

ADELPHI UNIVERSITY



*Results of the Spring 2005
National Survey of Student Engagement
(NSSE)*

*Summary of Highlights and
Implications for Strategic Planning*

*Office of Research, Assessment and Planning
April 2006*

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National Survey of Student Engagement (NSSE 2005)

Summary of Highlights and Implications for Strategic Planning

Since 2000, the National Survey of Student Engagement (NSSE) has collected data from first-year students¹ and seniors at four-year colleges and universities across the United States. NSSE results are intended to assist institutions in assessing the extent to which their students engage in a variety of educational practices that are empirically linked to positive learning and development outcomes. Adelphi University has participated in the NSSE survey since its inception in 2000. In spring 2005, 341 Adelphi students completed these questionnaires. For the first time, the survey administration included both paper and Web versions.² Students' responses are compared to those from doctoral peer institutions in Adelphi's Carnegie classification and to all national respondents. Responses are also compared to a group of "selected peers." These latter institutions were chosen by Adelphi from a list of participants in the 2005 NSSE survey. The selected universities had institutional characteristics similar to Adelphi, including size, curriculum, and undergraduate student body demographics.³

Survey Highlights

Respondent characteristics

- Of the 341 Adelphi students included in the 2005 analysis, 195 were first-year freshmen and 146 were seniors.
- Compared to the general undergraduate student population, Adelphi's 2005 NSSE respondents were broadly representative of Adelphi's freshmen and seniors as a whole. The main differences were: a higher proportion of all respondents were women, slightly fewer senior respondents had missing information on their race/ethnic background, and students enrolled in the Honors College and seniors enrolled in the School of Nursing were somewhat overrepresented while students enrolled in ABLE and the School of Education were slightly underrepresented.

Adelphi respondents and the comparison groups

- Demographically, larger proportions of Adelphi respondents were female and black as compared to their peers nationally.
- Adelphi's senior respondents were notably older than seniors in the comparison groups and much more likely to be transfer students.
- In contrast to the comparison groups, a considerably lower proportion of Adelphi freshmen lived on-campus.

¹ For the first time, NSSE included non-freshmen with fewer than 30 credits as part of Adelphi's first-year student sample. For our internal analysis, these students were excluded.

² All freshmen and seniors were sent the questionnaire via e-mail; paper surveys were sent to a random sample of non-respondents. Consequently, calculating an accurate response rate is not possible.

³ The "selected peers" group had to include a minimum of eight institutions. Adelphi chose the following: Abilene Christian University, Drake University, Emerson College, Seton Hall University, University of Denver, University of San Diego, University of San Francisco, and Xavier University.

The five survey benchmarks

Approximately eighty individual items are included in the NSSE 2005 survey. Just over half of these items are grouped into five benchmarks, each of which is expressed in 100-point scales.⁴ The benchmarks are intended to reduce the bulk of questions on the survey to a limited number of self-evident concepts. The five NSSE benchmarks are: 1) *level of academic challenge*, 2) *active and collaborative learning*, 3) *student-faculty interaction*, 4) *enriching educational experiences*, and 5) *supportive campus environment*.

Benchmark 1: Level of Academic Challenge

- The freshmen score on this benchmark declined from the previous year, but remained slightly higher than doctoral peers and all national respondents. While Adelphi freshmen responses on almost all items included in the benchmark were roughly equivalent to or somewhat higher than the responses of these two comparison groups, freshmen at selected peer institutions outpaced all others. These latter students reported more hours spent preparing for class, more reading and written assignments, and a greater emphasis on higher-order cognitive skills such as analysis and synthesis as compared to Adelphi freshmen, doctoral peers, and national respondents. (All freshmen national respondents to the NSSE survey also reported notably more hours spent preparing for class than Adelphi freshmen.) Seniors' results were considerably more positive. The mean score for seniors was the highest it had been in the five years of NSSE benchmarking, and was also higher than that of all three comparison groups. Compared to their peers, Adelphi seniors were significantly more likely to report institutional emphasis on synthesis and the evaluation of information or arguments. Adelphi seniors also conveyed a higher level of academic challenge, with significantly more agreeing that they had "worked harder than you thought you could to meet an instructor's expectations."

Benchmark 2: Active and Collaborative Learning

- Freshman and senior outcomes on Benchmark 2 were decidedly divergent. The freshman mean score fell from its previous level and was much lower than that of comparison peers, while the senior score improved dramatically, outpacing peers in two of the three comparison groups. Adelphi freshmen reported less in-class and out-of-class active and collaborative learning, including lower levels of class participation, fewer class presentations, and fewer experiences working with classmates. Seniors, by contrast, reported significantly more class participation than doctoral peers and more class presentations than all national peers.

Benchmark 3: Student-Faculty Interaction

- As with the prior benchmark, Adelphi freshman and senior responses to Benchmark 3 followed two distinctly different paths. The 2005 freshman score declined relative to 2004 and in comparison to selected, doctoral, and national peers, with students reporting fewer discussions with faculty regarding grades or assignments, ideas from class, or career plans. Freshmen also noted less timely academic feedback than in the previous year. Conversely, Adelphi seniors' 2005 score improved dramatically, topping all three comparison groups. Seniors reported more interaction with faculty as compared to any prior year of NSSE

⁴ Benchmark charts appear in Appendix C of this report.

administration at Adelphi, especially noting – in direct opposition to the freshmen response – prompt feedback on academic performance.

Benchmark 4: Enriching Educational Experiences

- Continuing the pattern of past years, Adelphi students' overall scores on this benchmark were lower than freshman and senior scores at comparison institutions. Both student groups at Adelphi were much less likely than their peers to participate in co-curricular activities and community service or volunteer work. Students at Adelphi were also less likely to complete foreign language coursework or, for seniors, to study abroad. On a positive note, Adelphi students were much more likely than their doctoral or national peers to be exposed to diversity through serious conversations with those of different races or ethnicities; seniors also surpassed these peers in reporting serious conversations with students holding religious beliefs, political opinions, or personal values different from their own. Adelphi seniors also reported a significant increase in their use of an electronic medium to discuss or complete assignments.

Benchmark 5: Supportive Campus Environment

- After consistent improvement in the degree to which they perceived an overall supportive environment at Adelphi University, 2005 benchmark scores for both freshmen and seniors dropped slightly. Even with these declines, however, Adelphi scores remained equivalent to or higher than those of the comparison groups. Adelphi students were especially likely to report a sense of institutional support for their academic success as compared to their doctoral peer counterparts.

Other relevant items related to, but not included in the benchmarks

- Freshmen respondents in all three comparison groups were considerably more likely than Adelphi freshmen to report that their examinations had challenged them to do their best work. Adelphi seniors' response to this item was roughly equivalent to that of their peers.
- For the first time in Adelphi's NSSE participation, freshmen were less likely to report that the institution had positively impacted their skill in working effectively with others. Freshmen peers claimed a much higher level of institutional contribution in this area. Adelphi seniors' response was comparable to that of their peer groups.
- Adelphi freshmen continued their positive response to the quality of academic advising, outpacing doctoral peers. Adelphi seniors' evaluation of academic advising was slightly less positive than that of freshmen, but nonetheless remained comparable to that of respondents in the comparison groups.
- Freshmen in the comparison groups were much more likely than Adelphi freshmen to use e-mail to communicate with instructors or other students, to acknowledge an institutional role in their learning to use computing and information technology, and to perceive a high level of institutional emphasis on using computers in academic work. Adelphi seniors were more similar to their peers on these items, although they remained, like freshmen, significantly less likely than selected and doctoral peers to report that Adelphi contributed to their use of computing and information technology.
- In contrast to freshmen, Adelphi seniors were significantly less likely than selected peers and all national respondents to report an institutional emphasis on attending campus events and activities.

Additional conceptual categories

Personal development

- Ratings of items in this category generally decreased as compared to past administrations of the NSSE survey, although more so for Adelphi freshmen than seniors. Compared to their peers in the comparison groups, Adelphi students were much less likely to engage in personal development activities such as physical exercise or spiritual enhancement, and were less apt to report an institutional role in their knowledge and skills development regarding contributing to the welfare of the community or to developing a deepened sense of spirituality.

Weekly activities

- Adelphi freshmen and seniors continued to report considerably more hours per week working off-campus, commuting to class, and providing care for dependents than their peers in the comparison groups.

Overall evaluation of collegiate experience

- The freshman evaluation of their overall experience at Adelphi declined in 2005 as compared to 2004, although it remained higher than in previous survey administrations. Despite their general improvement on most questionnaire items, seniors' evaluation also fell, marking the second year of that downward trend and bringing seniors' rating to a level below that of selected peers and all national NSSE respondents. In response to a separate item asking whether students would choose Adelphi "if [they] could start over again," freshmen responded more negatively than in the prior year, while seniors were slightly more positive. (A seeming disconnect with seniors' overall evaluation is puzzling.) Freshmen and seniors nationwide, as compared to Adelphi respondents, were somewhat more likely to indicate that they would choose their current institution again.

Findings by school

- The NSSE 2005 data were also analyzed by school. Due to the small sample size in some schools, freshman and senior responses were combined. In addition, findings from the 2005 survey were compared to those from 2001 and 2003 only, rather than every year of NSSE participation. Detailed notes for each school are available in Appendix B.
- Overall, schools' results from the 2005 survey were mixed. For respondents enrolled in ABLE, there were substantially improved scores in 2005 as compared to 2001 or 2003. IAPS also showed notable improvement on most items, particularly those targeting in-class academic experiences. In contrast, many outcomes for General Studies tended to move in a negative direction; scores were especially lower for academic and general education items, and General Studies students expressed a lower overall evaluation of their educational experience and their relationships with other students, faculty members and administrators. Findings from the other schools combined positive and negative elements, although the primary trends moved in an encouraging direction.

Strategic Planning Goals

The NSSE project is a useful tool for gauging Adelphi University's success in reaching important goals laid out in its strategic plan. Goals related to NSSE findings are listed below. Each is briefly addressed using relevant survey results.

Strategic Goal: Academic Program Enhancement

- On the *Level of Academic Challenge* NSSE benchmark, Adelphi freshmen scored higher than their peers in two of the three comparison groups, even though their overall average fell from the prior year. Of concern are responses to some individual items, including, most importantly, freshmen reporting considerably fewer hours spent in class preparation than all national respondents. More encouragingly, Adelphi seniors' academic challenge outcomes were very positive, both in their response to individual items and in comparison to selected, doctoral, and national peers. The results for another NSSE benchmark related to academic program enhancement, *Active and Collaborative Learning*, were also mixed. While Adelphi freshmen reported fewer in-class and out-of-class active learning experiences than in the past and in comparison to doctoral and all national peers, seniors reported increases from last year on all individual benchmark items and significantly more class participation and presentations than all national peers.

Strategic Goal: Provide Broad General Education

- In regard to basic general education skills such as reading, writing, and quantitative reasoning, NSSE results can provide indirect evidence of students' perceptions of institutional priorities. For example, Adelphi freshmen reported notably fewer assigned course readings and written papers than selected peers. Adelphi seniors' responses to these items were indistinct from their counterparts, with the exception of reporting significantly fewer assigned written papers of fewer than five pages as compared to doctoral peers and all national respondents. Adelphi freshmen also reported fewer assignments of lengthy problem sets than doctoral peers or all national respondents; seniors' response to this item was again relatively indistinguishable from peers. NSSE findings can also highlight students' self-perceptions of their personal development in these areas: While responses to most general education items showed no consistent pattern over time, both Adelphi freshmen and seniors reported improved perceptions of Adelphi's contribution to their quantitative analysis skills in the 2005 survey. Compared to their peers, Adelphi freshmen reported less institutional contribution to their speaking, critical thinking, and quantitative analysis skills. The skills for which seniors reported less institutional contribution than peers included writing, speaking, and solving complex real-world problems.

Strategic Goal: Improve Information Literacy

- NSSE items related to information literacy are limited to those focusing on the role of technology. Adelphi seniors reported increased use of e-mail to communicate with their instructors and fellow students in 2005, equaling the reported usage of doctoral peers and all NSSE national respondents. Adelphi freshmen reports of e-mail usage were unchanged from 2004, resulting in a significantly lower level than that described by peers in all three comparison groups. Adelphi seniors also increased their use of an electronic medium to discuss or complete an assignment, surpassing selected peers. Freshman reports on this item

decreased, falling below selected peers. In addition, Adelphi freshmen (although not seniors) reported substantially less institutional emphasis on using computers in academic work than did freshmen in the three comparison groups.

Strategic Goal: Build Global and Participatory Citizenship

- Adelphi students were less involved in non-classroom-based and off-campus learning experiences, such as community service or volunteer work (and for seniors, study abroad), than students in the NSSE comparison groups. (This finding is not surprising, given the large proportion of Adelphi students who are commuters and work off-campus.) Adelphi students were also significantly less likely than their counterparts to complete foreign language coursework, and freshmen were less likely to report participating in a community-based project as part of a regular course. Adelphi respondents significantly surpassed their peers, however, on diversity-promoting experiences, such as having serious conversations with persons representing different racial or ethnic groups and persons with different religious, political, or personal perspectives. Both Adelphi freshmen and seniors also improved on these items as compared to past administrations of the NSSE survey. In addition, Adelphi seniors reported more involvement in community service or volunteer work in 2005 as compared to prior years.

Strategic Goal: Increase Retention and Enhance Students' Overall Experience

- Although Adelphi students reported a slight decline on the NSSE 2005 survey in the degree to which they perceived an overall supportive environment at Adelphi University, their scores remained equivalent to or surpassed those of the comparison groups. Freshmen ratings of relationships with other students and faculty members were only slightly lower than those of seniors. Adelphi students reported a perception of institutional support for their academic success that was significantly higher than their doctoral peer counterparts. Of concern, however, is that both Adelphi freshmen and seniors rated their overall collegiate experience less favorably than in the past. Freshmen were also somewhat less positive than all national respondents to the NSSE survey when asked whether they would choose their institution "if [they] could start over again."

Strategic Goal: Assist Students in Career and Life Planning

- Adelphi freshmen and seniors responded in somewhat divergent ways to NSSE 2005 items regarding career and life planning. Freshmen reported fewer discussions with faculty regarding career plans than in past administrations of the survey, while seniors' response improved. Also showing steady improvement was seniors' perception of the extent to which the institution contributed to their acquiring job or work-related knowledge and skills.

NSSE 2005 results highlight a number of positive developments at Adelphi University, including seniors' much improved responses to *Academic Challenge*, *Active and Collaborative Learning*, *Student-Faculty Interaction*, and *Enriching Educational Experiences* benchmark items. The results also point out, however, areas of concern. Perhaps most significant of these was the general tendency for freshmen scores to decline in 2005. Some of this negative movement may be attributed to a downside of Adelphi's enrollment growth; freshmen may feel less "special" as the overall size of the student body increases. Increasing selectivity may also be a factor.

Freshmen with higher high school grades and standardized test scores, and therefore more enrollment options, may have higher (and perhaps unmet) expectations of their first year in college as compared to past freshman cohorts. Yet another possible factor is Adelphi's very high proportion of new faculty. To the degree that new faculty members are primarily assigned to teach lower-division courses, freshmen may experience less engagement as these instructors go through a necessary period of adjustment to their new circumstances. Nevertheless, given Adelphi's commitment to providing the best possible education for all its students, the finding that freshmen scores have declined warrants the attention of the campus community.

APPENDICES

Appendix A: Representativeness of Respondents

Appendix B: Findings by School

Appendix C: Benchmark Charts

Appendix D: Data Tables

Appendix A: Representativeness of Respondents

Table 1 – Comparison of NSSE Respondents to Adelphi Students, 2005

	New Freshmen		Seniors	
	Adelphi NSSE Respondents	All Adelphi Students	Adelphi NSSE Respondents	All Adelphi Students
Number	195	823	146	1132
Gender				
Men	17.3	30.9	19.9	27.2
Women	82.7	69.1	80.1	72.8
Race/Ethnicity				
White	46.2	46.2	49.3	46.6
Black	9.7	7.8	12.7	12.3
American Indian	0.0	0.1	0.7	0.2
Hispanic	6.7	7.8	9.2	9.4
Asian	7.2	4.9	4.9	4.5
International	4.6	3.4	4.9	2.7
Unknown	24.7	26.5	18.3	24.2
% International	4.6	3.4	4.8	2.7
Enrollment Status				
Full-time	99.5	98.3	78.1	75.4
Part-time	0.5	1.7	21.2	24.6
Place of Residence				
On-campus	42.9	42.5	9.6	10.9
Off-campus	57.1	57.5	89.7	89.0
Age				
Less than 20	95.7	95.7	0.7	0.2
20-23	1.6	1.7	51.1	52.7
24-30	1.6	1.0	17.5	20.6
31 or older	1.1	1.6	30.7	26.5
Mean age	19.1	19.2	28.9	28.3
School				
Honors	13.8	6.6	9.1	4.3
Arts and Sciences	40.5	38.1	26.6	26.6
Business	9.1	9.7	8.4	10.2
Nursing	17.8	16.8	35.0	29.5
Social Work	1.8	1.8	3.5	2.7
IAPS	6.3	5.2	7.0	5.7
General Studies	2.9	4.2	0.0	0.1
ABLE	5.2	11.2	8.4	12.6
Education	2.6	6.4	2.1	8.3

Table 1a – Comparison of 2001, 2003 and 2005 Survey Respondents by School

	2001 Survey			2003 Survey			2005 Survey		
	Number	Percent of NSSE	Percent of Adelphi	Number	Percent of NSSE	Percent of Adelphi	Number	Percent of NSSE	Percent of Adelphi
Honors	31	12.4	7.7	28	8.8	7.4	50	14.7	6.6
Arts & Sciences	62	24.8	31.1	105	32.8	34.3	134	39.5	37.6
Business	23	9.2	10.3	38	11.9	9.8	27	8.0	9.4
Education	30	12.0	12.8	28	8.8	9.1	8	2.4	6.4
IAPS	8	3.2	3.9	21	6.6	5.9	22	6.5	5.7
Nursing	27	10.8	9.2	31	9.7	11.1	64	18.9	17.2
Social Work	7	2.8	3.6	9	2.8	2.0	7	2.1	1.8
ABLE	49	19.6	15.4	44	13.8	15.1	17	5.0	11.1
General Studies	13	5.2	5.9	16	5.0	5.4	10	2.9	4.2
Total	250	100.0	100.0	320	100.0	100.0	339	100.0	100.0

Appendix B: Findings by School

The following section summarizes major survey findings by Adelphi schools. Given the small sample size of many of the schools, freshmen and senior responses are not separated, and all conclusions should be viewed with caution.

Representativeness of the respondents

- Of the 339 NSSE respondents with known schools, 50 were enrolled in the Honors College, 134 in Arts & Sciences, 27 in Business, 8 in Education, 22 in IAPS, 64 in Nursing, 7 in Social Work, 17 in ABLE, and 10 in General Studies.
- The proportion of survey respondents from each school was within about 3 percent of the actual proportion of Adelphi freshmen and seniors enrolled in Arts & Sciences, Business, IAPS, Nursing, Social Work and General Studies. Honors College students were slightly overrepresented among NSSE respondents, while ABLE and Education students were slightly underrepresented. Additionally, it should be noted that the number of Education students responding to the NSSE survey dropped substantially from 30 in 2001 (and 28 in 2003) to 8 in 2005.

Honors College

- Honors College outcomes were generally mixed when examined over time, although most scores remained high in comparison to other schools. Honors students evaluated their entire educational experience at Adelphi more positively in 2005 than in either 2001 or 2003, for example, but were less likely in 2005 to assert that they would choose Adelphi again “if starting over” than in either of the prior survey administrations.
- After experiencing a drop in some scores related to general education items in 2003, Honors College students rebounded, surpassing levels achieved in both 2003 and 2001. In addition, although their responses to most items regarding higher-order thinking skills remained essentially consistent with past NSSE administrations, Honors students reported a considerable increase in the institution’s emphasis on applying theories or concepts to practical problems or in new situations. And although their use of e-mail increased, Honors students were less likely to use an electronic medium to discuss or complete an assignment in 2005 than in 2001 or 2003.
- Students enrolled in the Honors College reported the most hours spent preparing for class and the highest number of assigned readings as compared to students enrolled in any other school. Honors College students were also the most likely to work on a research project with a faculty member outside of course or program requirements. Although many of their 2005 scores on *Active and Collaborative Learning* items (class participation, class presentations, working with other students in and out of class, and tutoring other students) remained similar to or higher than those of other students, Honors students’ scores fell in comparison to 2001.
- Along with their peers in IAPS and General Studies, Honors College students reported frequent serious conversations with students whose race/ethnicity or beliefs were different from their own, although less than in previous years.
- Honors College students were the most likely, as compared to other students, to attend campus events and activities. However, their co-curricular participation dropped precipitously.

Arts & Sciences

- There was general if modest improvement for Arts & Sciences students on items in the *Level of Academic Challenge* benchmark as compared to past administrations of the NSSE survey. Of particular note were higher scores on all general education items, including students' perception of institutional emphasis on acquiring a broad general education; writing, speaking, and critical thinking skills; quantitative analysis and solving complex real-world problems. Students' scores also improved on higher-order thinking skills – most notably synthesis and the evaluation of information or arguments.
- Positive movement was also apparent for *Active and Collaborative Learning*. With the exception of class participation, scores on all items surpassed those in 2001, and only one score – for working with other students on projects outside of class – slipped in comparison to 2003.
- Arts & Sciences students' scores on all relationship items (with other students, with faculty members, and with administrative personnel) dropped in comparison to 2001 and 2003, although there were similar or increased perceptions of campus support. In addition, while their evaluation of the entire educational experience at Adelphi and their reports of choosing Adelphi again “if starting over” were basically stable over time, the scores on these items were relatively low compared to most other schools.

Business

- Business students showed modest improvement on most academic items in the 2005 NSSE survey and, along with IAPS students, consistent improvement on technology items.
- Scores on general education items rose in 2005, regaining ground lost in 2003 and establishing levels consistent with or surpassing those of 2001. Of particular note was the 2005 score reflecting students' perception of institutional emphasis on “working effectively with others.” On this item, Business enrollees topped peers in every other school.
- Business and Nursing students reported a high number of hours working for pay off-campus, topped only by students enrolled in ABLE.
- There was significant improvement in Business students' evaluation of their entire educational experience at Adelphi, with their 2005 score on this item one of the highest compared to all other schools. This positive evaluation was not matched, however, by a parallel increase in students' propensity to claim they would choose Adelphi again “if starting over.” Their score on this latter item, while marginally higher than in 2003, remained lower than in 2001.

Education

- Although the small number of respondents from the School of Education makes any conclusion tentative (and the dramatic drop in respondents from roughly 30 in past survey administrations to 8 in 2005 is of additional concern), scores on general education items tended to fall in 2005 as compared to 2001 and 2003.
- Again with a caution regarding few respondents, Education students reported lower levels of technology usage in 2005 as compared to earlier surveys.
- Education students reported the most positive relationships with other students as compared to their peers enrolled in the other schools. Education students also perceived the most support from the institution in helping them cope with their non-academic responsibilities.

- While Education students gave relatively high marks to both an overall evaluation of their educational experience and to their choosing Adelphi again “if starting over,” their 2005 scores on these items were lower than in 2003.

IAPS

- Respondents from IAPS showed marked improvement in 2005 as compared to previous survey administrations on items in the *Active and Collaborative Learning* benchmark, including asking questions in class, working with other students on projects during and outside of class, and participating in a community-based project as part of a regular course. In addition, IAPS students reported “discussing ideas from class with others outside of class” more than students enrolled in any other school.
- IAPS students showed consistent improvement on the technology items in the NSSE survey.
- Along with peers in the Honors College and General Studies, IAPS students reported a high emphasis on diversity experiences, noting frequent conversations with students from different demographic and ideological backgrounds. IAPS students were less positive, however, regarding their relationships with administrators and in their perception of institutional support for their non-academic responsibilities.
- For both an overall evaluation of their educational experience and their sense of choosing Adelphi again “if they could start over,” IAPS students’ scores increased, especially as compared to the 2001 administration of the NSSE survey.

Nursing

- Nursing students’ scores on all *Student-Faculty Interaction* items improved from the 2001 administration of the NSSE survey, remaining similar to or surpassing the sizeable improvements made in 2003. Of all Adelphi respondents in 2005, Nursing students were among the most likely to discuss grades or assignments with their instructors and to receive prompt feedback on their academic performance.
- Compared to other respondents, Nursing students reported more use of an electronic medium to discuss or complete an assignment and perceived a stronger institutional emphasis on using computers in academic work.
- Nursing students reported significant hours working for pay off-campus, roughly equivalent to students enrolled in Business and slightly less than ABLE students.
- Nursing students’ evaluation of their entire educational experience increased from 2001, although the 2005 score was lower than that achieved in 2003. Students’ response to the item regarding choosing Adelphi again “if starting over” improved dramatically from 2001 to 2003, remaining stable in 2005.

Social Work

- Although the low number of Social Work respondents requires a note of caution, these students were the most likely to praise the quality of academic advising at Adelphi University. Their scores on most academic items, however, fell in the 2005 NSSE survey.
- Social Work students were much more likely to participate in a community-based project as part of a regular course and in learning communities than were their peers in the other schools. They were also more likely to have completed community service or volunteer work, and reported the most inclusion of diverse perspectives in their class discussions and written assignments.

- Students enrolled in Social Work evaluated their entire educational experience very positively. They, like ABLÉ students, reported that they probably or definitely would attend Adelphi again “if they were starting over.”

ABLE

- ABLÉ students perceived more academic challenge than students enrolled in the other schools. ABLÉ students were more likely to report that they worked harder “than they thought they could” to meet instructors’ expectations, and that Adelphi strongly emphasized spending significant amounts of time on academic work.
- ABLÉ students showed improvement on almost all items related to *Active and Collaborative Learning*, reporting more class participation, class presentations, and collaboration with other students on projects during class than their peers in the other schools.
- Not surprisingly, ABLÉ students were the least likely to attend campus events and activities. This finding was expected, especially as ABLÉ students also reported the most hours spent working for pay off-campus and providing care for dependents. ABLÉ students, as compared to students enrolled in the other schools, were also most apt to perceive their relationships with faculty members and administrative personnel as friendly and supportive. In addition, their perception of campus support (for academic success, for non-academic responsibilities, and social support) all increased from prior administrations of the NSSE survey.
- Similarly to those enrolled in Social Work, ABLÉ students gave a very positive evaluation to their entire educational experience at Adelphi, and were more likely than their peers to conclude that they would come back to Adelphi if they had to choose a college again.

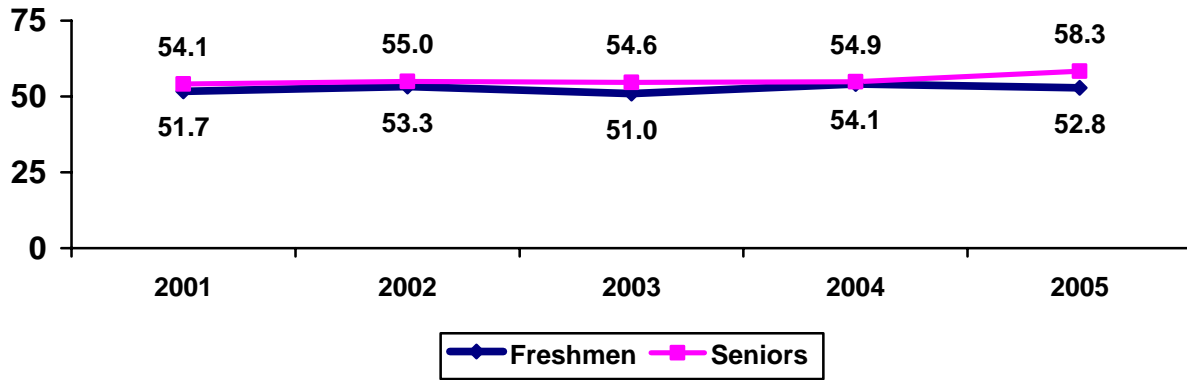
General Studies

- Students enrolled in the General Studies program showed a pattern of declining scores on items in the *Level of Academic Challenge* benchmark. Especially disconcerting were falling scores on items regarding the level of institutional emphasis on higher-order thinking skills (such as analysis and synthesis) and general education (including students’ perception of Adelphi’s contribution to their writing, speaking, critical thinking, and quantitative analysis skills).
- *Student-Faculty Interaction* was highlighted in General Studies, where students reported the most frequency of talking about career plans, discussing ideas from class outside of class, and working on activities other than coursework with faculty members. General Studies students’ reports of their relationships with faculty members, however, were less positive than in previous NSSE surveys.
- General Studies students perceived a comparatively high level of campus support for their academic success and social development, although their relationships with other students, faculty members, and administrative personnel were regarded more negatively than in past NSSE administrations. Of particular concern is the 2005 finding that General Studies students’ relationships with other students fell to a level significantly below that of all other schools.
- Compared to their peers in the other schools, General Studies students spent the most hours per week working for pay on-campus, but the least hours per week working for pay off-campus.

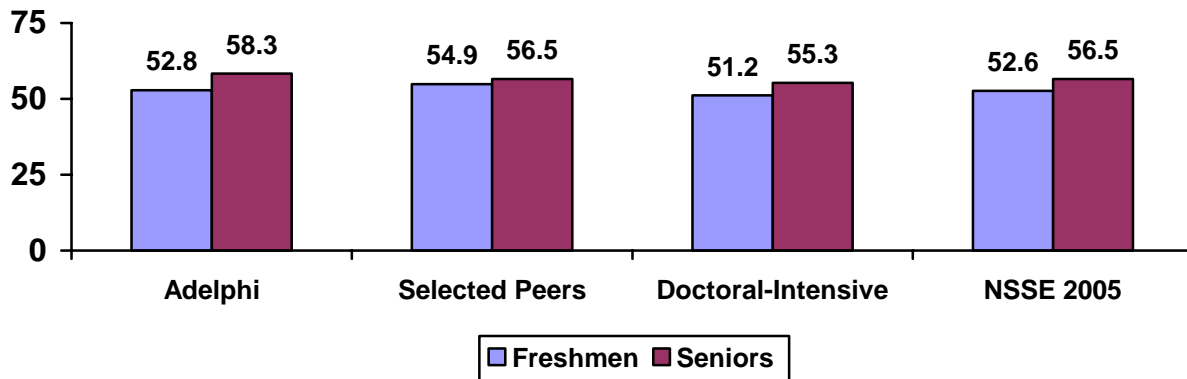
- General Studies students' overall evaluation of their educational experience fell in 2005 as compared to 2001 and 2003, resulting in a score significantly lower than that of the other schools. These students were also more negative than their peers in responding to the question, "If you could start over, would you go to the same institution you are now attending?"

Appendix C: Benchmark Charts

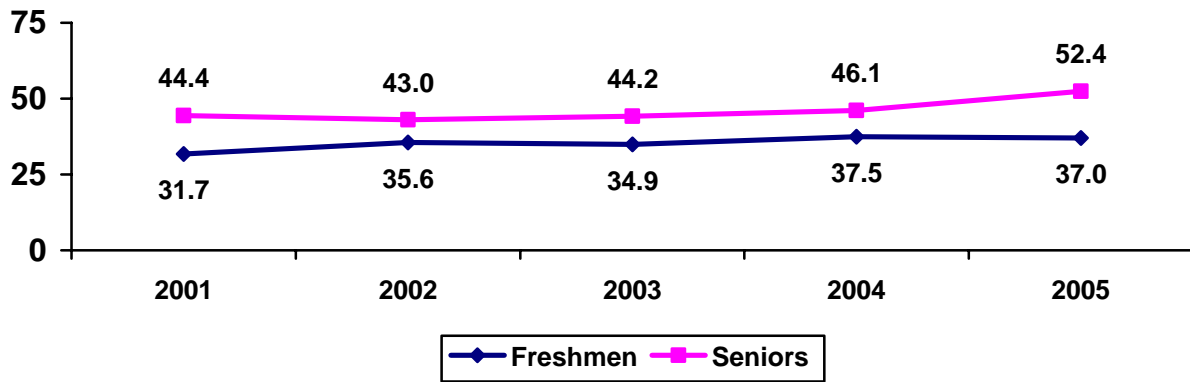
Adelphi's NSSE Results 2001-2005
Benchmark 1: Level of Academic Challenge



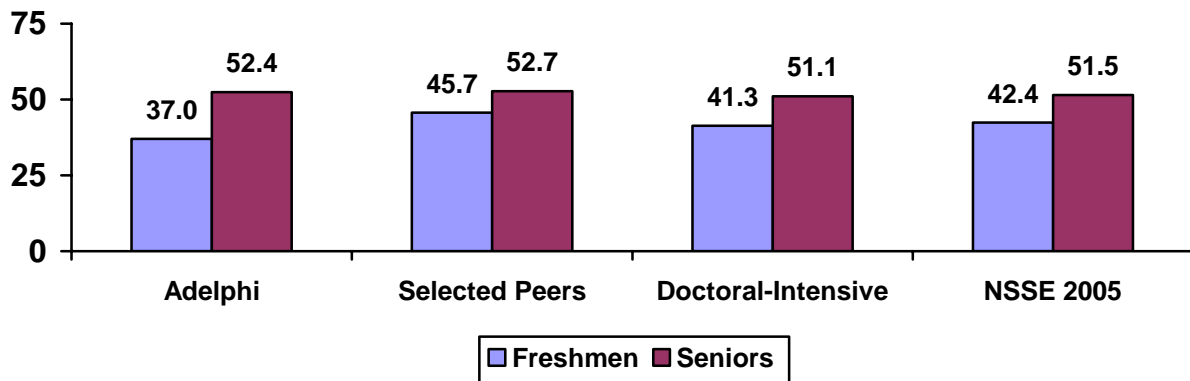
NSSE 2005 Comparative Peer Results
Benchmark 1: Level of Academic Challenge



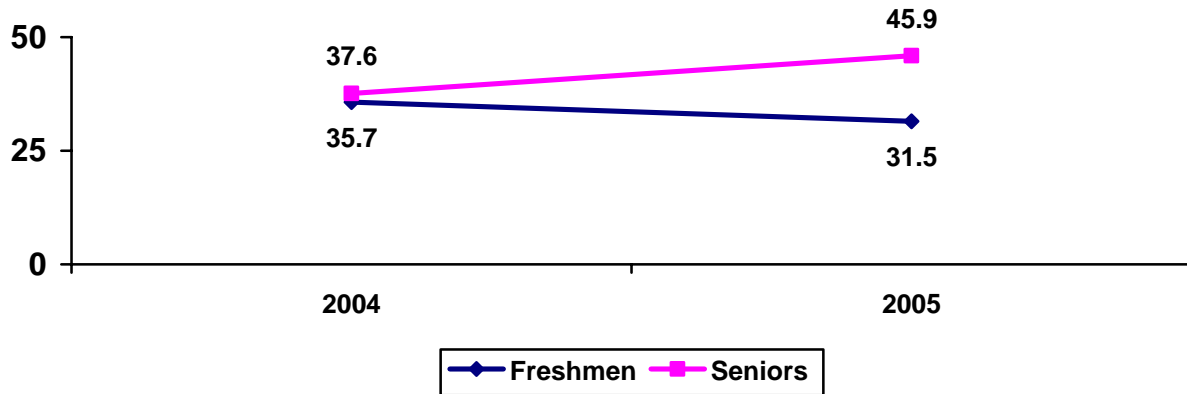
Adelphi's NSSE Results 2001-2005
Benchmark 2: Active and Collaborative Learning



NSSE 2005 Comparative Peer Results
Benchmark 2: Active and Collaborative Learning

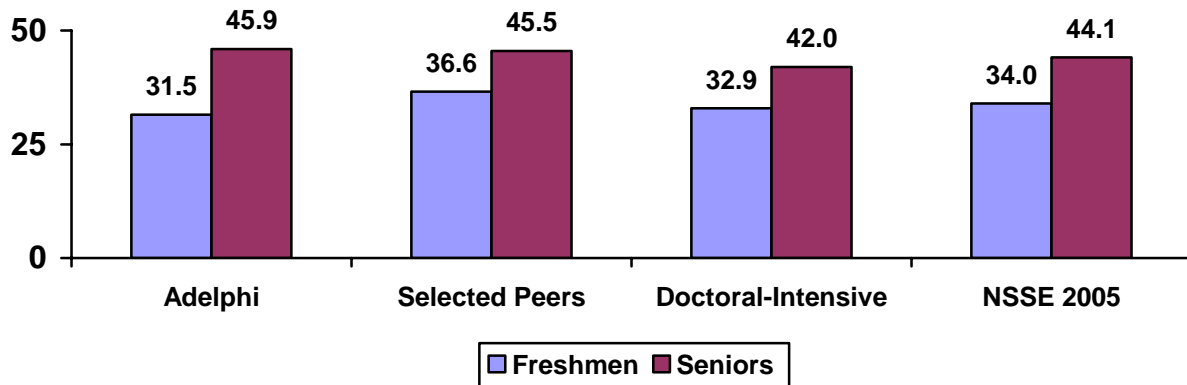


Adelphi's NSSE Results 2004-2005 Benchmark 3: Student-Faculty Interaction

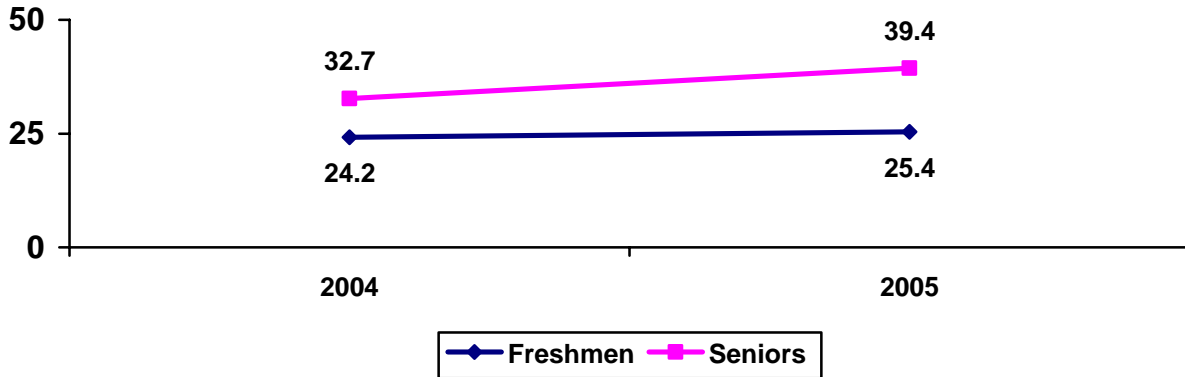


Note: Prior to 2004, the *Student-Faculty Interaction* benchmark did not include an item asking students for their experiences working on research projects with faculty members outside of course or program requirements. Given this change, only 2004 and 2005 benchmark scores are included in the above chart.

NSSE 2005 Comparative Peer Results Benchmark 3: Student-Faculty Interaction

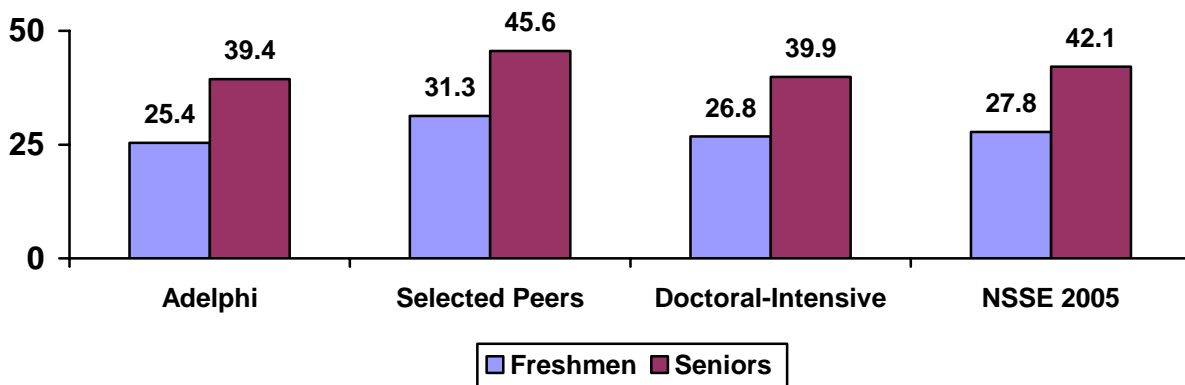


Adelphi's NSSE Results 2004-2005 Benchmark 4: Enriching Educational Experiences

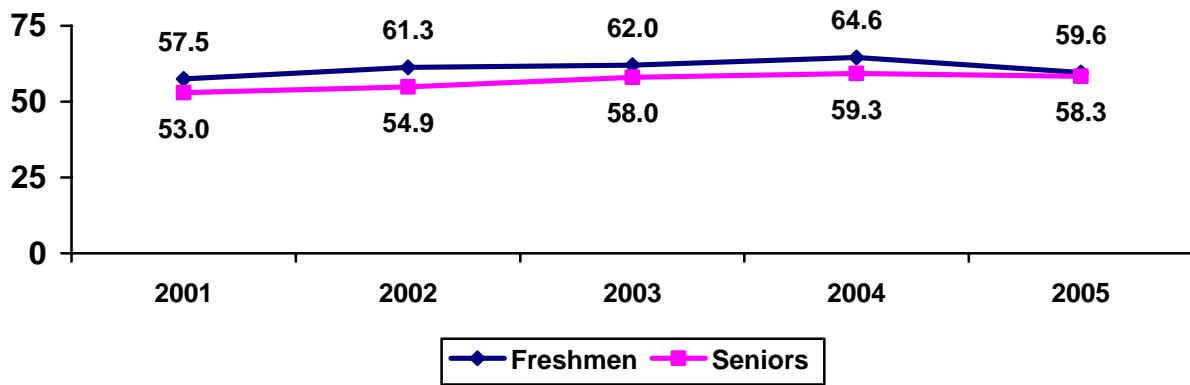


Note: The *Enriching Educational Experiences* benchmark changed substantially in 2004, including additional items and altering some response coding. Given these changes, only 2004 and 2005 benchmark scores are included in the above chart.

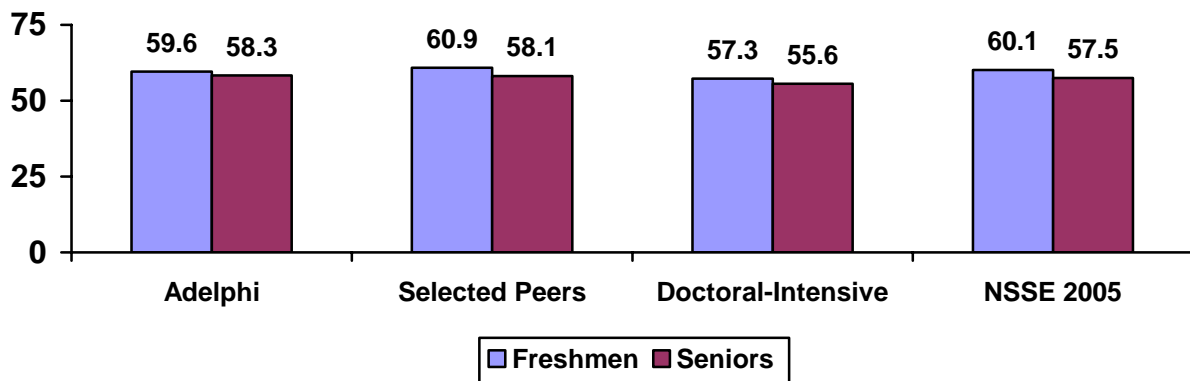
NSSE 2005 Comparative Peer Results Benchmark 4: Enriching Educational Experiences



**Adelphi's NSSE Results 2001-2005
Benchmark 5: Supportive Campus Environment**



**NSSE 2005 Comparative Peer Results
Benchmark 5: Supportive Campus Environment**



Appendix D: Data Tables

Table NSSE.2 -- Respondents' Characteristics: Adelphi and the Comparison Groups

	Adelphi		Selected Peers		Doc-Int		NSSE 2005	
	FY	SR	FY	SR	FY	SR	FY	SR
Response Rate^a								
Overall		17%		41%		32%		37%
By Class	19%	14%	40%	42%	30%	33%	36%	38%
NSSE Sample Size ^b	1,157	897	2,154	1,955	13,020	12,689	135,087	131,641
Sample Error^c								
Overall		4.8%		2.2%		1.1%		0.3%
By Class	6.0%	8.1%	3.2%	3.2%	1.5%	1.5%	0.4%	0.4%
Number of Respondents ^b	218	127	864	820	3,968	4,241	48,007	50,575
Total Population	1,176	897	8,331	6,203	81,387	78,624	671,354	620,284
Student Characteristics^d								
<i>Mode of Completion</i>								
Paper	9%	19%	5%	7%	11%	15%	15%	21%
Web	91%	81%	95%	93%	89%	85%	85%	79%
<i>Gender</i>								
Female	79%	79%	66%	64%	64%	63%	67%	67%
Male	21%	21%	34%	36%	36%	37%	33%	33%
<i>Race/Ethnicity</i>								
Am. Indian/Native American	0%	0%	0%	0%	1%	1%	1%	1%
Asian Am./Pacific Islander	7%	6%	7%	7%	5%	5%	5%	4%
Black/African American	13%	14%	2%	4%	8%	7%	7%	7%
White (non-Hispanic)	54%	50%	70%	70%	67%	70%	72%	72%
Mexican/Mexican American	0%	0%	2%	5%	5%	5%	3%	2%
Puerto Rican	5%	3%	1%	1%	1%	1%	1%	1%
Other Hispanic or Latino	4%	2%	2%	3%	3%	2%	2%	2%
Multiracial	5%	4%	4%	3%	2%	2%	2%	2%
Other	2%	8%	3%	3%	2%	2%	2%	2%
I prefer not to respond	9%	15%	8%	5%	6%	6%	6%	7%
<i>International Student</i>	9%	11%	5%	6%	6%	6%	5%	5%
<i>Class Level</i>	63%	37%	51%	49%	48%	52%	49%	51%
<i>Enrollment Status</i>								
Full-time	97%	86%	98%	86%	95%	83%	95%	85%
Less than full-time	3%	14%	2%	14%	5%	17%	5%	15%
<i>Place of Residence</i>								
On-campus	39%	8%	85%	19%	60%	11%	70%	25%
Off-campus	61%	92%	15%	81%	40%	89%	30%	75%
<i>Transfer Status</i>								
Transfer Students	7%	68%	8%	27%	11%	47%	9%	39%
<i>Age</i>								
Non-Traditional (24 or older)	3%	48%	0%	16%	5%	37%	6%	31%
Traditional (less than 24)	97%	52%	100%	84%	95%	63%	94%	69%

^a Response rate (number of respondents divided by sample size) is adjusted for non-deliverable mailing addresses.

^b Oversampled students are included in institution numbers upon request but not in consortium, Carnegie, or NSSE 2005 sample numbers.

^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.

^d Each number represents the percent of total respondents within the category.

Table 3a—Level of Academic Challenge: Freshmen

	Adelphi						Selected Peers		Doctoral Peers		All National	
	2000	2001	2002	2003	2004	2005	2005	Differ. from Adelphi 2005	2005	Differ. from Adelphi 2005	2005	Differ. from Adelphi 2005
	<i>1=0 hours per week, 2=1 to 5 hours, 3=6 to 10 hours, 4=11 to 15 hours, 5=16-20 hours, 6=21 to 25 hours, 7=26-30 hours, 8=more than 30 hours</i>											
Preparing for class	N/A	3.91	3.56	3.51	3.80	3.73	4.07	0.34	3.90	0.17	4.05	0.32
	<i>1=none, 2=fewer than 5, 3=5 to 10, 4=11 to 20, 5=more than 20</i>											
Number of assigned textbooks, books, or packs of course readings	3.74	3.54	3.57	3.51	3.49	3.44	3.47	0.03	3.18	-0.26	3.31	-0.13
Number of written papers of 20 pages or more	1.33	1.29	1.22	1.18	1.19	1.19	1.28	0.09	1.24	0.05	1.25	0.06
Number of written papers between 5 and 19 pages ¹	N/A	2.58	2.45	2.48	2.46	2.56	2.65	0.09	2.36	-0.20	2.40	-0.16
Number of written papers of fewer than 5 pages ¹	N/A	3.37	3.27	3.12	3.10	3.15	3.40	0.25	3.14	-0.01	3.21	0.06
	<i>Extent to which your institution has emphasized: 1=very little, 2=some, 3=quite a bit, 4=very much</i>											
Memorizing facts or ideas from your courses so you can repeat them in the same form	2.73	3.03	2.86	2.98	2.84	2.88	2.80	-0.08	2.92	0.04	2.85	-0.03
Analyzing the basic elements of an idea or theory	2.94	3.20	3.16	3.13	3.25	3.12	3.20	0.08	3.06	-0.06	3.09	-0.03
Synthesizing and organizing ideas and information into new, more complex interpretations	2.62	2.84	3.00	2.88	3.01	2.89	2.97	0.08	2.84	-0.05	2.87	-0.02
Making judgments about the value of information or arguments	2.63	3.00	2.94	2.88	3.07	2.82	2.88	0.06	2.81	-0.01	2.84	0.02
Applying theories or concepts to practical problems or in new situations	2.78	3.04	2.99	2.96	3.09	2.98	3.07	0.09	2.97	-0.01	2.99	0.01
	<i>1=never, 2=sometimes, 3=often, 4=very often</i>											
Worked harder than you thought you could to meet an instructor's expectations	2.67	2.52	2.56	2.57	2.66	2.67	2.63	-0.04	2.59	-0.08	2.63	-0.04
	<i>Extent to which your institution has emphasized: 1=very little, 2=some, 3=quite a bit, 4=very much</i>											
Spending significant amounts of time studying and on academic work	2.87	2.94	2.94	3.05	2.95	3.02	3.06	0.04	3.04	0.02	3.13	0.11
Overall benchmark score		51.7	53.3	51.0	54.1	52.8	54.9		51.2		52.6	

¹ The scale for the 2000 survey was different and is not shown.

Other relevant items not included in the Level of Academic Challenge benchmark - freshman

	Adelphi						Selected Peers		Doctoral Peers		All National	
	2000	2001	2002	2003	2004	2005	2005	Differ. from Adelphi 2005	2005	Differ. from Adelphi 2005	2005	Differ. from Adelphi 2005
	<i>1=never, 2=sometimes, 3=often, 4=very often</i>											
Prepared two or more drafts of a paper before turning it in	2.13	2.50	2.46	2.56	2.64	2.43	2.57	0.14	2.69	0.26	2.65	0.22
Worked on a paper or project that required integrating ideas or information from various sources	N/A	N/A	N/A	2.93	3.08	3.01	3.15	0.14	3.06	0.05	3.08	0.07
Come to class without completing readings or assignments	1.50	1.90	1.88	1.80	1.83	1.97	2.02	0.05	2.06	0.09	2.03	0.06
Put together ideas or concepts from different courses when completing assignments or during class discussions	N/A	N/A	N/A	2.46	2.43	2.53	2.73	0.20	2.54	0.01	2.57	0.04
<i>Extent to which your institution has contributed to:</i>	<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>											
Acquiring a broad general education	3.06	3.02	3.07	3.15	3.18	3.11	3.18	0.07	3.06	-0.05	3.18	0.07
Writing clearly and effectively	2.71	2.84	2.87	2.97	2.98	2.96	3.02	0.06	2.90	-0.06	3.00	0.04
Speaking clearly and effectively	2.53	2.61	2.58	2.72	2.71	2.72	2.82	0.10	2.69	-0.03	2.78	0.06
Thinking critically and analytically	2.97	2.99	3.10	3.14	3.19	3.13	3.22	0.09	3.09	-0.04	3.18	0.05
Analyzing quantitative problems	2.25	2.49	2.49	2.52	2.55	2.68	2.80	0.12	2.84	0.16	2.84	0.16
Solving complex real-world problems	N/A	N/A	N/A	2.54	2.54	2.55	2.63	0.08	2.53	-0.02	2.58	0.03
	<i>1=very little to 7=very much</i>											
To what extent have your examinations during the current school year challenged you to do your best work?	N/A	N/A	N/A	5.28	5.17	5.18	5.36	0.18	5.43	0.25	5.46	0.28
	<i>1=none, 2=1-2, 3=3-4, 4=5-6, 5=more than 6</i>											
Number of problem sets that take more than an hour to complete per week	N/A	N/A	N/A	2.24	2.34	2.25	2.45	0.20	2.57	0.32	2.56	0.31
Number of problem sets that take less than an hour to complete per week	N/A	N/A	N/A	2.63	2.74	2.54	2.59	0.05	2.73	0.19	2.70	0.16

Table 3b — Level of Academic Challenge: Seniors

	Adelphi						Selected Peers		Doctoral Peers		All National	
	2000	2001	2002	2003	2004	2005	2005	Differ. from Adelphi 2005	2005	Differ. from Adelphi 2005	2005	Differ. from Adelphi 2005
	<i>1=0 hours per week, 2=1 to 5 hours, 3=6 to 10 hours, 4=11 to 15 hours, 5=16-20 hours, 6=21 to 25 hours, 7=26-30 hours, 8=more than 30 hours</i>											
Preparing for class	N/A	3.41	3.63	3.50	3.76	3.96	3.78	-0.18	3.96	0.00	4.09	0.13
	<i>1=none, 2=fewer than 5, 3=5 to 10, 4=11 to 20, 5=more than 20</i>											
Number of assigned textbooks, books, or packs of course readings	3.06	3.05	3.18	3.19	3.23	3.22	3.22	0.00	3.08	-0.14	3.22	0.00
Number of written papers of 20 pages or more	1.76	1.70	1.76	1.87	1.65	1.75	1.69	-0.06	1.69	-0.06	1.98	0.23
Number of written papers between 5 and 19 pages ¹	N/A	2.54	2.60	2.68	2.49	2.59	2.85	0.26	2.62	0.03	2.68	0.09
Number of written papers of fewer than 5 pages ¹	N/A	2.46	2.61	2.71	2.62	2.68	3.33	0.65	3.10***	0.42	3.13***	0.45
	<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>											
Extent to which your institution has emphasized: Memorizing facts or ideas from your courses so you can repeat them in the same form	2.64	2.68	2.67	2.63	2.75	2.85	2.62*	-0.23	2.74	-0.11	2.70	-0.15
Analyzing the basic elements of an idea or theory	3.03	3.24	3.35	3.23	3.31	3.34	3.27	-0.07	3.22	-0.12	3.24	-0.10
Synthesizing and organizing ideas and information into new, more complex interpretations	2.72	3.01	3.14	3.05	3.02	3.21	3.10	-0.11	2.99**	-0.22	3.06*	-0.15
Making judgments about the value of information or arguments	2.69	2.95	3.01	2.95	2.99	3.21	2.99	-0.22	2.94***	-0.27	2.99**	-0.22
Applying theories or concepts to practical problems or in new situations	2.84	3.16	3.22	3.11	3.18	3.29	3.19	-0.10	3.17	-0.12	3.19	-0.10
	<i>1=never, 2=sometimes, 3=often, 4=very often</i>											
Worked harder than you thought you could to meet an instructor's expectations	2.67	2.76	2.77	2.72	2.57	2.92	2.73*	-0.19	2.71*	-0.21	2.76*	-0.16
	<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>											
Extent to which your institution has emphasized: Spending significant amounts of time studying and on academic work	3.04	3.01	2.99	2.95	3.08	3.18	2.96**	-0.22	3.05	-0.13	3.14	-0.04
Overall benchmark score		54.1	55.0	54.6	54.9	58.3	56.5		55.3		56.5	

¹ The scale for the 2000 survey was different and is not shown.

Other relevant items not included in the Level of Academic Challenge benchmark - seniors

	Adelphi						Selected Peers Differ. from Adelphi 2005		Doctoral Peers Differ. from Adelphi 2005		All National Differ. from Adelphi 2005	
	2000	2001	2002	2003	2004	2005	2005		2005		2005	
	<i>1=never, 2=sometimes, 3=often, 4=very often</i>											
Prepared two or more drafts of a paper before turning it in	1.83	2.60	2.56	2.56	2.57	2.52	2.36	-0.16	2.52	0.00	2.51	-0.01
Worked on a paper or project that required integrating ideas or information from various sources	N/A	N/A	N/A	3.42	3.30	3.33	3.37	0.04	3.34	0.01	3.37	0.04
Come to class without completing readings or assignments	1.46	1.71	1.79	1.86	1.75	2.00	2.12	0.12	2.10	0.10	2.08	0.08
Put together ideas or concepts from different courses when completing assignments or during class discussions	N/A	N/A	N/A	2.70	2.66	2.98	2.73***	-0.25	2.92	-0.06	2.93	-0.05
	<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>											
Extent to which your institution has contributed to: Acquiring a broad general education	3.31	3.22	3.16	3.25	3.22	3.14	3.31	0.17	3.21	0.07	3.33	0.19
Writing clearly and effectively	3.05	2.97	2.96	3.01	2.94	2.96	3.15*	0.19	3.05	0.09	3.14*	0.18
Speaking clearly and effectively	2.89	2.84	2.92	2.91	2.93	2.90	3.10*	0.20	2.93	0.03	3.03	0.13
Thinking critically and analytically	3.28	3.26	3.35	3.21	3.31	3.31	3.40	0.09	3.31	0.00	3.37	0.06
Analyzing quantitative problems	2.82	2.86	2.84	2.75	2.74	2.96	2.97	0.01	2.97	0.01	3.01	0.05
Solving complex real-world problems	N/A	N/A	N/A	2.49	2.62	2.63	3.19*	0.56	2.71	0.08	2.72	0.09
	<i>1=very little to 7=very much</i>											
To what extent have your examinations during the current school year challenged you to do your best work?	N/A	N/A	N/A	5.55	5.67	5.37	5.33	-0.04	5.40	0.03	5.44	0.07
	<i>1=none, 2=1-2, 3=3-4, 4=5-6, 5=more than 6</i>											
Number of problem sets that take more than an hour to complete per week	N/A	N/A	N/A	2.30	2.27	2.37	2.37	0.00	2.58	0.21	2.51	0.14
Number of problem sets that take less than an hour to complete per week	N/A	N/A	N/A	2.04	2.06	2.16	2.59	0.43	2.41*	0.25	2.33	0.17

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

Table 4a—Active and Collaborative Learning: Freshmen

	Adelphi						Selected Peers Differ. from Adelphi 2005		Doctoral Peers Differ. from Adelphi 2005		All National Differ. from Adelphi 2005	
	2000	2001	2002	2003	2004	2005	2005		2005		2005	
	<i>1=never, 2=sometimes, 3=often, 4=very often</i>											
Asked questions in class or contributed to class discussions	2.89	2.95	2.77	2.79	2.86	2.77	3.15	0.38	2.75	-0.02	2.86	0.09
Made a class presentation	2.10	1.89	2.09	2.12	2.15	2.14	2.93	0.79	2.23	0.09	2.28	0.14
Worked with other students on projects during class	2.29	2.16	2.20	2.15	2.30	2.21	2.52	0.31	2.46	0.25	2.40	0.19
Worked with other students on projects outside of class to prepare class assignments	2.25	1.95	1.93	2.00	2.18	2.02	2.83	0.81	2.37	0.35	2.43	0.41
Tutored or taught other students	1.64	1.42	1.50	1.59	1.55	1.63	1.90	0.27	1.71	0.08	1.72	0.09
Participated in a community-based project as part of a regular course	1.21	1.13	1.19	1.14	1.26	1.21	1.93	0.72	1.50	0.29	1.54	0.33
Discussed ideas from class with others outside of class	2.81	2.61	2.58	2.61	2.63	2.65	2.16	-0.49	2.66	0.01	2.73	0.08
Overall benchmark score		31.7	35.6	34.9	37.5	37.0	45.7		41.3		42.4	
<i>Other relevant items not included in the Active and Collaborative Learning benchmark</i>												
	Adelphi						Selected Peers Differ. from Adelphi 2005		Doctoral Peers Differ. from Adelphi 2005		All National Differ. from Adelphi 2005	
	2000	2001	2002	2003	2004	2005	2005		2005		2005	
	<i>0=have not decided, do not plan to do, plan to do; 1=done</i>											
Participate in a learning community or some other formal program where groups of students take two or more classes together ^a					0.10	0.11	0.31	0.20	0.17	0.06	0.15	0.04
<i>Extent to which your institution has contributed to:</i>	<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>											
Working effectively with others	2.66	2.65	2.68	2.74	2.94	2.76	3.21	0.45	2.88	0.12	2.95	0.19

^a 2000-2003 scores are missing due to a value coding change.

Table 4b—Active and Collaborative Learning: Seniors

	Adelphi						Selected Peers Differ from Adelphi 2005		Doctoral Peers Differ from Adelphi 2005		All National Differ from Adelphi 2005	
	2000	2001	2002	2003	2004	2005	2005		2005		2005	
	<i>1=never, 2=sometimes, 3=often, 4=very often</i>											
Asked questions in class or contributed to class discussions	3.01	3.16	3.15	3.26	3.16	3.29	3.15	-0.14	3.08**	-0.21	3.16	-0.13
Made a class presentation	2.42	2.59	2.60	2.55	2.68	2.91	2.93	0.02	2.83	-0.08	2.88**	-0.03
Worked with other students on projects during class	2.20	2.46	2.41	2.42	2.38	2.56	2.52	-0.04	2.59	0.03	2.52	-0.04
Worked with other students on projects outside of class to prepare class assignments	2.29	2.43	2.49	2.39	2.53	2.72	2.83	0.11	2.83	0.11	2.77	0.05
Tutored or taught other students	1.68	1.72	1.50	1.50	1.59	1.84	1.90	0.06	1.93	0.09	1.94	0.10
Participated in a community-based project as part of a regular course	1.63	1.53	1.51	1.52	1.53	1.82	1.93	0.11	1.75	-0.07	1.77	-0.05
Discussed ideas from class with others outside of class	2.72	2.70	2.77	2.77	2.80	2.90	2.88	-0.02	2.82	-0.08	2.88	-0.02
Overall benchmark score		44.4	43.0	44.2	46.1	52.4	52.7		51.1		51.5	

Other relevant items not included in the Active and Collaborative Learning benchmark

	Adelphi						Selected peers Differ from Adelphi 2005		Doctoral Peers Differ from Adelphi 2005		All National Differ from Adelphi 2005	
	2000	2001	2002	2003	2004	2005	2005		2005		2005	
	<i>0=have not decided, do not plan to do, plan to do; 1=done</i>											
Participate in a learning community or some other formal program where groups of students take two or more classes together ^a					0.15	0.26	0.31	0.05	0.26	0.00	0.27	0.01
<i>Extent to which your institution has contributed to:</i>	<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>											
Working effectively with others	3.00	3.01	2.99	3.00	3.06	3.08	3.21	0.13	3.14	0.06	3.18	0.10

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

^a 2000-2003 scores are missing due to a value coding change.

Table 5a—Student-Faculty Interaction: Freshmen

	Adelphi						Selected Peers Differ. from Adelphi 2005		Doctoral Peers Differ. from Adelphi 2005		All National Differ. from Adelphi 2005	
	2000	2001	2002	2003	2004	2005	2005		2005		2005	
	<i>1=never, 2=sometimes, 3=often, 4=very often</i>											
Discussed grades or assignments with an instructor	2.40	2.45	2.50	2.46	2.69	2.48	2.70	0.22	2.55	0.07	2.62	0.14
Talked about career plans with a faculty member	2.23	2.09	2.26	2.16	2.33	2.11	2.21	0.10	2.08	-0.03	2.17	0.06
Discussed ideas from class with faculty members outside of class	1.80	1.77	1.74	1.84	1.99	1.76	1.93	0.17	1.77	0.01	1.86	0.10
Received prompt feedback from faculty on academic performance	2.48	2.68	2.60	2.64	2.71	2.57	2.87	0.30	2.70	0.13	2.76	0.19
Worked with faculty members on activities other than coursework	1.38	1.43	1.45	1.46	1.53	1.57	1.71	0.14	1.57	0.00	1.63	0.06
	<i>0=have not decided, do not plan to do, plan to do; 1=done</i>											
Worked on research project with faculty member outside of course/program requirements ¹					0.06	0.05	0.06	0.01	0.05	0.00	0.05	0.00
Overall benchmark score (w/ research item)					35.7	31.5	36.6		32.9		34.0	
Overall benchmark score (w/o research item)		33.0	32.8	35.3	41.1	36.8						
<i>Other relevant items not included in the Student-Faculty Interaction benchmark</i>												
	Adelphi						Selected Peers Differ. from Adelphi 2005		Doctoral Peers Differ. from Adelphi 2005		All National Differ. from Adelphi 2005	
	2000	2001	2002	2003	2004	2005	2005		2004		2004	
	<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?	N/A	N/A	N/A	2.99	2.96	2.99	3.01	0.02	2.85	-0.14	3.00	0.01

¹ Coding changed in 2004 from 3 to 4 categories

Table 5b—Student-Faculty Interaction: Seniors

	Adelphi						Selected Peers Differ. from Adelphi 2005		Doctoral Peers Differ. from Adelphi 2005		All National Differ. from Adelphi 2005		
	2000	2001	2002	2003	2004	2005	2005		2005		2005		
	<i>1=never, 2=sometimes, 3=often, 4=very often</i>												
Discussed grades or assignments with an instructor	2.42	2.57	2.68	2.69	2.68	2.94	2.87	-0.07	2.83	-0.11	2.87	-0.07	
Talked about career plans with a faculty member	2.22	2.32	2.31	2.31	2.32	2.53	2.56	0.03	2.40	-0.13	2.53	0.00	
Discussed ideas from class with faculty members outside of class	1.78	1.93	1.96	2.00	1.99	2.18	2.16	-0.02	2.06	-0.12	2.16	-0.02	
Received prompt feedback from faculty on academic performance	2.62	2.76	2.94	2.91	2.78	3.04	2.95	-0.09	2.88*	-0.16	2.94	-0.10	
Worked with faculty members on activities other than coursework	1.41	1.64	1.56	1.53	1.57	1.89	1.99	0.10	1.83	-0.06	1.93	0.04	
	<i>0=have not decided, do not plan to do, plan to do; 1=done</i>												
Worked on research project with faculty member outside of course/program requirements ¹					0.10	0.21	0.23	0.02	0.20	-0.01	0.21	0.00	
Overall benchmark score		38.2	36.1	40.2	37.6	45.9	45.5		42.0		44.1		

Other relevant items not included in the Student-Faculty Interaction benchmark

	Adelphi						Selected Peers Differ. from Adelphi 2005		Doctoral Peers Differ. from Adelphi 2005		All National Differ. from Adelphi 2005		
	2000	2001	2002	2003	2004	2005	2005		2005		2004		
	<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?	N/A	N/A	N/A	3.01	2.76	2.78	2.93	0.15	2.76	-0.02	2.94	0.16	

¹ Coding changed in 2004 from 3 to 4 categories

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

Table 6a—Enriching Educational Experiences: Freshmen

	Adelphi						Selected Peers Differ from Adelphi 2005		Doctoral Peers Differ from Adelphi 2005		All National Differ from Adelphi 2005	
	2000	2001	2002	2003	2004	2005	2005	Adelphi 2005	2005	Adelphi 2005	2005	Adelphi 2005
	<i>1=never, 2=sometimes, 3=often, 4=very often</i>											
Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment	2.01	2.43	2.73	2.63	2.77	2.51	2.72	0.21	2.63	0.12	2.61	0.10
Had serious conversations with students of a different race or ethnicity than your own	2.62	2.79	2.67	2.72	2.73	2.80	2.78	-0.02	2.61	-0.19	2.60	-0.20
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	2.37	2.79	2.67	2.71	2.66	2.82	2.92	0.10	2.75	-0.07	2.77	-0.05
	<i>0=have not decided, do not plan to do, plan to do; 1=done</i>											
Practicum, internship, field experience, co-op experience, or clinical assignment ¹					0.04	0.05	0.08	0.03	0.07	0.02	0.09	0.04
Community service or volunteer work ¹					0.21	0.22	0.56	0.34	0.39	0.17	0.42	0.20
Foreign language coursework ¹					0.12	0.20	0.29	0.09	0.21	0.01	0.25	0.05
Study abroad ¹					0.01	0.02	0.02	0.00	0.03	0.01	0.02	0.00
Independent study or self-designed major ¹					0.01	0.04	0.04	0.00	0.03	-0.01	0.03	-0.01
Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.) ¹					0.00	0.01	0.02	0.01	0.02	0.01	0.02	0.01
	<i>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</i>											
Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	N/A	1.76	1.77	1.84	1.92	1.89	2.37	0.48	2.12	0.23	2.31	0.42
	<i>Extent to which your institution has emphasized: 1=very little, 2=some, 3=quite a bit, 4=very much</i>											
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.37	2.66	2.53	2.65	2.73	2.68	2.68	0.00	2.54	-0.14	2.60	-0.08
Overall benchmark score					24.2	25.4	31.3		26.8		27.8	

¹The scale for previous years was different and is not shown.

Other relevant items not included in the Enriching Educational Experiences benchmark - freshmen

	Adelphi						Selected Peers Differ from Adelphi 2005		Doctoral Peers Differ from Adelphi 2005		All National Differ from Adelphi 2005	
	2000	2001	2002	2003	2004	2005	2005		2005		2005	
	<i>1=never, 2=sometimes, 3=often, 4=very often</i>											
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	N/A	N/A	N/A	2.78	2.85	2.80	2.93	0.13	2.75	-0.05	2.77	-0.03
Used e-mail to communicate with an instructor or other students	2.36	2.21	2.56	2.52	2.78	2.79	3.25	0.46	3.02	0.23	3.06	0.27
Attended an art exhibit, gallery, play, dance, or other theatre performance					2.26	2.19	2.22	0.03	2.07	-0.12	2.17	-0.02
	<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>											
Extent to which your institution has contributed to: Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	N/A	N/A	N/A	2.65	2.82	2.73	2.78	0.05	2.66	-0.07	2.84	0.11
Acquiring job or work-related knowledge and skills	2.40	2.38	2.42	2.63	2.63	2.63	2.81	0.18	2.65	0.02	2.72	0.09
Using computing and information technology	2.56	2.60	2.66	2.89	2.73	2.70	3.00	0.30	3.01	0.31	2.96	0.26
Understanding people of other racial and ethnic backgrounds	2.61	2.56	2.67	2.70	2.69	2.66	2.67	0.01	2.57	-0.09	2.59	-0.07
	<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>											
Extent to which your institution has emphasized: Using computers in academic work	N/A	N/A	N/A	3.24	3.17	3.10	3.37	0.27	3.34	0.24	3.32	0.22
	<i>1=none, 2=fewer than 5, 3=5 to 10, 4=11 to 20, 5=more than 20</i>											
Number of books read on your own	2.04	1.94	1.86	1.87	2.09	1.99	2.11	0.12	2.06	0.07	2.08	0.09

¹ Coding changed in 2004 from 3 to 4 categories

Table 6b—Enriching Educational Experiences: Seniors

	Adelphi						Selected Peers Differ from Adelphi 2005		Doctoral Peers Differ from Adelphi 2005		All National Differ from Adelphi 2005	
	2000	2001	2002	2003	2004	2005	2005	Adelphi 2005	2005	Adelphi 2005	2005	Adelphi 2005
	<i>1=never, 2=sometimes, 3=often, 4=very often</i>											
Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment	1.86	2.68	2.89	2.85	2.65	3.00	2.81*	-0.19	2.87	-0.13	2.81	-0.19
Had serious conversations with students of a different race or ethnicity than your own	2.45	2.64	2.61	2.71	2.63	2.93	2.80	-0.13	2.65**	-0.28	2.65**	-0.28
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	2.17	2.58	2.57	2.55	2.53	2.96	2.87	-0.09	2.72**	-0.24	2.76*	-0.20
	<i>0=have not decided, do not plan to do, plan to do; 1=done</i>											
Practicum, internship, field experience, co-op experience, or clinical assignment ¹					0.43	0.55	0.62	0.07	0.53	-0.02	0.58	0.03
Community service or volunteer work ¹					0.35	0.54	0.70***	0.16	0.60	0.06	0.64*	0.10
Foreign language coursework ¹					0.22	0.30	0.47***	0.17	0.37	0.07	0.46***	0.16
Study abroad ¹					0.09	0.09	0.27***	0.18	0.14	0.05	0.18***	0.09
Independent study or self-designed major ¹					0.18	0.19	0.20	0.01	0.20	0.01	0.23	0.04
Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.) ¹					0.27	0.32	0.38	0.06	0.35	0.03	0.38	0.06
	<i>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</i>											
Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	N/A	1.73	1.68	1.58	1.59	1.72	2.38***	0.66	2.00*	0.28	2.19**	0.47
	<i>Extent to which your institution has emphasized:</i>											
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.12	2.42	2.59	2.42	2.48	2.48	2.44	-0.04	2.34	-0.14	2.42	-0.06
Overall benchmark score					32.7	39.4	45.6		39.9		42.1	

¹The scale for previous years was different and is not shown.

Other relevant items not included in the Enriching Educational Experiences benchmark - seniors

	Adelphi						Selected Peers Differ from Adelphi 2005		Doctoral Peers Differ from Adelphi 2005		All National Differ from Adelphi 2005	
	2000	2001	2002	2003	2004	2005	2005		2005		2005	
	<i>1=never, 2=sometimes, 3=often, 4=very often</i>											
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	N/A	N/A	N/A	2.84	2.83	2.91	2.95	0.04	2.76	-0.15	2.83	-0.08
Used e-mail to communicate with an instructor or other students	2.08	2.52	2.70	2.83	2.87	3.36	3.42	0.06	3.32	-0.04	3.32	-0.04
Attended an art exhibit, gallery, play, dance, or other theatre performance					1.91	1.83	2.20***	0.37	1.97	0.14	2.08**	0.25
	<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>											
Extent to which your institution has contributed to: Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	N/A	N/A	N/A	2.15	2.32	2.31	2.69***	0.38	2.47	0.16	2.63***	0.32
Acquiring job or work-related knowledge and skills	3.04	3.01	3.07	3.03	3.06	3.11	3.09	-0.02	3.01	-0.10	3.04	-0.07
Using computing and information technology	2.58	2.79	2.88	2.99	3.02	3.01	3.19*	0.18	3.22*	0.21	3.18	0.17
Understanding people of other racial and ethnic backgrounds	2.87	2.77	2.83	2.62	2.77	2.69	2.68	-0.01	2.54	-0.15	2.60	-0.09
	<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>											
Extent to which your institution has emphasized: Using computers in academic work	N/A	N/A	N/A	3.17	3.28	3.36	3.44	0.08	3.47	0.11	3.46	0.10
	<i>1=none, 2=fewer than 5, 3=5 to 10, 4=11 to 20, 5=more than 20</i>											
Number of books read on your own	2.23	2.22	2.20	2.26	2.21	2.09	2.30*	0.21	2.19	0.10	2.22	0.13

¹ Coding changed in 2004 from 3 to 4 categories

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

Table 7a—Supportive Campus Environment: Freshmen

	Adelphi						Selected Peers Differ from		Doctoral Peers Differ from		All National Differ from	
	2000	2001	2002	2003	2004	2005	2005	Adelphi 2005	2005	Adelphi 2005	2005	Adelphi 2005
	<i>1=unfriendly, unsupportive, sense of alienation to 7=friendly, supportive, sense of belonging</i>											
Relationships with other students	5.20	5.44	5.46	5.65	5.59	5.33	5.44	0.11	5.38	0.05	5.56	0.23
Relationships with faculty members	5.34	5.45	5.50	5.68	5.69	5.38	5.45	0.07	5.10	-0.28	5.36	-0.02
Relationships with administrative personnel and offices	4.23	4.82	4.86	5.21	5.22	4.65	4.51	-0.14	4.53	-0.12	4.76	0.11
<i>Extent to which your institution has emphasized:</i>	<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>											
Providing the support you need to help you succeed academically	2.92	2.91	3.00	3.11	3.12	3.08	3.09	0.01	2.92	-0.16	3.06	-0.02
Helping you cope with your non-academic responsibilities (work, family, etc.)	2.07	2.12	2.19	2.20	2.29	2.13	2.18	0.05	2.05	-0.08	2.17	0.04
Providing the support you need to thrive socially	2.21	2.24	2.30	2.28	2.44	2.34	2.40	0.06	2.28	-0.06	2.38	0.04
Overall benchmark score		57.5	61.3	62.0	64.6	59.6	60.9		57.3		60.1	

Table 7b—Supportive Campus Environment: Seniors

	Adelphi						Selected Peers Differ from		Doctoral Peers Differ from		All National Differ. from	
	2000	2001	2002	2003	2004	2005	2005	Adelphi 2005	2005	Adelphi 2005	2005	Adelphi 2005
	<i>1=unfriendly, unsupportive, sense of alienation to 7=friendly, supportive, sense of belonging</i>											
Relationships with other students	5.28	5.72	5.70	5.73	5.82	5.54	5.54	0.00	5.56	0.02	5.68	0.14
Relationships with faculty members	5.32	5.35	5.65	5.75	5.78	5.61	5.64	0.03	5.40	-0.21	5.64	0.03
Relationships with administrative personnel and offices	4.31	4.73	4.77	4.72	4.85	4.62	4.43	-0.19	4.52	-0.10	4.63	0.01
<i>Extent to which your institution has emphasized:</i>	<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>											
Providing the support you need to help you succeed academically	2.62	2.68	2.85	2.82	2.96	3.05	2.99	-0.06	2.82**	-0.23	2.97	-0.08
Helping you cope with your non-academic responsibilities (work, family, etc.)	1.80	1.90	1.92	1.93	1.95	1.96	2.06	0.10	1.85	-0.11	1.97	0.01
Providing the support you need to thrive socially	1.88	1.92	1.94	2.01	1.96	2.06	2.21	0.15	2.05	-0.01	2.17	0.11
Overall benchmark score		53.0	54.9	58.0	59.3	58.3	58.1		55.6		57.5	

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

Table 8a—Personal development, mean scores: Freshmen

	Adelphi						Selected peers Differ from Adelphi 2005		Doctoral Peers Differ from Adelphi 2005		All National Differ from Adelphi 2005	
	2000	2001	2002	2003	2004	2005	2005		2005		2005	
<i>Extent to which your institution has contributed to your:</i>	<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>											
Voting in local, state, or national elections	1.55	1.50	1.47	1.74	1.71	2.53	2.54	0.01	2.43	-0.10	2.48	-0.05
Learning effectively on your own	2.74	2.82	2.77	2.83	2.86	2.77	2.97	0.20	2.83	0.06	2.93	0.16
Understanding yourself	2.68	2.88	2.70	2.65	2.71	2.66	2.84	0.18	2.63	-0.03	2.77	0.11
Developing a personal code of values and ethics	N/A	N/A	N/A	2.57	2.59	2.53	2.79	0.26	2.48	-0.05	2.64	0.11
Contributing to the welfare of your community	1.98	1.80	1.83	2.05	2.17	2.10	2.59	0.49	2.27	0.17	2.43	0.33
Developing a deepened sense of spirituality					1.81	1.84	2.36	0.52	2.00	0.16	2.15	0.31
<i>During the current school year how often have you done the following:</i>	<i>1=never, 2=sometimes, 3=often, 4=very often</i>											
Exercised or participated in physical fitness activities					2.35	2.31	2.91	0.60	2.75	0.44	2.84	0.53
Participated in activities to enhance your spirituality					1.51	1.68	2.32	0.64	2.06	0.38	2.16	0.48

Table 8b—Personal development, mean scores: Seniors

	Adelphi						Selected Peers Differ from Adelphi 2005		Doctoral Peers Differ from Adelphi 2005		All National Differ from Adelphi 2005	
	2000	2001	2002	2003	2004	2005	2005		2005		2005	
<i>Extent to which your institution has contributed to your:</i>	<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>											
Voting in local, state, or national elections	1.69	1.85	1.79	1.77	1.68	2.09	2.40**	0.31	2.20	0.11	2.31*	0.22
Learning effectively on your own	3.14	3.10	3.07	2.99	3.02	2.95	3.01	0.06	2.98	0.03	3.07	0.12
Understanding yourself	3.00	2.86	3.00	2.80	2.85	2.78	2.99	0.21	2.73	-0.05	2.88	0.10
Developing a personal code of values and ethic:	N/A	N/A	N/A	2.51	2.67	2.59	2.94**	0.35	2.59	0.00	2.74	0.15
Contributing to the welfare of your community	2.34	2.19	2.25	2.21	2.21	2.24	2.68***	0.44	2.98***	0.74	2.50**	0.26
Developing a deepened sense of spirituality					1.69	1.80	2.41***	0.61	1.88	0.08	2.04*	0.24
<i>During the current school year how often have you done the following:</i>	<i>1=never, 2=sometimes, 3=often, 4=very often</i>											
Exercised or participated in physical fitness activities					1.95	2.28	2.76***	0.48	2.66***	0.38	2.74***	0.46
Participated in activities to enhance your spirituality					1.54	1.93	2.29**	0.36	2.14*	0.21	2.23**	0.30

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

Table 9a—Weekly activities, mean scores¹: Freshmen

	Adelphi						Selected peers Differ. from Adelphi 2005		Doctoral Peers Differ. from Adelphi 2005		All National Differ. from Adelphi 2005	
	2000	2001	2002	2003	2004	2005	2005		2005		2005	
	<i>1=0 hours per week, 2=1 to 5 hours, 3=6 to 10 hours, 4=11 to 15 hours, 5=16-20 hours, 6=21 to 25 hours, 7=26-30 hours, 8=more than 30 hours</i>											
Working for pay on campus	N/A	1.79	1.55	1.71	1.42	1.67	1.66	-0.01	1.59	-0.08	1.66	-0.01
Working for pay off campus	N/A	3.44	3.41	2.98	2.90	2.88	1.71	-1.17	2.52	-0.36	2.27	-0.61
Relaxing and socializing	N/A	4.27	4.19	3.64	3.93	3.77	3.69	-0.08	3.75	-0.02	3.63	-0.14
Providing care for dependents living with you	N/A	2.32	1.93	1.91	1.73	1.91	1.27	-0.64	1.70	-0.21	1.63	-0.28
Commuting to class ¹	N/A	N/A	2.13	2.38	2.46	2.46	2.02	-0.44	2.32	-0.14	2.14	-0.32

¹ The scale for 2000 and 2001 was different and is not shown.

Table 9b—Weekly activities, mean scores¹: Seniors

	Adelphi						Selected Peers Differ. from Adelphi 2005		Doctoral Peers Differ. from Adelphi 2005		All National Differ. from Adelphi 2005	
	2000	2001	2002	2003	2004	2005	2005		2005		2005	
	<i>1=0 hours per week, 2=1 to 5 hours, 3=6 to 10 hours, 4=11 to 15 hours, 5=16-20 hours, 6=21 to 25 hours, 7=26-30 hours, 8=more than 30 hours</i>											
Working for pay on campus	N/A	1.58	1.49	1.40	1.50	1.57	2.01**	0.44	1.84*	0.27	1.90*	0.33
Working for pay off campus	N/A	5.09	5.09	5.21	4.58	4.67	3.47***	-1.20	3.88**	-0.79	3.50***	-1.17
Relaxing and socializing	N/A	3.54	3.32	3.27	3.34	3.19	3.42	0.23	3.37	0.18	3.36	0.17
Providing care for dependents living with you	N/A	3.17	3.18	2.94	2.78	3.41	1.73***	-1.68	2.40***	-1.01	2.29***	-1.12
Commuting to class ¹	N/A	N/A	2.46	2.48	2.55	2.90	2.27***	-0.63	2.44**	-0.46	2.31***	-0.59

¹ The scale for 2000 and 2001 was different and is not shown.

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

Table 10a—Overall Evaluation of Collegiate Experience: Freshmen

	Adelphi						Selected Peers Differ. from Adelphi 2005		Doctoral Peers Differ. from Adelphi 2005		All National Differ. from Adelphi 2005	
	2000	2001	2002	2003	2004	2005	2005		2005		2005	
	<i>1=poor, 2=fair, 3=good, 4=excellent</i>											
How would you evaluate your entire educational experience at this institution?	3.04	3.03	3.07	3.15	3.24	3.17	3.23	0.06	3.09	-0.08	3.22	0.05
	<i>1=definitely no, 2=probably no, 3=probably yes, 4=definitely yes</i>											
If you could start over, would you go to the same institution you are now attending?	2.92	3.11	3.10	3.16	3.11	3.08	3.20	0.12	3.13	0.05	3.22	0.14

Table 10b—Overall Evaluation of Collegiate Experience: Seniors

	Adelphi						Selected peers Differ. from Adelphi 2005		Doctoral Peers Differ. from Adelphi 2005		All National Differ. from Adelphi 2005	
	2000	2001	2002	2003	2004	2005	2005		2005		2005	
	<i>1=poor, 2=fair, 3=good, 4=excellent</i>											
How would you evaluate your entire educational experience at this institution?	3.05	3.17	3.21	3.23	3.19	3.12	3.29*	0.17	3.14	0.02	3.27*	0.15
	<i>1=definitely no, 2=probably no, 3=probably yes, 4=definitely yes</i>											
If you could start over, would you go to the same institution you are now attending?	2.88	3.12	3.13	3.19	3.01	3.09	3.25	0.16	3.09	0.00	3.19	0.10

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

Table 11—Level of Academic Challenge: Comparisons by School

	Honors			Arts & Sciences			Business			Education			IAPS		
	2001	2003	2005	2001	2003	2005	2001	2003	2005	2001	2003	2005	2001	2003	2005
<i>1=0 hours per week, 2=1 to 5 hours, 3=6 to 10 hours, 4=11 to 15 hours, 5=16-20 hours,</i>															
<i>6=21 to 25 hours, 7=26-30 hours, 8=more than 30 hours</i>															
<i>1=none, 2=fewer than 5, 3=5 to 10, 4=11 to 20, 5=more than 20</i>															
Benchmark items															
Preparing for class	4.65	3.79	4.02	3.73	3.54	3.79	3.27	3.53	3.46	3.30	3.33	3.67	3.63	3.90	3.33
Number of assigned textbooks, books, or packs of course readings			3.91			3.34			2.96			2.67			3.05
Number of written papers of 20 pages or more			1.42			1.22			1.25			1.00			1.20
Number of written papers between 5 and 19 pages			2.60			2.60			2.35			2.67			2.70
Number of written papers of fewer than 5 pages			3.51			3.12			2.65			3.33			3.05
<i>Extent to which your institution has emphasized:</i>															
<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>															
Memorizing facts or ideas from your courses so you can repeat them in the same form	2.71	2.64	2.76	2.95	3.01	2.79	3.09	2.82	3.04	2.83	2.75	2.50	3.13	2.76	2.95
Analyzing the basic elements of an idea or theory	3.42	3.43	3.40	3.24	3.17	3.12	2.91	3.16	3.12	3.07	3.14	3.00	3.38	2.95	3.25
Synthesizing and organizing ideas and information into new, more complex interpretations	3.13	3.14	3.16	2.84	2.92	2.97	2.55	2.84	2.85	3.00	2.96	3.00	2.75	2.71	3.25
Making judgments about the value of information or arguments	3.19	3.11	3.09	2.85	2.91	2.92	2.65	2.63	2.85	3.07	3.04	3.00	2.88	3.05	2.95
Applying theories or concepts to practical problems or in new situations	3.06	3.04	3.20	3.05	2.99	3.01	2.86	2.92	3.15	3.13	3.32	3.00	2.88	2.90	3.00
<i>1=never, 2=sometimes, 3=often, 4=very often</i>															
Worked harder than you thought you could to meet an instructor's expectations			2.56			2.76			2.65			2.33			2.79
<i>Extent to which your institution has emphasized:</i>															
<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>															
Spending significant amounts of time on academic work	2.84	2.96	2.96	2.76	3.07	3.09	3.19	3.16	2.75	2.97	2.52	2.83	2.88	2.67	3.00
Other relevant items not included in the benchmark															
Prepared two or more drafts of a paper before turning it in	2.45	2.39	2.44	2.37	2.46	2.39	2.32	2.39	2.50	2.47	2.32	2.25	1.88	2.19	2.14
Worked on a paper or project that required integrating ideas from various sources		3.32	3.26		3.07	3.04		3.11	3.11		3.32	2.88		2.71	3.09
Came to class without completing readings or assignments	2.23	2.07	2.02	1.82	1.85	1.98	1.86	1.82	2.07	1.55	1.68	2.38	2.13	2.00	1.95
Put together ideas from different courses when completing assignments or during class discussions		2.86	2.96		2.56	2.53		2.53	2.44		2.64	2.33		2.48	2.86
<i>Extent to which your institution has contributed to:</i>															
<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>															
Acquiring a broad general education	3.23	3.14	3.24	3.02	3.13	3.22	3.18	3.08	3.17	3.03	3.22	2.80	3.00	3.24	3.06
Writing clearly and effectively	2.87	2.89	3.09	2.65	2.89	2.89	3.00	2.89	3.04	2.80	2.85	2.80	2.75	3.00	3.00
Speaking clearly and effectively	2.77	2.54	2.82	2.44	2.70	2.70	2.82	2.89	2.88	2.73	3.00	2.80	2.75	2.81	3.06
Thinking critically and analytically	3.16	3.29	3.38	2.85	3.13	3.15	3.09	2.92	3.17	3.07	3.11	3.00	2.88	3.19	3.28
Analyzing quantitative problems	2.43	2.50	2.58	2.41	2.52	2.75	2.73	2.81	3.00	2.63	2.67	2.60	2.62	2.29	2.72
Solving complex real-world problems		2.48	2.49		2.50	2.63		2.51	2.48		2.78	2.75		2.33	2.78
<i>1=very little to 7=very much</i>															
To what extent have your examinations during the current school year challenged you to do your best work?			5.09			5.22			5.12			4.33			4.80
<i>1=none, 2=1-2, 3=3-4, 4=5-6, 5=more than 6</i>															
Problem sets that take more than an hour to complete per week			2.29			2.32			2.04			2.00			2.00
Problem sets that take less than an hour to complete per week			2.24			2.53			2.77			3.00			2.15

Table 11 (continued)—Level of Academic Challenge: Comparisons by School

	Nursing			Social Work			ABLE			General Studies		
	2001	2003	2005	2001	2003	2005	2001	2003	2005	2001	2003	2005
	<i>1=0 hours per week, 2=1 to 5 hours, 3=6 to 10 hours, 4=11 to 15 hours, 5=16-20 hours,</i>											
Benchmark items	<i>6=21 to 25 hours, 7=26-30 hours, 8=more th</i>											
Preparing for class	3.48	3.52	4.00	2.71	2.89	3.14	3.12	3.07	3.31	4.69	4.06	4.00
	<i>1=none, 2=fewer than 5, 3=5 to 10, 4=11 to 20, 5=more than 20</i>											
Number of assigned textbooks, books, or packs of course readings			1.68			1.17			3.35			1.50
Number of written papers of 20 pages or more			1.68			1.17			2.29			1.50
Number of written papers between 5 and 19 pages			2.27			2.43			3.00			2.80
Number of written papers of fewer than 5 pages			2.37			2.57			2.24			3.60
<i>Extent to which your institution has emphasized:</i>	<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>											
Memorizing facts or ideas from your courses so you can repeat them in the same form	2.78	2.94	3.18	2.57	2.78	2.14	2.50	2.39	2.53	3.23	3.00	2.60
Analyzing the basic elements of an idea or theory	3.37	3.30	3.37	3.33	3.22	3.14	3.09	3.02	3.29	3.62	3.25	3.10
Synthesizing and organizing ideas and information into new, more complex interpretations	3.31	3.16	3.12	2.71	3.22	2.86	2.82	2.77	2.94	3.54	3.44	2.80
Making judgments about the value of information or arguments	2.93	2.97	3.07	3.00	3.11	2.71	2.98	2.73	2.94	3.46	3.13	3.00
Applying theories or concepts to practical problems or in new situations	3.52	3.29	3.27	3.29	3.33	2.86	3.00	2.77	3.18	3.46	3.25	2.90
	<i>1=never, 2=sometimes, 3=often, 4=very often</i>											
Worked harder than you thought you could to meet an instructor's expectations			2.82			2.29			3.24			3.10
<i>Extent to which your institution has emphasized:</i>	<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>											
Spending significant amounts of time on academic work	3.37	3.37	3.22	2.86	3.22	3.14	3.02	2.77	3.25	3.31	3.38	2.88
Other relevant items not included in the benchmark	<i>1=never, 2=sometimes, 3=often, 4=very often</i>											
Prepared two or more drafts of a paper before turning it in	2.67	2.68	2.63	2.71	2.89	2.29	2.96	3.05	2.76	2.92	3.00	2.60
Worked on a paper or project that required integrating ideas from various sources		3.19	3.23		3.56	2.86		3.39	3.47		3.06	3.10
Came to class without completing readings or assignments	1.70	1.83	1.98	1.86	1.56	2.71	1.50	1.66	1.41	2.08	1.94	2.20
Put together ideas from different courses when completing assignments or during class discussions		2.71	2.97		2.67	2.71		2.34	2.76		2.56	2.56
<i>Extent to which your institution has contributed to:</i>	<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>											
Acquiring a broad general education	2.67	3.37	2.93	3.57	3.44	3.67	3.46	3.26	3.25	3.25	3.31	2.44
Writing clearly and effectively	2.67	3.03	2.87	3.57	3.56	3.33	3.24	3.16	3.33	3.38	3.38	2.67
Speaking clearly and effectively	2.46	2.83	2.72	3.43	3.44	3.00	2.92	2.84	3.13	3.54	3.07	2.67
Thinking critically and analytically	3.22	3.38	3.18	3.71	3.44	3.33	3.39	3.24	3.25	3.62	3.25	2.78
Analyzing quantitative problems	2.74	2.86	2.93	3.14	3.22	3.17	3.08	2.65	2.94	3.23	2.80	2.56
Solving complex real-world problems		2.40	2.47		3.00	2.67		2.42	2.31		2.69	2.50
	<i>1=very little to 7=very much</i>											
To what extent have your examinations during the current school year challenged you to do your best work?			5.70			4.57			5.63			5.00
	<i>1=none, 2=1-2, 3=3-4, 4=5-6, 5=more than 6</i>											
Problem sets that take more than an hour to complete per week			2.43			2.14			2.18			2.80
Problem sets that take less than an hour to complete per week			2.17			1.86			1.53			2.40

Table 12—Active and Collaborative Learning: Comparisons by School

	Honors			Arts & Sciences			Business			Education			IAPS		
	2001	2003	2005	2001	2003	2005	2001	2003	2005	2001	2003	2005	2001	2003	2005
Benchmark items															
	<i>1=never, 2=sometimes, 3=often, 4=very often</i>														
Asked questions in class or contributed to class discussions	3.32	3.21	3.22	3.02	2.91	2.89	2.82	3.03	2.89	2.93	3.04	2.50	2.25	2.95	3.09
Made a class presentation	2.54	2.32	2.32	1.97	2.21	2.31	2.59	2.55	2.70	2.43	2.71	2.75	2.00	2.38	2.36
Worked with other students on projects during class	2.37	2.00	2.24	2.03	2.23	2.13	2.86	2.42	2.70	2.50	2.33	2.25	1.88	2.14	2.50
Worked with other students on projects outside of class to prepare class assignments	2.39	2.07	2.16	1.94	2.07	2.06	2.27	2.66	2.70	2.45	2.25	2.13	1.75	1.95	2.18
Tutored or taught other students	2.10	1.89	1.74	1.55	1.67	1.76	1.73	1.34	1.50	1.69	1.61	1.67	1.13	1.43	1.57
Participated in a community-based project as part of a regular course	1.03	1.32	1.24	1.26	1.26	1.33	1.41	1.05	1.19	1.53	1.79	1.50	1.38	1.10	1.43
Discussed ideas from class with others outside of class	2.97	2.89	3.04	2.48	2.65	2.68	2.77	2.37	2.23	2.55	2.68	2.67	2.63	2.71	3.05
Other relevant items not included in the benchmark															
	<i>0=have not decided, do not plan to do, plan to do; 1=done</i>														
Participate in a learning community or some other formal program where groups of students take two or more classes together			0.15			0.16			0.06			0.13			0.10
<i>Extent to which your institution has contributed to:</i>															
	<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>														
Working effectively with others	2.74	2.59	2.73	2.70	2.81	2.83	3.14	2.97	3.21	3.07	3.30	3.20	2.63	2.62	2.89

Table 12 (continued)—Active and Collaborative Learning: Comparisons by School

	Nursing			Social Work			ABLE			General Studies		
	2001	2003	2005	2001	2003	2005	2001	2003	2005	2001	2003	2005
Benchmark items												
	<i>1=never, 2=sometimes, 3=often, 4=very often</i>											
Asked questions in class or contributed to class discussions	3.22	2.94	2.97	3.57	3.22	2.86	3.12	3.11	3.24	3.23	3.06	2.70
Made a class presentation	2.85	2.68	2.77	2.86	2.11	2.00	2.06	1.80	2.76	2.38	2.69	2.10
Worked with other students on projects during class	2.67	2.61	2.64	2.57	2.11	2.14	2.08	2.14	2.76	2.77	2.63	2.00
Worked with other students on projects outside of class to prepare class assignments	2.91	2.52	2.81	1.94	1.78	2.43	1.75	1.89	2.41	2.50	2.63	2.10
Tutored or taught other students	1.56	1.45	1.77	2.14	1.56	1.14	1.25	1.30	1.29	1.54	1.56	2.11
Participated in a community-based project as part of a regular course	1.93	1.87	1.92	1.86	1.22	2.29	1.20	1.14	1.29	1.31	1.38	1.56
Discussed ideas from class with others outside of class	2.74	2.61	2.73	3.14	2.67	2.43	2.59	2.95	2.76	2.77	2.67	3.00
Other relevant items not included in the benchmark												
	<i>0=have not decided, do not plan to do, plan to do; 1=done</i>											
Participate in a learning community or some other formal program where groups of students take two or more classes together			0.22			0.33			0.10			0.00
<i>Extent to which your institution has contributed to:</i>												
	<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>											
Working effectively with others	2.81	3.14	3.02	3.71	3.38	3.00	2.75	2.70	2.75	3.15	2.69	2.33

Table 13—Student-Faculty Interaction: Comparisons by School

	Honors			Arts & Sciences			Business			Education			IAPS		
	201	2003	2005	2001	2003	2005	2001	2003	2005	2001	2003	2005	2001	2003	2005
Benchmark items															
	<i>1=never, 2=sometimes, 3=often, 4=very often</i>														
Discussed grades or assignments with an instructor	2.42	2.57	2.64	2.58	2.59	2.66	2.61	2.47	2.50	2.69	2.75	2.67	2.13	2.62	2.71
Talked about career plans with a faculty member	2.32	2.43	2.04	2.34	2.30	2.32	2.43	2.05	2.12	2.53	2.50	2.00	1.63	2.05	2.10
Discussed ideas from class with faculty members outside of class	2.13	2.36	1.87	1.76	1.91	1.95	1.91	1.68	1.81	1.86	1.93	1.33	1.63	1.76	1.81
Received prompt feedback from faculty on academic performance	3.20	2.82	2.73	2.47	2.71	2.72	2.33	2.68	2.69	2.83	2.96	2.83	2.75	2.76	3.00
Worked with faculty members on activities other than coursework	1.77	1.86	1.64	1.56	1.59	1.74	1.61	1.18	1.73	1.83	2.00	1.50	1.38	1.38	1.47
	<i>0=have not decided, do not plan to do, plan to do; 1=done</i>														
Worked on research project with faculty member outside of course/program requirements ¹			0.13			0.11			0.15			0.00			0.10
Other relevant items not included in benchmark															
	<i>1=poor, 2=fair, 3=good, 4=excellent</i>														
Quality of academic advising received at institution		3.04	2.82		2.94	3.01		3.00	3.00		3.11	3.25		2.52	2.50

¹ Coding changed in 2004 from 3 to 4 categories

Table 13 (continued)—Student-Faculty Interaction: Comparisons by School

	Nursing			Social Work			ABLE			General Studies		
	2001	2003	2005	2001	2003	2005	2001	2003	2005	2001	2003	2005
Benchmark items												
	<i>1=never, 2=sometimes, 3=often, 4=very often</i>											
Discussed grades or assignments with an instructor	2.50	2.65	2.74	2.86	2.56	2.57	2.24	2.33	2.71	3.08	2.75	2.56
Talked about career plans with a faculty member	1.89	2.23	2.41	2.86	2.11	2.29	1.78	1.89	2.06	2.77	2.69	3.11
Discussed ideas from class with faculty members outside of class	1.74	1.84	1.95	2.29	2.00	1.57	1.59	1.77	1.88	2.85	2.38	2.44
Received prompt feedback from faculty on academic performance	2.59	2.81	2.78	2.57	2.56	2.57	2.81	2.77	2.71	3.31	2.88	2.50
Worked with faculty members on activities other than coursework	1.44	1.39	1.72	2.29	1.44	1.57	1.18	1.11	1.29	1.54	1.56	2.10
	<i>0=have not decided, do not plan to do, plan to do; 1=done</i>											
Worked on research project with faculty member outside of course/program requirements ¹			0.06			0.14			0.05			0.22
Other relevant items not included in benchmark												
	<i>1=poor, 2=fair, 3=good, 4=excellent</i>											
Quality of academic advising received at institution		2.94	2.60		3.25	3.60		3.19	3.38		3.31	2.75

¹ Coding changed in 2004 from 3 to 4 categories

Table 14—Enriching Educational Experiences: Comparisons by School

	Honors			Arts & Sciences			Business			Education			IAPS		
	2001	2003	2005	2001	2003	2005	2001	2003	2005	2001	2003	2005	2001	2003	2005
Benchmark items															
	<i>1=never, 2=sometimes, 3=often, 4=very often</i>														
Used an electronic medium to discuss or complete an assignment	2.81	2.82	2.66	2.52	2.85	2.65	2.68	2.66	2.92	2.76	2.89	2.17	2.25	2.38	2.48
Had serious conversations with students of a different ethnicity than your own	3.30	3.07	3.07	2.66	2.82	2.85	2.57	2.66	2.77	2.80	2.39	2.67	2.50	3.00	3.05
Had serious conversations with students whose beliefs were different from yours	3.33	2.93	3.11	2.64	2.78	2.92	2.55	2.66	2.85	2.76	2.43	2.83	2.38	2.76	3.11
	<i>0=have not decided, do not plan to do, plan to do; 1=done</i>														
Practicum, internship, field experience, co-op experience, or clinical assignment ¹			0.22			0.21			0.16			0.17			0.22
Community service or volunteer work ¹			0.36			0.37			0.29			0.33			0.17
Foreign language coursework ¹			0.33			0.30			0.15			0.00			0.39
Study abroad ¹			0.02			0.07			0.00			0.00			0.00
Independent study or self-designed major ¹			0.04			0.16			0.08			0.00			0.17
Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.) ¹			0.20			0.14			0.12			0.00			0.06
	<i>1=0 hours per week, 2=1 to 5 hours, 3=6 to 10 hours, 4=11 to 15 hours, 5=16-20 hours, 6=21 to 25 hours, 7=26-30 hours, 8=more than 30 hours</i>														
Participating in co-curricular activities	2.47	1.79	1.64	1.70	1.86	2.05	2.05	1.65	2.04	2.30	2.78	2.00	1.38	1.67	1.94
<i>Extent to which your institution has emphasized:</i>															
Encouraging contact among students from different backgrounds	2.77	2.64	2.82	2.62	2.71	2.52	2.64	2.56	2.33	2.60	2.22	3.00	2.00	2.43	2.50
Other relevant items not included in the benchmark															
	<i>1=never, 2=sometimes, 3=often, 4=very often</i>														
Included diverse perspectives in class discussions or writing assignments		3.00	3.08		2.76	2.75		2.32	2.44		2.79	2.63		2.81	2.64
Used e-mail to communicate with an instructor or students	2.52	2.64	2.87	2.37	2.86	3.04	2.41	2.58	2.96	2.97	2.89	2.83	2.25	2.62	3.29
Attended an art exhibit, gallery, play, dance, or other theatre performance															
<i>Extent to which your institution has contributed to:</i>															
Attending campus events and activities			2.98			2.64			2.54			2.67			2.50
Acquiring job or work-related knowledge and skills	2.84	2.79	2.71	2.42	2.64	2.76	2.86	2.86	2.92	2.80	3.22	3.00	2.38	2.81	2.56
Using computing and information technology	2.45	2.86	2.67	2.74	2.91	2.76	2.95	3.00	3.00	2.77	3.37	2.60	2.63	2.67	3.06
Understanding people from different backgrounds	2.80	2.56	2.80	2.52	2.64	2.62	2.81	2.62	2.43	2.45	2.63	2.75	3.00	2.57	2.67
<i>Extent to which your institution has emphasized:</i>															
Using computers in academic work		3.29	3.22		3.27	3.17		3.14	3.21		3.52	3.33		3.00	3.33

¹ The scale for previous years was different and is not shown.

Table 14 (continued)—Enriching Educational Experiences: Comparisons by School

	Nursing			Social Work			ABLE			General Studies		
	2001	2003	2005	2001	2003	2005	2001	2003	2005	2001	2003	2005
Benchmark items												
	<i>1=never, 2=sometimes, 3=often, 4=very often</i>											
Used an electronic medium to discuss or complete an assignment	2.59	3.00	3.05	2.29	2.67	2.57	2.49	2.48	2.65	2.38	2.44	2.33
Had serious conversations with students of a different ethnicity than your own	2.70	2.84	2.67	3.43	2.56	3.00	2.16	2.36	2.41	3.31	2.56	3.10
Had serious conversations with students whose beliefs were different from yours	2.74	2.65	2.62	3.14	2.44	2.86	2.10	2.20	2.24	3.15	2.56	3.00
	<i>0=have not decided, do not plan to do, plan to do; 1=done</i>											
Practicum, internship, field experience, co-op experience, or clinical assignment ¹			0.41			0.57			0.23			0.00
Community service or volunteer work ¹			0.47			0.71			0.12			0.00
Foreign language coursework ¹			0.13			0.29			0.13			0.00
Study abroad ¹			0.05			0.00			0.06			0.00
Independent study or self-designed major ¹			0.05			0.00			0.18			0.00
Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.) ¹			0.13			0.14			0.41			0.00
	<i>1=0 hours per week, 2=1 to 5 hours, 3=6 to 10 hours, 4=11 to 15 hours, 5=16-20 hours, 6=21 to 25 hours, 7=26-30 hours, 8=more than 30 hours</i>											
Participating in co-curricular activities	1.15	1.39	1.35	1.71	1.78	1.43	1.14	1.14	1.13	2.15	1.25	2.00
<i>Extent to which your institution has emphasized:</i>												
Encouraging contact among students from different backgrounds	2.11	2.90	2.65	3.00	2.67	2.57	2.27	2.07	2.44	2.85	2.44	2.88
Other relevant items not included in the benchmark												
	<i>1=never, 2=sometimes, 3=often, 4=very often</i>											
Included diverse perspectives in class discussions or writing assignments		2.77	2.95		3.22	3.43		3.07	3.06		3.00	3.00
Used e-mail to communicate with an instructor or students	2.04	2.39	3.13	2.29	2.56	2.57	2.35	2.59	2.88	1.85	2.13	2.44
Attended an art exhibit, gallery, play, dance, or other theatre performance												
<i>Extent to which your institution has contributed to:</i>												
Attending campus events and activities			2.20			2.29			1.87			2.50
Acquiring job or work-related knowledge and skills	3.15	3.23	3.23	3.86	3.44	2.83	2.84	2.70	2.56	2.31	2.44	1.89
Using computing and information technology	2.59	3.33	3.00	3.14	3.38	3.17	2.67	2.63	2.56	2.85	2.62	2.22
Understanding people from different backgrounds	2.58	2.77	2.71	3.29	3.38	3.00	2.69	2.69	2.50	3.15	2.56	3.00
<i>Extent to which your institution has emphasized:</i>												
Using computers in academic work		3.33	3.38		3.56	2.57		2.84	3.25		3.13	2.63

¹ The scale for previous years was different and is not shown.

Table 15—Supportive Campus Environment: Comparisons by School

	Honors			Arts & Sciences			Business			Education			IAPS		
	2001	2003	2005	2001	2003	2005	2001	2003	2005	2001	2003	2005	2001	2003	2005
Benchmark items	<i>1=unfriendly, unsupportive, sense of alienation to 7=friendly, supportive, sense of belonging</i>														
Relationships with other students	5.19	5.46	5.33	5.40	5.68	5.30	5.62	5.68	5.68	6.17	6.00	6.33	4.88	5.33	5.28
Relationships with faculty members	5.65	5.89	5.82	5.66	5.78	5.45	5.45	5.49	5.32	5.17	5.67	5.50	4.75	5.43	5.33
Relationships with administrative personnel	4.87	4.93	4.49	4.73	5.05	4.58	4.77	4.76	5.04	4.23	5.11	5.33	5.00	4.29	4.06
<i>Extent to which your institution has emphasized:</i>	<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>														
Providing the support you need to help you succeed academically	2.63	3.00	2.91	2.95	3.08	3.08	2.86	2.97	2.96	2.80	2.85	3.17	2.38	2.81	3.06
Helping you cope with non-academic responsibilities	2.10	1.79	1.91	1.95	2.15	2.15	2.00	2.11	2.13	2.17	2.00	2.33	2.13	2.19	1.72
Providing the support you need to thrive socially	2.03	2.00	2.00	2.25	2.17	2.34	2.24	2.11	2.26	2.17	2.19	2.38	1.88	2.62	2.15

Table 15 (continued)—Supportive Campus Environment: Comparisons by School

	Nursing			Social Work			ABLE			General Studies		
	2001	2003	2005	2001	2003	2005	2001	2003	2005	2001	2003	2005
Benchmark items	<i>1=unfriendly, unsupportive, sense of alienation to 7=friendly, supportive, sense of belonging</i>											
Relationships with other students	5.63	5.74	5.53	6.14	5.67	5.57	5.78	5.88	5.65	5.58	5.44	4.88
Relationships with faculty members	4.15	5.42	5.33	5.00	6.00	5.00	5.85	6.12	6.00	5.42	5.38	5.13
Relationships with administrative personnel	4.08	4.55	4.53	4.57	4.67	4.43	5.39	5.59	5.82	4.92	5.06	4.50
<i>Extent to which your institution has emphasized:</i>	<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>											
Providing the support you need to help you succeed academically	2.15	2.93	3.08	3.14	3.00	3.00	2.84	2.72	3.00	3.23	3.38	3.25
Helping you cope with non-academic responsibilities	1.63	2.10	2.03	2.14	2.11	1.43	1.80	1.76	2.06	2.69	2.12	2.25
Providing the support you need to thrive socially	1.56	2.27	2.14	2.71	1.78	2.00	1.75	1.95	2.11	2.62	2.20	2.56

Table 16—Personal Development, mean scores: Comparisons by School

	Honors			Arts & Sciences			Business			Education			IAPS		
	2001	2003	2005	2001	2003	2005	2001	2003	2005	2001	2003	2005	2001	2003	2005
Number of books read on your own	2.48	2.14	2.36	2.00	2.04	1.95	1.74	1.92	1.77	1.86	1.70	1.50	2.25	2.00	2.00
<i>1=none, 2=fewer than 5, 3=5 to 10, 4=11 to 20, 5=more than 20</i>															
<i>Extent to which your institution has contributed to your:</i>	<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>														
Voting in local, state, or national elections	1.52	1.43	2.20	1.56	1.82	2.60	1.95	1.68	2.26	1.37	1.81	2.25	1.88	1.67	2.39
Learning effectively on your own	2.87	3.00	2.67	2.87	2.88	2.93	2.95	2.62	2.96	2.77	3.11	3.25	3.00	2.62	2.78
Understanding yourself	3.03	2.63	2.64	2.74	2.76	2.72	3.00	2.54	2.48	2.86	2.81	3.00	2.63	2.62	3.11
Developing a personal code of values and ethics		2.67	2.49		2.49	2.53		2.43	2.57		2.67	2.50		2.29	2.50
Contributing to the welfare of your community	1.77	2.00	1.91	1.88	2.01	2.19	2.18	2.05	2.22	1.83	2.33	2.50	2.25	2.14	1.89
Developing a deepened sense of spirituality			1.62			1.64			1.96			1.50			1.44
<i>During the current school year how often have you done the following:</i>															
<i>1=never, 2=sometimes, 3=often, 4=very often</i>															
Exercised or participated in physical fitness activities			2.33			2.41			2.35			2.33			2.35
Participated in activities to enhance your spirituality			1.98			1.72			1.69			1.67			1.40

Table 16 (continued)—Personal Development, mean scores: Comparisons by School

	Nursing			Social Work			ABLE			General Studies		
	2001	2003	2005	2001	2003	2005	2001	2003	2005	2001	2003	2005
Number of books read on your own	2.48	1.83	1.95	1.57	2.00	2.00	2.17	2.68	2.24	2.08	1.69	2.60
<i>1=none, 2=fewer than 5, 3=5 to 10, 4=11 to 20, 5=more than 20</i>												
<i>Extent to which your institution has contributed to your:</i>	<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>											
Voting in local, state, or national elections	1.77	1.93	2.05	2.57	2.38	3.17	1.88	1.65	1.27	1.77	1.80	2.25
Learning effectively on your own	3.07	3.13	2.84	3.29	3.50	3.00	3.08	2.81	2.94	3.54	3.13	2.38
Understanding yourself	2.56	2.90	2.69	3.43	3.63	3.00	2.8/5	2.58	2.50	3.50	2.63	2.75
Developing a personal code of values and ethics		2.70	2.53		3.38	2.83		2.44	2.69		2.56	2.75
Contributing to the welfare of your community	2.11	2.37	2.21	3.00	3.38	2.83	2.29	2.00	2.00	1.69	2.19	2.00
Developing a deepened sense of spirituality			1.98			2.50			1.81			2.25
<i>During the current school year how often have you done the following:</i>												
<i>1=never, 2=sometimes, 3=often, 4=very often</i>												
Exercised or participated in physical fitness activities			2.12			2.29			1.71			2.20
Participated in activities to enhance your spirituality			1.80			2.00			2.06			1.70

Table 17—Weekly Activities, mean scores: Comparisons by School

	Honors			Arts & Sciences			Business			Education			IAPS		
	2001	2003	2005	2001	2003	2005	2001	2003	2005	2001	2003	2005	2001	2003	2005
<i>1=0 hours per week, 2=1 to 5 hours, 3=6 to 10 hours, 4=11 to 15 hours, 5=16-20 hours, 6=21 to 25 hours, 7=26-30 hours, 8=more than 30 hours</i>															
Working for pay on campus	2.42	2.21	1.60	1.98	1.66	1.81	2.00	1.43	2.00	1.23	1.89	1.33	2.25	2.24	1.06
Working for pay off campus	2.55	2.96	2.89	3.29	3.41	2.94	4.95	4.22	4.96	4.60	3.85	3.50	4.63	3.33	4.00
Relaxing and socializing	5.00	4.61	3.51	4.46	3.48	3.70	3.73	3.78	3.63	3.73	3.56	4.00	3.38	3.81	3.89
Providing care for dependents living with you	1.81	1.36	1.49	1.97	1.76	2.08	2.73	1.97	2.33	3.07	2.04	1.33	1.50	2.05	2.56
Commuting to class ¹	N/A	2.18	2.22	N/A	2.35	2.75	N/A	2.43	2.17	N/A	2.37	2.83	N/A	2.52	2.78

¹The scale for 2001 was different and is not shown.

Table 17 (continued)—Weekly Activities, mean scores: Comparisons by School

	Nursing			Social Work			ABLE			General Studies		
	2001	2003	2005	2001	2003	2005	2001	2003	2005	2001	2003	2005
<i>1=0 hours per week, 2=1 to 5 hours, 3=6 to 10 hours, 4=11 to 15 hours, 5=16-20 hours, 6=21 to 25 hours, 7=26-30 hours, 8=more than 30 hours</i>												
Working for pay on campus	1.11	1.03	1.18	1.00	1.56	1.00	1.02	1.00	1.06	2.38	1.19	2.89
Working for pay off campus	5.30	5.81	4.95	3.86	4.67	4.29	6.35	5.39	5.06	3.69	3.38	2.56
Relaxing and socializing	3.44	3.03	3.20	2.71	2.56	3.43	3.00	2.84	2.38	3.62	3.07	3.11
Providing care for dependents living with you	4.15	3.97	3.52	2.71	2.78	2.57	4.10	4.42	4.88	2.00	1.80	2.67
Commuting to class ¹	N/A	2.42	2.75	N/A	2.11	2.29	N/A	2.79	2.38	N/A	2.56	2.56

¹The scale for 2001 was different and is not shown.

Table 18—Attitudes About the Institution: Comparisons by School

	Honors			Arts & Sciences			Business			Education			IAPS		
	2001	2003	2005	2001	2003	2005	2001	2003	2005	2001	2003	2005	2001	2005	2005
Evaluation of entire educational experience at this institution:	3.03	3.07	3.18	2.97	3.16	3.14	3.14	3.11	3.33	3.27	3.44	3.25	3.13	3.10	3.28
	<i>1=poor, 2=fair, 3=good, 4=excellent</i>														
If you could start over, would you go to the same institution you are now attending?	3.17	3.11	3.07	2.89	3.09	3.06	3.24	3.11	3.17	3.20	3.46	3.25	2.75	3.19	3.11
	<i>1=definitely no, 2=probably no, 3=probably yes, 4=definitely yes</i>														

Table 18 (continued)—Attitudes About the Institution: Comparisons by School

	Nursing			Social Work			ABLE			General Studies		
	2001	2003	2005	2001	2003	2005	2001	2003	2005	2001	2003	2005
Evaluation of entire educational experience at this institution:	2.74	3.16	3.05	3.29	3.25	3.40	3.35	3.27	3.38	3.31	3.25	2.88
	<i>1=poor, 2=fair, 3=good, 4=excellent</i>											
If you could start over, would you go to the same institution you are now attending?	2.62	3.06	3.07	3.29	3.38	3.60	3.49	3.40	3.63	3.38	3.06	2.63
	<i>1=definitely no, 2=probably no, 3=probably yes, 4=definitely yes</i>											



National Survey of Student Engagement 2005

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 during class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Worked with classmates outside of class 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 feedback from faculty on your academic performance (written or oral)	<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, coworkers, 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. Memorizing 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. Analyzing 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. Synthesizing 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. 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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Applying 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?

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

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Number of problem sets that take you less than an hour to complete	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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, thesis, project, 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.

Relationships with:		
a. Other Students	b. Faculty Members	c. Administrative Personnel and Offices
Friendly, Supportive, Sense of Belonging	Available, Helpful, Sympathetic	Helpful, Considerate, Flexible
7 <input type="checkbox"/>	7 <input type="checkbox"/>	7 <input type="checkbox"/>
6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>
5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>
4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>
3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>
2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>
1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>
Unfriendly, Unsupportive, Sense of Alienation	Unavailable, Unhelpful, Unsympathetic	Unhelpful, Inconsiderate, Rigid

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

# of hours per week	More than 30							
	26-30	21-25	16-20	11-15	6-10	1-5	0	
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"/>
b. Working for pay on campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Working for pay off campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Participating in co-curricular activities (organizations, campus publications, student government, social 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"/>
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"/>
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"/>
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"/>

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:

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 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, specify:

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
 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 primary major or your expected primary major.

29 If applicable, please print your second major or your expected second major (not minor, concentration, etc.).

THANKS FOR SHARING YOUR VIEWS!

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.iub.edu/~nsse. Copyright © 2004 Indiana University.