

# 2004 Overview

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## Introduction

Since 2000, the National Survey of Student Engagement (NSSE) has been collecting data from students at four-year colleges and universities around the country to assess the extent to which students engage in a variety of educationally effective activities. Our guiding proposition is that the frequency with which students engage in these activities is a meaningful proxy for collegiate quality. The NSSE project was launched with a grant from *The Pew Charitable Trusts* but is now sustained by institutional participation fees. NSSE is cosponsored by *The Carnegie Foundation for the Advancement of Teaching* and the *Pew Forum on Undergraduate Learning*.

The NSSE 2004 overview is divided into five sections. First, we compare the characteristics of participating institutions and students with institutional and national profiles, as well as provide 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.

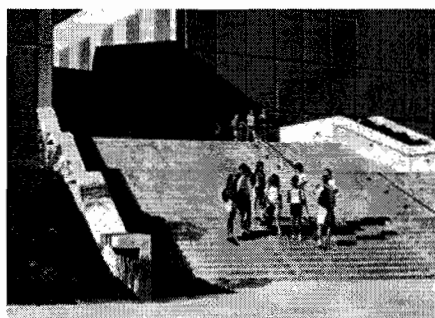
Later this fall you will receive the National Benchmarks of Effective Educational Practice as well as benchmarks for your institution based on the aggregated data from over 750 different colleges and universities that have participated in NSSE from 2002-2004.

## NSSE 2004 Institutions and Respondents

Over 560,000 first-year and senior students were included in the NSSE 2004 sample.<sup>1</sup> These students were randomly selected from data files provided by 473 participating four-year colleges and universities. A list of these institutions is available in the "Additional Information" tab of the institutional report binder. NSSE sampling procedures call for sending the survey to an equal number of first-year and senior students with the standard sample size determined by the number of undergraduate students enrolled at the institution. Students at 200 colleges and universities, or 42% of participating institutions, had the option of responding either via a traditional paper questionnaire or online. One-hundred and seventy-five schools (37%) opted to be Web-only institutions where students received all contacts electronically and only completed the online survey. This year we also introduced the Web+ survey mode that included multiple electronic contacts and one traditional paper questionnaire delivered to a portion of non-respondents. Ninety-eight institutions (21%) participated through this method.

Tables 1 and 2 on the next two pages show that NSSE 2004 respondents and institutions approximate the characteristics of students enrolled at participating schools as well as the national profile of all four-year colleges and universities. The comparative data for these tables are from selected 2001-2002 Integrated Postsecondary Education Data System (IPEDS) data files.

**NSSE 2004 schools closely resemble the national profile of four-year colleges and universities**



**Table 1**  
**NSSE 2004 Institutions and**  
**all Four-Year Colleges and Universities**

<b>Carnegie Classification</b>	<b>NSSE 2004</b>	<b>National</b>
Doc/Res – Ext	10%	11%
Doc/Res – Int	9%	7%
Master's I & II	47%	43%
Bac – Liberal Arts	17%	16%
Bac – General	16%	23%
<b>Sector</b>		
Public 4-year	42%	37%
Private 4-year	58%	63%
<b>Region</b>		
Far West	7%	10%
Great Lakes	22%	15%
Mideast	19%	19%
New England	8%	8%
Plains	11%	11%
Rocky Mountains	3%	3%
Southeast	23%	25%
Southwest	6%	7%
<b>Location</b>		
Large city (>250,000)	23%	19%
Mid-size city (<250,000)	28%	28%
Urban fringe large city	14%	16%
Urban fringe mid-size city	8%	8%
Large town (>25,000)	4%	4%
Small town (<5,000)	18%	17%
Rural	5%	6%

*Note: Percentages are based on U.S. Postsecondary institutions that award baccalaureate degrees. NSSE-participating or other national institutions that do not share these characteristics were not included. Totals may not sum to 100% due to rounding error.*

*Source: National data are from the 2002 IPEDS Institutional Characteristics File.*

## Profile of NSSE 2004 Institutions

NSSE 2004 schools closely resemble the national profile of four-year colleges and universities in all areas. The Great Lakes region was slightly over-represented as were Master's Colleges and Universities as defined by the 2002 Carnegie Classification of Institutions of Higher Education. Whereas Baccalaureate Colleges-General were slightly under-represented.

Doctoral-Research Universities and Master's Colleges and Universities enroll more than three-quarters of all undergraduates. The inclusion of an ample number of smaller institutions in NSSE 2004 insures that the results reflect the experiences of a broad cross-section of students attending four-year colleges and universities from both the public and private sector, from all regions of the country, and from different types of settings.

## Profile of NSSE 2004 Respondents

Table 2, on the following page, shows selected characteristics of the students who completed *The College Student Report* in 2004. The first column represents students who responded to the NSSE survey in 2004. The second column shows the characteristics of students at four-year schools that participated in NSSE 2004, as reflected by 2001 IPEDS data. The third column represents the national profile of students at all four-year colleges and universities.

### Year in School

NSSE 2004 respondents were equally divided between first-year (49%) and senior (51%) students.

### Gender

Women made up two-thirds (66%) of the respondents compared with 56% of the students enrolled at NSSE 2004 schools as well as nationally (Table 2). The larger proportion of women respondents is consistent with widely reported survey research findings that conclude that women are more likely than men to return questionnaires.

### Age

Students 19 years of age or younger comprise the largest group (43%), reflecting the fact that half the students selected to receive the survey were in their first-year of college. About 38% of respondents were 20-23, 8% were between the ages of 24 and 29, and 10% were 30 years of age or older.

**Table 2**  
**Characteristics of NSSE 2004 Respondents,**  
**Students at NSSE 2004 Institutions, and**  
**Students at all Four-Year Institutions**

	<u>NSSE Respondents</u>	<u>All NSSE 2004 Schools</u>	<u>National</u>
<b>Gender</b>			
Men	34%	44%	44%
Women	66%	56%	56%
<b>Race/Ethnicity</b>			
African American/Black	7%	9%	11%
Amer. Indian/Alaska Native	1%	1%	1%
Asian/Pacific Islander	5%	5%	6%
Caucasian/White	77%	71%	67%
Hispanic	5%	8%	8%
Other	.2%	4%	5%
Multiple	6%	-	-
<b>International</b>	5%	3%	3%
<b>Enrollment Status</b>			
Full-time	90%	82%	83%
Part-time	10%	18%	17%

*Note: 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. Percentages are based on U.S. Postsecondary institutions that award baccalaureate degrees. NSSE-participating or other national institutions that do not share these characteristics were not included. Totals may not sum to 100% due to rounding error.*

*Source: NSSE 2004 school and national data are from the 2001 IPEDS Enrollment Data File.*

### **Race and Ethnicity**

White students are slightly over-represented while African American and Hispanic students are slightly under-represented (Table 2).

### **Living Arrangements**

Forty-five percent (45%) of all students lived in campus housing (68% of first-year students, 22% of seniors). The remainder lived within driving distance (41%), within walking distance (13%), or in a fraternity or sorority house (1%).

### **Fraternity or Sorority**

Eleven percent (11%) of men and 10% of women were members of a social fraternity or sorority.

### **Grades**

Approximately 42% of all students reported that they have earned mostly A grades. Only 4% of students reported earning mostly Cs or lower.

### **Parents' Education**

Thirty-two percent (32%) of all respondents were first-generation college students. Forty percent (40%) had parents who both graduated from college.

### **Enrollment Status**

About 90% of all respondents were enrolled full-time (Table 2). Approximately 35% of students attended one or more other institutions in addition to the one at which they were currently enrolled. Of this group, 25% went to another four-year college, 36% to a community college, 7% to a vocational-technical school, 6% to another form of postsecondary education, and 26% went to a combination of these.



**35% of students  
have attended one  
or more other  
institutions in  
addition to the one  
at which they are  
currently enrolled**

**Female students are almost three times more likely to major in education than their male counterparts**

**The average institutional response rates for Paper and Web-only modes of administration were basically even, 40% and 41% respectively**

### Primary Major Field

Table 3 shows the percentages of students majoring in different fields broken down by class and gender. More men major in Business, Engineering, and Physical Sciences, while more women pursue degrees in Education, Professional Schools, and the Social Sciences.

Table 3  
Primary Major Field of Study by Class and Gender

<u>Major</u>	<u>First-Year Students</u>		<u>Seniors</u>	
	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>
Arts & Humanities	14%	15%	15%	17%
Biological Sciences	7%	8%	6%	7%
Business	17%	13%	21%	17%
Education	6%	14%	6%	14%
Engineering	12%	1%	10%	1%
Physical Sciences	5%	3%	4%	3%
Professional Schools	6%	14%	4%	10%
Social Sciences	10%	14%	12%	17%
Other	18%	12%	22%	15%
Undecided	5%	6%	N/A	N/A

### **Response Rates**

The average institutional response rate for NSSE 2004 was 40%.<sup>2</sup> The average institutional response rate for paper schools (institutions where students had the option of completing either the paper or the Web version of *The College Student Report*) was 40%, with a range of 14% to 85% across schools. The average institutional response rate for NSSE 2004 Web-only schools (institutions where students only had the option of completing the survey online) was 41%, with a range of 9% to 89% across schools. This year we introduced the Web+ mode of administration which mixed Web and paper versions of the survey. Institutions participating in this new method recorded an overall response rate of 41% with a majority of Web+ respondents using the online version (86%).

About 13% of the NSSE 2004 respondents completed the paper version of *The College Student Report* and approximately 87% completed it using the Web. This reflects a reversal from just three years ago when the majority of students completed the paper version.

Additional information about response rates, including the response rate for your institution, can be found under the Respondent Characteristics tab of the institutional report binder. Please note the average institutional response rate of 40% is slightly higher than NSSE 2004 response rate of 38% reported in the Respondent Characteristic tab due to differences in the unit of analysis (institutions versus students).

## Selected Results

This section is divided into two parts. The first part 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 engagement patterns of different groups of students, controlling for various student characteristics and institutional factors such as Carnegie type and sector.

### College Activities

The first page of the survey 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" on a given item (Table 4).

The least frequent activities are those where the percentage of students who respond "never" exceed 35%, meaning that roughly one third or more of the students had no experiences in these areas during the 2003-2004 academic year (Table 4).



**Table 4**  
Most Frequently and Least Frequently Reported Activities

<u>Most Frequent Activities</u>	<u>First-Year Students Responding "Very Often" or "Often"</u>	<u>Seniors Responding "Very Often" or "Often"</u>
Worked on a paper or project that required integrating ideas or information from various sources	75%	87%
Used email to communicate with an instructor	69%	79%
Asked questions in class or contributed to class discussions	61%	75%
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	58%	66%
Received prompt feedback from faculty on your academic performance (written or oral)	56%	67%
Included diverse perspectives (different races, religions, genders, political beliefs) in class discussions or writing assignments	58%	61%
<u>Least Frequent Activities</u>	<u>First-Year Students Responding "Never"</u>	<u>Seniors Responding "Never"</u>
Participated in community-based project as part of a regular course	62%	52%
Worked with faculty members on activities other than coursework	60%	44%
Tutored or taught other students	52%	42%

**75% of first-year students worked on a paper or project that required integrating ideas or information from various sources**

**Almost half (44%) of all seniors never worked with faculty on activities other than coursework.**

**38% of seniors at Baccalaureate Liberal Arts colleges studied abroad, whereas only 17% of *all* seniors studied abroad**

## 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.

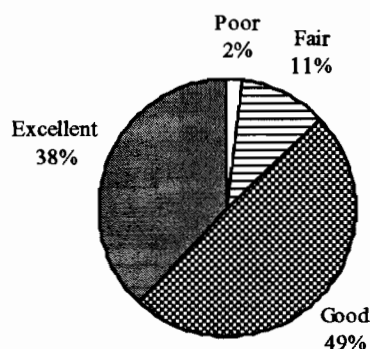
- Nearly 81% of seniors say their classes, to a substantial degree, emphasize applying theories or concepts to practical problems (combination of “quite a bit” and “very much” responses).
- More than four-fifths (86%) of seniors say their classes emphasized analyzing ideas or situations.
- Over half (56%) of all seniors complete an internship or other type of field experience and another one in five (19%) plan to do so before graduating (Table 5).
- One in five (20%) seniors work on research with a faculty member outside of course or program requirements.
- Less than one-fifth (17%) of seniors study abroad.

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

	<u>DR - Ext</u>	<u>DR - Int</u>	<u>Master's</u>	<u>B-LA</u>	<u>B-Gen</u>	<u>Total</u>
Practicum, internship, field experience	51%	51%	53%	68%	59%	56%
Community service/volunteer work	58%	54%	57%	74%	64%	60%
Research with faculty member	20%	18%	17%	33%	19%	20%
Learning community	21%	22%	23%	23%	25%	23%
Foreign language	47%	34%	38%	68%	39%	43%
Study abroad	15%	10%	12%	38%	13%	17%
Independent study/self-designed	18%	17%	20%	40%	24%	23%
Culminating senior experience	25%	28%	31%	57%	38%	35%

\* Percentages in this table differ from past years due primarily to a change in the response set for question #7 on the survey.

**Figure 1**  
Satisfaction with  
College Experience



## Community Service and Volunteerism

Two-fifths of seniors (60%) do community service or volunteer work during college. Students who belong to Greek organizations are more likely than their non-member peers to perform a service activity. In addition, transfer and students 25 or older are 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 likely to volunteer than their peers who commute to campus.

## Student Satisfaction

Most students are generally satisfied with their college experience. Eighty-seven percent (87%) of all students rate their college experience “good” or “excellent” (Figure 1). Only 2% say their experience is “poor.” Eighty-four percent (84%) of first-year students and 81% of seniors would “probably” or “definitely” attend the same school if they were starting college again.

## Time on Task

What students put into their education determines what they get out of it. Of the six time-usage items on the survey, 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 11% of full-time students spend 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 (43%) spend 10 or fewer hours a week (Figure 2).
- On average, part-time seniors work about 21 hours per week off-campus which is about double that of full-time seniors (Table 6).
- A non-trivial fraction of seniors (about 19%) spend 11 or more hours per week caring for dependents.
- Seventy-four percent (74%) of all students spend 15 or fewer hours a week relaxing and socializing. Nearly one out of every ten (8%) students spend more than 25 hours.

**Table 6**  
Student Time Usage Hours Per Week

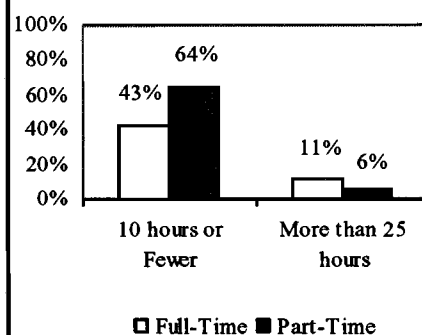
	First-Year Students		Seniors	
	Part-time	Full-time	Part-time	Full-time
Studying	9	13	10	14
Working on-campus	2	3	3	4
Working off-campus	18	5	21	10
Participating in co-curricular activities	1	5	2	5
Relaxing and socializing	10	12	10	11
Caring for Dependents	13	2	12	4
Commuting to class	5	4	5	5

## New Core Survey Items

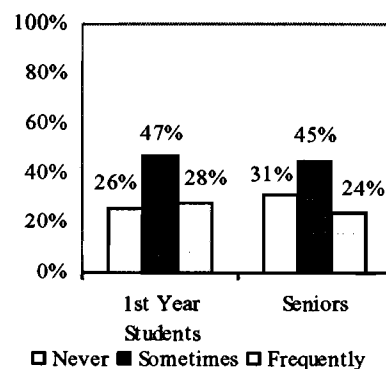
NSSE added several new questions to its core survey this year related to arts and culture, spirituality, and health and wellness.

- About a quarter of all students (26% first-year students; 31% seniors) never attend an art exhibit, gallery, play, dance, or other theater performance (Figure 3). However, about the same number, 28% of first-year students and 24% of seniors, do so frequently (combination of “very often” and “often” responses).
- Approximately one in five students (17% first-year students; 22% seniors) never exercise, whereas, about half of all students (56% first-year students; 50% seniors) do so frequently.
- Two-fifths (42%) of both first-year students and seniors never participate in activities to enhance their spirituality (worship, meditation, prayer, etc.). This number decreases to one-fourth (26%) at religiously affiliated colleges and universities.

**Figure 2**  
Hours Per Week Students Spend Preparing for Class



**Figure 3**  
Percentages of Students Who Report Attending an Art Exhibit, Gallery, Play, Dance, or Other Theater Performance



**Patterns of student engagement are similar to those reported in previous years**

## Patterns of Student Engagement

We conducted multivariate regression analyses for different groups of students using five clusters of items from *The College Student Report* as dependent variables while statistically adjusting for selected individual and institutional characteristics.<sup>3</sup> These clusters are:

- (1) college activities (22 items in question #1);
- (2) course emphasis on higher-order mental activities (Question #2, items b through e);
- (3) opinions of campus environment (Question #10);
- (4) educational and personal growth (Question #11);
- (5) satisfaction with your overall college experiences (Questions #13 and #14).

In general, the results reported below are similar to those reported in previous years.

### Year in School

Compared to first-year students, seniors are more engaged in effective educational practices. That is, they more frequently participate in college activities and report greater course emphasis on higher-order mental activities. Therefore, it's no surprise seniors also report greater gains in educational and personal growth. First-year students perceive the campus environment to be more supportive and were slightly more satisfied than seniors with their overall college experience.

### Gender

Women are slightly more engaged than men in their educational experience. That is, they are more involved in various college activities, report higher gains in educational and personal growth, perceive that their courses emphasize higher-order thinking to a greater degree, and are more satisfied with their overall college experience than men.

### Race and Ethnicity

African American and Hispanic students generally are more engaged in college activities, report greater course emphasis on higher-order mental activities, and have higher self-reported gains in educational and personal growth than their peers. Asian students also report increased educational and personal growth versus White students. Compared with other groups, African American and Hispanic students have the most favorable opinions about the campus environment. However, African American and Asian are the least satisfied with their college experience as a whole.

### Major Field of Study

Education, Social Science, and Professional majors are more engaged in effective educational activities than their counterparts in other majors. Among most groupings of majors, students report little difference in educational and personal growth, perceptions of a supportive campus environment, and general satisfaction with college. However, students in Professional majors, Engineering, and Physical Sciences report greater course emphasis on higher-order mental activities.





### **Age**

Younger, traditional-age students (18-24 years) report spending slightly more time in educationally productive activities and perceive their campus environment to be more supportive than older students. However, older students did not differ much from their younger counterparts in educational and personal growth and in their perceptions of course emphasis on higher-order mental activities. Older students report greater satisfaction with their overall college experience.

### **Transfer Students**

Overall, transfer students are less engaged in effective educational activities than their non-transfer peers. Transfer students tend to be older and have more external responsibilities such as working for pay off-campus and caring for dependents. Transfer students believe their coursework provides more emphasis on cultivating higher-order thinking abilities than their peers, yet they interact with faculty members and engage enriching educational programs at levels lower than their counterparts. Transfer students also perceive the campus environment to be less supportive.

### **Fraternity and Sorority Members**

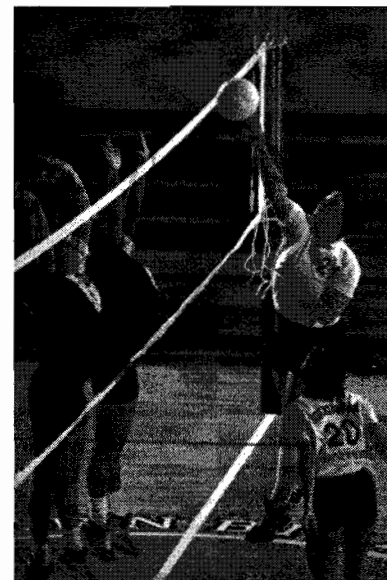
Taking into account selected student and institutional characteristics, members of Greek-letter social organizations are more engaged than non-members in all areas of good educational practice. Fraternity and sorority members also report their campuses as more supportive and are more satisfied overall with their educational experience.

### **Student-Athletes**

Student-athletes, compared to their peers who did not participate in intercollegiate athletics are slightly more engaged in a variety of educationally effective activities and perceive the campus environment as more supportive. In general, athletes are similar to their non-athlete peers in terms of their overall satisfaction with college and in their perceptions of coursework that emphasizes higher-order thinking skills.

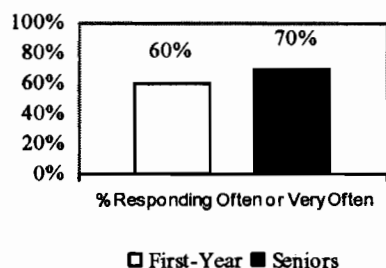
### **Parents' Education**

Students whose parents hold college degrees are slightly more engaged than first-generation college students in a variety of college activities. However, students with college-educated parents did not differ from their first-generation counterparts in terms of their opinion of the campus, as well as the overall satisfaction with the college experience. Differences in engagement between first-generation students and their counterparts were even greater when a student's parent held a graduate degree.

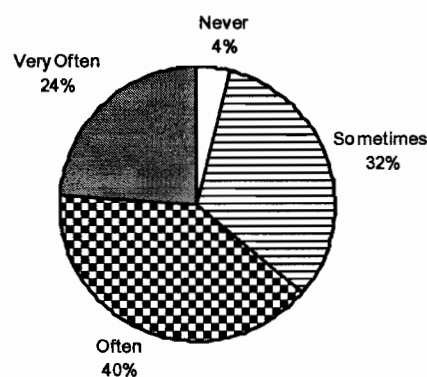


**Student-athletes  
perceive the  
campus  
environment more  
positively than their  
peers**

**Figure 4**  
**Students Who Frequently Used**  
**Media Sources to Stay Informed**  
**About Local Political or**  
**Community Issues**



**Figure 5**  
**Students Who Report Learning**  
**Something that Changed the**  
**Way They Understood an Issue**



## Experimental Questions

Similar to past years, NSSE 2004 experimented with a number of new questions for possible future inclusion in the survey. This year a set of questions related to civic engagement was included at the end of the on-line survey. Thus, only students responding to the on-line survey were asked these questions.

### Civic Engagement

Student responses to the civic engagement questions reveal that half to three-quarters of all students never participate in various civic related activities although many stay informed through various media outlets such as the newspaper, radio, television, and the Web.

- About two-thirds of students (60% first-year students; 70% seniors) frequently (combination of “very often” and “often” responses) use various media sources to remain informed about local political or community issues (Figure 4).
- Roughly half of all students (50% first-year students; 48% seniors) never expressed opinions about a political or community issue in a public forum (e.g. email to media, sign a petition, contact a government official, made a speech, etc.) during the last academic year.
- Approximately one in five students (18%) frequently participate in fundraising events. However, this number increases to 44% for students in fraternities and sororities.
- Almost three-quarters (73%) of all students (75% first-year students; 70% seniors) never attend a rally, vigil, or protest about an issue that is important to them. Sixty-three percent (63%) of students at Liberal Arts Colleges say they never do this civic activity versus 77% at Doctoral-Intensive Universities.
- The majority of students (77% first-year students; 69% seniors) never led meetings or activities for a local community organization or religious group in the past year.

### Reflective Learning

Another small set of experimental items in this year’s online survey focuses on reflective learning. Examples of these items include learning something that changes the way a person understands a concept or idea, discussing questions that do not have clear answers, understanding another person’s point of view, and applying course material to real world situations.

- Over two-thirds of all seniors (69%) and almost as many first-year students (63%) report that they frequently examine the strengths and weaknesses of their views on a topic or issue.
- Of students who responded, only 6% never learned something from discussing questions that have no clear answers. This increases to 9% for part-time students and 15% for students who report grades of C– or lower.
- The majority of students (66% first-year students; 72% seniors) frequently try to better understand someone else’s views by imagining the issue from his or her perspective.
- Sixty-four percent (64%) of all students (61% first-year students; 68% seniors) frequently report learning something that changed their understanding of an issue (Figure 5).

## Guidelines for Interpreting NSSE Results

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

### Check the Representativeness of Your Respondents

Compare your student respondents’ demographic characteristics, summarized in the Frequency Distribution and Respondent Characteristics sections, with your institutional data files for first-year and senior students. Women and White students are somewhat over-represented among NSSE 2004 respondents. Check to see if this is also true in your case and whether your respondents differ in any other ways from the institutional profile of your first-year and senior students. The determination of student year in school (“first-year” or “senior”) is based on information from the electronic file that your school provided to us last fall. The Frequency Distribution section also contains student-reported class information from the survey, which in a few cases may differ from the institution’s classification.

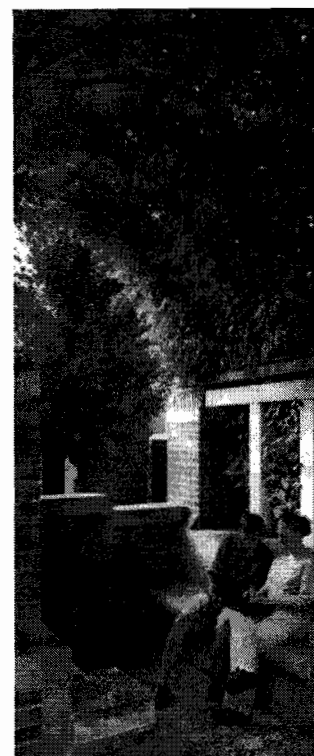
Another way to gauge representativeness is through sampling error, an estimate of the margin by which the “true” score for your institution on a given item could differ from the reported score due to random sampling. For example, if 60% reply “very often” to a particular item and the sampling error is  $\pm 5\%$  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 first-year male student population size. Increasing the number of respondents relative to the total population reduces sampling error. For this reason some schools increase their sample size using NSSE oversampling.

### Look Carefully at Items with Large Effect Sizes

In the Means Comparison Report an asterisk (\*) indicates your students’ responses differ at a statistically significant level from students at schools in your respective comparison group(s) or at all NSSE 2004 institutions. More asterisks reported for a particular item indicate a smaller probability that the difference noted is due to chance. 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 Cohen’s *d* effect size for comparisons that are statistically significant. The effect size represents the magnitude of the difference 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.

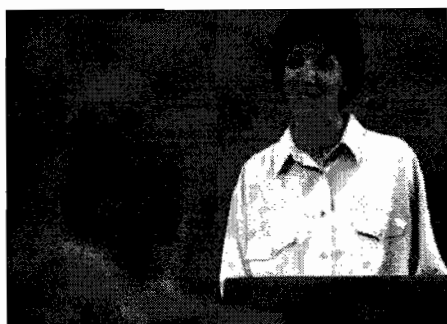
Large effect sizes are uncommon in most areas of non-experimental social science research, including the NSSE project. If your results include some medium or large effects, something may be going on that warrants immediate attention, especially if other empirical or anecdotal information corroborate 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



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

**A consistent pattern of scoring above the mean may indicate your institution is doing the right things in terms of good educational practices**



### **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, do not rely exclusively on 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 results in the Means Comparison Report 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 Effective Educational Practice, we'll use appropriate weighting techniques, similar to those employed in previous years, to make 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 reviewing the results.

### **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 Comparison Report (if non-categorical) and Frequency Distribution sections. These data are also in the institutional data file. When presenting the results of categorical questions to colleagues and others, please use the information in the Frequency Distribution section.

### **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* 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 Additional Information tab of the institutional report binder. We are still unsure 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 are continuing to monitor this issue and will alert you if our analyses lead us to modify our 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 administrations, a small set of experimental questions related to civic engagement and reflective learning 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 received these extra questions.

For schools that chose to participate, responses to the experimental questions are included in the institutional data file. However, due to their experimental nature and the fact that only students completing the online survey received them, these questions are not included in the Frequency Distribution and Means Comparison Reports. Rather, frequencies and means by Carnegie type and at the national level are provided in a separate report titled "NSSE 2004 Experimental Items" that will help 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.

**For more  
information about  
mode-of-  
administration  
effects visit our  
website at  
[www.iub.edu/~nsse](http://www.iub.edu/~nsse)  
and explore the  
research section**



**A greater number of institutions are increasing the size of their sample in order to analyze results at both the school and major level**

### **Consortium, Carnegie, and National Comparison Groups Do Not Include Oversampled Students**

NSSE's minimum sample sizes are determined by undergraduate enrollment (i.e., 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 and Web+ 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, reduce sampling error, and insure an adequate number of respondents to analyze the information by major field, race and ethnicity, or other variables.

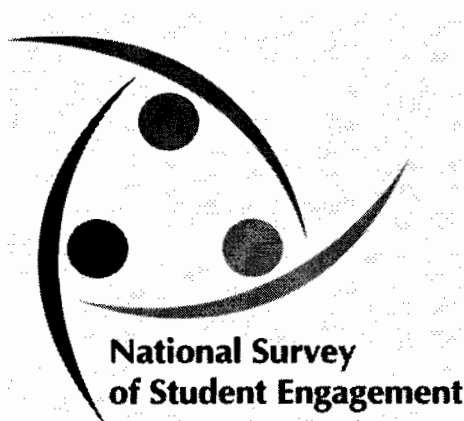
NSSE's policy is to use only respondents from the institution's standard random sample when developing the National Benchmarks of Effective Educational Practice as well as sector and national norms for the means and frequency report. Consortia data is also compiled with only the standard random sample of participating institutions in each group. This protects against the possibility that colleges and universities with oversamples might unduly influence the results. However, if your school requested a NSSE oversample, the responses of **all** your students (standard sample and NSSE random and targeted oversample) **are included** in your institution's means and frequency reports and data file. Excluding schools in the BEAMS project, students who were locally oversampled will appear only in an institution's data file and not in their reports.

### **Notes**

<sup>1</sup>The findings reported in the 2004 Overview represent approximately 90,000 students. The findings do not include a significant number of additional students who were oversampled. Oversampling was done at Web+ and 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. When all modes of administration are combined (standard, local, and oversampling), approximately 200,000 students responded to the NSSE 2004 survey.

<sup>2</sup>The NSSE 2004 average institutional response rates most likely underestimate the actual adjusted rate. Student postal service and e-mail addresses were based on fall 2003 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 2003 address. In addition, at Web-only and Web+ schools, institution-provided email addresses were used to send students their invitation to participate in NSSE 2004. 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 NSSE 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, may be several percentage points higher than 40%.

<sup>3</sup> 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, sector, and 2002 Carnegie Classification.



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**NSSE**National Survey of  
Student Engagement

# Respondent Characteristics

	Montclair State		Master's		NSSE 2004	
	FY	SR	FY	SR	FY	SR
<b>Response Rate<sup>a</sup></b>						
Overall		32%		36%		38%
By Class	30%	36%	35%	38%	37%	40%
NSSE Sample Size <sup>b</sup>	582	444	50,434	48,266	120,073	114,129
<b>Sample Error<sup>c</sup></b>						
Overall		5.1%		0.5%		0.3%
By Class	7.0%	7.5%	0.7%	0.7%	0.4%	0.4%
Number of Respondents <sup>b</sup>	173	159	17,519	18,405	44,461	45,238
Total Population	1,522	2,377	214,816	201,925	598,936	569,969
<b>Student Characteristics<sup>d</sup></b>						
<i><b>Mode of Completion</b></i>						
Paper	20%	35%	29%	38%	24%	32%
Web	80%	65%	71%	62%	76%	68%
<i><b>Gender</b></i>						
Female	71%	81%	70%	69%	67%	66%
Male	29%	19%	30%	31%	33%	34%
<i><b>Race/Ethnicity</b></i>						
African American/Black	8%	12%	7%	8%	7%	7%
Am. Indian/Native American	1%	0%	0%	1%	0%	1%
Asian Am./Pacific Islander	12%	8%	4%	4%	5%	5%
Caucasian/White	58%	63%	76%	76%	77%	77%
Hispanic or Latino	16%	10%	6%	6%	5%	5%
Other	0%	0%	0%	0%	0%	0%
Multi-racial	5%	7%	5%	6%	6%	5%
International/Foreign National	11%	18%	5%	5%	5%	5%
<i><b>Class Level</b></i>	52%	48%	49%	51%	50%	50%
<i><b>Enrollment Status</b></i>						
Full Time	94%	67%	95%	82%	96%	85%
Part Time	6%	33%	5%	18%	4%	15%
<i><b>Place of Residence</b></i>						
On-campus	52%	11%	63%	17%	69%	24%
Off-campus	48%	89%	37%	83%	31%	76%
<i><b>Transfer Status</b></i>						
Transfer Students	3%	57%	10%	45%	8%	38%
<i><b>Age</b></i>						
Non-Traditional (24 or older)	4%	49%	8%	38%	6%	31%
Traditional (less than 24)	96%	51%	92%	62%	94%	69%

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

<sup>b</sup> Oversampled students are included in institution numbers but not in consortium, Carnegie, or NSSE 2004 sample numbers.

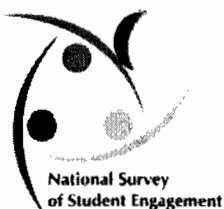
<sup>c</sup> Sampling error is an estimate of the margin by which the 'true' score for your institution on a given item could differ from the reported score. To interpret the sampling error, assume that 60% of your students reply "very often" to a particular item. If the sampling error is +/-5%, then the true population value is most likely between 55% and 65%.

<sup>d</sup> Each number represents the percent of total respondents within the category.



National Survey  
of Student Engagement





# Interpreting the Means Comparison Report

## Variables

The items from *The College Student Report* appear in the left column in the same order and wording as they appear on the instrument. Responses set values are also provided to help you interpret the statistics.

## 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.

## Benchmark

Items that comprise the five “Benchmarks of Effective Educational Practice” are indicated by the following:

LAC=Level of Academic

Challenge

ACL=Active and Collaborative Learning

SFI=Student-Faculty

Interaction

EEE=Enriching Educational Experiences

SCE=Supportive Campus Environment

## Mean

The mean is the arithmetic average of student responses on a particular item. Means are provided for your institution, consortium (if applicable), Carnegie classification, and for the NSSE 2004 national sample.

## Class

Means are reported for first-year students (FY) and seniors (SR). *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.*

## Statistical Significance

Items with mean differences that are larger than would be expected by chance alone are noted with one, two, or three asterisks, referring to three significance levels ( $p < .05$ ,  $p < .01$ , and  $p < .001$ ). 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 mean difference. It is calculated by dividing the mean difference by the standard deviation of the group with which the institution is being compared (consortium, Carnegie type, or NSSE 2004). 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

**NSSE 2004 Means Comparison Report**  
**Sample College**

Sample College		Sample College compared with:											
		Consortium				Carnegie				NSSE 2004			
Variable	Benchmark	Mean	Sig *	Effect Size *	Mean	Sig *	Effect Size *	Mean	Sig *	Effect Size *	Mean	Sig *	Effect Size *
In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often													
<b>1. Academic and Intellectual Experiences</b>													
a. Asked questions in class or contributed to class discussions	CLQUEST												
b. Made a class presentation	CLPRESN												
c. Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP												
d. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT												
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS												
f. Come to class without completing readings or assignments	CLUNPREP												

student behavior or institutional practice represented by the item may warrant attention. An exception to this interpretation is the “coming to class unprepared” item (item 1f. on *The Report*) where a negative sign is preferred (i.e., meaning fewer students reporting coming to class unprepared).





**National Survey  
of Student Engagement**

**NSSE 2004  
Means Comparison Report**



# National Survey of Student Engagement

## NSSE 2004 Means Comparison Report Montclair State University

Montclair State	Montclair State compared with:			
	Master's		NSSE 2004	

Variable	Bench- mark	Class	Mean	Mean	Sig. <sup>a</sup>	Effect Size <sup>b</sup>	Mean	Sig. <sup>a</sup>	Effect Size <sup>b</sup>
----------	----------------	-------	------	------	-------------------	-----------------------------	------	-------------------	-----------------------------

*In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often*

### 1. Academic and Intellectual Experiences

a.	Asked questions in class or contributed to class discussions	CLQUEST	ACL	FY	2.84	2.83		2.84			
				SR	3.21	3.17		3.16			
b.	Made a class presentation	CLPRESEN	ACL	FY	2.45	2.24	***	.25	2.24	***	.27
				SR	2.93	2.90		2.86			
c.	Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP		FY	2.88	2.73	*	.16	2.70	*	.19
				SR	2.65	2.55		2.51			
d.	Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT		FY	3.03	3.04		3.05			
				SR	3.44	3.35		3.35			
e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS		FY	2.90	2.73	**	.19	2.73	**	.19
				SR	2.89	2.81		2.81			
f.	Come to class without completing readings or assignments	CLUNPREP		FY	2.02	1.99		2.01			
				SR	1.91	2.04	*	-.17	2.07	**	-.21
g.	Worked with other students on projects during class	CLASSGRP	ACL	FY	2.36	2.37		2.33			
				SR	2.48	2.51		2.44			
h.	Worked with classmates outside of class to prepare class assignments	OCCGRP	ACL	FY	2.15	2.32	**	-.20	2.39	***	-.28
				SR	2.47	2.71	***	-.27	2.73	***	-.30
i.	Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS		FY	2.56	2.44	*	.16	2.47		
				SR	2.69	2.84	*	-.19	2.86	*	-.20
j.	Tutored or taught other students (paid or voluntary)	TUTOR	ACL	FY	1.53	1.62		1.67	*	-.16	
				SR	1.74	1.87		1.91	*	-.18	
k.	Participated in a community-based project as part of a regular course	COMMPROJ	ACL	FY	1.53	1.54		1.56			
				SR	1.63	1.75		1.74			

<sup>a</sup> \* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).

<sup>b</sup> Effect size = mean difference divided by comparison group standard deviation.



## NSSE 2004 Means Comparison Report Montclair State University

Montclair State	Montclair State compared with:	
	Master's	NSSE 2004

Variable	Bench- mark	Class	Mean	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>
----------	----------------	-------	------	------	------------------	-----------------------------	------	------------------	-----------------------------

*In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often*

### 1. Academic and Intellectual Experiences (continued)

l.	Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment	ITACADEM	EEE	FY	2.59	2.59		2.63		
				SR	2.76	2.78		2.78		
m.	Used e-mail to communicate with an instructor	EMAIL		FY	3.12	2.91	***	.24	2.98	*
				SR	3.17	3.18		3.24		.16
n.	Discussed grades or assignments with an instructor	FACGRADE	SFI	FY	2.60	2.57		2.59		
				SR	2.75	2.83		2.84		
o.	Talked about career plans with a faculty member or advisor	FACPLANS	SFI	FY	1.94	2.13	**	-.23	2.15	**
				SR	2.21	2.47	***	-.27	2.50	***
p.	Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	SFI	FY	1.75	1.77		1.81		
				SR	1.86	2.08	**	-.25	2.11	***
q.	Received prompt feedback from faculty on your academic performance (written or oral)	FACFEED	SFI	FY	2.59	2.59		2.63		
				SR	2.68	2.85	**	-.22	2.84	**
r.	Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	LAC	FY	2.65	2.59		2.60		
				SR	2.78	2.74		2.72		
s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER	SFI	FY	1.43	1.54		1.57	*	-.17
				SR	1.63	1.85	**	-.23	1.90	***
t.	Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	ACL	FY	2.67	2.68		2.73		
				SR	2.86	2.87		2.90		
u.	Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	EEE	FY	2.90	2.50	***	.39	2.56	***
				SR	2.82	2.58	**	.25	2.62	*
v.	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	EEE	FY	2.78	2.68		2.74		
				SR	2.75	2.68		2.72		

<sup>a</sup> \* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).

<sup>b</sup> Effect size = mean difference divided by comparison group standard deviation.

Montclair State	Montclair State compared with:					
	Master's			NSSE 2004		

Variable	Benchmark	Class	Mean	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>
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During the current school year, how much has your coursework emphasized the following mental activities?

### 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 SR	2.83 2.68	2.93 2.79		2.91 2.74		
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	LAC	FY SR	3.19 3.13	3.08 3.28	* -	3.13 3.30	**	-.23
c.	Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	SYNTHESZ	LAC	FY SR	2.95 2.90	2.84 3.07	* -	2.88 3.09	**	-.23
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	LAC	FY SR	2.85 2.95	2.82 2.99		2.84 2.99		
e.	Applying theories or concepts to practical problems or in new situations	APPLYING	LAC	FY SR	2.94 3.13	3.00 3.23		3.03 3.23		

### 3. Examinations

1=very little to 7=very much

To what extent have your examinations during the current school year challenged you to do your best work?	EXAMS		FY SR	5.33 5.52	5.50 5.50	* -	-.16	5.54 5.48	* -	-.19
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During the current school year, about how much reading and writing have you done?

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

### 4. Reading and Writing

a.	Number of assigned textbooks, books, or book-length packs of course readings	READASGN	LAC	FY	3.37	3.36		3.42		
				SR	3.25	3.26		3.32		
b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN		FY	1.90	2.02		2.03		
				SR	2.34	2.20		2.21		
c.	Number of written papers or reports of <b>20 pages or more</b>	WRITEMOR	LAC	FY	1.21	1.25		1.25		
				SR	1.74	1.64		1.66		
d.	Number of written papers or reports <b>between 5 and 19 pages</b>	WRITEMID	LAC	FY	2.39	2.35		2.40		
				SR	2.62	2.63		2.66		
e.	Number of written papers or reports of <b>fewer than 5 pages</b>	WRITESML	LAC	FY	3.43	3.22	** .20	3.25	* .18	
				SR	2.81	3.10	** -.24	3.11	** -.26	

<sup>a</sup> \* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).

<sup>b</sup> Effect size = mean difference divided by comparison group standard deviation.

Montclair State	Montclair State compared with:	
	Master's	NSSE 2004

Variable	Bench- mark	Class	Mean	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>
----------	----------------	-------	------	------	------------------	-----------------------------	------	------------------	-----------------------------

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

*1=none, 2=1-2, 3=3-4, 4=5-6, 5=more than 6*

### 5. Problem Sets

a.	Number of <i>problem sets</i> that take you more than an hour to complete	PROBSETA		FY	2.62	2.56		2.59		
				SR	2.60	2.52		2.49		
b.	Number of <i>problem sets</i> that take you less than an hour to complete	PROBSETB		FY	2.75	2.73		2.68		
				SR	2.42	2.35		2.29		

*In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often*

### 6. Additional Collegiate Experiences

a.	Attended an art exhibit, gallery, play, dance, or other theatre performance	ATTDARTS		FY	2.04	2.07		2.12		
				SR	1.88	1.96		2.03	*	-.17
b.	Exercised or participated in physical fitness activities	EXERCISE		FY	1.98	2.63	***	2.72	***	-.68
				SR	2.16	2.46	***	2.57	***	-.37
c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSHIP		FY	1.66	2.01	***	2.08	***	-.37
				SR	1.73	2.02	**	2.08	***	-.31

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

### 7. Enriching Educational Experiences

a.	Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN	EEE	FY	.05	.06		.06		
				SR	.45	.53		.56	**	-.21
b.	Community service or volunteer work	VOLUNTER	EEE	FY	.21	.36	***	.37	***	-.33
				SR	.48	.57	*	.60	**	-.24
c.	Participate in a learning community or some other formal program where groups of students take two or more classes together	LEARNCOM		FY	.31	.12	***	.12	***	.60
				SR	.18	.23		.23		
d.	Work on a research project with a faculty member outside of course or program requirements	RESEARCH	SFI	FY	.03	.03		.03		
				SR	.19	.17		.20		
e.	Foreign language coursework	FORLANG	EEE	FY	.27	.20	*	.23		
				SR	.53	.38	***	.43	*	.20
f.	Study abroad	STUDYABR	EEE	FY	.02	.02		.02		
				SR	.09	.12		.16	**	-.20
g.	Independent study or self-designed major	INDSTUDY	EEE	FY	.04	.03		.02		
				SR	.22	.20		.23		
h.	Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	SENIORX	EEE	FY	.00	.01	***	.01	***	-.10
				SR	.18	.31	***	.35	***	-.35

<sup>a</sup> \* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).

<sup>b</sup> Effect size = mean difference divided by comparison group standard deviation.

Montclair State	Montclair State compared with:			
	Master's		NSSE 2004	

Variable	Benchmark	Class	Mean	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>
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Mark the box that best represents the quality of your relationships with people at your institution.

1=unfriendly, unsupportive, sense of alienation to 7=friendly, supportive, sense of belonging

1=unavailable, unhelpful, unsympathetic to 7=available, helpful, sympathetic

1=unhelpful, inconsiderate, rigid to 7=helpful, considerate, flexible

About how many hours do you spend in a typical 7-day week doing each of the following? 1=0 hrs/wk,

2=1-5 hrs/wk, 3=6-10 hrs/wk, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk,

8=more than 30 hrs/wk

### 8. Quality of Relationships

a.	Relationships with other students	ENVSTU	SCE	FY	5.54	5.65			5.68		
				SR	5.59	5.77			5.75		
b.	Relationships with faculty members	ENVFAC	SCE	FY	5.41	5.56			5.58		
				SR	5.37	5.74	***	-.30	5.73	***	-.29
c.	Relationships with administrative personnel and offices	ENVADM	SCE	FY	4.80	5.13	**	-.23	5.13	**	-.23
				SR	4.50	4.85	*	-.22	4.82	*	-.19

### 9. Time Usage

a.	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other activities related to your academic program)	ACADPR01	LAC	FY	3.65	3.82			4.00	**	-.21
				SR	3.73	3.94			4.08	**	-.20
b.	Working for pay on campus	WORKON01		FY	1.70	1.59			1.63		
				SR	1.58	1.78			1.92	**	-.22
c.	Working for pay off campus	WORKOF01		FY	2.73	2.56			2.27	**	.21
				SR	4.95	3.96	***	.35	3.53	***	.52
d.	Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01	EEE	FY	1.85	2.11	*	-.18	2.22	**	-.25
				SR	1.78	2.02	*	-.16	2.14	**	-.24
e.	Relaxing and socializing (watching TV, partying, exercising, etc.)	SOCIAL01		FY	3.87	3.81			3.82		
				SR	3.22	3.49	*	-.17	3.54	**	-.20
f.	Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01		FY	1.91	1.77			1.60	*	.20
				SR	2.57	2.52			2.26		
g.	Commuting to class (driving, walking, etc.)	COMMUTE		FY	2.27	2.18			2.15		
				SR	2.70	2.38	***	.29	2.30	***	.39

<sup>a</sup> \* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).

<sup>b</sup> Effect size = mean difference divided by comparison group standard deviation.

Montclair State	Montclair State compared with:			
	Master's		NSSE 2004	

Variable	Benchmark	Class	Mean	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>
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To what extent does your institution emphasize each of the following?

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

### 10. Institutional Environment

a.	Spending significant amounts of time studying and on academic work	ENVSCHOL	LAC	FY	3.16	3.11		3.15		
				SR	3.03	3.09		3.14		
b.	Providing the support you need to help you succeed academically	ENVSUPRT	SCE	FY	2.99	3.06		3.10		
				SR	2.66	2.96	***	2.97	***	-.37

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

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

### 10. Institutional Environment (continued)

c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS	EEE	FY	2.87	2.56	***	.31	2.60	***	.27
				SR	2.45	2.40		2.41			
d.	Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	SCE	FY	2.29	2.13	*	.17	2.15		
				SR	1.80	1.92		1.92			
e.	Providing the support you need to thrive socially	ENVSOCAL	SCE	FY	2.39	2.33		2.36			
				SR	2.02	2.10		2.12			
f.	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT		FY	2.75	2.77		2.83			
				SR	2.38	2.50		2.59	**	-.22	
g.	Using computers in academic work	ENVCOMPT		FY	3.27	3.27		3.32			
				SR	3.37	3.41		3.45			

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

### 11. Educational and Personal Growth

a.	Acquiring a broad general education	GNGENLED		FY	3.15	3.14		3.16			
				SR	3.26	3.30		3.32			
b.	Acquiring job or work-related knowledge and skills	GNWORK		FY	2.49	2.65	*	2.67	*	-.19	
				SR	2.75	3.06	***	3.02	**	-.29	
c.	Writing clearly and effectively	GNWRITE		FY	3.01	2.97		2.97			
				SR	2.96	3.11	*	3.12	*	-.18	
d.	Speaking clearly and effectively	GNSPEAK		FY	2.92	2.75	*	2.73	**	.20	
				SR	2.95	3.02		3.01			
e.	Thinking critically and analytically	GNANALY		FY	3.13	3.12		3.17			
				SR	3.17	3.33	**	3.37	**	-.26	
f.	Analyzing quantitative problems	GNQUANT		FY	2.47	2.60		2.64	*	-.18	
				SR	2.81	2.86		2.87			

<sup>a</sup> \* p<.05 \*\* p<.01 \*\*\*p<.001 (2-tailed).

<sup>b</sup> Effect size = mean difference divided by comparison group standard deviation.



# National Survey of Student Engagement

## NSSE 2004 Means Comparison Report Montclair State University

				Montclair State compared with:						
				Montclair State	Master's			NSSE 2004		
	Variable	Bench- mark	Class	Mean	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>	Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>
g.	Using computing and information technology	GNCMPTS	FY	2.85	2.83			2.85		
			SR	3.04	3.13			3.12		
h.	Working effectively with others	GNOTHERS	FY	2.90	2.85			2.85		
			SR	2.99	3.14	*	-.18	3.14	*	-.17
i.	Voting in local, state, or national elections	GNCITIZN	FY	1.77	1.87			1.88		
			SR	1.76	1.84			1.84		
j.	Learning effectively on your own	GNINQ	FY	2.84	2.87			2.91		
			SR	2.95	3.07			3.09	*	-.17

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

### 11. Educational and Personal Growth (continued)

k.	Understanding yourself	GNSELF	FY	2.67	2.70			2.74		
			SR	2.75	2.85			2.88		
l.	Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	2.84	2.50	***	.34	2.53	***	.32
			SR	2.80	2.57	**	.23	2.58	**	.23
m.	Solving complex real-world problems	GNPROBSV	FY	2.54	2.47			2.50		
			SR	2.61	2.68			2.69		
n.	Developing a personal code of values and ethics	GNETHICS	FY	2.49	2.57			2.60		
			SR	2.63	2.71			2.72		
o.	Contributing to the welfare of your community	GNCOMMUN	FY	2.13	2.28	*	-.16	2.32	**	-.20
			SR	2.15	2.41	**	-.25	2.42	**	-.27
p.	Developing a deepened sense of spirituality	GNSPIRIT	FY	1.94	2.09			2.10		
			SR	1.79	2.00	*	-.20	1.99	*	-.19

### 12. Academic Advising

1=poor, 2=fair, 3=good, 4=excellent

Overall, how would you evaluate the quality of academic advising you have received at your institution?	ADVISE		FY	2.79	3.00	**	-.25	3.02	***	-.28
			SR	2.57	2.92	***	-.39	2.95	***	-.42

### 13. Satisfaction

1=poor, 2=fair, 3=good, 4=excellent

How would you evaluate your entire educational experience at this institution?	ENTIREXP		FY	3.06	3.18	*	-.17	3.22	**	-.23
			SR	3.01	3.23	***	-.30	3.25	***	-.33

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

1=definitely no, 2=probably no, 3=probably yes, 4=definitely yes

If you could start over again, would you go to the same institution you are now attending?	SAMECOLL		FY	3.05	3.19	*	-.17	3.23	**	-.21
			SR	2.99	3.17	**	-.21	3.18	**	-.22

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

<sup>b</sup> Effect size = mean difference divided by comparison group standard deviation.





# National Survey of Student Engagement

## NSSE 2004 Detailed Statistics Montclair State University First Year Students

	Mean			Margin of error (95% level) <sup>a</sup>			Standard deviation <sup>b</sup>			Number of respondents			Significance <sup>c</sup>		Effect size <sup>d</sup>	
	Montclair State	Master's	NSSE 2004	Montclair State	Master's	NSSE 2004	Montclair State	Master's	NSSE 2004	Montclair State	Master's	NSSE 2004	Montclair State compared with:		Montclair State compared with:	
CLQUEST	2.84	2.83	2.84	.12	.01	.01	.82	.84	.85	173	17,511	42,324	.914	.990	.01	.00
CLPRESEN	2.45	2.24	2.24	.11	.01	.01	.72	.80	.78	173	17,499	42,305	.001	.000	.25	.27
REWROPAP	2.88	2.73	2.70	.15	.01	.01	1.00	.97	.98	173	17,488	42,278	.040	.012	.16	.19
INTEGRAT	3.03	3.04	3.05	.11	.01	.01	.75	.79	.79	173	17,496	42,292	.974	.823	.00	-.02
DIVCLASS	2.90	2.73	2.73	.12	.01	.01	.83	.87	.88	173	17,477	42,257	.008	.008	.19	.19
CLUNPREP	2.02	1.99	2.01	.11	.01	.01	.74	.73	.73	173	17,475	42,238	.609	.860	.04	.01
CLASSGRP	2.36	2.37	2.33	.12	.01	.01	.83	.79	.80	173	17,487	42,252	.938	.597	-.01	.04
OCCGRP	2.15	2.32	2.39	.11	.01	.01	.73	.83	.84	173	17,491	42,269	.003	.000	-.20	-.28
INTIDEAS	2.56	2.44	2.47	.12	.01	.01	.80	.80	.81	172	17,468	42,218	.042	.128	.16	.12
TUTOR	1.53	1.62	1.67	.12	.01	.01	.78	.82	.83	172	17,470	42,227	.126	.032	-.12	-.16
COMMPROJ	1.53	1.54	1.56	.14	.01	.01	.95	.81	.82	171	17,461	42,196	.814	.621	-.02	-.04
ITACADEM	2.59	2.59	2.63	.17	.02	.01	1.10	1.06	1.06	171	17,470	42,207	.990	.611	.00	-.04
EMAIL	3.12	2.91	2.98	.12	.01	.01	.77	.89	.87	171	17,467	42,214	.000	.034	.24	.16
FACGRADE	2.60	2.57	2.59	.13	.01	.01	.85	.86	.86	171	17,462	42,202	.578	.804	.04	.02
FACPLANS	1.94	2.13	2.15	.13	.01	.01	.88	.87	.87	171	17,465	42,207	.003	.002	-.23	-.24
FACIDEAS	1.75	1.77	1.81	.12	.01	.01	.79	.80	.81	172	17,462	42,196	.782	.359	-.02	-.07
FACFEED	2.59	2.59	2.63	.13	.01	.01	.86	.81	.82	172	17,456	42,180	.992	.506	.00	-.05
WORKHARD	2.65	2.59	2.60	.13	.01	.01	.86	.84	.85	172	17,461	42,179	.377	.456	.07	.06
FACOTHER	1.43	1.54	1.57	.12	.01	.01	.80	.79	.81	172	17,463	42,185	.077	.021	-.14	-.17
OOCIDEAS	2.67	2.68	2.73	.14	.01	.01	.94	.87	.87	172	17,453	42,171	.834	.361	-.02	-.08
DIVRSTUD	2.90	2.50	2.56	.15	.02	.01	.98	1.02	1.03	172	17,449	42,161	.000	.000	.39	.32
DIFFSTU2	2.78	2.68	2.74	.15	.01	.01	1.02	.98	.98	172	17,446	42,151	.166	.529	.11	.05
MEMORIZE	2.83	2.93	2.91	.12	.01	.01	.81	.85	.86	172	17,465	42,191	.118	.242	-.12	-.09
ANALYZE	3.19	3.08	3.13	.12	.01	.01	.79	.78	.77	172	17,451	42,170	.089	.382	.13	.07
SYNTHEsz	2.95	2.84	2.88	.13	.01	.01	.85	.84	.84	172	17,442	42,145	.090	.290	.13	.08
EVALUATE	2.85	2.82	2.84	.13	.01	.01	.88	.86	.86	172	17,442	42,149	.601	.807	.04	.02
APPLYING	2.94	3.00	3.03	.13	.01	.01	.87	.85	.85	172	17,451	42,171	.379	.172	-.07	-.10
EXAMS	5.33	5.50	5.54	.17	.02	.01	1.08	1.08	1.08	164	16,720	40,491	.047	.014	-.16	-.19
READASGN	3.37	3.36	3.42	.16	.01	.01	1.07	.98	.98	168	17,033	41,166	.888	.546	.01	-.05
READOWN	1.90	2.02	2.03	.12	.01	.01	.82	.89	.89	167	17,039	41,183	.104	.058	-.13	-.15
WRITEMOR	1.21	1.25	1.25	.10	.01	.01	.63	.65	.64	168	17,029	41,154	.510	.513	-.05	-.05
WRITEMID	2.39	2.35	2.40	.13	.01	.01	.87	.89	.89	168	17,039	41,171	.548	.904	.05	-.01
WRITESML	3.43	3.22	3.25	.17	.02	.01	1.10	1.06	1.06	168	17,041	41,178	.009	.021	.20	.18

<sup>a</sup> 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.

<sup>b</sup> Standard deviation is a measure of the average amount the individual scores deviate from the mean of all the scores in the distribution.

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

<sup>d</sup> 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

## NSSE 2004 Detailed Statistics Montclair State University First Year Students

	Mean			Margin of error (95% level) <sup>a</sup>			Standard deviation <sup>b</sup>			Number of respondents			Significance <sup>c</sup>		Effect size <sup>d</sup>	
	Montclair State	Master's	NSSE 2004	Montclair State	Master's	NSSE 2004	Montclair State	Master's	NSSE 2004	Montclair State	Master's	NSSE 2004	Montclair State compared with: Master's NSSE 2004		Montclair State compared with: Master's NSSE 2004	
PROBSETA	2.62	2.56	2.59	.17	.02	.01	1.10	1.07	1.09	168	17,015	41,114	.446	.740	.06	.03
PROBSETB	2.75	2.73	2.68	.17	.02	.01	1.09	1.17	1.17	168	16,997	41,068	.862	.451	.01	.06
ATTDARTS	2.04	2.07	2.12	.14	.01	.01	.95	.89	.90	168	17,051	41,187	.575	.233	-.04	-.09
EXERCISE	1.98	2.63	2.72	.16	.02	.01	1.06	1.11	1.09	168	17,051	41,186	.000	.000	-.58	-.68
WORSHIP	1.66	2.01	2.08	.14	.02	.01	.94	1.10	1.12	168	17,048	41,176	.000	.000	-.32	-.37
INTERN	.05	.06	.06	.03	.00	.00	.21	.25	.24	168	17,021	41,135	.372	.408	-.07	-.06
VOLUNTER	.21	.36	.37	.06	.01	.00	.41	.48	.48	168	17,006	41,105	.000	.000	-.31	-.33
LEARNCOM	.31	.12	.12	.07	.00	.00	.46	.32	.32	167	17,021	41,122	.000	.000	.61	.60
RESEARCH	.03	.03	.03	.03	.00	.00	.17	.18	.18	168	17,019	41,119	.732	.770	-.03	-.02
FORLANG	.27	.20	.23	.07	.01	.00	.45	.40	.42	168	17,017	41,116	.028	.207	.19	.10
STUDYABR	.02	.02	.02	.02	.00	.00	.15	.15	.14	168	17,010	41,099	.851	.731	.01	.03
INDSTUDY	.04	.03	.02	.03	.00	.00	.19	.16	.16	168	17,011	41,111	.402	.364	.07	.07
SENIORX	.00	.01	.01	.00	.00	.00	.00	.11	.10	168	17,021	41,125	.000	.000	-.11	-.10
ENVSTU	5.54	5.65	5.68	.21	.02	.01	1.38	1.32	1.31	168	17,042	41,167	.286	.158	-.08	-.11
ENVFAC	5.41	5.56	5.58	.17	.02	.01	1.13	1.18	1.18	168	17,034	41,158	.098	.062	-.13	-.14
ENVADM	4.80	5.13	5.13	.23	.02	.01	1.51	1.45	1.45	167	17,025	41,139	.003	.003	-.23	-.23
ACADPR01	3.65	3.82	4.00	.25	.02	.02	1.60	1.59	1.65	156	16,623	40,199	.197	.009	-.10	-.21
WORKON01	1.70	1.59	1.63	.22	.02	.01	1.38	1.21	1.23	156	16,623	40,215	.347	.512	.09	.05
WORKOF01	2.73	2.56	2.27	.35	.04	.02	2.22	2.34	2.15	154	16,624	40,198	.374	.008	.07	.21
COCURR01	1.85	2.11	2.22	.19	.02	.01	1.23	1.45	1.48	157	16,625	40,199	.027	.002	-.18	-.25
SOCIAL01	3.87	3.81	3.82	.28	.03	.02	1.79	1.74	1.73	157	16,623	40,182	.677	.709	.03	.03
CAREDE01	1.91	1.77	1.60	.21	.03	.01	1.37	1.74	1.53	156	16,615	40,184	.298	.012	.08	.20
COMMUTE	2.27	2.18	2.15	.15	.02	.01	.98	1.03	1.02	157	16,633	40,216	.287	.142	.09	.12
ENVSCHOL	3.16	3.11	3.15	.12	.01	.01	.76	.76	.76	157	16,629	40,202	.393	.824	.07	.02
ENVSUPRT	2.99	3.06	3.10	.13	.01	.01	.80	.80	.79	157	16,623	40,190	.269	.102	-.09	-.13
ENVDIVRS	2.87	2.56	2.60	.15	.01	.01	.94	.97	.98	156	16,606	40,158	.000	.001	.31	.27
ENVNACAD	2.29	2.13	2.15	.15	.01	.01	.97	.93	.92	157	16,592	40,136	.035	.056	.17	.15
ENVSOCAL	2.39	2.33	2.36	.14	.01	.01	.88	.92	.92	157	16,583	40,120	.456	.712	.06	.03
ENVEVENT	2.75	2.77	2.83	.16	.01	.01	.99	.94	.92	157	16,602	40,155	.775	.280	-.02	-.09
ENVCOMPT	3.27	3.27	3.32	.13	.01	.01	.83	.80	.78	157	16,606	40,167	.961	.374	.00	-.07
GNGENLED	3.15	3.14	3.16	.12	.01	.01	.79	.77	.78	156	16,610	40,166	.806	.964	.02	.00
GNWORK	2.49	2.65	2.67	.15	.01	.01	.95	.93	.94	157	16,599	40,152	.030	.017	-.17	-.19

<sup>a</sup> 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.

<sup>b</sup> Standard deviation is a measure of the average amount the individual scores deviate from the mean of all the scores in the distribution.

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

<sup>d</sup> 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

## NSSE 2004 Detailed Statistics Montclair State University First Year Students

	Mean			Margin of error (95% level) <sup>a</sup>			Standard deviation <sup>b</sup>			Number of respondents			Significance <sup>c</sup>		Effect size <sup>d</sup>	
	Montclair State	Master's	NSSE 2004	Montclair State	Master's	NSSE 2004	Montclair State	Master's	NSSE 2004	Montclair State	Master's	NSSE 2004	Montclair State compared with:		Montclair State compared with:	
GNWRITE	3.01	2.97	2.97	.14	.01	.01	.87	.85	.86	157	16,611	40,169	.501	.511	.05	.05
GNSPEAK	2.92	2.75	2.73	.14	.01	.01	.88	.91	.92	157	16,604	40,153	.019	.010	.18	.20
GNANALY	3.13	3.12	3.17	.14	.01	.01	.87	.80	.80	157	16,601	40,148	.945	.512	.01	-.05
GNQUANT	2.47	2.60	2.64	.14	.01	.01	.89	.88	.89	157	16,579	40,111	.060	.021	-.15	-.18
GNCMPTS	2.85	2.83	2.85	.14	.01	.01	.92	.92	.92	157	16,593	40,139	.792	.992	.02	.00
GNOTHERS	2.90	2.85	2.85	.13	.01	.01	.83	.86	.86	157	16,597	40,148	.490	.485	.06	.06
GNCITIZN	1.77	1.87	1.88	.15	.01	.01	.98	.95	.96	157	16,572	40,092	.197	.166	-.10	-.11
GNINQ	2.84	2.87	2.91	.14	.01	.01	.87	.85	.85	157	16,592	40,135	.649	.281	-.04	-.09
GNSELF	2.67	2.70	2.74	.16	.01	.01	1.01	.96	.96	158	16,588	40,119	.664	.381	-.03	-.07
GNDIVERS	2.84	2.50	2.53	.15	.01	.01	.94	.96	.97	158	16,590	40,120	.000	.000	.34	.32
GNPROBSV	2.54	2.47	2.50	.13	.01	.01	.86	.91	.91	158	16,603	40,137	.298	.567	.08	.05
GNETHICS	2.49	2.57	2.60	.16	.01	.01	1.05	.98	.99	158	16,591	40,118	.316	.136	-.08	-.12
GNCOMMUN	2.13	2.28	2.32	.15	.01	.01	.94	.97	.97	158	16,593	40,118	.044	.009	-.16	-.20
GNSPIRIT	1.94	2.09	2.10	.17	.02	.01	1.06	1.07	1.08	158	16,588	40,114	.092	.073	-.13	-.14
ADVISE	2.79	3.00	3.02	.13	.01	.01	.81	.82	.82	158	16,624	40,205	.002	.000	-.25	-.28
ENTIREXP	3.06	3.18	3.22	.10	.01	.01	.66	.70	.71	158	16,643	40,224	.024	.003	-.17	-.23
SAMECOLL	3.05	3.19	3.23	.13	.01	.01	.81	.83	.82	158	16,635	40,211	.031	.008	-.17	-.21

<sup>a</sup> 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.

<sup>b</sup> Standard deviation is a measure of the average amount the individual scores deviate from the mean of all the scores in the distribution.

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

<sup>d</sup> 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

## NSSE 2004 Detailed Statistics Montclair State University Seniors

	Mean			Margin of error (95% level) <sup>a</sup>			Standard deviation <sup>b</sup>			Number of respondents			Significance <sup>c</sup>		Effect size <sup>d</sup>	
	Montclair State	Master's	NSSE 2004	Montclair State	Master's	NSSE 2004	Montclair State	Master's	NSSE 2004	Montclair State	Master's	NSSE 2004	Montclair State compared with: Master's NSSE 2004		Montclair State compared with: Master's NSSE 2004	
CLQUEST	3.21	3.17	3.16	.12	.01	.01	.80	.83	.84	159	18,394	43,350	.554	.426	.05	.06
CLPRESEN	2.93	2.90	2.86	.13	.01	.01	.87	.84	.85	159	18,386	43,328	.623	.270	.04	.09
REWROPAP	2.65	2.55	2.51	.17	.01	.01	1.07	.98	.99	158	18,374	43,315	.252	.087	.10	.15
INTEGRAT	3.44	3.35	3.35	.11	.01	.01	.70	.73	.73	159	18,385	43,328	.127	.129	.12	.12
DIVCLASS	2.89	2.81	2.81	.14	.01	.01	.89	.90	.91	159	18,386	43,312	.269	.226	.09	.10
CLUNPREP	1.91	2.04	2.07	.11	.01	.01	.68	.75	.76	159	18,368	43,277	.029	.007	-.17	-.21
CLASSGRP	2.48	2.51	2.44	.12	.01	.01	.77	.86	.86	159	18,372	43,289	.627	.533	-.03	.04
OCCGRP	2.47	2.71	2.73	.13	.01	.01	.86	.89	.88	159	18,376	43,296	.001	.000	-.27	-.30
INTIDEAS	2.69	2.84	2.86	.13	.01	.01	.86	.82	.82	159	18,363	43,274	.020	.010	-.19	-.20
TUTOR	1.74	1.87	1.91	.14	.01	.01	.89	.96	.97	159	18,364	43,276	.088	.025	-.14	-.18
COMMPROJ	1.63	1.75	1.74	.15	.01	.01	.95	.94	.92	156	18,358	43,253	.110	.158	-.13	-.11
ITACADEM	2.76	2.78	2.78	.16	.02	.01	1.03	1.05	1.05	157	18,366	43,277	.822	.827	-.02	-.02
EMAIL	3.17	3.18	3.24	.13	.01	.01	.83	.85	.82	156	18,364	43,271	.825	.247	-.02	-.09
FACGRADE	2.75	2.83	2.84	.14	.01	.01	.89	.86	.86	157	18,362	43,270	.244	.191	-.09	-.10
FACPLANS	2.21	2.47	2.50	.16	.01	.01	1.01	.96	.97	157	18,358	43,258	.001	.000	-.27	-.30
FACIDEAS	1.86	2.08	2.11	.13	.01	.01	.85	.87	.88	156	18,363	43,269	.002	.000	-.25	-.28
FACFEED	2.68	2.85	2.84	.13	.01	.01	.83	.80	.80	157	18,362	43,264	.007	.008	-.22	-.21
WORKHARD	2.78	2.74	2.72	.13	.01	.01	.86	.85	.86	158	18,357	43,253	.559	.419	.05	.06
FACOTHER	1.63	1.85	1.90	.15	.01	.01	.95	.96	.98	158	18,358	43,257	.004	.001	-.23	-.28
OOCIDEAS	2.86	2.87	2.90	.14	.01	.01	.89	.85	.85	158	18,352	43,249	.871	.555	-.01	-.05
DIVRSTUD	2.82	2.58	2.62	.16	.01	.01	1.03	1.00	1.00	158	18,334	43,209	.002	.011	.25	.20
DIFFSTU2	2.75	2.68	2.72	.16	.01	.01	1.05	.96	.96	158	18,340	43,216	.412	.689	.07	.03
MEMORIZE	2.68	2.79	2.74	.15	.01	.01	.96	.91	.93	158	18,346	43,247	.152	.428	-.11	-.06
ANALYZE	3.13	3.28	3.30	.12	.01	.01	.75	.74	.73	158	18,344	43,240	.012	.004	-.20	-.23
SYNTHESZ	2.90	3.07	3.09	.13	.01	.01	.85	.83	.83	157	18,335	43,221	.011	.005	-.20	-.23
EVALUATE	2.95	2.99	2.99	.14	.01	.01	.89	.88	.88	158	18,336	43,228	.565	.538	-.05	-.05
APPLYING	3.13	3.23	3.23	.12	.01	.01	.79	.82	.82	158	18,343	43,232	.116	.090	-.12	-.13
EXAMS	5.52	5.50	5.48	.18	.02	.01	1.11	1.16	1.17	147	17,622	41,667	.791	.662	.02	.04
READASGN	3.25	3.26	3.32	.16	.02	.01	1.03	1.03	1.04	155	18,037	42,545	.849	.343	-.02	-.08
READOWN	2.34	2.20	2.21	.17	.01	.01	1.11	.98	.98	155	18,063	42,595	.114	.139	.14	.14
WRITEMOR	1.74	1.64	1.66	.14	.01	.01	.86	.77	.77	155	18,051	42,563	.094	.178	.14	.11
WRITEMID	2.62	2.63	2.66	.14	.01	.01	.91	.96	.96	155	18,049	42,564	.921	.597	-.01	-.04
WRITESML	2.81	3.10	3.11	.18	.02	.01	1.16	1.20	1.19	155	18,052	42,557	.002	.001	-.24	-.26

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# National Survey of Student Engagement

## NSSE 2004 Detailed Statistics Montclair State University Seniors

	Mean			Margin of error (95% level) <sup>a</sup>			Standard deviation <sup>b</sup>			Number of respondents			Significance <sup>c</sup>		Effect size <sup>d</sup>	
	Montclair State	Master's	NSSE 2004	Montclair State	Master's	NSSE 2004	Montclair State	Master's	NSSE 2004	Montclair State	Master's	NSSE 2004	Montclair State compared with:		Montclair State compared with:	
PROBSETA	2.60	2.52	2.49	.18	.02	.01	1.16	1.16	1.17	154	17,949	42,332	.387	.261	.07	.09
PROBSETB	2.42	2.35	2.29	.19	.02	.01	1.20	1.18	1.18	154	17,904	42,244	.480	.173	.06	.11
ATTDARTS	1.88	1.96	2.03	.15	.01	.01	.94	.89	.92	154	18,076	42,609	.272	.040	-.09	-.17
EXERCISE	2.16	2.46	2.57	.16	.02	.01	1.04	1.12	1.12	154	18,070	42,604	.000	.000	-.27	-.37
WORSHIP	1.73	2.02	2.08	.17	.02	.01	1.06	1.10	1.13	154	18,065	42,585	.001	.000	-.26	-.31
INTERN	.45	.53	.56	.08	.01	.00	.50	.50	.50	152	18,036	42,536	.065	.008	-.15	-.21
VOLUNTER	.48	.57	.60	.08	.01	.00	.50	.49	.49	153	18,045	42,538	.029	.004	-.18	-.24
LEARNCOM	.18	.23	.23	.06	.01	.00	.39	.42	.42	153	18,029	42,512	.167	.172	-.10	-.10
RESEARCH	.19	.17	.20	.06	.01	.00	.39	.37	.40	154	18,022	42,517	.475	.693	.06	-.03
FORLANG	.53	.38	.43	.08	.01	.00	.50	.49	.50	154	18,040	42,533	.000	.012	.32	.20
STUDYABR	.09	.12	.16	.05	.00	.00	.29	.33	.37	153	18,022	42,496	.184	.002	-.10	-.20
INDSTUDY	.22	.20	.23	.07	.01	.00	.42	.40	.42	154	18,031	42,499	.529	.724	.05	-.03
SENIORX	.18	.31	.35	.06	.01	.00	.39	.46	.48	154	18,032	42,514	.000	.000	-.28	-.35
ENVSTU	5.59	5.77	5.75	.18	.02	.01	1.17	1.25	1.27	153	18,066	42,579	.090	.122	-.14	-.13
ENVFAC	5.37	5.74	5.73	.21	.02	.01	1.32	1.22	1.22	153	18,064	42,580	.000	.000	-.30	-.29
ENVADM	4.50	4.85	4.82	.28	.02	.02	1.78	1.63	1.65	153	18,054	42,558	.016	.028	-.22	-.19
ACADPR01	3.73	3.94	4.08	.25	.03	.02	1.55	1.72	1.76	150	17,860	42,069	.135	.006	-.12	-.20
WORKON01	1.58	1.78	1.92	.24	.02	.01	1.49	1.52	1.57	151	17,871	42,082	.093	.005	-.14	-.22
WORKOF01	4.95	3.96	3.53	.44	.04	.03	2.74	2.80	2.73	151	17,870	42,070	.000	.000	.35	.52
COCURR01	1.78	2.02	2.14	.23	.02	.01	1.42	1.49	1.52	150	17,867	42,086	.047	.004	-.16	-.24
SOCIAL01	3.22	3.49	3.54	.23	.02	.02	1.40	1.59	1.59	149	17,868	42,095	.020	.006	-.17	-.20
CAREDE01	2.57	2.52	2.26	.35	.04	.02	2.19	2.46	2.27	150	17,880	42,101	.764	.087	.02	.14
COMMUTE	2.70	2.38	2.30	.19	.02	.01	1.19	1.09	1.05	151	17,882	42,113	.000	.000	.29	.39
ENVSCHOL	3.03	3.09	3.14	.13	.01	.01	.82	.77	.78	151	17,854	42,067	.281	.085	-.09	-.14
ENVSUPRT	2.66	2.96	2.97	.15	.01	.01	.92	.82	.83	151	17,860	42,068	.000	.000	-.36	-.37
ENVDIVRS	2.45	2.40	2.41	.16	.01	.01	1.00	.98	.98	150	17,837	42,021	.571	.655	.05	.04
ENVNACAD	1.80	1.92	1.92	.14	.01	.01	.89	.91	.90	150	17,823	42,009	.112	.096	-.13	-.14
ENVSOCAL	2.02	2.10	2.12	.15	.01	.01	.95	.90	.90	149	17,777	41,933	.266	.191	-.09	-.11
ENVEVENT	2.38	2.50	2.59	.15	.01	.01	.93	.95	.94	150	17,810	41,986	.118	.007	-.13	-.22
ENVCOMPT	3.37	3.41	3.45	.13	.01	.01	.79	.76	.74	150	17,857	42,053	.532	.209	-.05	-.10
NGENLED	3.26	3.30	3.32	.13	.01	.01	.80	.77	.77	151	17,862	42,067	.515	.299	-.05	-.08
GNWORK	2.75	3.06	3.02	.17	.01	.01	1.05	.91	.93	151	17,866	42,061	.000	.002	-.34	-.29

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# National Survey of Student Engagement

## NSSE 2004 Detailed Statistics Montclair State University Seniors

	Mean			Margin of error (95% level) <sup>a</sup>			Standard deviation <sup>b</sup>			Number of respondents			Significance <sup>c</sup>		Effect size <sup>d</sup>	
	Montclair State	Master's	NSSE 2004	Montclair State	Master's	NSSE 2004	Montclair State	Master's	NSSE 2004	Montclair State	Master's	NSSE 2004	Montclair State compared with:		Montclair State compared with:	
GNWRITE	2.96	3.11	3.12	.14	.01	.01	.87	.84	.84	151	17,872	42,080	.033	.024	-.17	-.18
GNSPEAK	2.95	3.02	3.01	.14	.01	.01	.89	.86	.87	150	17,866	42,075	.382	.463	-.07	-.06
GNANALY	3.17	3.33	3.37	.13	.01	.01	.80	.75	.75	151	17,864	42,065	.010	.001	-.21	-.26
GNQUANT	2.81	2.86	2.87	.15	.01	.01	.91	.89	.90	150	17,844	42,020	.515	.447	-.05	-.06
GNCMPTS	3.04	3.13	3.12	.14	.01	.01	.89	.87	.87	150	17,864	42,069	.220	.237	-.10	-.10
GNOTHERS	2.99	3.14	3.14	.14	.01	.01	.90	.83	.83	151	17,864	42,055	.027	.035	-.18	-.17
GNCITIZN	1.76	1.84	1.84	.14	.01	.01	.86	.97	.96	150	17,845	42,021	.316	.318	-.08	-.08
GNINQ	2.95	3.07	3.09	.15	.01	.01	.92	.85	.85	151	17,847	42,032	.091	.034	-.14	-.17
GNSELF	2.75	2.85	2.88	.16	.01	.01	1.02	.98	.98	151	17,853	42,032	.227	.100	-.10	-.13
GNDIVERS	2.80	2.57	2.58	.15	.01	.01	.94	.99	.99	151	17,859	42,042	.003	.004	.23	.23
GNPROBSV	2.61	2.68	2.69	.15	.01	.01	.96	.94	.94	151	17,859	42,051	.367	.266	-.07	-.09
GNETHICS	2.63	2.71	2.72	.16	.01	.01	.99	1.02	1.02	151	17,851	42,037	.309	.256	-.08	-.09
GNCOMMUN	2.15	2.41	2.42	.16	.01	.01	1.01	1.01	1.01	150	17,853	42,037	.002	.001	-.25	-.27
GNSPIRIT	1.79	2.00	1.99	.16	.02	.01	1.02	1.07	1.09	151	17,840	42,017	.017	.020	-.20	-.19
ADVISE	2.57	2.92	2.95	.15	.01	.01	.95	.92	.92	150	17,873	42,093	.000	.000	-.39	-.42
ENTIREXP	3.01	3.23	3.25	.12	.01	.01	.74	.71	.72	150	17,885	42,118	.000	.000	-.30	-.33
SAMECOLL	2.99	3.17	3.18	.14	.01	.01	.87	.84	.85	150	17,872	42,082	.009	.006	-.21	-.22

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# National Survey of Student Engagement

## NSSE 2004 Experimental Items<sup>1</sup> Means and Standard Deviations by Carnegie Classification

### 1. Civic Engagement

Doc-Ext		Doc-Int		Master's		Bac-LA		Bac-Gen		Total	
Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD

*In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often*

Variable	Class		Doc-Ext		Doc-Int		Master's		Bac-LA		Bac-Gen		Total	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
a. Expressed your opinion about a political or community issue in a public forum (e.g., sent a letter or email to the media, contacted a government official, made a speech, signed a petition)	EXP041A	FY	1.74	0.93	1.76	0.94	1.73	0.93	1.90	1.00	1.75	0.93	1.74	0.93
		SR	1.74	0.92	1.71	0.93	1.78	0.96	2.01	1.02	1.78	0.94	1.77	0.95
b. Used media sources (e.g., newspaper, radio, television, internet) to stay informed about local political or community issues	EXP041B	FY	2.91	0.91	2.85	0.92	2.75	0.95	2.83	0.92	2.76	0.92	2.79	0.94
		SR	3.09	0.91	3.01	0.96	3.00	0.96	3.08	0.90	2.95	0.92	3.01	0.94
c. Participated in a fundraising event (e.g., phone-a-thon, run, walk, dance marathon)	EXP041C	FY	1.66	0.88	1.61	0.85	1.62	0.85	1.71	0.88	1.60	0.83	1.63	0.85
		SR	1.76	0.92	1.75	0.92	1.79	0.94	1.94	0.98	1.80	0.93	1.78	0.93
d. Attended a rally, vigil, or protest about an issue that is important to you	EXP041D	FY	1.36	0.70	1.32	0.66	1.33	0.68	1.42	0.74	1.30	0.64	1.34	0.68
		SR	1.39	0.70	1.32	0.66	1.40	0.72	1.62	0.82	1.35	0.68	1.40	0.72
e. Led meetings or activities for a local community organization or religious group	EXP041E	FY	1.37	0.76	1.35	0.75	1.35	0.75	1.34	0.74	1.40	0.77	1.35	0.74
		SR	1.54	0.94	1.49	0.90	1.51	0.92	1.60	0.98	1.71	1.03	1.52	0.93

### 2. Deep Learning

*In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often*

Variable	Class		Doc-Ext		Doc-Int		Master's		Bac-LA		Bac-Gen		Total	
			Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
a. Learned something from discussing questions that have no clear answers	EXP042A	FY	2.60	0.84	2.61	0.85	2.64	0.84	2.94	0.83	2.67	0.82	2.67	0.85
		SR	2.68	0.86	2.64	0.87	2.74	0.86	3.04	0.84	2.78	0.85	2.75	0.87
b. Examined the strengths and weaknesses of your own views on a topic or issue	EXP042B	FY	2.74	0.83	2.74	0.83	2.75	0.83	3.00	0.80	2.82	0.82	2.77	0.84
		SR	2.82	0.84	2.79	0.85	2.89	0.83	3.13	0.80	2.91	0.83	2.89	0.84
c. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	EXP042C	FY	2.81	0.82	2.81	0.82	2.82	0.82	3.02	0.79	2.85	0.79	2.84	0.82
		SR	2.91	0.82	2.87	0.83	2.97	0.81	3.14	0.79	2.96	0.80	2.96	0.82
d. Learned something that changed the way you understand an issue or concept	EXP042D	FY	2.74	0.82	2.72	0.83	2.73	0.82	2.95	0.81	2.78	0.81	2.77	0.83
		SR	2.86	0.81	2.82	0.82	2.90	0.82	3.10	0.80	2.92	0.80	2.91	0.82
e. Applied what you learned in a course to your personal life or work	EXP042E	FY	2.72	0.85	2.74	0.85	2.77	0.85	2.89	0.84	2.84	0.82	2.77	0.85
		SR	2.99	0.84	2.98	0.85	3.08	0.82	3.18	0.81	3.11	0.80	3.05	0.83
f. Enjoyed completing a task that required a lot of thinking and mental effort	EXP042F	FY	2.76	0.86	2.77	0.87	2.75	0.87	2.96	0.85	2.79	0.86	2.79	0.87
		SR	3.04	0.83	3.03	0.83	3.05	0.83	3.22	0.79	3.05	0.83	3.06	0.83

<sup>1</sup> Only students responding to the online survey received these questions.

<sup>2</sup> Mean hrs/wk spent on activity. Responses that are not round numeric values or that exceed 20 hrs/wk were excluded as outliers.

## NSSE 2004 Experimental Items<sup>1</sup> Means and Standard Deviations by Carnegie Classification

### 3. A Closer Look At Time On Task<sup>2</sup>

Doc-Ext		Doc-Int		Master's		Bac-LA		Bac-Gen		Total	
Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD

Variable Class

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

a.	Using <b>online</b> resources or tools (e.g., Internet, email, course or library websites, search engines) for <b>academic</b> purposes	EXP043A1	FY	6.20	4.69	6.40	4.91	6.14	4.83	5.85	4.62	5.81	4.52	6.13	4.76
			SR	6.97	4.95	7.21	5.05	7.06	5.00	6.66	4.76	6.74	4.90	7.01	4.97
b.	Using a computer <b>offline</b> (e.g., using a word processor or other software applications) for <b>academic</b> purposes	EXP043B1	FY	4.70	3.84	5.26	4.17	5.11	4.07	5.76	4.06	5.33	4.04	5.21	4.09
			SR	5.91	4.69	6.25	4.82	6.19	4.76	6.61	4.59	6.41	4.67	6.32	4.78
c.	Reading assigned books, articles, and other materials	EXP043C1	FY	6.55	4.74	6.04	4.50	6.41	4.61	8.25	4.98	6.68	4.75	6.74	4.77
			SR	6.57	4.88	6.29	4.78	6.70	4.93	8.44	5.22	6.85	4.82	6.94	5.00
d.	Preparing written assignments (e.g., papers, labs, problem sets)	EXP043D1	FY	5.43	4.01	5.69	4.12	5.67	4.08	6.64	4.26	5.88	4.13	5.91	4.20
			SR	5.90	4.55	5.97	4.51	6.06	4.46	6.75	4.55	6.20	4.41	6.26	4.58
e.	Working on course-related artistic and creative projects such as painting, pottery, sculpture, dance, drama, etc.	EXP043E1	FY	1.24	2.96	1.42	3.27	1.63	3.38	1.80	3.46	1.51	3.08	1.49	3.24
			SR	1.25	3.29	1.33	3.30	1.70	3.76	2.26	4.17	1.77	3.70	1.57	3.61
f.	Preparing for course presentations	EXP043F1	FY	1.63	2.50	2.14	2.97	2.21	2.89	2.07	2.69	2.36	2.82	2.02	2.78
			SR	2.22	3.03	2.67	3.29	2.95	3.46	2.51	2.91	2.98	3.47	2.68	3.29
g.	Reviewing course materials (e.g., re-reading, reviewing notes)	EXP043G1	FY	4.43	3.89	4.54	3.96	4.33	3.78	4.12	3.73	4.31	3.86	4.35	3.86
			SR	3.73	3.76	4.02	3.95	3.91	3.83	3.39	3.51	3.64	3.64	3.80	3.80
h.	Studying with other students outside of class	EXP043H1	FY	2.44	3.04	2.47	3.17	2.20	2.79	2.66	3.00	2.49	2.91	2.45	3.04
			SR	2.48	3.47	2.30	3.34	2.10	3.05	2.17	2.82	2.17	3.07	2.25	3.23
i.	Meeting with faculty about coursework	EXP043I1	FY	0.74	1.44	0.80	1.54	0.82	1.48	1.06	1.55	0.85	1.46	0.82	1.48
			SR	0.88	1.43	1.01	1.73	1.09	1.76	1.35	1.66	1.15	1.73	1.06	1.68

<sup>1</sup> Only students responding to the online survey received these questions.

<sup>2</sup> Mean hrs/wk spent on activity. Responses that are not round numeric values or that exceed 20 hrs/wk were excluded as outliers.





**National Survey  
of Student Engagement**

# **NSSE 2004 Frequency Distributions**



# National Survey of Student Engagement

## NSSE 2004 Engagement Item Frequency Distributions Montclair State University

			First-Year Students						Seniors					
			Montclair State		Master's		NSSE 2004		Montclair State		Master's		NSSE 2004	
Variable	Response Options		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
1a. Asked questions in class or contributed to class discussions	CLQUEST	Never	7	4%	494	3%	1,243	3%	1	1%	278	2%	712	2%
		Sometimes	53	31%	6,393	37%	15,485	37%	34	21%	4,207	23%	10,332	24%
		Often	74	43%	6,198	35%	14,509	34%	54	34%	5,933	32%	13,588	31%
		Very often	39	23%	4,426	25%	11,087	26%	70	44%	7,976	43%	18,718	43%
		Total	173	100%	17,511	100%	42,324	100%	159	100%	18,394	100%	43,350	100%
b. Made a class presentation	CLPRESEN	Never	8	5%	2,619	15%	6,117	14%	4	3%	651	4%	1,707	4%
		Sometimes	95	55%	9,305	53%	23,012	54%	53	33%	5,629	31%	13,948	32%
		Often	55	32%	4,263	24%	10,239	24%	52	33%	7,055	38%	16,525	38%
		Very often	15	9%	1,312	7%	2,937	7%	50	31%	5,051	27%	11,148	26%
		Total	173	100%	17,499	100%	42,305	100%	159	100%	18,386	100%	43,328	100%
c. Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	Never	19	11%	2,018	12%	5,345	13%	26	16%	2,690	15%	6,981	16%
		Sometimes	40	23%	5,209	30%	12,723	30%	49	31%	6,695	36%	16,100	37%
		Often	56	32%	5,705	33%	13,604	32%	37	23%	5,117	28%	11,604	27%
		Very often	58	34%	4,556	26%	10,606	25%	46	29%	3,872	21%	8,630	20%
		Total	173	100%	17,488	100%	42,278	100%	158	100%	18,374	100%	43,315	100%
d. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	Never	5	3%	400	2%	937	2%	1	1%	168	1%	414	1%
		Sometimes	30	17%	3,985	23%	9,484	22%	16	10%	2,241	12%	5,262	12%
		Often	92	53%	7,687	44%	18,508	44%	54	34%	6,925	38%	16,288	38%
		Very often	46	27%	5,424	31%	13,363	32%	88	55%	9,051	49%	21,364	49%
		Total	173	100%	17,496	100%	42,292	100%	159	100%	18,385	100%	43,328	100%
e. Included diverse perspectives (by race, religion, gender, political) in class discussions or assignments	DIVCLASS	Never	8	5%	1,154	7%	2,900	7%	9	6%	1,165	6%	3,035	7%
		Sometimes	44	25%	6,123	35%	14,740	35%	45	28%	5,989	33%	14,060	32%
		Often	78	45%	6,432	37%	15,371	36%	59	37%	6,336	34%	14,532	34%
		Very often	43	25%	3,768	22%	9,246	22%	46	29%	4,896	27%	11,685	27%
		Total	173	100%	17,477	100%	42,257	100%	159	100%	18,386	100%	43,312	100%
f. Came to class without completing readings or assignments	CLUNPREP	Never	37	21%	4,019	23%	9,164	22%	41	26%	3,834	21%	8,505	20%
		Sometimes	104	60%	10,408	60%	25,553	60%	96	60%	11,061	60%	25,943	60%
		Often	24	14%	2,274	13%	5,560	13%	18	11%	2,440	13%	6,266	14%
		Very often	8	5%	774	4%	1,961	5%	4	3%	1,033	6%	2,563	6%
		Total	173	100%	17,475	100%	42,238	100%	159	100%	18,368	100%	43,277	100%
g. Worked with other students on projects during class	CLASSGRP	Never	25	14%	2,021	12%	5,556	13%	10	6%	1,858	10%	5,248	12%
		Sometimes	74	43%	8,429	48%	20,442	48%	80	50%	7,947	43%	19,330	45%
		Often	60	35%	5,602	32%	12,931	31%	52	33%	5,946	32%	13,138	30%
		Very often	14	8%	1,435	8%	3,323	8%	17	11%	2,621	14%	5,573	13%
		Total	173	100%	17,487	100%	42,252	100%	159	100%	18,372	100%	43,289	100%



# National Survey of Student Engagement

## NSSE 2004 Engagement Item Frequency Distributions Montclair State University

Student Engagement			First-Year Students						Seniors					
			Montclair State		Master's		NSSE 2004		Montclair State		Master's		NSSE 2004	
			Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
h. Worked with classmates outside of class to prepare class assignments	OCCGRP	Never	27	16%	2,575	15%	5,376	13%	20	13%	1,341	7%	2,940	7%
		Sometimes	101	58%	8,331	48%	19,544	46%	64	40%	6,680	36%	15,503	36%
		Often	37	21%	4,998	29%	12,884	30%	56	35%	6,390	35%	15,251	35%
		Very often	8	5%	1,587	9%	4,465	11%	19	12%	3,965	22%	9,602	22%
		Total	173	100%	17,491	100%	42,269	100%	159	100%	18,376	100%	43,296	100%
i. Put together ideas or concepts from different courses when completing assignments or class discussions	INTIDEAS	Never	13	8%	1,687	10%	3,839	9%	12	8%	728	4%	1,638	4%
		Sometimes	69	40%	8,175	47%	19,399	46%	54	34%	5,621	31%	13,088	30%
		Often	70	41%	5,856	34%	14,278	34%	64	40%	7,799	42%	18,315	42%
		Very often	20	12%	1,750	10%	4,702	11%	29	18%	4,215	23%	10,233	24%
		Total	172	100%	17,468	100%	42,218	100%	159	100%	18,363	100%	43,274	100%
j. Tutored or taught other students (paid or voluntary)	TUTOR	Never	104	60%	9,587	55%	22,040	52%	80	50%	8,130	44%	18,246	42%
		Sometimes	53	31%	5,592	32%	14,182	34%	50	31%	6,276	34%	15,135	35%
		Often	7	4%	1,552	9%	4,106	10%	20	13%	2,242	12%	5,499	13%
		Very often	8	5%	739	4%	1,899	4%	9	6%	1,716	9%	4,396	10%
		Total	172	100%	17,470	100%	42,227	100%	159	100%	18,364	100%	43,276	100%
k. Participated in a community-based project as part of a regular course	COMMPROJ	Never	121	71%	10,848	62%	25,951	62%	97	62%	9,440	51%	22,452	52%
		Sometimes	25	15%	4,446	25%	10,785	26%	31	20%	5,372	29%	12,740	29%
		Often	10	6%	1,457	8%	3,641	9%	16	10%	2,150	12%	4,953	11%
		Very often	15	9%	710	4%	1,819	4%	12	8%	1,396	8%	3,108	7%
		Total	171	100%	17,461	100%	42,196	100%	156	100%	18,358	100%	43,253	100%
l. Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment	ITACADEM	Never	34	20%	3,266	19%	7,380	17%	21	13%	2,562	14%	6,069	14%
		Sometimes	51	30%	5,111	29%	12,266	29%	43	27%	5,016	27%	11,743	27%
		Often	37	22%	4,619	26%	11,064	26%	46	29%	4,744	26%	11,264	26%
		Very often	49	29%	4,474	26%	11,497	27%	47	30%	6,044	33%	14,201	33%
		Total	171	100%	17,470	100%	42,207	100%	157	100%	18,366	100%	43,277	100%
m. Used e-mail to communicate with an instructor	EMAIL	Never	1	1%	865	5%	1,694	4%	4	3%	423	2%	818	2%
		Sometimes	38	22%	5,142	29%	11,470	27%	31	20%	3,949	22%	8,240	19%
		Often	71	42%	6,159	35%	14,999	36%	56	36%	5,860	32%	13,813	32%
		Very often	61	36%	5,301	30%	14,051	33%	65	42%	8,132	44%	20,400	47%
		Total	171	100%	17,467	100%	42,214	100%	156	100%	18,364	100%	43,271	100%
n. Discussed grades or assignments with an instructor	FACGRADE	Never	13	8%	1,401	8%	3,247	8%	10	6%	736	4%	1,747	4%
		Sometimes	70	41%	7,629	44%	18,098	43%	56	36%	6,365	35%	14,862	34%
		Often	60	35%	5,583	32%	13,736	33%	54	34%	6,512	35%	15,141	35%
		Very often	28	16%	2,849	16%	7,121	17%	37	24%	4,749	26%	11,520	27%
		Total	171	100%	17,462	100%	42,202	100%	157	100%	18,362	100%	43,270	100%



# National Survey of Student Engagement

## NSSE 2004 Engagement Item Frequency Distributions Montclair State University

			First-Year Students						Seniors					
			Montclair State		Master's		NSSE 2004		Montclair State		Master's		NSSE 2004	
	Variable	Response Options	Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
o.	Talked about career plans with a faculty member or advisor	FACPLANS Never	59	35%	4,101	23%	9,693	23%	42	27%	2,838	15%	6,542	15%
		Sometimes	77	45%	8,399	48%	20,300	48%	64	41%	7,381	40%	17,051	39%
		Often	22	13%	3,504	20%	8,606	20%	27	17%	4,815	26%	11,332	26%
		Very often	13	8%	1,461	8%	3,608	9%	24	15%	3,324	18%	8,333	19%
		Total	171	100%	17,465	100%	42,207	100%	157	100%	18,358	100%	43,258	100%
p.	Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS Never	74	43%	7,468	43%	16,959	40%	60	38%	4,845	26%	10,867	25%
		Sometimes	73	42%	7,251	42%	18,155	43%	66	42%	8,662	47%	20,511	47%
		Often	19	11%	2,086	12%	5,360	13%	22	14%	3,431	19%	8,254	19%
		Very often	6	3%	657	4%	1,722	4%	8	5%	1,425	8%	3,637	8%
		Total	172	100%	17,462	100%	42,196	100%	156	100%	18,363	100%	43,269	100%
q.	Received prompt feedback from faculty on your academic performance (written or oral)	FACFEED Never	15	9%	1,306	7%	2,985	7%	13	8%	737	4%	1,753	4%
		Sometimes	67	39%	6,870	39%	15,775	37%	49	31%	5,246	29%	12,395	29%
		Often	63	37%	6,913	40%	17,081	40%	71	45%	8,465	46%	19,926	46%
		Very often	27	16%	2,367	14%	6,339	15%	24	15%	3,914	21%	9,190	21%
		Total	172	100%	17,456	100%	42,180	100%	157	100%	18,362	100%	43,264	100%
r.	Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD Never	15	9%	1,388	8%	3,516	8%	10	6%	1,085	6%	2,761	6%
		Sometimes	60	35%	7,059	40%	16,645	39%	50	32%	6,327	34%	15,171	35%
		Often	68	40%	6,365	36%	15,343	36%	63	40%	7,240	39%	16,592	38%
		Very often	29	17%	2,649	15%	6,675	16%	35	22%	3,705	20%	8,729	20%
		Total	172	100%	17,461	100%	42,179	100%	158	100%	18,357	100%	43,253	100%
s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER Never	123	72%	10,777	62%	25,177	60%	98	62%	8,579	47%	19,042	44%
		Sometimes	32	19%	4,584	26%	11,483	27%	34	22%	5,604	31%	13,718	32%
		Often	9	5%	1,507	9%	3,946	9%	13	8%	2,602	14%	6,415	15%
		Very often	8	5%	595	3%	1,579	4%	13	8%	1,573	9%	4,082	9%
		Total	172	100%	17,463	100%	42,185	100%	158	100%	18,358	100%	43,257	100%
t.	Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS Never	15	9%	1,179	7%	2,659	6%	8	5%	680	4%	1,532	4%
		Sometimes	68	40%	6,628	38%	15,117	36%	51	32%	5,842	32%	13,296	31%
		Often	48	28%	6,181	35%	15,169	36%	54	34%	6,982	38%	16,359	38%
		Very often	41	24%	3,465	20%	9,226	22%	45	28%	4,848	26%	12,062	28%
		Total	172	100%	17,453	100%	42,171	100%	158	100%	18,352	100%	43,249	100%
u.	Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD Never	14	8%	3,121	18%	7,048	17%	17	11%	2,669	15%	5,864	14%
		Sometimes	50	29%	6,227	36%	14,464	34%	48	30%	6,622	36%	15,359	36%
		Often	48	28%	4,330	25%	10,591	25%	39	25%	4,818	26%	11,357	26%
		Very often	60	35%	3,771	22%	10,058	24%	54	34%	4,225	23%	10,629	25%
		Total	172	100%	17,449	100%	42,161	100%	158	100%	18,334	100%	43,209	100%



# National Survey of Student Engagement

## NSSE 2004 Engagement Item Frequency Distributions Montclair State University

			First-Year Students						Seniors					
			Montclair State		Master's		NSSE 2004		Montclair State		Master's		NSSE 2004	
Variable	Response Options		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	Never	19	11%	2,054	12%	4,625	11%	20	13%	1,939	11%	4,294	10%
		Sometimes	54	31%	5,910	34%	13,453	32%	51	32%	6,497	35%	14,899	34%
		Often	44	26%	5,034	29%	12,431	29%	35	22%	5,321	29%	12,652	29%
		Very often	55	32%	4,448	25%	11,642	28%	52	33%	4,583	25%	11,371	26%
		Total	172	100%	17,446	100%	42,151	100%	158	100%	18,340	100%	43,216	100%
2a. Coursework emphasizes: Memorizing facts, ideas or methods from your courses and readings	MEMORIZE	Often	8	5%	807	5%	2,245	5%	21	13%	1,518	8%	4,099	9%
		Some	49	28%	4,501	26%	11,144	26%	43	27%	5,441	30%	13,279	31%
		Quite a bit	79	46%	7,213	41%	17,023	40%	59	37%	6,797	37%	15,548	36%
		Very much	36	21%	4,944	28%	11,779	28%	35	22%	4,590	25%	10,321	24%
		Total	172	100%	17,465	100%	42,191	100%	158	100%	18,346	100%	43,247	100%
b. Coursework emphasizes: Analyzing the basic elements of an idea, experience or theory	ANALYZE	Often	3	2%	391	2%	830	2%	2	1%	264	1%	577	1%
		Some	32	19%	3,429	20%	7,590	18%	29	18%	2,356	13%	5,383	12%
		Quite a bit	67	39%	7,942	46%	18,825	45%	73	46%	7,673	42%	17,715	41%
		Very much	70	41%	5,689	33%	14,925	35%	54	34%	8,051	44%	19,565	45%
		Total	172	100%	17,451	100%	42,170	100%	158	100%	18,344	100%	43,240	100%
c. Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences	SYNTHESZ	Very little	8	5%	851	5%	1,925	5%	5	3%	612	3%	1,421	3%
		Some	42	24%	5,181	30%	11,933	28%	50	32%	3,869	21%	8,925	21%
		Quite a bit	73	42%	7,333	42%	17,571	42%	58	37%	7,554	41%	17,390	40%
		Very much	49	28%	4,077	23%	10,716	25%	44	28%	6,300	34%	15,485	36%
		Total	172	100%	17,442	100%	42,145	100%	157	100%	18,335	100%	43,221	100%
d. Coursework emphasizes: Making judgments about the value of information, arguments, or methods	EVALUATE	Very little	11	6%	1,093	6%	2,497	6%	12	8%	972	5%	2,255	5%
		Some	48	28%	5,042	29%	12,074	29%	31	20%	4,214	23%	9,995	23%
		Quite a bit	68	40%	7,216	41%	17,312	41%	68	43%	7,181	39%	16,804	39%
		Very much	45	26%	4,091	23%	10,266	24%	47	30%	5,969	33%	14,174	33%
		Total	172	100%	17,442	100%	42,149	100%	158	100%	18,336	100%	43,228	100%
e. Coursework emphasizes: Applying theories or concepts to practical problems or in new situations	APPLYING	Very little	9	5%	724	4%	1,630	4%	4	3%	508	3%	1,188	3%
		Some	43	25%	4,095	23%	9,615	23%	28	18%	3,029	17%	7,131	16%
		Quite a bit	69	40%	7,107	41%	16,773	40%	70	44%	6,612	36%	15,297	35%
		Very much	51	30%	5,525	32%	14,153	34%	56	35%	8,194	45%	19,616	45%
		Total	172	100%	17,451	100%	42,171	100%	158	100%	18,343	100%	43,232	100%
3. 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	EXAMS	Very little	1	1%	86	1%	212	1%	1	1%	137	1%	359	1%
		2	0	0%	143	1%	338	1%	0	0%	243	1%	592	1%
		3	3	2%	451	3%	1,064	3%	4	3%	571	3%	1,371	3%
		4	30	18%	1,694	10%	4,021	10%	17	12%	1,764	10%	4,225	10%
		5	64	39%	5,498	33%	12,401	31%	52	35%	5,359	30%	12,636	30%
		6	38	23%	6,010	36%	15,104	37%	40	27%	6,133	35%	14,721	35%
		Very much	28	17%	2,838	17%	7,351	18%	33	22%	3,415	19%	7,763	19%
		Total	164	100%	16,720	100%	40,491	100%	147	100%	17,622	100%	41,667	100%



# National Survey of Student Engagement

## NSSE 2004 Engagement Item Frequency Distributions Montclair State University

	Variable	Response Options	First-Year Students						Seniors					
			Montclair State		Master's		NSSE 2004		Montclair State		Master's		NSSE 2004	
			Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
4a. Number of assigned textbooks, books, or book-length packs of course readings	READASGN	None	3	2%	195	1%	389	1%	3	2%	258	1%	580	1%
		Between 1-4	37	22%	3,242	19%	7,193	17%	38	25%	4,430	25%	9,649	23%
		Between 5-10	53	32%	6,314	37%	14,798	36%	53	34%	6,381	35%	14,684	35%
		Between 11-20	45	27%	4,845	28%	12,350	30%	40	26%	4,282	24%	10,644	25%
		More than 20	30	18%	2,437	14%	6,436	16%	21	14%	2,686	15%	6,988	16%
		Total	168	100%	17,033	100%	41,166	100%	155	100%	18,037	100%	42,545	100%
b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	None	54	32%	4,572	27%	10,544	26%	32	21%	3,786	21%	8,590	20%
		Between 1-4	84	50%	9,219	54%	22,571	55%	71	46%	9,596	53%	22,807	54%
		Between 5-10	22	13%	2,108	12%	5,282	13%	31	20%	2,771	15%	6,787	16%
		Between 11-20	5	3%	667	4%	1,679	4%	9	6%	1,100	6%	2,510	6%
		More than 20	2	1%	473	3%	1,107	3%	12	8%	810	4%	1,901	4%
		Total	167	100%	17,039	100%	41,183	100%	155	100%	18,063	100%	42,595	100%
e. Number of written papers or reports of 20 pages or more	WRITEMOR	None	143	85%	14,149	83%	34,041	83%	71	46%	8,886	49%	20,079	47%
		Between 1-4	20	12%	2,068	12%	5,237	13%	62	40%	7,531	42%	18,629	44%
		Between 5-10	1	1%	447	3%	1,061	3%	15	10%	1,124	6%	2,653	6%
		Between 11-20	2	1%	208	1%	475	1%	5	3%	306	2%	707	2%
		More than 20	2	1%	157	1%	340	1%	2	1%	204	1%	495	1%
		Total	168	100%	17,029	100%	41,154	100%	155	100%	18,051	100%	42,563	100%
d. Number of written papers or reports between 5 and 19 pages	WRITEMID	None	18	11%	2,386	14%	5,170	13%	12	8%	1,551	9%	3,434	8%
		Between 1-4	88	52%	8,456	50%	19,943	48%	65	42%	7,565	42%	17,245	41%
		Between 5-10	45	27%	4,438	26%	11,507	28%	52	34%	5,792	32%	14,100	33%
		Between 11-20	13	8%	1,440	8%	3,718	9%	22	14%	2,346	13%	5,914	14%
		More than 20	4	2%	319	2%	833	2%	4	3%	795	4%	1,871	4%
		Total	168	100%	17,039	100%	41,171	100%	155	100%	18,049	100%	42,564	100%
e. Number of written papers or reports of fewer than 5 pages	WRITESML	None	2	1%	506	3%	1,113	3%	16	10%	1,248	7%	2,840	7%
		Between 1-4	40	24%	4,243	25%	10,119	25%	58	37%	5,391	30%	12,458	29%
		Between 5-10	43	26%	5,636	33%	13,494	33%	37	24%	4,748	26%	11,450	27%
		Between 11-20	49	29%	4,309	25%	10,468	25%	28	18%	3,647	20%	8,783	21%
		More than 20	34	20%	2,347	14%	5,984	15%	16	10%	3,018	17%	7,026	17%
		Total	168	100%	17,041	100%	41,178	100%	155	100%	18,052	100%	42,557	100%
5a. Number of problem sets that take you more than an hour to complete	PROBSETA	None	26	15%	2,516	15%	6,044	15%	26	17%	3,708	21%	9,399	22%
		1-2	54	32%	6,434	38%	15,053	37%	55	36%	5,938	33%	13,682	32%
		3-4	60	36%	5,336	31%	12,814	31%	41	27%	5,110	28%	11,817	28%
		5-6	14	8%	1,549	9%	4,079	10%	19	12%	1,717	10%	3,933	9%
		More than 6	14	8%	1,180	7%	3,124	8%	13	8%	1,476	8%	3,501	8%
		Total	168	100%	17,015	100%	41,114	100%	154	100%	17,949	100%	42,332	100%



# National Survey of Student Engagement

## NSSE 2004 Engagement Item Frequency Distributions Montclair State University

			First-Year Students						Seniors					
			Montclair State		Master's		NSSE 2004		Montclair State		Master's		NSSE 2004	
	Variable	Response Options	Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
b. Number of problem sets that take you less than an hour to complete	PROBSETB	None	17	10%	2,239	13%	6,073	15%	39	25%	4,789	27%	12,476	30%
		1-2	59	35%	5,881	35%	14,401	35%	52	34%	6,329	35%	14,682	35%
		3-4	57	34%	4,867	29%	11,316	28%	36	23%	3,900	22%	8,650	20%
		5-6	19	11%	2,177	13%	5,080	12%	14	9%	1,533	9%	3,398	8%
		More than 6	16	10%	1,833	11%	4,198	10%	13	8%	1,353	8%	3,038	7%
		Total	168	100%	16,997	100%	41,068	100%	154	100%	17,904	100%	42,244	100%
6a. Attended an art exhibit, gallery, play,	ATTDARTS	Never	55	33%	4,676	27%	10,511	26%	64	42%	6,143	34%	13,200	31%
		Sometimes	70	42%	7,975	47%	19,297	47%	59	38%	8,088	45%	19,061	45%
		Often	25	15%	2,852	17%	7,359	18%	17	11%	2,337	13%	6,270	15%
		Very often	18	11%	1,548	9%	4,020	10%	14	9%	1,508	8%	4,078	10%
		Total	168	100%	17,051	100%	41,187	100%	154	100%	18,076	100%	42,609	100%
6b. Exercised or participated in physical	EXERCISE	Never	74	44%	3,407	20%	6,905	17%	50	32%	4,545	25%	9,149	21%
		Sometimes	44	26%	4,671	27%	11,171	27%	53	34%	5,287	29%	12,324	29%
		Often	29	17%	3,820	22%	9,566	23%	28	18%	3,602	20%	8,878	21%
		Very often	21	13%	5,153	30%	13,544	33%	23	15%	4,636	26%	12,253	29%
		Total	168	100%	17,051	100%	41,186	100%	154	100%	18,070	100%	42,604	100%
6c. Participated in activities to enhance	WORSHIP	Never	101	60%	7,490	44%	17,095	42%	94	61%	7,873	44%	17,801	42%
		Sometimes	34	20%	4,562	27%	11,005	27%	27	18%	4,933	27%	11,529	27%
		Often	22	13%	2,273	13%	5,678	14%	14	9%	2,288	13%	5,510	13%
		Very often	11	7%	2,723	16%	7,398	18%	19	12%	2,971	16%	7,745	18%
		Total	168	100%	17,048	100%	41,176	100%	154	100%	18,065	100%	42,585	100%
7a. Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN	Have not decided	22	13%	2,458	14%	5,727	14%	17	11%	1,397	8%	2,979	7%
		Do not plan to do	8	5%	866	5%	1,672	4%	40	26%	3,322	18%	7,587	18%
		Plan to do	130	77%	12,597	74%	31,137	76%	26	17%	3,778	21%	8,124	19%
		Done	8	5%	1,100	6%	2,599	6%	69	45%	9,539	53%	23,846	56%
		Total	168	100%	17,021	100%	41,135	100%	152	100%	18,036	100%	42,536	100%
b. Community service or volunteer work	VOLUNTER	Have not decided	41	24%	2,770	16%	6,537	16%	16	10%	1,873	10%	4,067	10%
		Do not plan to do	19	11%	1,305	8%	2,858	7%	42	27%	3,557	20%	8,032	19%
		Plan to do	72	43%	6,766	40%	16,306	40%	21	14%	2,303	13%	4,846	11%
		Done	36	21%	6,165	36%	15,404	37%	74	48%	10,312	57%	25,593	60%
		Total	168	100%	17,006	100%	41,105	100%	153	100%	18,045	100%	42,538	100%
c. Participate in a learning community or formal program where groups take 2+ classes together	LEARNCOM	Have not decided	48	29%	6,735	40%	16,174	39%	21	14%	2,830	16%	6,179	15%
		Do not plan to do	38	23%	4,802	28%	11,863	29%	92	60%	9,866	55%	24,089	57%
		Plan to do	29	17%	3,504	21%	8,224	20%	12	8%	1,245	7%	2,632	6%
		Done	52	31%	1,980	12%	4,861	12%	28	18%	4,088	23%	9,612	23%
		Total	167	100%	17,021	100%	41,122	100%	153	100%	18,029	100%	42,512	100%



# National Survey of Student Engagement

## NSSE 2004 Engagement Item Frequency Distributions Montclair State University

			First-Year Students						Seniors					
			Montclair State		Master's		NSSE 2004		Montclair State		Master's		NSSE 2004	
Variable	Response Options		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
d. Worked on a research project with a faculty member outside of course or program requirements	RESEARCH	Have not decided	73	43%	7,439	44%	17,818	43%	31	20%	2,889	16%	6,148	14%
		Do not plan to do	50	30%	5,086	30%	10,899	27%	84	55%	10,408	58%	23,810	56%
		Plan to do	40	24%	3,905	23%	11,010	27%	10	6%	1,720	10%	4,009	9%
		Done	5	3%	589	3%	1,392	3%	29	19%	3,005	17%	8,550	20%
		Total	168	100%	17,019	100%	41,119	100%	154	100%	18,022	100%	42,517	100%
e. Foreign language coursework	FORLANG	Have not decided	27	16%	3,480	20%	7,974	19%	16	10%	1,533	8%	3,249	8%
		Do not plan to do	21	13%	5,096	30%	11,165	27%	48	31%	8,383	46%	18,128	43%
		Plan to do	74	44%	5,089	30%	12,520	30%	8	5%	1,283	7%	2,795	7%
		Done	46	27%	3,352	20%	9,457	23%	82	53%	6,841	38%	18,361	43%
		Total	168	100%	17,017	100%	41,116	100%	154	100%	18,040	100%	42,533	100%
f. Study abroad	STUDYABR	Have not decided	49	29%	5,095	30%	11,785	29%	20	13%	1,798	10%	3,738	9%
		Do not plan to do	53	32%	5,444	32%	11,698	28%	110	72%	12,965	72%	29,237	69%
		Plan to do	62	37%	6,102	36%	16,791	41%	9	6%	1,045	6%	2,516	6%
		Done	4	2%	369	2%	825	2%	14	9%	2,214	12%	7,005	16%
		Total	168	100%	17,010	100%	41,099	100%	153	100%	18,022	100%	42,496	100%
g. Independent study or self-designed major	INDSTUDY	Have not decided	58	35%	5,968	35%	14,373	35%	20	13%	1,785	10%	3,696	9%
		Do not plan to do	72	43%	8,019	47%	18,688	45%	83	54%	11,124	62%	25,572	60%
		Plan to do	32	19%	2,591	15%	7,031	17%	17	11%	1,509	8%	3,336	8%
		Done	6	4%	433	3%	1,019	2%	34	22%	3,613	20%	9,895	23%
		Total	168	100%	17,011	100%	41,111	100%	154	100%	18,031	100%	42,499	100%
h. Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	SENIORX	Have not decided	82	49%	7,276	43%	16,739	41%	28	18%	1,854	10%	3,796	9%
		Do not plan to do	26	15%	2,528	15%	5,305	13%	67	44%	5,290	29%	11,798	28%
		Plan to do	60	36%	7,019	41%	18,682	45%	31	20%	5,287	29%	12,048	28%
		Done	0	0%	198	1%	399	1%	28	18%	5,601	31%	14,872	35%
		Total	168	100%	17,021	100%	41,125	100%	154	100%	18,032	100%	42,514	100%
8a. Quality of relationships with other students	ENVSTU	1 Unfriendly, Unsupportive, Sense of Alienation	2	1%	178	1%	409	1%	0	0%	114	1%	305	1%
		2	5	3%	355	2%	824	2%	1	1%	280	2%	769	2%
		3	9	5%	726	4%	1,624	4%	8	5%	632	3%	1,537	4%
		4	15	9%	1,611	9%	3,777	9%	14	9%	1,609	9%	3,684	9%
		5	38	23%	3,579	21%	8,449	21%	47	31%	3,642	20%	8,413	20%
		6	52	31%	5,352	31%	13,111	32%	42	27%	5,547	31%	13,346	31%
		7 Friendly, Supportive, Sense of Belonging	47	28%	5,241	31%	12,973	32%	41	27%	6,242	35%	14,525	34%
		Total	168	100%	17,042	100%	41,167	100%	153	100%	18,066	100%	42,579	100%





# National Survey of Student Engagement

## NSSE 2004 Engagement Item Frequency Distributions Montclair State University

Student Engagement			First-Year Students						Seniors					
			Montclair State		Master's		NSSE 2004		Montclair State		Master's		NSSE 2004	
			Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
b. Quality of relationships with faculty members	ENVFAC	1 Unavailable, Unhelpful, Unsympathetic	0	0%	105	1%	233	1%	2	1%	150	1%	333	1%
		2	1	1%	234	1%	572	1%	4	3%	235	1%	599	1%
		3	9	5%	596	3%	1,413	3%	8	5%	579	3%	1,397	3%
		4	25	15%	1,775	10%	4,260	10%	18	12%	1,505	8%	3,602	8%
		5	46	27%	4,434	26%	10,455	25%	39	25%	3,685	20%	8,805	21%
		6	59	35%	6,113	36%	14,794	36%	53	35%	6,446	36%	15,085	35%
		7 Available, Helpful, Sympathetic	28	17%	3,777	22%	9,431	23%	29	19%	5,464	30%	12,759	30%
		Total	168	100%	17,034	100%	41,158	100%	153	100%	18,064	100%	42,580	100%
c. Quality of relationships with administrative personnel and offices	ENVADM	1 Unhelpful, Inconsiderate, Rigid	6	4%	381	2%	917	2%	11	7%	728	4%	1,917	5%
		2	5	3%	632	4%	1,611	4%	18	12%	1,141	6%	2,783	7%
		3	23	14%	1,168	7%	2,848	7%	14	9%	1,780	10%	4,135	10%
		4	30	18%	2,738	16%	6,501	16%	21	14%	3,013	17%	7,069	17%
		5	42	25%	4,394	26%	10,503	26%	38	25%	4,222	23%	10,029	24%
		6	41	25%	4,732	28%	11,586	28%	32	21%	4,134	23%	9,699	23%
		7 Helpful, Considerate, Flexible	20	12%	2,980	18%	7,173	17%	19	12%	3,036	17%	6,926	16%
		Total	167	100%	17,025	100%	41,139	100%	153	100%	18,054	100%	42,558	100%
9a. Preparing for class (studying, reading, writing, rehearsing, and other activities related to your academic program)	ACADPR01	0 hr/wk	0	0%	82	0%	170	0%	0	0%	82	0%	179	0%
		1-5 hr/wk	44	28%	3,727	22%	7,787	19%	38	25%	3,987	22%	8,451	20%
		6-10 hr/wk	47	30%	4,566	27%	10,444	26%	39	26%	4,777	27%	10,751	26%
		11-15 hr/wk	23	15%	3,342	20%	8,280	21%	32	21%	3,206	18%	7,663	18%
		16-20 hr/wk	17	11%	2,290	14%	6,029	15%	21	14%	2,492	14%	6,195	15%
		21-25 hr/wk	14	9%	1,421	9%	3,769	9%	12	8%	1,483	8%	3,874	9%
		26-30 hr/wk	8	5%	650	4%	1,981	5%	3	2%	912	5%	2,347	6%
		30+ hr/wk	3	2%	545	3%	1,739	4%	5	3%	921	5%	2,609	6%
		Total	156	100%	16,623	100%	40,199	100%	150	100%	17,860	100%	42,069	100%
b. Working for pay on campus	WORKON01	0 hr/wk	117	75%	12,556	76%	29,521	73%	127	84%	12,984	73%	27,987	67%
		1-5 hr/wk	4	3%	871	5%	2,407	6%	4	3%	968	5%	2,850	7%
		6-10 hr/wk	16	10%	1,684	10%	4,426	11%	2	1%	1,462	8%	4,590	11%
		11-15 hr/wk	10	6%	851	5%	2,212	6%	4	3%	968	5%	2,829	7%
		16-20 hr/wk	5	3%	437	3%	1,109	3%	8	5%	876	5%	2,305	5%
		21-25 hr/wk	2	1%	99	1%	261	1%	3	2%	243	1%	642	2%
		26-30 hr/wk	1	1%	37	0%	89	0%	1	1%	118	1%	285	1%
		30+ hr/wk	1	1%	88	1%	190	0%	2	1%	252	1%	594	1%
		Total	156	100%	16,623	100%	40,215	100%	151	100%	17,871	100%	42,082	100%



# National Survey of Student Engagement

## NSSE 2004 Engagement Item Frequency Distributions Montclair State University

		First-Year Students						Seniors					
		Montclair State		Master's		NSSE 2004		Montclair State		Master's		NSSE 2004	
Variable	Response Options	Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
c. Working for pay off campus	WORKOF01 0 hr/wk	78	51%	10,184	61%	26,847	67%	33	22%	6,620	37%	18,510	44%
	1-5 hr/wk	14	9%	914	5%	2,098	5%	9	6%	955	5%	2,311	5%
	6-10 hr/wk	14	9%	955	6%	2,164	5%	7	5%	1,178	7%	2,781	7%
	11-15 hr/wk	12	8%	920	6%	1,977	5%	11	7%	1,266	7%	2,877	7%
	16-20 hr/wk	14	9%	1,028	6%	2,218	6%	18	12%	1,759	10%	3,776	9%
	21-25 hr/wk	9	6%	790	5%	1,634	4%	14	9%	1,412	8%	2,954	7%
	26-30 hr/wk	4	3%	563	3%	1,118	3%	14	9%	985	6%	1,961	5%
	30+ hr/wk	9	6%	1,270	8%	2,142	5%	45	30%	3,695	21%	6,900	16%
	Total	154	100%	16,624	100%	40,198	100%	151	100%	17,870	100%	42,070	100%
d. Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01 0 hr/wk	85	54%	7,167	43%	15,472	38%	96	64%	8,790	49%	18,409	44%
	1-5 hr/wk	41	26%	5,283	32%	13,434	33%	30	20%	5,115	29%	12,920	31%
	6-10 hr/wk	11	7%	1,901	11%	5,101	13%	5	3%	1,721	10%	4,722	11%
	11-15 hr/wk	12	8%	998	6%	2,749	7%	8	5%	855	5%	2,444	6%
	16-20 hr/wk	6	4%	592	4%	1,697	4%	7	5%	563	3%	1,539	4%
	21-25 hr/wk	1	1%	299	2%	817	2%	1	1%	336	2%	859	2%
	26-30 hr/wk	1	1%	153	1%	361	1%	1	1%	180	1%	433	1%
	30+ hr/wk	0	0%	232	1%	568	1%	2	1%	307	2%	760	2%
	Total	157	100%	16,625	100%	40,199	100%	150	100%	17,867	100%	42,086	100%
e. Relaxing and socializing (watching TV, partying, exercising, etc.)	SOCIAL01 0 hr/wk	2	1%	230	1%	456	1%	5	3%	292	2%	580	1%
	1-5 hr/wk	40	25%	3,946	24%	9,446	24%	49	33%	5,315	30%	11,829	28%
	6-10 hr/wk	40	25%	4,587	28%	11,196	28%	43	29%	5,317	30%	12,585	30%
	11-15 hr/wk	24	15%	3,101	19%	7,705	19%	30	20%	3,092	17%	7,704	18%
	16-20 hr/wk	23	15%	2,097	13%	4,946	12%	12	8%	1,786	10%	4,507	11%
	21-25 hr/wk	9	6%	1,041	6%	2,540	6%	5	3%	909	5%	2,169	5%
	26-30 hr/wk	11	7%	575	3%	1,335	3%	2	1%	456	3%	1,021	2%
	30+ hr/wk	8	5%	1,046	6%	2,558	6%	3	2%	701	4%	1,700	4%
	Total	157	100%	16,623	100%	40,182	100%	149	100%	17,868	100%	42,095	100%
f. Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01 0 hr/wk	87	56%	12,254	74%	31,336	78%	67	45%	10,927	61%	27,926	66%
	1-5 hr/wk	30	19%	1,886	11%	4,060	10%	33	22%	1,865	10%	4,121	10%
	6-10 hr/wk	22	14%	706	4%	1,533	4%	19	13%	1,013	6%	2,169	5%
	11-15 hr/wk	9	6%	438	3%	838	2%	9	6%	684	4%	1,424	3%
	16-20 hr/wk	3	2%	251	2%	498	1%	3	2%	523	3%	1,063	3%
	21-25 hr/wk	3	2%	182	1%	335	1%	3	2%	343	2%	678	2%
	26-30 hr/wk	0	0%	100	1%	199	0%	1	1%	259	1%	558	1%
	30+ hr/wk	2	1%	798	5%	1,385	3%	15	10%	2,266	13%	4,162	10%
	Total	156	100%	16,615	100%	40,184	100%	150	100%	17,880	100%	42,101	100%



# National Survey of Student Engagement

## NSSE 2004 Engagement Item Frequency Distributions Montclair State University

			First-Year Students						Seniors					
			Montclair State		Master's		NSSE 2004		Montclair State		Master's		NSSE 2004	
			Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
g. Commuting to class (driving, walking, etc.)	COMMUTE	0 hr/wk	24	15%	2,615	16%	6,844	17%	2	1%	1,458	8%	4,588	11%
		1-5 hr/wk	88	56%	10,900	66%	26,271	65%	86	57%	11,686	65%	27,553	65%
		6-10 hr/wk	32	20%	1,911	11%	4,380	11%	41	27%	2,987	17%	6,446	15%
		11-15 hr/wk	8	5%	622	4%	1,373	3%	11	7%	959	5%	1,985	5%
		16-20 hr/wk	4	3%	269	2%	593	1%	5	3%	341	2%	653	2%
		21-25 hr/wk	0	0%	98	1%	252	1%	3	2%	129	1%	263	1%
		26-30 hr/wk	0	0%	60	0%	138	0%	0	0%	87	0%	159	0%
		30+ hr/wk	1	1%	158	1%	365	1%	3	2%	235	1%	466	1%
	Total	157	100%	16,633	100%	40,216	100%	151	100%	17,882	100%	42,113	100%	
10a. Spending significant amounts of time studying and on academic work	ENVSCHOL	Very little	2	1%	349	2%	817	2%	5	3%	438	2%	956	2%
		Some	28	18%	2,896	17%	6,608	16%	34	23%	3,236	18%	7,310	17%
		Quite a bit	70	45%	8,003	48%	18,676	46%	64	42%	8,380	47%	18,879	45%
		Very much	57	36%	5,381	32%	14,101	35%	48	32%	5,800	32%	14,922	35%
		Total	157	100%	16,629	100%	40,202	100%	151	100%	17,854	100%	42,067	100%
b. Providing the support you need to help you succeed academically	ENVSUPRT	Very little	5	3%	484	3%	1,091	3%	18	12%	732	4%	1,738	4%
		Some	36	23%	3,349	20%	7,638	19%	44	29%	4,204	24%	9,823	23%
		Quite a bit	71	45%	7,402	45%	17,725	44%	60	40%	7,992	45%	18,587	44%
		Very much	45	29%	5,388	32%	13,736	34%	29	19%	4,932	28%	11,920	28%
		Total	157	100%	16,623	100%	40,190	100%	151	100%	17,860	100%	42,068	100%
c. Encouraging contact among students from different economic, social, racial/ethnic backgrounds	ENVDIVRS	Very little	14	9%	2,469	15%	5,645	14%	30	20%	3,523	20%	8,245	20%
		Some	39	25%	5,705	34%	13,412	33%	49	33%	6,564	37%	15,319	36%
		Quite a bit	57	37%	5,061	30%	12,473	31%	45	30%	4,823	27%	11,411	27%
		Very much	46	29%	3,371	20%	8,628	21%	26	17%	2,927	16%	7,046	17%
		Total	156	100%	16,606	100%	40,158	100%	150	100%	17,837	100%	42,021	100%
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	Very little	37	24%	4,650	28%	10,860	27%	69	46%	6,896	39%	16,053	38%
		Some	58	37%	6,658	40%	16,347	41%	50	33%	6,735	38%	15,978	38%
		Quite a bit	42	27%	3,765	23%	9,169	23%	23	15%	2,945	17%	7,132	17%
		Very much	20	13%	1,519	9%	3,760	9%	8	5%	1,247	7%	2,846	7%
		Total	157	100%	16,592	100%	40,136	100%	150	100%	17,823	100%	42,009	100%
e. Providing the support you need to thrive socially	ENVSOCAL	Very little	26	17%	3,247	20%	7,397	18%	54	36%	5,014	28%	11,562	28%
		Some	60	38%	6,482	39%	15,713	39%	50	34%	7,357	41%	17,325	41%
		Quite a bit	55	35%	4,930	30%	12,123	30%	33	22%	3,968	22%	9,609	23%
		Very much	16	10%	1,924	12%	4,887	12%	12	8%	1,438	8%	3,437	8%
		Total	157	100%	16,583	100%	40,120	100%	149	100%	17,777	100%	41,933	100%
f. Attending campus events and activities (speakers, performances, athletics, etc.)	ENVEVENT	Very little	20	13%	1,746	11%	3,526	9%	28	19%	2,856	16%	5,807	14%
		Some	42	27%	4,421	27%	10,287	26%	56	37%	6,079	34%	13,472	32%
		Quite a bit	53	34%	6,396	39%	15,778	39%	47	31%	5,963	33%	14,903	35%
		Very much	42	27%	4,039	24%	10,564	26%	19	13%	2,912	16%	7,804	19%
		Total	157	100%	16,602	100%	40,155	100%	150	100%	17,810	100%	41,986	100%



# National Survey of Student Engagement

## NSSE 2004 Engagement Item Frequency Distributions Montclair State University

			First-Year Students						Seniors					
			Montclair State		Master's		NSSE 2004		Montclair State		Master's		NSSE 2004	
Variable	Response Options		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
g. Using computers in academic work	ENVCOMPT	Very little	6	4%	438	3%	848	2%	4	3%	397	2%	808	2%
		Some	21	13%	2,374	14%	5,211	13%	17	11%	1,855	10%	4,019	10%
		Quite a bit	55	35%	6,050	36%	14,233	35%	48	32%	5,590	31%	12,676	30%
		Very much	75	48%	7,744	47%	19,875	49%	81	54%	10,015	56%	24,550	58%
		Total	157	100%	16,606	100%	40,167	100%	150	100%	17,857	100%	42,053	100%
11a. Acquiring a broad general education	NGNENLED	Very little	5	3%	402	2%	1,001	2%	4	3%	372	2%	879	2%
		Some	23	15%	2,728	16%	6,440	16%	21	14%	2,292	13%	5,219	12%
		Quite a bit	71	46%	7,646	46%	17,990	45%	58	38%	6,818	38%	15,383	37%
		Very much	57	37%	5,834	35%	14,735	37%	68	45%	8,380	47%	20,586	49%
		Total	156	100%	16,610	100%	40,166	100%	151	100%	17,862	100%	42,067	100%
b. Acquiring job or work-related knowledge and skills	GNWORK	Very little	24	15%	1,930	12%	4,542	11%	22	15%	1,092	6%	2,830	7%
		Some	59	38%	5,336	32%	12,816	32%	40	26%	3,621	20%	9,128	22%
		Quite a bit	47	30%	5,891	35%	14,198	35%	42	28%	6,220	35%	14,472	34%
		Very much	27	17%	3,442	21%	8,596	21%	47	31%	6,933	39%	15,631	37%
		Total	157	100%	16,599	100%	40,152	100%	151	100%	17,866	100%	42,061	100%
c. Writing clearly and effectively	GNWRITE	Very little	8	5%	834	5%	2,090	5%	7	5%	669	4%	1,566	4%
		Some	34	22%	3,762	23%	9,212	23%	39	26%	3,447	19%	8,130	19%
		Quite a bit	63	40%	7,134	43%	16,777	42%	58	38%	7,058	39%	16,253	39%
		Very much	52	33%	4,881	29%	12,090	30%	47	31%	6,698	37%	16,131	38%
		Total	157	100%	16,611	100%	40,169	100%	151	100%	17,872	100%	42,080	100%
d. Speaking clearly and effectively	GNSPEAK	Very little	12	8%	1,521	9%	3,851	10%	9	6%	852	5%	2,138	5%
		Some	31	20%	4,874	29%	12,103	30%	36	24%	3,970	22%	9,558	23%
		Quite a bit	72	46%	6,429	39%	15,081	38%	58	39%	7,097	40%	16,298	39%
		Very much	42	27%	3,780	23%	9,118	23%	47	31%	5,947	33%	14,081	33%
		Total	157	100%	16,604	100%	40,153	100%	150	100%	17,866	100%	42,075	100%
e. Thinking critically and analytically	GNANALY	Very little	9	6%	476	3%	1,071	3%	4	3%	329	2%	727	2%
		Some	23	15%	2,995	18%	6,715	17%	25	17%	2,124	12%	4,638	11%
		Quite a bit	64	41%	7,142	43%	16,712	42%	63	42%	6,706	38%	15,162	36%
		Very much	61	39%	5,988	36%	15,650	39%	59	39%	8,705	49%	21,538	51%
		Total	157	100%	16,601	100%	40,148	100%	151	100%	17,864	100%	42,065	100%
f. Analyzing quantitative problems	GNQUANT	Very little	20	13%	1,650	10%	3,982	10%	10	7%	1,151	6%	2,837	7%
		Some	65	41%	6,032	36%	13,952	35%	48	32%	5,043	28%	11,764	28%
		Quite a bit	50	32%	6,130	37%	14,882	37%	52	35%	6,787	38%	15,462	37%
		Very much	22	14%	2,767	17%	7,295	18%	40	27%	4,863	27%	11,957	28%
		Total	157	100%	16,579	100%	40,111	100%	150	100%	17,844	100%	42,020	100%



# National Survey of Student Engagement

## NSSE 2004 Engagement Item Frequency Distributions Montclair State University

			First-Year Students						Seniors					
			Montclair State		Master's		NSSE 2004		Montclair State		Master's		NSSE 2004	
	Variable	Response Options	Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
g. Using computing and information technology	GNCMPTS	Very little	11	7%	1,386	8%	3,221	8%	7	5%	731	4%	1,816	4%
		Some	46	29%	4,459	27%	10,680	27%	35	23%	3,511	20%	8,217	20%
		Quite a bit	55	35%	6,271	38%	15,027	37%	53	35%	6,377	36%	14,964	36%
		Very much	45	29%	4,477	27%	11,211	28%	55	37%	7,245	41%	17,072	41%
	Total		157	100%	16,593	100%	40,139	100%	150	100%	17,864	100%	42,069	100%
h. Working effectively with others	GNOTHERS	Very little	8	5%	990	6%	2,371	6%	9	6%	611	3%	1,437	3%
		Some	38	24%	4,608	28%	11,359	28%	34	23%	3,292	18%	7,861	19%
		Quite a bit	73	46%	6,893	42%	16,348	41%	57	38%	6,875	38%	16,260	39%
		Very much	38	24%	4,106	25%	10,070	25%	51	34%	7,086	40%	16,497	39%
	Total		157	100%	16,597	100%	40,148	100%	151	100%	17,864	100%	42,055	100%
i. Voting in local, state, or national elections	GNCITIZN	Very little	85	54%	7,425	45%	17,896	45%	70	47%	8,427	47%	19,837	47%
		Some	35	22%	5,184	31%	12,484	31%	53	35%	5,428	30%	12,772	30%
		Quite a bit	25	16%	2,671	16%	6,471	16%	20	13%	2,420	14%	5,765	14%
		Very much	12	8%	1,292	8%	3,241	8%	7	5%	1,570	9%	3,647	9%
	Total		157	100%	16,572	100%	40,092	100%	150	100%	17,845	100%	42,021	100%
j. Learning effectively on your own	GNINQ	Very little	11	7%	934	6%	2,091	5%	12	8%	805	5%	1,804	4%
		Some	40	25%	4,454	27%	10,097	25%	32	21%	3,536	20%	7,911	19%
		Quite a bit	69	44%	7,007	42%	17,117	43%	59	39%	7,199	40%	16,853	40%
		Very much	37	24%	4,197	25%	10,830	27%	48	32%	6,307	35%	15,464	37%
	Total		157	100%	16,592	100%	40,135	100%	151	100%	17,847	100%	42,032	100%
k. Understanding yourself	GNSELF	Very little	24	15%	1,953	12%	4,514	11%	21	14%	1,894	11%	4,301	10%
		Some	43	27%	4,899	30%	11,458	29%	39	26%	4,463	25%	10,035	24%
		Quite a bit	52	33%	5,840	35%	14,185	35%	48	32%	6,011	34%	14,131	34%
		Very much	39	25%	3,896	23%	9,962	25%	43	28%	5,485	31%	13,565	32%
	Total		158	100%	16,588	100%	40,119	100%	151	100%	17,853	100%	42,032	100%
l. Understanding people of other racial and ethnic backgrounds	GNDIVERS	Very little	15	9%	2,706	16%	6,355	16%	14	9%	2,750	15%	6,497	15%
		Some	39	25%	5,758	35%	13,730	34%	42	28%	5,907	33%	13,822	33%
		Quite a bit	61	39%	5,186	31%	12,574	31%	55	36%	5,456	31%	12,753	30%
		Very much	43	27%	2,940	18%	7,461	19%	40	26%	3,746	21%	8,970	21%
	Total		158	100%	16,590	100%	40,120	100%	151	100%	17,859	100%	42,042	100%
m. Solving complex real-world problems	GNPROBSV	Very little	17	11%	2,449	15%	5,556	14%	22	15%	1,989	11%	4,582	11%
		Some	60	38%	6,327	38%	15,064	38%	44	29%	5,705	32%	13,202	31%
		Quite a bit	59	37%	5,428	33%	13,305	33%	56	37%	6,223	35%	14,752	35%
		Very much	22	14%	2,399	14%	6,212	15%	29	19%	3,942	22%	9,515	23%
	Total		158	100%	16,603	100%	40,137	100%	151	100%	17,859	100%	42,051	100%



# National Survey of Student Engagement

## NSSE 2004 Engagement Item Frequency Distributions Montclair State University

			First-Year Students						Seniors					
			Montclair State		Master's		NSSE 2004		Montclair State		Master's		NSSE 2004	
	Variable	Response Options	Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
n. Developing a personal code of values and ethics	GNETHICS	Very little	33	21%	2,668	16%	6,105	15%	22	15%	2,526	14%	5,965	14%
		Some	48	30%	5,199	31%	12,347	31%	46	30%	4,971	28%	11,463	27%
		Quite a bit	44	28%	5,383	32%	12,957	32%	49	32%	5,441	30%	12,830	31%
		Very much	33	21%	3,341	20%	8,709	22%	34	23%	4,913	28%	11,779	28%
		Total	158	100%	16,591	100%	40,118	100%	151	100%	17,851	100%	42,037	100%
o. Contributing to the welfare of your community	GNCOMMUN	Very little	44	28%	3,967	24%	8,925	22%	46	31%	3,814	21%	8,764	21%
		Some	66	42%	6,171	37%	14,830	37%	55	37%	6,114	34%	14,327	34%
		Quite a bit	32	20%	4,321	26%	10,774	27%	29	19%	4,750	27%	11,286	27%
		Very much	16	10%	2,134	13%	5,589	14%	20	13%	3,175	18%	7,660	18%
		Total	158	100%	16,593	100%	40,118	100%	150	100%	17,853	100%	42,037	100%
p. Developing a deepened sense of spirituality	GNSPIRIT	Very little	74	47%	6,378	38%	15,511	39%	81	54%	7,826	44%	18,860	45%
		Some	38	24%	4,778	29%	11,248	28%	38	25%	4,722	26%	10,688	25%
		Quite a bit	27	17%	3,053	18%	7,304	18%	15	10%	2,793	16%	6,301	15%
		Very much	19	12%	2,379	14%	6,051	15%	17	11%	2,499	14%	6,168	15%
		Total	158	100%	16,588	100%	40,114	100%	151	100%	17,840	100%	42,017	100%
12. Overall, how would you evaluate the quality of academic advising you have received at your institution?	ADVISE	Poor	14	9%	859	5%	1,989	5%	23	15%	1,537	9%	3,545	8%
		Fair	29	18%	3,034	18%	7,135	18%	45	30%	3,648	20%	8,138	19%
		Good	91	58%	8,049	48%	19,115	48%	56	37%	7,368	41%	17,210	41%
		Excellent	24	15%	4,682	28%	11,966	30%	26	17%	5,320	30%	13,200	31%
		Total	158	100%	16,624	100%	40,205	100%	150	100%	17,873	100%	42,093	100%
13. How would you evaluate your entire educational experience at this institution?	ENTIREXP	Poor	3	2%	303	2%	741	2%	3	2%	315	2%	761	2%
		Fair	21	13%	1,951	12%	4,393	11%	31	21%	2,003	11%	4,546	11%
		Good	98	62%	8,876	53%	20,452	51%	77	51%	8,827	49%	20,108	48%
		Excellent	36	23%	5,513	33%	14,638	36%	39	26%	6,740	38%	16,703	40%
		Total	158	100%	16,643	100%	40,224	100%	150	100%	17,885	100%	42,118	100%
14. If you could start over again, would you go to the same institution you are now attending?	SAMECOLL	Definitely no	8	5%	794	5%	1,790	4%	10	7%	878	5%	2,139	5%
		Probably no	24	15%	2,062	12%	4,784	12%	27	18%	2,475	14%	5,784	14%
		Probably yes	78	49%	6,940	42%	16,188	40%	68	45%	7,322	41%	16,598	39%
		Definitely yes	48	30%	6,839	41%	17,449	43%	45	30%	7,197	40%	17,561	42%
		Total	158	100%	16,635	100%	40,211	100%	150	100%	17,872	100%	42,082	100%



# National Survey of Student Engagement

## NSSE 2004 Background Item Frequency Distributions Montclair State University

			First-Year Students						Seniors					
			Montclair State		Master's		NSSE 2004		Montclair State		Master's		NSSE 2004	
			Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
15. Age	AGE	19 or younger	148	94%	14,025	85%	35,164	88%	0	0%	26	0%	80	0%
		20-23	4	3%	1,079	7%	2,349	6%	75	51%	11,026	62%	28,583	69%
		24-29	2	1%	467	3%	842	2%	35	24%	2,749	16%	5,864	14%
		30-39	2	1%	511	3%	833	2%	19	13%	1,923	11%	3,623	9%
		40-55	1	1%	371	2%	635	2%	16	11%	1,825	10%	3,276	8%
		Over 55	1	1%	32	0%	57	0%	2	1%	153	1%	275	1%
	Total		158	100%	16,485	100%	39,880	100%	147	100%	17,702	100%	41,701	100%
16. Sex	SEX	Male	45	29%	4,944	30%	13,238	33%	28	19%	5,483	31%	14,218	34%
		Female	112	71%	11,659	70%	26,901	67%	123	81%	12,359	69%	27,791	66%
	Total		157	100%	16,603	100%	40,139	100%	151	100%	17,842	100%	42,009	100%
17. Are you an international student or foreign national?	INTERNAT	No	139	89%	15,812	95%	38,007	95%	124	82%	17,010	95%	39,823	95%
		Yes	18	11%	753	5%	2,061	5%	28	18%	802	5%	2,156	5%
	Total		157	100%	16,565	100%	40,068	100%	152	100%	17,812	100%	41,979	100%
18.-19. Race/Ethnicity	RACE	African American/Black	13	8%	1,157	7%	2,651	7%	18	12%	1,448	8%	2,974	7%
		Am. Indian/Native Amer.	1	1%	70	0%	179	0%	0	0%	102	1%	249	1%
		Asian/Pacific Islander	19	12%	683	4%	1,990	5%	12	8%	643	4%	1,931	5%
		Caucasian/White	90	58%	12,571	76%	30,602	77%	93	63%	13,387	76%	32,029	77%
		Hispanic/Latino	25	16%	1,058	6%	2,020	5%	14	10%	1,025	6%	1,987	5%
		Other	0	0%	34	0%	74	0%	0	0%	52	0%	110	0%
		Multi-racial	7	5%	881	5%	2,244	6%	10	7%	983	6%	2,251	5%
	Total		155	100%	16,454	100%	39,760	100%	147	100%	17,640	100%	41,531	100%
20. What is your current classification in college?	CLASS	Freshman/first-year	154	98%	14,042	85%	35,112	88%	0	0%	19	0%	32	0%
		Sophomore	2	1%	1,911	12%	3,885	10%	0	0%	87	0%	156	0%
		Junior	0	0%	289	2%	567	1%	1	1%	672	4%	1,412	3%
		Senior	0	0%	93	1%	176	0%	141	95%	16,462	93%	39,254	94%
		Unclassified	1	1%	240	1%	371	1%	7	5%	485	3%	983	2%
	Total		157	100%	16,575	100%	40,111	100%	149	100%	17,725	100%	41,837	100%
21. Did you begin college at your current institution or elsewhere?	ENTER	Started here	153	97%	14,912	90%	36,858	92%	66	43%	9,752	55%	25,946	62%
		Started elsewhere	5	3%	1,671	10%	3,264	8%	86	57%	8,089	45%	16,081	38%
	Total		158	100%	16,583	100%	40,122	100%	152	100%	17,841	100%	42,027	100%
22. 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.)	VOCTECH	Vocational-technical	6	3%	799	5%	1,466	3%	12	8%	1,615	9%	3,234	7%
	COMMCOLL	Community/junior college	9	5%	1,454	8%	3,178	8%	59	37%	6,706	36%	13,786	32%
	FOURYEAR	Other 4-year college	9	5%	1,221	7%	2,534	6%	46	29%	5,022	27%	10,514	24%
	NONE	None	135	78%	13,267	76%	33,038	78%	53	33%	7,441	40%	19,835	46%
	OTHRCOLI	Other school	4	2%	423	2%	930	2%	9	6%	776	4%	1,946	4%



# National Survey of Student Engagement

## NSSE 2004 Background Item Frequency Distributions Montclair State University

			First-Year Students						Seniors					
			Montclair State		Master's		NSSE 2004		Montclair State		Master's		NSSE 2004	
Variable	Response Options		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
23. How would you characterize your enrollment this term?	ENRLMENT	Less than full-time	10	6%	906	5%	1,700	4%	50	33%	3,173	18%	6,269	15%
		Full-time	148	94%	15,671	95%	38,393	96%	101	67%	14,618	82%	35,657	85%
		Total	158	100%	16,577	100%	40,093	100%	151	100%	17,791	100%	41,926	100%
24. Are you member of a social fraternity or sorority?	FRATSORO	No	153	97%	15,399	93%	36,608	91%	135	90%	15,979	90%	36,824	88%
		Yes	5	3%	1,186	7%	3,510	9%	15	10%	1,849	10%	5,176	12%
		Total	158	100%	16,585	100%	40,118	100%	150	100%	17,828	100%	42,000	100%
25. Are you a student-athlete on a team sponsored by the athletics department?	ATHLETE	No	150	95%	14,679	89%	34,777	87%	146	97%	16,606	93%	38,449	92%
		Yes	8	5%	1,876	11%	5,282	13%	5	3%	1,207	7%	3,529	8%
		Total	158	100%	16,555	100%	40,059	100%	151	100%	17,813	100%	41,978	100%
25a. Athletic team	ATHTEAM2	Baseball	0	0%	82	5%	234	5%	0	0%	64	6%	162	5%
		Basketball	1	13%	163	10%	411	9%	0	0%	97	9%	284	9%
		Bowling	0	0%	1	0%	5	0%	0	0%	4	0%	7	0%
		Cross Country	1	13%	121	7%	368	8%	0	0%	106	10%	281	9%
		Fencing	0	0%	4	0%	18	0%	0	0%	2	0%	9	0%
		Field Hockey	1	13%	39	2%	99	2%	0	0%	26	2%	77	3%
		Football	1	13%	112	7%	404	9%	1	20%	78	7%	260	8%
		Golf	0	0%	79	5%	166	4%	0	0%	44	4%	138	4%
		Gymnastics	0	0%	10	1%	14	0%	0	0%	1	0%	6	0%
		Ice Hockey	1	13%	44	3%	84	2%	0	0%	28	3%	50	2%
		Track & Field	0	0%	106	6%	291	6%	0	0%	62	6%	173	6%
		Lacrosse	1	13%	43	3%	144	3%	1	20%	30	3%	90	3%
		Rifle	0	0%	3	0%	7	0%	0	0%	2	0%	6	0%
		Rowing	0	0%	36	2%	175	4%	0	0%	20	2%	76	2%
		Skiing	0	0%	6	0%	15	0%	0	0%	5	0%	7	0%
		Soccer	1	13%	249	15%	701	15%	1	20%	143	14%	460	15%
		Softball	1	13%	115	7%	300	6%	2	40%	78	7%	191	6%
		Swimming & Diving	0	0%	85	5%	281	6%	0	0%	55	5%	185	6%
		Tennis	0	0%	86	5%	276	6%	0	0%	66	6%	214	7%
		Volleyball	0	0%	123	7%	325	7%	0	0%	72	7%	206	7%
		Water Polo	0	0%	2	0%	12	0%	0	0%	0	0%	8	0%
		Wrestling	0	0%	26	2%	55	1%	0	0%	16	2%	40	1%
		Other	0	0%	118	7%	303	6%	0	0%	43	4%	149	5%
		Total	8	100%	1,653	100%	4,688	100%	5	100%	1,042	100%	3,079	100%
26. What have most of your grades been up to now at this institution?	GRADES04	C- or lower	3	2%	274	2%	665	2%	0	0%	34	0%	70	0%
		C	2	1%	668	4%	1,479	4%	2	1%	262	2%	651	2%
		C+	5	3%	1,043	6%	2,410	6%	3	2%	697	4%	1,541	4%
		B-	14	9%	1,397	9%	3,242	8%	14	10%	1,233	7%	2,948	7%
		B	28	18%	3,707	23%	8,661	22%	31	21%	3,552	20%	8,250	20%
		B+	39	25%	3,102	19%	7,617	19%	30	20%	3,537	20%	8,583	21%
		A-	36	23%	2,691	17%	7,091	18%	23	16%	3,343	19%	8,191	20%
		A	30	19%	3,398	21%	8,300	21%	44	30%	4,770	27%	10,945	27%
		Total	157	100%	16,280	100%	39,465	100%	147	100%	17,428	100%	41,179	100%





# National Survey of Student Engagement

## NSSE 2004 Background Item Frequency Distributions Montclair State University

	Variable	Response Options	First-Year Students						Seniors					
			Montclair State		Master's		NSSE 2004		Montclair State		Master's		NSSE 2004	
			Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
27. Which of the following best describes where you are living now while attending college?	LIVENOW	Dormitory, campus housing	82	52%	10,357	63%	27,311	68%	16	11%	2,842	16%	9,262	22%
		Residence, walking distance	4	3%	746	5%	1,767	4%	2	1%	3,204	18%	8,566	20%
		Residence, driving distance	71	45%	5,377	32%	10,670	27%	133	88%	11,505	65%	23,260	56%
		Fraternity, sorority house	0	0%	86	1%	324	1%	0	0%	218	1%	802	2%
		Total	157	100%	16,566	100%	40,072	100%	151	100%	17,769	100%	41,890	100%
28a. Father's educational attainment	FATHREDU	Did not finish high school	19	12%	1,430	9%	2,831	7%	21	14%	2,057	12%	3,975	10%
		Graduated from high school	35	22%	4,313	26%	9,258	23%	41	28%	4,786	27%	10,195	24%
		Attended college, no degree	19	12%	2,584	16%	5,925	15%	17	12%	2,691	15%	6,036	15%
		Completed Associate's degree	13	8%	1,550	9%	3,394	9%	21	14%	1,514	9%	3,371	8%
		Completed Bachelor's degree	43	27%	3,760	23%	9,915	25%	31	21%	3,922	22%	9,951	24%
		Completed Master's degree	23	15%	1,938	12%	5,642	14%	9	6%	1,885	11%	5,398	13%
		Completed Doctoral degree	5	3%	747	5%	2,632	7%	5	3%	792	4%	2,688	6%
		Total	157	100%	16,322	100%	39,597	100%	145	100%	17,647	100%	41,614	100%
28b. Mother's educational attainment	MOTHREDU	Did not finish high school	16	10%	1,233	7%	2,388	6%	23	16%	1,697	10%	3,283	8%
		Graduated from high school	48	30%	4,275	26%	9,306	23%	54	36%	5,424	31%	11,332	27%
		Attended college, no degree	22	14%	2,887	18%	6,710	17%	18	12%	2,777	16%	6,578	16%
		Completed Associate's degree	20	13%	2,159	13%	4,908	12%	11	7%	2,174	12%	4,978	12%
		Completed Bachelor's degree	37	23%	3,848	23%	10,475	26%	29	20%	3,719	21%	9,789	23%
		Completed Master's degree	14	9%	1,852	11%	5,281	13%	12	8%	1,793	10%	5,189	12%
		Completed Doctoral degree	1	1%	232	1%	841	2%	1	1%	187	1%	741	2%
		Total	158	100%	16,486	100%	39,909	100%	148	100%	17,771	100%	41,890	100%
29. Primary major or expected primary major, in collapsed categories	MAJRPCOL	Arts and humanities	28	18%	2,107	13%	5,774	14%	29	19%	2,667	15%	6,794	16%
		Biological science	18	11%	1,043	6%	3,158	8%	10	7%	961	5%	2,684	6%
		Business	21	13%	2,742	17%	5,596	14%	34	23%	3,785	21%	7,662	18%
		Education	30	19%	2,174	13%	4,546	11%	18	12%	2,373	13%	4,737	11%
		Engineering	0	0%	381	2%	1,959	5%	0	0%	359	2%	1,799	4%
		Physical science	4	3%	471	3%	1,339	3%	2	1%	460	3%	1,350	3%
		Professional	7	4%	2,234	14%	4,615	12%	5	3%	1,623	9%	3,199	8%
		Social science	21	13%	1,875	11%	5,091	13%	40	26%	2,371	13%	6,501	16%
		Other	15	9%	2,530	15%	5,550	14%	13	9%	3,192	18%	7,191	17%
		Undecided	14	9%	916	6%	2,220	6%	0	0%	12	0%	22	0%
		Total	158	100%	16,473	100%	39,848	100%	151	100%	17,803	100%	41,939	100%



# National Survey of Student Engagement

## NSSE 2004 Background Item Frequency Distributions Montclair State University

	Variable	Response Options	First-Year Students						Seniors					
			Montclair State		Master's		NSSE 2004		Montclair State		Master's		NSSE 2004	
			Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
30. Second major or expected second major (not minor, concentration, etc.) if applicable, in collapsed categories	MAJRSCOL	Arts and humanities	11	23%	1,124	22%	3,217	24%	4	12%	754	17%	2,163	21%
		Biological science	1	2%	153	3%	450	3%	0	0%	120	3%	321	3%
		Business	6	13%	796	15%	1,721	13%	9	26%	647	15%	1,444	14%
		Education	6	13%	520	10%	1,125	8%	7	21%	594	14%	1,120	11%
		Engineering	0	0%	56	1%	269	2%	0	0%	46	1%	147	1%
		Physical science	1	2%	212	4%	678	5%	0	0%	178	4%	463	5%
		Professional	1	2%	366	7%	844	6%	2	6%	178	4%	365	4%
		Social science	7	15%	723	14%	2,036	15%	6	18%	609	14%	1,590	16%
		Other	7	15%	629	12%	1,526	11%	1	3%	529	12%	1,221	12%
		Undecided	8	17%	631	12%	1,413	11%	5	15%	660	15%	1,307	13%
		Total	48	100%	5,210	100%	13,279	100%	34	100%	4,315	100%	10,141	100%
Institution reported gender	GENDER	Male	51	29%	5,253	30%	14,041	34%	33	21%	5,606	31%	14,690	34%
		Female	122	71%	12,016	70%	27,740	66%	126	79%	12,504	69%	28,090	66%
		Total	173	100%	17,269	100%	41,781	100%	159	100%	18,110	100%	42,780	100%
Institution reported race or ethnicity	ETHNICIT	African American/Black	17	10%	1,245	7%	2,858	7%	19	12%	1,554	9%	3,085	7%
		Am. Indian/Native Amer.	0	0%	88	1%	239	1%	0	0%	114	1%	288	1%
		Asian/Pacific Islander	19	11%	617	4%	1,868	5%	13	8%	519	3%	1,731	4%
		Caucasian/White	95	55%	12,777	74%	30,908	75%	88	55%	13,444	74%	31,875	75%
		Hispanic/Latino	29	17%	1,347	8%	2,656	6%	15	9%	1,349	7%	2,631	6%
		Other	0	0%	161	1%	413	1%	0	0%	141	1%	361	1%
		Multi-racial	7	4%	226	1%	693	2%	13	8%	266	1%	785	2%
		Foreign	0	0%	35	0%	91	0%	0	0%	18	0%	80	0%
		Unknown	6	3%	734	4%	1,545	4%	11	7%	652	4%	1,463	3%
		Total	173	100%	17,230	100%	41,271	100%	159	100%	18,057	100%	42,299	100%
Mode of completion	MODECOMP	Paper	34	20%	5,102	29%	10,341	24%	55	35%	6,916	38%	14,028	32%
		Web	139	80%	12,417	71%	32,003	76%	104	65%	11,489	62%	29,345	68%
		Total	173	100%	17,519	100%	42,344	100%	159	100%	18,405	100%	43,373	100%

na=data not reported to NSSE by institution

ipeds: 185590



# National Survey of Student Engagement

## NSSE 2004 Experimental Items<sup>1</sup> Frequency Distributions First-Year Students

			Doc-Ext		Doc-Int		Master's		Bac-LA		Bac-Gen		Total	
	Variable	Response Options	Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
1a.	Expressed your opinion about a political or community issue in a public forum (e.g., sent a letter or email to the media, contacted a government official, made a speech, signed a petition)	EXP041A Never	5,196	52%	4,013	52%	13,472	54%	4,182	45%	2,890	52%	34,680	53%
		Sometimes	2,821	28%	2,202	28%	6,814	27%	2,791	30%	1,543	28%	18,179	28%
		Often	1,228	12%	1,010	13%	2,999	12%	1,382	15%	723	13%	7,996	12%
		Very often	689	7%	563	7%	1,799	7%	952	10%	391	7%	4,720	7%
		Total	9,934	100%	7,788	100%	25,084	100%	9,307	100%	5,547	100%	65,575	100%
b.	Used media sources (e.g., newspaper, radio, television, internet) to stay informed about local political or community issues	EXP041B Never	612	6%	549	7%	2,479	10%	604	6%	438	8%	5,538	8%
		Sometimes	2,756	28%	2,311	30%	7,884	31%	3,018	32%	1,886	34%	20,449	31%
		Often	3,476	35%	2,661	34%	8,186	33%	3,017	32%	1,790	32%	21,573	33%
		Very often	3,102	31%	2,266	29%	6,554	26%	2,665	29%	1,421	26%	18,037	27%
		Total	9,946	100%	7,787	100%	25,103	100%	9,304	100%	5,535	100%	65,597	100%
c.	Participated in a fundraising event (e.g., phone-a-thon, run, walk, dance marathon)	EXP041C Never	5,549	56%	4,603	59%	14,437	58%	4,856	52%	3,228	58%	37,541	57%
		Sometimes	2,687	27%	2,007	26%	6,808	27%	2,811	30%	1,531	28%	17,969	27%
		Often	1,159	12%	808	10%	2,666	11%	1,134	12%	544	10%	6,954	11%
		Very often	522	5%	362	5%	1,150	5%	499	5%	228	4%	3,034	5%
		Total	9,917	100%	7,780	100%	25,061	100%	9,300	100%	5,531	100%	65,498	100%
d.	Attended a rally, vigil, or protest about an issue that is important to you	EXP041D Never	7,427	75%	6,039	78%	19,109	76%	6,490	70%	4,316	78%	49,786	76%
		Sometimes	1,703	17%	1,203	15%	4,090	16%	1,952	21%	842	15%	10,888	17%
		Often	550	6%	384	5%	1,336	5%	597	6%	282	5%	3,451	5%
		Very often	241	2%	161	2%	533	2%	261	3%	90	2%	1,393	2%
		Total	9,921	100%	7,787	100%	25,068	100%	9,300	100%	5,530	100%	65,518	100%
e.	Led meetings or activities for a local community organization or religious group	EXP041E Never	7,640	77%	6,061	78%	19,557	78%	7,281	78%	4,097	74%	51,087	78%
		Sometimes	1,294	13%	963	12%	3,117	12%	1,172	13%	850	15%	8,271	13%
		Often	629	6%	485	6%	1,474	6%	527	6%	376	7%	3,858	6%
		Very often	367	4%	267	3%	882	4%	322	3%	199	4%	2,246	3%
		Total	9,930	100%	7,776	100%	25,030	100%	9,302	100%	5,522	100%	65,462	100%
2a.	Learned something from discussing questions that have no clear answers	EXP042A Never	690	7%	575	7%	1,581	6%	288	3%	280	5%	4,144	6%
		Sometimes	4,156	42%	3,225	41%	10,299	41%	2,686	29%	2,230	40%	25,927	40%
		Often	3,476	35%	2,685	34%	8,845	35%	3,668	39%	2,038	37%	23,260	35%
		Very often	1,604	16%	1,303	17%	4,385	17%	2,673	29%	982	18%	12,256	19%
		Total	9,926	100%	7,788	100%	25,110	100%	9,315	100%	5,530	100%	65,587	100%
b.	Examined the strengths and weaknesses of your own views on a topic or issue	EXP042B Never	550	6%	446	6%	1,351	5%	225	2%	216	4%	3,453	5%
		Sometimes	3,398	34%	2,619	34%	8,604	34%	2,278	24%	1,793	32%	21,609	33%
		Often	4,100	41%	3,251	42%	10,140	40%	4,075	44%	2,317	42%	26,797	41%
		Very often	1,870	19%	1,462	19%	4,985	20%	2,727	29%	1,205	22%	13,669	21%
		Total	9,918	100%	7,778	100%	25,080	100%	9,305	100%	5,531	100%	65,528	100%

<sup>1</sup> Only students responding to the online survey received these questions.

<sup>2</sup> Discrete categories were created from open-ended responses to item 3.



# National Survey of Student Engagement

## NSSE 2004 Experimental Items<sup>1</sup> Frequency Distributions First-Year Students

			Doc-Ext		Doc-Int		Master's		Bac-LA		Bac-Gen		Total	
	Variable	Response Options	Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
2c.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	EXP042C Never	400	4%	322	4%	1,002	4%	196	2%	153	3%	2,596	4%
		Sometimes	3,193	32%	2,521	32%	8,041	32%	2,227	24%	1,774	32%	20,502	31%
		Often	4,159	42%	3,266	42%	10,477	42%	4,033	43%	2,368	43%	27,364	42%
		Very often	2,156	22%	1,655	21%	5,524	22%	2,828	30%	1,235	22%	14,978	23%
		Total	9,908	100%	7,764	100%	25,044	100%	9,284	100%	5,530	100%	65,440	100%
d.	Learned something that changed the way you understand an issue or concept	EXP042D Never	420	4%	376	5%	1,183	5%	235	3%	184	3%	2,838	4%
		Sometimes	3,652	37%	2,896	37%	9,214	37%	2,599	28%	1,968	36%	23,128	35%
		Often	3,898	39%	3,004	39%	9,764	39%	3,834	41%	2,209	40%	25,705	39%
		Very often	1,923	19%	1,500	19%	4,873	19%	2,625	28%	1,147	21%	13,742	21%
		Total	9,893	100%	7,776	100%	25,034	100%	9,293	100%	5,508	100%	65,413	100%
e.	Applied what you learned in a course to your personal life or work	EXP042E Never	547	6%	442	6%	1,207	5%	330	4%	171	3%	3,334	5%
		Sometimes	3,661	37%	2,749	35%	8,811	35%	2,833	31%	1,841	33%	22,912	35%
		Often	3,676	37%	2,965	38%	9,485	38%	3,606	39%	2,202	40%	24,558	38%
		Very often	2,006	20%	1,615	21%	5,532	22%	2,517	27%	1,303	24%	14,605	22%
		Total	9,890	100%	7,771	100%	25,035	100%	9,286	100%	5,517	100%	65,409	100%
f.	Enjoyed completing a task that required a lot of thinking and mental effort	EXP042F Never	533	5%	460	6%	1,463	6%	330	4%	275	5%	3,604	6%
		Sometimes	3,571	36%	2,642	34%	8,946	36%	2,522	27%	1,900	34%	22,391	34%
		Often	3,576	36%	2,856	37%	9,036	36%	3,573	39%	2,038	37%	23,732	36%
		Very often	2,215	22%	1,810	23%	5,566	22%	2,845	31%	1,307	24%	15,644	24%
		Total	9,895	100%	7,768	100%	25,011	100%	9,270	100%	5,520	100%	65,371	100%
3a.	Using <b>online</b> resources or tools (e.g., Internet, email, course or library websites, search engines) for <b>academic</b> purposes <sup>2</sup>	EXP043A1 0 hours/wk	96	1%	96	1%	293	1%	84	1%	76	1%	777	1%
		1 - 2 hours/wk	1,898	20%	1,447	20%	5,092	22%	2,031	23%	1,167	23%	13,171	21%
		3 - 5 hours/wk	3,416	36%	2,505	34%	8,349	35%	3,210	37%	1,881	37%	21,921	36%
		6 - 10 hours/wk	2,472	26%	1,862	25%	5,661	24%	2,066	24%	1,262	24%	15,342	25%
		11 - 20 hours/wk	1,109	12%	960	13%	2,844	12%	963	11%	561	11%	7,362	12%
		Over 20 hours/wk	453	5%	467	6%	1,282	5%	397	5%	206	4%	3,168	5%
		Total	9,444	100%	7,337	100%	23,521	100%	8,751	100%	5,153	100%	61,741	100%
b.	Using a computer <b>offline</b> (e.g., using a word processor or other software applications) for <b>academic</b> purposes <sup>2</sup>	EXP043B1 0 hours/wk	347	4%	289	4%	874	4%	193	2%	186	4%	2,257	4%
		1 - 2 hours/wk	2,716	29%	1,654	23%	5,570	24%	1,480	17%	1,100	21%	14,300	23%
		3 - 5 hours/wk	3,825	41%	2,981	41%	9,775	42%	3,660	42%	2,116	41%	25,157	41%
		6 - 10 hours/wk	1,895	20%	1,652	23%	5,091	22%	2,453	28%	1,252	24%	14,070	23%
		11 - 20 hours/wk	514	5%	574	8%	1,674	7%	758	9%	393	8%	4,574	7%
		Over 20 hours/wk	124	1%	157	2%	477	2%	181	2%	86	2%	1,203	2%
		Total	9,421	100%	7,307	100%	23,461	100%	8,725	100%	5,133	100%	61,561	100%

<sup>1</sup> Only students responding to the online survey received these questions.

<sup>2</sup> Discrete categories were created from open-ended responses to item 3.



## NSSE 2004 Experimental Items<sup>1</sup> Frequency Distributions First-Year Students

		Doc-Ext		Doc-Int		Master's		Bac-LA		Bac-Gen		Total			
		Variable	Response Options	Count	Col %	Count	Col%	Count	Col%	Count	Col%	Count	Col%		
3c.	Reading assigned books, articles, and other materials <sup>2</sup>	EXP043C1	0 hours/wk	158	2%	135	2%	376	2%	50	1%	68	1%	936	2%
			1 - 2 hours/wk	1,573	17%	1,415	19%	3,948	17%	693	8%	798	16%	9,531	16%
			3 - 5 hours/wk	3,365	36%	2,763	38%	8,477	36%	2,395	28%	1,834	36%	21,234	35%
			6 - 10 hours/wk	2,729	29%	1,977	27%	6,909	30%	3,227	37%	1,532	30%	18,680	30%
			11 - 20 hours/wk	1,318	14%	837	11%	3,009	13%	1,923	22%	754	15%	9,015	15%
			Over 20 hours/wk	268	3%	179	2%	696	3%	421	5%	142	3%	2,087	3%
			Total	9,411	100%	7,306	100%	23,415	100%	8,709	100%	5,128	100%	61,483	100%
d.	Preparing written assignments (e.g., papers, labs, problem sets) <sup>2</sup>	EXP043D1	0 hours/wk	184	2%	135	2%	264	1%	51	1%	50	1%	829	1%
			1 - 2 hours/wk	1,949	21%	1,407	19%	4,487	19%	996	11%	893	17%	10,885	18%
			3 - 5 hours/wk	3,985	42%	2,990	41%	9,916	42%	3,422	39%	2,126	42%	25,068	41%
			6 - 10 hours/wk	2,393	26%	1,975	27%	6,287	27%	3,008	34%	1,442	28%	17,435	28%
			11 - 20 hours/wk	728	8%	650	9%	2,006	9%	1,052	12%	494	10%	5,915	10%
			Over 20 hours/wk	145	2%	129	2%	386	2%	193	2%	102	2%	1,192	2%
			Total	9,384	100%	7,286	100%	23,346	100%	8,722	100%	5,107	100%	61,324	100%
e.	Working on course-related artistic and creative projects such as painting, pottery, sculpture, dance, drama, etc. <sup>2</sup>	EXP043E1	0 hours/wk	6,801	70%	5,138	68%	15,240	63%	5,477	61%	3,358	63%	41,853	66%
			1 - 2 hours/wk	1,334	14%	1,012	13%	3,890	16%	1,401	16%	884	17%	9,372	15%
			3 - 5 hours/wk	810	8%	676	9%	2,542	11%	1,034	12%	611	12%	6,200	10%
			6 - 10 hours/wk	445	5%	397	5%	1,498	6%	710	8%	297	6%	3,612	6%
			11 - 20 hours/wk	198	2%	195	3%	681	3%	262	3%	116	2%	1,593	3%
			Over 20 hours/wk	89	1%	106	1%	320	1%	87	1%	44	1%	709	1%
			Total	9,677	100%	7,524	100%	24,171	100%	8,971	100%	5,310	100%	63,339	100%
f.	Preparing for course presentations <sup>2</sup>	EXP043F1	0 hours/wk	4,174	44%	2,561	35%	7,395	31%	2,703	31%	1,392	27%	21,940	35%
			1 - 2 hours/wk	3,262	34%	2,693	36%	9,191	39%	3,648	41%	2,059	40%	23,152	37%
			3 - 5 hours/wk	1,557	16%	1,526	21%	5,170	22%	1,823	21%	1,262	24%	12,484	20%
			6 - 10 hours/wk	397	4%	450	6%	1,441	6%	462	5%	366	7%	3,436	6%
			11 - 20 hours/wk	101	1%	130	2%	400	2%	134	2%	79	2%	928	1%
			Over 20 hours/wk	42	0%	31	0%	111	0%	28	0%	28	1%	260	0%
			Total	9,533	100%	7,391	100%	23,708	100%	8,798	100%	5,186	100%	62,200	100%
g.	Reviewing course materials (e.g., re-reading, reviewing notes) <sup>2</sup>	EXP043G1	0 hours/wk	432	5%	302	4%	982	4%	521	6%	227	4%	3,081	5%
			1 - 2 hours/wk	3,074	33%	2,389	33%	8,117	35%	3,111	35%	1,839	36%	20,941	34%
			3 - 5 hours/wk	3,618	38%	2,766	38%	8,792	37%	3,215	37%	1,889	37%	22,870	37%
			6 - 10 hours/wk	1,615	17%	1,293	18%	3,992	17%	1,421	16%	831	16%	10,457	17%
			11 - 20 hours/wk	529	6%	473	6%	1,248	5%	431	5%	295	6%	3,452	6%
			Over 20 hours/wk	134	1%	108	1%	338	1%	100	1%	60	1%	868	1%
			Total	9,402	100%	7,331	100%	23,469	100%	8,799	100%	5,141	100%	61,669	100%

<sup>1</sup> Only students responding to the online survey received these questions.

<sup>2</sup> Discrete categories were created from open-ended responses to item 3.



# National Survey of Student Engagement

## NSSE 2004 Experimental Items<sup>1</sup> Frequency Distributions First-Year Students

3h. Studying with other students outside of class<sup>2</sup>

Variable	Response Options	Doc-Ext		Doc-Int		Master's		Bac-LA		Bac-Gen		Total	
		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
EXP043H1	0 hours/wk	2,829	30%	2,300	31%	7,470	31%	2,004	23%	1,374	26%	18,178	29%
	1 - 2 hours/wk	3,400	36%	2,548	34%	8,976	38%	3,483	39%	1,960	38%	22,640	36%
	3 - 5 hours/wk	2,327	24%	1,771	24%	5,374	23%	2,388	27%	1,322	25%	15,132	24%
	6 - 10 hours/wk	717	8%	591	8%	1,490	6%	742	8%	442	8%	4,802	8%
	11 - 20 hours/wk	189	2%	163	2%	353	1%	177	2%	87	2%	1,229	2%
	Over 20 hours/wk	45	0%	36	0%	95	0%	38	0%	18	0%	297	0%
	Total	9,507	100%	7,409	100%	23,758	100%	8,832	100%	5,203	100%	62,278	100%
EXP043I1	0 hours/wk	5,555	58%	4,179	56%	12,913	54%	3,604	41%	2,686	51%	33,991	54%
	1 - 2 hours/wk	3,408	36%	2,770	37%	9,296	39%	4,443	50%	2,162	41%	24,189	39%
	3 - 5 hours/wk	468	5%	400	5%	1,340	6%	657	7%	320	6%	3,553	6%
	6 - 10 hours/wk	94	1%	86	1%	263	1%	116	1%	56	1%	694	1%
	11 - 20 hours/wk	19	0%	19	0%	48	0%	24	0%	10	0%	134	0%
	Over 20 hours/wk	14	0%	5	0%	26	0%	9	0%	2	0%	65	0%
	Total	9,558	100%	7,459	100%	23,886	100%	8,853	100%	5,236	100%	62,626	100%

i. Meeting with faculty about coursework<sup>2</sup>

<sup>1</sup> Only students responding to the online survey received these questions.

<sup>2</sup> Discrete categories were created from open-ended responses to item 3.



# National Survey of Student Engagement

## NSSE 2004 Experimental Items<sup>1</sup> Frequency Distributions Seniors

			Doc-Ext		Doc-Int		Master's		Bac-LA		Bac-Gen		Total	
	Variable	Response Options	Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
1a.	Expressed your opinion about a political or community issue in a public forum (e.g., sent a letter or email to the media, contacted a government official, made a speech, signed a petition)	EXP041A Never	4,652	52%	3,984	54%	11,589	51%	3,007	39%	2,417	50%	29,632	51%
		Sometimes	2,681	30%	2,054	28%	6,682	29%	2,678	34%	1,504	31%	17,456	30%
		Often	993	11%	781	11%	2,630	12%	1,079	14%	572	12%	6,642	11%
		Very often	660	7%	546	7%	1,964	9%	1,009	13%	389	8%	4,887	8%
		Total	8,986	100%	7,365	100%	22,865	100%	7,773	100%	4,882	100%	58,617	100%
b.	Used media sources (e.g., newspaper, radio, television, internet) to stay informed about local political or community issues	EXP041B Never	466	5%	576	8%	1,758	8%	340	4%	287	6%	3,997	7%
		Sometimes	1,963	22%	1,624	22%	5,316	23%	1,853	24%	1,333	27%	13,806	24%
		Often	2,857	32%	2,314	31%	7,084	31%	2,418	31%	1,576	32%	18,309	31%
		Very often	3,703	41%	2,843	39%	8,740	38%	3,171	41%	1,686	35%	22,545	38%
		Total	8,989	100%	7,357	100%	22,898	100%	7,782	100%	4,882	100%	58,657	100%
c.	Participated in a fundraising event (e.g., phone-a-thon, run, walk, dance marathon)	EXP041C Never	4,503	50%	3,787	51%	11,348	50%	3,201	41%	2,315	47%	29,013	50%
		Sometimes	2,756	31%	2,161	29%	6,781	30%	2,621	34%	1,561	32%	17,828	30%
		Often	1,107	12%	898	12%	2,971	13%	1,181	15%	652	13%	7,420	13%
		Very often	617	7%	514	7%	1,774	8%	769	10%	353	7%	4,351	7%
		Total	8,983	100%	7,360	100%	22,874	100%	7,772	100%	4,881	100%	58,612	100%
d.	Attended a rally, vigil, or protest about an issue that is important to you	EXP041D Never	6,377	71%	5,584	76%	16,189	71%	4,312	56%	3,617	74%	41,396	71%
		Sometimes	1,926	21%	1,312	18%	4,780	21%	2,474	32%	911	19%	12,450	21%
		Often	437	5%	300	4%	1,243	5%	630	8%	235	5%	3,106	5%
		Very often	237	3%	158	2%	656	3%	353	5%	110	2%	1,623	3%
		Total	8,977	100%	7,354	100%	22,868	100%	7,769	100%	4,873	100%	58,575	100%
e.	Led meetings or activities for a local community organization or religious group	EXP041E Never	6,300	70%	5,315	72%	16,310	71%	5,156	66%	2,965	61%	41,301	70%
		Sometimes	1,248	14%	1,029	14%	3,195	14%	1,261	16%	902	18%	8,399	14%
		Often	707	8%	492	7%	1,649	7%	636	8%	476	10%	4,350	7%
		Very often	723	8%	520	7%	1,698	7%	716	9%	534	11%	4,533	8%
		Total	8,978	100%	7,356	100%	22,852	100%	7,769	100%	4,877	100%	58,583	100%
2a.	Learned something from discussing questions that have no clear answers	EXP042A Never	587	7%	555	8%	1,263	6%	211	3%	217	4%	3,309	6%
		Sometimes	3,503	39%	2,884	39%	8,427	37%	1,948	25%	1,781	36%	21,135	36%
		Often	3,110	35%	2,560	35%	8,191	36%	2,929	38%	1,750	36%	20,861	36%
		Very often	1,789	20%	1,357	18%	5,017	22%	2,688	35%	1,139	23%	13,353	23%
		Total	8,989	100%	7,356	100%	22,898	100%	7,776	100%	4,887	100%	58,658	100%
b.	Examined the strengths and weaknesses of your own views on a topic or issue	EXP042B Never	430	5%	422	6%	915	4%	148	2%	177	4%	2,486	4%
		Sometimes	2,828	31%	2,353	32%	6,575	29%	1,571	20%	1,377	28%	16,862	29%
		Often	3,640	41%	2,951	40%	9,486	41%	3,164	41%	2,036	42%	23,958	41%
		Very often	2,080	23%	1,619	22%	5,891	26%	2,878	37%	1,289	26%	15,264	26%
		Total	8,978	100%	7,345	100%	22,867	100%	7,761	100%	4,879	100%	58,570	100%

<sup>1</sup> Only students responding to the online survey received these questions.

<sup>2</sup> Discrete categories were created from open-ended responses to item 3.



# National Survey of Student Engagement

## NSSE 2004 Experimental Items<sup>1</sup> Frequency Distributions Seniors

		Variable	Response Options	Doc-Ext		Doc-Int		Master's		Bac-LA		Bac-Gen		Total	
				Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
2c.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	EXP042C	Never	299	3%	310	4%	632	3%	131	2%	113	2%	1,789	3%
			Sometimes	2,544	28%	2,150	29%	6,002	26%	1,570	20%	1,301	27%	15,485	26%
			Often	3,807	42%	3,066	42%	9,717	43%	3,174	41%	2,119	43%	24,700	42%
			Very often	2,327	26%	1,804	25%	6,495	28%	2,886	37%	1,351	28%	16,566	28%
			Total	8,977	100%	7,330	100%	22,846	100%	7,761	100%	4,884	100%	58,540	100%
d.	Learned something that changed the way you understand an issue or concept	EXP042D	Never	267	3%	287	4%	651	3%	118	2%	95	2%	1,631	3%
			Sometimes	2,858	32%	2,418	33%	7,016	31%	1,759	23%	1,483	30%	17,564	30%
			Often	3,681	41%	2,984	41%	9,235	40%	3,113	40%	2,018	41%	23,855	41%
			Very often	2,153	24%	1,651	22%	5,924	26%	2,762	36%	1,286	26%	15,439	26%
			Total	8,959	100%	7,340	100%	22,826	100%	7,752	100%	4,882	100%	58,489	100%
e.	Applied what you learned in a course to your personal life or work	EXP042E	Never	283	3%	259	4%	540	2%	139	2%	91	2%	1,607	3%
			Sometimes	2,324	26%	1,913	26%	5,241	23%	1,564	20%	1,034	21%	14,203	24%
			Often	3,519	39%	2,866	39%	8,835	39%	2,840	37%	1,996	41%	22,486	38%
			Very often	2,840	32%	2,309	31%	8,219	36%	3,225	42%	1,758	36%	20,230	35%
			Total	8,966	100%	7,347	100%	22,835	100%	7,768	100%	4,879	100%	58,526	100%
f.	Enjoyed completing a task that required a lot of thinking and mental effort	EXP042F	Never	250	3%	203	3%	619	3%	122	2%	123	3%	1,518	3%
			Sometimes	2,204	25%	1,823	25%	5,440	24%	1,372	18%	1,188	24%	13,785	24%
			Often	3,473	39%	2,888	39%	8,940	39%	2,952	38%	1,911	39%	22,800	39%
			Very often	3,024	34%	2,415	33%	7,817	34%	3,310	43%	1,654	34%	20,356	35%
			Total	8,951	100%	7,329	100%	22,816	100%	7,756	100%	4,876	100%	58,459	100%
3a.	Using <b>online</b> resources or tools (e.g., Internet, email, course or library websites, search engines) for <b>academic</b> purposes <sup>2</sup>	EXP043A1	0 hours/wk	67	1%	56	1%	167	1%	47	1%	38	1%	426	1%
			1 - 2 hours/wk	1,385	16%	1,077	15%	3,382	16%	1,250	17%	802	17%	8,817	16%
			3 - 5 hours/wk	2,962	34%	2,294	33%	7,408	34%	2,676	36%	1,623	35%	19,095	34%
			6 - 10 hours/wk	2,535	29%	2,111	30%	6,372	29%	2,107	29%	1,264	27%	16,329	29%
			11 - 20 hours/wk	1,265	15%	1,082	15%	3,275	15%	987	13%	658	14%	8,314	15%
			Over 20 hours/wk	386	4%	395	6%	1,140	5%	317	4%	230	5%	2,848	5%
			Total	8,600	100%	7,015	100%	21,744	100%	7,384	100%	4,615	100%	55,829	100%
b.	Using a computer <b>offline</b> (e.g., using a word processor or other software applications) for <b>academic</b> purposes <sup>2</sup>	EXP043B1	0 hours/wk	266	3%	228	3%	752	3%	151	2%	118	3%	1,703	3%
			1 - 2 hours/wk	1,880	22%	1,344	19%	4,015	18%	1,044	14%	736	16%	9,971	18%
			3 - 5 hours/wk	3,190	37%	2,541	36%	8,099	37%	2,755	37%	1,716	37%	20,416	37%
			6 - 10 hours/wk	2,125	25%	1,811	26%	5,619	26%	2,298	31%	1,314	29%	15,059	27%
			11 - 20 hours/wk	898	10%	840	12%	2,497	11%	905	12%	551	12%	6,645	12%
			Over 20 hours/wk	250	3%	245	3%	739	3%	215	3%	158	3%	1,956	4%
			Total	8,609	100%	7,009	100%	21,721	100%	7,368	100%	4,593	100%	55,750	100%

<sup>1</sup> Only students responding to the online survey received these questions.

<sup>2</sup> Discrete categories were created from open-ended responses to item 3.





# National Survey of Student Engagement

## NSSE 2004 Experimental Items<sup>1</sup> Frequency Distributions Seniors

		Variable	Response Options	Doc-Ext		Doc-Int		Master's		Bac-LA		Bac-Gen		Total	
				Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
3c.	Reading assigned books, articles, and other materials <sup>2</sup>	EXP043C1	0 hours/wk	176	2%	177	3%	472	2%	62	1%	75	2%	1,091	2%
			1 - 2 hours/wk	1,586	18%	1,366	20%	3,810	18%	670	9%	711	15%	9,039	16%
			3 - 5 hours/wk	2,954	34%	2,527	36%	7,361	34%	1,936	26%	1,563	34%	18,387	33%
			6 - 10 hours/wk	2,468	29%	1,859	27%	6,221	29%	2,579	35%	1,419	31%	16,526	30%
			11 - 20 hours/wk	1,184	14%	870	12%	3,181	15%	1,703	23%	679	15%	8,705	16%
			Over 20 hours/wk	235	3%	194	3%	698	3%	405	6%	152	3%	2,002	4%
			Total	8,603	100%	6,993	100%	21,743	100%	7,355	100%	4,599	100%	55,750	100%
d.	Preparing written assignments (e.g., papers, labs, problem sets) <sup>2</sup>	EXP043D1	0 hours/wk	209	2%	151	2%	385	2%	88	1%	62	1%	1,031	2%
			1 - 2 hours/wk	1,794	21%	1,422	20%	4,063	19%	950	13%	767	17%	9,848	18%
			3 - 5 hours/wk	3,256	38%	2,694	39%	8,633	40%	2,825	38%	1,850	40%	21,343	38%
			6 - 10 hours/wk	2,204	26%	1,800	26%	5,798	27%	2,362	32%	1,277	28%	15,412	28%
			11 - 20 hours/wk	913	11%	725	10%	2,264	10%	932	13%	508	11%	6,387	11%
			Over 20 hours/wk	202	2%	170	2%	518	2%	192	3%	106	2%	1,537	3%
			Total	8,578	100%	6,962	100%	21,661	100%	7,349	100%	4,570	100%	55,558	100%
e.	Working on course-related artistic and creative projects such as painting, pottery, sculpture, dance, drama, etc. <sup>2</sup>	EXP043E1	0 hours/wk	6,483	74%	5,168	72%	14,976	67%	4,432	59%	3,022	64%	39,389	69%
			1 - 2 hours/wk	889	10%	759	11%	2,634	12%	1,006	13%	653	14%	6,470	11%
			3 - 5 hours/wk	624	7%	604	8%	2,106	9%	941	13%	509	11%	5,164	9%
			6 - 10 hours/wk	381	4%	307	4%	1,342	6%	637	8%	296	6%	3,166	6%
			11 - 20 hours/wk	224	3%	179	3%	783	4%	369	5%	165	4%	1,831	3%
			Over 20 hours/wk	170	2%	129	2%	367	2%	132	2%	59	1%	928	2%
			Total	8,771	100%	7,146	100%	22,208	100%	7,517	100%	4,704	100%	56,948	100%
f.	Preparing for course presentations <sup>2</sup>	EXP043F1	0 hours/wk	2,671	31%	1,735	25%	4,294	20%	1,485	20%	814	18%	13,159	24%
			1 - 2 hours/wk	3,485	40%	2,765	39%	9,013	41%	3,388	46%	2,037	44%	22,971	41%
			3 - 5 hours/wk	1,771	20%	1,729	25%	5,653	26%	1,869	25%	1,137	25%	13,585	24%
			6 - 10 hours/wk	479	6%	542	8%	1,943	9%	473	6%	431	9%	4,314	8%
			11 - 20 hours/wk	184	2%	179	3%	660	3%	128	2%	147	3%	1,431	3%
			Over 20 hours/wk	55	1%	59	1%	197	1%	33	0%	39	1%	427	1%
			Total	8,645	100%	7,009	100%	21,760	100%	7,376	100%	4,605	100%	55,887	100%
g.	Reviewing course materials (e.g., re-reading, reviewing notes) <sup>2</sup>	EXP043G1	0 hours/wk	849	10%	588	8%	1,760	8%	845	11%	441	10%	5,402	10%
			1 - 2 hours/wk	3,481	40%	2,677	38%	8,586	39%	3,193	43%	1,913	41%	22,078	39%
			3 - 5 hours/wk	2,731	32%	2,291	33%	7,211	33%	2,261	30%	1,452	31%	18,001	32%
			6 - 10 hours/wk	1,133	13%	992	14%	2,960	14%	841	11%	585	13%	7,367	13%
			11 - 20 hours/wk	368	4%	371	5%	988	5%	247	3%	187	4%	2,466	4%
			Over 20 hours/wk	82	1%	72	1%	263	1%	46	1%	50	1%	622	1%
			Total	8,644	100%	6,991	100%	21,768	100%	7,433	100%	4,628	100%	55,936	100%

<sup>1</sup> Only students responding to the online survey received these questions.

<sup>2</sup> Discrete categories were created from open-ended responses to item 3.



# National Survey of Student Engagement

## NSSE 2004 Experimental Items<sup>1</sup> Frequency Distributions Seniors

3h. Studying with other students outside of class<sup>2</sup>

Variable	Response Options	Doc-Ext		Doc-Int		Master's		Bac-LA		Bac-Gen		Total	
		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
EXP043H1	0 hours/wk	3,121	36%	2,803	40%	8,601	39%	2,518	34%	1,699	36%	21,483	38%
	1 - 2 hours/wk	2,704	31%	2,082	30%	7,192	33%	2,668	36%	1,583	34%	17,844	32%
	3 - 5 hours/wk	1,824	21%	1,455	21%	4,285	20%	1,687	23%	962	21%	11,507	20%
	6 - 10 hours/wk	690	8%	482	7%	1,341	6%	467	6%	310	7%	3,878	7%
	11 - 20 hours/wk	250	3%	182	3%	416	2%	101	1%	89	2%	1,254	2%
	Over 20 hours/wk	68	1%	43	1%	90	0%	23	0%	23	0%	316	1%
	Total	8,657	100%	7,047	100%	21,925	100%	7,464	100%	4,666	100%	56,282	100%
EXP043I1	0 hours/wk	4,235	49%	3,338	47%	9,461	43%	2,231	30%	1,838	40%	24,682	44%
	1 - 2 hours/wk	3,810	44%	3,066	43%	10,259	47%	4,164	56%	2,303	50%	26,065	46%
	3 - 5 hours/wk	534	6%	530	8%	1,749	8%	884	12%	406	9%	4,499	8%
	6 - 10 hours/wk	76	1%	78	1%	312	1%	118	2%	62	1%	716	1%
	11 - 20 hours/wk	15	0%	31	0%	83	0%	17	0%	20	0%	184	0%
	Over 20 hours/wk	5	0%	8	0%	19	0%	3	0%	9	0%	46	0%
	Total	8,675	100%	7,051	100%	21,883	100%	7,417	100%	4,638	100%	56,192	100%

i. Meeting with faculty about coursework<sup>2</sup>

<sup>1</sup> Only students responding to the online survey received these questions.

<sup>2</sup> Discrete categories were created from open-ended responses to item 3.



# NSSE 2004

## Institutions by State

INSTITUTION	CITY	INSTITUTION	CITY
<b>Alabama</b>		Colorado College	Colorado Springs
Auburn University	Auburn	Fort Lewis College	Durango
Birmingham-Southern College	Birmingham	Metropolitan State College of Denver, The	Denver
Judson College (AL)	Marion	Regis University	Denver
Miles College	Fairfield	University of Colorado at Colorado Springs	Colorado Springs
Samford University	Birmingham	University of Colorado at Denver	Denver
Spring Hill College	Mobile	University of Denver	Denver
Troy State University Montgomery	Montgomery		
University of Alabama, The	Tuscaloosa	<b>Connecticut</b>	
<b>Alaska</b>		Connecticut College	New London
Alaska Pacific University	Anchorage	Fairfield University	Fairfield
University of Alaska Anchorage	Anchorage	Quinnipiac University	Hamden
<b>Arkansas</b>		Sacred Heart University	Fairfield
Arkansas Tech University	Russellville	Teikyo Post University	Waterbury
John Brown University	Siloam Springs	University of Connecticut	Storrs
Philander Smith College	Little Rock	University of New Haven	West Haven
University of Arkansas at Fort Smith	Ft Smith		
University of the Ozarks	Clarksville	<b>District of Columbia</b>	
<b>California</b>		American University	Washington
Alliant International University	San Diego	Catholic University of America, The	Washington
California College of Arts and Crafts	Oakland	Trinity College	Washington
California State University, Bakersfield	Bakersfield	University of the District of Columbia	Washington
California State University, Chico	Chico		
California State University, Dominguez Hills	Carson	<b>Florida</b>	
California State University, Stanislaus	Turlock	Barry University	Miami
Harvey Mudd College	Claremont	Beacon College	Leesburg
Holy Names College	Oakland	Eckerd College	St Petersburg
National University	La Jolla	Florida International University	Miami
Pitzer College	Claremont	Florida Southern College	Lakeland
Saint Mary's College of California	Moraga	New College of Florida	Sarasota
San Diego State University	San Diego	Nova Southeastern University	Ft Lauderdale
San José State University	San Jose	Rollins College	Winter Park
Santa Clara University	Santa Clara	Saint John Vianney College Seminary	Miami
University of La Verne	La Verne	St. Thomas University	Miami
University of San Francisco	San Francisco	University of Central Florida	Orlando
Westmont College	Santa Barbara	University of South Florida St. Petersburg	St. Petersburg
Whittier College	Whittier	University of Tampa, The	Tampa
<b>Colorado</b>		University of West Florida	Pensacola
Adams State College	Alamosa	Warner Southern College	Lake Wales
		<b>Georgia</b>	
		Agnes Scott College	Decatur
		Armstrong Atlantic State University	Savannah

INSTITUTION	CITY	INSTITUTION	CITY
Berry College	Mount Berry	Indiana University East	Richmond
Clayton College & State University	Morrow	Indiana University Kokomo	Kokomo
Columbus State University	Columbus	Indiana University Northwest	Gary
Georgia Southern University	Statesboro	Indiana University Southeast	New Albany
Georgia Southwestern State University	Americus	Indiana University-Purdue University Indianapolis	Indianapolis
Kennesaw State University	Kennesaw	Indiana Wesleyan University	Marion
LaGrange College	LaGrange	Manchester College	North Manchester
Mercer University	Macon	Purdue University Calumet	Hammond
Morehouse College	Atlanta	Purdue University Main Campus	West Lafayette
Oxford College of Emory University	Oxford	Purdue University North Central Campus	Westville
Thomas College	Thomasville	University of Indianapolis	Indianapolis
<b>Hawaii</b>		Valparaiso University	Valparaiso
Brigham Young University-Hawaii	Laie	Wabash College	Crawfordsville
Chaminade University of Honolulu	Honolulu	<b>Iowa</b>	
University of Hawai'i - West O'ahu	Pearl City	Central College	Pella
University of Hawai'i at Manoa	Honolulu	Cornell College	Mt Vernon
<b>Idaho</b>		Dordt College	Sioux Center
Boise State University	Boise	Drake University	Des Moines
Idaho State University	Pocatello	Grand View College	Des Moines
<b>Illinois</b>		University of Dubuque	Dubuque
Aurora University	Aurora	Wartburg College	Waverly
Bradley University	Peoria	<b>Kansas</b>	
Chicago State University	Chicago	Baker University	Baldwin City
Columbia College Chicago	Chicago	Benedictine College	Atchison
DePaul University	Chicago	Emporia State University	Emporia
Dominican University	River Forest	Fort Hays State University	Hays
Illinois College	Jacksonville	Friends University	Wichita
Illinois Institute of Technology	Chicago	Kansas State University	Manhattan
Illinois State University	Normal	Southwestern College	Winfield
Illinois Wesleyan University	Bloomington	University of Kansas	Lawrence
Judson College	Elgin	Washburn University	Topeka
Lewis University	Romeoville	Wichita State University	Wichita
Lincoln Christian College	Lincoln	<b>Kentucky</b>	
Loyola University Chicago	Chicago	Alice Lloyd College	Pippa Passes
McKendree College	Lebanon	Bellarmino University	Louisville
Monmouth College	Monmouth	Centre College	Danville
North Central College	Naperville	Kentucky State University	Frankfort
Northeastern Illinois University	Chicago	Lindsey Wilson College	Columbia
Saint Xavier University	Chicago	Transylvania University	Lexington
Southern Illinois University Edwardsville	Edwardsville	<b>Louisiana</b>	
Trinity Christian College	Palos Heights	Louisiana State University and Agricultural and Mechanical College	Baton Rouge
University of Illinois at Springfield	Springfield	Loyola University New Orleans	New Orleans
University of Illinois at Urbana-Champaign	Champaign	University of Louisiana at Monroe	Monroe
University of Saint Francis	Joliet	<b>Maine</b>	
Western Illinois University	Macomb	Husson College	Bangor
<b>Indiana</b>		University of Maine at Farmington, The	Farmington
Ball State University	Muncie	University of Maine at Fort Kent	Ft Kent
Butler University	Indianapolis	University of Southern Maine	Portland
DePauw University	Greencastle	<b>Maryland</b>	
Earlham College	Richmond	Loyola College in Maryland	Silver Spring
Hanover College	Hanover	McDaniel College	Westminster
Huntington College	Huntington	Morgan State University	Baltimore
Indiana University Bloomington	Bloomington		

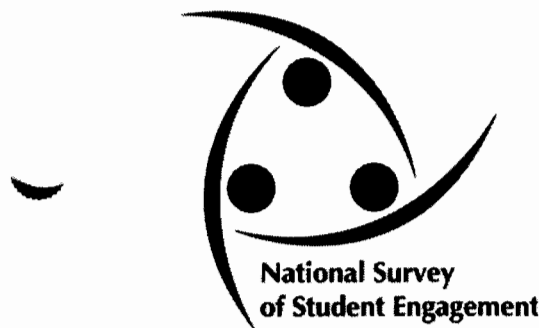
INSTITUTION	CITY	INSTITUTION	CITY
St. Mary's College of Maryland	St Mary's City	University of Missouri-Kansas City	Kansas City
University of Maryland Eastern Shore	Princess Anne	University of Missouri-Rolla	Rolla
University of Maryland, Baltimore County	Baltimore	University of Missouri-St. Louis	St Louis
Villa Julie College	Stevenson	Webster University	St Louis
Washington College	Chestertown	Westminster College	Fulton
		William Woods University	Fulton
<b>Massachusetts</b>		<b>Montana</b>	
Clark University	Worcester	University of Montana, The	Missoula
College of the Holy Cross	Worcester		
Emmanuel College	Boston	<b>Nebraska</b>	
Endicott College	Beverly	Chadron State College	Chadron
Fitchburg State College	Fitchburg	Nebraska Methodist College of Nursing and Allied Health	Omaha
Framingham State College	Framingham	University of Nebraska at Kearney	Kearney
Franklin W. Olin College of Engineering	Needham	University of Nebraska at Omaha	Omaha
Massachusetts College of Liberal Arts	North Adams	University of Nebraska-Lincoln	Lincoln
Northeastern University	Boston		
Springfield College	Springfield	<b>New Hampshire</b>	
Suffolk University	Boston	Colby-Sawyer College	New London
University of Massachusetts Boston	Boston	Franklin Pierce College	Rindge
Wheaton College	Norton	Plymouth State College	Plymouth
Wheelock College	Boston		
<b>Michigan</b>		<b>New Jersey</b>	
Alma College	Alma	Bloomfield College	Bloomfield
Central Michigan University	Mt Pleasant	College of Saint Elizabeth	Morristown
Hope College	Holland	Georgian Court College	Lakewood
Kalamazoo College	Kalamazoo	Montclair State University	Upper Montclair
Madonna University	Livonia	New Jersey Institute of Technology	Newark
Northern Michigan University	Marquette	Richard Stockton College of New Jersey, The	Pomona
Wayne State University	Detroit	Rider University	Lawrenceville
		Seton Hall University	South Orange
<b>Minnesota</b>		<b>New Mexico</b>	
Augsburg College	Minneapolis	New Mexico State University	Las Cruces
Capella University	Minneapolis	University of New Mexico - Main Campus	Albuquerque
College of Saint Benedict	St Joseph	Western New Mexico University	Silver City
College of St. Scholastica, The	Duluth		
Hamline University	St Paul	<b>New York</b>	
Saint Mary's University of Minnesota	Winona	Adelphi University	Garden City
Southwest Minnesota State University	Marshall	Alfred University	Alfred
University of Minnesota Duluth	Duluth	Baruch College of the City University of New York	New York
University of Minnesota, Morris	Morris	Canisius College	Buffalo
<b>Mississippi</b>		College of Saint Rose, The	Albany
Alcorn State University	Alcorn State	Concordia College	Bronxville
Delta State University	Cleveland	Daemen College	Amherst
Mississippi State University	Mississippi State	Hamilton College	Clinton
Mississippi State University - Meridian Campus	Meridian	Hartwick College	Oneonta
Mississippi Valley State University	Itta Bena	Herbert H. Lehman College of the City University of New York	Bronx
<b>Missouri</b>		Hobart and William Smith Colleges	Geneva
Central Missouri State University	Warrensburg	Houghton College	Houghton
Fontbonne University	St Louis	Iona College	New Rochelle
Missouri Western State College	St Joseph	Keuka College	Keuka Park
Northwest Missouri State University	Maryville	Le Moyne College	Syracuse
Rockhurst University	Kansas City	Long Island University Brooklyn Campus	Brooklyn
Saint Louis University	St Louis	Manhattanville College	Purchase
Truman State University	Kirksville	Marymount Manhattan College	New York
University of Missouri-Columbia	Columbia		

INSTITUTION	CITY	INSTITUTION	CITY
Medgar Evers College of The City University of New York	Brooklyn	Malone College	Canton
Mercy College	Dobbs Ferry	Ohio Northern University	Ada
Nazareth College	Rochester	Ohio State University Newark Campus, The	Newark
New York City College of Technology of the City University of New York	Brooklyn	Ohio State University, The	Columbus
Niagara University	Lewiston	Ohio University	Athens
Pace University	New York	Otterbein College	Westerville
Paul Smith's College of Arts and Sciences	Paul Smiths	University of Akron, The	Akron
Polytechnic University	Brooklyn	University of Dayton	Dayton
Russell Sage College	Troy	University of Toledo, The	Toledo
School of Visual Arts	New York	Ursuline College	Pepper Pike
Siena College	Loudonville	Wilmington College	Wilmington
St. Bonaventure University	St Bonaventure	Wittenberg University	Springfield
St. Francis College	Brooklyn	Wright State University	Dayton
St. John's University	Jamaica	Xavier University	Cincinnati
State University of New York College at Brockport	Brockport	Youngstown State University	Youngstown
State University of New York College at Fredonia	Fredonia		
State University of New York College at Oswego	Oswego	<b>Oklahoma</b>	
State University of New York College at Plattsburgh	Plattsburgh	Oklahoma City University	Oklahoma City
State University of New York College at Potsdam	Potsdam	University of Tulsa, The	Tulsa
United States Merchant Marine Academy	Kings Point		
Vassar College	Poughkeepsie	<b>Oregon</b>	
		Eastern Oregon University	La Grande
<b>North Carolina</b>		Lewis & Clark College	Portland
Appalachian State University	Boone	Northwest Christian College	Eugene
Barton College	Wilson	Oregon State University	Corvallis
Campbell University	Buies Creek		
Catawba College	Salisbury	<b>Pennsylvania</b>	
East Carolina University	Greenville	Chatham College	Pittsburgh
Elizabeth City State University	Elizabeth City	College Misericordia	Dallas
Elon University	Elon	Drexel University	Philadelphia
Greensboro College	Greensboro	Duquesne University	Pittsburgh
Meredith College	Raleigh	Edinboro University of Pennsylvania	Edinboro
North Carolina Central University	Durham	Franklin & Marshall College	Lancaster
Peace College	Raleigh	Grove City College	Grove City
Pfeiffer University	Misenheimer	Gwynedd-Mercy College	Gwynedd Valley
Saint Andrews Presbyterian College	Laurinburg	Holy Family College	Philadelphia
University of North Carolina at Asheville, The	Asheville	Keystone College	La Plume
University of North Carolina at Charlotte, The	Charlotte	La Salle University	Philadelphia
University of North Carolina at Wilmington, The	Wilmington	Marywood University	Scranton
Western Carolina University	Cullowhee	Millersville University of Pennsylvania	Millersville
Winston-Salem State University	Winston-Salem	Muhlenberg College	Allentown
		Neumann College	Aston
<b>North Dakota</b>		Penn State Abington	Abington
Dickinson State University	Dickinson	Philadelphia University	Philadelphia
		Saint Joseph's University	Philadelphia
<b>Ohio</b>		Saint Vincent College	Latrobe
Antioch College	Yellow Springs	Seton Hill College	Greensburg
Baldwin-Wallace College	Berea	Shippensburg University	Shippensburg
Case Western Reserve University	Cleveland	Susquehanna University	Selinsgrove
Cedarville University	Cedarville	Thiel College	Greenville
College of Wooster, The	Wooster	University of Pittsburgh	Pittsburgh
Denison University	Granville	University of the Arts, The	Philadelphia
Franciscan University of Steubenville	Steubenville	University of the Sciences in Philadelphia	Philadelphia
Hiram College	Hiram	Ursinus College	Collegeville
		Waynesburg College	Waynesburg
		Widener University	Chester
		York College of Pennsylvania	York

INSTITUTION	CITY	INSTITUTION	CITY
<b>Puerto Rico</b>		University of Texas at Arlington, The	Arlington
University of Puerto Rico-Ponce University College	Ponce	University of Texas at Austin, The	Austin
<b>Rhode Island</b>		University of Texas at Brownsville, The	Brownsville
Bryant College	Smithfield	University of Texas at Dallas, The	Richardson
<b>South Carolina</b>		University of Texas at El Paso, The	El Paso
Claflin College	Orangeburg	University of Texas at San Antonio, The	San Antonio
Clemson University	Clemson	University of Texas at Tyler, The	Tyler
Coker College	Hartsville	University of Texas of the Permian Basin, The	Odessa
Columbia College	Columbia	University of the Incarnate Word	San Antonio
Furman University	Greenville	Wiley College	Marshall
Presbyterian College	Clinton	<b>Utah</b>	
University of South Carolina - Aiken	Aiken	Brigham Young University	Provo
Winthrop University	Rock Hill	Southern Utah University	Cedar City
Wofford College	Spartanburg	University of Utah	Salt Lake City
<b>South Dakota</b>		Utah State University	Logan
Black Hills State University	Spearfish	<b>Vermont</b>	
Dakota State University	Madison	Johnson State College	Johnson
Northern State University	Aberdeen	Lyndon State College	Lyndonville
South Dakota School of Mines and Technology	Rapid City	Marlboro College	Marlboro
South Dakota State University	Brookings	Norwich University	Northfield
University of South Dakota, The	Vermillion	Saint Michael's College	Colchester
<b>Tennessee</b>		<b>Virginia</b>	
Austin Peay State University	Clarksville	Eastern Mennonite University	Harrisonburg
Baptist Memorial College of Health Sciences	Memphis	Hollins University	Roanoke
Belmont University	Nashville	James Madison University	Harrisonburg
Johnson Bible College	Knoxville	Marymount University	Arlington
Lee University	Cleveland	Radford University	Radford
Lincoln Memorial University	Harrogate	Sweet Briar College	Sweet Briar
Lipscomb University	Nashville	University of Richmond	Richmond
Maryville College	Maryville	Virginia Commonwealth University	Richmond
Middle Tennessee State University	Murfreesboro	Virginia Military Institute	Lexington
Milligan College	Milligan College	Virginia Union University	Richmond
Union University	Jackson	<b>Washington</b>	
University of Tennessee at Chattanooga	Chattanooga	Central Washington University	Ellensburg
University of Tennessee at Martin	Martin	Evergreen State College, The	Olympia
University of Tennessee, The	Knoxville	Heritage College	Toppenish
University of the South, The	Sewanee	Pacific Lutheran University	Tacoma
<b>Texas</b>		Seattle University	Seattle
Abilene Christian University	Abilene	Washington State University	Pullman
Angelo State University	San Angelo	<b>West Virginia</b>	
Huston-Tillotson College	Austin	Mountain State University	Beckley
Jarvis Christian College	Hawkins	University of Charleston	Charleston
Saint Mary's University	San Antonio	West Virginia Wesleyan College	Buckhannon
Sam Houston State University	Huntsville	<b>Wisconsin</b>	
Southwestern Assemblies of God University	Waxahachie	Beloit College	Beloit
Southwestern University	Georgetown	Cardinal Stritch University	Milwaukee
St. Edward's University	Austin	Carroll College	Waukesha
Stephen F. Austin State University	Nacogdoches	Edgewood College	Madison
Texas A&M International University	Laredo	Marian College of Fond du Lac	Fond Du Lac
Texas Christian University	Ft Worth	Marquette University	Milwaukee
Texas State University, San Marcos	San Marcos	Milwaukee School of Engineering	Milwaukee
University of Texas - Pan American, The	Edinburg	Mount Mary College	Milwaukee
		Ripon College	Ripon

INSTITUTION	CITY	INSTITUTION	CITY
University of Wisconsin-Eau Claire	Eau Claire		
University of Wisconsin-Green Bay	Green Bay		
University of Wisconsin-La Crosse	La Crosse		
University of Wisconsin-Madison	Madison		
University of Wisconsin-Milwaukee	Milwaukee		
University of Wisconsin-Oshkosh	Oshkosh		
University of Wisconsin-Parkside	Kenosha		
University of Wisconsin-Platteville	Platteville		
University of Wisconsin-River Falls	River Falls		
University of Wisconsin-Stevens Point	Stevens Point		
University of Wisconsin-Stout	Menomonie		
University of Wisconsin-Superior	Superior		
University of Wisconsin-Whitewater	Whitewater		
Wisconsin Lutheran College	Milwaukee		
<b>Alberta, Canada</b>			
University of Alberta	Alberta		
University of Calgary	Calgary		
<b>British Columbia, Canada</b>			
University of British Columbia, The	Vancouver		
<b>Ontario, Canada</b>			
Carleton University in Ottawa	Ottawa		
McMaster University	Hamilton		
Queen's University	Kingston		
University of Toronto	Toronto		
University of Waterloo	Waterloo		
University of Western Ontario	London		
York University	Toronto		
<b>Quebec, Canada</b>			
McGill University	Montreal		





# NSSE 2004

## Institutions by Carnegie

INSTITUTION	CITY/STATE	INSTITUTION	CITY/STATE
<b>Baccalaureate Colleges—General</b>		Medgar Evers College of The City University of New York	Brooklyn, NY
Alice Lloyd College	Pippa Passes, KY	Metropolitan State College of Denver, The	Denver, CO
Barton College	Wilson, NC	Miles College	Fairfield, AL
Berry College	Mount Berry, GA	Mississippi Valley State University	Itta Bena, MS
Black Hills State University	Spearfish, SD	Missouri Western State College	St Joseph, MO
Bloomfield College	Bloomfield, NJ	Neumann College	Aston, PA
Brigham Young University-Hawaii	Laie, HI	Northwest Christian College	Eugene, OR
Carroll College	Waukesha, WI	Ohio Northern University	Ada, OH
Catawba College	Salisbury, NC	Otterbein College	Westerville, OH
Cedarville University	Cedarville, OH	Philander Smith College	Little Rock, AR
Central College	Pella, IA	Russell Sage College	Troy, NY
Clafin College	Orangeburg, SC	Southwest Minnesota State University	Marshall, MN
Coker College	Hartsville, SC	Southwestern College	Winfield, KS
Colby-Sawyer College	New London, NH	St. Francis College	Brooklyn, NY
College of Saint Elizabeth	Morristown, NJ	Teikyo Post University	Waterbury, CT
Columbia College	Columbia, SC	Thiel College	Greenville, PA
Concordia College	Bronxville, NY	Thomas College	Thomasville, GA
Daemen College	Amherst, NY	Trinity Christian College	Palos Heights, IL
Dakota State University	Madison, SD	University of Charleston	Charleston, WV
Dickinson State University	Dickinson, ND	University of Maine at Farmington, The	Farmington, ME
Dordt College	Sioux Center, IA	University of Maine at Fort Kent	Ft Kent, ME
Elizabeth City State University	Elizabeth City, NC	University of Puerto Rico-Ponce University College	Ponce, PR
Endicott College	Beverly, MA	University of South Carolina - Aiken	Aiken, SC
Florida Southern College	Lakeland, FL	University of the Ozarks	Clarksville, AR
Grand View College	Des Moines, IA	Villa Julie College	Stevenson, MD
Grove City College	Grove City, PA	Warner Southern College	Lake Wales, FL
Huntington College	Huntington, IN	Wartburg College	Waverly, IA
Huston-Tillotson College	Austin, TX	Wiley College	Marshall, TX
Illinois College	Jacksonville, IL	Wilmington College	Wilmington, OH
Indiana University East	Richmond, IN	Winston-Salem State University	Winston-Salem, NC
Indiana University Kokomo	Kokomo, IN	Wisconsin Lutheran College	Milwaukee, WI
Jarvis Christian College	Hawkins, TX		
John Brown University	Siloam Springs, AR	<b>Baccalaureate Colleges—Liberal Arts</b>	
Judson College	Elgin, IL	Agnes Scott College	Decatur, GA
Keuka College	Keuka Park, NY	Alma College	Alma, MI
LaGrange College	LaGrange, GA	Antioch College	Yellow Springs, OH
Lee University	Cleveland, TN	Beacon College	Leesburg, FL
Lyndon State College	Lyndonville, VT	Beloit College	Beloit, WI
Manchester College	North Manchester, IN	Birmingham-Southern College	Birmingham, AL
Maryville College	Maryville, TN	Centre College	Danville, KY
McKendree College	Lebanon, IL		



INSTITUTION	CITY/STATE	INSTITUTION	CITY/STATE
University of Kansas	Lawrence, KS	University of Texas at Dallas, The	Richardson, TX
University of Maryland, Baltimore County	Baltimore, MD	University of Texas at El Paso, The	El Paso, TX
University of Missouri-Columbia	Columbia, MO	University of Tulsa, The	Tulsa, OK
University of Nebraska-Lincoln	Lincoln, NE	Wichita State University	Wichita, KS
University of New Mexico - Main Campus	Albuquerque, NM	Widener University	Chester, PA
University of Pittsburgh	Pittsburgh, PA	Wright State University	Dayton, OH
University of Tennessee, The	Knoxville, TN	<b>Master's Colleges and Universities</b>	
University of Texas at Arlington, The	Arlington, TX	Abilene Christian University	Abilene, TX
University of Texas at Austin, The	Austin, TX	Adams State College	Alamosa, CO
University of Toledo, The	Toledo, OH	Alaska Pacific University	Anchorage, AK
University of Utah	Salt Lake City, UT	Alcorn State University	Alcorn State, MS
University of Wisconsin-Madison	Madison, WI	Alfred University	Alfred, NY
University of Wisconsin-Milwaukee	Milwaukee, WI	Angelo State University	San Angelo, TX
Utah State University	Logan, UT	Appalachian State University	Boone, NC
Virginia Commonwealth University	Richmond, VA	Arkansas Tech University	Russellville, AR
Washington State University	Pullman, WA	Armstrong Atlantic State University	Savannah, GA
Wayne State University	Detroit, MI	Augsburg College	Minneapolis, MN
<b>Doctoral/Research Universities—Intensive</b>		Aurora University	Aurora, IL
Adelphi University	Garden City, NY	Austin Peay State University	Clarksville, TN
Ball State University	Muncie, IN	Baker University	Baldwin City, KS
Central Michigan University	Mt Pleasant, MI	Baldwin-Wallace College	Berea, OH
Clark University	Worcester, MA	Barry University	Miami, FL
DePaul University	Chicago, IL	Baruch College of the City University of New York	New York, NY
Drexel University	Philadelphia, PA	Bellarmino University	Louisville, KY
Duquesne University	Pittsburgh, PA	Belmont University	Nashville, TN
East Carolina University	Greenville, NC	Benedictine College	Atchison, KS
Idaho State University	Pocatello, ID	Boise State University	Boise, ID
Illinois Institute of Technology	Chicago, IL	Bradley University	Peoria, IL
Illinois State University	Normal, IL	Bryant College	Smithfield, RI
Indiana University-Purdue University Indianapolis	Indianapolis, IN	Butler University	Indianapolis, IN
Middle Tennessee State University	Murfreesboro, TN	California State University, Bakersfield	Bakersfield, CA
New Jersey Institute of Technology	Newark, NJ	California State University, Chico	Chico, CA
Nova Southeastern University	Ft Lauderdale, FL	California State University, Dominguez Hills	Carson, CA
Pace University	New York, NY	California State University, Stanislaus	Turlock, CA
Polytechnic University	Brooklyn, NY	Campbell University	Buies Creek, NC
San Diego State University	San Diego, CA	Canisius College	Buffalo, NY
Seton Hall University	South Orange, NJ	Cardinal Stritch University	Milwaukee, WI
South Dakota State University	Brookings, SD	Central Missouri State University	Warrensburg, MO
St. John's University	Jamaica, NY	Central Washington University	Ellensburg, WA
Texas Christian University	Ft Worth, TX	Chadron State College	Chadron, NE
University of Akron, The	Akron, OH	Chaminade University of Honolulu	Honolulu, HI
University of Central Florida	Orlando, FL	Chicago State University	Chicago, IL
University of Colorado at Denver	Denver, CO	College Misericordia	Dallas, PA
University of Dayton	Dayton, OH	College of Saint Rose, The	Albany, NY
University of La Verne	La Verne, CA	College of St. Scholastica, The	Duluth, MN
University of Massachusetts Boston	Boston, MA	Columbia College Chicago	Chicago, IL
University of Missouri-Kansas City	Kansas City, MO	Columbus State University	Columbus, GA
University of Missouri-Rolla	Rolla, MO	Delta State University	Cleveland, MS
University of Missouri-St. Louis	St Louis, MO	Dominican University	River Forest, IL
University of Montana, The	Missoula, MT	Drake University	Des Moines, IA
University of San Francisco	San Francisco, CA	Eastern Oregon University	La Grande, OR
University of South Dakota, The	Vermillion, SD	Edgewood College	Madison, WI
		Edinboro University of Pennsylvania	Edinboro, PA

INSTITUTION	CITY/STATE	INSTITUTION	CITY/STATE
Elon University	Elon, NC	North Central College	Naperville, IL
Emmanuel College	Boston, MA	Northeastern Illinois University	Chicago, IL
Emporia State University	Emporia, KS	Northern Michigan University	Marquette, MI
Fairfield University	Fairfield, CT	Northern State University	Aberdeen, SD
Fitchburg State College	Fitchburg, MA	Northwest Missouri State University	Maryville, MO
Fontbonne University	St Louis, MO	Norwich University	Northfield, VT
Fort Hays State University	Hays, KS	Oklahoma City University	Oklahoma City, OK
Framingham State College	Framingham, MA	Pacific Lutheran University	Tacoma, WA
Franciscan University of Steubenville	Steubenville, OH	Pfeiffer University	Misenheimer, NC
Friends University	Wichita, KS	Philadelphia University	Philadelphia, PA
Georgia Southern University	Statesboro, GA	Plymouth State College	Plymouth, NH
Georgia Southwestern State University	Americus, GA	Purdue University Calumet	Hammond, IN
Georgian Court College	Lakewood, NJ	Quinnipiac University	Hamden, CT
Gwynedd-Mercy College	Gwynedd Valley, PA	Radford University	Radford, VA
Hamline University	St Paul, MN	Regis University	Denver, CO
Herbert H. Lehman College of the City University of New York	Bronx, NY	Rider University	Lawrenceville, NJ
Heritage College	Toppenish, WA	Rockhurst University	Kansas City, MO
Holy Family College	Philadelphia, PA	Rollins College	Winter Park, FL
Holy Names College	Oakland, CA	Sacred Heart University	Fairfield, CT
Husson College	Bangor, ME	Saint Joseph's University	Philadelphia, PA
Indiana University Northwest	Gary, IN	Saint Mary's College of California	Moraga, CA
Indiana University Southeast	New Albany, IN	Saint Mary's University	San Antonio, TX
Indiana Wesleyan University	Marion, IN	Saint Mary's University of Minnesota	Winona, MN
Iona College	New Rochelle, NY	Saint Michael's College	Colchester, VT
James Madison University	Harrisonburg, VA	Saint Xavier University	Chicago, IL
Johnson State College	Johnson, VT	Sam Houston State University	Huntsville, TX
Kennesaw State University	Kennesaw, GA	Samford University	Birmingham, AL
Kentucky State University	Frankfort, KY	San José State University	San Jose, CA
La Salle University	Philadelphia, PA	Santa Clara University	Santa Clara, CA
Le Moyne College	Syracuse, NY	Seattle University	Seattle, WA
Lewis University	Romeoville, IL	Shippensburg University	Shippensburg, PA
Lincoln Memorial University	Harrogate, TN	Southern Illinois University Edwardsville	Edwardsville, IL
Lipscomb University	Nashville, TN	Southern Utah University	Cedar City, UT
Long Island University Brooklyn Campus	Brooklyn, NY	Spring Hill College	Mobile, AL
Loyola College in Maryland	Silver Spring, MD	Springfield College	Springfield, MA
Loyola University New Orleans	New Orleans, LA	St. Bonaventure University	St Bonaventure, NY
Madonna University	Livonia, MI	St. Edward's University	Austin, TX
Malone College	Canton, OH	St. Thomas University	Miami, FL
Manhattanville College	Purchase, NY	State University of New York College at Brockport	Brockport, NY
Marian College of Fond du Lac	Fond Du Lac, WI	State University of New York College at Fredonia	Fredonia, NY
Marymount University	Arlington, VA	State University of New York College at Oswego	Oswego, NY
Marywood University	Scranton, PA	State University of New York College at Plattsburgh	Plattsburgh, NY
Mercer University	Macon, GA	State University of New York College at Potsdam	Potsdam, NY
Mercy College	Dobbs Ferry, NY	Stephen F. Austin State University	Nacogdoches, TX
Meredith College	Raleigh, NC	Suffolk University	Boston, MA
Millersville University of Pennsylvania	Millersville, PA	Texas A&M International University	Laredo, TX
Milligan College	Milligan College, TN	Texas State University, San Marcos	San Marcos, TX
Montclair State University	Upper Montclair, NJ	Trinity College	Washington, DC
Morgan State University	Baltimore, MD	Troy State University Montgomery	Montgomery, AL
Mount Mary College	Milwaukee, WI	Truman State University	Kirksville, MO
National University	La Jolla, CA	Union University	Jackson, TN
Nazareth College	Rochester, NY		
Niagara University	Lewiston, NY		
North Carolina Central University	Durham, NC		

INSTITUTION	CITY/STATE	INSTITUTION	CITY/STATE
University of Alaska Anchorage	Anchorage, AK	<b>Canadian Institutions</b>	
University of Colorado at Colorado Springs	Colorado Springs, CO		
University of Dubuque	Dubuque, IA		Ottawa, ON
University of Illinois at Springfield	Springfield, IL		Montreal, QE
University of Indianapolis	Indianapolis, IN		Hamilton, ON
University of Louisiana at Monroe	Monroe, LA		Kingston, ON
University of Maryland Eastern Shore	Princess Anne, MD	University of Alberta	Alberta, AB
University of Minnesota Duluth	Duluth, MN	University of British Columbia, The	Vancouver, BC
University of Nebraska at Kearney	Kearney, NE	University of Calgary	Calgary, AB
University of Nebraska at Omaha	Omaha, NE	University of Toronto	Toronto, ON
University of New Haven	West Haven, CT	University of Waterloo	Waterloo, ON
University of North Carolina at Charlotte, The	Charlotte, NC	University of Western Ontario	London, ON
University of North Carolina at Wilmington, The	Wilmington, NC	York University	Toronto, ON
University of Richmond	Richmond, VA	<b>Other Types of Institutions</b>	
University of Saint Francis	Joliet, IL		
University of Southern Maine	Portland, ME	Alliant International University	San Diego, CA
University of Tampa, The	Tampa, FL	Baptist Memorial College of Health Sciences	Memphis, TN
University of Tennessee at Chattanooga	Chattanooga, TN	California College of Arts and Crafts	Oakland, CA
University of Tennessee at Martin	Martin, TN	Capella University	Minneapolis, MN
University of Texas - Pan American, The	Edinburg, TX	Franklin W. Olin College of Engineering	Needham, MA
University of Texas at Brownsville, The	Brownsville, TX	Johnson Bible College	Knoxville, TN
University of Texas at San Antonio, The	San Antonio, TX	Keystone College	La Plume, PA
University of Texas at Tyler, The	Tyler, TX	Lincoln Christian College	Lincoln, IL
University of Texas of the Permian Basin, The	Odessa, TX	Milwaukee School of Engineering	Milwaukee, WI
University of the District of Columbia	Washington, DC	Mississippi State University - Meridian Campus	Meridian, MS
University of the Incarnate Word	San Antonio, TX	Nebraska Methodist College of Nursing and Allied Health	Omaha, NE
University of West Florida	Pensacola, FL	Oxford College of Emory University	Oxford, GA
University of Wisconsin-Eau Claire	Eau Claire, WI	Paul Smith's College of Arts and Sciences	Paul Smiths, NY
University of Wisconsin-Green Bay	Green Bay, WI	Penn State Abington	Abington, PA
University of Wisconsin-La Crosse	La Crosse, WI	Saint John Vianney College Seminary	Miami, FL
University of Wisconsin-Oshkosh	Oshkosh, WI	School of Visual Arts	New York, NY
University of Wisconsin-Parkside	Kenosha, WI	South Dakota School of Mines and Technology	Rapid City, SD
University of Wisconsin-Platteville	Platteville, WI	Southwestern Assemblies of God University	Waxahachie, TX
University of Wisconsin-River Falls	River Falls, WI	United States Merchant Marine Academy	Kings Point, NY
University of Wisconsin-Stevens Point	Stevens Point, WI	University of Arkansas at Fort Smith	Ft Smith, AR
University of Wisconsin-Stout	Menomonie, WI	University of South Florida St. Petersburg	St. Petersburg, FL
University of Wisconsin-Superior	Superior, WI	University of the Arts, The	Philadelphia, PA
University of Wisconsin-Whitewater	Whitewater, WI	University of the Sciences in Philadelphia	Philadelphia, PA
Ursuline College	Pepper Pike, OH		
Valparaiso University	Valparaiso, IN		
Washburn University	Topeka, KS		
Waynesburg College	Waynesburg, PA		
Webster University	St Louis, MO		
Western Carolina University	Cullowhee, NC		
Western Illinois University	Macomb, IL		
Western New Mexico University	Silver City, NM		
Wheelock College	Boston, MA		
William Woods University	Fulton, MO		
Winthrop University	Rock Hill, SC		
Xavier University	Cincinnati, OH		
York College of Pennsylvania	York, PA		
Youngstown State University	Youngstown, OH		



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## Institutions by Consortium

INSTITUTION	CITY/STATE	INSTITUTION	CITY/STATE
<b>American Democracy Project</b>		Western Carolina University	Cullowhee, NC
Appalachian State University	Boone, NC	Western Illinois University	Macomb, IL
Central Missouri State University	Warrensburg, MO	Winthrop University	Rock Hill, SC
Central Washington University	Ellensburg, WA	<b>Association of American Universities Data Exchange</b>	
Chadron State College	Chadron, NE	Indiana University Bloomington	Bloomington, IN
Columbus State University	Columbus, GA	Ohio State University, The	Columbus, OH
Eastern Oregon University	La Grande, OR	University of Illinois at Urbana-Champaign	Champaign, IL
Fort Hays State University	Hays, KS	University of Kansas	Lawrence, KS
Georgia Southern University	Statesboro, GA	University of Missouri-Columbia	Columbia, MO
Georgia Southwestern State University	Americus, GA	University of Nebraska-Lincoln	Lincoln, NE
Illinois State University	Normal, IL	University of Pittsburgh	Pittsburgh, PA
Indiana University-Purdue University Indianapolis	Indianapolis, IN	University of Texas at Austin, The	Austin, TX
Kennesaw State University	Kennesaw, GA	University of Wisconsin-Madison	Madison, WI
Middle Tennessee State University	Murfreesboro, TN	<b>Canadian Research Universities</b>	
Missouri Western State College	St Joseph, MO	McGill University	Montreal, QE
Ohio State University Newark Campus, The	Newark, OH	McMaster University	Hamilton, ON
Richard Stockton College of New Jersey, The	Pomona, NJ	Queen's University	Kingston, ON
Sam Houston State University	Huntsville, TX	University of Alberta	Alberta, AB
San José State University	San Jose, CA	University of British Columbia, The	Vancouver, BC
Southwest Minnesota State University	Marshall, MN	University of Toronto	Toronto, ON
State University of New York College at Brockport	Brockport, NY	University of Waterloo	Waterloo, ON
State University of New York College at Fredonia	Fredonia, NY	University of Western Ontario	London, ON
State University of New York College at Plattsburgh	Plattsburgh, NY	<b>Catholic Colleges &amp; Universities</b>	
State University of New York College at Potsdam	Potsdam, NY	Cardinal Stritch University	Milwaukee, WI
Stephen F. Austin State University	Nacogdoches, TX	Chaminade University of Honolulu	Honolulu, HI
Texas State University, San Marcos	San Marcos, TX	College of Saint Benedict	St Joseph, MN
University of Central Florida	Orlando, FL	College of Saint Elizabeth	Morristown, NJ
University of Maryland, Baltimore County	Baltimore, MD	College of St. Scholastica, The	Duluth, MN
University of South Carolina - Aiken	Aiken, SC	Edgewood College	Madison, WI
University of Tennessee at Martin	Martin, TN	Franciscan University of Steubenville	Steubenville, OH
		Madonna University	Livonia, MI
		Marywood University	Scranton, PA
		Mount Mary College	Milwaukee, WI

INSTITUTION	CITY/STATE	INSTITUTION	CITY/STATE
Saint Vincent College	Latrobe, PA	Philander Smith College	Little Rock, AR
Saint Xavier University	Chicago, IL	University of Maryland Eastern Shore	Princess Anne, MD
Siena College	Loudonville, NY	University of the District of Columbia	Washington, DC
St. John's University	Jamaica, NY	Winston-Salem State University	Winston-Salem, NC
University of Saint Francis	Joliet, IL		
<b>Council for Christian Colleges &amp; Universities</b>		<b>Hispanic Serving Institutions</b>	
Cedarville University	Cedarville, OH	Alliant International University	San Diego, CA
Houghton College	Houghton, NY	Herbert H. Lehman College of the City University of New York	Bronx, NY
Judson College (AL)	Marion, AL	Heritage College	Toppenish, WA
Lee University	Cleveland, TN	New Mexico State University	Las Cruces, NM
Malone College	Canton, OH	University of La Verne	La Verne, CA
Trinity Christian College	Palos Heights, IL	University of New Mexico - Main Campus	Albuquerque, NM
Westmont College	Santa Barbara, CA	Western New Mexico University	Silver City, NM
<b>Council of Independent Colleges</b>		<b>Jesuit Universities</b>	
Augsburg College	Minneapolis, MN	Canisius College	Buffalo, NY
Aurora University	Aurora, IL	College of the Holy Cross	Worcester, MA
Franklin Pierce College	Rindge, NH	Fairfield University	Fairfield, CT
Indiana Wesleyan University	Marion, IN	Le Moyne College	Syracuse, NY
Maryville College	Maryville, TN	Loyola College in Maryland	Silver Spring, MD
Nazareth College	Rochester, NY	Loyola University Chicago	Chicago, IL
St. Edward's University	Austin, TX	Loyola University New Orleans	New Orleans, LA
<b>Council of Public Liberal Arts Colleges</b>		Marquette University	Milwaukee, WI
Evergreen State College, The	Olympia, WA	Regis University	Denver, CO
Fort Lewis College	Durango, CO	Rockhurst University	Kansas City, MO
Massachusetts College of Liberal Arts	North Adams, MA	Saint Joseph's University	Philadelphia, PA
New College of Florida	Sarasota, FL	Saint Louis University	St Louis, MO
St. Mary's College of Maryland	St Mary's City, MD	Seattle University	Seattle, WA
Truman State University	Kirksville, MO	Spring Hill College	Mobile, AL
University of Maine at Farmington, The	Farmington, ME	University of San Francisco	San Francisco, CA
University of Minnesota, Morris	Morris, MN	Xavier University	Cincinnati, OH
University of North Carolina at Asheville, The	Asheville, NC		
<b>HBCU Consortium</b>		<b>Private Liberal Arts Universities</b>	
Claflin College	Orangeburg, SC	College of Wooster, The	Wooster, OH
Elizabeth City State University	Elizabeth City, NC	Colorado College	Colorado Springs, CO
Huston-Tillotson College	Austin, TX	Denison University	Granville, OH
Jarvis Christian College	Hawkins, TX	DePauw University	Greencastle, IN
Medgar Evers College of The City University of New York	Brooklyn, NY	Franklin & Marshall College	Lancaster, PA
Miles College	Fairfield, AL	Hiram College	Hiram, OH
Mississippi Valley State University	Itta Bena, MS	Lewis & Clark College	Portland, OR
Morehouse College	Atlanta, GA	Manhattanville College	Purchase, NY
Morgan State University	Baltimore, MD	Pitzer College	Claremont, CA
North Carolina Central University	Durham, NC	Ursinus College	Collegeville, PA
		Washington College	Chestertown, MD
		<b>South Dakota Public Universities</b>	
		Black Hills State University	Spearfish, SD

INSTITUTION	CITY/STATE	INSTITUTION	CITY/STATE
Dakota State University	Madison, SD	University of Missouri-St. Louis	St Louis, MO
Northern State University	Aberdeen, SD	University of Nebraska at Omaha	Omaha, NE
South Dakota School of Mines and Technology	Rapid City, SD	University of North Carolina at Charlotte, The	Charlotte, NC
South Dakota State University	Brookings, SD	University of Southern Maine	Portland, ME
University of South Dakota, The	Vermillion, SD	University of Tennessee at Chattanooga	Chattanooga, TN
<b>University of Texas</b>		University of Wisconsin-Milwaukee	Milwaukee, WI
University of Texas - Pan American, The	Edinburg, TX	Washburn University	Topeka, KS
University of Texas at Arlington, The	Arlington, TX	Wayne State University	Detroit, MI
University of Texas at Brownsville, The	Brownsville, TX	<b>Women's Colleges</b>	
University of Texas at Dallas, The	Richardson, TX	Chatham College	Pittsburgh, PA
University of Texas at El Paso, The	El Paso, TX	Columbia College	Columbia, SC
University of Texas at San Antonio, The	San Antonio, TX	Georgian Court College	Lakewood, NJ
University of Texas at Tyler, The	Tyler, TX	Meredith College	Raleigh, NC
University of Texas of the Permian Basin, The	Odessa, TX	Peace College	Raleigh, NC
<b>University of Wisconsin</b>		Russell Sage College	Troy, NY
University of Wisconsin-Eau Claire	Eau Claire, WI	Sweet Briar College	Sweet Briar, VA
University of Wisconsin-Green Bay	Green Bay, WI	Ursuline College	Pepper Pike, OH
University of Wisconsin-La Crosse	La Crosse, WI		
University of Wisconsin-Oshkosh	Oshkosh, WI		
University of Wisconsin-Parkside	Kenosha, WI		
University of Wisconsin-Platteville	Platteville, WI		
University of Wisconsin-River Falls	River Falls, WI		
University of Wisconsin-Stevens Point	Stevens Point, WI		
University of Wisconsin-Stout	Menomonie, WI		
University of Wisconsin-Superior	Superior, WI		
University of Wisconsin-Whitewater	Whitewater, WI		
<b>Urban Universities</b>			
Boise State University	Boise, ID		
Columbia College Chicago	Chicago, IL		
DePaul University	Chicago, IL		
Long Island University Brooklyn Campus	Brooklyn, NY		
Mercy College	Dobbs Ferry, NY		
Metropolitan State College of Denver, The	Denver, CO		
Northeastern Illinois University	Chicago, IL		
Pace University	New York, NY		
Purdue University Calumet	Hammond, IN		
Southern Illinois University Edwardsville	Edwardsville, IL		
University of Akron, The	Akron, OH		
University of Colorado at Colorado Springs	Colorado Springs, CO		
University of Colorado at Denver	Denver, CO		
University of Massachusetts Boston	Boston, MA		
University of Missouri-Kansas City	Kansas City, MO		



# The College Student Report 2004

## National Survey of Student Engagement

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

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

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

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

**Very much**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7

None

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

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

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

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

**Very** **Some-**  
**often** **Often** **times** **Never**

a. Attended an art exhibit, gallery, play, dance, or other theater performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Exercised or participated in physical fitness activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

**Relationships with:**

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

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

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

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

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

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

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

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

- ☐ Excellent  
☐ Good  
☐ Fair  
☐ Poor

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

- ☐ Excellent  
☐ Good  
☐ Fair  
☐ Poor

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

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

15 Write in your year of birth: 

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

16 Your sex  
☐ Male ☐ Female

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

18 Are you of Hispanic, Latino, or Spanish origin?  
☐ Yes ☐ No

19 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:

20 What is your current classification in college?

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

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

- ☐ Started here ☐ Started elsewhere

22 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 or technical school  
☐ Community or junior college  
☐ 4-year college other than this one  
☐ None  
☐ Other, specify:

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

- ☐ Full-time ☐ Less than full-time

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

- ☐ Yes ☐ No

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

- ☐ Yes ☐ No (go to question 26)

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



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

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

27 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

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

Father      Mother

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

29 Please print your primary major or your expected primary major.



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



## 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. Questions or comments? Contact the National Survey of Student Engagement, Indiana University, 1900 East Tenth Street, Eigenmann Hall Suite 419, Bloomington IN 47406-7512 or [nssse@indiana.edu](mailto:nssse@indiana.edu) or [www.iub.edu/nssse](http://www.iub.edu/nssse). Copyright © 2003 Indiana University.