

*National Survey of Student Engagement (NSSE) – 2000
Results for Montclair State University*

What Is The National Survey Of Student Engagement (NSSE)?

US News and World Reports Best College Survey is due next week. I only mention this because the NSSE project is based on a belief that the types of measures being used by NSSE are a better indicator of quality in education than the more traditional ones of reputation and resources used by rating publications such as *U.S. News and World Report*. A key goal of the project is to move peoples' conversations away from resources and reputations and towards actual good practices in undergraduate education. Features such as the size of an endowment, entering SAT scores, average class size, etc. do not really provide direct information about whether educational programs influence student learning or about the quality and effectiveness of a college's educational programs.

NSSE is interested in what are often referred to as "good practices". They are perhaps best recognized in the set of engagement indicators that have been around since 1987 known as "The Seven Principles for Good Practice in Undergraduate Education". These principles include student-faculty contact, active learning, cooperation among students, prompt feedback, high expectations, time on task, and respect for diverse talents and ways of learning.

The questionnaire consists of four parts: College Activities, Educational and Personal Growth, Opinions About Your School, and Background Information.

- "The College Activities section contains several questions about students' activities in and out of class... and focuses on class activities and interaction with faculty and other students. It also asks students to report on the number of textbooks read and papers written during the current school year. One set of college-activity questions draws on Bloom's taxonomy and asks students whether their coursework emphasizes low-level cognitive skills, such as memorization or whether it emphasizes higher-order skills, such as application, analysis, synthesis, and evaluation. Several college-activity items also ask students about their involvement in co-curricular activities.
- The Educational and Personal Growth section of the survey asks students about their gains in a variety of areas, including general education, critical thinking, interpersonal competence, and civic involvement.
- The Opinions About Your School section of the survey asks students about the extent to which their college or university emphasizes studying and academic work, diversity, and both academic and social support. Also included in this section of the survey are questions about relationships with faculty, peers, and administrative staff. Finally, the section includes two questions to assess students' overall satisfaction with college.
- The Background Information section collects data on gender, ethnicity, enrollment status, Greek affiliation, living arrangements, and academic major."

The NSSE staff clustered survey items and developed scales that focused on five national benchmarks of good practice in undergraduate education: *Level of Academic Challenge, Active and Collaborative Learning, Student Interactions with Faculty Members, Enriching Educational Experiences*, and

Supportive Campus Environment. The results are presented in the form of national and sector benchmarks. These are discussed later in this report.

Methodology: How Was the NSSE Study Carried Out?

The 276 colleges and universities that elected to participate in the project during the 2000 cycle sent the NSSE staff at the University of Indiana a data file. The Institutional Research Office provided the necessary information for all first-time, full-time freshmen and seniors enrolled at MSU in fall 1999. From this file the NSSE staff randomly selected an equal number of freshmen and seniors with the sample size being determined by the number of undergraduate students enrolled. For MSU this was 350 freshmen and 350 seniors. The survey was sent to second semester freshmen and second semester seniors because it was reasoned, freshmen are at the greatest risk of leaving the university so we need to know about them because “laying the right foundation is critical” and seniors, among students, should be the best judges of an institution’s overall college experience.

Students were sent the survey by the NSSE staff with a personalized cover letter from the University. Students were given the option of answering and returning the surveys directly to the University of Indiana or answering via the web. A follow-up letter and survey were sent to those who did not respond to the first mailing and a final reminder letter was sent as well. A letter to the editor, published in the *Montclarion*, explaining the survey and asking students to please respond corresponded with the first mailing. Of note is the fact that MSU is not directly involved in any of the data collection process. This design ensures student anonymity. Responses were received from 158 full-time freshmen (45 percent) and 189 seniors (54 percent). The overall MSU response rate was very good, 50 percent; 87.3 percent mailed the survey in and 12.7 percent responded via the Web.

Nationally, more than 63,000 randomly selected students filled out and returned the survey. They represent a broad spectrum of first-year and senior four-year undergraduates. Colleges and universities come from all regions of the country and are from both the public and private sector and represent all Carnegie classifications. These respondents form the national data. The national response rate was 42 percent; 64.9 percent mailed the survey and 18.0 percent took the Web option for the standard survey version and 17 percent answered with only a Web option. Results for our sector—master’s four-year colleges/universities (public and private)—are part of the final NSSE report and are used in this report as well.

Six New Jersey colleges and universities, the College of New Jersey, Kean, Montclair State, Ramapo, Stockton and William Paterson, agreed to form a consortium and these comparative data are also included in the summary report. For the New Jersey consortium the response rate was also 42 percent; 72.1 percent responded by mail and 27.9 percent via the Web.

Profile of Respondents: Who Responded to the Survey?

Table 1 shows certain demographic characteristics for MSU, the New Jersey consortium (excludes MSU figures) and the national sample for first-time students and seniors. There are a few differences of note between the groups. A somewhat higher proportion of MSU freshmen are 19 years or younger, more than is found in the NJ consortium or national samples. The MSU freshman sample is more racially and ethnically diverse than the two other freshman groups. The MSU sample also has a larger proportion of commuters than the other two comparison groups.

Table 1
Respondent Characteristics

Characteristics	First-Year Students			Seniors		
	MSU N=158	NJ N=584	National N=30630	MSU N= 189	NJ N=693	National N=32196
Age						
19 years or younger	92.9%	79.8%	86.4%	--	--	0.2%
Over 20 years	7.1%	20.2%	13.6%	100.0%	100.0%	99.8%
Gender						
Male	34.9%	32.8%	33.1%	31.2%	31.7%	33.7%
Female	65.1%	67.2%	66.9%	68.8%	68.3%	66.3%
Race/Ethnicity						
African American	11.5%	8.1%	6.9%	6.0%	6.3%	7.5%
Asian	9.0%	4.1%	5.8%	7.6%	?	?
Latino/a	12.8%	13.1%	7.1%	13.0%	5.2%	6.2%
White	65.4%	71.6%	77.8%	68.5%	80.0%	79.0%
Other/and multiple identifications	10.2%	9.8%	7.4%	9.8%	8.5%	7.3%
Residence						
On campus/ walking distance	43.3%	54.9%	68.8%	7.5%	19.3%	43.7%
Driving distance	56.7%	45.0%	26.5%	92.5%	80.7%	56.3%

A final note about the MSU sample: 27 percent of the freshmen respondents reported they were business majors; 22 percent, education; 13 percent, biology; 12 percent, undecided; 9 percent, visual arts; 8 percent, computers and information science; 7 percent, social sciences; 4 percent each, humanities and communication; and 3 percent, foreign languages. Seniors listed the following majors: business, 21 percent; social sciences, 19 percent; education, 18 percent; humanities and physical sciences, 9 percent each; computers and information science, 7 percent; biology and allied health professions; 6 percent each; visual & performing arts; communication, 5 percent; mathematics and physical sciences, 4 percent each; and in parks, recreation & leisure studies, 3 percent. For both groups, the other majors listed had fewer than 5 students each.

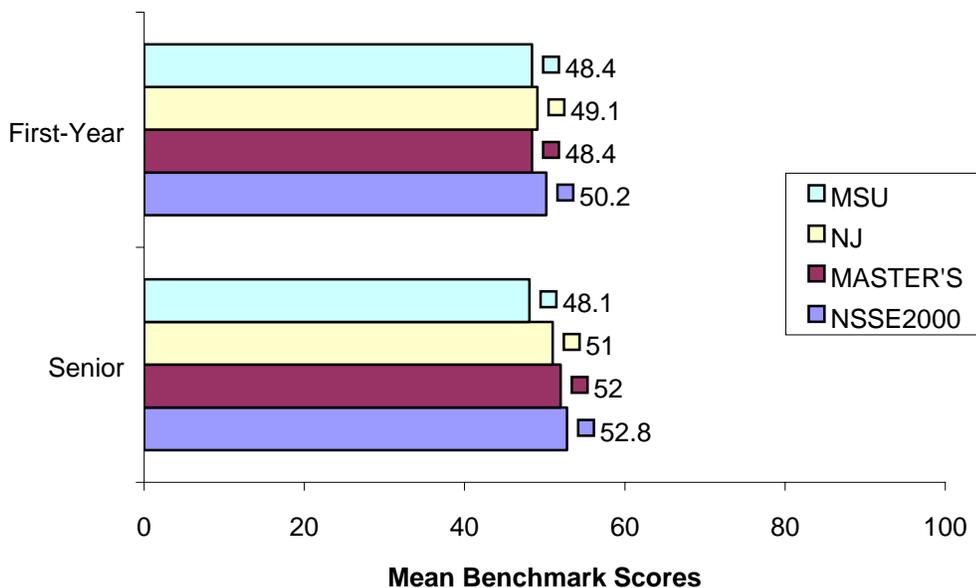
Performance on Benchmarks: How Did MSU Fare on the Five Benchmarks of Student Engagement?

To recap, for NSSE *Level of Academic Challenge* is important because “challenging intellectual and creative work is central to student learning and collegiate quality. Ten questions from *The College Student Report* correspond to integral components of academic challenge that represent the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance.

Specifically, the questions are related to:

- Preparing for class (studying, reading, writing, rehearsing)
- Reading and writing
- Using higher-order thinking skills
- Working harder than students thought they could to meet instructors’ standards
- An institutional environment that emphasizes studying and academic work

Graph 1
Level of Academic Challenge



For this benchmark the institutional range at the national level for freshmen is 39.5 to 63.0 and for seniors 45.1 to 66.3. The range of means for freshmen at master’s institutions is 40.9 to 56.5 and for seniors, 45.1 to 61.

NSSE Conclusions:

An important part of academic challenge is what a university expects from its students. NSSE’s final report points out the level of academic challenge for students has a wide range across institutions and concludes that this speaks to very different “cultures of expectation” on campuses across the country.

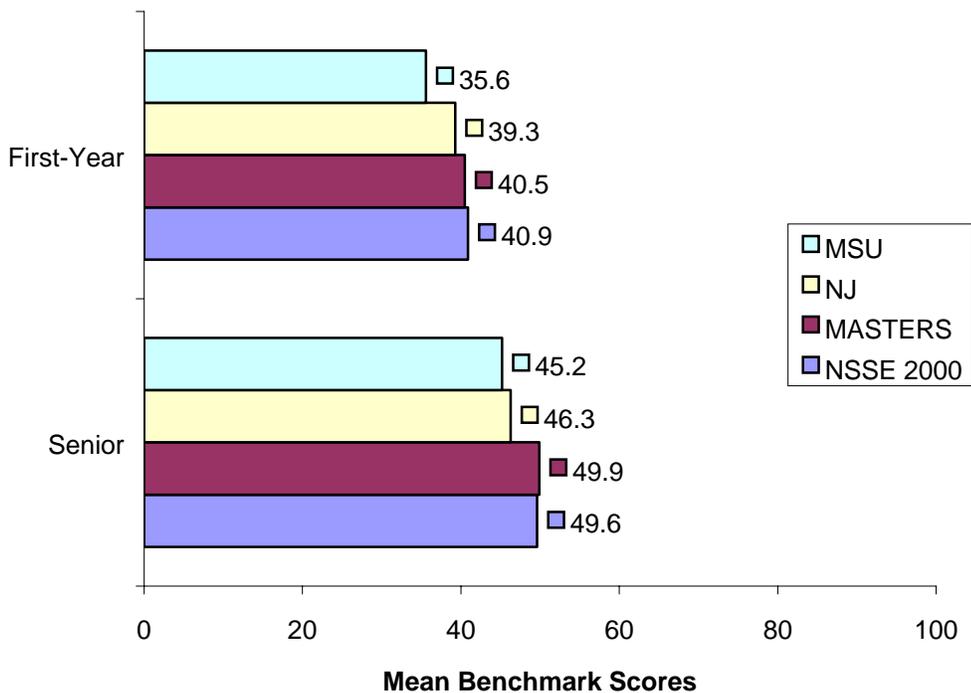
Equally as important is the effort expended by students. NSSE researchers point to the long-standing convention, “that students should spend at least two hours studying outside of class for every hour in class. On average, for a full-time student, that would mean 30 hours per week preparing for class. However, less than 15% of both full-time first year and seniors come close, spending 26 hours or more. Almost half, 47%, spend only between 6 and 15 hours per week, which is one hour or less for every class hour.”

While students perceive the institutional expectation of studying and academic excellence, relatively few of them are expending the necessary effort studying, at least by the traditional standard cited. NSSE concludes, “this points to a mismatch between what many colleges and universities say they want from their students and the level of performance for which they actually hold students accountable.”

Active and Collaborative Learning is important because “students learn more when they are intensely involved in their education and have opportunities to think about and apply what they are learning in different settings. And when students collaborate with others to solve problems or master difficult material, they acquire valuable skills that prepare them to deal with the messy, unscripted problems they will encounter daily during and after college.” The seven survey questions that contribute to this benchmark are about:

- Asking questions in class or contributing to class discussions
- Making class presentations
- Working with classmates outside of class to prepare class assignments
- Working with other students on projects during class
- Tutoring or teaching other students
- Participating in community-based projects as part of regular courses
- Discussing ideas from readings or classes with others

Graph 2
Active and Collaborative Learning



The range of national institutional scores for freshmen for this benchmark is 27.2 to 52.0 and for seniors it is 38.2 to 63.0. The comparable scores for master’s institutions are: freshmen 30.4 to 51.6; and seniors, 39.7 to 59.1.

NSSE Conclusions

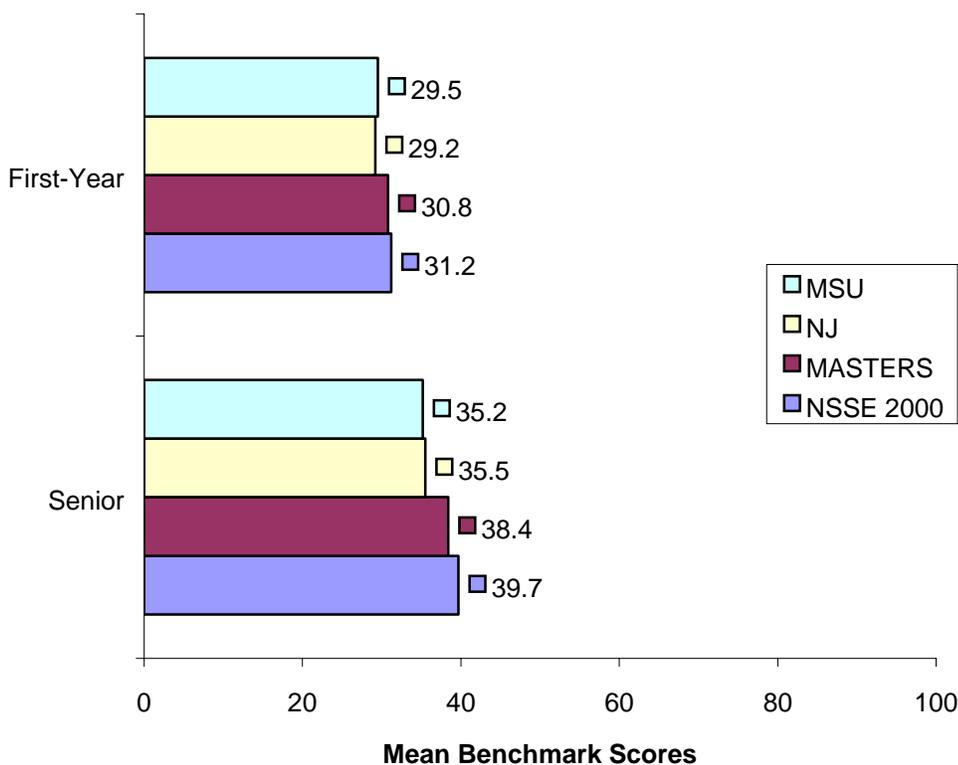
In response to the numerous calls for faculty members to use engaging pedagogy, certain forms of active and collaborative learning—such as collaboration on projects during class—are becoming the norm on college campuses. Students at master’s colleges work with other students on projects during classes more often compared with other types of institutions. However, these other institutions tend to have more

project interaction outside of the class, which is understandable given the residential nature of many of these institutions that permits students to live and work in close proximity.

Student Interactions With Faculty Members is included as a benchmark because “in general, the more contact students have with their teachers the better. Working with a professor on a research project or serving with a faculty members on a college committee or community organization lets students see first-hand how experts identify and solve practical problems. Through such interactions teachers become role models, mentors, and guides for continuous life-long learning.” The questions used in this benchmark are about:

- Discussing grades or assignments with an instructor
- Talking about career plans with a faculty member or advisor
- Discussing ideas from readings or classes with faculty members outside of class
- Working with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)
- Working with a faculty member on a research project

Graph 3
Student Interactions with Faculty



Institutional scores for all NSSE 2000 institutions for this benchmark range from 21.4 to 45.1 for freshmen and 23.1 to 59.4 for seniors. For master’s level colleges and universities, freshman scores range from 21.4 to 42.6 and senior scores from 23.1 to 49.3.

NSSE Conclusions:

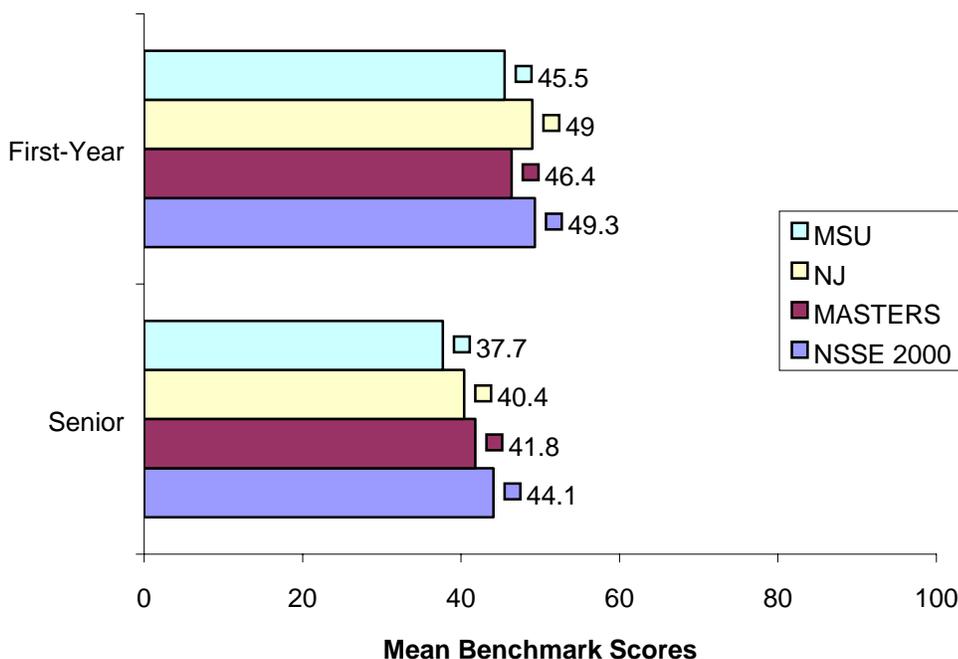
Many studies show the importance of substantive interactions between students and faculty for a host of desired college outcomes. Yet, such interaction does not occur as often as it should. Indeed, this benchmark score is the one nearly all respondent-universities struggled with; it is the lowest of the five.

“It remains to be seen if the amount of student-faculty interaction changes with increased use of electronic communication and virtual delivery systems. In spring 2000, the level (of student-faculty interaction) was low enough to be worrisome. If student-faculty interaction is as important to student learning and personal development as many research studies and faculty members say it is, then we should redouble efforts to encourage such contacts.”

Enriching Educational Experiences is included by NSSE because “educationally effective colleges and universities offer a variety of learning opportunities inside and outside the classroom that complement the goals of the academic program. One of the most important is exposure to diversity, from which students learn valuable things about themselves and gain an appreciation for other cultures and ways of living. Technology is increasingly being used to facilitate the learning process and—when done appropriately—can increase collaboration between peers and instructors, which actively engages students in their learning. Other valuable educational experiences include internships, community service, and senior capstone courses that provide students with opportunities to synthesize, integrate, and apply their knowledge. ...” The 11 questions from the survey representing these kinds of experiences are:

- Talking with students with different religious beliefs, political opinions, or values
- Talking with students of a different race or ethnicity
- An institutional climate that encourages contact among students from different economic, social, and racial or ethnic background
- Using electronic technology to discuss or complete assignments
- Participating in: Internships or field experience, community service or volunteer work, foreign language coursework, study abroad, independent study or self-designed major, co-curricular activities, and a culminating senior experience

Graph 4
Enriching Educational Experiences



National institutional benchmark scores range from 31.8 to 74.4 for freshmen and from 28.8 to 67.4 for seniors. Master’s freshmen scores range from 31.4 to 64.6 and seniors scores from 32.8 to 53.7.

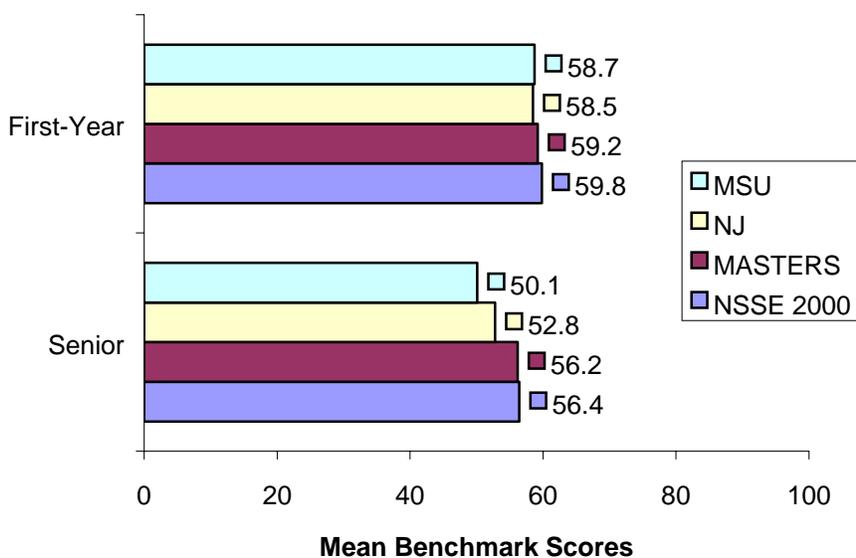
NSSE Conclusions:

Across all schools, almost three quarters of seniors report having an internship, practicum, or field placement. Internships are particularly popular, reflecting the value both students and employers place on obtaining practical and relevant experiences to the major or career while still in college. More than half of all seniors had a culminating experience of some sort, indicating that colleges and universities are recognizing the importance of some form of capstone or synthesizing activity. More students at liberal art colleges take foreign languages and about twice as many seniors study abroad. This is understandable given the educational mission of such colleges and the academic interests of students who choose these colleges. Certain campuses appear to be “civic-oriented” in that their students are more likely to perform community or volunteer service or have classes where service is an expected component of the course.

Supportive Campus Environment, the final benchmark is included because “students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.” The six survey questions contributing to this benchmark describe a campus environment that:

- Helps students succeed academically
- Helps students cope with non-academic responsibilities (work, family, etc.)
- Helps students strive socially
- Promotes supportive relations between students and their peers, faculty members, and administrative personnel and offices

Graph 5
Supportive Campus Environment



The range of scores at the national level for freshmen for this benchmark is 45.2 to 77.4 and for seniors it is 40.5 to 73.0. At the master’s level the range of scores are: freshmen 46.9 to 75.9; and seniors 42.3 to 73.0.

NSSE Conclusions:

Most students viewed their campus environments as supportive and responsive, perhaps a sign that colleges and universities are succeeding in efforts to create welcoming and affirming environments.

The following horizontal bar charts are another way of visualizing the institutional scores. These charts show the scores as percentiles for each benchmark area. The percentiles are listed for Master’s institutions (the Carnegie classification MSU is a part of) and for all NSSE 2000 institutions. For example, the MSU freshman benchmark score for Level of Academic Challenge is 48.4. This score places MSU in the 50th percentile for comparable Master’s institutions and in the 40th percentile for national comparator institutions.

Chart 1
Percentile Scores for MSU *Freshmen* Compared with *Master’s* Institutions

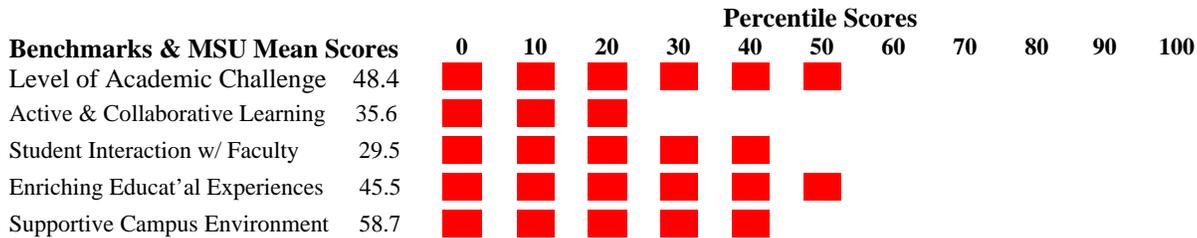


Chart 2
Percentile Scores for MSU *Freshmen* Compared with *National* Institutions

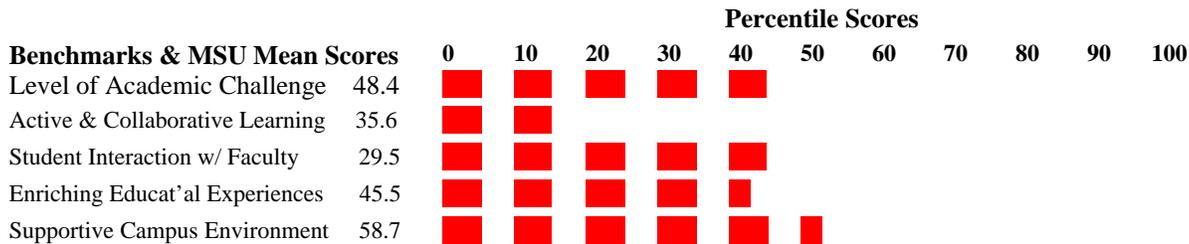


Chart 3
Percentile Scores for MSU *Seniors* Compared with *Master’s* Institutions

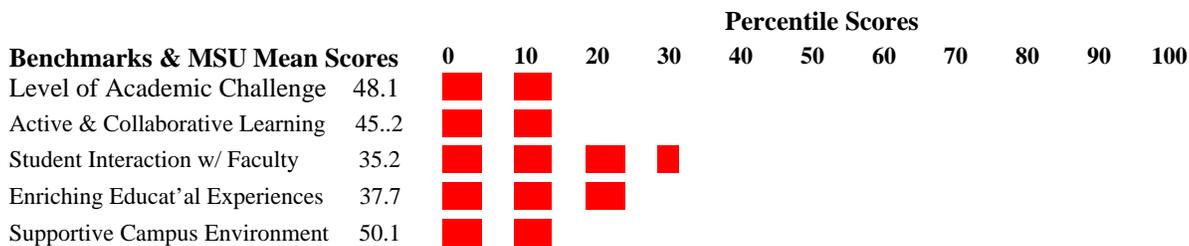
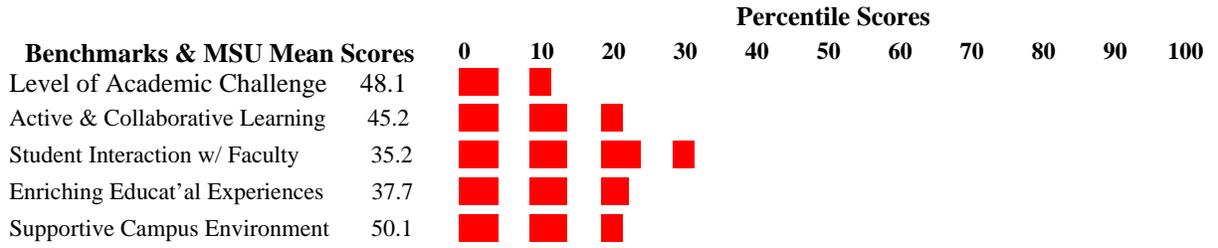


Chart 4
Percentile Scores for MSU *Seniors* Compared with *National* Institutions



Frequencies

The next section reviews the frequency distributions, or percents, for many of the NSSE questions. Seeing how Montclair's students responded to the individual NSSE questions gives us some of the important details behind the institutional benchmark averages.

NSSE suggests one way of estimating collegiate quality is by looking at the frequency with which students engage in good educational practices. Good is defined as a "substantial amount" or at least 50 percent reporting "often" or "very often" to those questions asking students how frequently they engage in particular educational activities.

Table 2 shows that for MSU 20 percent, or 4 out of 20, of the NSSE educational activities met the 50 percent criteria. The four indicators for freshmen are: discussed ideas from readings or classes with other students or family members outside of class; had serious conversations with students of a different race or ethnicity than your own; asked questions in class or contributed to class discussions; and worked harder than you thought you could to meet an instructor's standards. For seniors the four activities were: asked questions in class or contributed to class discussions; worked harder than you thought you could to meet an instructor's standards; discussed ideas from readings or classes with other students or family outside of class; and received prompt feedback from faculty on academic performance. As one would hope and expect, some of the activities increase substantially from freshman to senior year, e.g., the frequency of making a class presentation and working with classmates outside of class to prepare class assignments both doubled.

Table 2
% Freshmen and Seniors Reporting They Actively Participated in These Educational Activities

Freshmen Percents			Activity	Senior Percents		
Nat'al	NJ	MSU		MSU	NJ	Nat'al
58.4	54.7	55.7	Discussed ideas from readings or classes w/ other students or family outside of class	55.0	55.5	65.2
47.2	51.0	53.8	Had serious conversations with students of a different race or ethnicity than your own	47.6	47.6	45.1
55.6	59.3	51.9	Asked questions in class or contributed to class discussions	68.7	72.7	69.4
52.1	50.2	50.9	Worked harder than you thought you could to meet an instructor's standards	60.1	57.8	57.0
48.7	44.0	48.4	Received prompt feedback from faculty on academic performance	51.6	59.4	61.4
42.2	44.2	47.7	Worked with other students on projects during class	44.6	43.3	45.1
43.1	44.6	44.0	Discussed grades or assignments with an instructor	45.5	46.6	51.3
42.3	33.8	38.3	Rewrote a paper or assignment several times	23.9	25.8	26.5
47.2	39.6	36.7	Had serious conversations w/students w/relig, beliefs, polit. opinions, or pers. values very different from yours	30.7	30.7	45.1
57.1	42.3	34.2	Using e-mail to communicate w/ instructors or other students	39.7	44.4	60.0
33.5	31.0	26.0	Used electronic medium (e-mail, list-serve, chat group, etc) to complete an assignment	28.0	31.4	35.2
26.7	31.7	25.4	Made a class presentation	52.6	57.6	57.8
25.5	24.6	24.8	Talked about career plans with a faculty member or advisor	35.5	32.8	39.3
41.2	27.3	24.7	Worked w/ classmates outside of class to prepare class assignment	47.4	38.9	56.2
Least Frequently Reported Activities						
Discussed ideas from your reading or classes with faculty						

13.3	11.1	15.9	members outside of class	19.6	19.3	21.6
12.8	11.8	10.2	Tutored or taught other students	11.7	13.3	19.5
8.2	6.3	8.9	Worked w/faculty members on activities other than coursework (committees, orientation, student-life activities)	12.2	10.1	16.2
4.8	2.1	5.7	Worked with a faculty member on a research project	10.6	11.4	14.2
6.7	7.3	3.3	Participated in a community based project as part of a regular course	10.5	10.7	12.2
8.1	4.0	1.9	Came unprepared to class	4.7	3.2	10.2

When we broaden the view and look at the percents for the national sample we begin to see where some of the differences lie. The NJ consortium percents are included as a checkpoint for the reader but the discussion in this section focuses on MSU and the national figures. Freshmen at the national level also reported active participation in four indicators; three of which were the same as MSU's. The fourth MSU freshman activity (54 percent) was having a serious conversation with students of a different race or ethnicity than their own (47 percent of the national sample said they had). At the national level, 57 percent of freshmen reported they had actively participated in using e-mail to communicate with instructors or other students, making this the fourth activity at the national level. For MSU freshmen, 34 percent reported they had actively participated in using e-mail to communicate with instructors or other students.

As the earlier graphs and charts indicate, MSU seniors warrant some more of our attention. Again from Table 2, MSU seniors report being actively engaged in 5 of the 20 listed educational activities. At the national level, eight of the activities have more than half of the seniors participating "often" or "very often" in the activity. The five activities shared by both are: asked questions in class or contributed to class discussions; worked harder than you thought you could to meet an instructor's standards; discussed ideas from readings or classes with other students or family members outside of class; made a class presentation; and received prompt feedback from faculty on academic performance. The three additional national educational activities that met the 50 percent criteria are: discussed grades or assignments with an instructor; used e-mail to communicate with instructors or other students; and worked with classmates outside of class to prepare a class assignment.

Conversely, using a cut off point of 20 percent responding "often" or "very often" indicates which educational activities students are least engaged in. One note, faculty and students probably have different definitions for coming to class unprepared; only 1.9 percent of freshmen and 4.7 percent of seniors report they "often" or "very often" come to class unprepared. Putting this activity aside for the moment, the last five activities in Table 2 are the same for both freshmen and seniors for all three comparison groups.

NSSE also suggests looking at the kind of academic activities an institution emphasizes and the kinds of educational activities students engage in that complement their academic endeavors, to gain insight into the student experience. Table 3, below, presents the questions that asked students about how much their courses emphasized certain styles of learning. The percents reflect the percentage of students who said their courses emphasized this activity "quite a bit" and "very much".

MSU freshmen and freshmen nationally felt their courses emphasized applying theories and concepts just as much as memorizing facts. Somewhat more MSU freshmen, 57 percent, than those in the national sample, 50 percent, felt their courses emphasized making judgments about the value of information, arguments or methods. A larger percent of MSU freshmen also felt they were asked to synthesize and

organize ideas, experiences and information; 62 and 53 percents, respectively. Current MSU freshmen report they are being asked to use more complex skills early in their academic careers.

Seniors who have had between four and six years of college experience tell a somewhat different story. As one would expect, memorization is still required but the amount decreases, and the other more analytical skills take the forefront in courses that are, most likely, upper level major and other elective courses. Memorization does indeed decrease for MSU seniors and the national sample. Seniors at the national level report higher percentages than MSU seniors for analyzing basic elements of an idea or theory and synthesizing and organizing ideas. One last note, the growth from freshman to senior year in the more analytical learning skills increased at the national level but did not do so at Montclair.

Table 3
% Freshmen & Seniors Reporting This Style of Learning

Freshmen Percents			Coursework Emphasized:	Senior Percents		
Nat'al	NJ	MSU		MSU	NJ	Nat'al
63.5	61.8	65.6	Memorizing facts, ideas or methods from your courses and readings	54.0	52.2	51.3
71.0	68.9	68.8	Analyzing the basic elements of an idea, experience, or theory	68.8	75.1	78.3
53.3	50.8	61.8	Synthesizing and organizing ideas, information, or experiences	53.5	63.7	63.3
50.3	53.7	56.7	Making judgments about the value of information, arguments or methods	52.9	59.6	57.3
61.8	61.5	63.0	Applying theories or concepts to practical problems or in new situations	65.5	67.9	71.2

Table 4 reports the percent of students reporting they have or will engage in complementary or enriching educational activities. Internships are particularly popular with both freshmen and seniors and “serve as a way of getting practical experience relevant to a career or major while still in college”. NSSE points out that more than half of all seniors at the national level had a culminating experience of some sort, “indicating that colleges and universities are recognizing the importance of some form of capstone or synthesizing activity”. A third of MSU seniors said they had had such an experience.

Table 4
% Freshmen & Seniors Reporting They Plan To or Have Participated in Complementary Educational Activities

Freshmen Percents			Complementary/Enriching Educational Activities:	Senior Percents		
Nat'al	NJ	MSU		MSU	NJ	Nat'al
78.5	80.4	70.3	Practicum, internship, field experience, co-op experience, or clinical assignment	68.1	71.4	73.5
68.2	64.4	49.4	Community service or volunteer work	45.7	53.1	62.9
43.5	45.3	24.2	Interdisciplinary coursework	32.3	45.6	55.2
44.3	36.8	53.2	Foreign language coursework	40.4	34.4	42.5
32.3	25.6	22.8	Study Abroad	7.5	9.4	16.6
16.0	17.4	18.5	Independent study or self-designed major	26.6	30.2	30.1
40.2	38.3	26.8	Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc)	33.9	54.0	55.1

Table 5 summarizes the survey's several questions about how students spend their time on various activities that are correlated with educational and self-development. How a student does, and can, spend time on school activities obviously affects what he or she gets out of the school experience. The differences between the amount of time spent on these activities for the national sample and Montclair's students are telling. In general, MSU's freshmen are: spending less time preparing for class; somewhat more inclined to work 20 or more hours off-campus; spend more time caring for dependents; and tend to have less time for relaxing or socializing. Seniors have even more hectic lives: 64 percent are working 20 hours or more per week off campus; 30 percent spend 10 hours a week caring for dependents living with them; and 62 percent spend 10 or fewer hours relaxing. Fifty-five percent also report spending little time, 10 or fewer hours per week, preparing for classes.

Table 5
% Reporting They Spent This Amount of Time in Various Activities

Freshmen Percents				Senior Percents		
Nat'al	NJ	MSU		MSU	NJ	Nat'al
34.4	49.2	46.8	Spent 10 or Fewer Hrs Per Wk Preparing for Class	54.7	46.7	36.1
13.9	28.6	23.3	Worked Off Campus More Than 20 Hrs Per Wk	64.3	52.6	31.2
9.3	14.4	18.6	Spent 10 Hrs or More Per Wk Caring for Dependents Living w/ Them	30.1	34.5	21.8
39.1	29.6	31.1	Spent 6 or More Hrs Per Wk in Co-curricular Activities	17.6	21.5	35.8
31.0	38.2	41.7	Spent 10 or Fewer Hrs Per Wk Relaxing and Socializing	61.9	56.6	50.2

Of some relation to the time students spend on a task is the question of what students are being assigned to do in their courses. Table 6 summarizes the questions students were asked about how much reading and writing they did during the school year. While MSU freshmen are spending less time on their studies they are accomplishing comparable amounts of reading; 46.7 percent of MSU freshmen and 51.2 percent at the national level report reading 11 or more assigned texts. On the other hand, 29.9 percent of MSU seniors and 43.9 percent of the national sample report reading 11 or more assigned texts.

Freshmen in general report they are not required to write 20 page papers or reports; 80 percent for MSU and 83 percent for the national sample. As students enter the senior year their writing assignments increase, with most seniors, 43.5 percent for MSU and 42.6 percent at the national level, reporting they are required to write five or fewer long papers. Freshmen are more likely to be assigned papers or reports that are fewer than 20 pages in length. MSU freshmen, 42 percent, are writing between 5 and 10 shorter papers and this drops off to 39.7 percent for more than 11 short papers. At the national level, 30 percent report writing between 5 and 10 shorter papers and 54.7 percent write more than 11 of these shorter reports per school year. In general, writing shorter papers declines in the senior year but it especially does so for MSU seniors; 27.8 percent report writing 11 or more shorter papers and at the national level it is 44.4 percent.

Table 6
% Reporting This Coursework Activity Was Accomplished During the School Year

Freshmen Percents				Senior Percents		
Nat'al	NJ	MSU		MSU	NJ	Nat'al
51.2	44.6	46.7	Read More Than 10 Assigned Texts, Books, Book-length Packets of Course Readings	29.9	38.4	43.9
19.8	17.5	17.6	Read 5 or More Books on Your Own (Unassigned)	25.6	24.5	27.1
83.0	83.2	79.5	Wrote No 20 or More Page Papers/Reports	47.3	42.5	47.3
47.2	47.2	39.7	Wrote 11 or More Papers of Fewer Than 20 Pages	27.8	34.8	44.4

Students were asked to what extent they felt their college education had contributed to their knowledge, skills and personal growth in a number of areas. Table 7 summarizes the percent of students reporting their education contributed “very much” or “quite a bit” to their personal or educational growth. MSU freshmen and senior growth mirrors many of the national trends. Some of note are: our freshmen are reporting a higher level of growth in understanding people of other racial and ethnic backgrounds; both freshmen and seniors at the national level report more personal growth in thinking critically and analytically as well as analyzing quantitative problems. MSU seniors report that their college education contributed somewhat less to: their growth in using computing and information technology; in their being honest and truthful; and in their contributions to the welfare of their communities than at the national level.

Table 7
% Reporting a Good Deal of Personal & Educational Growth Contributed by Their College Education

Freshmen Percents			Areas of Growth:	Senior Percents		
Nat'al	NJ	MSU		MSU	NJ	Nat'al
78.5	75.5	76.2	Acquiring a broad general education	85.6	85.4	85.8
46.2	42.5	46.8	Acquiring job or work-related knowledge and skills	65.4	68.8	69.8
67.6	69.6	69.2	Writing clearly and effectively	74.0	75.5	76.4
53.1	59.4	57.7	Speaking clearly and effectively	71.8	71.6	71.3
75.6	74.3	69.8	Thinking critically and analytically	78.2	84.8	86.0
53.9	53.4	47.4	Analyzing quantitative problems	58.0	66.9	66.4
58.8	51.3	56.2	Using computing and information technology	59.0	66.1	68.5
63.7	63.8	64.9	Working effectively with others	70.7	69.9	75.7
16.2	15.3	16.0	Voting in elections	18.6	18.6	18.3
70.0	67.8	68.8	Learning effectively on your own	72.9	75.1	77.6
65.6	65.0	59.2	Understanding yourself	68.6	69.2	71.5
51.1	57.9	61.8	Understanding people of other racial and ethnic bkgds	58.8	59.4	54.7
61.3	61.8	63.7	Being honest and truthful	53.4	60.0	61.3
35.6	31.4	28.2	Contributing to the welfare of your community	30.5	39.7	44.0

The last Table, 8, shows the responses to the questions asked of students about the quality of certain campus relationships, about the emphasis put on certain activities on campus, and then for an overall evaluation of their experiences at their colleges and universities. The percents reported for the quality questions are for those responding with a “6” or “7” on a 7 point scale (with “7” being the highest) and for those responding “very much” or “quite a bit” for the emphasis questions.

Montclair State is as successful as the national sample in getting the message out to students that studying and academic work is important. Approximately three-quarters of freshmen and seniors IN each group reported their colleges and universities emphasized studying and academic work very much or quite a bit.

In addition two-thirds of MSU freshmen, 67 percent, reported the University was quite supportive in the academic help it provides; this is a bit less than the national sample (6 percent difference). Half of MSU seniors compared to almost two-thirds for the national group report the University emphasized providing the support needed for them to succeed academically.

Table 8
% Reporting These Opinions About Their School

Freshmen Percents				Senior Percents		
Nat'al	NJ	MSU		MSU	NJ	Nat'al
Quality of:						
			Relationship w/ other students (7=Friendly, Supportive, Sense of Belonging)	43.1	50.8	57.6
60.1	53.0	49.1				
			Relationships w/ faculty members (7=Available, Helpful, Sympathetic)	45.7	42.9	55.1
47.9	41.0	43.3				
			Relationships w/administrative personnel and offices (7=Helpful, considerate, flexible)	19.1	22.4	27.6
30.5	22.6	21.3				
College Emphasized:						
			Providing the support you need to help you succeed academically (Very Much & Quite A Bit)	49.7	65.2	64.7
72.7	73.1	66.9				
			Helping you cope with your non-academic responsibilities (work, family, etc.) (Very Much & Quite A Bit)	16.6	21.9	22.3
30.1	31.8	32.7				
			Providing the support you need to thrive socially (Very Much & Quite A Bit)	25.8	27.1	32.0
43.4	42.8	42.6				
			Studying and academic work (Very Much & Quite A Bit)	77.5	77.1	78.7
79.7	74.9	76.2				
Overall Evaluation:						
			Overall Evaluation of Educational Experience is Good or Excellent	86.1	87.0	86.6
86.2	83.6	85.3				
			Probably or Definitely Would Go To Same College Again	77.7	78.8	79.8
82.8	80.4	82.9				

Some of the demographic characteristics of MSU students are likely to contribute to the quality of relationships here on campus. Students are predominantly commuters and they, especially seniors, work off campus for many hours. A larger percent of our students reports spending time caring for dependents. These factors make it harder, but not impossible, to have satisfying relationships and to build a sense of community for the University. Slightly less than half, 49 percent, of MSU freshmen and 43 percent of seniors report very satisfying (“6” and “7” on a scale of 1 to 7) relationships with fellow *students*. The percents reporting a very satisfying relationship with *faculty* are 43 percent for MSU freshmen (nationally it is 48 percent) and for MSU seniors the percent is 46 (nationally it is 55 percent). A small percent of students, and MSU students in particular, find their relationships with *administrative personnel and offices* at the high end of the scale, helpful, considerate and flexible. For freshmen the percents are, MSU 21 percent and nationally 31 percent and for seniors 19 percent for MSU and 28 percent nationally.

Finally, while our benchmark scores point to several areas we need to discuss and improve upon and some of the individual question frequencies highlight areas that make our students unhappy, a large majority, 85 percent, report they have had a good or excellent educational experience at Montclair. As

well, 83 percent of the freshmen and 78 percent of the seniors say they probably, or definitely, would attend MSU if they were to do it over again. These percents mirror the national percents.

Summary and Some Suggestions for Beginning the MSU Conversation

The NSSE project recognizes the diversity of American higher education and indeed the final report reminds colleges and universities to place the findings in the context of their school missions. They also acknowledge the role of changing student characteristics, including academic preparation and economic and social backgrounds. As well, they remind us that while each benchmark is discussed as a separate point, all the benchmarks are part of an enriching educational experience.

To return to the beginning, NSSE's purpose is to begin and redirect the conversation about what makes for effective educational practices. The local MSU conversation can begin by reviewing some of the findings from the NSSE study and seeing if, and how, they reflect Montclair's mission and vision of its self. These conversations should include as many University constituencies as possible and students when ever possible.

1 Academic Challenge

NSSE Conclusions:

An important part of academic challenge is what a university expects from its students. NSSE's final report points out the level of academic challenge for students has a wide range across institutions and concludes that this speaks to very different "cultures of expectation" on campuses across the country.

Equally as important is the effort expended by students. NSSE researchers point to the long-standing convention, "that students should spend at least two hours studying outside of class for every hour in class. On average, for a full-time student, that would mean 30 hours per week preparing for class. However, less than 15% of both full-time first year and seniors come close, spending 26 hours or more. Almost half, 47%, spend only between 6 and 15 hours per week, which is one hour or less for every class hour."

While students perceive the institutional expectation of studying and academic excellence, relatively few of them are expending the necessary effort studying, at least by the traditional standard cited. NSSE concludes, "this points to a mismatch between what many colleges and universities say they want from their students and the level of performance for which they actually hold students accountable."

Relevant survey statistics:

- national institutional scores for freshmen for the Academic Challenge benchmark ranged from 45.2 to 77.4 and for seniors, 40.5 to 73.0. At the master's level the institutional scores are: freshmen 46.9 to 75.9, and seniors 42.3 to 73.0 (Graph 1).
- MSU's score for this benchmark placed the University in the 50th percentile for freshmen and in the 10th percentile for seniors at master's level institutions (Charts 1 and 3).
- The frequencies, or percents, for the survey questions that were used in defining this benchmark show that:
 - MSU mirrored the national sample, 51 percent of MSU freshmen and 60 percent of MSU seniors worked harder than they thought they could to meet an instructor's standards (Table 2)
 - Less than 2 percent of freshmen and 5 percent of seniors reported they frequently came to class unprepared (Table 2)

- MSU freshmen were more likely to report using higher order thinking skills than the national sample but MSU seniors were somewhat below the national percents reporting their coursework frequently required them to use these skills (Table 3)
- Two thirds of MSU freshmen reported that MSU provided quite a bit of academic support for them to succeed and half of the seniors report this. At the national level, 65 percent of seniors reported this (Table 8)
- Mirroring the national percentages, three quarters of MSU freshmen and seniors said the University environment definitely emphasized studying and academic work (Table 8)
- MSU freshmen were reading about the same amount of books and texts as the national sample but they were required to write somewhat fewer short papers. MSU seniors had fewer assigned readings and wrote fewer 20 page papers than reported at the national level (Table 6)
- Significantly more MSU freshmen, 13 percent, and seniors, 22 percent, report they spent 10 or fewer hours per week preparing for classes (Table 5)
- An MSU student, “ *I believe that schools need to redesign their curriculums to best prepare students for their careers and lives. There should be a balance between fact consumption/comprehension and critical thinking techniques. (What good are facts if one cannot properly apply/utilize them?)* (Quoted from the additional student comments section of NSSE)

Talking Point(s):

What is Montclair State University’s “culture of expectation”, especially for seniors?

How are academic expectations communicated to faculty, students, the external community? Do students think it is important to set high levels of expectation? What does coming to class “prepared” mean to faculty and to students?

Which university services support academic success and why do seniors feel they are not benefiting from them?

2 Active and Collaborative Learning

NSSE Conclusions

In response to the numerous calls for faculty members to use engaging pedagogy, certain forms of active and collaborative learning—such as collaboration on projects during class—are becoming the norm on college campuses. Students at master’s colleges work with other students on projects during classes more often compared with other types of institutions. However, these other institutions tend to have more project interaction outside of the class, which is understandable given the residential nature of many of these institutions that permits students to live and work in close proximity.

Relevant survey statistics:

- national institutional scores for freshmen for the active and collaborative learning benchmark is 27.2 to 52.0 and for seniors it is 38.2 to 63.0. The comparable scores for master’s institutions are: freshmen 30.4 to 51.6; and seniors, 39.7 to 59.1.
- MSU’s score for this benchmark placed the University in the 20th percentile for freshmen and in the 10th for seniors at master’s level institutions (Charts 1 and 3).

- The frequencies, or percents, for the survey questions that were used in defining this benchmark show that:
 - MSU freshmen and seniors mirrored the national sample in the percents they reported for asking questions in class or contributing to class discussions; slightly over half of the freshmen and two-thirds of the seniors say they do this quite a bit (Table 2)
 - Somewhat over half, 56 percent, of freshmen, both at the national level and at MSU, discussed ideas from their readings or classes with others outside of the classroom. MSU seniors were somewhat less likely to do this than at the national level, 55 and 65 percents, respectively (Table 2).
 - MSU freshmen, 48 percent, reported frequently working with other students on projects during class (slightly more than at the national level) and 45 percent for both groups reported participating in this often (Table 2).
 - Our freshmen and seniors reflect the national figures for making class presentations. A quarter of the freshmen and slightly over half of the seniors report doing this quite a bit (Table 2).
 - Most of our students are commuters, especially seniors. Yet, 47 percent report working with classmates outside of class to prepare class assignments. Only a quarter of the freshmen report participating in this kind of activity. The freshman figure at the national level is 41 percent (Table 2).
 - Both nationally and at MSU, tutoring other students and participating in a community-based project as part of a regular course were activities that freshmen and seniors participated in infrequently.

Talking Point(s):

At what level should MSU be performing in this area, given our university mission and our students' characteristics?

A good educational practice is something that any campus can engage in. What are some of the educational practices that are already working here at MSU?

3 Student Interaction with Faculty Members

NSSE Conclusions:

Many studies show the importance of substantive interactions between students and faculty for a host of desired college outcomes. Yet, such interaction does not occur as often as it should. Indeed, this benchmark score is the one nearly all respondent-universities struggled with; it is the lowest of the five. "It remains to be seen if the amount of student-faculty interaction changes with increased use of electronic communication and virtual delivery systems. In spring 2000, the level (of student-faculty interaction) was low enough to be worrisome. If student-faculty interaction is as important to student learning and personal development as many research studies and faculty members say it is, then we should redouble efforts to encourage such contacts."

Relevant survey statistics:

- Institutional scores for all NSSE 2000 institutions for this benchmark range from 21.4 to 45.1 for freshmen and 23.1 to 59.4 for seniors. For master's level colleges and universities, freshman scores range from 21.4 to 42.6 and senior scores from 23.1 to 49.3.

- MSU’s score for this benchmark placed the University in the 40th percentile for freshmen and just about in the 30th percentile for seniors at master’s level institutions (Charts 1 and 3).
- The frequencies, or percents, for the survey questions that were used in defining this benchmark show that:
 - Forty-four percent of MSU freshmen and 46 percent of seniors reported they often discussed grades or assignments with their instructors. MSU seniors were slightly, 5 percent, below the national percent (Table 2).
 - Forty-eight percent of both the MSU and the national sample of freshmen often received prompt feedback from faculty on academic performance. The comparable figures for seniors are 52 percent for MSU seniors and 61 percent at the national level (Table 2).
 - Freshmen and seniors at MSU and nationally reported they did not often work with faculty on activities other than course work or on research projects (Table 2).
 - A quarter of freshmen talked with faculty or advisors about career plans. The percentage increased to 36 for seniors.
- A MSU student, *“The English professors are amazing people (especially Dr. Sharon Lewis, Dr. Bob Whitney and Prof. Eliot Graff). When they teach, they open students’ minds to new ideas and ways of thinking. Additionally, they are always available to help students in personal crisis. Dr. Robert Gilbert (in Physical Education) is an inspiring professor. He has an amazing following due, in part, to the fact that he empowers his students, teaching us that we can do anything we set our minds to. What a wonderful lesson to learn. I cannot tell you how much my experience at Montclair University has changed my life ... for the better. I highly recommend this university to anyone looking for a top rate education with support, guidance and critical thinkers to lead the pack.”* (From the additional student comments section of the NSSE report)
- About a third of MSU freshmen and over half of the national sample reported they often used e-mail to communicate with instructors or other students. The comparable figures for seniors are 40 percent for MSU and 60 percent at the national level.

Talking Point(s):

How can instruction and research be meshed in the classroom?

4 Enriching Educational Experiences

NSSE Conclusions:

Across all schools, almost three quarters of seniors report having an internship, practicum, or field placement. Internships are particularly popular, reflecting the value both students and employers place on obtaining practical and relevant experiences to the major or career while still in college. More than half of all seniors had a culminating experience of some sort, indicating that colleges and universities are recognizing the importance of some form of capstone or synthesizing activity. More students at liberal art colleges take foreign languages and about twice as many seniors study abroad. This is understandable given the educational mission of such colleges and the academic interests of students who choose these colleges. Certain campuses appear to be “civic-oriented” in that their students are more likely to perform community or volunteer service or have classes where service is an expected component of the course.

Relevant survey statistics:

- National institutional scores for the enriching educational experiences benchmark range from 31.8 to 74.4 for freshmen and from 28.8 to 67.4 for seniors. Master’s freshmen scores range from 31.4 to 64.6 and seniors scores from 32.8 to 53.7.

- MSU’s score for this benchmark placed the University in the 50th percentile for freshmen and in the 40th percentile for seniors at master’s level institutions (Charts 1 and 3).
- The frequencies, or percents, for the survey questions that were used in defining this benchmark show that:
 - Twenty-six percent of MSU freshmen and 28 percent of seniors reported they often used an electronic medium to complete assignments. The national figures are 34 and 35 percents respectively (Table 2).
 - Many, 70 percent, of MSU freshmen have or plan to participate in an internship and 68 percent of seniors also report they have or will do so before they graduate. The percentages at the national level were a bit higher, 79 and 74 percent, respectively (Table 3).
 - Nearly half, 49 percent, of our freshmen intend to participate in community service or volunteer work and 46 percent of seniors do. The national figures are 68 and 63 percents respectively.
 - Of note, foreign language study at MSU for freshmen is above the national figure. Over half of MSU freshmen are or plan to take foreign language coursework while only 44 expect to do this at the national level. For seniors the figures are 40 and 43 percents respectively.
 - Studying abroad is not quite as popular with MSU freshmen and seniors. However, many of our students go back to their home countries and in a way are studying abroad.
 - Culminating senior experiences were more of an expectation at the national level than for MSU freshmen and seniors. Twenty-seven percent of our seniors expected to participate in this type of experience while 40 percent did at the national level. The comparable senior percents are 34 for MSU and 55 nationally.
- A MSU student, “. . . I also feel students need to be better informed on the range of career possibilities each major has to offer. Maybe there should be a course designed to assist students on choosing potential career routes that would require students to visit work environments (off campus) of their interest. (It seems too many students are uncertain on what to do with their lives once they have obtained their degree!) (From the additional student comments section of the NSSE report)

Talking Point(s):

What benefits do students derive from these types of educational experiences?
 See how enriching experiences play a role in the MSU educational experience by attending the 2002 Engaged Campus Conference here at MSU, sponsored by The Center for Community Based Learning
 What happens in a capstone course that seems to make this kind of experience beneficial?

5 Supportive Campus Environment

NSSE Conclusions:

Most students viewed their campus environments as supportive and responsive, perhaps a sign that colleges and universities are succeeding in efforts to create welcoming and affirming environments.

Relevant survey statistics:

- The range of institutional scores at the national level for freshmen for the supportive campus environment benchmark is 45.2 to 77.4 and for seniors it is 40.5 to 73.0. At the master's level the range of scores are: freshmen 46.9 to 75.9; and seniors 42.3 to 73.0.
- MSU's score for this benchmark placed the University in nearly the 50th percentile for freshmen and slightly higher than the 10th percentile for seniors at master's level institutions (Charts 1 and 3).
- The frequencies, or percents, for the survey questions that were used in defining this benchmark show that:
 - Sixty seven percent of MSU freshmen report they feel MSU provided quite a bit of the support they needed to help them success academically and 73 percent report this at the national level. For seniors the respective percents are 50 for MSU and 65 at the national level.
 - A third of MSU freshmen report they feel MSU provided quite a bit of the help they needed to cope with their non-academic responsibilities such as work and family and 30 percent report this at the national level. For seniors the respective percents are 17 for MSU and 22 at the national level.
 - Both at MSU and nationally 43 percent of freshmen feel that their campuses emphasized providing them with the support they needed to thrive socially quite a bit. For MSU seniors the percent was 26 and nationally it was 32.

Talking Point(s):

Finally while not a benchmark, an important set of questions--the extent to which students perceive they have acquired certain skills--also needs to be part of the discussion.

NSSE 2000 Overview

Introduction

This paper summarizes important information about the spring 2000 administration of the National Survey of Student Engagement (NSSE). The NSSE project annually surveys undergraduates at four-year colleges and universities to assess the extent to which they engage in a variety of good educational practices. It is cosponsored by The Carnegie Foundation for the Advancement of Teaching and The Pew Forum for Undergraduate Learning and is supported by a grant from The Pew Charitable Trusts.

The groundwork for the NSSE project was laid about two years ago, though some educational leaders and scholars have championed its conceptual underpinnings for decades (see Appendix A). National assessment experts designed the NSSE instrument, *The College Student Report*. Most of its items represent student behaviors that are highly correlated with many important learning and personal development outcomes of college.

In October 2000, national benchmarks of good educational practice will be released based on aggregated results from NSSE 2000. They are intended to help steer the national conversation about collegiate quality away from resources and reputational rankings toward what matters more to student learning -- good educational practice. You'll be able to use your school's NSSE 2000 data in combination with the national benchmarks to better understand the student experience and to guide institutional improvement efforts. Additionally, some accreditors, state education systems, and institutional consortia have expressed interest in using the NSSE benchmarks for accountability purposes.

This "Overview" is divided into three sections. First, we compare the characteristics of participating institutions and students with institutional and national profiles and provide some information about overall response rates. We then present selected findings including descriptive information about the students who completed the survey and some preliminary analyses of the patterns of engagement of various groups of students. Finally, we offer some guidelines for interpreting and using NSSE 2000 data that we urge you to review before distributing the results or doing additional analyses of the data.

NSSE 2000 Institutions and Respondents

The NSSE 2000 sample was comprised of 151,910 first-year and senior students who were randomly selected from electronic data files provided by the 276 participating four-year colleges and universities listed in Appendix A.¹ The NSSE sampling procedures call for an equal number of first-year and senior students to be sent the survey with the standard sample size determined by the number of undergraduate students enrolled at the institution. Students at the majority of colleges and universities (n=223) had the option of responding either via a traditional paper questionnaire or via the World Wide Web. Fifty-three (53) schools opted to be Web-only institutions where all contacts with students were electronic and students completed *The College Student Report* on the Web.

Tables 1 and 2 indicate the degree to which NSSE 2000 participating institutions and respondents approximate the characteristics of students enrolled at the participating schools as well as the national profile of all four-year colleges and universities. The source of the comparative data is the 1997 IPEDS database, the most recent complete data file available. Because the IPEDS data are now about three years old, the comparisons may not accurately reflect some institutional and student characteristics for the 1999-2000 academic year. For example, the proportion of women participating in higher education continues to grow annually so that the actual difference between NSSE 2000 respondents and undergraduates at NSSE 2000 schools may not be quite as large as the 8% shown in Table 2.

Profile of NSSE 2000 Institutions

Table 1 shows that NSSE 2000 schools mirror the national profile of four-year colleges and universities in terms of region of the country and location. However, NSSE 2000 institutions included more Research and Doctoral Universities, Master's Colleges and Universities, and Baccalaureate I Colleges as defined by the 1994 Carnegie Classification of Institutions of Higher Education. Research and Doctoral Universities and Master's Colleges and Universities enroll more than three-quarters of all undergraduates. At the same time, ample numbers of smaller, independent colleges also took part in NSSE 2000, insuring that the results would reflect the experiences of a broad cross-section of students attending four-year colleges and universities from all regions of the country.

Table 1 Comparison of NSSE 2000 Institutions And All Four-Year Colleges and Universities		
	<u>NSSE 2000</u>	<u>National</u>
<u>Carnegie Classification</u>		
Research Universities I & II	14.8%	5.2%
Doctoral Universities I & II	9.4%	5.3%
Master's Colleges & Universities I & II	39.5%	26.7%
Baccalaureate Colleges I	15.6%	7.8%
Baccalaureate Colleges II	17.8%	25.2%
All Others	3.2%	29.9%
<u>Sector</u>		
Public 4-year	46.0%	30.5%
Private 4-year	54.0%	69.5%
<u>Region</u>		
US Service Schools	N/A	0.3%
New England	6.5%	9.3%
Mid East	25.0%	18.8%
Great Lakes	19.9%	15.4%
Plains	10.5%	11.1%
Southeast	20.7%	22.9%
Southwest	6.9%	7.2%
Rocky Mountains	4.0%	2.3%
Far West	6.5%	9.8%
Outlying Areas	N/A	2.8%
<u>Location</u>		
Large city (>250,000)	22.1%	21.8%
Mid-size city (<250,000)	30.8%	27.0%
Urban fringe large city	16.7%	17.0%
Urban fringe small city	5.8%	7.5%
Large town (>25,000)	4.3%	3.4%
Small town (2,500 – 25,000)	15.6%	14.9%
Rural	4.7%	5.5%

Source: 1997 IPEDS Enrollment Data File

Profile of NSSE 2000 Respondents

In Table 2, the first column represents NSSE 2000 respondents, the second column shows the characteristics of students at the four-year schools that participated in NSSE 2000 as reflected by 1997 IPEDS data, and the third column represents the national profile of students at four-year colleges and universities from the 1997 IPEDS file.

Class: Of the 63,383 respondents, 30,890 (49%) were students in their first-year of college and 32,493 (51%) were seniors.

Gender: Women made up two-thirds (67%) of the respondents compared with 59% of the students enrolled at NSSE 2000 schools and 57% nationally (Table 2). The larger proportion of women respondents is consistent with the widely reported survey research phenomenon that women are more likely than men to return questionnaires. However, the percentages of men and women responding via the Web (59% women, 41% men) more closely matched the national profile.

Age: Students 19 years of age or younger made up the largest proportion (42%) of respondents, reflecting the fact that half the students selected to receive the survey were in their first year of college. Thirty-seven percent were 20-23, 10% 24-29, and 11% 30 years of age or older.

Race and ethnicity: White students and African American students were somewhat under-represented (Table 2).

Enrollment status: About 86% of all students were enrolled full-time (Table 2). More than a third (36%) of all students had attended one or more other institutions in addition to the one at which they were currently enrolled. Of this group of multiple-institution attenders, 53% had gone to a community college, 42% to another four-year college, 12% to a vocational-technical school, and 12% to some other form of postsecondary education.

Table 2
Characteristics of NSSE 2000 Respondents, Students At NSSE 2000 Institutions, and Students at All Four-Year Institutions

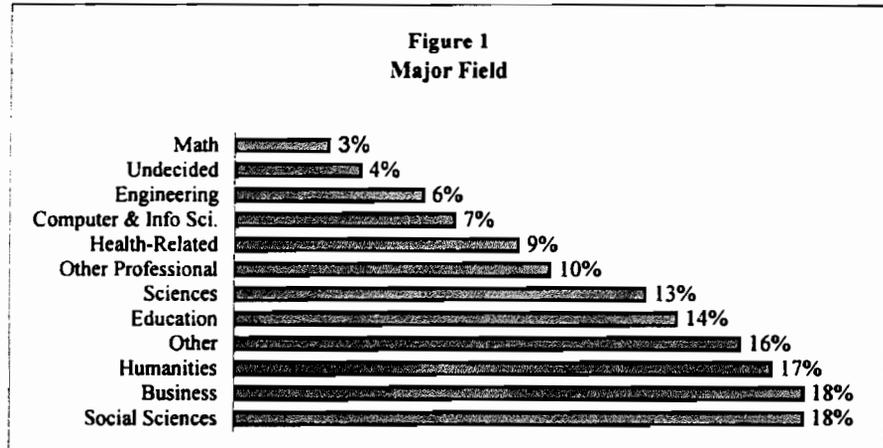
	<u>NSSE Respondents</u>	<u>All NSSE 2000 Schools</u>	<u>National</u>
<u>Gender</u>			
Men	33.4%	41.3%	43.3%
Women	66.6%	58.7%	56.7%
<u>Race/Ethnicity*</u>			
African American/Black	6.8%	8.4%	10.5%
Amer. Indian/Alaska Native	1.5%	N/A	N/A
Asian/Pacific Islander	5.6%	3.7%	3.6%
Caucasian/White	77.5%	82.3%	79.7%
Hispanic	7.2%	5.6%	6.3%
Other	4.9%	N/A	N/A
Multiple	3.8%	N/A	N/A
<u>Enrollment Status</u>			
Full-time	85.9%	80.3%	77.7%
Part-time	14.1%	19.7%	22.3%

* Note: Students could check more than one racial or ethnic group so the percentages exceed 100%.

Source for All NSSE 2000 Schools and National: 1997 IPEDS Enrollment Data File

Living arrangements: Forty-four percent (44%) of all students lived in campus housing (69% first-year students, 20% seniors). The remainder lived within driving distance (41%), within walking distance (13%), or in a fraternity or sorority house (2%).

Major field: Figure 1 shows the percentages of students majoring in different fields. The total exceeds 100% as students could indicate more than one major, if applicable. In fact, about 27% of students reported that they had two or more majors. Women were over-represented in health-related fields, social sciences, and education and under-represented in computer and information sciences, engineering, mathematics, and business.



Response Rates

The overall adjusted response rate for NSSE 2000 was 42%.² About 36% of all respondents completed *The College Student Report* using the Web and 64% completed the paper version. Overall institutional response rates where students had the option of completing either the paper or the Web version of *The Report* ranged from 20% to 71%. At these Web-option schools the paper mode accounted for 39% to 97% of an institution's respondents and the Web mode accounted for 3% to 61% of an institution's respondents. The overall response rate for Web-only institutions was 39%. Additional information about response rates including the response rate for your institution is in Table 5 at the end of the "Overview."

Selected Results

This section is divided into two parts. The first part presents a birds-eye view of the nature and frequency of undergraduate student engagement in good educational practices. The second part briefly summarizes the results from a series of regression analyses examining the levels of engagement of different groups of students, controlling for various student characteristics and such institutional factors as selectivity, sector, and size.

Descriptive Highlights

One way to estimate collegiate quality is to look at the frequency with which students engage in good educational practice.

College Activities: For these questions, on page 1 of *The Report*, we defined "a substantial amount" of engagement to be at least 50% of all students reporting "often" or "very often" (Table 3).

Table 3 Most Frequently Reported Activities	
<u>Activity</u>	<u>All Students Responding Very Often or Often</u>
Asking questions in class or contributed to class discussion	62%
Discussing ideas from readings or classes with other students or family members	62%
Using e-mail to communicate with instructors or other students	58%
Receiving prompt feedback from faculty on academic performance	55%
Working harder than you thought you could to meet an instructor's standards	54%

The least frequent activities were also determined by combining the “often” or “very often” responses and using a cut-off point of less than 20%, meaning that fewer than one-fifth of the students did these things frequently (Table 4).

Table 4 Least Frequently Reported Activities	
<u>Activity</u>	<u>All Students Responding Very Often or Often</u>
Working with a faculty member on a research project	10%
Participating in a community-based project	10%
Working with a faculty member on other activities	12%
Tutoring or teaching other students	16%
Discussing ideas from readings or classes with a faculty member outside of class	17%

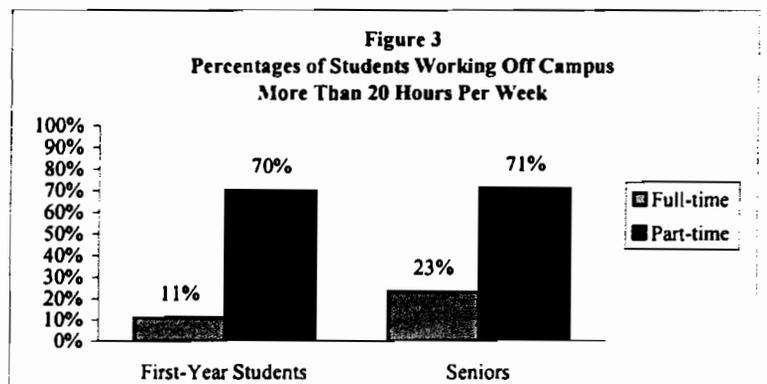
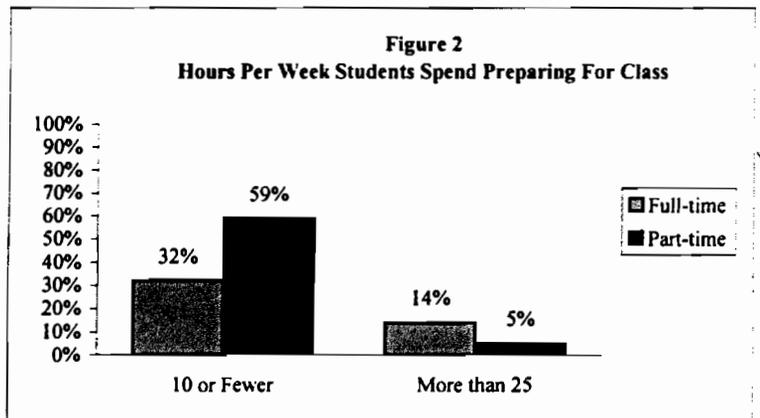
Course Emphasis and Educational Programs: Another way to gain insight into the student experience is to look at the kinds of intellectual and mental activities that institutions emphasize and the types of educational programs in which students take part that complement and enrich their collegiate experience.

- About three quarters (78%) of seniors said their classes emphasized analyzing ideas or situations to a substantial degree (combination of “quite a bit” and “very much” responses).
- About 71% of seniors said their classes emphasized applying concepts or theories to new situations.
- Almost two-thirds (64%) of first-year students and over half (51%) of seniors said their classes emphasized memorization to a substantial degree.

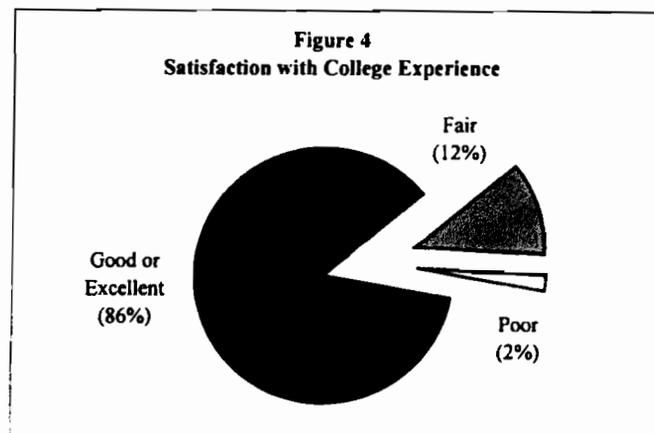
- Almost three quarters (74%) of seniors did or planned to do an internship or co-op experience.
- Almost two thirds of seniors (63%) did or planned to do community service or volunteer work.
- More than half (55%) of all seniors did or planned to do a culminating senior experience such as a capstone course or senior thesis.

Time On Task: How students spend their time in college is a key indicator of what they put into their education and also predicts what they get out of it. Of the six time usage items, three are positively correlated with other engagement items and self-reported educational and personal growth. They are time devoted to preparing for class, extracurricular activities, and on-campus work. Of the remaining three items, two are either uncorrelated or negatively associated with engagement in good educational practices, though the amount of time devoted to two of these, working off campus and caring for dependents, may not be fully under the control of the student.

- Only about 14% of full-time students spent more than 25 hours a week preparing for class; about a third (32%) spent 10 or fewer hours a week (Figure 2).
- One fifth (20%) of all students were involved in co-curricular activities more than 10 hours a week.
- About 23% of all students worked off campus more than 20 hours per week, but about 70% of both first-year and senior students who are enrolled part-time work more than 20 hours per week (Figure 3).
- A non-trivial fraction of seniors (about 22%) spent 11 or more hours per week caring for dependents living with them.
- About two-thirds (67%) of all students spent 15 or fewer hours a week relaxing and socializing; however, one-tenth (10%) spent more than 25 hours a week relaxing or socializing.



Opinions About Your School: Most students were generally satisfied with their college experience. Eighty-six percent (86%) of all students rated their college experience “good” or “excellent” (Figure 4). Only 2% said their experience was “poor.” About four-fifths (83%) of first-year students and seniors (80%) would “probably” or “definitely” attend the same school if they were starting college again. First-year students generally were more positive about the campus environment than seniors, which is corroborated by the regression analyses discussed next.



Patterns of Student Engagement

We conducted a series of multivariate regression analyses examining the levels of engagement of different groups of students using seven clusters of items from *The College Student Report* as dependent variables.³ These item clusters are: (a) College Activities (the 20 items on p. 1); (b) Reading, Writing and Nature of Exams (top of p. 2); (c) Course Emphasis (5 items on p. 2); (d) Time-usage (3 items from p. 2 that are positively correlated with engagement mentioned earlier); (e) Educational Programs (bottom of p. 2); (f) Educational and Personal Growth (top of p. 3); and (g) Opinions About Your School including the two satisfaction questions (bottom of p. 3). The findings that follow are tentative as additional analyses are planned to examine these relationships further.

Class: Overall, seniors were more engaged in good educational practices than first-year students, net of other student and institutional characteristics, even though they worked more and spent more time helping dependents. First-year students scored higher in one area, Opinions About Your School. As expected, seniors reported greater gains compared with first-year students on all Educational and Personal Growth items except for being honest and truthful where the two groups were similar.

Gender: Women engaged more frequently in good educational practices than men. However, women and men were comparable in two areas: time usage and the degree to which their classes emphasized higher order mental activities such as analysis and application.

Race and Ethnicity: The relationships between race, ethnicity, and engagement are somewhat mixed. In some areas Blacks and Hispanics outperformed Whites. For example, Blacks and Hispanics were more engaged overall in College Activities and more frequently took advantage of available educational programs such as internships and community service. They also reported benefiting more in terms of educational and personal growth. White students reported doing more reading and writing. Compared with other groups, Hispanic students and White students viewed the campus climate and the quality of relations among people on campus more favorably. The positive perceptions of Hispanic students become

significant after sector is controlled because Hispanic students are over-represented in public institutions where students' overall impressions of the campus climate are somewhat less favorable compared with students attending private colleges.

Age: As with race and ethnicity, the relationships between age and engagement in good educational practices are also somewhat mixed. Younger, traditional-age students (18-24 years of age) had higher College Activities scores and were more likely to be involved in internships, community service, and study abroad. However, older students reported more educational and personal growth. Older students also perceived the campus climate to be more supportive and encouraging compared with their younger, traditional-age counterparts, a finding that emerges only after enrollment status (full-time, part-time) is taken into account. This is because part-time students generally report less positive views of the institutional environment.

Fraternity and Sorority Membership: In all areas of good educational practice save one (reading and writing), members of Greek-letter social organizations were more engaged and reported benefiting more than other students, after taking into account all other student and institutional characteristics.

Some Guidelines For Using NSSE 2000 Results

This section contains information that will be helpful for interpreting and disseminating NSSE 2000 results to interested parties inside and outside the institution.

Check The Representativeness of Your Respondents

Before examining the Means Summary Report we recommend comparing the summary demographic characteristics of your student respondents reported in the Frequency Distribution section of Appendix B with your institutional data files for first-year and senior students. As mentioned earlier, women and some minority groups are somewhat over-represented in NSSE 2000. In order to interpret your results accurately, you should check to see if this is true of your respondents and whether they differ in any other ways from the profiles of first-year and senior students at your school. Also, the designation of student year in school ("first-year" or "senior") was determined using the information from the electronic file provided by your institution. The Frequency Distribution (Appendix B) contains students' responses to this question on *The Report*, which in a few cases may differ from the institution's classification.

The Results Reported For Your School Do Not Include Oversampled Students

The results reported in the "Overview" and your institutional data in the Means Summary Report and Frequency Distribution are based on the number of respondents who were part of standard size NSSE samples. However, the total number of students actually sent *The College Student Report* as part of NSSE 2000 exceeded 197,000, about 45,000 more students than called for by using the standard sampling strategy. These additional students were added to NSSE

2000 as part of the oversampling component of the project. Oversampling was done in two ways: (1) all Web-only schools were oversampled using an algorithm based on undergraduate enrollment; and (2) some institutions requested oversampling for which they paid an additional fee. To reduce confusion and to assure that schools with oversamples would not skew the results, all schools are represented in their consortium or comparison group and national data at the standard NSSE sample size determined by undergraduate enrollment (e.g., less than 4,000 students = 450; 4,000 to 15,000 students = 700; greater than 15,000 students = 1,000). As a result, the responses of oversampled students are not reflected in the narrative or in your Means Summary Report. However, your institutional data file disk enclosed in the plastic sleeve in Appendix B **does** contain the data from all your students including -- if applicable -- those who were part of any oversampling.

The Results Reported For Your School Are Unweighted

The Means Summary Report comparisons between your institution, your comparison group or consortium, and all NSSE 2000 schools are based on unweighted data. However, appropriate weighting techniques will be used to prepare the national benchmarks that will be released in October 2000.

Look Carefully At Items With Big Effect Sizes

The Means Summary Report indicates with an asterisk those items on which your students differ statistically from students in the comparison group or at all NSSE 2000 institutions. Because of the large numbers of students in NSSE 2000, we set the level of statistical significance at a fairly high level ($p > .001$) to reduce the probability that differences would occur by chance. Even so, the actual magnitude of some item score differences may seem trivial (.2 or .3), even though they are highly reliable and statistically significant. For this reason we are also reporting the effect size associated with those item comparisons that are statistically significant. The effect size points to areas where real differences may exist between your students and their counterparts at other schools. That is, the magnitude of the discrepancy in the student or institutional behavior represented by the item is such that this may be an area where the quality of the student experience is appreciably different and, therefore, may be of practical as well as statistical significance. The general guidelines for determining the relative importance of an effect size is that anything below .50 is a small effect, between .50 and .80 is a medium effect, and above .80 is a large effect. Finding large effect sizes is not that common in most areas of non-experimental educational and social science research including the NSSE project. So, if your results include some medium or large effects, something out of the ordinary may be going on, especially if other empirical or anecdotal information corroborate the NSSE data.

Look For Patterns, Not Just Single-Item Differences

In addition to focusing on items with medium to large effect sizes, we recommend you look for patterns in your students' responses. For example, you might check to see if students at your school are consistently above or below the mean of your comparison group in certain areas of engagement that are consistent with your mission and the nature of the undergraduate program. Some key indicators may be student-faculty interaction, amount of reading and writing, and time usage as well as the perceptions of various groups of students as reflected by the Opinions About Your School items. Also, don't rely exclusively on statistical significance tests to identify areas that warrant attention. A consistent pattern of scoring above the mean, even though all the items may not reach statistical significance, may indicate the institution is doing the right things in terms of good educational practice. At the same time, some institutions have very high expectations for student engagement and may fall short of their own aspirations even though comparisons with other institutions are favorable.

A Possible Caution Related To Mode-of-Administration Effects

When comparing your institution's results with comparison group and national data, be aware that a mode-of-administration effect may slightly favor schools where a high percentage of students completed *The Report* via the Web. This phenomenon has also been noted by others using the Web for survey research and is discussed in more detail in the "NSSE Conceptual Framework and Overview of Psychometric Properties" paper (Appendix A). We are not yet able to determine if this pattern of responses is a function of the mode of administration itself (e.g., something about responding via the Web induces students to slightly inflate their responses), a function of certain institutional features (e.g., technology investment), or whether students who complete the survey via the Web are, indeed, different in some ways including engaging more frequently in good educational practices. Perhaps some combination of these factors is operating. We'll keep you informed as we continue to monitor and examine this phenomenon.

Consortium Questions May Require Additional Interpretation

If your school participated as part of a consortium that used additional questions, the responses to these additional questions are included in the Mean Summary Reports and Frequency Distributions sections. These data are also included on the institutional data file. However, because some consortia used questions with categorical response options, the Means Summary Report data for these items are uninterpretable. Therefore, the data from the Frequency Distributions in Appendix B should be used instead when presenting these results to colleagues.

Notes

¹The NSSE 2000 overall sample size and the institutional sample size reported in the "Overview" do not include the additional students who were oversampled. Oversampling was done at Web-only institutions and at schools that requested more of their students be surveyed than dictated by the

NSSE sampling strategy, which is a function of institutional size. Also, two Web-only institutions that originally were included were dropped from the NSSE 2000 program due to technical problems that inhibited their students from responding via the Web.

² The 42% overall response rate for NSSE 2000 is comparable to the 43% response rates realized in the 12-institution spring 1999 field test and the 56-institution fall 1999 pilot study. However, the NSSE 2000 response most likely underestimates the actual adjusted rate. Student postal service and e-mail addresses were based on fall, 1999 enrollment information provided by the institutions. An unknown number of students in the sample were no longer eligible to complete the survey because they had dropped out or transferred to another institution. Even though first-class postage was used to guarantee the return of survey packets that could not be delivered, experience suggests that packets were not returned for some students who were no longer in school or living at the fall, 1999 address. In addition, many students have multiple e-mail accounts (e.g., Yahoo, AOL, Hotmail) and do not routinely use their institution-assigned e-mail which is the electronic address where the invitation to participate in NSSE 2000 was sent to students attending Web-only schools. Therefore, the actual response rate for Web-only institutions, when corrected for the unknown number of students who were no longer in school or did not receive the invitation to participate, is probably several percentage points higher than 39%.

³ Additional analysis is needed before drawing conclusions from the regression analyses because two different levels of data were used, student and institutional characteristics. For example, the regression of each scale on a student characteristic is net of the following student-level controls: class, gender, race and ethnicity, age, sorority or fraternity membership, major, enrollment status, and transfer status. In addition, these models control for the following institution-level controls: Barron's 1999 institutional selectivity index, sector, total enrollment, location, region, and 1994 Carnegie Classification. As a result, these findings need to be confirmed by an analytical approach such as Hierarchical Linear Modeling that takes multiple levels of analysis into account.



Table 5
**NSSE Respondent Characteristics: Montclair State University,
 New Jersey, and All NSSE Institutions**

	Montclair State University	New Jersey	All NSSE Institutions
Overall Response Rate	50%	42%	42%
Mode of Administration^a			
Standard Version—Mail	87%	75%	65%
Standard Version—Web Option	13%	25%	18%
Web Only	N/A	10%	17%
Gender			
Female	67%	68%	67%
Male	33%	32%	33%
Race/Ethnicity^b			
White	69%	74%	79%
African American	9%	8%	7%
American Indian/Native American	0%	1%	2%
Hispanic	13%	12%	7%
Asian American	8%	5%	6%
Class Level			
First-year	46%	46%	49%
Senior	54%	54%	51%
Enrollment Status			
Full-time	72%	74%	86%
Part-time	28%	26%	14%
Place of Residence			
On-campus	21%	29%	44%
Off-campus	79%	71%	56%

Notes: ^aThe percentages reflect the students who responded using each of the three mode-of-administration options.

^bThe categories for race and ethnicity are those used in the 1997 IPEDS data file.

Interpreting the Means Summary Report

Mean

A mean is an arithmetic average of all responses on a particular item. Means are provided for your institution, your consortium or comparison group, and the national sample.

Mean Difference

The consortium or comparison group mean differences were calculated by subtracting the consortium mean from your institution's mean on each item. Likewise, national mean differences are the difference of your institution's mean minus the national mean. Mean differences do not appear on the report, but are used for calculating significance level and effect size.

Class

Responses to each item are reported for first-year students and seniors.

Variable Names

The name of each variable appears in the second column for easy reference to your data file and the summary statistics at the end of this section.

Variables

The items from *The College Student Report* appear in the left column in the same order they appear on the instrument. Because the report lists means and mean comparison information, only those items that have numerically scaled responses appear in the Means Summary Report. The items measuring other educational experiences (practicum experiences, community service, study abroad, etc.) do not appear in the Means Summary Report because responses to these are categorical (yes, no, undecided) and a numeric mean of these responses has no meaning. Please refer to the Frequencies Distributions for details on these items.

Statistical Significance

For any mean difference that is statistically significant at the $p < 0.001$ level an asterisk (*) appears in the significance column. This indicates that the difference between your school's mean score and the comparison group or national mean on that item would **not** have occurred by chance 99.9% of the time. The 99.9% level is a more stringent cut-off than the commonly used 95% or 99%, but is necessary given the very large sample sizes of the comparison groups and national sample.

Number of Respondents (N)

The first page of the Means Summary contains the number of first-year and senior students who responded from your institution, your consortium or comparison group (excluding your institution), and all institutions (excluding your institution).

Sample University

Variable	Var. Name	Class	Sample			AAU			All NSSE 2006		
			Mean	sig.	Effect Size	Mean	sig.	Effect Size	Mean	sig.	Effect Size
COLLEGE ACTIVITIES											
Academic, Intellectual, and Social Experiences											
Asked questions in class or contributed to class discussions	CLQUEST	1st Yr	2.79	2.85		2.73					
		Senior	3.09	2.99	0.62	2.96					
Used e-mail to communicate with an instructor or other students	E-MAIL	1st Yr	2.60	2.53		2.51					
		Senior	2.35	2.62		2.92					
Made a class presentation	CLPRESEN	1st Yr	2.27	2.49		2.79					
		Senior	2.68	2.49	0.54	2.71					
Rewrote a paper or assignment several times	REWROPAF	1st Yr	2.00	2.15		2.26					0.11
		Senior	2.25	2.12		2.03					0.14
Came to class unprepared	CLUNPREP	1st Yr	1.78	1.79		1.85					
		Senior	1.89	1.90		1.96					
Worked with other students on projects during class	CLASSGRP	1st Yr	2.56	2.41		2.33	*	0.20			
		Senior	2.60	2.13		2.40	*	0.28			
Worked with classmates outside of class to prepare class	YRCLGRP	1st Yr	2.06	2.23		2.56	*	0.30			

Effect Size

The effect size is an indicator of the "practical significance" of the magnitude of the difference between means. It is found by dividing the mean difference by the standard deviation of the mean of the group with which the institution is being compared (consortium, comparison, or national group). An effect size between 0.2 to 0.5 is considered small, 0.5 to 0.8 is moderate, and 0.8 and higher is large. It is also important to note the sign on the effect size. A positive sign means that your institution's mean was greater, thus showing an affirmative result for the institution. A negative sign indicates the institution lags behind the comparison group, suggesting that the student behavior or institutional practice represented by the item may warrant attention. An exception to this interpretation is the "coming to class unprepared" item (p. 1 of *The Report*) where a negative effect size is preferred (i.e., fewer students reporting coming to class unprepared).

National Survey of Student Engagement
Means Summary Report
Montclair State University

Variable	Var. Name	Class	Montclair St		NJ Cons.		National	
			Mean	Mean	Sig ^a	Effect Size	Mean	Sig ^b
			1st Yr. N=158 Senior N=189 Total N=347		1st Yr. N=586 Senior N=695 Total N=1281			1st Yr. N=30732 Senior N=32304 Total N=63036
COLLEGE ACTIVITIES								
Academic, Intellectual, and Social Experiences			<i>1=never, 2=occasionally, 3=often, 4=very often</i>					
Asked questions in class or contributed to class discussions	CLQUEST	1st Yr. Senior	2.63 2.96	2.82 3.12			2.75 3.05	
Used e-mail to communicate with an instructor or other students	EMAIL	1st Yr.	2.23	2.44			2.75	*
		Senior	2.38	2.48			2.84	*
Made a class presentation	CLPRESEN	1st Yr.	2.13	2.26			2.14	
		Senior	2.70	2.73			2.76	
Rewrote a paper or assignment several times	REWROPAP	1st Yr.	2.31	2.24			2.39	
		Senior	2.02	2.02			2.07	
Came to class unprepared	CLUNPREP	1st Yr.	1.42	1.51			1.72	*
		Senior	1.62	1.55			1.84	*
Worked with other students on projects during class	CLASSGRP	1st Yr.	2.48	2.45			2.42	
		Senior	2.51	2.48			2.49	
Worked with classmates outside of class to prepare class assignments	OCCGRP	1st Yr.	2.08	2.12			2.39	*
		Senior	2.41	2.39			2.71	*
Tutored or taught other students	TUTOR	1st Yr.	1.52	1.59			1.69	
		Senior	1.56	1.68			1.88	*
Participated in a community-based project as part of a regular course	COMMPROJ	1st Yr.	1.25	1.38			1.35	
		Senior	1.49	1.49			1.58	
Used an electronic medium (e-mail, list-serve, chat group, etc.) to discuss or complete an assignment	ITACADEM	1st Yr.	1.99	2.08			2.15	
		Senior	2.04	2.11			2.23	
Discussed grades or assignments with an instructor	FACGRADE	1st Yr.	2.47	2.48			2.47	
		Senior	2.51	2.54			2.63	
Talked about career plans with a faculty member or advisor	FACPLANS	1st Yr.	2.08	2.06			2.09	
		Senior	2.23	2.24			2.38	

^aT-tests: institution vs. comparison group means (without your institution's data); 2-tailed, p<0.001.

^bT-tests: institution vs. national means (without your institution's data); 2-tailed, p<0.001.

National Survey of Student Engagement Means Summary Report

Variable	Var. Name	Class	Montclair St		NJ Cons.		National		
			Mean	Mean	Sig ^a	Effect Size	Mean	Sig ^b	Effect Size
Discussed ideas from your reading or classes with faculty members outside of class	FACIDEAS	1st Yr.	1.73	1.61			1.71		
		Senior	1.92	1.92			1.98		
Received prompt feedback from faculty on your academic performance	FACFEED	1st Yr.	2.43	2.42			2.48		
		Senior	2.51	2.65			2.71	*	-0.26
Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	1st Yr.	2.59	2.54			2.57		
		Senior	2.69	2.73			2.65		
Worked with a faculty member on a research project	FACRESCH	1st Yr.	1.32	1.23			1.28		
		Senior	1.43	1.47			1.58		
Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)	FACOTHER	1st Yr.	1.32	1.33			1.40		
		Senior	1.44	1.44			1.66	*	-0.25
Discussed ideas from your reading or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS	1st Yr.	2.68	2.66			2.74		
		Senior	2.68	2.84			2.88		
Had serious conversations with other students whose religious beliefs, political opinions, or personal values were very different from yours	DIFFSTUD	1st Yr.	2.29	2.35			2.51		
		Senior	2.17	2.30			2.49	*	-0.34
Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	1st Yr.	2.69	2.62			2.53		
		Senior	2.51	2.50			2.52		

Reading and Writing

1=none, 2=fewer than 5, 3=between 5 and 10, 4=between 11 and 20, 5=more than 20

Number of assigned textbooks, books, or book-length packs of course readings	READASGN	1st Yr.	3.46	3.39			3.55		
		Senior	3.13	3.27			3.40	*	-0.27
Number of books read on your own (not assigned)	READOWN	1st Yr.	1.95	1.97			2.03		
		Senior	2.18	2.13			2.21		
Number of written papers or reports of 20 pages or more	WRITEMOR	1st Yr.	1.25	1.23			1.23		
		Senior	1.64	1.76			1.67		
Number of written papers or reports of fewer than 20 pages	WRITEFEW	1st Yr.	3.40	3.40			3.59		
		Senior	2.95	3.11			3.35	*	-0.35

^aT-tests: institution vs. comparison group means (without your institution's data); 2-tailed, $p < 0.001$.

^bT-tests: institution vs. national means (without your institution's data); 2-tailed, $p < 0.001$.

National Survey of Student Engagement

Means Summary Report

Variable	Var. Name	Class	Montclair St		NJ Cons.		National	
			Mean	Mean	Sig ^a	Effect Size	Mean	Sig ^b
Nature of Exams			<i>1=mostly multiple choice or short answer to 7=mostly essay or open-ended problems</i>					
Nature of the examinations taken this year at this institution	EXAMS	1st Yr.	3.64	3.86			3.79	
		Senior	4.26	4.25			4.41	

Character of Mental Activities

1=very little, 2=some, 3=quite a bit, 4=very much

Memorizing facts, ideas or methods from your courses and reading so you can repeat them in pretty much the same form	MEMORIZE	1st Yr.	2.85	2.77			2.81	
		Senior	2.56	2.61			2.57	
Analyzing the basic elements of an idea, experience or theory such as examining a particular case or situation in depth and considering its components	ANALYZE	1st Yr.	2.91	2.89			2.93	
		Senior	2.88	3.07			3.10	* -0.27
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	SYNTHESZ	1st Yr.	2.69	2.57			2.61	
		Senior	2.60	2.81			2.82	
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	EVALUATE	1st Yr.	2.67	2.59			2.53	
		Senior	2.60	2.76			2.69	
Applying theories or concepts to practical problems or in new situations	APPLYING	1st Yr.	2.78	2.79			2.79	
		Senior	2.84	2.93			3.01	

Weekly Activities

1= 5 or fewer hours/week, 2= 6-10 hours/week, 3= 11-15 hours/week, 4= 16-20 hours/week, 5= 21-25 hours/week, 6= 26-30 hours/week, 7= more than 30 hours/week

Preparing for class (studying, reading, writing, lab work, rehearsing, etc., related to your academic program)	ACADPREP	1st Yr.	2.97	2.87			3.40	* -0.27
		Senior	2.70	3.03			3.43	* -0.43
Working for pay on campus	WORKON	1st Yr.	1.28	1.35			1.44	
		Senior	1.28	1.42			1.65	* -0.29
Working for pay off campus	WORKOFF	1st Yr.	2.90	2.98			2.06	* 0.46
		Senior	5.05	4.42			3.17	* 0.79

^aT-tests: institution vs. comparison group means (without your institution's data); 2-tailed, p<0.001.

^bT-tests: institution vs. national means (without your institution's data); 2-tailed, p<0.001.

National Survey of Student Engagement

Means Summary Report

Variable	Var. Name	Class	Montclair St	NJ Cons.		National			
			Mean	Mean	Sig ^a	Effect Size	Mean	Sig ^b	Effect Size
Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURRIC	1st Yr.	1.89	1.63			1.85		
		Senior	1.41	1.46			1.77	*	-0.27
Relaxing and socializing (watching TV, partying, exercising, playing games, etc.)	SOCIAL	1st Yr.	3.21	3.30			3.24		
		Senior	2.44	2.63			2.88	*	-0.28
Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDEPD	1st Yr.	1.76	1.73			1.43		
		Senior	2.41	2.68			2.04		

Other Educational Experiences

Note: The response type of the items in this section of *The College Student Report* is categorical. Refer to frequency data for comparative results.

EDUCATIONAL AND PERSONAL

Knowledge, Skills, and Personal Development

1=very little, 2=some, 3=quite a bit, 4=very much

Variable	Var. Name	Class	Mean	Mean	Sig ^a	Effect Size	Mean	Sig ^b	Effect Size
Acquiring a broad general education	GNGENLED	1st Yr.	3.12	3.06			3.11		
		Senior	3.27	3.32			3.33		
Acquiring job or work-related knowledge and skills	GNWORK	1st Yr.	2.45	2.40			2.47		
		Senior	2.86	2.99			3.00		
Writing clearly and effectively	GNWRITE	1st Yr.	2.83	2.90			2.88		
		Senior	3.04	3.09			3.09		
Speaking clearly and effectively	GNSPEAK	1st Yr.	2.67	2.75			2.60		
		Senior	3.05	3.00			2.98		
Thinking critically and analytically	GNANALY	1st Yr.	2.93	3.03			3.05		
		Senior	3.17	3.29			3.32		
Analyzing quantitative problems	GNQUANT	1st Yr.	2.50	2.62			2.62		
		Senior	2.72	2.89			2.90		
Using computing and information technology	GNCMPTS	1st Yr.	2.63	2.60			2.74		
		Senior	2.72	2.93			2.98	*	-0.27

^aT-tests: institution vs. comparison group means (without your institution's data); 2-tailed, p<0.001.

^bT-tests: institution vs. national means (without your institution's data); 2-tailed, p<0.001.

National Survey of Student Engagement Means Summary Report

Variable	Var. Name	Class	Montclair St	NJ Cons.		National			
			Mean	Mean	Sig ^a	Effect Size	Mean	Sig ^b	Effect Size
Working effectively with others	GNOTHERS	1st Yr.	2.93	2.85			2.82		
		Senior	3.02	2.97			3.11		
Voting in elections	GNCITIZN	1st Yr.	1.59	1.59			1.65		
		Senior	1.69	1.69			1.72		
Learning effectively on your own	GNINQ	1st Yr.	2.90	2.92			2.95		
		Senior	3.04	3.07			3.12		
Understanding yourself	GNSELF	1st Yr.	2.72	2.85			2.87		
		Senior	2.93	2.99			3.02		
Understanding people of other racial and ethnic backgrounds	GNDIVERS	1st Yr.	2.78	2.72			2.57		
		Senior	2.75	2.77			2.66		
Being honest and truthful	GNTRUTH	1st Yr.	2.75	2.80			2.77		
		Senior	2.58	2.72			2.78		
Contributing to the welfare of your community	GNCOMMUN	1st Yr.	1.97	2.11			2.21		
		Senior	2.12	2.30			2.41	*	-0.28

OPINIONS ABOUT YOUR SCHOOL

Institutional Emphasis

1=very little, 2=some, 3=quite a bit, 4=very much

Variable	Var. Name	Class	Mean	Mean	Sig ^a	Effect Size	Mean	Sig ^b	Effect Size
Spending significant amounts of time studying and on academic work	ENVSCHOL	1st Yr.	3.08	3.05			3.14		
		Senior	3.02	3.06			3.13		
Providing the support you need to help you succeed	ENVSUPRT	1st Yr.	2.83	2.99			2.99		
		Senior	2.57	2.79			2.82	*	-0.28
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS	1st Yr.	2.71	2.70			2.49		
		Senior	2.21	2.41			2.28		
Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	1st Yr.	2.12	2.12			2.09		
		Senior	1.70	1.83			1.87		
Providing the support you need to thrive socially	ENVSOCAL	1st Yr.	2.34	2.37			2.38		
		Senior	1.91	2.00			2.11		

^aT-tests: institution vs. comparison group means (without your institution's data); 2-tailed, $p < 0.001$.

^bT-tests: institution vs. national means (without your institution's data); 2-tailed, $p < 0.001$.

National Survey of Student Engagement

Means Summary Report

			Montclair St		NJ Cons.		National		
Variable	Var. Name	Class	Mean	Mean	Sig ^a	Effect Size	Mean	Sig ^b	Effect Size
Quality of Relationships									
<i>1=unfriendly, unsupportive, sense of alienation to 7=friendly, supportive, sense of belonging</i>									
Relationships with other students	ENVSTU	1st Yr.	5.24	5.30			5.48		
		Senior	5.12	5.31			5.44		
<i>1=unavailable, unhelpful, unsympathetic to 7=available, helpful, sympathetic</i>									
Relationships with faculty members	ENVFAC	1st Yr.	5.07	5.09			5.22		
		Senior	5.10	5.33			5.38		
<i>1=unhelpful, inconsiderate, rigid to 7=helpful, considerate, flexible</i>									
Relationships with administrative personnel and offices	ENVADM	1st Yr.	4.36	4.32			4.58		
		Senior	3.91	4.03			4.30		
Satisfaction									
<i>1=poor, 2=fair, 3=good, 4=excellent</i>									
How would you evaluate your entire educational experience at this institution?	ENTIREXP	1st Yr.	3.00	3.06			3.17		
		Senior	3.05	3.12			3.21		
<i>1=definitely no, 2=probably no, 3=probably yes, 4=definitely yes</i>									
If you could start over again, would you go to the same institution you are now attending?	SAMECOLL	1st Yr.	3.06	3.08			3.18		
		Senior	2.95	3.05			3.11		

^aT-tests: institution vs. comparison group means (without your institution's data); 2-tailed, p<0.001.

^bT-tests: institution vs. national means (without your institution's data); 2-tailed, p<0.001.

National Survey of Student Engagement Summary Statistics
Montclair State University
First-Year Students

Variable Names	# of respondents			mean			standard deviation			std error of the mean			significance ^a		effect size	
	Montclair St	NJ Cons.	National	Montclair St	NJ Cons.	National	Montclair St	NJ Cons.	National	Montclair St	NJ Cons.	National	NJ Cons.	National	NJ Cons.	National
CLQUEST	158	584	30,685	2.63	2.82	2.75	0.77	0.84	0.85	0.061	0.035	0.005	0.0145	0.0820		
EMAIL	158	586	30,690	2.23	2.44	2.75	0.93	0.98	0.97	0.074	0.040	0.006	0.0160	0.0000		-0.53
CLPRESEN	158	584	30,539	2.13	2.26	2.14	0.80	0.79	0.79	0.064	0.033	0.005	0.0686	0.9128		
REWROPAP	157	580	30,585	2.31	2.24	2.39	1.01	0.94	0.97	0.081	0.039	0.006	0.3773	0.3222		
CLUNPREP	156	582	30,585	1.42	1.51	1.72	0.53	0.60	0.65	0.043	0.025	0.004	0.0815	0.0000		-0.47
CLASSGRP	157	586	30,653	2.48	2.45	2.42	0.75	0.77	0.80	0.060	0.032	0.005	0.6738	0.3517		
OCCGRP	158	586	30,664	2.08	2.12	2.39	0.75	0.84	0.85	0.060	0.035	0.005	0.5990	0.0000		-0.36
TUTOR	158	585	30,609	1.52	1.59	1.69	0.71	0.73	0.78	0.057	0.030	0.004	0.2895	0.0071		
COMMPROJ	153	586	30,629	1.25	1.38	1.35	0.56	0.65	0.66	0.045	0.027	0.004	0.0270	0.0811		
ITACADEM	158	586	30,681	1.99	2.08	2.15	0.98	1.02	1.01	0.078	0.042	0.006	0.2886	0.0422		
FACGRADE	157	586	30,687	2.47	2.48	2.47	0.76	0.82	0.79	0.060	0.034	0.005	0.9102	0.9951		
FACPLANS	157	586	30,692	2.08	2.06	2.09	0.91	0.84	0.82	0.073	0.035	0.005	0.7929	0.8333		
FACIDEAS	157	586	30,670	1.73	1.61	1.71	0.77	0.75	0.77	0.062	0.031	0.004	0.0761	0.6929		
FACFEED	155	582	30,606	2.43	2.42	2.48	0.81	0.85	0.83	0.065	0.035	0.005	0.9492	0.3765		
WORKHARD	157	586	30,612	2.59	2.54	2.57	0.80	0.85	0.86	0.064	0.035	0.005	0.4683	0.7889		
FACRESCH	158	585	30,621	1.32	1.23	1.28	0.60	0.50	0.58	0.048	0.020	0.003	0.0607	0.4343		
FACOTHER	157	586	30,666	1.32	1.33	1.40	0.73	0.65	0.71	0.058	0.027	0.004	0.8944	0.1623		
OOCIDEAS	158	586	30,668	2.68	2.66	2.74	0.93	0.86	0.86	0.074	0.036	0.005	0.8310	0.3536		
DIFSTUD	158	586	30,663	2.29	2.35	2.51	1.02	0.99	0.99	0.081	0.041	0.006	0.4870	0.0049		
DIVRSTUD	158	586	30,670	2.69	2.62	2.53	1.04	1.01	1.02	0.083	0.042	0.006	0.4614	0.0459		
READASGN	154	580	30,377	3.46	3.39	3.55	0.90	0.93	0.92	0.073	0.038	0.005	0.3707	0.2404		
READOWN	154	577	30,347	1.95	1.97	2.03	0.82	0.88	0.88	0.066	0.037	0.005	0.8741	0.2950		
WRITEMOR	156	576	30,301	1.25	1.23	1.23	0.58	0.59	0.61	0.046	0.025	0.003	0.6481	0.7132		
WRITEFEW	156	576	30,332	3.40	3.40	3.59	1.06	1.09	1.01	0.085	0.046	0.006	0.9425	0.0193		
EXAMS	143	554	29,281	3.64	3.86	3.79	1.37	1.44	1.53	0.114	0.061	0.009	0.0953	0.2445		
MEMORIZE	157	584	30,676	2.85	2.77	2.81	0.89	0.88	0.90	0.071	0.037	0.005	0.3259	0.6244		
ANALYZE	157	584	30,655	2.91	2.89	2.93	0.86	0.80	0.82	0.068	0.033	0.005	0.8165	0.7320		
SYNTHESZ	157	584	30,618	2.69	2.57	2.61	0.80	0.89	0.90	0.064	0.037	0.005	0.1278	0.2794		
EVALUATE	157	581	30,588	2.67	2.59	2.53	0.94	0.95	0.92	0.075	0.039	0.005	0.3468	0.0668		
APPLYING	157	583	30,609	2.78	2.79	2.79	0.85	0.92	0.92	0.068	0.038	0.005	0.8331	0.9021		
ACADPREP	158	582	30,633	2.97	2.87	3.40	1.48	1.49	1.61	0.118	0.062	0.009	0.4238	0.0009		-0.27
WORKON	148	551	29,573	1.28	1.35	1.44	0.76	0.91	0.93	0.063	0.039	0.005	0.3943	0.0376		
WORKOFF	154	569	29,786	2.90	2.98	2.06	2.02	2.18	1.85	0.163	0.092	0.011	0.6521	0.0000		0.46
COCURRIC	148	555	29,962	1.89	1.63	1.85	1.63	1.23	1.35	0.134	0.052	0.008	0.0384	0.7317		
SOCIAL	156	580	30,510	3.21	3.30	3.24	1.67	1.68	1.69	0.134	0.070	0.010	0.5660	0.8224		
CAREDPD	150	564	29,726	1.76	1.73	1.43	1.50	1.57	1.28	0.123	0.066	0.007	0.8172	0.0017		
NGENLED	156	583	30,615	3.12	3.06	3.11	0.79	0.80	0.80	0.064	0.033	0.005	0.4169	0.9603		
GNWORK	156	581	30,585	2.45	2.40	2.47	0.95	0.96	0.96	0.076	0.040	0.005	0.5685	0.8130		
GNWRITE	156	583	30,614	2.83	2.90	2.88	0.88	0.85	0.87	0.071	0.035	0.005	0.3399	0.4700		
GNSPEAK	156	582	30,603	2.67	2.75	2.60	0.93	0.91	0.93	0.075	0.038	0.005	0.3402	0.3456		

^a Left column: t-tests of institution vs. comparison group means; 2-tailed, p<0.001. Right column: t-tests of institution vs. national means; 2-tailed, p<0.001. Your institution's data are excluded.

National Survey of Student Engagement Summary Statistics
Montclair State University
First-Year Students

Variable Names	# of respondents			mean			standard deviation			std error of the mean			significance ^a		effect size	
	Montclair St	NJ Cons.	National	Montclair St	NJ Cons.	National	Montclair St	NJ Cons.	National	Montclair St	NJ Cons.	National	NJ Cons.	National	NJ Cons.	National
GNANALY	156	585	30,612	2.93	3.03	3.05	0.83	0.82	0.82	0.066	0.034	0.005	0.1738	0.0578		
GNQUANT	156	584	30,565	2.50	2.62	2.62	0.88	0.94	0.92	0.070	0.039	0.005	0.1579	0.0916		
GNCMPTS	157	584	30,619	2.63	2.60	2.74	1.01	1.01	0.99	0.081	0.042	0.006	0.7603	0.1822		
GNOTHERS	157	583	30,608	2.93	2.85	2.82	0.91	0.91	0.90	0.073	0.038	0.005	0.3149	0.1379		
GNCITIZN	156	582	30,542	1.59	1.59	1.65	0.88	0.88	0.89	0.070	0.037	0.005	0.9867	0.4024		
GNINQ	157	581	30,551	2.90	2.92	2.95	0.85	0.85	0.87	0.068	0.035	0.005	0.7965	0.5540		
GNSELF	157	583	30,568	2.72	2.85	2.87	0.93	0.96	0.97	0.074	0.040	0.006	0.1271	0.0573		
GNDIVERS	157	584	30,586	2.78	2.72	2.57	0.99	1.03	1.02	0.079	0.042	0.006	0.5520	0.0094		
GNTRUTH	157	583	30,575	2.75	2.80	2.77	0.97	1.03	1.03	0.078	0.043	0.006	0.5805	0.7702		
GNCOMMUN	156	583	30,554	1.97	2.11	2.21	0.89	0.97	0.99	0.072	0.040	0.006	0.1062	0.0025		
ENVSCHOL	156	583	30,635	3.08	3.05	3.14	0.79	0.83	0.80	0.063	0.034	0.005	0.7478	0.3422		
ENVSUPRT	157	584	30,618	2.83	2.99	2.99	0.86	0.87	0.86	0.069	0.036	0.005	0.0475	0.0200		
ENVDIVRS	156	582	30,567	2.71	2.70	2.49	1.02	1.01	1.02	0.082	0.042	0.006	0.9493	0.0087		
ENVNACAD	156	583	30,563	2.12	2.12	2.09	0.94	0.97	0.96	0.075	0.040	0.005	0.9684	0.6667		
ENVSOCAL	155	584	30,578	2.34	2.37	2.38	0.94	1.00	0.97	0.076	0.041	0.006	0.7834	0.6347		
ENVSTU	157	579	30,584	5.24	5.30	5.48	1.51	1.44	1.37	0.120	0.060	0.008	0.6840	0.0298		
ENVFAC	157	581	30,573	5.07	5.09	5.22	1.37	1.31	1.31	0.109	0.054	0.008	0.8814	0.1483		
ENVADM	155	580	30,540	4.36	4.32	4.58	1.51	1.53	1.53	0.121	0.063	0.009	0.7779	0.0724		
ENTIREXP	157	585	30,620	3.00	3.06	3.17	0.54	0.66	0.70	0.043	0.027	0.004	0.2856	0.0020		
SAMECOLL	157	585	30,595	3.06	3.08	3.18	0.73	0.83	0.82	0.058	0.034	0.005	0.8190	0.0797		

^a Left column: t-tests of institution vs. comparison group means; 2-tailed, p<0.001. Right column: t-tests of institution vs. national means; 2-tailed, p<0.001. Your institution's data are excluded.

National Survey of Student Engagement Summary Statistics Montclair State University

Seniors

Variable Names	# of respondents			mean			standard deviation			std error of the mean			significance ^a		effect size	
	Montclair St	NJ Cons.	National	Montclair St	NJ Cons.	National	Montclair St	NJ Cons.	National	Montclair St	NJ Cons.	National	NJ Cons.	National	NJ Cons.	National
CLQUEST	189	693	32,242	2.96	3.12	3.05	0.78	0.84	0.86	0.057	0.032	0.005	0.0256	0.1430		
EMAIL	189	695	32,235	2.38	2.48	2.84	0.96	0.99	0.99	0.070	0.037	0.006	0.2159	0.0000		-0.46
CLPRESEN	188	691	32,132	2.70	2.73	2.76	0.87	0.85	0.85	0.063	0.032	0.005	0.7279	0.3892		
REWROPAP	188	691	32,096	2.02	2.02	2.07	0.91	0.95	0.92	0.066	0.036	0.005	0.9705	0.4627		
CLUNPREP	189	692	32,130	1.62	1.55	1.84	0.61	0.58	0.65	0.045	0.022	0.004	0.1464	0.0000		-0.33
CLASSGRP	188	694	32,181	2.51	2.48	2.49	0.79	0.79	0.84	0.058	0.030	0.005	0.7286	0.8352		
OCCGRP	188	693	32,199	2.41	2.39	2.71	0.87	0.88	0.88	0.063	0.033	0.005	0.8280	0.0000		-0.34
TUTOR	189	691	32,096	1.56	1.68	1.88	0.74	0.84	0.88	0.054	0.032	0.005	0.0641	0.0000		-0.37
COMMPROJ	189	694	32,180	1.49	1.49	1.58	0.80	0.75	0.81	0.058	0.029	0.004	0.9177	0.1580		
ITACADEM	189	693	32,215	2.04	2.11	2.23	0.99	0.99	1.01	0.072	0.038	0.006	0.3799	0.0126		
FACGRADE	189	695	32,219	2.51	2.54	2.63	0.78	0.82	0.81	0.056	0.031	0.005	0.7411	0.0421		
FACPLANS	189	695	32,260	2.23	2.24	2.38	0.96	0.88	0.90	0.070	0.034	0.005	0.8476	0.0186		
FACIDEAS	189	695	32,233	1.92	1.92	1.98	0.83	0.83	0.82	0.060	0.032	0.005	0.9020	0.2486		
FACFEED	188	693	32,150	2.51	2.65	2.71	0.82	0.80	0.79	0.060	0.030	0.004	0.0303	0.0004		-0.26
WORKHARD	188	693	32,165	2.69	2.73	2.65	0.79	0.83	0.85	0.058	0.031	0.005	0.5663	0.4567		
FACRESCH	189	694	32,185	1.43	1.47	1.58	0.72	0.77	0.86	0.053	0.029	0.005	0.5111	0.0177		
FACOTHER	189	695	32,225	1.44	1.44	1.66	0.75	0.76	0.88	0.054	0.029	0.005	0.9855	0.0005		-0.25
OOCIDEAS	189	694	32,226	2.68	2.84	2.88	0.87	0.86	0.84	0.063	0.033	0.005	0.0220	0.0010		
DIFFSTUD	189	695	32,219	2.17	2.30	2.49	0.87	0.98	0.95	0.063	0.037	0.005	0.0916	0.0000		-0.34
DIVRSTUD	189	695	32,223	2.51	2.50	2.52	0.97	1.01	0.98	0.070	0.038	0.005	0.9578	0.8751		
READASGN	187	679	31,763	3.13	3.27	3.40	0.96	0.99	1.00	0.071	0.038	0.006	0.0941	0.0002		-0.27
READOWN	184	678	31,695	2.18	2.13	2.21	0.96	0.93	0.96	0.070	0.036	0.005	0.5125	0.6370		
WRITEMOR	184	676	31,647	1.64	1.76	1.67	0.72	0.85	0.77	0.053	0.033	0.004	0.0712	0.6701		
WRITEFEW	187	678	31,693	2.95	3.11	3.35	1.04	1.11	1.12	0.076	0.043	0.006	0.0802	0.0000		-0.35
EXAMS	173	640	29,831	4.26	4.25	4.41	1.68	1.66	1.72	0.128	0.066	0.010	0.9696	0.2405		
MEMORIZE	189	694	32,198	2.56	2.61	2.57	0.96	0.97	0.97	0.070	0.037	0.005	0.5784	0.8685		
ANALYZE	189	694	32,196	2.88	3.07	3.10	0.83	0.83	0.80	0.060	0.031	0.004	0.0050	0.0002		-0.27
SYNTHESZ	189	691	32,150	2.60	2.81	2.82	0.94	0.91	0.92	0.069	0.034	0.005	0.0049	0.0013		
EVALUATE	189	693	32,131	2.60	2.76	2.69	0.97	0.95	0.97	0.071	0.036	0.005	0.0483	0.2335		
APPLYING	188	693	32,129	2.84	2.93	3.01	0.98	0.92	0.92	0.071	0.035	0.005	0.2200	0.0078		
ACADPREP	188	692	32,149	2.70	3.03	3.43	1.48	1.59	1.71	0.108	0.060	0.010	0.0100	0.0000		-0.43
WORKON	162	634	30,831	1.28	1.42	1.65	1.01	1.08	1.25	0.080	0.043	0.007	0.1449	0.0002		-0.29
WORKOFF	185	676	31,520	5.05	4.42	3.17	2.18	2.39	2.37	0.160	0.092	0.013	0.0013	0.0000		0.79
COCURRIC	170	660	31,393	1.41	1.46	1.77	1.10	1.12	1.35	0.084	0.044	0.008	0.6008	0.0005		-0.27
SOCIAL	189	687	32,037	2.44	2.63	2.88	1.42	1.50	1.58	0.103	0.057	0.009	0.1228	0.0002		-0.28
CAREDEPD	176	678	31,338	2.41	2.68	2.04	2.19	2.32	1.97	0.165	0.089	0.011	0.1569	0.0132		
NGENLED	188	693	32,192	3.27	3.32	3.33	0.71	0.76	0.76	0.052	0.029	0.004	0.4527	0.2661		
GNWORK	188	692	32,178	2.86	2.99	3.00	1.00	0.96	0.94	0.073	0.037	0.005	0.1092	0.0418		
GNWRITE	188	692	32,184	3.04	3.09	3.09	0.82	0.85	0.83	0.060	0.032	0.005	0.4842	0.4422		
GNSPEAK	188	691	32,180	3.05	3.00	2.98	0.85	0.89	0.86	0.062	0.034	0.005	0.5361	0.3040		

^a Left column: t-tests of institution vs. comparison group means; 2-tailed, p<0.001. Right column: t-tests of institution vs. national means; 2-tailed, p<0.001. Your institution's data are excluded.

National Survey of Student Engagement Summary Statistics Montclair State University

Seniors

Variable Names	# of respondents			mean			standard deviation			std error of the mean			significance ^a		effect size	
	Montclair St	NJ Cons.	National	Montclair St	NJ Cons.	National	Montclair St	NJ Cons.	National	Montclair St	NJ Cons.	National	NJ Cons.	National	NJ Cons.	National
GNANALY	188	692	32,185	3.17	3.29	3.32	0.79	0.76	0.75	0.058	0.029	0.004	0.0481	0.0053		
GNQUANT	188	690	32,156	2.72	2.89	2.90	0.88	0.89	0.91	0.064	0.034	0.005	0.0166	0.0054		
GNCMPTS	188	691	32,190	2.72	2.93	2.98	0.98	0.95	0.94	0.071	0.036	0.005	0.0100	0.0002		-0.27
GNOTHERS	188	691	32,185	3.02	2.97	3.11	0.89	0.88	0.86	0.065	0.034	0.005	0.4855	0.1209		
GNCITIZN	188	688	32,097	1.69	1.69	1.72	0.95	0.97	0.93	0.070	0.037	0.005	0.9988	0.6143		
GNINQ	188	686	32,116	3.04	3.07	3.12	0.89	0.90	0.85	0.065	0.034	0.005	0.6814	0.2375		
GNSSELF	187	689	32,122	2.93	2.99	3.02	0.95	0.99	0.96	0.070	0.038	0.005	0.4750	0.1795		
GNDIVERS	187	692	32,162	2.75	2.77	2.66	1.00	1.02	1.02	0.073	0.039	0.006	0.8192	0.2256		
GNTRUTH	187	690	32,135	2.58	2.72	2.78	1.05	1.11	1.07	0.077	0.042	0.006	0.1151	0.0095		
GNCOMMUN	187	691	32,142	2.12	2.30	2.41	0.95	1.08	1.04	0.070	0.041	0.006	0.0422	0.0002		-0.28
ENVSCHOL	187	689	32,181	3.02	3.06	3.13	0.80	0.82	0.81	0.058	0.031	0.005	0.5062	0.0647		
ENVSUPRT	187	690	32,165	2.57	2.79	2.82	0.85	0.87	0.90	0.063	0.033	0.005	0.0018	0.0001		-0.28
ENVDIVRS	187	687	32,076	2.21	2.41	2.28	0.95	0.99	1.00	0.069	0.038	0.006	0.0180	0.3432		
ENVNACAD	186	689	32,102	1.70	1.83	1.87	0.86	0.95	0.92	0.063	0.036	0.005	0.0812	0.0115		
ENVSOCAL	186	687	32,105	1.91	2.00	2.11	0.90	0.95	0.96	0.066	0.036	0.005	0.2599	0.0053		
ENVSTU	188	690	32,142	5.12	5.31	5.44	1.34	1.34	1.36	0.098	0.051	0.008	0.0776	0.0011		
ENVFAC	188	690	32,141	5.10	5.33	5.38	1.39	1.34	1.36	0.102	0.051	0.008	0.0355	0.0050		
ENVADM	188	688	32,087	3.91	4.03	4.30	1.73	1.69	1.69	0.126	0.064	0.009	0.3872	0.0016		
ENTIREXP	188	692	32,152	3.05	3.12	3.21	0.64	0.66	0.71	0.047	0.025	0.004	0.1658	0.0019		
SAMECOLL	188	693	32,132	2.95	3.05	3.11	0.78	0.82	0.85	0.057	0.031	0.005	0.1606	0.0105		

^a Left column: t-tests of institution vs. comparison group means; 2-tailed, p<0.001. Right column: t-tests of institution vs. national means; 2-tailed, p<0.001. Your institution's data are excluded.

Grand Means for Comparison Group and National^a
New Jersey State Colleges and Universities
First-Year Students

Variable Names	Number of Respondents		Mean		Standard Deviation		Std. Error of the Mean	
	NJSCU	National	NJSCU	National	NJSCU	National	NJSCU	National
CLQUEST	742	30,843	2.78	2.75	0.83	0.85	0.0305	0.0048
EMAIL	744	30,848	2.40	2.75	0.97	0.97	0.0356	0.0055
CLPRESEN	742	30,697	2.23	2.14	0.79	0.79	0.0290	0.0045
REWROPAP	737	30,742	2.25	2.39	0.95	0.97	0.0352	0.0055
CLUNPREP	738	30,741	1.49	1.72	0.59	0.65	0.0215	0.0037
CLASSGRP	743	30,810	2.45	2.42	0.76	0.80	0.0280	0.0045
OCCGRP	744	30,822	2.11	2.39	0.82	0.85	0.0302	0.0048
TUTOR	743	30,767	1.57	1.68	0.73	0.78	0.0267	0.0044
COMMPROJ	739	30,782	1.36	1.35	0.63	0.66	0.0234	0.0038
ITACADEM	744	30,839	2.06	2.15	1.01	1.01	0.0371	0.0057
FACGRADE	743	30,844	2.48	2.47	0.81	0.79	0.0296	0.0045
FACPLANS	743	30,849	2.06	2.09	0.85	0.82	0.0312	0.0046
FACIDEAS	743	30,827	1.64	1.71	0.75	0.77	0.0276	0.0044
FACFEED	737	30,761	2.42	2.48	0.84	0.83	0.0310	0.0047
WORKHARD	743	30,769	2.55	2.57	0.84	0.86	0.0308	0.0049
FACRESCH	743	30,779	1.25	1.28	0.52	0.58	0.0191	0.0033
FACOTHER	743	30,823	1.33	1.40	0.66	0.71	0.0243	0.0040
OOCIDEAS	744	30,826	2.66	2.74	0.88	0.87	0.0322	0.0049
DIFFSTUD	744	30,821	2.34	2.51	1.00	0.99	0.0365	0.0056
DIVRSTUD	744	30,828	2.64	2.53	1.01	1.02	0.0372	0.0058
READASGN	734	30,531	3.40	3.55	0.92	0.92	0.0340	0.0053
READOWN	731	30,501	1.96	2.03	0.87	0.88	0.0322	0.0051
WRITEMOR	732	30,457	1.23	1.23	0.59	0.61	0.0218	0.0035
WRITEFEW	732	30,488	3.40	3.59	1.09	1.01	0.0401	0.0058
EXAMS	697	29,424	3.81	3.78	1.42	1.53	0.0539	0.0089
MEMORIZE	741	30,833	2.79	2.81	0.89	0.90	0.0325	0.0051
ANALYZE	741	30,812	2.90	2.93	0.81	0.82	0.0299	0.0047
SYNTHEsz	741	30,775	2.59	2.61	0.87	0.90	0.0320	0.0051
EVALUATE	738	30,745	2.61	2.53	0.95	0.92	0.0348	0.0053
APPLYING	740	30,766	2.79	2.79	0.90	0.91	0.0331	0.0052
ACADPREP	740	30,791	2.89	3.40	1.49	1.61	0.0548	0.0092
WORKON	699	29,721	1.33	1.44	0.88	0.93	0.0334	0.0054
WORKOFF	723	29,940	2.97	2.06	2.15	1.85	0.0799	0.0107
COCURRIC	703	30,110	1.68	1.85	1.33	1.35	0.0501	0.0078
SOCIAL	736	30,666	3.28	3.24	1.67	1.69	0.0617	0.0097
CAREDEPD	714	29,876	1.73	1.43	1.55	1.28	0.0582	0.0074
GNGENLED	739	30,771	3.07	3.11	0.80	0.80	0.0295	0.0045
GNWORK	737	30,741	2.41	2.47	0.96	0.96	0.0354	0.0055
GNWRITE	739	30,770	2.88	2.88	0.85	0.87	0.0314	0.0050
GNSPEAK	738	30,759	2.73	2.60	0.92	0.93	0.0338	0.0053
GNANALY	741	30,768	3.01	3.05	0.83	0.82	0.0303	0.0047
GNQUANT	740	30,721	2.59	2.62	0.93	0.92	0.0341	0.0053
GNCMPTS	741	30,776	2.61	2.74	1.01	0.99	0.0372	0.0057
GNOTHERS	740	30,765	2.86	2.82	0.91	0.90	0.0336	0.0051
GNCITIZN	738	30,698	1.59	1.65	0.88	0.89	0.0324	0.0051
GNINQ	738	30,708	2.92	2.95	0.85	0.87	0.0314	0.0050
GNSELF	740	30,725	2.82	2.87	0.95	0.97	0.0351	0.0055
GNDIVERS	741	30,743	2.73	2.57	1.02	1.02	0.0374	0.0058
GNTRUTH	740	30,732	2.79	2.77	1.02	1.03	0.0374	0.0059
GNCOMMUN	739	30,710	2.08	2.21	0.95	0.99	0.0351	0.0056
ENVSCHOL	739	30,791	3.06	3.14	0.82	0.80	0.0301	0.0045
ENVSUPRT	741	30,775	2.96	2.99	0.87	0.86	0.0320	0.0049
ENVDIVRS	738	30,723	2.70	2.49	1.01	1.02	0.0373	0.0058
ENVNACAD	739	30,719	2.12	2.09	0.96	0.96	0.0355	0.0055
ENVSOCAL	739	30,733	2.36	2.38	0.99	0.97	0.0362	0.0056
ENVSTU	736	30,741	5.28	5.48	1.45	1.37	0.0536	0.0078
ENVFAC	738	30,730	5.08	5.22	1.32	1.31	0.0485	0.0075
ENVADM	735	30,695	4.33	4.58	1.52	1.53	0.0562	0.0087
ENTIREXP	742	30,777	3.05	3.17	0.64	0.70	0.0235	0.0040
SAMECOLL	742	30,752	3.08	3.18	0.81	0.82	0.0297	0.0047

^a Your institution's data are included in these data.

Grand Means for Comparison Group and National^a

New Jersey State Colleges and Universities

Seniors

Variable Names	Number of Respondents		Mean		Standard Deviation		Std. Error of the Mean	
	NJSCU	National	NJSCU	National	NJSCU	National	NJSCU	National
CLQUEST	882	32,431	3.08	3.05	0.83	0.86	0.0280	0.0048
EMAIL	884	32,424	2.46	2.83	0.98	0.99	0.0330	0.0055
CLPRESEN	879	32,320	2.72	2.76	0.85	0.85	0.0287	0.0047
REWROPAP	879	32,284	2.02	2.07	0.94	0.92	0.0317	0.0051
CLUNPREP	881	32,319	1.56	1.84	0.59	0.65	0.0198	0.0036
CLASSGRP	882	32,369	2.49	2.49	0.79	0.84	0.0267	0.0046
OCCGRP	881	32,387	2.40	2.71	0.87	0.88	0.0295	0.0049
TUTOR	880	32,285	1.65	1.88	0.82	0.88	0.0276	0.0049
COMMPROJ	883	32,369	1.49	1.57	0.76	0.81	0.0257	0.0045
ITACADEM	882	32,404	2.10	2.22	0.99	1.01	0.0335	0.0056
FACGRADE	884	32,408	2.53	2.63	0.81	0.81	0.0273	0.0045
FACPLANS	884	32,449	2.24	2.38	0.90	0.90	0.0303	0.0050
FACIDEAS	884	32,422	1.92	1.98	0.83	0.82	0.0279	0.0046
FACFEED	881	32,338	2.62	2.71	0.81	0.79	0.0273	0.0044
WORKHARD	881	32,353	2.72	2.65	0.82	0.85	0.0276	0.0047
FACRESCH	883	32,374	1.46	1.58	0.76	0.86	0.0257	0.0048
FACOTHER	884	32,414	1.44	1.66	0.76	0.88	0.0255	0.0049
OOCIDEAS	883	32,415	2.81	2.88	0.87	0.84	0.0292	0.0047
DIFFSTUD	884	32,408	2.27	2.49	0.96	0.95	0.0323	0.0053
DIVRSTUD	884	32,412	2.50	2.52	1.00	0.98	0.0336	0.0055
READASGN	866	31,950	3.24	3.40	0.99	1.00	0.0336	0.0056
READOWN	862	31,879	2.14	2.21	0.94	0.96	0.0319	0.0054
WRITEMOR	860	31,831	1.74	1.67	0.82	0.77	0.0281	0.0043
WRITEFEW	865	31,880	3.08	3.34	1.10	1.12	0.0374	0.0063
EXAMS	813	30,004	4.26	4.41	1.66	1.72	0.0583	0.0099
MEMORIZE	883	32,387	2.60	2.57	0.97	0.97	0.0327	0.0054
ANALYZE	883	32,385	3.03	3.10	0.83	0.80	0.0279	0.0045
SYNTHESZ	880	32,339	2.77	2.82	0.92	0.92	0.0309	0.0051
EVALUATE	882	32,320	2.72	2.69	0.95	0.97	0.0321	0.0054
APPLYING	881	32,317	2.91	3.01	0.93	0.92	0.0314	0.0051
ACADPREP	880	32,337	2.96	3.43	1.57	1.71	0.0530	0.0095
WORKON	796	30,993	1.39	1.65	1.07	1.25	0.0379	0.0071
WORKOFF	861	31,705	4.55	3.18	2.36	2.37	0.0805	0.0133
COCURRIC	830	31,563	1.45	1.77	1.11	1.35	0.0387	0.0076
SOCIAL	876	32,226	2.59	2.87	1.48	1.58	0.0502	0.0088
CAREDEPD	854	31,514	2.63	2.04	2.30	1.97	0.0786	0.0111
GNGENLED	881	32,380	3.31	3.33	0.75	0.76	0.0252	0.0042
GNWORK	880	32,366	2.96	3.00	0.97	0.94	0.0328	0.0052
GNWRITE	880	32,372	3.08	3.09	0.84	0.83	0.0284	0.0046
GNSPEAK	879	32,368	3.01	2.98	0.88	0.86	0.0298	0.0048
GNANALY	880	32,373	3.27	3.32	0.77	0.75	0.0258	0.0042
GNQUANT	878	32,344	2.86	2.90	0.89	0.91	0.0302	0.0051
GNCMPTS	879	32,378	2.88	2.98	0.96	0.94	0.0323	0.0053
GNOTHERS	879	32,373	2.98	3.11	0.88	0.86	0.0298	0.0048
GNCITIZN	876	32,285	1.69	1.72	0.96	0.93	0.0325	0.0052
GNINQ	874	32,304	3.07	3.12	0.90	0.86	0.0303	0.0048
GNSELF	876	32,309	2.98	3.02	0.98	0.96	0.0332	0.0053
GNDIVERS	879	32,349	2.77	2.66	1.01	1.02	0.0342	0.0057
GNTRUTH	877	32,322	2.69	2.78	1.10	1.07	0.0371	0.0059
GNCOMMUN	878	32,329	2.26	2.41	1.05	1.04	0.0356	0.0058
ENVSCHOL	876	32,368	3.05	3.13	0.82	0.81	0.0277	0.0045
ENVSUPRT	877	32,352	2.74	2.82	0.87	0.90	0.0294	0.0050
ENVDIVRS	874	32,263	2.36	2.28	0.99	1.00	0.0333	0.0056
ENVNACAD	875	32,288	1.80	1.87	0.93	0.92	0.0315	0.0051
ENVSOCAL	873	32,291	1.98	2.11	0.94	0.96	0.0318	0.0053
ENVSTU	878	32,330	5.27	5.44	1.34	1.36	0.0452	0.0076
ENVFAC	878	32,329	5.28	5.38	1.35	1.36	0.0456	0.0076
ENVADM	876	32,275	4.00	4.30	1.70	1.69	0.0574	0.0094
ENTIREXP	880	32,340	3.11	3.21	0.66	0.71	0.0222	0.0039
SAMECOLL	881	32,320	3.03	3.11	0.81	0.85	0.0275	0.0047

^a Your institution's data are included in these data.

NSSE 2000 Frequency Distributions

		First-year Students						Seniors					
		Montclair State U		New Jersey		National		Montclair State U		New Jersey		National	
		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
Asked questions in class or contributed to class discussions	Never	5	3.2%	17	2.9%	1076	3.5%	1	.5%	11	1.6%	582	1.8%
	Occasionally	71	44.9%	221	37.8%	12549	40.9%	58	30.7%	178	25.7%	9285	28.8%
	Often	59	37.3%	199	34.1%	10022	32.7%	77	40.7%	224	32.3%	10166	31.5%
	Very Often	23	14.6%	147	25.2%	7038	22.9%	53	28.0%	280	40.4%	12209	37.9%
Total		158	100.0%	584	100.0%	30685	100.0%	189	100.0%	693	100.0%	32242	100.0%
Used e-mail to communicate with an instructor or other students	Never	35	22.2%	98	16.7%	3015	9.8%	34	18.0%	112	16.1%	2988	9.3%
	Occasionally	69	43.7%	240	41.0%	10162	33.1%	80	42.3%	275	39.6%	9913	30.8%
	Often	36	22.8%	138	23.5%	9019	29.4%	44	23.3%	170	24.5%	8760	27.2%
	Very Often	18	11.4%	110	18.8%	8494	27.7%	31	16.4%	138	19.9%	10574	32.8%
Total		158	100.0%	586	100.0%	30690	100.0%	189	100.0%	695	100.0%	32235	100.0%
Made a class presentation	Never	30	19.0%	78	13.4%	5769	18.9%	9	4.8%	37	5.4%	1437	4.5%
	Occasionally	88	55.7%	321	55.0%	16601	54.4%	80	42.6%	256	37.0%	12139	37.8%
	Often	29	18.4%	139	23.8%	6300	20.6%	57	30.3%	257	37.2%	11397	35.5%
	Very Often	11	7.0%	46	7.9%	1869	6.1%	42	22.3%	141	20.4%	7159	22.3%
Total		158	100.0%	584	100.0%	30539	100.0%	188	100.0%	691	100.0%	32132	100.0%
Rewrote a paper or assignment several times	Never	37	23.6%	131	22.6%	5914	19.3%	59	31.4%	234	33.9%	9553	29.8%
	Occasionally	60	38.2%	253	43.6%	11734	38.4%	84	44.7%	279	40.4%	14028	43.7%
	Often	34	21.7%	124	21.4%	8061	26.4%	28	14.9%	109	15.8%	5373	16.7%
	Very Often	26	16.6%	72	12.4%	4876	15.9%	17	9.0%	69	10.0%	3142	9.8%
Total		157	100.0%	580	100.0%	30585	100.0%	188	100.0%	691	100.0%	32096	100.0%
Came to class unprepared	Never	94	60.3%	313	53.8%	11493	37.6%	83	43.9%	338	48.8%	9201	28.6%
	Occasionally	59	37.8%	246	42.3%	16609	54.3%	97	51.3%	332	48.0%	19653	61.2%
	Often	3	1.9%	19	3.3%	1980	6.5%	7	3.7%	18	2.6%	2570	8.0%
	Very Often	0	.0%	4	.7%	503	1.6%	2	1.1%	4	.6%	706	2.2%
Total		156	100.0%	582	100.0%	30585	100.0%	189	100.0%	692	100.0%	32130	100.0%
Worked with other students on projects during class	Never	12	7.6%	48	8.2%	3083	10.1%	12	6.4%	48	6.9%	2943	9.1%
	Occasionally	70	44.6%	279	47.6%	14623	47.7%	92	48.9%	346	49.9%	14743	45.8%
	Often	63	40.1%	207	35.3%	9991	32.6%	61	32.4%	217	31.3%	10195	31.7%
	Very Often	12	7.6%	52	8.9%	2956	9.6%	23	12.2%	83	12.0%	4300	13.4%
Total		157	100.0%	586	100.0%	30653	100.0%	188	100.0%	694	100.0%	32181	100.0%
Worked with classmates outside of class to prepare class assignments	Never	32	20.3%	133	22.7%	4042	13.2%	30	16.0%	90	13.0%	2153	6.7%
	Occasionally	87	55.1%	293	50.0%	13990	45.6%	69	36.7%	333	48.1%	11946	37.1%
	Often	33	20.9%	116	19.8%	9325	30.4%	71	37.8%	177	25.5%	11169	34.7%
	Very Often	6	3.8%	44	7.5%	3307	10.8%	18	9.6%	93	13.4%	6931	21.5%
Total		158	100.0%	586	100.0%	30664	100.0%	188	100.0%	693	100.0%	32199	100.0%
Tutored or taught other students	Never	94	59.5%	315	53.8%	14536	47.5%	109	57.7%	351	50.8%	12445	38.8%
	Occasionally	48	30.4%	207	35.4%	12166	39.7%	58	30.7%	248	35.9%	13385	41.7%
	Often	14	8.9%	52	8.9%	2910	9.5%	19	10.1%	54	7.8%	4008	12.5%
	Very Often	2	1.3%	11	1.9%	997	3.3%	3	1.6%	38	5.5%	2258	7.0%
Total		158	100.0%	585	100.0%	30609	100.0%	189	100.0%	691	100.0%	32096	100.0%

(cont.)

NSSE 2000 Frequency Distributions

		First-year Students						Seniors					
		Montclair State U		New Jersey		National		Montclair State U		New Jersey		National	
		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
Participated in a community-based project as part of a regular course	Never	121	79.1%	411	70.1%	22587	73.7%	124	65.6%	449	64.7%	18906	58.8%
	Occasionally	27	17.6%	132	22.5%	5978	19.5%	45	23.8%	171	24.6%	9332	29.0%
	Often	3	2.0%	37	6.3%	1514	4.9%	12	6.3%	56	8.1%	2652	8.2%
	Very Often	2	1.3%	6	1.0%	550	1.8%	8	4.2%	18	2.6%	1290	4.0%
	Total	153	100.0%	586	100.0%	30629	100.0%	189	100.0%	694	100.0%	32180	100.0%
Used an electronic medium (e-mail, list-serve, chat group, etc.) to discuss or complete an assignment	Never	60	38.0%	207	35.3%	9610	31.3%	67	35.4%	223	32.2%	8772	27.2%
	Occasionally	57	36.1%	197	33.6%	10806	35.2%	69	36.5%	252	36.4%	12106	37.6%
	Often	24	15.2%	108	18.4%	6308	20.6%	31	16.4%	134	19.3%	6643	20.6%
	Very Often	17	10.8%	74	12.6%	3957	12.9%	22	11.6%	84	12.1%	4694	14.6%
	Total	158	100.0%	586	100.0%	30681	100.0%	189	100.0%	693	100.0%	32215	100.0%
Discussed grades or assignments with an instructor	Never	10	6.4%	52	8.9%	2280	7.4%	11	5.8%	50	7.2%	1448	4.5%
	Occasionally	78	49.7%	273	46.6%	15172	49.4%	92	48.7%	321	46.2%	14261	44.3%
	Often	54	34.4%	189	32.3%	9738	31.7%	64	33.9%	226	32.5%	11176	34.7%
	Very Often	15	9.6%	72	12.3%	3497	11.4%	22	11.6%	98	14.1%	5334	16.6%
	Total	157	100.0%	586	100.0%	30687	100.0%	189	100.0%	695	100.0%	32219	100.0%
Talked about career plans with a faculty member or advisor	Never	43	27.4%	150	25.6%	7016	22.9%	47	24.9%	134	19.3%	4767	14.8%
	Occasionally	75	47.8%	292	49.8%	15834	51.6%	75	39.7%	333	47.9%	14790	45.8%
	Often	23	14.6%	105	17.9%	5900	19.2%	44	23.3%	154	22.2%	8335	25.8%
	Very Often	16	10.2%	39	6.7%	1942	6.3%	23	12.2%	74	10.6%	4368	13.5%
	Total	157	100.0%	586	100.0%	30692	100.0%	189	100.0%	695	100.0%	32260	100.0%
Discussed ideas from your reading or classes with faculty members outside of class	Never	70	44.6%	306	52.2%	13938	45.4%	63	33.3%	228	32.8%	9294	28.8%
	Occasionally	62	39.5%	215	36.7%	12654	41.3%	89	47.1%	333	47.9%	15997	49.6%
	Often	22	14.0%	51	8.7%	3168	10.3%	27	14.3%	93	13.4%	5088	15.8%
	Very Often	3	1.9%	14	2.4%	910	3.0%	10	5.3%	41	5.9%	1854	5.8%
	Total	157	100.0%	586	100.0%	30670	100.0%	189	100.0%	695	100.0%	32233	100.0%
Received prompt feedback from faculty on your academic performance	Never	20	12.9%	75	12.9%	3402	11.1%	21	11.2%	53	7.6%	1821	5.7%
	Occasionally	60	38.7%	251	43.1%	12300	40.2%	70	37.2%	228	32.9%	10601	33.0%
	Often	64	41.3%	192	33.0%	11563	37.8%	78	41.5%	321	46.3%	14785	46.0%
	Very Often	11	7.1%	64	11.0%	3341	10.9%	19	10.1%	91	13.1%	4943	15.4%
	Total	155	100.0%	582	100.0%	30606	100.0%	188	100.0%	693	100.0%	32150	100.0%
Worked harder than you thought you could to meet an instructor's standards or expectations	Never	9	5.7%	59	10.1%	2997	9.8%	11	5.9%	31	4.5%	2388	7.4%
	Occasionally	68	43.3%	233	39.8%	11688	38.2%	64	34.0%	262	37.8%	12085	37.6%
	Often	58	36.9%	214	36.5%	11289	36.9%	85	45.2%	263	38.0%	12236	38.0%
	Very Often	22	14.0%	80	13.7%	4638	15.2%	28	14.9%	137	19.8%	5456	17.0%
	Total	157	100.0%	586	100.0%	30612	100.0%	188	100.0%	693	100.0%	32165	100.0%
Worked with a faculty member on a research project	Never	118	74.7%	467	79.8%	23841	77.9%	131	69.3%	468	67.4%	19870	61.7%
	Occasionally	31	19.6%	106	18.1%	5300	17.3%	38	20.1%	147	21.2%	7749	24.1%
	Often	8	5.1%	8	1.4%	1163	3.8%	17	9.0%	58	8.4%	2873	8.9%
	Very Often	1	.6%	4	.7%	317	1.0%	3	1.6%	21	3.0%	1693	5.3%
	Total	158	100.0%	585	100.0%	30621	100.0%	189	100.0%	694	100.0%	32185	100.0%

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NSSE 2000 Frequency Distributions

		First-year Students						Seniors					
		Montclair State U		New Jersey		National		Montclair State U		New Jersey		National	
		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)	Never	125	79.6%	438	74.7%	21521	70.2%	132	69.8%	482	69.4%	17965	55.7%
	Occasionally	18	11.5%	111	18.9%	6655	21.7%	34	18.0%	143	20.6%	9033	28.0%
	Often	9	5.7%	27	4.6%	1734	5.7%	20	10.6%	47	6.8%	3423	10.6%
	Very Often	5	3.2%	10	1.7%	756	2.5%	3	1.6%	23	3.3%	1804	5.6%
	Total	157	100.0%	586	100.0%	30666	100.0%	189	100.0%	695	100.0%	32225	100.0%
Discussed ideas from your reading or classes with others outside of class (students, family members, co-workers, etc.)	Never	16	10.1%	43	7.3%	1860	6.1%	13	6.9%	35	5.0%	1180	3.7%
	Occasionally	54	34.2%	222	37.9%	10883	35.5%	72	38.1%	218	31.4%	10034	31.1%
	Often	53	33.5%	212	36.2%	11258	36.7%	67	35.4%	264	38.0%	12538	38.9%
	Very Often	35	22.2%	109	18.6%	6667	21.7%	37	19.6%	177	25.5%	8474	26.3%
	Total	158	100.0%	586	100.0%	30668	100.0%	189	100.0%	694	100.0%	32226	100.0%
Had serious conversations w/students w/relig. beliefs, polit. opinions, or pers. values very different from yours	Never	39	24.7%	122	20.8%	4917	16.0%	42	22.2%	162	23.3%	4644	14.4%
	Occasionally	61	38.6%	232	39.6%	11275	36.8%	89	47.1%	260	37.4%	13040	40.5%
	Often	31	19.6%	135	23.0%	8307	27.1%	42	22.2%	174	25.0%	8638	26.8%
	Very Often	27	17.1%	97	16.6%	6164	20.1%	16	8.5%	99	14.2%	5897	18.3%
	Total	158	100.0%	586	100.0%	30663	100.0%	189	100.0%	695	100.0%	32219	100.0%
Had serious conversations with students of a different race or ethnicity than your own	Never	22	13.9%	81	13.8%	5214	17.0%	29	15.3%	121	17.4%	4816	14.9%
	Occasionally	51	32.3%	206	35.2%	10977	35.8%	70	37.0%	247	35.5%	12640	39.2%
	Often	39	24.7%	152	25.9%	7566	24.7%	55	29.1%	183	26.3%	7987	24.8%
	Very Often	46	29.1%	147	25.1%	6913	22.5%	35	18.5%	144	20.7%	6780	21.0%
	Total	158	100.0%	586	100.0%	30670	100.0%	189	100.0%	695	100.0%	32223	100.0%
Number of assigned textbooks, books, or book-length packs of course readings	None	0	.0%	3	.5%	154	.5%	2	1.1%	4	.6%	267	.8%
	Fewer than 5	22	14.3%	100	17.2%	3588	11.8%	49	26.2%	165	24.3%	5941	18.7%
	Between 5 and 10	60	39.0%	218	37.6%	11071	36.4%	80	42.8%	249	36.7%	11598	36.5%
	Between 11 and 20	51	33.1%	188	32.4%	10583	34.8%	35	18.7%	169	24.9%	8779	27.6%
	More than 20	21	13.6%	71	12.2%	4981	16.4%	21	11.2%	92	13.5%	5178	16.3%
Total	154	100.0%	580	100.0%	30377	100.0%	187	100.0%	679	100.0%	31763	100.0%	
Number of books read on your own (not assigned)	None	43	27.9%	170	29.5%	7868	25.9%	39	21.2%	156	23.0%	6299	19.9%
	Fewer than 5	84	54.5%	306	53.0%	16470	54.3%	98	53.3%	356	52.5%	16798	53.0%
	Between 5 and 10	21	13.6%	66	11.4%	4083	13.5%	28	15.2%	112	16.5%	5483	17.3%
	Between 11 and 20	3	1.9%	20	3.5%	1102	3.6%	13	7.1%	31	4.6%	1778	5.6%
	More than 20	3	1.9%	15	2.6%	824	2.7%	6	3.3%	23	3.4%	1337	4.2%
Total	154	100.0%	577	100.0%	30347	100.0%	184	100.0%	678	100.0%	31695	100.0%	
Number of written papers or reports of 20 pages or more	None	124	79.5%	479	83.2%	25139	83.0%	87	47.3%	287	42.5%	14978	47.3%
	Fewer than 5	28	17.9%	78	13.5%	4067	13.4%	80	43.5%	302	44.7%	13471	42.6%
	Between 5 and 10	2	1.3%	9	1.6%	598	2.0%	14	7.6%	59	8.7%	2323	7.3%
	Between 11 and 20	1	.6%	6	1.0%	220	.7%	2	1.1%	15	2.2%	552	1.7%
	More than 20	1	.6%	4	.7%	277	.9%	1	.5%	13	1.9%	323	1.0%
Total	156	100.0%	576	100.0%	30301	100.0%	184	100.0%	676	100.0%	31647	100.0%	

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NSSE 2000 Frequency Distributions

		First-year Students						Seniors					
		Montclair State U		New Jersey		National		Montclair State U		New Jersey		National	
		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
Number of written papers or reports of fewer than 20 pages	None	4	2.6%	22	3.8%	426	1.4%	5	2.7%	24	3.5%	800	2.5%
	Fewer than 5	24	15.4%	102	17.7%	4205	13.9%	71	38.0%	213	31.4%	7640	24.1%
	Between 5 and 10	66	42.3%	180	31.3%	9099	30.0%	59	31.6%	205	30.2%	9160	28.9%
	Between 11 and 20	30	19.2%	165	28.6%	10346	34.1%	32	17.1%	136	20.1%	7970	25.1%
	More than 20	32	20.5%	107	18.6%	6256	20.6%	20	10.7%	100	14.7%	6123	19.3%
	Total	156	100.0%	576	100.0%	30332	100.0%	187	100.0%	678	100.0%	31693	100.0%
Mark the oval that best represents the nature of the examinations you have taken this year at this institution	Mostly multiple-choice or short-answer	10	7.0%	30	5.4%	2147	7.3%	14	8.1%	44	6.9%	2020	6.8%
	2	17	11.9%	66	11.9%	4307	14.7%	9	5.2%	53	8.3%	2755	9.2%
	3	36	25.2%	109	19.7%	5458	18.6%	30	17.3%	93	14.5%	3485	11.7%
	4	50	35.0%	198	35.7%	8729	29.8%	49	28.3%	193	30.2%	7225	24.2%
	5	15	10.5%	75	13.5%	4204	14.4%	28	16.2%	86	13.4%	4902	16.4%
	6	12	8.4%	50	9.0%	3283	11.2%	22	12.7%	105	16.4%	5826	19.5%
	Mostly essay or open-ended problems	3	2.1%	26	4.7%	1153	3.9%	21	12.1%	66	10.3%	3618	12.1%
Total	143	100.0%	554	100.0%	29281	100.0%	173	100.0%	640	100.0%	29831	100.0%	
Coursework emphasizes: Memorizing facts, ideas or methods from your courses and reading	Very Little	11	7.0%	44	7.5%	2264	7.4%	30	15.9%	94	13.5%	4591	14.3%
	Some	43	27.4%	179	30.7%	8921	29.1%	57	30.2%	238	34.3%	11082	34.4%
	Quite a bit	62	39.5%	229	39.2%	11807	38.5%	68	36.0%	210	30.3%	10025	31.1%
	Very much	41	26.1%	132	22.6%	7684	25.0%	34	18.0%	152	21.9%	6500	20.2%
	Total	157	100.0%	584	100.0%	30676	100.0%	189	100.0%	694	100.0%	32198	100.0%
Coursework emphasizes: Analyzing the basic elements of an idea, experience or theory	Very Little	8	5.1%	20	3.4%	1233	4.0%	9	4.8%	21	3.0%	984	3.1%
	Some	41	26.1%	162	27.7%	7653	25.0%	50	26.5%	152	21.9%	6013	18.7%
	Quite a bit	65	41.4%	262	44.9%	13696	44.7%	85	45.0%	279	40.2%	14100	43.8%
	Very much	43	27.4%	140	24.0%	8073	26.3%	45	23.8%	242	34.9%	11099	34.5%
	Total	157	100.0%	584	100.0%	30655	100.0%	189	100.0%	694	100.0%	32196	100.0%
Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences	Very Little	11	7.0%	62	10.6%	3228	10.5%	24	12.7%	54	7.8%	2570	8.0%
	Some	49	31.2%	225	38.5%	11086	36.2%	64	33.9%	197	28.5%	9206	28.6%
	Quite a bit	75	47.8%	200	34.2%	10708	35.0%	64	33.9%	263	38.1%	11878	36.9%
	Very much	22	14.0%	97	16.6%	5596	18.3%	37	19.6%	177	25.6%	8496	26.4%
	Total	157	100.0%	584	100.0%	30618	100.0%	189	100.0%	691	100.0%	32150	100.0%
Coursework emphasizes: Making judgments about the value of information, arguments, or methods	Very Little	18	11.5%	80	13.8%	4147	13.6%	26	13.8%	67	9.7%	3947	12.3%
	Some	50	31.8%	189	32.5%	11033	36.1%	63	33.3%	213	30.7%	9788	30.5%
	Quite a bit	55	35.0%	202	34.8%	10351	33.8%	60	31.7%	234	33.8%	10763	33.5%
	Very much	34	21.7%	110	18.9%	5057	16.5%	40	21.2%	179	25.8%	7633	23.8%
	Total	157	100.0%	581	100.0%	30588	100.0%	189	100.0%	693	100.0%	32131	100.0%
Coursework emphasizes: Applying theories or concepts to practical problems or in new situations	Very Little	10	6.4%	46	7.9%	2546	8.3%	21	11.2%	49	7.1%	2008	6.2%
	Some	48	30.6%	178	30.5%	9156	29.9%	44	23.4%	173	25.0%	7230	22.5%
	Quite a bit	66	42.0%	209	35.8%	11207	36.6%	68	36.2%	249	35.9%	11216	34.9%
	Very much	33	21.0%	150	25.7%	7700	25.2%	55	29.3%	222	32.0%	11675	36.3%
	Total	157	100.0%	583	100.0%	30609	100.0%	188	100.0%	693	100.0%	32129	100.0%

(cont.)

NSSE 2000 Frequency Distributions

		First-year Students						Seniors					
		Montclair State U		New Jersey		National		Montclair State U		New Jersey		National	
		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
Preparing for class (studying, reading, writing, rehearsing, and other activities related to your academic program)	5 or fewer hours/week	22	13.9%	100	17.2%	2951	9.6%	36	19.1%	100	14.5%	3494	10.9%
	6-10 hours/week	52	32.9%	186	32.0%	7582	24.8%	67	35.6%	223	32.2%	8093	25.2%
	11-15 hours/week	32	20.3%	120	20.6%	7001	22.9%	43	22.9%	142	20.5%	6777	21.1%
	16-20 hours/week	26	16.5%	97	16.7%	5719	18.7%	20	10.6%	98	14.2%	5514	17.2%
	21-25 hours/week	15	9.5%	42	7.2%	3635	11.9%	10	5.3%	64	9.2%	3608	11.2%
	26-30 hours/week	8	5.1%	20	3.4%	2194	7.2%	5	2.7%	39	5.6%	2360	7.3%
	More than 30 hours/week	3	1.9%	17	2.9%	1551	5.1%	7	3.7%	26	3.8%	2303	7.2%
Total		158	100.0%	582	100.0%	30633	100.0%	188	100.0%	692	100.0%	32149	100.0%
Working for pay on campus	5 or fewer hours/week	126	85.1%	462	83.8%	22268	75.3%	147	90.7%	522	82.3%	21793	70.7%
	6-10 hours/week	11	7.4%	27	4.9%	3942	13.3%	4	2.5%	34	5.4%	3657	11.9%
	11-15 hours/week	4	2.7%	40	7.3%	1964	6.6%	1	.6%	37	5.8%	2303	7.5%
	16-20 hours/week	6	4.1%	10	1.8%	924	3.1%	4	2.5%	23	3.6%	1753	5.7%
	21-25 hours/week	1	.7%	6	1.1%	246	.8%	3	1.9%	7	1.1%	577	1.9%
	26-30 hours/week	0	.0%	6	1.1%	98	.3%	2	1.2%	4	.6%	312	1.0%
	More than 30 hours/week	0	.0%	0	.0%	131	.4%	1	.6%	7	1.1%	436	1.4%
Total		148	100.0%	551	100.0%	29573	100.0%	162	100.0%	634	100.0%	30831	100.0%
Working for pay off campus	5 or fewer hours/week	62	40.3%	261	45.9%	20579	69.1%	25	13.5%	156	23.1%	14193	45.0%
	6-10 hours/week	20	13.0%	34	6.0%	1589	5.3%	7	3.8%	39	5.8%	2070	6.6%
	11-15 hours/week	13	8.4%	49	8.6%	1601	5.4%	14	7.6%	46	6.8%	2335	7.4%
	16-20 hours/week	23	14.9%	62	10.9%	1863	6.3%	20	10.8%	79	11.7%	3107	9.9%
	21-25 hours/week	16	10.4%	65	11.4%	1429	4.8%	18	9.7%	69	10.2%	2380	7.6%
	26-30 hours/week	7	4.5%	37	6.5%	997	3.3%	24	13.0%	55	8.1%	1868	5.9%
	More than 30 hours/week	13	8.4%	61	10.7%	1728	5.8%	77	41.6%	232	34.3%	5567	17.7%
Total		154	100.0%	569	100.0%	29786	100.0%	185	100.0%	676	100.0%	31520	100.0%
Participating in co-curricular activities (organizations, publications, student government, sports, etc.)	5 or fewer hours/week	102	68.9%	390	70.3%	17659	58.9%	140	82.4%	518	78.5%	20165	64.2%
	6-10 hours/week	16	10.8%	78	14.1%	6036	20.1%	11	6.5%	72	10.9%	5359	17.1%
	11-15 hours/week	7	4.7%	37	6.7%	2816	9.4%	11	6.5%	31	4.7%	2437	7.8%
	16-20 hours/week	4	2.7%	23	4.1%	1580	5.3%	3	1.8%	13	2.0%	1512	4.8%
	21-25 hours/week	8	5.4%	11	2.0%	888	3.0%	1	.6%	11	1.7%	832	2.7%
	26-30 hours/week	9	6.1%	11	2.0%	479	1.6%	1	.6%	6	.9%	502	1.6%
	More than 30 hours/week	2	1.4%	5	.9%	504	1.7%	3	1.8%	9	1.4%	586	1.9%
Total		148	100.0%	555	100.0%	29962	100.0%	170	100.0%	660	100.0%	31393	100.0%
Relaxing and socializing (watching TV, partying, exercising, playing games, etc.)	5 or fewer hours/week	17	10.9%	71	12.2%	3928	12.9%	54	28.6%	175	25.5%	5965	18.6%
	6-10 hours/week	48	30.8%	151	26.0%	8568	28.1%	63	33.3%	214	31.1%	10108	31.6%
	11-15 hours/week	38	24.4%	134	23.1%	6728	22.1%	36	19.0%	129	18.8%	6807	21.2%
	16-20 hours/week	21	13.5%	91	15.7%	4686	15.4%	21	11.1%	85	12.4%	4301	13.4%
	21-25 hours/week	14	9.0%	62	10.7%	2824	9.3%	6	3.2%	43	6.3%	2264	7.1%
	26-30 hours/week	6	3.8%	33	5.7%	1629	5.3%	4	2.1%	27	3.9%	1145	3.6%
	More than 30 hours/week	12	7.7%	38	6.6%	2147	7.0%	5	2.6%	14	2.0%	1447	4.5%
Total		156	100.0%	580	100.0%	30510	100.0%	189	100.0%	687	100.0%	32037	100.0%

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NSSE 2000 Frequency Distributions

		First-year Students						Seniors					
		Montclair State U		New Jersey		National		Montclair State U		New Jersey		National	
		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
Providing care for dependents living with you (parents, children, spouse, etc.)	5 or fewer hours/week	106	70.7%	413	73.2%	25294	85.1%	108	61.4%	375	55.3%	22345	71.3%
	6-10 hours/week	16	10.7%	70	12.4%	1650	5.6%	15	8.5%	69	10.2%	2177	6.9%
	11-15 hours/week	11	7.3%	15	2.7%	763	2.6%	12	6.8%	36	5.3%	1354	4.3%
	16-20 hours/week	5	3.3%	16	2.8%	528	1.8%	8	4.5%	41	6.0%	1055	3.4%
	21-25 hours/week	4	2.7%	14	2.5%	335	1.1%	4	2.3%	24	3.5%	671	2.1%
	26-30 hours/week	3	2.0%	10	1.8%	220	.7%	5	2.8%	16	2.4%	586	1.9%
	More than 30 hours/week	5	3.3%	26	4.6%	936	3.1%	24	13.6%	117	17.3%	3150	10.1%
Total		150	100.0%	564	100.0%	29726	100.0%	176	100.0%	678	100.0%	31338	100.0%
Practicum, internship, field experience, co-op experience, or clinical assignment	Undecided	31	19.6%	78	13.4%	4271	14.0%	11	5.9%	37	5.4%	1708	5.3%
	No	16	10.1%	36	6.2%	2323	7.6%	49	26.1%	160	23.2%	6807	21.2%
	Yes	111	70.3%	468	80.4%	24022	78.5%	128	68.1%	492	71.4%	23620	73.5%
Total		158	100.0%	582	100.0%	30616	100.0%	188	100.0%	689	100.0%	32135	100.0%
Community service or volunteer work	Undecided	52	32.9%	135	23.1%	5938	19.4%	25	13.4%	69	10.1%	2572	8.0%
	No	28	17.7%	73	12.5%	3805	12.4%	76	40.9%	253	36.9%	9326	29.0%
	Yes	78	49.4%	376	64.4%	20870	68.2%	85	45.7%	364	53.1%	20206	62.9%
Total		158	100.0%	584	100.0%	30613	100.0%	186	100.0%	686	100.0%	32104	100.0%
Interdisciplinary coursework	Undecided	88	56.1%	206	35.8%	11935	39.2%	33	17.7%	103	15.3%	3800	11.9%
	No	31	19.7%	109	18.9%	5262	17.3%	93	50.0%	264	39.1%	10498	32.9%
	Yes	38	24.2%	261	45.3%	13261	43.5%	60	32.3%	308	45.6%	17610	55.2%
Total		157	100.0%	576	100.0%	30458	100.0%	186	100.0%	675	100.0%	31908	100.0%
Foreign language coursework	Undecided	30	19.0%	137	23.5%	6069	19.8%	17	9.0%	35	5.1%	1585	4.9%
	No	44	27.8%	231	39.7%	10951	35.8%	95	50.5%	415	60.5%	16839	52.6%
	Yes	84	53.2%	214	36.8%	13559	44.3%	76	40.4%	236	34.4%	13610	42.5%
Total		158	100.0%	582	100.0%	30579	100.0%	188	100.0%	686	100.0%	32034	100.0%
Study abroad	Undecided	62	39.2%	223	38.3%	9944	32.5%	12	6.4%	62	9.1%	2143	6.7%
	No	60	38.0%	210	36.1%	10750	35.2%	161	86.1%	553	81.4%	24550	76.7%
	Yes	36	22.8%	149	25.6%	9867	32.3%	14	7.5%	64	9.4%	5322	16.6%
Total		158	100.0%	582	100.0%	30561	100.0%	187	100.0%	679	100.0%	32015	100.0%
Independent study or self-designed major	Undecided	67	42.7%	202	34.8%	10113	33.1%	16	8.5%	71	10.3%	2192	6.8%
	No	61	38.9%	277	47.8%	15552	50.9%	122	64.9%	408	59.5%	20211	63.1%
	Yes	29	18.5%	101	17.4%	4872	16.0%	50	26.6%	207	30.2%	9632	30.1%
Total		157	100.0%	580	100.0%	30537	100.0%	188	100.0%	686	100.0%	32035	100.0%
Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	Undecided	82	52.2%	269	46.4%	13057	42.7%	27	14.5%	77	11.2%	2885	9.0%
	No	33	21.0%	89	15.3%	5239	17.1%	96	51.6%	239	34.8%	11532	35.9%
	Yes	42	26.8%	222	38.3%	12281	40.2%	63	33.9%	371	54.0%	17662	55.1%
Total		157	100.0%	580	100.0%	30577	100.0%	186	100.0%	687	100.0%	32079	100.0%
Contributed to: Acquiring a broad general education	Very Little	2	1.3%	15	2.6%	822	2.7%	1	.5%	11	1.6%	560	1.7%
	Some	35	22.4%	128	22.0%	5741	18.8%	26	13.8%	90	13.0%	3999	12.4%
	Quite a Bit	62	39.7%	249	42.7%	13232	43.2%	82	43.6%	260	37.5%	11796	36.6%
	Very Much	57	36.5%	191	32.8%	10820	35.3%	79	42.0%	332	47.9%	15837	49.2%

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NSSE 2000 Frequency Distributions

		First-year Students						Seniors					
		Montclair State U		New Jersey		National		Montclair State U		New Jersey		National	
		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
Total		156	100.0%	583	100.0%	30615	100.0%	188	100.0%	693	100.0%	32192	100.0%
Contributed to: Acquiring job or work-related knowledge and skills	Very Little	27	17.3%	107	18.4%	5075	16.6%	22	11.7%	54	7.8%	2276	7.1%
	Some	56	35.9%	227	39.1%	11382	37.2%	43	22.9%	162	23.4%	7422	23.1%
	Quite a Bit	49	31.4%	155	26.7%	8899	29.1%	62	33.0%	213	30.8%	10440	32.4%
	Very Much	24	15.4%	92	15.8%	5229	17.1%	61	32.4%	263	38.0%	12040	37.4%
Total		156	100.0%	581	100.0%	30585	100.0%	188	100.0%	692	100.0%	32178	100.0%
Contributed to: Writing clearly and effectively	Very Little	14	9.0%	32	5.5%	1891	6.2%	5	2.7%	25	3.6%	1110	3.4%
	Some	34	21.8%	145	24.9%	8030	26.2%	44	23.4%	145	21.0%	6493	20.2%
	Quite a Bit	73	46.8%	255	43.7%	12634	41.3%	77	41.0%	264	38.2%	12994	40.4%
	Very Much	35	22.4%	151	25.9%	8059	26.3%	62	33.0%	258	37.3%	11587	36.0%
Total		156	100.0%	583	100.0%	30614	100.0%	188	100.0%	692	100.0%	32184	100.0%
Contributed to: Speaking clearly and effectively	Very Little	18	11.5%	50	8.6%	3864	12.6%	5	2.7%	39	5.6%	1537	4.8%
	Some	48	30.8%	186	32.0%	10465	34.2%	48	25.5%	157	22.7%	7684	23.9%
	Quite a Bit	58	37.2%	208	35.7%	10448	34.1%	68	36.2%	258	37.3%	12751	39.6%
	Very Much	32	20.5%	138	23.7%	5826	19.0%	67	35.6%	237	34.3%	10208	31.7%
Total		156	100.0%	582	100.0%	30603	100.0%	188	100.0%	691	100.0%	32180	100.0%
Contributed to: Thinking critically and analytically	Very Little	6	3.8%	20	3.4%	1026	3.4%	2	1.1%	11	1.6%	500	1.6%
	Some	41	26.3%	130	22.2%	6438	21.0%	39	20.7%	94	13.6%	3996	12.4%
	Quite a Bit	67	42.9%	247	42.2%	12992	42.4%	72	38.3%	267	38.6%	12295	38.2%
	Very Much	42	26.9%	188	32.1%	10156	33.2%	75	39.9%	320	46.2%	15394	47.8%
Total		156	100.0%	585	100.0%	30612	100.0%	188	100.0%	692	100.0%	32185	100.0%
Contributed to: Analyzing quantitative problems	Very Little	18	11.5%	70	12.0%	3415	11.2%	14	7.4%	43	6.2%	2128	6.6%
	Some	64	41.0%	202	34.6%	10659	34.9%	65	34.6%	187	27.1%	8680	27.0%
	Quite a Bit	52	33.3%	193	33.0%	10464	34.2%	69	36.7%	260	37.7%	11513	35.8%
	Very Much	22	14.1%	119	20.4%	6027	19.7%	40	21.3%	200	29.0%	9835	30.6%
Total		156	100.0%	584	100.0%	30565	100.0%	188	100.0%	690	100.0%	32156	100.0%
Contributed to: Using computing and information technology	Very Little	26	16.6%	89	15.2%	3786	12.4%	23	12.2%	52	7.5%	2268	7.0%
	Some	42	26.8%	195	33.4%	8832	28.8%	54	28.7%	182	26.3%	7860	24.4%
	Quite a Bit	53	33.8%	159	27.2%	9663	31.6%	63	33.5%	222	32.1%	10279	31.9%
	Very Much	36	22.9%	141	24.1%	8338	27.2%	48	25.5%	235	34.0%	11783	36.6%
Total		157	100.0%	584	100.0%	30619	100.0%	188	100.0%	691	100.0%	32190	100.0%
Contributed to: Working effectively with others	Very Little	8	5.1%	41	7.0%	2166	7.1%	9	4.8%	36	5.2%	1263	3.9%
	Some	47	29.9%	171	29.3%	9060	29.6%	46	24.5%	172	24.9%	6560	20.4%
	Quite a Bit	50	31.8%	207	35.5%	11402	37.3%	66	35.1%	263	38.1%	11612	36.1%
	Very Much	52	33.1%	164	28.1%	7980	26.1%	67	35.6%	220	31.8%	12750	39.6%
Total		157	100.0%	583	100.0%	30608	100.0%	188	100.0%	691	100.0%	32185	100.0%
Contributed to: Voting in elections	Very Little	97	62.2%	360	61.9%	17456	57.2%	109	58.0%	403	58.6%	17285	53.9%
	Some	34	21.8%	133	22.9%	8146	26.7%	44	23.4%	157	22.8%	8941	27.9%
	Quite a Bit	17	10.9%	56	9.6%	3132	10.3%	20	10.6%	69	10.0%	3425	10.7%
	Very Much	8	5.1%	33	5.7%	1808	5.9%	15	8.0%	59	8.6%	2446	7.6%
Total		156	100.0%	582	100.0%	30542	100.0%	188	100.0%	688	100.0%	32097	100.0%

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NSSE 2000 Frequency Distributions

		First-year Students						Seniors					
		Montclair State U		New Jersey		National		Montclair State U		New Jersey		National	
		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
Contributed to: Learning effectively on your own	Very Little	8	5.1%	24	4.1%	1786	5.8%	10	5.3%	41	6.0%	1440	4.5%
	Some	41	26.1%	163	28.1%	7195	23.6%	41	21.8%	130	19.0%	5766	18.0%
	Quite a Bit	66	42.0%	227	39.1%	12457	40.8%	68	36.2%	253	36.9%	12524	39.0%
	Very Much	42	26.8%	167	28.7%	9113	29.8%	69	36.7%	262	38.2%	12386	38.6%
Total		157	100.0%	581	100.0%	30551	100.0%	188	100.0%	686	100.0%	32116	100.0%
Contributed to: Understanding yourself	Very Little	16	10.2%	57	9.8%	3111	10.2%	16	8.6%	65	9.4%	2602	8.1%
	Some	48	30.6%	147	25.2%	7394	24.2%	43	23.0%	147	21.3%	6550	20.4%
	Quite a Bit	57	36.3%	205	35.2%	10495	34.3%	66	35.3%	208	30.2%	10419	32.4%
	Very Much	36	22.9%	174	29.8%	9568	31.3%	62	33.2%	269	39.0%	12551	39.1%
Total		157	100.0%	583	100.0%	30568	100.0%	187	100.0%	689	100.0%	32122	100.0%
Contributed to: Understanding people of other racial and ethnic backgrounds	Very Little	19	12.1%	82	14.0%	5180	16.9%	22	11.8%	87	12.6%	4688	14.6%
	Some	41	26.1%	164	28.1%	9769	31.9%	55	29.4%	194	28.0%	9857	30.6%
	Quite a Bit	53	33.8%	172	29.5%	8785	28.7%	57	30.5%	200	28.9%	9207	28.6%
	Very Much	44	28.0%	166	28.4%	6852	22.4%	53	28.3%	211	30.5%	8410	26.1%
Total		157	100.0%	584	100.0%	30586	100.0%	187	100.0%	692	100.0%	32162	100.0%
Contributed to: Being honest and truthful	Very Little	21	13.4%	79	13.6%	4410	14.4%	36	19.3%	136	19.7%	5103	15.9%
	Some	36	22.9%	144	24.7%	7418	24.3%	51	27.3%	140	20.3%	7339	22.8%
	Quite a Bit	62	39.5%	177	30.4%	9561	31.3%	56	29.9%	195	28.3%	9192	28.6%
	Very Much	38	24.2%	183	31.4%	9186	30.0%	44	23.5%	219	31.7%	10501	32.7%
Total		157	100.0%	583	100.0%	30575	100.0%	187	100.0%	690	100.0%	32135	100.0%
Contributed to: Contributing to the welfare of your community	Very Little	56	35.9%	180	30.9%	8369	27.4%	54	28.9%	198	28.7%	7148	22.2%
	Some	56	35.9%	220	37.7%	11306	37.0%	76	40.6%	219	31.7%	10857	33.8%
	Quite a Bit	36	23.1%	120	20.6%	6849	22.4%	37	19.8%	143	20.7%	7914	24.6%
	Very Much	8	5.1%	63	10.8%	4030	13.2%	20	10.7%	131	19.0%	6223	19.4%
Total		156	100.0%	583	100.0%	30554	100.0%	187	100.0%	691	100.0%	32142	100.0%
Emphasize: Spending significant amounts of time studying and on academic work	Very Little	3	1.9%	19	3.3%	840	2.7%	8	4.3%	28	4.1%	988	3.1%
	Some	34	21.8%	127	21.8%	5380	17.6%	34	18.2%	130	18.9%	5857	18.2%
	Quite a Bit	67	42.9%	241	41.3%	13138	42.9%	92	49.2%	303	44.0%	13450	41.8%
	Very Much	52	33.3%	196	33.6%	11277	36.8%	53	28.3%	228	33.1%	11886	36.9%
Total		156	100.0%	583	100.0%	30635	100.0%	187	100.0%	689	100.0%	32181	100.0%
Emphasize: Providing the support you need to help you succeed academically	Very Little	11	7.0%	34	5.8%	1508	4.9%	16	8.6%	54	7.8%	2491	7.7%
	Some	40	25.5%	123	21.1%	6858	22.4%	78	41.7%	186	27.0%	8855	27.5%
	Quite a Bit	70	44.6%	242	41.4%	12554	41.0%	64	34.2%	301	43.6%	12709	39.5%
	Very Much	36	22.9%	185	31.7%	9698	31.7%	29	15.5%	149	21.6%	8110	25.2%
Total		157	100.0%	584	100.0%	30618	100.0%	187	100.0%	690	100.0%	32165	100.0%
Emphasize: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	Very Little	23	14.7%	80	13.7%	5753	18.8%	45	24.1%	145	21.1%	8088	25.2%
	Some	42	26.9%	171	29.4%	10215	33.4%	80	42.8%	228	33.2%	11643	36.3%
	Quite a Bit	49	31.4%	175	30.1%	8425	27.6%	39	20.9%	204	29.7%	7501	23.4%
	Very Much	42	26.9%	156	26.8%	6174	20.2%	23	12.3%	110	16.0%	4844	15.1%
Total		156	100.0%	582	100.0%	30567	100.0%	187	100.0%	687	100.0%	32076	100.0%

(cont.)

NSSE 2000 Frequency Distributions

		First-year Students						Seniors					
		Montclair State U		New Jersey		National		Montclair State U		New Jersey		National	
		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
Emphasize: Helping you cope with your non-academic responsibilities (work, family, etc.)	Very Little	46	29.5%	180	30.9%	9597	31.4%	96	51.6%	321	46.6%	13675	42.6%
	Some	59	37.8%	218	37.4%	11771	38.5%	59	31.7%	217	31.5%	11261	35.1%
	Quite a Bit	37	23.7%	121	20.8%	6080	19.9%	22	11.8%	96	13.9%	4815	15.0%
	Very Much	14	9.0%	64	11.0%	3115	10.2%	9	4.8%	55	8.0%	2351	7.3%
Total		156	100.0%	583	100.0%	30563	100.0%	186	100.0%	689	100.0%	32102	100.0%
Quality: Relationships with other students	Unfriendly, Unsupportive, Sense of Alienation	4	2.5%	10	1.7%	341	1.1%	2	1.1%	7	1.0%	324	1.0%
	2	8	5.1%	19	3.3%	895	2.9%	3	1.6%	16	2.3%	956	3.0%
	3	8	5.1%	40	6.9%	1728	5.7%	17	9.0%	43	6.2%	1835	5.7%
	4	17	10.8%	82	14.2%	3506	11.5%	39	20.7%	110	15.9%	3969	12.3%
	5	43	27.4%	121	20.9%	5753	18.8%	46	24.5%	164	23.8%	6518	20.3%
	6	43	27.4%	184	31.8%	11030	36.1%	50	26.6%	213	30.9%	11067	34.4%
	Friendly, Supportive, Sense of Belonging	34	21.7%	123	21.2%	7331	24.0%	31	16.5%	137	19.9%	7473	23.2%
Total		157	100.0%	579	100.0%	30584	100.0%	188	100.0%	690	100.0%	32142	100.0%
Quality: Relationships with faculty members	Unavailable, Unhelpful, Unsympathetic	2	1.3%	5	.9%	298	1.0%	3	1.6%	8	1.2%	350	1.1%
	2	5	3.2%	16	2.8%	866	2.8%	10	5.3%	21	3.0%	990	3.1%
	3	11	7.0%	46	7.9%	1940	6.3%	6	3.2%	40	5.8%	1888	5.9%
	4	35	22.3%	107	18.4%	4976	16.3%	39	20.7%	86	12.5%	4077	12.7%
	5	36	22.9%	169	29.1%	7855	25.7%	44	23.4%	170	24.6%	7142	22.2%
	6	45	28.7%	158	27.2%	9838	32.2%	60	31.9%	238	34.5%	10951	34.1%
Available, Helpful, Sympathetic		23	14.6%	80	13.8%	4800	15.7%	26	13.8%	127	18.4%	6743	21.0%
Total		157	100.0%	581	100.0%	30573	100.0%	188	100.0%	690	100.0%	32141	100.0%
Quality: Relationships with administrative personnel and offices	Unhelpful, Inconsiderate, Rigid	8	5.2%	25	4.3%	1111	3.6%	21	11.2%	58	8.4%	2216	6.9%
	2	13	8.4%	47	8.1%	2153	7.0%	23	12.2%	82	11.9%	3335	10.4%
	3	18	11.6%	94	16.2%	3505	11.5%	31	16.5%	116	16.9%	4319	13.5%
	4	35	22.6%	143	24.7%	7226	23.7%	40	21.3%	164	23.8%	6852	21.4%
	5	48	31.0%	140	24.1%	7213	23.6%	37	19.7%	114	16.6%	6531	20.4%
	6	23	14.8%	83	14.3%	6266	20.5%	22	11.7%	101	14.7%	5766	18.0%
Helpful, Considerate, Flexible		10	6.5%	48	8.3%	3066	10.0%	14	7.4%	53	7.7%	3068	9.6%
Total		155	100.0%	580	100.0%	30540	100.0%	188	100.0%	688	100.0%	32087	100.0%
Emphasize: Providing the support you need to thrive socially	Very Little	32	20.6%	129	22.1%	6281	20.5%	74	39.8%	250	36.4%	9958	31.0%
	Some	57	36.8%	205	35.1%	11020	36.0%	64	34.4%	244	35.5%	11898	37.1%
	Quite a Bit	47	30.3%	157	26.9%	8679	28.4%	38	20.4%	135	19.7%	6988	21.8%
	Very Much	19	12.3%	93	15.9%	4598	15.0%	10	5.4%	58	8.4%	3261	10.2%
Total		155	100.0%	584	100.0%	30578	100.0%	186	100.0%	687	100.0%	32105	100.0%
How would you evaluate your entire educational experience at this institution?	Poor	0	.0%	8	1.4%	503	1.6%	4	2.1%	12	1.7%	553	1.7%
	Fair	23	14.6%	88	15.0%	3734	12.2%	22	11.7%	78	11.3%	3745	11.6%
	Good	111	70.7%	349	59.7%	16385	53.5%	123	65.4%	415	60.0%	16298	50.7%
	Excellent	23	14.6%	140	23.9%	9998	32.7%	39	20.7%	187	27.0%	11556	35.9%
Total		157	100.0%	585	100.0%	30620	100.0%	188	100.0%	692	100.0%	32152	100.0%

(cont.)

NSSE 2000 Frequency Distributions

		First-year Students						Seniors					
		Montclair State U		New Jersey		National		Montclair State U		New Jersey		National	
		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
		If you could start over again, would you go to the same institution you are now attending?	Definitely no	5	3.2%	32	5.5%	1409	4.6%	10	5.3%	36	5.2%
Probably no	22		14.0%	83	14.2%	3871	12.7%	32	17.0%	111	16.0%	4745	14.8%
Probably yes	88		56.1%	276	47.2%	13151	43.0%	103	54.8%	331	47.8%	13773	42.9%
Definitely yes	42		26.8%	194	33.2%	12164	39.8%	43	22.9%	215	31.0%	11849	36.9%
Total		157	100.0%	585	100.0%	30595	100.0%	188	100.0%	693	100.0%	32132	100.0%

NSSE 2000 Frequency Distributions

		First-year Students						Seniors					
		Montclair State U		New Jersey		National		Montclair State U		New Jersey		National	
		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
Age	19 or younger	145	92.9%	466	79.8%	26472	86.4%	0	.0%	0	.0%	61	.2%
	20-23	11	7.1%	64	11.0%	2483	8.1%	77	41.2%	319	46.0%	20698	64.3%
	24-29	0	.0%	22	3.8%	637	2.1%	56	29.9%	152	21.9%	5453	16.9%
	30-39	0	.0%	13	2.2%	564	1.8%	38	20.3%	106	15.3%	3204	10.0%
	40-55	0	.0%	15	2.6%	429	1.4%	14	7.5%	102	14.7%	2551	7.9%
	Over 55	0	.0%	4	.7%	45	.1%	2	1.1%	14	2.0%	229	.7%
Total		156	100.0%	584	100.0%	30630	100.0%	187	100.0%	693	100.0%	32196	100.0%
Sex	Male	51	34.9%	183	32.8%	9833	33.1%	54	31.2%	205	31.2%	10437	33.7%
	Female	95	65.1%	375	67.2%	19889	66.9%	119	68.8%	452	68.8%	20524	66.3%
Total		146	100.0%	558	100.0%	29722	100.0%	173	100.0%	657	100.0%	30961	100.0%
American Indian or other Native	Yes	0	.0%	4	100.0%	473	100.0%	1	100.0%	10	100.0%	500	100.0%
Total		0	.0%	4	100.0%	473	100.0%	1	100.0%	10	100.0%	500	100.0%
Asian or Pacific Islander	Yes	14	100.0%	24	100.0%	1764	100.0%	14	100.0%	30	100.0%	1771	100.0%
Total		14	100.0%	24	100.0%	1764	100.0%	14	100.0%	30	100.0%	1771	100.0%
Black or African American	Yes	18	100.0%	47	100.0%	2100	100.0%	11	100.0%	52	100.0%	2152	100.0%
Total		18	100.0%	47	100.0%	2100	100.0%	11	100.0%	52	100.0%	2152	100.0%
White	Yes	102	100.0%	415	100.0%	23745	100.0%	126	100.0%	522	100.0%	25160	100.0%
Total		102	100.0%	415	100.0%	23745	100.0%	126	100.0%	522	100.0%	25160	100.0%
Mexican American	Yes	0	.0%	2	100.0%	942	100.0%	0	.0%	0	.0%	922	100.0%
Total		0	.0%	2	100.0%	942	100.0%	0	.0%	0	.0%	922	100.0%
Puerto Rican	Yes	10	100.0%	28	100.0%	370	100.0%	4	100.0%	24	100.0%	314	100.0%
Total		10	100.0%	28	100.0%	370	100.0%	4	100.0%	24	100.0%	314	100.0%
Other Hispanic	Yes	10	100.0%	46	100.0%	1058	100.0%	20	100.0%	44	100.0%	918	100.0%
Total		10	100.0%	46	100.0%	1058	100.0%	20	100.0%	44	100.0%	918	100.0%
Other race/ethnicity	Yes	16	100.0%	53	100.0%	1532	100.0%	18	100.0%	43	100.0%	1514	100.0%
Total		16	100.0%	53	100.0%	1532	100.0%	18	100.0%	43	100.0%	1514	100.0%
Multiple racial or ethnic identifications	One racial or ethnic identification checked	143	91.7%	545	94.0%	29175	95.7%	176	95.7%	662	95.8%	30898	96.6%
	Multiple racial or ethnic identifications checked	13	8.3%	35	6.0%	1298	4.3%	8	4.3%	29	4.2%	1097	3.4%
Total		156	100.0%	580	100.0%	30473	100.0%	184	100.0%	691	100.0%	31995	100.0%
What is your current classification in college?	Freshman/first-year	155	99.4%	469	80.9%	27170	88.8%	0	.0%	0	.0%	17	.1%
	Sophomore	0	.0%	89	15.3%	2565	8.4%	0	.0%	2	.3%	79	.2%
	Junior	0	.0%	3	.5%	371	1.2%	4	2.2%	9	1.3%	970	3.0%
	Senior	0	.0%	3	.5%	155	.5%	171	93.4%	674	97.8%	30078	94.1%
	Unclassified	1	.6%	16	2.8%	325	1.1%	8	4.4%	4	.6%	823	2.6%
Total		156	100.0%	580	100.0%	30586	100.0%	183	100.0%	689	100.0%	31967	100.0%
Also attended:	Yes	5	100.0%	19	100.0%	788	100.0%	15	100.0%	49	100.0%	2052	100.0%

(cont.)

NSSE 2000 Frequency Distributions

		First-year Students						Seniors					
		Montclair State U		New Jersey		National		Montclair State U		New Jersey		National	
		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
Total		5	100.0%	19	100.0%	788	100.0%	15	100.0%	49	100.0%	2052	100.0%
Also attended: Community	Yes	1	100.0%	37	100.0%	1994	100.0%	74	100.0%	326	100.0%	10094	100.0%
Total		1	100.0%	37	100.0%	1994	100.0%	74	100.0%	326	100.0%	10094	100.0%
Also attended: 4-year college	Yes	3	100.0%	48	100.0%	1682	100.0%	46	100.0%	173	100.0%	8034	100.0%
Total		3	100.0%	48	100.0%	1682	100.0%	46	100.0%	173	100.0%	8034	100.0%
Did not attend another institution	Yes	140	100.0%	464	100.0%	25416	100.0%	62	100.0%	219	100.0%	14702	100.0%
Total		140	100.0%	464	100.0%	25416	100.0%	62	100.0%	219	100.0%	14702	100.0%
Also attended: Other	Yes	1	100.0%	27	100.0%	789	100.0%	15	100.0%	56	100.0%	1906	100.0%
Total		1	100.0%	27	100.0%	789	100.0%	15	100.0%	56	100.0%	1906	100.0%
Did you begin college at your current institution or elsewhere?	Started here	157	100.0%	520	89.0%	28135	92.0%	73	39.0%	290	41.8%	19213	59.8%
	Started elsewhere	0	.0%	64	11.0%	2443	8.0%	114	61.0%	404	58.2%	12935	40.2%
Total		157	100.0%	584	100.0%	30578	100.0%	187	100.0%	694	100.0%	32148	100.0%
How would you characterize your enrollment during the current academic term?	Less than half-time (less than 2 courses/term)	0	.0%	26	4.5%	407	1.3%	34	18.7%	44	6.4%	1324	4.1%
	About half-time (about 2 courses/term)	0	.0%	19	3.3%	647	2.1%	26	14.3%	124	18.0%	2538	7.9%
	Almost full-time (3-4 courses/term)	4	2.6%	38	6.5%	1304	4.3%	31	17.0%	75	10.9%	2573	8.0%
	Full-time	152	97.4%	498	85.7%	28209	92.3%	91	50.0%	447	64.8%	25626	79.9%
Total		156	100.0%	581	100.0%	30567	100.0%	182	100.0%	690	100.0%	32061	100.0%
Are you member of a social fraternity or sorority?	No	148	96.1%	542	93.9%	27293	89.9%	167	89.3%	625	90.8%	27397	86.0%
	Yes	6	3.9%	35	6.1%	3071	10.1%	20	10.7%	63	9.2%	4458	14.0%
Total		154	100.0%	577	100.0%	30364	100.0%	187	100.0%	688	100.0%	31855	100.0%
Which of the following best describes where you are living this year while attending college?	Dormitory or other campus housing (not fraternity/sorority)	65	41.4%	298	51.0%	21017	68.8%	8	4.3%	104	15.1%	6430	20.1%
	Residence (house, apt, etc) w/in walking distance of campus	3	1.9%	23	3.9%	1174	3.8%	5	2.7%	28	4.1%	6768	21.1%
	Residence (house, apartment, etc.) within driving distance	89	56.7%	263	45.0%	8082	26.5%	172	92.5%	557	80.7%	18024	56.2%
	Fraternity or sorority house	0	.0%	0	.0%	253	.8%	1	.5%	1	.1%	826	2.6%
Total		157	100.0%	584	100.0%	30526	100.0%	186	100.0%	690	100.0%	32048	100.0%
I live alone while attending	Yes	1	100.0%	22	100.0%	2300	100.0%	16	100.0%	71	100.0%	4856	100.0%
Total		1	100.0%	22	100.0%	2300	100.0%	16	100.0%	71	100.0%	4856	100.0%
I live with one or more	Yes	63	100.0%	290	100.0%	20135	100.0%	15	100.0%	127	100.0%	13001	100.0%
Total		63	100.0%	290	100.0%	20135	100.0%	15	100.0%	127	100.0%	13001	100.0%
I live with family members	Yes	93	100.0%	264	100.0%	7618	100.0%	146	100.0%	454	100.0%	12351	100.0%
Total		93	100.0%	264	100.0%	7618	100.0%	146	100.0%	454	100.0%	12351	100.0%
I live with others not attending	Yes	5	100.0%	15	100.0%	714	100.0%	14	100.0%	51	100.0%	2709	100.0%
Total		5	100.0%	15	100.0%	714	100.0%	14	100.0%	51	100.0%	2709	100.0%

(cont.)

NSSE 2000 Frequency Distributions

		First-year Students						Seniors					
		Montclair State U		New Jersey		National		Montclair State U		New Jersey		National	
		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
Major: Agriculture	Yes	0	.0%	2	100.0%	277	100.0%	0	.0%	1	100.0%	296	100.0%
Total		0	.0%	2	100.0%	277	100.0%	0	.0%	1	100.0%	296	100.0%
Major: Biology	Yes	20	100.0%	66	100.0%	3370	100.0%	14	100.0%	60	100.0%	2832	100.0%
Total		20	100.0%	66	100.0%	3370	100.0%	14	100.0%	60	100.0%	2832	100.0%
Major: Business	Yes	43	100.0%	101	100.0%	5622	100.0%	40	100.0%	137	100.0%	5976	100.0%
Total		43	100.0%	101	100.0%	5622	100.0%	40	100.0%	137	100.0%	5976	100.0%
Major: Communication	Yes	7	100.0%	49	100.0%	2345	100.0%	9	100.0%	42	100.0%	1942	100.0%
Total		7	100.0%	49	100.0%	2345	100.0%	9	100.0%	42	100.0%	1942	100.0%
Major: Computer and information	Yes	13	100.0%	56	100.0%	2398	100.0%	13	100.0%	45	100.0%	2142	100.0%
Total		13	100.0%	56	100.0%	2398	100.0%	13	100.0%	45	100.0%	2142	100.0%
Major: Education	Yes	35	100.0%	143	100.0%	4322	100.0%	34	100.0%	138	100.0%	4718	100.0%
Total		35	100.0%	143	100.0%	4322	100.0%	34	100.0%	138	100.0%	4718	100.0%
Major: Engineering	Yes	2	100.0%	9	100.0%	1993	100.0%	0	.0%	5	100.0%	1768	100.0%
Total		2	100.0%	9	100.0%	1993	100.0%	0	.0%	5	100.0%	1768	100.0%
Major: Ethnic, cultural studies,	Yes	1	100.0%	8	100.0%	351	100.0%	1	100.0%	6	100.0%	374	100.0%
Total		1	100.0%	8	100.0%	351	100.0%	1	100.0%	6	100.0%	374	100.0%
Major: Foreign languages and	Yes	5	100.0%	18	100.0%	1270	100.0%	3	100.0%	11	100.0%	1061	100.0%
Total		5	100.0%	18	100.0%	1270	100.0%	3	100.0%	11	100.0%	1061	100.0%
Major: Health-related fields	Yes	4	100.0%	57	100.0%	2856	100.0%	16	100.0%	71	100.0%	3074	100.0%
Total		4	100.0%	57	100.0%	2856	100.0%	16	100.0%	71	100.0%	3074	100.0%
Major: Humanities	Yes	7	100.0%	27	100.0%	1932	100.0%	16	100.0%	63	100.0%	2275	100.0%
Total		7	100.0%	27	100.0%	1932	100.0%	16	100.0%	63	100.0%	2275	100.0%
Major: Liberal/general studies	Yes	2	100.0%	12	100.0%	641	100.0%	3	100.0%	12	100.0%	824	100.0%
Total		2	100.0%	12	100.0%	641	100.0%	3	100.0%	12	100.0%	824	100.0%
Major: Mathematics	Yes	3	100.0%	22	100.0%	948	100.0%	5	100.0%	14	100.0%	799	100.0%
Total		3	100.0%	22	100.0%	948	100.0%	5	100.0%	14	100.0%	799	100.0%
Major: Multi/Interdisciplinary	Yes	3	100.0%	12	100.0%	529	100.0%	3	100.0%	14	100.0%	631	100.0%
Total		3	100.0%	12	100.0%	529	100.0%	3	100.0%	14	100.0%	631	100.0%
Major: Parks, recreation, leisure	Yes	3	100.0%	4	100.0%	308	100.0%	6	100.0%	5	100.0%	321	100.0%
Total		3	100.0%	4	100.0%	308	100.0%	6	100.0%	5	100.0%	321	100.0%
Major: Physical sciences	Yes	3	100.0%	13	100.0%	993	100.0%	7	100.0%	27	100.0%	957	100.0%
Total		3	100.0%	13	100.0%	993	100.0%	7	100.0%	27	100.0%	957	100.0%
Major: Public administration	Yes	3	100.0%	20	100.0%	496	100.0%	3	100.0%	14	100.0%	488	100.0%

(cont.)

NSSE 2000 Frequency Distributions

		First-year Students						Seniors					
		Montclair State U		New Jersey		National		Montclair State U		New Jersey		National	
		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
Total		3	100.0%	20	100.0%	496	100.0%	3	100.0%	14	100.0%	488	100.0%
Major: Social sciences	Yes	11	100.0%	79	100.0%	4952	100.0%	35	100.0%	148	100.0%	6301	100.0%
Total		11	100.0%	79	100.0%	4952	100.0%	35	100.0%	148	100.0%	6301	100.0%
Major: Visual and performing arts	Yes	14	100.0%	40	100.0%	2210	100.0%	12	100.0%	34	100.0%	1747	100.0%
Total		14	100.0%	40	100.0%	2210	100.0%	12	100.0%	34	100.0%	1747	100.0%
Major: Undecided	Yes	19	100.0%	48	100.0%	2593	100.0%	0	.0%	1	100.0%	37	100.0%
Total		19	100.0%	48	100.0%	2593	100.0%	0	.0%	1	100.0%	37	100.0%
Multiple major fields	One major checked	119	75.8%	394	67.5%	21452	70.1%	152	80.9%	516	74.5%	24568	76.3%
	Multiple majors checked	38	24.2%	190	32.5%	9166	29.9%	36	19.1%	177	25.5%	7620	23.7%
Total		157	100.0%	584	100.0%	30618	100.0%	188	100.0%	693	100.0%	32188	100.0%
Gender reported by institution	Male	55	34.8%	169	35.9%	9776	33.4%	57	30.2%	175	31.4%	10412	33.7%
	Female	103	65.2%	302	64.1%	19455	66.6%	132	69.8%	383	68.6%	20446	66.3%
Total		158	100.0%	471	100.0%	29231	100.0%	189	100.0%	558	100.0%	30858	100.0%
Ethnicity reported by institution	African American/Black	18	11.5%	41	9.2%	2015	7.7%	15	8.5%	30	5.6%	2121	7.5%
	American Indian/Alaska Native	0	.0%	2	.4%	146	.6%	1	.6%	1	.2%	158	.6%
	Asian/Pacific Islander	13	8.3%	10	2.2%	1205	4.6%	13	7.4%	13	2.4%	1157	4.1%
	Caucasian/White	103	66.0%	353	79.0%	20484	77.8%	121	68.8%	454	84.2%	22289	79.1%
	Hispanic	9	5.8%	41	9.2%	1869	7.1%	6	3.4%	41	7.6%	1755	6.2%
	Other	13	8.3%	0	.0%	333	1.3%	20	11.4%	0	.0%	385	1.4%
	Multi-racial	0	.0%	0	.0%	23	.1%	0	.0%	0	.0%	21	.1%
Foreign	0	.0%	0	.0%	242	.9%	0	.0%	0	.0%	293	1.0%	
Total		156	100.0%	447	100.0%	26317	100.0%	176	100.0%	539	100.0%	28179	100.0%
Class rank reported by institution	Freshman	158	100.0%	586	100.0%	30732	100.0%	0	.0%	0	.0%	0	.0%
	Senior	0	.0%	0	.0%	0	.0%	189	100.0%	695	100.0%	32304	100.0%
Total		158	100.0%	586	100.0%	30732	100.0%	189	100.0%	695	100.0%	32304	100.0%
Mode of completion	Mail	133	84.2%	390	66.6%	17989	58.5%	170	89.9%	533	76.7%	22934	71.0%
	Web	25	15.8%	196	33.4%	12743	41.5%	19	10.1%	162	23.3%	9370	29.0%
Total		158	100.0%	586	100.0%	30732	100.0%	189	100.0%	695	100.0%	32304	100.0%

NSSE 2000 Institutions

Institution	City	State
Abilene Christian University	Abilene	TX
Adams State College	Alamosa	CO
Adelphi University	Garden City	NY
Alaska Pacific University	Anchorage	AK
Albertson College of Idaho	Caldwell	ID
Alvernia College	Reading	PA
American University	Washington	DC
Antioch College	Yellow Springs	OH
Appalachian State University	Boone	NC
Asbury College	Wilmore	KY
Augustana College	Sioux Falls	SD
Aurora University	Aurora	IL
Austin Peay State University	Clarksville	TN
Baker University	Baldwin	KS
Barton College	Wilson	NC
Baruch College of the City University of New York	New York	NY
Beloit College	Beloit	WI
Bloomfield College	Bloomfield	NJ
Boise State University	Boise	ID
Bowling Green State University	Bowling Green	OH
Brenau University	Gainesville	GA
Brigham Young University	Provo	UT
Brooklyn College of the City University of New York	Brooklyn	NY
Bucknell University	Lewisburg	PA
Butler University	Indianapolis	IN
California State University, Bakersfield	Bakersfield	CA
California State University, Los Angeles	Los Angeles	CA
California State University, Monterey Bay	Seaside	CA
California State University, San Bernardino	San Bernardino	CA
California State University, San Marcos	San Marcos	CA
Canisius College	Buffalo	NY
Carroll College	Helena	MT
Catholic University of America	Washington	DC
Cedar Crest College	Allentown	PA
Cedarville College	Cedarville	OH
Centre College	Danville	KY
Circleville Bible College	Circleville	OH
City College of the City University of New York	New York	NY
Clark University	Worcester	MA
Colgate University	Hamilton	NY
College of Charleston	Charleston	SC
College of Notre Dame of Maryland	Baltimore	MD
College of St. Catherine	St. Paul	MN
College of St. Scholastica	Duluth	MN
College of Staten Island of the City University New York	Staten Island	NY

Institution	City	State
College of Wooster	Wooster	OH
Columbia College	Columbia	SC
Columbia College Chicago	Chicago	IL
Concordia University	Seward	NE
Connecticut College	New London	CT
Covenant College	Lookout Mountain	GA
Davis & Elkins College	Elkins	WV
Denison University	Granville	OH
DePauw University	Greencastle	IN
Dominican University	River Forest	IL
Drake University	Des Moines	IA
Drexel University	Philadelphia	PA
Earlham College	Richmond	IN
Eastern College	St. Davids	PA
Eastern Kentucky University	Richmond	KY
Eckerd College	St. Petersburg	FL
Edgewood College	Madison	WI
Elmhurst College	Elmhurst	IL
Elmira College	Elmira	NY
Elon College	Elon College	NC
Evergreen State College	Olympia	WA
Framingham State College	Framingham	MA
Franklin & Marshall College	Lancaster	PA
Franklin Pierce College	Rindge	NH
George Mason University	Fairfax	VA
Georgia College & State University	Milledgeville	GA
Georgia Institute of Technology	Atlanta	GA
Georgia Southwestern State University	Americus	GA
Gordon College	Wenham	MA
Goucher College	Towson	MD
Graceland University	Lamoni	IA
Greenville College	Greenville	IL
Grove City College	Grove City	PA
Gustavus Adolphus College	St. Peter	MN
Hampden-Sydney College	Hampden-Sydney	VA
Harris-Stowe State College	St. Louis	MO
Hastings College	Hastings	NE
Holy Family College	Philadelphia	PA
Houghton College	Houghton	NY
Howard Payne University	Brownwood	TX
Hunter College of the City University of New York	New York	NY
Indiana University Bloomington	Bloomington	IN
Indiana University East	Richmond	IN
Indiana University Kokomo	Kokomo	IN
Indiana University Northwest	Gary	IN
Indiana University Purdue University Indianapolis	Indianapolis	IN
Indiana University Southeast	New Albany	IN

Institution	City	State
Indiana Wesleyan University	Marion	IN
Iowa State University	Ames	IA
John Brown University	Siloam Springs	AR
John Jay College of Criminal Justice of the City University of New York	New York	NY
Judson College (AL)	Marion	AL
Judson College (IL)	Elgin	IL
Juniata College	Huntingdon	PA
Kean University	Union	NJ
Kent State University	Kent	OH
La Salle University	Philadelphia	PA
Laboratory Institute of Merchandising	New York	NY
Lafayette College	Easton	PA
Lake Forest College	Lake Forest	IL
Lawrence University	Appleton	WI
Lee University	Cleveland	TN
Lees-McRae College	Banner Elk	NC
Lehman College of the City University of New York	Bronx	NY
Lewis University	Romeoville	IL
Longwood College	Farmville	VA
Loyola College in Maryland	Baltimore	MD
Loyola University Chicago	Chicago	IL
Loyola University New Orleans	New Orleans	LA
Macalester College	St. Paul	MN
Madonna University	Livonia	MI
Marshall University	Huntington	WV
Marymount College	Tarrytown	NY
Marymount Manhattan College	New York	NY
Marywood University	Scranton	PA
Medgar Evers College of the City University of New York	Brooklyn	NY
Meredith College	Raleigh	NC
Miami University	Oxford	OH
Michigan State University	East Lansing	MI
MidAmerica Nazarene University	Olathe	KS
Millikin University	Decatur	IL
Monmouth University	Long Branch	NJ
Montclair State University	Upper Montclair	NJ
Moorhead State University	Moorhead	MN
Morehead State University	Morehead	KY
Mount Mary College	Milwaukee	WI
Mount Union College	Alliance	OH
Nebraska Wesleyan University	Lincoln	NE
New Mexico State University	Las Cruces	NM
New York City Technical College of the City University of New York	Brooklyn	NY
North Central College	Naperville	IL
North Dakota State University	Fargo	ND
Northeastern Illinois University	Chicago	IL
Northern Illinois University	DeKalb	IL

Institution	City	State
Northern Michigan University	Marquette	MI
Northland College	Ashland	WI
Northwestern State University of Louisiana	Natchitoches	LA
Northwestern University	Evanston	IL
Norwich University	Northfield	VT
Occidental College	Los Angeles	CA
Ohio University	Athens	OH
Ohio Wesleyan University	Delaware	OH
Oklahoma State University	Stillwater	OK
Olivet Nazarene University	Kankakee	IL
Oregon State University	Corvallis	OR
Our Lady of the Lake University	San Antonio	TX
Pacific Lutheran University	Tacoma	WA
Pepperdine University	Malibu	CA
Pfeiffer University	Misenheimer	NC
Point Loma Nazarene University	San Diego	CA
Polytechnic University	Brooklyn	NY
Presbyterian College	Clinton	SC
Queens College of the City University of New York	Flushing	NY
Radford University	Radford	VA
Ramapo College of New Jersey	Mahwah	NJ
Randolph-Macon Woman's College	Lynchburg	VA
Regis College	Weston	MA
Rhode Island School of Design	Providence	RI
Rice University	Houston	TX
Richard Stockton College of New Jersey	Pomona	NJ
Roanoke College	Salem	VA
Rockhurst University	Kansas City	MO
Rose-Hulman Institute of Technology	Terre Haute	IN
Sacred Heart University	Fairfield	CT
Saint Francis College	Loretto	PA
Saint Michael's College	Olchester	VT
Saint Vincent College	Latrobe	PA
Saint Xavier University	Chicago	IL
Salem College	Winston-Salem	NC
Salisbury State University	Salisbury	MD
Samford University	Birmingham	AL
Santa Clara University	Santa Clara	CA
Seattle Pacific University	Seattle	WA
Seton Hall University	South Orange	NJ
Slippery Rock University	Slippery Rock	PA
South Dakota State University	Brookings	SD
Southern Arkansas University	Magnolia	AR
Southern Illinois University Edwardsville	Edwardsville	IL
Southwest Texas State University	San Marcos	TX
Spelman College	Atlanta	GA
St. Edward's University	Austin	TX

Institution	City	State
St. Lawrence University	Canton	NY
State University of New York at Buffalo	Buffalo	NY
State University of New York at Stony Brook	Stony Brook	NY
State University of New York College of Environmental Science and Forestry	Syracuse	NY
Stillman College	Tuscaloosa	AL
Suffolk University	Boston	MA
Susquehanna University	Selinsgrove	PA
Sweet Briar College	Sweet Briar	VA
Syracuse University	Syracuse	NY
Teikyo Post University	Waterbury	CT
Temple University	Philadelphia	PA
Texas Lutheran University	Seguin	TX
The College of New Jersey	Ewing	NJ
The Ohio State University	Columbus	OH
The Ohio State University at Mansfield	Mansfield	OH
The Pennsylvania State University	University Park	PA
The University of Texas at Austin	Austin	TX
The University of Texas at Brownsville	Brownsville	TX
The University of Texas at Dallas	Dallas	TX
The University of Texas at El Paso	El Paso	TX
The University of Texas at San Antonio	San Antonio	TX
The University of Texas at Tyler	Tyler	TX
The University of Texas of the Permian Basin	Odessa	TX
The University of Texas-Pan American	Edinburg	TX
The William Paterson University of New Jersey	Wayne	NJ
Towson University	Towson	MD
Trinity Christian College	Palos Heights	IL
Truman State University	Kirksville	MO
Tulane University	New Orleans	LA
Unity College	Unity	ME
University of Alabama at Birmingham	Birmingham	AL
University of Arkansas	Fayetteville	AR
University of California, Santa Cruz	Santa Cruz	CA
University of Central Arkansas	Conway	AR
University of Colorado at Boulder	Boulder	CO
University of Dubuque	Dubuque	IA
University of Florida	Gainesville	FL
University of Hawaii at Manoa	Honolulu	HI
University of Idaho	Moscow	ID
University of Iowa	Iowa city	IA
University of Maine at Farmington	Farmington	ME
University of Maryland, Baltimore County	Baltimore	MD
University of Maryland, College Park	College Park	MD
University of Maryland Eastern Shore	Princess Anne	MD
University of Massachusetts Amherst	Amherst	MA
University of Massachusetts Boston	Boston	MA
University of Massachusetts Dartmouth	North Dartmouth	MA

Institution	City	State
University of Massachusetts Lowell	Lowell	MA
University of Michigan, Ann Arbor	Ann Arbor	MI
University of Minnesota Duluth	Duluth	MN
University of Mississippi	University	MS
University of Missouri-Columbia	Columbia	MO
University of Missouri-Kansas City	Kansas City	MO
University of Missouri-St. Louis	St. Louis	MO
University of Montana	Missoula	MT
University of New Mexico	Albuquerque	NM
University of North Carolina at Asheville	Asheville	NC
University of North Carolina at Wilmington	Wilmington	NC
University of North Dakota	Grand Forks	ND
University of Pittsburgh	Pittsburgh	PA
University of Puget Sound	Tacoma	WA
University of Richmond	Richmond	VA
University of South Dakota	Vermillion	SD
University of Southern Indiana	Evansville	IN
University of the Ozarks	Clarksville	AR
University of the South	Sewanee	TN
University of Utah	Salt Lake City	UT
University of Virginia	Charlottesville	VA
University of Wisconsin-Green Bay	Green Bay	WI
University of Wisconsin-La Crosse	La Crosse	WI
University of Wisconsin-Stout	Menomonie	WI
University of Wyoming	Laramie	WY
Ursinus College	Collegeville	PA
Ursuline College	Pepper Pike	OH
Villanova University	Villanova	PA
Virginia Commonwealth University	Richmond	VA
Virginia Wesleyan College	Norfolk	VA
Wabash College	Crawfordsville	IN
Wartburg College	Waverly	IA
Washington State University	Pullman	WA
Waynesburg College	Waynesburg	PA
Weber State University	Ogden	UT
Wesleyan College	Macon	GA
West Virginia University	Morgantown	WV
West Virginia University Institute of Technology	Montgomery	WV
William Carey College	Hattiesburg	MS
William Jewell College	Liberty	MO
Wilmington College	Wilmington	OH
York College of Pennsylvania	York	PA
York College of the City University of New York	Jamaica	NY

NSSE 2000 Comparison Groups

Consortium: AAUDE

Institution	City	State
State University of New York at Buffalo	Buffalo	NY
The University of Texas at Austin	Austin	TX
University of Colorado at Boulder	Boulder	CO
University of Florida	Gainesville	FL
University of Maryland, College Park	College Park	MD
University of Missouri-Columbia	Columbia	MO
University of Pittsburgh	Pittsburgh	PA
University of Virginia	Charlottesville	VA

Consortium: CCC&U

Institution	City	State
Abilene Christian University	Abilene	TX
Asbury College	Wilmore	KY
Cedarville College	Cedarville	OH
Covenant College	Lookout Mountain	GA
Eastern College	St. Davids	PA
Gordon College	Wenham	MA
Greenville College	Greenville	IL
Houghton College	Houghton	NY
Indiana Wesleyan University	Marion	IN
John Brown University	Siloam Springs	AR
Judson College (IL)	Elgin	IL
Lee University	Cleveland	TN
MidAmerica Nazarene University	Olathe	KS
Olivet Nazarene University	Kankakee	IL
Point Loma Nazarene University	San Diego	CA
Trinity Christian College	Palos Heights	IL

Consortium: CIC

Institution	City	State
Indiana University Bloomington	Bloomington	IN
Michigan State University	East Lansing	MI
The Ohio State University	Columbus	OH
The Pennsylvania State University	University Park	PA
University of Iowa	Iowa city	IA

Consortium: CUNY

Institution	City	State
Baruch College of the City University of New York	New York	NY
Brooklyn College of the City University of New York	Brooklyn	NY
City College of the City University of New York	New York	NY
College of Staten Island of the City University New York	Staten Island	NY
Hunter College of the City University of New York	New York	NY
John Jay College of Criminal Justice of the City University of New York	New York	NY
Lehman College of the City University of New York	Bronx	NY
Medgar Evers College of the City University of New York	Brooklyn	NY
New York City Technical College of the City University of New York	Brooklyn	NY

Consortium: CUNY *(continued)*

Institution	City	State
Queens College of the City University of New York	Flushing	NY
York College of the City University of New York	Jamaica	NY

Consortium: Mid-Atlantic Private Colleges

Institution	City	State
Elon College	Elon College	NC
Hampden-Sydney College	Hampden-Sydney	VA
Pfeiffer University	Misenheimer	NC
Presbyterian College	Clinton	SC
Roanoke College	Salem	VA
Virginia Wesleyan College	Norfolk	VA

Consortium: New Jersey State Colleges and Universities

Institution	City	State
Kean University	Union	NJ
Montclair State University	Upper Montclair	NJ
Ramapo College of New Jersey	Mahwah	NJ
Richard Stockton College of New Jersey	Pomona	NJ
The College of New Jersey	Ewing	NJ
The William Paterson University of New Jersey	Wayne	NJ

Consortium: UMASS

Institution	City	State
University of Massachusetts Amherst	Amherst	MA
University of Massachusetts Boston	Boston	MA
University of Massachusetts Dartmouth	North Dartmouth	MA
University of Massachusetts Lowell	Lowell	MA

Consortium: Urban Universities

Institution	City	State
Indiana University Purdue University Indianapolis	Indianapolis	IN
Southern Illinois University Edwardsville	Edwardsville	IL
Temple University	Philadelphia	PA
University of Missouri-Kansas City	Kansas City	MO
Virginia Commonwealth University	Richmond	VA
University of Massachusetts Boston	Boston	MA

Consortium: Women's Colleges

Institution	City	State
Brenau University	Gainesville	GA
College of Notre Dame of Maryland	Baltimore	MD
College of St. Catherine	St. Paul	MN
Columbia College	Columbia	SC
Meredith College	Raleigh	NC
Mount Mary College	Milwaukee	WI
Randolph-Macon Woman's College	Lynchburg	VA
Regis College	Weston	MA
Salem College	Winston-Salem	NC
Sweet Briar College	Sweet Briar	VA
Wesleyan College	Macon	GA

Carnegie Classification: Research Universities I

Institution	City	State
Georgia Institute of Technology	Atlanta	GA
Indiana University Bloomington	Bloomington	IN
Iowa State University	Ames	IA
Michigan State University	East Lansing	MI
New Mexico State University	Las Cruces	NM
Northwestern University	Evanston	IL
Oregon State University	Corvallis	OR
State University of New York at Buffalo	Buffalo	NY
State University of New York at Stony Brook	Stony Brook	NY
Temple University	Philadelphia	PA
The Ohio State University	Columbus	OH
The Pennsylvania State University	University Park	PA
The University of Texas at Austin	Austin	TX
University of Alabama at Birmingham	Birmingham	AL
University of Colorado at Boulder	Boulder	CO
University of Florida	Gainesville	FL
University of Hawaii at Manoa	Honolulu	HI
University of Iowa	Iowa city	IA
University of Maryland, College Park	College Park	MD
University of Massachusetts Amherst	Amherst	MA
University of Michigan, Ann Arbor	Ann Arbor	MI
University of Missouri-Columbia	Columbia	MO
University of New Mexico	Albuquerque	NM
University of Pittsburgh	Pittsburgh	PA
University of Utah	Salt Lake City	UT
University of Virginia	Charlottesville	VA
Virginia Commonwealth University	Richmond	VA
West Virginia University	Morgantown	WV

Carnegie Classification: Research Universities II

Institution	City	State
Brigham Young University	Provo	UT
Kent State University	Kent	OH
Ohio University	Athens	OH
Oklahoma State University	Stillwater	OK
Rice University	Houston	TX
Syracuse University	Syracuse	NY
Tulane University	New Orleans	LA
University of Arkansas	Fayetteville	AR
University of California, Santa Cruz	Santa Cruz	CA
University of Idaho	Moscow	ID
University of Mississippi	University	MS
University of Wyoming	Laramie	WY
Washington State University	Pullman	WA

Carnegie Classification: Doctoral Universities I

Institution	City	State
Adelphi University	Garden City	NY
American University	Washington	DC
Bowling Green State University	Bowling Green	OH
Catholic University of America	Washington	DC
Drexel University	Philadelphia	PA
Loyola University Chicago	Chicago	IL
Miami University	Oxford	OH
Northern Illinois University	DeKalb	IL
Polytechnic University	Brooklyn	NY
The University of Texas at Dallas	Dallas	TX
University of Missouri-Kansas City	Kansas City	MO

Carnegie Classification: Doctoral Universities II

Institution	City	State
Clark University	Worcester	MA
George Mason University	Fairfax	VA
Indiana University Purdue University Indianapolis	Indianapolis	IN
North Dakota State University	Fargo	ND
Pepperdine University	Malibu	CA
Seton Hall University	South Orange	NJ
State University of New York College of Environmental Science and Forestry	Syracuse	NY
University of Maryland, Baltimore County	Baltimore	MD
University of Massachusetts Lowell	Lowell	MA
University of Missouri-St. Louis	St. Louis	MO
University of Montana	Missoula	MT
University of North Dakota	Grand Forks	ND
University of South Dakota	Vermillion	SD

Carnegie Classification: Master's Universities and Colleges I

Institution	City	State
Abilene Christian University	Abilene	TX
Adams State College	Alamosa	CO
Alaska Pacific University	Anchorage	AK
Appalachian State University	Boone	NC
Aurora University	Aurora	IL
Austin Peay State University	Clarksville	TN
Baruch College of the City University of New York	New York	NY
Boise State University	Boise	ID
Brenau University	Gainesville	GA
Brooklyn College of the City University of New York	Brooklyn	NY
Butler University	Indianapolis	IN
California State University, Bakersfield	Bakersfield	CA
California State University, Los Angeles	Los Angeles	CA
California State University, San Bernardino	San Bernardino	CA
California State University, San Marcos	San Marcos	CA
Canisius College	Buffalo	NY
City College of the City University of New York	New York	NY

Carnegie Classification: Master's Universities and Colleges I

(continued)

Institution	City	State
College of Charleston	Charleston	SC
College of St. Scholastica	Duluth	MN
College of Staten Island of the City University New York	Staten Island	NY
Dominican University	River Forest	IL
Drake University	Des Moines	IA
Eastern Kentucky University	Richmond	KY
Edgewood College	Madison	WI
Elmira College	Elmira	NY
Framingham State College	Framingham	MA
Georgia College & State University	Milledgeville	GA
Georgia Southwestern State University	Americus	GA
Hunter College of the City University of New York	New York	NY
Indiana University Northwest	Gary	IN
Indiana University Southeast	New Albany	IN
Indiana Wesleyan University	Marion	IN
Kean University	Union	NJ
La Salle University	Philadelphia	PA
Lehman College of the City University of New York	Bronx	NY
Lewis University	Romeoville	IL
Loyola College in Maryland	Baltimore	MD
Loyola University New Orleans	New Orleans	LA
Madonna University	Livonia	MI
Marshall University	Huntington	WV
Marywood University	Scranton	PA
Meredith College	Raleigh	NC
Monmouth University	Long Branch	NJ
Montclair State University	Upper Montclair	NJ
Moorhead State University	Moorhead	MN
Morehead State University	Morehead	KY
Northeastern Illinois University	Chicago	IL
Northern Michigan University	Marquette	MI
Northwestern State University of Louisiana	Natchitoches	LA
Norwich University	Northfield	VT
Olivet Nazarene University	Kankakee	IL
Our Lady of the Lake University	San Antonio	TX
Pacific Lutheran University	Tacoma	WA
Queens College of the City University of New York	Flushing	NY
Radford University	Radford	VA
Rockhurst University	Kansas City	MO
Sacred Heart University	Fairfield	CT
Saint Francis College	Loretto	PA
Saint Michael's College	Olchester	VT
Saint Xavier University	Chicago	IL
Salisbury State University	Salisbury	MD
Samford University	Birmingham	AL
Santa Clara University	Santa Clara	CA
Seattle Pacific University	Seattle	WA

Carnegie Classification: Master's Universities and Colleges I*(continued)*

Institution	City	State
Slippery Rock University	Slippery Rock	PA
South Dakota State University	Brookings	SD
Southern Illinois University Edwardsville	Edwardsville	IL
Southwest Texas State University	San Marcos	TX
Suffolk University	Boston	MA
The College of New Jersey	Ewing	NJ
The University of Texas at Brownsville	Brownsville	TX
The University of Texas at El Paso	El Paso	TX
The University of Texas at San Antonio	San Antonio	TX
The University of Texas at Tyler	Tyler	TX
The University of Texas of the Permian Basin	Odessa	TX
The University of Texas-Pan American	Edinburg	TX
The William Paterson University of New Jersey	Wayne	NJ
Towson University	Towson	MD
Truman State University	Kirksville	MO
University of Central Arkansas	Conway	AR
University of Dubuque	Dubuque	IA
University of Massachusetts Boston	Boston	MA
University of Massachusetts Dartmouth	North Dartmouth	MA
University of Minnesota Duluth	Duluth	MN
University of North Carolina at Wilmington	Wilmington	NC
University of Richmond	Richmond	VA
University of Wisconsin-La Crosse	La Crosse	WI
University of Wisconsin-Stout	Menomonie	WI
Villanova University	Villanova	PA
William Carey College	Hattiesburg	MS

Carnegie Classification: Master's Universities and Colleges II

Institution	City	State
Baker University	Baldwin	KS
California State University, Monterey Bay	Seaside	CA
College of Notre Dame of Maryland	Baltimore	MD
College of St. Catherine	St. Paul	MN
Eastern College	St. Davids	PA
Elon College	Elon College	NC
Indiana University Kokomo	Kokomo	IN
Longwood College	Farmville	VA
MidAmerica Nazarene University	Olathe	KS
North Central College	Naperville	IL
Pfeiffer University	Misenheimer	NC
Point Loma Nazarene University	San Diego	CA
Southern Arkansas University	Magnolia	AR
St. Edward's University	Austin	TX
University of Maryland, Eastern Shore	Princess Anne	MD
University of Southern Indiana	Evansville	IN
University of Wisconsin-Green Bay	Green Bay	WI
Weber State University	Ogden	UT

Carnegie Classification: Baccalaureate Colleges I

Institution	City	State
Antioch College	Yellow Springs	OH
Beloit College	Beloit	WI
Bucknell University	Lewisburg	PA
Centre College	Danville	KY
Colgate University	Hamilton	NY
College of Wooster	Wooster	OH
Connecticut College	New London	CT
Denison University	Granville	OH
DePauw University	Greencastle	IN
Earlham College	Richmond	IN
Eckerd College	St. Petersburg	FL
Franklin & Marshall College	Lancaster	PA
Gordon College	Wenham	MA
Goucher College	Towson	MD
Gustavus Adolphus College	St. Peter	MN
Hampden-Sydney College	Hampden-Sydney	VA
Hastings College	Hastings	NE
Houghton College	Houghton	NY
Judson College (AL)	Marion	AL
Juniata College	Huntingdon	PA
Lafayette College	Easton	PA
Lake Forest College	Lake Forest	IL
Lawrence University	Appleton	WI
Macalester College	St. Paul	MN
Nebraska Wesleyan University	Lincoln	NE
Occidental College	Los Angeles	CA
Ohio Wesleyan University	Delaware	OH
Presbyterian College	Clinton	SC
Randolph-Macon Woman's College	Lynchburg	VA
Richard Stockton College of New Jersey	Pomona	NJ
Salem College	Winston-Salem	NC
Spelman College	Atlanta	GA
St. Lawrence University	Canton	NY
Sweet Briar College	Sweet Briar	VA
University of North Carolina at Asheville	Asheville	NC
University of Puget Sound	Tacoma	WA
University of the South	Sewanee	TN
Ursinus College	Collegeville	PA
Virginia Wesleyan College	Norfolk	VA
Wabash College	Crawfordsville	IN
Wartburg College	Waverly	IA
Wesleyan College	Macon	GA
William Jewell College	Liberty	MO

Carnegie Classification: Baccalaureate Colleges II

Institution	City	State
Albertson College of Idaho	Caldwell	ID
Alvernia College	Reading	PA
Asbury College	Wilmore	KY
Augustana College	Sioux Falls	SD
Barton College	Wilson	NC
Bloomfield College	Bloomfield	NJ
Carroll College	Helena	MT
Cedar Crest College	Allentown	PA
Cedarville College	Cedarville	OH
Columbia College	Columbia	SC
Columbia College Chicago	Chicago	IL
Concordia University	Seward	NE
Covenant College	Lookout Mountain	GA
Davis & Elkins College	Elkins	WV
Elmhurst College	Elmhurst	IL
Evergreen State College	Olympia	WA
Franklin Pierce College	Rindge	NH
Graceland College	Lamoni	IA
Greenville College	Greenville	IL
Grove City College	Grove City	PA
Holy Family College	Philadelphia	PA
Howard Payne University	Brownwood	TX
Indiana University East	Richmond	IN
John Brown University	Siloam Springs	AR
Judson College (IL)	Elgin	IL
Lee University	Cleveland	TN
Lees-McRae College	Banner Elk	NC
Marymount College	Tarrytown	NY
Marymount Manhattan College	New York	NY
Medgar Evers College of the City University of New York	Brooklyn	NY
Millikin University	Decatur	IL
Mount Mary College	Milwaukee	WI
Mount Union College	Alliance	OH
Northland College	Ashland	WI
Ramapo College of New Jersey	Mahwah	NJ
Regis College	Weston	MA
Roanoke College	Salem	VA
Saint Vincent College	Latrobe	PA
Stillman College	Tuscaloosa	AL
Susquehanna University	Selinsgrove	PA
Texas Lutheran University	Seguin	TX
The Ohio State University at Mansfield	Mansfield	OH
Trinity Christian College	Palos Heights	IL
Unity College	Unity	ME
University of Maine at Farmington	Farmington	ME
University of the Ozarks	Clarksville	AR
Ursuline College	Pepper Pike	OH
Waynesburg College	Waynesburg	PA
West Virginia University Institute of Technology	Montgomery	WV
Wilmington College	Wilmington	OH
York College of Pennsylvania	York	PA
York College of the City University of New York	Jamaica	NY

The College Student Report

Who knows more than you do about the quality of your education? But it's usually administrators, faculty members, and others that make the big decisions about your college. Missing is the **student voice** -- information from people like you about what actually happens inside and outside the classroom and what you think about it. *The College Student Report* takes only about 15 minutes to complete. It's part of a national effort to improve college quality. What you and other students say will also be used to help your school get better. After completing *The Report*, please put it in the enclosed postage-paid envelope and deposit in any U.S. Postal Service mailbox. If you have any questions about the survey, please e-mail help@collegereport.org or call 1-800-676-0390. Thank you!

COLLEGE ACTIVITIES

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

	Very Often	Often	Occasionally	Never
Asked questions in class or contributed to class discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used e-mail to communicate with an instructor or other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made a class presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rewrote a paper or assignment several times	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Came to class unprepared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with other students on projects during class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with classmates outside of class to prepare class assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutored or taught other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in a community-based project as part of a regular course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used an electronic medium (e-mail, list-serve, chat group, etc.) to discuss or complete an assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed grades or assignments with an instructor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very Often	Often	Occasionally	Never
Talked about career plans with a faculty member or advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed ideas from your reading or classes with faculty members outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Received prompt feedback from faculty on your academic performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked harder than you thought you could to meet an instructor's standards or expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with a faculty member on a research project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed ideas from your reading or classes with others outside of class (students, family members, co-workers, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had serious conversations with other students whose religious beliefs, political opinions, or personal values were very different from yours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had serious conversations with students of a different race or ethnicity than your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



DIRECTIONS: During this current school year, about how much reading and writing did you do?

- Number of assigned textbooks, books, or book-length packs of course readings
- Number of books read on your own (not assigned)
- Number of written papers or reports of **20 pages or more**
- Number of written papers or reports of **fewer than 20 pages**

More than 20	Between 11 and 20	Between 5 and 10	Fewer than 5	None
<input type="radio"/>				
<input type="radio"/>				
<input type="radio"/>				
<input type="radio"/>				

Mark the oval that best represents the nature of the examinations you have taken this year at this institution:

Mostly multiple-choice or short-answer (1) (2) (3) (4) (5) (6) (7) Mostly essay or open-ended problems

During the current school year, to what extent has your coursework emphasized the following mental activities?

- Memorizing** facts, ideas or methods from your courses and readings so you can repeat them in pretty much the same form
- Analyzing** the basic elements of an idea, experience or theory such as examining a particular case or situation in depth and considering its components
- Synthesizing** and organizing ideas, information, or experiences into new, more complex interpretations and relationships
- Making judgments** about the value of information, arguments, or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions
- Applying** theories or concepts to practical problems or in new situations

Very Little	Some	Quite a Bit	Very Much
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During the current school year, about how many hours do you spend in a typical week doing each of the following?

- Preparing for class (studying, reading, writing, rehearsing, and other activities related to your academic program)
- Working for pay **on campus**
- Working for pay **off campus**
- Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)
- Relaxing and socializing (watching TV, partying, exercising, playing games, etc.)
- Providing care for dependents living with you (parents, children, spouse, etc.)

# of hours per week	More than 30 hours/week	26 - 30 hours/week	21 - 25 hours/week	16 - 20 hours/week	11 - 15 hours/week	6 - 10 hours/week	5 or fewer hours/week
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In thinking about your undergraduate program as a whole (including your major or expected major), which of the following have you done or plan to do before you graduate from this institution? Fill in the oval that best describes your situation.

- Practicum, internship, field experience, co-op experience, or clinical assignment
- Community service or volunteer work
- Interdisciplinary coursework
- Foreign language coursework
- Study abroad
- Independent study or self-designed major
- Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)

Undecided	No	Yes
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

EDUCATIONAL AND PERSONAL GROWTH

To what extent has your college education contributed to your knowledge, skills, and personal development in the following areas?

	Very Much	Quite a Bit	Some	Very Little
Acquiring a broad general education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acquiring job or work-related knowledge and skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing clearly and effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking clearly and effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thinking critically and analytically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing quantitative problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using computing and information technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Very Much	Quite a Bit	Some	Very Little
Working effectively with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Voting in elections	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning effectively on your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding yourself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding people of other racial and ethnic backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being honest and truthful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contributing to the welfare of your community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

OPINIONS ABOUT YOUR SCHOOL

Thinking about your experience at this institution during the current school year, to what extent does your college emphasize each of the following?

- Spending significant amounts of time studying and on academic work
- Providing the support you need to help you succeed academically.
- Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- Helping you cope with your non-academic responsibilities (work, family, etc.)
- Providing the support you need to thrive socially.

	Very Much	Quite a Bit	Some	Very Little
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Again, thinking about your experience at this institution this year, fill in the oval that best represents the quality of the relationships among people that are typical at this college.

Relationships with other students	Unfriendly, Unsupportive, Sense of Alienation	① ② ③ ④ ⑤ ⑥ ⑦	Friendly, Supportive, Sense of Belonging
Relationships with faculty members	Unavailable, Unhelpful, Unsympathetic	① ② ③ ④ ⑤ ⑥ ⑦	Available, Helpful, Sympathetic
Relationships with administrative personnel and offices	Unhelpful, Inconsiderate, Rigid	① ② ③ ④ ⑤ ⑥ ⑦	Helpful, Considerate, Flexible

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

- Excellent
- Good
- Fair
- Poor

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

BACKGROUND INFORMATION

Age

- 19 or younger 24 - 29 40 - 55
 20 - 23 30 - 39 Over 55

Sex

- Male Female

What is your racial or ethnic identification? (Fill in all that apply)

- American Indian or other Native American
 Asian or Pacific Islander
 Black or African American
 White
 Mexican American
 Puerto Rican
 Other Hispanic
 Other: What?

What is your current classification in college?

- Freshman/first-year Senior
 Sophomore Unclassified
 Junior

Which of the following types of schools have you attended since high school excluding the one you are attending now? (Fill in all that apply)

- Vocational-technical school
 Community college
 4-year college other than this one
 None
 Other: What?

Did you begin college at your current institution or elsewhere?

- Started here Started elsewhere

How would you characterize your enrollment during the current academic term?

- Full-time About half-time (about 2 courses/term)
 Almost full-time (3-4 courses/term) Less than half-time (less than 2 courses/term)

Are you a member of a social fraternity or sorority?

- Yes No

Which of the following best describes where you are living this year while attending college?

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

With whom are you living while attending college this year? (Fill in all that apply)

- No one, I live alone
 With one or more roommates who are students attending this college
 With family members (parents, spouse, children, other relatives)
 With others not attending this college

Which of these fields best describes your major, or your expected major? You may indicate more than one if applicable.

- Agriculture
 Biological/life sciences (biology, biochemistry, botany, zoology, etc.)
 Business (accounting, business administration, marketing, management, etc.)
 Communication (speech, journalism, television/radio, etc.)
 Computer and information sciences
 Education
 Engineering
 Ethnic, cultural studies, and area studies
 Foreign languages and literature (French, Spanish, etc.)
 Health-related fields (nursing, physical therapy, health technology, etc.)
 Humanities (English, literature, philosophy, religion, etc.)
 Liberal/general studies
 Mathematics
 Multi/interdisciplinary studies (international relations, ecology, environmental studies, etc.)
 Parks, recreation, leisure studies, sports management
 Physical sciences (physics, chemistry, astronomy, earth science, etc.)
 Public administration (city management, law enforcement, etc.)
 Social sciences (anthropology, economics, history, political science, psychology, sociology, etc.)
 Visual and performing arts (art, music, theater, etc.)
 Undecided
 Other: What?

CONSORTIUM QUESTIONS

- | | | |
|--------------|---------------|---------------|
| 1. A B C D E | 8. A B C D E | 15. A B C D E |
| 2. A B C D E | 9. A B C D E | 16. A B C D E |
| 3. A B C D E | 10. A B C D E | 17. A B C D E |
| 4. A B C D E | 11. A B C D E | 18. A B C D E |
| 5. A B C D E | 12. A B C D E | 19. A B C D E |
| 6. A B C D E | 13. A B C D E | 20. A B C D E |
| 7. A B C D E | 14. A B C D E | |

Student ID#, If Requested

0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

THANK YOU FOR SHARING YOUR VIEWS!

Please put the questionnaire in the enclosed postage-paid envelope and deposit in any U.S. Postal Service mailbox.

This study is supported by a grant from The Pew Charitable Trusts. Questions about the project should be directed to the National Survey of Student Engagement, Indiana University, Ashton Aley Hall, 1913 East Seventh Street, Bloomington, IN 47405 or nsse@indiana.edu or www.indiana.edu/~nsse. Copyright pending.

PLEASE DO NOT WRITE IN THIS AREA



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National Survey of Student Engagement (NSSE) 2000

Institutional Benchmarks

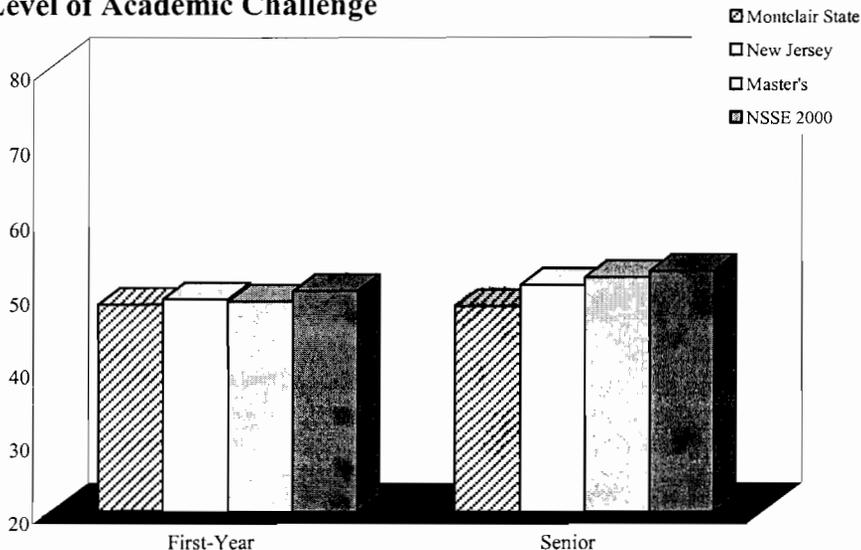
Montclair State University

The NSSE survey, *The College Student Report*, measures student engagement in many important activities that research studies show are positively related to learning and personal development. Forty questions from the survey are assigned to five clusters of similar type activities to make up the national benchmarks of effective educational practice. The benchmarks are created on 100-point scales to make it easier to compare performance within and across sectors and institutional types.

These benchmarks are: (a) level of academic challenge, (b) active and collaborative learning, (c) student interactions with faculty members, (d) enriching educational experiences, and (e) supportive campus environment. The NSSE information is from more than 63,000 randomly selected students from 276 four-year colleges and universities. The students represent a broad cross-section of first-year and senior students from every region of the country. The institutions are similar in most respects to the universe of four-year schools. More detailed information on the benchmarks can be found in the national report that was sent with this mailing.

This report provides a summary of your institution's performance on these five effective educational practices. Your institution's benchmark scores are presented and compared to schools in your consortium, your 2000 Carnegie Classification, and to the NSSE 2000 national norms. Page 4 provides some additional information, including a standard score which represents the magnitude of the difference between your institution's score and the respective comparison group, and page 5 presents a table of NSSE 2000 and Carnegie classification percentiles against which you can gauge the relative performance of your institution on each of the benchmarks.

Level of Academic Challenge



Level of Academic Challenge Items:

Preparing for class (studying, reading, writing, rehearsing, and other activities related to your academic program)

Number of assigned textbooks, books, or book-length packs of course readings

Number of written papers or reports of 20 pages or more

Number of written papers or reports of fewer than 20 pages

Coursework emphasizes: Analyzing the basic elements of an idea, experience or theory

Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences

Coursework emphasizes: Making judgments about the value of information, arguments, or methods

Coursework emphasizes: Applying theories or concepts to practical problems or in new situations

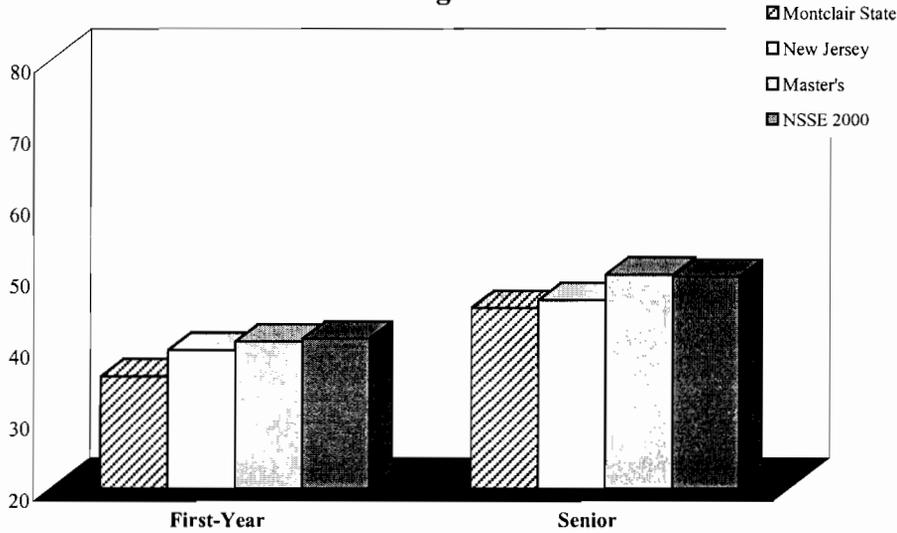
Worked harder than you thought you could to meet an instructor's standards or expectations

Campus environment emphasizes spending significant amounts of time studying and on academic work

Benchmark Scores

	Institution	Consortium	Carnegie Classification	National
	Montclair State	New Jersey	Master's	NSSE 2000
First-Year	48.4	49.1	48.8	50.2
Senior	48.1	51.0	52.0	52.8

Active and Collaborative Learning



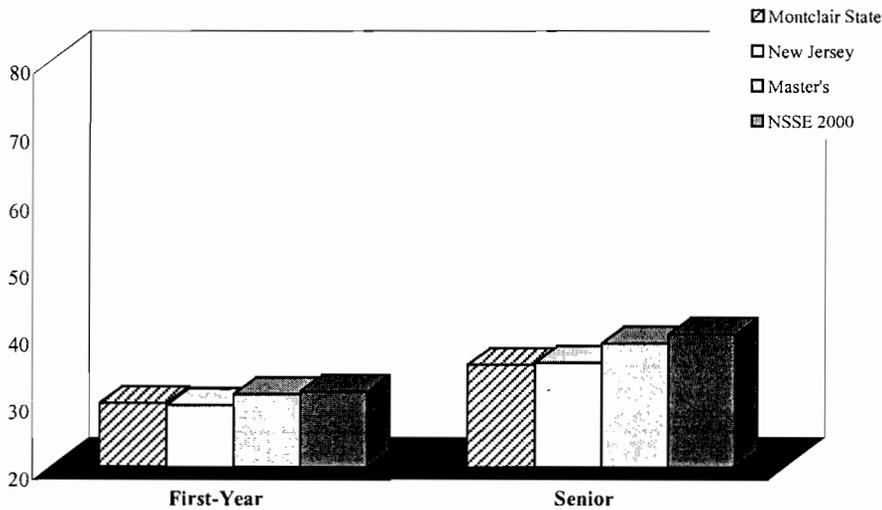
Benchmark Scores

	Institution	Consortium	Carnegie Classification	National
	Montclair State	New Jersey	Master's	NSSE 2000
First-Year	35.6	39.3	40.5	40.9
Senior	45.2	46.3	49.9	49.6

Active and Collaborative Learning Items:

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

Student Interactions with Faculty Members



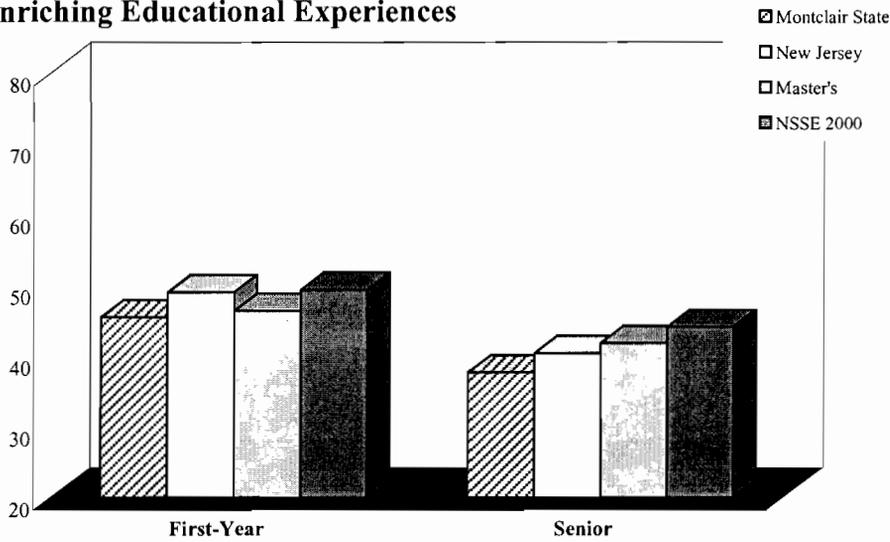
Benchmark Scores

	Institution	Consortium	Carnegie Classification	National
	Montclair State	New Jersey	Master's	NSSE 2000
First-Year	29.5	29.2	30.8	31.2
Senior	35.2	35.5	38.4	39.7

Student Interactions with Faculty Members Items:

- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from your reading 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
- Worked with a faculty member on a research project

Enriching Educational Experiences



Enriching Educational Experiences Items:

Participating in co-curricular activities (organizations, publications, student government, sports, etc.)

Practicum, internship, field experience, co-op experience, or clinical assignment

Community service or volunteer work

Foreign language coursework & study abroad

Independent study or self-designed major

Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)

Had serious conversations with students with religious beliefs, political opinions, or personal values very different from yours

Had serious conversations with students of a different race or ethnicity than your own

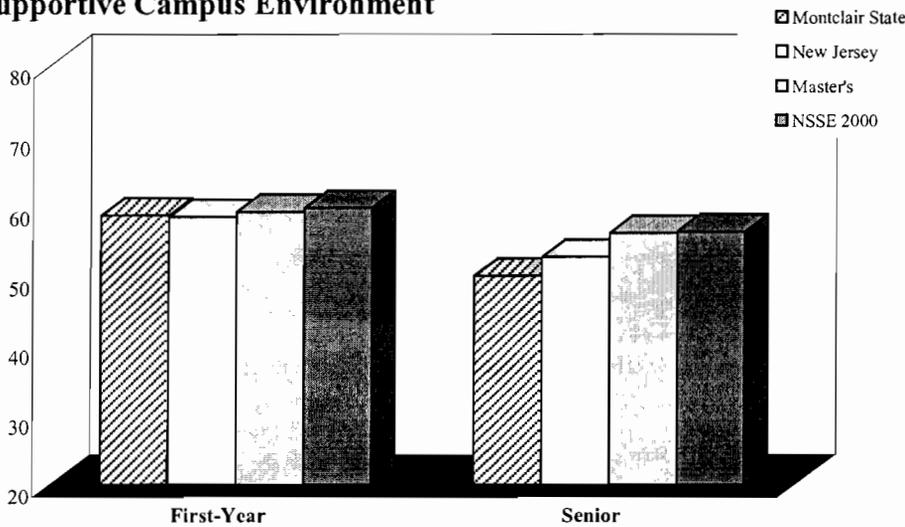
Used an electronic medium (e-mail, list-serve, chat group, etc.) to discuss or complete an assignment

Campus environment encourages contact among students from different economic, social, and racial or ethnic backgrounds

Benchmark Scores

	Institution	Consortium	Carnegie Classification	National
	Montclair State	New Jersey	Master's	NSSE 2000
First-Year	45.5	49.0	46.4	49.3
Senior	37.7	40.4	41.8	44.1

Supportive Campus Environment



Supportive Campus Environment Items:

Campus environment emphasizes providing the support you need to help you succeed academically

Campus environment emphasizes helping you cope with your non-academic responsibilities (work, family, etc.)

Campus environment emphasizes providing the support you need to thrive socially

Quality of relationships with other students

Quality of relationships with faculty members

Quality or relationships with administrative personnel and offices

Benchmark Scores

	Institution	Consortium	Carnegie Classification	National
	Montclair State	New Jersey	Master's	NSSE 2000
First-Year	58.7	58.5	59.2	59.8
Senior	50.1	52.8	56.2	56.4

NSSE 2000 National Benchmark Summary Statistics Montclair State University

First-Year					
Benchmark	Montclair State Benchmark Score	Comparison Group Statistics ^a			
			New Jersey	Master's	NSSE 2000
Level of Academic Challenge	48.4	Benchmark Score	49.1	48.8	50.2
		Score Difference	-0.7	-0.4	-1.8
		Standard Deviation	1.5	3.6	4.5
		Standard Score ^b	-0.5	-0.1	-0.4
Active and Collaborative Learning	35.6	Benchmark Score	39.3	40.5	40.9
		Score Difference	-3.7	-4.9	-5.3
		Standard Deviation	3.8	4.2	4.5
		Standard Score ^b	-1.0	-1.2	-1.2
Student Interactions With Faculty Members	29.5	Benchmark Score	29.2	30.8	31.2
		Score Difference	0.3	-1.3	-1.7
		Standard Deviation	2.6	4.3	4.8
		Standard Score ^b	0.1	-0.3	-0.4
Enriching Educational Experiences	45.5	Benchmark Score	49.0	46.4	49.3
		Score Difference	-3.5	-0.9	-3.8
		Standard Deviation	2.5	5.8	7.2
		Standard Score ^b	-1.4	-0.2	-0.5
Supportive Campus Environment	58.7	Benchmark Score	58.5	59.2	59.8
		Score Difference	0.2	-0.5	-1.1
		Standard Deviation	3.2	5.2	5.9
		Standard Score ^b	0.1	-0.1	-0.2
		Number of Institutions	6	110	276

^a Explanation of Statistics

Benchmark Score: The institutional benchmark score is the weighted arithmetic average (mean) of corresponding survey items, calculated by dividing the sum of values for each item by the total number of students responding to that item. Each benchmark was put on a 100-point scale. Comparison group benchmark scores are the average of all institutional benchmarks within the group.

Score Difference: The result of subtracting the comparison group score (consortium, Carnegie type, or national) from your institution's score on each benchmark.

Standard Deviation: A measure of the divergence or spread of the benchmark scores. The greater the dispersion of scores the larger the standard deviation.

Standard Score: In statistical terms, this is called a z score. It is the standardized magnitude of the difference between your school's benchmark score and the average of the comparison group. It is calculated by dividing the score difference by the comparison group's standard deviation. Assuming the group means are normally

distributed^b, a standard score of 0.5 equates to a benchmark score that is greater than 69% of comparison group schools, and 1.0 is better than 84%. Likewise, a standard score of -0.5 corresponds to an institution that is better than only 31% of the comparison group, and a -1.0 corresponds to an institution that is better than only 16% of the comparison group. Note the sign of the score. A positive sign means that your institution's score was greater than the comparison group, thus showing an affirmative result for the institution. A negative sign indicates the institution lags behind, suggesting that the student behavior or institutional practice represented by the benchmark may warrant attention.

^b **Caution:** The benchmark score distributions are normal for the national and Carnegie classification groups; however consortium-level scores may not be normally distributed. Therefore, the institution-consortium comparison should be interpreted with caution.

Senior					
Benchmark	Montclair State Benchmark Score	Comparison Group Statistics ^a			
			New Jersey	Master's	NSSE 2000
Level of Academic Challenge	48.1	Benchmark Score	51.0	52.0	52.8
		Score Difference	-2.9	-3.9	-4.7
		Standard Deviation	2.2	3.4	4.0
		Standard Score ^b	-1.3	-1.2	-1.2
Active and Collaborative Learning	45.2	Benchmark Score	46.3	49.9	49.6
		Score Difference	-1.1	-4.7	-4.4
		Standard Deviation	2.9	3.9	4.4
		Standard Score ^b	-0.4	-1.2	-1.0
Student Interactions With Faculty Members	35.2	Benchmark Score	35.5	38.4	39.7
		Score Difference	-0.3	-3.2	-4.5
		Standard Deviation	3.1	5.0	6.3
		Standard Score ^b	-0.1	-0.6	-0.7
Enriching Educational Experiences	37.7	Benchmark Score	40.4	41.8	44.1
		Score Difference	-2.7	-4.1	-6.4
		Standard Deviation	4.8	5.0	6.6
		Standard Score ^b	-0.6	-0.8	-1.0
Supportive Campus Environment	50.1	Benchmark Score	52.8	56.2	56.4
		Score Difference	-2.7	-6.1	-6.3
		Standard Deviation	1.7	5.8	6.2
		Standard Score ^b	-1.6	-1.0	-1.0
		Number of Institutions	6	109	273

NSSE 2000 National Benchmark Percentiles

Montclair State University

These tables present the range of institutional scores by percentile for the five effective educational practice benchmarks for both first-year and senior students. Percentiles are listed for both the NSSE 2000 national results and by the 2000 Carnegie Classifications. A *percentile* is the point in a distribution at or below which a given percentage of institutional benchmark scores fall. That is, the 60th percentile represents the point at or below which 60 percent of the institutional benchmark scores fall for the respective comparison group. To help you gauge your institution's performance relative to the comparison groups, the shaded areas on the NSSE 2000 and Carnegie classification tables indicate the percentiles that are *less than or equal to* your benchmark score. For example, if your benchmark score on Level of Academic Challenge for first-year students is 53.6, then your institution falls within the 70th and 80th percentile range on the NSSE 2000 table, and very close to the 90th percentile on the Doctoral-Extensive table.

NSSE 2000	First-Year											Senior										
	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Level of Academic Challenge	39.5	44.8	46.1	47.3	48.5	49.7	50.9	52.3	54.2	56.3	63.0	45.1	48.4	49.4	50.2	51.1	52.2	53.3	54.1	56.0	58.7	66.3
Active and Collaborative Learning	27.2	35.4	36.7	37.9	39.4	40.7	41.9	43.3	45.0	47.2	52.0	38.2	43.8	46.1	47.2	48.4	49.7	50.7	52.0	53.3	55.4	63.0
Student Interactions With Faculty	21.4	25.3	27.1	28.5	29.6	31.1	32.0	33.3	35.2	37.6	45.1	23.1	32.4	34.0	35.6	37.4	39.4	40.6	42.7	44.9	48.5	59.4
Enriching Educational Experiences	31.8	40.4	43.0	44.8	47.0	48.7	50.9	52.9	55.4	59.5	74.4	28.8	35.9	38.4	39.7	41.2	43.6	45.2	47.1	50.0	52.8	67.4
Supportive Campus Environment	45.2	52.0	54.6	56.5	58.2	59.7	61.2	63.1	64.8	67.1	77.4	40.5	48.1	51.2	52.9	54.2	55.9	58.0	60.0	62.5	64.7	73.0
Doctoral-Extensive	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Level of Academic Challenge	41.5	44.9	46.1	46.5	47.4	48.3	48.7	50.4	52.6	53.7	55.7	46.5	48.5	48.8	49.3	50.1	50.8	51.2	52.2	53.6	54.3	55.8
Active and Collaborative Learning	33.5	34.1	36.0	36.4	36.7	37.4	38.1	39.0	40.4	41.5	42.9	38.6	42.7	43.8	44.2	45.3	46.2	47.0	48.2	48.7	50.6	53.8
Student Interactions With Faculty	21.4	23.4	25.1	26.2	26.9	27.4	28.1	28.6	29.4	31.4	34.2	28.0	31.9	32.8	33.6	33.9	34.9	36.5	37.2	39.3	40.4	41.2
Enriching Educational Experiences	41.6	43.3	46.4	47.1	48.5	50.1	51.0	51.8	53.9	56.6	63.9	34.9	37.8	39.5	40.9	42.6	43.8	44.3	45.4	47.4	50.6	54.0
Supportive Campus Environment	45.2	51.0	51.9	52.7	54.6	55.3	56.5	57.7	58.5	60.4	70.6	40.5	46.3	47.6	48.9	50.3	51.0	51.4	52.7	53.7	55.6	62.6
Doctoral-Intensive	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Level of Academic Challenge	39.5	42.4	43.8	45.3	46.1	48.7	50.5	51.7	52.2	53.8	55.4	45.1	46.1	48.1	48.6	49.4	49.8	50.2	51.7	53.8	56.0	57.4
Active and Collaborative Learning	30.9	33.2	35.0	36.0	36.8	37.7	38.5	39.9	44.9	45.5	46.8	38.8	40.4	42.5	44.1	44.9	46.7	48.0	48.6	52.1	54.3	55.3
Student Interactions With Faculty	23.4	23.6	24.1	24.7	25.5	26.7	29.0	29.9	30.1	31.3	37.7	27.4	28.4	32.3	33.6	35.0	35.5	35.8	38.5	40.6	42.7	43.3
Enriching Educational Experiences	32.7	37.3	39.3	41.5	43.5	46.4	47.9	49.6	53.2	58.1	60.0	32.5	33.9	34.8	36.6	38.7	39.5	40.7	42.6	46.7	52.7	56.6
Supportive Campus Environment	47.5	47.9	50.2	52.5	54.3	55.5	56.2	56.6	58.1	61.8	62.2	44.8	45.2	48.2	51.1	52.0	52.8	53.1	54.1	55.2	57.2	61.1
Master's	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Level of Academic Challenge	40.9	44.5	45.8	46.8	47.6	48.4	49.3	50.4	52.0	53.8	58.5	45.1	48.1	49.3	49.8	50.7	51.5	52.5	53.5	54.4	56.8	61.7
Active and Collaborative Learning	30.4	35.0	36.4	37.6	39.5	40.7	41.7	43.0	44.0	46.1	51.6	39.7	45.5	46.8	47.7	49.0	49.8	50.7	52.0	53.1	55.5	59.1
Student Interactions With Faculty	21.4	25.4	27.2	28.9	29.6	31.1	32.0	32.8	34.1	36.6	42.6	23.1	31.5	34.8	35.9	37.3	38.6	39.6	41.2	42.8	45.0	49.3
Enriching Educational Experiences	31.8	39.8	41.3	43.0	43.7	45.6	47.6	49.9	51.8	53.4	64.8	33.2	35.7	37.5	38.9	39.7	40.3	42.3	44.6	45.9	49.8	53.9
Supportive Campus Environment	46.9	52.2	54.5	56.7	58.1	59.4	60.4	61.9	63.2	66.4	75.9	42.3	49.4	52.0	53.3	54.1	55.7	57.1	59.8	61.9	63.5	73.0
Liberal Arts	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Level of Academic Challenge	48.3	50.1	51.4	53.4	54.6	55.2	56.2	57.4	58.4	60.1	63.0	45.2	52.3	53.4	55.9	56.8	57.9	59.0	59.9	61.0	62.6	66.3
Active and Collaborative Learning	36.4	38.5	41.1	42.5	43.4	44.3	45.8	47.0	48.0	50.0	51.9	44.4	47.8	49.9	50.7	51.2	52.1	52.8	54.2	56.3	57.3	63.0
Student Interactions With Faculty	26.9	30.1	31.6	33.0	34.2	35.7	36.7	37.6	39.0	40.9	45.1	34.9	40.7	43.0	45.1	46.6	47.3	49.2	51.0	52.6	53.8	59.4
Enriching Educational Experiences	40.3	49.1	52.8	54.0	55.8	57.6	59.5	61.0	63.1	65.0	74.4	42.9	45.3	46.6	48.3	49.8	51.6	53.1	55.4	56.6	60.3	67.4
Supportive Campus Environment	48.3	58.8	60.6	62.0	64.3	64.6	64.9	66.1	66.8	71.2	74.2	52.8	55.8	57.2	58.1	59.3	60.6	62.5	63.3	64.9	66.2	68.5
General Colleges	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Level of Academic Challenge	42.6	44.1	46.7	48.6	49.5	50.3	51.2	51.6	52.8	54.7	57.7	47.4	48.9	49.8	51.0	52.0	52.9	53.5	53.9	54.8	57.4	60.4
Active and Collaborative Learning	27.2	37.1	38.4	39.3	40.8	41.8	42.5	44.2	45.5	48.0	49.2	40.6	43.8	46.5	47.9	48.6	50.2	51.8	52.6	53.7	55.6	59.2
Student Interactions With Faculty	26.3	28.2	29.8	31.0	31.8	32.5	33.1	35.2	36.4	39.6	42.8	27.8	32.8	34.5	38.7	39.8	41.5	42.4	43.2	44.8	46.3	56.7
Enriching Educational Experiences	34.1	40.6	43.5	44.4	47.6	48.2	49.2	50.5	53.5	56.1	59.7	28.8	33.8	37.8	39.0	41.1	43.7	45.8	47.4	49.5	52.0	58.3
Supportive Campus Environment	51.2	57.5	59.5	60.9	62.0	63.3	64.8	65.6	67.2	72.0	77.4	47.7	52.7	54.9	56.6	58.0	60.1	60.9	62.9	65.1	69.2	72.3

Institutional Engagement Index

Montclair State University

The “Institutional Engagement Index” is a set of adjusted scores that represent the degree to which your students do more or less than expected in terms of engaging in the five areas of effective educational practice described in the *NSSE 2000 Report*. These areas are (a) level of academic challenge, (b) active and collaborative learning, (c) student interactions with faculty members, (d) enriching educational experiences, and (e) supportive campus environment.

The Institutional Engagement Index is made up of three sets of scores. The first score (Actual) is your institution’s benchmark for first-year and senior students which corresponds to the score in your Institutional Benchmark report. The second score (Predicted) represents what your students **could be expected to do** across this range of important activities, given their background characteristics and selected institutional information.¹ The third score (Residual) is the difference between the Actual and Predicted scores.

	Benchmark	Actual	Predicted	Residual
First-Year				
Level of Academic Challenge		48.4	48.4	0.0
Active and Collaborative Learning		35.6	36.2	-0.6
Student Interactions with Faculty Members		29.5	28.0	1.5
Enriching Educational Experiences		45.5	46.9	-1.4
Supportive Campus Environment		58.7	57.0	1.7
Senior				
Level of Academic Challenge		48.1	51.0	-2.9
Active and Collaborative Learning		45.2	45.7	-0.5
Student Interactions with Faculty Members		35.2	35.2	0.0
Enriching Educational Experiences		37.7	39.7	-2.0
Supportive Campus Environment		50.1	52.8	-2.7

The residual score can be thought of as an estimate of educational effectiveness. That is, positive scores indicate that students are more engaged in the respective educational practice (and likely benefiting more) than might be expected. This better-than-expected level of performance suggests that students are engaging more frequently in the kinds of activities that contribute to their learning and personal development. A negative score may indicate that students are doing less than expected in these important areas of effective educational practice.²

NOTES:

¹The following student and institutional characteristics (when available) were used in an ordinary least squares regression model to produce the predicted benchmark scores. Unless noted otherwise, institutional and student characteristics were obtained from Fall 1997 IPEDS data, the most complete database available: (a) public/private, (b) admissions selectivity from *Barron's* 1999, (c) undergraduate enrollment, (d) urbanicity, (e) percentage full-time and part-time, (f) sex, (g) racial/ethnic composition, (h) educational and general expenses per student from 1995-96 IPEDS, (i) endowment or assets (land, buildings, and equipment) per student from 1995-96 IPEDS, (j) student-reported major field, (k) student-reported age, (l) percentage of students who completed the survey via the web.

²The institutional engagement index is exploratory in nature. There are other student and institutional characteristics that are not included that could affect an institution’s residual score. In addition, other statistical approaches, such as hierarchical linear modeling, are being explored to further analyze institutions’ actual versus predicted benchmark scores.