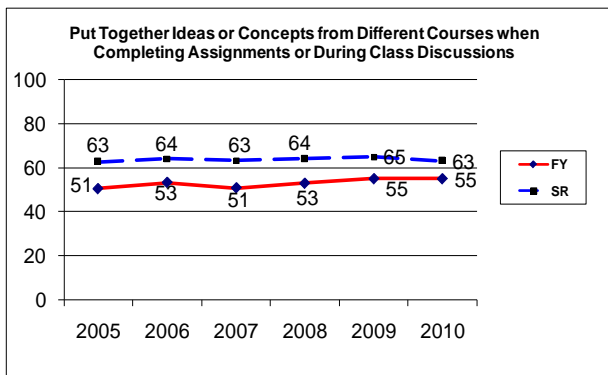


NSSE also asked students to indicate the extent to which SCSU contributed to their knowledge and skills to think critically and analytically, analyze quantitative problems, and solve complex real-world problems. While the scores of the first-year students significantly improved over the last six years in thinking critically and analyzing quantitative problems, the scores of the seniors have remained stable. A noteworthy finding is that the first-year students had significantly higher scores in 2010 than in 2005 on SCSU's impact on their knowledge and skills to solve complex real-world problems.

³ For ease of use and uniformity in scales, mean scores were converted to a 1-100 point scale. An asterisk (*) next to the current year on the bottom of the chart indicates there was a statistically significant ("nonchance") difference between the scores of the freshmen and seniors from the baseline (2005).



The new LEP underscores the importance of students' forming connections among knowledge learned in the different tiers. Over the last 6 years, the scores of the first-year students and 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 noteworthy finding is that both the first-year students and seniors experienced growth in how often they applied theories or concepts to practical problems or in new situations.



The following items from the 2010 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.⁴



| | | Southern | | Conn State System | | Carnegie Class | | NSSE 2010 | | | | | |
|---|---|-------------------|------------------|--------------------------|-------------------|------------------|--------------------------|-------------------|------------------|--------------------------|------|-----|-------|
| | | Mean ^a | Sig ^b | Effect Size ^c | Mean ^a | Sig ^b | Effect Size ^c | Mean ^a | Sig ^b | Effect Size ^c | | | |
| <i>Southern compared with:</i> | | | | | | | | | | | | | |
| <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> | | | | | | | | | | | | | |
| Educational and Personal Growth | | | | | | | | | | | | | |
| a. | Acquiring a broad general education | FY | 3.17 | | 3.10 | | .09 | 3.18 | | -0.01 | 3.19 | | -0.02 |
| | | SR | 3.17 | | 3.18 | | -.02 | 3.25 | * | -.11 | 3.27 | ** | -.13 |
| b. | Acquiring job or work-related knowledge and skills | FY | 2.79 | | 2.77 | | .03 | 2.83 | | -0.04 | 2.84 | | -0.06 |
| | | SR | 3.00 | | 3.04 | | -.04 | 3.10 | * | -.11 | 3.08 | * | -.09 |
| c. | Writing clearly and effectively | FY | 3.25 | | 3.03 | *** | .27 | 3.08 | *** | .20 | 3.04 | *** | .24 |
| | | SR | 3.17 | | 3.07 | * | .12 | 3.13 | | .04 | 3.13 | | .04 |
| d. | Speaking clearly and effectively | FY | 2.98 | | 2.82 | *** | .18 | 2.94 | | .05 | 2.89 | * | .10 |
| | | SR | 3.06 | | 2.96 | * | .11 | 3.05 | | .01 | 3.02 | | .04 |
| e. | Thinking critically and analytically | FY | 3.27 | | 3.12 | *** | .19 | 3.22 | | .06 | 3.25 | | .03 |
| | | SR | 3.24 | | 3.26 | | -.03 | 3.35 | ** | -.14 | 3.38 | *** | -.19 |
| f. | Analyzing quantitative problems | FY | 3.00 | | 2.92 | | .10 | 2.96 | | .04 | 2.99 | | .01 |
| | | SR | 2.97 | | 3.02 | | -.05 | 3.09 | ** | -.13 | 3.11 | *** | -.16 |
| g. | Using computing and information technology | FY | 3.06 | | 3.00 | | .08 | 3.07 | | .00 | 3.05 | | .01 |
| | | SR | 3.13 | | 3.19 | | -.07 | 3.22 | * | -.10 | 3.22 | * | -.10 |
| h. | Working effectively with others | FY | 3.12 | | 2.93 | *** | .22 | 3.04 | * | .10 | 3.03 | * | .10 |
| | | SR | 3.12 | | 3.12 | | .00 | 3.19 | | -.08 | 3.19 | * | -.09 |
| i. | Voting in local, state, or national elections | FY | 1.79 | | 2.00 | *** | -.22 | 1.99 | *** | -.19 | 1.94 | *** | -.15 |
| | | SR | 2.04 | | 2.07 | | -.03 | 2.14 | * | -.10 | 2.12 | | -.08 |
| j. | Learning effectively on your own | FY | 2.97 | | 2.86 | * | .13 | 2.94 | | .03 | 2.95 | | .02 |
| | | SR | 2.99 | | 3.00 | | -.01 | 3.04 | | -.06 | 3.07 | * | -.09 |
| k. | Understanding yourself | FY | 2.85 | | 2.75 | | .11 | 2.83 | | .02 | 2.84 | | .01 |
| | | SR | 2.77 | | 2.82 | | -.05 | 2.84 | | -.07 | 2.86 | * | -.09 |
| l. | Understanding people of other racial and ethnic backgrounds | FY | 2.82 | | 2.63 | *** | .21 | 2.71 | * | .11 | 2.69 | ** | .13 |
| | | SR | 2.69 | | 2.66 | | .03 | 2.70 | | -.01 | 2.69 | | .00 |
| m. | Solving complex real-world problems | FY | 2.76 | | 2.69 | | .08 | 2.71 | | .06 | 2.72 | | .04 |
| | | SR | 2.71 | | 2.80 | | -.10 | 2.79 | | -.09 | 2.83 | ** | -.13 |
| n. | Developing a personal code of values and ethics | FY | 2.70 | | 2.67 | | .04 | 2.72 | | -.02 | 2.73 | | -.03 |
| | | SR | 2.66 | | 2.69 | | -.02 | 2.75 | | -.08 | 2.77 | * | -.10 |
| o. | Contributing to the welfare of your community | FY | 2.42 | | 2.34 | | .08 | 2.46 | | -.04 | 2.50 | | -.08 |
| | | SR | 2.38 | | 2.42 | | -.03 | 2.51 | ** | -.12 | 2.52 | ** | -.14 |
| p. | Developing a deepened sense of spirituality | FY | 2.02 | | 1.95 | | .07 | 2.16 | ** | -.13 | 2.19 | *** | -.15 |
| | | SR | 1.88 | | 1.85 | | .02 | 1.98 | * | -.10 | 2.00 | * | -.11 |

⁴ 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 2005-2010 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."

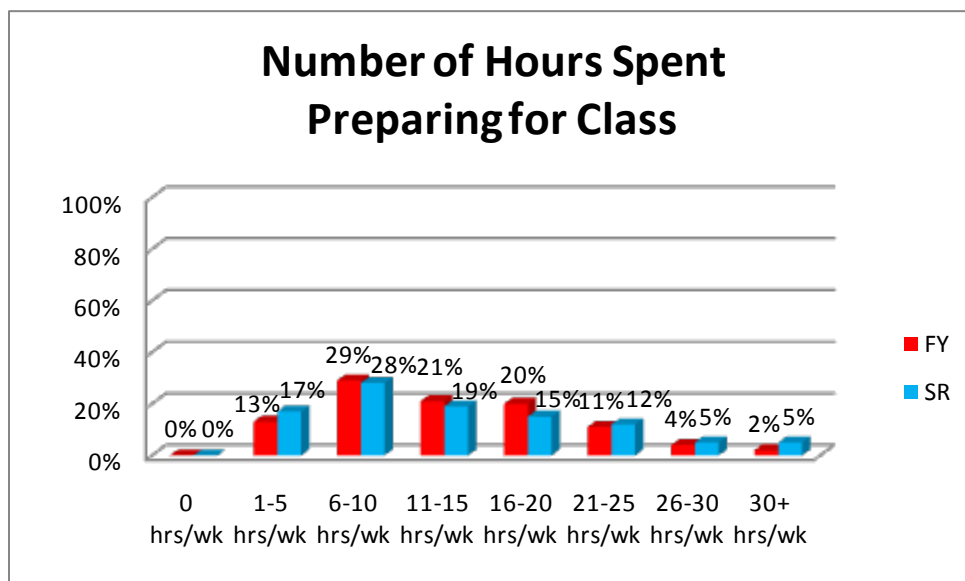
| Learning Outcome Area | | % Senior Rating SCSU Impact as Substantial | | | | | |
|-----------------------|---|--|-----------------|-----------------|-----------------|-----------------|-----------------|
| | | 2005 (N=369) | 2006 (N=618) | 2007 (N=446) | 2008 (N=497) | 2009 (N=513) | 2010 (N=532) |
| 1 | Thinking critically and analytically | 81% | 79% | 83% | 85% | 84% | 83% |
| 2 | Acquiring a broad general education | 84% | 80% | 81% | 84% | 83% | 81% |
| 3 | Writing clearly and effectively | 82% | 76% | 75% | 83% | 81% | 82% |
| 4 | Using computing and information technology | 76% | 74% | 75% | 78% | 77% | 78% |
| 6 | Speaking clearly and effectively | 73% | 69% | 69% | 75% | 74% | 76% |
| 5 | Working effectively with others | 73% | 70% | 73% | 74% | 77% | 72% |
| 7 | Acquiring job or work related knowledge and skills | 70% | 66% | 67% | 72% | 72% | 72% |
| 8 | Learning effectively on your own | 67% | 62% | 67% | 71% | 72% | 74% |
| 9 | Analyzing quantitative problems | 69% | 69% | 67% | 69% | 72% | 71% |
| 10 | Understanding yourself | 58% | 56% | 60% | 64% | 63% | 62% |
| 11 | Understanding people of other racial and ethnic backgrounds | 53% | 51% | 57% | 55% | 61% | 58% |
| 12 | Solving complex real-world problems | 52% | 51% | 52% | 54% | 60% | 58% |
| 13 | Developing a personal code of values and ethics | 52% | 49% | 53% | 54% | 57% | 57% |
| 14 | Contributing to the welfare of your community | 33% | 37% | 38% | 39% | 47% | 45% |
| 15 | Voting in local, state, or national elections | 33% | 26% | 29% | 28% | 40% | 29% |
| 16 | Developing a deepened sense of spirituality | 20% | 23% | 22% | 25% | 28% | 26% |

Salient differences include an increase in the percentage of students agreeing that SCSU impacted their ability to learn effectively on their own (from 67% in 2005 to 74% in 2010), solving complex real-world programs (from 52% to 58%), and contributing to the welfare of the community (from 33% to 45%).

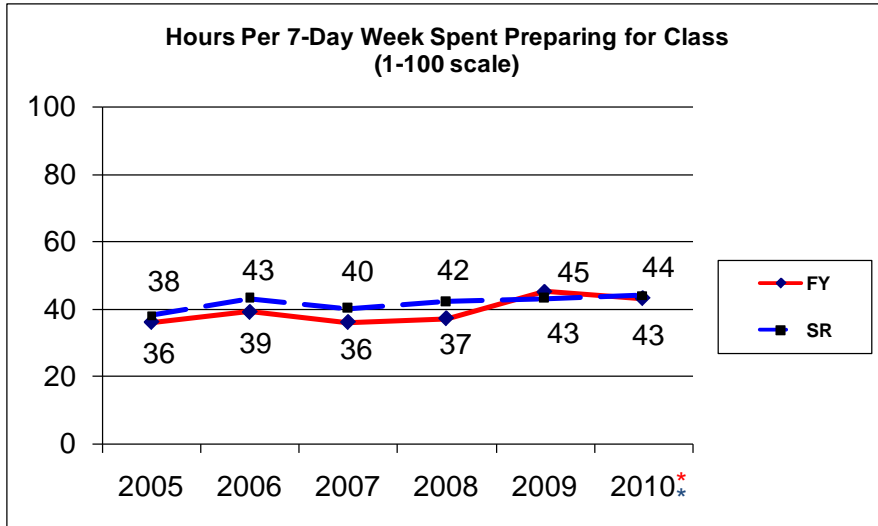
HOW DO STUDENTS USE THEIR TIME?

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 17% of the first-year respondents and 22% of the seniors reported spending more than 20 hours per week preparing for class. The majority of students reported studying less than 16 hours per week.



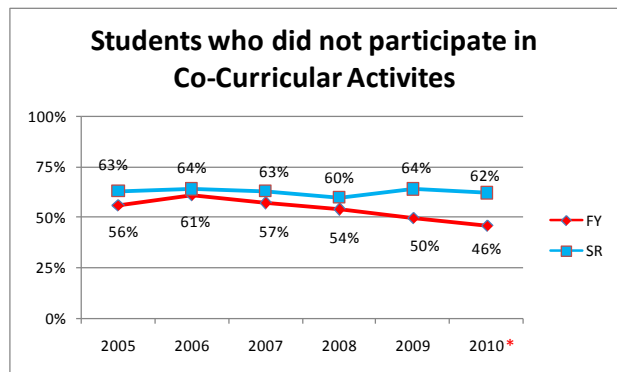
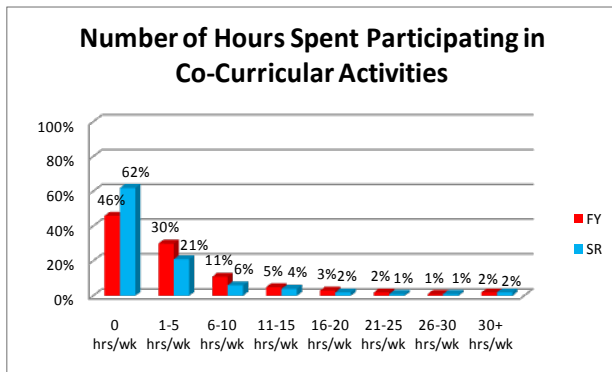
In order to see how students are preparing for class as a group, the students' responses were normalized (1-100 scale). An analysis was conducted to see whether there were differences over the years for both freshmen and seniors. It was found that the 2010 freshmen and seniors had nonchance higher scores than the students in the 2005 baseline. When comparing this year's scores to last year's scores, the scores were more similar than different.



For ease of use and uniformity in scales, mean scores were converted to a 1-100 point scale. An asterisk (*) next to the current year on the bottom of the chart indicates there was a statistically significant (“nonchance”) difference between the scores of the first-year students and seniors from the baseline (2005).

Participation in Co-Curricular Activities

The following chart graphically displays the number of hours per week that students reported participating in co-curricular activities. Sixty-two percent (62%) of the seniors indicated that they did not participate in co-curricular activities as well as 46% of the first-year students. The latter reflects a positive trend: a decrease in the non-participation rate for first-year students. From the baseline in 2005, this percent has decreased, and the difference was not due to chance ($p = .004$).



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, with the exception of one, 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. An asterisk (*) in the “Participating mean score” column indicates that the score was significantly higher than the “Non-Participating mean score,” and the differences were not due to chance.

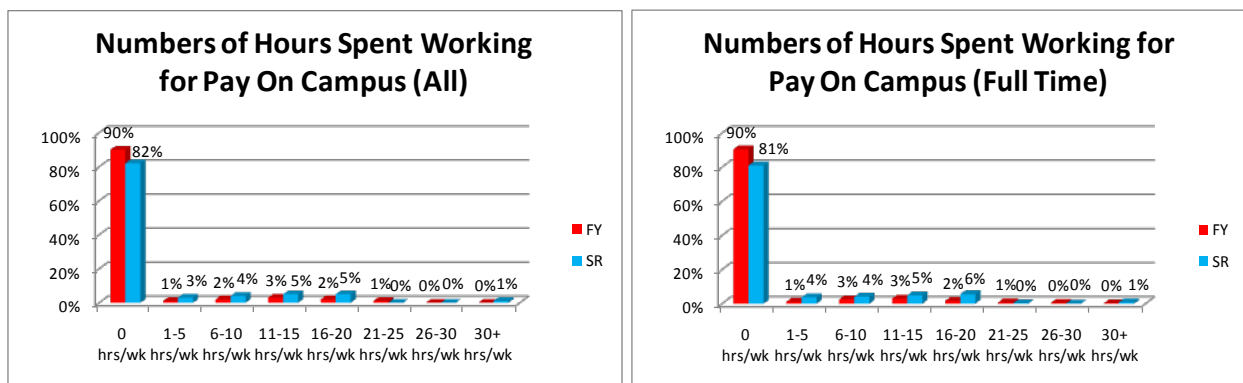
| First-Year Students | Participating Mean Score | Non-Participating Mean Score |
|-----------------------------------|--------------------------|------------------------------|
| Academic Challenge | 56 | 55 |
| Active and Collaborative Learning | *43 | 40 |
| Student-Faculty Interaction | *45 | 37 |
| Supportive Campus Environment | *63 | 60 |
| Enriching Educational Experiences | *30 | 25 |

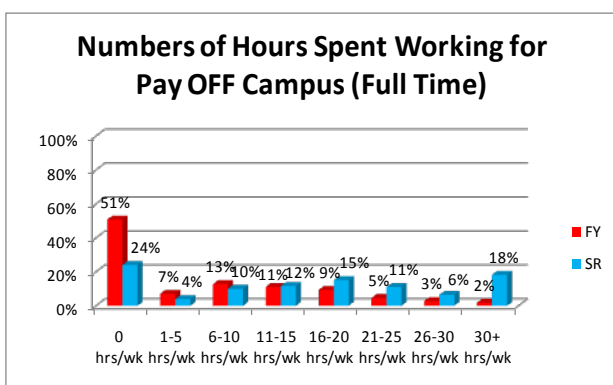
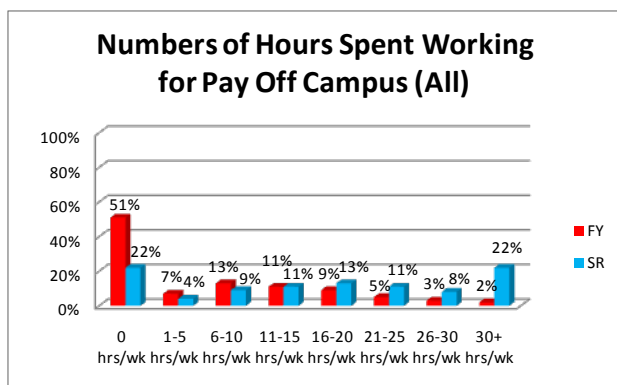
| Seniors | Participating Mean Score | Non-Participating Mean Score |
|-----------------------------------|--------------------------|------------------------------|
| Academic Challenge | *59 | 56 |
| Active and Collaborative Learning | *55 | 49 |
| Student-Faculty Interaction | *56 | 43 |
| Supportive Campus Environment | *60 | 52 |
| Enriching Educational Experiences | *47 | 33 |

Working for Pay

In general, students tend to work off campus at a higher rate than work on campus: Fourteen percent (14 %) of all the respondents indicated that they worked on campus while sixty-five percent (65%) of the students reported working off campus. Fifty-one percent (51%) of the first-year students and twenty-two (22%) 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 includes only the full-time students.





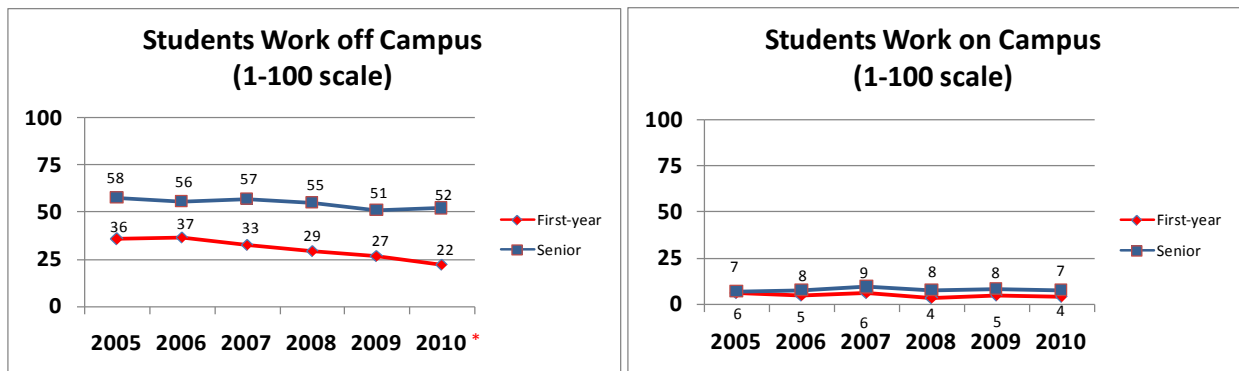
In general, the more a student worked off campus, the lower his/her GPA. The A students tended to work the least off campus, and the D students tended to work the most. An analysis was conducted to see if students differed in terms of GPA in relation to the number of hours. For the seniors, there were no significant differences. However, for the first-year students, a nonchance difference was found between the A and the D students [mean number of hours worked off campus: A = 3.7 vs. D = 2.1, $p = .000$].

An additional analysis was conducted comparing the responses of the 82% 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 differences were 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, and examined the strengths and weaknesses of their views on a topic or issue. They also 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, and 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 difference 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.

An additional analysis was conducted to discern whether there were changes over time. For the first-year students, working off campus has decreased significantly since the *NSSE* baseline year of 2005. For the seniors, no significant change over time was noted. For students working on campus, the hours-per-week remained stable over time.



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?

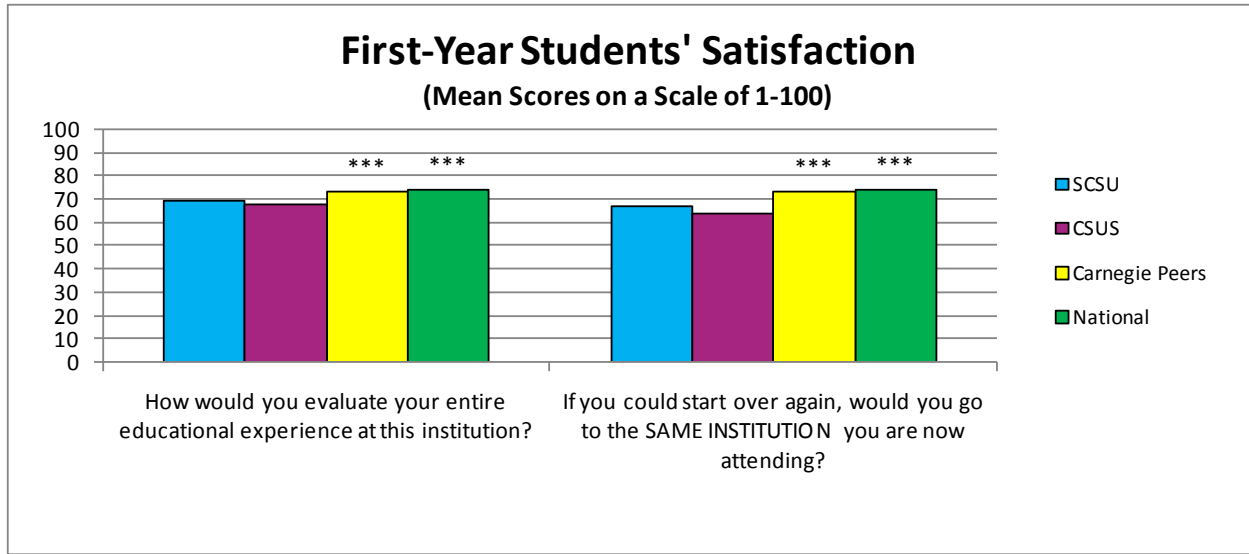
The responses of SCSU's first-year students and seniors to these questions are shown below, in comparison to the rest of the Connecticut State University System (CSUS), SCSU's Carnegie peers, and the overall national respondent group. The charts below represent mean scores.⁵ The mean scores were standardized to a 1 - 100 point scale for illustration purposes.

⁵ Asterisks on the following charts indicate groups whose scores differed significantly from the scores of SCSU's respective group. The notation is as follows:

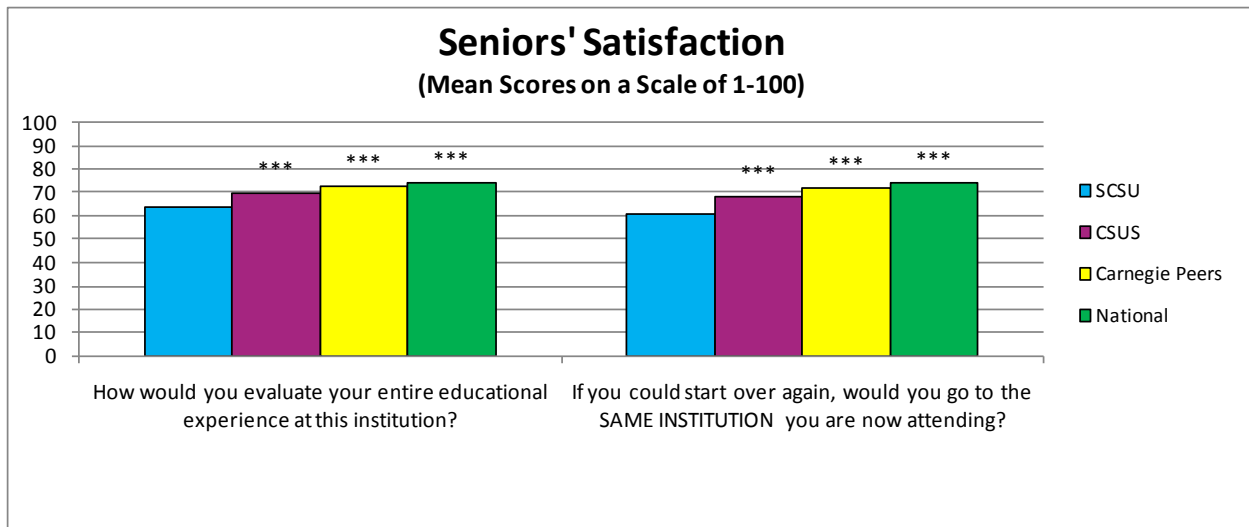
* = $p \leq 0.05$

** = $p \leq 0.01$

*** = $p \leq 0.001$

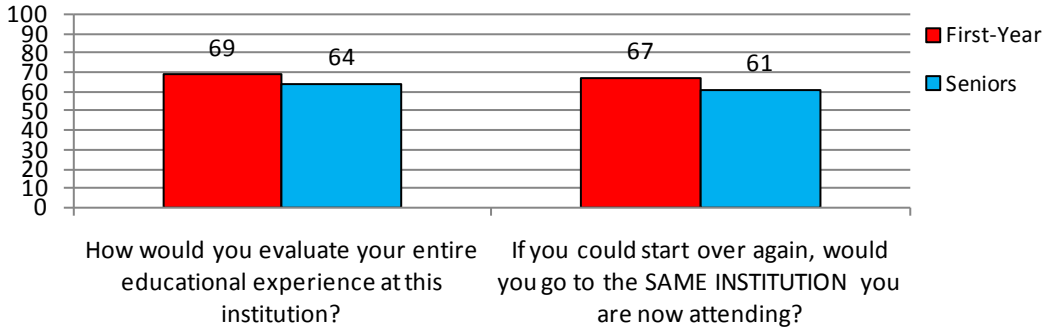


NSSE 2010 Student Satisfaction Items, First-Year Students. Responses for First-Year students ($n = 488$), in comparison with CSUS, our Carnegie Peers, and the 2010 National respondent group.



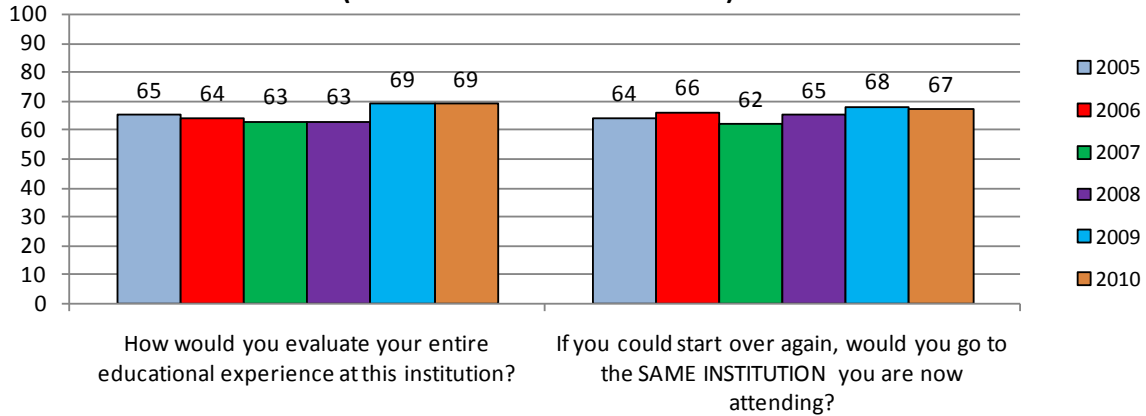
NSSE 2010 Student Satisfaction Items, Seniors. Responses for seniors ($n = 582$), in comparison with CSUS, our Carnegie Peers, and the 2010 National respondent group.

2010 Comparison of First-Year and Senior Students' Satisfaction (Mean Scores on Scale of 1-100)

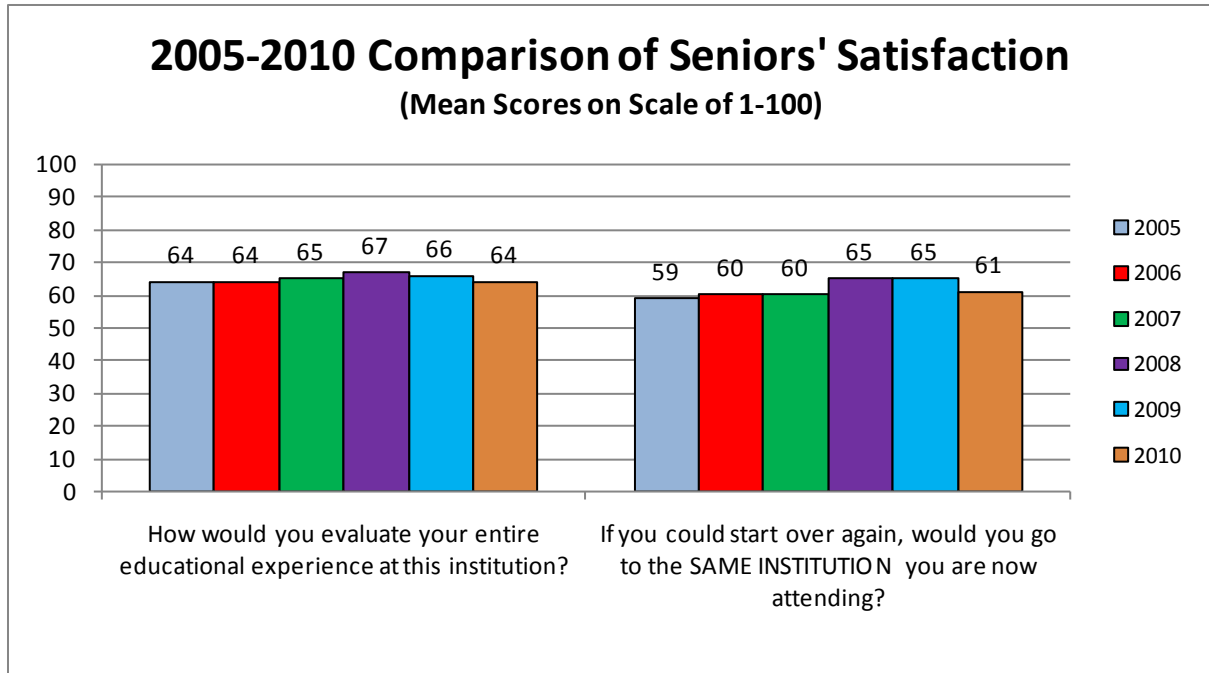


NSSE 2010 Student Satisfaction Items, SCSU First-Year Students and Seniors. Comparison of SCSU First-Year students (n = 488) and Seniors (n = 582).

2005-2010 Comparison of First-Year Students' Satisfaction (Mean Scores on Scale of 1-100)



NSSE 2005-2010 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), 2010 (n = 488).



NSSE 2005-2010 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 ($n = 513$), 2010 ($n = 582$).

In general, SCSU seniors tended to evaluate their entire educational experience in a positive light with 77% rating their overall experience as “excellent” or “good.” Twenty-three percent of the students, however, rated their entire educational experience as “poor” or “fair.”

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

| | Count | Percent |
|----------------|-------|---------|
| Poor | 24 | 4.5 |
| Fair | 97 | 18.4 |
| Good | 292 | 55.3 |
| Excellent | 115 | 21.8 |
| Total | 528 | 100.0 |
| Missing System | 54 | |
| Total | 582 | |

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. 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 20 on a 1-100 scale, and high-satisfaction seniors rated

the quality of their relationships with administrative personnel and offices as 78 on a 1-100 scale (a score of 100 = “helpful, considerate, flexible” $p < .001$).

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 10-13), they had lower scores than the high-satisfaction seniors on all the items in this section, and the differences were not due to chance.

Most Frequent Student Comments

An open-ended box for “Additional Comments” elicited responses which were categorized into themes, ranging from academic to practical.

The majority of students were satisfied with their education and their experience at Southern. A number of comments mentioned receiving valuable support from specific professors or staff. Selected comments are cited to illustrate the main themes.

Satisfaction with academics:

- The Exercise Science staff and department are great!
- The women's studies program is phenomenal! It has been the reason I have been so motivated to do well in school. . . It is an amazing program and the professors are professional, attentive, and supportive.
- The professors at this university are, for the most part, quite fantastic.
- I had a great experience at Southern CT State University. The teachers are knowledgeable and easy to access. The classes were interesting and challenging.

Positive experiences in the Southern community:

- So far my experience at Southern has been great. As an older student I've gotten some great one-on-one time with my advisors and my instructors.
- The quality of the Veteran's Services at SCSU [is] fantastic. [The Veteran's Services director] is a great resource for all veterans, and probably the best part of my experience here at SCSU. EVERY school in the CSU system needs to employ an individual like him for the veterans.
- Southern Connecticut State University has allowed me to achieve my ultimate goal of graduating college and applying my knowledge in Social Work to the outside communities that need the most help, especially in a time when we need it most. Thank You.
- Southern offers many great activities and clubs!

Many students had suggestions to help Southern improve, or cited problems they had during their time here. Students most often mentioned issues with advisement—receiving misinformation from advisors or not being able to meet with them at all. Students also complained about general education requirements, dealing with administrative staff, course scheduling, being unprepared for life post-college, and a lack of adequate parking.

Problems with advisement/advisors:

- My assigned advisor didn't answer me after repeated e-mails and phone calls, which certainly left me feeling disenchanting with the whole advisement thing.
- The advisement process has been very difficult. As a transfer student, I had a very difficult time getting the information that I needed. Three years later, I am still having hard time getting good information from advisors.
- I would like to say that during my time here at SCSU I feel like my educational experience has well prepared me for the career that I have chosen. Although I am extremely disappointed that during the beginning years I was not advised correctly. . . It took me an extra year to graduate due to the lack of communication between myself and the advisors.

General Education Requirements:

My main concern with the university is that Southern has this reputation for being the 5-year state school. The university puts too many requirements on the students. . . You can't possibly complete an undergraduate degree in 4 years. Many people believe it's a ploy to retain students so the state can grant the university more money or [Southern's] need to uphold a reputation of one of the largest state schools.

Scheduling issues:

- Please work on improving the course schedule and on-line course offerings to accommodate returning [working adult] students.
- Expand offerings for people who are continuing their education . . . especially in the general education classes. Classes seem to be weighted more for the daytime and are only offered after hours sporadically. This lengthens the time to graduate for people with schedules that are already busy.

- Major course offerings tend to be during daytime hours. If a broader spectrum of classes [was] offered at night, the university would get more students.

Unpreparedness for life post-Southern:

- The university should offer classes on debt management and student loan education--how to manage debt, how to manage expenses, which companies to seek loans from and how much [money] to take out. We are all in debt from college tuition and very few of us have job offers.
- Unfortunately, many employers and graduate schools have a negative view of the quality of education Southern offers and do not regard the degree very highly, regardless of GPA, transcript record, etc. I don't feel that I am getting the education I am paying and have paid for, nor have I been able to gain employment that has granted me a return on my educational investment. I have loved the faculty and students, but Southern's administration and curriculum NEED to be revamped.
- You did not help me at all for the real world.

Many students left Southern with an emphatic positive feeling:

- I truly enjoy attending Southern because I feel at home all of the time and the friendly environment just makes you feel awesome about being an owl!
- Thank you for a great 4 years of learning!
- Go Owls!

NSSE CONSORTIUM

In 2010, SCSU participated in the Connecticut State University System (CSUS) Consortium for the third year. By participating in the consortium, students were asked to respond to additional questions that dealt with academic progress, out-of-classroom experiences, advising, and future plans.

Comparison with other CSUS Campuses

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. The following tables present only those instances in which a non-chance difference was observed. For example, SCSU's first-year students tended to have noticeably higher scores than other CSUS first-year students in many of the categories regarding the impact of co-curricular activities in their development, including intellectual growth, leadership skills, social responsibility, appreciation of diversity, and educational goals.

In the following tables, one asterisk (*) represents a nonchance difference between SCSU and CSUS students at the conventional threshold of statistical significance ($p \leq .05$), two asterisks (**) indicate an increase in the confidence level that a real difference has been found ($p \leq .01$), and three asterisks (***) indicate that there is the greatest amount of confidence that a real difference has been found ($p \leq .001$).

| To what extent has your participation in co-curricular activities at this institution contributed to your development in the following areas? | | Southern | CSUS |
|---|----|----------|------|
| Intellectual growth | FY | **2.76 | 2.57 |
| | SR | 2.71 | 2.78 |
| Leadership skills | FY | *2.73 | 2.58 |
| | SR | 2.82 | 2.88 |
| Social responsibility | FY | *2.95 | 2.81 |
| | SR | 2.87 | 2.84 |
| Appreciation of diversity | FY | **2.87 | 2.68 |
| | SR | 2.70 | 2.69 |
| Educational goals | FY | **2.97 | 2.78 |
| | SR | 2.89 | 2.91 |

Two subsequent items explored the availability of courses: SCSU students had significantly lower scores than students at other CSUS institutions on the items regarding timely availability of both general education courses and courses in the major; the exception to this was the senior response to courses within the major, which was comparable to other CSUS institutions.

| Item | | Southern | CSUS |
|---|----|----------|---------|
| Courses in my major are offered in such a way that I can complete my degree in a timely manner. | FY | 2.71 | ***2.91 |
| | SR | 2.63 | 2.62 |
| General education courses at this university are offered in such in a way that I can complete my degree in a timely manner. | FY | 2.67 | ***2.94 |
| | SR | 2.64 | ***2.84 |

An additional analysis was conducted that compared the scores on these items over the last three years. For the SCSU students, the scores were more similar than different (i.e., a nonchance difference over time was not found).

Responses to all the Items on NSSE 2010

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

| | | Institution reported: Class level | | | |
|--|--------------|-----------------------------------|-------------|------------|-------------|
| | | First-Year | | Senior | |
| | | Count | Column N % | Count | Column N % |
| Asked questions in class or contributed to class discussions | Never | 9 | 2% | 8 | 1% |
| | Sometimes | 164 | 34% | 114 | 20% |
| | Often | 185 | 39% | 199 | 35% |
| | Very often | 118 | 25% | 245 | 43% |
| | Total | 476 | 100% | 566 | 100% |
| Made a class presentation | Never | 49 | 10% | 19 | 3% |
| | Sometimes | 282 | 59% | 160 | 28% |
| | Often | 114 | 24% | 241 | 42% |
| | Very often | 32 | 7% | 148 | 26% |
| | Total | 477 | 100% | 568 | 100% |
| Worked on a paper or project that required integrating ideas or information from various sources | Never | 2 | 0% | 10 | 2% |
| | Sometimes | 79 | 16% | 66 | 12% |
| | Often | 224 | 47% | 199 | 35% |
| | Very often | 175 | 36% | 293 | 52% |
| | Total | 480 | 100% | 568 | 100% |
| Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments | Never | 18 | 4% | 29 | 5% |
| | Sometimes | 133 | 28% | 139 | 25% |
| | Often | 208 | 44% | 216 | 38% |
| | Very often | 119 | 25% | 182 | 32% |
| | Total | 478 | 100% | 566 | 100% |
| Come to class without completing readings or assignments | Never | 174 | 36% | 145 | 25% |
| | Sometimes | 259 | 54% | 337 | 59% |
| | Often | 36 | 8% | 62 | 11% |
| | Very often | 10 | 2% | 26 | 5% |
| | Total | 479 | 100% | 570 | 100% |
| Worked with other students on projects DURING CLASS | Never | 33 | 7% | 28 | 5% |
| | Sometimes | 176 | 37% | 203 | 36% |
| | Often | 205 | 43% | 225 | 40% |
| | Very often | 64 | 13% | 112 | 20% |
| | Total | 478 | 100% | 568 | 100% |
| Worked with classmates OUTSIDE OF CLASS to prepare class assignments | Never | 65 | 14% | 46 | 8% |
| | Sometimes | 232 | 48% | 223 | 39% |
| | Often | 149 | 31% | 201 | 35% |
| | Very often | 34 | 7% | 101 | 18% |
| | Total | 480 | 100% | 571 | 100% |
| Put together ideas or concepts from different courses when completing assignments or during class discussions | Never | 25 | 5% | 24 | 4% |
| | Sometimes | 186 | 39% | 152 | 27% |
| | Often | 197 | 42% | 244 | 43% |
| | Very often | 65 | 14% | 144 | 26% |
| | Total | 473 | 100% | 564 | 100% |

| | | Institution reported: Class level | | | |
|--|--------------|-----------------------------------|-------------|------------|-------------|
| | | First-Year | | Senior | |
| | | Count | Column N % | Count | Column N % |
| Tutored or taught other students (paid or voluntary) | Never | 304 | 64% | 323 | 57% |
| | Sometimes | 126 | 27% | 169 | 30% |
| | Often | 29 | 6% | 45 | 8% |
| | Very often | 14 | 3% | 31 | 5% |
| | Total | 473 | 100% | 568 | 100% |
| Participated in a community-based project (e.g., service learning) as part of a regular course | Never | 287 | 61% | 307 | 54% |
| | Sometimes | 143 | 30% | 161 | 28% |
| | Often | 30 | 6% | 68 | 12% |
| | Very often | 11 | 2% | 29 | 5% |
| | Total | 471 | 100% | 565 | 100% |
| Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment | Never | 60 | 13% | 68 | 12% |
| | Sometimes | 159 | 34% | 156 | 28% |
| | Often | 148 | 31% | 168 | 30% |
| | Very often | 107 | 23% | 173 | 31% |
| | Total | 474 | 100% | 565 | 100% |
| Used e-mail to communicate with an instructor | Never | 0 | 0% | 3 | 1% |
| | Sometimes | 71 | 15% | 56 | 10% |
| | Often | 173 | 37% | 157 | 28% |
| | Very often | 229 | 48% | 346 | 62% |
| | Total | 473 | 100% | 562 | 100% |
| Discussed grades or assignments with an instructor | Never | 21 | 4% | 27 | 5% |
| | Sometimes | 191 | 40% | 156 | 27% |
| | Often | 157 | 33% | 206 | 36% |
| | Very often | 104 | 22% | 179 | 32% |
| | Total | 473 | 100% | 568 | 100% |
| Talked about career plans with a faculty member or advisor | Never | 92 | 19% | 105 | 19% |
| | Sometimes | 227 | 48% | 219 | 39% |
| | Often | 112 | 24% | 132 | 23% |
| | Very often | 41 | 9% | 111 | 20% |
| | Total | 472 | 100% | 567 | 100% |
| Discussed ideas from your readings or classes with faculty members outside of class | Never | 189 | 40% | 165 | 29% |
| | Sometimes | 183 | 39% | 224 | 40% |
| | Often | 80 | 17% | 115 | 20% |
| | Very often | 23 | 5% | 63 | 11% |
| | Total | 475 | 100% | 567 | 100% |
| Received prompt written or oral feedback from faculty on your academic performance | Never | 23 | 5% | 26 | 5% |
| | Sometimes | 150 | 32% | 156 | 28% |
| | Often | 210 | 45% | 253 | 45% |
| | Very often | 84 | 18% | 123 | 22% |
| | Total | 467 | 100% | 558 | 100% |
| Worked harder than you thought you could to meet an instructor's standards or expectations | Never | 17 | 4% | 29 | 5% |
| | Sometimes | 131 | 28% | 160 | 29% |
| | Often | 225 | 48% | 224 | 40% |
| | Very often | 95 | 20% | 146 | 26% |
| | Total | 468 | 100% | 559 | 100% |

| | | Institution reported: Class level | | | |
|---|--------------|-----------------------------------|-------------|------------|-------------|
| | | First-Year | | Senior | |
| | | Count | Column N % | Count | Column N % |
| Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.) | Never | 264 | 57% | 276 | 50% |
| | Sometimes | 130 | 28% | 164 | 30% |
| | Often | 50 | 11% | 73 | 13% |
| | Very often | 21 | 5% | 40 | 7% |
| | Total | 465 | 100% | 553 | 100% |
| Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) | Never | 23 | 5% | 31 | 6% |
| | Sometimes | 190 | 41% | 153 | 27% |
| | Often | 163 | 35% | 214 | 38% |
| | Very often | 92 | 20% | 159 | 29% |
| | Total | 468 | 100% | 557 | 100% |
| Had serious conversations with students of a different race or ethnicity than your own | Never | 59 | 13% | 60 | 11% |
| | Sometimes | 160 | 34% | 166 | 30% |
| | Often | 128 | 27% | 170 | 31% |
| | Very often | 122 | 26% | 160 | 29% |
| | Total | 469 | 100% | 556 | 100% |
| Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values | Never | 52 | 11% | 74 | 13% |
| | Sometimes | 161 | 34% | 173 | 31% |
| | Often | 134 | 29% | 168 | 30% |
| | Very often | 120 | 26% | 143 | 26% |
| | Total | 467 | 100% | 558 | 100% |

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

| | | Institution reported: Class level | | | |
|---|--------------|-----------------------------------|-------------|------------|-------------|
| | | First-Year | | Senior | |
| | | Count | Column N % | Count | Column N % |
| 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% | 52 | 9% |
| | Some | 89 | 19% | 134 | 24% |
| | Quite a bit | 213 | 46% | 210 | 38% |
| | Very much | 153 | 33% | 159 | 29% |
| | Total | 467 | 100% | 555 | 100% |
| 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 | 12 | 3% | 11 | 2% |
| | Some | 72 | 15% | 82 | 15% |
| | Quite a bit | 212 | 46% | 225 | 40% |
| | Very much | 169 | 36% | 240 | 43% |
| | Total | 465 | 100% | 558 | 100% |
| Coursework emphasized: SYNTHESIZING and organizing ideas, information, or experiences into new, more complex interpretations and relationships | Very little | 10 | 2% | 15 | 3% |
| | Some | 119 | 26% | 107 | 19% |
| | Quite a bit | 200 | 43% | 246 | 44% |
| | Very much | 133 | 29% | 191 | 34% |
| | Total | 462 | 100% | 559 | 100% |

| | | Institution reported: Class level | | | |
|--|--------------|-----------------------------------|-------------|------------|-------------|
| | | First-Year | | Senior | |
| | | Count | Column N % | Count | Column N % |
| 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 | 12 | 3% | 31 | 6% |
| | Some | 111 | 24% | 110 | 20% |
| | Quite a bit | 211 | 46% | 215 | 39% |
| | Very much | 129 | 28% | 202 | 36% |
| | Total | 463 | 100% | 558 | 100% |
| Coursework emphasized: APPLYING theories or concepts to practical problems or in new situations | Very little | 12 | 3% | 20 | 4% |
| | Some | 82 | 18% | 86 | 15% |
| | Quite a bit | 214 | 46% | 196 | 35% |
| | Very much | 156 | 34% | 256 | 46% |
| | Total | 464 | 100% | 558 | 100% |

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

| | | Institution reported: Class level | | | |
|---|--------------|-----------------------------------|-------------|------------|-------------|
| | | First-Year | | Senior | |
| | | Count | Column N % | Count | Column N % |
| Number of assigned textbooks, books, or book-length packs of course readings | None | 1 | 0% | 7 | 1% |
| | 1-4 | 82 | 18% | 133 | 24% |
| | 5-10 | 214 | 46% | 184 | 33% |
| | 11-20 | 114 | 25% | 129 | 23% |
| | More than 20 | 53 | 11% | 109 | 19% |
| | Total | 464 | 100% | 562 | 100% |
| Number of books read on your own (not assigned) for personal enjoyment or academic enrichment | None | 116 | 25% | 126 | 22% |
| | 1-4 | 271 | 58% | 295 | 53% |
| | 5-10 | 54 | 12% | 85 | 15% |
| | 11-20 | 13 | 3% | 27 | 5% |
| | More than 20 | 11 | 2% | 28 | 5% |
| | Total | 465 | 100% | 561 | 100% |
| Number of written papers or reports of 20 PAGES OR MORE | None | 400 | 87% | 270 | 48% |
| | 1-4 | 42 | 9% | 226 | 40% |
| | 5-10 | 9 | 2% | 40 | 7% |
| | 11-20 | 3 | 1% | 14 | 2% |
| | More than 20 | 7 | 2% | 14 | 2% |
| | Total | 461 | 100% | 564 | 100% |
| Number of written papers or reports BETWEEN 5 AND 19 PAGES | None | 34 | 7% | 38 | 7% |
| | 1-4 | 244 | 52% | 223 | 40% |
| | 5-10 | 139 | 30% | 200 | 36% |
| | 11-20 | 39 | 8% | 74 | 13% |
| | More than 20 | 9 | 2% | 28 | 5% |
| | Total | 465 | 100% | 563 | 100% |

| | | Institution reported: Class level | | | |
|---|--------------|-----------------------------------|-------------|------------|-------------|
| | | First-Year | | Senior | |
| | | Count | Column N % | Count | Column N % |
| Number of written papers or reports of FEWER THAN 5 PAGES | None | 11 | 2% | 31 | 6% |
| | 1-4 | 99 | 21% | 187 | 33% |
| | 5-10 | 161 | 34% | 154 | 27% |
| | 11-20 | 113 | 24% | 116 | 21% |
| | More than 20 | 83 | 18% | 73 | 13% |
| Total | | 467 | 100% | 561 | 100% |

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

| | | Institution reported: Class level | | | |
|---|-------------|-----------------------------------|-------------|------------|-------------|
| | | First-Year | | Senior | |
| | | Count | Column N % | Count | Column N % |
| Number of problem sets (problem-based homework assignments) that take you MORE than an hour to complete | None | 51 | 11% | 86 | 15% |
| | 1-2 | 166 | 36% | 155 | 28% |
| | 3-4 | 160 | 34% | 192 | 34% |
| | 5-6 | 59 | 13% | 73 | 13% |
| | More than 6 | 29 | 6% | 51 | 9% |
| Total | | 465 | 100% | 557 | 100% |
| Number of problem sets (problem-based homework assignments) that take you LESS than an hour to complete | None | 39 | 8% | 131 | 23% |
| | 1-2 | 152 | 33% | 212 | 38% |
| | 3-4 | 152 | 33% | 116 | 21% |
| | 5-6 | 66 | 14% | 54 | 10% |
| | More than 6 | 55 | 12% | 45 | 8% |
| Total | | 464 | 100% | 558 | 100% |

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.

| | | Institution reported: Class level | | | |
|---|-------------|-----------------------------------|-------------|------------|-------------|
| | | First-Year | | Senior | |
| | | Count | Column N % | Count | Column N % |
| 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 | 5 | 1% | 4 | 1% |
| | 2 | 2 | 0% | 15 | 3% |
| | 3 | 12 | 3% | 21 | 4% |
| | 4 | 66 | 14% | 75 | 13% |
| | 5 | 188 | 40% | 194 | 35% |
| | 6 | 130 | 28% | 154 | 28% |
| | Very much | 62 | 13% | 97 | 17% |
| Total | | 465 | 100% | 560 | 100% |

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

| | | Institution reported: Class level | | | |
|---|-------------------|-----------------------------------|-------------|------------|-------------|
| | | First-Year | | Senior | |
| | | Count | Column N % | Count | Column N % |
| Practicum, internship, field experience, co-op experience, or clinical assignment | Have not decided | 59 | 13% | 45 | 8% |
| | Do not plan to do | 17 | 4% | 73 | 13% |
| | Plan to do | 361 | 80% | 153 | 28% |
| | Done | 14 | 3% | 279 | 51% |
| | Total | 451 | 100% | 550 | 100% |
| Community service or volunteer work | Have not decided | 57 | 13% | 64 | 12% |
| | Do not plan to do | 31 | 7% | 104 | 19% |
| | Plan to do | 214 | 48% | 97 | 18% |
| | Done | 147 | 33% | 283 | 52% |
| | Total | 449 | 100% | 548 | 100% |
| Participate in a learning community or some other formal program where groups of students take two or more classes together | Have not decided | 101 | 23% | 102 | 19% |
| | Do not plan to do | 56 | 13% | 261 | 48% |
| | Plan to do | 105 | 24% | 60 | 11% |
| | Done | 184 | 41% | 125 | 23% |
| | Total | 446 | 100% | 548 | 100% |
| Work on a research project with a faculty member outside of course or program requirements | Have not decided | 174 | 39% | 129 | 24% |
| | Do not plan to do | 118 | 26% | 260 | 47% |
| | Plan to do | 133 | 30% | 76 | 14% |
| | Done | 23 | 5% | 83 | 15% |
| | Total | 448 | 100% | 548 | 100% |
| Foreign (additional) language coursework | Have not decided | 82 | 18% | 34 | 6% |
| | Do not plan to do | 46 | 10% | 126 | 23% |
| | Plan to do | 265 | 59% | 75 | 14% |
| | Done | 58 | 13% | 313 | 57% |
| | Total | 451 | 100% | 548 | 100% |
| Study abroad | Have not decided | 150 | 33% | 102 | 19% |
| | Do not plan to do | 133 | 30% | 372 | 68% |
| | Plan to do | 162 | 36% | 47 | 9% |
| | Done | 4 | 1% | 26 | 5% |
| | Total | 449 | 100% | 547 | 100% |
| Independent study or self-designed major | Have not decided | 164 | 36% | 97 | 18% |
| | Do not plan to do | 202 | 45% | 316 | 58% |
| | Plan to do | 82 | 18% | 57 | 10% |
| | Done | 2 | 0% | 76 | 14% |
| | Total | 450 | 100% | 546 | 100% |
| Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.) | Have not decided | 218 | 48% | 105 | 19% |
| | Do not plan to do | 46 | 10% | 173 | 32% |
| | Plan to do | 181 | 40% | 147 | 27% |
| | Done | 5 | 1% | 123 | 22% |
| | Total | 450 | 100% | 548 | 100% |

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

| | | Institution reported: Class level | | | |
|--|--|-----------------------------------|-------------|------------|-------------|
| | | First-Year | | Senior | |
| | | Count | Column N % | Count | Column N % |
| Relationships with OTHER STUDENTS | Unfriendly, Unsupportive, Sense of Alienation | 4 | 1% | 7 | 1% |
| | 2 | 10 | 2% | 19 | 3% |
| | 3 | 20 | 4% | 35 | 6% |
| | 4 | 48 | 11% | 62 | 11% |
| | 5 | 107 | 24% | 122 | 22% |
| | 6 | 153 | 34% | 167 | 30% |
| | Friendly, Supportive, Sense of Belonging | 107 | 24% | 138 | 25% |
| | Total | 449 | 100% | 550 | 100% |
| Relationships with FACULTY MEMBERS | Unavailable, Unhelpful, Unsympathetic | 5 | 1% | 7 | 1% |
| | 2 | 8 | 2% | 14 | 3% |
| | 3 | 23 | 5% | 33 | 6% |
| | 4 | 79 | 18% | 95 | 17% |
| | 5 | 142 | 32% | 124 | 23% |
| | 6 | 145 | 32% | 157 | 28% |
| | Available, Helpful, Sympathetic | 48 | 11% | 121 | 22% |
| | Total | 450 | 100% | 551 | 100% |
| Relationships with ADMINISTRATIVE PERSONNEL AND OFFICES | Unhelpful, Inconsiderate, Rigid | 12 | 3% | 52 | 9% |
| | 2 | 21 | 5% | 53 | 10% |
| | 3 | 51 | 11% | 81 | 15% |
| | 4 | 110 | 24% | 126 | 23% |
| | 5 | 138 | 31% | 103 | 19% |
| | 6 | 90 | 20% | 69 | 13% |
| | Helpful, Considerate, Flexible | 29 | 6% | 66 | 12% |
| | Total | 451 | 100% | 550 | 100% |

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

| | | Institution reported: Class level | | | |
|---|--------------------|-----------------------------------|------------|-------------|------------|
| | | First-Year | | Senior | |
| | | Count | Column N % | Count | Column N % |
| 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 | 2 | 0% | 1 | 0% |
| | 1-5 | 56 | 13% | 93 | 17% |
| | 6-10 | 131 | 29% | 151 | 28% |
| | 11-15 | 95 | 21% | 103 | 19% |
| | 16-20 | 88 | 20% | 81 | 15% |
| | 21-25 | 47 | 11% | 64 | 12% |
| | 26-30 | 19 | 4% | 26 | 5% |
| | More than 30 hours | 7 | 2% | 29 | 5% |
| Total | 445 | 100% | 548 | 100% | |

| | | Institution reported: Class level | | | |
|--|--------------------|-----------------------------------|-------------|------------|-------------|
| | | First-Year | | Senior | |
| | | Count | Column N % | Count | Column N % |
| Hours per 7-day week spent: Working for pay on campus | 0 hours per week | 398 | 90% | 449 | 82% |
| | 1-5 | 6 | 1% | 17 | 3% |
| | 6-10 | 11 | 2% | 22 | 4% |
| | 11-15 | 13 | 3% | 25 | 5% |
| | 16-20 | 7 | 2% | 26 | 5% |
| | 21-25 | 3 | 1% | 1 | 0% |
| | 26-30 | 2 | 0% | 0 | 0% |
| | More than 30 hours | 1 | 0% | 7 | 1% |
| | Total | 441 | 100% | 547 | 100% |
| Hours per 7-day week spent: Working for pay off campus | 0 hours per week | 225 | 51% | 123 | 22% |
| | 1-5 | 31 | 7% | 23 | 4% |
| | 6-10 | 56 | 13% | 50 | 9% |
| | 11-15 | 50 | 11% | 59 | 11% |
| | 16-20 | 41 | 9% | 71 | 13% |
| | 21-25 | 20 | 5% | 58 | 11% |
| | 26-30 | 12 | 3% | 43 | 8% |
| | More than 30 hours | 8 | 2% | 122 | 22% |
| | Total | 443 | 100% | 549 | 100% |
| 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 | 204 | 46% | 341 | 62% |
| | 1-5 | 135 | 30% | 117 | 21% |
| | 6-10 | 48 | 11% | 34 | 6% |
| | 11-15 | 21 | 5% | 23 | 4% |
| | 16-20 | 14 | 3% | 10 | 2% |
| | 21-25 | 10 | 2% | 6 | 1% |
| | 26-30 | 4 | 1% | 6 | 1% |
| | More than 30 hours | 8 | 2% | 9 | 2% |
| | Total | 444 | 100% | 546 | 100% |
| Hours per 7-day week spent: Relaxing and socializing (watching TV, partying, etc.) | 0 hours per week | 4 | 1% | 10 | 2% |
| | 1-5 | 98 | 22% | 186 | 34% |
| | 6-10 | 117 | 26% | 171 | 31% |
| | 11-15 | 103 | 23% | 91 | 17% |
| | 16-20 | 65 | 15% | 46 | 8% |
| | 21-25 | 23 | 5% | 30 | 5% |
| | 26-30 | 15 | 3% | 6 | 1% |
| | More than 30 hours | 20 | 4% | 6 | 1% |
| | Total | 445 | 100% | 546 | 100% |
| Hours per 7-day week spent: Providing care for dependents living with you (parents, children, spouse, etc.) | 0 hours per week | 287 | 65% | 260 | 48% |
| | 1-5 | 99 | 22% | 120 | 22% |
| | 6-10 | 33 | 7% | 42 | 8% |
| | 11-15 | 7 | 2% | 26 | 5% |
| | 16-20 | 6 | 1% | 19 | 3% |
| | 21-25 | 5 | 1% | 11 | 2% |
| | 26-30 | 0 | 0% | 3 | 1% |
| | More than 30 hours | 5 | 1% | 63 | 12% |
| | Total | 442 | 100% | 544 | 100% |

| | | Institution reported: Class level | | | |
|---|--------------------|-----------------------------------|-------------|------------|-------------|
| | | First-Year | | Senior | |
| | | Count | Column N % | Count | Column N % |
| Hours per 7-day week spent: Commuting to class (driving, walking, etc.) | 0 hours per week | 70 | 16% | 20 | 4% |
| | 1-5 | 264 | 59% | 299 | 55% |
| | 6-10 | 78 | 18% | 158 | 29% |
| | 11-15 | 20 | 4% | 43 | 8% |
| | 16-20 | 3 | 1% | 16 | 3% |
| | 21-25 | 5 | 1% | 5 | 1% |
| | 26-30 | 2 | 0% | 3 | 1% |
| | More than 30 hours | 3 | 1% | 4 | 1% |
| Total | | 445 | 100% | 548 | 100% |

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

| | | Institution reported: Class level | | | |
|---|--------------|-----------------------------------|-------------|------------|-------------|
| | | First-Year | | Senior | |
| | | Count | Column N % | Count | Column N % |
| Institutional emphasis: Spending significant amounts of time studying and on academic work | Very little | 6 | 1% | 11 | 2% |
| | Some | 60 | 14% | 114 | 21% |
| | Quite a bit | 221 | 51% | 242 | 45% |
| | Very much | 149 | 34% | 175 | 32% |
| | Total | 436 | 100% | 542 | 100% |
| Institutional emphasis: Providing the support you need to help you succeed academically | Very little | 9 | 2% | 45 | 8% |
| | Some | 103 | 24% | 137 | 25% |
| | Quite a bit | 193 | 44% | 238 | 44% |
| | Very much | 129 | 30% | 118 | 22% |
| | Total | 434 | 100% | 538 | 100% |
| Institutional emphasis: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds | Very little | 44 | 10% | 101 | 19% |
| | Some | 112 | 26% | 157 | 29% |
| | Quite a bit | 178 | 41% | 175 | 32% |
| | Very much | 100 | 23% | 106 | 20% |
| | Total | 434 | 100% | 539 | 100% |
| Institutional emphasis: Helping you cope with your non-academic responsibilities (work, family, etc.) | Very little | 95 | 22% | 210 | 39% |
| | Some | 144 | 33% | 160 | 30% |
| | Quite a bit | 145 | 33% | 121 | 22% |
| | Very much | 53 | 12% | 50 | 9% |
| | Total | 437 | 100% | 541 | 100% |
| Institutional emphasis: Providing the support you need to thrive socially | Very little | 55 | 13% | 148 | 28% |
| | Some | 146 | 33% | 200 | 37% |
| | Quite a bit | 166 | 38% | 131 | 24% |
| | Very much | 69 | 16% | 57 | 11% |
| | Total | 436 | 100% | 536 | 100% |
| Institutional emphasis: Attending campus events and activities (special speakers, cultural performances, athletic events, etc.) | Very little | 30 | 7% | 96 | 18% |
| | Some | 117 | 27% | 171 | 32% |
| | Quite a bit | 167 | 38% | 190 | 35% |
| | Very much | 124 | 28% | 81 | 15% |
| | Total | 438 | 100% | 538 | 100% |

| | | Institution reported: Class level | | | |
|--|--------------|-----------------------------------|-------------|------------|-------------|
| | | First-Year | | Senior | |
| | | Count | Column N % | Count | Column N % |
| Institutional emphasis: Using computers in academic work | Very little | 7 | 2% | 11 | 2% |
| | Some | 59 | 14% | 63 | 12% |
| | Quite a bit | 175 | 40% | 192 | 35% |
| | Very much | 194 | 45% | 275 | 51% |
| | Total | 435 | 100% | 541 | 100% |

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

| | | Institution reported: Class level | | | |
|--|--------------|-----------------------------------|-------------|------------|-------------|
| | | First-Year | | Senior | |
| | | Count | Column N % | Count | Column N % |
| Institutional contribution: Acquiring a broad general education | Very little | 9 | 2% | 22 | 4% |
| | Some | 59 | 14% | 77 | 15% |
| | Quite a bit | 209 | 48% | 220 | 42% |
| | Very much | 157 | 36% | 211 | 40% |
| | Total | 434 | 100% | 530 | 100% |
| Institutional contribution: Acquiring job or work- related knowledge and skills | Very little | 35 | 8% | 40 | 8% |
| | Some | 125 | 29% | 109 | 21% |
| | Quite a bit | 170 | 39% | 193 | 36% |
| | Very much | 103 | 24% | 189 | 36% |
| | Total | 433 | 100% | 531 | 100% |
| Institutional contribution: Writing clearly and effectively | Very little | 5 | 1% | 13 | 2% |
| | Some | 64 | 15% | 83 | 16% |
| | Quite a bit | 178 | 41% | 236 | 44% |
| | Very much | 186 | 43% | 200 | 38% |
| | Total | 433 | 100% | 532 | 100% |
| Institutional contribution: Speaking clearly and effectively | Very little | 23 | 5% | 19 | 4% |
| | Some | 95 | 22% | 109 | 20% |
| | Quite a bit | 187 | 43% | 222 | 42% |
| | Very much | 128 | 30% | 182 | 34% |
| | Total | 433 | 100% | 532 | 100% |
| Institutional contribution: Thinking critically and analytically | Very little | 4 | 1% | 13 | 2% |
| | Some | 62 | 14% | 79 | 15% |
| | Quite a bit | 182 | 42% | 206 | 39% |
| | Very much | 184 | 43% | 233 | 44% |
| | Total | 432 | 100% | 531 | 100% |
| Institutional contribution: Analyzing quantitative problems | Very little | 16 | 4% | 27 | 5% |
| | Some | 100 | 23% | 129 | 24% |
| | Quite a bit | 191 | 44% | 211 | 40% |
| | Very much | 124 | 29% | 165 | 31% |
| | Total | 431 | 100% | 532 | 100% |
| Institutional contribution: Using computing and information technology | Very little | 20 | 5% | 26 | 5% |
| | Some | 83 | 19% | 91 | 17% |
| | Quite a bit | 182 | 42% | 203 | 38% |
| | Very much | 149 | 34% | 211 | 40% |
| | Total | 434 | 100% | 531 | 100% |

| | | Institution reported: Class level | | | |
|---|--------------|-----------------------------------|-------------|------------|-------------|
| | | First-Year | | Senior | |
| | | Count | Column N % | Count | Column N % |
| Institutional contribution: Working effectively with others | Very little | 14 | 3% | 25 | 5% |
| | Some | 81 | 19% | 94 | 18% |
| | Quite a bit | 178 | 41% | 200 | 38% |
| | Very much | 159 | 37% | 213 | 40% |
| | Total | 432 | 100% | 532 | 100% |
| Institutional contribution: Voting in local, state (provincial), or national (federal) elections | Very little | 205 | 48% | 204 | 39% |
| | Some | 136 | 32% | 169 | 32% |
| | Quite a bit | 67 | 16% | 90 | 17% |
| | Very much | 21 | 5% | 65 | 12% |
| | Total | 429 | 100% | 528 | 100% |
| Institutional contribution: Learning effectively on your own | Very little | 16 | 4% | 40 | 8% |
| | Some | 94 | 22% | 97 | 18% |
| | Quite a bit | 203 | 48% | 220 | 42% |
| | Very much | 111 | 26% | 170 | 32% |
| | Total | 424 | 100% | 527 | 100% |
| Institutional contribution: Understanding yourself | Very little | 44 | 10% | 76 | 14% |
| | Some | 91 | 22% | 125 | 24% |
| | Quite a bit | 171 | 40% | 166 | 32% |
| | Very much | 117 | 28% | 159 | 30% |
| | Total | 423 | 100% | 526 | 100% |
| Institutional contribution: Understanding people of other racial and ethnic backgrounds | Very little | 39 | 9% | 75 | 14% |
| | Some | 118 | 27% | 147 | 28% |
| | Quite a bit | 165 | 38% | 172 | 33% |
| | Very much | 108 | 25% | 133 | 25% |
| | Total | 430 | 100% | 527 | 100% |
| Institutional contribution: Solving complex real- world problems | Very little | 34 | 8% | 68 | 13% |
| | Some | 125 | 29% | 154 | 29% |
| | Quite a bit | 187 | 43% | 171 | 32% |
| | Very much | 84 | 20% | 137 | 26% |
| | Total | 430 | 100% | 530 | 100% |
| Institutional contribution: Developing a personal code of values and ethics | Very little | 54 | 13% | 89 | 17% |
| | Some | 115 | 27% | 138 | 26% |
| | Quite a bit | 167 | 39% | 166 | 31% |
| | Very much | 93 | 22% | 136 | 26% |
| | Total | 429 | 100% | 529 | 100% |
| Institutional contribution: Contributing to the welfare of your community | Very little | 76 | 18% | 125 | 24% |
| | Some | 153 | 36% | 165 | 31% |
| | Quite a bit | 141 | 33% | 147 | 28% |
| | Very much | 56 | 13% | 89 | 17% |
| | Total | 426 | 100% | 526 | 100% |
| Institutional contribution: Developing a deepened sense of spirituality | Very little | 173 | 40% | 261 | 50% |
| | Some | 128 | 30% | 130 | 25% |
| | Quite a bit | 82 | 19% | 76 | 15% |
| | Very much | 45 | 11% | 57 | 11% |
| | Total | 428 | 100% | 524 | 100% |

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

| | | Institution reported: Class level | | | |
|---|--------------|-----------------------------------|-------------|------------|-------------|
| | | First-Year | | Senior | |
| | | Count | Column N % | Count | Column N % |
| Overall, how would you evaluate the quality of academic advising you have received at your institution? | Poor | 21 | 5% | 66 | 12% |
| | Fair | 82 | 19% | 126 | 24% |
| | Good | 261 | 61% | 227 | 43% |
| | Excellent | 65 | 15% | 111 | 21% |
| | Total | 429 | 100% | 530 | 100% |

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

| | | Institution reported: Class level | | | |
|--|----------------|-----------------------------------|-------------|------------|-------------|
| | | First-Year | | Senior | |
| | | Count | Column N % | Count | Column N % |
| How would you evaluate your entire educational experience at this institution? | Poor | 4 | 1% | 24 | 5% |
| | Fair | 59 | 14% | 97 | 18% |
| | Good | 269 | 63% | 292 | 55% |
| | Excellent | 95 | 22% | 115 | 22% |
| | Total | 427 | 100% | 528 | 100% |
| If you could start over again, would you go to the SAME INSTITUTION you are now attending? | Definitely no | 17 | 4% | 57 | 11% |
| | Probably no | 94 | 22% | 103 | 19% |
| | Probably yes | 191 | 44% | 231 | 44% |
| | Definitely yes | 128 | 30% | 138 | 26% |
| | Total | 430 | 100% | 529 | 100% |

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

| | | Institution reported: Class level | | | |
|---|--------------|-----------------------------------|-------------|------------|-------------|
| | | First-Year | | Senior | |
| | | Count | Column N % | Count | Column N % |
| Attended an art exhibit, play, dance, music, theater, or other performance | Never | 94 | 21% | 224 | 40% |
| | Sometimes | 245 | 54% | 230 | 42% |
| | Often | 89 | 20% | 68 | 12% |
| | Very often | 27 | 6% | 32 | 6% |
| | Total | 455 | 100% | 554 | 100% |
| Exercised or participated in physical fitness activities | Never | 70 | 15% | 102 | 18% |
| | Sometimes | 129 | 28% | 165 | 30% |
| | Often | 103 | 23% | 111 | 20% |
| | Very often | 152 | 33% | 174 | 32% |
| | Total | 454 | 100% | 552 | 100% |
| Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.) | Never | 297 | 65% | 267 | 48% |
| | Sometimes | 99 | 22% | 147 | 27% |
| | Often | 37 | 8% | 68 | 12% |
| | Very often | 22 | 5% | 72 | 13% |
| | Total | 455 | 100% | 554 | 100% |

| | | Institution reported: Class level | | | |
|---|--------------|-----------------------------------|-------------|------------|-------------|
| | | First-Year | | Senior | |
| | | Count | Column N % | Count | Column N % |
| Examined the strengths and weaknesses of your own views on a topic or issue | Never | 57 | 13% | 58 | 11% |
| | Sometimes | 192 | 42% | 191 | 35% |
| | Often | 144 | 32% | 194 | 35% |
| | Very often | 63 | 14% | 106 | 19% |
| | Total | 456 | 100% | 549 | 100% |
| Tried to better understand someone else's views by imagining how an issue looks from his or her perspective | Never | 17 | 4% | 28 | 5% |
| | Sometimes | 152 | 33% | 174 | 31% |
| | Often | 194 | 42% | 208 | 38% |
| | Very often | 95 | 21% | 143 | 26% |
| | Total | 458 | 100% | 553 | 100% |
| Learned something that changed the way you understand an issue or concept | Never | 9 | 2% | 15 | 3% |
| | Sometimes | 126 | 28% | 151 | 27% |
| | Often | 202 | 44% | 237 | 43% |
| | Very often | 121 | 26% | 152 | 27% |
| | Total | 458 | 100% | 555 | 100% |

CSUS NSSE Consortium Questions

1. To what extent has your participation in co-curricular activities at this institution contributed to your development in the following areas?

| | | Institution reported: Class level | | | |
|--|---|-----------------------------------|-------------|------------|-------------|
| | | First-Year | | Senior | |
| | | Count | Column N % | Count | Column N % |
| Extent co-curricular activities contributed to development in following areas: Intellectual growth | Very little | 29 | 7% | 43 | 9% |
| | Some | 70 | 18% | 68 | 14% |
| | Quite a bit | 128 | 33% | 101 | 21% |
| | Very much | 60 | 15% | 71 | 15% |
| | I did not participate in any co-curricular activities | 102 | 26% | 202 | 42% |
| | Total | 389 | 100% | 485 | 100% |
| Extent co-curricular activities contributed to development in following areas: Leadership skills | Very little | 29 | 7% | 38 | 8% |
| | Some | 81 | 21% | 65 | 13% |
| | Quite a bit | 116 | 30% | 95 | 19% |
| | Very much | 61 | 16% | 89 | 18% |
| | I did not participate in any co-curricular activities | 101 | 26% | 203 | 41% |
| | Total | 388 | 100% | 490 | 100% |
| Extent co-curricular activities contributed to development in following areas: Social responsibility | Very little | 19 | 5% | 31 | 6% |
| | Some | 64 | 17% | 61 | 13% |
| | Quite a bit | 119 | 31% | 107 | 22% |
| | Very much | 86 | 22% | 87 | 18% |
| | I did not participate in any co-curricular activities | 99 | 26% | 202 | 41% |
| | Total | 387 | 100% | 488 | 100% |

| | | Institution reported: Class level | | | |
|---|---|-----------------------------------|-------------|------------|-------------|
| | | First-Year | | Senior | |
| | | Count | Column N % | Count | Column N % |
| Extent co-curricular activities contributed to development in following areas: Appreciation of diversity | Very little | 24 | 6% | 43 | 9% |
| | Some | 75 | 19% | 74 | 15% |
| | Quite a bit | 103 | 27% | 102 | 21% |
| | Very much | 83 | 22% | 73 | 15% |
| | I did not participate in any co-curricular activities | 100 | 26% | 198 | 40% |
| | Total | 385 | 100% | 490 | 100% |
| Extent co-curricular activities contributed to development in following areas: Healthy behavior | Very little | 37 | 10% | 36 | 7% |
| | Some | 66 | 17% | 71 | 15% |
| | Quite a bit | 126 | 32% | 109 | 22% |
| | Very much | 62 | 16% | 70 | 14% |
| | I did not participate in any co-curricular activities | 97 | 25% | 199 | 41% |
| | Total | 388 | 100% | 485 | 100% |
| Extent co-curricular activities contributed to development in following areas: Meaningful interpersonal relationships | Very little | 29 | 8% | 32 | 7% |
| | Some | 64 | 17% | 72 | 15% |
| | Quite a bit | 122 | 32% | 106 | 22% |
| | Very much | 70 | 18% | 81 | 17% |
| | I did not participate in any co-curricular activities | 100 | 26% | 199 | 41% |
| | Total | 385 | 100% | 490 | 100% |
| Extent co-curricular activities contributed to development in following areas: Making career choices | Very little | 47 | 12% | 42 | 9% |
| | Some | 64 | 16% | 62 | 13% |
| | Quite a bit | 106 | 27% | 104 | 21% |
| | Very much | 73 | 19% | 82 | 17% |
| | I did not participate in any co-curricular activities | 99 | 25% | 199 | 41% |
| | Total | 389 | 100% | 489 | 100% |
| Extent co-curricular activities contributed to development in following areas: Educational goals | Very little | 27 | 7% | 34 | 7% |
| | Some | 54 | 14% | 56 | 11% |
| | Quite a bit | 111 | 29% | 113 | 23% |
| | Very much | 99 | 26% | 90 | 18% |
| | I did not participate in any co-curricular activities | 96 | 25% | 196 | 40% |
| | Total | 387 | 100% | 489 | 100% |
| Extent co-curricular activities contributed to development in following areas: Personal goals | Very little | 14 | 4% | 29 | 6% |
| | Some | 53 | 14% | 65 | 13% |
| | Quite a bit | 112 | 29% | 100 | 20% |
| | Very much | 111 | 29% | 98 | 20% |
| | I did not participate in any co-curricular activities | 97 | 25% | 198 | 40% |
| | Total | 387 | 100% | 490 | 100% |

2. Which of the following areas do you believe your university needs to address to improve your classroom learning experience?

| | | Institution reported: Class level | | | |
|---|--------------|-----------------------------------|-------------|------------|-------------|
| | | First-Year | | Senior | |
| | | Count | Column N % | Count | Column N % |
| Areas university needs to address to improve CLASSROOM LEARNING: Improving the quality of teaching | Checked | 133 | 37% | 183 | 40% |
| | Not checked | 227 | 63% | 279 | 60% |
| | Total | 360 | 100% | 462 | 100% |
| Areas university needs to address to improve CLASSROOM LEARNING: Improving course content, assignments, and/or exams | Checked | 109 | 30% | 149 | 32% |
| | Not checked | 251 | 70% | 313 | 68% |
| | Total | 360 | 100% | 462 | 100% |
| Areas university needs to address to improve CLASSROOM LEARNING: Improving course offerings in your major | Checked | 119 | 33% | 238 | 52% |
| | Not checked | 241 | 67% | 224 | 48% |
| | Total | 360 | 100% | 462 | 100% |
| Areas university needs to address to improve CLASSROOM LEARNING: Improving course offerings outside your major | Checked | 73 | 20% | 105 | 23% |
| | Not checked | 287 | 80% | 357 | 77% |
| | Total | 360 | 100% | 462 | 100% |
| Areas university needs to address to improve CLASSROOM LEARNING: Reducing class sizes | Checked | 85 | 24% | 64 | 14% |
| | Not checked | 275 | 76% | 398 | 86% |
| | Total | 360 | 100% | 462 | 100% |
| Areas university needs to address to improve CLASSROOM LEARNING: Improving the quality of the classrooms and/or labs | Checked | 102 | 28% | 162 | 35% |
| | Not checked | 258 | 72% | 300 | 65% |
| | Total | 360 | 100% | 462 | 100% |
| Areas university needs to address to improve CLASSROOM LEARNING: Improving access to information technology (computers and other equipment) | Checked | 77 | 21% | 118 | 26% |
| | Not checked | 283 | 79% | 344 | 74% |
| | Total | 360 | 100% | 462 | 100% |
| Areas university needs to address to improve CLASSROOM LEARNING: Other (Please specify): | Checked | 26 | 7% | 95 | 21% |
| | Not checked | 334 | 93% | 367 | 79% |
| | Total | 360 | 100% | 462 | 100% |

3. Which of the following areas do you believe your university needs to address to improve your learning experience outside the classroom?

| | | Institution reported: Class level | | | |
|---|--------------|-----------------------------------|-------------|------------|-------------|
| | | First-Year | | Senior | |
| | | Count | Column N % | Count | Column N % |
| Areas university needs to address to improve experience OUTSIDE CLASSROOM: Increasing availability of professors outside of class | Checked | 107 | 35% | 145 | 35% |
| | Not checked | 197 | 65% | 268 | 65% |
| | Total | 304 | 100% | 413 | 100% |

| | | Institution reported: Class level | | | |
|--|--------------|-----------------------------------|-------------|------------|-------------|
| | | First-Year | | Senior | |
| | | Count | Column N % | Count | Column N % |
| Areas university needs to address to improve experience OUTSIDE CLASSROOM: Improving academic support services (study skills, library skills, writing/math skills, academic advising, career advising, etc.) | Checked | 123 | 40% | 146 | 35% |
| | Not checked | 181 | 60% | 267 | 65% |
| | Total | 304 | 100% | 413 | 100% |
| Areas university needs to address to improve experience OUTSIDE CLASSROOM: Improving personal support services (counseling, disability services) | Checked | 58 | 19% | 78 | 19% |
| | Not checked | 246 | 81% | 335 | 81% |
| | Total | 304 | 100% | 413 | 100% |
| Areas university needs to address to improve experience OUTSIDE CLASSROOM: Providing students with more opportunities to undertake research with faculty | Checked | 66 | 22% | 140 | 34% |
| | Not checked | 238 | 78% | 273 | 66% |
| | Total | 304 | 100% | 413 | 100% |
| Areas university needs to address to improve experience OUTSIDE CLASSROOM: Improving library services (collection, circulation, staff, Internet/computer availability) | Checked | 53 | 17% | 85 | 21% |
| | Not checked | 251 | 83% | 328 | 79% |
| | Total | 304 | 100% | 413 | 100% |
| Areas university needs to address to improve experience OUTSIDE CLASSROOM: Improving study spaces | Checked | 143 | 47% | 178 | 43% |
| | Not checked | 161 | 53% | 235 | 57% |
| | Total | 304 | 100% | 413 | 100% |
| Areas university needs to address to improve experience OUTSIDE CLASSROOM: Increasing opportunities for international experiences (exchanges, study abroad) | Checked | 57 | 19% | 67 | 16% |
| | Not checked | 247 | 81% | 346 | 84% |
| | Total | 304 | 100% | 413 | 100% |
| Areas university needs to address to improve experience OUTSIDE CLASSROOM: Other (Please specify): | Checked | 13 | 4% | 55 | 13% |
| | Not checked | 291 | 96% | 358 | 87% |
| | Total | 304 | 100% | 413 | 100% |

4. What has been the primary source of your academic advising during the current academic year?

| | | Institution reported: Class level | | | |
|---|--|-----------------------------------|-------------|------------|-------------|
| | | First-Year | | Senior | |
| | | Count | Column N % | Count | Column N % |
| 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 | 177 | 46% | 306 | 63% |
| | An advisor in the Academic Advisement Center | 33 | 9% | 22 | 5% |
| | An instructor or staff member not assigned as my advisor | 60 | 16% | 62 | 13% |
| | Friends or family | 85 | 22% | 43 | 9% |
| | Institution publications and/or Institution web site | 5 | 1% | 8 | 2% |
| | Other (Please specify) | 26 | 7% | 42 | 9% |
| Total | | 386 | 100% | 483 | 100% |

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

| | | Institution reported: Class level | | | |
|---|-----------------------|-----------------------------------|-------------|------------|-------------|
| | | First-Year | | Senior | |
| | | Count | Column N % | Count | Column N % |
| During the current school year, how many times have you seen a university advisor to receive academic advisement? | None | 29 | 7% | 64 | 13% |
| | One time | 174 | 45% | 142 | 29% |
| | Two times | 123 | 32% | 144 | 30% |
| | Three times | 36 | 9% | 44 | 9% |
| | More than three times | 25 | 6% | 91 | 19% |
| Total | | 387 | 100% | 485 | 100% |

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

| | | Institution reported: Class level | | | |
|--|------------------------------|-----------------------------------|-------------|------------|-------------|
| | | First-Year | | Senior | |
| | | Count | Column N % | Count | Column N % |
| During this academic year, my primary advisor has been available when I need to see him/her. | Strongly disagree | 15 | 4% | 27 | 6% |
| | Disagree | 31 | 8% | 44 | 9% |
| | Agree | 224 | 58% | 217 | 45% |
| | Strongly agree | 79 | 20% | 166 | 34% |
| | I don't meet with an advisor | 40 | 10% | 29 | 6% |
| Total | | 389 | 100% | 483 | 100% |

7. During this year, what has been the best means for receiving academic advisement?

| | | Institution reported: Class level | | | |
|---|--|-----------------------------------|-------------|------------|-------------|
| | | First-Year | | Senior | |
| | | Count | Column N % | Count | Column N % |
| During this year, what has been the best means for receiving academic advisement? | Meeting with my advisor during his/her assigned posted office hours | 148 | 38% | 218 | 45% |
| | Scheduling an appointment with my advisor outside of posted office hours | 116 | 30% | 121 | 25% |
| | Communicating through e-mail | 62 | 16% | 93 | 19% |
| | Not applicable | 62 | 16% | 53 | 11% |
| Total | | 388 | 100% | 485 | 100% |

8. During this academic year, the information I've received from my primary academic advisor has been accurate.

| | | Institution reported: Class level | | | |
|--|------------------------------|-----------------------------------|-------------|------------|-------------|
| | | First-Year | | Senior | |
| | | Count | Column N % | Count | Column N % |
| During this academic year, the information I've received from my primary academic advisor has been accurate. | Strongly disagree | 7 | 2% | 20 | 4% |
| | Disagree | 16 | 4% | 33 | 7% |
| | Agree | 235 | 61% | 232 | 48% |
| | Strongly agree | 94 | 24% | 165 | 34% |
| | I don't meet with an advisor | 36 | 9% | 36 | 7% |
| Total | | 388 | 100% | 486 | 100% |

9. What is most likely to be your principal activity upon graduation?

| | | Institution reported: Class level | | | |
|--|--|-----------------------------------|------------|-------------|------------|
| | | First-Year | | Senior | |
| | | Count | Column N % | Count | Column N % |
| What is MOST LIKELY to be your PRINCIPAL activity upon graduation? | Employment, full-time paid | 225 | 58% | 283 | 58% |
| | Employment, part-time paid | 8 | 2% | 14 | 3% |
| | Graduate or professional school, full-time | 111 | 29% | 124 | 26% |
| | Graduate or professional school, part-time | 28 | 7% | 27 | 6% |
| | Additional undergraduate coursework | 4 | 1% | 8 | 2% |
| | Military service | 0 | 0% | 1 | 0% |
| | Volunteer activity (e.g., Peace Corps) | 1 | 0% | 3 | 1% |
| | Starting or raising a family | 3 | 1% | 2 | 0% |
| | Other (Please specify): | 6 | 2% | 23 | 5% |
| | Total | | 386 | 100% | 485 |

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

| | | Institution reported: Class level | | | |
|---|---------------------------|-----------------------------------|-------------|------------|-------------|
| | | First-Year | | Senior | |
| | | Count | Column N % | Count | Column N % |
| Select the one response that most nearly describes what you plan to do after completing your bachelor's degree: | Remain in Connecticut | 197 | 51% | 301 | 62% |
| | Relocate to another state | 71 | 18% | 91 | 19% |
| | Don't know | 118 | 31% | 93 | 19% |
| | Total | 386 | 100% | 485 | 100% |

11. Course in my major are offered in such a way that I can take them in the recommended sequence.

| | | Institution reported: Class level | | | |
|---|-------------------|-----------------------------------|------------|-------------|------------|
| | | First-Year | | Senior | |
| | | Count | Column N % | Count | Column N % |
| Courses in my major are offered in such a way that I can take them in the recommended sequence. | Strongly disagree | 6 | 2% | 30 | 6% |
| | Disagree | 50 | 13% | 90 | 19% |
| | Agree | 261 | 69% | 246 | 51% |
| | Strongly agree | 59 | 16% | 115 | 24% |
| Total | 376 | 100% | 481 | 100% | |

12. Course in my major are offered in such a way that I can complete my degree in a timely manner.

| | | Institution reported: Class level | | | |
|---|-------------------|-----------------------------------|------------|-------------|------------|
| | | First-Year | | Senior | |
| | | Count | Column N % | Count | Column N % |
| Courses in my major are offered in such a way that I can complete my degree in a timely manner. | Strongly disagree | 24 | 6% | 65 | 14% |
| | Disagree | 93 | 25% | 125 | 26% |
| | Agree | 224 | 59% | 214 | 45% |
| | Strongly agree | 36 | 10% | 76 | 16% |
| Total | 377 | 100% | 480 | 100% | |

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

| | | Institution reported: Class level | | | |
|--|-------------------|-----------------------------------|------------|-------------|------------|
| | | First-Year | | Senior | |
| | | Count | Column N % | Count | Column N % |
| General education courses at this university are offered in such a way that I can complete my degree in a timely manner. | Strongly disagree | 42 | 11% | 73 | 15% |
| | Disagree | 82 | 22% | 104 | 22% |
| | Agree | 218 | 58% | 229 | 48% |
| | Strongly agree | 37 | 10% | 74 | 15% |
| Total | 379 | 100% | 480 | 100% | |

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

| | | Institution reported: Class level | | | |
|--|---|-----------------------------------|-------------|------------|-------------|
| | | First-Year | | Senior | |
| | | Count | Column N % | Count | Column N % |
| As a result of my first-year program courses, I learned academic strategies to help me succeed in college. | Strongly disagree | 22 | 6% | 18 | 4% |
| | Disagree | 45 | 12% | 58 | 12% |
| | Agree | 230 | 61% | 145 | 30% |
| | Strongly agree | 61 | 16% | 36 | 7% |
| | I have not taken any first-year program courses | 20 | 5% | 224 | 47% |
| Total | | 378 | 100% | 481 | 100% |

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

| | | Institution reported: Class level | | | |
|---|---|-----------------------------------|-------------|------------|-------------|
| | | First-Year | | Senior | |
| | | Count | Column N % | Count | Column N % |
| My participation in first-year program courses helped me to become better adjusted to college life. | Strongly disagree | 19 | 5% | 21 | 4% |
| | Disagree | 55 | 15% | 54 | 11% |
| | Agree | 221 | 58% | 143 | 30% |
| | Strongly agree | 64 | 17% | 29 | 6% |
| | I have not taken any first-year program courses | 20 | 5% | 233 | 49% |
| Total | | 379 | 100% | 480 | 100% |

3. Approximately how much total credit card debt do you currently have?

| | | Institution reported: Class level | | | |
|--|--------------------------------|-----------------------------------|-------------|------------|-------------|
| | | First-Year | | Senior | |
| | | Count | Column N % | Count | Column N % |
| Approximately how much total credit card debt do you currently have? (Choose one.) | \$0 | 79 | 21% | 117 | 24% |
| | \$1-\$1,000 | 23 | 6% | 103 | 21% |
| | \$1,001-\$3,000 | 7 | 2% | 70 | 14% |
| | \$3,001-\$5,000 | 6 | 2% | 42 | 9% |
| | \$5001-\$10,000 | 5 | 1% | 38 | 8% |
| | More than \$10,000 | 4 | 1% | 41 | 8% |
| | I do not have any credit cards | 254 | 67% | 73 | 15% |
| Total | | 378 | 100% | 484 | 100% |