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Introduction

Each year the National Survey of Student Engagement (NSSE) collects information from undergraduates at four-year colleges and universities across the country to assess the extent to which students engage in a variety of good educational practices. The NSSE project is grounded in the proposition that the frequency with which students engage in activities that represent effective educational practice is a good proxy for collegiate quality. NSSE is supported by a grant from The Pew Charitable Trusts and is cosponsored by The Carnegie Foundation for the Advancement of Teaching and The Pew Forum for Undergraduate Learning.

This overview is divided into four sections. First, we compare the characteristics of participating institutions and students with institutional and national profiles as well as some general information on overall response rates. In the second section we present selected findings, including descriptive information about the students who completed the survey and preliminary analyses of patterns of engagement among various groups of students. Finally, we provide suggestions for interpreting the data presented in this report.

Later this fall you will receive national benchmarks of effective educational practice as well as benchmarks for your institution. This information will be based on the aggregated data from 618 different colleges and universities that have participated in NSSE since 2000.

NSSE 2002 Institutions and Respondents

The NSSE 2002 sample¹ was comprised of 206,844 first-year and senior students who were randomly selected from electronic data files provided by 366 participating four-year colleges and universities. A list of these institutions is available in Appendix A of the institutional report. 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 (67% or 245 schools) had the option of responding either via a traditional paper questionnaire or via the World Wide Web. One hundred and twenty-one (33%) schools opted to be Web-only institutions where students received an introduction letter through the mail and all further contact electronically.

Tables 1 and 2 on the next two pages show that NSSE 2002 participating institutions and respondents approximate the characteristics of students enrolled at participating schools as well as the national profile of all four-year colleges and universities. The source of the comparative data is the 1999-2000 Integrated Postsecondary Education Data System (IPEDS) database, the most recent complete data file available. However, the IPEDS data are two years old so the comparisons may not accurately reflect certain institutional and student characteristics for the 2001-2002 academic year.

**NSSE 2002 schools
closely resemble
the national profile
of four-year
colleges and
universities**

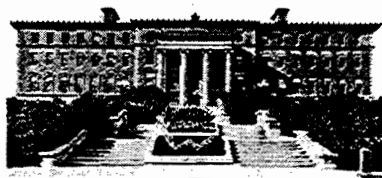


Table 1
NSSE 2002 Institutions and
all Four-Year Colleges and Universities

	<u>NSSE 2002</u>	<u>National</u>
Carnegie Classification		
Doc/Res – Ext	14%	10%
Doc/Res – Int	9%	8%
Master's I & II	44%	43%
Bac – Liberal Arts	20%	16%
Bac – General	13%	23%
Sector		
Public 4-year	45%	37%
Private 4-year	55%	63%
Region		
Far West	11%	10%
Great Lakes	19%	15%
Midwest	20%	19%
New England	8%	9%
Plains	12%	11%
Rocky Mountains	3%	3%
Southeast	19%	26%
Southwest	8%	7%
Location		
Large city (>250,000)	22%	19%
Mid-size city (<250,000)	30%	29%
Urban fringe large city	16%	17%
Urban fringe mid-size city	7%	8%
Large town (>25,000)	4%	4%
Small town (~5,000)	18%	17%
Rural	3%	6%

Source: National data are from 1999-2000 IPEDS Data File

Profile of NSSE 2002 Institutions

NSSE 2002 schools closely resembled the national profile of four-year colleges and universities in terms of region of the country and location, as demonstrated in Table 1. However, NSSE 2002 institutions included more Doctoral/Research Universities and Baccalaureate Colleges- Liberal Arts and fewer Baccalaureate Colleges-General as defined by the 2000 Carnegie Classification of Institutions of Higher Education.

Doctoral/Research 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 2002, insuring that the results reflect the experiences of a broad cross-section of students attending four-year colleges

Profile of NSSE 2002 Respondents

Table 2, on the following page, shows selected characteristics of the 80,597 students who completed *The College Student Report* in 2002. The first column represents students who responded to the NSSE survey in 2002, the second column shows the characteristics of students at the four-year schools that participated in NSSE 2002 as reflected by 1999-2000 IPEDS data, and the third column represents the national profile of students at all four-year colleges and universities from IPEDS data.

Year in School

The respondents were about equally divided between first-year (49%) and senior (51%) students.

Gender

Women made up two-thirds (66%) of the respondents compared with 57% of the students enrolled at NSSE 2002 schools and 58% nationally (Table 2). The larger proportion of women respondents is consistent with the widely reported survey research findings that women are more likely than men to return questionnaires.

Age

Students 19 years of age or younger compose the largest group (44%), reflecting the fact that half the students selected to receive the survey were in their first year of college. About 37% of respondents were 20-23, 9% were between the ages of 24

Table 2
Characteristics of NSSE 2002 Respondents,
Students at NSSE 2002 Institutions, and
Students at all Four-Year Institutions

	<u>NSSE Respondents</u>	<u>All NSSE 2002 Schools</u>	<u>National</u>
<u>Gender</u>			
Men	34%	43%	42%
Women	66%	57%	58%
<u>Race/Ethnicity*</u>			
African American/Black	6%	8%	12%
Amer. Indian/Alaska Native	2%	1%	1%
Asian/Pacific Islander	7%	5%	4%
Caucasian/White	80%	74%	71%
Hispanic	7%	6%	6%
Other	.1%	-	-
Multiple	5%	-	-
<u>International</u>	5%	3%	3%
<u>Enrollment Status</u>			
Full-time	88%	82%	81%
Part-time	12%	18%	19%

* Notes: Students could check more than one racial or ethnic group so the percentages exceed 100%. The IPEDS and NSSE categories for race and ethnicity differ.

Source for All NSSE 2001 Schools and National: 1999-2000 IPEDS Enrollment Data File

Race and Ethnicity

White, Asian/Pacific Islander, Hispanic, and American Indian/Alaska Native students are slightly over-represented and African American students are slightly under-represented (Table 2).

Living Arrangements

Forty-four percent of all students lived in campus housing (68% of first-year students, 21% of seniors). The remainder lived within driving distance (42%), within walking distance (12%), or in a fraternity or sorority house (2%).

Fraternity or Sorority

Thirteen percent of men and 11% of women were members of a social fraternity or sorority.

Grades

Just over 21% of all students reported that they have earned mostly A grades. Only 3% of students reported earning mostly C's or lower.

Parents' Education

Forty-two percent of all respondents were first-generation college students. Approximately one third (32%) had both parents who graduated from college.

Enrollment Status

About 88% of all students were enrolled full-time (Table 2). Approximately 24% of all students attended one or more other institutions in addition to the one at which they were currently enrolled. Of this group of multiple-institution attendees, 50% went to another four-year college, 42% to a community college, 2% to a vocational-technical school, and 6% to some other form of postsecondary education.



**Demographic
characteristics of
NSSE respondents
nearly mirror the
national profile**

Male engineering majors outnumber their female counterparts about six to one

Primary Major Field

Table 3 shows the percentages of students majoring in different fields broken down by class and gender. More men are majoring in business, engineering, computer and information sciences, and physical sciences, while more women are pursuing degrees in education, health-related fields, and the social sciences.

Table 3
Primary Major Field of Study by Class and Gender

<u>Major</u>	<i>1st Year Students</i>		<i>Seniors</i>	
	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>
Biological/life sciences	7%	9%	6%	7%
Business	18%	13%	20%	16%
Communications	3%	5%	3%	5%
Computer and information sciences	9%	2%	10%	3%
Education	4%	13%	5%	13%
Engineering	14%	2%	13%	2%
Health-related fields	3%	9%	3%	8%
Humanities	4%	4%	5%	6%
Mathematics	1%	1%	2%	1%
Multiple primary major	1%	1%	1%	1%
Other	7%	8%	7%	7%
Physical sciences	3%	1%	3%	2%
Social sciences	10%	14%	13%	18%
Undecided	8%	8%	-	-
Visual and performing arts	4%	5%	3%	5%

Response Rates

The average institutional response rate for NSSE 2002 was 41%². The average institutional response rate for standard schools (institutions where students had the option of completing either the paper or the Web version of ***The Report***) was 41%, with a range of 16% to 89% across schools. The average institutional response rate for NSSE 2002 Web-only schools (institutions where students only had the option of completing the survey online) was 39%, with a range of 10% to 73% across schools. About 55% of the NSSE 2002 respondents completed the paper version of ***The College Student Report*** and approximately 45% completed it using the Web. Additional information about response rates, including the response rate for your institution, can be found in Table 7 at the end of the “Overview” on page 16.

Selected Results

This section is divided into two parts. The first presents a general view of the nature and frequency of undergraduate student engagement in effective 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 institutional factors such as selectivity and sector.

College Activities

Page 1 of *The Report* includes questions about the nature of the activities in which students engage. A “substantial amount” of engagement is defined to be at least 50% of all students reporting “often” or “very often” (Table 4).

The least frequent activities are those where the percentage of students who responded “never” exceeded 35%, meaning that roughly one third or more of the students had no experiences in these areas during the 2001-2002 academic year (Table 4).



Table 4
Most Frequently and Least Frequently Reported Activities

	1st Year Students Responding Very Often or Often	Seniors Responding Very Often or Often
<u>Most Frequent Activities</u>		
Worked on a paper or project that required integrating ideas or information from various sources	75%	86%
Used email to communicate with an instructor	64%	72%
Asked questions in class or contributed to class discussions	58%	72%
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	58%	64%
Received prompt feedback from faculty on your academic performance (written or oral)	54%	65%
Included diverse perspectives (different races, religions, genders, political beliefs) in class discussions or writing assignments	57%	57%
<u>Least Frequent Activities</u>		
	1st Year Students Responding Never	Seniors Responding Never
Participated in community-based project as part of a regular course	69%	58%
Worked with faculty members on activities other than coursework	62%	47%
Tutored or taught other students	52%	44%

**81% of NSSE
2002 respondents
worked on a
paper or project
that required
integrating ideas
or information
from various
sources**

**37% of
respondents
participated in a
community-based
project as part of
a regular course**

About one quarter of seniors worked on a research project with a faculty member

Seven of ten seniors completed an internship or other type of field experience



Almost two thirds of seniors (63%) did community service or volunteer work during college

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.

- More than four-fifths (85%) of seniors said their classes emphasized analyzing ideas or situations to a substantial degree (combination of "quite a bit" and "very much" responses).
- About three quarters (78%) of seniors said their classes emphasized applying concepts or theories to new situations.
- Seven of ten seniors completed an internship or other type of field experience.
- Only about one quarter of seniors (25%) worked on a research project with a faculty member outside of course or program requirements.
- About 42% of seniors took foreign language coursework.
- One-fifth (18%) of seniors studied abroad.

Table 5
Percentage of Seniors who Participated in Various
Educationally Enriching Activities

	DR- Ext	DR - Int	Master's	B-LA	B-Gen	Total
Practicum, internship, field experience	70%	70%	70%	72%	76%	71%
Community service/volunteer work	62%	57%	59%	74%	68%	63%
Research with faculty member	27%	22%	21%	34%	22%	25%
Learning community	22%	22%	23%	21%	25%	23%
Foreign language	41%	32%	36%	65%	40%	42%
Study abroad	17%	12%	14%	36%	17%	18%
Independent study/self-designed	25%	24%	26%	43%	31%	29%
Culminating senior experience	48%	51%	54%	74%	67%	58%

Community Service and Volunteerism

Almost two thirds of seniors (63%) did community service or volunteer work during college. Students who belong to Greek organizations were more likely than their non-member peers to perform a service activity. In addition, transfer and older students were less likely to engage in community service than their non-transfer or traditional-age peers. We also found that students who live on or near campus are more engaged in volunteer work than their peers who drive to campus.

Time on Task Matters

What students put into their education determines 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 of them, working off campus and caring for dependents, may be prompted by circumstances not fully under the control of the student.

- Only about 14% of full-time students spent more than 25 hours a week preparing for class, the approximate number that faculty members say is needed to do well in college. More than two fifths (41%) spent 10 or fewer hours a week (Figure 1).
- Students majoring in engineering and the sciences spent more time than other majors preparing for class. Engineering (37%), physical sciences (33%), and biology (30%) majors spent more than 20 hours per week preparing for class. In comparison, only 14% of communications majors, 12% of agriculture and parks and recreation majors, and 8% of public administration majors spent this much time.
- Two-thirds of all students were working, 54% of first-year students and 88% of seniors.
- More than half of all part-time students (55% first-year students, 62% seniors) work more than 20 hours per week (Figure 2).
- A non-trivial fraction of seniors (about 18%) spent 11 or more hours per week caring for dependents.
- Seventy percent of all students spent 15 or fewer hours a week relaxing and socializing. One out of every ten students spent more than 25 hours.
- Seven percent of first-year students spent more than 25 hours a week relaxing and socializing whereas 62% of all first-year students spent 15 or fewer hours.
- Only about one tenth of all students participated in co-curricular activities more than 10 hours a week.

Student Satisfaction

Most students were generally satisfied with their college experience. Eighty-seven percent of all students rated their college experience "good" or "excellent" (Figure 3). Only 2% said their experience was "poor." Four fifths (83%) of first-year students and seniors (80%) would "probably" or "definitely" attend the same school if they were starting college again.

Figure 1
Hours Per Week Students
Spend Preparing for Class

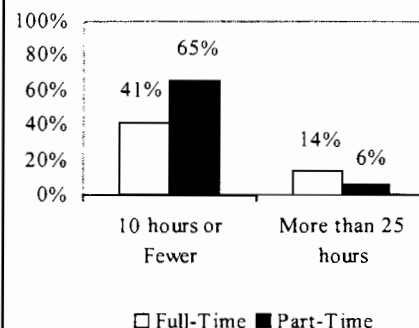


Figure 2
Percentages of Students Working
Off Campus More than
20 Hours Per Week

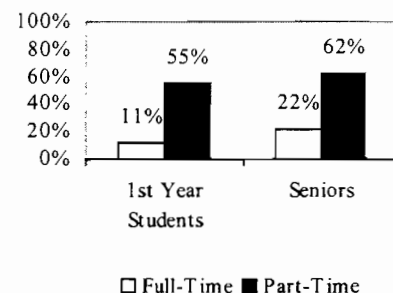
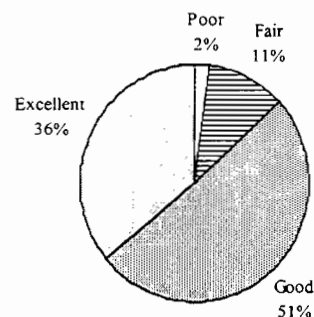


Figure 3
Satisfaction with College Experience



Patterns of student engagement are similar to those reported in both 2000 and 2001

Patterns of Student Engagement

We conducted multivariate regression analyses for different groups of students using seven clusters of items from *The College Student Report* as dependent variables.³ These clusters are:

- (1) college activities (22 items in question #1);
- (2) reading, writing and nature of exams (Question #3, items a, c, d, e, Question #4);
- (3) course emphasis on higher-order mental activities (Question #2, items b through e);
- (4) time-usage (Question #7)
- (5) educational programs (Question #6);
- (6) educational and personal growth (Question #8)
- (7) opinions about your school (Questions #9 through #12).

In general, the results reported below are similar to those reported in both 2000 and 2001.

Year in School

Even though seniors worked more and spent more time caring for dependents, they were also more engaged overall in good educational practices compared with first-year students, net of a host of student and institutional characteristics. First-year students scored higher in one area, opinions about their schools. As expected, seniors reported greater gains compared with first-year students on all educational and personal growth items.

Gender

Women engaged more frequently in good educational practices than men.

Race and Ethnicity

African Americans and Hispanics generally were a little more engaged in college activities, more frequently took advantage of enriching educational programs, reported greater course-emphases on higher-order mental activities, and had higher self-reported gains in educational and personal growth than their peers. Asian students also reported increased educational and personal growth and greater participation in educational programs. Compared with other groups, Hispanic students had the most favorable opinions about their schools (i.e. campus climate and the quality of relations among people on campus).

Age

Younger, traditional-age students (18-24 years) reported participating more frequently in enriching educational programs, spent more time in educationally productive activities, and reported more educational and personal growth. In contrast, older students have equally favorable opinions about their school as their traditional-age counterparts.

Fraternity and Sorority Members

In all areas of good educational practice, members of Greek-letter social organizations were more engaged than nonmembers, taking into account selected student and institutional characteristics. In terms of reading, writing, and the nature of exams, Greek students were more similar to their non-Greek peers than in other areas.



Topics of Interest

From a preliminary analysis of the 2002 results at the national level, we offer the following observations about certain areas of student engagement at four-year colleges and universities. For all analyses, selected student and institutional characteristics are controlled.

Grades and Engagement

As expected, student-reported grade point average (GPA) is positively linked to nearly all engagement items on the survey. In particular, a higher GPA is associated with more time spent preparing for class, asking more questions in class, more frequently tutoring other students, more favorable relationships with faculty, receiving feedback more frequently from faculty, and a more positive evaluation of overall educational experiences in college. These patterns generally hold for both first-year and senior students, though they don't explain the direction of the relationship between grades and engagement (e.g., does engagement result in higher grades, or do higher grades promote more engagement?). What is clear is that engagement and grades go hand-in-hand.

Academic Challenge and Major Field

The nature of course work presented to students in different majors varies. For example, more than three quarters (77%) of the seniors in ethnic studies majors and more than two thirds (68%) in multi/interdisciplinary studies wrote a paper of 20 pages or more. Only one third of mathematics (33%) and visual and performing arts (37%) majors had written a paper of 20 pages or more.

Nearly all of the seniors majoring in the humanities (93%), ethnic studies (89%) and foreign languages (89%) had been assigned five or more books. Less than two thirds of the seniors in engineering (65%), visual and performing arts (65%), computer sciences (65%) and agriculture (60%) were assigned five or more books.

Students in health-related majors (63%) and education majors (61%) were the most likely to indicate that they had frequently (often or very often) worked harder than they thought they could to meet an instructor's expectations. Students in agriculture (44%) and parks and recreation (50%) majors were the least likely to state that they had frequently worked harder than they thought they could to meet an instructor's expectations.

Diversity Matters

Diversity-related experiences are positively related to other areas of effective educational practice. Specifically, (a) talking with others of different races/ethnicities, (b) talking with others who are very different from oneself in terms of their religious beliefs or personal values, (c) incorporating diverse perspectives into class discussions or writing, and (d) attending an institution that encourages contact among students of different backgrounds are all associated with greater self-reported collegiate gains in personal-social and general education realms. In addition, students who experience more diversity reported more involvement in active and collaborative learning activities and also reported that their courses more frequently required critical thinking.

Seniors in the applied sciences (engineering, agriculture, computer science), physical sciences, and math report the fewest experiences with diversity. Conversely, students in ethnic studies, liberal/general studies, humanities, and social sciences report the greatest number of experiences with diversity.

Engagement and grades go hand-in-hand



**International students
are generally more
engaged in various
college experiences
than students who are
citizens of the United
States**



**Older students
appear to be more
satisfied with their
college experience
than their
traditional-age peers**

International Students

International students appear generally more engaged in various college experiences than students who are citizens of the United States. Specifically, international students reported greater gains in personal and social development, practical competence, and general education compared with their American classmates. However, international students were slightly less satisfied with their college experience and less engaged in community or volunteer work compared with American students.

In addition, first-year international students reported higher levels of academic challenge and perceived the campus environment to be more supportive than their American counterparts. However, international first-year students spent significantly less time relaxing and socializing than their American peers.

Older Students

Students age 26 or older spent substantially more time providing care for dependents living with them, working for pay off-campus, and commuting to class than did their younger, traditional-age peers. However, older students spent less time relaxing and socializing than their traditional-aged counterparts.

Older first-year and senior students were considerably less engaged in enriching educational activities compared to traditional-age students. For example, older students are less likely to:

- use technology (e-mail, list-serve, chat group, and Internet) to communicate with an instructor or to discuss or complete an assignment
- interact with faculty members
- report gains in personal social development and practical competence.

Despite these differences both older first-year and senior students appear to be more satisfied with their school than their traditional-age peers. For example, older students are more likely to:

- spend time preparing for class
- report positive relationships with administrative personnel and offices
- engage in active and collaborative learning.

Transfer Students

Forty percent of all seniors who completed the NSSE survey attended college at one or more different institutions before enrolling in the school from which they were about to graduate. What is the quality of the educational experience for those who enter an institution at some “midstream” point in their undergraduate years? What do they look like? Does their college experience differ in systematic ways from their counterparts who started college at the same institution from which they will graduate?

Senior transfer students differ in some marked ways from non-transfers in terms of their background characteristics and in patterns of educational engagement. These students share many characteristics with both older students and commuters. For example, senior transfer students are more likely to:

- be older, enrolled part-time, and drive to campus
- spend time caring for dependents
- be a first-generation student (neither parent graduated from college)
- be a student of color
- be in a social fraternity or sorority
- participate in co-curricular activities
- spend time relaxing and socializing
- work at a job off campus
- attend a Master’s institution.

In general, these characteristics often translate into less frequent and meaningful contact with peers and faculty members, involvement in campus activities and programs, and overall engagement in learning. Transfer students also perceive their campus environment to be less supportive of their needs. Specifically, transfer students are less likely to:

- work with classmates outside of class to complete class assignments
- tutor other students
- use email to communicate with an instructor
- talk about career plans with a faculty member or advisor
- work with faculty members on activities other than coursework
- perceive the campus environment as supportive of their social needs
- believe the campus emphasizes attendance at campus events and activities
- report positive relationships with other students.

However, transfer students are at least as academically focused as non-transfer students. For example, transfer students reported grades on par with non-transfer students and were just as academically challenged. In addition, they are more likely to rewrite a paper two or more times before turning it in and more likely to have done readings and assignments in preparation for class.

Transfer students differ from non-transfers in terms of their backgrounds and patterns of educational engagement

Table 6
Background Characteristics
of Seniors by Transfer Status

	<u>Transfer</u>	<u>Non-Transfer</u>
24 years of age or older	63%	13%
Full-time enrollment	71%	90%
Greek membership	7%	18%
Commute by car to campus	70%	43%
First-generation college student	54%	38%
Work on campus	18%	41%
Work off campus	68%	50%
Participate in co-curricular activities	35%	66%
Provide care for dependents	52%	22%



Check to see if your respondents differ from the profiles of your first-year and senior students

Guidelines for Interpreting NSSE Results

Before sharing your NSSE results institution-wide, become familiar with the nature of the data and “story line” of your school’s performance. Here are some things to consider.

Check The Representativeness of Your Respondents

An essential early step is comparing your student respondents’ demographic characteristics, summarized in the Frequency Distribution section, with your institutional data files for first-year and senior students. Women and some historically underrepresented groups are somewhat over-represented among NSSE 2002 respondents. Check to see if this is also true in your case and whether your respondents differ in any other ways from the profiles of your first-year and senior students. The determination of student year in school (“first-year” or “senior”) is based on the information from the electronic file that your school provided to us last fall. The Frequency Distribution section contains students’ responses to this question on *The Report*, which in a few cases may differ from the institution’s classification.

Another way to gauge representativeness is through sampling error, an estimate of the margin by which the “true” score for your institution on a given item could differ from the reported score for one or more reasons, such as differences in one or more important characteristics between the sample and the populations. For example, if 60% reply “very often” to a particular item and the sampling error is $\pm 5\%$ there is a 95% chance that the population value is between 55% and 65%. Keep in mind that sampling error is based on the population of interest. If you want to estimate the sampling error for first-year male students, it must be calculated using the numbers of all first-year male students and the first-year male respondents (as contrasted with all undergraduates or all male and female first-year students). Increasing the number of respondents relative to the total population reduces sampling error. For this reason some schools are increasing their sample size using NSSE’s oversampling.

Look for Patterns in Item Differences

In addition to focusing on items with medium to large effect sizes, look for patterns in your students’ responses. For example, are your students consistently above or below the mean of your comparison group in certain areas of engagement? Are the differences explainable, perhaps a function of your school’s mission, the nature of the undergraduate program, or certain students’ characteristics?

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 items may not reach statistical significance, may indicate your 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.

The Results Are Unweighted

The data in the Means Summary Report comparisons are not weighted. That is, no adjustments were made to correct for potential bias in students' responses to approximate the populations of first-year and senior students at your school and other colleges and universities in your comparison groups. Later this fall, when we prepare the five national benchmarks of student engagement, we'll use appropriate weighting techniques, similar to those employed in previous years, to make the appropriate adjustments. That said, the unweighted and weighted results for most NSSE items tend to be very similar at the institution, comparison group, and national levels. Some possible exceptions may be the reading, writing, and time on task questions (e.g., study hours, caring for dependents) at schools that have substantial proportions of part-time students, as they take fewer classes per term and cannot be expected to read and write as much as full-time students. Keep this in mind when interpreting the results.

Look Carefully At Items With Large Effect Sizes

In the Means Summary Report an asterisk (*) marks those items where your students' responses differ at a statistically significant level from students at schools in your respective comparison group(s) or at all NSSE 2002 institutions. The more asterisks reported for a particular item indicate a smaller probability that the difference noted is due to chance. ability that the differences noted are due to chance ($p < .01$ for consortia comparisons, $p < .001$ for Carnegie and national comparisons). Even so, the actual magnitude of some item score differences may seem trivial, even though they are highly reliable and statistically significant. For this reason, we also report the effect size associated with those item comparisons that are statistically significant. The effect size represents the magnitude of the discrepancy in the student or institutional behavior represented by the item. When the effect size is large, or a pattern of moderate effect sizes exists, it's likely that the quality of the student experience is appreciably different and, therefore, may be of practical as well as statistical significance in the respective area of student engagement.

Finding large effect sizes is not that common in most areas of non-experimental educational and social science research including the NSSE project. If your results include some medium or large effects, something may be going on that warrants immediate attention, especially if other empirical or anecdotal information corroborate the NSSE data. Here are some general guidelines for determining the relative importance of a Cohen's d effect size:

- .20 is a small effect
- .50 is a medium effect
- .80 is a large effect

If Your School Is In A Consortium

If your school belongs to a consortium that used additional questions, the responses to these additional questions are included in the Means Summary Report and Frequency Distribution sections. These data are also in the institutional data file. Answers to such questions as "What is your reason for working off campus?" and "Who is your academic advisor?" have categorical response options that are meaningless when displayed in the Means Summary Report format. For this reason the response cells for such questions are empty. When presenting the results to categorical questions to colleagues and others, please use the information in the Frequency Distributions.

Focus on items with medium to large effect sizes and look for patterns in your students' responses



**For more
information about
mode-of-
administration
effects visit our
website at
www.iub.edu/~nsse**

Take Into Account Possible Mode-of-Administration Effects

Our analyses show that a mode-of-administration effect slightly favors schools where a high percentage of students completed *The College Student Report 2000* via the Web. However, the differences that favor the Web mode have very small effect sizes. This phenomenon has also been noted by others using the Web for survey research and is discussed in more detail in the Appendix A. We still don't know for sure whether 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 different in some ways including engaging more frequently in good educational practices. Evidence of the last of these is that the Web effect is most prominent on the three technology-related items ("used e-mail to communicate with an instructor," "used an electronic medium to discuss or complete an assignment," and self-reported gain in "using computing and information technology"). We'll continue to monitor this issue and alert you if our analyses lead us to modify our tentative conclusion that the Web mode has little practical impact on student responses to *The College Student Report*.

Review Responses to Experimental Questions (if applicable)

In an effort to test potential survey items for future administration, beginning April 1st, 2002, a small set of experimental questions were added to the NSSE online survey. These questions were attached to the end of the survey and only students responding to the online version after this date received these extra questions. The experimental questions explored themes such as technology and distance education, spirituality development, student academic and social self-esteem, academic motivation, awareness of current news and events, and the impact of September 11 on student learning and experiences. Institutions were categorized into four groups and four sets of different experimental questions were administered to the respective groups.

If your institution participated in this item testing trial, the responses to the experimental questions are included in your institutional data file. Students' answers to the open-ended questions are also provided in an Excel file called "Open-Ended Experimental Items." However, due to their experimental nature and the small sample sizes for most of the participating institutions, these questions are not included in the Frequency Distribution Report and Means Summary Report. Rather, the frequency distributions and grand means by Carnegie types and at the national level are provided in a separate file named "Experimental Item Summary by Carnegie and National" to inform institutional comparisons.

When reviewing your institution's experimental item results, please pay attention to the number of respondents. If the number is small compared with your overall respondent group, interpret your results with extreme caution. The responses to the open-ended questions may contain rich information that might be important to understanding your students and informing institutional improvement efforts.



Consortium, Carnegie, and National Comparisons Do Not Include Oversampled Students

NSSE's minimum sample sizes are 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). It is possible to add students to the minimum sample size by oversampling in one of two ways: (1) all Web-only schools are oversampled using an algorithm based on undergraduate enrollment; and (2) some institutions request oversampling, which requires an additional fee. An increasing number of schools are using the oversampling option to add students to their sample to reduce sampling error and to insure an adequate number of respondents to analyze the information by major field, race and ethnicity, or other variables.

NSSE's policy is to use only respondents from the institution's standard random sample when developing the national benchmarks of effective educational practice and sector and national norms. This protects against the possibility that colleges and universities with oversamples might unduly influence the results. However, if your school requested an oversample, the responses of **all** your students (standard sample and oversample) **are included** in your institution's reports and data file.

Notes

¹ The NSSE 2002 number of respondents reported in the "Overview" does 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. All in all, more than 118,350 students responded to the NSSE 2002 survey.

² The NSSE 2002 average institutional response rates most likely underestimate the actual adjusted rate. Student postal service and e-mail addresses were based on fall 2001 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 residing at their fall 2001 address. In addition, institution provided email addresses were used to send students, at Web-only schools, their invitation to participate in NSSE 2002. We have found that many students have multiple e-mail accounts (e.g., Yahoo, AOL, Hotmail). Some institutions have more difficulty tracking these multiple email accounts and some students may not forward their institution assigned e-mail. 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%. We are in the midst of checking undeliverable e-mails to students in an effort to more accurately estimate the Web-only response rate.

³ The regression of each cluster of items on a group characteristic is net of the following student and institutional controls: class, residence, gender, enrollment status, race/ethnicity, age, major, parental education, 2001 Barron's admissions selectivity, sector, and 2000 Carnegie Classification.

The responses of *all* your students are included in your institution's reports and data file

National Survey of Student Engagement
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**Table 7:
NSSE 2002 Respondent Characteristics
Montclair State University**

	Montclair State U	Master's	NSSE 2002
<u>Overall Response Rate</u> ^a	42%	39%	41%
<u>Sampling</u> ^b			
Number of Respondents	287	32,498	80,497
NSSE Sample Size	700	85,068	206,844
Total FY and Senior Population	2976	340,738	917,756
<u>Sampling Error</u> ^c			
Overall	5.5%	0.5%	0.3%
First-year	7.9%	0.8%	0.5%
Senior	7.6%	0.7%	0.5%
<u>Student Characteristics</u> ^d			
Mode of Completion			
Paper	92%	68%	55%
Web	8%	32%	45%
Gender			
Male	28%	31%	34%
Female	72%	69%	66%
Race/Ethnicity ^e			
African American	8%	7%	6%
American Indian/Native American	0%	1%	1%
Asian American/Pacific Islander	4%	6%	6%
Caucasian/White	62%	71%	75%
Hispanic	14%	10%	7%
Other	0%	1%	1%
Multiple	0%	0%	0%
International	6%	1%	1%
Class Level			
First-year	48%	47%	49%
Senior	52%	53%	51%
Enrollment Status			
Full-time	78%	84%	88%
Part-time	23%	16%	12%
Place of Residence			
On-campus	23%	33%	44%
Off-campus	77%	67%	56%

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

^b Oversampled students are included in institution numbers but not in the Carnegie classification or total NSSE 2002 sample numbers.

^c Sampling error is an estimate of the margin by which the true score for your institution on a given item could differ from the reported score because of one or more reasons (e.g., differences in one or more important characteristics between the sample and the population). To interpret the sampling error, assume that 60% of your respondents reply "very often" to a particular item. If the sampling error is $\pm 5\%$ then there is a 95% chance that the population value is between 55% and 65%.

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

^e This category uses race and ethnicity information provided by institutions. Therefore, percentages may not equal those on Table 2.



National Survey of Student Engagement

The College Student Report

Interpreting the Means Summary Report

Variables

The items from *The College Student Report* appear in the left column in the same order they appear on the instrument. Response set values are also provided to help you interpret the numbers.

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.

Mean

A mean is an arithmetic average of all responses on a particular item. Means are provided for your institution, Carnegie 2000 Classification, and for the NSSE 2002 national sample.

Class

Responses to each item are reported for first-year students and seniors. *If applicable, first-year and senior students that were part of an oversample are included in your institution's data, but not in any of the comparison groups.*



National Survey of Student Engagement
The College Student Report

1. Academic and Intellectual Experiences

Asked questions in class or contributed to class discussions

Made a class presentation

Prepared two or more drafts of a paper or assignment before turning it in

Worked on a paper or project that required integrating ideas or information from various sources

Discussed diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments

NSSE 2002 Means Summary Report Sample General College

Sample	Mean	SD	Sample compared with	Mean	SD	Mean Difference	Significance	Effect Size
			Bacc-Gen					
Asked questions in class or contributed to class discussions	2.55	1.06	***	2.50	1.04	0.05	***	.26
Made a class presentation	2.03	1.11	*	2.19	1.14	-0.16	*	.17
Prepared two or more drafts of a paper or assignment before turning it in	2.87	1.08	***	2.81	1.05	0.06	***	.13
Worked on a paper or project that required integrating ideas or information from various sources	3.03	1.06	***	2.85	1.08	0.18	***	.33
Discussed diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	2.64	1.02	**	2.59	1.01	0.05	**	.14
			NSSE 2002					
Asked questions in class or contributed to class discussions	2.05	1.06		2.04	1.04	0.01		
Made a class presentation	1.28	1.33		1.23	1.33	0.05		
Prepared two or more drafts of a paper or assignment before turning it in	2.54	1.02		2.71	1.01	-0.17	**	.20
Worked on a paper or project that required integrating ideas or information from various sources	2.67	1.00		2.73	1.01	-0.06		

Statistical Significance

Items with larger mean differences than would be expected by chance alone are noted with one, two, or three asterisks, referring to three significance levels (.05, .01, and .001). The smaller the significance level, the smaller the likelihood that the difference is due to chance.

Please note that statistical significance does not guarantee that the result is substantive or important. Large sample sizes (like those produced by NSSE) tend to produce more statistically significant results even though the magnitude of mean differences may be inconsequential. It is recommended to start by interpreting only those items with three asterisks ($p < .001$) and to consult effect sizes (see below) in order to make judgments about the practical meaning of the results.

Effect Size

Effect size indicates the “practical significance” of the magnitude of the mean difference. It is calculated by dividing the mean difference by the mean standard deviation of the comparison group with which the institution is being compared (Carnegie classification or NSSE 2002). In practice, an effect size of .2 is often considered small, .5 moderate, and .8 large. A positive sign indicates 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 sign is preferred (i.e., meaning fewer students reporting coming to class unprepared).



National Survey of Student Engagement

The College Student Report

NSSE 2002 Means Summary Report Montclair State University

Montclair State U		Montclair State U compared with						
		Master's			NSSE 2002			
Mean		Master's Mean	Sig ^a	Effect size ^b	NSSE 2002 Mean	Sig ^a	Effect size ^b	
1=never, 2=sometimes, 3=often, 4=very often								
	2.82	2.81			2.80			
	3.06	3.12			3.10			
	2.51	2.27	***	.31	2.21	***	.40	
	2.96	2.88			2.81	*	.18	
	2.89	2.75			2.68	**	.21	
	2.49	2.58			2.50			
	3.11	3.05			3.04			
	3.32	3.34			3.33			
	2.67	2.70			2.71			
	2.72	2.74			2.73			
	1.88	2.02	*	-.20	2.07	***	-.26	
	1.99	2.05			2.12	*	-.16	
	2.50	2.40			2.34	*	.20	
	2.48	2.54			2.45			
	2.07	2.32	***	-.30	2.40	***	-.39	
	2.47	2.70	**	-.26	2.72	***	-.28	
	2.45	2.44			2.47			
	2.69	2.80			2.82			
	1.53	1.62			1.67	*	-.17	
	1.54	1.81	***	-.29	1.86	***	-.33	
	1.26	1.43	***	-.24	1.42	**	-.22	
	1.41	1.63	***	-.26	1.59	**	-.22	

^a * p<.05 ** p<.01 ***p<.001 (2-tailed). Detailed statistics on pp. 8-13.

^b Effect size=mean difference divided by comparison group standard deviation.



National Survey of Student Engagement

The College Student Report

NSSE 2002 Means Summary Report Montclair State University

				Montclair State U	Montclair State U compared with						
					Master's			NSSE 2002			
Variable				Class	Mean	Master's Mean	Sig ^a	Effect size ^b	NSSE 2002 Mean	Sig ^a	Effect size ^b
1. Academic and Intellectual Experiences (continued)				1=never, 2=sometimes, 3=often, 4=very often							
l.	Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment	ITACADEM	FY	2.54	2.58				2.61		
			SR	2.70	2.77				2.76		
m.	Used email to communicate with an instructor	EMAIL	FY	2.77	2.74				2.88		
			SR	2.74	2.95	**	-.24		3.07	***	-.38
n.	Discussed grades or assignments with an instructor	FACGRADE	FY	2.44	2.57				2.60	*	-.19
			SR	2.55	2.79	***	-.28		2.81	***	-.30
o.	Talked about career plans with a faculty member or advisor	FACPLANS	FY	2.07	2.14				2.16		
			SR	2.07	2.41	***	-.36		2.45	***	-.40
p.	Discussed ideas from your reading or classes with faculty members outside of class	FACIDEAS	FY	1.67	1.77				1.80	*	-.17
			SR	1.89	2.06	*	-.20		2.09	**	-.22
q.	Received prompt feedback from faculty on your academic performance (written or oral)	FACFEED	FY	2.55	2.58				2.62		
			SR	2.61	2.80	**	-.24		2.81	**	-.25
r.	Worked harder than you thought you could to meet an instructor's standards or expectations.	WORKHARD	FY	2.64	2.61				2.59		
			SR	2.65	2.71				2.68		
s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER	FY	1.40	1.51				1.53	*	-.17
			SR	1.49	1.75	***	-.29		1.81	***	-.35
t.	Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	FY	2.51	2.70	*	-.22		2.74	**	-.27
			SR	2.65	2.84	**	-.23		2.86	**	-.26
u.	Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	FY	2.78	2.53	**	.24		2.59	*	.18
			SR	2.61	2.56				2.58		
v.	Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	FY	2.59	2.62				2.70		
			SR	2.41	2.59	*	-.19		2.64	**	-.24

^a * p<.05 ** p<.01 ***p<.001 (2-tailed). Detailed statistics on pp. 8-13.

^b Effect size=mean difference divided by comparison group standard deviation.



National Survey of Student Engagement

The College Student Report

NSSE 2002 Means Summary Report Montclair State University

Montclair State U	Montclair State U compared with							
	Master's				NSSE 2002			

Variable Class Mean Master's Mean Sig^a Effect size^b NSSE 2002 Mean Sig^a Effect size^b

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

2. Mental Activities

a.	Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	MEMORIZE	FY	3.04	2.96			2.94		
			SR	2.80	2.79			2.75		
b.	Analyzing the basic elements of an idea, experience, or theory such as examining a particular case or situation in depth and considering its components	ANALYZE	FY	3.15	3.11			3.14		
			SR	3.20	3.26			3.27		
c.	Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	SYNTHESZ	FY	2.87	2.82			2.85		
			SR	2.95	3.04			3.05		
d.	Making judgments about the value of information, arguments, or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	EVALUATE	FY	2.82	2.80			2.80		
			SR	2.91	2.93			2.93		
e.	Applying theories or concepts to practical problems or in new situations	APPLYING	FY	3.00	2.94			2.99		
			SR	2.98	3.17	*	-.23	3.17	*	-.23

3. Reading and Writing

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

a.	Number of assigned textbooks, books, or book-length packs of course readings	READASGN	FY	3.35	3.37			3.48		
			SR	2.93	3.25	**	-.30	3.32	***	-.38
b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	FY	1.88	2.02	*	-.16	2.03	*	-.17
			SR	2.15	2.19			2.21		
c.	Number of written papers or reports of 20 pages or more	WRITEMOR	FY	1.25	1.23			1.21		
			SR	1.64	1.64			1.65		
d.	Number of written papers or reports between 5 and 19 pages	WRITEMID	FY	2.45	2.42			2.47		
			SR	2.55	2.65			2.69		
e.	Number of written papers or reports of fewer than 5 pages	WRITESML	FY	3.47	3.28	*	.18	3.32		
			SR	2.83	3.09	**	-.21	3.12	**	-.25

^a * p<.05 ** p<.01 ***p<.001 (2-tailed). Detailed statistics on pp. 8-13.

^b Effect size=mean difference divided by comparison group standard deviation.



National Survey of Student Engagement

The College Student Report

NSSE 2002 Means Summary Report Montclair State University

The College Student Report			Montclair State U		Montclair State U compared with				
			Master's			NSSE 2002			
Variable	Class	Mean	Master's Mean	Sig ^a	Effect size ^b	NSSE 2002 Mean	Sig ^a	Effect size ^b	
<i>1=very little to 7=very much</i>									
4. Challenge of Examinations									
To what extent did your exams during the current school year challenge you to do your best work?	EXAMS	FY	5.39			5.59	*	-.18	
		SR	5.49			5.51			
5. Quality of Advising									
<i>1=poor, 2=fair, 3=good, 4=excellent</i>									
Overall how would you evaluate the quality of academic advising you have received at your institution?	ADVISE	FY	2.74	*	-.17	2.91	*	-.20	
		SR	2.45	***	-.42	2.86	***	-.43	
<i>Which of the following have you done or do you plan to do before you graduate from your institution? 0=No, 1=Yes (undecided=missing) Means are the proportion of students responding "Yes."</i>									
6. Enriching Educational Experiences									
a. Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN	FY	.93			.94			
		SR	.64	**	-.28	.76	**	-.29	
b. Community service or volunteer work	VOLUNTER	FY	.89			.89			
		SR	.47	***	-.39	.69	***	-.47	
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	LEARNCOM	FY	.62			.52	*	.21	
		SR	.19	*	-.17	.26	*	-.16	
d. Work on a research project with a faculty member outside of course or program requirements	RESEARCH	FY	.45			.51			
		SR	.17	*	-.16	.28	**	-.23	
e. Foreign language coursework	FORLANG	FY	.71	**	.24	.61	*	.19	
		SR	.40			.44			
f. Study abroad	STUDYABR	FY	.36	*	-.26	.56	***	-.40	
		SR	.10			.20	***	-.24	
g. Independent study or self-designed major	INDSTUDY	FY	.24			.28			
		SR	.24			.31			
h. Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	SENIORX	FY	.65			.77			
		SR	.38	***	-.45	.63	***	-.51	

^a * p<.05 ** p<.01 ***p<.001 (2-tailed). Detailed statistics on pp. 8-13.

^b Effect size=mean difference divided by comparison group standard deviation.



National Survey of Student Engagement

The College Student Report

NSSE 2002 Means Summary Report Montclair State University

Montclair State U		Montclair State U compared with						
		Master's			NSSE 2002			
Variable	Class	Mean	Master's Mean	Sig ^a	Effect size ^b	NSSE 2002 Mean	Sig ^a	Effect size ^b
1=0 hrs/wk, 2=1-5 hrs/wk, 3=6-10 hrs/wk, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=more than 30 hrs/wk								

7. Time Usage

a.	Preparing for class (studying, reading, writing, rehearsing, and other activities related to your academic program)	ACADPR01	FY	3.74	3.91		4.16	**	-.24
			SR	3.46	4.01	***	4.16	***	-.39
b.	Working for pay on campus	WORKON01	FY	1.44	1.55		1.62		
			SR	1.47	1.72	*	1.88	**	-.27
c.	Working for pay off campus	WORKOF01	FY	3.20	2.85		2.32	***	.40
			SR	5.23	4.20	***	3.65	***	.57
d.	Participating in co-curricular activities (organizations, campus publications, student government, etc.)	COCURR01	FY	1.84	1.96		2.10	*	-.18
			SR	1.49	1.86	***	2.04	***	-.39
e.	Relaxing and socializing (watching TV, partying, exercising, etc.)	SOCIAL01	FY	3.94	4.00		4.11		
			SR	3.46	3.61		3.75	*	-.17
f.	Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01	FY	2.01	1.84		1.56	***	.31
			SR	3.14	2.59	**	2.23	***	.41
g.	Commuting to class	COMMUTE	FY	2.02	1.91		1.80	**	.22
			SR	2.60	2.18	***	2.06	***	.53

8. Educational and Personal Growth

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

a.	Acquiring a broad general education	GNGENLED	FY	3.06	3.08		3.11		
			SR	3.20	3.24		3.26		
b.	Acquiring job or work-related knowledge and skills	GNWORK	FY	2.36	2.51		2.53	*	-.18
			SR	2.87	3.04	*	3.00		
c.	Writing clearly and effectively	GNWRITE	FY	2.88	2.90		2.87		
			SR	2.93	3.06		3.06		
d.	Speaking clearly and effectively	GNSPEAK	FY	2.83	2.67	*	2.61	**	.24
			SR	2.98	2.97		2.95		

^a * p<.05 ** p<.01 *** p<.001 (2-tailed). Detailed statistics on pp. 8-13.

^b Effect size=mean difference divided by comparison group standard deviation.



National Survey of Student Engagement

The College Student Report

NSSE 2002 Means Summary Report Montclair State University

Montclair State U	Montclair State U compared with					
	Master's			NSSE 2002		

Variable Class Mean Master's Mean Sig^a Effect size^b NSSE 2002 Mean Sig^a Effect size^b

8. Educational and Personal Growth (continued)

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

a.	Thinking critically and analytically	GNANALY	FY	3.01	3.07			3.12		
			SR	3.18	3.29			3.33	*	-.20
b.	Analyzing quantitative problems	GNQUANT	FY	2.48	2.58			2.62		
			SR	2.80	2.89			2.90		
c.	Using computing and information technology	GNCMPTS	FY	2.53	2.68			2.70	*	-.17
			SR	2.88	3.00			3.00		
d.	Working effectively with others	GNOTHERS	FY	2.81	2.83			2.81		
			SR	3.05	3.13			3.13		
e.	Voting in local, state, or national elections	GNCITIZN	FY	1.52	1.58			1.54		
			SR	1.81	1.78			1.76		
f.	Learning effectively on your own	GNINQ	FY	2.85	2.91			2.95		
			SR	3.10	3.08			3.11		
g.	Understanding yourself	GNSELF	FY	2.84	2.84			2.87		
			SR	2.84	2.96			3.01	*	-.18
h.	Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	2.94	2.61	***	.34	2.60	***	.34
			SR	2.86	2.68	*	.18	2.67	*	.19
i.	Solving complex real-world problems	GNPROBSV	FY	2.50	2.47			2.48		
			SR	2.66	2.68			2.70		
j.	Developing a personal code of values and ethics	GNETHICS	FY	2.61	2.61			2.63		
			SR	2.61	2.71			2.73		
k.	Contributing to the welfare of your community	GNCOMMUN	FY	1.85	2.13	***	-.29	2.16	***	-.32
			SR	2.18	2.33			2.35	*	-.16

^a * p<.05 ** p<.01 ***p<.001 (2-tailed). Detailed statistics on pp. 8-13.

^b Effect size=mean difference divided by comparison group standard deviation.



National Survey of Student Engagement

The College Student Report

NSSE 2002 Means Summary Report Montclair State University

The College Student Report				Montclair State U		Montclair State U compared with					
				Master's			NSSE 2002				
		Variable	Class	Mean	Master's Mean	Sig. ^a	Effect size ^b	NSSE 2002 Mean	Sig. ^a	Effect size ^b	
1=very little, 2=some, 3=quite a bit, 4=very much											
9. Institutional Environment											
a.	Spending significant amounts of time studying and on academic work	ENVSCHOL	FY	3.04	3.09			3.13			
			SR	2.93	3.09	*	-.20	3.11	*	-.23	
b.	Providing the support you need to help you succeed academically	ENVSUPRT	FY	2.87	2.98			3.01			
			SR	2.56	2.87	***	-.35	2.87	***	-.35	
c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS	FY	2.77	2.52	**	.25	2.55	**	.22	
			SR	2.52	2.39			2.38			
d.	Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	FY	2.08	2.10			2.10			
			SR	1.73	1.92	*	-.20	1.92	*	-.21	
e.	Providing the support you need to thrive socially	ENVSOCAL	FY	2.35	2.28			2.31			
			SR	1.83	2.08	**	-.27	2.10	***	-.29	
f.	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	FY	2.50	2.65			2.77	**	-.27	
			SR	2.22	2.40	*	-.18	2.51	**	-.29	
10. Quality of Relationships											
1=unfriendly, unsupportive, sense of alienation to 7=friendly, supportive, sense of belonging											
a.	Relationships with other students	ENVSTU	FY	5.76	5.61			5.66			
			SR	5.50	5.68			5.70			
1=unavailable, unhelpful, unsympathetic to 7=available, helpful, sympathetic											
b.	Relationships with faculty members	ENVFAC	FY	5.19	5.38			5.39			
			SR	5.09	5.57	***	-.38	5.55	***	-.37	
1=unhelpful, inconsiderate, rigid to 7=helpful, considerate, flexible											
c.	Relationships with administrative personnel and offices	ENVADM	FY	4.72	4.86			4.88			
			SR	4.24	4.60	*	-.22	4.57	*	-.20	
Satisfaction											
1=poor, 2=fair, 3=good, 4=excellent											
11.	How would you evaluate your entire educational experience at this institution?	ENTIREXP	FY	3.09	3.15			3.19			
			SR	3.03	3.22	**	-.26	3.24	***	-.29	
1=definitely no, 2=probably no, 3=probably yes, 4=definitely yes											
12.	If you could start over again, would you go to the same institution you are now attending?	SAMECOLL	FY	3.18	3.13			3.17			
			SR	2.99	3.13	*	-.17	3.13	*	-.17	

^a * p<.05 ** p<.01 ***p<.001 (2-tailed). Detailed statistics on pp. 8-13.

^b Effect size=mean difference divided by comparison group standard deviation.



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NSSE 2002 Detailed Statistics Montclair State U First-Year Students

	Mean			Margin of error (95% level) ^a			Standard deviation ^b			Number of respondents			Significance ^c		Effect size ^d	
	Montclair State U	Master's	NSSE 2002	Montclair State U	Master's	NSSE 2002	Montclair State U	Master's	NSSE 2002	Montclair State U	Master's	NSSE 2002	Montclair State U compared with			
													Master's	NSSE 2002	Master's	NSSE 2002
CLQUEST	2.82	2.81	2.80	.14	.01	.01	.81	.85	.85	138	15,169	39,222	.879	.799	.01	.02
CLPRESEN	2.51	2.27	2.21	.12	.01	.01	.71	.79	.78	138	15,162	39,206	.000	.000	.31	.40
REWROPAP	2.89	2.75	2.68	.14	.02	.01	.87	.98	.99	138	15,144	39,172	.052	.006	.15	.21
INTEGRAT	3.11	3.05	3.04	.12	.01	.01	.73	.79	.79	138	15,155	39,189	.385	.299	.07	.08
DIVCLASS	2.67	2.70	2.71	.14	.01	.01	.81	.87	.88	138	15,141	39,164	.674	.611	-.03	-.04
CLUNPREP	1.88	2.02	2.07	.11	.01	.01	.64	.72	.73	137	15,128	39,150	.011	.001	-.20	-.26
CLASSGRP	2.50	2.40	2.34	.12	.01	.01	.74	.80	.81	137	15,145	39,162	.147	.013	.12	.20
OCCGRP	2.07	2.32	2.40	.12	.01	.01	.74	.84	.84	138	15,155	39,192	.000	.000	-.30	-.39
INTIDEAS	2.45	2.44	2.47	.13	.01	.01	.75	.80	.80	137	15,130	39,136	.954	.695	.00	-.03
TUTOR	1.53	1.62	1.67	.14	.01	.01	.82	.81	.83	137	15,147	39,173	.189	.047	-.11	-.17
COMMPROJ	1.26	1.43	1.42	.10	.01	.01	.58	.73	.72	138	15,128	39,129	.001	.002	-.24	-.22
ITACADEM	2.54	2.58	2.61	.18	.02	.01	1.10	1.06	1.05	138	15,153	39,172	.676	.430	-.04	-.07
EMAIL	2.77	2.74	2.88	.16	.01	.01	.95	.93	.91	138	15,135	39,147	.773	.161	.03	-.12
FACGRADE	2.44	2.57	2.60	.14	.01	.01	.86	.84	.85	137	15,142	39,158	.070	.028	-.16	-.19
FACPLANS	2.07	2.14	2.16	.16	.01	.01	.97	.89	.88	138	15,150	39,161	.446	.317	-.07	-.09
FACIDEAS	1.67	1.77	1.80	.13	.01	.01	.77	.81	.81	138	15,139	39,143	.111	.042	-.13	-.17
FACFEED	2.55	2.58	2.62	.14	.01	.01	.85	.83	.83	138	15,147	39,161	.652	.366	-.04	-.08
WORKHARD	2.64	2.61	2.59	.14	.01	.01	.85	.83	.84	138	15,139	39,144	.668	.556	.04	.05
FACOTHER	1.40	1.51	1.53	.11	.01	.01	.66	.78	.78	138	15,139	39,136	.060	.019	-.14	-.17
OOCIDEAS	2.51	2.70	2.74	.15	.01	.01	.91	.86	.86	138	15,132	39,137	.018	.004	-.22	-.27
DIVRSTUD	2.78	2.53	2.59	.17	.02	.01	1.01	1.04	1.03	137	15,133	39,125	.005	.031	.24	.18
DIFFSTU2	2.59	2.62	2.70	.17	.02	.01	.99	.99	.99	138	15,126	39,117	.757	.202	-.03	-.11
MEMORIZE	3.04	2.96	2.94	.14	.01	.01	.81	.85	.87	138	15,132	39,137	.248	.151	.09	.12
ANALYZE	3.15	3.11	3.14	.12	.01	.01	.73	.78	.78	138	15,127	39,122	.468	.860	.06	.01
SYNTHESZ	2.87	2.82	2.85	.14	.01	.01	.84	.85	.85	138	15,113	39,101	.533	.829	.05	.02
EVALUATE	2.82	2.80	2.80	.15	.01	.01	.91	.87	.88	137	15,127	39,110	.797	.721	.02	.03

^a The margin of error surrounding the reported mean forms a 95% confidence interval - a range of values with a 95% likelihood to contain the true population mean.

^b Standard deviation is a measure of the average amount the individual scores deviate from the mean of all the scores in the distribution.

^c This statistic represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

^d Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the standard deviation of the comparison group.



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NSSE 2002 Detailed Statistics Montclair State U First-Year Students

	Mean			Margin of error (95% level) ^a			Standard deviation ^b			Number of respondents			Significance ^c		Effect size ^d	
	Montclair State U	Master's	NSSE 2002	Montclair State U	Master's	NSSE 2002	Montclair State U	Master's	NSSE 2002	Montclair State U	Master's	NSSE 2002	<i>Montclair State U compared with</i>			
													Master's	NSSE 2002	Master's	NSSE 2002
APPLYING	3.00	2.94	2.99	.14	.01	.01	.83	.87	.86	136	15,131	39,115	.369	.864	.07	.01
READASGN	3.35	3.37	3.48	.16	.02	.01	.96	.99	.97	136	14,971	38,637	.747	.105	-.03	-.14
READOWN	1.88	2.02	2.03	.14	.01	.01	.83	.90	.89	136	14,983	38,687	.046	.033	-.16	-.17
WRITEMOR	1.25	1.23	1.21	.12	.01	.01	.69	.63	.59	136	14,953	38,633	.799	.550	.02	.06
WRITEMID	2.45	2.42	2.47	.16	.01	.01	.94	.90	.90	137	14,970	38,649	.757	.769	.03	-.03
WRITESML	3.47	3.28	3.32	.18	.02	.01	1.08	1.09	1.08	137	14,977	38,669	.035	.088	.18	.15
EXAMS	5.39	5.55	5.59	.17	.02	.01	1.01	1.09	1.08	138	14,991	38,691	.063	.024	-.15	-.18
ADVISE	2.74	2.89	2.91	.14	.01	.01	.82	.86	.87	138	14,967	38,646	.034	.014	-.17	-.20
INTERN	.93	.93	.94	.05	.00	.00	.26	.26	.23	111	12,329	32,306	.996	.506	.00	-.07
VOLUNTER	.89	.87	.89	.07	.01	.00	.32	.34	.31	88	11,744	30,957	.588	.948	.05	-.01
LEARNCOM	.62	.54	.52	.10	.01	.01	.49	.50	.50	87	8,640	22,192	.137	.047	.16	.21
RESEARCH	.45	.45	.51	.12	.01	.01	.50	.50	.50	65	7,721	20,103	.998	.295	.00	-.13
FORLANG	.71	.59	.61	.08	.01	.01	.46	.49	.49	116	11,385	30,009	.006	.032	.24	.19
STUDYABR	.36	.49	.56	.10	.01	.01	.48	.50	.50	84	9,788	25,677	.015	.000	-.26	-.40
INDSTUDY	.24	.27	.28	.10	.01	.01	.43	.45	.45	76	9,230	23,847	.457	.358	-.08	-.10
SENIORX	.65	.73	.77	.12	.01	.01	.48	.44	.42	57	7,996	21,515	.211	.075	-.18	-.27
ACADPR01	3.74	3.91	4.16	.26	.03	.02	1.56	1.67	1.74	136	14,953	38,617	.212	.003	-.10	-.24
WORKON01	1.44	1.55	1.62	.18	.02	.01	1.10	1.19	1.22	137	14,952	38,623	.220	.052	-.10	-.15
WORKOF01	3.20	2.85	2.32	.41	.04	.02	2.43	2.46	2.18	137	14,923	38,577	.094	.000	.14	.40
COCURR01	1.84	1.96	2.10	.24	.02	.01	1.41	1.36	1.40	134	14,955	38,620	.350	.037	-.08	-.18
SOCIAL01	3.94	4.00	4.11	.30	.03	.02	1.80	1.83	1.82	136	14,949	38,605	.706	.275	-.03	-.09
CAREDE01	2.01	1.84	1.56	.26	.03	.01	1.55	1.75	1.45	136	14,959	38,605	.198	.001	.10	.31
COMMUTE	2.02	1.91	1.80	.16	.02	.01	.94	1.09	1.03	135	14,933	38,573	.169	.007	.10	.22
GNGENLED	3.06	3.08	3.11	.13	.01	.01	.77	.78	.78	138	14,936	38,496	.714	.457	-.03	-.06
GNWORK	2.36	2.51	2.53	.15	.02	.01	.91	.95	.95	137	14,921	38,458	.056	.031	-.16	-.18
GNWRITE	2.88	2.90	2.87	.14	.01	.01	.84	.84	.86	137	14,929	38,496	.690	.972	-.03	.00

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	Montclair State U	Master's	NSSE 2002	Montclair State U	Master's	NSSE 2002	Montclair State U	Master's	NSSE 2002	Montclair State U	Master's	NSSE 2002	Montclair State U compared with			
													Master's	NSSE 2002	Master's	NSSE 2002
GNSPEAK	2.83	2.67	2.61	.14	.01	.01	.84	.90	.92	137	14,927	38,477	.028	.002	.18	.24
GNANALY	3.01	3.07	3.12	.13	.01	.01	.79	.80	.80	137	14,939	38,495	.379	.109	-.07	-.14
GNQUANT	2.48	2.58	2.62	.14	.01	.01	.83	.88	.90	136	14,914	38,446	.144	.056	-.12	-.15
GNCMPTS	2.53	2.68	2.70	.16	.02	.01	.94	.96	.97	137	14,942	38,503	.068	.042	-.15	-.17
GNOTHERS	2.81	2.83	2.81	.15	.01	.01	.87	.87	.88	137	14,928	38,483	.781	.997	-.02	.00
GNCITIZN	1.52	1.58	1.54	.14	.01	.01	.83	.86	.83	136	14,907	38,429	.380	.754	-.07	-.03
GNINQ	2.85	2.91	2.95	.14	.01	.01	.84	.85	.85	136	14,926	38,464	.442	.183	-.07	-.11
GNSELF	2.84	2.84	2.87	.14	.02	.01	.85	.95	.95	135	14,917	38,453	.978	.774	.00	-.02
GNDIVERS	2.94	2.61	2.60	.15	.02	.01	.92	.98	.98	137	14,933	38,475	.000	.000	.34	.34
GNPROBSV	2.50	2.47	2.48	.15	.01	.01	.91	.93	.92	137	14,929	38,479	.705	.759	.03	.03
GNETHICS	2.61	2.61	2.63	.17	.02	.01	1.00	1.01	1.01	137	14,930	38,476	.960	.834	.00	-.02
GNCOMMUN	1.85	2.13	2.16	.14	.02	.01	.86	.96	.96	137	14,922	38,465	.000	.000	-.29	-.32
ENVSCHOL	3.04	3.09	3.13	.12	.01	.01	.70	.78	.78	137	14,937	38,496	.348	.124	-.07	-.12
ENVSUPRT	2.87	2.98	3.01	.14	.01	.01	.84	.85	.84	137	14,932	38,480	.135	.057	-.13	-.16
ENVDIVRS	2.77	2.52	2.55	.16	.02	.01	.93	.99	1.00	136	14,921	38,468	.002	.007	.25	.22
ENVNACAD	2.08	2.10	2.10	.17	.02	.01	1.00	.95	.94	136	14,923	38,456	.848	.811	-.02	-.02
ENVSOCAL	2.35	2.28	2.31	.16	.02	.01	.94	.94	.94	137	14,901	38,421	.415	.645	.07	.04
ENVEVENT	2.50	2.65	2.77	.16	.02	.01	.97	.98	.96	137	14,918	38,460	.072	.002	-.15	-.27
ENVSTU	5.76	5.61	5.66	.21	.02	.01	1.24	1.33	1.31	138	14,953	38,521	.166	.360	.11	.07
ENVFAC	5.19	5.38	5.39	.20	.02	.01	1.19	1.24	1.23	138	14,948	38,515	.057	.051	-.16	-.16
ENVADM	4.72	4.86	4.88	.24	.02	.01	1.42	1.51	1.48	138	14,942	38,487	.230	.178	-.10	-.11
ENTIREXP	3.09	3.15	3.19	.10	.01	.01	.59	.70	.70	138	14,951	38,529	.289	.060	-.08	-.14
SAMECOLL	3.18	3.13	3.17	.12	.01	.01	.73	.83	.83	138	14,933	38,491	.390	.885	.06	.01

^a The margin of error surrounding the reported mean forms a 95% confidence interval - a range of values with a 95% likelihood to contain the true population mean.

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NSSE 2002 Descriptive Statistics Montclair State U Seniors

	Mean			Margin of error (95% level) ^a			Standard deviation ^b			Number of respondents			Significance ^c		Effect size ^d	
	Montclair State U	Master's	NSSE 2002	Montclair State U	Master's	NSSE 2002	Montclair State U	Master's	NSSE 2002	Montclair State U	Master's	NSSE 2002	Montclair State U compared with			
													Master's	NSSE 2002	Master's	NSSE 2002
CLQUEST	3.06	3.12	3.10	.14	.01	.01	.86	.84	.85	149	17,401	40,934	.438	.619	-.07	-.04
CLPRESEN	2.96	2.88	2.81	.13	.01	.01	.81	.83	.84	149	17,386	40,910	.214	.027	.10	.18
REWROPAP	2.49	2.58	2.50	.16	.01	.01	.99	.98	.98	149	17,373	40,882	.284	.913	-.09	-.01
INTEGRAT	3.32	3.34	3.33	.13	.01	.01	.78	.72	.73	149	17,382	40,905	.758	.831	-.03	-.02
DIVCLASS	2.72	2.74	2.73	.16	.01	.01	.97	.89	.91	149	17,364	40,860	.764	.891	-.03	-.01
CLUNPREP	1.99	2.05	2.12	.12	.01	.01	.72	.71	.74	149	17,345	40,832	.338	.041	-.08	-.16
CLASSGRP	2.48	2.54	2.45	.13	.01	.01	.79	.83	.85	149	17,372	40,870	.320	.697	-.08	.03
OCCGRP	2.47	2.70	2.72	.14	.01	.01	.89	.88	.88	149	17,390	40,907	.002	.001	-.26	-.28
INTIDEAS	2.69	2.80	2.82	.13	.01	.01	.83	.81	.81	149	17,354	40,858	.102	.054	-.14	-.16
TUTOR	1.54	1.81	1.86	.13	.01	.01	.80	.93	.95	149	17,380	40,884	.000	.000	-.29	-.33
COMMPROJ	1.41	1.63	1.59	.11	.01	.01	.67	.84	.82	149	17,359	40,845	.000	.001	-.26	-.22
ITACADEM	2.70	2.77	2.76	.16	.02	.01	1.01	1.04	1.03	148	17,391	40,898	.453	.458	-.06	-.06
EMAIL	2.74	2.95	3.07	.15	.01	.01	.92	.90	.88	148	17,380	40,887	.005	.000	-.24	-.38
FACGRADE	2.55	2.79	2.81	.14	.01	.01	.85	.84	.85	146	17,376	40,895	.001	.000	-.28	-.30
FACPLANS	2.07	2.41	2.45	.14	.01	.01	.87	.95	.96	148	17,380	40,882	.000	.000	-.36	-.40
FACIDEAS	1.89	2.06	2.09	.14	.01	.01	.84	.86	.86	148	17,378	40,883	.017	.006	-.20	-.22
FACFEED	2.61	2.80	2.81	.14	.01	.01	.84	.79	.80	149	17,383	40,885	.006	.005	-.24	-.25
WORKHARD	2.65	2.71	2.68	.13	.01	.01	.78	.82	.84	149	17,375	40,854	.371	.668	-.07	-.03
FACOTHER	1.49	1.75	1.81	.12	.01	.01	.72	.91	.94	149	17,363	40,837	.000	.000	-.29	-.35
OOCIDEAS	2.65	2.84	2.86	.13	.01	.01	.83	.83	.83	148	17,376	40,857	.007	.002	-.23	-.26
DIVRSTUD	2.61	2.56	2.58	.16	.01	.01	1.00	.98	.99	149	17,339	40,790	.516	.721	.05	.03
DIFFSTU2	2.41	2.59	2.64	.17	.01	.01	1.03	.95	.95	148	17,352	40,814	.038	.009	-.19	-.24
MEMORIZE	2.80	2.79	2.75	.17	.01	.01	1.05	.92	.93	149	17,384	40,875	.907	.533	.01	.06
ANALYZE	3.20	3.26	3.27	.13	.01	.01	.83	.74	.74	149	17,365	40,858	.400	.290	-.08	-.10
SYNTHESZ	2.95	3.04	3.05	.14	.01	.01	.90	.84	.84	148	17,360	40,839	.255	.181	-.10	-.12
EVALUATE	2.91	2.93	2.93	.14	.01	.01	.88	.89	.89	149	17,363	40,835	.763	.779	-.02	-.02

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	Mean			Margin of error (95% level) ^a			Standard deviation ^b			Number of respondents			Significance ^c		Effect size ^d	
	Montclair State U	Master's	NSSE 2002	Montclair State U	Master's	NSSE 2002	Montclair State U	Master's	NSSE 2002	Montclair State U	Master's	NSSE 2002	Montclair State U compared with			
													Master's	NSSE 2002	Master's	NSSE 2002
APPLYING	2.98	3.17	3.17	.15	.01	.01	.92	.83	.84	149	17,373	40,855	.013	.013	-.23	-.23
READASGN	2.93	3.25	3.32	.19	.02	.01	1.14	1.03	1.04	145	17,219	40,494	.001	.000	-.30	-.38
READOWN	2.15	2.19	2.21	.17	.01	.01	1.03	.99	.99	146	17,243	40,540	.677	.473	-.04	-.06
WRITEMOR	1.64	1.64	1.65	.13	.01	.01	.80	.77	.75	146	17,232	40,520	.986	.799	.00	-.02
WRITEMID	2.55	2.65	2.69	.16	.01	.01	.97	.98	.97	147	17,227	40,520	.217	.097	-.10	-.14
WRITESML	2.83	3.09	3.12	.19	.02	.01	1.15	1.20	1.19	146	17,241	40,539	.008	.003	-.21	-.25
EXAMS	5.49	5.56	5.51	.19	.02	.01	1.21	1.17	1.17	148	17,249	40,524	.476	.776	-.06	-.02
ADVISE	2.45	2.85	2.86	.16	.01	.01	1.00	.94	.95	147	17,242	40,526	.000	.000	-.42	-.43
INTERN	.64	.76	.76	.08	.01	.00	.48	.43	.43	135	16,000	37,835	.005	.004	-.28	-.29
VOLUNTER	.47	.66	.69	.09	.01	.00	.50	.47	.46	133	15,403	36,674	.000	.000	-.39	-.47
LEARNCOM	.19	.26	.26	.07	.01	.00	.39	.44	.44	133	14,994	35,788	.026	.045	-.17	-.16
RESEARCH	.17	.24	.28	.07	.01	.00	.38	.43	.45	127	14,997	35,839	.041	.003	-.16	-.23
FORLANG	.40	.39	.44	.08	.01	.00	.49	.49	.50	137	16,018	37,939	.780	.332	.02	-.08
STUDYABR	.10	.15	.20	.05	.01	.00	.30	.36	.40	138	15,872	37,748	.052	.000	-.14	-.24
INDSTUDY	.24	.29	.31	.07	.01	.00	.43	.45	.46	137	15,750	37,572	.217	.053	-.10	-.16
SENIORX	.38	.60	.63	.08	.01	.00	.49	.49	.48	133	15,485	37,077	.000	.000	-.45	-.51
ACADPR01	3.46	4.01	4.16	.27	.03	.02	1.65	1.75	1.81	147	17,203	40,455	.000	.000	-.31	-.39
WORKON01	1.47	1.72	1.88	.24	.02	.02	1.51	1.47	1.55	147	17,207	40,489	.050	.001	-.17	-.27
WORKOF01	5.23	4.20	3.65	.45	.04	.03	2.78	2.81	2.76	145	17,189	40,424	.000	.000	.37	.57
COCURR01	1.49	1.86	2.04	.14	.02	.01	.83	1.32	1.42	146	17,226	40,488	.000	.000	-.28	-.39
SOCIAL01	3.46	3.61	3.75	.26	.02	.02	1.62	1.64	1.68	148	17,221	40,475	.265	.031	-.09	-.17
CAREDE01	3.14	2.59	2.23	.41	.04	.02	2.53	2.45	2.24	147	17,220	40,483	.010	.000	.22	.41
COMMUTE	2.60	2.18	2.06	.20	.02	.01	1.25	1.05	1.03	148	17,240	40,512	.000	.000	.40	.53
NGNGENLED	3.20	3.24	3.26	.12	.01	.01	.77	.78	.78	148	17,236	40,486	.519	.360	-.05	-.08
GNWORK	2.87	3.04	3.00	.15	.01	.01	.96	.91	.92	148	17,222	40,456	.040	.117	-.18	-.14
GNWRITE	2.93	3.06	3.06	.14	.01	.01	.85	.83	.83	148	17,239	40,496	.084	.075	-.15	-.15

^a The margin of error surrounding the reported mean forms a 95% confidence interval - a range of values with a 95% likelihood to contain the true population mean.

^b Standard deviation is a measure of the average amount the individual scores deviate from the mean of all the scores in the distribution.

^c This statistic represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

^d Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the standard deviation of the comparison group.



National Survey of Student Engagement

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NSSE 2002 Descriptive Statistics Montclair State U Seniors

	Mean			Margin of error (95% level) ^a			Standard deviation ^b			Number of respondents			Significance ^c		Effect size ^d	
	Montclair State U			Montclair State U			Montclair State U			Montclair State U			Montclair State U compared with			
	Master's	NSSE 2002		Master's	NSSE 2002		Master's	NSSE 2002		Master's	NSSE 2002		Master's	NSSE 2002	Master's	NSSE 2002
GNSPEAK	2.98	2.97	2.95	.14	.01	.01	.84	.85	.86	146	17,240	40,486	.892	.726	.01	.03
GNANALY	3.18	3.29	3.33	.13	.01	.01	.83	.75	.74	148	17,244	40,506	.130	.035	-.14	-.20
GNQUANT	2.80	2.89	2.90	.15	.01	.01	.90	.87	.88	148	17,209	40,449	.263	.204	-.10	-.11
GNCMPTS	2.88	3.00	3.00	.16	.01	.01	.97	.90	.90	147	17,242	40,501	.149	.138	-.13	-.13
GNOTHERS	3.05	3.13	3.13	.15	.01	.01	.92	.83	.83	148	17,225	40,473	.318	.323	-.09	-.09
GNCITIZN	1.81	1.78	1.76	.17	.01	.01	1.06	.95	.94	148	17,208	40,432	.742	.574	.03	.05
GNINQ	3.10	3.08	3.11	.14	.01	.01	.89	.85	.85	148	17,226	40,444	.731	.937	.03	-.01
GNSELF	2.84	2.96	3.01	.16	.01	.01	1.01	.95	.95	147	17,218	40,446	.132	.045	-.13	-.18
GNDIVERS	2.86	2.68	2.67	.16	.01	.01	1.00	.99	1.00	148	17,233	40,461	.038	.024	.18	.19
GNPROBSV	2.66	2.68	2.70	.16	.01	.01	.98	.93	.93	148	17,228	40,467	.819	.650	-.02	-.04
GNETHICS	2.61	2.71	2.73	.17	.02	.01	1.07	1.03	1.03	148	17,233	40,471	.279	.183	-.09	-.11
GNCOMMUN	2.18	2.33	2.35	.16	.01	.01	.99	1.00	1.00	148	17,231	40,463	.078	.045	-.14	-.16
ENVSCHOL	2.93	3.09	3.11	.13	.01	.01	.83	.77	.78	148	17,243	40,495	.027	.011	-.20	-.23
ENVSUPRT	2.56	2.87	2.87	.15	.01	.01	.94	.87	.87	148	17,241	40,478	.000	.000	-.35	-.35
ENVDIRS	2.52	2.39	2.38	.15	.01	.01	.96	.98	.99	148	17,212	40,438	.112	.080	.13	.14
ENVNACAD	1.73	1.92	1.92	.15	.01	.01	.92	.92	.92	148	17,228	40,439	.014	.013	-.20	-.21
ENVSOCAL	1.83	2.08	2.10	.15	.01	.01	.92	.92	.93	148	17,185	40,387	.001	.001	-.27	-.29
ENVEVENT	2.22	2.40	2.51	.17	.01	.01	1.04	.96	.97	148	17,208	40,432	.042	.001	-.18	-.29
ENVSTU	5.50	5.68	5.70	.20	.02	.01	1.25	1.27	1.27	148	17,263	40,520	.078	.056	-.14	-.16
ENVFAC	5.09	5.57	5.55	.24	.02	.01	1.49	1.27	1.26	148	17,259	40,526	.000	.000	-.38	-.37
ENVADM	4.24	4.60	4.57	.29	.02	.02	1.79	1.65	1.65	148	17,251	40,499	.016	.025	-.22	-.20
ENTIREXP	3.03	3.22	3.24	.11	.01	.01	.67	.71	.71	148	17,264	40,513	.001	.000	-.26	-.29
SAMECOLL	2.99	3.13	3.13	.13	.01	.01	.82	.84	.85	147	17,249	40,483	.041	.030	-.17	-.17

^a The margin of error surrounding the reported mean forms a 95% confidence interval - a range of values with a 95% likelihood to contain the true population mean.

^b Standard deviation is a measure of the average amount the individual scores deviate from the mean of all the scores in the distribution.

^c This statistic represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

^d Effect size is calculated by subtracting the comparison group mean from the school mean, and dividing the result by the standard deviation of the comparison group.

Montclair State U
IPEDS#: 185590



National Survey of Student Engagement

The College Student Report

NSSE 2002 Grand Means^a for Master's Colleges and Universities and All NSSE 2002 Institutions

		First-Year Students								Seniors							
		Mean		Margin ^b		Std. Dev. ^c		N		Mean		Margin ^b		Std. Dev. ^c		N	
Variable	Variable Name	Master's	NSSE 2002	Master's	NSSE 2002	Master's	NSSE 2002	Master's	NSSE 2002	Master's	NSSE 2002	Master's	NSSE 2002	Master's	NSSE 2002	Master's	NSSE 2002
1 a. Asked questions in class or contributed to class discussions	CLQUEST	2.81	2.80	.02	.00	.84	.85	15,307	39,360	3.11	3.10	.02	.00	.84	.85	17,550	41,083
b. Made a class presentation	CLPRESEN	2.27	2.21	.02	.00	.79	.78	15,300	39,344	2.88	2.81	.02	.00	.83	.84	17,535	41,059
c. Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	2.75	2.68	.02	.00	.97	.99	15,282	39,310	2.58	2.50	.02	.00	.98	.98	17,522	41,031
d. Worked on a paper or project integrating ideas or information from various sources	INTEGRAT	3.05	3.04	.02	.00	.79	.79	15,293	39,327	3.34	3.33	.02	.00	.72	.73	17,531	41,054
e. Included diverse perspectives in class discussions or assignments	DIVCLASS	2.70	2.71	.02	.00	.87	.88	15,279	39,302	2.74	2.73	.02	.00	.89	.91	17,513	41,009
f. Came to class without completing readings or assignments	CLUNPREP	2.01	2.07	.02	.00	.72	.73	15,265	39,287	2.05	2.11	.02	.00	.71	.74	17,494	40,981
g. Worked with other students on projects during class	CLASSGRP	2.40	2.34	.02	.00	.80	.81	15,282	39,299	2.54	2.45	.02	.00	.83	.85	17,521	41,019
h. Worked with classmates outside of class to prepare class assignments	OCCGRP	2.32	2.39	.02	.00	.83	.84	15,293	39,330	2.69	2.72	.02	.00	.88	.88	17,539	41,056
i. Put together ideas/concepts from different courses	INTIDEAS	2.44	2.47	.02	.00	.79	.80	15,267	39,273	2.80	2.82	.02	.00	.81	.81	17,503	41,007
j. Tutored or taught other students (paid or voluntary)	TUTOR	1.62	1.67	.02	.00	.81	.83	15,284	39,310	1.81	1.85	.02	.00	.93	.95	17,529	41,033
k. Participated in a community-based project as part of a regular course	COMMPROJ	1.43	1.42	.02	.00	.73	.72	15,266	39,267	1.63	1.59	.02	.00	.83	.82	17,508	40,994
l. Used an electronic medium to discuss or complete an assignment	ITACADEM	2.58	2.61	.02	.02	1.06	1.05	15,291	39,310	2.77	2.76	.02	.02	1.03	1.03	17,539	41,046
m. Used e-mail to communicate with an instructor	EMAIL	2.74	2.88	.02	.00	.93	.91	15,273	39,285	2.95	3.07	.02	.00	.90	.88	17,528	41,035
n. Discussed grades or assignments with an instructor	FACGRADE	2.57	2.60	.02	.00	.84	.85	15,279	39,295	2.79	2.81	.02	.00	.84	.85	17,522	41,041
o. Talked about career plans with a faculty member or advisor	FACPLANS	2.14	2.16	.02	.00	.89	.88	15,288	39,299	2.41	2.45	.02	.00	.95	.96	17,528	41,030
p. Discussed ideas from your coursework with faculty members outside of class	FACIDEAS	1.77	1.80	.02	.00	.81	.81	15,277	39,281	2.06	2.09	.02	.00	.86	.86	17,526	41,031
q. Received prompt feedback from faculty on your academic performance	FACFEED	2.58	2.62	.02	.00	.83	.83	15,285	39,299	2.80	2.81	.02	.00	.79	.80	17,532	41,034
r. Worked harder than you thought you could to meet an instructor's expectations	WORKHARD	2.61	2.59	.02	.00	.83	.84	15,277	39,282	2.71	2.68	.02	.00	.82	.84	17,524	41,003
s. Worked with faculty members on activities other than coursework	FACOTHER	1.50	1.53	.02	.00	.78	.78	15,277	39,274	1.75	1.81	.02	.00	.91	.94	17,512	40,986
t. Discussed ideas from your readings or classes with others outside of class	OOCIDEAS	2.70	2.74	.02	.00	.86	.86	15,270	39,275	2.84	2.86	.02	.00	.83	.83	17,524	41,005
u. Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	2.54	2.59	.02	.02	1.04	1.03	15,270	39,262	2.56	2.58	.02	.00	.98	.99	17,488	40,939
v. Had serious conversations with students who are very different from you	DIFFSTU2	2.62	2.70	.02	.00	.99	.99	15,264	39,255	2.59	2.64	.02	.00	.95	.95	17,500	40,962
2 a. Coursework emphasizes: Memorizing facts, ideas or methods from courses and readings	MEMORIZE	2.96	2.94	.02	.00	.85	.87	15,270	39,275	2.79	2.75	.02	.00	.92	.93	17,533	41,024
b. Coursework emphasizes: Analyzing the basic elements of an idea, experience, or theory	ANALYZE	3.11	3.14	.02	.00	.78	.78	15,265	39,260	3.26	3.27	.02	.00	.75	.74	17,514	41,007
c. Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences	SYNTHESZ	2.82	2.85	.02	.00	.85	.85	15,251	39,239	3.04	3.05	.02	.00	.84	.84	17,508	40,987
d. Coursework emphasizes: Making judgments about the value of info, arguments, methods	EVALUATE	2.80	2.80	.02	.00	.87	.88	15,264	39,247	2.93	2.93	.02	.00	.89	.89	17,512	40,984
e. Coursework emphasizes: Applying theories or concepts to practical problems	APPLYING	2.94	2.99	.02	.00	.87	.86	15,267	39,251	3.17	3.17	.02	.00	.83	.84	17,522	41,004

^a Grand Means are calculated using all institutions in the category (Carnegie class and NSSE 2002). Thus, unlike the means listed on your Means Summary Report, your institution's data are included in these calculations.

^b The margin of error surrounding the reported mean forms a 95% confidence interval - a range of values with a 95% likelihood to contain the true population mean.

^c Standard deviation is a measure of the average amount the individual scores deviate from the mean of all the scores in the distribution.



National Survey of Student Engagement

The College Student Report

NSSE 2002 Grand Means^a for Master's Colleges and Universities and All NSSE 2002 Institutions

Variable	Variable Name	First-Year Students								Seniors							
		Mean		Margin ^b		Std. Dev. ^c		N		Mean		Margin ^b		Std. Dev. ^c		N	
		Master's	NSSE 2002	Master's	NSSE 2002	Master's	NSSE 2002	Master's	NSSE 2002	Master's	NSSE 2002	Master's	NSSE 2002	Master's	NSSE 2002	Master's	NSSE 2002
3 a. Number of assigned textbooks, books, or book-length packs of course readings	READASGN	3.37	3.48	.02	.00	.99	.97	15,107	38,773	3.24	3.32	.02	.02	1.04	1.04	17,364	40,639
b. Number of books read on your own for personal enjoyment or academic enrichment	READOWN	2.02	2.03	.02	.00	.90	.89	15,119	38,823	2.19	2.21	.02	.00	.99	.99	17,389	40,686
c. Number of written papers or reports of 20 pages or more	WRITEMOR	1.24	1.21	.02	.00	.63	.59	15,089	38,769	1.64	1.65	.02	.00	.77	.75	17,378	40,666
d. Number of written papers or reports between 5 and 19 pages	WRITEMID	2.42	2.47	.02	.00	.90	.90	15,107	38,786	2.65	2.69	.02	.00	.98	.97	17,374	40,667
e. Number of written papers or reports of fewer than 5 pages	WRITESML	3.28	3.32	.02	.02	1.09	1.08	15,114	38,806	3.08	3.12	.02	.02	1.20	1.19	17,387	40,685
4 Extent to which exams during the school year challenged you to do your best work	EXAMS	5.55	5.59	.02	.02	1.09	1.07	15,129	38,829	5.56	5.51	.02	.02	1.17	1.17	17,397	40,672
5 Overall, how would you evaluate the quality of academic advising at your institution?	ADVISE	2.89	2.91	.02	.00	.86	.87	15,105	38,784	2.84	2.86	.02	.00	.94	.95	17,389	40,673
6 a. Enriching experiences: Internship	INTERN	.93	.94	.00	.00	.26	.23	12,440	32,417	.76	.76	.00	.00	.43	.43	16,135	37,970
b. Enriching experiences: Volunteer or community service work	VOLUNTER	.87	.89	.00	.00	.34	.31	11,832	31,045	.66	.69	.00	.00	.47	.46	15,536	36,807
c. Enriching experiences: Participate in a learning community	LEARNCOM	.54	.52	.02	.00	.50	.50	8,727	22,279	.26	.26	.00	.00	.44	.44	15,127	35,921
d. Enriching experiences: Take part in research with a faculty member	RESEARCH	.45	.51	.02	.00	.50	.50	7,786	20,168	.24	.28	.00	.00	.43	.45	15,124	35,966
e. Enriching experiences: Study a foreign language	FORLANG	.59	.61	.00	.00	.49	.49	11,501	30,125	.39	.44	.00	.00	.49	.50	16,155	38,076
f. Enriching experiences: Study abroad	STUDYABR	.49	.56	.02	.00	.50	.50	9,872	25,761	.15	.20	.00	.00	.36	.40	16,010	37,886
g. Enriching experiences: Independent study or self-guided major	INDSTUDY	.27	.28	.00	.00	.45	.45	9,306	23,923	.29	.31	.00	.00	.45	.46	15,887	37,709
h. Enriching experiences: Senior culminating experience	SENIORX	.73	.76	.00	.00	.44	.42	8,053	21,572	.60	.63	.00	.00	.49	.48	15,618	37,210
7 a. Preparing for class (studying, reading, writing, rehearsing, other academic activities)	ACADPRO1	3.91	4.16	.02	.02	1.67	1.74	15,089	38,753	4.00	4.16	.02	.02	1.75	1.81	17,350	40,602
b. Working for pay on campus	WORKON01	1.55	1.62	.02	.02	1.19	1.22	15,089	38,760	1.71	1.88	.02	.02	1.47	1.55	17,354	40,636
c. Working for pay off campus	WORKOF01	2.86	2.33	.04	.02	2.46	2.18	15,060	38,714	4.20	3.65	.04	.02	2.81	2.76	17,334	40,569
d. Participating in co-curricular activities	COCURR01	1.96	2.10	.02	.02	1.36	1.40	15,089	38,754	1.85	2.04	.02	.02	1.32	1.42	17,372	40,634
e. Relaxing and socializing (watching TV, partying, exercising, etc.)	SOCIAL01	4.00	4.11	.02	.02	1.83	1.82	15,085	38,741	3.61	3.75	.02	.02	1.64	1.68	17,369	40,623
f. Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01	1.84	1.57	.02	.02	1.75	1.46	15,095	38,741	2.60	2.24	.04	.02	2.45	2.24	17,367	40,630
g. Commuting to class	COMMUTE	1.91	1.80	.02	.02	1.09	1.03	15,068	38,708	2.19	2.06	.02	.02	1.05	1.03	17,388	40,660
8 a. Gains in acquiring a broad general education	NGENLED	3.08	3.11	.02	.00	.78	.78	15,074	38,634	3.24	3.26	.02	.00	.78	.78	17,384	40,634
b. Gains in acquiring job or work-related knowledge and skills	GNWORK	2.51	2.53	.02	.00	.95	.95	15,058	38,595	3.03	3.00	.02	.00	.91	.92	17,370	40,604
c. Gains in writing clearly and effectively	GNWRITE	2.90	2.87	.02	.00	.84	.86	15,066	38,633	3.05	3.06	.02	.00	.83	.83	17,387	40,644

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National Survey of Student Engagement

The College Student Report

NSSE 2002 Grand Means^a for Master's Colleges and Universities and All NSSE 2002 Institutions

Variable	Variable Name	First-Year Students								Seniors							
		Mean		Margin ^b		Std. Dev. ^c		N		Mean		Margin ^b		Std. Dev. ^c		N	
		Master's	NSSE 2002	Master's	NSSE 2002	Master's	NSSE 2002	Master's	NSSE 2002	Master's	NSSE 2002	Master's	NSSE 2002	Master's	NSSE 2002	Master's	NSSE 2002
d. Gains in speaking clearly and effectively	GNSPEAK	2.67	2.61	.02	.00	.90	.92	15,064	38,614	2.97	2.95	.02	.00	.85	.86	17,386	40,632
e. Gains in thinking critically and analytically	GNANALY	3.07	3.12	.02	.00	.80	.80	15,076	38,632	3.29	3.33	.02	.00	.75	.74	17,392	40,654
f. Gains in analyzing quantitative problems	GNQUANT	2.58	2.62	.02	.00	.88	.90	15,050	38,582	2.89	2.90	.02	.00	.87	.88	17,357	40,597
g. Gains in using computing and information technology	GNCMPPTS	2.68	2.70	.02	.00	.96	.97	15,079	38,640	3.00	3.00	.02	.00	.90	.90	17,389	40,648
h. Gains in working effectively with others	GNOTHERS	2.83	2.81	.02	.00	.87	.88	15,065	38,620	3.13	3.13	.02	.00	.83	.83	17,373	40,621
i. Gains in voting in local, state, or national elections	GNCITIZN	1.58	1.54	.02	.00	.86	.83	15,043	38,565	1.78	1.76	.02	.00	.95	.94	17,356	40,580
j. Gains in learning effectively on your own	GNINQ	2.91	2.95	.02	.00	.85	.85	15,062	38,600	3.08	3.11	.02	.00	.85	.85	17,374	40,592
k. Gains in understanding yourself	GNSELF	2.84	2.87	.02	.00	.95	.94	15,052	38,588	2.96	3.00	.02	.00	.95	.95	17,365	40,593
l. Gains in understanding people of other racial and ethnic backgrounds	GNDIVERS	2.61	2.61	.02	.00	.98	.98	15,070	38,612	2.69	2.67	.02	.00	.99	1.00	17,381	40,609
m. Gains in solving complex real-world problems	GNPROBSV	2.47	2.48	.02	.00	.93	.92	15,066	38,616	2.68	2.70	.02	.00	.93	.93	17,376	40,615
n. Gains in developing a personal code of values and ethics	GNETHICS	2.61	2.63	.02	.02	1.01	1.01	15,067	38,613	2.71	2.73	.02	.02	1.03	1.03	17,381	40,619
o. Gains in contributing to the welfare of your community	GNCOMMUN	2.13	2.16	.02	.00	.96	.96	15,059	38,602	2.33	2.35	.02	.00	1.00	1.00	17,379	40,611
9 a. Spending significant amounts of time studying and on academic work	ENVSCHOL	3.09	3.13	.02	.00	.78	.78	15,074	38,633	3.08	3.11	.02	.00	.77	.78	17,391	40,643
b. Providing the support you need to help you succeed academically	ENVSUPRT	2.98	3.01	.02	.00	.85	.84	15,069	38,617	2.87	2.86	.02	.00	.87	.87	17,389	40,626
c. Encouraging contact among students from different backgrounds	ENVDIVRS	2.52	2.55	.02	.02	.99	1.00	15,057	38,604	2.39	2.38	.02	.00	.98	.99	17,360	40,586
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	2.10	2.10	.02	.00	.95	.94	15,059	38,592	1.92	1.92	.02	.00	.92	.92	17,376	40,587
e. Providing the support you need to thrive socially	ENVSOCAL	2.28	2.31	.02	.00	.94	.94	15,038	38,558	2.08	2.10	.02	.00	.92	.93	17,333	40,535
f. Attending campus events and activities	ENVEVENT	2.65	2.76	.02	.00	.98	.96	15,055	38,597	2.40	2.51	.02	.00	.97	.97	17,356	40,580
10 a. Quality of your relationships with other students	ENVSTU	5.61	5.66	.02	.02	1.33	1.31	15,091	38,659	5.68	5.70	.02	.02	1.27	1.27	17,411	40,668
b. Quality of your relationships with faculty members	ENVFAC	5.38	5.39	.02	.02	1.24	1.23	15,086	38,653	5.56	5.55	.02	.02	1.28	1.26	17,407	40,674
c. Quality of your relationships with administrative personnel and offices	ENVADM	4.86	4.88	.02	.02	1.51	1.48	15,080	38,625	4.59	4.57	.02	.02	1.65	1.65	17,399	40,647
11 How would you evaluate your entire educational experience at this institution?	ENTIREXP	3.15	3.19	.02	.00	.70	.70	15,089	38,667	3.22	3.24	.02	.00	.71	.71	17,412	40,661
12 If you could start over, would you go to the same institution you are now attending?	SAMECOLL	3.13	3.17	.02	.00	.83	.83	15,071	38,629	3.13	3.13	.02	.00	.84	.85	17,396	40,630

^a Grand Means are calculated using all institutions in the category (Carnegie class and NSSE 2002). Thus, unlike the means listed on your Means Summary Report, your institution's data are included in these calculations.

^b The margin of error surrounding the reported mean forms a 95% confidence interval - a range of values with a 95% likelihood to contain the true population mean.

^c Standard deviation is a measure of the average amount the individual scores deviate from the mean of all the scores in the distribution.



National Survey of Student Engagement

The College Student Report

NSSE 2002 Means^a for Experimental Questions (Group III)

Variable	Variable Name	Statistic	Doc-Ext		Doc-Int		Master's		Bac-LA		Bac-Gen		NSSE 2002	
			FY	SR	FY	SR	FY	SR	FY	SR	FY	SR	FY	SR
How often do you read the newspaper to stay current on national events?	B_NEWSPR	N ^b	3,660	3,077	1,534	1,531	2,887	2,738	2,024	1,372	1,272	1,262	11,944	10,170
		Mean	2.55	2.75	2.43	1.69	2.36	2.62	2.22	2.52	2.15	1.75	2.40	2.63
		Std. Dev. ^c	0.92	0.96	0.92	0.85	0.90	0.96	0.90	0.98	0.89	0.83	0.93	0.97
		Margin ^d	0.04	0.04	0.04	0.04	0.04	0.04	0.04	0.06	0.04	0.04	0.02	0.02
How often do you access on-line news web sites to stay current on national events?	B_WEBNEW	N	687	593	234	190	514	460	826	483	199	189	2,494	1,953
		Mean	2.29	2.66	2.51	2.78	2.31	2.57	2.41	2.48	2.31	2.33	2.36	2.57
		Std. Dev.	0.97	1.02	1.00	1.05	0.96	1.02	1.00	1.04	0.90	0.98	0.98	1.03
		Margin	0.08	0.08	0.14	0.16	0.08	0.10	0.06	0.10	0.12	0.14	0.04	0.04
During college how often have you participated in activities to enhance your spirituality (church, meditation, etc.)?	B_SPIACT	N	686	594	232	189	513	461	825	483	199	188	2,490	1,953
		Mean	2.19	2.14	1.90	2.01	1.99	2.16	2.05	2.02	2.08	2.15	2.07	2.12
		Std. Dev.	1.09	1.06	1.02	1.03	1.06	1.06	1.07	0.97	0.98	0.98	1.07	1.04
		Margin	0.08	0.08	0.14	0.16	0.10	0.10	0.08	0.08	0.14	0.14	0.04	0.04
To what extent has your experience at this college contributed to your spirituality?	B_SPIEXP	N	687	592	234	189	511	461	826	483	199	188	2,492	1,950
		Mean	1.72	1.55	1.55	1.47	1.71	1.76	1.66	1.62	1.59	1.56	1.68	1.63
		Std. Dev.	0.93	0.87	0.80	0.77	0.96	1.00	0.90	0.90	0.84	0.78	0.92	0.91
		Margin	0.08	0.08	0.10	0.12	0.08	0.10	0.06	0.08	0.12	0.12	0.04	0.04
To what extent have the events of September 11, 2001 made you more serious about your studies?	B_911SER	N	3,659	3,064	1,352	1,348	2,876	2,728	2,018	1,363	1,137	1,135	11,912	10,132
		Mean	1.73	1.62	2.63	1.63	1.85	1.82	1.67	1.64	2.41	1.70	1.78	1.71
		Std. Dev.	0.86	0.82	0.97	0.88	0.91	0.93	0.82	0.86	0.95	0.87	0.89	0.90
		Margin	0.02	0.02	0.06	0.04	0.04	0.04	0.04	0.04	0.06	0.06	0.02	0.02
To what extent have the events of September 11, 2001 increased your sense of patriotism?	B_911PAT	N	687	590	234	188	513	461	826	480	199	188	2,494	1,945
		Mean	2.50	2.39	2.52	2.57	2.61	2.65	2.12	2.03	2.53	2.65	2.40	2.41
		Std. Dev.	1.03	0.99	1.03	1.03	1.01	1.03	1.00	1.06	0.96	1.09	1.03	1.06
		Margin	0.08	0.08	0.14	0.16	0.08	0.10	0.06	0.10	0.14	0.16	0.04	0.04

^a Means are calculated using all institutions in the category (Carnegie class and NSSE 2002). Thus, unlike the means listed on your Means Summary Report, your institution's data are included in these calculations.

^b To provide the maximum number of cases for experimental questions, all random oversample cases are included.

^c Standard deviation is a measure of the average amount the individual scores deviate from the mean of all the scores in the distribution.

^d The margin of error surrounding the reported mean forms a 95% confidence interval - a range of values with a 95% likelihood to contain the true population mean.

NSSE 2002 Frequency Distributions

		First-year Students						Seniors					
		Montclair State U		Master's		National		Montclair State U		Master's		National	
		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
Asked questions in class or contributed to class discussions	Never	1	.7%	451	3.0%	1221	3.1%	2	1.3%	276	1.6%	786	1.9%
	Sometimes	57	41.3%	5797	38.2%	15115	38.5%	44	29.5%	4374	25.1%	10665	26.1%
	Often	46	33.3%	5131	33.8%	13129	33.5%	46	30.9%	5820	33.4%	13341	32.6%
	Very often	34	24.6%	3790	25.0%	9757	24.9%	57	38.3%	6931	39.8%	16142	39.4%
Total		138	100.0%	15169	100.0%	39222	100.0%	149	100.0%	17401	100.0%	40934	100.0%
Made a class presentation	Never	8	5.8%	2103	13.9%	6047	15.4%	2	1.3%	567	3.3%	1572	3.8%
	Sometimes	60	43.5%	8020	52.9%	21562	55.0%	46	30.9%	5500	31.6%	14202	34.7%
	Often	61	44.2%	3889	25.6%	9069	23.1%	57	38.3%	6835	39.3%	15551	38.0%
	Very often	9	6.5%	1150	7.6%	2528	6.4%	44	29.5%	4484	25.8%	9585	23.4%
Total		138	100.0%	15162	100.0%	39206	100.0%	149	100.0%	17386	100.0%	40910	100.0%
Prepared two or more drafts of a paper or assignment before turning it in	Never	7	5.1%	1730	11.4%	5118	13.1%	24	16.1%	2439	14.0%	6578	16.1%
	Sometimes	39	28.3%	4430	29.3%	11961	30.5%	58	38.9%	6289	36.2%	15432	37.7%
	Often	54	39.1%	4948	32.7%	12312	31.4%	37	24.8%	4817	27.7%	10771	26.3%
	Very often	38	27.5%	4036	26.7%	9781	25.0%	30	20.1%	3828	22.0%	8101	19.8%
Total		138	100.0%	15144	100.0%	39172	100.0%	149	100.0%	17373	100.0%	40882	100.0%
Worked on a paper or project that required integrating ideas or information from various sources	Never	1	.7%	339	2.2%	890	2.3%	2	1.3%	153	.9%	405	1.0%
	Sometimes	27	19.6%	3291	21.7%	8876	22.6%	23	15.4%	2102	12.1%	5163	12.6%
	Often	66	47.8%	6736	44.4%	17060	43.5%	50	33.6%	6891	39.6%	15901	38.9%
	Very often	44	31.9%	4789	31.6%	12363	31.5%	74	49.7%	8236	47.4%	19436	47.5%
Total		138	100.0%	15155	100.0%	39189	100.0%	149	100.0%	17382	100.0%	40905	100.0%
Included diverse perspectives (different races, religions, genders, political beliefs) in class discussions or assignments	Never	7	5.1%	1102	7.3%	2860	7.3%	15	10.1%	1183	6.8%	3169	7.8%
	Sometimes	54	39.1%	5381	35.5%	13992	35.7%	52	34.9%	6153	35.4%	14438	35.3%
	Often	54	39.1%	5567	36.8%	13988	35.7%	42	28.2%	5985	34.5%	13546	33.2%
	Very often	23	16.7%	3091	20.4%	8324	21.3%	40	26.8%	4043	23.3%	9707	23.8%
Total		138	100.0%	15141	100.0%	39164	100.0%	149	100.0%	17364	100.0%	40860	100.0%
Came to class without completing readings or assignments	Never	34	24.8%	3075	20.3%	7106	18.2%	32	21.5%	3159	18.2%	6731	16.5%
	Sometimes	89	65.0%	9416	62.2%	24282	62.0%	93	62.4%	10970	63.2%	25129	61.5%
	Often	11	8.0%	1954	12.9%	5712	14.6%	17	11.4%	2401	13.8%	6513	16.0%
	Very often	3	2.2%	683	4.5%	2050	5.2%	7	4.7%	815	4.7%	2459	6.0%
Total		137	100.0%	15128	100.0%	39150	100.0%	149	100.0%	17345	100.0%	40832	100.0%
Worked with other students on projects during class	Never	6	4.4%	1616	10.7%	5096	13.0%	11	7.4%	1384	8.0%	4422	10.8%
	Sometimes	71	51.8%	7222	47.7%	19023	48.6%	73	49.0%	7646	44.0%	18730	45.8%
	Often	46	33.6%	4881	32.2%	11810	30.2%	48	32.2%	5889	33.9%	12576	30.8%
	Very often	14	10.2%	1426	9.4%	3233	8.3%	17	11.4%	2453	14.1%	5142	12.6%
Total		137	100.0%	15145	100.0%	39162	100.0%	149	100.0%	17372	100.0%	40870	100.0%
Worked with classmates outside of class to prepare class assignments	Never	27	19.6%	2246	14.8%	4874	12.4%	19	12.8%	1219	7.0%	2713	6.6%
	Sometimes	80	58.0%	7186	47.4%	18123	46.2%	62	41.6%	6537	37.6%	15092	36.9%
	Often	25	18.1%	4335	28.6%	12006	30.6%	47	31.5%	5955	34.2%	14067	34.4%
	Very often	6	4.3%	1388	9.2%	4189	10.7%	21	14.1%	3679	21.2%	9035	22.1%
Total		138	100.0%	15155	100.0%	39192	100.0%	149	100.0%	17390	100.0%	40907	100.0%

(cont.)

NSSE 2002 Frequency Distributions

		First-year Students						Seniors					
		Montclair State U		Master's		National		Montclair State U		Master's		National	
		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
Put together ideas or concepts from different courses when completing assignments or during class discussions	Never	10	7.3%	1411	9.3%	3424	8.7%	9	6.0%	676	3.9%	1489	3.6%
	Sometimes	67	48.9%	7137	47.2%	18139	46.3%	54	36.2%	5680	32.7%	13193	32.3%
	Often	49	35.8%	5073	33.5%	13314	34.0%	60	40.3%	7374	42.5%	17209	42.1%
	Very often	11	8.0%	1509	10.0%	4259	10.9%	26	17.4%	3624	20.9%	8967	21.9%
Total		137	100.0%	15130	100.0%	39136	100.0%	149	100.0%	17354	100.0%	40858	100.0%
Tutored or taught other students (paid or voluntary)	Never	88	64.2%	8355	55.2%	20436	52.2%	90	60.4%	8090	46.5%	18067	44.2%
	Sometimes	32	23.4%	4836	31.9%	13115	33.5%	44	29.5%	5925	34.1%	14343	35.1%
	Often	11	8.0%	1330	8.8%	3870	9.9%	8	5.4%	1920	11.0%	4807	11.8%
	Very often	6	4.4%	626	4.1%	1752	4.5%	7	4.7%	1445	8.3%	3667	9.0%
Total		137	100.0%	15147	100.0%	39173	100.0%	149	100.0%	17380	100.0%	40884	100.0%
Participated in a community-based project as part of a regular course	Never	110	79.7%	10358	68.5%	26921	68.8%	100	67.1%	9696	55.9%	23689	58.0%
	Sometimes	22	15.9%	3401	22.5%	8883	22.7%	40	26.8%	5243	30.2%	11885	29.1%
	Often	4	2.9%	958	6.3%	2352	6.0%	6	4.0%	1616	9.3%	3509	8.6%
	Very often	2	1.4%	411	2.7%	973	2.5%	3	2.0%	804	4.6%	1762	4.3%
Total		138	100.0%	15128	100.0%	39129	100.0%	149	100.0%	17359	100.0%	40845	100.0%
Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment	Never	30	21.7%	2925	19.3%	7003	17.9%	18	12.2%	2356	13.5%	5428	13.3%
	Sometimes	40	29.0%	4354	28.7%	11352	29.0%	50	33.8%	4765	27.4%	11499	28.1%
	Often	32	23.2%	4099	27.1%	10713	27.3%	38	25.7%	4869	28.0%	11234	27.5%
	Very often	36	26.1%	3775	24.9%	10104	25.8%	42	28.4%	5401	31.1%	12737	31.1%
Total		138	100.0%	15153	100.0%	39172	100.0%	148	100.0%	17391	100.0%	40898	100.0%
Used e-mail to communicate with an instructor	Never	12	8.7%	1317	8.7%	2405	6.1%	12	8.1%	799	4.6%	1447	3.5%
	Sometimes	45	32.6%	5058	33.4%	11643	29.7%	51	34.5%	5056	29.1%	10131	24.8%
	Often	44	31.9%	4931	32.6%	13278	33.9%	49	33.1%	5694	32.8%	13380	32.7%
	Very often	37	26.8%	3829	25.3%	11821	30.2%	36	24.3%	5831	33.6%	15929	39.0%
Total		138	100.0%	15135	100.0%	39147	100.0%	148	100.0%	17380	100.0%	40887	100.0%
Discussed grades or assignments with an instructor	Never	15	10.9%	1139	7.5%	2706	6.9%	11	7.5%	653	3.8%	1633	4.0%
	Sometimes	65	47.4%	6599	43.6%	16852	43.0%	66	45.2%	6367	36.6%	14630	35.8%
	Often	39	28.5%	5007	33.1%	12975	33.1%	46	31.5%	6283	36.2%	14597	35.7%
	Very often	18	13.1%	2397	15.8%	6625	16.9%	23	15.8%	4073	23.4%	10035	24.5%
Total		137	100.0%	15142	100.0%	39158	100.0%	146	100.0%	17376	100.0%	40895	100.0%
Talked about career plans with a faculty member or advisor	Never	46	33.3%	3745	24.7%	9129	23.3%	40	27.0%	2930	16.9%	6439	15.8%
	Sometimes	50	36.2%	6960	45.9%	18316	46.8%	67	45.3%	7177	41.3%	16625	40.7%
	Often	28	20.3%	3087	20.4%	8207	21.0%	31	20.9%	4426	25.5%	10603	25.9%
	Very often	14	10.1%	1358	9.0%	3509	9.0%	10	6.8%	2847	16.4%	7215	17.6%
Total		138	100.0%	15150	100.0%	39161	100.0%	148	100.0%	17380	100.0%	40882	100.0%
Discussed ideas from your readings or classes with faculty members outside of class	Never	67	48.6%	6440	42.5%	15847	40.5%	54	36.5%	4641	26.7%	10437	25.5%
	Sometimes	54	39.1%	6304	41.6%	16837	43.0%	63	42.6%	8332	47.9%	19671	48.1%
	Often	13	9.4%	1801	11.9%	4868	12.4%	24	16.2%	3138	18.1%	7601	18.6%
	Very often	4	2.9%	594	3.9%	1591	4.1%	7	4.7%	1267	7.3%	3174	7.8%
Total		138	100.0%	15139	100.0%	39143	100.0%	148	100.0%	17378	100.0%	40883	100.0%

(cont.)

NSSE 2002 Frequency Distributions

		First-year Students						Seniors					
		Montclair State U		Master's		National		Montclair State U		Master's		National	
		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
Received prompt feedback from faculty on your academic performance (written or oral)	Never	14	10.1%	1271	8.4%	2956	7.5%	14	9.4%	699	4.0%	1696	4.1%
	Sometimes	53	38.4%	5913	39.0%	14952	38.2%	51	34.2%	5369	30.9%	12552	30.7%
	Often	52	37.7%	5813	38.4%	15391	39.3%	63	42.3%	7949	45.7%	18532	45.3%
	Very often	19	13.8%	2150	14.2%	5862	15.0%	21	14.1%	3366	19.4%	8105	19.8%
Total		138	100.0%	15147	100.0%	39161	100.0%	149	100.0%	17383	100.0%	40885	100.0%
Worked harder than you thought you could to meet an instructor's standards or expectations	Never	11	8.0%	1150	7.6%	3245	8.3%	6	4.0%	940	5.4%	2629	6.4%
	Sometimes	51	37.0%	5925	39.1%	15380	39.3%	62	41.6%	6353	36.6%	15240	37.3%
	Often	53	38.4%	5799	38.3%	14515	37.1%	59	39.6%	6912	39.8%	15623	38.2%
	Very often	23	16.7%	2265	15.0%	6004	15.3%	22	14.8%	3170	18.2%	7362	18.0%
Total		138	100.0%	15139	100.0%	39144	100.0%	149	100.0%	17375	100.0%	40854	100.0%
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	Never	95	68.8%	9681	63.9%	24178	61.8%	93	62.4%	8774	50.5%	19264	47.2%
	Sometimes	32	23.2%	3765	24.9%	10392	26.6%	42	28.2%	5262	30.3%	12997	31.8%
	Often	10	7.2%	1196	7.9%	3265	8.3%	11	7.4%	2179	12.5%	5460	13.4%
	Very often	1	.7%	497	3.3%	1301	3.3%	3	2.0%	1148	6.6%	3116	7.6%
Total		138	100.0%	15139	100.0%	39136	100.0%	149	100.0%	17363	100.0%	40837	100.0%
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	Never	14	10.1%	942	6.2%	2177	5.6%	7	4.7%	619	3.6%	1377	3.4%
	Sometimes	65	47.1%	5668	37.5%	14152	36.2%	65	43.9%	5794	33.3%	13261	32.5%
	Often	33	23.9%	5496	36.3%	14429	36.9%	49	33.1%	6757	38.9%	15855	38.8%
	Very often	26	18.8%	3026	20.0%	8379	21.4%	27	18.2%	4206	24.2%	10364	25.4%
Total		138	100.0%	15132	100.0%	39137	100.0%	148	100.0%	17376	100.0%	40857	100.0%
Had serious conversations with students of a different race or ethnicity than your own	Never	16	11.7%	2736	18.1%	6385	16.3%	23	15.4%	2474	14.3%	5666	13.9%
	Sometimes	40	29.2%	5097	33.7%	13017	33.3%	46	30.9%	6496	37.5%	15110	37.0%
	Often	39	28.5%	3784	25.0%	9906	25.3%	46	30.9%	4607	26.6%	10655	26.1%
	Very often	42	30.7%	3516	23.2%	9817	25.1%	34	22.8%	3762	21.7%	9359	22.9%
Total		137	100.0%	15133	100.0%	39125	100.0%	149	100.0%	17339	100.0%	40790	100.0%
Had serious conversations with students who are very different from you (religious beliefs, political opinions, or values)	Never	20	14.5%	1995	13.2%	4484	11.5%	31	20.9%	2023	11.7%	4339	10.6%
	Sometimes	47	34.1%	5331	35.2%	13091	33.5%	54	36.5%	6718	38.7%	15388	37.7%
	Often	40	29.0%	4218	27.9%	11104	28.4%	34	23.0%	4968	28.6%	11788	28.9%
	Very often	31	22.5%	3582	23.7%	10438	26.7%	29	19.6%	3643	21.0%	9299	22.8%
Total		138	100.0%	15126	100.0%	39117	100.0%	148	100.0%	17352	100.0%	40814	100.0%
Coursework emphasizes: Memorizing facts, ideas or methods from your courses and readings	Very little	7	5.1%	743	4.9%	2062	5.3%	20	13.4%	1486	8.5%	3946	9.7%
	Some	21	15.2%	3577	23.6%	9656	24.7%	39	26.2%	5137	29.6%	12514	30.6%
	Quite a bit	69	50.0%	6306	41.7%	15839	40.5%	41	27.5%	6328	36.4%	14430	35.3%
	Very much	41	29.7%	4506	29.8%	11580	29.6%	49	32.9%	4433	25.5%	9985	24.4%
Total		138	100.0%	15132	100.0%	39137	100.0%	149	100.0%	17384	100.0%	40875	100.0%
Coursework emphasizes: Analyzing the basic elements of an idea, experience, or theory	Very little	2	1.4%	367	2.4%	822	2.1%	5	3.4%	242	1.4%	555	1.4%
	Some	22	15.9%	2818	18.6%	6961	17.8%	24	16.1%	2418	13.9%	5523	13.5%
	Quite a bit	67	48.6%	6779	44.8%	17215	44.0%	56	37.6%	7307	42.1%	16966	41.5%
	Very much	47	34.1%	5163	34.1%	14124	36.1%	64	43.0%	7398	42.6%	17814	43.6%
Total		138	100.0%	15127	100.0%	39122	100.0%	149	100.0%	17365	100.0%	40858	100.0%

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NSSE 2002 Frequency Distributions

		First-year Students						Seniors					
		Montclair State U		Master's		National		Montclair State U		Master's		National	
		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences	Very little	2	1.4%	811	5.4%	1977	5.1%	8	5.4%	621	3.6%	1456	3.6%
	Some	53	38.4%	4577	30.3%	11504	29.4%	39	26.4%	3897	22.4%	9017	22.1%
	Quite a bit	44	31.9%	6180	40.9%	15873	40.6%	53	35.8%	7055	40.6%	16308	39.9%
	Very much	39	28.3%	3545	23.5%	9747	24.9%	48	32.4%	5787	33.3%	14058	34.4%
Total		138	100.0%	15113	100.0%	39101	100.0%	148	100.0%	17360	100.0%	40839	100.0%
Coursework emphasizes: Making judgments about the value of information, arguments, or methods	Very little	10	7.3%	994	6.6%	2635	6.7%	8	5.4%	1054	6.1%	2370	5.8%
	Some	40	29.2%	4482	29.6%	11851	30.3%	40	26.8%	4268	24.6%	10350	25.3%
	Quite a bit	51	37.2%	6135	40.6%	15440	39.5%	58	38.9%	6802	39.2%	15761	38.6%
	Very much	36	26.3%	3516	23.2%	9184	23.5%	43	28.9%	5239	30.2%	12354	30.3%
Total		137	100.0%	15127	100.0%	39110	100.0%	149	100.0%	17363	100.0%	40835	100.0%
Coursework emphasizes: Applying theories or concepts to practical problems or in new situations	Very little	5	3.7%	748	4.9%	1713	4.4%	9	6.0%	553	3.2%	1320	3.2%
	Some	31	22.8%	3965	26.2%	9654	24.7%	37	24.8%	3159	18.2%	7553	18.5%
	Quite a bit	59	43.4%	5927	39.2%	15144	38.7%	51	34.2%	6451	37.1%	14843	36.3%
	Very much	41	30.1%	4491	29.7%	12604	32.2%	52	34.9%	7210	41.5%	17139	42.0%
Total		136	100.0%	15131	100.0%	39115	100.0%	149	100.0%	17373	100.0%	40855	100.0%
Number of assigned textbooks, books, or book-length packs of course readings	None	1	.7%	146	1.0%	311	.8%	5	3.4%	231	1.3%	500	1.2%
	Between 1 and 4	25	18.4%	2906	19.4%	6203	16.1%	64	44.1%	4433	25.7%	9419	23.3%
	Between 5 and 10	55	40.4%	5344	35.7%	13131	34.0%	32	22.1%	5919	34.4%	13595	33.6%
	Between 11 and 20	36	26.5%	4377	29.2%	12595	32.6%	24	16.6%	4155	24.1%	10433	25.8%
	More than 20	19	14.0%	2198	14.7%	6397	16.6%	20	13.8%	2481	14.4%	6547	16.2%
Total		136	100.0%	14971	100.0%	38637	100.0%	145	100.0%	17219	100.0%	40494	100.0%
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	None	45	33.1%	3966	26.5%	9945	25.7%	38	26.0%	3696	21.4%	8218	20.3%
	Between 1 and 4	72	52.9%	8254	55.1%	21412	55.3%	70	47.9%	9215	53.4%	21734	53.6%
	Between 5 and 10	12	8.8%	1717	11.5%	4706	12.2%	23	15.8%	2560	14.8%	6280	15.5%
	Between 11 and 20	5	3.7%	602	4.0%	1521	3.9%	8	5.5%	969	5.6%	2397	5.9%
	More than 20	2	1.5%	444	3.0%	1103	2.9%	7	4.8%	803	4.7%	1911	4.7%
Total		136	100.0%	14983	100.0%	38687	100.0%	146	100.0%	17243	100.0%	40540	100.0%
Number of written papers or reports of 20 pages or more	None	114	83.8%	12477	83.4%	32562	84.3%	75	51.4%	8455	49.1%	19007	46.9%
	Between 1 and 4	16	11.8%	1856	12.4%	4719	12.2%	56	38.4%	7273	42.2%	18016	44.5%
	Between 5 and 10	1	.7%	327	2.2%	744	1.9%	9	6.2%	1023	5.9%	2431	6.0%
	Between 11 and 20	4	2.9%	169	1.1%	343	.9%	5	3.4%	287	1.7%	643	1.6%
	More than 20	1	.7%	124	.8%	265	.7%	1	.7%	194	1.1%	423	1.0%
Total		136	100.0%	14953	100.0%	38633	100.0%	146	100.0%	17232	100.0%	40520	100.0%
Number of written papers or reports between 5 and 19 pages	None	17	12.4%	1750	11.7%	4002	10.4%	12	8.2%	1453	8.4%	3089	7.6%
	Between 1 and 4	64	46.7%	7348	49.1%	18521	47.9%	73	49.7%	7170	41.6%	16387	40.4%
	Between 5 and 10	38	27.7%	4045	27.0%	11045	28.6%	39	26.5%	5361	31.1%	13134	32.4%
	Between 11 and 20	14	10.2%	1484	9.9%	4164	10.8%	15	10.2%	2421	14.1%	5998	14.8%
	More than 20	4	2.9%	343	2.3%	917	2.4%	8	5.4%	822	4.8%	1912	4.7%
Total		137	100.0%	14970	100.0%	38649	100.0%	147	100.0%	17227	100.0%	40520	100.0%

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NSSE 2002 Frequency Distributions

		First-year Students						Seniors					
		Montclair State U		Master's		National		Montclair State U		Master's		National	
		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
Number of written papers or reports of fewer than 5 pages	None	3	2.2%	514	3.4%	1083	2.8%	14	9.6%	1282	7.4%	2708	6.7%
	Between 1 and 4	23	16.8%	3505	23.4%	8716	22.5%	53	36.3%	5124	29.7%	11674	28.8%
	Between 5 and 10	47	34.3%	4647	31.0%	12237	31.6%	38	26.0%	4508	26.1%	10960	27.0%
	Between 11 and 20	34	24.8%	3936	26.3%	10167	26.3%	26	17.8%	3474	20.1%	8380	20.7%
	More than 20	30	21.9%	2375	15.9%	6466	16.7%	15	10.3%	2853	16.5%	6817	16.8%
Total		137	100.0%	14977	100.0%	38669	100.0%	146	100.0%	17241	100.0%	40539	100.0%
Evaluate the extent to which your examinations during the current school year have challenged you to do your best work	Very little	0	.0%	96	.6%	198	.5%	2	1.4%	146	.8%	378	.9%
	2	2	1.4%	134	.9%	340	.9%	2	1.4%	223	1.3%	550	1.4%
	3	3	2.2%	371	2.5%	928	2.4%	4	2.7%	552	3.2%	1345	3.3%
	4	18	13.0%	1357	9.1%	3294	8.5%	14	9.5%	1504	8.7%	3625	8.9%
	5	46	33.3%	4649	31.0%	11747	30.4%	49	33.1%	5037	29.2%	12351	30.5%
	6	54	39.1%	5581	37.2%	14603	37.7%	46	31.1%	6090	35.3%	14207	35.1%
	Very much	15	10.9%	2803	18.7%	7581	19.6%	31	20.9%	3697	21.4%	8068	19.9%
Total		138	100.0%	14991	100.0%	38691	100.0%	148	100.0%	17249	100.0%	40524	100.0%
Overall, how would you evaluate the quality of academic advising you have received at your institution?	Poor	10	7.2%	1083	7.2%	2793	7.2%	33	22.4%	1767	10.2%	4222	10.4%
	Fair	39	28.3%	3227	21.6%	8058	20.9%	37	25.2%	3815	22.1%	8731	21.5%
	Good	66	47.8%	6917	46.2%	17508	45.3%	55	37.4%	6936	40.2%	16037	39.6%
	Excellent	23	16.7%	3740	25.0%	10287	26.6%	22	15.0%	4724	27.4%	11536	28.5%
Total		138	100.0%	14967	100.0%	38646	100.0%	147	100.0%	17242	100.0%	40526	100.0%
Practicum, internship, field experience, co-op experience, or clinical assignment	Undecided	26	19.0%	2627	17.6%	6324	16.4%	12	8.2%	1220	7.1%	2652	6.6%
	No	8	5.8%	887	5.9%	1796	4.6%	49	33.3%	3895	22.6%	9081	22.4%
	Yes	103	75.2%	11442	76.5%	30510	79.0%	86	58.5%	12105	70.3%	28754	71.0%
Total		137	100.0%	14956	100.0%	38630	100.0%	147	100.0%	17220	100.0%	40487	100.0%
Community service or volunteer work	Undecided	50	36.2%	3226	21.5%	7692	19.9%	14	9.5%	1800	10.5%	3798	9.4%
	No	10	7.2%	1553	10.4%	3449	8.9%	70	47.6%	5243	30.5%	11337	28.0%
	Yes	78	56.5%	10191	68.1%	27508	71.2%	63	42.9%	10160	59.1%	25337	62.6%
Total		138	100.0%	14970	100.0%	38649	100.0%	147	100.0%	17203	100.0%	40472	100.0%
Participate in a learning community where groups of students take 2 or more classes together	Undecided	50	36.5%	6312	42.2%	16420	42.5%	13	8.9%	2166	12.6%	4605	11.4%
	No	33	24.1%	3959	26.5%	10761	27.9%	108	74.0%	11022	64.2%	26593	65.8%
	Yes	54	39.4%	4681	31.3%	11431	29.6%	25	17.1%	3972	23.1%	9195	22.8%
Total		137	100.0%	14952	100.0%	38612	100.0%	146	100.0%	17160	100.0%	40393	100.0%
Worked on a research project with a faculty member outside of course or program requirements	Undecided	70	51.9%	7200	48.3%	18450	47.9%	19	13.0%	2157	12.6%	4538	11.2%
	No	36	26.7%	4275	28.7%	9812	25.5%	105	71.9%	11349	66.2%	25905	64.2%
	Yes	29	21.5%	3446	23.1%	10291	26.7%	22	15.1%	3648	21.3%	9934	24.6%
Total		135	100.0%	14921	100.0%	38553	100.0%	146	100.0%	17154	100.0%	40377	100.0%
Foreign language coursework	Undecided	21	15.3%	3555	23.8%	8598	22.3%	10	6.8%	1165	6.8%	2486	6.1%
	No	34	24.8%	4704	31.5%	11574	30.0%	82	55.8%	9777	56.9%	21153	52.3%
	Yes	82	59.9%	6681	44.7%	18435	47.8%	55	37.4%	6241	36.3%	16786	41.5%
Total		137	100.0%	14940	100.0%	38607	100.0%	147	100.0%	17183	100.0%	40425	100.0%

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NSSE 2002 Frequency Distributions

		First-year Students											
		First-year Students						Seniors					
		Montclair State U		Master's		National		Montclair State U		Master's		National	
		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
Study abroad	Undecided	54	39.1%	5146	34.5%	12917	33.5%	8	5.5%	1282	7.5%	2632	6.5%
	No	54	39.1%	5005	33.5%	11354	29.4%	124	84.9%	13454	78.4%	30356	75.2%
	Yes	30	21.7%	4783	32.0%	14323	37.1%	14	9.6%	2418	14.1%	7392	18.3%
Total		138	100.0%	14934	100.0%	38594	100.0%	146	100.0%	17154	100.0%	40380	100.0%
Independent study or self-designed major	Undecided	62	44.9%	5711	38.2%	14748	38.2%	10	6.8%	1413	8.2%	2817	7.0%
	No	58	42.0%	6704	44.9%	17115	44.3%	104	70.7%	11236	65.5%	25821	63.9%
	Yes	18	13.0%	2526	16.9%	6732	17.4%	33	22.4%	4514	26.3%	11751	29.1%
Total		138	100.0%	14941	100.0%	38595	100.0%	147	100.0%	17163	100.0%	40389	100.0%
Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	Undecided	80	58.4%	6935	46.4%	17064	44.2%	15	10.1%	1684	9.8%	3336	8.3%
	No	20	14.6%	2158	14.5%	5056	13.1%	82	55.4%	6152	35.8%	13793	34.1%
	Yes	37	27.0%	5838	39.1%	16459	42.7%	51	34.5%	9333	54.4%	23284	57.6%
Total		137	100.0%	14931	100.0%	38579	100.0%	148	100.0%	17169	100.0%	40413	100.0%
Preparing for class (studying, reading, writing, rehearsing, and other activities related to your academic program)	0 hours/week	1	.7%	90	.6%	190	.5%	2	1.4%	76	.4%	201	.5%
	1-5 hours/week	32	23.5%	3303	22.1%	7146	18.5%	50	34.0%	3723	21.6%	7890	19.5%
	6-10 hours/week	38	27.9%	3900	26.1%	9242	23.9%	44	29.9%	4415	25.7%	9889	24.4%
	11-15 hours/week	29	21.3%	2823	18.9%	7326	19.0%	15	10.2%	3128	18.2%	7175	17.7%
	16-20 hours/week	13	9.6%	2161	14.5%	6027	15.6%	15	10.2%	2436	14.2%	6013	14.9%
	21-25 hours/week	14	10.3%	1300	8.7%	4006	10.4%	11	7.5%	1478	8.6%	3878	9.6%
	26-30 hours/week	7	5.1%	810	5.4%	2612	6.8%	6	4.1%	964	5.6%	2592	6.4%
	More than 30 hours/week	2	1.5%	566	3.8%	2068	5.4%	4	2.7%	983	5.7%	2817	7.0%
Total		136	100.0%	14953	100.0%	38617	100.0%	147	100.0%	17203	100.0%	40455	100.0%
Working for pay on campus	0 hours/week	114	83.2%	11593	77.5%	28572	74.0%	129	87.8%	12927	75.1%	27658	68.3%
	1-5 hours/week	5	3.6%	716	4.8%	2172	5.6%	5	3.4%	847	4.9%	2539	6.3%
	6-10 hours/week	7	5.1%	1326	8.9%	4274	11.1%	2	1.4%	1252	7.3%	4211	10.4%
	11-15 hours/week	5	3.6%	715	4.8%	2042	5.3%	2	1.4%	840	4.9%	2469	6.1%
	16-20 hours/week	4	2.9%	400	2.7%	1035	2.7%	1	.7%	781	4.5%	2124	5.2%
	21-25 hours/week	2	1.5%	93	.6%	254	.7%	2	1.4%	248	1.4%	655	1.6%
	26-30 hours/week	0	.0%	45	.3%	94	.2%	2	1.4%	91	.5%	279	.7%
	More than 30 hours/week	0	.0%	64	.4%	180	.5%	4	2.7%	221	1.3%	554	1.4%
Total		137	100.0%	14952	100.0%	38623	100.0%	147	100.0%	17207	100.0%	40489	100.0%
Working for pay off campus	0 hours/week	63	46.0%	8289	55.5%	25522	66.2%	32	22.1%	5852	34.0%	17255	42.7%
	1-5 hours/week	6	4.4%	767	5.1%	1918	5.0%	3	2.1%	812	4.7%	2016	5.0%
	6-10 hours/week	11	8.0%	872	5.8%	1908	4.9%	8	5.5%	1034	6.0%	2583	6.4%
	11-15 hours/week	10	7.3%	900	6.0%	1872	4.9%	10	6.9%	1220	7.1%	2720	6.7%
	16-20 hours/week	19	13.9%	1191	8.0%	2329	6.0%	13	9.0%	1786	10.4%	3713	9.2%
	21-25 hours/week	10	7.3%	1008	6.8%	1840	4.8%	15	10.3%	1489	8.7%	2965	7.3%
	26-30 hours/week	8	5.8%	643	4.3%	1137	2.9%	11	7.6%	1176	6.8%	2270	5.6%
	More than 30 hours/week	10	7.3%	1253	8.4%	2051	5.3%	53	36.6%	3820	22.2%	6902	17.1%
Total		137	100.0%	14923	100.0%	38577	100.0%	145	100.0%	17189	100.0%	40424	100.0%

(cont.)

NSSE 2002 Frequency Distributions

		First-year Students											
		Montclair State U				Master's				National			
		Montclair State U		Master's		National		Montclair State U		Master's		National	
		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
Participating in co-curricular activities (organizations, campus publications, student government, etc.)	0 hours/week	78	58.2%	7326	49.0%	16260	42.1%	98	67.1%	9257	53.7%	18773	46.4%
	1-5 hours/week	31	23.1%	4467	29.9%	12718	32.9%	32	21.9%	4813	27.9%	12286	30.3%
	6-10 hours/week	11	8.2%	1450	9.7%	4506	11.7%	11	7.5%	1469	8.5%	4318	10.7%
	11-15 hours/week	6	4.5%	753	5.0%	2321	6.0%	3	2.1%	716	4.2%	2186	5.4%
	16-20 hours/week	3	2.2%	480	3.2%	1386	3.6%	2	1.4%	449	2.6%	1371	3.4%
	21-25 hours/week	1	.7%	234	1.6%	715	1.9%	0	.0%	237	1.4%	715	1.8%
	26-30 hours/week	3	2.2%	107	.7%	347	.9%	0	.0%	117	.7%	360	.9%
	More than 30 hours/week	1	.7%	138	.9%	367	1.0%	0	.0%	168	1.0%	479	1.2%
Total		134	100.0%	14955	100.0%	38620	100.0%	146	100.0%	17226	100.0%	40488	100.0%
Relaxing and socializing (watching TV, partying, exercising, etc.)	0 hours/week	2	1.5%	174	1.2%	343	.9%	5	3.4%	251	1.5%	477	1.2%
	1-5 hours/week	33	24.3%	3296	22.0%	7549	19.6%	43	29.1%	4728	27.5%	9866	24.4%
	6-10 hours/week	31	22.8%	3818	25.5%	9715	25.2%	43	29.1%	4971	28.9%	11503	28.4%
	11-15 hours/week	25	18.4%	2736	18.3%	7365	19.1%	24	16.2%	3139	18.2%	7738	19.1%
	16-20 hours/week	19	14.0%	1944	13.0%	5327	13.8%	17	11.5%	1890	11.0%	4862	12.0%
	21-25 hours/week	9	6.6%	1121	7.5%	3262	8.4%	7	4.7%	938	5.4%	2527	6.2%
	26-30 hours/week	10	7.4%	697	4.7%	1914	5.0%	3	2.0%	538	3.1%	1377	3.4%
	More than 30 hours/week	7	5.1%	1163	7.8%	3130	8.1%	6	4.1%	766	4.4%	2125	5.3%
Total		136	100.0%	14949	100.0%	38605	100.0%	148	100.0%	17221	100.0%	40475	100.0%
Providing care for dependents living with you (parents, children, spouse, etc.)	0 hours/week	70	51.5%	10354	69.2%	30145	78.1%	58	39.5%	9898	57.5%	26770	66.1%
	1-5 hours/week	37	27.2%	2129	14.2%	4186	10.8%	26	17.7%	2121	12.3%	4172	10.3%
	6-10 hours/week	11	8.1%	754	5.0%	1404	3.6%	17	11.6%	1108	6.4%	2170	5.4%
	11-15 hours/week	7	5.1%	434	2.9%	764	2.0%	6	4.1%	710	4.1%	1293	3.2%
	16-20 hours/week	4	2.9%	296	2.0%	490	1.3%	9	6.1%	555	3.2%	1024	2.5%
	21-25 hours/week	2	1.5%	177	1.2%	310	.8%	5	3.4%	369	2.1%	682	1.7%
	26-30 hours/week	3	2.2%	117	.8%	177	.5%	6	4.1%	338	2.0%	613	1.5%
	More than 30 hours/week	2	1.5%	698	4.7%	1129	2.9%	20	13.6%	2121	12.3%	3759	9.3%
Total		136	100.0%	14959	100.0%	38605	100.0%	147	100.0%	17220	100.0%	40483	100.0%
Commuting to class	0 hours/week	42	31.1%	5899	39.5%	17183	44.5%	9	6.1%	3396	19.7%	10717	26.5%
	1-5 hours/week	60	44.4%	6481	43.4%	16102	41.7%	88	59.5%	9804	56.9%	21891	54.0%
	6-10 hours/week	24	17.8%	1519	10.2%	3123	8.1%	26	17.6%	2686	15.6%	5198	12.8%
	11-15 hours/week	7	5.2%	550	3.7%	1148	3.0%	14	9.5%	823	4.8%	1589	3.9%
	16-20 hours/week	1	.7%	238	1.6%	499	1.3%	6	4.1%	247	1.4%	505	1.2%
	21-25 hours/week	1	.7%	109	.7%	225	.6%	2	1.4%	92	.5%	212	.5%
	26-30 hours/week	0	.0%	45	.3%	109	.3%	0	.0%	50	.3%	110	.3%
	More than 30 hours/week	0	.0%	92	.6%	184	.5%	3	2.0%	142	.8%	290	.7%
Total		135	100.0%	14933	100.0%	38573	100.0%	148	100.0%	17240	100.0%	40512	100.0%
Contributed to: Acquiring a broad general education	Very little	3	2.2%	436	2.9%	1042	2.7%	5	3.4%	424	2.5%	939	2.3%
	Some	28	20.3%	2729	18.3%	6823	17.7%	17	11.5%	2351	13.6%	5550	13.7%
	Quite a bit	65	47.1%	6942	46.5%	17601	45.7%	69	46.6%	7057	40.9%	15996	39.5%
	Very much	42	30.4%	4829	32.3%	13030	33.8%	57	38.5%	7404	43.0%	18001	44.5%
Total		138	100.0%	14936	100.0%	38496	100.0%	148	100.0%	17236	100.0%	40486	100.0%

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NSSE 2002 Frequency Distributions

		First-year Students						Seniors					
		Montclair State U		Master's		National		Montclair State U		Master's		National	
		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
Contributed to: Acquiring job or work-related knowledge and skills	Very little	24	17.5%	2261	15.2%	5592	14.5%	12	8.1%	1069	6.2%	2682	6.6%
	Some	57	41.6%	5364	35.9%	13801	35.9%	42	28.4%	3551	20.6%	9029	22.3%
	Quite a bit	39	28.5%	4736	31.7%	12219	31.8%	47	31.8%	6301	36.6%	14524	35.9%
	Very much	17	12.4%	2560	17.2%	6846	17.8%	47	31.8%	6301	36.6%	14221	35.2%
Total		137	100.0%	14921	100.0%	38458	100.0%	148	100.0%	17222	100.0%	40456	100.0%
Contributed to: Writing clearly and effectively	Very little	6	4.4%	776	5.2%	2421	6.3%	7	4.7%	622	3.6%	1514	3.7%
	Some	40	29.2%	3726	25.0%	9880	25.7%	38	25.7%	3567	20.7%	8448	20.9%
	Quite a bit	56	40.9%	6569	44.0%	16347	42.5%	61	41.2%	7288	42.3%	16693	41.2%
	Very much	35	25.5%	3858	25.8%	9848	25.6%	42	28.4%	5762	33.4%	13841	34.2%
Total		137	100.0%	14929	100.0%	38496	100.0%	148	100.0%	17239	100.0%	40496	100.0%
Contributed to: Speaking clearly and effectively	Very little	6	4.4%	1508	10.1%	4674	12.1%	6	4.1%	836	4.8%	2155	5.3%
	Some	43	31.4%	4816	32.3%	12860	33.4%	35	24.0%	3989	23.1%	9624	23.8%
	Quite a bit	56	40.9%	5661	37.9%	13769	35.8%	61	41.8%	7272	42.2%	16599	41.0%
	Very much	32	23.4%	2942	19.7%	7174	18.6%	44	30.1%	5143	29.8%	12108	29.9%
Total		137	100.0%	14927	100.0%	38477	100.0%	146	100.0%	17240	100.0%	40486	100.0%
Contributed to: Thinking critically and analytically	Very little	4	2.9%	470	3.1%	1094	2.8%	4	2.7%	293	1.7%	616	1.5%
	Some	30	21.9%	2908	19.5%	7029	18.3%	27	18.2%	2182	12.7%	4764	11.8%
	Quite a bit	64	46.7%	6709	44.9%	16677	43.3%	55	37.2%	7069	41.0%	15883	39.2%
	Very much	39	28.5%	4852	32.5%	13695	35.6%	62	41.9%	7700	44.7%	19243	47.5%
Total		137	100.0%	14939	100.0%	38495	100.0%	148	100.0%	17244	100.0%	40506	100.0%
Contributed to: Analyzing quantitative problems	Very little	14	10.3%	1607	10.8%	4082	10.6%	11	7.4%	946	5.5%	2335	5.8%
	Some	59	43.4%	5407	36.3%	13485	35.1%	44	29.7%	4738	27.5%	11015	27.2%
	Quite a bit	47	34.6%	5491	36.8%	13998	36.4%	56	37.8%	6828	39.7%	15512	38.3%
	Very much	16	11.8%	2409	16.2%	6881	17.9%	37	25.0%	4697	27.3%	11587	28.6%
Total		136	100.0%	14914	100.0%	38446	100.0%	148	100.0%	17209	100.0%	40449	100.0%
Contributed to: Using computing and information technology	Very little	19	13.9%	1816	12.2%	4602	12.0%	13	8.8%	960	5.6%	2259	5.6%
	Some	50	36.5%	4579	30.6%	11732	30.5%	39	26.5%	4037	23.4%	9564	23.6%
	Quite a bit	44	32.1%	5098	34.1%	12853	33.4%	47	32.0%	6276	36.4%	14447	35.7%
	Very much	24	17.5%	3449	23.1%	9316	24.2%	48	32.7%	5969	34.6%	14231	35.1%
Total		137	100.0%	14942	100.0%	38503	100.0%	147	100.0%	17242	100.0%	40501	100.0%
Contributed to: Working effectively with others	Very little	8	5.8%	1006	6.7%	2641	6.9%	7	4.7%	599	3.5%	1384	3.4%
	Some	43	31.4%	4142	27.7%	11232	29.2%	37	25.0%	3219	18.7%	7674	19.0%
	Quite a bit	53	38.7%	6149	41.2%	15390	40.0%	45	30.4%	6753	39.2%	15758	38.9%
	Very much	33	24.1%	3631	24.3%	9220	24.0%	59	39.9%	6654	38.6%	15657	38.7%
Total		137	100.0%	14928	100.0%	38483	100.0%	148	100.0%	17225	100.0%	40473	100.0%
Contributed to: Voting in local, state, or national elections	Very little	88	64.7%	9131	61.3%	24364	63.4%	81	54.7%	8637	50.2%	20703	51.2%
	Some	31	22.8%	3579	24.0%	8914	23.2%	32	21.6%	5022	29.2%	11717	29.0%
	Quite a bit	11	8.1%	1454	9.8%	3450	9.0%	17	11.5%	2213	12.9%	4955	12.3%
	Very much	6	4.4%	743	5.0%	1701	4.4%	18	12.2%	1336	7.8%	3057	7.6%
Total		136	100.0%	14907	100.0%	38429	100.0%	148	100.0%	17208	100.0%	40432	100.0%

(cont.)

NSSE 2002 Frequency Distributions

		First-year Students						Seniors					
		Montclair State U		Master's		National		Montclair State U		Master's		National	
		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
Contributed to: Learning effectively on your own	Very little	6	4.4%	810	5.4%	1950	5.1%	9	6.1%	847	4.9%	1791	4.4%
	Some	41	30.1%	3735	25.0%	9144	23.8%	25	16.9%	3142	18.2%	7193	17.8%
	Quite a bit	56	41.2%	6389	42.8%	16269	42.3%	56	37.8%	7093	41.2%	16349	40.4%
	Very much	33	24.3%	3992	26.7%	11101	28.9%	58	39.2%	6144	35.7%	15111	37.4%
Total		136	100.0%	14926	100.0%	38464	100.0%	148	100.0%	17226	100.0%	40444	100.0%
Contributed to: Understanding yourself	Very little	8	5.9%	1459	9.8%	3541	9.2%	18	12.2%	1428	8.3%	3158	7.8%
	Some	37	27.4%	3763	25.2%	9485	24.7%	34	23.1%	3864	22.4%	8531	21.1%
	Quite a bit	58	43.0%	5365	36.0%	14026	36.5%	49	33.3%	5845	33.9%	13703	33.9%
	Very much	32	23.7%	4330	29.0%	11401	29.6%	46	31.3%	6081	35.3%	15054	37.2%
Total		135	100.0%	14917	100.0%	38453	100.0%	147	100.0%	17218	100.0%	40446	100.0%
Contributed to: Understanding people of other racial and ethnic backgrounds	Very little	10	7.3%	2217	14.8%	5665	14.7%	16	10.8%	2267	13.2%	5520	13.6%
	Some	32	23.4%	4595	30.8%	12147	31.6%	38	25.7%	5205	30.2%	12428	30.7%
	Quite a bit	51	37.2%	4933	33.0%	12421	32.3%	45	30.4%	5453	31.6%	12436	30.7%
	Very much	44	32.1%	3188	21.3%	8242	21.4%	49	33.1%	4308	25.0%	10077	24.9%
Total		137	100.0%	14933	100.0%	38475	100.0%	148	100.0%	17233	100.0%	40461	100.0%
Contributed to: Solving complex real-world problems	Very little	18	13.1%	2273	15.2%	5711	14.8%	20	13.5%	1889	11.0%	4350	10.7%
	Some	53	38.7%	5574	37.3%	14524	37.7%	44	29.7%	5426	31.5%	12483	30.8%
	Quite a bit	45	32.8%	4814	32.2%	12319	32.0%	50	33.8%	6209	36.0%	14637	36.2%
	Very much	21	15.3%	2268	15.2%	5925	15.4%	34	23.0%	3704	21.5%	8997	22.2%
Total		137	100.0%	14929	100.0%	38479	100.0%	148	100.0%	17228	100.0%	40467	100.0%
Contributed to: Developing a personal code of values and ethics	Very little	23	16.8%	2398	16.1%	5988	15.6%	28	18.9%	2559	14.8%	5797	14.3%
	Some	36	26.3%	4418	29.6%	11292	29.3%	39	26.4%	4675	27.1%	10775	26.6%
	Quite a bit	49	35.8%	4741	31.8%	12119	31.5%	43	29.1%	5197	30.2%	12368	30.6%
	Very much	29	21.2%	3373	22.6%	9077	23.6%	38	25.7%	4802	27.9%	11531	28.5%
Total		137	100.0%	14930	100.0%	38476	100.0%	148	100.0%	17233	100.0%	40471	100.0%
Contributed to: (Your) contributing to the welfare of your community	Very little	56	40.9%	4487	30.1%	10886	28.3%	42	28.4%	4080	23.7%	9206	22.8%
	Some	51	37.2%	5609	37.6%	14839	38.6%	56	37.8%	6141	35.6%	14460	35.7%
	Quite a bit	24	17.5%	3225	21.6%	8498	22.1%	31	20.9%	4297	24.9%	10338	25.5%
	Very much	6	4.4%	1601	10.7%	4242	11.0%	19	12.8%	2713	15.7%	6459	16.0%
Total		137	100.0%	14922	100.0%	38465	100.0%	148	100.0%	17231	100.0%	40463	100.0%
Emphasize: Spending significant amounts of time studying and on academic work	Very little	1	.7%	378	2.5%	931	2.4%	6	4.1%	437	2.5%	996	2.5%
	Some	28	20.4%	2746	18.4%	6687	17.4%	38	25.7%	3173	18.4%	7317	18.1%
	Quite a bit	73	53.3%	6919	46.3%	17347	45.1%	64	43.2%	8109	47.0%	18442	45.5%
	Very much	35	25.5%	4894	32.8%	13531	35.1%	40	27.0%	5524	32.0%	13740	33.9%
Total		137	100.0%	14937	100.0%	38496	100.0%	148	100.0%	17243	100.0%	40495	100.0%
Emphasize: Providing the support you need to help you succeed academically	Very little	7	5.1%	705	4.7%	1680	4.4%	20	13.5%	1107	6.4%	2621	6.5%
	Some	37	27.0%	3443	23.1%	8489	22.1%	52	35.1%	4527	26.3%	10651	26.3%
	Quite a bit	60	43.8%	6277	42.0%	16210	42.1%	49	33.1%	7131	41.4%	16736	41.3%
	Very much	33	24.1%	4507	30.2%	12101	31.4%	27	18.2%	4476	26.0%	10470	25.9%
Total		137	100.0%	14932	100.0%	38480	100.0%	148	100.0%	17241	100.0%	40478	100.0%

(cont.)

NSSE 2002 Frequency Distributions

		First-year Students						Seniors					
		Montclair State U		Master's		National		Montclair State U		Master's		National	
		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
Emphasize: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	Very little	13	9.6%	2550	17.1%	6310	16.4%	22	14.9%	3435	20.0%	8389	20.7%
	Some	39	28.7%	5000	33.5%	12681	33.0%	54	36.5%	6305	36.6%	14801	36.6%
	Quite a bit	50	36.8%	4407	29.5%	11355	29.5%	45	30.4%	4733	27.5%	10693	26.4%
	Very much	34	25.0%	2964	19.9%	8122	21.1%	27	18.2%	2739	15.9%	6555	16.2%
Total		136	100.0%	14921	100.0%	38468	100.0%	148	100.0%	17212	100.0%	40438	100.0%
Emphasize: Helping you cope with your non-academic responsibilities (work, family, etc.)	Very little	48	35.3%	4664	31.3%	11702	30.4%	76	51.4%	6853	39.8%	15917	39.4%
	Some	44	32.4%	5607	37.6%	14829	38.6%	47	31.8%	6213	36.1%	14830	36.7%
	Quite a bit	29	21.3%	3185	21.3%	8241	21.4%	14	9.5%	2890	16.8%	6754	16.7%
	Very much	15	11.0%	1467	9.8%	3684	9.6%	11	7.4%	1272	7.4%	2938	7.3%
Total		136	100.0%	14923	100.0%	38456	100.0%	148	100.0%	17228	100.0%	40439	100.0%
Emphasize: Providing the support you need to thrive socially	Very little	28	20.4%	3351	22.5%	8277	21.5%	66	44.6%	5257	30.6%	12012	29.7%
	Some	50	36.5%	5676	38.1%	14506	37.8%	52	35.1%	6745	39.2%	15828	39.2%
	Quite a bit	42	30.7%	4163	27.9%	10969	28.5%	19	12.8%	3747	21.8%	9024	22.3%
	Very much	17	12.4%	1711	11.5%	4669	12.2%	11	7.4%	1436	8.4%	3523	8.7%
Total		137	100.0%	14901	100.0%	38421	100.0%	148	100.0%	17185	100.0%	40387	100.0%
Emphasize: Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	Very little	24	17.5%	2126	14.3%	4245	11.0%	43	29.1%	3418	19.9%	6878	17.0%
	Some	43	31.4%	4275	28.7%	10404	27.1%	53	35.8%	6033	35.1%	13264	32.8%
	Quite a bit	47	34.3%	5138	34.4%	13923	36.2%	28	18.9%	5230	30.4%	13152	32.5%
	Very much	23	16.8%	3379	22.7%	9888	25.7%	24	16.2%	2527	14.7%	7138	17.7%
Total		137	100.0%	14918	100.0%	38460	100.0%	148	100.0%	17208	100.0%	40432	100.0%
Quality: Your relationships with other students	Unfriendly, Unsupportive, Sense of Alienation	1	.7%	154	1.0%	360	.9%	0	.0%	110	.6%	298	.7%
	2	2	1.4%	319	2.1%	803	2.1%	3	2.0%	324	1.9%	762	1.9%
	3	5	3.6%	677	4.5%	1593	4.1%	6	4.1%	690	4.0%	1552	3.8%
	4	13	9.4%	1482	9.9%	3649	9.5%	24	16.2%	1647	9.5%	3720	9.2%
	5	22	15.9%	3164	21.2%	7816	20.3%	32	21.6%	3577	20.7%	8247	20.4%
	6	52	37.7%	4741	31.7%	12353	32.1%	47	31.8%	5603	32.5%	13295	32.8%
	Friendly, Supportive, Sense of Belonging	43	31.2%	4416	29.5%	11947	31.0%	36	24.3%	5312	30.8%	12646	31.2%
Total		138	100.0%	14953	100.0%	38521	100.0%	148	100.0%	17263	100.0%	40520	100.0%
Quality: Your relationships with faculty members	Unavailable, Unhelpful, Unsympathetic	1	.7%	118	.8%	287	.7%	3	2.0%	161	.9%	342	.8%
	2	3	2.2%	278	1.9%	697	1.8%	8	5.4%	339	2.0%	783	1.9%
	3	5	3.6%	720	4.8%	1794	4.7%	10	6.8%	696	4.0%	1668	4.1%
	4	26	18.8%	1994	13.3%	5121	13.3%	22	14.9%	1829	10.6%	4334	10.7%
	5	46	33.3%	4132	27.6%	10764	27.9%	41	27.7%	3907	22.6%	9474	23.4%
	6	39	28.3%	4929	33.0%	12769	33.2%	37	25.0%	6004	34.8%	14070	34.7%
	Available, Helpful, Sympathetic	18	13.0%	2777	18.6%	7083	18.4%	27	18.2%	4323	25.0%	9855	24.3%
Total		138	100.0%	14948	100.0%	38515	100.0%	148	100.0%	17259	100.0%	40526	100.0%

(cont.)

NSSE 2002 Frequency Distributions

		First-year Students						Seniors					
		Montclair State U		Master's		National		Montclair State U		Master's		National	
		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
Quality: Your relationships with administrative personnel and offices	Unhelpful, Inconsiderate, Rigid	4	2.9%	469	3.1%	1096	2.8%	15	10.1%	922	5.3%	2231	5.5%
	2	5	3.6%	795	5.3%	1903	4.9%	13	8.8%	1379	8.0%	3299	8.1%
	3	13	9.4%	1320	8.8%	3363	8.7%	18	12.2%	1841	10.7%	4514	11.1%
	4	39	28.3%	2779	18.6%	7209	18.7%	36	24.3%	3173	18.4%	7460	18.4%
	5	36	26.1%	3919	26.2%	10412	27.1%	26	17.6%	4257	24.7%	9814	24.2%
	6	25	18.1%	3666	24.5%	9531	24.8%	22	14.9%	3635	21.1%	8443	20.8%
	Helpful, Considerate, Flexible	16	11.6%	1994	13.3%	4973	12.9%	18	12.2%	2044	11.8%	4738	11.7%
Total		138	100.0%	14942	100.0%	38487	100.0%	148	100.0%	17251	100.0%	40499	100.0%
How would you evaluate your entire educational experience at this institution?	Poor	1	.7%	256	1.7%	655	1.7%	2	1.4%	304	1.8%	673	1.7%
	Fair	15	10.9%	1913	12.8%	4530	11.8%	25	16.9%	1926	11.2%	4479	11.1%
	Good	92	66.7%	8144	54.5%	20195	52.4%	87	58.8%	8679	50.3%	19821	48.9%
	Excellent	30	21.7%	4638	31.0%	13149	34.1%	34	23.0%	6355	36.8%	15540	38.4%
Total		138	100.0%	14951	100.0%	38529	100.0%	148	100.0%	17264	100.0%	40513	100.0%
If you could start over again, would you go to the same institution you are now attending?	Definitely no	3	2.2%	765	5.1%	1835	4.8%	7	4.8%	890	5.2%	2191	5.4%
	Probably no	17	12.3%	2010	13.5%	5000	13.0%	29	19.7%	2523	14.6%	5778	14.3%
	Probably yes	70	50.7%	6714	45.0%	16358	42.5%	70	47.6%	7354	42.6%	16894	41.7%
	Definitely yes	48	34.8%	5444	36.5%	15298	39.7%	41	27.9%	6482	37.6%	15620	38.6%
Total		138	100.0%	14933	100.0%	38491	100.0%	147	100.0%	17249	100.0%	40483	100.0%

NSSE 2002 Frequency Distributions

		First-year Students						Seniors					
		Montclair State U		Master's		National		Montclair State U		Master's		National	
		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
Age	19 or younger	128	94.8%	12656	85.1%	34402	89.8%	0	.0%	37	.2%	110	.3%
	20-23	5	3.7%	1066	7.2%	2079	5.4%	66	44.3%	9877	57.8%	26988	67.1%
	24-29	0	.0%	370	2.5%	654	1.7%	37	24.8%	3269	19.1%	6227	15.5%
	30-39	0	.0%	400	2.7%	622	1.6%	26	17.4%	2079	12.2%	3660	9.1%
	40-55	2	1.5%	349	2.3%	495	1.3%	20	13.4%	1713	10.0%	2970	7.4%
	Over 55	0	.0%	34	.2%	57	.1%	0	.0%	125	.7%	239	.6%
Total		135	100.0%	14875	100.0%	38309	100.0%	149	100.0%	17100	100.0%	40194	100.0%
Student-reported sex	Male	37	26.8%	4524	30.3%	13010	33.8%	43	29.1%	5378	31.2%	13914	34.4%
	Female	101	73.2%	10419	69.7%	25456	66.2%	105	70.9%	11849	68.8%	26538	65.6%
Total		138	100.0%	14943	100.0%	38466	100.0%	148	100.0%	17227	100.0%	40452	100.0%
Student reported: Are you an international student?	No	121	87.7%	14169	95.2%	36454	95.0%	122	82.4%	16367	95.0%	38459	95.1%
	Yes	17	12.3%	715	4.8%	1927	5.0%	26	17.6%	860	5.0%	1971	4.9%
Total		138	100.0%	14884	100.0%	38381	100.0%	148	100.0%	17227	100.0%	40430	100.0%
Student reported: Are you of Hispanic, Latino, or Spanish origin?	No	115	83.3%	13099	88.2%	35255	92.2%	127	86.4%	15372	89.8%	37391	93.1%
	Yes	23	16.7%	1755	11.8%	2965	7.8%	20	13.6%	1738	10.2%	2787	6.9%
Total		138	100.0%	14854	100.0%	38220	100.0%	147	100.0%	17110	100.0%	40178	100.0%
Student reported: American Indian or	Yes	2	100.0%	319	100.0%	791	100.0%	1	100.0%	367	100.0%	830	100.0%
Total		2	100.0%	319	100.0%	791	100.0%	1	100.0%	367	100.0%	830	100.0%
Student reported: Asian American or	Yes	11	100.0%	1051	100.0%	2634	100.0%	4	100.0%	1085	100.0%	2603	100.0%
Total		11	100.0%	1051	100.0%	2634	100.0%	4	100.0%	1085	100.0%	2603	100.0%
Student reported: Black or African	Yes	14	100.0%	1111	100.0%	2585	100.0%	16	100.0%	1109	100.0%	2369	100.0%
Total		14	100.0%	1111	100.0%	2585	100.0%	16	100.0%	1109	100.0%	2369	100.0%
Student reported: White	Yes	91	100.0%	11368	100.0%	30928	100.0%	112	100.0%	13608	100.0%	33109	100.0%
Total		91	100.0%	11368	100.0%	30928	100.0%	112	100.0%	13608	100.0%	33109	100.0%
Student reported: Other race/ethnicity	Yes	5	100.0%	199	100.0%	467	100.0%	6	100.0%	224	100.0%	490	100.0%
Total		5	100.0%	199	100.0%	467	100.0%	6	100.0%	224	100.0%	490	100.0%
Multiple racial or ethnic identifications	One racial or ethnic identification checked	126	92.6%	13889	93.8%	35977	94.5%	131	90.3%	16063	94.1%	37956	94.9%
	More than one racial or ethnic identification checked	10	7.4%	917	6.2%	2104	5.5%	14	9.7%	1000	5.9%	2057	5.1%
Total		136	100.0%	14806	100.0%	38081	100.0%	145	100.0%	17063	100.0%	40013	100.0%
Student reported: Current classification in college	Freshman/first-year	134	97.1%	12492	83.8%	33808	88.0%	0	.0%	18	.1%	38	.1%
	Sophomore	4	2.9%	1851	12.4%	3695	9.6%	0	.0%	36	.2%	83	.2%
	Junior	0	.0%	241	1.6%	396	1.0%	5	3.5%	516	3.0%	1165	2.9%
	Senior	0	.0%	80	.5%	139	.4%	124	87.9%	15881	93.4%	37692	94.1%
	Unclassified	0	.0%	248	1.7%	388	1.0%	12	8.5%	547	3.2%	1094	2.7%
Total		138	100.0%	14912	100.0%	38426	100.0%	141	100.0%	16998	100.0%	40072	100.0%

(cont.)

NSSE 2002 Frequency Distributions

		First-year Students										Seniors			
		Montclair State U		Master's		National		Montclair State U		Master's		National			
		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%	Count	Col%
Did you begin college at your current institution or elsewhere?	Started here	135	97.8%	13394	90.0%	35563	92.7%	59	39.9%	8789	51.1%	24446	60.5%		
	Started elsewhere	3	2.2%	1488	10.0%	2805	7.3%	89	60.1%	8420	48.9%	15954	39.5%		
Total		138	100.0%	14882	100.0%	38368	100.0%	148	100.0%	17209	100.0%	40400	100.0%		
Also attended: Vocational-technical	Yes	6	100.0%	590	100.0%	1011	100.0%	9	100.0%	1449	100.0%	2609	100.0%		
Total		6	100.0%	590	100.0%	1011	100.0%	9	100.0%	1449	100.0%	2609	100.0%		
Also attended: Community or junior	Yes	1	100.0%	1480	100.0%	2985	100.0%	68	100.0%	7220	100.0%	13887	100.0%		
Total		1	100.0%	1480	100.0%	2985	100.0%	68	100.0%	7220	100.0%	13887	100.0%		
Also attended: 4-year college other	Yes	2	100.0%	1030	100.0%	2173	100.0%	47	100.0%	4947	100.0%	10252	100.0%		
Total		2	100.0%	1030	100.0%	2173	100.0%	47	100.0%	4947	100.0%	10252	100.0%		
Also attended: None	Yes	126	100.0%	11921	100.0%	32208	100.0%	46	100.0%	6660	100.0%	18772	100.0%		
Total		126	100.0%	11921	100.0%	32208	100.0%	46	100.0%	6660	100.0%	18772	100.0%		
Also attended: Other school	Yes	2	100.0%	398	100.0%	906	100.0%	9	100.0%	798	100.0%	1988	100.0%		
Total		2	100.0%	398	100.0%	906	100.0%	9	100.0%	798	100.0%	1988	100.0%		
How would you characterize your enrollment status?	Less than full-time	4	2.9%	1242	8.3%	2083	5.4%	60	41.1%	3750	21.9%	7051	17.5%		
	Full-time	134	97.1%	13670	91.7%	36334	94.6%	86	58.9%	13401	78.1%	33273	82.5%		
Total		138	100.0%	14912	100.0%	38417	100.0%	146	100.0%	17151	100.0%	40324	100.0%		
Are you member of a social fraternity or sorority?	No	136	98.6%	13799	92.5%	34368	89.4%	139	93.3%	15416	89.5%	34997	86.5%		
	Yes	2	1.4%	1112	7.5%	4057	10.6%	10	6.7%	1813	10.5%	5444	13.5%		
Total		138	100.0%	14911	100.0%	38425	100.0%	149	100.0%	17229	100.0%	40441	100.0%		
What have most of your grades been up to now at this institution?	C, C-, or lower	4	2.9%	755	5.1%	1880	4.9%	0	.0%	241	1.4%	551	1.4%		
	B-, C+	19	14.0%	2731	18.5%	6497	17.1%	12	8.4%	2214	13.0%	5014	12.5%		
	B	36	26.5%	3647	24.7%	9350	24.5%	45	31.5%	3868	22.7%	9515	23.8%		
	A-, B+	54	39.7%	5008	33.9%	13205	34.7%	63	44.1%	6589	38.7%	15461	38.6%		
	A	23	16.9%	2637	17.8%	7161	18.8%	23	16.1%	4100	24.1%	9472	23.7%		
Total		136	100.0%	14778	100.0%	38093	100.0%	143	100.0%	17012	100.0%	40013	100.0%		
Which of the following best describes where you are living now while attending college?	Dormitory or other campus housing (not fraternity/sorority)	57	41.6%	8244	55.3%	26264	68.4%	8	5.4%	2462	14.3%	8373	20.8%		
	Residence (house, apt, etc) w/in walking distance	3	2.2%	664	4.5%	1484	3.9%	5	3.4%	2597	15.1%	7916	19.6%		
	Residence (house, apartment, etc.) within driving distance	77	56.2%	5938	39.9%	10264	26.7%	136	91.3%	11949	69.6%	23144	57.4%		
	Fraternity or sorority house	0	.0%	50	.3%	388	1.0%	0	.0%	157	.9%	912	2.3%		
Total		137	100.0%	14896	100.0%	38400	100.0%	149	100.0%	17165	100.0%	40345	100.0%		
Did either of our parents graduate from college?	No	77	56.6%	6767	45.4%	14878	38.8%	92	62.2%	8682	50.4%	17786	44.0%		
	Yes, father only	17	12.5%	2083	14.0%	5367	14.0%	26	17.6%	2615	15.2%	6051	15.0%		
	Yes, mother only	17	12.5%	1728	11.6%	4333	11.3%	13	8.8%	1718	10.0%	4021	9.9%		
	Yes, both parents	24	17.6%	4060	27.3%	13237	34.5%	16	10.8%	4075	23.7%	12318	30.5%		
	Don't know	1	.7%	255	1.7%	578	1.5%	1	.7%	140	.8%	260	.6%		

(cont.)

NSSE 2002 Frequency Distributions

		First-year Students											
		Montclair State U				Master's				National			
		Seniors				Montclair State U				Master's			
		National				Montclair State U				Master's			
		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
Total		136	100.0%	14893	100.0%	38393	100.0%	148	100.0%	17230	100.0%	40436	100.0%
Primary major	Agriculture	0	.0%	68	.5%	249	.7%	0	.0%	71	.4%	266	.7%
	Biological/life sciences	13	9.5%	956	6.5%	3015	7.9%	7	4.8%	890	5.2%	2627	6.5%
	Business	22	16.1%	2553	17.3%	5693	14.9%	37	25.3%	3432	20.0%	6929	17.2%
	Communications	3	2.2%	702	4.7%	1792	4.7%	2	1.4%	773	4.5%	1799	4.5%
	Computer and information sciences	5	3.6%	630	4.3%	1575	4.1%	7	4.8%	921	5.4%	2101	5.2%
	Education	20	14.6%	1844	12.5%	3764	9.9%	13	8.9%	2255	13.1%	4184	10.4%
	Engineering	0	.0%	481	3.3%	2268	5.9%	0	.0%	523	3.0%	2323	5.8%
	Ethnic, cultural studies, and area studies	0	.0%	13	.1%	72	.2%	0	.0%	23	.1%	100	.2%
	Foreign languages and literature	2	1.5%	111	.8%	382	1.0%	3	2.1%	146	.9%	443	1.1%
	Health-related fields	5	3.6%	1136	7.7%	2588	6.8%	11	7.5%	1216	7.1%	2482	6.2%
	Humanities	12	8.8%	427	2.9%	1422	3.7%	6	4.1%	773	4.5%	2160	5.4%
	Liberal/general studies	0	.0%	205	1.4%	344	.9%	0	.0%	386	2.3%	657	1.6%
	Mathematics	1	.7%	181	1.2%	474	1.2%	3	2.1%	264	1.5%	598	1.5%
	Multi/Interdisciplinary studies	0	.0%	72	.5%	293	.8%	0	.0%	110	.6%	401	1.0%
	Parks, recreation, leisure studies, sports management	2	1.5%	54	.4%	138	.4%	2	1.4%	97	.6%	237	.6%
	Physical sciences	1	.7%	220	1.5%	705	1.8%	4	2.7%	270	1.6%	826	2.1%
	Public administration	0	.0%	220	1.5%	367	1.0%	1	.7%	252	1.5%	438	1.1%
	Social sciences	15	10.9%	1579	10.7%	4672	12.2%	27	18.5%	2521	14.7%	6418	15.9%
	Visual and performing arts	10	7.3%	657	4.4%	1770	4.6%	13	8.9%	681	4.0%	1671	4.1%
	Undecided	15	10.9%	1188	8.0%	2991	7.8%	0	.0%	13	.1%	25	.1%
	Other	7	5.1%	1066	7.2%	2824	7.4%	6	4.1%	1150	6.7%	2849	7.1%
	Two or more primary majors selected	4	2.9%	421	2.8%	796	2.1%	4	2.7%	384	2.2%	758	1.9%
Total		137	100.0%	14784	100.0%	38194	100.0%	146	100.0%	17151	100.0%	40292	100.0%

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NSSE 2002 Frequency Distributions

		First-year Students						Seniors					
		Montclair State U		Master's		National		Montclair State U		Master's		National	
		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
Second major	No second major selected	84	60.9%	7004	46.1%	16924	43.1%	108	73.0%	12066	69.3%	27969	68.3%
	Agriculture	1	.7%	39	.3%	113	.3%	0	.0%	20	.1%	56	.1%
	Biological/life sciences	1	.7%	258	1.7%	777	2.0%	1	.7%	165	.9%	437	1.1%
	Business	7	5.1%	769	5.1%	1983	5.1%	7	4.7%	708	4.1%	1619	4.0%
	Communications	0	.0%	308	2.0%	798	2.0%	0	.0%	179	1.0%	402	1.0%
	Computer and information sciences	3	2.2%	283	1.9%	725	1.8%	0	.0%	258	1.5%	616	1.5%
	Education	8	5.8%	680	4.5%	1601	4.1%	11	7.4%	643	3.7%	1296	3.2%
	Engineering	1	.7%	110	.7%	459	1.2%	0	.0%	74	.4%	247	.6%
	Ethnic, cultural studies, and area studies	0	.0%	47	.3%	184	.5%	0	.0%	45	.3%	136	.3%
	Foreign languages and literature	1	.7%	448	3.0%	1379	3.5%	1	.7%	280	1.6%	866	2.1%
	Health-related fields	1	.7%	275	1.8%	726	1.9%	6	4.1%	157	.9%	366	.9%
	Humanities	0	.0%	301	2.0%	1072	2.7%	1	.7%	336	1.9%	845	2.1%
	Liberal/general studies	0	.0%	85	.6%	233	.6%	0	.0%	83	.5%	196	.5%
	Mathematics	1	.7%	245	1.6%	692	1.8%	2	1.4%	184	1.1%	464	1.1%
	Multi/Interdisciplinary studies	0	.0%	63	.4%	208	.5%	0	.0%	39	.2%	144	.4%
	Parks, recreation, leisure studies, sports management	0	.0%	62	.4%	146	.4%	0	.0%	32	.2%	77	.2%
	Physical sciences	1	.7%	140	.9%	498	1.3%	1	.7%	123	.7%	343	.8%
	Public administration	0	.0%	118	.8%	225	.6%	1	.7%	88	.5%	155	.4%
	Social sciences	3	2.2%	927	6.1%	2527	6.4%	3	2.0%	804	4.6%	2055	5.0%
	Visual and performing arts	4	2.9%	398	2.6%	1035	2.6%	2	1.4%	203	1.2%	537	1.3%
	Undecided	16	11.6%	1859	12.2%	5163	13.2%	0	.0%	283	1.6%	683	1.7%
	Other	3	2.2%	462	3.0%	1227	3.1%	4	2.7%	476	2.7%	1100	2.7%
	Two or more second majors selected	3	2.2%	297	2.0%	544	1.4%	0	.0%	174	1.0%	357	.9%
Total		138	100.0%	15178	100.0%	39239	100.0%	148	100.0%	17420	100.0%	40966	100.0%
Institution reported: gender	Male	37	26.8%	4578	30.5%	13224	34.2%	44	29.5%	5442	31.3%	13971	34.6%
	Female	101	73.2%	10440	69.5%	25415	65.8%	105	70.5%	11946	68.7%	26413	65.4%
Total		138	100.0%	15018	100.0%	38639	100.0%	149	100.0%	17388	100.0%	40384	100.0%
Institution reported: race or ethnicity	African American/Black	14	10.1%	1011	6.8%	2353	6.3%	10	6.7%	1065	6.2%	2306	5.9%
	American Indian/Alaska Native	0	.0%	103	.7%	254	.7%	0	.0%	125	.7%	254	.6%
	Asian/Pacific Islander	8	5.8%	946	6.4%	2281	6.1%	2	1.3%	1017	5.9%	2196	5.6%
	Caucasian/White	81	58.7%	10343	69.7%	27573	73.6%	96	64.4%	12349	72.2%	29693	75.6%
	Hispanic	19	13.8%	1572	10.6%	2684	7.2%	20	13.4%	1614	9.4%	2536	6.5%
	Other	0	.0%	172	1.2%	480	1.3%	0	.0%	198	1.2%	497	1.3%
	Multi-racial/ethnic	0	.0%	21	.1%	87	.2%	0	.0%	11	.1%	99	.3%
	Foreign	7	5.1%	173	1.2%	499	1.3%	11	7.4%	203	1.2%	517	1.3%
Total		138	100.0%	14842	100.0%	37470	100.0%	149	100.0%	17099	100.0%	39265	100.0%
Mode of completion on The College Student Report	Paper	126	91.3%	9424	62.1%	19165	48.8%	138	92.6%	12568	72.1%	24971	61.0%
	Web	12	8.7%	5757	37.9%	20078	51.2%	11	7.4%	4853	27.9%	15996	39.0%
Total		138	100.0%	15181	100.0%	39243	100.0%	149	100.0%	17421	100.0%	40967	100.0%

NSSE 2002 Experimental Questions (Group III)--Carnegie and National Frequencies

		First-year Students											
		Doc-Ext		Doc-Int		Master's		Bac-LA		Bac-Gen		National	
		Count	Col%	Count	Col%	Count	Col%	Count	Col%	Count	Col%	Count	Col%
How often do you read the newspaper to stay current on national events?	Never	385	10.5%	212	13.8%	445	15.4%	400	19.8%	287	22.6%	1796	15.0%
	Sometimes	1570	42.9%	698	45.5%	1357	47.0%	1009	49.9%	637	50.1%	5446	45.6%
	Often	998	27.3%	376	24.5%	689	23.9%	377	18.6%	218	17.1%	2804	23.5%
	Very often	707	19.3%	248	16.2%	396	13.7%	238	11.8%	130	10.2%	1898	15.9%
Total		3660	100.0%	1534	100.0%	2887	100.0%	2024	100.0%	1272	100.0%	11944	100.0%
How often do you access on-line news web sites to stay current on national events?	Never	154	22.4%	34	14.5%	105	20.4%	162	19.6%	34	17.1%	496	19.9%
	Sometimes	285	41.5%	99	42.3%	218	42.4%	313	37.9%	95	47.7%	1022	41.0%
	Often	146	21.3%	48	20.5%	116	22.6%	200	24.2%	45	22.6%	564	22.6%
	Very often	102	14.8%	53	22.6%	75	14.6%	151	18.3%	25	12.6%	412	16.5%
Total		687	100.0%	234	100.0%	514	100.0%	826	100.0%	199	100.0%	2494	100.0%
During college how often have you participated in activities to enhance your spirituality (church, meditation, etc.)?	Never	233	34.0%	106	45.7%	216	42.1%	321	38.9%	66	33.2%	946	38.0%
	Sometimes	218	31.8%	70	30.2%	162	31.6%	269	32.6%	74	37.2%	805	32.3%
	Often	110	16.0%	29	12.5%	61	11.9%	107	13.0%	37	18.6%	349	14.0%
	Very often	125	18.2%	27	11.6%	74	14.4%	128	15.5%	22	11.1%	390	15.7%
Total		686	100.0%	232	100.0%	513	100.0%	825	100.0%	199	100.0%	2490	100.0%
To what extent has your experience at this college contributed to your spirituality?	Very little	377	54.9%	147	62.8%	290	56.8%	471	57.0%	119	59.8%	1415	56.8%
	Some	176	25.6%	50	21.4%	125	24.5%	221	26.8%	52	26.1%	631	25.3%
	Quite a bit	86	12.5%	33	14.1%	52	10.2%	80	9.7%	19	9.5%	275	11.0%
	Very much	48	7.0%	4	1.7%	44	8.6%	54	6.5%	9	4.5%	171	6.9%
Total		687	100.0%	234	100.0%	511	100.0%	826	100.0%	199	100.0%	2492	100.0%
To what extent have the events of September 11, 2001 made you more serious about your studies?	Very little	1812	49.5%	794	51.9%	1248	43.4%	1041	51.6%	577	45.7%	5643	47.4%
	Some	1205	32.9%	479	31.3%	998	34.7%	669	33.2%	471	37.3%	3953	33.2%
	Quite a bit	476	13.0%	193	12.6%	438	15.2%	233	11.5%	161	12.8%	1621	13.6%
	Very much	166	4.5%	65	4.2%	192	6.7%	75	3.7%	53	4.2%	695	5.8%
Total		3659	100.0%	1531	100.0%	2876	100.0%	2018	100.0%	1262	100.0%	11912	100.0%
To what extent have the events of September 11, 2001 increased your sense of patriotism?	Very little	136	19.8%	46	19.7%	82	16.0%	277	33.5%	32	16.1%	577	23.1%
	Some	213	31.0%	69	29.5%	156	30.4%	264	32.0%	63	31.7%	776	31.1%
	Quite a bit	199	29.0%	71	30.3%	155	30.2%	194	23.5%	70	35.2%	698	28.0%
	Very much	139	20.2%	48	20.5%	120	23.4%	91	11.0%	34	17.1%	443	17.8%
Total		687	100.0%	234	100.0%	513	100.0%	826	100.0%	199	100.0%	2494	100.0%

NSSE 2002 Experimental Questions (Group III)--Carnegie and National Frequencies

		Seniors											
		Doc-Ext		Doc-Int		Master's		Bac-I.A		Bac-Gen		National	
		Count	Col%	Count	Col%	Count	Col%	Count	Col%	Count	Col%	Count	Col%
How often do you read the newspaper to stay current on national events?	Never	257	8.4%	144	10.7%	292	10.7%	182	13.3%	176	15.5%	1117	11.0%
	Sometimes	1127	36.6%	538	39.8%	1099	40.1%	600	43.7%	519	45.6%	4061	39.9%
	Often	832	27.0%	339	25.1%	697	25.5%	284	20.7%	241	21.2%	2505	24.6%
	Very often	861	28.0%	331	24.5%	650	23.7%	306	22.3%	201	17.7%	2487	24.5%
Total		3077	100.0%	1352	100.0%	2738	100.0%	1372	100.0%	1137	100.0%	10170	100.0%
How often do you access on-line news web sites to stay current on national events?	Never	76	12.8%	22	11.6%	66	14.3%	91	18.8%	38	20.1%	297	15.2%
	Sometimes	218	36.8%	63	33.2%	179	38.9%	178	36.9%	82	43.4%	736	37.7%
	Often	131	22.1%	40	21.1%	100	21.7%	105	21.7%	38	20.1%	426	21.8%
	Very often	168	28.3%	65	34.2%	115	25.0%	109	22.6%	31	16.4%	494	25.3%
Total		593	100.0%	190	100.0%	460	100.0%	483	100.0%	189	100.0%	1953	100.0%
During college how often have you participated in activities to enhance your spirituality (church, meditation, etc.)?	Never	191	32.2%	74	39.2%	150	32.5%	163	33.7%	53	28.2%	635	32.5%
	Sometimes	239	40.2%	64	33.9%	166	36.0%	207	42.9%	79	42.0%	762	39.0%
	Often	55	9.3%	26	13.8%	66	14.3%	53	11.0%	31	16.5%	237	12.1%
	Very often	109	18.4%	25	13.2%	79	17.1%	60	12.4%	25	13.3%	319	16.3%
Total		594	100.0%	189	100.0%	461	100.0%	483	100.0%	188	100.0%	1953	100.0%
To what extent has your experience at this college contributed to your spirituality?	Very little	386	65.2%	126	66.7%	253	54.9%	293	60.7%	111	59.0%	1177	60.4%
	Some	121	20.4%	45	23.8%	108	23.4%	109	22.6%	54	28.7%	446	22.9%
	Quite a bit	53	9.0%	11	5.8%	56	12.1%	52	10.8%	18	9.6%	199	10.2%
	Very much	32	5.4%	7	3.7%	44	9.5%	29	6.0%	5	2.7%	128	6.6%
Total		592	100.0%	189	100.0%	461	100.0%	483	100.0%	188	100.0%	1950	100.0%
To what extent have the events of September 11, 2001 made you more serious about your studies?	Very little	1719	56.1%	788	58.5%	1281	47.0%	779	57.2%	589	51.9%	5361	52.9%
	Some	898	29.3%	342	25.4%	840	30.8%	371	27.2%	353	31.1%	2916	28.8%
	Quite a bit	339	11.1%	144	10.7%	421	15.4%	144	10.6%	132	11.6%	1253	12.4%
	Very much	108	3.5%	74	5.5%	186	6.8%	69	5.1%	61	5.4%	602	5.9%
Total		3064	100.0%	1348	100.0%	2728	100.0%	1363	100.0%	1135	100.0%	10132	100.0%
To what extent have the events of September 11, 2001 increased your sense of patriotism?	Very little	120	20.3%	34	18.1%	80	17.4%	199	41.5%	33	17.6%	472	24.3%
	Some	218	36.9%	56	29.8%	113	24.5%	135	28.1%	55	29.3%	589	30.3%
	Quite a bit	155	26.3%	55	29.3%	156	33.8%	80	16.7%	44	23.4%	498	25.6%
	Very much	97	16.4%	43	22.9%	112	24.3%	66	13.8%	56	29.8%	386	19.8%
Total		590	100.0%	188	100.0%	461	100.0%	480	100.0%	188	100.0%	1945	100.0%



National Survey of Student Engagement

The College Student Report

NSSE 2002 Institutions

INSTITUTION	CITY/STATE	INSTITUTION	CITY/STATE
Abilene Christian University	Abilene, TX	California State University, San Bernardino	San Bernardino, CA
Adams State College	Alamosa, CO	California State University, San Marcos	San Marcos, CA
Adelphi University	Garden City, NY	Canisius College	Buffalo, NY
Agnes Scott College	Atlanta/Decatur, GA	Capella University	Minneapolis, MN
Alaska Pacific University	Anchorage, AK	Cardinal Stritch University	Milwaukee, WI
Alfred University	Alfred, NY	Carthage College	Kenosha, WI
Allegheny College	Meadville, PA	Case Western Reserve University	Cleveland, OH
Alma College	Alma, MI	Castleton State College*	Castleton, VT
American University	Washington, DC	Catawba College	Salisbury, NC
Angelo State University	San Angelo, TX	Catholic University of America, The	Washington, DC
Arcadia University	Glenside, PA	Cazenovia College	Cazenovia, NY
Auburn University	Auburn, AL	Cedar Crest College	Allentown, PA
Augustana College	Rock Island, IL	Central College	Pella, IA
Aurora University	Aurora, IL	Central Connecticut State University	New Britain, CT
Baldwin-Wallace College	Berea, OH	Central Methodist College	Fayette, MO
Baylor University	Waco, TX	Central Michigan University	Mt Pleasant, MI
Bellarmine University	Louisville, KY	Central Missouri State University	Warrensburg, MO
Beloit College	Beloit, WI	Centre College	Danville, KY
Berry College	Mount Berry, GA	Chaminade University of Honolulu	Honolulu, HI
Bethel College	St Paul, MN	Champlain College	Burlington, VT
Birmingham-Southern College	Birmingham, AL	Chatham College	Pittsburgh, PA
Black Hills State University	Spearfish, SD	Christian Heritage College	El Cajon, CA
Bloomfield College	Bloomfield, NJ	Circleville Bible College	Circleville, OH
Boise State University	Boise, ID	City University of New York Bernard M. Baruch College	New York, NY
Bowling Green State University*	Bowling Green, OH	Clarkson University	Potsdam, NY
Brigham Young University	Provo, UT	Cleveland State University	Cleveland, OH
Brigham Young University-Hawaii	Laie, HI	Coker College*	Hartsville, SC
Bryant College*	Smithfield, RI	Colby-Sawyer College	New London, NH
Bryn Mawr College	Bryn Mawr, PA	College of New Jersey, The	Ewing, NJ
California Polytechnic State University-San Luis Obispo	San Luis Obispo, CA	College of Notre Dame of Maryland	Baltimore, MD
California State University, Bakersfield	Bakersfield, CA	College of Saint Catherine	St Paul, MN
California State University, Chico	Chico, CA	College of Saint Rose, The	Albany, NY
California State University, Dominguez Hills	Carson, CA	College of Saint Scholastica, The	Duluth, MN
California State University, Fresno	Fresno, CA	College of the Holy Cross	Worcester, MA
California State University, Los Angeles	Los Angeles, CA	College of Wooster, The	Wooster, OH
California State University, Monterey Bay	Seaside, CA	Colorado State University	Fort Collins, CO
California State University, Northridge	Northridge, CA	Columbia College	Columbia, SC
California State University, Sacramento	Sacramento, CA	Concordia University	Seward, NE

INSTITUTION	CITY/STATE	INSTITUTION	CITY/STATE
Connecticut College	New London, CT	Guilford College	Greensboro, NC
Converse College	Spartanburg, SC	Hamilton College	Clinton, NY
Covenant College	Lookout Mountain, GA	Hamline University	St Paul, MN
Creighton University	Omaha, NE	Hanover College	Hanover, IN
Daemen College	Amherst, NY	Hartwick College	Oneonta, NY
Dakota State University	Madison, SD	Henderson State University	Arkadelphia, AR
Denison University	Granville, OH	High Point University	High Point, NC
DePaul University	Chicago, IL	Hiram College	Hiram, OH
DePauw University	Greencastle, IN	Holy Family College	Philadelphia, PA
Dickinson College	Carlisle, PA	Houghton College	Houghton, NY
Dickinson State University	Dickinson, ND	Humboldt State University	Arcata, CA
Dominican University	River Forest, IL	Huntingdon College	Montgomery, AL
Dordt College	Sioux Center, IA	Illinois College	Jacksonville, IL
Drake University	Des Moines, IA	Illinois Institute of Technology	Chicago, IL
Drew University	Madison, NJ	Illinois State University	Normal, IL
Drury University	Springfield, MO	Indiana University Bloomington	Bloomington, IN
Eastern Connecticut State University	Willimantic, CT	Indiana University East	Richmond, IN
Eastern Kentucky University	Richmond, KY	Indiana University Kokomo	Kokomo, IN
Eastern New Mexico University	Portales, NM	Indiana University Northwest	Gary, IN
East-West University	Chicago, IL	Indiana University Southeast	New Albany, IN
Eckerd College	St Petersburg, FL	Indiana University-Purdue University Indianapolis	Indianapolis, IN
Elizabethtown College	Elizabethtown, PA	Iowa State University	Ames, IA
Elmhurst College	Elmhurst, IL	John Brown University	Siloam Springs, AR
Elon University	Elon, NC	Judson College	Marion, AL
Endicott College	Beverly, MA	Juniata College	Huntingdon, PA
Eureka College	Eureka, IL	Kalamazoo College	Kalamazoo, MI
Evergreen State College, The	Olympia, WA	Keene State College	Keene, NH
Fairleigh Dickinson University	Teaneck, NJ	Kettering University	Flint, MI
Fairmont State College	Fairmont, WV	Keuka College	Keuka Park, NY
Fontbonne University	St Louis, MO	Knox College	Galesburg, IL
Fort Hays State University	Hays, KS	La Roche College	Pittsburgh, PA
Framingham State College	Framingham, MA	LaGrange College	Lagrange, GA
Franciscan University of Steubenville	Steubenville, OH	Lawrence Technological University	Southfield, MI
Franklin & Marshall College	Lancaster, PA	Lee University	Cleveland, TN
Fresno Pacific University	Fresno, CA	Lewis & Clark College	Portland, OR
George Fox University*	Newberg, OR	Lipscomb University	Nashville, TN
Georgetown College	Georgetown, KY	Longwood University	Farmville, VA
Georgia Southern University	Statesboro, GA	Loras College	Dubuque, IA
Georgia Southwestern State University	Americus, GA	Loyola University Chicago	Chicago, IL
Goldey-Beacom College	Wilmington, DE	Loyola University New Orleans	New Orleans, LA
Goucher College	Baltimore, MD	Luther College	Decorah, IA
Greensboro College	Greensboro, NC	Lynchburg College	Lynchburg, VA
Grove City College	Grove City, PA	Lyon College	Batesville, AR

INSTITUTION	CITY/STATE	INSTITUTION	CITY/STATE
Macalester College	St Paul, MN	Oral Roberts University	Tulsa, OK
Madonna University	Livonia, MI	Oregon State University	Corvallis, OR
Maharishi University of Management	Fairfield, IA	Oxford College of Emory University	Atlanta, GA
Manhattanville College*	Purchase, NY	Pace University	New York, NY
Marist College	Poughkeepsie, NY	Palm Beach Atlantic College	West Palm Beach, FL
Mary Washington College	Fredericksburg, VA	Peace College	Raleigh, NC
Marymount Manhattan College	New York, NY	Pennsylvania State University	University Park, PA
Marywood University	Scranton, PA	Pennsylvania State University-Penn State Erie-The Behrend College	Erie, PA
Massachusetts College of Liberal Arts	North Adams, MA	Pepperdine University	Malibu, CA
Master's College, The	Santa Clarita, CA	Pfeiffer University	Misenheimer, NC
McDaniel College	Westminster, MD	Pine Manor College	Chestnut Hill, MA
Menlo College	Atherton, CA	Plymouth State College	Plymouth, NH
Mercer University	Macon, GA	Portland State University	Portland, OR
Meredith College	Raleigh, NC	Prairie View A&M University	Prairie View, TX
Messiah College	Graham, PA	Purdue University Calumet	Hammond, IN
Metropolitan State College of Denver, The	Denver, CO	Queens University of Charlotte	Charlotte, NC
Millersville University	Millersville, PA	Radford University	Radford, VA
Millikin University	Decatur, IL	Richard Stockton College of New Jersey, The	Pomona, NJ
Monmouth University	West Long Branch, NJ	Ripon College	Ripon, WI
Montclair State University	Upper Montclair, NJ	Robert Morris College	Chicago, IL
Morris College	Sumter, SC	Rockhurst University*	Kansas City, MO
Mount Mary College	Milwaukee, WI	Rollins College	Winter Park, FL
Mount Saint Mary's College & Seminary	Emmitsburg, MD	Roosevelt University	Chicago, IL
Mount Union College	Alliance, OH	Rose-Hulman Institute of Technology	Terre Haute, IN
National University	La Jolla, CA	Rowan University	Glassboro, NJ
Nazareth College	Rochester, NY	Sacred Heart University	Fairfield, CT
Nebraska Wesleyan University	Lincoln, NE	Sage College of Albany	Troy, NY
New College of Florida	Sarasota, FL	Saint Edward's University	Austin, TX
Norfolk State University	Norfolk, VA	Saint Francis University	Loretto, PA
North Central College	Naperville, IL	Saint John Vianney College Seminary	Miami, FL
North Dakota State University Main Campus	Fargo, ND	Saint John's University	Jamaica, NY
North Georgia College & State University	Dahlonega, GA	Saint Joseph's University	Philadelphia, PA
Northeastern Illinois University	Chicago, IL	Saint Lawrence University	Canton, NY
Northern Arizona University	Flagstaff, AZ	Saint Louis University	St Louis, MO
Northern State University	Aberdeen, SD	Saint Mary's College of California	Moraga, CA
Northwest Missouri State University	Maryville, MO	Saint Mary's College of Maryland	St Mary's City, MD
Notre Dame College	South Euclid, OH	Saint Mary's University of Minnesota	Winona, MN
Oakland University	Rochester Hills, MI	Saint Michael's College	Colchester, VT
Ohio Northern University	Ada, OH	Saint Thomas University	Miami, FL
Ohio State University, The	Columbus, OH	Saint Xavier University	Chicago, IL
Ohio University	Athens, OH	Sam Houston State University	Huntsville, TX
Oklahoma State University	Stillwater, OK	Samford University	Birmingham, AL
Old Dominion University	Norfolk, VA		

INSTITUTION	CITY/STATE	INSTITUTION	CITY/STATE
San Francisco State University	San Francisco, CA	University of British Columbia, The*	Vancouver, BC
San José State University	San Jose, CA	University of Charleston	Charleston, WV
Santa Clara University	Santa Clara, CA	University of Cincinnati	Cincinnati, OH
Seattle University	Seattle, WA	University of Colorado at Boulder	Boulder, CO
Seton Hall University	South Orange, NJ	University of Colorado at Colorado Springs	Colorado Springs, CO
Siena College	Loudonville, NY	University of Connecticut	Storrs, CT
Simmons College	Boston, MA	University of Hawaii at Hilo	Hilo, HI
Sonoma State University	Rohnert Park, CA	University of Hawaii at Manoa	Honolulu, HI
South Dakota School of Mines and Technology	Rapid City, SD	University of Hawaii West Oahu	Pearl City, HI
South Dakota State University	Brookings, SD	University of Illinois at Springfield*	Springfield, IL
Southeastern Louisiana University	Hammond, LA	University of Illinois at Urbana-Champaign	Champaign, IL
Southeastern University	Washington, DC	University of Maine at Farmington	Farmington, ME
Southern Connecticut State University	New Haven, CT	University of Maryland College Park	College Park, MD
Southern Illinois University at Edwardsville	Edwardsville, IL	University of Massachusetts	Amherst, MA
Southern Utah University	Cedar City, UT	University of Massachusetts Boston	Boston, MA
Southwest Texas State University	San Marcos, TX	University of Massachusetts Dartmouth	North Dartmouth, MA
Southwestern College	Winfield, KS	University of Massachusetts Lowell	Lowell, MA
Spring Hill College	Mobile, AL	University of Michigan-Dearborn	Dearborn, MI
State University of New York at Binghamton	Binghamton, NY	University of Minnesota, Morris	Morris, MN
State University of New York College at Geneseo	Geneseo, NY	University of Minnesota-Duluth	Duluth, MN
State University of New York College of Environmental Science and Forestry	Syracuse, NY	University of Missouri-Columbia	Columbia, MO
State University of West Georgia	Carrollton, GA	University of Missouri-Kansas City	Kansas City, MO
Suffolk University	Boston, MA	University of Missouri-Rolla	Rolla, MO
Susquehanna University	Selinsgrove, PA	University of Missouri-Saint Louis	St Louis, MO
Syracuse University	Syracuse, NY	University of Montana, The	Missoula, MT
Taylor University	Upland, IN	University of Nebraska at Kearney	Kearney, NE
Temple University	Philadelphia, PA	University of Nebraska-Lincoln	Lincoln, NE
Texas A&M International University	Laredo, TX	University of New Haven	West Haven, CT
Texas A&M University	College Station, TX	University of New Mexico	Albuquerque, NM
Texas Christian University	Ft Worth, TX	University of Oklahoma, The	Norman, OK
Texas Tech University	Lubbock, TX	University of Pittsburgh at Greensburg	Greensburg, PA
Thiel College	Greenville, PA	University of Pittsburgh, Pittsburgh Campus	Pittsburgh, PA
Towson University	Towson, MD	University of Puget Sound	Tacoma, WA
Transylvania University	Lexington, KY	University of Rhode Island	Kingston, RI
Trinity Christian College	Palos Heights, IL	University of Richmond	Richmond, VA
Truman State University	Kirksville, MO	University of South Dakota, The	Vermillion, SD
U.S. Merchant Marine Academy	Kings Point, NY	University of Southern Maine	Portland, ME
United States Air Force Academy	Usafa, CO	University of St. Thomas	Houston, TX
University of Akron, The	Akron, OH	University of Tennessee, Knoxville	Knoxville, TN
University of Alabama at Birmingham	Birmingham, AL	University of Texas at Arlington, The	Arlington, TX
University of Alabama, The	Tuscaloosa, AL	University of Texas at Austin, The	Austin, TX
University of Alaska Anchorage	Anchorage, AK	University of Texas at Brownsville, The	Brownsville, TX
		University of Texas at Dallas, The	Richardson, TX

INSTITUTION	CITY/STATE	INSTITUTION	CITY/STATE
University of Texas at El Paso, The	El Paso, TX		
University of Texas at San Antonio, The	San Antonio, TX		
University of Texas at Tyler, The	Tyler, TX		
University of Texas of the Permian Basin, The	Odessa, TX		
University of Texas-Pan American, The	Edinburg, TX		
University of the Arts, The	Philadelphia, PA		
University of the Ozarks	Clarksville, AR		
University of the South	Sewanee, TN		
University of Toledo, The	Toledo, OH		
University of Vermont, The	Burlington, VT		
University of Virginia	Charlottesville, VA		
University of Washington	Seattle, WA		
University of Wisconsin-La Crosse	La Crosse, WI		
University of Wisconsin-Milwaukee	Milwaukee, WI		
University of Wisconsin-Stout	Menomonie, WI		
University of Wisconsin-Whitewater	Whitewater, WI		
University of Wyoming	Laramie, WY		
Vassar College	Poughkeepsie, NY		
Virginia Commonwealth University	Richmond, VA		
Virginia Wesleyan College	Norfolk, VA		
Wabash College	Crawfordsville, IN		
Warner Pacific College	Portland, OR		
Washburn University	Topeka, KS		
Washington and Lee University	Lexington, VA		
Washington College	Chestertown, MD		
Washington State University	Pullman, WA		
Wayne State University	Detroit, MI		
Webb Institute	Glen Cove, NY		
Weber State University	Ogden, UT		
Wesleyan College	Macon, GA		
Western Connecticut State University	Danbury, CT		
Western Michigan University	Kalamazoo, MI		
Western New England College	Springfield, MA		
Western New Mexico University	Silver City, NM		
Westminster College of Salt Lake City	Salt Lake City, UT		
Wheaton College	Norton, MA		
Wichita State University	Wichita, KS		
Wilkes University	Wilkes Barre, PA		
Willamette University	Salem, OR		
Winthrop University	Rock Hill, SC		
Wittenberg University	Springfield, OH		
Wofford College	Spartanburg, SC		
Worcester Polytechnic Institute	Worcester, MA		



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Institutions by State

INSTITUTION	CITY	INSTITUTION	CITY
Alaska		Colorado	
Alaska Pacific University	Anchorage	Adams State College	Alamosa
University of Alaska Anchorage	Anchorage	Colorado State University	Fort Collins
Alabama		Metropolitan State College of Denver, The	Denver
Auburn University	Auburn	United States Air Force Academy	Usafa
Birmingham-Southern College	Birmingham	University of Colorado at Boulder	Boulder
Huntingdon College	Montgomery	University of Colorado at Colorado Springs	Colorado Springs
Judson College	Marion	Connecticut	
Samford University	Birmingham	Central Connecticut State University	New Britain
Spring Hill College	Mobile	Connecticut College	New London
University of Alabama at Birmingham	Birmingham	Eastern Connecticut State University	Willimantic
University of Alabama, The	Tuscaloosa	Sacred Heart University	Fairfield
Arkansas		Southern Connecticut State University	New Haven
Henderson State University	Arkadelphia	University of Connecticut	Storrs
John Brown University	Siloam Springs	University of New Haven	West Haven
Lyon College	Batesville	Western Connecticut State University	Danbury
University of the Ozarks	Clarksville	District of Columbia	
Arizona		American University	Washington
Northern Arizona University	Flagstaff	Catholic University of America, The	Washington
British Columbia		Southeastern University	Washington
University of British Columbia, The*	Vancouver	Delaware	
California		Goldey-Beacom College	Wilmington
California Polytechnic State University-San Luis Obispo	San Luis Obispo	Florida	
California State University, Bakersfield	Bakersfield	Eckerd College	St Petersburg
California State University, Chico	Chico	New College of Florida	Sarasota
California State University, Dominguez Hills	Carson	Palm Beach Atlantic College	West Palm Beach
California State University, Fresno	Fresno	Rollins College	Winter Park
California State University, Los Angeles	Los Angeles	Saint John Vianney College Seminary	Miami
California State University, Monterey Bay	Seaside	Saint Thomas University	Miami
California State University, Northridge	Northridge	Georgia	
California State University, Sacramento	Sacramento	Agnes Scott College	Atlanta/Decatur
California State University, San Bernardino	San Bernardino	Berry College	Mount Berry
California State University, San Marcos	San Marcos	Covenant College	Lookout Mountain
Christian Heritage College	El Cajon	Georgia Southern University	Statesboro
Fresno Pacific University	Fresno	Georgia Southwestern State University	Americus
Humboldt State University	Arcata	LaGrange College	Lagrange
Master's College, The	Santa Clarita	Mercer University	Macon
Menlo College	Atherton	North Georgia College & State University	Dahlonega
National University	La Jolla	Oxford College of Emory University	Atlanta
Pepperdine University	Malibu	State University of West Georgia	Carrollton
Saint Mary's College of California	Moraga	Wesleyan College	Macon
San Francisco State University	San Francisco		
San José State University	San Jose		
Santa Clara University	Santa Clara		
Sonoma State University	Rohnert Park		

INSTITUTION	CITY	INSTITUTION	CITY
Hawaii		Kansas	
Brigham Young University-Hawaii	Laie	Fort Hays State University	Hays
Chaminade University of Honolulu	Honolulu	Southwestern College	Winfield
University of Hawaii at Hilo	Hilo	Washburn University	Topeka
University of Hawaii at Manoa	Honolulu	Wichita State University	Wichita
University of Hawaii West Oahu	Pearl City		
Iowa		Kentucky	
Central College	Pella	Bellarmino University	Louisville
Dordt College	Sioux Center	Centre College	Danville
Drake University	Des Moines	Eastern Kentucky University	Richmond
Iowa State University	Ames	Georgetown College	Georgetown
Loras College	Dubuque	Transylvania University	Lexington
Luther College	Decorah		
Maharishi University of Management	Fairfield	Louisiana	
		Loyola University New Orleans	New Orleans
		Southeastern Louisiana University	Hammond
Idaho		Massachusetts	
Boise State University	Boise	College of the Holy Cross	Worcester
Illinois		Endicott College	Beverly
Augustana College	Rock Island	Framingham State College	Framingham
Aurora University	Aurora	Massachusetts College of Liberal Arts	North Adams
DePaul University	Chicago	Pine Manor College	Chestnut Hill
Dominican University	River Forest	Simmons College	Boston
East-West University	Chicago	Suffolk University	Boston
Elmhurst College	Elmhurst	University of Massachusetts	Amherst
Eureka College	Eureka	University of Massachusetts Boston	Boston
Illinois College	Jacksonville	University of Massachusetts Dartmouth	North Dartmouth
Illinois Institute of Technology	Chicago	University of Massachusetts Lowell	Lowell
Illinois State University	Normal	Western New England College	Springfield
Knox College	Galesburg	Wheaton College	Norton
Loyola University Chicago	Chicago	Worcester Polytechnic Institute	Worcester
Millikin University	Decatur	Maryland	
North Central College	Naperville	College of Notre Dame of Maryland	Baltimore
Northeastern Illinois University	Chicago	Goucher College	Baltimore
Robert Morris College	Chicago	McDaniel College	Westminster
Roosevelt University	Chicago	Mount Saint Mary's College & Seminary	Emmitsburg
Saint Xavier University	Chicago	Saint Mary's College of Maryland	St Mary's City
Southern Illinois University at Edwardsville	Edwardsville	Towson University	Towson
Trinity Christian College	Palos Heights	University of Maryland College Park	College Park
University of Illinois at Springfield*	Springfield	Washington College	Chestertown
University of Illinois at Urbana-Champaign	Champaign		
Indiana		Maine	
DePauw University	Greencastle	University of Maine at Farmington	Farmington
Hanover College	Hanover	University of Southern Maine	Portland
Indiana University Bloomington	Bloomington		
Indiana University East	Richmond	Michigan	
Indiana University Kokomo	Kokomo	Alma College	Alma
Indiana University Northwest	Gary	Central Michigan University	Mt Pleasant
Indiana University Southeast	New Albany	Kalamazoo College	Kalamazoo
Indiana University-Purdue University Indianapolis	Indianapolis	Kettering University	Flint
Purdue University Calumet	Hammond	Lawrence Technological University	Southfield
Rose-Hulman Institute of Technology	Terre Haute	Madonna University	Livonia
Taylor University	Upland	Oakland University	Rochester Hills
Wabash College	Crawfordsville	University of Michigan-Dearborn	Dearborn
		Wayne State University	Detroit
		Western Michigan University	Kalamazoo

INSTITUTION	CITY	INSTITUTION	CITY
Minnesota		New Jersey	
Bethel College	St Paul	Bloomfield College	Bloomfield
Capella University	Minneapolis	College of New Jersey, The	Ewing
College of Saint Catherine	St Paul	Drew University	Madison
College of Saint Scholastica, The	Duluth	Fairleigh Dickinson University	Teaneck
Hamline University	St Paul	Monmouth University	West Long Branch
Macalester College	St Paul	Montclair State University	Upper Montclair
Saint Mary's University of Minnesota	Winona	Richard Stockton College of New Jersey, The	Pomona
University of Minnesota, Morris	Morris	Rowan University	Glassboro
University of Minnesota-Duluth	Duluth	Seton Hall University	South Orange
Missouri		New Mexico	
Central Methodist College	Fayette	Eastern New Mexico University	Portales
Central Missouri State University	Warrensburg	University of New Mexico	Albuquerque
Drury University	Springfield	Western New Mexico University	Silver City
Fontbonne University	St Louis		
Northwest Missouri State University	Maryville	New York	
Rockhurst University*	Kansas City	Adelphi University	Garden City
Saint Louis University	St Louis	Alfred University	Alfred
Truman State University	Kirksville	Canisius College	Buffalo
University of Missouri-Columbia	Columbia	Cazenovia College	Cazenovia
University of Missouri-Kansas City	Kansas City	City University of New York Bernard M. Baruch College	New York
University of Missouri-Rolla	Rolla	Clarkson University	Potsdam
University of Missouri-Saint Louis	St Louis	College of Saint Rose, The	Albany
		Daemen College	Amherst
Montana		Hamilton College	Clinton
University of Montana, The	Missoula	Hartwick College	Oneonta
North Carolina		Houghton College	Houghton
Catawba College	Salisbury	Keuka College	Keuka Park
Elon University	Elon	Manhattanville College*	Purchase
Greensboro College	Greensboro	Marist College	Poughkeepsie
Guilford College	Greensboro	Marymount Manhattan College	New York
High Point University	High Point	Nazareth College	Rochester
Meredith College	Raleigh	Pace University	New York
Peace College	Raleigh	Sage College of Albany	Troy
Pfeiffer University	Misenheimer	Saint John's University	Jamaica
Queens University of Charlotte	Charlotte	Saint Lawrence University	Canton
North Dakota		Siena College	Loudonville
Dickinson State University	Dickinson	State University of New York at Binghamton	Binghamton
North Dakota State University Main Campus	Fargo	State University of New York College at Geneseo	Geneseo
Nebraska		State University of New York College of Environmental Science and Forestry	Syracuse
Concordia University	Seward	Syracuse University	Syracuse
Creighton University	Omaha	U.S. Merchant Marine Academy	Kings Point
Nebraska Wesleyan University	Lincoln	Vassar College	Poughkeepsie
University of Nebraska at Kearney	Kearney	Webb Institute	Glen Cove
University of Nebraska-Lincoln	Lincoln		
New Hampshire			
Colby-Sawyer College	New London		
Keene State College	Keene		
Plymouth State College	Plymouth		

INSTITUTION	CITY	INSTITUTION	CITY
Ohio		Pennsylvania	
Baldwin-Wallace College	Berea	Allegheny College	Meadville
Bowling Green State University*	Bowling Green	Arcadia University	Glenside
Case Western Reserve University	Cleveland	Bryn Mawr College	Bryn Mawr
Circleville Bible College	Circleville	Cedar Crest College	Allentown
Cleveland State University	Cleveland	Chatham College	Pittsburgh
College of Wooster, The	Wooster	Dickinson College	Carlisle
Denison University	Granville	Elizabethtown College	Elizabethtown
Franciscan University of Steubenville	Steubenville	Franklin & Marshall College	Lancaster
Hiram College	Hiram	Grove City College	Grove City
Mount Union College	Alliance	Holy Family College	Philadelphia
Notre Dame College	South Euclid	Juniata College	Huntingdon
Ohio Northern University	Ada	La Roche College	Pittsburgh
Ohio State University, The	Columbus	Marywood University	Scranton
Ohio University	Athens	Messiah College	Grantham
University of Akron, The	Akron	Millersville University	Millersville
University of Cincinnati	Cincinnati	Pennsylvania State University	University Park
University of Toledo, The	Toledo	Pennsylvania State University-Penn State Erie-The Behrend College	Erie
Wittenberg University	Springfield	Saint Francis University	Loretto
Oklahoma		Saint Joseph's University	Philadelphia
Oklahoma State University	Stillwater	Susquehanna University	Selinsgrove
Oral Roberts University	Tulsa	Temple University	Philadelphia
University of Oklahoma, The	Norman	Thiel College	Greenville
Oregon		University of Pittsburgh at Greensburg	Greensburg
George Fox University*	Newberg	University of Pittsburgh, Pittsburgh Campus	Pittsburgh
Lewis & Clark College	Portland	University of the Arts, The	Philadelphia
Oregon State University	Corvallis	Wilkes University	Wilkes Barre
Portland State University	Portland	Rhode Island	
Wamer Pacific College	Portland	Bryant College*	Smithfield
Willamette University	Salem	University of Rhode Island	Kingston
		South Carolina	
		Coker College*	Hartsville
		Columbia College	Columbia
		Converse College	Spartanburg
		Morris College	Sumter
		Winthrop University	Rock Hill
		Wofford College	Spartanburg
		South Dakota	
		Black Hills State University	Spearfish
		Dakota State University	Madison
		Northern State University	Aberdeen
		South Dakota School of Mines and Technology	Rapid City
		South Dakota State University	Brookings
		University of South Dakota, The	Vermillion
		Tennessee	
		Lee University	Cleveland
		Lipscomb University	Nashville
		University of Tennessee, Knoxville	Knoxville
		University of the South	Sewanee

INSTITUTION	CITY	INSTITUTION	CITY
Texas		Wisconsin	
Abilene Christian University	Abilene	Beloit College	Beloit
Angelo State University	San Angelo	Cardinal Stritch University	Milwaukee
Baylor University	Waco	Carthage College	Kenosha
Prairie View A&M University	Prairie View	Mount Mary College	Kenosha
Saint Edward's University	Austin	Ripon College	Ripon
Sam Houston State University	Huntsville	University of Wisconsin-La Crosse	La Crosse
Southwest Texas State University	San Marcos	University of Wisconsin-Milwaukee	Milwaukee
Texas A&M International University	Laredo	University of Wisconsin-Stout	Menomonie
Texas A&M University	College Station	University of Wisconsin-Whitewater	Whitewater
Texas Christian University	Ft Worth	West Virginia	
Texas Tech University	Lubbock	Fairmont State College	Fairmont
University of St. Thomas	Houston	University of Charleston	Charleston
University of Texas at Arlington, The	Arlington	Wyoming	
University of Texas at Austin, The	Austin	University of Wyoming	Laramie
University of Texas at Brownsville, The	Brownsville		
University of Texas at Dallas, The	Richardson		
University of Texas at El Paso, The	El Paso		
University of Texas at San Antonio, The	San Antonio		
University of Texas at Tyler, The	Tyler		
University of Texas of the Permian Basin, The	Odessa		
University of Texas-Pan American, The	Edinburg		
Utah			
Brigham Young University	Provo		
Southern Utah University	Cedar City		
Weber State University	Ogden		
Westminster College of Salt Lake City	Salt Lake City		
Virginia			
Longwood University	Farmville		
Lynchburg College	Lynchburg		
Mary Washington College	Fredericksburg		
Norfolk State University	Norfolk		
Old Dominion University	Norfolk		
Radford University	Radford		
University of Richmond	Richmond		
University of Virginia	Charlottesville		
Virginia Commonwealth University	Richmond		
Virginia Wesleyan College	Norfolk		
Washington and Lee University	Lexington		
Vermont			
Castleton State College*	Castleton		
Champlain College	Burlington		
Saint Michael's College	Colchester		
University of Vermont, The	Burlington		
Washington			
Evergreen State College, The	Olympia		
Seattle University	Seattle		
University of Puget Sound	Tacoma		
University of Washington	Seattle		
Washington State University	Pullman		



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NSSE 2002 Carnegie Classifications

INSTITUTION	CITY/STATE	INSTITUTION	CITY/STATE
Baccalaureate Colleges—General		Baccalaureate Colleges—Liberal Arts	
Berry College	Mount Berry, GA	Agnes Scott College	Atlanta/Decatur, GA
Black Hills State University	Spearfish, SD	Allegheny College	Meadville, PA
Bloomfield College	Bloomfield, NJ	Alma College	Alma, MI
Brigham Young University-Hawaii	Laie, HI	Augustana College	Rock Island, IL
Catawba College	Salisbury, NC	Beloit College	Beloit, WI
Cedar Crest College	Allentown, PA	Birmingham-Southern College	Birmingham, AL
Central College	Pella, IA	Bryn Mawr College	Bryn Mawr, PA
Central Methodist College	Fayette, MO	California State University, Monterey Bay	Seaside, CA
Coker College*	Hartsville, SC	Centre College	Danville, KY
Colby-Sawyer College	New London, NH	Chatham College	Pittsburgh, PA
Columbia College	Columbia, SC	Christian Heritage College	El Cajon, CA
Covenant College	Lookout Mountain, GA	College of the Holy Cross	Worcester, MA
Daemen College	Amherst, NY	College of Wooster, The	Wooster, OH
Dakota State University	Madison, SD	Connecticut College	New London, CT
Dickinson State University	Dickinson, ND	Denison University	Granville, OH
Dordt College	Sioux Center, IA	DePauw University	Greencastle, IN
East-West University	Chicago, IL	Dickinson College	Carlisle, PA
Elizabethtown College	Elizabethtown, PA	Drew University	Madison, NJ
Elmhurst College	Elmhurst, IL	Eckerd College	St Petersburg, FL
Endicott College	Beverly, MA	Evergreen State College, The	Olympia, WA
Eureka College	Eureka, IL	Franklin & Marshall College	Lancaster, PA
Fairmont State College	Fairmont, WV	Georgetown College	Georgetown, KY
Grove City College	Grove City, PA	Goucher College	Baltimore, MD
High Point University	High Point, NC	Greensboro College	Greensboro, NC
Illinois College	Jacksonville, IL	Guilford College	Greensboro, NC
Indiana University East	Richmond, IN	Hamilton College	Clinton, NY
Indiana University Kokomo	Kokomo, IN	Hanover College	Hanover, IN
John Brown University	Siloam Springs, AR	Hartwick College	Oneonta, NY
Keuka College	Keuka Park, NY	Hiram College	Hiram, OH
LaGrange College	Lagrange, GA	Houghton College	Houghton, NY
Lee University	Cleveland, TN	Huntingdon College	Montgomery, AL
Loras College	Dubuque, IA	Judson College	Marion, AL
Master's College, The	Santa Clarita, CA	Juniata College	Huntingdon, PA
Menlo College	Atherton, CA	Kalamazoo College	Kalamazoo, MI
Messiah College	Grantham, PA	Knox College	Galesburg, IL
Metropolitan State College of Denver, The	Denver, CO	Lewis & Clark College	Portland, OR
Millikin University	Decatur, IL	Luther College	Decorah, IA
Morris College	Sumter, SC	Lyon College	Batesville, AR
Mount Union College	Alliance, OH	Macalester College	St Paul, MN
Notre Dame College	South Euclid, OH	Mary Washington College	Fredericksburg, VA
Ohio Northern University	Ada, OH	Marymount Manhattan College	New York, NY
Sage College of Albany	Troy, NY	Massachusetts College of Liberal Arts	North Adams, MA
Southwestern College	Winfield, KS	McDaniel College	Westminster, MD
Taylor University	Upland, IN	Nebraska Wesleyan University	Lincoln, NE
Thiel College	Greenville, PA	New College of Florida	Sarasota, FL
Trinity Christian College	Palos Heights, IL	Pine Manor College	Chestnut Hill, MA
University of Charleston	Charleston, WV	Richard Stockton College of New Jersey, The	Pomona, NJ
University of Maine at Farmington	Farmington, ME	Ripon College	Ripon, WI
University of the Ozarks	Clarksville, AR	Saint Lawrence University	Canton, NY

INSTITUTION	CITY/STATE	INSTITUTION	CITY/STATE
Saint Mary's College of Maryland	St Mary's City, MD	Doctoral/Research Universities—Extensive	Washington, DC
Siena College	Loudonville, NY		Auburn, AL
Susquehanna University	Selinsgrove, PA		Provo, UT
Transylvania University	Lexington, KY		Cleveland, OH
University of Hawaii at Hilo	Hilo, HI		Washington, DC
University of Hawaii West Oahu	Pearl City, HI		Fort Collins, CO
University of Minnesota, Morris	Morris, MN		Bloomington, IN
University of Pittsburgh at Greensburg	Greensburg, PA		Ames, IA
University of Puget Sound	Tacoma, WA		Chicago, IL
University of the South	Sewanee, TN		Columbus, OH
Vassar College	Poughkeepsie, NY		Athens, OH
Virginia Wesleyan College	Norfolk, VA		Stillwater, OK
Wabash College	Crawfordsville, IN		Norfolk, VA
Warner Pacific College	Portland, OR		Corvallis, OR
Washington and Lee University	Lexington, VA		University Park, PA
Washington College	Chestertown, MD		St Louis, MO
Wesleyan College	Macon, GA		Binghamton, NY
Wheaton College	Norton, MA		Syracuse, NY
Willamette University	Salem, OR		Philadelphia, PA
Wittenberg University	Springfield, OH		College Station, TX
Wofford College	Spartanburg, SC		Lubbock, TX
Baccalaureate/Associate's Colleges			Birmingham, AL
	Cazenovia, NY		Tuscaloosa, AL
	Burlington, VT		Cincinnati, OH
	Raleigh, NC		Boulder, CO
			Storrs, CT
			Honolulu, HI
			Champaign, IL
			College Park, MD
			Amherst, MA
			Columbia, MO
			Lincoln, NE
			Albuquerque, NM
			Norman, OK
			Pittsburgh, PA
			Kingston, RI
			Knoxville, TN
			Arlington, TX
			Austin, TX
			Toledo, OH
			Burlington, VT
			Charlottesville, VA
			Seattle, WA
			Milwaukee, WI
			Laramie, WY
			Richmond, VA
			Pullman, WA
			Detroit, MI
			Kalamazoo, MI

INSTITUTION	CITY/STATE	INSTITUTION	CITY/STATE
Doctoral/Research Universities—Intensive		Master's Colleges and Universities	
Adelphi University	Garden City, NY	Abilene Christian University	Abilene, TX
Baylor University	Waco, TX	Adams State College	Alamosa, CO
Bowling Green State University*	Bowling Green , OH	Alaska Pacific University	Anchorage, AK
Central Michigan University	Mt Pleasant, MI	Alfred University	Alfred, NY
Clarkson University	Potsdam, NY	Angelo State University	San Angelo, TX
Cleveland State University	Cleveland, OH	Arcadia University	Glenside, PA
DePaul University	Chicago, IL	Aurora University	Aurora, IL
Illinois Institute of Technology	Chicago, IL	Baldwin-Wallace College	Berea, OH
Illinois State University	Normal, IL	Bellarmino University	Louisville, KY
Indiana University-Purdue University Indianapolis	Indianapolis, IN	Bethel College	St Paul, MN
North Dakota State University Main Campus	Fargo, ND	Boise State University	Boise, ID
Northern Arizona University	Flagstaff, AZ	Bryant College*	Smithfield , RI
Oakland University	Rochester Hills, MI	California Polytechnic State University-San Luis Obispo	San Luis Obispo, CA
Pace University	New York, NY	California State University, Bakersfield	Bakersfield, CA
Pepperdine University	Malibu, CA	California State University, Chico	Chico, CA
Portland State University	Portland, OR	California State University, Dominguez Hills	Carson, CA
Saint John's University	Jamaica, NY	California State University, Fresno	Fresno, CA
Seton Hall University	South Orange, NJ	California State University, Los Angeles	Los Angeles, CA
South Dakota State University	Brookings, SD	California State University, Northridge	Northridge, CA
State University of New York College of Environmental Science and Forestry	Syracuse, NY	California State University, Sacramento	Sacramento, CA
Texas Christian University	Ft Worth, TX	California State University, San Bernardino	San Bernardino, CA
University of Akron, The	Akron, OH	California State University, San Marcos	San Marcos, CA
University of Massachusetts Boston	Boston, MA	Canisius College	Buffalo, NY
University of Massachusetts Lowell	Lowell, MA	Cardinal Stritch University	Milwaukee, WI
University of Missouri-Kansas City	Kansas City, MO	Carthage College	Kenosha, WI
University of Missouri-Rolla	Rolla, MO	Castleton State College*	Castleton , VT
University of Missouri-Saint Louis	St Louis, MO	Central Connecticut State University	New Britain, CT
University of Montana, The	Missoula, MT	Central Missouri State University	Warrensburg, MO
University of South Dakota, The	Vermillion, SD	Chaminade University of Honolulu	Honolulu, HI
University of Texas at Dallas, The	Richardson, TX	City University of New York Bernard M. Baruch College	New York, NY
University of Texas at El Paso, The	El Paso, TX	College of New Jersey, The	Ewing, NJ
Wichita State University	Wichita, KS	College of Notre Dame of Maryland	Baltimore, MD
Worcester Polytechnic Institute	Worcester, MA	College of Saint Catherine	St Paul, MN
		College of Saint Rose, The	Albany, NY
		College of Saint Scholastica, The	Duluth, MN
		Concordia University	Seward, NE
		Converse College	Spartanburg, SC
		Creighton University	Omaha, NE
		Dominican University	River Forest, IL
		Drake University	Des Moines, IA
		Drury University	Springfield, MO
		Eastern Connecticut State University	Willimantic, CT
		Eastern Kentucky University	Richmond, KY
		Eastern New Mexico University	Portales, NM
		Elon University	Elon, NC
		Fairleigh Dickinson University	Teaneck, NJ
		Fontbonne University	St Louis, MO
		Fort Hays State University	Hays, KS
		Framingham State College	Framingham, MA
		Franciscan University of Steubenville	Steubenville, OH
		Fresno Pacific University	Fresno, CA
		George Fox University*	Newberg , OR

INSTITUTION	CITY/STATE	INSTITUTION	CITY/STATE
Georgia Southern University	Statesboro, GA	Saint Michael's College	Colchester, VT
Georgia Southwestern State University	Americus, GA	Saint Thomas University	Miami, FL
Hamline University	St Paul, MN	Saint Xavier University	Chicago, IL
Henderson State University	Arkadelphia, AR	Sam Houston State University	Huntsville, TX
Holy Family College	Philadelphia, PA	Samford University	Birmingham, AL
Humboldt State University	Arcata, CA	San Francisco State University	San Francisco, CA
Indiana University Northwest	Gary, IN	San José State University	San Jose, CA
Indiana University Southeast	New Albany, IN	Santa Clara University	Santa Clara, CA
Keene State College	Keene, NH	Seattle University	Seattle, WA
La Roche College	Pittsburgh, PA	Simmons College	Boston, MA
Lawrence Technological University	Southfield, MI	Sonoma State University	Rohnert Park, CA
Lipscomb University	Nashville, TN	Southeastern Louisiana University	Hammond, LA
Longwood University	Farmville, VA	Southeastern University	Washington, DC
Loyola University New Orleans	New Orleans, LA	Southern Connecticut State University	New Haven, CT
Lynchburg College	Lynchburg, VA	Southern Illinois University at Edwardsville	Edwardsville, IL
Madonna University	Livonia, MI	Southern Utah University	Cedar City, UT
Maharishi University of Management	Fairfield, IA	Southwest Texas State University	San Marcos, TX
Manhattanville College*	Purchase, NY	Spring Hill College	Mobile, AL
Marist College	Poughkeepsie, NY	State University of New York College at Geneseo	Geneseo, NY
Marywood University	Scranton, PA	State University of West Georgia	Carrollton, GA
Mercer University	Macon, GA	Suffolk University	Boston, MA
Meredith College	Raleigh, NC	Texas A&M International University	Laredo, TX
Millersville University	Millersville, PA	Towson University	Towson, MD
Monmouth University	West Long Branch, NJ	Truman State University	Kirksville, MO
Montclair State University	Upper Montclair, NJ	University of Alaska Anchorage	Anchorage, AK
Mount Mary College	Milwaukee, WI	University of Colorado at Colorado Springs	Colorado Springs, CO
Mount Saint Mary's College & Seminary	Emmitsburg, MD	University of Illinois at Springfield*	Springfield, IL
National University	La Jolla, CA	University of Massachusetts Dartmouth	North Dartmouth, MA
Nazareth College	Rochester, NY	University of Michigan-Dearborn	Dearborn, MI
Norfolk State University	Norfolk, VA	University of Minnesota-Duluth	Duluth, MN
North Central College	Naperville, IL	University of Nebraska at Kearney	Kearney, NE
North Georgia College & State University	Dahlonega, GA	University of New Haven	West Haven, CT
Northeastern Illinois University	Chicago, IL	University of Richmond	Richmond, VA
Northern State University	Aberdeen, SD	University of Southern Maine	Portland, ME
Northwest Missouri State University	Maryville, MO	University of St. Thomas	Houston, TX
Oral Roberts University	Tulsa, OK	University of Texas at Brownsville, The	Brownsville, TX
Palm Beach Atlantic College	West Palm Beach, FL	University of Texas at San Antonio, The	San Antonio, TX
Pennsylvania State University-Penn State Erie-The Behrend College	Erie, PA	University of Texas at Tyler, The	Tyler, TX
Pfeiffer University	Misenheimer, NC	University of Texas of the Permian Basin, The	Odessa, TX
Plymouth State College	Plymouth, NH	University of Texas-Pan American, The	Edinburg, TX
Prairie View A&M University	Prairie View, TX	University of Wisconsin-La Crosse	La Crosse, WI
Purdue University Calumet	Hammond, IN	University of Wisconsin-Stout	Menomonie, WI
Queens University of Charlotte	Charlotte, NC	University of Wisconsin-Whitewater	Whitewater, WI
Radford University	Radford, VA	Washburn University	Topeka, KS
Rockhurst University*	Kansas City, MO	Weber State University	Ogden, UT
Rollins College	Winter Park, FL	Western Connecticut State University	Danbury, CT
Roosevelt University	Chicago, IL	Western New England College	Springfield, MA
Rowan University	Glassboro, NJ	Western New Mexico University	Silver City, NM
Sacred Heart University	Fairfield, CT	Westminster College of Salt Lake City	Salt Lake City, UT
Saint Edward's University	Austin, TX	Wilkes University	Wilkes Barre, PA
Saint Francis University	Loretto, PA	Winthrop University	Rock Hill, SC
Saint Joseph's University	Philadelphia, PA		
Saint Mary's College of California	Moraga, CA		
Saint Mary's University of Minnesota	Winona, MN		
		Other	
		Oxford College of Emory University	Atlanta, GA
		University of British Columbia, The*	Vancouver, BC

INSTITUTION	CITY/STATE	INSTITUTION	CITY/STATE
Specialized Institutions—Other specialized institutions			
Capella University	Minneapolis, MN		
U.S. Merchant Marine Academy	Kings Point, NY		
United States Air Force Academy	Usafa, CO		
Specialized Institutions—Schools of art, music, and design			
University of the Arts, The	Philadelphia, PA		
Specialized Institutions—Schools of business and management			
Goldey-Beacom College	Wilmington, DE		
Robert Morris College	Chicago, IL		
Specialized Institutions—Schools of engineering and technology			
Kettering University	Flint, MI		
Rose-Hulman Institute of Technology	Terre Haute, IN		
South Dakota School of Mines and Technology	Rapid City, SD		
Webb Institute	Glen Cove, NY		
Specialized Institutions—Theological seminaries and other specialized faith-related institutions			
Circleville Bible College	Circleville, OH		
Saint John Vianney College Seminary	Miami, FL		



National Survey of Student Engagement

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NSSE 2002 Consortia

INSTITUTION	CITY/STATE	INSTITUTION	CITY/STATE
American Association of Universities Data Exchange		The Texas Six	
Ohio State University, The	Columbus, OH	Angelo State University	San Angelo, TX
Pennsylvania State University	University Park, PA	Southwest Texas State University	San Marcos, TX
University of Colorado at Boulder	Boulder, CO	Texas A&M University	College Station, TX
University of Illinois at Urbana-Champaign	Champaign, IL	University of Texas at El Paso, The	El Paso, TX
University of Maryland College Park	College Park, MD	University of Texas at San Antonio, The	San Antonio, TX
University of Missouri-Columbia	Columbia, MO	University of Texas-Pan American, The	Edinburg, TX
University of Nebraska-Lincoln	Lincoln, NE		
University of Pittsburgh, Pittsburgh Campus	Pittsburgh, PA		
University of Texas at Austin, The	Austin, TX		
University of Virginia	Charlottesville, VA		
University of Washington	Seattle, WA		
Association of Independent Technical Universities		Urban Universities	
Clarkson University	Potsdam, NY	Boise State University	Boise, ID
Illinois Institute of Technology	Chicago, IL	Cleveland State University	Cleveland, OH
Kettering University	Flint, MI	DePaul University	Chicago, IL
Rose-Hulman Institute of Technology	Terre Haute, IN	Indiana University-Purdue University Indianapolis	Indianapolis, IN
Worcester Polytechnic Institute	Worcester, MA	Metropolitan State College of Denver, The	Denver, CO
Catholic Colleges and Universities		Northeastern Illinois University	Chicago, IL
Canisius College	Buffalo, NY	Oakland University	Rochester Hills, MI
Mount Saint Mary's College & Seminary	Emmitsburg, MD	Pace University	New York, NY
Sacred Heart University	Fairfield, CT	Portland State University	Portland, OR
Saint Francis University	Loretto, PA	Purdue University Calumet	Hammond, IN
Saint Michael's College	Colchester, VT	Southern Illinois University at Edwardsville	Edwardsville, IL
University of St. Thomas	Houston, TX	Towson University	Towson, MD
Council of Public Liberal Arts Colleges		University of Cincinnati	Cincinnati, OH
Evergreen State College, The	Olympia, WA	University of Colorado at Colorado Springs	Colorado Springs, CO
Henderson State University	Arkadelphia, AR	University of Massachusetts Boston	Boston, MA
Keene State College	Keene, NH	University of Missouri-Kansas City	Kansas City, MO
Mary Washington College	Fredericksburg, VA	University of Missouri-Saint Louis	St Louis, MO
New College of Florida	Sarasota, FL	University of Toledo, The	Toledo, OH
Saint Mary's College of Maryland	St Mary's City, MD	University of Wisconsin-Milwaukee	Milwaukee, WI
Sonoma State University	Rohnert Park, CA	Virginia Commonwealth University	Richmond, VA
State University of New York College at Geneseo	Geneseo, NY		
Truman State University	Kirksville, MO		
University of Maine at Farmington	Farmington, ME		
University of Minnesota, Morris	Morris, MN		
The Flashlight Group		Women's Colleges	
Brigham Young University	Provo, UT	Cedar Crest College	Allentown, PA
Ohio University	Athens, OH	Chatham College	Pittsburgh, PA
Saint Edward's University	Austin, TX	College of Notre Dame of Maryland	Baltimore, MD
Washington State University	Pullman, WA	College of Saint Catherine	St Paul, MN
		Columbia College	Columbia, SC
		Converse College	Spartanburg, SC
		Meredith College	Raleigh, NC
		Mount Mary College	Milwaukee, WI
		Peace College	Raleigh, NC
		Pine Manor College	Chestnut Hill, MA
		Wesleyan College	Macon, GA

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National Survey of Student Engagement

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NSSE 2002 State Systems

INSTITUTION	CITY/STATE	INSTITUTION	CITY/STATE
California State University System		University of Massachusetts System	
California Polytechnic State University-San Luis Obispo	San Luis Obispo, CA	University of Massachusetts	Amherst, MA
California State University, Bakersfield	Bakersfield, CA	University of Massachusetts Dartmouth	North Dartmouth, MA
California State University, Chico	Chico, CA	University of Massachusetts Lowell	Lowell, MA
California State University, Dominguez Hills	Carson, CA		
California State University, Fresno	Fresno, CA		
California State University, Los Angeles	Los Angeles, CA		
California State University, Monterey Bay	Seaside, CA		
California State University, Northridge	Northridge, CA		
California State University, Sacramento	Sacramento, CA		
California State University, San Bernardino	San Bernardino, CA		
California State University, San Marcos	San Marcos, CA		
San Francisco State University	San Francisco, CA		
San José State University	San Jose, CA		
Connecticut State University System			
Central Connecticut State University	New Britain, CT		
Eastern Connecticut State University	Willimantic, CT		
Southern Connecticut State University	New Haven, CT		
Western Connecticut State University	Danbury, CT		
Indiana University System			
Indiana University Bloomington	Bloomington, IN		
Indiana University East	Richmond, IN		
Indiana University Kokomo	Kokomo, IN		
Indiana University Northwest	Gary, IN		
Indiana University Southeast	New Albany, IN		
Indiana University-Purdue University Indianapolis	Indianapolis, IN		
South Dakota State System			
Black Hills State University	Spearfish, SD		
Dakota State University	Madison, SD		
Northern State University	Aberdeen, SD		
South Dakota School of Mines and Technology	Rapid City, SD		
South Dakota State University	Brookings, SD		
University of South Dakota, The	Vermillion, SD		
The University of Texas System			
University of Texas at Arlington, The	Arlington, TX		
University of Texas at Austin, The	Austin, TX		
University of Texas at Brownsville, The	Brownsville, TX		
University of Texas at Dallas, The	Richardson, TX		
University of Texas at El Paso, The	El Paso, TX		
University of Texas at San Antonio, The	San Antonio, TX		
University of Texas at Tyler, The	Tyler, TX		
University of Texas of the Permian Basin, The	Odessa, TX		
University of Texas-Pan American, The	Edinburg, TX		

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The College Student Report 2002

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

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

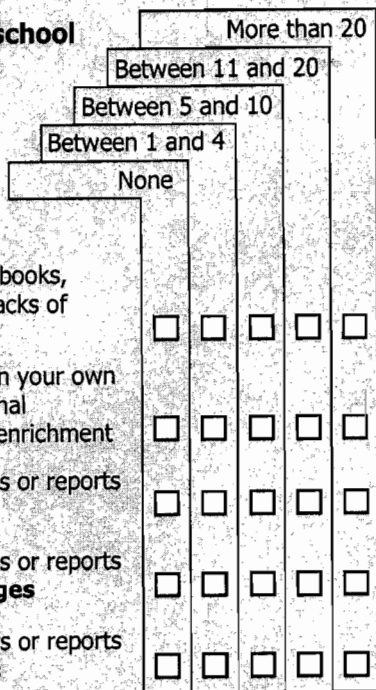
	Very often ▼	Often ▼	Some- times ▼	Never ▼
r. Worked harder than you thought you could to meet an instructor's standards or expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Worked with faculty members on activities other than coursework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

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

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

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

- a. Number of assigned textbooks, books, or book-length packs of course readings
- b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
- c. Number of written papers or reports of **20 pages or more**
- d. Number of written papers or reports **between 5 and 19 pages**
- e. Number of written papers or reports of **fewer than 5 pages**



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

Very much

7 ☐6 ☐5 ☐4 ☐3 ☐2 ☐1 ☐

Very little

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

- ☐ Excellent
☐ Good
☐ Fair
☐ Poor

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

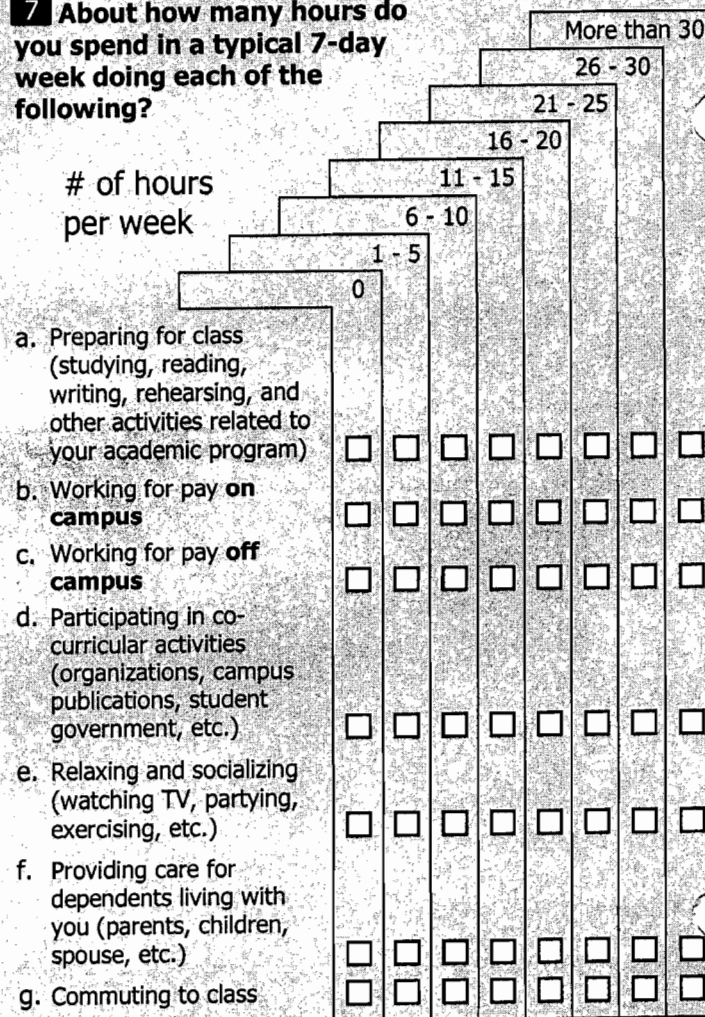
Yes No Undecided



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

[illegible]

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

of hours
per week

- a. Preparing for class (studying, reading, writing, rehearsing, and other activities related to your academic program)
- b. Working for pay **on campus**
- c. Working for pay **off campus**
- d. Participating in co-curricular activities (organizations, campus publications, student government, etc.)
- e. Relaxing and socializing (watching TV, partying, exercising, etc.)
- f. Providing care for dependents living with you (parents, children, spouse, etc.)
- g. Commuting to class

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

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

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

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

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

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

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

- ☐ Excellent
☐ Good
☐ Fair
☐ Poor

12 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

13 Write in your year of birth:

14 Your sex

☐ Male ☐ Female

15 Are you an international student or foreign national?

☐ Yes ☐ No

16 Are you of Hispanic, Latino, or Spanish origin?

☐ Yes ☐ No

17 What is your racial or ethnic identification? (Mark all that apply.)

☐ American Indian or other Native American

☐ Asian American or Pacific Islander

☐ Black or African American

☐ White

☐ Other: Specify

18 What is your current classification in college?

☐ Freshman/first-year

☐ Senior

☐ Sophomore

☐ Unclassified

☐ Junior

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

☐ Started here ☐ Started elsewhere

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

☐ Vocational-technical school

☐ Community or junior college

☐ 4-year college other than this one

☐ None

☐ Other: Specify

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

☐ Full-time ☐ Less than full-time

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

☐ Yes ☐ No

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

☐ A

☐ B-, C+

☐ A-, B+

☐ C, C-, or lower

☐ B

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

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

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

☐ Residence (house, apartment, etc.) within **driving distance**

☐ Fraternity or sorority house

25 Did either of your parents graduate from college?

☐ No

☐ Yes, both parents

☐ Yes, father only

☐ Don't know

☐ Yes, mother only

26 Which of these fields best describes your major(s) or your expected major(s)? Mark only one major in each column.

Primary Major

Second Major (not minor, concentration, etc.) (if applicable)

☐

☐

Agriculture

☐

☐

Biological/life sciences (biology, biochemistry, botany, zoology, etc.)

☐

☐

Business (accounting, business admin., marketing, management, etc.)

☐

☐

Communications (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 sciences, 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: Specify

THANKS FOR SHARING YOUR VIEWS!

After completing The Report, please put it in the enclosed postage-paid envelope and deposit it in any U.S. Postal Service mailbox. This project is supported by a grant from The Pew Charitable Trusts. Questions or comments? Contact the National Survey of Student Engagement, Indiana University, Ashton Aley Hall, 1913 East Seventh Street, Bloomington IN 47405 or nsse@indiana.edu or www.iub.edu/~nsse. Copyright 2001 Indiana University.

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