

**AN EXPLORATION OF CAMPUS ENGAGEMENT OF STUDENTS
RESIDING ON CAMPUS AND STUDENTS
THAT COMMUTE**

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An Exploration of Campus Engagement of Students Residing on Campus and Students
that Commute

A Field Study

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The College of Graduate Studies

Austin Peay State University

in

Partial Fulfillment of the Requirements

For the Degree

Education Specialist

Kimberley G. Morrow

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To the College of Graduate Studies:

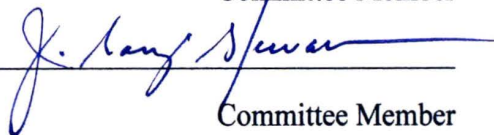
We are submitting a field study written by Kimberley G. Morrow entitled
“An Exploration of Campus Engagement of Students Residing on Campus and Students
that Commute.” We have examined the final copy of this field study for form and
content. We recommend that it be accepted in partial fulfillment of the requirements for
the degree of Educational Specialist.



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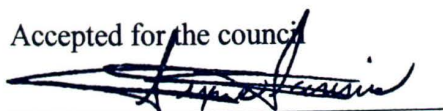


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DEDICATION

“And whatever things you ask in prayer, believing, you will receive.” Matthew 21:22_y

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To my mother, Ollie, who has always pushed me to achieve and prayed for my success and to my sister, Candice, and my nephews, Gabriel and Matthew, who helped me laugh when I wanted to throw in the towel. I could not have done this without you.

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ABSTRACT

KIMBERLEY G. MORROW. An Exploration of Campus Engagement of Students Residing on Campus and Students that Commute (under the direction of DR. TAMMY SHUTT).

The purpose of this study was to examine if there were any differences between students residing on campus and commuter students' level of engagement. Overall satisfaction with the university was also investigated to determine if there were differences based on gender, age, ethnicity, and enrollment status. Engagement was measured using five benchmarks: academic challenge, student-faculty interaction, active-collaborative learning, supportive campus environment, and enriching educational experience. The participants were freshmen and seniors who participated in the 2006, 2007, and 2009 administration of the National Survey of Student Engagement. Descriptive statistics, *t*-tests, and ANOVA were used to test ten null hypotheses at the .01 level of confidence. Based on the *t*-tests it was determined that there were significant differences between the two groups of students in the areas of academic challenge, supportive campus environment, and active-collaborative learning. The analyses of variance did not yield any significant difference in the students' overall experience with the university based on gender, age, ethnicity, or enrollment status.

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CHAPTER 1

Introduction

Statement of the Problem

According to a report by the State Higher Education Executive Officers in 2005, the United States no longer leads the developed world in college completion rates. Institutions of higher education are being held more accountable by the federal government and policy makers to improve graduation rates (U.S. Department of Education, 2006). This trend in higher education has increased focus on student success and retention (Astin, 2006). This focus begins the moment the student applies for admission and continues through his or her transition from high school to college with a focus on graduation.

According to Tinto (2006) there are five conditions that influence/effect retention: advice, support, expectation, learning, and involvement. Successful institutions supply students with clear and consistent information about institution's requirements. These institutions effectively advise students about programs of study and future career goals. Support is also key to retention. Institutions should provide academic, social, and personal support to students. High expectations are an important condition of student success. Students are more likely to persist and graduate in educational settings that expect them to succeed. Learning has always been key to student retention. Students who learn and are actively engaged in the learning process persist. Institutions that are successful in fostering settings that educate their students are successful in retaining their students. Involvement is a condition that supports student retention. Institutions that

support and facilitate opportunities for both academic and social involvement have students who persist and graduate (Tinto, 2006).

Purpose of the Study

The purpose of this study was to explore any variations between students residing on campus and commuters as they relate to the Benchmarks of Effective Educational Practice of the National Survey of Student Engagement (NSSE) and involvement trends for both student groups. These benchmarks are based on 42 key questions from the NSSE survey that assess many critical aspects of the student experience. These benchmarks are: level of academic challenge, student-faculty interaction, active-collaborative learning; supportive campus environment, and enriching educational experience (National Survey of Student Engagement, 2009).

Recent research has focused on the effects of specialized housing on student success and engagement (Price & Lee, 2005; Eck, Edge, & Stephenson, 2007). According to Horn and Berkold (1998), approximately 86% of college and university students are defined as commuters. In light of this, the question becomes - Are commuters less engaged than students who live on campus? The answer to this question is important in insuring that all students gain the knowledge, skills, and competencies needed to live self-sufficient, responsible, productive lives after college and gain the most benefit from their college career.

Significance of the Study

This study replicates and extends research conducted by Cobbs (2008) in which student engagement was explored with traditional and nontraditional students. The research described in this study explores engagement based on the participant's type of residence or living environment. This research can be used to create policies to encourage students to reside on campus. It could also influence the development of specialized programs designed to engage and involve students in the campus environment. The findings would identify any unique needs of commuter students and provide the campus community with information which could be used to create programs and initiatives to address those needs.

Research Questions

The following research questions were generated to guide the study.

1. Is there a significant difference between students residing on campus and commuters' engagement with regards to the following five dimensions of engagement: (a) level of academic challenge, (b) student-faculty interaction, (c) active-collaborative learning, (d) supportive campus environment, and (e) enriching educational experience?
2. Is there a significant difference between students residing on campus and commuters' overall satisfaction with the university?
3. Does overall satisfaction with the university differ for students residing on campus and commuters based on the following variables: (a) gender, (b)

enrollment status, (c) race/ethnicity, and (d) age (traditional/nontraditional student)?

Hypotheses

1. There is no statistically significant difference between students residing on campus and commuters' engagement with regards to the level of academic challenge benchmark.
2. There is no statistically significant difference between students residing on campus and commuters' engagement with regards to the student-faculty interaction benchmark.
3. There is no statistically significant difference between students residing on campus and commuters' engagement with regards to the active-collaborative learning benchmark.
4. There is no statistically significant difference between students residing on campus and commuters' engagement with regards to the supportive campus environment benchmark.
5. There is no statistically significant difference between students residing on campus and commuters' engagement with regards to the enriching educational experience benchmark.
6. There is no statistically significant difference in students residing on campus and commuters' overall satisfaction with the university.

7. There is no statistically significant difference in overall satisfaction with the university of students residing on campus and commuters based on gender.
8. There is no statistically significant difference in overall satisfaction with the university of students residing on campus and commuters based on enrollment status.
9. There is no statistically significant difference in overall satisfaction with the university of students residing on campus and commuters based on race/ethnicity.
10. There is no statistically significant difference in overall satisfaction with the university of students residing on campus and commuters based on age (traditional/nontraditional student).

Limitations

The study was based on these limitations:

1. The data are based on a single institution comprised of approximately 10,000 students.
2. There is no knowledge of pre college attributes of involvement.

Delimitation

The study was subject to the following:

1. The study is delimited to the freshman taking the National Survey of Student Engagement (NSSE) in 2006, 2007, and 2009.

Assumptions

The study was based on these assumptions:

1. The students participating in the NSSE in 2006, 2007, and 2009 answered the questions honestly.
2. The students who completed the NSSE in 2006, 2007, and 2009 did so voluntarily.

Definitions of Terms

1. Benchmark/Dimensions- the areas measured by the NSSE instrument (i.e. academic challenge, student-faculty interaction, active-collaborative learning, supportive campus environment, and enriching educational experience).
2. Commuter – any student not residing in facilities provided through the Department of Housing/Residence Life and Dining Services.
3. Engagement - (term will be used interchangeably with “involvement”: the energy and time students devote to academic and social activities (Astin, 1999).
4. Enrollment Status- Full time status is 12 credit hours or more. Part time is 11 credit hours or less.
5. National Survey of Student Engagement- the National Survey of Student Engagement (NSSE) was designed to examine the degree to which students are actively engaged in programs and activities that institutions provide for learning and personal development. The instrument consists of 80 questions and

participating colleges and universities administer the survey to students classified as freshmen and seniors.

6. Nontraditional student- student who is 24 years of age or older.
7. Resident – a student who resides in facilities provided through the Department of Housing/Residence Life and Dining Services.
8. Traditional student- student who is less than 24 years of age.

CHAPTER II

Literature Review

Theoretical Perspective

A set of theories, commonly referred to as the College Impact Models of Student Change, concentrate on the “environmental and inter-individual origins of student change... [and] emphasize change associated with the characteristics of the institutions students attend (between-college effects) or with the experiences students have while enrolled (within-college effects)” (Pascarella & Terenzini, 2005, p. 18). These theories include Pascarella’s General Model for Assessing Change and Astin’s Theory of “Involvement” (Pascarella & Terenzini, 2005). Each theorist outlines concepts which can impact retention and overall student satisfaction.

Pascarella’s General Model for Assessing Change incorporates five key sets of variables examining direct and indirect effects of student change: student background/precollege traits, structural/organizational characteristics of institution, institutional environment, interactions with agents of socialization, and quality of student effort (Perozzi, 2009). According to Pascarella, these five variables explain changes in students’ learning and cognitive development (Pascarella & Terenzini, 2005). A student’s success is a function of the direct and indirect interaction of these variables.

According to Involvement Theory (Astin, 1999) a highly involved student is one who devotes considerable energy to academics, spends much time on campus, participates in student organizations, and interacts frequently with faculty and other

students. This theory suggests that the student plays an integral role in determining his or her own degree of involvement in college classes, extracurricular activities and social activities. Astin also listed factors which can greatly impact student involvement. He stated that residing on campus is “probably the most important and pervasive environmental influence on the student’s persistence in school” (Astin, 1999). Astin maintained that the student who resides on campus spends time within the university community. These students have greater opportunity to interact with faculty, join student groups, become involved in hall government, or join a sorority or fraternity and are generally more engaged in the college experience. Research has supported the principles of Astin’s theory (Baker, 2008; Kuh, Cruce, Shoup, Kinzie, & Gonyea, 2008; Schuetz, 2008) showing that the aforementioned activities attributed greatly to the student’s chances of graduating and developing more on a personal level.

Involvement and Student Success

Kuh et al. (2008) examined the relationship between specific student behaviors and the practices and conditions the institution utilizes to foster student success and the effects of participating in educationally purposeful activities on students from different racial backgrounds. The researchers discovered that participation in educationally purposeful activities was positively related to academic outcomes. They found that first year students who participated in such activities had higher GPAs. The activities were also positively related to persistence between the first and second year of college. In addition, the research indicated that effects of such educational practices and participation

to be even greater for lower ability students and students of color compared to white students.

Students who are intensely involved in activities during their first year of college reported better friendship qualities and lower rates of loneliness and dissatisfaction. Those students who become involved in organizations for social reasons were more likely to report having a best friend following their transition to college (Bohnert, Aikins, & Edidin, 2007). These friendships were found to have a positive effect on students' transition into college and overall satisfaction with their college experience.

Although a significant amount of the research regarding the relationship between involvement and student success focused on involvement at the four year institution level, research regarding student involvement at the community college level yielded similar results. Schuetz (2008) found that among adult students at a community college, early involvement trends were similar to those students at four year institutions. The findings also supported the importance of interactions and a supportive campus environment.

Research indicated that not only is involvement a personal benefit for students, it also had a positive effect on the off campus community (Eklund-Leen and Young, 1997). In research investigating the attitudes of student organization members and nonmembers and their involvement in campus and community events, Eklund-Leen and Young (1997) found that involvement in student organizations enhances the educational outcomes for

an institution. They also found that students who were highly involved on campus tended toward high involvement in the community.

Demographic factors have been found to influence student engagement and involvement. Research indicated (Baker, 2008) ethnicity plays a role in student involvement. When investigating the role of involvement in student organizations for minority students, the type of organization plays a key role. Depending on the type of organization, there could be positive or negative results on student success. Fischer (2007) explored racial/ethnic differences in college involvement and successful student outcomes and found that predictors of college grades appeared to vary considerably by race/ethnic group. For minority students, greater involvement in formal social activities, such as clubs and organizations, was positively related to college grades and overall satisfaction. Involvement in extracurricular activities appeared to have a positive relationship with academic success regardless of the achievement level of the student (Wiggin , 2008).

Females outnumber males in higher education (U.S. Department of Education, 2006). Research indicated that attitudes and means of engagement differ based on gender (Pascarella & Terenzini, 2005). Utilizing NSSE survey results to determine predictors for personal and cognitive growth, Belcheir (2001) found that women reported feeling they had experienced more personal growth while in college. However, the males reported having experienced more cognitive growth. Research by Halawah (2006) supported these results and suggested that this difference in growth could be due to a female tendency of

establishing close relationships with faculty more so than their male counterparts. These studies also lend support for positive correlation between engagement/involvement and psychosocial development. Foubert and Grainger (2006) found that among freshmen and senior students, the more involved students reported greater development of autonomy and interdependence than uninvolved students. They also found that the more involved students reported greater clarity of purpose as outlined by Chickering and Reisser's (1993) six vectors.

Although a large body of research suggested a positive relationship between involvement in campus activities and student success (Price & Lee, 2005; Kuh, Kinzie, Buckley, Bridges, & Hayek, 2007; Kuh et al, 2008; Arboleda, Wang, Shelley, & Whalen, 2003; Astin, 1999; Astin, 2006; Baker, 2008), some researchers have found the opposite to be true. Yin and Lei (2007) investigated the impact of involvement in campus activities and organizations on the achievement and satisfaction of students enrolled in a hospitality program. Based on survey analysis regarding their involvement with groups and organizations on campus, Yin and Lei found that hospitality students who participated in campus activities had lower academic achievement than students who did not participate in campus activities. In examining the amount of campus involvement and overall student satisfaction, the researchers did not find a positive relationship between more involvement and increased student satisfaction. However, the research indicated inter-correlations among student satisfaction in campus activities, continuous active

organization participation, and organization suggestions to friends were positively related and statistically significant (Yin & Lei, 2007).

Five Dimensions of Student Engagement

The National Survey of Student Engagement is a survey administered through Indiana University Center for Postsecondary Research, in cooperation with the Indiana University Center for Survey Research and the National Center for Higher Education Management Systems (NCHEMS). The survey provides data to colleges and universities which can be used to improve undergraduate education, as well as for state accountability and accreditation efforts. NSSE is organized according to five benchmarks of effective practice and which research studies have shown are linked to desired college outcomes (National Survey of Student Engagement, 2009). The dimensions of engagement are as follows: level of academic challenge; student-faculty interactions; active-collaborative learning; supportive campus environment; and enriching educational experience (National Survey of Student Engagement, 2007).

Level of academic challenge

Level of academic challenge refers to the importance of academic effort and setting high expectations for student performance (Kezar, 2006). According to the National Survey of Student Engagement (2007) colleges and universities can foster high academic challenge for their students by creating intellectually challenging and creative work for the students to participate. "Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high

expectations for student performance” (National Survey of Student Engagement, 2007, para 10).

Student-faculty interactions

Student interaction with faculty members is the amount and nature of time spent by students in and out of the classroom with faculty (Kezar, 2006). According to the National Survey of Student Engagement (2007, para 9), “students see first-hand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.” Kuh et al. (2007) stated that not only are interactions with faculty and staff members important in a student’s success, but peer interactions and relationships also play a role. These relationships have been found to play a major role particularly in a new student’s transition into college (Wilcox, Winn, & Fyvie-Gauld, 2005). Research has found this to be particularly true for African American and Hispanic students with more ties to professors. These students had more positive ratings of their overall college satisfaction (Fischer, 2007).

Positive social support assists a student in developing a sense of belonging with the college environment. Establishing compatible friendships with peers is essential to retention (Wilcox et al., 2007). Swenson, Nordstrom, and Hiester (2008), found that not only do new peer friendships assist students in their adjustment to the campus environment, but also effects feelings of isolation from peers and poor academic and emotional adjustment. Research has demonstrated that these interactions are not just

important to students transitioning from high school to college, but continue to be important beyond the freshman year. Sanchez-Leguinel (2008) found that a supportive relationship with peers also improves retention for sophomore students.

Supportive campus environment

The supportive campus environment benchmark is based on the idea that students perform better at colleges that demonstrate their commitment to student success and where collaborative relationships exist on campus to ensure student success (National Survey of Student Engagement, 2007). Kezar (2006) found that institutional size influences this benchmark. At larger institutions programs are created to “breakdown” the university into smaller, yet interlocking pieces. At smaller institutions, Kezar found that faculty, staff, and students, rather than programs, tended to be the focal point for support.

Active and collaborative learning

Active and collaborative learning is based on the idea that students learn more when they are intensely involved in their education and are asked to think, process, and apply what they are learning to different situations and settings. Collaborating with others in solving problems or mastering difficult material prepares students to deal with the messy, unscripted problems they will encounter daily during and after college (National Survey of Student Engagement, 2007).

Enriching educational experiences

According to National Survey of Student Engagement (2007), enriching educational experiences is one in which learning opportunities inside and outside the classroom operate in conjunction with the academic program.

Experiencing diversity teaches students valuable things about themselves and other cultures. Used appropriately, technology facilitates learning and promotes collaboration between peers and instructors. Internships, community service, and senior capstone courses provide students with opportunities to synthesize, integrate, and apply their knowledge. Such experiences make learning more meaningful and, ultimately, more useful because what students know becomes a part of who they are (National Survey of Student Engagement. 2007, para. 23).

Students Residing on Campus

Residing on campus has been found to be socially and academically beneficial for college students and a key (Astin, 1999). There are many factors which can influence a student's involvement in residence hall activities and programs. Arboleda, et al. (2003) found that male students expressed a stronger sense of community and belonging through common experiences and regular interactions with peers. Majority students were also more involved than the minority students in their study and seniors were less involved than all other demographics in the study. Arboleda et al. (2003) also found satisfaction in the residence hall and contact with hall personnel to be factors in student involvement. Students who reported being more satisfied with the structure of their hall's community

and having a contact with hall staff were more involved in the activities and programs offered within the hall. The latter lends support to the importance of student-faculty interactions, showing that positive interactions with university personnel in any capacity contribute to a student's satisfaction.

The residence hall community has been compared to a family in that it comprises rules, boundaries and an atmosphere of care and concern for others (Enochs & Roland, 2006). When exploring issues of social adjustment of students residing on campus, specifically in living and learning communities, some researchers have found that both males and female students had a significantly better than of social adjustment (Enochs & Roland). These findings demonstrate that even for those students residing on campus, the more involved the housing environment the more benefit to the student.

Living on campus has been found to have an effect on students' openness to diversity (Pike, 2009). It has been argued that progress in students' openness to diversity is related to opportunities for positive interactions among diverse groups of students. It is argued that in order for students to make substantial progress in the areas of tolerance and openness to diversity, students need the opportunity to interact with students of diverse backgrounds. Residence halls provide the environment to facilitate students' interactions with diverse peers. The gains involved with this type of environment are significantly more substantial depending on the type of residence hall environment. Living and learning communities typically encourage programming designed to enhance students' exposure to diverse populations and ideas (Pike).

Commuter Students

Commuters are defined as students not living in housing provided by the institution. Approximately 86% of college and university students fall into this category (Jacoby & Garland, 2004). Due to the increase in privatized housing, commuters are not as easily distinguished from students living on campus for some institutions. The demand for university operated housing has led some institutions to work with private developers to create off campus housing options for students. Despite the trend toward privatized housing, commuters continue to be the body of students for which home and campus are not synonymous (Jacoby & Garland).

Commuter students include traditionally aged full-time students who live at home with their parents, students living in rental housing near campus, students, adult students with careers, and students who are parents. For students residing on campus, being a student is the primary role. This is not always the case for the commuter student. Commuters often balance academics with being a spouse, a parent, a career, and caretaking among others (Jacoby & Garland, 2004). This indicates that commuters are a diverse group facing many challenges that students residing on campus do not.

Commuter students often struggle with "fitting in" to the campus community. This is particularly evident with first year students. Due to the fact that a commuter student's primary point of contact with peers is the classroom, he or she often finds it difficult to meet peers. The residence halls provide students residing on campus the opportunity to live, eat, study, and socialize with their fellow residents. This integration

of daily activities and proximity affords these students the opportunity to make friends and become socially integrated into the campus community (Tenhouse, n.d.).

Consequently, commuting is negatively related to attainment of a bachelor's degree and enrollment in graduate school (Astin, 1999).

Peer group interaction positively affects critical thinking skills, cultural awareness, leadership development, and academic development (Astin, 1999) in college students. According to Astin, as a result of not living in housing provided by the university or spending a considerable amount of time on campus, commuter students miss opportunities to "connect" to the university and other students; consequently, their learning and development are affected.

Often the assumption is made that commuter students are apathetic and are not interested in attending campus events (University Of Akron, n.d.). Jacoby and Garland (2004) explored research regarding the needs of commuter students and developed specific strategies designed to promote commuter student success. Krause (2007) investigated commuter students and their social involvement with peers during the early months of their time in college. As previous research has shown (Bohnert, et al., 2007) connections made early in the first year of a student's college career are very important. Krause (2007) also found that the more formal, in class setting tended not to be a place where substantial interactions took place. Students reported feeling uncomfortable during the first few weeks of the semester not having someone to sit with during lectures. Other

students avoided talking to others in class because they did not feel it was an appropriate setting to talk to peers.

CHAPTER III

Methodology

Overview

This chapter discusses the research methods used to analyze the data for this study. The primary purpose of this study was to determine whether there are differences between students residing on campus and commuters' engagement at a midsize southeastern state university. The study also explored whether there are differences between students residing on campus and commuters' overall satisfaction with a midsize southeastern state university. This work also investigated differences between students residing on campus and commuters' overall satisfaction with the university in regard to the following variables: (a) gender, (b) enrollment status, (c) race/ethnicity, and (d) age (traditional/nontraditional student). The following research questions guide this study:

1. Is there a significant difference between students residing on campus and commuters' engagement with regards to the following five dimensions of engagement: (1) level of academic challenge, (2) student-faculty interaction, (3) active-collaborative learning, (4) supportive campus environment, and (5) enriching educational experience?
2. Is there a significant difference between students residing on campus and commuters' overall satisfaction with the university?

3. Does the overall satisfaction for students residing on campus and commuters differ based on the following variables: (a) gender, (b) enrollment status, (c) race/ethnicity, and (d) age (traditional/nontraditional student)?

Participants

The participants consisted of 2271 college freshmen and seniors who completed the National Survey of Student Engagement (NSSE) survey in spring semester 2006, 2007, and 2009. This number represents a 10% reduction in the total number of survey participants for the 2006, 2007, and 2009 to exclude those participants who did not respond to questions regarding their current living environment. Permission was obtained from the Office of Institutional Research and Effectiveness to use the archival data. The participants in this study were not identified or approached, and were not directly involved.

Instrument

The National Survey of Student Engagement (NSSE) was designed to examine the degree to which students are actively engaged in programs and activities that institutions provide for learning and personal development. The survey was administered by the Office of Institutional Research and Effectiveness (IRE) following the guidelines outlined by the Indiana University Center for Postsecondary Research (CPR). CPR serves as host for the National Survey of Student Engagement (National Survey of Student Engagement, 2010). The survey is administered to freshmen and seniors at hundreds of colleges and universities in the United States (Kuh, 2003). The primary objective of the

survey is to provide data that institutions can use to “improve undergraduate education, inform state accountability and accreditation efforts, and facilitate national and sector benchmarking efforts, among others” (National Survey of Student Engagement, 2009). The NSSE consists of 29 questions containing 80 items. These questions are grouped under five dimensions or benchmarks and allow colleges and universities to identify weakness in their practices and procedures and the opportunity to construct policies to improve them (Jaschik, 2009). The five benchmarks are the following: Level of Academic Challenge, Active and Collaborative Learning, Student-Faculty Interactions, Enriching Educational Experiences, and Supportive Campus Environment. The items within each benchmark are described as follows:

Level of Academic Challenge- 11 items

Due to differences in the survey’s rating scale the following survey items were combined to create category 1 of the level of academic challenge benchmark:

- Time spent preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities).
- Worked harder than you thought you could to meet an instructor’s standards or expectations.
- Campus environment promotes spending significant amounts of time studying and on academic work.
- Coursework emphasizes: applying theories or concepts to practical problems or in new situations.

- Coursework emphasizes: making judgments about the value of information, arguments, or methods
- Coursework emphasizes: analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth
- Coursework emphasizes: synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships.

The following survey items in the level of academic challenge shared a common rating scale and were combined to create category 2 of the level of academic challenge benchmark:

- Number of assigned textbooks, books, or book-length packs of course readings.
- Number of written papers and reports of 20 pages or more.
- Number of written papers or reports of fewer than 5 pages.
- Number of written papers and reports of fewer than 5 pages.

Active and Collaborative Learning – 7 items

- Asked questions in class that contributed to class discussions.
- Made a class presentation.
- Worked with other students on projects during class.
- Worked with classmates outside of class to prepare class assignments.
- Tutored or taught other students.
- Participated in a community-based project as part of a regular course.

- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc).

Student-Faculty Interactions – 6 items

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

Enriching Educational Experiences – 12 items

- Talking with students with different religious beliefs, political opinions, or personal values.
- Talking with students of a different race or ethnicity than your own.
- An institutional climate that encourages contact among students from different economic, social, and racial or ethnic backgrounds.
- Used electronic technology to discuss or complete an assignment.
- Participated in a practicum, internship or field experience.

- Participated in community service or volunteer work.
- Participated in foreign language coursework.
- Participated in a study abroad program.
- Participated in an independent study or self-designed major.
- Participated in a culminating senior experience such as a capstone course, thesis, project, comprehensive exam, etc.
- Participated in co-curricular activities such as organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.
- Participated in a learning community.

Supportive Campus Environment – 6 items

Due to differences in the rating scale for this benchmark the following survey items were combined to create category 1 of the supportive campus environment benchmark:

- A campus environment providing the support you need to help you succeed academically.
- Campus environments helping you cope with your non-academic responsibilities (work, family, etc.).
- A campus environment providing the support you need to thrive socially.

The following survey items were combined to create category 2 of the supportive campus environment benchmark:

- A campus environment enhancing the quality of your relationships with other students.
- A campus environment enhancing the quality of your relationships with faculty members.
- A campus environment enhancing the quality of your relationship with administrative personnel and offices.

Students were also asked questions to gather background information, such as gender, age, race/ethnicity, enrollment status, living arrangements, transfer status, and international student status. The participants completed the NSSE and the data was collected from the web based administration of the survey. NSSE determines commuter status by asking the following questions: (a) Dormitory or other campus housing (not fraternity/sorority), (b) Residence (house, apartment, etc) within walking distance of the institution, (c) Residence within driving distance, and (d) Fraternity or sorority house (National Survey of Student Engagement Web-Site, 2010a). For the purpose of this study participants who selected residence within walking distance of the institution, residence within driving distance, and fraternity/sorority housing were classified as commuters.

Data Analysis Plan

The Statistical Packages for Social Sciences (SPSS) was used to analyze the data. Based on suggestions offered by Indiana University Center for Postsecondary Research (2008) t-tests and Analysis of Variance were recommended. The study was conducted to

test ten null hypotheses at the .01 level of confidence. Listed below are the data analysis procedures for each of the hypotheses.

1. There is no statistically significant difference between students residing on campus and commuters' engagement with regards to the following five dimensions of engagement: (a) level of academic challenge, (b) student-faculty interaction, (c) active-collaborative learning, (d) supportive campus environment, and (e) enriching educational experience. Means, Standard Deviations, and *t*-test were be used to compare the engagement profile of students residing on campus and commuters in the dimensions of academic challenge, student/faculty interaction, active-collaborative learning, supportive campus environment, and enriching educational experience.
2. There is no statistically significant difference in students residing on campus and commuters' overall satisfaction with the university. Means, Standard Deviations, and *t*-tests were used to compare students who reside on campus and commuter students' satisfaction with the university.
3. There is no statistically significant difference in students residing on campus and commuters' overall satisfaction with the university based on the following variables: (a) gender, (b) enrollment status, (c) race/ethnicity, and (d) age (traditional/nontraditional student). Two-way Analysis of Variances (ANOVA) was used to report the results of these variables. The independent variables used

in conducting the two-way ANOVAs were: gender, ethnicity, and enrollment status. The dependent variable used was living environment.

Indiana University Center for Postsecondary Research (2008) suggests the previously mentioned methods of analysis; however, they do also share the limitations of *t*-tests with NSSE data. This test can show the likelihood that any differences between 2 years of data occurred by chance; however, it does not offer any information on the magnitude of the difference.

Validity and Reliability

Validity is often seen as the most important property of an assessment tool. The team that developed the NSSE invested considerable time making sure the items on the survey were clearly worded, well-defined, and had high face and content validity. Logical relationships exist between the items that are consistent with the results of objective measures and other research (National Survey of Student Engagement Web-Site, 2010b). The survey item responses are approximately normally distributed and the response patterns to different clusters of items discriminate among students both within and across major fields and institutions. The survey is administered in the spring term to freshman and seniors who were enrolled in the preceding fall term (National Survey of Student Engagement web-site, 2010b).

An important indicator of an instrument's psychometric quality is its degree of reliability. Reliability is the degree to which a set of items consistently measures the same thing across respondents and institutional settings. Stability, the degree to which the

students respond in similar ways at two different points in time, is another characteristic of a reliable instrument. Test-retest is one way to determine the reliability of an instrument. In regard to the National Survey of Student Engagement, this involves the same students completing the NSSE two or more times within a reasonably short time span. Due to the expense and effort involved in administering a large scale instrument, very few have test-retest information available. The spring term administering of the NSSE further hinders the ability to retest for reliability (National Survey of Student Engagement web-site, 2010c).

CHAPTER IV

FINDINGS

This study was undertaken to determine if there are differences in the engagement of students residing on campus and those students that commute. The student explored student engagement based on five benchmarks of student engagement: level of academic challenge, student-faculty interaction, active-collaborative learning, supportive campus environment, and enriching educational experience. Permission to conduct this study was requested and obtained from the Institution Review Board of Austin Peay State University.

This study utilized descriptive and inferential statistics to analyze 10 hypotheses. Independent samples t-tests were used to test hypotheses one – six. Hypotheses seven – ten were tested using a series of Two Way Analyses of Variance (ANOVAs). This chapter discusses hypothesis and provides detailed statistical information and related tables.

Research Question One

Is there a significant difference between students residing on campus and commuters' engagement with regards to the following five dimensions of engagement: (1) level of academic challenge, (2) student-faculty interaction, (3) active-collaborative learning, (4) supportive campus environment, and (5) enriching educational experience?

Independent-samples t-tests comparing means ratings of students residing on campus and commuters' level of engagement were done for each of the five benchmarks.

Level of Academic Challenge

Within the area of level of academic challenge, no significant difference was found, as shown in table 2, between the mean ratings of students residing on campus and commuter students for category 2 of level of academic challenge ($t(2250) = -2.82, p = .778$). However, a significant difference was found, as shown in table 2, between the mean ratings of students residing on campus and commuter students for category 1 of level of academic challenge ($t(2248) = -2.952, p = .003$). In category 1 the mean rating for commuters ($m = 2.755, sd = .56542$) was significantly higher than the mean rating for students residing on campus ($m = 2.6677, sd = .52723$). Therefore, null hypothesis one is rejected.

Table 1

Comparison of Students Residing on Campus and Commuters' Level of Engagement

Level of Academic Challenge – Category 1						
Group	N	Mean	SD	<i>t</i>	<i>df</i>	<i>p</i>
Residents	442	2.6677	.52723	-2.952	2248	.003*
Commuters	1808	2.7551	.56542			

* $p < .01$

Table 2

Comparison of Students Residing on Campus and Commuters' Level of Engagement

Level of Academic Challenge – Category 2						
Group	N	Mean	SD	<i>t</i>	<i>df</i>	<i>p</i>
Residents	440	2.3523	.50487	-.282	2250	.778*
Commuters	1812	2.3612	.61629			

* $p < .01$ *Student-Faculty Interaction*

Within the area of level of student-faculty interaction, there was no significance found, as shown in table 3, between the mean ratings of students residing on campus and commuter students' for student-faculty interaction ($t(2246) = .032, p = .974$). The mean rating for students residing on campus ($m = 2.2566, sd = .61256$) was not significantly higher than the mean rating for commuters ($m = 2.2556, sd = .60018$). Therefore, null hypothesis two is retained.

Table 3

Comparison of Students Residing on Campus and Commuters' Level of Engagement

Student-Faculty Interaction						
Group	N	Mean	SD	<i>t</i>	<i>df</i>	<i>p</i>
Residents	441	2.2566	.61256	.032	2246	.974*
Commuters	1807	2.2556	.60018			

 $p < .01^*$

Active Collaborative Learning

Within the area of active collaborative learning, a significant difference was found, as shown in table 4, between the mean ratings of students residing on campus and commuter students' for the active collaborative learning benchmark ($t(2237)=-2.643$ $p=.008$). The mean rating for commuters ($m=2.4110$, $sd=.5330$) was significantly higher than the mean rating for students residing on campus ($m=2.3367$, $sd=.49545$). Therefore, null hypothesis three is rejected.

Table 4

Comparison of Students Residing on Campus and Commuters' Level of Engagement

Active Collaborative Learning						
Group	N	Mean	SD	<i>t</i>	<i>df</i>	<i>p</i>
Residents	437	2.3367	.49545	-2.643	2237	.008*
Commuters	1808	2.7551	.56542			

$p < .01^*$

Supportive Campus Environment

Within the area of supportive campus environment, no significant difference, as shown in table 5, between the mean ratings of students residing on campus and commuter students for supportive campus environment category 1 ($t(2259) = -1.285$, $p = .199$). However, a significant difference was found, as shown in table 6, between the mean ratings of students residing on campus and commuter students' for supportive campus environment category 2 ($t(2249) = 6.475$, $p = .000$). The mean rating for students residing

on campus ($m=2.5805$, $sd=.73693$) was significantly higher than the mean rating for commuters ($m=2.3133$, $sd=.78663$). Therefore, null hypothesis four is rejected. *

Table 5

Comparison of Students Residing on Campus and Commuters' Level of Engagement

Supportive Campus Environment – Category 1						
Group	N	Mean	SD	<i>t</i>	<i>df</i>	<i>p</i>
Residents	441	5.0106	1.13257	-1.285	2259	.199*
Commuters	1820	5.0919	1.20689			
$p < .01^*$						

Table 6

Comparison of Students Residing on Campus and Commuters' Level of Engagement

Supportive Campus Environment – Category 2						
Group	N	Mean	SD	<i>t</i>	<i>df</i>	<i>p</i>
Residents	441	2.5805	.73693	6.475	2249	.000*
Commuters	1810	2.3133	.78663			
$p < .01^*$						

Enriching Educational Experience

Within the area of enriching educational experience, no significant difference was found, as shown in table 7, between the mean ratings of students residing on campus and commuter students' for enriching educational experience ($t(2216) = .788$, $p = .431$). The mean rating for students residing on campus ($m = 2.2368$, $sd = .46810$) was not

significantly higher than the mean rating for commuters ($m=2.2180, sd=.44056$).

Therefore, null hypothesis five is retained.

Table 7

Comparison of Students Residing on Campus and Commuters' Level of Engagement

Enriching Educational Experience						
Group	N	Mean	SD	<i>t</i>	<i>df</i>	<i>p</i>
Residents	435	2.2368	.46810	.788	2216	.431*
Commuters	1783	2.2180	.44056			

$p < .01^*$

Research Question Two

Is there a significant difference between students residing on campus and commuters' overall satisfaction with the university? An independent samples t-test was used comparing mean ratings of students residing on campus and commuters' overall satisfaction/experience with the university.

Overall Satisfaction

Within the area of overall satisfaction with the university, no significant difference was found, as shown in table 8, between the mean ratings of students residing on campus and commuter students for overall satisfaction with the university ($t(2267)=1.578, p=.115$). The mean rating for students residing on campus ($m=3.1284, sd=.69937$) was not significantly higher than the mean rating for commuters ($m=3.0674, sd=.17773$). Therefore, null hypothesis six is retained.

Table 8

Comparison of Students Residing on Campus and Commuters' Overall Satisfaction

Group	N	Overall Satisfaction				
		Mean	SD	<i>t</i>	<i>df</i>	<i>p</i>
Residents	444	3.1284	.69937	1.578	2267	.115*
Commuters	1825	3.0674	.17773			

$p < .01^*$

Research Question Three

Does overall satisfaction with the university for students residing on campus and commuters differ based on the following variables: (a) gender, (b) enrollment status, (c) race/ethnicity, and (d) age (traditional/nontraditional student)?

Overall Satisfaction and Gender

The overall mean scores for overall satisfaction with the university for residents and commuters by gender were compared and are listed in table 9.

Table 9

Means of Overall Satisfaction by Living Environment and Gender

Living Environment	Gender	N	Mean	SD
Residents	Male	132	3.0758	.67289
	Female	312	3.1506	.67075
Commuters	Male	580	3.0414	.79832
	Female	1245	3.0795	.70775

A two-way ANOVA was performed to compare overall satisfaction with the university for students residing on campus and commuters by gender. No significance was found among the students ($F(1,2265) = .190, p=.663$). Therefore, null hypothesis 7 is retained. ANOVA findings are reported in table 10.

Table 10

Analysis of Variance Overall Experience by Living Environment and Gender

Source	df	F	p
Living Environment (LE)	1	1.568	.211
Gender (G)	1	1.799	.180
LE x G	1	.190	.663*
Error	2265		
p < .01*			

Overall Satisfaction and Enrollment Status

The overall mean scores for overall satisfaction with the university for residents and commuters by enrollment status were compared and are listed in table 11.

Table 11

Means of Overall Satisfaction by Living Environment and Enrollment Status

Living Environment	Enrollment Status	N	Mean	SD
Residents	Part-time	7	3.2857	.56695
	Full-time	437	3.1259	.70153
Commuters	Part-time	362	3.0815	.76242
	Full-time	1463	3.0639	.73172

A two-way ANOVA was performed to compare overall satisfaction with the university for students residing on campus and commuters by enrollment status. No significance was found among the students ($F(1,2265) = .255, p=.613$). Therefore, null hypothesis eight is retained. ANOVA findings are reported in table 12.

Table 12

Analysis of Variance Overall Experience by Living Environment and Enrollment Status

Source	df	F	<i>p</i>
Living Environment (LE)	1	.893	.345
Enrollment Status (ES)	1	.397	.529
LE x ES	1	.255	.613*
Error	2265		
$p < .01^*$			

Overall Satisfaction and Ethnicity

The overall mean scores for overall satisfaction with the university for residents and commuters by ethnicity were compared and are listed in table 13.

Table 13

Means of Overall Satisfaction by Living Environment and Ethnicity

Living Environment	Ethnicity	N	Mean	SD
Residents	American Indian or other Native American	73	3.0548	.60988
	Black or African American	3	3.1667	.28868
	White (non-Hispanic)	310	3.1613	.70121
	Mexican or Mexican American	8	3.3750	.69437
	Other Hispanic or Latino	7	3.1429	.74801
	Other	43	2.9651	.82661
	American Indian or other Native American	237	3.0316	.75215
Commuters	Asian, Asian American or Pacific Islander	13	2.4615	1.16300
	Black or African American	49	2.9694	.68014
	White (non-Hispanic)	1227	3.0856	.72111
	Mexican or Mexican American	81	3.1358	.77060
	Other Hispanic or Latino	12	2.9583	.49810
	Other	206	3.0413	.78523

A two-way ANOVA was performed to compare overall satisfaction with the university for students residing on campus and commuters by ethnicity. No significance was found among the students ($F(5,2265) = .432, p = .826$). Therefore, null hypothesis nine was retained. ANOVA findings are reported in table 14.

Table 14

Analysis of Variance Overall Experience by Living Environment and Ethnicity

Source	df	F	p
Living Environment (LE)	1	1.015	.314
Ethnicity (E)	6	2.403	.026
LE x E	5	.432	.826*
Error	2265		
p < .01*			

Overall Satisfaction and Age

The overall mean scores for overall satisfaction with the university for residents and commuters by age were compared and are listed in table 15.

Table 15

Means of Overall Satisfaction by Living Environment and Age

Living Environment	Age	N	Mean	SD
Residents	Traditional	417	3.1283	.70350
	Non Traditional	27	3.1296	.64439
Commuters	Traditional	728	3.1023	.69546
	Non Traditional	1145	3.0494	.76445

A two-way ANOVA was performed to compare overall satisfaction with the university for students residing on campus and commuters by age. No significance was found among the students ($F(1,2240) = .132, p = .716$). Therefore, null hypothesis ten is retained. ANOVA findings are reported in table 16.

Table 16

Analysis of Variance Overall Experience by Living Environment and Age

Source	df	F	p
Living Environment (LE)	1	.506	.477
Age (A)	1	.119	.730
LE x A	1	.132	.716*
Error	2240		
p < .01			

Chapter V

Conclusions

The primary purpose of this study was examined the engagement of residents and commuters. The secondary purpose was to explore the overall satisfaction of students based on living environment as well as variations according to gender, race, age, and enrollment status. The dimensions used to measure the levels of student engagement are the following: academic challenge, student-faculty interactions, active-collaborative learning, supportive campus environment, and enriching educational experience. The following research questions guide this study.

Research Questions

1. Is there a significant difference between students residing on campus and commuters' engagement with regards to the following five dimensions of engagement: (1) level of academic challenge, (2) student-faculty interaction, (3) active-collaborative learning, (4) supportive campus environment, and (5) enriching educational experience?
2. Is there a significant difference between students residing on campus and commuters' overall satisfaction with the university?
3. Does the overall satisfaction for students residing on campus and commuters differ based on the following variables: (a) gender, (b) enrollment status, (c) race/ethnicity, and (d) age (traditional/nontraditional student)?

The following is a summary of the major findings of this study.

Research Question One

Is there a significant difference between students residing on campus and commuters' engagement with regards to the following five dimensions of engagement: (1) level of academic challenge, (2) student-faculty interaction, (3) active-collaborative learning, (4) supportive campus environment, and (5) enriching educational experience?

Independent samples *t*-tests were used to answer this question. Findings related to the differences between students residing on campus and commuters' engagement as measured by the five benchmarks are the following:

Level of Academic Challenge

The mean rating for commuter students ($m=2.7551$, $sd=.56542$) was significantly higher than the mean rating for students residing on campus ($m=2.6677$, $sd=.52723$). The results of the student indicate that commuter students report having spent more time preparing for class, processing class information, and studying than those students residing on campus.

Active-Collaborative Learning

There was a statistically significant difference in the level of student engagement as measured by active-collaborative learning between students residing on campus and commuters. The mean rating for commuters ($m=2.4110$, $sd=.49545$) was significantly higher than the mean rating for students residing on campus ($m=2.3367$, $sd=.49545$). The results of the study indicate that commuter students are participating in class and

working collaboratively with other students at a higher rate than students who reside on campus.

Supportive Campus Environment

The mean rating for students residing on campus ($m=2.5805, sd=.73693$) was significantly higher than the mean rating for commuters ($m=2.3133, sd=.78663$). The results indicate that residents feel the campus environment enhances their relationships with peers, university officials, and faculty.

No statistically significant was found between students residing on campus and commuters for the following levels of engagement:

- Student-faculty interaction
- Enriching educational experience

Research Question Two

Is there a significant difference between students residing on campus and commuters' overall satisfaction with the university? An independent samples *t*-test was used to answer this question. There was no statistically significant difference found in students residing on campus and commuters' overall satisfaction with the university. The mean rating for students residing on campus ($m=3.1284, sd=.69937$) was not significantly higher than the mean rating for commuters ($m=3.0674, sd=.17773$). The results indicate that students residing on campus and commuters are equally satisfied with their college experience.

Research Question Three

Does overall satisfaction with the university for students residing on campus and commuters differ based on the following variables: (a) gender, (b) enrollment status, (c) race/ethnicity, and (d) age (traditional/nontraditional student)?

Analysis of variance (two-way ANOVAs) was used to report the results of these variables. The independent variables used in conducting the two-way ANOVAs were: gender, ethnicity, age, and enrollment status. The dependent variable used was living environment. No significant difference was found between residents and commuters on any of the independent variables. The results indicate that students residing on campus and commuters regardless of gender, enrollment status, race/ethnicity, or age are equally satisfied with their college experience.

Recommendations for Further Study

The findings from this research have implications for future student engagement research. Based on the results, the following recommendations for future research are proposed:

1. Future research should focus on grade point average and living environment.
Do residents or commuters have higher gpas?
2. Future research should focus on differences between first generation college students. Are first generation college students more engaged in their college experience?

3. Future research should investigate any specialized needs to students and determine how a more engaged campus could assist students with those needs.

The literature review in Chapter II supported the premise that residing on campus had a stronger impact on student engagement than commuting (Astin, 1999). Based on the data from this study, this premise was not strongly supported. The current research found significance in the area of academic challenge, showing that commuter students expressed spending more time preparing for class, worked harder to meet instructor expectations, and processed more the information learned in class. This supports previous research which found that commuters often struggle to integrate into the campus community (Tenhouse, n.d.). Significance was also found in the area of active collaborative learning, showing that commuters expressed spending significantly more time than residents working with others outside of class. These findings differ from previous research which found that commuters miss opportunities to connect to peers (Astin, 1999). In the area of supportive campus environment, significance was also found. The research found that students residing on campus perceive that the campus assists them in succeeding academically and socially more so than those students who commute (Astin, 1999). Residents also reported feeling that the campus assisted them in coping more with areas not related to academics and promoted supportive relationships among students and their peers, faculty and administration.

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Appendices

Appendix A

Austin Peay State University

Institutional Review Board Approval

Aug. 16, 2010

Kimberley Morrow
Housing/Residence Life and Dining Services
P.O. Box 4596
Austin Peay St. Univ.

RE: Your application regarding study number 10-021: An Exploration of the relationship between residing on campus, student involvement in campus activities and faculty/peer interactions.

Dear Ms. Morrow

Thank you for your recent submission. We appreciate your cooperation with the human research review process. I have reviewed your study on an expedited basis and am pleased to inform you that I have approved your study pending the following modification:

- In your responses to #13 and #14 of the application, make it clear that the data will be stripped of *all* personally identifiable information including the participants' names.

This approval is subject to APSU Policies and Procedures governing human subject research. The full IRB will still review this protocol and reserves the right to withdraw expedited approval if unresolved issues are raised during their review.

Once you have provided documentation to the IRB that the modifications have been made, you are free to conduct your study. Your study is subject to continuing review on or before Aug 16, 2011, unless closed before that date. Enclosed please find the forms to report when your study has been completed and the form to request an annual review of a continuing study. Please submit the appropriate form prior to Aug 16, 2011.

Please note that any changes to the study as approved must be promptly reported and approved. Some changes may be approved by expedited review; others require full board review. If you have any questions or require further information, you can contact me by phone (931-221-7231) or email (grahc@apsu.edu)

Again, thank you for your cooperation with the APSU IRB and the human research review process. Best wishes for a successful study!

Sincerely,



Charles R. Grah, Chair
Austin Peay Institutional Review Board

Cc: Dr. Tammy Shutt, College of Education

Appendix B

National Survey of Student Engagement

2006, 2007, and 2009 Surveys



National Survey of Student Engagement 2006⁵⁸

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 written or oral feedback from faculty on your academic performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

	Very much ▼	Quite a bit ▼	Some ▼	Very little ▼
a. 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?

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

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

None 1-2 3-4 5-6 More than 6

- a. Number of problem sets that take you **more** than an hour to complete
- ☐ ☐ ☐ ☐ ☐
- b. Number of problem sets that take you **less** than an hour to complete
- ☐ ☐ ☐ ☐ ☐

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

Very little

Very much

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

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

Very often Often times Some-times Never

- a. Attended an art exhibit, gallery, play, dance, or other theater performance
- ☐ ☐ ☐ ☐
- b. Exercised or participated in physical fitness activities
- ☐ ☐ ☐ ☐
- c. Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)
- ☐ ☐ ☐ ☐
- d. Examined the strengths and weaknesses of your own views on a topic or issue
- ☐ ☐ ☐ ☐
- e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective
- ☐ ☐ ☐ ☐
- f. Learned something that changed the way you understand an issue or concept
- ☐ ☐ ☐ ☐

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

59

Done Plan to do Do not plan to do Have not decided

- a. Practicum, internship, field experience, co-op experience, or clinical assignment
- ☐ ☐ ☐ ☐
- b. Community service or volunteer work
- ☐ ☐ ☐ ☐
- c. Participate in a learning community or some other formal program where groups of students take two or more classes together
- ☐ ☐ ☐ ☐
- d. Work on a research project with a faculty member outside of course or program requirements
- ☐ ☐ ☐ ☐
- e. Foreign language coursework
- ☐ ☐ ☐ ☐
- f. Study abroad
- ☐ ☐ ☐ ☐
- g. Independent study or self-designed major
- ☐ ☐ ☐ ☐
- h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)
- ☐ ☐ ☐ ☐

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

a. Relationships with **other students**

Unfriendly, Unsupportive, Sense of alienation

Friendly, Supportive, Sense of belonging

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

b. Relationships with **faculty members**

Unavailable, Unhelpful, Unsympathetic

Available, Helpful, Sympathetic

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

c. Relationships with **administrative personnel and offices**

Unhelpful, Inconsiderate, Rigid

Helpful, Considerate, Flexible

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

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

- a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)
- | | | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 0 | 1-5 | 6-10 | 11-15 | 16-20 | 21-25 | 26-30 | More than 30 |
| Hours per week | | | | | | | |
- 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"/> |
| 0 | 1-5 | 6-10 | 11-15 | 16-20 | 21-25 | 26-30 | More than 30 |
| Hours per week | | | | | | | |
- 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"/> |
| 0 | 1-5 | 6-10 | 11-15 | 16-20 | 21-25 | 26-30 | More than 30 |
| Hours per week | | | | | | | |
- d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)
- | | | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 0 | 1-5 | 6-10 | 11-15 | 16-20 | 21-25 | 26-30 | More than 30 |
| Hours per week | | | | | | | |
- 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"/> |
| 0 | 1-5 | 6-10 | 11-15 | 16-20 | 21-25 | 26-30 | More than 30 |
| Hours per week | | | | | | | |
- 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"/> |
| 0 | 1-5 | 6-10 | 11-15 | 16-20 | 21-25 | 26-30 | More than 30 |
| Hours per week | | | | | | | |
- 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"/> |
| 0 | 1-5 | 6-10 | 11-15 | 16-20 | 21-25 | 26-30 | More than 30 |
| Hours per week | | | | | | | |

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"/> |

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"/> |

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

- ☐ Excellent
☐ Good
☐ Fair
☐ Poor

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

- ☐ Excellent
☐ Good
☐ Fair
☐ Poor

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

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

15 Write in your year of birth: 1 9

16 Your sex
☐ Male ☐ Female

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

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

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

19 What is your current classification in college?

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

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

- ☐ Started here ☐ Started elsewhere

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

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

22 Thinking about this current academic term, how would you characterize your enrollment?

- ☐ Full-time ☐ Less than full-time

23 Are you a member of a social fraternity or sorority?

- ☐ Yes ☐ No

24 Are you a student-athlete on a team sponsored by your institution's athletics department?

- ☐ Yes ☐ No (Go to question 25.)

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

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

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

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

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

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

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

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

a. Primary major (Print only one.):

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

THANKS FOR SHARING YOUR 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.nsse.iub.edu. Copyright © 2005 Indiana University.

National Survey of Student Engagement 2007⁶²

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 written or oral feedback from faculty on your academic performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

	Very much ▼	Quite a bit ▼	Some ▼	Very little ▼
a. 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?

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

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

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

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

Very little

Very much

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

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

Very often Often Sometimes Never

- a. Attended an art exhibit, play, dance, music, theater, or other performance
- ☐ ☐ ☐ ☐
- b. Exercised or participated in physical fitness activities
- ☐ ☐ ☐ ☐
- c. Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)
- ☐ ☐ ☐ ☐
- d. Examined the strengths and weaknesses of your own views on a topic or issue
- ☐ ☐ ☐ ☐
- e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective
- ☐ ☐ ☐ ☐
- f. Learned something that changed the way you understand an issue or concept
- ☐ ☐ ☐ ☐

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

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

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

a. Relationships with **other students**

Unfriendly, Unsupportive, Sense of alienation

Friendly, Supportive, Sense of belonging

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

b. Relationships with **faculty members**

Unavailable, Unhelpful, Unsympathetic

Available, Helpful, Sympathetic

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

c. Relationships with **administrative personnel and offices**

Unhelpful, Inconsiderate, Rigid

Helpful, Considerate, Flexible

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7

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

a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)

☐ 0 ☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21-25 ☐ 26-30 ☐ More than 30

Hours per week

b. Working for pay **on campus**

☐ 0 ☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21-25 ☐ 26-30 ☐ More than 30

Hours per week

c. Working for pay **off campus**

☐ 0 ☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21-25 ☐ 26-30 ☐ More than 30

Hours per week

d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)

☐ 0 ☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21-25 ☐ 26-30 ☐ More than 30

Hours per week

e. Relaxing and socializing (watching TV, partying, etc.)

☐ 0 ☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21-25 ☐ 26-30 ☐ More than 30

Hours per week

f. Providing care for dependents living with you (parents, children, spouse, etc.)

☐ 0 ☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21-25 ☐ 26-30 ☐ More than 30

Hours per week

g. Commuting to class (driving, walking, etc.)

☐ 0 ☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21-25 ☐ 26-30 ☐ More than 30

Hours per week

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

☐ ☐ ☐ ☐

b. Providing the support you need to help you succeed academically

☐ ☐ ☐ ☐

c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds

☐ ☐ ☐ ☐

d. Helping you cope with your non-academic responsibilities (work, family, etc.)

☐ ☐ ☐ ☐

e. Providing the support you need to thrive socially

☐ ☐ ☐ ☐

f. Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)

☐ ☐ ☐ ☐

g. Using computers in academic work

☐ ☐ ☐ ☐

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

☐ ☐ ☐ ☐

b. Acquiring job or work-related knowledge and skills

☐ ☐ ☐ ☐

c. Writing clearly and effectively

☐ ☐ ☐ ☐

d. Speaking clearly and effectively

☐ ☐ ☐ ☐

e. Thinking critically and analytically

☐ ☐ ☐ ☐

f. Analyzing quantitative problems

☐ ☐ ☐ ☐

g. Using computing and information technology

☐ ☐ ☐ ☐

h. Working effectively with others

☐ ☐ ☐ ☐

i. Voting in local, state, or national elections

☐ ☐ ☐ ☐

j. Learning effectively on your own

☐ ☐ ☐ ☐

k. Understanding yourself

☐ ☐ ☐ ☐

l. Understanding people of other racial and ethnic backgrounds

☐ ☐ ☐ ☐

m. Solving complex real-world problems

☐ ☐ ☐ ☐

n. Developing a personal code of values and ethics

☐ ☐ ☐ ☐

o. Contributing to the welfare of your community

☐ ☐ ☐ ☐

p. Developing a deepened sense of spirituality

☐ ☐ ☐ ☐

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

☐ Excellent

☐ Good

☐ Fair

☐ Poor

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

☐ Excellent

☐ Good

☐ Fair

☐ Poor

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

☐ Definitely yes

☐ Probably yes

☐ Probably no

☐ Definitely no

15 Write in your year of birth:

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

16 Your sex:

☐ Male ☐ Female

17 Are you an international student or foreign national?

☐ Yes ☐ No

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

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

19 What is your current classification in college?

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

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

- ☐ Started here ☐ Started elsewhere

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

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

22 Thinking about this current academic term, how would you characterize your enrollment?

- ☐ Full-time ☐ Less than full-time

23 Are you a member of a social fraternity or sorority?

- ☐ Yes ☐ No

24 Are you a student-athlete on a team sponsored by your institution's athletics department?

- ☐ Yes ☐ No (Go to question 25.)

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

--

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

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

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

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

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

Father Mother

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

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

a. Primary major (Print only one.):

--

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

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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.nsse.iub.edu. Copyright © 2006 Indiana University.

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National Survey of Student Engagement 2009⁶⁶

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 written or oral feedback from faculty on your academic performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

	Very much ▼	Quite a bit ▼	Some ▼	Very little ▼
a. 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?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- ☐ Excellent
- ☐ Good
- ☐ Fair
- ☐ Poor

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

- ☐ Excellent
- ☐ Good
- ☐ Fair
- ☐ Poor

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

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

15 Write in your year of birth: 1 9

16 Your sex:

☐ Male

☐ Female

17 Are you an international student or foreign national?

☐ Yes

☐ No

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

☐ American Indian or other Native American

☐ Asian, Asian American, or Pacific Islander

☐ Black or African American

☐ White (non-Hispanic)

☐ Mexican or Mexican American

☐ Puerto Rican

☐ Other Hispanic or Latino

☐ Multiracial

☐ Other

☐ I prefer not to respond

19 What is your current classification in college?

☐ Freshman/first-year

☐ Senior

☐ Sophomore

☐ Unclassified

☐ Junior

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

☐ Started here

☐ Started elsewhere

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

☐ Vocational or technical school

☐ Community or junior college

☐ 4-year college other than this one

☐ None

☐ Other

22 Thinking about this current academic term, how would you characterize your enrollment?

☐ Full-time

☐ Less than full-time

23 Are you a member of a social fraternity or sorority?

☐ Yes

☐ No

24 Are you a student-athlete on a team sponsored by your institution's athletics department?

☐ Yes

☐ No (Go to question 25.)

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

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

☐ A

☐ B+

☐ C+

☐ A-

☐ B

☐ C

☐ B-

☐ C- or lower

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

☐ Dormitory or other campus housing (not fraternity/sorority house)

☐ Residence (house, apartment, etc.) within walking distance of the institution

☐ Residence (house, apartment, etc.) within driving distance of the institution

☐ Fraternity or sorority house

☐ None of the above

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

Father Mother

☐

☐

Did not finish high school

☐

☐

Graduated from high school

☐

☐

Attended college but did not complete degree

☐

☐

Completed an associate's degree (A.A., A.S., etc.)

☐

☐

Completed a bachelor's degree (B.A., B.S., etc.)

☐

☐

Completed a master's degree (M.A., M.S., etc.)

☐

☐

Completed a doctoral degree (Ph.D., J.D., M.D., etc.)

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

a. Primary major (Print only one.):

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

THANKS FOR SHARING YOUR RESPONSES!

After completing the survey, please put it in the enclosed postage-paid envelope and deposit it in any U.S. Postal Service mailbox. Questions or comments? Contact the National Survey of Student Engagement, Indiana University, 1900 East Tenth Street, Suite 419, Bloomington IN 47406-7512 or nsse@indiana.edu or www.nsse.iub.edu. Copyright © 2008 Indiana University.