



National Survey of Student Engagement

Inside

- 1 NSSE 2006 Overview
- 1 NSSE 2006 Institutions
- 3 The NSSE 2006 U.S. Cohort

NSSE 2006 Overview

Introduction

The National Survey of Student Engagement (NSSE) annually obtains information from random samples of first-year and senior students about the nature of their undergraduate experience. Since its inception, more than 1,100 baccalaureate degree-granting colleges and universities in the U.S. and Canada have used the instrument to measure the extent to which students engage in effective educational practices that are empirically linked with learning, personal development and other desired outcomes such as student satisfaction, persistence, and graduation. NSSE data are used by faculty, administrators, researchers, and other leaders in higher education for institutional improvement, accountability, and other purposes. Launched by a generous grant from The Pew Charitable Trust, since 2002 the NSSE project has been supported by institutional participation fees.

More than one million first-year and senior students from 557 institutions in the United States and Canada were invited to participate in the 2006 NSSE administration. Of this survey population, 331,601 students responded, including about 60,000 students from Canadian institutions. A list of all participating institutions is available on the *Institutional Report* CD and the NSSE Web site.

The trend of institutions moving toward Web-based administrations continued in 2006 as 253 schools (46%) opted for the Web-only administration mode in which students received all contacts electronically and completed the survey online. The Web+ survey option was used by 185 schools (33%). This mode includes multiple electronic contacts and one paper questionnaire sent to a portion of non-respondents. One hundred and nineteen institutions (21%) chose the paper questionnaire mode. In an effort to learn more about the effects of survey administration mode, an oversample of students at 37 schools using the paper administration option were asked via e-mail to complete the survey online.

The NSSE 2006 Institutions

Table 1 shows how NSSE 2006 institution characteristics compare with the profile of all baccalaureate degree-granting colleges and universities in the United States. Comparative data for these tables are from the Integrated Postsecondary Education Data System (IPEDS). The Far West and Southwest regions are slightly underrepresented in NSSE 2006, while the Great Lakes and Mid East regions are slightly overrepresented. While NSSE 2006 schools are generally representative of the distribution of institutional types in the 2005 Basic Carnegie Classification, Baccalaureate Colleges-Arts and Sciences institutions were somewhat overrepresented, and Baccalaureate Colleges-Diverse Fields were slightly underrepresented. Similarly, when compared to the 2000 Basic Carnegie Classification, Baccalaureate-Liberal Arts colleges are somewhat overrepresented, while Baccalaureate-General Colleges are somewhat underrepresented. In all, the NSSE 2006 participating institutions reflect a broad array of institutions. In addition, the profile of NSSE 2006 institutions closely resembles that of all U.S. schools in terms of sector, region, and location.



Table 1
Profile of U.S. NSSE 2006 Institutions against all U.S. Baccalaureate
Degree-Granting Colleges and Universities

	NSSE 2006	National
Carnegie Classification – Basic 2005^a		
Doc RU-VH	4%	6%
Doc RU-H	8%	7%
Doc RU	5%	5%
Master's-L	26%	22%
Master's-M	16%	13%
Master's-S	8%	9%
Bac-AS	22%	17%
Bac-Diverse	12%	22%
Carnegie Classification – Basic 2000^a		
Doctoral/Research-Extensive	9%	11%
Doctoral/Research-Intensive	8%	8%
Master's I & II	47%	43%
Baccalaureate-Liberal Arts	21%	16%
Baccalaureate-General	15%	22%
Sector		
Public 4-year	37%	35%
Private 4-year	63%	65%
Region		
Far West	8%	11%
Great Lakes	18%	15%
Mid East	19%	18%
New England	9%	9%
Plains	11%	11%
Rocky Mountains	4%	3%
Southeast	25%	24%
Southwest	6%	8%
Outlying Areas	<1%	2%
Location		
Large city (>250,000)	20%	20%
Mid-size city (<250,000)	31%	28%
Urban fringe large city	17%	18%
Urban fringe mid-size city	7%	8%
Large town (>25,000)	3%	4%
Small town (<5,000)	18%	16%
Rural	4%	6%

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

Source: National percentages are based on data from the 2005 IPEDS Institutional Characteristics File.

* For information on the 2000 and 2005 Carnegie Classifications, see: www.carnegiefoundation.org/classifications.



Table 2 shows selected characteristics of the NSSE 2006 U.S. respondents. The first column represents the students who responded to the survey in 2006. The second column represents the student population at NSSE 2006

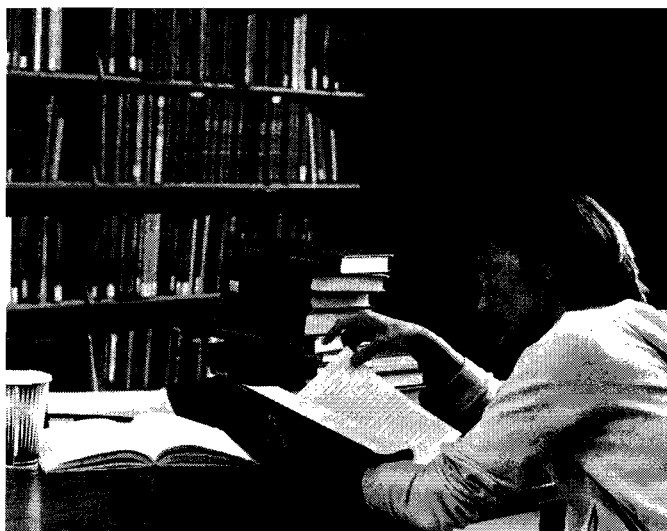
participating institutions as indicated by IPEDS data. Finally, the third column shows the profile of all students attending all baccalaureate degree-granting institutions in the United States.

Table 2
Characteristics of NSSE 2006 Respondents, Students at NSSE 2006 Institutions, and Students at U.S. Baccalaureate Degree-Granting Institutions

	NSSE 2006 Respondents	NSSE 2006 Population	National
Gender			
Male	36%	44%	43%
Female	64%	56%	57%
Race/Ethnicity			
African American/Black	7%	10%	11%
Amer. Indian/Alaska Native	1%	1%	1%
Asian/Asian American/Pacific Islander	4%	5%	6%
Caucasian/White	75%	67%	64%
Hispanic	5%	7%	8%
Other	1%	1%	6%
Multiracial/Ethnic	<1%	<1%	-
International	5%	2%	3%
Enrollment Status			
Full-time	91%	88%	83%
Part-time	9%	12%	17%

Note: 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 2006 Population data are derived from population files provided to NSSE by participating institutions. National data are from the 2004 IPEDS Enrollment Data File.



The NSSE 2006 U.S. Cohort

The standard NSSE sampling scheme calls for an equal number of randomly sampled first-year and senior students to comprise the institution's sample, with the sample size based on the total number of undergraduate students enrolled at the institution. Many schools request random oversamples to increase the number of respondents in order to disaggregate the results in different ways, such as by major, to guide improvement efforts. This year, for the first time, NSSE included all randomly selected students in the institution and comparison groups for reporting purposes. As a result the 2006 cohort is 259,987 respondents, made up of 97,542 students sampled under the standard sampling scheme and an additional 162,445 students randomly sampled through

standard oversampling protocols or at the request of participating institutions. The information in this Overview is based on the entire 2006 Cohort of 259,987 respondents unless otherwise noted

Year in School

The NSSE 2006 cohort respondents were equally divided between first-year (51%) and senior (49%) students.

Gender

Women made up more than three-fifths (64%) of the respondents compared with 56% of the students enrolled at NSSE 2006 schools, and 57% of students enrolled nationally (Table 2). The larger proportion of female respondents is consistent with widely reported survey research findings that conclude that women are more likely than men to return questionnaires. Weighting adjusts for the gender imbalance in your comparison reports.

Age

Students 19 years of age or younger comprise the largest group (43%), reflecting the fact that half the students elected to receive the survey were in their first-year of college. About 38% of respondents were 20-23 years old, 9% were between the ages of 24 and 29, and 10% were 30 years of age or older.

Race and Ethnicity

African American and Hispanic students are slightly underrepresented (Table 2).

Living Arrangements

Overall approximately 44 percent of students lived in campus housing (71% of first-year students, 18% of seniors). The remainder lived within driving distance (40%), within walking distance (15%), or in a fraternity or sorority house (1%).

Fraternity or Sorority

About 12% percent of men and 11% of women were members of a fraternity or sorority.

Grades

Approximately 42% of all students report earning mostly A grades. Only 4% of students report earning mostly C grades or lower.

Parents' Education

Thirty-eight percent of all respondents were first-generation college students, with no parent having completed a Baccalaureate degree. Thirty-one percent had parents who both graduated from college.

Enrollment Status

About 91% of all respondents were enrolled full time (Table 2). Weighting adjusts for imbalances in enrollment status in your comparison reports.

Transfer Status

Approximately one-third of respondents have attended more than one type of higher education since graduating from high school. Of this group, 27% went to another baccalaureate degree-granting college, 37% to a community college, 6% to a vocational-technical school, 6% to another form of postsecondary education, and 25% went to a combination of these.

Primary Major Field

Table 3 shows the percent of students pursuing majors in various fields of study, by class and gender. More men pursue studies in Business, Engineering, and Physical Sciences, while more women pursue majors in Education, Professional Schools and the Social Sciences.

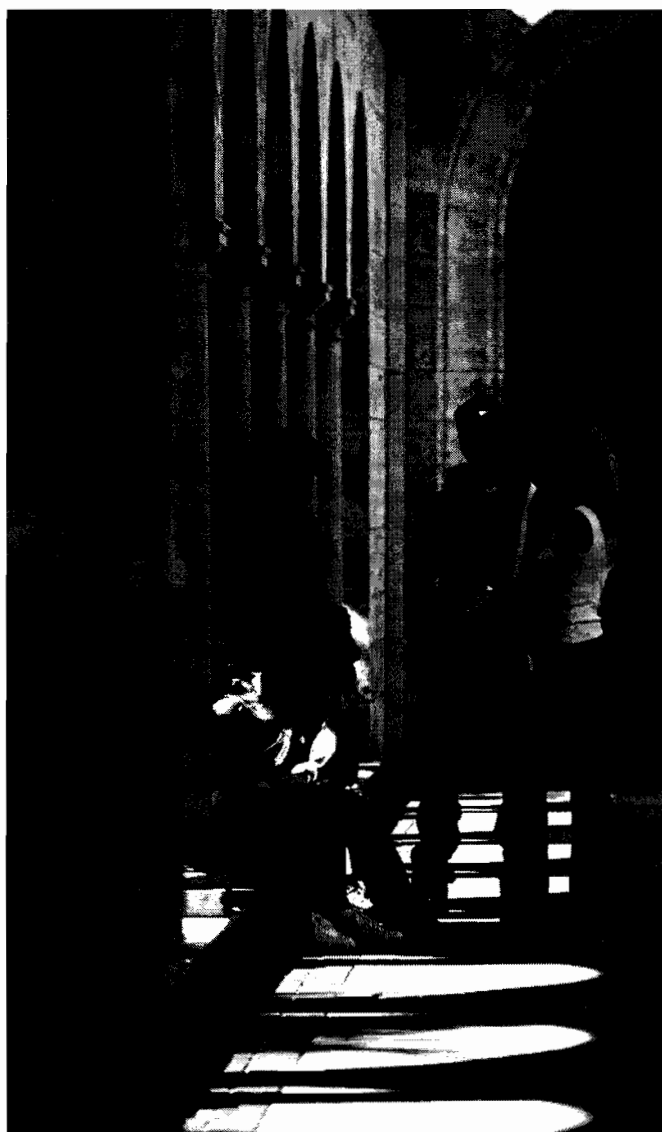


Table 3
Primary Majors by Class and Gender

Major	First-Years		Seniors	
	Male	Female	Male	Female
Arts & Humanities	14%	16%	15%	17%
Biological Sciences	7%	9%	6%	7%
Business	18%	12%	20%	15%
Education	4%	12%	5%	14%
Engineering	14%	2%	13%	2%
Physical Sciences	5%	3%	5%	3%
Professional Schools	5%	14%	4%	12%
Social Sciences	11%	15%	13%	17%
Other	16%	12%	20%	14%
Undecided	5%	6%	<1%	<1%

Response Rates

The average institutional response rate for NSSE 2006 (Table 4) was 39%.¹ The average institutional response rate for paper schools (institutions where students were invited by postal mail, but had the option of completing either the paper or the Web version) was 37%, with a range of 10% to 81% across schools. Of these, 49% completed the paper form of the survey, and 51% completed NSSE online. The average institutional response rate for NSSE 2006 Web-only schools (institutions where students could only complete the survey online) was 41%, with a range of 13 % to 82 % across schools. Institutions participating using the Web+ mode of administration recorded an overall response rate of 39% with a

majority of Web+ respondents using the online survey (97%).

About 5% of the NSSE 2006 respondents completed the paper version of NSSE and approximately 95% completed it using the Web. This continues the trend of more students responding via the Web, even at paper administration schools. Additional information about response rates, including the response rate for your institution, is in the Respondent Characteristics tab of this binder. Note that the average institutional response rate of 39% is slightly higher than NSSE 2006 response rate reported in the Respondent Characteristic tab due to different units of analysis (institutions versus students).

Table 4
NSSE 2006 Number of Institutions & Average Institutional Response Rates by Survey Administration Mode

Survey Administration Mode	Number of Institutions	Average Response Rate
All	556	39%
Paper	119	37%
Web-only	252	41%
Web +	185	39%

Note: Insufficient data were available to calculate a comparable response rate for one NSSE 2006 institution; the institution is excluded from this table.



Notes

¹ The NSSE 2006 average institutional response rate most likely underestimates the actual adjusted rate. Student postal service and e-mail addresses were based on Fall 2005 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, an unknown number of packets almost certainly were lost in transit for some students who were no longer in school or had moved from their Fall 2005 address. In addition, at Web-only and Web+ schools, institution-provided e-mail addresses were used to send students their invitation to participate. Many students have multiple e-mail accounts (e.g., Yahoo, AOL, Hotmail). Some institutions have more difficulty tracking these multiple e-mail 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 41%.



National Survey of Student Engagement

Montclair State University

Respondent Characteristics

August 2006



National Survey of Student Engagement

NSSE 2006 Respondent Characteristics

Montclair State University

	Montclair State		Selected Peers		Carnegie Peers		NSSE 2006	
	FY	SR	FY	SR	FY	SR	FY	SR
Response Rate^a								
Overall		28%		28%		32%		35%
By class	25%	31%	27%	30%	30%	33%	33%	36%
NSSE sample size ^b	452	476	81,338	81,693	118,826	116,935	392,506	360,211
Sampling Error^c								
Overall		6.0%		0.4%		0.3%		0.2%
By class	9.1%	7.9%	0.6%	0.6%	0.5%	0.4%	0.2%	0.2%
Number of respondents ^b	111	146	21,660	24,479	35,818	38,471	131,138	128,587
Total population	2,787	3,103	133,423	126,882	178,961	168,172	588,574	549,518
Student Characteristics^d								
<i>Mode of Completion</i>								
Paper	36%	60%	5%	7%	4%	6%	4%	6%
Web	64%	40%	95%	93%	96%	94%	96%	94%
<i>Class Level^e</i>	43%	57%	47%	53%	48%	52%	50%	50%
<i>Enrollment Status^e</i>								
Full-time	94%	58%	95%	82%	94%	82%	95%	86%
Less than full-time	6%	42%	5%	18%	6%	18%	5%	14%
<i>Gender^e</i>								
Female	70%	75%	67%	67%	67%	67%	64%	64%
Male	30%	25%	33%	33%	33%	33%	36%	36%
<i>Race/Ethnicity</i>								
Am. Indian/Native American	1%	0%	1%	1%	1%	1%	1%	1%
Asian/Asian Am./Pacific Isl.	5%	6%	4%	4%	4%	4%	5%	4%
Black/African American	12%	11%	7%	6%	6%	6%	6%	6%
White (non-Hispanic)	58%	54%	73%	74%	73%	73%	74%	74%
Mexican/Mexican American	0%	1%	3%	3%	3%	3%	2%	2%
Puerto Rican	1%	3%	1%	1%	1%	1%	1%	1%
Other Hispanic or Latino	7%	10%	2%	2%	2%	2%	2%	2%
Multiracial	4%	4%	2%	2%	2%	2%	2%	2%
Other	7%	5%	1%	1%	1%	2%	1%	2%
I prefer not to respond	4%	6%	6%	7%	6%	6%	6%	7%
<i>International Student</i>	7%	16%	4%	4%	5%	4%	5%	5%
<i>Place of Residence</i>								
On-campus	37%	9%	59%	9%	65%	13%	71%	20%
Off-campus	63%	91%	41%	91%	35%	87%	29%	80%
<i>Transfer Status</i>								
Transfer students	10%	63%	10%	53%	11%	49%	9%	39%
<i>Age</i>								
Non-traditional (24 or older)	6%	58%	7%	42%	8%	39%	6%	31%
Traditional (less than 24)	94%	42%	93%	58%	92%	61%	94%	69%

^a Response rate (number of respondents divided by sample size) is adjusted for non-deliverable mailing addresses, students for whom contact information was not available, and other students who were sampled yet unavailable during the survey administration.

^b This report is based on information from all randomly selected students for both your institution and your comparison institutions. Targeted and locally administered oversamples (i.e., non-randomly selected students) are not included in this report.

^c Sampling error is an estimate of the margin by which the *true* score for your institution on a given item could differ from the reported score. 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%.

^d Percent of total respondents within each category. These results are *not* weighted.

^e Institution-reported data. This information was used to weight your Mean Comparisons, Frequency Distributions, and Benchmark Comparisons reports.

This report displays the 2006 SELECTED comparison institutions for Montclair State University. The institutions listed below are represented in the 'Selected Peers' column of the Respondent Characteristics, Mean Comparisons, Frequency Distributions, and Benchmark Comparisons reports.

GROUP SELECTED ^a

Your Institution did not identify a selected peer group. Your default criteria were all institutions in your 2005 basic Carnegie classification and sector (private/public).

SELECTED PEER GROUP CRITERIA ^b

2000 Classification(s):

Basic 2005 Classification(s): 18

Sector(s): 1

Undergraduate enrollment(s):

Locale(s):

Region(s):

State(s):

Barron's admissions selectivity ratings(s):

SELECTED INSTITUTIONS:

Institution Name	City	State
Armstrong Atlantic State University	Savannah	GA
Bloomsburg University of Pennsylvania	Bloomsburg	PA
Boise State University	Boise	ID
California State University-Chico	Chico	CA
California State University-Dominguez Hills	Carson	CA
California State University-Long Beach	Long Beach	CA
California State University, Northridge	Northridge	CA
Central Missouri State University	Warrensburg	MO
Central Washington University	Ellensburg	WA
CUNY Bernard M Baruch College	New York	NY
Eastern Michigan University	Ypsilanti	MI
Eastern Washington University	Cheney	WA
Emporia State University	Emporia	KS
Fitchburg State College	Fitchburg	MA
Fort Hays State University	Hays	KS
Frostburg State University	Frostburg	MD
Georgia College and State University	Milledgeville	GA
Indiana University-South Bend	South Bend	IN
Jacksonville State University	Jacksonville	AL
Kennesaw State University	Kennesaw	GA
Lamar University	Beaumont	TX
Middle Tennessee State University	Murfreesboro	TN
Norfolk State University	Norfolk	VA
Northeastern Illinois University	Chicago	IL
Radford University	Radford	VA

^a In May 2006 institutions were invited to identify their selected peers with an online form.

^b See the Comparison Group Selection Criteria Codelist for code details.

Institution Name	City	State
Rowan University	Glassboro	NJ
Slippery Rock University of Pennsylvania	Slippery Rock	PA
Sonoma State University	Rohnert Park	CA
Southeast Missouri State University	Cape Girardeau	MO
Southern Connecticut State University	New Haven	CT
Southern Illinois University Edwardsville	Edwardsville	IL
Southern Oregon University	Ashland	OR
SUNY-Buffalo State College	Buffalo	NY
SUNY College at Brockport	Brockport	NY
SUNY Potsdam	Potsdam	NY
Tennessee Technological University	Cookeville	TN
The College of New Jersey	Ewing	NJ
The University of Tennessee-Chattanooga	Chattanooga	TN
The University of Texas-Pan American	Edinburg	TX
The University of Texas at San Antonio	San Antonio	TX
The University of Texas at Tyler	Tyler	TX
Troy University	Troy	AL
University of Alaska Anchorage	Anchorage	AK
University of Central Oklahoma	Edmond	OK
University of Colorado at Colorado Springs	Colorado Springs	CO
University of Illinois at Springfield	Springfield	IL
University of Louisiana at Monroe	Monroe	LA
University of Nebraska at Omaha	Omaha	NE
University of North Alabama	Florence	AL
University of North Carolina Wilmington	Wilmington	NC
University of North Florida	Jacksonville	FL
University of Northern Iowa	Cedar Falls	IA
University of South Alabama	Mobile	AL
University of Southern Maine	Portland	ME
University of Wisconsin-La Crosse	La Crosse	WI
University of Wisconsin-Oshkosh	Oshkosh	WI
University of Wisconsin-Stout	Menomonie	WI
University of Wisconsin-Whitewater	Whitewater	WI
Valdosta State University	Valdosta	GA
Western Carolina University	Cullowhee	NC
Western Illinois University	Macomb	IL
Western Kentucky University	Bowling Green	KY
Winthrop University	Rock Hill	SC
Youngstown State University	Youngstown	OH

^a In May 2006 institutions were invited to identify their selected peers with an online form.

^b See the Comparison Group Selection Criteria Codelist for code details.

This report displays the 2006 selected CARNEGIE comparison institutions for Montclair State University. The institutions listed below are represented in the 'Carnegie Peers' column of the Respondent Characteristics, Mean Comparisons, Frequency Distributions, and Benchmark Comparisons reports.

GROUP SELECTED ^a

Your Institution did not select a Carnegie peer group. Your default group was all institutions in your 2005 basic Carnegie classification.

CARNEGIE GROUP CRITERIA ^b

2000 Classification(s):

Basic 2005 Classification(s): 18

Undergraduate Instructional Program(s):

Graduate Instructional Program(s):

Enrollment Profile(s):

Undergraduate Profile(s):

Size and Setting(s):

SELECTED INSTITUTIONS

Institution Name	City	State
Armstrong Atlantic State University	Savannah	GA
Aurora University	Aurora	IL
Baldwin-Wallace College	Berea	OH
Bellarmino University	Louisville	KY
Belmont University	Nashville	TN
Bloomsburg University of Pennsylvania	Bloomsburg	PA
Boise State University	Boise	ID
Bradley University	Peoria	IL
Brenau University	Gainesville	GA
California State University-Chico	Chico	CA
California State University-Dominguez Hills	Carson	CA
California State University-Long Beach	Long Beach	CA
California State University, Northridge	Northridge	CA
Central Missouri State University	Warrensburg	MO
Central Washington University	Ellensburg	WA
Chaminade University of Honolulu	Honolulu	HI
Converse College	Spartanburg	SC
CUNY Bernard M Baruch College	New York	NY
Doane College	Crete	NE
Dominican University	River Forest	IL
Drake University	Des Moines	IA
Eastern Michigan University	Ypsilanti	MI
Eastern University	St. Davids	PA
Eastern Washington University	Cheney	WA
Embry Riddle Aeronautical University-Extended Campus	Daytona Beach	FL
Emporia State University	Emporia	KS
Fitchburg State College	Fitchburg	MA

^a In May 2006 institutions were invited to select their Carnegie peers with an online form.

^b See the Comparison Group Selection Criteria Codebook for code details.

Institution Name	City	State
Fontbonne University	St. Louis	MO
Fort Hays State University	Hays	KS
Friends University	Wichita	KS
Frostburg State University	Frostburg	MD
Gardner-Webb University	Boiling Springs	NC
Georgia College and State University	Milledgeville	GA
Gonzaga University	Spokane	WA
Heritage University	Toppenish	WA
Indiana University-South Bend	South Bend	IN
Jacksonville State University	Jacksonville	AL
Kennesaw State University	Kennesaw	GA
Lamar University	Beaumont	TX
Le Moyne College	Syracuse	NY
Lewis University	Romeoville	IL
Liberty University	Lynchburg	VA
Madonna University	Livonia	MI
Maryville University of Saint Louis	St. Louis	MO
McDaniel College	Westminster	MD
Mercer University	Macon	GA
Middle Tennessee State University	Murfreesboro	TN
Naropa University	Boulder	CO
National University	La Jolla	CA
Niagara University	Niagara University	NY
Norfolk State University	Norfolk	VA
Northeastern Illinois University	Chicago	IL
Oklahoma City University	Oklahoma City	OK
Our Lady of the Lake University-San Antonio	San Antonio	TX
Pfeiffer University	Misenheimer	NC
Quinnipiac University	Hamden	CT
Radford University	Radford	VA
Rider University	Lawrenceville	NJ
Rivier College	Nashua	NH
Roberts Wesleyan College	Rochester	NY
Rockhurst University	Kansas City	MO
Rollins College	Winter Park	FL
Rowan University	Glassboro	NJ
Sacred Heart University	Fairfield	CT
Sage College of Albany	Albany	NY
Saint Ambrose University	Davenport	IA
Saint Francis University	Loretto	PA
Saint Joseph's University	Philadelphia	PA
Saint Xavier University	Chicago	IL
Santa Clara University	Santa Clara	CA
Seattle University	Seattle	WA
Shenandoah University	Winchester	VA
Slippery Rock University of Pennsylvania	Slippery Rock	PA
Sonoma State University	Rohnert Park	CA
Southeast Missouri State University	Cape Girardeau	MO
Southern Connecticut State University	New Haven	CT
Southern Illinois University Edwardsville	Edwardsville	IL
Southern Oregon University	Ashland	OR
Springfield College	Springfield	MA
Suffolk University	Boston	MA
SUNY-Buffalo State College	Buffalo	NY

^a In May 2006 institutions were invited to select their Carnegie peers with an online form.

^b See the Comparison Group Selection Criteria Codelist for code details.

Institution Name	City	State
SUNY College at Brockport	Brockport	NY
SUNY Potsdam	Potsdam	NY
Tennessee Technological University	Cookeville	TN
The College of New Jersey	Ewing	NJ
The College of New Rochelle	New Rochelle	NY
The College of Saint Scholastica	Duluth	MN
The University of Tennessee-Chattanooga	Chattanooga	TN
The University of Texas-Pan American	Edinburg	TX
The University of Texas at San Antonio	San Antonio	TX
The University of Texas at Tyler	Tyler	TX
Trinity University	Washington	DC
Troy University	Troy	AL
University of Alaska Anchorage	Anchorage	AK
University of Central Oklahoma	Edmond	OK
University of Colorado at Colorado Springs	Colorado Springs	CO
University of Illinois at Springfield	Springfield	IL
University of Indianapolis	Indianapolis	IN
University of Louisiana at Monroe	Monroe	LA
University of Nebraska at Omaha	Omaha	NE
University of New England	Biddeford	ME
University of New Haven	West Haven	CT
University of North Alabama	Florence	AL
University of North Carolina Wilmington	Wilmington	NC
University of North Florida	Jacksonville	FL
University of Northern Iowa	Cedar Falls	IA
University of Redlands	Redlands	CA
University of South Alabama	Mobile	AL
University of Southern Maine	Portland	ME
University of St Francis	Joliet	IL
University of St. Thomas (TX)	Houston	TX
University of Wisconsin-La Crosse	La Crosse	WI
University of Wisconsin-Oshkosh	Oshkosh	WI
University of Wisconsin-Stout	Menomonie	WI
University of Wisconsin-Whitewater	Whitewater	WI
Valdosta State University	Valdosta	GA
Villanova University	Villanova	PA
Viterbo University	La Crosse	WI
Webster University Worldwide	St. Louis	MO
Western Carolina University	Cullowhee	NC
Western Illinois University	Macomb	IL
Western Kentucky University	Bowling Green	KY
Wheelock College	Boston	MA
William Woods University	Fulton	MO
Winthrop University	Rock Hill	SC
Worcester Polytechnic Institute	Worcester	MA
Xavier University	Cincinnati	OH
Youngstown State University	Youngstown	OH

^a In May 2006 institutions were invited to select their Carnegie peers with an online form.

^b See the Comparison Group Selection Criteria Codelist for code details.

NSSE 2006 Comparison Group Selection Criteria Codelist

CARNEGIE PEERS SELECTION CRITERIA

For more information visit www.carnegiefoundation.org/classifications/

2000 Carnegie Classification

- 15 Doctoral - Extensive
- 16 Doctoral - Intensive
- 21 Master's Colleges and Universities I
- 22 Master's Colleges and Universities II
- 31 Baccalaureate - Liberal Arts
- 32 Baccalaureate General

2005 Basic Carnegie Classification

- 15 Research Universities (very high research activity)
- 16 Research Universities (high research activity)
- 17 Doctoral/Research Universities
- 18 Master's Colleges and Universities (larger programs)
- 19 Master's Colleges and Universities (medium programs)
- 20 Master's Colleges and Universities (smaller programs)
- 21 Baccalaureate Colleges--Arts & Sciences
- 22 Baccalaureate Colleges--Diverse Fields
- 23 Baccalaureate/Associate's Colleges
- 24 Special Focus Institutions--Theological seminaries, Bible colleges, and other
- 25 Special Focus Institutions--Medical schools and medical centers
- 26 Special Focus Institutions--Other health professions schools
- 27 Special Focus Institutions--Schools of engineering
- 28 Special Focus Institutions--Other technology-related schools
- 29 Special Focus Institutions--Schools of business and management
- 30 Special Focus Institutions--Schools of art, music, and design

2005 Adv. Carnegie Classification – Undergraduate Instructional Program

- 2 Associate's Dominant
- 3 Arts & sciences focus, no graduate coexistence
- 4 Arts & sciences focus, some graduate coexistence
- 5 Arts & sciences focus, high graduate coexistence
- 6 Arts & sciences plus professions, no graduate coexistence
- 7 Arts & sciences plus professions, some graduate coexistence
- 8 Arts & sciences plus professions, high graduate coexistence
- 9 Balanced arts & sciences/professions, no graduate coexistence
- 10 Balanced arts & sciences/professions, some graduate coexistence
- 11 Balanced arts & sciences/professions, high graduate coexistence
- 12 Professions plus arts & sciences, no graduate coexistence
- 13 Professions plus arts & sciences, some graduate coexistence
- 14 Professions plus arts & sciences, high graduate coexistence
- 15 Professions focus, no graduate coexistence
- 16 Professions focus, some graduate coexistence
- 17 Professions focus, high graduate coexistence

2005 Adv. Carnegie Classification – Enrollment Profile

- 2 Exclusively undergraduate four-year
- 3 Very high undergraduate
- 4 High undergraduate
- 5 Majority undergraduate
- 6 Majority graduate/professional

2005 Adv. Carnegie Classification – Graduate Instructional Program

- 1 Single Postbaccalaureate (education)
- 2 Single Postbaccalaureate (business)
- 3 Single Postbaccalaureate (other field)
- 4 Postbaccalaureate comprehensive
- 5 Postbaccalaureate, arts & sciences dominant
- 6 Postbaccalaureate with arts & sciences (education dominant)
- 7 Postbaccalaureate with arts & sciences (business dominant)
- 8 Postbaccalaureate with arts & sciences (other dominant fields)
- 9 Postbaccalaureate professional (education dominant)
- 10 Postbaccalaureate professional (business dominant)
- 11 Postbaccalaureate professional (other dominant fields)
- 12 Single doctoral (education)
- 13 Single doctoral (other field)
- 14 Comprehensive doctoral with medical/veterinary
- 15 Comprehensive doctoral (no medical/veterinary)
- 16 Doctoral, humanities/social sciences dominant
- 17 Doctoral, STEM dominant
- 18 Doctoral, professions dominant

2005 Adv. Carnegie Classification – Undergraduate Profile

- 5 Higher part-time four-year
- 6 Medium full-time four-year, inclusive
- 7 Medium full-time four-year, selective, lower transfer-in
- 8 Medium full-time four-year, selective, higher transfer-in
- 9 Full-time four-year, inclusive
- 10 Full-time four-year, selective, lower transfer-in
- 11 Full-time four-year, selective, higher transfer-in
- 12 Full-time four-year, more selective, lower transfer-in
- 13 Full-time four-year, more selective, higher transfer-in

2005 Adv. Carnegie Classification – Size and Setting

- 6 Very small four-year, primarily nonresidential
- 7 Very small four-year, primarily residential
- 8 Very small four-year, highly residential
- 9 Small four-year, primarily nonresidential
- 10 Small four-year, primarily residential
- 11 Small four-year, highly residential
- 12 Medium four-year, primarily nonresidential
- 13 Medium four-year, primarily residential
- 14 Medium four-year, highly residential
- 15 Large four-year, primarily nonresidential
- 16 Large four-year, primarily residential
- 17 Large four-year, highly residential

NSSE 2006 Comparison Group Selection Criteria Codelist

SELECTED PEERS SELECTION CRITERIA

For more information visit <http://nces.ed.gov/ipeds/glossary/>

2000 Carnegie Classification

- 15 Doctoral - Extensive
- 16 Doctoral - Intensive
- 21 Master's Colleges and Universities II
- 22 Master's Colleges and Universities II
- 31 Baccalaureate - Liberal Arts
- 32 Baccalaureate General

IPEDS - Locale

- 1 Large city
- 2 Mid-size city
- 3 Urban fringe of large city
- 4 Urban fringe of mid-size city
- 5 Large town
- 6 Small town
- 7 Rural

2005 Basic Carnegie Classification

- 15 Research Universities (very high research activity)
- 16 Research Universities (high research activity)
- 17 Doctoral/Research Universities
- 18 Master's Colleges and Universities (larger programs)
- 19 Master's Colleges and Universities (medium programs)
- 20 Master's Colleges and Universities (smaller programs)
- 21 Baccalaureate Colleges--Arts & Sciences
- 22 Baccalaureate Colleges--Diverse Fields
- 23 Baccalaureate/Associate's Colleges
- 24 Special Focus Institutions--Theological seminaries, Bible colleges, and other
- 25 Special Focus Institutions--Medical schools and medical centers
- 26 Special Focus Institutions--Other health professions schools
- 27 Special Focus Institutions--Schools of engineering
- 28 Special Focus Institutions--Other technology-related schools
- 29 Special Focus Institutions--Schools of business and management
- 30 Special Focus Institutions--Schools of art, music, and design

Barron's Selectivity Rating

- 1 Noncompetitive
- 2 Less competitive
- 3 Competitive
- 3.5 Competitive plus
- 4 Very competitive
- 4.5 Very competitive plus
- 5 Highly competitive
- 5.5 Highly competitive plus
- 6 Most competitive

IPEDS - Sector

- 2/3 Private
- 1 Public

IPEDS - Undergraduate Enrollment

- 1 Under 1000
- 2 1001 - 2500
- 3 2501 - 5000
- 4 5001 - 10000
- 5 10001 - 20000
- 6 Over 20000

IPEDS - Geographic Region

- 1 New England
- 2 Mid East
- 3 Great Lakes
- 4 Plains
- 5 Southeast
- 6 Southwest
- 7 Rocky Mountains
- 8 Far West

IPEDS - State



**National Survey
of Student Engagement**

Montclair State University

Frequency Distributions

August 2006



National Survey of Student Engagement

Interpreting the Frequency Distributions Report

Sample

The Frequency Distributions report is based on information from *all* randomly selected students for both your institution and your comparison institutions.¹ Targeted oversamples and other non-randomly selected students are not included in this report.

Class

Frequency distributions are reported separately for first-year students and seniors. Institution-reported class ranks are used.

Variables

The items from the NSSE survey appear in the left column in the same order and wording as they appear on the instrument.

Variable Names

The name of each variable appears in the first column for easy reference to your raw data file and the Mean Comparisons report.

Response Options

Response options appear in the second column just as they appear on the instrument.

National Survey of Student Engagement			NSSE 2006 Engagement Item Frequency Distributions ^a											
			First-Year Students						Seniors					
			NSSEville State		Selected Peers		Carnegie Peers		NSSE 2006		NSSEville State		Selected Peers	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
a. Asked questions in class or contributed to class discussions	CTQUEST	Never	7	1%	210	3%	202	2%	3,791	3%	1	0%	99	2%
		Sometimes	138	31%	2,721	40%	3,083	33%	47,772	38%	58	17%	1,570	27%
		Often	163	40%	2,404	35%	1,290	38%	46,652	35%	118	37%	1,958	32%
		Very often	94	27%	1,549	27%	2,158	36%	32,486	23%	154	46%	2,465	39%
		Total	402	100%	6,884	100%	8,733	100%	130,701	100%	331	100%	6,092	100%
b. Made a class presentation	CLPRESEN	Never	43	11%	948	14%	955	12%	17,353	14%	8	3%	261	5%
		Sometimes	244	57%	3,768	54%	4,515	50%	71,227	53%	120	36%	2,097	36%
		Often	98	25%	1,739	25%	2,529	28%	32,693	24%	124	37%	2,334	38%
		Very often	17	7%	426	7%	726	9%	9,340	7%	79	24%	1,398	22%
		Total	402	100%	6,884	100%	8,725	100%	130,613	100%	331	100%	6,090	100%
c. Prepared two or more drafts of a paper or assignment before turning it in	REWRPOPAP	Never	35	10%	988	14%	884	11%	17,251	13%	62	19%	982	17%
		Sometimes	101	24%	2,170	32%	2,494	29%	41,938	31%	123	36%	2,387	40%
		Often	150	38%	2,195	32%	2,998	34%	42,107	32%	81	26%	1,620	26%
		Very often	115	29%	1,525	22%	2,349	27%	29,281	23%	65	19%	1,101	17%
		Total	401	100%	6,878	100%	8,725	100%	130,568	100%	331	100%	6,090	100%
d. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	Never	10	3%	157	2%	179	3%	2,737	3%	2	1%	52	1%
		Sometimes	76	16%	1,536	22%	1,758	21%	28,128	22%	50	15%	716	13%
		Often	186	46%	3,174	46%	3,963	45%	58,796	44%	134	41%	2,389	40%
		Very often	110	35%	2,007	29%	2,826	31%	40,907	31%	145	43%	2,934	46%
		Total	402	100%	6,874	100%	8,726	100%	130,568	100%	331	100%	6,091	100%
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or assignments	DIVERCLASS	Never	25	6%	422	6%	598	8%	7,741	7%	16	5%	348	6%
		Sometimes	134	34%	2,343	34%	3,107	34%	42,685	33%	100	30%	1,926	32%
		Often	172	39%	2,613	38%	3,246	38%	49,846	38%	117	35%	2,129	35%
		Very often	71	22%	1,497	22%	1,771	21%	30,252	22%	97	29%	1,683	27%
		Total	402	100%	6,875	100%	8,722	100%	130,524	100%	330	100%	6,086	100%

Weighting

Weights adjusting for gender, enrollment status, and institutional size are applied to the percentage column (%) of this report. Weights are computed separately for first-year students and seniors. Weighted results present a more accurate representation of your institution and comparison group students. *Only the column percents are weighted. The counts are the actual number of respondents. Because the counts are unweighted and the column percentages are weighted, you will not be able to calculate the column percent directly from the count numbers.* For more information about weighting, please visit the NSSE Web site at www.nsse.iub.edu/html/2006_inst_report.htm.

Count

The Count column represents the actual number of students who responded to the particular option in each question. *Counts are unweighted.*

Column Percentage (%)

This column represents the *weighted* percentage of students responding to the particular option in each question.

¹ U.S. institutions include only U.S. schools in their comparison groups. Canadian institutions contain both Canadian and U.S. institutions.



National Survey of Student Engagement

NSSE 2006 Engagement Item Frequency Distributions ^a

Montclair State University

First-Year Students

Seniors

			Montclair State		Selected Peers		Carnegie Peers		NSSE 2006		Montclair State		Selected Peers		Carnegie Peers		NSSE 2006	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Variable	Response Options																	
1a. Asked questions in class or contributed to class discussions	CLQUEST	Never	2	2%	794	4%	1,093	3%	3,796	3%	1	1%	447	2%	626	2%	2,111	2%
		Sometimes	27	23%	8911	41%	13,233	37%	47,883	38%	38	26%	6514	28%	9,336	26%	32,192	27%
		Often	49	43%	7501	35%	12,818	36%	46,766	35%	48	33%	8338	34%	12,918	34%	42,556	33%
		Very often	33	32%	4430	21%	8,636	24%	32,547	23%	58	41%	9154	36%	15,545	39%	51,573	37%
	Total	111	100%	21636	100%	35,780	100%	130,992	100%	145	100%	24453	100%	38,425	100%	128,432	100%	
b. Made a class presentation	CLPRESEN	Never	3	2%	3115	16%	4,552	15%	17,393	16%	6	4%	1095	5%	1,514	5%	5,028	5%
		Sometimes	48	46%	11423	52%	18,953	52%	71,423	53%	44	30%	7555	32%	11,232	30%	41,326	35%
		Often	46	40%	5578	25%	9,584	26%	32,745	24%	55	39%	9411	38%	14,868	38%	49,291	37%
		Very often	13	12%	1507	7%	2,667	8%	9,344	7%	41	27%	6386	25%	10,789	27%	32,731	24%
	Total	110	100%	21623	100%	35,756	100%	130,905	100%	146	100%	24447	100%	38,403	100%	128,376	100%	
c. Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	Never	13	13%	2671	13%	4,394	12%	17,273	13%	24	16%	3553	14%	5,757	15%	20,785	16%
		Sometimes	27	24%	6668	31%	11,268	31%	42,012	31%	60	42%	9013	36%	14,288	36%	49,335	38%
		Often	42	36%	7120	33%	11,664	33%	42,215	32%	37	27%	6845	29%	10,504	28%	34,069	27%
		Very often	29	27%	5159	24%	8,430	24%	29,367	23%	24	16%	5021	21%	7,846	21%	24,173	19%
	Total	111	100%	21618	100%	35,756	100%	130,867	100%	145	100%	24432	100%	38,395	100%	128,362	100%	
d. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	Never	3	4%	553	3%	753	3%	2,744	3%	1	1%	287	1%	365	1%	1,211	1%
		Sometimes	26	26%	4804	23%	7,549	22%	28,178	22%	21	14%	3112	13%	4,479	13%	15,461	13%
		Often	49	41%	9812	44%	16,274	44%	58,933	44%	62	44%	9871	41%	15,257	40%	50,052	40%
		Very often	33	29%	6443	30%	11,171	31%	41,004	31%	61	42%	11165	44%	18,299	46%	61,617	46%
	Total	111	100%	21612	100%	35,747	100%	130,859	100%	145	100%	24435	100%	38,400	100%	128,341	100%	
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or assignments	DIVCLASS	Never	6	6%	1325	7%	2,028	7%	7,760	7%	8	6%	1639	8%	2,347	7%	8,172	8%
		Sometimes	35	31%	7074	33%	11,637	33%	42,784	33%	42	29%	7715	31%	11,804	31%	40,782	33%
		Often	40	35%	8452	38%	13,984	38%	49,978	38%	59	40%	8581	35%	13,691	35%	44,763	34%
		Very often	30	28%	4752	22%	8,090	22%	30,293	22%	36	25%	6487	26%	10,544	27%	34,545	26%
	Total	111	100%	21603	100%	35,739	100%	130,815	100%	145	100%	24422	100%	38,386	100%	128,262	100%	
f. Come to class without completing readings or assignments	CLUNPREP	Never	24	20%	4713	22%	8,281	23%	28,863	22%	41	28%	4678	19%	7,764	20%	23,598	18%
		Sometimes	64	57%	12851	59%	21,209	58%	78,313	59%	87	60%	14595	60%	22,781	59%	77,210	59%
		Often	19	18%	2800	14%	4,347	13%	16,598	14%	12	9%	3469	14%	5,325	14%	18,803	16%
		Very often	4	5%	1217	6%	1,874	5%	6,979	6%	4	2%	1675	7%	2,498	6%	8,643	7%
	Total	111	100%	21581	100%	35,711	100%	130,753	100%	144	100%	24417	100%	38,368	100%	128,254	100%	
g. Worked with other students on projects during class	CLASSGRP	Never	8	7%	2239	10%	4,078	12%	15,896	12%	10	7%	1988	8%	3,418	9%	13,050	10%
		Sometimes	58	55%	9890	46%	16,589	46%	61,269	46%	65	45%	9924	40%	16,007	41%	56,053	43%
		Often	35	31%	7224	33%	11,564	33%	40,964	32%	45	33%	8218	34%	12,565	33%	39,701	31%
		Very often	10	8%	2252	10%	3,499	10%	12,680	10%	25	15%	4294	18%	6,397	17%	19,499	15%
	Total	111	100%	21605	100%	35,730	100%	130,809	100%	145	100%	24424	100%	38,387	100%	128,303	100%	

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.



National Survey of Student Engagement

NSSE 2006 Engagement Item Frequency Distributions^a Montclair State University

First-Year Students

Seniors

	Variable	Response Options	Montclair State		Selected Peers		Carnegie Peers		NSSE 2006		Montclair State		Selected Peers		Carnegie Peers		NSSE 2006		
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
h.	Worked with classmates outside of class to prepare class assignments	OCCGRP	Never	17	14%	3446	19%	5,129	18%	15,763	15%	13	9%	1625	7%	2,655	8%	7,898	7%
			Sometimes	63	58%	10015	46%	16,345	45%	58,388	45%	61	41%	8414	36%	13,173	36%	43,757	35%
			Often	27	24%	5998	26%	10,459	26%	40,796	29%	51	36%	8456	34%	13,265	34%	44,871	34%
			Very often	4	4%	2150	9%	3,810	10%	15,930	11%	21	14%	5936	23%	9,297	23%	31,806	24%
		Total	111	100%	21609	100%	35,743	100%	130,877	100%	146	100%	24431	100%	38,390	100%	128,332	100%	
i.	Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	Never	7	6%	1484	9%	2,287	8%	7,671	7%	4	3%	687	3%	1,042	3%	3,178	3%
			Sometimes	35	32%	8831	44%	14,265	43%	51,499	42%	42	31%	6726	30%	10,352	29%	33,913	28%
			Often	48	45%	7624	36%	12,999	37%	48,139	38%	69	48%	10387	43%	16,503	44%	55,510	44%
			Very often	17	16%	2437	12%	4,295	12%	16,959	13%	26	18%	5976	24%	9,516	24%	32,421	25%
		Total	107	100%	20376	100%	33,846	100%	124,268	100%	141	100%	23776	100%	37,413	100%	125,022	100%	
j.	Tutored or taught other students (paid or voluntary)	TUTOR	Never	66	57%	11138	55%	17,721	54%	62,724	52%	79	55%	10369	45%	16,325	45%	51,122	43%
			Sometimes	24	27%	6547	32%	11,338	33%	42,866	34%	36	25%	8314	34%	13,069	34%	44,950	36%
			Often	12	11%	1897	9%	3,364	10%	13,138	10%	19	14%	2952	12%	4,621	12%	16,360	13%
			Very often	5	5%	794	4%	1,426	4%	5,570	4%	8	6%	2153	9%	3,408	9%	12,610	9%
		Total	107	100%	20376	100%	33,849	100%	124,298	100%	142	100%	23788	100%	37,423	100%	125,042	100%	
k.	Participated in a community-based project (e.g. service learning) as part of a regular course	COMMPROJ	Never	75	67%	13209	68%	20,762	66%	77,391	65%	78	56%	12205	54%	18,752	53%	63,752	54%
			Sometimes	22	22%	4856	22%	8,634	23%	31,243	23%	40	29%	7341	29%	11,546	29%	38,397	29%
			Often	7	8%	1668	7%	3,079	8%	10,962	8%	16	11%	2698	11%	4,531	11%	14,495	11%
			Very often	3	4%	629	3%	1,353	3%	4,616	3%	7	5%	1535	6%	2,583	6%	8,351	6%
		Total	107	100%	20362	100%	33,828	100%	124,212	100%	141	100%	23779	100%	37,412	100%	124,995	100%	
l.	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	Never	14	12%	3338	17%	5,174	17%	18,885	16%	19	14%	2567	11%	3,891	11%	13,950	11%
			Sometimes	34	34%	6330	30%	10,422	30%	38,369	30%	35	24%	6336	27%	9,969	27%	34,394	27%
			Often	20	19%	5598	27%	9,320	27%	34,327	27%	43	30%	6422	27%	10,216	27%	33,560	27%
			Very often	39	36%	5109	25%	8,929	26%	32,708	26%	44	32%	8464	35%	13,353	35%	43,144	35%
		Total	107	100%	20375	100%	33,845	100%	124,289	100%	141	100%	23789	100%	37,429	100%	125,048	100%	
m.	Used e-mail to communicate with an instructor	EMAIL	Never	2	2%	541	4%	706	4%	2,386	3%	1	1%	252	1%	337	1%	949	1%
			Sometimes	20	18%	5496	30%	8,268	28%	29,102	26%	24	18%	4035	19%	5,950	18%	18,665	17%
			Often	34	34%	7499	36%	12,578	36%	46,037	36%	48	32%	7733	33%	11,993	33%	39,422	32%
			Very often	51	46%	6838	30%	12,294	32%	46,762	34%	69	49%	11769	47%	19,154	48%	66,021	50%
		Total	107	100%	20374	100%	33,846	100%	124,287	100%	142	100%	23789	100%	37,434	100%	125,057	100%	
n.	Discussed grades or assignments with an instructor	FACGRADE	Never	11	9%	1795	9%	2,741	8%	9,531	9%	6	4%	1009	5%	1,515	4%	5,051	5%
			Sometimes	40	37%	8991	45%	14,587	44%	53,824	44%	59	43%	8324	36%	12,997	36%	44,267	37%
			Often	36	36%	6278	30%	10,671	31%	39,309	31%	45	30%	8097	34%	12,804	34%	42,148	33%
			Very often	20	18%	3307	16%	5,844	17%	21,595	17%	32	23%	6357	25%	10,114	26%	33,570	25%
		Total	107	100%	20371	100%	33,843	100%	124,259	100%	142	100%	23787	100%	37,430	100%	125,036	100%	

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.



National Survey of Student Engagement

NSSE 2006 Engagement Item Frequency Distributions ^a

Montclair State University

First-Year Students

Seniors

	Variable	Response Options	Montclair State		Selected Peers		Carnegie Peers		NSSE 2006		Montclair State		Selected Peers		Carnegie Peers		NSSE 2006		
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
o.	Talked about career plans with a faculty member or advisor	FACPLANS	Never	32	30%	5104	28%	8,008	27%	29,180	26%	30	21%	4068	19%	6,151	18%	18,431	17%
			Sometimes	47	45%	9494	45%	15,937	46%	59,364	47%	66	47%	9656	41%	14,915	40%	50,219	41%
			Often	15	13%	4068	19%	6,947	19%	24,961	19%	24	17%	5988	24%	9,630	25%	32,963	25%
			Very often	12	11%	1711	8%	2,961	8%	10,779	8%	22	15%	4078	16%	6,739	16%	23,435	17%
		Total	106	100%	20377	100%	33,853	100%	124,284	100%	142	100%	23790	100%	37,435	100%	125,048	100%	
p.	Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	Never	46	41%	9406	47%	14,685	45%	50,601	43%	52	37%	7007	30%	10,544	29%	32,375	28%
			Sometimes	43	41%	7420	36%	12,917	37%	49,893	39%	55	39%	10559	44%	16,668	44%	57,026	45%
			Often	12	12%	2529	12%	4,425	13%	16,738	13%	25	19%	3952	16%	6,475	17%	22,708	17%
			Very often	6	5%	1023	5%	1,820	5%	7,029	5%	8	5%	2267	9%	3,738	9%	12,922	9%
		Total	107	100%	20378	100%	33,847	100%	124,261	100%	140	100%	23785	100%	37,425	100%	125,031	100%	
q.	Received prompt written or oral feedback from faculty on your academic performance	FACFEED	Never	8	7%	1629	9%	2,363	9%	8,197	8%	9	6%	1027	5%	1,432	5%	4,815	5%
			Sometimes	35	33%	7915	40%	12,461	38%	45,598	39%	48	33%	7298	32%	10,906	31%	37,168	32%
			Often	43	42%	7843	38%	13,605	39%	50,170	39%	66	46%	10749	44%	17,280	45%	57,158	45%
			Very often	17	17%	2662	13%	4,928	14%	18,673	14%	19	14%	4529	18%	7,544	19%	25,001	18%
		Total	103	100%	20049	100%	33,357	100%	122,638	100%	142	100%	23603	100%	37,162	100%	124,142	100%	
r.	Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	Never	9	9%	1535	9%	2,416	8%	9,499	9%	6	4%	1349	6%	2,030	6%	7,414	7%
			Sometimes	47	48%	8178	41%	13,296	40%	48,396	40%	46	33%	8408	36%	12,990	36%	44,728	37%
			Often	30	26%	7496	37%	12,674	37%	45,895	37%	52	38%	9129	38%	14,522	39%	47,474	38%
			Very often	17	17%	2834	14%	4,967	14%	18,833	15%	36	25%	4718	20%	7,624	20%	24,505	19%
		Total	103	100%	20043	100%	33,353	100%	122,623	100%	140	100%	23604	100%	37,166	100%	124,121	100%	
s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER	Never	66	59%	12598	66%	19,719	63%	69,951	61%	91	65%	11313	52%	17,288	51%	53,223	48%
			Sometimes	24	27%	4894	23%	8,828	24%	34,992	26%	38	26%	7201	29%	11,557	30%	40,969	31%
			Often	8	9%	1805	8%	3,388	9%	12,647	9%	10	7%	3212	12%	5,240	13%	18,757	13%
			Very often	5	5%	748	3%	1,416	4%	5,004	4%	3	2%	1872	7%	3,065	7%	11,164	8%
		Total	103	100%	20045	100%	33,351	100%	122,594	100%	142	100%	23598	100%	37,150	100%	124,113	100%	
t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS	Never	9	8%	1504	8%	2,316	8%	7,660	7%	7	5%	989	4%	1,511	4%	4,521	4%
			Sometimes	45	45%	7805	39%	12,786	38%	45,415	37%	56	37%	7978	34%	12,314	34%	39,708	33%
			Often	29	28%	7009	35%	11,796	35%	44,035	35%	53	42%	8802	37%	14,066	37%	47,433	38%
			Very often	20	19%	3720	19%	6,445	19%	25,471	20%	25	16%	5827	24%	9,261	25%	32,450	25%
		Total	103	100%	20038	100%	33,343	100%	122,581	100%	141	100%	23596	100%	37,152	100%	124,112	100%	
u.	Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	Never	11	10%	3629	18%	5,685	18%	19,688	17%	14	9%	3137	13%	4,818	13%	15,531	13%
			Sometimes	33	33%	7202	35%	11,730	34%	42,533	34%	48	33%	8798	36%	13,618	36%	44,966	35%
			Often	32	32%	5025	26%	8,585	26%	31,646	26%	41	30%	6246	27%	10,077	27%	33,214	27%
			Very often	27	25%	4179	21%	7,338	22%	28,694	23%	38	28%	5398	24%	8,615	24%	30,340	25%
		Total	103	100%	20035	100%	33,338	100%	122,561	100%	141	100%	23579	100%	37,128	100%	124,051	100%	

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National Survey of Student Engagement

NSSE 2006 Engagement Item Frequency Distributions^a Montclair State University

First-Year Students

Seniors

			Montclair State		Selected Peers		Carnegie Peers		NSSE 2006		Montclair State		Selected Peers		Carnegie Peers		NSSE 2006			
			Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%		
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		14	14%	2412	13%	3,795	13%	12,647	12%	13	9%	2342	11%	3,638	10%	11,095	10%
			Sometimes		34	33%	6935	34%	11,371	34%	40,810	34%	57	39%	8556	36%	13,260	36%	43,342	35%
			Often		29	28%	5785	28%	9,768	28%	36,183	29%	38	28%	6970	29%	11,138	30%	37,336	30%
			Very often		26	25%	4909	24%	8,411	24%	32,937	26%	32	24%	5720	24%	9,099	24%	32,287	26%
			Total		103	100%	20041	100%	33,345	100%	122,577	100%	140	100%	23588	100%	37,135	100%	124,060	100%
2a.	Coursework emphasizes: Memorizing facts, ideas, or methods from your courses and readings	MEMORIZE	Very little		7	8%	939	5%	1,722	5%	7,209	6%	17	11%	1810	8%	2,999	8%	11,578	9%
			Some		25	22%	5179	26%	8,856	27%	33,962	27%	37	26%	7249	30%	11,633	31%	39,386	31%
			Quite a bit		46	46%	8355	42%	13,734	42%	49,307	41%	55	39%	8894	38%	13,888	38%	45,049	37%
			Very much		24	24%	5384	27%	8,744	26%	31,197	26%	33	24%	5510	24%	8,427	23%	27,482	23%
			Total		102	100%	19857	100%	33,056	100%	121,675	100%	142	100%	23463	100%	36,947	100%	123,495	100%
b.	Coursework emphasizes: Analyzing the basic elements of an idea, experience, or theory	ANALYZE	Very little		5	4%	521	3%	786	3%	2,598	2%	1	1%	386	2%	531	2%	1,678	2%
			Some		20	20%	4649	24%	6,974	22%	23,559	21%	30	21%	3903	17%	5,621	16%	17,727	15%
			Quite a bit		36	35%	9215	46%	15,257	46%	55,057	45%	54	38%	10344	44%	16,279	44%	53,370	44%
			Very much		41	41%	5462	27%	10,025	29%	40,397	31%	56	40%	8816	38%	14,502	39%	50,669	40%
			Total		102	100%	19847	100%	33,042	100%	121,611	100%	141	100%	23449	100%	36,933	100%	123,444	100%
c.	Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences	SYNTHESZ	Very little		7	6%	1135	6%	1,688	6%	5,646	5%	8	6%	895	4%	1,272	4%	4,003	4%
			Some		28	24%	6552	33%	10,185	32%	34,966	30%	29	21%	5730	25%	8,498	24%	27,590	24%
			Quite a bit		39	41%	8138	40%	13,887	41%	51,186	41%	55	38%	9695	41%	15,384	42%	50,573	41%
			Very much		28	30%	4005	20%	7,261	22%	29,746	23%	49	34%	7122	30%	11,773	31%	41,247	32%
			Total		102	100%	19830	100%	33,021	100%	121,544	100%	141	100%	23442	100%	36,927	100%	123,413	100%
d.	Coursework emphasizes: Making judgments about the value of information, arguments, or methods	EVALUATE	Very little		5	4%	1139	7%	1,780	6%	6,700	6%	13	10%	1282	6%	1,840	6%	6,004	5%
			Some		32	31%	5968	30%	9,429	29%	34,470	29%	38	27%	5815	25%	8,811	25%	29,486	25%
			Quite a bit		39	37%	8346	41%	14,089	42%	51,160	42%	46	32%	9494	40%	15,043	40%	49,557	40%
			Very much		26	27%	4383	22%	7,732	23%	29,254	23%	44	31%	6855	29%	11,234	30%	38,365	30%
			Total		102	100%	19836	100%	33,030	100%	121,584	100%	141	100%	23446	100%	36,928	100%	123,412	100%
e.	Coursework emphasizes: Applying theories or concepts to practical problems or in new situations	APPLYING	Very little		7	6%	919	5%	1,361	5%	4,669	4%	8	6%	696	3%	1,003	3%	3,377	3%
			Some		25	23%	5078	27%	7,896	25%	28,183	24%	25	18%	4266	19%	6,286	18%	21,055	18%
			Quite a bit		36	39%	8250	41%	13,802	41%	49,604	41%	52	37%	8942	38%	14,066	38%	46,127	37%
			Very much		34	33%	5593	27%	9,974	29%	39,135	31%	56	39%	9544	39%	15,575	40%	52,878	42%
			Total		102	100%	19840	100%	33,033	100%	121,591	100%	141	100%	23448	100%	36,930	100%	123,437	100%
3a.	Number of assigned textbooks, books, or book-length packs of course readings	READASGN	None		1	2%	132	1%	190	1%	645	1%	2	2%	316	1%	440	1%	1,359	1%
			Between 1-4		13	14%	4145	24%	6,247	23%	20,684	20%	41	29%	6604	30%	9,643	29%	29,776	26%
			Between 5-10		40	40%	8985	45%	14,337	44%	49,400	43%	53	38%	9259	39%	14,462	39%	46,970	39%
			Between 11-20		30	28%	4637	21%	8,590	22%	34,220	25%	31	21%	4403	18%	7,545	19%	27,226	21%
			More than 20		17	16%	1924	9%	3,630	10%	16,469	11%	15	10%	2819	11%	4,764	12%	17,843	13%
			Total		101	100%	19823	100%	32,994	100%	121,418	100%	142	100%	23401	100%	36,854	100%	123,174	100%

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National Survey of Student Engagement

NSSE 2006 Engagement Item Frequency Distributions ^a

Montclair State University

First-Year Students

Seniors

			Montclair State		Selected Peers		Carnegie Peers		NSSE 2006		Montclair State		Selected Peers		Carnegie Peers		NSSE 2006		
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
Variable	Response Options																		
b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	None	32	30%	5219	27%	8,319	26%	29,107	25%	27	18%	5033	22%	7,621	21%	23,947	20%
			Between 1-4	42	45%	10762	54%	18,290	54%	68,011	55%	79	57%	12293	52%	19,722	53%	66,975	54%
			Between 5-10	14	11%	2444	13%	4,120	13%	15,898	13%	23	16%	3597	15%	5,760	16%	19,788	16%
			Between 11-20	8	9%	714	4%	1,166	4%	4,482	4%	9	6%	1213	5%	1,898	5%	6,516	5%
			More than 20	6	5%	679	4%	1,104	4%	3,952	3%	4	3%	1271	5%	1,865	5%	5,974	5%
			Total	102	100%	19818	100%	32,999	100%	121,450	100%	142	100%	23407	100%	36,866	100%	123,200	100%
c.	Number of written papers or reports of 20 pages or more	WRITEMOR	None	78	75%	16688	83%	27,624	82%	100,974	82%	52	37%	11891	51%	17,782	50%	57,447	49%
			Between 1-4	18	19%	2342	12%	4,052	13%	15,792	13%	74	52%	9574	40%	15,918	42%	55,361	43%
			Between 5-10	1	1%	451	3%	753	3%	2,555	3%	10	7%	1359	6%	2,189	6%	7,283	6%
			Between 11-20	4	3%	207	1%	336	1%	1,149	1%	3	2%	319	2%	541	2%	1,673	1%
			More than 20	1	2%	131	1%	234	1%	959	1%	3	2%	265	1%	435	1%	1,438	1%
			Total	102	100%	19819	100%	32,999	100%	121,429	100%	142	100%	23408	100%	36,865	100%	123,202	100%
d.	Number of written papers or reports between 5 and 19 pages	WRITEMID	None	6	7%	3162	18%	4,292	16%	14,233	14%	9	6%	2282	10%	2,972	9%	9,393	9%
			Between 1-4	54	52%	10880	54%	17,596	54%	62,860	53%	64	45%	10732	47%	15,871	45%	51,502	44%
			Between 5-10	29	26%	4483	22%	8,448	24%	33,407	25%	45	34%	7067	29%	12,021	31%	41,281	32%
			Between 11-20	9	10%	1075	5%	2,212	6%	9,039	7%	15	10%	2368	9%	4,294	11%	15,282	11%
			More than 20	4	4%	223	1%	456	1%	1,904	1%	7	4%	957	4%	1,710	4%	5,738	4%
			Total	102	100%	19823	100%	33,004	100%	121,443	100%	140	100%	23406	100%	36,868	100%	123,196	100%
e.	Number of written papers or reports of fewer than 5 pages	WRITESML	None	1	2%	560	4%	938	4%	3,003	3%	12	8%	1530	7%	2,412	8%	7,213	7%
			Between 1-4	18	18%	6210	34%	9,395	32%	33,835	31%	45	32%	8084	36%	12,312	35%	39,833	34%
			Between 5-10	36	35%	7113	35%	11,734	34%	42,357	34%	40	29%	6472	27%	10,328	27%	34,893	28%
			Between 11-20	28	25%	3975	19%	7,156	19%	27,137	21%	21	15%	3976	16%	6,418	17%	22,667	17%
			More than 20	19	20%	1959	9%	3,773	10%	15,105	11%	23	16%	3338	13%	5,389	13%	18,582	14%
			Total	102	100%	19817	100%	32,996	100%	121,437	100%	141	100%	23400	100%	36,859	100%	123,188	100%
4a.	Number of problem sets that take you more than an hour to complete	PROBSETA	None	10	11%	2921	16%	4,684	15%	17,129	14%	29	20%	4614	19%	7,333	19%	26,413	21%
			1-2	42	42%	7619	38%	12,308	38%	43,073	36%	40	30%	7532	33%	11,799	33%	38,868	32%
			3-4	34	32%	5909	29%	10,128	30%	37,271	30%	43	31%	6507	28%	10,353	28%	33,443	27%
			5-6	6	6%	1710	8%	3,047	9%	12,272	9%	16	11%	2172	9%	3,409	9%	11,085	9%
			More than 6	9	9%	1616	8%	2,731	8%	11,279	9%	13	9%	2483	11%	3,801	11%	12,726	11%
			Total	101	100%	19775	100%	32,898	100%	121,024	100%	141	100%	23308	100%	36,695	100%	122,535	100%
b.	Number of problem sets that take you less than an hour to complete	PROBSETB	None	13	13%	2181	13%	3,885	13%	16,929	14%	43	30%	5682	25%	9,248	25%	34,252	28%
			1-2	29	30%	6926	36%	11,223	35%	41,971	35%	45	33%	8394	36%	13,197	36%	43,237	36%
			3-4	34	34%	5460	26%	9,247	26%	32,451	26%	34	25%	4932	21%	7,718	21%	24,566	20%
			5-6	16	14%	2412	11%	4,083	12%	14,218	11%	7	5%	1985	8%	3,035	8%	9,554	8%
			More than 6	10	9%	2778	14%	4,419	13%	15,355	13%	11	8%	2280	10%	3,439	10%	10,789	9%
			Total	102	100%	19757	100%	32,857	100%	120,924	100%	140	100%	23273	100%	36,637	100%	122,398	100%

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**NSSE 2006 Engagement Item Frequency Distributions^a
Montclair State University**

First-Year Students

Seniors

			Montclair State		Selected Peers		Carnegie Peers		NSSE 2006		Montclair State		Selected Peers		Carnegie Peers		NSSE 2006		
			Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
5.	Mark the box that best represents the extent to which your examinations during the current school year challenged you to do your best work	EXAMS	1 Very little	3	4%	96	1%	159	1%	636	1%	3	2%	241	1%	355	1%	1,228	1%
			2	2	2%	212	1%	338	1%	1,247	1%	3	2%	377	2%	548	1%	2,019	2%
			3	4	5%	690	4%	1,082	4%	3,914	4%	3	2%	974	4%	1,412	4%	4,728	4%
			4	18	19%	2668	13%	4,176	13%	13,988	12%	22	17%	2731	12%	4,156	11%	13,851	12%
			5	31	28%	6738	34%	10,891	33%	38,273	32%	53	36%	6841	29%	10,758	29%	36,548	30%
			6	30	27%	6388	31%	11,104	32%	42,214	33%	33	23%	7432	31%	12,038	32%	41,001	32%
			7 Very much	14	15%	2985	15%	5,193	16%	20,984	17%	25	18%	4736	21%	7,501	21%	23,468	19%
		Total	102	100%	19777	100%	32,943	100%	121,256	100%	142	100%	23332	100%	36,768	100%	122,843	100%	
6a.	Attended an art exhibit, gallery, play, dance, or other theater performance	ATDART05	Never	26	26%	5189	30%	8,379	29%	27,839	27%	41	29%	8305	37%	12,279	36%	35,107	31%
			Sometimes	48	46%	9026	45%	15,112	45%	55,889	45%	77	55%	10141	43%	16,356	44%	56,029	45%
			Often	17	15%	3554	17%	5,885	17%	23,409	18%	12	8%	2983	13%	5,032	13%	19,302	15%
			Very often	11	12%	1865	9%	3,332	9%	13,338	10%	12	8%	1795	7%	2,951	7%	12,020	9%
		Total	102	100%	19634	100%	32,708	100%	120,475	100%	142	100%	23224	100%	36,618	100%	122,458	100%	
b.	Exercised or participated in physical fitness activities	EXRCSE05	Never	27	25%	2710	16%	4,133	15%	13,547	14%	39	25%	3552	17%	5,344	16%	15,158	14%
			Sometimes	33	34%	5716	29%	9,087	28%	33,213	28%	48	35%	7775	34%	11,965	33%	38,696	32%
			Often	22	23%	5027	25%	8,297	25%	30,355	25%	35	25%	5518	23%	8,655	23%	29,366	24%
			Very often	20	19%	6179	30%	11,186	32%	43,345	33%	20	15%	6376	26%	10,652	28%	39,229	30%
		Total	102	100%	19632	100%	32,703	100%	120,460	100%	142	100%	23221	100%	36,616	100%	122,449	100%	
c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSHP05	Never	58	55%	8570	44%	12,813	41%	46,186	41%	76	54%	8898	39%	13,063	37%	42,969	37%
			Sometimes	21	21%	5384	27%	9,202	27%	33,970	27%	37	26%	6689	28%	10,919	29%	35,652	28%
			Often	10	10%	2634	14%	4,858	15%	17,919	14%	15	10%	3305	14%	5,564	15%	18,548	15%
			Very often	13	13%	3002	16%	5,770	17%	22,131	18%	14	10%	4290	18%	7,001	19%	25,033	20%
		Total	102	100%	19590	100%	32,643	100%	120,206	100%	142	100%	23182	100%	36,547	100%	122,202	100%	
d.	Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	Never	15	14%	2191	12%	3,238	11%	11,036	10%	13	9%	1964	9%	2,835	8%	8,686	8%
			Sometimes	41	40%	8031	40%	12,932	39%	46,507	39%	66	46%	8524	37%	13,144	36%	42,836	36%
			Often	31	32%	6466	33%	11,159	34%	41,568	34%	45	32%	8229	35%	13,359	36%	45,147	36%
			Very often	14	13%	2931	15%	5,357	16%	21,288	17%	18	14%	4498	19%	7,267	20%	25,737	20%
		Total	101	100%	19619	100%	32,686	100%	120,399	100%	142	100%	23215	100%	36,605	100%	122,406	100%	
e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	Never	10	9%	1246	7%	1,859	7%	6,534	6%	6	4%	1135	5%	1,667	5%	5,146	5%
			Sometimes	34	32%	7032	35%	11,478	35%	41,149	35%	46	32%	7476	33%	11,525	32%	37,862	31%
			Often	39	38%	7439	38%	12,618	38%	46,449	38%	53	38%	9139	38%	14,658	39%	49,063	40%
			Very often	19	20%	3911	20%	6,747	20%	26,293	21%	37	26%	5466	24%	8,757	24%	30,342	24%
		Total	102	100%	19628	100%	32,702	100%	120,425	100%	142	100%	23216	100%	36,607	100%	122,413	100%	
f.	Learned something that changed the way you understand an issue or concept	CHNGVIEW	Never	6	6%	849	5%	1,217	4%	4,312	4%	2	1%	674	3%	958	3%	3,044	3%
			Sometimes	39	37%	7070	37%	11,323	36%	39,962	34%	47	33%	7756	34%	11,729	33%	38,111	32%
			Often	34	33%	7549	38%	12,833	39%	47,610	39%	60	44%	9346	40%	14,990	40%	49,826	40%
			Very often	22	24%	4155	21%	7,320	21%	28,537	23%	33	22%	5441	23%	8,933	24%	31,432	25%
		Total	101	100%	19623	100%	32,693	100%	120,421	100%	142	100%	23217	100%	36,610	100%	122,413	100%	

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National Survey of Student Engagement

NSSE 2006 Engagement Item Frequency Distributions ^a Montclair State University

First-Year Students

Seniors

	Variable	Response Options	Montclair State		Selected Peers		Carnegie Peers		NSSE 2006		Montclair State		Selected Peers		Carnegie Peers		NSSE 2006	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
7a. Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	Have not decided	14	17%	2987	17%	4,535	16%	15,856	15%	15	10%	1762	9%	2,794	9%	8,429	8%
		Do not plan to do	0	0%	824	5%	1,436	6%	4,583	5%	25	18%	3407	16%	5,767	17%	19,447	17%
		Plan to do	70	68%	14221	72%	23,744	71%	89,484	73%	33	26%	6219	28%	8,403	25%	24,487	23%
		Done	17	16%	1276	7%	2,507	8%	8,840	7%	68	47%	11612	48%	19,310	49%	69,049	53%
		Total	101	100%	19308	100%	32,222	100%	118,763	100%	141	100%	23000	100%	36,274	100%	121,412	100%
b. Community service or volunteer work	VOLNTR04	Have not decided	20	19%	3248	18%	4,605	17%	16,554	16%	16	11%	2371	12%	3,497	11%	10,717	10%
		Do not plan to do	10	12%	1519	10%	2,240	10%	7,658	8%	28	20%	4038	20%	6,048	19%	19,167	18%
		Plan to do	39	37%	7806	39%	12,870	39%	46,779	39%	27	20%	3413	16%	5,017	15%	15,066	14%
		Done	32	31%	6724	33%	12,478	35%	47,655	37%	69	49%	13173	52%	21,700	54%	76,404	59%
		Total	101	100%	19297	100%	32,193	100%	118,646	100%	140	100%	22995	100%	36,262	100%	121,354	100%
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	Have not decided	21	18%	6829	35%	11,303	35%	42,900	35%	26	16%	3417	16%	5,290	16%	16,490	14%
		Do not plan to do	25	28%	5227	29%	8,393	28%	31,707	28%	67	47%	11710	52%	18,282	51%	64,299	53%
		Plan to do	13	15%	4313	22%	7,293	22%	26,317	22%	18	14%	1913	9%	2,851	9%	8,357	8%
		Done	42	40%	2927	15%	5,212	15%	17,762	15%	31	22%	5965	23%	9,849	24%	32,173	25%
		Total	101	100%	19296	100%	32,201	100%	118,686	100%	142	100%	23005	100%	36,272	100%	121,319	100%
d. Worked on a research project with a faculty member outside of course or program requirements	RESRCH04	Have not decided	41	40%	8085	41%	13,350	41%	48,862	41%	29	20%	4145	19%	6,208	18%	18,094	16%
		Do not plan to do	24	22%	5440	30%	8,946	30%	29,125	26%	83	58%	12465	54%	20,030	55%	65,386	53%
		Plan to do	29	30%	4917	25%	8,466	25%	35,368	29%	9	6%	2772	13%	3,976	12%	12,934	12%
		Done	7	8%	850	4%	1,436	4%	5,336	5%	20	15%	3621	14%	6,056	15%	24,946	19%
		Total	101	100%	19292	100%	32,198	100%	118,691	100%	141	100%	23003	100%	36,270	100%	121,360	100%
e. Foreign language coursework	FORLNG04	Have not decided	11	11%	3956	21%	6,197	20%	20,673	19%	13	9%	2148	10%	3,285	10%	9,130	8%
		Do not plan to do	10	11%	6023	32%	9,524	31%	30,987	28%	42	31%	10915	48%	16,564	47%	49,891	42%
		Plan to do	44	47%	5770	31%	9,847	31%	36,963	31%	12	8%	1947	9%	2,964	9%	8,966	8%
		Done	36	32%	3551	17%	6,638	18%	30,095	22%	75	52%	7995	32%	13,468	33%	53,407	41%
		Total	101	100%	19300	100%	32,206	100%	118,718	100%	142	100%	23005	100%	36,281	100%	121,394	100%
f. Study abroad	STDABR04	Have not decided	29	28%	6235	32%	9,977	31%	34,036	30%	23	16%	3242	15%	4,688	14%	13,713	13%
		Do not plan to do	28	29%	6137	35%	9,600	34%	30,431	29%	89	63%	15744	68%	24,471	68%	77,590	65%
		Plan to do	38	36%	6492	31%	11,874	33%	51,574	39%	14	11%	1829	8%	2,687	8%	8,781	8%
		Done	6	7%	433	3%	751	3%	2,654	3%	14	11%	2183	9%	4,421	10%	21,261	14%
		Total	101	100%	19297	100%	32,202	100%	118,695	100%	140	100%	22998	100%	36,267	100%	121,345	100%
g. Independent study or self-designed major	INDSTD04	Have not decided	42	43%	6909	36%	11,288	35%	42,002	35%	22	15%	3004	14%	4,444	14%	12,841	12%
		Do not plan to do	45	44%	9078	47%	15,325	46%	54,207	46%	90	65%	14369	62%	22,581	61%	73,683	61%
		Plan to do	10	10%	2766	14%	4,635	15%	19,070	16%	12	8%	2014	9%	3,063	9%	9,380	9%
		Done	3	3%	542	3%	951	3%	3,416	3%	18	13%	3604	15%	6,174	16%	25,439	19%
		Total	100	100%	19295	100%	32,199	100%	118,695	100%	142	100%	22991	100%	36,262	100%	121,343	100%

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National Survey of Student Engagement

NSSE 2006 Engagement Item Frequency Distributions ^a

Montclair State University

First-Year Students

Seniors

			Montclair State		Selected Peers		Carnegie Peers		NSSE 2006		Montclair State		Selected Peers		Carnegie Peers		NSSE 2006			
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%		
h.	Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	SNRX04	Have not decided	50	45%	8540	43%	13,414	42%	46,724	41%	29	18%	2886	13%	4,169	12%	11,454	11%	
			Do not plan to do	15	17%	2493	13%	3,888	13%	12,496	12%	58	40%	6566	28%	9,749	27%	30,860	27%	
			Plan to do	33	34%	8014	42%	14,473	44%	57,910	46%	31	22%	7247	32%	10,785	30%	34,493	29%	
			Done	3	4%	251	1%	426	1%	1,542	1%	24	19%	6293	28%	11,561	30%	44,552	33%	
			Total	101	100%	19298	100%	32,201	100%	118,672	100%	142	100%	22992	100%	36,264	100%	121,359	100%	
8a.	Quality of relationships with other students	ENVSTU	1 Unfriendly, Unsupportive, Sense of Alienation	3	3%	180	1%	302	1%	1,118	1%	1	1%	156	1%	260	1%	976	1%	
			2	3	3%	545	3%	823	3%	3,119	3%	5	3%	486	2%	754	2%	2,637	2%	
			3	2	2%	1106	6%	1,689	5%	5,841	5%	13	9%	971	5%	1,475	4%	5,035	4%	
			4	11	11%	2452	14%	3,727	13%	13,171	13%	20	13%	2489	11%	3,748	11%	12,129	11%	
			5	31	30%	4222	23%	6,672	22%	24,492	21%	32	24%	4905	22%	7,338	21%	24,156	21%	
			6	25	25%	5702	29%	9,732	29%	36,653	30%	35	25%	6926	30%	10,882	30%	37,627	30%	
			7 Friendly, Supportive, Sense of Belonging	27	26%	5082	25%	9,232	27%	34,249	27%	35	25%	7055	29%	11,790	31%	38,722	30%	
				Total	102	100%	19289	100%	32,177	100%	118,643	100%	141	100%	22988	100%	36,247	100%	121,282	100%
			b.	Quality of relationships with faculty members	ENVFAC	1 Unavailable, Unhelpful, Unsympathetic	1	2%	129	1%	198	1%	756	1%	0	0%	187	1%	277	1%
2	2	2%				530	3%	744	3%	2,557	3%	7	4%	600	3%	817	3%	2,625	3%	
3	5	4%				1374	7%	1,966	7%	6,888	7%	12	8%	1132	5%	1,614	5%	5,419	5%	
4	22	19%				3707	19%	5,423	18%	19,001	18%	23	16%	2991	13%	4,271	12%	13,948	13%	
5	24	26%				5390	27%	8,829	27%	32,330	27%	36	26%	5502	24%	8,362	24%	27,855	24%	
6	29	28%				5289	27%	9,378	28%	35,356	28%	37	27%	7131	30%	11,548	31%	38,897	31%	
7 Available, Helpful, Sympathetic	19	19%				2872	15%	5,638	17%	21,760	17%	26	19%	5454	23%	9,377	25%	31,658	23%	
	Total	102				100%	19291	100%	32,176	100%	118,648	100%	141	100%	22997	100%	36,266	100%	121,322	100%
c.	Quality of relationships with administrative personnel and offices	ENVADM	1 Unhelpful, Inconsiderate, Rigid	3	3%	652	4%	962	4%	3,541	4%	12	9%	1134	5%	1,636	5%	6,072	5%	
			2	11	9%	1416	8%	2,067	7%	7,540	7%	23	16%	2013	9%	2,955	9%	10,337	9%	
			3	10	8%	2393	12%	3,632	12%	13,232	12%	21	14%	2729	12%	4,058	12%	13,801	12%	
			4	24	24%	4742	24%	7,477	23%	27,252	23%	24	17%	5055	22%	7,662	21%	25,346	21%	
			5	25	29%	4509	23%	7,805	23%	28,929	23%	27	19%	4892	21%	7,797	21%	26,466	21%	
			6	18	17%	3412	17%	6,122	18%	22,988	18%	15	11%	4118	18%	6,765	18%	22,485	18%	
			7 Helpful, Considerate, Flexible	11	10%	2152	12%	4,091	13%	15,060	12%	18	14%	3038	13%	5,369	14%	16,736	13%	
				Total	102	100%	19276	100%	32,156	100%	118,542	100%	140	100%	22979	100%	36,242	100%	121,243	100%

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National Survey of Student Engagement

NSSE 2006 Engagement Item Frequency Distributions ^a Montclair State University

First-Year Students

Seniors

			Montclair State		Selected Peers		Carnegie Peers		NSSE 2006		Montclair State		Selected Peers		Carnegie Peers		NSSE 2006		
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
Variable			Response Options																
9a.	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ACADPR01	0 hr/wk	1	2%	71	0%	104	0%	324	0%	0	0%	75	0%	117	0%	360	0%
			1-5 hr/wk	18	18%	3893	23%	5,702	21%	17,584	18%	30	21%	4439	20%	6,783	20%	20,350	18%
			6-10 hr/wk	35	34%	5753	31%	9,228	30%	30,287	27%	40	27%	6292	28%	10,035	28%	31,204	26%
			11-15 hr/wk	20	22%	4096	20%	6,945	20%	25,987	21%	27	20%	4422	19%	7,087	20%	23,941	20%
			16-20 hr/wk	11	10%	2675	13%	4,923	14%	20,111	16%	20	15%	3309	14%	5,333	14%	18,941	15%
			21-25 hr/wk	7	7%	1427	7%	2,692	7%	11,868	9%	11	8%	1927	8%	3,019	8%	11,481	9%
			26-30 hr/wk	4	4%	677	3%	1,338	4%	6,252	5%	3	2%	1104	5%	1,776	5%	6,698	5%
			30+ hr/wk	4	4%	587	3%	1,065	3%	5,555	4%	9	6%	1311	6%	1,958	6%	7,824	6%
			Total	100	100%	19179	100%	31,997	100%	117,968	100%	140	100%	22879	100%	36,108	100%	120,799	100%
b.	Working for pay on campus	WORKON01	0 hr/wk	82	80%	15896	85%	25,170	82%	89,190	80%	122	88%	17721	80%	27,386	79%	82,704	72%
			1-5 hr/wk	4	6%	550	2%	1,243	3%	6,178	4%	5	3%	710	3%	1,466	3%	7,314	4%
			6-10 hr/wk	6	7%	1084	4%	2,616	6%	11,939	7%	2	1%	1307	5%	2,587	5%	12,256	8%
			11-15 hr/wk	2	2%	840	4%	1,645	4%	6,110	5%	4	3%	1163	4%	1,854	4%	7,894	6%
			16-20 hr/wk	1	1%	558	3%	878	3%	3,106	3%	3	2%	1227	5%	1,685	5%	6,390	6%
			21-25 hr/wk	2	2%	131	1%	205	1%	677	1%	2	1%	302	1%	420	1%	1,726	2%
			26-30 hr/wk	0	0%	50	0%	83	0%	252	0%	0	0%	142	1%	201	1%	784	1%
			30+ hr/wk	3	3%	79	0%	165	1%	533	1%	3	2%	301	1%	500	1%	1,728	2%
			Total	100	100%	19188	100%	32,005	100%	117,985	100%	141	100%	22873	100%	36,099	100%	120,796	100%
c.	Working for pay off campus	WORKOF01	0 hr/wk	45	46%	11227	53%	19,684	54%	80,411	63%	34	23%	7997	32%	12,486	32%	52,055	41%
			1-5 hr/wk	4	5%	878	4%	1,547	5%	5,762	5%	4	3%	1005	4%	1,703	4%	6,435	5%
			6-10 hr/wk	6	6%	1003	5%	1,664	5%	5,595	5%	9	7%	1363	6%	2,343	6%	7,938	6%
			11-15 hr/wk	4	4%	1146	6%	1,786	6%	5,710	5%	6	4%	1566	6%	2,583	6%	8,301	6%
			16-20 hr/wk	13	12%	1457	8%	2,122	7%	6,546	6%	24	17%	2414	11%	3,740	10%	11,261	9%
			21-25 hr/wk	8	6%	1290	8%	1,739	7%	4,837	5%	6	4%	2180	10%	3,114	9%	8,977	8%
			26-30 hr/wk	11	12%	833	5%	1,078	4%	2,937	3%	18	12%	1658	7%	2,303	7%	6,215	6%
			30+ hr/wk	8	8%	1350	10%	2,380	12%	6,166	8%	39	30%	4691	25%	7,829	26%	19,609	19%
			Total	99	100%	19184	100%	32,000	100%	117,964	100%	140	100%	22874	100%	36,101	100%	120,791	100%
d.	Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01	0 hr/wk	62	58%	8737	52%	13,017	49%	41,495	43%	106	74%	11745	56%	17,779	55%	50,768	47%
			1-5 hr/wk	17	18%	5760	26%	10,114	27%	39,227	30%	22	16%	6505	26%	10,146	26%	36,683	29%
			6-10 hr/wk	9	11%	2115	10%	3,944	11%	16,527	12%	4	3%	1990	8%	3,420	9%	14,346	11%
			11-15 hr/wk	2	3%	1066	5%	2,077	5%	9,058	7%	4	3%	990	4%	1,793	4%	7,482	5%
			16-20 hr/wk	3	3%	713	3%	1,342	4%	5,615	4%	4	3%	697	3%	1,270	3%	5,050	4%
			21-25 hr/wk	1	1%	356	2%	659	2%	2,745	2%	0	0%	353	2%	658	2%	2,583	2%
			26-30 hr/wk	0	0%	141	1%	303	1%	1,200	1%	0	0%	188	1%	331	1%	1,305	1%
			30+ hr/wk	6	7%	298	1%	545	2%	2,101	2%	1	1%	415	2%	709	2%	2,588	2%
			Total	100	100%	19186	100%	32,001	100%	117,968	100%	141	100%	22883	100%	36,106	100%	120,805	100%

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National Survey of Student Engagement

NSSE 2006 Engagement Item Frequency Distributions ^a Montclair State University

First-Year Students

Seniors

			Montclair State		Selected Peers		Carnegie Peers		NSSE 2006		Montclair State		Selected Peers		Carnegie Peers		NSSE 2006		
Variable			Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
e.	Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05	0 hr/wk	2	3%	159	1%	282	1%	1,020	1%	3	2%	300	1%	470	1%	1,382	1%
			1-5 hr/wk	27	27%	4380	24%	7,444	24%	26,691	23%	42	29%	7118	31%	11,137	31%	34,742	29%
			6-10 hr/wk	22	20%	5555	28%	9,356	29%	34,794	29%	40	27%	7115	31%	11,251	31%	37,941	31%
			11-15 hr/wk	23	22%	3781	19%	6,377	19%	23,926	20%	23	17%	4000	18%	6,395	18%	22,164	18%
			16-20 hr/wk	12	15%	2426	12%	4,006	12%	14,800	13%	10	8%	2175	9%	3,438	10%	12,455	10%
			21-25 hr/wk	8	6%	1121	6%	1,839	6%	7,009	6%	12	9%	934	4%	1,456	4%	5,179	4%
			26-30 hr/wk	4	4%	552	3%	864	3%	3,275	3%	2	1%	400	2%	671	2%	2,453	2%
			30+ hr/wk	2	2%	1193	7%	1,799	6%	6,341	6%	8	5%	817	4%	1,250	4%	4,347	4%
		Total	100	100%	19167	100%	31,967	100%	117,856	100%	140	100%	22859	100%	36,068	100%	120,663	100%	
f.	Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01	0 hr/wk	54	55%	13335	65%	22,922	65%	90,812	72%	61	45%	12869	53%	20,738	54%	78,443	62%
			1-5 hr/wk	23	23%	2853	16%	4,286	15%	13,329	13%	19	14%	3081	14%	4,711	14%	13,947	12%
			6-10 hr/wk	11	10%	1066	7%	1,575	6%	4,778	5%	13	9%	1604	8%	2,432	8%	6,999	6%
			11-15 hr/wk	4	4%	554	3%	885	3%	2,574	3%	10	8%	910	5%	1,366	4%	3,956	4%
			16-20 hr/wk	2	2%	321	2%	525	2%	1,509	2%	12	8%	731	4%	1,172	4%	3,091	3%
			21-25 hr/wk	1	1%	154	1%	258	1%	704	1%	5	3%	388	2%	617	2%	1,594	1%
			26-30 hr/wk	2	2%	92	1%	164	1%	417	1%	1	1%	335	2%	495	2%	1,266	1%
			30+ hr/wk	3	4%	792	6%	1,344	6%	3,680	5%	18	13%	2935	13%	4,523	13%	11,335	10%
		Total	100	100%	19167	100%	31,959	100%	117,803	100%	139	100%	22853	100%	36,054	100%	120,631	100%	
g.	Commuting to class (driving, walking, etc.)	COMMUTE	0 hr/wk	10	11%	2228	9%	5,492	13%	21,988	14%	7	5%	1500	6%	3,035	7%	12,825	8%
			1-5 hr/wk	57	59%	12618	65%	20,281	64%	75,493	64%	75	54%	14342	60%	22,947	61%	78,801	64%
			6-10 hr/wk	18	15%	2735	16%	3,902	15%	13,018	14%	38	27%	4674	22%	6,712	21%	19,501	19%
			11-15 hr/wk	8	8%	906	5%	1,296	5%	4,007	4%	12	8%	1405	7%	1,961	6%	5,596	5%
			16-20 hr/wk	4	4%	338	2%	507	2%	1,616	2%	2	1%	429	2%	626	2%	1,840	2%
			21-25 hr/wk	1	1%	117	1%	161	1%	604	1%	1	1%	137	1%	215	1%	642	1%
			26-30 hr/wk	0	0%	64	0%	90	0%	317	0%	1	1%	86	0%	144	0%	345	0%
			30+ hr/wk	2	2%	161	1%	234	1%	805	1%	3	2%	292	1%	436	1%	1,149	1%
		Total	100	100%	19167	100%	31,963	100%	117,848	100%	139	100%	22865	100%	36,076	100%	120,699	100%	
10a.	Spending significant amounts of time studying and on academic work	ENVSCHOL	Very little	1	1%	420	3%	649	3%	2,251	2%	4	2%	507	2%	792	2%	2,662	2%
			Some	28	31%	3941	21%	6,086	20%	20,197	19%	36	25%	4649	21%	6,854	20%	21,534	19%
			Quite a bit	42	39%	9222	48%	15,373	48%	54,778	47%	69	49%	10833	48%	17,013	47%	55,005	46%
			Very much	27	29%	5409	28%	9,568	28%	39,702	31%	32	24%	6738	29%	11,215	30%	40,873	32%
		Total	98	100%	18992	100%	31,676	100%	116,928	100%	141	100%	22727	100%	35,874	100%	120,074	100%	
b.	Providing the support you need to help you succeed academically	ENVSUPRT	Very little	3	2%	622	4%	918	4%	3,220	3%	11	8%	1142	6%	1,579	5%	5,216	5%
			Some	26	28%	4722	26%	6,819	24%	23,517	23%	46	33%	6234	28%	8,865	26%	28,775	27%
			Quite a bit	44	45%	8807	45%	14,508	45%	52,708	45%	68	49%	10280	44%	16,201	44%	53,213	44%
			Very much	26	25%	4836	25%	9,420	27%	37,431	29%	16	11%	5064	21%	9,217	24%	32,848	24%
		Total	99	100%	18987	100%	31,665	100%	116,876	100%	141	100%	22720	100%	35,862	100%	120,052	100%	

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.



National Survey of Student Engagement

NSSE 2006 Engagement Item Frequency Distributions ^a Montclair State University

First-Year Students

Seniors

First Year Students											Seniors								
			Montclair State		Selected Peers		Carnegie Peers		NSSE 2006		Montclair State		Selected Peers		Carnegie Peers		NSSE 2006		
Variable			Response Options		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS	Very little	10	11%	2848	16%	4,385	15%	15,803	15%	20	15%	4598	20%	6,872	20%	22,979	20%
			Some	32	31%	6699	36%	10,761	35%	38,731	34%	59	42%	8429	37%	12,972	36%	43,598	36%
			Quite a bit	35	36%	6047	31%	10,109	31%	37,323	32%	40	27%	6307	28%	10,154	28%	33,128	27%
			Very much	22	22%	3388	17%	6,400	18%	24,972	20%	22	16%	3359	15%	5,831	16%	20,254	16%
		Total	99	100%	18982	100%	31,655	100%	116,829	100%	141	100%	22693	100%	35,829	100%	119,959	100%	
d.	Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	Very little	24	22%	5424	31%	8,230	30%	29,724	29%	64	46%	9244	42%	13,498	40%	44,122	40%
			Some	42	40%	7521	38%	12,397	38%	47,319	39%	47	33%	8277	36%	13,273	36%	45,648	37%
			Quite a bit	23	27%	4326	22%	7,737	23%	28,232	23%	23	17%	3709	16%	6,376	17%	21,218	16%
			Very much	10	10%	1706	8%	3,274	9%	11,491	9%	6	5%	1466	6%	2,676	7%	8,947	7%
		Total	99	100%	18977	100%	31,638	100%	116,766	100%	140	100%	22696	100%	35,823	100%	119,935	100%	
e.	Providing the support you need to thrive socially	ENVSOCAL	Very little	17	15%	3458	21%	5,425	20%	19,413	19%	37	27%	6142	29%	9,242	28%	29,621	27%
			Some	38	37%	7507	39%	11,969	38%	44,294	38%	64	47%	9582	42%	14,690	41%	48,800	40%
			Quite a bit	30	34%	5799	29%	10,096	30%	37,743	31%	27	19%	5180	22%	8,675	23%	30,340	24%
			Very much	14	14%	2206	11%	4,140	12%	15,313	12%	11	8%	1763	7%	3,180	8%	11,103	9%
		Total	99	100%	18970	100%	31,630	100%	116,763	100%	139	100%	22667	100%	35,787	100%	119,864	100%	
f.	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	Very little	10	8%	2089	14%	3,277	14%	9,554	11%	35	24%	3553	18%	5,697	18%	15,385	15%
			Some	39	39%	5667	31%	8,363	29%	29,490	27%	43	31%	8139	37%	11,895	35%	37,226	33%
			Quite a bit	26	28%	7156	36%	11,966	35%	46,008	37%	43	30%	7648	32%	12,158	32%	43,153	35%
			Very much	24	25%	4070	20%	8,043	21%	31,769	24%	20	15%	3359	14%	6,073	15%	24,199	18%
		Total	99	100%	18982	100%	31,649	100%	116,821	100%	141	100%	22699	100%	35,823	100%	119,963	100%	
g.	Using computers in academic work	ENVCOMPT	Very little	2	2%	454	3%	759	3%	2,433	2%	5	4%	391	2%	674	2%	1,987	2%
			Some	8	7%	2705	15%	4,320	14%	15,133	13%	13	10%	2066	9%	3,397	10%	10,830	9%
			Quite a bit	46	46%	6714	36%	11,135	35%	40,434	34%	49	34%	6724	30%	10,527	30%	34,770	29%
			Very much	42	45%	9117	46%	15,456	47%	58,873	50%	74	53%	13534	59%	21,260	59%	72,446	60%
		Total	98	100%	18990	100%	31,670	100%	116,873	100%	141	100%	22715	100%	35,858	100%	120,033	100%	
11a.	Acquiring a broad general education	GNGENLED	Very little	5	4%	455	3%	746	3%	2,859	3%	5	4%	582	3%	851	3%	2,763	3%
			Some	12	13%	3361	19%	5,189	18%	18,399	17%	18	12%	3483	16%	5,009	15%	16,023	14%
			Quite a bit	50	50%	8889	47%	14,438	46%	51,472	45%	61	45%	9301	42%	14,133	41%	45,456	39%
			Very much	31	32%	6063	31%	10,945	33%	42,963	35%	55	39%	9185	40%	15,616	42%	55,035	44%
		Total	98	100%	18768	100%	31,318	100%	115,693	100%	139	100%	22551	100%	35,609	100%	119,277	100%	
b.	Acquiring job or work-related knowledge and skills	GNWORK	Very little	10	9%	2241	13%	3,241	12%	11,508	11%	7	5%	1444	7%	2,121	7%	7,656	7%
			Some	26	26%	6102	33%	9,496	31%	35,034	31%	39	27%	4630	21%	7,049	20%	24,885	21%
			Quite a bit	37	37%	6604	34%	11,273	35%	41,315	35%	46	34%	7858	35%	12,332	35%	40,740	34%
			Very much	25	28%	3815	20%	7,293	22%	27,774	23%	47	34%	8610	36%	14,094	38%	45,960	37%
		Total	98	100%	18762	100%	31,303	100%	115,631	100%	139	100%	22542	100%	35,596	100%	119,241	100%	

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National Survey of Student Engagement

NSSE 2006 Engagement Item Frequency Distributions^a Montclair State University

First-Year Students

Seniors

			Montclair State		Selected Peers		Carnegie Peers		NSSE 2006		Montclair State		Selected Peers		Carnegie Peers		NSSE 2006		
			Variable	Response Options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
c.	Writing clearly and effectively	GNWRITE	Very little	4	3%	964	6%	1,492	6%	5,566	6%	7	5%	902	4%	1,342	4%	4,738	4%
			Some	21	23%	4496	24%	7,083	23%	26,088	23%	22	16%	4630	21%	6,896	20%	22,933	20%
			Quite a bit	38	39%	7964	42%	13,239	42%	47,713	41%	62	46%	9096	41%	14,075	40%	45,892	39%
			Very much	34	35%	5339	28%	9,496	29%	36,309	30%	46	33%	7918	34%	13,292	36%	45,698	36%
		Total	97	100%	18763	100%	31,310	100%	115,676	100%	137	100%	22546	100%	35,605	100%	119,261	100%	
d.	Speaking clearly and effectively	GNSPEAK	Very little	6	5%	1556	9%	2,466	9%	10,175	10%	9	7%	1189	6%	1,741	5%	6,341	6%
			Some	24	26%	5441	29%	8,829	28%	33,567	29%	24	17%	5277	24%	7,873	23%	27,241	24%
			Quite a bit	34	32%	7298	39%	12,195	39%	43,596	37%	63	46%	8813	39%	13,762	39%	45,128	38%
			Very much	34	36%	4463	23%	7,815	24%	28,321	24%	43	30%	7263	31%	12,228	33%	40,546	32%
		Total	98	100%	18758	100%	31,305	100%	115,659	100%	139	100%	22542	100%	35,604	100%	119,256	100%	
e.	Thinking critically and analytically	GNANALY	Very little	2	2%	533	3%	776	3%	2,680	3%	4	3%	427	2%	626	2%	1,959	2%
			Some	19	20%	3521	19%	5,314	18%	17,943	17%	14	11%	2923	14%	4,218	13%	13,186	12%
			Quite a bit	39	38%	8313	44%	13,564	43%	48,635	42%	59	43%	8885	40%	13,523	39%	43,520	38%
			Very much	38	41%	6394	34%	11,654	36%	46,414	38%	61	43%	10311	44%	17,241	46%	60,603	49%
		Total	98	100%	18761	100%	31,308	100%	115,672	100%	138	100%	22546	100%	35,608	100%	119,268	100%	
f.	Analyzing quantitative problems	GNQUANT	Very little	10	10%	1277	8%	2,061	7%	7,611	7%	11	8%	1200	5%	1,811	5%	6,303	5%
			Some	25	24%	5403	29%	8,599	28%	30,890	27%	42	28%	5274	23%	8,026	23%	27,295	23%
			Quite a bit	41	42%	7662	40%	12,722	40%	45,898	39%	51	39%	8661	39%	13,490	38%	43,306	37%
			Very much	22	23%	4415	23%	7,908	25%	31,160	27%	35	25%	7388	32%	12,246	34%	42,259	35%
		Total	98	100%	18757	100%	31,290	100%	115,559	100%	139	100%	22523	100%	35,573	100%	119,163	100%	
g.	Using computing and information technology	GNCMPTS	Very little	5	4%	1167	7%	1,937	7%	7,022	6%	7	5%	798	4%	1,321	4%	4,384	4%
			Some	23	24%	4161	22%	6,960	22%	26,367	22%	37	27%	3634	17%	5,902	17%	20,531	17%
			Quite a bit	42	46%	7195	37%	11,876	37%	43,106	37%	45	32%	7888	35%	12,369	35%	41,265	34%
			Very much	28	27%	6236	33%	10,528	34%	39,167	35%	49	35%	10226	45%	16,016	45%	53,077	45%
		Total	98	100%	18759	100%	31,301	100%	115,662	100%	138	100%	22546	100%	35,608	100%	119,257	100%	
h.	Working effectively with others	GNOTHERS	Very little	3	2%	1039	6%	1,567	6%	5,917	6%	10	6%	782	4%	1,124	4%	3,782	4%
			Some	26	26%	4907	27%	7,624	26%	28,216	26%	30	22%	4069	20%	6,082	19%	21,098	19%
			Quite a bit	38	38%	7402	38%	12,410	39%	45,643	39%	46	35%	8359	37%	13,059	37%	43,590	36%
			Very much	31	33%	5413	28%	9,703	29%	35,886	30%	53	37%	9334	40%	15,336	41%	50,780	40%
		Total	98	100%	18761	100%	31,304	100%	115,662	100%	139	100%	22544	100%	35,601	100%	119,250	100%	
i.	Voting in local, state, or national elections	GNCITIZN	Very little	41	40%	7752	41%	13,546	43%	51,311	44%	54	39%	8096	37%	12,984	38%	41,838	36%
			Some	29	29%	5849	31%	9,610	30%	35,026	30%	38	27%	7123	31%	11,201	31%	38,086	32%
			Quite a bit	16	19%	3267	18%	5,097	17%	18,302	17%	28	20%	4205	18%	6,513	18%	22,778	19%
			Very much	11	11%	1707	10%	2,751	10%	9,968	9%	19	15%	2984	13%	4,688	13%	15,918	13%
		Total	97	100%	18575	100%	31,004	100%	114,607	100%	139	100%	22408	100%	35,386	100%	118,620	100%	

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National Survey of Student Engagement

NSSE 2006 Engagement Item Frequency Distributions ^a

Montclair State University

First-Year Students

Seniors

		Variable	Response Options	Montclair State		Selected Peers		Carnegie Peers		NSSE 2006		Montclair State		Selected Peers		Carnegie Peers		NSSE 2006	
				Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
j.	Learning effectively on your own	GNINQ	Very little	11	10%	1240	8%	1,881	7%	6,655	6%	8	6%	1507	7%	2,141	7%	6,619	6%
			Some	22	22%	5164	28%	8,424	27%	30,223	26%	37	26%	4901	23%	7,404	22%	23,669	21%
			Quite a bit	43	43%	8070	42%	13,487	42%	49,947	43%	51	39%	9053	39%	14,380	40%	48,410	40%
			Very much	22	24%	4103	22%	7,225	23%	27,832	24%	42	29%	6958	31%	11,486	32%	39,976	33%
			Total	98	100%	18577	100%	31,017	100%	114,657	100%	138	100%	22419	100%	35,411	100%	118,674	100%
k.	Understanding yourself	GNSSELF	Very little	12	11%	2388	14%	3,549	13%	12,812	12%	22	16%	3058	15%	4,284	14%	13,326	13%
			Some	25	27%	5405	29%	8,683	28%	32,206	28%	32	23%	5939	27%	8,979	26%	29,232	25%
			Quite a bit	38	36%	6570	34%	11,240	35%	41,657	35%	42	32%	7274	32%	11,821	32%	39,734	33%
			Very much	22	25%	4212	23%	7,542	24%	27,980	24%	41	30%	6139	27%	10,315	28%	36,365	29%
			Total	97	100%	18575	100%	31,014	100%	114,655	100%	137	100%	22410	100%	35,399	100%	118,657	100%
l.	Understanding people of other racial and ethnic backgrounds	GNDIVERS	Very little	9	8%	2678	15%	4,379	15%	16,489	15%	18	12%	3463	15%	5,416	16%	18,233	16%
			Some	28	30%	6246	33%	10,300	33%	38,165	33%	29	22%	7454	33%	11,611	32%	39,058	33%
			Quite a bit	33	33%	6101	33%	10,192	33%	37,101	32%	53	38%	6842	30%	10,796	30%	35,946	30%
			Very much	27	29%	3548	19%	6,139	19%	22,860	20%	39	28%	4638	21%	7,563	22%	25,393	21%
			Total	97	100%	18573	100%	31,010	100%	114,615	100%	139	100%	22397	100%	35,386	100%	118,630	100%
m.	Solving complex real-world problems	GNPROBSV	Very little	13	12%	2461	14%	3,799	14%	13,726	13%	20	13%	2701	13%	3,945	12%	12,590	11%
			Some	28	29%	6727	36%	10,875	35%	39,777	35%	42	32%	7057	32%	10,767	31%	35,311	30%
			Quite a bit	41	45%	6370	34%	10,850	34%	40,349	35%	45	32%	7630	34%	12,326	34%	41,923	35%
			Very much	14	14%	3020	16%	5,485	17%	20,784	18%	32	22%	5023	22%	8,365	23%	28,840	24%
			Total	96	100%	18578	100%	31,009	100%	114,636	100%	139	100%	22411	100%	35,403	100%	118,664	100%
n.	Developing a personal code of values and ethics	GNETHICS	Very little	19	16%	3016	18%	4,388	17%	16,228	16%	26	19%	3970	19%	5,403	17%	17,370	16%
			Some	23	23%	6146	33%	9,499	31%	34,611	31%	39	29%	6725	30%	9,886	29%	32,677	28%
			Quite a bit	38	42%	5976	31%	10,254	31%	37,741	32%	41	30%	6567	28%	10,778	29%	36,120	29%
			Very much	18	18%	3430	18%	6,859	20%	26,043	21%	33	23%	5144	23%	9,324	25%	32,474	26%
			Total	98	100%	18568	100%	31,000	100%	114,623	100%	139	100%	22406	100%	35,391	100%	118,641	100%
o.	Contributing to the welfare of your community	GNCOMMUN	Very little	25	22%	4395	26%	6,299	24%	21,955	22%	34	25%	5123	25%	7,138	23%	22,757	21%
			Some	33	35%	7194	38%	11,107	37%	40,662	36%	56	41%	7822	35%	11,754	34%	39,665	34%
			Quite a bit	28	33%	4827	25%	8,719	26%	33,442	27%	32	23%	5766	24%	9,609	25%	32,672	26%
			Very much	11	11%	2151	11%	4,869	13%	18,541	14%	17	12%	3694	16%	6,888	18%	23,528	19%
			Total	97	100%	18567	100%	30,994	100%	114,600	100%	139	100%	22405	100%	35,389	100%	118,622	100%
p.	Developing a deepened sense of spirituality	GNSPIRIT	Very little	45	43%	7986	44%	11,376	41%	43,243	41%	76	57%	11749	54%	16,077	49%	53,633	49%
			Some	28	31%	5276	28%	8,609	28%	31,494	27%	32	22%	5503	24%	8,931	24%	29,424	24%
			Quite a bit	13	15%	3299	17%	6,231	18%	22,005	18%	16	11%	2795	12%	5,417	14%	17,881	14%
			Very much	11	12%	2006	10%	4,772	13%	17,849	14%	15	10%	2344	10%	4,948	12%	17,652	14%
			Total	97	100%	18567	100%	30,988	100%	114,591	100%	139	100%	22391	100%	35,373	100%	118,590	100%

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National Survey of Student Engagement

NSSE 2006 Engagement Item Frequency Distributions^a Montclair State University

First-Year Students

Seniors

			Montclair State		Selected Peers		Carnegie Peers		NSSE 2006		Montclair State		Selected Peers		Carnegie Peers		NSSE 2006	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Variable	Response Options																	
12. Overall, how would you evaluate the quality of academic advising you have received at your institution?	ADVISE	Poor	8	8%	1150	7%	1,822	7%	6,493	6%	28	21%	2607	12%	3,625	11%	11,345	11%
		Fair	16	15%	3767	21%	5,839	20%	21,062	20%	36	23%	5211	24%	7,676	23%	24,586	22%
		Good	58	60%	9102	48%	14,924	47%	54,611	47%	57	44%	9174	41%	14,401	40%	48,429	40%
		Excellent	16	18%	4596	24%	8,512	26%	32,826	27%	18	13%	5457	23%	9,773	26%	34,533	27%
		Total	98	100%	18615	100%	31,097	100%	114,992	100%	139	100%	22449	100%	35,475	100%	118,893	100%
13. How would you evaluate your entire educational experience at this institution?	ENTIREXP	Poor	3	3%	351	2%	558	2%	2,043	2%	5	3%	504	3%	708	2%	2,260	2%
		Fair	15	16%	2396	14%	3,512	13%	12,469	12%	18	14%	2948	14%	4,186	13%	13,193	12%
		Good	57	56%	10606	56%	16,721	54%	59,071	53%	86	62%	11955	54%	17,728	52%	56,743	49%
		Excellent	23	25%	5264	27%	10,310	31%	41,427	33%	30	21%	7043	30%	12,853	33%	46,708	36%
		Total	98	100%	18617	100%	31,101	100%	115,010	100%	139	100%	22450	100%	35,475	100%	118,904	100%
14. If you could start over again, would you go to the same institution you are now attending?	SAMECOLL	Definitely no	8	7%	788	5%	1,296	5%	5,066	5%	11	8%	1225	6%	1,836	6%	6,187	6%
		Probably no	12	12%	2520	14%	3,951	13%	14,251	13%	20	14%	3215	15%	4,874	14%	15,774	13%
		Probably yes	41	42%	8236	45%	12,936	43%	46,182	41%	70	50%	9323	42%	14,083	41%	45,684	39%
		Definitely yes	37	39%	7073	37%	12,914	40%	49,479	42%	38	28%	8678	37%	14,672	39%	51,241	42%
		Total	98	100%	18617	100%	31,097	100%	114,978	100%	139	100%	22441	100%	35,465	100%	118,886	100%

IPEDS: 185590

IPEDS: 185590

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National Survey of Student Engagement

NSSE 2006 Background Item Frequency Distributions ^a

Montclair State University

First-Year Students

Seniors

			Montclair State		Selected Peers		Carnegie Peers		NSSE 2006		Montclair State		Selected Peers		Carnegie Peers		NSSE 2006	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
15. Age	AGE	19 or younger	85	86%	15629	78%	26,245	77%	100,479	81%	0	0%	59	0%	101	0%	384	0%
		20-23	7	8%	1773	12%	2,424	10%	8,093	9%	59	43%	12968	51%	21,535	53%	81,581	63%
		24-29	2	2%	539	4%	940	5%	2,734	4%	40	28%	4623	24%	6,098	21%	17,712	18%
		30-39	2	2%	412	3%	862	5%	2,142	3%	21	15%	2547	13%	3,936	13%	9,913	10%
		40-55	2	3%	271	2%	621	3%	1,556	2%	19	14%	2073	10%	3,494	11%	8,514	8%
		Over 55	0	0%	16	0%	41	0%	123	0%	0	0%	148	1%	252	1%	654	1%
		Total	98	100%	18640	100%	31,133	100%	115,127	100%	139	100%	22418	100%	35,416	100%	118,758	100%
16. Sex	SEX	Male	28	43%	5999	43%	10,035	43%	40,493	44%	32	33%	7352	40%	11,514	40%	41,848	42%
		Female	70	57%	12656	57%	21,130	57%	74,723	56%	107	67%	15106	60%	23,972	60%	77,114	58%
		Total	98	100%	18655	100%	31,165	100%	115,216	100%	139	100%	22458	100%	35,486	100%	118,962	100%
17. Are you an international student or foreign national?	INTERNAT	No	90	94%	17788	95%	29,667	95%	109,329	94%	116	84%	21527	95%	33,995	95%	113,488	95%
		Yes	7	6%	826	5%	1,432	5%	5,694	6%	22	16%	908	5%	1,469	5%	5,400	5%
		Total	97	100%	18614	100%	31,099	100%	115,023	100%	138	100%	22435	100%	35,464	100%	118,888	100%
18. Racial or ethnic identification	RACE05	American Indian or other Native American	1	2%	160	1%	255	1%	827	1%	0	0%	196	1%	275	1%	784	1%
		Asian, Asian American, or Pacific Islander	5	5%	814	6%	1,381	5%	5,766	6%	9	6%	876	5%	1,463	5%	5,170	5%
		American	12	14%	1333	8%	1,984	8%	6,688	8%	15	11%	1392	6%	2,213	7%	6,919	6%
		White (non-Hispanic)	56	57%	13624	68%	22,866	68%	85,017	69%	75	54%	16512	69%	25,986	69%	88,105	70%
		Mexican or Mexican American	0	0%	536	5%	872	4%	2,441	4%	1	1%	668	5%	1,061	4%	2,564	3%
		Puerto Rican	1	1%	119	1%	224	1%	863	1%	4	2%	127	1%	228	1%	747	1%
		Other Hispanic or Latino	7	7%	379	3%	662	3%	2,388	3%	14	9%	444	3%	727	3%	2,390	2%
		Multiracial	4	3%	365	2%	631	2%	2,525	2%	6	4%	390	2%	646	2%	2,330	2%
		Other	7	8%	259	2%	432	2%	1,692	2%	7	6%	333	2%	550	2%	1,783	2%
		I prefer not to respond	4	3%	1038	6%	1,811	6%	6,826	6%	8	6%	1489	7%	2,300	7%	8,050	7%
		Total	97	100%	18627	100%	31,118	100%	115,033	100%	139	100%	22427	100%	35,449	100%	118,842	100%
19. What is your current classification in college?	CLASS	Freshman/First year	71	72%	15204	77%	25,785	76%	98,492	80%	0	0%	24	0%	33	0%	102	0%
		Soph./Second Year	26	26%	2804	19%	3,937	17%	13,284	16%	0	0%	78	0%	120	0%	365	0%
		Junior/Third Year	1	1%	428	2%	778	3%	1,793	2%	7	6%	1194	5%	1,766	5%	4,854	5%
		Senior/Fourth Year	0	0%	66	0%	212	1%	493	1%	125	92%	20453	91%	32,407	91%	110,530	92%
		Unclassified	1	2%	124	1%	402	2%	1,002	1%	3	2%	649	4%	1,076	4%	2,907	3%
		Total	99	100%	18626	100%	31,114	100%	115,064	100%	135	100%	22398	100%	35,402	100%	118,758	100%
20. Did you begin college at your current institution or elsewhere?	ENTER	Started here	88	91%	16689	88%	27,679	86%	104,818	89%	51	38%	10642	43%	18,066	45%	72,289	56%
		Started elsewhere	10	9%	1936	12%	3,439	14%	10,236	11%	88	62%	11810	57%	17,414	55%	46,646	44%
		Total	98	100%	18625	100%	31,118	100%	115,054	100%	139	100%	22452	100%	35,480	100%	118,935	100%

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National Survey of Student Engagement

NSSE 2006 Background Item Frequency Distributions ^a

Montclair State University

First-Year Students

Seniors

	Variable	Response Options	Montclair State		Selected Peers		Carnegie Peers		NSSE 2006		Montclair State		Selected Peers		Carnegie Peers		NSSE 2006	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
21. Since graduating from high school, which of the following types of schools have you attended other than the one you are attending now? (Mark all that apply.)	VOTECH05	Vocational or technical school	2	2%	760	5%	1,333	6%	3,873	4%	16	11%	1996	9%	3,119	9%	8,410	7%
	COMCOL05	Community or junior college	3	3%	1815	10%	3,068	11%	9,092	8%	62	40%	10178	46%	15,029	44%	39,421	35%
	FOURYS05	4-year college other than this one	12	10%	1395	7%	2,524	8%	8,212	7%	51	34%	6414	28%	9,894	28%	30,019	25%
	NONE05	None	82	73%	14825	65%	24,726	64%	94,664	68%	40	28%	8011	28%	13,824	31%	56,928	39%
	OCOL1_05	Other	1	1%	531	3%	944	4%	3,206	3%	5	4%	961	4%	1,553	4%	5,053	4%
22. Thinking about this current academic term, how would you characterize your enrollment?	ENRLMENT	Less than full-time	5	6%	892	7%	1,625	9%	4,558	7%	41	28%	3681	21%	5,743	20%	15,684	17%
		Full-time	93	94%	17730	93%	29,487	91%	110,452	93%	98	72%	18731	79%	29,681	80%	103,120	83%
	Total		98	100%	18622	100%	31,112	100%	115,010	100%	139	100%	22412	100%	35,424	100%	118,804	100%
23. Are you member of a fraternity or sorority?	FRATSORO	No	91	91%	17368	93%	28,801	93%	103,893	91%	128	92%	20476	92%	32,070	91%	104,105	89%
		Yes	6	9%	1242	7%	2,290	7%	11,061	9%	11	8%	1951	8%	3,373	9%	14,729	11%
	Total		97	100%	18610	100%	31,091	100%	114,954	100%	139	100%	22427	100%	35,443	100%	118,834	100%
24. Are you a student-athlete on a team sponsored by your institution's athletics department?	ATHLETE	No	92	92%	17311	95%	28,073	93%	100,990	91%	137	98%	21600	97%	33,603	96%	110,521	95%
		Yes	6	8%	1301	5%	3,018	7%	13,926	9%	2	2%	821	3%	1,832	4%	8,274	5%
	Total		98	100%	18612	100%	31,091	100%	114,916	100%	139	100%	22421	100%	35,435	100%	118,795	100%
25. What have most of your grades been up to now at this institution?	GRADES04	C- or lower	3	3%	417	3%	598	2%	2,132	2%	0	0%	60	0%	77	0%	278	0%
		C	3	4%	918	6%	1,332	5%	4,873	5%	1	1%	512	3%	664	2%	2,277	2%
		C+	1	1%	1242	7%	1,853	6%	6,642	6%	4	3%	1049	5%	1,374	5%	4,665	4%
		B-	6	7%	1887	10%	2,834	10%	10,125	9%	5	4%	1851	9%	2,597	8%	8,793	8%
		B	20	20%	4403	23%	6,906	22%	24,428	21%	27	20%	4874	23%	7,270	22%	23,729	21%
		B+	28	25%	3405	18%	5,976	18%	22,508	19%	26	19%	4520	20%	7,343	20%	25,030	20%
		A-	17	19%	2776	14%	5,182	15%	20,606	17%	28	21%	3867	16%	6,674	17%	23,820	19%
		A	19	20%	3472	20%	6,257	21%	23,052	21%	42	32%	5533	24%	9,218	25%	29,473	25%
	Total		97	100%	18520	100%	30,938	100%	114,366	100%	133	100%	22266	100%	35,217	100%	118,065	100%
26. Which of the following best describes where you are living now while attending college?	LIVENOW	Dormitory or campus housing	36	38%	10949	47%	19,916	50%	81,176	59%	12	9%	1958	7%	4,188	9%	21,255	12%
		Residence, walking distance	4	5%	1290	8%	1,766	7%	6,550	7%	2	2%	5144	19%	7,405	18%	28,894	24%
		Residence, driving distance	58	55%	6232	44%	9,105	42%	26,256	33%	124	89%	15046	74%	23,233	72%	65,993	62%
		house	1	2%	93	1%	180	1%	701	1%	0	0%	147	1%	361	1%	2,154	2%
	Total		99	100%	18564	100%	30,967	100%	114,683	100%	138	100%	22295	100%	35,187	100%	118,296	100%

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National Survey of Student Engagement

NSSE 2006 Background Item Frequency Distributions ^a

Montclair State University

First-Year Students

Seniors

	Variable	Response Options	Montclair State		Selected Peers		Carnegie Peers		NSSE 2006		Montclair State		Selected Peers		Carnegie Peers		NSSE 2006	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
27a. Father's educational attainment	FATHREDU	Did not finish HS	11	10%	1564	10%	2,414	10%	7,113	8%	26	19%	2469	13%	3,772	12%	9,937	10%
		Graduated from HS	32	31%	5512	30%	8,474	29%	27,676	25%	40	29%	6436	28%	9,714	27%	28,078	24%
		Attended, no degree	18	18%	3042	17%	4,718	16%	15,931	15%	13	9%	3507	16%	5,271	15%	16,716	14%
		Completed Associate's	6	6%	1778	9%	2,858	9%	9,320	8%	12	9%	2052	9%	3,175	9%	9,585	8%
		Completed Bachelor's	23	26%	4005	21%	7,236	22%	29,008	24%	31	22%	4793	22%	7,802	22%	29,095	24%
		Completed Master's	3	3%	1896	10%	3,649	10%	16,522	13%	8	6%	2208	10%	3,835	10%	16,149	13%
		Completed Doctorate	5	6%	582	3%	1,364	4%	8,128	6%	7	6%	776	4%	1,574	4%	8,346	7%
		Total	98	100%	18379	100%	30,713	100%	113,698	100%	137	100%	22241	100%	35,143	100%	117,906	100%
27b. Mother's educational attainment	MOTHREDU	Did not finish HS	9	10%	1212	8%	1,844	8%	5,306	7%	22	16%	1975	11%	3,049	10%	7,900	8%
		Graduated from HS	38	35%	5021	27%	7,839	27%	24,986	23%	52	34%	6644	30%	10,253	30%	29,685	25%
		Attended, no degree	17	18%	3302	19%	5,249	18%	18,178	17%	10	7%	3761	17%	5,670	16%	18,273	16%
		Completed Associate's	4	5%	2539	13%	4,086	12%	14,220	12%	17	14%	2948	12%	4,572	12%	14,702	12%
		Completed Bachelor's	15	17%	4250	22%	7,815	23%	32,239	26%	14	11%	4464	20%	7,408	20%	29,120	24%
		Completed Master's	15	14%	1919	10%	3,540	10%	16,198	13%	20	15%	2277	10%	3,849	10%	16,107	13%
		Completed Doctorate	1	2%	209	1%	465	1%	2,988	2%	3	3%	232	1%	449	1%	2,489	2%
		Total	99	100%	18452	100%	30,838	100%	114,115	100%	138	100%	22301	100%	35,250	100%	118,276	100%
28. Primary major or expected primary major, in collapsed categories	MAJRPCOL	Arts and humanities	23	24%	2195	12%	4,014	12%	17,563	14%	35	26%	3042	15%	4,914	14%	19,232	15%
		Biological science	10	10%	1190	6%	2,059	6%	9,148	7%	10	8%	1101	4%	1,802	5%	7,905	6%
		Business	10	11%	2926	16%	4,876	16%	16,217	16%	15	11%	3817	18%	6,484	19%	19,721	17%
		Education	15	13%	2647	12%	3,741	11%	10,575	9%	27	19%	3723	14%	4,820	13%	12,385	10%
		Engineering	0	0%	547	5%	1,157	6%	6,606	7%	0	0%	575	3%	1,286	5%	6,815	7%
		Physical science	5	5%	565	3%	913	3%	4,007	3%	5	4%	665	3%	1,009	3%	4,042	3%
		Professional	10	11%	2322	13%	3,901	12%	12,459	12%	8	6%	2246	10%	3,775	10%	10,365	9%
		Social science	9	9%	2050	10%	3,548	11%	14,887	12%	18	13%	2980	13%	4,783	13%	18,129	15%
		Other	8	9%	2662	16%	4,601	17%	14,856	15%	18	13%	3995	19%	6,157	19%	18,848	17%
		Undecided	6	7%	1115	6%	1,656	5%	6,229	5%	0	0%	9	0%	14	0%	50	0%
		Total	96	100%	18219	100%	30,466	100%	112,547	100%	136	100%	22153	100%	35,044	100%	117,492	100%
29. Second major or expected second major (not minor, concentration, etc.) if applicable, in collapsed categories	MAJRSCOL	Arts and humanities	4	18%	1185	22%	2,200	22%	10,098	25%	3	14%	1100	20%	1,758	20%	7,664	24%
		Biological science	0	0%	172	4%	305	3%	1,499	4%	1	4%	186	3%	280	3%	1,208	4%
		Business	3	14%	775	16%	1,407	16%	4,874	15%	4	16%	846	18%	1,506	19%	4,952	18%
		Education	8	29%	622	10%	1,006	10%	2,997	7%	11	44%	760	13%	1,129	12%	3,145	9%
		Engineering	0	0%	70	2%	108	2%	722	3%	0	0%	53	1%	77	1%	467	2%
		Physical science	1	4%	307	6%	487	5%	2,087	6%	1	4%	340	6%	442	6%	1,694	6%
		Professional	3	11%	507	9%	806	9%	2,730	9%	1	6%	334	6%	501	6%	1,479	5%
		Social science	3	18%	722	13%	1,301	14%	6,144	15%	0	0%	853	16%	1,389	16%	5,640	18%
		Other	2	7%	683	14%	1,194	15%	4,190	13%	2	7%	691	14%	1,094	14%	3,744	13%
		Undecided	0	0%	185	4%	266	4%	996	3%	1	4%	84	2%	127	2%	371	2%
		Total	24	100%	5228	100%	9,080	100%	36,337	100%	24	100%	5247	100%	8,303	100%	30,364	100%

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National Survey of Student Engagement

NSSE 2006 Background Item Frequency Distributions ^a

Montclair State University

First-Year Students

Seniors

	Variable	Response Options	Montclair State		Selected Peers		Carnegie Peers		NSSE 2006		Montclair State		Selected Peers		Carnegie Peers		NSSE 2006	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Institution reported gender	GENDER	Male	33	45%	7102	43%	11,768	44%	46,877	45%	36	35%	8128	41%	12,680	41%	45,992	43%
		Female	78	55%	14558	57%	24,050	56%	84,268	55%	110	65%	16352	59%	25,790	59%	82,589	57%
		Total	111	100%	21660	100%	35,818	100%	131,145	100%	146	100%	24480	100%	38,470	100%	128,581	100%
Institution reported race or ethnicity	ETHNICIT	African American/Black	14	13%	1774	9%	2,578	9%	8,409	9%	18	12%	1649	7%	2,617	8%	7,975	7%
		Am. Indian/Native Amer.	0	0%	115	1%	195	1%	723	1%	0	0%	173	1%	226	1%	699	1%
		Asian/Pacific Islander	7	6%	679	5%	1,227	5%	5,429	5%	9	6%	722	4%	1,320	4%	4,747	5%
		Caucasian/White	73	68%	12963	66%	23,134	67%	87,096	69%	80	55%	15725	69%	25,771	70%	87,765	72%
		Hispanic/Latino	14	12%	1199	9%	1,967	8%	6,327	7%	18	11%	1406	10%	2,206	9%	6,086	7%
		Other	0	0%	173	1%	468	2%	1,291	1%	0	0%	237	2%	540	2%	1,211	1%
		Multi-racial	0	0%	289	2%	538	2%	2,171	2%	8	6%	301	2%	484	2%	2,158	2%
		Foreign	0	0%	81	0%	153	0%	384	0%	0	0%	43	0%	90	0%	245	0%
		Unknown	3	2%	1049	6%	1,551	6%	5,886	5%	13	10%	1261	5%	1,643	4%	5,126	4%
		Total	111	100%	18322	100%	31,811	100%	117,716	100%	146	100%	21517	100%	34,897	100%	116,012	100%
Institution reported enrollment	ENROLLMT	Part-time	7	6%	1054	8%	2,137	10%	6,097	9%	62	38%	4524	25%	6,998	25%	18,094	20%
		Full-time	104	94%	20606	92%	33,681	90%	125,048	91%	84	62%	19956	75%	31,472	75%	110,487	80%
		Total	111	100%	21660	100%	35,818	100%	131,145	100%	146	100%	24480	100%	38,470	100%	128,581	100%
Mode of completion	MODECOMP	Paper	40	32%	997	10%	1,536	10%	5,414	9%	87	58%	1697	14%	2,470	13%	8,275	12%
		Web	71	68%	20663	90%	34,282	90%	125,731	91%	59	42%	22783	86%	36,000	87%	120,306	88%
		Total	111	100%	21660	100%	35,818	100%	131,145	100%	146	100%	24480	100%	38,470	100%	128,581	100%
Are you taking all courses entirely online? (item asked with the online version only)	DISTED	No	56	95%	17446	99%	29,031	97%	108,347	98%	52	100%	20184	97%	31,920	97%	107,995	98%
		Yes	2	5%	183	1%	553	3%	1,277	2%	0	0%	552	3%	1,067	3%	2,615	2%
		Total	58	100%	17629	100%	29,584	100%	109,624	100%	52	100%	20736	100%	32,987	100%	110,610	100%

IPEDS: 185590

^a Column percentages (%) are weighted by gender, enrollment status, and institutional size. Because the counts are not weighted, you cannot calculate the column % directly from the counts.



National Survey of Student Engagement

Montclair State University

Mean Comparisons

August 2006



National Survey of Student Engagement

Interpreting the Mean Comparisons Report

Sample

The Mean Comparisons report is based on information from all randomly selected students for both your institution and your comparison institutions.¹ Targeted oversamples (i.e., non-randomly selected students) are not included in this report.

Variables

The items from the NSSE survey appear in the left column in the same order and wording as they appear on the instrument. 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. Response options are also provided to help you interpret the statistics.

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 *weighted* arithmetic average of student responses on a particular item. Means are provided for your institution and all comparison groups. For more information about weighting go to: www.nsse.iub.edu/html/2006_inst_report.htm.

Class


Results are reported separately for first-year students (FY) and seniors (SR). Institution-reported class ranks are used.

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. *Statistical significance does not guarantee the result is substantive or important.* Large sample sizes (like those produced by NSSE) tend to generate 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) to judge 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. 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 your institution. A negative sign indicates the institution



National Survey
of Student Engagement

NSSE 2006 Means Comparison Report
NSSEville State University

NSSEville State compared with:

	Variable	Benchmark	Class	NSSEville State		Selected Peers		Carnegie Peers		NSSE 2006		
				Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.	Sig.
1. Academic and Intellectual Experiences												
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												
a.	Asked questions in class or contributed to class discussions	CLQUEST	ACL	FY	2.64	2.68			2.61		2.86	* -.27
				SR	2.95	2.91			2.91		3.16	* -.25
b.	Made a class presentation	CLPRESEN	ACL	FY	1.96	2.01			2.03		2.28	*** -.41
				SR	2.83	2.64	* .22		2.63	* .23	2.88	
c.	Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP		FY	2.57	2.69			2.54		2.65	
				SR	2.58	2.34	* .24		2.36		2.51	
d.	Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT		FY	2.95	2.97			2.95		3.08	
				SR	3.31	3.23			3.23		3.37	
	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS		FY	2.66	2.70			2.71		2.77	
				SR	2.60	2.65			2.68		2.83	** -.26
f.	Come to class without completing readings or assignments	CLUNPREP		FY	2.07	2.10			2.16		2.03	
				SR	1.99	2.27	*** -.35		2.24	*** -.31	2.08	

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

¹ U.S. institutions include only U.S. schools in their comparison groups. Canadian institutions contain both Canadian and U.S. institutions.



National Survey of Student Engagement

NSSE 2006 Mean Comparisons Montclair State University

Montclair State compared with:														
				Montclair State	Selected Peers			Carnegie Peers			NSSE 2006			
	Variable	Bench- mark	Class	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	
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	3.05	2.72	***	.39	2.79	***	.31	2.78	***	.32
				SR	3.14	3.05	**	.11	3.10			3.06	*	.09
	b. Made a class presentation	CLPRESEN	ACL	FY	2.62	2.23	***	.48	2.27	***	.43	2.23	***	.49
				SR	2.89	2.83			2.87			2.79	**	.11
	c. Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP		FY	2.76	2.68			2.69			2.65	**	.11
				SR	2.43	2.56	***	-.13	2.55	***	-.13	2.49		
	d. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT		FY	2.96	3.01			3.04	**	-.11	3.03	*	-.09
				SR	3.27	3.28			3.31			3.30		
	e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS		FY	2.86	2.75	**	.12	2.76	**	.11	2.76	**	.11
				SR	2.85	2.80			2.82			2.78	*	.07
	f. Come to class without completing readings or assignments	CLUNPREP		FY	2.08	2.04			2.00	*	.10	2.03		
				SR	1.85	2.09	***	-.31	2.06	***	-.28	2.12	***	-.35
	g. Worked with other students on projects during class	CLASSGRP	ACL	FY	2.39	2.44			2.41			2.40		
				SR	2.56	2.61			2.58			2.51		
	h. Worked with classmates outside of class to prepare class assignments	OCCGRP	ACL	FY	2.19	2.26	*	-.08	2.28	**	-.10	2.36	***	-.20
				SR	2.55	2.72	***	-.19	2.72	***	-.19	2.75	***	-.23
	i. Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS		FY	2.72	2.51	***	.26	2.53	***	.23	2.57	***	.19
				SR	2.82	2.88	*	-.08	2.89	*	-.09	2.91	**	-.10
j. Tutored or taught other students (paid or voluntary)	TUTOR	ACL	FY	1.65	1.62			1.64			1.67			
			SR	1.71	1.84	***	-.14	1.84	***	-.14	1.89	***	-.19	
k. Participated in a community-based project (e.g. service learning) as part of a regular course	COMMPROJ	ACL	FY	1.48	1.45			1.48			1.50			
			SR	1.65	1.69			1.70			1.69			

^a Weighted by gender, enrollment status, and institutional size.

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

^c Mean difference divided by comparison group standard deviation.



National Survey of Student Engagement

NSSE 2006 Mean Comparisons Montclair State University

				Montclair State compared with:											
				Montclair State	Selected Peers			Carnegie Peers			NSSE 2006				
Variable				Bench- mark	Class	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
l.	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	EEE	FY	2.78	2.60	***	.17	2.63	***	.14	2.64	**	.13	
				SR	2.81	2.86			2.86			2.85			
m.	Used e-mail to communicate with an instructor	EMAIL	FY		3.24	2.92	***	.37	2.97	***	.31	3.01	***	.27	
				SR	3.29	3.25			3.27			3.31			
n.	Discussed grades or assignments with an instructor	FACGRADE	SFI	FY	2.63	2.53	**	.12	2.56	*	.09	2.56	*	.09	
				SR	2.71	2.80	*	-.10	2.81	**	-.11	2.79	*	-.09	
o.	Talked about career plans with a faculty member or advisor	FACPLANS	SFI	FY	2.04	2.08			2.10			2.11			
				SR	2.26	2.37	**	-.11	2.39	***	-.13	2.41	***	-.15	
p.	Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	SFI	FY	1.81	1.75			1.78			1.81			
				SR	1.93	2.04	**	-.13	2.06	***	-.15	2.08	***	-.16	
q.	Received prompt written or oral feedback from faculty on your academic performance	FACFEED	SFI	FY	2.70	2.54	***	.19	2.58	***	.14	2.58	**	.14	
				SR	2.69	2.76	*	-.09	2.79	***	-.13	2.76	*	-.09	
r.	Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	LAC	FY	2.50	2.55			2.58	*	-.09	2.58	*	-.09	
				SR	2.84	2.72	***	.14	2.73	**	.13	2.69	***	.17	
s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER	SFI	FY	1.59	1.49	**	.13	1.53			1.56			
				SR	1.47	1.74	***	-.30	1.77	***	-.32	1.81	***	-.36	
t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS	ACL	FY	2.57	2.64			2.66	*	-.10	2.69	**	-.13	
				SR	2.69	2.81	***	-.14	2.82	***	-.15	2.84	***	-.18	
u.	Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	EEE	FY	2.72	2.50	***	.21	2.52	***	.19	2.55	***	.17	
				SR	2.76	2.62	***	.14	2.62	***	.14	2.64	**	.12	
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	2.64	2.63			2.64			2.68			
				SR	2.65	2.67			2.68			2.71			

^a Weighted by gender, enrollment status, and institutional size.

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

^c Mean difference divided by comparison group standard deviation.



National Survey of Student Engagement

NSSE 2006 Mean Comparisons Montclair State University

Montclair State compared with:

		Montclair State				Selected Peers			Carnegie Peers			NSSE 2006				
Variable		Bench- mark	Class	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c			
During the current school year, how much has your coursework emphasized the following mental activities? 1=very little, 2=some, 3=quite a bit, 4=very much																
2. Mental Activities																
a.	Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	MEMORIZE	FY	2.86	2.91						2.88		2.87			
			SR	2.75	2.77						2.76		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	3.12	2.97	***	.19			3.01	**	.15	3.06		
			SR	3.18	3.18						3.20		3.22			
c.	Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	SYNTHESZ	LAC	FY	2.94	2.74	***	.24			2.78	***	.19	2.83	**	.14
			SR	3.02	2.97						2.99			3.01		
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	2.88	2.79	*	.10			2.82			2.82		
			SR	2.85	2.91						2.94	*	-.10	2.94	**	-.11
e.	Applying theories or concepts to practical problems or in new situations	APPLYING	LAC	FY	2.97	2.90					2.94			2.98		
			SR	3.10	3.14						3.16			3.17	*	-.09
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																
3. Reading and Writing																
a.	Number of assigned textbooks, books, or book-length packs of course readings	READASGN	LAC	FY	3.42	3.13	***	.31			3.18	***	.26	3.26	***	.17
			SR	3.09	3.08						3.12			3.18	*	-.09
b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN		FY	2.14	2.04	*	.11			2.05			2.06		
			SR	2.17	2.19						2.19			2.21		
c.	Number of written papers or reports of 20 pages or more	WRITEMOR	LAC	FY	1.37	1.23	***	.21			1.25	***	.18	1.25	***	.18
			SR	1.80	1.61	***	.24				1.63	***	.21	1.64	***	.21
d.	Number of written papers or reports between 5 and 19 pages	WRITEMID	LAC	FY	2.51	2.17	***	.42			2.24	***	.33	2.28	***	.27
			SR	2.61	2.50	**	.12				2.56			2.59		
e.	Number of written papers or reports of fewer than 5 pages	WRITESML	LAC	FY	3.44	2.96	***	.47			2.99	***	.43	3.05	***	.37
			SR	2.98	2.92						2.93			2.98		

^a Weighted by gender, enrollment status, and institutional size.

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

^c Mean difference divided by comparison group standard deviation.



National Survey of Student Engagement

NSSE 2006 Mean Comparisons Montclair State University

				Montclair State compared with:									
				Montclair State	Selected Peers			Carnegie Peers			NSSE 2006		
Variable	Bench- mark	Class		Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
4. Problem Sets													
<i>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</i>													
a. Number of problem sets that take you more than an hour to complete	PROBSETA	FY		2.60	2.55			2.57			2.63		
		SR		2.61	2.60			2.59			2.57		
b. Number of problem sets that take you less than an hour to complete	PROBSETB	FY		2.77	2.78			2.77			2.74		
		SR		2.27	2.43	***	-.13	2.41	**	-.12	2.34		
5. Examinations													
<i>To what extent have your examinations during the current school year challenged you to do your best work? 1=very little to 7=very much</i>													
	EXAMS	FY		5.07	5.34	***	-.23	5.37	***	-.26	5.42	***	-.30
		SR		5.23	5.44	***	-.17	5.46	***	-.18	5.41	***	-.15
6. Additional Collegiate Experiences													
<i>During the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often</i>													
a. Attended an art exhibit, gallery, play, dance, or other theatre performance	ATDART05	FY		2.14	2.05	*	.10	2.05	*	.10	2.10		
		SR		1.96	1.90			1.92			2.01		
b. Exercised or participated in physical fitness activities	EXRCSE05	FY		2.36	2.68	***	-.31	2.72	***	-.35	2.77	***	-.40
		SR		2.29	2.59	***	-.29	2.62	***	-.32	2.70	***	-.40
c. Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSHPO5	FY		1.81	2.02	***	-.19	2.06	***	-.23	2.09	***	-.25
		SR		1.76	2.12	***	-.32	2.15	***	-.35	2.19	***	-.38
d. Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	FY		2.45	2.51			2.55	**	-.11	2.58	***	-.14
		SR		2.50	2.64	***	-.16	2.67	***	-.18	2.69	***	-.22
e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	FY		2.69	2.70			2.72			2.74		
		SR		2.86	2.80			2.82			2.83		
f. Learned something that changed the way you understand an issue or concept	CHNGVIEW	FY		2.73	2.75			2.77			2.80		
		SR		2.88	2.83			2.85			2.87		
7. Enriching Educational Experiences													
<i>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.)</i>													
a. Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	EEE	FY	.16	.07	***	.34	.08	***	.29	.07	***	.31
			SR	.47	.48			.49			.53	**	-.12

^a Weighted by gender, enrollment status, and institutional size.

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

^c Mean difference divided by comparison group standard deviation.



National Survey of Student Engagement

NSSE 2006 Mean Comparisons Montclair State University

Montclair State compared with:															
				Montclair State	Selected Peers			Carnegie Peers			NSSE 2006				
Variable				Bench- mark	Class	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
b.	Community service or volunteer work	VOLNTR04	EEE	FY	.31	.33				.35			.37	**	-.12
				SR	.49	.52				.54	**	-.11	.59	***	-.20
c.	Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04		FY	.40	.15	***	.70		.15	***	.69	.15	***	.68
				SR	.22	.23				.24			.25		
d.	Work on a research project with a faculty member outside of course or program requirements	RESRCH04	SFI	FY	.08	.04	**	.18		.04	**	.17	.05	**	.15
				SR	.15	.14				.15			.19	**	-.10
e.	Foreign language coursework	FORLNG04	EEE	FY	.32	.17	***	.40		.18	***	.37	.22	***	.23
				SR	.52	.32	***	.44		.33	***	.40	.41	***	.23
f.	Study abroad	STDABR04	EEE	FY	.07	.03	***	.29		.03	***	.26	.03	***	.28
				SR	.11	.09				.10			.14	**	-.10
g.	Independent study or self-designed major	INDSTD04	EEE	FY	.03	.03				.03			.03		
				SR	.13	.15				.16	*	-.09	.19	***	-.16
h.	Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	SNRX04	EEE	FY	.04	.01	**	.24		.01	**	.23	.01	**	.21
				SR	.19	.28	***	-.20		.30	***	-.25	.33	***	-.30
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															
a.	Relationships with other students	ENVSTU	SCE	FY	5.42	5.38				5.45			5.48		
				SR	5.32	5.58	***	-.20		5.62	***	-.23	5.61	***	-.22
1=unavailable, unhelpful, unsympathetic to 7=available, helpful, sympathetic															
b.	Relationships with faculty members	ENVFAC	SCE	FY	5.27	5.11	**	.12		5.20			5.19		
				SR	5.19	5.39	***	-.14		5.46	***	-.20	5.42	***	-.17
1=unhelpful, inconsiderate, rigid to 7=helpful, considerate, flexible															
c.	Relationships with administrative personnel and offices	ENVADM	SCE	FY	4.56	4.52				4.63			4.60		
				SR	4.08	4.48	***	-.23		4.57	***	-.29	4.50	***	-.25

^a Weighted by gender, enrollment status, and institutional size.

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

^c Mean difference divided by comparison group standard deviation.



National Survey of Student Engagement

NSSE 2006 Mean Comparisons Montclair State University

Montclair State compared with:

				Montclair State				Selected Peers				Carnegie Peers				NSSE 2006			
Variable				Bench- mark	Class	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c				
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																			
9. Time Usage																			
a.	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ACADPR01	LAC	FY	3.76	3.69			3.76			3.99	**	-.14					
				SR	3.94	3.98			3.98			4.10	*	-.09					
b.	Working for pay on campus	WORKON01		FY	1.58	1.45	*	.11	1.49			1.53							
				SR	1.41	1.65	***	-.16	1.65	***	-.17	1.84	***	-.27					
c.	Working for pay off campus	WORKOF01		FY	3.39	3.07	**	.12	3.04	**	.13	2.58	***	.34					
				SR	5.02	4.41	***	.22	4.41	***	.22	3.80	***	.44					
d.	Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01	EEE	FY	2.15	1.96	*	.13	2.03			2.17							
				SR	1.49	1.87	***	-.27	1.92	***	-.30	2.09	***	-.39					
e.	Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05		FY	3.68	3.81			3.75			3.79							
				SR	3.59	3.40	**	.13	3.40	**	.13	3.48							
f.	Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01		FY	2.00	1.96			2.00			1.78	**	.13					
				SR	2.96	2.71	**	.10	2.69	**	.11	2.33	***	.28					
g.	Commuting to class (driving, walking, etc.)	COMMUTE		FY	2.49	2.34	**	.14	2.26	***	.22	2.24	***	.24					
				SR	2.60	2.50	*	.10	2.44	***	.15	2.37	***	.22					
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	2.96	3.00			3.02			3.07	**	-.14					
				SR	2.93	3.04	***	-.14	3.06	***	-.16	3.08	***	-.19					
b.	Providing the support you need to help you succeed academically	ENVSUPRT	SCE	FY	2.93	2.91			2.96			2.99							
				SR	2.63	2.81	***	-.22	2.87	***	-.29	2.87	***	-.29					
c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS	EEE	FY	2.69	2.49	***	.22	2.53	***	.17	2.57	**	.13					
				SR	2.45	2.38			2.41			2.40							

^a Weighted by gender, enrollment status, and institutional size.

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

^c Mean difference divided by comparison group standard deviation.



National Survey of Student Engagement

NSSE 2006 Mean Comparisons Montclair State University

				Montclair State compared with:											
				Montclair State	Selected Peers			Carnegie Peers			NSSE 2006				
Variable				Bench- mark	Class	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
d.	Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	SCE	FY	2.26	2.07	***	.20	2.11	***	.15	2.13	**	.14	
				SR	1.80	1.86			1.90	**	-.11	1.91	**	-.12	
e.	Providing the support you need to thrive socially	ENVSOCAL	SCE	FY	2.46	2.30	***	.17	2.33	**	.13	2.37	*	.09	
				SR	2.07	2.07			2.10			2.14	*	-.07	
f.	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT		FY	2.70	2.61	*	.09	2.64			2.75			
				SR	2.36	2.41			2.43	*	-.08	2.57	***	-.22	
g.	Using computers in academic work	ENVCOMPT		FY	3.34	3.26	**	.10	3.27	*	.08	3.32			
				SR	3.35	3.45	**	-.14	3.45	**	-.13	3.47	***	-.16	

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	3.11			3.09			3.12		
				SR	3.20			3.22			3.24		
b.	Acquiring job or work-related knowledge and skills	GNWORK		FY	2.83	***	.24	2.67	***	.18	2.70	***	.14
				SR	2.98			3.04			3.02		
c.	Writing clearly and effectively	GNWRITE		FY	3.06	***	.17	2.95	**	.13	2.95	**	.13
				SR	3.07			3.07			3.07		
d.	Speaking clearly and effectively	GNSPEAK		FY	3.00	***	.27	2.78	***	.24	2.75	***	.27
				SR	2.98			2.99			2.96		
e.	Thinking critically and analytically	GNANALY		FY	3.19	**	.13	3.12			3.16		
				SR	3.27			3.30			3.33	*	-.08
f.	Analyzing quantitative problems	GNQUANT		FY	2.79			2.82			2.86		
				SR	2.81	***	-.19	3.00	***	-.22	3.02	***	-.23
g.	Using computing and information technology	GNCMPTS		FY	2.95			2.98			3.00		
				SR	2.98	***	-.27	3.20	***	-.26	3.21	***	-.27
h.	Working effectively with others	GNOTHERS		FY	3.02	***	.16	2.91	**	.12	2.92	**	.12
				SR	3.02	**	-.12	3.15	***	-.15	3.14	***	-.13

^a Weighted by gender, enrollment status, and institutional size.

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

^c Mean difference divided by comparison group standard deviation.



National Survey of Student Engagement

NSSE 2006 Mean Comparisons Montclair State University

Montclair State compared with:

Montclair State compared with:													
			Montclair State	Selected Peers			Carnegie Peers			NSSE 2006			
	Variable	Bench- mark	Class	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
i.	Voting in local, state, or national elections	GNCITIZN	FY	2.02	1.96			1.93			1.92	*	.10
			SR	2.10	2.07			2.06			2.10		
j.	Learning effectively on your own	GNINQ	FY	2.81	2.79			2.82			2.85		
			SR	2.92	2.94			2.97			3.00	*	-.09
k.	Understanding yourself	GNSELF	FY	2.76	2.65	*	.11	2.69			2.71		
			SR	2.75	2.70			2.74			2.78		
l.	Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	2.83	2.55	***	.29	2.56	***	.28	2.57	***	.27
			SR	2.81	2.57	***	.24	2.58	***	.23	2.57	***	.24
m.	Solving complex real-world problems	GNPROBSV	FY	2.62	2.52	**	.11	2.55			2.58		
			SR	2.63	2.65			2.68			2.72	*	-.09
n.	Developing a personal code of values and ethics	GNETHICS	FY	2.63	2.49	**	.14	2.55			2.59		
			SR	2.56	2.55			2.61			2.65	*	-.08
o.	Contributing to the welfare of your community	GNCOMMUN	FY	2.33	2.21	**	.13	2.29			2.34		
			SR	2.22	2.31	**	-.10	2.38	***	-.16	2.42	***	-.20
p.	Developing a deepened sense of spirituality	GNSPIRIT	FY	1.95	1.94			2.03			2.05	*	-.09
			SR	1.73	1.79			1.89	***	-.15	1.93	***	-.18
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	2.87	2.90			2.93			2.94	*	-.08
			SR	2.48	2.75	***	-.29	2.82	***	-.36	2.82	***	-.36
13. Satisfaction				1=poor, 2=fair, 3=good, 4=excellent									
	How would you evaluate your entire educational experience at this institution?	ENTIREXP	FY	3.03	3.08			3.13	**	-.14	3.16	***	-.18
			SR	3.02	3.11	***	-.12	3.16	***	-.19	3.19	***	-.24
14.				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	3.12	3.14			3.18			3.20	*	-.10
			SR	2.98	3.10	***	-.14	3.14	***	-.18	3.18	***	-.22

IPEDS: 185590

^a Weighted by gender, enrollment status, and institutional size.

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

^c Mean difference divided by comparison group standard deviation.



National Survey of Student Engagement

NSSE 2006 Detailed Statistics ^a Montclair State University First-Year Students

	Mean				Standard Error of the Mean ^b				Standard deviation ^c				Number of respondents				Significance ^d			Effect size ^e		
	Montclair State	Selected Peers	Carnegie Peers	NSSE 2006	Montclair State	Selected Peers	Carnegie Peers	NSSE 2006	Montclair State	Selected Peers	Carnegie Peers	NSSE 2006	Montclair State	Selected Peers	Carnegie Peers	NSSE 2006	Montclair State compared with:			Montclair State compared with:		
CLQUEST	3.05	2.72	2.79	2.78	.03	.00	.00	.00	.79	.83	.84	.84	610	29,506	39,586	130,454	.000	.000	.000	.39	.31	.32
CLPRESEN	2.62	2.23	2.27	2.23	.03	.00	.00	.00	.73	.79	.80	.79	606	29,483	39,546	130,330	.000	.000	.000	.48	.43	.49
REWROPAP	2.76	2.68	2.69	2.65	.04	.01	.00	.00	.99	.97	.97	.98	610	29,483	39,569	130,340	.053	.074	.007	.08	.07	.11
INTEGRAT	2.96	3.01	3.04	3.03	.03	.00	.00	.00	.84	.81	.80	.80	610	29,476	39,559	130,326	.092	.009	.031	-.07	-.11	-.09
DIVCLASS	2.86	2.75	2.76	2.76	.04	.01	.00	.00	.90	.87	.87	.88	610	29,472	39,555	130,290	.003	.008	.006	.12	.11	.11
CLUNPREP	2.08	2.04	2.00	2.03	.03	.00	.00	.00	.75	.77	.76	.76	610	29,437	39,517	130,199	.201	.013	.108	.05	.10	.07
CLASSGRP	2.39	2.44	2.41	2.40	.03	.00	.00	.00	.73	.81	.82	.83	610	29,463	39,533	130,247	.139	.588	.759	-.05	-.02	-.01
OCCGRP	2.19	2.26	2.28	2.36	.03	.01	.00	.00	.72	.87	.87	.87	610	29,482	39,550	130,348	.016	.002	.000	-.08	-.10	-.20
INTIDEAS	2.72	2.51	2.53	2.57	.03	.00	.00	.00	.81	.81	.81	.81	584	27,762	37,402	123,279	.000	.000	.000	.26	.23	.19
TUTOR	1.65	1.62	1.64	1.67	.04	.00	.00	.00	.88	.81	.82	.83	584	27,752	37,380	123,290	.506	.786	.510	.03	.01	-.03
COMMPROJ	1.48	1.45	1.48	1.50	.03	.00	.00	.00	.79	.75	.77	.78	584	27,735	37,369	123,208	.269	.978	.707	.05	.00	-.02
ITACADEM	2.78	2.60	2.63	2.64	.04	.01	.01	.00	1.06	1.04	1.04	1.04	584	27,760	37,399	123,294	.000	.001	.002	.17	.14	.13
EMAIL	3.24	2.92	2.97	3.01	.03	.01	.00	.00	.82	.87	.87	.86	584	27,754	37,382	123,274	.000	.000	.000	.37	.31	.27
FACGRADE	2.63	2.53	2.56	2.56	.04	.01	.00	.00	.88	.86	.87	.87	584	27,747	37,385	123,227	.005	.039	.032	.12	.09	.09
FACPLANS	2.04	2.08	2.10	2.11	.04	.01	.00	.00	.93	.89	.89	.88	575	27,765	37,396	123,246	.340	.155	.086	-.04	-.06	-.07
FACIDEAS	1.81	1.75	1.78	1.81	.03	.01	.00	.00	.84	.85	.86	.86	584	27,767	37,405	123,243	.080	.369	.902	.07	.04	.01
FACFEED	2.70	2.54	2.58	2.58	.04	.01	.00	.00	.84	.83	.83	.83	563	27,293	36,829	121,591	.000	.001	.001	.19	.14	.14
WORKHARD	2.50	2.55	2.58	2.58	.04	.01	.00	.00	.88	.83	.83	.84	563	27,258	36,794	121,549	.188	.048	.038	-.06	-.09	-.09
FACOTHER	1.59	1.49	1.53	1.56	.04	.00	.00	.00	.84	.79	.81	.81	563	27,279	36,803	121,499	.006	.068	.262	.13	.08	.05
OOCIDEAS	2.57	2.64	2.66	2.69	.04	.01	.00	.00	.88	.87	.87	.87	563	27,266	36,800	121,461	.054	.017	.002	-.08	-.10	-.13
DIVRSTUD	2.72	2.50	2.52	2.55	.04	.01	.01	.00	.95	1.02	1.02	1.02	563	27,267	36,796	121,484	.000	.000	.000	.21	.19	.17
DIFFSTU2	2.64	2.63	2.64	2.68	.04	.01	.01	.00	1.00	.99	.99	.98	563	27,272	36,803	121,499	.881	.982	.313	.01	.00	-.04
MEMORIZE	2.86	2.91	2.88	2.87	.04	.01	.00	.00	.87	.85	.85	.86	557	27,023	36,484	120,538	.197	.542	.719	-.06	-.03	-.02
ANALYZE	3.12	2.97	3.01	3.06	.04	.00	.00	.00	.87	.80	.79	.79	557	27,007	36,454	120,468	.000	.002	.090	.19	.15	.08
SYNTHESZ	2.94	2.74	2.78	2.83	.04	.01	.00	.00	.87	.85	.85	.84	557	26,987	36,432	120,398	.000	.000	.001	.24	.19	.14
EVALUATE	2.88	2.79	2.82	2.82	.04	.01	.00	.00	.86	.86	.86	.86	557	26,968	36,416	120,409	.018	.090	.099	.10	.07	.07
APPLYING	2.97	2.90	2.94	2.98	.04	.01	.00	.00	.90	.86	.85	.85	557	27,000	36,436	120,436	.061	.347	.787	.08	.04	-.01
READASGN	3.42	3.13	3.18	3.26	.04	.01	.00	.00	.97	.91	.92	.93	553	26,979	36,417	120,315	.000	.000	.000	.31	.26	.17

^a All statistics are weighted by gender, enrollment status, and institutional size. Unlike the frequency report, the number of respondents (N) is weighted to show the correct degrees of freedom for the statistical tests.

^b The 95% confidence interval for the population mean is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

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

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

^e 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 2006 Detailed Statistics ^a Montclair State University First-Year Students

	Mean				Standard Error of the Mean ^b				Standard deviation ^c				Number of respondents				Significance ^d Montclair State compared with:			Effect size ^e Montclair State compared with:		
	Montclair State	Selected Peers	Carnegie Peers	NSSE 2006	Montclair State	Selected Peers	Carnegie Peers	NSSE 2006	Montclair State	Selected Peers	Carnegie Peers	NSSE 2006	Montclair State	Selected Peers	Carnegie Peers	NSSE 2006	Selected Peers	Carnegie Peers	NSSE 2006	Selected Peers	Carnegie Peers	NSSE 2006
READOWN	2.14	2.04	2.05	2.06	.05	.01	.00	.00	1.11	.92	.92	.91	557	26,965	36,409	120,315	.037	.077	.102	.11	.09	.08
WRITEMOR	1.37	1.23	1.25	1.25	.03	.00	.00	.00	.80	.62	.64	.64	557	26,971	36,416	120,283	.000	.001	.001	.21	.18	.18
WRITEMID	2.51	2.17	2.24	2.28	.04	.00	.00	.00	.91	.81	.82	.84	557	26,974	36,418	120,290	.000	.000	.000	.42	.33	.27
WRITESML	3.44	2.96	2.99	3.05	.04	.01	.01	.00	1.05	1.02	1.05	1.05	557	26,970	36,403	120,269	.000	.000	.000	.47	.43	.37
PROBSETA	2.60	2.55	2.57	2.63	.04	.01	.01	.00	1.05	1.11	1.11	1.12	548	26,905	36,306	119,940	.260	.518	.518	.05	.03	-.03
PROBSETB	2.77	2.78	2.77	2.74	.05	.01	.01	.00	1.13	1.22	1.22	1.22	557	26,874	36,246	119,820	.772	.962	.565	-.01	.00	.02
EXAMS	5.07	5.34	5.37	5.42	.06	.01	.01	.00	1.43	1.16	1.15	1.15	557	26,916	36,350	120,143	.000	.000	.000	-.23	-.26	-.30
ATDART05	2.14	2.05	2.05	2.10	.04	.01	.00	.00	.94	.91	.91	.91	557	26,726	36,086	119,282	.024	.033	.312	.10	.10	.04
EXRCSE05	2.36	2.68	2.72	2.77	.04	.01	.01	.00	1.05	1.06	1.07	1.05	557	26,725	36,083	119,274	.000	.000	.000	-.31	-.35	-.40
WORSHPO5	1.81	2.02	2.06	2.09	.05	.01	.01	.00	1.07	1.10	1.10	1.12	557	26,648	35,992	119,009	.000	.000	.000	-.19	-.23	-.25
OWNVIEW	2.45	2.51	2.55	2.58	.04	.01	.00	.00	.89	.89	.88	.89	548	26,709	36,073	119,193	.081	.009	.001	-.08	-.11	-.14
OTHRVIEW	2.69	2.70	2.72	2.74	.04	.01	.00	.00	.90	.87	.86	.86	557	26,707	36,077	119,232	.748	.406	.137	-.01	-.04	-.06
CHNGVIEW	2.73	2.75	2.77	2.80	.04	.01	.00	.00	.89	.84	.83	.84	548	26,692	36,057	119,204	.739	.323	.075	-.02	-.05	-.08
INTERN04	.16	.07	.08	.07	.02	.00	.00	.00	.36	.25	.27	.26	553	26,300	35,522	117,476	.000	.000	.000	.34	.29	.31
VOLNTR04	.31	.33	.35	.37	.02	.00	.00	.00	.46	.47	.48	.48	553	26,285	35,495	117,354	.483	.066	.005	-.03	-.08	-.12
LRNCOM04	.40	.15	.15	.15	.02	.00	.00	.00	.49	.36	.36	.36	553	26,295	35,508	117,427	.000	.000	.000	.70	.69	.68
RESRCH04	.08	.04	.04	.05	.01	.00	.00	.00	.27	.20	.20	.21	553	26,267	35,485	117,379	.001	.003	.005	.18	.17	.15
FORLNG04	.32	.17	.18	.22	.02	.00	.00	.00	.47	.37	.38	.42	553	26,287	35,512	117,449	.000	.000	.000	.40	.37	.23
STDABR04	.07	.03	.03	.03	.01	.00	.00	.00	.26	.16	.16	.16	553	26,282	35,504	117,362	.000	.000	.000	.29	.26	.28
INDSTD04	.03	.03	.03	.03	.01	.00	.00	.00	.18	.17	.18	.18	544	26,270	35,493	117,356	.829	.888	.946	.01	-.01	.00
SNRX04	.04	.01	.01	.01	.01	.00	.00	.00	.19	.11	.11	.12	553	26,283	35,496	117,375	.001	.002	.003	.24	.23	.21
ENVSTU	5.42	5.38	5.45	5.48	.06	.01	.01	.00	1.44	1.40	1.39	1.38	561	26,272	35,486	117,403	.577	.558	.267	.02	-.02	-.05
ENVFAC	5.27	5.11	5.20	5.19	.06	.01	.01	.00	1.34	1.34	1.33	1.32	561	26,270	35,472	117,388	.005	.218	.192	.12	.05	.06
ENVADM	4.56	4.52	4.63	4.60	.06	.01	.01	.00	1.52	1.58	1.58	1.56	561	26,257	35,465	117,306	.596	.305	.516	.02	-.04	-.03
ACADPR01	3.76	3.69	3.76	3.99	.07	.01	.01	.00	1.58	1.53	1.54	1.62	544	26,119	35,281	116,671	.305	.962	.001	.04	.00	-.14
WORKON01	1.58	1.45	1.49	1.53	.06	.01	.01	.00	1.49	1.18	1.21	1.22	544	26,139	35,302	116,739	.047	.159	.456	.11	.08	.04
WORKOF01	3.39	3.07	3.04	2.58	.11	.02	.01	.01	2.61	2.56	2.61	2.40	540	26,109	35,262	116,700	.006	.002	.000	.12	.13	.34
COCURR01	2.15	1.96	2.03	2.17	.08	.01	.01	.00	1.94	1.43	1.47	1.50	544	26,144	35,312	116,736	.028	.174	.787	.13	.08	-.01

^a All statistics are weighted by gender, enrollment status, and institutional size. Unlike the frequency report, the number of respondents (N) is weighted to show the correct degrees of freedom for the statistical tests.

^b The 95% confidence interval for the population mean is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

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

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

^e 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 2006 Detailed Statistics ^a

Montclair State University First-Year Students

	Mean				Standard Error of the Mean ^b				Standard deviation ^c				Number of respondents				Significance ^d			Effect size ^e		
	Montclair State	Selected Peers	Carnegie Peers	NSSE 2006	Montclair State	Selected Peers	Carnegie Peers	NSSE 2006	Montclair State	Selected Peers	Carnegie Peers	NSSE 2006	Montclair State	Selected Peers	Carnegie Peers	NSSE 2006	Montclair State compared with:			Montclair State compared with:		
SOCIAL05	3.68	3.81	3.75	3.79	.07	.01	.01	.00	1.61	1.73	1.70	1.69	544	26,123	35,281	116,630	.107	.345	.140	-.07	-.04	-.06
CAREDE01	2.00	1.96	2.00	1.78	.07	.01	.01	.00	1.67	1.83	1.91	1.70	544	26,120	35,263	116,547	.536	.957	.002	.02	.00	.13
COMMUTE	2.49	2.34	2.26	2.24	.06	.01	.01	.00	1.29	1.03	1.03	1.03	544	26,123	35,275	116,632	.009	.000	.000	.14	.22	.24
ENVSCHOL	2.96	3.00	3.02	3.07	.03	.00	.00	.00	.80	.78	.77	.77	531	25,888	34,951	115,674	.234	.085	.003	-.05	-.08	-.14
ENVSUPRT	2.93	2.91	2.96	2.99	.03	.01	.00	.00	.79	.81	.81	.81	540	25,877	34,937	115,615	.644	.324	.064	.02	-.04	-.08
ENVDIVRS	2.69	2.49	2.53	2.57	.04	.01	.01	.00	.94	.95	.96	.97	540	25,868	34,916	115,547	.000	.000	.002	.22	.17	.13
ENVNACAD	2.26	2.07	2.11	2.13	.04	.01	.01	.00	.92	.93	.94	.93	540	25,867	34,913	115,503	.000	.001	.002	.20	.15	.14
ENVSOCAL	2.46	2.30	2.33	2.37	.04	.01	.00	.00	.91	.92	.93	.93	540	25,847	34,886	115,452	.000	.002	.028	.17	.13	.09
ENVEVENT	2.70	2.61	2.64	2.75	.04	.01	.01	.00	.93	.95	.97	.95	540	25,874	34,919	115,539	.031	.132	.236	.09	.07	-.05
ENVCOMPT	3.34	3.26	3.27	3.32	.03	.01	.00	.00	.69	.82	.81	.79	536	25,887	34,936	115,598	.005	.023	.444	.10	.08	.03
GNGENLED	3.11	3.06	3.09	3.12	.03	.00	.00	.00	.78	.79	.79	.79	534	25,552	34,534	114,402	.153	.584	.848	.06	.02	-.01
GNWORK	2.83	2.60	2.67	2.70	.04	.01	.01	.00	.93	.95	.95	.95	534	25,537	34,522	114,357	.000	.000	.001	.24	.18	.14
GNWRITE	3.06	2.91	2.95	2.95	.04	.01	.00	.00	.84	.87	.87	.87	530	25,544	34,532	114,392	.000	.003	.003	.17	.13	.13
GNSPEAK	3.00	2.76	2.78	2.75	.04	.01	.00	.00	.91	.91	.91	.92	534	25,539	34,524	114,372	.000	.000	.000	.27	.24	.27
GNANALY	3.19	3.08	3.12	3.16	.03	.01	.00	.00	.80	.81	.81	.79	534	25,551	34,538	114,397	.002	.052	.445	.13	.08	.03
GNQUANT	2.79	2.78	2.82	2.86	.04	.01	.00	.00	.91	.89	.89	.89	534	25,537	34,505	114,274	.783	.544	.109	.01	-.03	-.07
GNCMPTS	2.95	2.97	2.98	3.00	.04	.01	.00	.00	.81	.92	.92	.91	534	25,541	34,513	114,375	.602	.398	.197	-.02	-.03	-.05
GNOTHERS	3.02	2.88	2.91	2.92	.04	.01	.00	.00	.83	.89	.89	.89	534	25,546	34,527	114,381	.000	.003	.004	.16	.12	.12
GNCITIZN	2.02	1.96	1.93	1.92	.04	.01	.01	.00	1.03	.99	.99	.99	526	25,318	34,216	113,297	.211	.057	.026	.06	.08	.10
GNINQ	2.81	2.79	2.82	2.85	.04	.01	.00	.00	.92	.87	.87	.86	534	25,312	34,217	113,341	.611	.838	.311	.02	-.01	-.05
GNSELF	2.76	2.65	2.69	2.71	.04	.01	.01	.00	.96	.98	.98	.97	526	25,314	34,228	113,375	.013	.124	.253	.11	.07	.05
GNDIVERS	2.83	2.55	2.56	2.57	.04	.01	.01	.00	.94	.96	.97	.97	526	25,309	34,222	113,343	.000	.000	.000	.29	.28	.27
GNPROBSV	2.62	2.52	2.55	2.58	.04	.01	.01	.00	.87	.93	.93	.93	517	25,317	34,206	113,346	.010	.082	.289	.11	.07	.04
GNETHICS	2.63	2.49	2.55	2.59	.04	.01	.01	.00	.96	.99	1.00	1.00	534	25,300	34,202	113,321	.001	.065	.278	.14	.08	.05
GNCOMMUN	2.33	2.21	2.29	2.34	.04	.01	.01	.00	.93	.95	.97	.98	526	25,297	34,193	113,307	.004	.323	.747	.13	.04	-.01
GNSPIRIT	1.95	1.94	2.03	2.05	.04	.01	.01	.00	1.02	1.01	1.05	1.07	526	25,301	34,191	113,305	.699	.097	.027	.02	-.07	-.09
ADVISE	2.87	2.90	2.93	2.94	.03	.01	.00	.00	.79	.84	.85	.85	531	25,385	34,329	113,718	.495	.071	.042	-.03	-.07	-.08
ENTIREXP	3.03	3.08	3.13	3.16	.03	.00	.00	.00	.73	.71	.71	.71	531	25,390	34,343	113,771	.109	.002	.000	-.07	-.14	-.18
SAMECOLL	3.12	3.14	3.18	3.20	.04	.01	.00	.00	.89	.82	.82	.83	531	25,401	34,347	113,748	.713	.118	.027	-.02	-.07	-.10

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

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

^e 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.

IPEDS: 185590



National Survey of Student Engagement

NSSE 2006 Detailed Statistics ^a Montclair State University Seniors

	Mean				Standard Error of the Mean ^b				Standard deviation ^c				Number of respondents				Significance ^d			Effect size ^e		
	Montclair State	Selected Peers	Carnegie Peers	NSSE 2006	Montclair State	Selected Peers	Carnegie Peers	NSSE 2006	Montclair State	Selected Peers	Carnegie Peers	NSSE 2006	Montclair State	Selected Peers	Carnegie Peers	NSSE 2006	Montclair State compared with:			Montclair State compared with:		
CLQUEST	3.14	3.05	3.10	3.06	.03	.00	.00	.00	.82	.85	.84	.85	724	29,566	39,154	127,819	.004	.194	.014	.11	.05	.09
CLPRESEN	2.89	2.83	2.87	2.79	.03	.01	.00	.00	.85	.87	.86	.86	728	29,561	39,137	127,757	.081	.610	.003	.07	.02	.11
REWROPAP	2.43	2.56	2.55	2.49	.03	.01	.00	.00	.94	.97	.98	.98	724	29,526	39,107	127,733	.000	.000	.093	-.13	-.13	-.06
INTEGRAT	3.27	3.28	3.31	3.30	.03	.00	.00	.00	.71	.74	.73	.74	724	29,532	39,115	127,718	.687	.150	.289	-.02	-.05	-.04
DIVCLASS	2.85	2.80	2.82	2.78	.03	.01	.00	.00	.86	.92	.91	.92	724	29,515	39,096	127,640	.130	.358	.045	.05	.03	.07
CLUNPREP	1.85	2.09	2.06	2.12	.02	.00	.00	.00	.67	.77	.77	.78	717	29,520	39,092	127,629	.000	.000	.000	-.31	-.28	-.35
CLASSGRP	2.56	2.61	2.58	2.51	.03	.01	.00	.00	.83	.87	.87	.88	724	29,519	39,100	127,660	.174	.540	.098	-.05	-.02	.06
OCCGRP	2.55	2.72	2.72	2.75	.03	.01	.00	.00	.84	.89	.90	.90	728	29,539	39,114	127,717	.000	.000	.000	-.19	-.19	-.23
INTIDEAS	2.82	2.88	2.89	2.91	.03	.00	.00	.00	.76	.80	.80	.80	698	28,780	38,130	124,155	.049	.020	.006	-.08	-.09	-.10
TUTOR	1.71	1.84	1.84	1.89	.03	.01	.00	.00	.92	.94	.94	.95	702	28,792	38,145	124,183	.000	.000	.000	-.14	-.14	-.19
COMMPROJ	1.65	1.69	1.70	1.69	.03	.01	.00	.00	.86	.89	.90	.89	697	28,784	38,134	124,121	.242	.096	.225	-.04	-.06	-.05
ITACADEM	2.81	2.86	2.86	2.85	.04	.01	.01	.00	1.04	1.02	1.02	1.02	698	28,806	38,165	124,209	.209	.170	.257	-.05	-.05	-.04
EMAIL	3.29	3.25	3.27	3.31	.03	.00	.00	.00	.79	.80	.80	.78	702	28,803	38,164	124,199	.152	.423	.696	.05	.03	-.01
FACGRADE	2.71	2.80	2.81	2.79	.03	.01	.00	.00	.86	.87	.87	.87	702	28,799	38,159	124,184	.011	.005	.019	-.10	-.11	-.09
FACPLANS	2.26	2.37	2.39	2.41	.04	.01	.00	.00	.96	.97	.97	.96	702	28,807	38,170	124,194	.005	.001	.000	-.11	-.13	-.15
FACIDEAS	1.93	2.04	2.06	2.08	.03	.01	.00	.00	.87	.91	.91	.91	693	28,800	38,156	124,175	.001	.000	.000	-.13	-.15	-.16
FACFEED	2.69	2.76	2.79	2.76	.03	.00	.00	.00	.79	.81	.80	.80	704	28,586	37,891	123,233	.021	.001	.014	-.09	-.13	-.09
WORKHARD	2.84	2.72	2.73	2.69	.03	.00	.00	.00	.84	.85	.84	.85	696	28,590	37,901	123,228	.000	.001	.000	.14	.13	.17
FACOTHER	1.47	1.74	1.77	1.81	.03	.01	.00	.00	.72	.92	.93	.94	704	28,585	37,883	123,205	.000	.000	.000	-.30	-.32	-.36
OOCIDEAS	2.69	2.81	2.82	2.84	.03	.01	.00	.00	.80	.86	.85	.85	700	28,582	37,885	123,202	.000	.000	.000	-.14	-.15	-.18
DIVRSTUD	2.76	2.62	2.62	2.64	.04	.01	.01	.00	.96	.99	.99	.99	700	28,561	37,860	123,145	.000	.000	.002	.14	.14	.12
DIFFSTU2	2.65	2.67	2.68	2.71	.04	.01	.00	.00	.94	.96	.96	.96	696	28,569	37,866	123,161	.609	.499	.102	-.02	-.03	-.06
MEMORIZE	2.75	2.77	2.76	2.74	.04	.01	.00	.00	.94	.90	.90	.91	704	28,441	37,695	122,612	.527	.902	.719	-.02	.00	.01
ANALYZE	3.18	3.18	3.20	3.22	.03	.00	.00	.00	.78	.76	.75	.75	700	28,431	37,684	122,562	.919	.549	.169	.00	-.02	-.05
SYNTHESE	3.02	2.97	2.99	3.01	.03	.00	.00	.00	.89	.84	.84	.84	700	28,415	37,671	122,537	.135	.503	.910	.06	.03	.00
EVALUATE	2.85	2.91	2.94	2.94	.04	.01	.00	.00	.97	.88	.87	.87	700	28,423	37,675	122,526	.073	.014	.009	-.08	-.10	-.11
APPLYING	3.10	3.14	3.16	3.17	.03	.00	.00	.00	.89	.84	.83	.83	700	28,423	37,675	122,547	.227	.051	.019	-.05	-.07	-.09
READASGN	3.09	3.08	3.12	3.18	.04	.01	.01	.00	.98	.99	1.00	1.01	704	28,337	37,571	122,227	.916	.338	.011	.00	-.04	-.09

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

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

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National Survey of Student Engagement

NSSE 2006 Detailed Statistics ^a Montclair State University Seniors

	Mean				Standard Error of the Mean ^b				Standard deviation ^c				Number of respondents				Significance ^d			Effect size ^e		
	Montclair State	Selected Peers	Carnegie Peers	NSSE 2006	Montclair State	Selected Peers	Carnegie Peers	NSSE 2006	Montclair State	Selected Peers	Carnegie Peers	NSSE 2006	Montclair State	Selected Peers	Carnegie Peers	NSSE 2006	Montclair State compared with:			Montclair State compared with:		
READOWN	2.17	2.19	2.19	2.21	.03	.01	.01	.00	.88	1.00	.99	.98	704	28,353	37,591	122,243	.556	.497	.220	-.02	-.02	-.04
WRITEMOR	1.80	1.61	1.63	1.64	.03	.00	.00	.00	.80	.76	.77	.76	704	28,365	37,593	122,269	.000	.000	.000	.24	.21	.21
WRITEMID	2.61	2.50	2.56	2.59	.03	.01	.00	.00	.91	.94	.95	.95	696	28,343	37,582	122,249	.001	.148	.435	.12	.06	.03
WRITESML	2.98	2.92	2.93	2.98	.05	.01	.01	.00	1.19	1.16	1.16	1.16	700	28,345	37,579	122,220	.144	.271	.983	.06	.04	.00
PROBSETA	2.61	2.60	2.59	2.57	.04	.01	.01	.00	1.19	1.21	1.20	1.22	700	28,240	37,421	121,635	.817	.678	.351	.01	.02	.04
PROBSETB	2.27	2.43	2.41	2.34	.04	.01	.01	.00	1.16	1.22	1.22	1.21	695	28,180	37,344	121,479	.000	.001	.077	-.13	-.12	-.06
EXAMS	5.23	5.44	5.46	5.41	.05	.01	.01	.00	1.29	1.25	1.23	1.24	704	28,267	37,476	121,912	.000	.000	.000	-.17	-.18	-.15
ATDART05	1.96	1.90	1.92	2.01	.03	.01	.00	.00	.84	.88	.88	.90	704	28,150	37,336	121,485	.064	.253	.139	.07	.04	-.05
EXRCSE05	2.29	2.59	2.62	2.70	.04	.01	.01	.00	1.00	1.05	1.05	1.04	704	28,144	37,332	121,470	.000	.000	.000	-.29	-.32	-.40
WORSHPO5	1.76	2.12	2.15	2.19	.04	.01	.01	.00	.98	1.12	1.12	1.14	704	28,102	37,271	121,217	.000	.000	.000	-.32	-.35	-.38
OWNVIEW	2.50	2.64	2.67	2.69	.03	.01	.00	.00	.83	.89	.88	.88	704	28,135	37,316	121,416	.000	.000	.000	-.16	-.18	-.22
OTHRVIEW	2.86	2.80	2.82	2.83	.03	.01	.00	.00	.85	.86	.85	.85	704	28,135	37,319	121,426	.068	.161	.369	.07	.05	.03
CHNGVIEW	2.88	2.83	2.85	2.87	.03	.00	.00	.00	.76	.82	.81	.81	704	28,138	37,325	121,432	.091	.328	.880	.06	.04	.01
INTERN04	.47	.48	.49	.53	.02	.00	.00	.00	.50	.50	.50	.50	700	27,855	36,953	120,313	.755	.215	.002	-.01	-.05	-.12
VOLNTR04	.49	.52	.54	.59	.02	.00	.00	.00	.50	.50	.50	.49	694	27,859	36,959	120,239	.076	.004	.000	-.07	-.11	-.20
LRNCOM04	.22	.23	.24	.25	.02	.00	.00	.00	.42	.42	.43	.43	704	27,872	36,974	120,249	.590	.265	.106	-.02	-.04	-.06
RESRCH04	.15	.14	.15	.19	.01	.00	.00	.00	.36	.35	.36	.39	700	27,872	36,963	120,284	.464	.904	.004	.03	.00	-.10
FORLNG04	.52	.32	.33	.41	.02	.00	.00	.00	.50	.47	.47	.49	704	27,863	36,971	120,313	.000	.000	.000	.44	.40	.23
STDABR04	.11	.09	.10	.14	.01	.00	.00	.00	.31	.28	.30	.35	694	27,858	36,950	120,245	.058	.603	.002	.08	.02	-.10
INDSTD04	.13	.15	.16	.19	.01	.00	.00	.00	.33	.35	.36	.39	704	27,854	36,957	120,269	.116	.013	.000	-.06	-.09	-.16
SNRX04	.19	.28	.30	.33	.01	.00	.00	.00	.39	.45	.46	.47	704	27,856	36,958	120,279	.000	.000	.000	-.20	-.25	-.30
ENVSTU	5.32	5.58	5.62	5.61	.05	.01	.01	.00	1.42	1.33	1.33	1.34	697	27,854	36,948	120,216	.000	.000	.000	-.20	-.23	-.22
ENVFAC	5.19	5.39	5.46	5.42	.05	.01	.01	.00	1.36	1.36	1.34	1.34	697	27,872	36,975	120,257	.000	.000	.000	-.14	-.20	-.17
ENVADM	4.08	4.48	4.57	4.50	.07	.01	.01	.00	1.86	1.68	1.68	1.68	693	27,844	36,940	120,174	.000	.000	.000	-.23	-.29	-.25
ACADPR01	3.94	3.98	3.98	4.10	.06	.01	.01	.01	1.67	1.71	1.70	1.74	693	27,735	36,809	119,702	.537	.528	.012	-.02	-.02	-.09
WORKON01	1.41	1.65	1.65	1.84	.05	.01	.01	.00	1.31	1.48	1.47	1.59	697	27,709	36,778	119,670	.000	.000	.000	-.16	-.17	-.27
WORKOF01	5.02	4.41	4.41	3.80	.10	.02	.01	.01	2.72	2.83	2.85	2.80	693	27,722	36,793	119,681	.000	.000	.000	.22	.22	.44
COCURR01	1.49	1.87	1.92	2.09	.04	.01	.01	.00	1.09	1.42	1.46	1.52	697	27,746	36,815	119,707	.000	.000	.000	-.27	-.30	-.39

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

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National Survey of Student Engagement

NSSE 2006 Detailed Statistics ^a Montclair State University Seniors

	Mean				Standard Error of the Mean ^b				Standard deviation ^c				Number of respondents				Significance ^d <i>Montclair State compared with:</i>			Effect size ^e <i>Montclair State compared with:</i>		
	Montclair State	Selected Peers	Carnegie Peers	NSSE 2006	Montclair State	Selected Peers	Carnegie Peers	NSSE 2006	Montclair State	Selected Peers	Carnegie Peers	NSSE 2006	Montclair State	Selected Peers	Carnegie Peers	NSSE 2006	Selected Peers	Carnegie Peers	NSSE 2006	Selected Peers	Carnegie Peers	NSSE 2006
SOCIAL05	3.59	3.40	3.40	3.48	.06	.01	.01	.00	1.70	1.52	1.51	1.55	693	27,696	36,754	119,546	.003	.003	.097	.13	.13	.07
CAREDE01	2.96	2.71	2.69	2.33	.09	.01	.01	.01	2.43	2.48	2.48	2.27	688	27,697	36,751	119,514	.009	.006	.000	.10	.11	.28
COMMUTE	2.60	2.50	2.44	2.37	.05	.01	.01	.00	1.19	1.10	1.09	1.04	685	27,716	36,779	119,610	.012	.001	.000	.10	.15	.22
ENVSCHOL	2.93	3.04	3.06	3.08	.03	.00	.00	.00	.76	.77	.77	.78	697	27,564	36,578	118,944	.000	.000	.000	-.14	-.16	-.19
ENVSUPRT	2.63	2.81	2.87	2.87	.03	.01	.00	.00	.78	.84	.84	.84	697	27,556	36,566	118,934	.000	.000	.000	-.22	-.29	-.29
ENVDIVRS	2.45	2.38	2.41	2.40	.04	.01	.01	.00	.93	.97	.97	.98	697	27,514	36,518	118,815	.050	.218	.133	.07	.05	.05
ENVNACAD	1.80	1.86	1.90	1.91	.03	.01	.00	.00	.88	.90	.92	.91	693	27,515	36,506	118,772	.081	.003	.002	-.07	-.11	-.12
ENVSOCAL	2.07	2.07	2.10	2.14	.03	.01	.00	.00	.87	.89	.91	.91	688	27,480	36,465	118,683	.878	.386	.042	.01	-.03	-.07
ENVEVENT	2.36	2.41	2.43	2.57	.04	.01	.00	.00	1.00	.93	.95	.95	697	27,521	36,517	118,823	.138	.040	.000	-.06	-.08	-.22
ENVCOMPT	3.35	3.45	3.45	3.47	.03	.00	.00	.00	.81	.75	.75	.74	697	27,547	36,556	118,902	.001	.002	.000	-.14	-.13	-.16
GNGENLED	3.20	3.18	3.22	3.24	.03	.00	.00	.00	.79	.79	.79	.79	688	27,363	36,309	118,173	.583	.553	.182	.02	-.02	-.05
GNWORK	2.98	3.01	3.04	3.02	.03	.01	.00	.00	.89	.93	.92	.93	688	27,340	36,286	118,124	.361	.087	.247	-.04	-.07	-.04
GNWRITE	3.07	3.04	3.07	3.07	.03	.01	.00	.00	.83	.85	.85	.86	681	27,352	36,300	118,149	.424	.806	.917	.03	-.01	.00
GNSPEAK	2.98	2.96	2.99	2.96	.03	.01	.00	.00	.87	.88	.88	.90	688	27,340	36,294	118,136	.434	.797	.487	.03	-.01	.03
GNANALY	3.27	3.26	3.30	3.33	.03	.00	.00	.00	.76	.77	.76	.76	685	27,350	36,304	118,149	.891	.337	.037	.01	-.04	-.08
GNQUANT	2.81	2.98	3.00	3.02	.03	.01	.00	.00	.89	.88	.88	.89	688	27,325	36,271	118,045	.000	.000	.000	-.19	-.22	-.23
GNCMPTS	2.98	3.21	3.20	3.21	.04	.01	.00	.00	.92	.85	.86	.85	684	27,354	36,308	118,161	.000	.000	.000	-.27	-.26	-.27
GNOTHERS	3.02	3.13	3.15	3.14	.03	.01	.00	.00	.92	.85	.85	.85	688	27,357	36,307	118,146	.002	.000	.000	-.12	-.15	-.13
GNCITIZN	2.10	2.07	2.06	2.10	.04	.01	.01	.00	1.08	1.04	1.04	1.04	688	27,200	36,089	117,510	.483	.363	.907	.03	.04	.00
GNINQ	2.92	2.94	2.97	3.00	.03	.01	.00	.00	.88	.90	.90	.89	685	27,219	36,126	117,570	.584	.189	.024	-.02	-.05	-.09
GNSELF	2.75	2.70	2.74	2.78	.04	.01	.01	.00	1.05	1.02	1.01	1.01	680	27,211	36,119	117,551	.201	.833	.484	.05	.01	-.03
GNDIVERS	2.81	2.57	2.58	2.57	.04	.01	.01	.00	.98	.99	.99	.99	688	27,188	36,095	117,513	.000	.000	.000	.24	.23	.24
GNPROBSV	2.63	2.65	2.68	2.72	.04	.01	.01	.00	.97	.96	.96	.96	688	27,209	36,120	117,556	.584	.172	.022	-.02	-.05	-.09
GNETHICS	2.56	2.55	2.61	2.65	.04	.01	.01	.00	1.04	1.04	1.04	1.04	688	27,204	36,103	117,538	.730	.204	.034	.01	-.05	-.08
GNCOMMUN	2.22	2.31	2.38	2.42	.04	.01	.01	.00	.95	1.01	1.02	1.02	688	27,200	36,101	117,509	.008	.000	.000	-.10	-.16	-.20
GNSPIRIT	1.73	1.79	1.89	1.93	.04	.01	.01	.00	1.00	1.01	1.06	1.08	688	27,183	36,083	117,477	.133	.000	.000	-.06	-.15	-.18
ADVISE	2.48	2.75	2.82	2.82	.04	.01	.00	.00	.96	.94	.94	.95	688	27,244	36,177	117,789	.000	.000	.000	-.29	-.36	-.36
ENTIREXP	3.02	3.11	3.16	3.19	.03	.00	.00	.00	.69	.72	.73	.74	688	27,240	36,169	117,790	.001	.000	.000	-.12	-.19	-.24
SAMECOLL	2.98	3.10	3.14	3.18	.03	.01	.00	.00	.86	.86	.86	.86	688	27,235	36,162	117,771	.000	.000	.000	-.14	-.18	-.22

^a All statistics are weighted by gender, enrollment status, and institutional size. Unlike the frequency report, the number of respondents (N) is weighted to show the correct degrees of freedom for the statistical tests.

^b The 95% confidence interval for the population mean is equal to the sample mean plus/minus the product of 1.96 times the standard error of the mean.

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

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

^e 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.

IPEDS: 185590



National Survey of Student Engagement

Why the New Benchmark Report Format? Summary and Rationale of Key Changes – 2005 and 2006

Summary of Benchmark Report Changes:

- Comparison group scores computed at the student level
- Statistical tests, effect sizes, and detailed statistics provided for all comparisons
- Engagement Index and decile charts discontinued
- Additional comparisons provided against students attending above average (top 50%) and high performing (top 10%) institutions on each benchmark

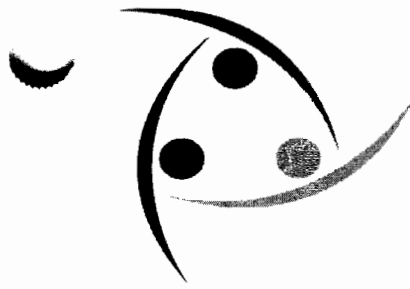
Rationale

To focus more squarely on students and institutional improvement and to provide more instructive and reliable statistical comparisons with peer institutions, NSSE revised its Benchmark Comparisons report in 2005. While your institution's benchmark scores are calculated the same way, comparison group scores are now calculated for students *across* institutions.

In previous years, comparison group scores were derived by calculating the benchmark scores for each institution and then averaging these scores for all institutions in the comparison group. By taking the average of the institutional scores, our benchmark comparisons were based on between-institution variance only. Over the years, our analysis and other research has shown that the between-institution variance is consistently much smaller than the within-institution variance. In other words, the largest differences in student engagement occur among students, not between institutions. This phenomenon is not unique to student engagement results, but is typical for many measured variables at all educational levels.

Calculating comparison group benchmark scores at the student level is consistent with the Mean Comparisons and Frequency Distributions provided in this *Institutional Report*. A major advantage of this approach is that your scores can be statistically compared to your comparison groups, whereas prior to 2005 they could not. This move from institution-level to student-level comparisons, however, also means that the decile charts and the Engagement Index, both of which relied on the analysis of between-institution variance, have been discontinued starting in 2005. With this in mind, this year's revised report provides comparisons with two new reference groups: (a) students attending above-average institutions with benchmark scores in the top 50% and (b) students attending high-performing institutions with benchmark scores in the top 10% of the entire NSSE 2006 cohort. These comparisons allow institutions to determine if their average student is significantly and meaningfully different from the average student in each of these high-performing, or potential aspirant, reference groups.

As always, we welcome your feedback and invite you to contact our office if you have any questions about these changes.



National Survey of Student Engagement

Montclair State University

Benchmark Comparisons

August 2006



To focus discussions about the importance of student engagement and guide institutional improvement efforts, NSSE created five clusters or "benchmarks" of effective educational practice: (1) Level of academic challenge, (2) Active and collaborative learning, (3) Student-faculty interaction, (4) Enriching educational experiences, and (5) Supportive campus environment. This Benchmark Comparisons Report compares the performance of your institution with your selected peers or consortium, selected Carnegie peers, and all 2006 NSSE institutions.¹ In addition, page 8 provides two other comparisons between your school and above-average U.S. institutions with benchmarks in the top 50% of all U.S. NSSE institutions and high-performing U.S. institutions with benchmarks in the top 10% of all U.S. NSSE institutions. These displays allow you to determine if the engagement of your typical student differs in a statistically significant, meaningful way from the average student in these comparison groups. More detailed information about how benchmarks are created can be found on the NSSE Web site at www.nsse.iub.edu/html/2006_inst_report.htm.

Class and Sample

Means are reported for first-year students and seniors (institution reported). All randomly selected students are included in these analyses. Students in targeted or locally administered oversamples are not included.

Mean

The mean is the weighted arithmetic average of student level benchmark scores. Although institutional benchmark score calculations have not changed from prior years, reference group calculations were revised in 2005.

Benchmark Description & Survey Items

A description of the benchmark and the individual items used in its creation are summarized.

Statistical Significance

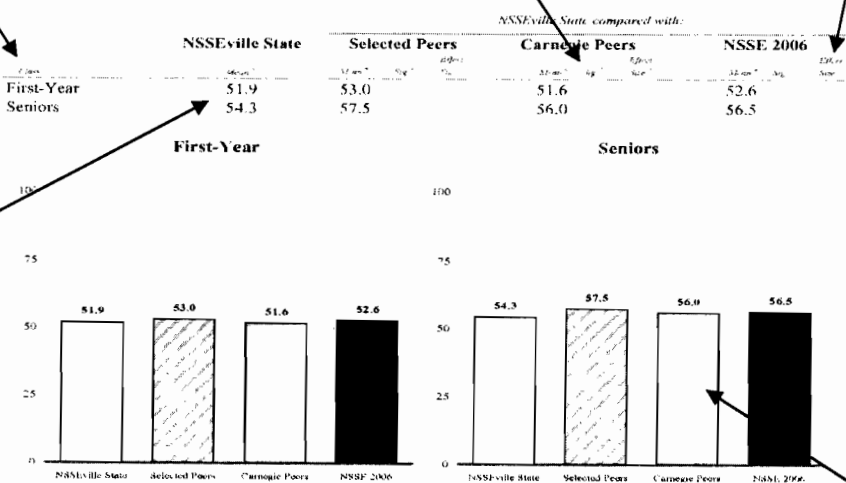
Benchmarks with mean differences that are larger than would be expected by chance alone are noted with one, two, or three asterisks, denoting one of three significance levels ($p < .05$, $p < .01$, and $p < .001$). The smaller the significance level, the smaller the likelihood that the difference is due to chance. Please note that statistical significance does not guarantee that the result is substantive or important. Large sample sizes (as with the NSSE project) tend to produce more statistically significant results even though the magnitude of mean differences may be inconsequential.

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 to which the institution is being compared (selected peers, Carnegie peers, or all NSSE 2006 schools). 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. Look for patterns of effect sizes that point to areas of student or institutional performance that warrant attention.

Level of Academic Challenge (LAC)

Benchmark Mean Comparisons



Level of Academic Challenge (LAC) Items

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

- Preparing for class (studying, reading, writing, rehearsing, etc. related to academic program)
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of 20 pages or more; number of written papers or reports of between 5 and 19 pages; and number of written papers or reports of fewer than 5 pages
- Coursework emphasizing analysis of the basic elements of an idea, experience or theory
- Coursework emphasizing synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizing the making of judgments about the value of information, arguments, or methods
- Coursework emphasizing application of theories or concepts to practical problems or in new situations
- Working harder than you thought you could to meet an instructor's standards or expectations
- Campus environment emphasizing time studying and on academic work

Bar Charts

A visual display of first-year and senior mean benchmark scores for your institution and three reference groups.

¹ U.S. institution reports include U.S. schools only. Canadian institution reports include U.S. and Canadian institutions.



Level of Academic Challenge (LAC)

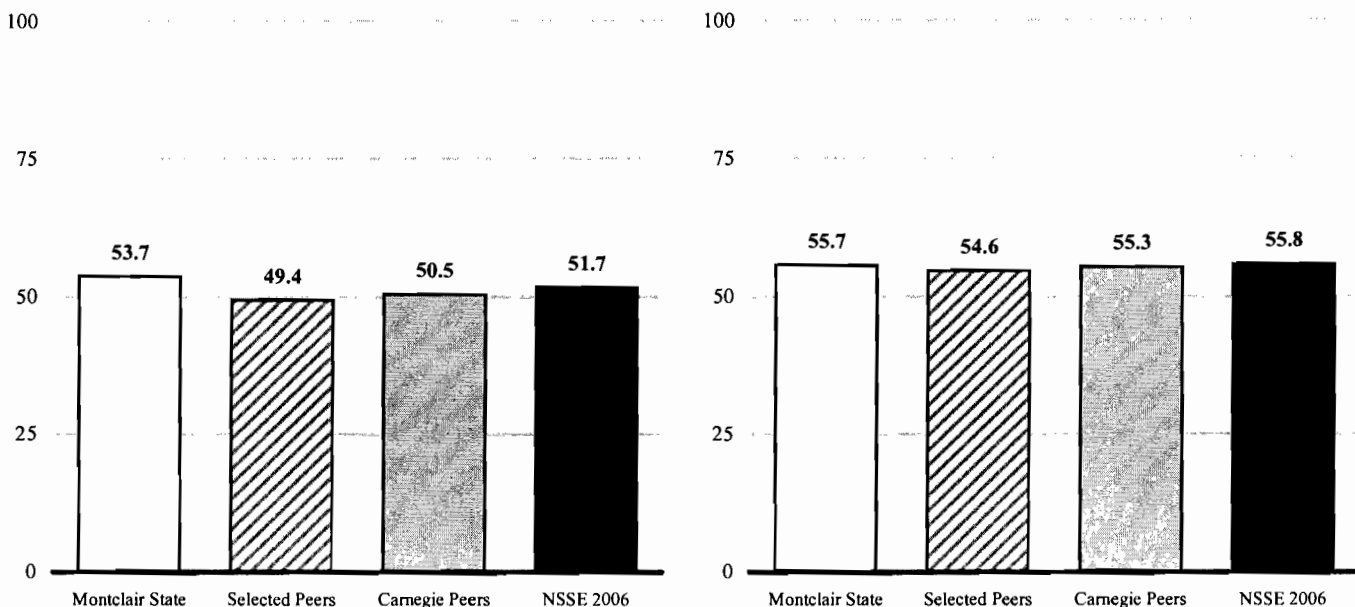
Benchmark Comparisons

Montclair State compared with:

Class	Montclair State	Selected Peers			Carnegie Peers			NSSE 2006		
	Mean ^a	Mean ^a	Sig. ^b	Effect Size ^c	Mean ^a	Sig. ^b	Effect Size ^c	Mean ^a	Sig. ^b	Effect Size ^c
First-Year	53.7	49.4	***	.32	50.5	***	.24	51.7	**	.15
Senior	55.7	54.6			55.3			55.8		

First-Year

Senior



Level of Academic Challenge (LAC) Items

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

- Preparing for class (studying, reading, writing, rehearsing, etc. related to academic program)
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of 20 pages or more; number of written papers or reports of between 5 and 19 pages; and number of written papers or reports of fewer than 5 pages
- ✓ Coursework emphasizing analysis of the basic elements of an idea, experience or theory
- ✓ Coursework emphasizing synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- ✓ Coursework emphasizing the making of judgments about the value of information, arguments, or methods
- ✓ Coursework emphasizing application of theories or concepts to practical problems or in new situations
- ✓ Working harder than you thought you could to meet an instructor's standards or expectations
- Campus environment emphasizing time studying and on academic work

^a Weighted by gender, enrollment status, and institutional size.

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

^c Mean difference divided by comparison group standard deviation.



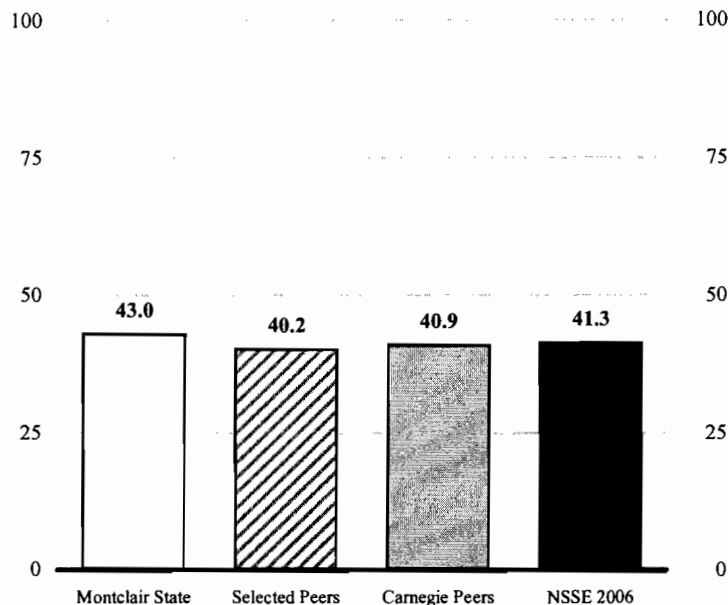
Active and Collaborative Learning (ACL)

Benchmark Comparisons

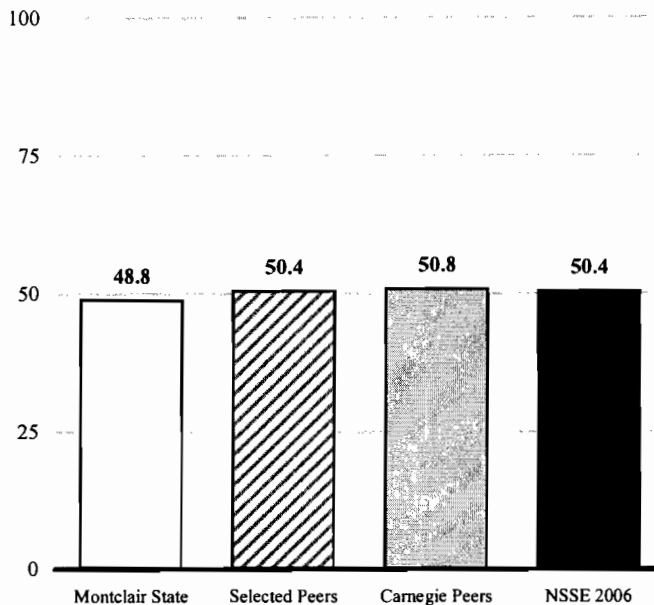
Montclair State compared with:

Class	Montclair State	Selected Peers			Carnegie Peers			NSSE 2006		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	43.0	40.2	***	.17	40.9	**	.13	41.3	**	.10
Senior	48.8	50.4	*	-.10	50.8	**	-.12	50.4	*	-.09

First-Year



Senior



Active and Collaborative Learning (ACL) Items

Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college.

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

^a Weighted by gender, enrollment status, and institutional size.

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

^c Mean difference divided by comparison group standard deviation.

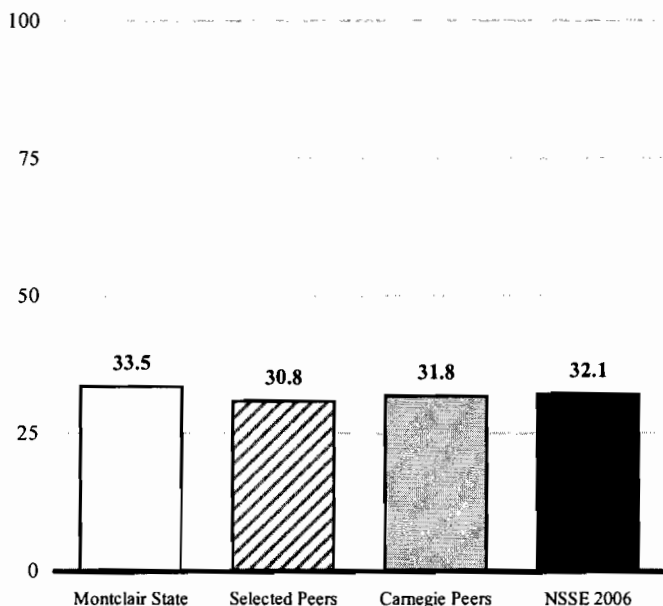
Student-Faculty Interaction (SFI)

Benchmark Comparisons

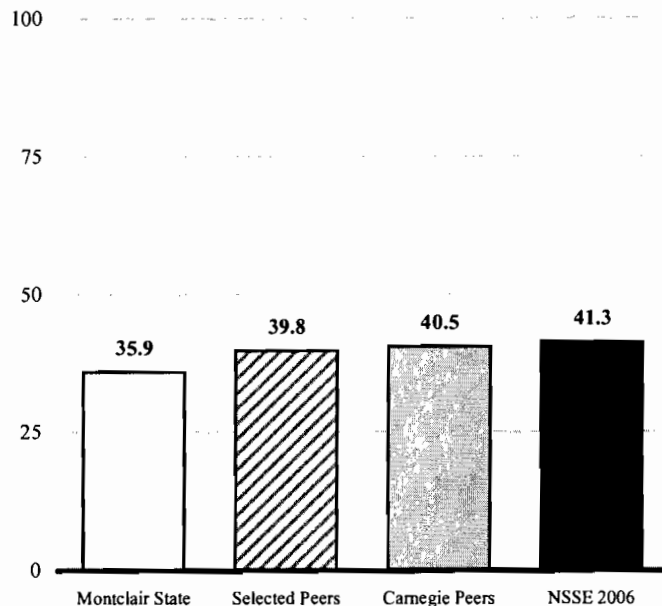
Montclair State compared with:

Class	Montclair State	Selected Peers			Carnegie Peers			NSSE 2006		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	33.5	30.8	***	.15	31.8	*	.10	32.1		
Senior	35.9	39.8	***	-.19	40.5	***	-.22	41.3	***	-.26

First-Year



Senior



Student-Faculty Interaction (SFI) Items

Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.

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

^a Weighted by gender, enrollment status, and institutional size.

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

^c Mean difference divided by comparison group standard deviation.

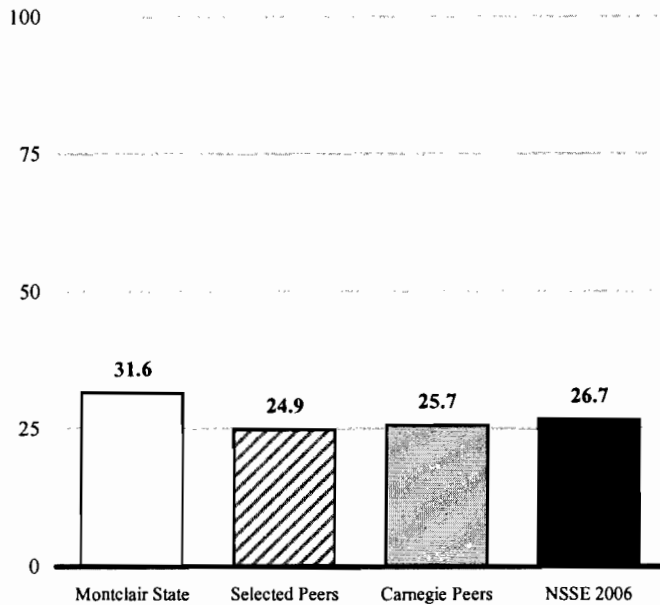
Enriching Educational Experiences (EEE)

Benchmark Comparisons

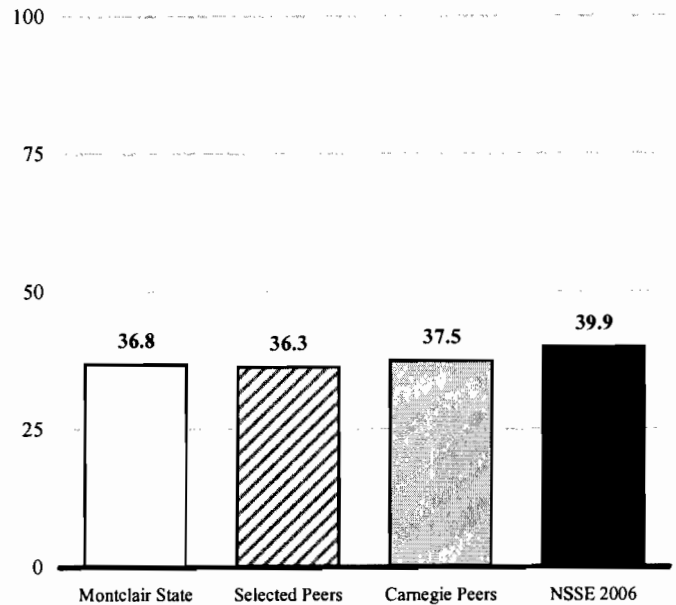
Montclair State compared with:

Class	Montclair State	Selected Peers			Carnegie Peers			NSSE 2006		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	31.6	24.9	***	.53	25.7	***	.46	26.7	***	.38
Senior	36.8	36.3			37.5			39.9	***	-.17

First-Year



Senior



Enriching Educational Experiences (EEE) Items

Complementary learning opportunities enhance academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge.

- Participating in co-curricular activities (organizations, publications, student government, sports, etc.)
- Practicum, internship, field experience, co-op experience, or clinical assignment
- Community service or volunteer work
- Foreign language coursework & study abroad
- Independent study or self-designed major
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)
- Serious conversations with students of different religious beliefs, political opinions, or personal values
- Serious conversations with students of a different race or ethnicity
- Using electronic technology to discuss or complete an assignment
- Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- Participate in a learning community or some other formal program where groups of students take two or more classes together

^a Weighted by gender, enrollment status, and institutional size.

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

^c Mean difference divided by comparison group standard deviation.



Supportive Campus Environment (SCE)

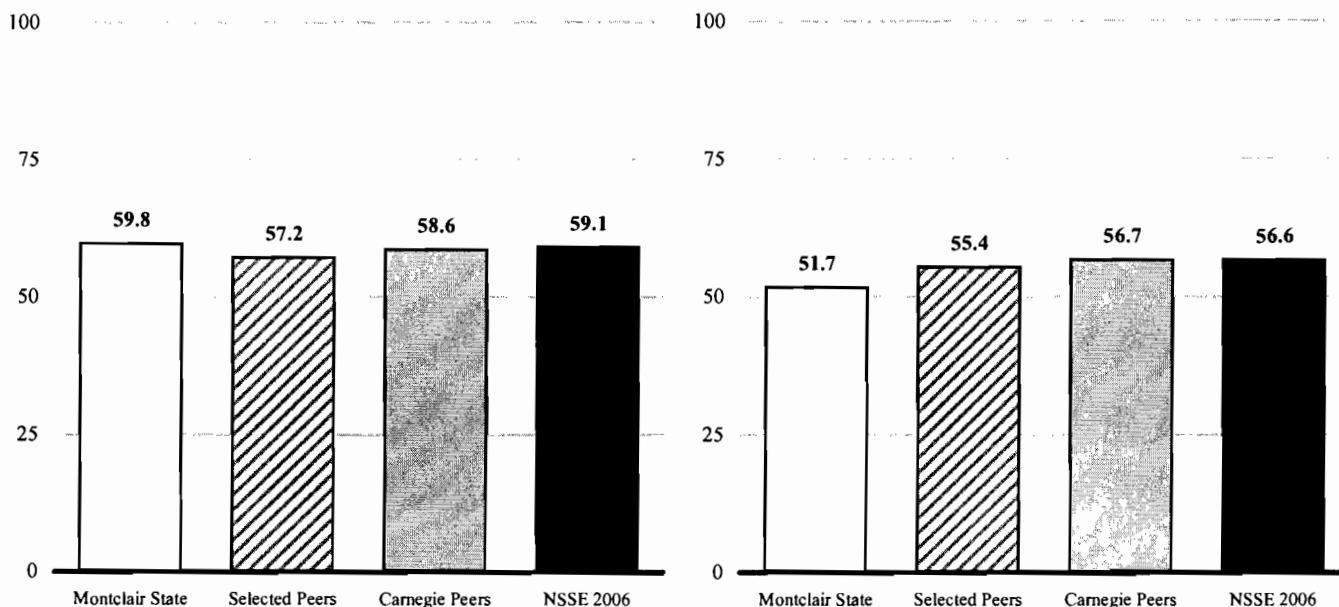
Benchmark Comparisons

Montclair State compared with:

Class	Montclair State	Selected Peers			Carnegie Peers			NSSE 2006		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	59.8	57.2	***	.14	58.6			59.1		
Senior	51.7	55.4	***	-.20	56.7	***	-.26	56.6	***	-.26

First-Year

Senior



Supportive Campus Environment (SCE) Items

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.

- Campus environment provides the support you need to help you succeed academically
- Campus environment helps you cope with your non-academic responsibilities (work, family, etc.)
- Campus environment provides the support you need to thrive socially
- Quality of relationships with other students
- Quality of relationships with faculty members
- Quality of relationships with administrative personnel and offices

^a Weighted by gender, enrollment status, and institutional size.

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

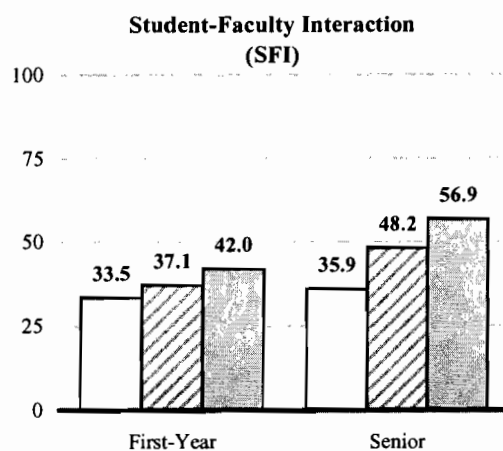
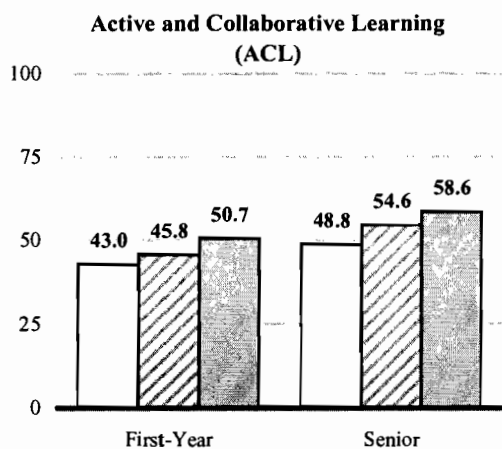
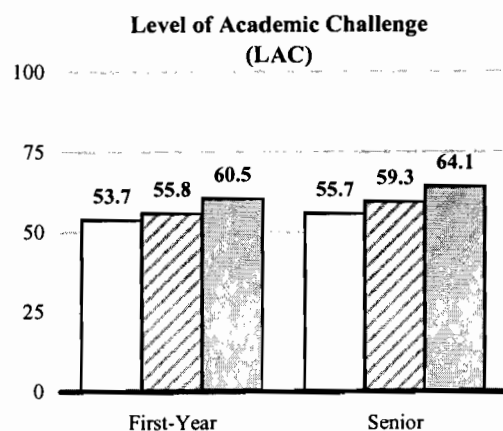
^c Mean difference divided by comparison group standard deviation.



National Survey of Student Engagement

NSSE 2006 Benchmark Comparisons With Highly Engaging Institutions Montclair State University

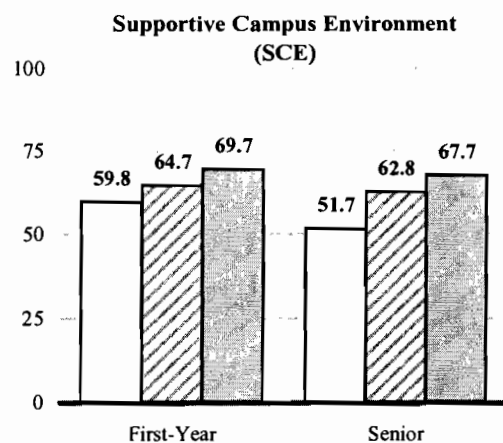
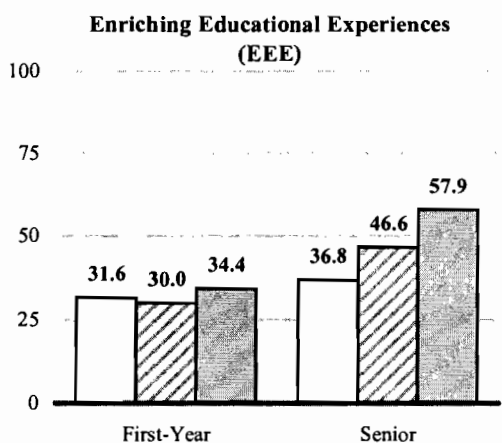
		Montclair State compared with						
	Montclair State Mean ^a	NSSE 2006 Top 50%			NSSE 2006 Top 10%			
		Mean ^a	Sig ^b	Effect size ^c	Mean ^a	Sig ^b	Effect size ^c	
First-Year	LAC	53.7			55.8	**	-.16	
	ACL	43.0			45.8	***	-.18	
	SFI	33.5			37.1	***	-.20	
	EEE	31.6			30.0	*	.12	
	SCE	59.8			64.7	***	-.28	
Senior	LAC	55.7			59.3	***	-.27	
	ACL	48.8			54.6	***	-.35	
	SFI	35.9			48.2	***	-.57	
	EEE	36.8			46.6	***	-.55	
	SCE	51.7			62.8	***	-.60	



Legend

- Montclair State
- Top 50%
- Top 10%

This display compares your students with those attending schools that scored in the top 50% and top 10% of all NSSE 2006 U.S. institutions on the benchmark.



^a Weighted by gender, enrollment status, and institutional size.

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

^c Mean difference divided by comparison group standard deviation.

First-Year Students

	N	Mean Statistics			Distribution Statistics					Reference Group Comparison Statistics			
		Mean	SD	SE	Percentiles					Mean Diff.	SE	Sig.	Effect size
					5	25	50	75	95				
LEVEL OF ACADEMIC CHALLENGE (LAC)													
Montclair State	557	53.7	15.2	.6	30	42	53	63	79				
Selected Peers	26,927	49.4	13.4	.1	28	40	49	59	72	4.3	.6	.000	.32
Carnegie Peers	36,360	50.5	13.5	.1	29	41	50	60	73	3.2	.6	.000	.24
NSSE 2006	120,172	51.7	13.4	.0	30	43	52	61	74	2.0	.6	.002	.15
Top 50%	37,997	55.8	12.8	.1	34	47	56	65	77	-2.1	.6	.001	-.16
Top 10%	5,824	60.5	12.2	.2	40	52	60	69	80	-6.8	.7	.000	-.56
ACTIVE AND COLLABORATIVE LEARNING (ACL)													
Montclair State	610	43.0	15.4	.6	19	33	43	52	67				
Selected Peers	29,470	40.2	16.0	.1	17	29	38	48	67	2.8	.6	.000	.17
Carnegie Peers	39,548	40.9	16.1	.1	19	29	38	52	71	2.0	.6	.001	.13
NSSE 2006	130,315	41.3	16.0	.0	19	29	38	52	71	1.6	.6	.010	.10
Top 50%	38,001	45.8	15.9	.1	24	33	43	57	75	-2.8	.6	.000	-.18
Top 10%	5,004	50.7	16.0	.2	29	38	48	62	81	-7.7	.7	.000	-.48
STUDENT-FACULTY INTERACTION (SFI)													
Montclair State	563	33.5	18.6	.8	11	22	28	44	67				
Selected Peers	27,284	30.8	17.4	.1	6	17	28	39	67	2.7	.7	.000	.15
Carnegie Peers	36,801	31.8	17.5	.1	11	17	28	39	67	1.8	.7	.017	.10
NSSE 2006	121,465	32.1	17.6	.1	11	20	28	44	67	1.4	.7	.059	.08
Top 50%	27,964	37.1	18.3	.1	11	22	33	50	72	-3.6	.8	.000	-.20
Top 10%	3,887	42.0	19.4	.3	17	28	39	56	78	-8.5	.8	.000	-.44
ENRICHING EDUCATIONAL EXPERIENCES (EEE)													
Montclair State	553	31.6	16.2	.7	11	22	29	40	58				
Selected Peers	26,296	24.9	12.6	.1	8	16	23	33	47	6.7	.7	.000	.53
Carnegie Peers	35,527	25.7	12.8	.1	8	17	25	33	48	5.9	.7	.000	.46
NSSE 2006	117,494	26.7	13.0	.0	8	17	25	35	50	4.9	.7	.000	.38
Top 50%	47,547	30.0	13.0	.1	11	21	29	38	52	1.6	.7	.023	.12
Top 10%	6,485	34.4	12.9	.2	14	25	34	43	56	-2.8	.7	.000	-.22
SUPPORTIVE CAMPUS ENVIRONMENT (SCE)													
Montclair State	540	59.8	16.6	.7	31	50	61	69	86				
Selected Peers	25,890	57.2	18.7	.1	25	44	58	69	89	2.5	.7	.000	.14
Carnegie Peers	34,925	58.6	18.8	.1	28	47	58	72	92	1.1	.7	.119	.06
NSSE 2006	115,614	59.1	18.5	.1	28	47	58	72	89	.7	.7	.336	.04
Top 50%	33,535	64.7	18.0	.1	33	53	64	78	94	-5.0	.7	.000	-.28
Top 10%	5,852	69.7	17.7	.2	39	58	69	83	97	-9.9	.8	.000	-.56

^a All statistics weighted by gender, enrollment status, and institutional size. The N is weighted to show the correct degrees of freedom for the statistical tests.



National Survey of Student Engagement

NSSE 2006 Benchmark Comparisons Detailed Statistics and Effect Sizes ^a Montclair State University

Seniors

		Mean Statistics			Distribution Statistics					Reference Group Comparison Statistics			
N		Mean	SD	SE	Percentiles					Mean Diff.	SE	Sig.	Effect size
					5	25	50	75	95				
LEVEL OF ACADEMIC CHALLENGE (LAC)													
Montclair State	700	55.7	13.7	.5	35	47	56	65	74				
Selected Peers	28,365	54.6	14.3	.1	31	45	54	65	78	1.0	.5	.058	.07
Carnegie Peers	37,601	55.3	14.3	.1	32	46	55	65	79	.3	.5	.535	.02
NSSE 2006	122,233	55.8	14.2	.0	32	46	56	66	79	-.1	.5	.813	-.01
Top 50%	35,715	59.3	13.7	.1	36	50	60	69	81	-3.7	.5	.000	-.27
Top 10%	4,245	64.1	12.6	.2	43	56	65	73	83	-8.4	.6	.000	-.67
ACTIVE AND COLLABORATIVE LEARNING (ACL)													
Montclair State	728	48.8	17.6	.7	19	38	48	62	81				
Selected Peers	29,549	50.4	17.1	.1	24	38	48	62	81	-1.7	.6	.010	-.10
Carnegie Peers	39,127	50.8	17.0	.1	24	38	48	62	81	-2.0	.6	.001	-.12
NSSE 2006	127,725	50.4	17.0	.0	24	38	48	62	81	-1.6	.6	.012	-.09
Top 50%	36,203	54.6	16.7	.1	29	43	52	67	83	-5.8	.6	.000	-.35
Top 10%	4,958	58.6	16.7	.2	33	48	57	71	86	-9.8	.7	.000	-.59
STUDENT-FACULTY INTERACTION (SFI)													
Montclair State	697	35.9	18.7	.7	11	22	33	44	72				
Selected Peers	28,583	39.8	20.4	.1	11	22	39	50	78	-3.8	.7	.000	-.19
Carnegie Peers	37,887	40.5	20.5	.1	11	28	39	56	78	-4.6	.7	.000	-.22
NSSE 2006	123,178	41.3	20.9	.1	11	28	39	56	83	-5.4	.7	.000	-.26
Top 50%	28,536	48.2	21.3	.1	17	33	44	61	89	-12.3	.7	.000	-.57
Top 10%	2,821	56.9	21.7	.4	22	39	56	72	94	-21.0	.8	.000	-.96
ENRICHING EDUCATIONAL EXPERIENCES (EEE)													
Montclair State	704	36.8	19.1	.7	11	22	35	48	67				
Selected Peers	27,882	36.3	17.1	.1	11	23	35	47	67	.5	.7	.468	.03
Carnegie Peers	36,989	37.5	17.6	.1	11	25	36	50	68	-.6	.7	.394	-.04
NSSE 2006	120,361	39.9	17.9	.1	12	26	39	52	71	-3.1	.7	.000	-.17
Top 50%	41,194	46.6	17.6	.1	17	34	47	59	76	-9.8	.7	.000	-.55
Top 10%	3,828	57.9	16.0	.3	30	47	58	69	83	-21.0	.8	.000	-1.32
SUPPORTIVE CAMPUS ENVIRONMENT (SCE)													
Montclair State	697	51.7	19.9	.8	19	39	53	67	83				
Selected Peers	27,556	55.4	18.7	.1	25	42	56	67	89	-3.6	.8	.000	-.20
Carnegie Peers	36,566	56.7	18.8	.1	25	44	56	69	89	-5.0	.8	.000	-.26
NSSE 2006	118,925	56.6	18.9	.1	25	44	56	69	89	-4.9	.7	.000	-.26
Top 50%	33,171	62.8	18.3	.1	31	50	64	75	94	-11.0	.8	.000	-.60
Top 10%	6,261	67.7	18.2	.2	36	56	69	81	97	-16.0	.8	.000	-.88

^a All statistics weighted by gender, enrollment status, and institutional size. The N is weighted to show the correct degrees of freedom for the statistical tests.



In 2004, changes were made in the process for calculating the NSSE benchmarks of effective educational practice. The changes were a result of our continuing efforts to provide institutions with the best information possible. By revising our calculation process, we enhanced the usability of the information for intra-institutional comparisons. For example, institutions can now calculate scores using the benchmark items at the school, college, or department level. This was not previously possible because the benchmarks were only constructed at the institution level. In addition, using the student-level scores, the precursors to the benchmarks, institutions can compare groups of students (e.g., seniors from two different years). For more information about the benchmark construction process and to download syntax that calculates student-level scores, please see the NSSE 2006 *Institutional Report* Web site: http://nsse.iub.edu/html/2006_inst_report.htm.

Recalculated Benchmarks

While individual institutions now have more options to reconstruct NSSE benchmark scores for their own purposes, the changes in the benchmark calculation procedures require that benchmarks prior to 2004 also be recalculated to more accurately interpret changes in institutional performance over the years. Table 1 provides all of your institution's scores for four of the five benchmarks based upon this revised process, allowing you to compare benchmark scores from two or more years using the same metric. Note that the Student-Faculty Interaction benchmark ^c has been computed in a way to make possible accurate year-to-year comparisons. In contrast, no adjustment could be made to allow for comparisons between the 2004-2006 Enriching Educational Experiences benchmarks ^d and earlier years.

Table 1
Recalculated Benchmarks for All Years of NSSE Participation ^a

<i>Benchmark</i>	<i>Class</i>	<i>2001</i>	<i>2002</i>	<i>2003</i>	<i>2004^b</i>	<i>2005^b</i>	<i>2006^b</i>
Level of Academic Challenge	FY	52.3	53.6	53.0	53.9	56.6	53.7
	SR	53.0	53.6	53.7	55.4	52.3	55.7
Active and Collaborative Learning	FY	36.4	39.2	40.6	40.4	43.4	43.0
	SR	46.8	45.0	47.7	49.4	47.3	48.8
Student-Faculty Interaction ^c	FY	32.0	34.3	35.9	35.5	39.3	38.9
	SR	35.7	37.4	42.4	42.4	42.4	40.5
Supportive Campus Environment	FY	57.1	59.0	60.0	61.0	59.2	59.8
	SR	49.8	49.9	51.2	54.7	53.8	51.7

Note: Due to changes in the response set for survey items that comprise the Enriching Educational Experiences ^d benchmark, it is not possible to compare results since 2004 with those of 2003 and earlier, hence its omission from the table above.



How comparable are benchmark scores from year-to-year?

This report is a brief introduction to comparing institutional performance over time, not an exhaustive treatment of all the pertinent issues that need to be considered. We recommend that you do further analysis to better understand the changes within your institutional context. It is important to keep in mind three issues before comparing benchmark scores from year-to-year:

- 1) Drawing a random sample from a population results in a certain amount of sampling error – an estimate of the degree to which the characteristics of the sample do not match those of the population. Smaller samples relative to the size of the population risk larger sampling errors. Thus, relatively small benchmark differences could be attributed to random sampling fluctuation.
- 2) In addition to sampling error, you should examine the demographic characteristics of the samples to be sure that similar groups of students are represented among the respondents in various years. If respondent characteristics are different, and these differences likely could affect engagement scores, these differences should be acknowledged and taken into account when attributing reasons for benchmark differences. A more sophisticated approach would be to weight the samples so they more closely resemble the student population, and then recalculate the benchmark scores using the formulas provided by NSSE. However, keep in mind that all of your recalculated benchmarks are weighted by gender and enrollment status.^b
- 3) Some questions and response options were changed over the years based on psychometric analyses to

improve the survey's validity and reliability. Most notably, response options for the 'enriching' items (question 7 on the survey) were revised in 2004.^d Our analysis shows that these items are not comparable with prior years. *For most institutions, this change will produce a substantially lower Enriching Educational Experiences score since 2004 compared to prior years, particularly for first-year students.*

What constitutes a real change in a benchmark score?

One way to estimate the magnitude of change in a benchmark score over time is to combine your institutional data from all participating years and run statistical analyses between students from the respective years. For example, t-tests can be computed between first-year students in 2003 and first-year students in 2006 to see if the differences between benchmark scores are statistically significant. Effect sizes can also be computed by dividing the difference of the benchmark scores by the standard deviation of the entire distribution. The t-tests can also be weighted according to statistical weights provided by NSSE (based on gender and enrollment status), or institutions can create their own weights based on school records.

Institutions can also conduct regression analyses using the multi-year data and include a dummy variable for the year of participation as an independent variable. With this approach, the regression model could control for student demographic variables or other independent variables to see what the unique effect of the year of administration might be.

Notes

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| <p>a. Scores from NSSE 2000 are not included because several significant changes were made to the survey instrument after that year, thus making year-to-year comparisons less suitable.</p> <p>b. Student weights prior to 2004 were computed exclusively using the most recent IPEDS data available. Starting with 2004, institutional population files were used for class rank and gender because these files provide more recent and accurate data. Beginning in 2005, enrollment status information (full-time/part-time) was also</p> | <p>taken from institutional population files rather than IPEDS.</p> <p>c. All items in question 7 on the 2004 instrument were rescaled in 2004. One of these items, "Work on a research project with a faculty member outside of course or program requirements," contributes to the Student-Faculty Interaction benchmark. See note 'd' for more details. Therefore the Student-Faculty Interaction scores on this report do not include the 'research' item. This also means that the score on this report will not match benchmarks reported on</p> | <p>previous year reports, or on your 2006 Benchmark Comparisons report.</p> <p>d. All items in question 7 on the 2004 instrument were rescaled in 2004. The old response set (NSSE 2000-2003) was 'yes,' 'no,' or 'undecided' whereas the new (NSSE 2004-2006) response set is 'done,' 'plan to do,' 'do not plan to do,' or 'have not decided.' Our analysis shows that these items are not comparable across years. Therefore, it is not possible to compare the 2004-2006 Enriching Educational Experiences benchmark with prior years (2001-2003).</p> |
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