

**NATIONAL SURVEY OF STUDENT ENGAGEMENT  
(NSSE)**

**2008**

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# EXECUTIVE SUMMARY

The National Survey of Student Engagement (NSSE) assesses the extent to which first-year and senior students at four-year colleges and universities are involved in educationally effective activities. The underlying assumption of NSSE is that “the more students participate in or perform an educationally purposeful activity, the more they generally gain.”

Nationwide, the average response rate for NSSE 2008 was 31% for first-year students and 35% for seniors. USU exceeded these averages with response rates of 33% for first year students (867 completed surveys) and 42% for seniors (815 completed surveys).

To simplify the task of interpreting NSSE results, five benchmarks of effective educational practices were developed by NSSE Administrators—Level of Academic Challenge, Active and Collaborative Learning, Enriching Educational Experiences, and Supportive Campus Environment. Each benchmark category is made up of 6 to 11 NSSE questions and a score ranging from 0 to 100 is computed by aggregating the responses to the questions.

One benefit of participating in NSSE is that USU responses can be compared to those of other institutions. For USU the relevant peer group is the 44 Carnegie “Doctoral University—High Research” universities that participated in NSSE in 2008. USU scores for first year students for the benchmarks are below the means of the Carnegie peer group for four categories and statistically the same for one. For senior students, the USU scores exceed those of the Carnegie peers for two benchmark categories and are statistically the same for the other three.

The benchmark comparisons are important, but it is also informative to look specifically at what students perceive and do with respect to their education. Following are selected 2008 NSSE results for USU students and also the Carnegie peer group.

1. Often or very often asked questions in class or contributed to class discussions.

USU 1 <sup>st</sup> Year Students	42%	Carnegie Peer 1 <sup>st</sup> Year Students	53%
USU Senior Students	68%	Carnegie Peer Senior Students	66%
  
2. Often or very often prepared two or more drafts of a paper before turning it in.

USU 1 <sup>st</sup> Year Students	53%	Carnegie Peer 1 <sup>st</sup> Year Students	54%
USU Senior Students	50%	Carnegie Peer Senior Students	44%
  
3. Often or very often came to class without completing readings or assignments.

USU 1 <sup>st</sup> Year Students	26%	Carnegie Peer 1 <sup>st</sup> Year Students	21%
USU Senior Students	30%	Carnegie Peer Senior Students	25%
  
4. Often or very often worked with classmates outside of class to prepare assignments.

USU 1 <sup>st</sup> Year Students	41%	Carnegie Peer 1 <sup>st</sup> Year Students	43%
USU Senior Students	71%	Carnegie Peer Senior Students	51%

5. Often or very often had serious conversations with students of a different race or ethnicity.
 

USU 1 <sup>st</sup> Year Students	40%	Carnegie Peer 1 <sup>st</sup> Year Students	51%
USU Senior Students	40%	Carnegie Peer Senior Students	54%
  
6. Often or very often had serious conversations with students with different religious beliefs, political opinions, or values than their own.
 

USU 1 <sup>st</sup> Year Students	54%	Carnegie Peer 1 <sup>st</sup> Year Students	55%
USU Senior Students	50%	Carnegie Peer Senior Students	54%
  
7. Quite a bit or very much of coursework at institution emphasizes memorizing facts and ideas
 

USU 1 <sup>st</sup> Year Students	64%	Carnegie Peer 1 <sup>st</sup> Year Students	71%
USU Senior Students	57%	Carnegie Peer Senior Students	62%
  
8. Quite a bit or very much of coursework at institution emphasizes analyzing ideas, experiences, or theories.
 

USU 1 <sup>st</sup> Year Students	75%	Carnegie Peer 1 <sup>st</sup> Year Students	78%
USU Senior Students	84%	Carnegie Peer Senior Students	84%
  
9. Quite a bit or very much of coursework at institution emphasizes making judgments about the value of information, arguments, and methods.
 

USU 1 <sup>st</sup> Year Students	63%	Carnegie Peer 1 <sup>st</sup> Year Students	67%
USU Senior Students	69%	Carnegie Peer Senior Students	71%
  
10. Wrote four or less papers or reports of twenty pages or more during the last year.
 

USU 1 <sup>st</sup> Year Students	97%	Carnegie Peer 1 <sup>st</sup> Year Students	95%
USU Senior Students	93%	Carnegie Peer Senior Students	91%
  
11. Wrote four or less papers or reports of five pages or less during the last year.
 

USU 1 <sup>st</sup> Year Students	31%	Carnegie Peer 1 <sup>st</sup> Year Students	30%
USU Senior Students	33%	Carnegie Peer Senior Students	30%
  
12. Often or very often exercise or participate in physical fitness activities
 

USU 1 <sup>st</sup> Year Students	69%	Carnegie Peer 1 <sup>st</sup> Year Students	60%
USU Senior Students	62%	Carnegie Peer Senior Students	52%
  
13. Often or very often participate in activities that enhance spirituality.
 

USU 1 <sup>st</sup> Year Students	74%	Carnegie Peer 1 <sup>st</sup> Year Students	34%
USU Senior Students	70%	Carnegie Peer Senior Students	38%
  
14. Have done community service or volunteer work.
 

USU 1 <sup>st</sup> Year Students	30%	Carnegie Peer 1 <sup>st</sup> Year Students	40%
USU Senior Students	69%	Carnegie Peer Senior Students	60%
  
15. Have participated in a research project with a faculty member that did not involve coursework or program requirements.
 

USU 1 <sup>st</sup> Year Students	5%	Carnegie Peer 1 <sup>st</sup> Year Students	5%
USU Senior Students	25%	Carnegie Peer Senior Students	20%

16. Have taken foreign language coursework.
- |                                   |     |   |     |
|-----------------------------------|-----|---|-----|
| USU 1 <sup>st</sup> Year Students | 10% | Carnegie Peer 1 <sup>st</sup> Year Students | 21% |
| USU Senior Students               | 47% | Carnegie Peer Senior Students               | 43% |
17. Have completed some type of culminating senior experience (capstone, senior project, thesis, exam, etc.)
- |                                   |     |   |     |
|-----------------------------------|-----|---|-----|
| USU 1 <sup>st</sup> Year Students | NA  | Carnegie Peer 1 <sup>st</sup> Year Students | NA  |
| USU Senior Students               | 35% | Carnegie Peer Senior Students               | 30% |
18. In a typical week, spent ten or less hours preparing for class
- |                                   |     |   |     |
|-----------------------------------|-----|---|-----|
| USU 1 <sup>st</sup> Year Students | 46% | Carnegie Peer 1 <sup>st</sup> Year Students | 42% |
| USU Senior Students               | 38% | Carnegie Peer Senior Students               | 43% |
19. In a typical week, spent twenty-one hours or more preparing for class.
- |                                   |     |   |     |
|-----------------------------------|-----|---|-----|
| USU 1 <sup>st</sup> Year Students | 14% | Carnegie Peer 1 <sup>st</sup> Year Students | 18% |
| USU Senior Students               | 26% | Carnegie Peer Senior Students               | 21% |
20. In a typical week, spent ten or less hours per week relaxing and socializing
- |                                   |     |   |     |
|-----------------------------------|-----|---|-----|
| USU 1 <sup>st</sup> Year Students | 55% | Carnegie Peer 1 <sup>st</sup> Year Students | 49% |
| USU Senior Students               | 69% | Carnegie Peer Senior Students               | 59% |
21. In a typical week, spent twenty-one hours or more relaxing and socializing.
- |                                   |     |   |     |
|-----------------------------------|-----|---|-----|
| USU 1 <sup>st</sup> Year Students | 13% | Carnegie Peer 1 <sup>st</sup> Year Students | 16% |
| USU Senior Students               | 6%  | Carnegie Peer Senior Students               | 10% |
22. Institution puts quite a bit or very much emphasis on providing students the support they need to survive academically.
- |                                   |     |   |     |
|-----------------------------------|-----|---|-----|
| USU 1 <sup>st</sup> Year Students | 77% | Carnegie Peer 1 <sup>st</sup> Year Students | 75% |
| USU Senior Students               | 71% | Carnegie Peer Senior Students               | 68% |
23. Institution puts quite a bit or very much emphasis on encouraging contact among students from different backgrounds.
- |                                   |     |   |     |
|-----------------------------------|-----|---|-----|
| USU 1 <sup>st</sup> Year Students | 52% | Carnegie Peer 1 <sup>st</sup> Year Students | 56% |
| USU Senior Students               | 42% | Carnegie Peer Senior Students               | 46% |
24. Institution puts quite a bit or very much emphasis on acquiring a broad general education.
- |                                   |     |   |     |
|-----------------------------------|-----|---|-----|
| USU 1 <sup>st</sup> Year Students | 86% | Carnegie Peer 1 <sup>st</sup> Year Students | 83% |
| USU Senior Students               | 83% | Carnegie Peer Senior Students               | 84% |
25. Institution puts quite a bit or very much emphasis on acquiring job or work-related knowledge and skills.
- |                                   |     |   |     |
|-----------------------------------|-----|---|-----|
| USU 1 <sup>st</sup> Year Students | 60% | Carnegie Peer 1 <sup>st</sup> Year Students | 62% |
| USU Senior Students               | 79% | Carnegie Peer Senior Students               | 72% |
26. Experience at institution contributed quite a bit or very much to ability to write clearly and effectively.
- |                                   |     |   |     |
|-----------------------------------|-----|---|-----|
| USU 1 <sup>st</sup> Year Students | 64% | Carnegie Peer 1 <sup>st</sup> Year Students | 71% |
| USU Senior Students               | 75% | Carnegie Peer Senior Students               | 73% |

27. Experience at institution contributed quite a bit or very much to ability to think critically and analytically.
- |                                   |     |   |     |
|-----------------------------------|-----|---|-----|
| USU 1 <sup>st</sup> Year Students | 80% | Carnegie Peer 1 <sup>st</sup> Year Students | 82% |
| USU Senior Students               | 87% | Carnegie Peer Senior Students               | 86% |
28. Experience at institution contributed quite a bit or very much to ability to work effectively with others.
- |                                   |     |   |     |
|-----------------------------------|-----|---|-----|
| USU 1 <sup>st</sup> Year Students | 66% | Carnegie Peer 1 <sup>st</sup> Year Students | 71% |
| USU Senior Students               | 80% | Carnegie Peer Senior Students               | 77% |
29. Overall quality of academic advising good or excellent.
- |                                   |     |   |     |
|-----------------------------------|-----|---|-----|
| USU 1 <sup>st</sup> Year Students | 78% | Carnegie Peer 1 <sup>st</sup> Year Students | 70% |
| USU Senior Students               | 65% | Carnegie Peer Senior Students               | 64% |
30. Quality of relationships with other students rated as positive.
- |                                   |     |   |     |
|-----------------------------------|-----|---|-----|
| USU 1 <sup>st</sup> Year Students | 81% | Carnegie Peer 1 <sup>st</sup> Year Students | 77% |
| USU Senior Students               | 86% | Carnegie Peer Senior Students               | 80% |
31. Quality of relationships with faculty members rated as positive.
- |                                   |     |   |     |
|-----------------------------------|-----|---|-----|
| USU 1 <sup>st</sup> Year Students | 65% | Carnegie Peer 1 <sup>st</sup> Year Students | 68% |
| USU Senior Students               | 77% | Carnegie Peer Senior Students               | 73% |
32. Quality of relationships with administrative personnel and offices rated as positive.
- |                                   |     |   |     |
|-----------------------------------|-----|---|-----|
| USU 1 <sup>st</sup> Year Students | 50% | Carnegie Peer 1 <sup>st</sup> Year Students | 52% |
| USU Senior Students               | 49% | Carnegie Peer Senior Students               | 51% |
33. Entire educational experience at institution good or excellent.
- |                                   |     |   |     |
|-----------------------------------|-----|---|-----|
| USU 1 <sup>st</sup> Year Students | 90% | Carnegie Peer 1 <sup>st</sup> Year Students | 86% |
| USU Senior Students               | 88% | Carnegie Peer Senior Students               | 85% |
34. If could start over again, would probably or definitely attend the same institution. .
- |                                   |     |   |     |
|-----------------------------------|-----|---|-----|
| USU 1 <sup>st</sup> Year Students | 91% | Carnegie Peer 1 <sup>st</sup> Year Students | 84% |
| USU Senior Students               | 90% | Carnegie Peer Senior Students               | 80% |

# NATIONAL SURVEY OF STUDENT ENGAGEMENT (NSSE)

2008

## I. INTRODUCTION

The National Survey of Student Engagement (NSSE) assesses the extent to which first-year and senior students at four-year colleges and universities are involved in educationally effective activities. The underlying assumption of NSSE is that “the more students participate in or perform an educationally purposeful activity, the more they generally gain.”

NSSE is administered to both first-year and senior students. In 2008, over 1,100,000 students from 763 four-year colleges and universities were surveyed. NSSE sampling procedures require that each institution provide test administrators with a list of first-year and senior students. NSSE then selects a sample from each group, with the sample size determined by the number of undergraduate students enrolled at the institution. Three alternative modes of test administration were available—online, paper, and a combination of online and paper. About 96% of all NSSE surveys were completed online, including all of those from USU.

NSSE questions can be grouped into general areas. The first set of questions asks how often students have done a variety of academic activities. For example “During the current school year, how often did you work with classmates outside of class to prepare class assignments?” and “During the current school year, how often did you ask questions in class or contribute to class discussions?” The next section emphasizes mental activities, e.g., “During the current school year, how much has your coursework emphasized ‘memorizing facts’ vs. ‘applying theories or concepts to practical problems?’” NSSE also includes questions that ask students to estimate how much time they spend on various activities. For example, “How many hours do you spend in a typical 7-day week preparing for class?” and “During the current school year, how many papers or research reports of 20 pages or more did you write” Another NSSE section has questions about how a student’s college or university contributed to her/his knowledge, skills, and personal development, such as developing a personal code of values and ethics and working effectively with others. A copy of the 2008 NSSE instrument is included as Appendix I.

One of the benefits of participating in NSSE is that USU responses can be compared to those of other universities and also USU data for previous years. For USU, the relevant comparison group is the 44 institutions that participated in NSSE in 2008 who are classified (along with USU) by the Carnegie Foundation as “Doctoral University—High Research.” A list of the 44 Carnegie Peer institutions is included as Appendix II. With respect to previous years, USU was a NSSE participant in 2001, 2004, and 2006, so USU 2008 responses can be compared to the USU NSSE data for those years.

Nationwide, the average response rate for NSSE 2008 was 31% for first-year students and 35% for seniors. USU exceeded the average for both groups with a response rate of 33% (867 completed surveys) for first year students and 42% (815 completed surveys) for seniors.

Sixty-two percent of freshmen and 47% of seniors who completed NSSE at USU were female, compared to 59% of first year students and 57% of seniors at the peer institutions. Eighty-six percent of first year and 88% of seniors reported that they were “white non-Hispanic.” These proportions are much

higher than the 68% and 70%, respectively, who reported “white non-Hispanic” as their ethnicity at the 44 Carnegie peer schools. USU NSSE respondents were older than those at the peer schools. Fifty-eight percent of USU seniors were twenty-four years of age or older, compared to only 30% at the peer institutions.

NSSE 2008 generated a large amount of data covering many areas of student activity. The goal of this report is to interpret this information so that it can be used to improve the educational experience of undergraduates at USU. The first section considers five benchmark areas that were developed by NSSE to summarize educational experiences at universities. USU 2008 results are compared to the Carnegie peer group and also to USU results for previous years. The next section provides frequency distributions of responses to all questions—for USU and also for the Carnegie peer group. The final section provides a comparison of the mean responses to the NSSE items.



## II. CHARACTERISTICS OF RESPONDENTS

	USU		Carnegie Peers		Total NSSE	
	FY	SR	FY	SR	FY	SR
<b>Response Rate</b>						
Overall	37%		30%		33%	
By class	33%	42%	28%	31%	31%	35%
<b>Sample Size</b>	2,611	1,920	79,511	79,199	587,070	561,543
<b>Number of Respondents</b>	867	815	22,358	24,591	182,333	194,097
<b>Total Student Population</b>	3,107	1,969	118,727	123,695	765,906	753,206
<b>Respondent Characteristics</b>						
<i>Class Level<sup>e</sup></i>	52%	48%	48%	52%	49%	51%
<i>Enrollment Status</i>						
Full-time	94%	88%	97%	86%	95%	85%
Less than full-time	6%	12%	3%	14%	5%	15%
<i>Gender</i>						
Female	62%	47%	59%	57%	64%	64%
Male	38%	53%	41%	43%	36%	36%
<i>Race/Ethnicity</i>						
Am. Indian/Native American	1%	0%	1%	1%	1%	1%
Asian/Asian Am./Pacific Isl.	2%	3%	8%	6%	6%	5%
Black/African American	0%	0%	9%	7%	7%	7%
White (non-Hispanic)	86%	88%	68%	70%	70%	71%
Mexican/Mexican American	2%	1%	2%	2%	2%	3%
Puerto Rican	0%	0%	1%	0%	1%	1%
Other Hispanic or Latino	3%	1%	3%	3%	3%	3%
Multiracial	1%	1%	2%	2%	3%	2%
Other	1%	1%	2%	1%	2%	1%
Prefer not to respond	4%	6%	5%	6%	6%	7%
<i>International Student</i>	6%	2%	5%	5%	5%	5%
<i>Place of Residence</i>						
On-campus	49%	8%	74%	13%	72%	21%
Off-campus	51%	92%	26%	87%	28%	79%
<i>Transfer Status</i>						
Transfer students	13%	45%	8%	41%	9%	41%
<i>Age</i>						
Non-traditional (24 or older)	5%	58%	2%	30%	6%	32%
Traditional (less than 24)	95%	42%	98%	70%	94%	68%

### **III. BENCHMARK SCORE COMPARISONS**

NSSE includes 84 content questions and another 14 regarding student demographic characteristics. The data contain a wealth of information, but it is difficult to summarize the results, especially in comparison to other institutions that participated in NSSE. To simplify this task, NSSE Administrators developed five clusters or benchmarks of effective educational practice:

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

These benchmarks each include from 6 to 11 NSSE questions that relate to the topic and scores are a composite expressed on a 0 to 100 point scale. Each year, NSSE calculates the five benchmark scores to allow institutions to compare how they are doing relative to other institutions. As previously noted, the appropriate comparison group for USU is the 44 institutions that participated in NSSE in 2008 who are classified by the Carnegie Foundation as “Doctoral Universities—High Research.” NSSE provides the mean scores for these peers for each of the five benchmark categories and also whether the difference between the USU mean and the peer institution mean is statistically significant.

USU scores for first year students for the benchmarks are below the means of the Carnegie peer group for four categories and statistically the same for one. For senior students, the USU scores exceed those of the Carnegie peers for two benchmark categories and are statistically the same for the other three.

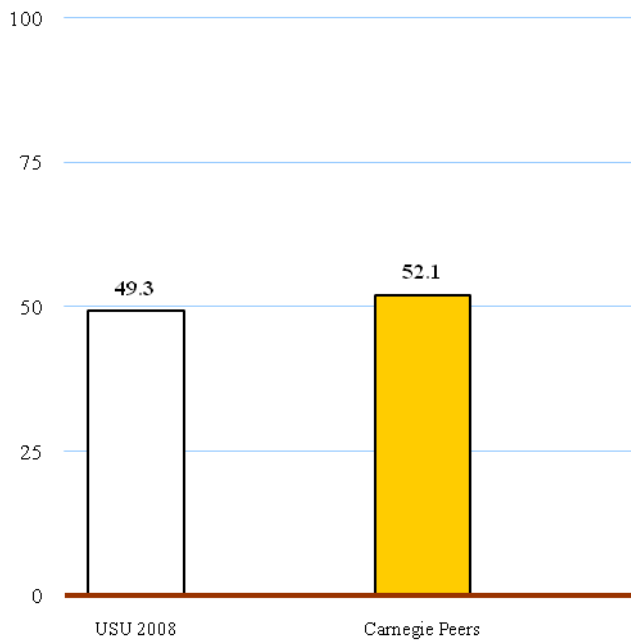
Two comparisons of the benchmark data are provided. First, the benchmark scores for USU first year and senior respondents vs. those of the peer group. Second, USU benchmark scores for first year and senior respondents for 2008 vs. those from 2006, 2004, and 2001.

### III.A. BENCHMARK COMPARISONS: Level of Academic Challenge

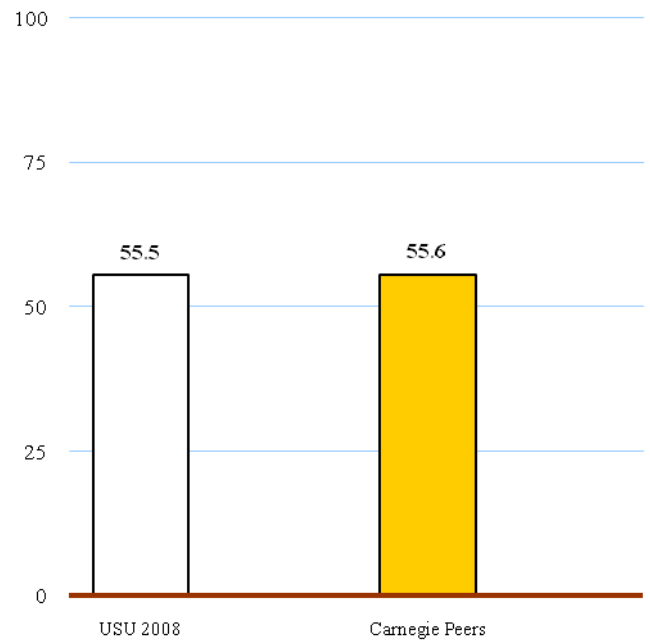
*USU compared with:*

Class	USU 2008		Carnegie Peers	
	Mean		Mean	Significant Difference?
First-Year	49.3		52.1	0.001
Senior	55.5		55.6	No

**First-Year**



**Senior**



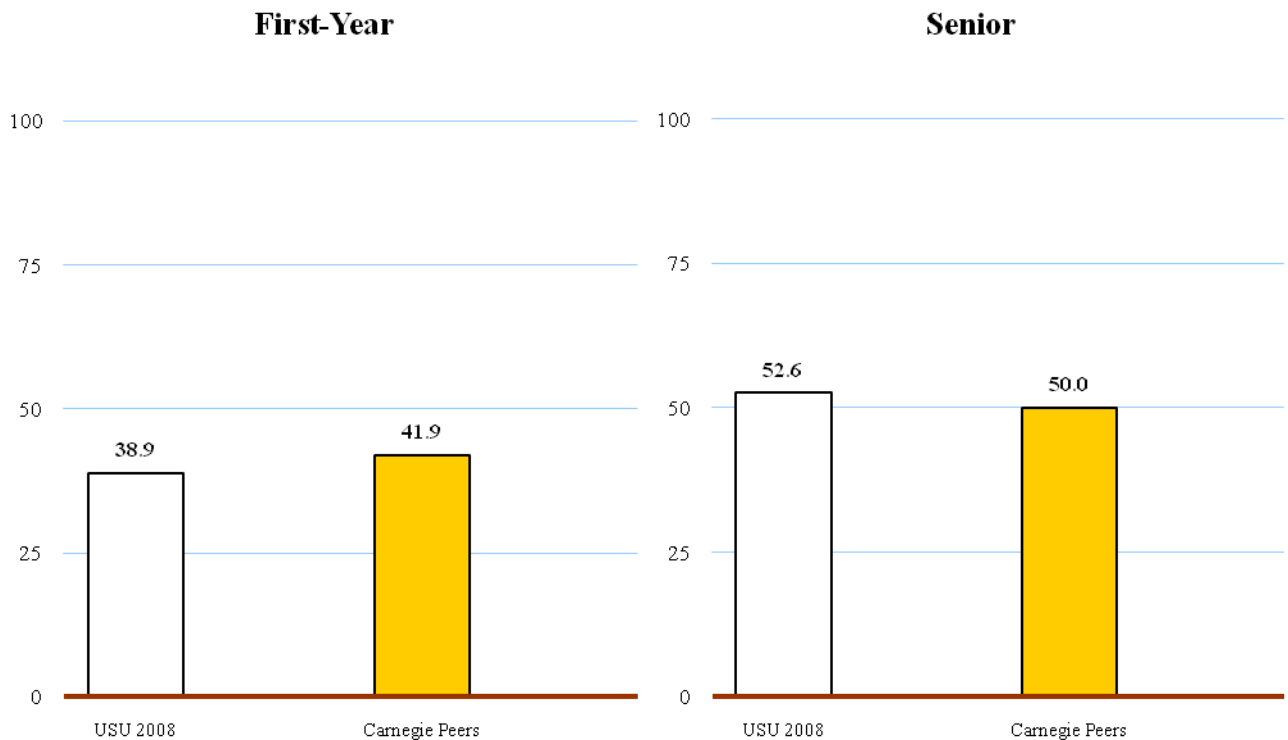
#### ***Items Used for Level of Academic Challenge Benchmark***

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

- Preparing for class (studying, reading, writing, doing homework or lab work, etc. related to academic program)
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of 20 pages or more; Number of written papers or reports of between 5 and 19 pages; and number of written papers or reports of fewer than 5 pages
- Coursework emphasizes: Analysis of the basic elements of an idea, experience or theory
- Coursework emphasizes: Synthesis and organizing of ideas, information or experience into new, more complex interpretations and relationships
- Coursework emphasizes: Making of judgments about the value of information, arguments, or methods
- Coursework emphasizes: Applying theories or concepts to practical problems or in new situations
- Working harder than you thought you could to meet an instructor’s standards or expectations
- Campus environment emphasizes: Spending significant amount of time studying and on academic work

### III.A. BENCHMARK COMPARISONS: Active and Collaborative Learning

Class	USU compared with:		
	USU 2008	Mean	Significant Difference?
First-Year	38.9	41.9	0.001
Senior	52.6	50.0	0.001



#### Items Used for Active and Collaborative Learning Benchmark

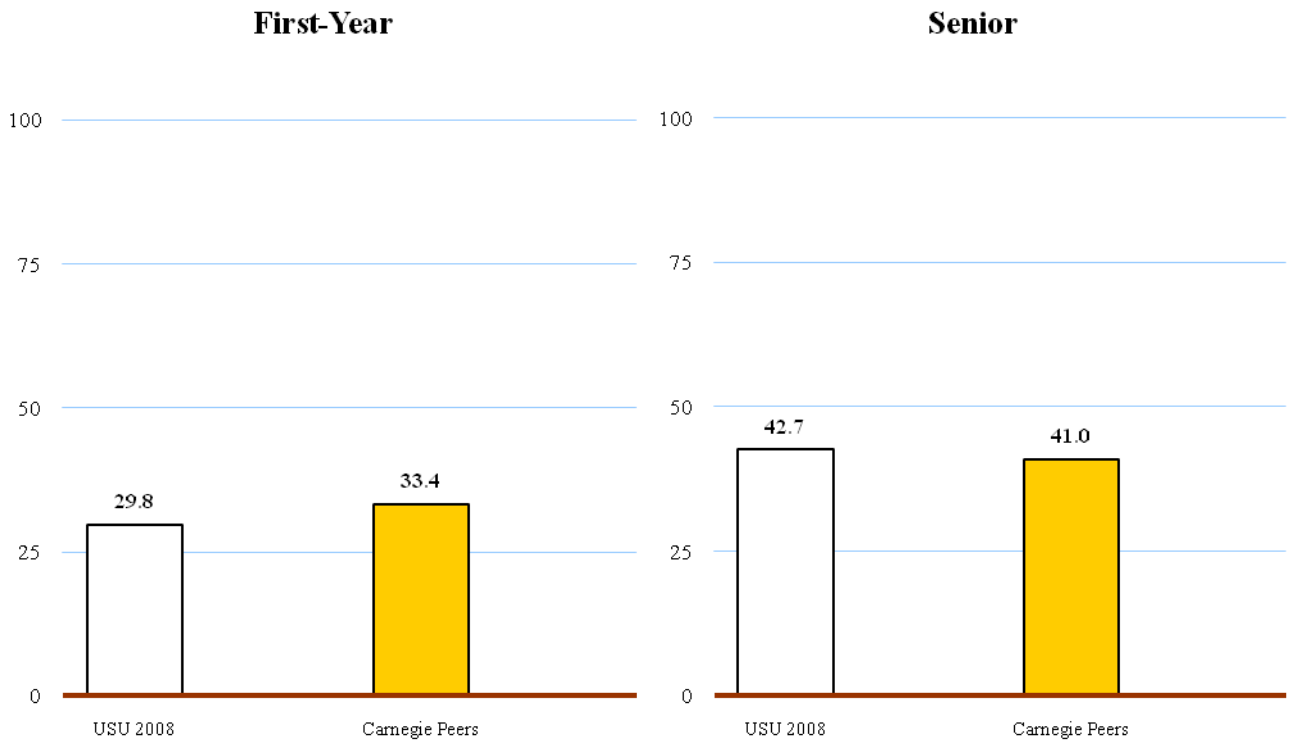
Definition: Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter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

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

### III.A. BENCHMARK COMPARISONS: Student-Faculty Interaction

*USU compared with:*

<i>Class</i>	<b>USU 2008</b>		<b>Carnegie Peers</b>	
	<i>Mean</i>		<i>Mean</i>	<i>Significant Difference?</i>
First-Year	29.8		33.4	0.001
Senior	42.7		41.0	0.05



#### *Items Used for Student-Faculty Interaction Benchmark*

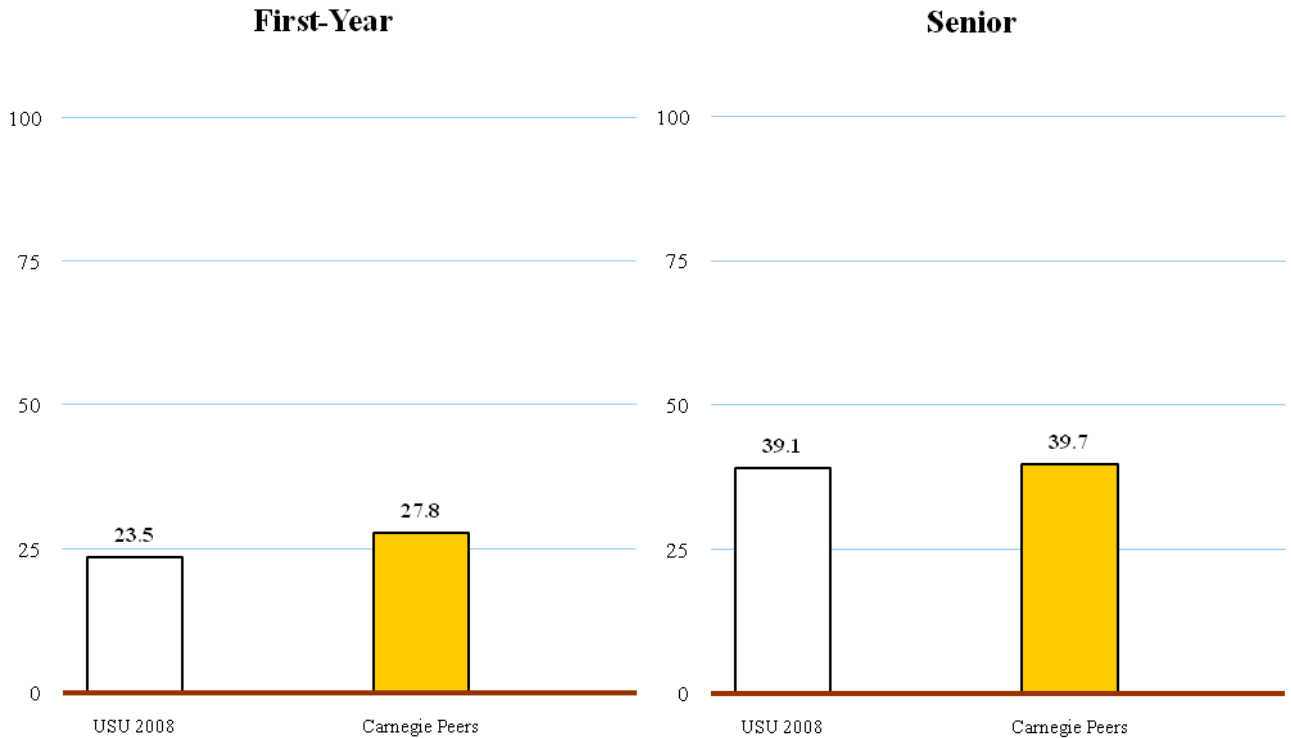
Definition: Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.

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

### III.A. BENCHMARK COMPARISONS: Enriching Educational Experiences

*USU compared with:*

<i>Class</i>	<b>USU 2008</b>	<b>Carnegie Peers</b>	
	<i>Mean</i>	<i>Mean</i>	<i>Significant Difference?</i>
First-Year	23.5	27.8	0.001
Senior	39.1	39.7	No



#### ***Items Used for Enriching Educational Experiences Benchmark***

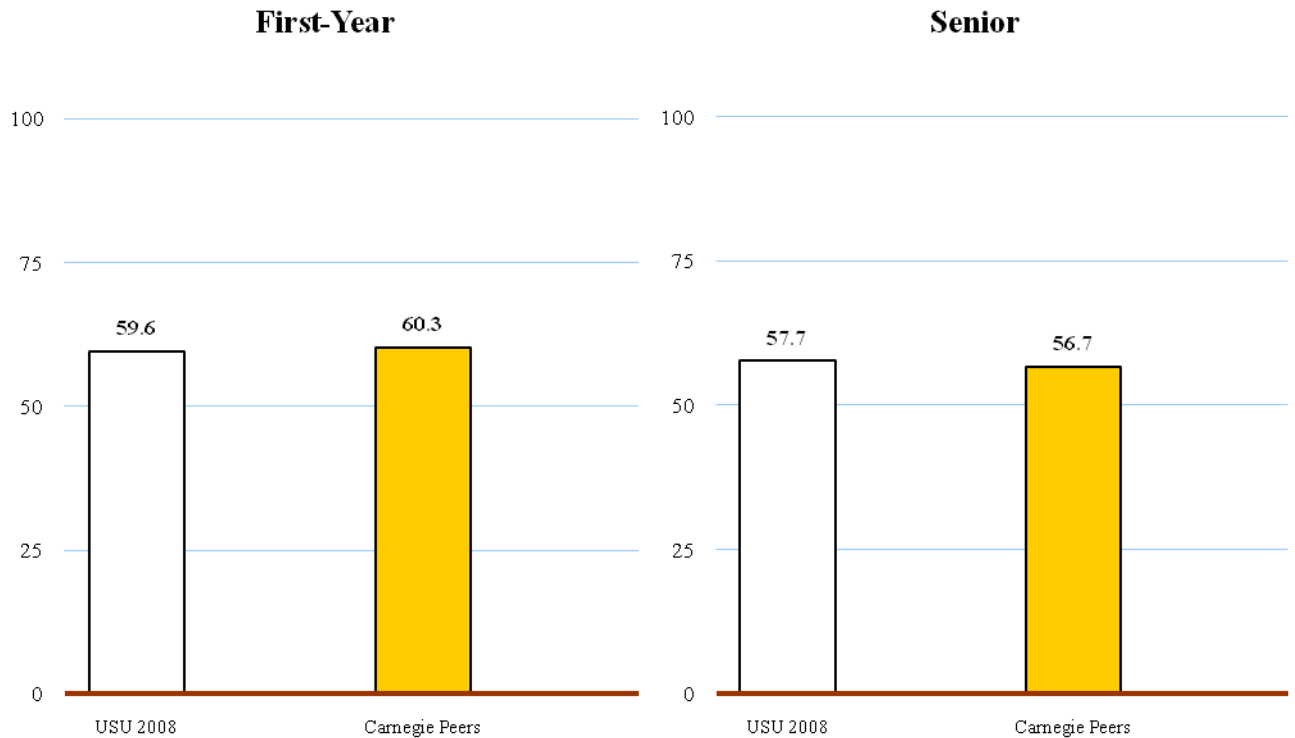
Definition: Complementary learning opportunities enhance academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge.

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

### III.A. BENCHMARK COMPARISONS: Supportive Campus Environment

*USU compared with:*

<i>Class</i>	<b>USU 2008</b>		<b>Carnegie Peers</b>	
	<i>Mean</i>		<i>Mean</i>	<i>Significant Difference?</i>
First-Year	59.6		60.3	No
Senior	57.7		56.7	No



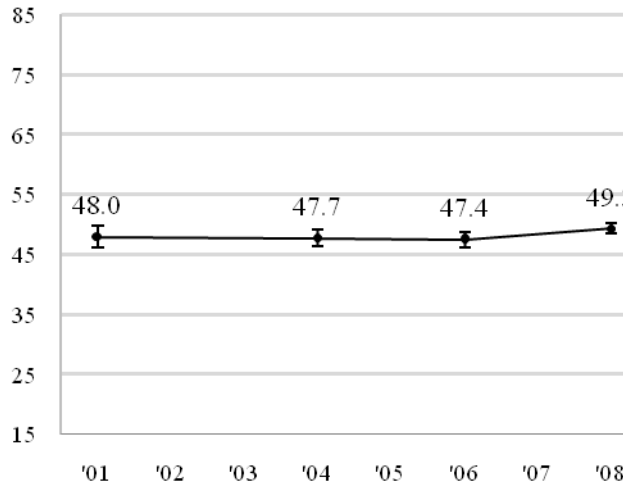
#### ***Items Used for Supportive Campus Environment Benchmark***

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

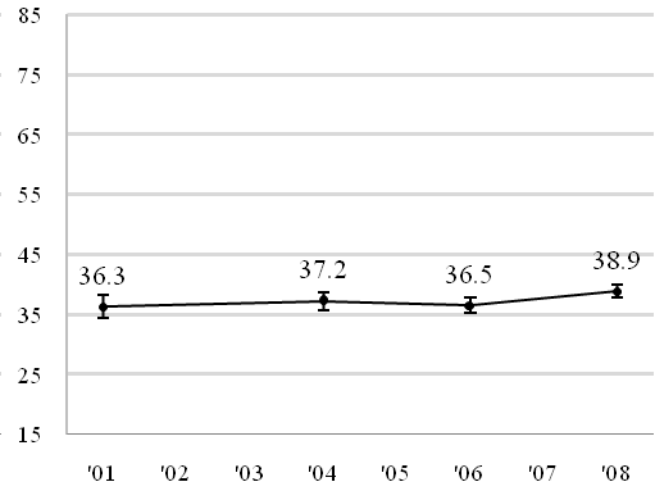
- Campus environment provides the support you need to help you succeed academically
- Campus environment helps you to cope with your non-academic responsibilities (work, family, etc.)
- Campus environment provides the support you need to survive socially
- Quality of relationships with students
- Quality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

### III.B. USU MULTI-YEAR BENCHMARK COMPARISONS: 2001, 2004, 2006, AND 2008 FIRST YEAR STUDENTS

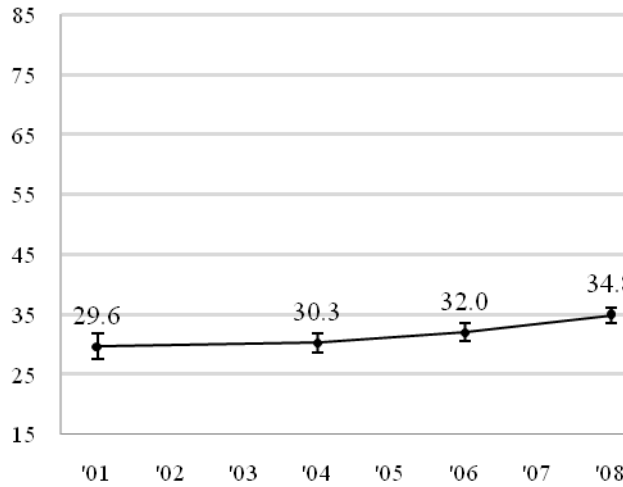
**Level of Academic Challenge**



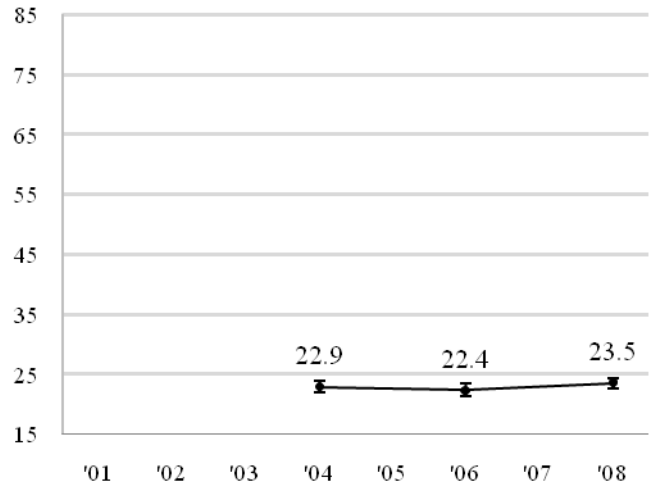
**Active and Collaborative Learning**



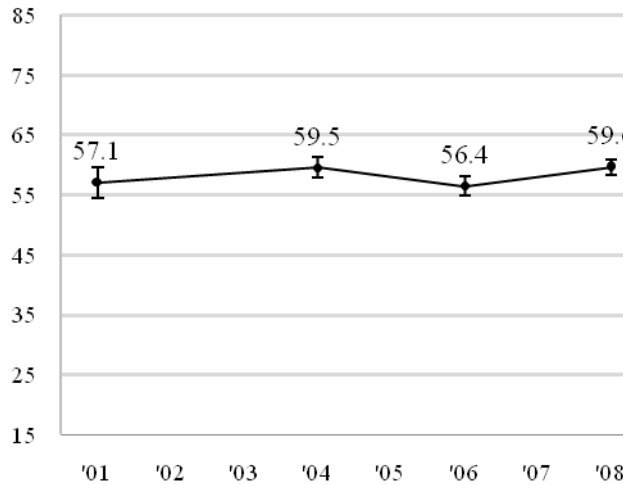
**Student-Faculty Interaction**



**Enriching Educational Experiences**



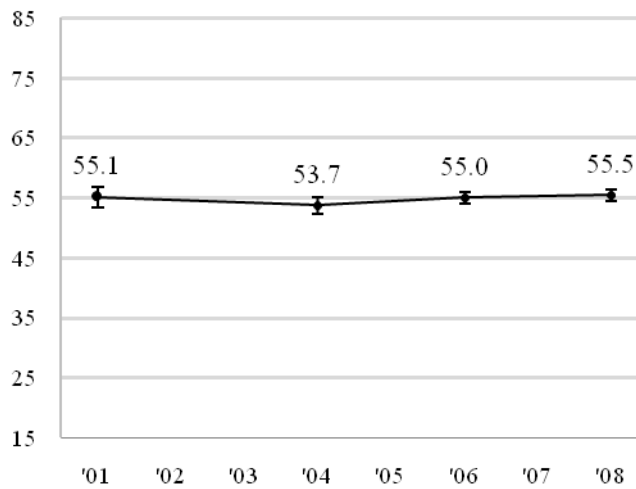
**Supportive Campus Environment**



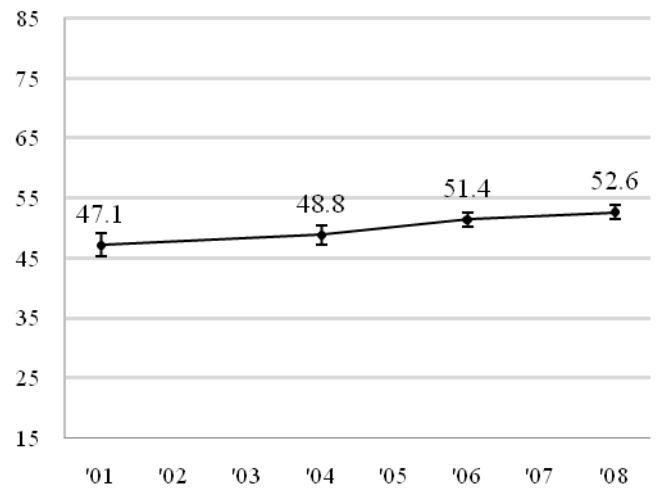


### III.B. USU MULTI-YEAR BENCHMARK COMPARISONS: 2001, 2004, 2006, AND 2008 SENIOR STUDENTS

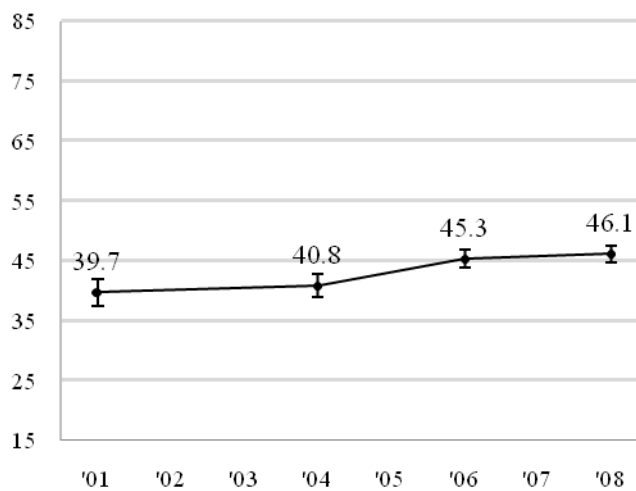
**Level of Academic Challenge**



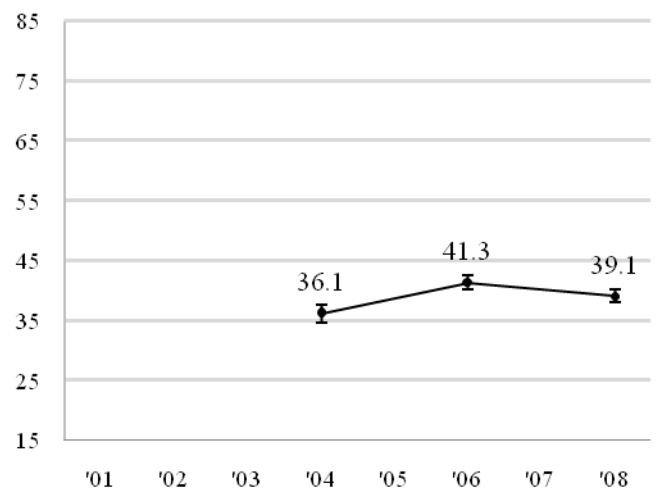
**Active and Collaborative Learning**



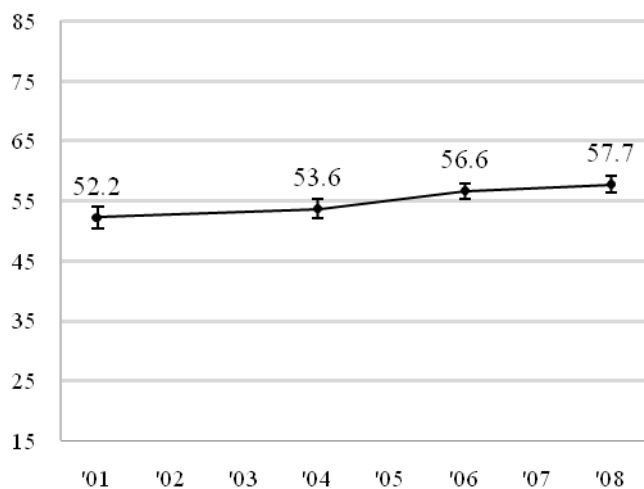
**Student-Faculty Interaction**



**Enriching Educational Experiences**



**Supportive Campus Environment**



## IV. COMPARISON OF FREQUENCY DISTRIBUTIONS

		FIRST YEAR STUDENTS		SENIOR STUDENTS		
		USU	Carnegie	USU	Carnegie	
		Response Options				
		%	%	%	%	
1a.	Asked questions in class or contributed to class discussions	Never	9%	5%	1%	3%
		Sometimes	49%	42%	31%	31%
		Often	28%	34%	37%	33%
		Very often	14%	19%	31%	33%
	Total		100%	100%	100%	100%
1b.	Made a class presentation	Never	31%	18%	6%	6%
		Sometimes	56%	54%	38%	38%
		Often	11%	21%	38%	34%
		Very often	2%	7%	18%	22%
	Total		100%	100%	100%	100%
1c.	Prepared two or more drafts of a paper or assignment before turning it in	Never	14%	15%	9%	17%
		Sometimes	33%	32%	41%	39%
		Often	34%	32%	31%	27%
		Very often	19%	22%	19%	17%
	Total		100%	100%	100%	100%
1d.	Worked on a paper or project that required integrating ideas or information from various sources	Never	5%	3%	1%	2%
		Sometimes	29%	23%	16%	15%
		Often	43%	45%	43%	40%
		Very often	23%	30%	40%	43%
	Total		100%	100%	100%	100%
1e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	Never	10%	7%	8%	10%
		Sometimes	31%	32%	38%	33%
		Often	41%	38%	34%	33%
		Very often	19%	22%	20%	25%
	Total		100%	100%	100%	100%
1f.	Come to class without completing readings or assignments	Never	14%	21%	10%	17%
		Sometimes	61%	58%	60%	58%
		Often	20%	15%	21%	17%
		Very often	6%	6%	9%	8%
	Total		100%	100%	100%	100%
1g.	Worked with other students on projects <b>during class</b>	Never	13%	12%	9%	11%
		Sometimes	46%	46%	46%	43%
		Often	34%	31%	31%	30%
		Very often	7%	11%	14%	16%
	Total		100%	100%	100%	100%
1h.	Worked with classmates <b>outside of class</b> to prepare class assignments	Never	15%	13%	4%	7%
		Sometimes	44%	44%	25%	32%
		Often	31%	30%	39%	33%
		Very often	10%	13%	32%	28%
	Total		100%	100%	100%	100%

1i.	Put together ideas or concepts from different courses when completing assignments or during class discussions	Never	7%	6%	2%	3%
		Sometimes	43%	40%	26%	27%
		Often	38%	39%	43%	43%
		Very often	12%	15%	28%	27%
		Total	100%	100%	100%	100%
1j.	Tutored or taught other students (paid or voluntary)	Never	47%	48%	31%	41%
		Sometimes	37%	35%	38%	37%
		Often	10%	12%	17%	13%
		Very often	6%	5%	13%	10%
		Total	100%	100%	100%	100%
1k.	Participated in a community-based project (e.g. service learning) as part of a regular course	Never	60%	56%	43%	54%
		Sometimes	26%	27%	37%	29%
		Often	11%	11%	14%	11%
		Very often	3%	5%	6%	7%
		Total	100%	100%	100%	100%
1l.	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	Never	16%	15%	14%	11%
		Sometimes	31%	31%	28%	28%
		Often	28%	28%	27%	26%
		Very often	25%	26%	32%	34%
		Total	100%	100%	100%	100%
1m.	Used e-mail to communicate with an instructor	Never	2%	2%	1%	1%
		Sometimes	28%	23%	19%	14%
		Often	38%	38%	33%	32%
		Very often	31%	37%	48%	53%
		Total	100%	100%	100%	100%
1n.	Discussed grades or assignments with an instructor	Never	11%	8%	4%	5%
		Sometimes	47%	43%	40%	37%
		Often	29%	30%	35%	33%
		Very often	14%	18%	21%	25%
		Total	100%	100%	100%	100%
1o.	Talked about career plans with a faculty member or advisor	Never	27%	23%	12%	18%
		Sometimes	45%	47%	45%	43%
		Often	19%	21%	29%	23%
		Very often	9%	9%	15%	16%
		Total	100%	100%	100%	100%
1p.	Discussed ideas from your readings or classes with faculty members outside of class	Never	47%	41%	26%	30%
		Sometimes	35%	38%	49%	43%
		Often	13%	15%	17%	17%
		Very often	5%	7%	8%	10%
		Total	100%	100%	100%	100%
1q.	Received prompt written or oral feedback from faculty on your academic performance	Never	14%	8%	7%	5%
		Sometimes	43%	38%	36%	33%
		Often	33%	39%	43%	43%
		Very often	10%	15%	15%	18%
		Total	100%	100%	100%	100%

1r.	Worked harder than you thought you could to meet an instructor's standards or expectations	Never	9%	9%	5%	6%
		Sometimes	43%	37%	37%	36%
		Often	37%	38%	41%	38%
		Very often	11%	16%	17%	20%
		Total	100%	100%	100%	100%
1s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	Never	65%	58%	37%	48%
		Sometimes	23%	27%	35%	31%
		Often	9%	10%	18%	13%
		Very often	4%	5%	9%	8%
		Total	100%	100%	100%	100%
1t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	Never	5%	7%	3%	4%
		Sometimes	33%	37%	30%	32%
		Often	39%	36%	43%	37%
		Very often	22%	20%	24%	26%
		Total	100%	100%	100%	100%
1u.	Had serious conversations with students of a different race or ethnicity than your own	Never	21%	15%	18%	12%
		Sometimes	39%	34%	42%	34%
		Often	24%	27%	26%	28%
		Very often	16%	24%	14%	26%
		Total	100%	100%	100%	100%
1v.	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	Never	12%	12%	10%	11%
		Sometimes	34%	33%	41%	35%
		Often	31%	29%	31%	29%
		Very often	23%	26%	19%	25%
		Total	100%	100%	100%	100%
2a.	Coursework emphasizes: <b>Memorizing</b> facts, ideas, or methods from your courses and readings	Very little	8%	5%	9%	8%
		Some	29%	25%	34%	30%
		Quite a bit	40%	41%	36%	37%
		Very much	24%	30%	21%	25%
		Total	100%	100%	100%	100%
2b.	Coursework emphasizes: <b>Analyzing</b> the basic elements of an idea, experience, or theory	Very little	3%	2%	2%	2%
		Some	22%	19%	14%	15%
		Quite a bit	46%	45%	47%	43%
		Very much	29%	33%	37%	41%
		Total	100%	100%	100%	100%

2c.	Coursework emphasizes: <b>Synthesizing</b> and organizing ideas, information, or experiences	Very little	5%	5%	4%	4%
		Some	36%	29%	24%	24%
		Quite a bit	39%	41%	44%	40%
		Very much	20%	25%	29%	33%
		Total	100%	100%	100%	100%
2d.	Coursework emphasizes: <b>Making judgments</b> about the value of information, arguments, or methods	Very little	6%	6%	5%	6%
		Some	31%	27%	26%	24%
		Quite a bit	42%	41%	40%	39%
		Very much	21%	26%	29%	32%
		Total	100%	100%	100%	100%
2e.	Coursework emphasizes: <b>Applying</b> theories or concepts to practical problems or in new situations	Very little	4%	4%	4%	3%
		Some	24%	22%	20%	18%
		Quite a bit	43%	40%	38%	37%
		Very much	28%	34%	38%	43%
		Total	100%	100%	100%	100%
3a.	Number of assigned textbooks, books, or book-length packs of course readings	None	1%	1%	2%	1%
		1-4	26%	23%	32%	28%
		5-10	53%	45%	39%	39%
		11-20	15%	22%	14%	19%
		More than 20	5%	9%	13%	12%
		Total	100%	100%	100%	100%
3b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	None	14%	26%	14%	21%
		1-4	61%	54%	58%	54%
		5-10	15%	12%	17%	15%
		11-20	5%	4%	6%	5%
		More than 20	4%	3%	5%	5%
		Total	100%	100%	100%	100%
3c.	Number of written papers or reports of <u>20 pages or more</u>	None	89%	82%	56%	53%
		1-4	8%	13%	37%	38%
		5-10	2%	3%	4%	6%
		11-20	1%	1%	1%	2%
		More than 20	1%	1%	2%	1%
		Total	100%	100%	100%	100%
3d.	Number of written papers or reports <u>between 5 and 19 pages</u>	None	29%	15%	12%	11%
		1-4	56%	55%	50%	47%
		5-10	12%	24%	26%	28%
		11-20	2%	5%	9%	10%
		More than 20	1%	2%	3%	4%
		Total	100%	100%	100%	100%
3e.	Number of written papers or reports of <u>fewer than 5 pages</u>	None	2%	4%	4%	7%
		1-4	29%	32%	29%	35%
		5-10	33%	34%	28%	27%
		11-20	26%	19%	21%	16%
		More than 20	10%	11%	19%	14%
		Total	100%	100%	100%	100%
4a.	Number of problem sets that	None	13%	13%	15%	19%
		1-2	35%	35%	30%	32%

	take you <b>more</b> than an hour to complete	3-4	33%	32%	31%	29%
		5-6	11%	10%	8%	9%
		More than 6	8%	10%	15%	12%
		Total	100%	100%	100%	100%
4b.	Number of problem sets that take you <b>less</b> than an hour to complete	None	12%	12%	26%	27%
		1-2	39%	36%	35%	36%
		3-4	26%	27%	21%	20%
		5-6	10%	12%	9%	8%
		More than 6	13%	14%	9%	9%
		Total	100%	100%	100%	100%
5.	Select the circle that best represents the extent to which your examinations during the current school year challenged you to do your best work	1 Very little	0%	1%	2%	1%
		2	2%	1%	1%	2%
		3	3%	4%	4%	4%
		4	11%	13%	12%	12%
		5	31%	30%	29%	28%
		6	33%	32%	34%	31%
		7 Very much	20%	20%	16%	21%
		Total	100%	100%	100%	100%
6a.	Attended an art exhibit, play, dance, music, theater, or other performance	Never	8%	24%	18%	29%
		Sometimes	35%	45%	47%	46%
		Often	29%	20%	19%	15%
		Very often	28%	11%	15%	9%
		Total	100%	100%	100%	100%
6b.	Exercised or participated in physical fitness activities	Never	6%	10%	8%	13%
		Sometimes	26%	30%	30%	34%
		Often	32%	27%	28%	24%
		Very often	37%	33%	34%	28%
		Total	100%	100%	100%	100%
6c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	Never	12%	39%	9%	35%
		Sometimes	13%	27%	11%	27%
		Often	17%	15%	15%	15%
		Very often	57%	19%	65%	23%
		Total	100%	100%	100%	100%
6d.	Examined the strengths and weaknesses of your own views on a topic or issue	Never	6%	10%	4%	8%
		Sometimes	30%	38%	32%	35%
		Often	40%	35%	39%	36%
		Very often	24%	18%	25%	21%
		Total	100%	100%	100%	100%
6e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	Never	5%	6%	2%	5%
		Sometimes	30%	34%	33%	31%
		Often	39%	38%	40%	39%
		Very often	25%	22%	25%	24%
		Total	100%	100%	100%	100%
6f.	Learned something that changed the way you understand an issue or	Never	2%	4%	0%	3%
		Sometimes	27%	33%	28%	31%
		Often	42%	40%	44%	40%
		Very often	29%	24%	27%	25%
		Total	100%	100%	100%	100%

	concept					
7a.	Practicum, internship, field experience, co-op experience, or clinical assignment	Have not decided	20%	12%	7%	8%
		Do not plan to do	4%	4%	14%	16%
		Plan to do	70%	76%	19%	25%
		Done	7%	7%	61%	51%
		Total	100%	100%	100%	100%
7b.	Community service or volunteer work	Have not decided	16%	13%	8%	9%
		Do not plan to do	5%	7%	12%	16%
		Plan to do	49%	40%	12%	15%
		Done	30%	40%	69%	60%
		Total	100%	100%	100%	100%
7c.	Participate in a learning community or some other formal program where groups of students take two or more classes together	Have not decided	39%	30%	12%	13%
		Do not plan to do	29%	28%	55%	52%
		Plan to do	23%	24%	7%	8%
		Done	10%	19%	27%	26%
		Total	100%	100%	100%	100%
7d.	Work on a research project with a faculty member outside of course or program requirements	Have not decided	39%	37%	12%	16%
		Do not plan to do	22%	23%	51%	50%
		Plan to do	33%	34%	12%	14%
		Done	5%	5%	25%	20%
		Total	100%	100%	100%	100%
7e.	Foreign language coursework	Have not decided	26%	19%	9%	7%
		Do not plan to do	30%	27%	47%	40%
		Plan to do	35%	33%	6%	9%
		Done	10%	21%	38%	43%
		Total	100%	100%	100%	100%
7f.	Study abroad	Have not decided	33%	29%	12%	13%
		Do not plan to do	30%	25%	75%	64%
		Plan to do	35%	42%	5%	10%
		Done	2%	3%	8%	13%
		Total	100%	100%	100%	100%
7g.	Independent study or self-designed major	Have not decided	33%	32%	6%	11%
		Do not plan to do	53%	49%	73%	62%
		Plan to do	10%	16%	5%	9%
		Done	4%	4%	17%	17%
		Total	100%	100%	100%	100%
7h.	Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	Have not decided	38%	39%	8%	10%
		Do not plan to do	12%	12%	27%	27%
		Plan to do	49%	47%	32%	33%
		Done	0%	2%	33%	30%
		Total	100%	100%	100%	100%
8a.	Quality of relationships with <u>other students</u>	1 Unfriendly, Unsupportive, Sense of alienation	1%	1%	1%	1%
		2	2%	3%	1%	3%
		3	4%	6%	4%	5%

		4	14%	12%	8%	11%
		5	22%	21%	21%	21%
		6	33%	28%	33%	28%
		7 Friendly, Supportive, Sense of belonging	24%	28%	32%	31%
		Total	100%	100%	100%	100%
8b.	Quality of relationships with <u>faculty members</u>	1 Unavailable, Unhelpful, Unsympathetic				
		2	2%	1%	1%	1%
		3	3%	4%	3%	3%
		4	8%	8%	5%	7%
		5	22%	20%	14%	15%
		6	29%	28%	29%	25%
		7 Available, Helpful, Sympathetic	23%	25%	29%	28%
		13%	13%	15%	19%	20%
		Total	100%	100%	100%	100%
8c.	Quality of relationships with <u>administrative personnel and offices</u>	1 Unhelpful, Inconsiderate, Rigid				
		2	3%	4%	4%	6%
		3	8%	7%	9%	9%
		4	13%	12%	17%	13%
		5	26%	25%	21%	22%
		6	22%	23%	24%	21%
		7 Helpful, Considerate, Flexible	17%	17%	15%	17%
		11%	11%	12%	10%	13%
		Total	100%	100%	100%	100%
9a.	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	0 hr/wk	0%	0%	0%	0%
		1-5 hr/wk	18%	16%	14%	18%
		6-10 hr/wk	28%	26%	24%	25%
		11-15 hr/wk	25%	23%	21%	20%
		16-20 hr/wk	15%	16%	14%	15%
		21-25 hr/wk	9%	10%	10%	9%
		26-30 hr/wk	3%	4%	7%	5%
		30+ hr/wk	2%	4%	9%	7%
		Total	100%	100%	100%	100%
9b.	Working for pay <u>on campus</u>	0 hr/wk	80%	81%	57%	74%
		1-5 hr/wk	2%	3%	7%	3%
		6-10 hr/wk	4%	5%	9%	6%
		11-15 hr/wk	5%	5%	10%	5%
		16-20 hr/wk	6%	4%	11%	7%
		21-25 hr/wk	1%	1%	4%	2%
		26-30 hr/wk	1%	0%	2%	1%
		30+ hr/wk	1%	1%	2%	2%
		Total	100%	100%	100%	100%
9c.	Working for pay <u>off campus</u>	0 hr/wk	57%	70%	42%	44%
		1-5 hr/wk	4%	4%	7%	4%
		6-10 hr/wk	3%	5%	5%	6%
		11-15 hr/wk	5%	5%	8%	6%
		16-20 hr/wk	10%	6%	12%	10%



		21-25 hr/wk	7%	4%	10%	8%
		26-30 hr/wk	6%	2%	6%	5%
		30+ hr/wk	8%	4%	10%	17%
		Total	100%	100%	100%	100%
9d.	Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	0 hr/wk	44%	38%	44%	47%
		1-5 hr/wk	36%	32%	37%	29%
		6-10 hr/wk	10%	14%	10%	11%
		11-15 hr/wk	5%	8%	4%	6%
		16-20 hr/wk	2%	4%	3%	3%
		21-25 hr/wk	1%	2%	1%	2%
		26-30 hr/wk	0%	1%	0%	1%
		30+ hr/wk	1%	2%	1%	2%
		Total	100%	100%	100%	100%
9e.	Relaxing and socializing (watching TV, partying, etc.)	0 hr/wk	1%	1%	1%	1%
		1-5 hr/wk	26%	20%	36%	28%
		6-10 hr/wk	28%	28%	32%	30%
		11-15 hr/wk	22%	22%	17%	19%
		16-20 hr/wk	11%	14%	8%	11%
		21-25 hr/wk	7%	7%	3%	4%
		26-30 hr/wk	3%	3%	1%	2%
		30+ hr/wk	3%	6%	2%	4%
		Total	100%	100%	100%	100%
9f.	Providing care for dependents living with you (parents, children, spouse, etc.)	0 hr/wk	77%	76%	46%	62%
		1-5 hr/wk	12%	12%	15%	12%
		6-10 hr/wk	5%	5%	12%	7%
		11-15 hr/wk	1%	3%	7%	4%
		16-20 hr/wk	1%	2%	6%	3%
		21-25 hr/wk	0%	0%	2%	2%
		26-30 hr/wk	0%	0%	2%	1%
		30+ hr/wk	3%	2%	11%	9%
		Total	100%	100%	100%	100%
9g.	Commuting to class (driving, walking, etc.)	0 hr/wk	6%	10%	5%	6%
		1-5 hr/wk	76%	65%	78%	65%
		6-10 hr/wk	14%	16%	13%	19%
		11-15 hr/wk	3%	5%	3%	6%
		16-20 hr/wk	1%	2%	1%	2%
		21-25 hr/wk	0%	1%	0%	1%
		26-30 hr/wk	0%	0%	0%	0%
		30+ hr/wk	1%	1%	0%	1%
		Total	100%	100%	100%	100%
10a.	Spending significant amounts of time studying and on academic work	Very little	1%	2%	1%	2%
		Some	15%	17%	15%	17%
		Quite a bit	52%	46%	49%	45%
		Very much	31%	35%	34%	36%
		Total	100%	100%	100%	100%
10b.	Providing the support you need to help you succeed academically	Very little	1%	3%	4%	6%
		Some	22%	20%	25%	26%
		Quite a bit	46%	45%	45%	43%
		Very much	31%	32%	26%	25%
		Total	100%	100%	100%	100%
10c.	Encouraging contact among	Very little	12%	12%	17%	19%
		Some	36%	31%	42%	35%

	students from different economic, social, and racial or ethnic backgrounds	Quite a bit	33%	33%	27%	28%
		Very much	19%	23%	15%	18%
		Total	100%	100%	100%	100%
10d.	Helping you cope with your non-academic responsibilities (work, family, etc.)	Very little	24%	24%	37%	39%
		Some	42%	39%	40%	36%
		Quite a bit	25%	25%	16%	17%
		Very much	9%	12%	7%	9%
		Total	100%	100%	100%	100%
10e.	Providing the support you need to thrive socially	Very little	12%	15%	19%	25%
		Some	39%	36%	41%	39%
		Quite a bit	37%	34%	29%	25%
		Very much	13%	16%	11%	11%
		Total	100%	100%	100%	100%
10f.	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	Very little	4%	7%	9%	13%
		Some	25%	25%	28%	31%
		Quite a bit	43%	39%	42%	35%
		Very much	27%	29%	20%	22%
		Total	100%	100%	100%	100%
10g.	Using computers in academic work	Very little	1%	2%	1%	2%
		Some	10%	13%	7%	9%
		Quite a bit	36%	35%	27%	28%
		Very much	54%	50%	65%	61%
		Total	100%	100%	100%	100%
11a.	Acquiring a broad general education	Very little	2%	3%	3%	3%
		Some	12%	15%	15%	14%
		Quite a bit	48%	44%	43%	38%
		Very much	38%	39%	40%	46%
		Total	100%	100%	100%	100%
11b.	Acquiring job or work-related knowledge and skills	Very little	11%	10%	4%	6%
		Some	29%	28%	17%	21%
		Quite a bit	35%	36%	37%	32%
		Very much	25%	26%	42%	40%
		Total	100%	100%	100%	100%
11c.	Writing clearly and effectively	Very little	8%	6%	3%	5%
		Some	28%	23%	21%	21%
		Quite a bit	41%	41%	39%	38%
		Very much	23%	30%	36%	35%
		Total	100%	100%	100%	100%
11d.	Speaking clearly and effectively	Very little	13%	10%	6%	7%
		Some	35%	29%	28%	24%
		Quite a bit	36%	36%	37%	37%
		Very much	17%	25%	29%	32%
		Total	100%	100%	100%	100%
11e.	Thinking critically and analytically	Very little	2%	3%	2%	2%
		Some	18%	16%	11%	12%
		Quite a bit	45%	42%	36%	36%
		Very much	35%	40%	51%	50%
		Total	100%	100%	100%	100%

11f.	Analyzing quantitative problems	Very little	6%	5%	3%	4%
		Some	26%	23%	20%	20%
		Quite a bit	42%	41%	35%	37%
		Very much	26%	31%	42%	40%
		Total	100%	100%	100%	100%
11g.	Using computing and information technology	Very little	3%	6%	2%	4%
		Some	20%	20%	13%	16%
		Quite a bit	43%	37%	35%	34%
		Very much	34%	37%	49%	47%
		Total	100%	100%	100%	100%
11h.	Working effectively with others	Very little	5%	6%	3%	4%
		Some	29%	23%	17%	19%
		Quite a bit	40%	39%	38%	36%
		Very much	26%	32%	42%	41%
		Total	100%	100%	100%	100%
11i.	Voting in local, state, or national elections	Very little	31%	29%	31%	37%
		Some	33%	31%	37%	32%
		Quite a bit	24%	24%	21%	18%
		Very much	13%	16%	11%	13%
		Total	100%	100%	100%	100%
11j.	Learning effectively on your own	Very little	6%	6%	5%	6%
		Some	24%	22%	19%	19%
		Quite a bit	42%	43%	46%	40%
		Very much	27%	29%	30%	34%
		Total	100%	100%	100%	100%
11k.	Understanding yourself	Very little	11%	11%	11%	13%
		Some	27%	26%	28%	25%
		Quite a bit	36%	35%	37%	33%
		Very much	26%	27%	24%	29%
		Total	100%	100%	100%	100%
11l.	Understanding people of other racial and ethnic backgrounds	Very little	13%	13%	15%	15%
		Some	37%	31%	38%	33%
		Quite a bit	34%	33%	31%	30%
		Very much	17%	22%	16%	22%
		Total	100%	100%	100%	100%
11m.	Solving complex real-world problems	Very little	9%	11%	6%	10%
		Some	36%	32%	29%	28%
		Quite a bit	38%	36%	38%	35%
		Very much	17%	21%	26%	27%
		Total	100%	100%	100%	100%
11n.	Developing a personal code of values and ethics	Very little	14%	14%	16%	16%
		Some	28%	27%	33%	26%
		Quite a bit	35%	33%	28%	29%
		Very much	23%	26%	23%	29%
		Total	100%	100%	100%	100%
11o.	Contributing to the welfare of your community	Very little	15%	18%	16%	21%
		Some	41%	33%	36%	32%
		Quite a bit	30%	31%	30%	27%
		Very much	14%	19%	18%	21%
		Total	100%	100%	100%	100%
11p.	Developing a deepened sense of spirituality	Very little	28%	36%	39%	47%
		Some	30%	26%	30%	22%
		Quite a bit	24%	20%	18%	14%
		Very much	19%	18%	13%	17%
		Total	100%	100%	100%	100%

12.	Overall, how would you evaluate the quality of academic advising you have received at your institution?	Poor	5%	6%	12%	13%
		Fair	17%	19%	19%	23%
		Good	47%	46%	39%	39%
		Excellent	31%	29%	31%	25%
	Total	100%	100%	100%	100%	
13.	How would you evaluate your entire educational experience at this institution?	Poor	1%	2%	2%	2%
		Fair	9%	11%	10%	13%
		Good	50%	51%	45%	49%
		Excellent	40%	35%	43%	36%
	Total	100%	100%	100%	100%	
14.	If you could start over again, would you go to the <i>same</i> institution you are now attending?	Definitely no	2%	4%	2%	6%
		Probably no	8%	11%	8%	14%
		Probably yes	43%	39%	38%	37%
		Definitely yes	48%	45%	52%	43%
	Total	100%	100%	100%	100%	

## V. COMPARISON OF MEAN RESPONSES

		USU		CARNEGIE PEERS	
Academic and Intellectual Experiences					
<i>In your experience at your institution during the current school year, about how often have you done each of the following: 1 = Never, 2 = Sometimes, 3 = Often, 4 = Very Often</i>					
	Class	Mean	Mean	Difference Significant at:	
a.	Asked questions in class or contributed to class discussions	FY	2.47	2.68	0.001
		SR	2.97	2.96	
b.	Made a class presentation	FY	1.83	2.16	0.001
		SR	2.69	2.71	
c.	Prepared two or more drafts of a paper or assignment before turning it in	FY	2.59	2.61	
		SR	2.59	2.43	0.001
d.	Worked on a paper or project that required integrating ideas or information from various sources	FY	2.84	3.01	0.001
		SR	3.23	3.25	
e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	FY	2.68	2.75	0.050
		SR	2.65	2.72	0.050
f.	Come to class without completing readings or assignments	FY	2.17	2.06	0.001
		SR	2.28	2.17	0.001
g.	Worked with other students on projects <b>during class</b>	FY	2.35	2.41	0.050
		SR	2.50	2.49	0.050
h.	Worked with classmates <b>outside of class</b> to prepare class assignments	FY	2.36	2.43	0.050
		SR	2.99	2.82	0.001
i.	Put together ideas or concepts from different courses when completing assignments or during class discussions	FY	2.56	2.62	0.050
		SR	2.97	2.94	
j.	Tutored or taught other students (paid or voluntary)	FY	1.75	1.74	
		SR	2.13	1.91	0.001
k.	Participated in a community-based project (e.g. service learning) as part of a regular course	FY	1.56	1.64	0.010
		SR	1.82	1.70	0.001
l.	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FY	2.63	2.64	
		SR	2.76	2.83	0.050
m.	Used e-mail to communicate with an instructor	FY	2.99	3.11	0.001
		SR	3.28	3.37	0.001

n.	Discussed grades or assignments with an instructor	FY	2.45	2.58	0.001
		SR	2.74	2.79	
o.	Talked about career plans with a faculty member or advisor	FY	2.09	2.15	
		SR	2.45	2.36	0.001
p.	Discussed ideas from your readings or classes with faculty members outside of class	FY	1.75	1.87	0.001
		SR	2.07	2.07	
q.	Received prompt written or oral feedback from faculty on your academic performance	FY	2.40	2.60	0.001
		SR	2.66	2.75	0.001
r.	Worked harder than you thought you could to meet an instructor's standards or expectations	FY	2.51	2.61	0.001
		SR	2.69	2.71	
s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FY	1.51	1.61	0.001
		SR	1.99	1.80	0.001
t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	FY	2.79	2.68	0.001
		SR	2.88	2.85	
u.	Had serious conversations with students of a different race or ethnicity than your own	FY	2.36	2.60	0.001
		SR	2.35	2.68	0.001
v.	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	FY	2.64	2.69	
		SR	2.59	2.68	0.001

### Mental Activities

*During the current school year, how much has your coursework emphasized the following mental activities? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much*

a.	<b>Memorizing</b> facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	FY	2.80	2.95	0.001
		SR	2.69	2.79	0.001
b.	<b>Analyzing</b> the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	FY	3.00	3.10	0.001
		SR	3.19	3.23	
c.	<b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships	FY	2.75	2.86	0.001
		SR	2.98	3.01	
d.	<b>Making judgments</b> about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	FY	2.77	2.87	0.001
		SR	2.93	2.97	
e.	<b>Applying</b> theories or concepts to practical problems or in new situations	FY	2.96	3.03	0.050
		SR	3.10	3.19	0.001

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

1=None, 2=1-4, 3=5-10, 4=11-20, 5=More than 20

### Reading and Writing

a.	Number of assigned textbooks, books, or book-length packs of course readings	FY	2.99	3.17	0.001
		SR	3.03	3.12	0.050
b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	FY	2.24	2.04	0.001
		SR	2.31	2.18	0.001
c.	Number of written papers or reports of <u>20 pages or more</u>	FY	1.18	1.26	0.001
		SR	1.56	1.61	
d.	Number of written papers or reports <u>between 5 and 19 pages</u>	FY	1.89	2.24	0.001
		SR	2.42	2.49	
e.	Number of written papers or reports of <u>fewer than 5 pages</u>	FY	3.12	3.01	0.010
		SR	3.23	2.94	0.001

In a typical week, how many homework problem sets do you complete? 1=None, 2=1-2, 3=3-4, 4=5-6, 5=More than 6

### Problem Sets

a.	Number of problem sets that take you <b>more</b> than an hour to complete	FY	2.66	2.71	
		SR	2.78	2.64	0.010
b.	Number of problem sets that take you <b>less</b> than an hour to complete	FY	2.72	2.80	
		SR	2.40	2.37	

### Examinations

1=Very little to 7=Very much

	Select the circle that best represents the extent to which your examinations during the current school year challenged you to do your best work.	FY	5.50	5.43	
		SR	5.35	5.43	

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

1=Never, 2=Sometimes, 3=Often, 4=Very often

### Additional Collegiate Experiences

a.	Attended an art exhibit, play, dance, music, theatre or other performance	FY	2.77	2.19	0.001
		SR	2.31	2.04	0.001
b.	Exercised or participated in physical fitness activities	FY	2.99	2.82	0.001
		SR	2.87	2.68	0.001
c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	FY	3.19	2.15	0.001
		SR	3.35	2.26	0.001
d.	Examined the strengths and weaknesses of your own views on a topic or issue	FY	2.83	2.61	0.001
		SR	2.85	2.69	0.001
e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	FY	2.85	2.76	0.010
		SR	2.88	2.82	0.050
f.	Learned something that changed the way you understand an issue or concept	FY	2.98	2.83	0.001
		SR	2.98	2.87	0.001

Which of the following have you done or do you plan to do before you graduate from your institution? (Recorded: 0=Have not decided, Do not plan to do, Plan to do; 1=Done. Thus, the mean is the proportion responding "Done" among all valid respondents.)

**Enriching Educational Experiences**

a.	Practicum, internship, field experience, co-op experience, or clinical assignment	FY	.07	.07	
		SR	.61	.51	0.001
b.	Community service or volunteer work	FY	.30	.40	0.001
		SR	.69	.60	0.001
c.	Participate in a learning community or some other formal program where groups of students take two or more classes together	FY	.10	.19	0.001
		SR	.27	.26	
d.	Work on a research project with a faculty member outside of course or program requirements	FY	.05	.05	
		SR	.25	.20	0.001
e.	Foreign language coursework	FY	.10	.21	0.001
		SR	.38	.43	0.010
f.	Study abroad	FY	.02	.03	0.050
		SR	.08	.13	0.001
g.	Independent study or self-designed major	FY	.04	.04	
		SR	.17	.17	
h.	Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FY	.00	.02	0.001
		SR	.33	.30	

Select the circle that best represents the quality of your relationships with people at your institution. 1=Unfriendly, Unsupportive, Sense of alienation to 7=Friendly, Supportive, Sense of belonging

**Quality of Relationships**

a.	Relationships with <u>other students</u>	FY	5.49	5.46	
		SR	5.74	5.56	0.001
<i>1=Unavailable, Unhelpful, Unsympathetic to 7=Available, Helpful, Sympathetic</i>					
b.	Relationships with <u>faculty members</u>	FY	4.95	5.05	0.050
		SR	5.31	5.27	
<i>1=Unhelpful, Inconsiderate, Rigid to 7=Helpful, Considerate, Flexible</i>					
c.	Relationships with <u>administrative personnel and offices</u>	FY	4.52	4.55	
		SR	4.36	4.45	

About how many hours do you spend in a typical 7-day week doing each of the following?  
 1=0 hrs/wk, 2=1-5 hrs/wk, 3=6-10 hrs/wk, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=More than 30 hrs/wk

**Time Usage**

a.	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	FY	3.86	4.06	0.001
		SR	4.40	4.14	0.001
b.	Working for pay <u>on campus</u>	FY	1.66	1.54	0.050
		SR	2.39	1.87	0.001
c.	Working for pay <u>off campus</u>	FY	2.86	2.12	0.001



		SR	3.45	3.62	
d.	Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	FY	1.95	2.29	0.001
		SR	1.96	2.07	0.050
e.	Relaxing and socializing (watching TV, partying, etc.)	FY	3.62	3.91	0.001
		SR	3.14	3.52	0.001
f.	Providing care for dependents living with you (parents, children, spouse, etc.)	FY	1.55	1.54	0.001
		SR	2.79	2.26	0.001
g.	Commuting to class (driving, walking, etc.)	FY	2.23	2.32	0.010
		SR	2.18	2.40	0.001

*To what extent does your institution emphasize each of the following?  
1=Very little, 2=Some, 3=Quite a bit, 4=Very much*

<b>Institutional Environment</b>					
a.	Spending significant amounts of time studying and on academic work	FY	3.13	3.14	
		SR	3.17	3.14	
b.	Providing the support you need to help you succeed academically	FY	3.07	3.06	
		SR	2.94	2.88	0.050
c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	FY	2.59	2.68	0.050
		SR	2.39	2.46	0.050
d.	Helping you cope with your non-academic responsibilities (work, family, etc.)	FY	2.18	2.25	0.050
		SR	1.93	1.96	0.050
e.	Providing the support you need to thrive socially	FY	2.51	2.51	0.050
		SR	2.31	2.23	0.050
f.	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	FY	2.94	2.90	
		SR	2.75	2.65	0.010
g.	Using computers in academic work	FY	3.43	3.33	0.001
		SR	3.56	3.48	0.010

*To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much*

<b>Educational and Personal Growth</b>					
a.	Acquiring a broad general education	FY	3.22	3.19	
		SR	3.19	3.27	0.010
b.	Acquiring job or work-related knowledge and skills	FY	2.74	2.78	
		SR	3.17	3.06	0.001
c.	Writing clearly and effectively	FY	2.79	2.95	0.001
		SR	3.09	3.04	0.001
d.	Speaking clearly and effectively	FY	2.57	2.76	0.001
		SR	2.89	2.94	
e.	Thinking critically and analytically	FY	3.14	3.19	

		SR	3.36	3.34	
f.	Analyzing quantitative problems	FY	2.88	2.98	0.010
		SR	3.16	3.11	0.010
g.	Using computing and information technology	FY	3.06	3.05	0.010
		SR	3.32	3.25	0.010
h.	Working effectively with others	FY	2.87	2.97	0.010
		SR	3.19	3.14	
i.	Voting in local, state, or national elections	FY	2.19	2.27	0.050
		SR	2.12	2.08	
j.	Learning effectively on your own	FY	2.91	2.95	
		SR	3.01	3.03	
k.	Understanding yourself	FY	2.76	2.78	
		SR	2.74	2.78	
l.	Understanding people of other racial and ethnic backgrounds	FY	2.56	2.65	0.010
		SR	2.48	2.59	0.010
m.	Solving complex real-world problems	FY	2.64	2.68	
		SR	2.85	2.78	0.050
n.	Developing a personal code of values and ethics	FY	2.67	2.70	
		SR	2.57	2.71	0.001
o.	Contributing to the welfare of your community	FY	2.43	2.51	0.050
		SR	2.50	2.48	
p.	Developing a deepened sense of spirituality	FY	2.34	2.20	0.001
		SR	2.04	2.02	
<b>Academic Advising</b>		<i>1=Poor, 2=Fair, 3=Good, 4=Excellent</i>			
	Overall, how would you evaluate the quality of academic advising you have received at your institution?	FY	3.05	2.98	0.050
		SR	2.89	2.76	0.001
<b>Satisfaction</b>		<i>1=Poor, 2=Fair, 3=Good, 4=Excellent</i>			
	How would you evaluate your entire educational experience at this institution?	FY	3.29	3.20	0.001
		SR	3.28	3.18	0.001
		<i>1=Definitely no, 2=Probably no, 3=Probably yes, 4=Def yes</i>			
	If you could start over again, would you go to the <i>same</i> institution you are now attending?	FY	3.36	3.26	0.001
		SR	3.40	3.18	0.001

# **APPENDIX I: 2008 NSSE SURVEY INSTRUMENT**



# National Survey of Student Engagement 2008

## The College Student Report

**1** In your experience at your institution during the current school year, about how often have you done each of the following? Mark your answers in the boxes. Examples:  or

	Very often	Often	Some- times	Never
	▼	▼	▼	▼
a. Asked questions in class or contributed to class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Made a class presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Prepared two or more drafts of a paper or assignment before turning it in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Worked on a paper or project that required integrating ideas or information from various sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Come to class without completing readings or assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Worked with other students on projects <b>during class</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Worked with classmates <b>outside of class</b> to prepare class assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Put together ideas or concepts from different courses when completing assignments or during class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Tutored or taught other students (paid or voluntary)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Participated in a community-based project (e.g., service learning) as part of a regular course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Used e-mail to communicate with an instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Discussed grades or assignments with an instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Talked about career plans with a faculty member or advisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Discussed ideas from your readings or classes with faculty members outside of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Received prompt written or oral feedback from faculty on your academic performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Very often	Often	Some- times	Never
	▼	▼	▼	▼
r. Worked harder than you thought you could to meet an instructor's standards or expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Had serious conversations with students of a different race or ethnicity than your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

	Very much	Quite a bit	Some	Very little
	▼	▼	▼	▼
a. <b>Memorizing</b> facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. <b>Analyzing</b> the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. <b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. <b>Making judgments</b> about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. <b>Applying</b> theories or concepts to practical problems or in new situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

- a. Number of assigned textbooks, books, or book-length packs of course readings
- None     1-4     5-10     11-20     More than 20
- b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
- None     1-4     5-10     11-20     More than 20
- c. Number of written papers or reports of **20 pages or more**
- None     1-4     5-10     11-20     More than 20
- d. Number of written papers or reports **between 5 and 19 pages**
- None     1-4     5-10     11-20     More than 20
- e. Number of written papers or reports of **fewer than 5 pages**
- None     1-4     5-10     11-20     More than 20

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

- None    1-2    3-4    5-6    More than 6
- a. Number of problem sets that take you **more** than an hour to complete
- 
- b. Number of problem sets that take you **less** than an hour to complete
- 

**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.

- Very little    Very much
- 1     2     3     4     5     6     7

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

- Very often    Often    Some-times    Never
- a. Attended an art exhibit, play, dance, music, theater, or other performance
- 
- b. Exercised or participated in physical fitness activities
- 
- c. Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)
- 
- d. Examined the strengths and weaknesses of your own views on a topic or issue
- 
- e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective
- 
- f. Learned something that changed the way you understand an issue or concept
- 

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

- |  | Done                     | Plan to do               | Do not plan to do        | Have not decided         |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Practicum, internship, field experience, co-op experience, or clinical assignment   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Community service or volunteer work   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Participate in a learning community or some other formal program where groups of students take two or more classes together | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Work on a research project with a faculty member outside of course or program requirements                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Foreign language coursework   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Study abroad  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Independent study or self-designed major  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

- a. Relationships with **other students**
- Unfriendly, Unsupportive, Sense of alienation    Friendly, Supportive, Sense of belonging
- 1     2     3     4     5     6     7
- b. Relationships with **faculty members**
- Unavailable, Unhelpful, Unsympathetic    Available, Helpful, Sympathetic
- 1     2     3     4     5     6     7
- c. Relationships with **administrative personnel and offices**
- Unhelpful, Inconsiderate, Rigid    Helpful, Considerate, Flexible
- 1     2     3     4     5     6     7

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

a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hours per week	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
b. Working for pay <b>on campus</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hours per week	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
c. Working for pay <b>off campus</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hours per week	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hours per week	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
e. Relaxing and socializing (watching TV, partying, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hours per week	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
f. Providing care for dependents living with you (parents, children, spouse, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hours per week	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
g. Commuting to class (driving, walking, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hours per week	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30

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

	Very much	Quite a bit	Some	Very little
a. Spending significant amounts of time studying and on academic work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Providing the support you need to help you succeed academically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Providing the support you need to thrive socially	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Using computers in academic work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

	Very much	Quite a bit	Some	Very little
a. Acquiring a broad general education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Acquiring job or work-related knowledge and skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Writing clearly and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Speaking clearly and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Thinking critically and analytically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Analyzing quantitative problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Using computing and information technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Working effectively with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Voting in local, state, or national elections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Learning effectively on your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Understanding yourself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Understanding people of other racial and ethnic backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Solving complex real-world problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Developing a personal code of values and ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Contributing to the welfare of your community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Developing a deepened sense of spirituality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

- Excellent
- Good
- Fair
- Poor

**13 How would you evaluate your entire educational experience at this institution?**

- Excellent
- Good
- Fair
- Poor

**14 If you could start over again, would you go to the same institution you are now attending?**

- Definitely yes
- Probably yes
- Probably no
- Definitely no

15 Write in your year of birth: 

1	9		
---	---	--	--

16 Your sex:  
 Male  Female

17 Are you an international student or foreign national?  
 Yes  No

18 What is your racial or ethnic identification? (Mark only one.)

- American Indian or other Native American
- Asian, Asian American, or Pacific Islander
- Black or African American
- White (non-Hispanic)
- Mexican or Mexican American
- Puerto Rican
- Other Hispanic or Latino
- Multiracial
- Other
- I prefer not to respond

19 What is your current classification in college?

- Freshman/first-year  Senior
- Sophomore  Unclassified
- Junior

20 Did you begin college at your current institution or elsewhere?  
 Started here  Started elsewhere

21 Since graduating from high school, which of the following types of schools have you attended other than the one you are attending now? (Mark all that apply.)

- Vocational or technical school
- Community or junior college
- 4-year college other than this one
- None
- Other

22 Thinking about this current academic term, how would you characterize your enrollment?  
 Full-time  Less than full-time

23 Are you a member of a social fraternity or sorority?  
 Yes  No

24 Are you a student-athlete on a team sponsored by your institution's athletics department?  
 Yes  No (Go to question 25.)

↓

On what team(s) are you an athlete (e.g., football, swimming)? Please answer below:

25 What have most of your grades been up to now at this institution?

- A  B+  C+
- A-  B  C
- B-  C- or lower

26 Which of the following best describes where you are living now while attending college?

- Dormitory or other campus housing (not fraternity/sorority house)
- Residence (house, apartment, etc.) within walking distance of the institution
- Residence (house, apartment, etc.) within driving distance of the institution
- Fraternity or sorority house

27 What is the highest level of education that your parent(s) completed? (Mark one box per column.)

Father	Mother	
▼	▼	
<input type="checkbox"/>	<input type="checkbox"/>	Did not finish high school
<input type="checkbox"/>	<input type="checkbox"/>	Graduated from high school
<input type="checkbox"/>	<input type="checkbox"/>	Attended college but did not complete degree
<input type="checkbox"/>	<input type="checkbox"/>	Completed an associate's degree (A.A., A.S., etc.)
<input type="checkbox"/>	<input type="checkbox"/>	Completed a bachelor's degree (B.A., B.S., etc.)
<input type="checkbox"/>	<input type="checkbox"/>	Completed a master's degree (M.A., M.S., etc.)
<input type="checkbox"/>	<input type="checkbox"/>	Completed a doctoral degree (Ph.D., J.D., M.D., etc.)

28 Please print your major(s) or your expected major(s).

a. Primary major (Print only one.):

b. If applicable, second major (not minor, concentration, etc.):

## THANKS FOR SHARING YOUR RESPONSES!

After completing the survey, please put it in the enclosed postage-paid envelope and deposit it in any U.S. Postal Service mailbox. Questions or comments? Contact the National Survey of Student Engagement, Indiana University, 1900 East Tenth Street, Eigenmann Hall Suite 419, Bloomington IN 47406-7512 or nsse@indiana.edu or www.nsse.iub.edu. Copyright © 2007 Indiana University.

## APPENDIX II

### CARNEGIE PEER GROUP

All Institutions Participating in NSSE That Are Designated as "Doctoral University--High Research"

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<b>Institution Name</b>	<b>City</b>	<b>State</b>
Auburn University	Auburn University	AL
Baylor University	Waco	TX
Binghamton University (State University of New York)	Binghamton	NY
Brigham Young University	Provo	UT
Clark University	Worcester	MA
Clarkson University	Potsdam	NY
Clemson University	Clemson	SC
Drexel University	Philadelphia	PA
Florida International University	Miami	FL
Georgia State University	Atlanta	GA
Illinois Institute of Technology	Chicago	IL
Kent State University	Kent	OH
Loyola University Chicago	Chicago	IL
Mississippi State University	Mississippi State	MS
Missouri University of Science & Technology	Rolla	MO
New Jersey Institute of Technology	Newark	NJ
North Carolina A&T State University	Greensboro	NC
Northern Arizona University	Flagstaff	AZ
Ohio University	Athens	OH
Polytechnic University	Brooklyn	NY
Rutgers University-Newark	Newark	NJ
Saint Louis University	Saint Louis	MO



South Dakota State University	Brookings	SD
Stevens Institute of Technology	Hoboken	NJ
SUNY College of Environmental Science and Forestry	Syracuse	NY
The Catholic University of America	Washington	DC
The University of Alabama	Tuscaloosa	AL
The University of Texas at Arlington	Arlington	TX
The University of Texas at Dallas	Richardson	TX
The University of Texas at El Paso	El Paso	TX
University of Central Florida	Orlando	FL
University of Denver	Denver	CO
University of Maryland-Baltimore County	Baltimore	MD
University of Mississippi	University	MS
University of New Orleans	New Orleans	LA
University of Oklahoma	Norman	OK
University of Southern Mississippi	Hattiesburg	MS
University of Toledo	Toledo	OH
University of Vermont	Burlington	VT
University of Wisconsin-Milwaukee	Milwaukee	WI
Virginia Commonwealth University	Richmond	VA
Western Michigan University	Kalamazoo	MI
Wichita State University	Wichita	KS
Wright State University	Dayton	OH