



NSSE 2001 Overview

Highlights:

NSSE Profile	2
Selected Results	5
Themes	9
Interpreting Results	12
Using NSSE Data	16

Introduction

This "Overview" summarizes important information about the spring 2001 administration of the National Survey of Student Engagement (NSSE). The NSSE project annually surveys undergraduates at four-year colleges and universities to assess the extent to which they engage in a variety of good educational practices. The project is supported by a grant from The Pew Charitable Trusts and cosponsored by The Carnegie Foundation for the Advancement of Teaching

and The Pew Forum for Undergraduate Learning.

The presentation is divided into four parts. First, we compare the characteristics of participating institutions and students with institutional and national profiles and provide some information about overall response rates. We then present selected findings including descriptive information about the students who completed the survey and some preliminary analyses of the patterns of engagement of various groups of students.

Third, we provide some suggestions for interpreting the data presented in this report. Finally, we provide some examples for how colleges and universities are putting their NSSE results to good use.

Later this fall you'll receive the national benchmarks of effective educational practice as well as the benchmarks for your institution. This information will be based on the aggregated data from the 476 different colleges and universities that participated in NSSE 2000 and 2001.

I. NSSE 2001 Institutions and Respondents

The NSSE 2001 sample was comprised of 177,103 first-year and senior students who were randomly selected from electronic data files provided by the 321 participating four-year colleges and universities listed in Appendix A of your institutional report.¹ NSSE sampling procedures call for an equal number of first-year and senior students to be sent the survey with the standard sample size determined by the number of undergraduate students enrolled at the institution. Students at the majority of colleges and universities

(n=261) had the option of responding either via a traditional paper questionnaire or via the World Wide Web. Sixty schools opted to be Web-only institutions where students received an introduction letter through the mail and then all follow-up contacts with students were electronic. Students at Web-only schools were required to complete *The College Student Report* via the Web.

Tables 1 and 2 on the following pages indicate the degree to which NSSE

2001 participating institutions and respondents approximate the characteristics of students enrolled at the participating schools as well as the national profile of all four-year colleges and universities. The source of the comparative data is the 1998-1999 IPEDS database, the most recent complete data file available. However, the IPEDS data are two years old so the comparisons may not accurately reflect certain of your institutional and student characteristics for the 2000-2001 academic year.

Table 1
Comparison of NSSE 2001 Institutions
And All Four-Year Colleges and Universities

	<u>NSSE 2001</u>	<u>National</u>
<u>Carnegie Classification</u>		
Doc/Res – Ext	16%	11%
Doc/Res – Int	10%	8%
Master's I & II	<u>42%</u>	<u>43%</u>
Bac – Liberal Arts	21%	16%
Bac – General	11%	23%
<u>Sector</u>		
Public 4-year	<u>48%</u>	<u>36%</u>
Private 4-year	52%	64%
<u>Region</u>		
Far West	9%	10%
Great Lakes	20%	16%
Mideast	19%	19%
New England	9%	9%
Plains	8%	11%
Rocky Mountains	3%	3%
Southeast	22%	26%
Southwest	9%	7%
<u>Location</u>		
Large city (>250,000)	20%	19%
Mid-size city (<250,000)	32%	29%
Urban fringe large city	17%	17%
Urban fringe small city	7%	8%
Large town (>25,000)	5%	4%
Small town (~5,000)	13%	17%
Rural	5%	6%

Source: 1998-1999 IPEDS Data File

Profile of NSSE 2001 Institutions

Table 1 shows that NSSE 2001 schools mirror the national profile of four-year colleges and universities in terms of region of the country and location. However, NSSE 2001 institutions included more Doctoral/Research Universities and Baccalaureate Colleges—Liberal Arts and fewer Baccalaureate Colleges—General as defined by the 2000 Carnegie Classification of Institutions of Higher Education. Doctoral/Research

Universities and Master's Colleges and Universities enroll more than three-quarters of all undergraduates. At the same time, ample numbers of smaller, independent colleges also took part in NSSE 2001, insuring that the results would reflect the experiences of a broad cross-section of students attending four-year colleges and universities from both the public and private sector, from all regions of the country and from different types of settings.

Profile of NSSE 2001 Respondents

Table 2 on the following page shows selected respondent characteristics. The first column represents NSSE 2001 respondents, the second column shows the characteristics of students at the four-year schools that participated in NSSE 2001 as reflected by 1998-1999 IPEDS data, and the third column represents the national profile of students at four-year colleges and universities from IPEDS data.

at NSSE 2001 schools and 56% nationally (Table 2). The larger proportion of women respondents is consistent with the widely reported survey research phenomenon that women are more likely than men to return questionnaires. However, the percentages of women and men responding via the Web (57% women, 43% men) more closely matched the national profile.

Class

Of the 71,425 respondents, 47% were students in their first-year of college and 53% were seniors.

Age

Students 19 years of age or younger compose the largest group (42%), reflecting the fact that half the students selected to receive the survey were in their first year of college. Thirty-nine (39%) percent were 20-23, 9% 24-29, and 10% 30 years of age or older.

Gender

Women made up almost two-thirds (65%) of the respondents compared with 54% of the students enrolled

Profile of NSSE 2001 Respondents - Continued

Race and ethnicity

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

Enrollment status

About 88% of all students were enrolled full-time (Table 2). Approximately 28% of all students had attended one or more other institutions in addition to the one at which they were currently enrolled. Of this group of multiple-institution attenders, 51% had gone to a community college, 34% to another four-year college, 7% to a vocational-technical school, and 8% to some other form of postsecondary education.

Parents' education

Forty percent of all respondents were first generation college students. More than one third (34%) had both parents graduate from college.

Living arrangements

Forty-four percent of all students lived in campus housing (74% first-year students, 20% seniors). The remainder lived within driving distance (41%), within walking distance (13%), or in a fraternity or sorority house (2%).

Fraternity or sorority

About 12% of all students (13% of men and 11% of women) were members of a fraternity or sorority.

Future teachers

About 17% of all students said they intended to teach at some pre-kindergarten through high school level within one to two years of completing their degree. Approximately 92% of seniors majoring in education plan to teach.

Table 2
Characteristics of NSSE 2001 Respondents, Students At NSSE 2001 Institutions, and Students at All Four-Year Institutions

	NSSE Respondents	All NSSE 2001 Schools	National
Gender			
Men	35%	46%	44%
Women	65%	54%	56%
Race/Ethnicity*			
African American/Black	7%	9%	10%
Amer. Indian/Alaska Native	2%	1%	1%
Asian/Pacific Islander	6%	5%	6%
Caucasian/White	80%	75%	70%
Hispanic	7%	7%	6%
Other	4%	-	-
Multiple	5%	-	-
International	4%	3%	3%
Enrollment Status			
Full-time	88%	83%	79%
Part-time	12%	17%	21%

* Notes: Students could check more than one racial or ethnic group so the percentages exceed 100%. The IPEDS and NSSE categories for race and ethnicity differ. Also, changes were made in the NSSE categories between 2000 and 2001 so use caution in making comparisons across the two years.

Source for All NSSE 2001 Schools and National: 1998-1999 IPEDS Enrollment Data File

Table 3
Primary Major Field of Study
By Class and Gender

Major	1 st Year Students		Seniors	
	Male	Female	Male	Female
Business	17%	12%	19%	16%
Social sciences	9%	13%	12%	17%
Education	4%	14%	5%	15%
Biological/life sciences	7%	9%	7%	7%
Engineering	14%	2%	14%	2%
Other	7%	7%	6%	7%
Health-related fields	3%	9%	3%	8%
Computer and information sciences	11%	2%	9%	3%
Communications	4%	6%	4%	5%
Visual and performing arts	4%	5%	4%	4%
Humanities	3%	4%	4%	5%
Undecided	6%	8%	-	-
Multiple Primary Major	2%	3%	2%	2%
Physical sciences	3%	2%	4%	2%
Mathematics	2%	1%	2%	1%

Primary Major Field

Table 3 shows the percentages of students majoring in different fields broken down by class and gender.

More men are majoring in business, engineering, computer and information sciences, and physical sciences, while more women are pursuing degrees in education, health-related fields, and the social sciences.

Response Rates

The overall average adjusted institutional response rate for NSSE 2001 was 42%.

The overall average adjusted institutional response rate for NSSE 2001 was 42%.² About 58% of the NSSE 2001 respondents completed the paper version of *The College Student Report* and approximately 42% completed it using the Web, which is up from 36% in NSSE 2000. The average adjusted institutional response rate for standard schools (institutions where students had the option of completing either the paper or the Web version of *The Report*) was 43%,

with a range of 20% to 82% across schools. The average adjusted institutional response rate for NSSE 2001 Web-only schools (institutions where students only had the option of completing the survey online) was 41%, up from 39% in NSSE 2000. Additional information about response rates, including the response rate for your institution, is in Table 7 at the end of the "Overview" on page 21.

II. Selected Results

This section is divided into two parts. The first part presents a birds-eye view of the nature and frequency of undergraduate student engagement in effective educational practices. The NSSE project is grounded in the proposition that the frequency with which students engage in activities that represent effective educational practice is a good proxy for collegiate quality.

The second part briefly summarizes the results from a series of

regression analyses examining the levels of engagement of different groups of students, controlling for various student characteristics and such institutional factors as selectivity, sector, and size.

College Activities

Page 1 of *The Report* includes 20 questions about the nature of the activities in which students engage. A "substantial amount" of engagement is defined to be at least 50% of all

students reporting "often" or "very often" (Table 4).

The least frequent activities are those where the percentage of students who responded "never" exceeded 35%, meaning that roughly one-third or more of the students had no experiences in these areas during the 2000-2001 academic year (Table 4).



Table 4
Most Frequently and Least Frequently Reported Activities

<u>Most Frequent Activities</u>	All Students Responding <u>Very Often or</u> <u>Often</u>	1 st Year Students Responding <u>Very Often</u> <u>or Often</u>	Seniors Responding <u>Very Often</u> <u>or Often</u>
Worked on a paper or project that required integrating ideas or information from various sources	80%	74%	87%
Asked questions in class or contributed to class discussions	65%	58%	71%
Used email to communicate with an instructor	63%	60%	67%
Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	63%	65%	62%
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	61%	58%	65%
Received prompt feedback from faculty on your academic performance (written or oral)	60%	54%	65%
<u>Least Frequent Activities</u>	All Students Responding <u>Never</u>	1 st Year Students Responding <u>Never</u>	Seniors Responding <u>Never</u>
Participated in community-based project as part of a regular course	66%	73%	59%
Worked with faculty members on activities other than coursework	55%	63%	47%
Tutored or taught other students	50%	54%	45%
Discussed ideas from classes or reading with a faculty member	36%	45%	28%

Course Emphasis and Educational Programs

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



- More than four-fifths (86%) of seniors said their classes emphasized analyzing ideas or situations to a substantial degree (combination of "quite a bit" and "very much" responses).
- About three quarters (78%) of seniors said their classes emphasized applying concepts or theories to new situations.
- More than two-thirds (70%) of first-year students and over half (61%) of seniors said their classes emphasized memorization to a substantial degree.

Table 5
Percentage of seniors who participated in various educational enriching activities

	<u>Doc/Res - Ext</u>	<u>Doc/Res - Int</u>	<u>Master's</u>	<u>Bac - LA</u>	<u>Bac - Gen</u>	<u>Total</u>
Practicum, internship, field experience	72%	71%	72%	73%	75%	72%
Community service/volunteer work	61%	59%	62%	75%	63%	63%
Research with faculty member outside of course requirements	24%	23%	20%	30%	22%	23%
Foreign language	43%	37%	35%	61%	30%	41%
Study abroad	16%	16%	13%	34%	13%	18%
Independent study/self-designed major	24%	26%	27%	42%	33%	29%
Culminating senior experience	46%	55%	54%	72%	68%	57%

- Close to three quarters (72%) of seniors did an internship or other type of field experience.
- Almost two thirds of seniors (63%) did community service or volunteer work during college.
- Only about one quarter of seniors (23%) worked on a research project with a faculty member outside of course or program requirements.
- About 41% of seniors took foreign language coursework.
- Almost one-fifth (18%) of seniors studied abroad.

Time Matters

How students spend their time in college is a key indicator of what they put into their education and also predicts what they get out of it. Of the six time usage items, three are positively correlated with other engagement items and self-reported educational and personal growth. They are time devoted to preparing for class, extracurricular activities, and on-campus work. Of the remaining three items, two of them, working off campus and caring for dependents, may be prompted by circumstances not fully under the control of the student.

Only about 13% of full-time students spent more than 25 hours a week preparing for class; more than two fifths (42%) spent 10 or fewer hours a week (Figure 1).

Less than one fifth (16%) of all students participated in co-curricular activities more than 10 hours a week.

Two thirds of all students were working, 55% of first-year students and 79% of seniors. Figure 2 shows the percentages of students who work off campus more than 20 hours per week. More than half of all part-time students (49% first-year students, 61% seniors) work more than 20 hours per week (Figure 2).

A non-trivial fraction of seniors (about 18%) spent 11 or more hours per week caring for dependents.

Two-thirds (69%) of all students spent 15 or fewer hours a week relaxing and socializing. One tenth spent more than 25 hours. Full-time enrolled first-year students spent as much time socializing as they did studying, a little over 13 hours per week. Part-time first-year students spent more hours socializing (11) than studying (9).

Figure 1
Hours Per Week Students Spend Preparing For Class

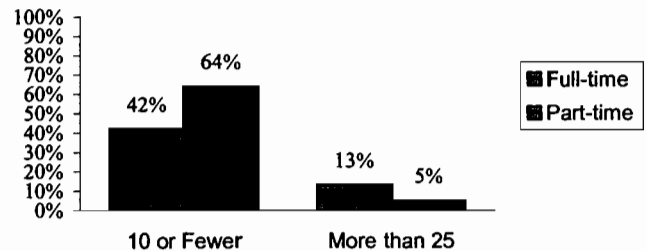


Figure 2
Percentages of Students Working Off Campus More Than 20 Hours Per Week

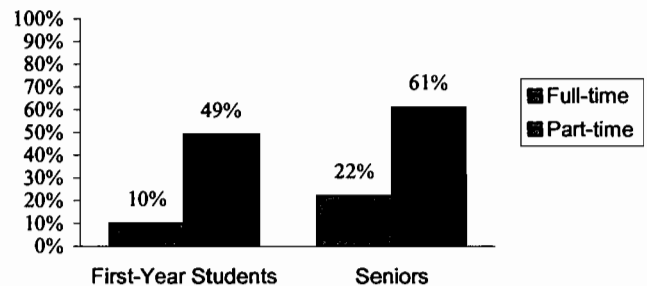
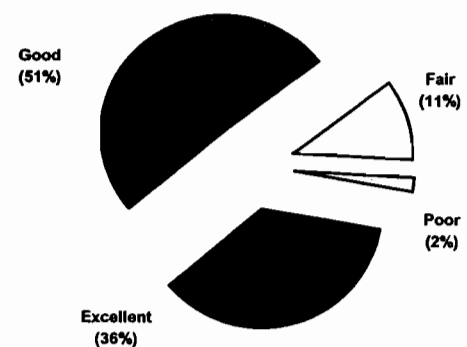


Figure 3
Satisfaction with College Experience



Student Satisfaction

Most students were generally satisfied with their college experience. Eighty-seven percent of all students rated their college experience "good" or "excellent" (Figure 3). Only 2% said their experience

was "poor." Four fifths (84%) of first-year students and seniors (80%) would "probably" or "definitely" attend the same school if they were starting college again.

Patterns of Student Engagement

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

These clusters are: (1) college activities (20 items in Section 1); (2) reading, writing and nature of exams (Section 3, items a, c, d, e, and Section 4); (3) course emphasis on higher-order mental activities (Section 2, items b through e); (4) time-use (Section 7, items a, b, and d are positively correlated with engagement); (5) educational programs (Section 6); (6) educational and personal growth (Section 8); and (7) opinions about your school (Section 9 through 12). In general, the results are consistent with those reported last year for NSSE 2000.

Class

Overall, seniors were more engaged in good educational practices than first-year students, net of a host of student and institutional characteristics, even though they worked more and spent more time helping dependents. First-year students scored higher in one area, opinions about your school. As expected,

seniors reported greater gains compared with first-year students on all educational and personal growth items except for voting in elections, where the two groups were similar.

Gender

Women engaged more frequently in good educational practices than men. However, women and men were comparable in one area: time usage.

Race and Ethnicity

The relationships between race, ethnicity, and engagement are somewhat mixed. In some areas Blacks and Hispanics outperformed Whites. For example, Blacks and Hispanics were more engaged in college activities, more frequently took advantage of educational programs, reported greater course-emphases on higher-order mental activities, and had higher self-reported gains in educational and personal growth. Asians also reported stronger educational and personal growth and greater participation in educational programs. Compared with other groups, Hispanic students had the most

favorable opinions about their schools (i.e. campus climate and the quality of relations among people on campus).

Age

As with race and ethnicity, the relationships between age and engagement in good educational practices are also mixed. Younger, traditional-age students (18-24 years) reported more participation in educational programs, spent more time in educationally-productive activities, and reported more educational and personal growth. In contrast, older students hold more favorable opinions about their school than traditional-age counterparts, a finding that emerges only after class is taken into account.

Fraternity and Sorority Membership

In all areas of good educational practice, members of Greek-letter social organizations were more engaged than nonmembers, after taking into account all other student and institutional characteristics.

time-use

Overall, seniors were more engaged in good educational practices than first-year students... even though they worked more and spent more time helping dependents.

Emerging Themes

From a preliminary analysis of the 2001 results at the national level we offer the following observations about the nature of student engagement at four-year colleges and universities.

Good Things Happen When Student Voices Fill Classrooms

Students who ask questions in class also make more class presentations. The latter behavior is largely determined by faculty members who design such activities into their

courses. Students who ask questions in class are also more likely to talk with faculty members outside of class about various things, such as ideas from their readings, career plans, grades, and assignments.

Perhaps getting students to speak out in class is a precursor to other positive forms of interaction with their teachers.



Student-Faculty Contact: You've Got Mail!

Talking with instructors about grades may have salutary effects. Students who do so are also more likely to talk with faculty members about ideas introduced in classes, and about career plans. They are also more likely to get frequent feedback from their teachers and work harder than usual on their studies. And giving students frequent feedback is a lever for engaging students in substantive conversations

beyond the classroom, along with serving on committees and working on various activities and projects.

However, 28% of seniors and 45% of first-year students "never" discussed ideas from their classes or readings with a faculty member. That disappointing finding aside, e-mail appears to be a popular vehicle for getting feedback on academic work and

discussing grades and assignments, career plans, and ideas from courses. Using e-mail to communicate with an instructor is also highly correlated with integrating ideas from various sources and working with classmates on assignments outside of class.

Twenty eight percent of seniors and 45% of first-year students "never" discussed ideas from their classes or readings with a faculty member.

The Undersubscribed Extracurriculum

Almost three quarters of part-time commuting students do not participate in extracurricular activities. Neither do fully one quarter of all first-year students and a fifth of all

seniors who live on campus or within walking distance. Of those who are involved, less than 10% devote more than 15 hours a week to such activities.

Campus Climates That Foster Student Engagement

NSSE results point to some characteristics of colleges and universities associated with high levels of student engagement:

Emphasize Diversity

Students who report that their school encourages contact with peers from different backgrounds also see their school as supporting:

- Their academic success
- Their coping with other responsibilities
- Their social needs.

Supportive Faculty Members

Students who report that their faculty members are accessible and supportive perceive that their school:

- Provides the support they need for their academic success
- Helps them cope with non-academic responsibilities
- Provides social support

Good Academic Advising

Students who report getting high quality academic advising:

- Are more likely than their peers to interact with faculty members
- Gain more in most areas
- Perceive their institution's environment is academically and socially supportive
- Are more satisfied with their overall college experience.

Faculty members often say that students should spend at least two hours outside of class preparing for every hour in class. But that is clearly not the case today...



time-use

Enough Time on Task?

Faculty members often say that students should spend at least two hours outside of class preparing for every hour in class. But that is clearly not the case today, as full-time students reported spending only about 14 hours a week, on average.

Adding up time in class, studying, and involvement in extracurricular activities (about 34 hours for full-time students) – the traditional trinity of undergraduate activities highly correlated with gains, satisfaction, and persistence – most students fall well short of a 40-hour week devoted to “collegiate endeavors.”

Table 6 on page 11 accounts for an estimated 99 hours of the 112 waking hours in the week of a typical full-time student who works part-time. Allowing about 2 hours per day to take care of “miscellaneous” matters (e.g., laundry, personal hygiene, shopping) still leaves unaccounted more than 12 hours a week, about 10% of their waking hours.

Enough Time on Task? - continued

Full-time enrolled seniors are very similar to their first-year counterparts in how much time they spend studying and in co-curriculars. But more of them work on and off the campus and more report caring for dependents. And more seniors spend more time getting to and from class as many of them live off campus.

The experiences of part-time students differ in many ways including the amount of time they devote to various activities. Part-time students study about 10 hours per week and are almost three times as likely to work off campus (about 80% of both first-year and senior students compared with only 20% of full-time first-year and 40% of senior students). Also, many more part-time students care for dependents.

Substantial proportions of both first-year students (21%) and seniors (24%) say they frequently ("often" and "very often") come to class unprepared. The combination of students spending only about half as much time preparing for class as their teachers claim is necessary and 20% of students frequently coming to class unprepared points to a disconcerting shortfall of academic effort.

That said, however, students are generally satisfied. At the same time, students say their institution could help them more in coping with non-academic responsibilities (37% say their college does "very little" of this) and in providing the support they need to thrive socially (26% say their college does this "very little").

student preparedness

The combination of students spending only about half as much time preparing for class as their teachers claim is necessary and 20% of students frequently coming to class unprepared points to a disconcerting shortfall of academic effort.

Table 6
Hours Spent Per Week

Activity	Full-time	Part-time
	Hours/Week	Hours/Week
Attending class	15	6-8
Studying	14	10
Extracurricular activities	5	2
Working	11	23
Eating*	20	20
Socializing/relaxing	13	11
Traveling to and from class*	4	10
Caring for dependents	3	12
Miscellaneous*	14	14
Total	99	110
* Estimates		

Do We Expect Enough of One Another?

All this paints a somewhat disconcerting picture of a sizeable fraction of today's undergraduates, especially traditional-age students enrolled full-time. Most students study only about half as much as faculty members say is desirable. And many students, particularly in the first year, are not highly involved in other

activities on campus that are known to contribute to desired outcomes of college.

What are students doing with the hours we can't account for? More important, are students spending enough time on academic pursuits? How can colleges and universities structure learning and other activities inside and outside the classroom that

will result in more productive, focused use of perhaps the most precious resource all students have – their time?

With these questions in mind, the final section of the "Overview" offers some suggestions for making productive use of your institutional results.

III. Advice to Users

Interest in putting NSSE data to use is building across all sectors and types of institutions. Indeed, the most frequently asked question posed to us these days is, "How are schools using their NSSE data?" This

section of the "Overview" offers some tips for how to use your results from the National Survey of Student Engagement. The information is divided into two sections. The first section provides some general guidelines for

interpreting results from the NSSE 2001 institutional reports. The second section offers ideas for making the most of NSSE data, both internally and externally.

Guidelines for Interpreting NSSE Results

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

Before sharing your NSSE results institution wide, become familiar with the nature of the data and "story line" of your school's performance.

Check The Representativeness of Your Respondents

A good first step is to compare your student respondents' demographic characteristics summarized in the Frequency Distribution section with your institutional data files for first-year and senior students. Women and some historically underrepresented groups are somewhat over-represented among NSSE 2001 respondents. Check to see if this is also true in your case and whether your respondents differ in any other ways from the profiles of your first-year and senior students. FYI: the determination of student year in school ("first-year" or "senior") is based on the information from the electronic file that your

school provided to us last fall. The Frequency Distribution section contains students' responses to this question on *The Report*, which in a few cases may differ from the institution's classification.

Another way to gauge representativeness is through sampling error, an estimate of the margin by which the "true" score for your institution on a given item could differ from the reported score for one or more reasons (e.g., differences in one or more important characteristics between the sample and the population). For example, if 60% reply "very often" to a particular item and the sampling error is $\pm 5\%$ there is a 95% chance that the

population value is between 55% and 65%. Keep in mind that sampling error is based on the population of interest. So if you want to estimate the sampling error for first-year male students, it must be calculated using the numbers of all first-year male students and the first-year male respondents (as contrasted with all undergraduates or all male and female first-year students). Increasing the number of respondents relative to the total population reduces sampling error. For this reason some schools are increasing their sample size using NSSE's oversampling option which is discussed later.

The Results Reported For Your School Are Unweighted

The data in the Means Summary Report comparisons are not weighted. That is, no adjustments were made to correct for potential bias in students' responses to approximate the populations of first-year and senior students at your school and other colleges and universities in your comparison groups. Later this fall, when we prepare the five national benchmarks of

student engagement, we'll use appropriate weighting techniques similar to those employed last year to make the appropriate adjustments. That said, the unweighted and weighted results for most NSSE items tend to be very similar at the institution, comparison group, and national levels. Some possible exceptions may be the reading, writing, and time on task questions (e.g., study

hours, caring for dependents) at schools that have substantial proportions of part-time students as they are taking fewer classes and cannot be expected to read and write as much as full-time students. Keep this in mind when interpreting the results.



Look Carefully At Items With Large Effect Sizes

In the Means Summary Report (Appendix B) an asterisk (*) marks those items where your students' responses differ at a statistically significant level from students at schools in your respective comparison group(s) or at all NSSE 2001 institutions. Because of the large numbers of students in NSSE 2001, we set a very high statistical significance threshold to reduce the probability that the differences noted are due to chance ($p < .01$ for consortia comparisons, $p < .001$ for Carnegie and national comparisons). Even so, the actual magnitude of some item score differences may seem trivial, even though

they are highly reliable and statistically significant. For this reason we also report the effect size associated with those item comparisons that are statistically significant. The effect size represents the magnitude of the discrepancy in the student or institutional behavior represented by the item. When the effect size is large, or a pattern of moderate effect sizes exists, it's likely that the quality of the student experience represented by the survey question(s) is appreciably different and, therefore, may be of practical as well as statistical significance.

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

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

Because of the large numbers of students in NSSE 2001, we set a very high statistical significance threshold to reduce the probability that the differences noted are due to chance.

Look for Patterns in Item Differences

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

school's mission, the nature of the undergraduate program, or certain students' characteristics? Also, don't rely exclusively on statistical significance tests to identify areas that warrant attention. A consistent pattern of scoring above the mean, even though all the items may not reach statistical

significance, may indicate the institution is doing the right things in terms of good educational practice. At the same time, some institutions have very high expectations for student engagement and may fall short of their own aspirations even though comparisons with other institutions are favorable.



Take Into Account Possible Mode-of-Administration Effects

Our analyses show that a mode-of-administration effect slightly favors schools where a high percentage of students completed *The Report* via the Web. However, the differences that favor the Web mode have very small effect sizes. This phenomenon has also been noted by others using the Web for survey research and is discussed in more detail in the "NSSE Conceptual Framework and Overview of Psychometric Properties" paper (Appendix A). We still

don't know for sure whether this pattern of responses is a function of the mode of administration itself (e.g., something about responding via the Web induces students to slightly inflate their responses), a function of certain institutional features (e.g., technology investment), or whether students who complete the survey via the Web are different in some ways including engaging more frequently in good educational practices. Evidence of the last of these is that the Web

effect is most prominent on the three technology-related items ("used e-mail to communicate with an instructor," "used an electronic medium to discuss or complete an assignment," and self-reported gain in "using computing and information technology"). We'll continue to monitor this issue and alert you if our analyses lead us to modify our tentative conclusion that the Web mode has little practical impact on the nature of student responses to *The College Student Report*.

In addition to focusing on items with medium to large effect sizes, look for patterns in your students' responses.

Take Special Note of Consortium Questions

If your school is part of a consortium that used additional questions, the responses to these additional questions are included in the Means Summary Report and Frequency Distribution sections. These data are also in the institutional

data file. Answers to such questions as "What is your reason for working off campus?" and "Who is your academic advisor?" have categorical response options that are meaningless when displayed in the Means Summary Report format.

For this reason the response cells for such questions are empty. When presenting the results to categorical questions to colleagues and others, please use the information in the Frequency Distributions.

Results For the Consortium, Carnegie, and National Comparisons Do Not Include Oversampled Students

NSSE's minimum sample sizes are determined by undergraduate enrollment (e.g., less than 4,000 students = 450; 4,000 to 15,000 students = 700; greater than 15,000 students = 1,000). It is possible to add students to the minimum sample size by oversampling in one of two ways: (1) all Web-only schools are oversampled using an algorithm based on undergraduate enrollment; and (2) some institutions request oversampling, which requires an

additional fee. An increasing number of schools are using the oversampling option to add students to their sample to reduce sampling error (discussed earlier) and to insure an adequate number of respondents to analyze the information by major field, race and ethnicity, or other variables.

NSSE's policy is to use only respondents from the institution's standard random sample when

developing the national benchmarks of effective educational practice and sector and national norms. This protects against the possibility that colleges and universities with oversamples might have an undue influence on the results. However, if your school requested an oversample, the responses of **all** your students (standard sample and oversample) are **included** in your institution's reports and data file.

NSSE's minimum sample sizes are determined by undergraduate enrollment.

IV. Using NSSE Results

NSSE reports point to areas where a college or university can take action almost immediately to begin to improve student learning and institutional effectiveness. Here are some of the ways schools are now using their NSSE data.



Understanding Key Aspects of the Student Experience

To anchor discussions about the quality of undergraduate education in empirical evidence, some schools circulate a copy of the Overview section of the institutional report and other selected sections to such groups as:

- Governing board members
- President and president's cabinet
- Senior administrators, Deans, and Department chairs
- Faculty committees, faculty development workshops and retreats, and various academic councils
- Students (via discussion with student leaders and articles in the student newspaper)

One small college sent a hard copy of its institutional report to all senior administrators and department chairs. All faculty and staff got an e-mail message listing conclusions and recommendations distilled from the data. The institutional contact said, "This was the first survey at our College in which

everyone on campus received the results." The information prompted a series of productive discussions about the general education program and academic expectations, especially for first-year students.

Included on the enclosed CD (Appendix B) with your institutional report is a sample PowerPoint presentation you can modify for presenting NSSE results to various audiences.

To generate a more comprehensive picture of the undergraduate experience some institutions are linking NSSE data to other sources of information. Because NSSE assigns unique student respondent identification numbers, it's possible for you, with appropriate approvals, to link individual students' NSSE results with

1. Other institutional data about students such as
 - Pre-college characteristics
 - Other demographic information

- Financial aid awards
 - Transcripts and course taking patterns
 - Graduate and professional school test scores.
2. Results of local surveys of student satisfaction, the first-year experience, the senior experience, alumni, and employers.
 3. Other national surveys such as the College Student Experience Questionnaire (CSEQ), the Cooperative Institutional Research Program (CIRP), the College Student Expectations Questionnaire (CSXQ), surveys from Educational Testing Services such as Academic Profiles or Tasks in Critical Thinking, ACT's Collegiate Assessment of Academic Proficiency (CAAP), or Noel Levitz's Student Satisfaction Inventory.

"This was the first survey at our College in which everyone on campus received the results."

Institutional Improvement

NSSE data serve a diagnostic function by identifying institutional strengths and weaknesses in terms of effective educational practice. Toward this end, NSSE results are especially useful for benchmarking, the process of comparing and measuring an institution against high performing colleges and universities and adapting best practices to order to improve. There are two approaches to benchmarking. One or both may be appropriate, depending on your institution's situation.

The first is a **normative** approach, whereby you compare your students' responses to those of students at other colleges and universities. This can also be done at the department or major field level if enough students have participated, which is a particularly effective way of stimulating faculty interest in the findings. The provost from a state university of 15,000 told us:

"We have used the survey and the resulting NSSE data to set some benchmarks for ourselves

within the context of our strategic plan...The information has been a real eye-opener for us particularly as it relates to the freshmen year. [The data are] a great stimulus for discussion and have reaffirmed how committed the faculty are to providing an excellent educational experience for all of our students. The fact that the questions and the subscales can be compared against a variety of national benchmarks makes the information very valuable for us. We are always looking for "best in class" types of benchmark data and what we get from the NSSE helps us identify some of those best in class indicators."

The second approach to benchmarking is **criterion referenced**, whereby you examine your school's performance against a predetermined value or level that you and your colleagues deem appropriate for your students, given your institutional mission, size, curricular offerings, funding, and so forth. For instance, after reviewing NSSE findings at one state university in the

south, faculty members in various units established what they considered to be reasonable thresholds as to the amount of time they felt students should be spending on preparing for class. Some groups stipulated that a minimum of two hours studying for every hour of class meeting should be the standard while other units established somewhat higher or lower thresholds. NSSE data for students majoring in the different units were then interpreted according to whether these criterion levels were met.

Faculty-student interaction is another area where legitimate differences may exist across units in interpreting the meaning of absolute values of student responses to certain questions. For example, "occasional" conversations between students and faculty about career options may be "educationally effective." But in terms of giving students prompt feedback or challenging them to work harder than usual to meet an instructor's standards, we might want most students to say they experience this "often" or "very often."



NSSE data serve a diagnostic function by identifying institutional strengths and weaknesses in terms of effective educational practice.

Documenting the Efficacy of Improvement Initiatives

The NSSE project focuses on effective educational practices so the results are instructive for faculty and staff members who are working on various teaching and learning initiatives, such as those sponsored by the local chapter of The Carnegie Academy for the Scholarship of Teaching and Learning. NSSE data can be a source of estimating the impact of such initiatives over time. Here are some examples:

- Assessing the impact of learning communities by comparing responses of students enrolled in learning communities with their peers who are not enrolled.
- Estimating the quality of intentional first-year

programs by comparing NSSE responses of students participating in freshman interest groups, intensive freshman seminars, and orientation to college courses with their counterparts who are not in such programs.

- Assessing the quality of general education courses by examining students' responses to NSSE course emphasis and time-on-task items.
- Assessing the quality of the senior year by comparing responses to selected NSSE items of students enrolled in capstone courses and other special programs with students who don't

have these experiences.

- Sharing NSSE data with advisors so that they can help their advisees better manage their time and use other academic resources.
- Incorporating NSSE results into relevant faculty and staff development workshops and retreats.
- Using student engagement as the theme for a campus-wide symposium and emphasizing the implications of NSSE results for teaching and learning initiatives and managing student culture.

Senior project

Planning, Accountability, and Institutional Research

All regional accreditation associations require evidence of student learning, so it's no surprise that the vast majority of NSSE schools, about 85%, say they will likely use their results in self-studies and certification reports. This information is particularly powerful if NSSE results are corroborated by other institutional data such as the results from other national or local surveys, review of institutional records, and so forth.

Toward these ends governing boards, accrediting bodies, and state oversight agencies are using NSSE data for:

- Informing academic reviews and strategic planning processes related to teaching and learning.
- Developing campus and system indicators of institutional effectiveness.
- Meeting certain state performance indicator requirements related to persistence and graduation rates, general education,

student learning, civic engagement, and customer satisfaction. For a good example, go to the Longwood College website www.lwc.edu/assessment/NSSE_Summary.htm.

- Sharing data with peers (consortium) to better understand the nature of the student experience relative to peer institutions, such as is being done by the Association of American Universities consortium and a group of four public universities in Ohio.

The NSSE project focuses on effective educational practices so the results are instructive for faculty and staff members who are working on various teaching and learning initiatives.

Enrollment Management

NSSE data are also being used in enrollment management by providing more accurate and realistic descriptions of campus life to prospective students and parents. This information can help them formulate more specific questions to ask college officials about the student experience. Toward this end some schools are:

- Describing empirically-derived behaviors of the typical student in viewbooks and presentations to
- accurately convey expectations for college life to prospective students, parents and others.
- Using the NSSE survey as a template to guide discussions with newly matriculated students about activities that are important to succeeding in college.
- Linking first-year student NSSE data with sophomore fall enrollment records to discover student

engagement factors that predict persistence, with an eye toward developing an early warning system to identify students at risk of premature departure. For an illustration of this, see the University of Wisconsin-Green Bay website (www.uwgb.edu/iresearch/NSSERetentionResearch_files/v3_document.htm).



Communicating Collegiate Quality to the Public

Finally, some schools are using their NSSE data to call attention to various dimensions of collegiate quality as an alternative to *U.S. News and World Report* and other media rankings by:

- Informing alumni of campus initiatives by sharing NSSE results through alumni
- newsletters, magazines, and websites.
- Incorporating NSSE data in parent newsletters and other publications to describe the undergraduate experience in terms of college activities, time usage, educational and personal growth, and satisfaction. Miami
- University and Brigham Young University are two such examples or sharing NSSE results in this way.
- Preparing stories for local, regional, and national media about distinctive aspects of the student experience.

Some schools are using their NSSE data to call attention to various dimensions of collegiate quality as an alternative to U.S. News and World Report and other media rankings.

Closing Note

We hope these suggestions are helpful and welcome comments about how we can make this and other NSSE reports practical and relevant to your needs. We intend to regularly update the NSSE website with other examples about how schools are using their NSSE data as we learn about them. In that regard, please keep us informed about how you are using, or plan to use, your NSSE results.

Notes

¹The NSSE 2001 overall sample size reported in the "Overview" does not include the additional students who were oversampled. Oversampling was done at Web-only institutions and at schools that requested more of their students be surveyed than dictated by the NSSE sampling strategy, which is a function of institutional size. The NSSE 2001 sample size including oversampling was 215,658.

²The 42% overall response rate for NSSE 2001 is comparable to the 42% response rate realized for NSSE 2000 and the 43% response rates realized in the 12-institution spring 1999 field test and the 56-institution fall 1999 pilot study. However, the NSSE 2001 response

most likely underestimates the actual adjusted rate. Student postal service and e-mail addresses were based on fall 2000 enrollment information provided by the institutions. An unknown number of students in the sample were no longer eligible to complete the survey because they had dropped out or transferred to another institution. Even though first-class postage was used to guarantee the return of survey packets that could not be delivered, experience suggests that packets were not returned for some students who were no longer in school or living at the fall 2000 address. In addition, many students have multiple e-mail accounts (e.g., Yahoo, AOL, Hotmail) and do not routinely use their institution-assigned e-mail which is the electronic

address where the invitation to participate in NSSE 2001 was sent to students attending Web-only schools. Therefore, the actual response rate for Web-only institutions, when corrected for the unknown number of students who were no longer in school or did not receive the invitation to participate, is probably several percentage points higher than 41%.

³ The regression of each cluster of items on a group characteristic is net of the following student and institutional controls: class, residence, gender, enrollment status, race/ethnicity, age, major, parental education, 2001 Barron's admissions selectivity, sector, 1998-99 IPEDS undergraduate enrollment, IPEDS urbanicity, and 2000 Carnegie Classification.

Table 7
NSSE Respondent Characteristics

	Montclair State University	Master's	NSSE 2001
Overall Response Rate^a	43%	43%	42%
Mode of Administration^b			
Paper	94%	72%	64%
Web	6%	28%	36%
Number of Respondents	427	28,278	71,425
NSSE Sample Size^c	1,000	82,698	177,103
Sampling Error^d			
Overall	± 4.4%	± 0.5%	± 0.4%
First-Year Students	± 6.3%	± 0.8%	± 0.5%
Seniors	± 6.1%	± 0.7%	± 0.5%
Gender			
Female	72%	68%	65%
Male	28%	32%	35%
Race/Ethnicity^e			
African American/Black	9%	8%	7%
American Indian/Native American	1%	2%	2%
Asian American/Pacific Islander	5%	5%	6%
Caucasian/White	70%	87%	80%
Hispanic	18%	9%	7%
Other	1%	0%	0.4%
Multiple	4%	5%	5%
International	10%	3%	4%
Class Level			
First-year	48%	46%	47%
Senior	52%	54%	53%
Enrollment Status			
Full-time	76%	86%	88%
Part-time	24%	14%	12%
Place of Residence			
On-campus	22%	39%	45%
Off-campus	78%	61%	55%

Notes:

^a Response rate is adjusted for unusable mail and email addresses.^b Percentages reflect the number of students who responded using each of the modes of administration.^c Oversampled students are included in institution numbers but not in consortium, Carnegie, or total NSSE 2001 sample numbers.^d Sampling error is an estimate of the margin by which the "true" score for your institution on a given item could differ from the reported score because of one or more reasons (e.g., differences in one or more important characteristics between the sample and the population). To interpret the sampling error, assume that 60% of your respondents reply "very often" to a particular item. If the sampling error is 5% then there is a 95% chance that the population value is between 55% and 65%.^e Percentages may not equal 100% due to missing values or students choosing to select more than one racial or ethnic group.



National Survey of Student Engagement

The College Student Report

Interpreting the Means Summary Report

Variables

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

Variable Names

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

Mean

A mean is an arithmetic average of all responses on a particular item. Means are provided for your institution, Carnegie 2000 Classification, and for the NSSE 2001 national sample.

Class

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

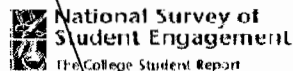
Statistical Significance

Mean comparisons were conducted between your institution score and the scores of the Carnegie classification and NSSE 2001 comparison groups. Mean differences that are significant at the $p < .001$ level are indicated by an asterisk (*) in the significance column. This indicates there is a 99.9% chance that the mean difference is not due to chance or random error. The $p < .001$ level is necessary for Carnegie class and NSSE 2001 comparisons because with such large sample sizes it is fairly easy to produce statistically significant differences at less stringent levels.

Effect Size

Effect size indicates the "practical significance" of the magnitude of the mean difference. It is calculated by dividing the mean difference by the mean standard deviation of the comparison group with which the institution is being compared (Carnegie classification or NSSE 2001). To illustrate, an effect size of .2 is considered small, .5 is moderate,

and .8 is large. A positive sign indicates that your institution's mean was greater, thus showing an affirmative result for the institution. A negative sign indicates the institution lags behind the comparison group, suggesting that the student behavior or institutional practice represented by the item may warrant attention. An exception to this interpretation is the "coming to class unprepared" item (p. 1 of *The Report*) where a negative sign is preferred (i.e., fewer students reporting coming to class unprepared).



NSSE 2001 Means Summary Report
Sample College or University

Variable Name	Class	Sample		Carnegie Class		NSSE 2001		
		Institution	Mean	Institution	Mean	Mean	Std. Dev.	Effect Size
Write, think, and social experiences								
Write 3 or more essays or contribute to class discussion	DISCUSS	Senior	2.47	2.75	*	2.39	1.31	.21
		First-year	2.07	2.08		2.08		
Give a class presentation	PRESENT	Senior	2.01	2.15		2.18		
		First-year	2.87	2.75		2.79		
Turned in or more drafts of a paper or assignment, like turning it in	TURNIN	Senior	2.51	2.68		2.76		
		First-year	2.31	2.47		2.56		
Used on a paper or project, and received information or information from various sources	RESEARCH	Senior	2.82	3.00	*	2.82	1.21	.21
		First-year	3.28	3.38		3.33		
Use to class without consulting readings or assignments	CLASSTIME	Senior	2.26	2.10		2.06		
		First-year	2.17	2.16		2.16		
Worked with other students on projects during class	CLASSMGR	Senior	2.47	2.40		2.62		
		First-year	2.76	2.49	*	2.51	.58	
Worked with other students on projects outside of class prepare class assignments	CLASSMGR	Senior	2.11	2.37	*	2.37	.29	
		First-year	2.69	2.39		2.72		

**NSSE 2001 Means Summary Report
Montclair State University**

			Montclair State Univ	Master's			NSSE 2001		
	Var. Name	Class	Mean	Mean	Sig. ^a	Effect Size ^b	Mean	Sig. ^a	Effect Size ^b
Academic, Intellectual, and Social Experiences									
1=never, 2=sometimes, 3=often, 4=very often									
Asked questions in class or contributed to class discussions	CLQUEST	1st Yr.	2.74	2.78			2.79		
		Senior	3.05	3.13			3.08		
Made a class presentation	CLPRESEN	1st Yr.	2.39	2.21			2.17	*	.28
		Senior	2.81	2.88			2.79		
Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	1st Yr.	2.76	2.78			2.70		
		Senior	2.60	2.59			2.50		
Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	1st Yr.	2.99	3.01			3.01		
		Senior	3.25	3.33			3.32		
Came to class without completing readings or assignments	CLUNPREP	1st Yr.	1.87	2.06	*	-.26	2.10	*	-.30
		Senior	1.92	2.11	*	-.26	2.16	*	-.32
Worked with other students on projects during class	CLASSGRP	1st Yr.	2.44	2.47			2.42		
		Senior	2.54	2.60			2.51		
Worked with other students on projects outside of class to prepare class assignments	OCCGRP	1st Yr.	1.95	2.29	*	-.41	2.35	*	-.48
		Senior	2.45	2.74	*	-.32	2.74	*	-.32
Tutored or taught other students (paid or voluntary)	TUTOR	1st Yr.	1.45	1.59			1.63	*	-.23
		Senior	1.56	1.81	*	-.27	1.83	*	-.29
Participated in a community-based project as a part of a regular course	COMMPROJ	1st Yr.	1.21	1.38	*	-.24	1.37	*	-.23
		Senior	1.41	1.62	*	-.26	1.57	*	-.20
Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment	ITACADEM	1st Yr.	2.51	2.52			2.58		
		Senior	2.52	2.69			2.71		
Used email to communicate with an instructor	EMAIL	1st Yr.	2.50	2.62			2.77	*	-.29
		Senior	2.53	2.81	*	-.30	2.95	*	-.46

^a Independent sample t-tests, 2-tailed, *p<.001. See summary statistics on pages 8-11.

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

**NSSE 2001 Means Summary Report
Montclair State University**

			Montclair State Univ	Master's			NSSE 2001		
	Var. Name	Class	Mean	Mean	Sig. ^a	Effect Size ^b	Mean	Sig. ^a	Effect Size ^b
Academic, Intellectual, and Social Experiences (continued)			1=never, 2=sometimes, 3=often, 4=very often						
Discussed grades or assignments with an instructor	FACGRADE	1st Yr.	2.41	2.53			2.56		
		Senior	2.55	2.79	*	-.29	2.79	*	-.28
Talked about career plans with a faculty member or advisor	FACPLANS	1st Yr.	2.06	2.13			2.11		
		Senior	2.08	2.44	*	-.38	2.43	*	-.37
Discussed ideas from your reading or classes with faculty members outside of class	FACIDEAS	1st Yr.	1.66	1.71			1.75		
		Senior	1.86	2.01			2.03		
Received prompt feedback from faculty on your academic performance (written or oral)	FACFEED	1st Yr.	2.47	2.56			2.61		
		Senior	2.56	2.80	*	-.30	2.80	*	-.29
Worked harder than you thought you could to meet an instructor's standards or expectations.	WORKHARD	1st Yr.	2.52	2.58			2.58		
		Senior	2.70	2.70			2.67		
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER	1st Yr.	1.31	1.52	*	-.26	1.51	*	-.26
		Senior	1.43	1.82	*	-.41	1.81	*	-.41
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	1st Yr.	2.65	2.68			2.74		
		Senior	2.77	2.86			2.87		
Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	1st Yr.	2.85	2.53	*	.31	2.65		
		Senior	2.76	2.55			2.64		
Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTUD	1st Yr.	2.82	2.80			2.90		
		Senior	2.63	2.77			2.84		

Mental Activities

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

Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	MEMORIZE	1st Yr.	2.86	2.98	2.94
		Senior	2.84	2.82	2.76

^a Independent sample t-tests, 2-tailed, *p<.001. See summary statistics on pages 8-11.

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

Montclair State Univ	Master's	NSSE 2001
----------------------	----------	-----------

Var. Name Class Mean Mean Sig^a Effect Size^b Mean Sig^a Effect Size^b

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

Mental Activities (continued)

Analyzing the basic elements of an idea, experience, or theory such as examining a particular case or situation in depth and considering its components	ANALYZE	1st Yr. Senior	3.05 3.11	3.05 3.25			3.13 3.28		
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	SYNTHESZ	1st Yr. Senior	2.77 2.86	2.76 3.00			2.84 3.04		
Making judgments about the value of information, arguments, or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	EVALUATE	1st Yr. Senior	2.79 2.68	2.76 2.91	* -	-.26	2.78 2.92	* -	-.27
Applying theories or concepts to practical problems or in new situations	APPLYING	1st Yr. Senior	2.89 2.87	2.91 3.17	* -	-.35	2.97 3.16	* -	-.34

Reading and Writing

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

Number of assigned textbooks, books, or book-length packs of course readings	READASGN	1st Yr. Senior	3.41 2.92	3.28 3.18	* -	-.26	3.43 3.29	* -	-.36
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	1st Yr. Senior	2.00 2.22	1.97 2.18			1.99 2.20		
Number of written papers or reports of 20 pages or more	WRITEMOR	1st Yr. Senior	1.33 1.75	1.22 1.62			1.21 1.64		
Number of written papers or reports between 5 and 19 pages	WRITEMID	1st Yr. Senior	2.50 2.56	2.33 2.61			2.41 2.66		
Number of written papers or reports of fewer than 5 pages	WRITESML	1st Yr. Senior	3.26 2.93	3.23 3.14			3.25 3.12		

^a Independent sample t-tests, 2-tailed, *p<.001. See summary statistics on pages 8-11.

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



National Survey of Student Engagement

The College Student Report

NSSE 2001 Means Summary Report

Montclair State University

Montclair State Univ	Master's	NSSE 2001
----------------------	----------	-----------

Var. Name Class Mean Mean Sig^a Effect Size^b Mean Sig^a Effect Size^b

1=mostly multiple choice or short answer to 7=mostly essay or open-ended problems

Challenge of Examinations

Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work	EXAMS	1st Yr.	5.25	5.56	*	-.29	5.61	*	-.33
		Senior	5.57	5.57			5.53		

Quality of Advising

Overall how would you evaluate the quality of academic advising you have received at your institution?	ADVISE	1st Yr.	2.62	2.91	*	-.34	2.91	*	-.34
		Senior	2.45	2.83	*	-.40	2.83	*	-.40

Enriching Educational Experiences

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

1=0 hours/week, 2= 5 or fewer hours/week, 3= 6-10 hours/week, 4= 11-15 hours/week, 5= 16-20 hours/week, 6= 21-25 hours/week, 7= 26-30 hours/week, 8= more than 30 hours/week

Time Usage

Preparing for class (studying, reading, writing, rehearsing, and other activities related to your academic program)	ACADPR01	1st Yr.	3.68	3.82			4.08	*	-.23
		Senior	3.52	3.97	*	-.25	4.11	*	-.33
Working for pay on campus	WORKON01	1st Yr.	1.53	1.61			1.61		
		Senior	1.30	1.77	*	-.31	1.87	*	-.37
Working for pay off campus	WORKOF01	1st Yr.	3.67	2.76	*	.38	2.34	*	.60
		Senior	5.12	4.10	*	.37	3.61	*	.56
Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01	1st Yr.	1.80	2.20	*	-.27	2.32	*	-.34
		Senior	1.50	2.12	*	-.41	2.21	*	-.46
Relaxing and socializing (watching TV, partying, exercising, playing computer and other games, etc.)	SOCIAL01	1st Yr.	3.82	4.04			4.12		
		Senior	3.47	3.60			3.77		
Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01	1st Yr.	2.25	1.76	*	.29	1.58	*	.46
		Senior	3.12	2.58			2.24	*	.39

^a Independent sample t-tests, 2-tailed, *p<.001. See summary statistics on pages 8-11.

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



National Survey of Student Engagement

The College Student Report

NSSE 2001 Means Summary Report Montclair State University

Montclair State Univ	Master's	NSSE 2001
----------------------	----------	-----------

Var. Name Class Mean Mean Sig^a Effect Size^b Mean Sig^a Effect Size^b

Educational and Personal Growth

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

Acquiring a broad general education	NGNGLED	1st Yr.	3.10	3.06			3.09		
		Senior	3.10	3.23			3.25		
Acquiring job or work-related knowledge and skills	GNWORK	1st Yr.	2.42	2.54			2.52		
		Senior	2.73	3.07	*	-.39	3.01	*	-.31
Writing clearly and effectively	GNWRITE	1st Yr.	2.86	2.88			2.85		
		Senior	2.82	3.02	*	-.24	3.03	*	-.24
Speaking clearly and effectively	GNSPEAK	1st Yr.	2.69	2.66			2.59		
		Senior	2.87	2.95			2.94		
Thinking critically and analytically	GNANALY	1st Yr.	2.89	3.03			3.09	*	-.25
		Senior	3.12	3.27			3.31	*	-.25
Analyzing quantitative problems	GNQUANT	1st Yr.	2.50	2.58			2.63		
		Senior	2.68	2.88			2.90	*	-.24
Using computing and information technology	GNCMPTS	1st Yr.	2.54	2.73			2.73		
		Senior	2.70	3.01	*	-.34	3.00	*	-.33
Working effectively with others	GNOTHERS	1st Yr.	2.79	2.85			2.82		
		Senior	2.91	3.15	*	-.29	3.13	*	-.25
Voting in local, state, or national elections	GNCITIZN	1st Yr.	1.81	1.98			1.93		
		Senior	1.79	1.94			1.90		
Learning effectively on your own	GNINQ	1st Yr.	2.80	2.94			2.97		
		Senior	2.92	3.08			3.11		
Understanding yourself	GNSELF	1st Yr.	2.79	2.85			2.87		
		Senior	2.86	2.98			3.01		
Understanding people of other racial and ethnic backgrounds	GNDIVERS	1st Yr.	2.81	2.56	*	.25	2.58	*	.23
		Senior	2.75	2.61			2.63		

^a Independent sample t-tests, 2-tailed, *p<.001. See summary statistics on pages 8-11.

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



National Survey of Student Engagement

The College Student Report

NSSE 2001 Means Summary Report Montclair State University

			Montclair State Univ	Master's			NSSE 2001		
Var. Name	Class	Mean	Mean	Sig ^a	Effect Size ^c		Mean	Sig ^a	Effect Size ^b
<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>									
Developing a personal code of values and ethics	GNETHICS	1st Yr.	2.65				2.64		
		Senior	2.61				2.71		
Contributing to the welfare of your community	GNCOMMUN	1st Yr.	1.96				2.15		
		Senior	2.10				2.33		

OPINIONS ABOUT YOUR SCHOOL

Institutional Emphases

<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>									
Spending significant amounts of time studying and on academic work	ENVSCHOL	1st Yr.	3.03				3.15		
		Senior	2.95				3.12	*	-.23
Providing the support you need to help you succeed academically	ENVSUPRT	1st Yr.	2.76				3.00	*	-.28
		Senior	2.53	2.86	*	-.38	2.84	*	-.36
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS	1st Yr.	2.63				2.54		
		Senior	2.46				2.33		
Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	1st Yr.	1.95				2.08		
		Senior	1.68				1.87		
Providing the support you need to thrive socially	ENVSOCAL	1st Yr.	2.21				2.33		
		Senior	1.86	2.08	*	-.24	2.09	*	-.25

^a Independent sample t-tests, 2-tailed, *p<.001. See summary statistics on pages 8-11.

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



National Survey of Student Engagement

The College Student Report

NSSE 2001 Means Summary Report Montclair State University

			Montclair State Univ	Master's			NSSE 2001 ^a		
Var. Name	Class		Mean	Mean	Sig. ^a	Effect Size ^b	Mean	Sig. ^a	Effect Size ^b
Quality of Relationships									
<i>1=unfriendly, unsupportive, sense of alienation to 7=friendly, supportive, sense of belonging</i>									
Relationships with other students	ENVSTU	1st Yr.	5.43	5.65			5.69		
		Senior	5.52	5.72			5.71		
<i>1=unavailable, unhelpful, unsympathetic to 7=available, helpful, sympathetic</i>									
Relationships with faculty members	ENVFAC	1st Yr.	5.20	5.39			5.39		
		Senior	5.20	5.56	*	-.28	5.52		
<i>1=unhelpful, inconsiderate, rigid to 7=helpful, considerate, flexible</i>									
Relationships with administrative personnel and offices	ENVADM	1st Yr.	4.64	4.93			4.90		
		Senior	4.23	4.62	*	-.24	4.57		
Satisfaction									
<i>1=poor, 2=fair, 3=good, 4=excellent</i>									
How would you evaluate your entire educational experience at this institution?	ENTIREXP	1st Yr.	2.99	3.15	*	-.24	3.19	*	-.30
		Senior	3.00	3.22	*	-.31	3.24	*	-.33
<i>1=definitely no, 2=probably no, 3=probably yes, 4=definitely yes</i>									
If you could start over again, would you go to the same institution you are now attending?	SAMECOLL	1st Yr.	3.09	3.15			3.19		
		Senior	3.01	3.11			3.13		

^a Independent sample t-tests, 2-tailed, *p<.001. See summary statistics on pages 8-11.

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



National Survey of Student Engagement

The College Student Report

NSSE 2001 Summary Statistics

Montclair State University First-Year Students

	mean			margin of error (95% level) ^a			standard deviation ^b			number of respondents			significance ^c		effect size ^d	
	Montclair State Univ	Master's	NSSE 2001	Montclair State Univ	Master's	NSSE 2001	Montclair State Univ	Master's	NSSE 2001	Montclair State Univ	Master's	NSSE 2001	Master's	NSSE 2001	Master's	NSSE 2001
CLQUEST	2.74	2.78	2.79	.12	.01	.01	.86	.83	.84	203	12,824	33,860	.507	.436	-.05	-.06
CLPRESEN	2.39	2.21	2.17	.11	.01	.01	.81	.79	.77	203	12,813	33,824	.002	.000	.23	.28
REWROPAP	2.76	2.78	2.70	.14	.02	.01	1.02	.97	.99	202	12,812	33,830	.787	.398	-.02	.06
INTEGRAT	2.99	3.01	3.01	.10	.01	.01	.74	.79	.80	203	12,808	33,811	.609	.575	-.03	-.04
CLUNPREP	1.87	2.06	2.10	.09	.01	.01	.68	.73	.74	203	12,802	33,799	.000	.000	-.26	-.30
CLASSGRP	2.44	2.47	2.42	.12	.01	.01	.88	.80	.81	203	12,794	33,798	.643	.748	-.04	.02
OCCGRP	1.95	2.29	2.35	.12	.01	.01	.85	.84	.84	203	12,806	33,825	.000	.000	-.41	-.48
TUTOR	1.45	1.59	1.63	.11	.01	.01	.77	.80	.82	203	12,798	33,810	.010	.001	-.18	-.23
COMMPROJ	1.21	1.38	1.37	.08	.01	.01	.57	.68	.69	203	12,794	33,764	.000	.000	-.24	-.23
ITACADEM	2.51	2.52	2.58	.15	.02	.01	1.11	1.07	1.07	204	12,807	33,815	.963	.433	.00	-.06
EMAIL	2.50	2.62	2.77	.13	.02	.01	.95	.95	.93	203	12,802	33,807	.095	.000	-.12	-.29
FACGRADE	2.41	2.53	2.56	.12	.01	.01	.85	.84	.83	204	12,798	33,787	.034	.012	-.15	-.18
FACPLANS	2.06	2.13	2.11	.13	.02	.01	.93	.87	.86	200	12,795	33,791	.317	.473	-.08	-.06
FACIDEAS	1.66	1.71	1.75	.11	.01	.01	.80	.79	.80	203	12,782	33,788	.323	.106	-.07	-.11
FACFEED	2.47	2.56	2.61	.12	.01	.01	.89	.85	.84	203	12,782	33,761	.168	.026	-.10	-.17
WORKHARD	2.52	2.58	2.58	.11	.01	.01	.83	.83	.84	204	12,798	33,787	.278	.317	-.08	-.07
FACOTHER	1.31	1.52	1.51	.09	.01	.01	.63	.79	.78	202	12,790	33,767	.000	.000	-.26	-.26
OOCIDEAS	2.65	2.68	2.74	.12	.01	.01	.86	.85	.85	204	12,799	33,794	.609	.144	-.04	-.10
DIVRSTUD	2.85	2.53	2.65	.14	.02	.01	1.01	1.02	1.02	202	12,779	33,754	.000	.006	.31	.20
DIFFSTUD	2.82	2.80	2.90	.13	.02	.01	.97	.97	.96	203	12,773	33,751	.779	.208	.02	-.09
MEMORIZE	2.86	2.98	2.94	.12	.01	.01	.86	.85	.87	204	12,789	33,767	.052	.229	-.14	-.08
ANALYZE	3.05	3.05	3.13	.11	.01	.01	.83	.79	.78	203	12,784	33,754	.960	.160	.00	-.10
SYNTHESZ	2.77	2.76	2.84	.12	.01	.01	.88	.86	.86	202	12,763	33,707	.917	.233	.01	-.09
EVALUATE	2.79	2.76	2.78	.12	.02	.01	.87	.88	.88	203	12,762	33,723	.660	.912	.03	.01
APPLYING	2.89	2.91	2.97	.12	.02	.01	.87	.87	.88	204	12,764	33,718	.740	.196	-.02	-.09
READASGN	3.41	3.28	3.43	.14	.02	.01	1.01	.96	.98	202	12,672	33,477	.071	.756	.13	-.02
READOWN	2.00	1.97	1.99	.11	.02	.01	.79	.87	.87	202	12,704	33,520	.651	.981	.03	.00
WRITEMOR	1.33	1.22	1.21	.10	.01	.01	.74	.58	.57	201	12,685	33,472	.032	.021	.20	.22
WRITEMID	2.50	2.33	2.41	.13	.02	.01	.92	.89	.90	200	12,691	33,481	.014	.196	.18	.09
WRITESML	3.26	3.23	3.25	.15	.02	.01	1.12	1.07	1.07	201	12,696	33,502	.733	.888	.03	.01
EXAMS	5.25	5.56	5.61	.18	.02	.01	1.29	1.07	1.08	204	12,709	33,531	.001	.000	-.29	-.33
ADVISE	2.62	2.91	2.91	.13	.01	.01	.93	.85	.86	205	12,675	33,449	.000	.000	-.34	-.34
ACADPR01	3.68	3.82	4.08	.22	.03	.02	1.63	1.65	1.74	203	12,666	33,453	.233	.001	-.08	-.23



National Survey of Student Engagement

The College Student Report

NSSE 2001 Summary Statistics

Montclair State University First-Year Students

	mean			margin of error (95% level) ^a			standard deviation ^b			number of respondents			significance ^c		effect size ^d	
	Montclair State Univ	Master's	NSSE 2001	Montclair State Univ	Master's	NSSE 2001	Montclair State Univ	Master's	NSSE 2001	Montclair State Univ	Master's	NSSE 2001	Master's	NSSE 2001	Master's	NSSE 2001
WORKON01	1.53	1.61	1.61	.17	.02	.01	1.21	1.23	1.20	201	12,662	33,457	.385	.368	-.06	-.06
WORKOF01	3.67	2.76	2.34	.34	.04	.02	2.47	2.43	2.20	201	12,622	33,378	.000	.000	.38	.60
COCURR01	1.80	2.20	2.32	.17	.03	.02	1.26	1.51	1.54	201	12,661	33,442	.000	.000	-.27	-.34
SOCIAL01	3.82	4.04	4.12	.23	.03	.02	1.66	1.82	1.82	202	12,652	33,405	.063	.012	-.12	-.16
CAREDE01	2.25	1.76	1.58	.24	.03	.02	1.77	1.70	1.48	203	12,677	33,462	.000	.000	.29	.46
GNGENLED	3.10	3.06	3.09	.11	.01	.01	.80	.77	.79	205	12,612	33,306	.491	.852	.05	.01
GNWORK	2.42	2.54	2.52	.13	.02	.01	.98	.94	.94	205	12,597	33,267	.077	.163	-.13	-.10
GNWRITE	2.86	2.88	2.85	.12	.01	.01	.90	.84	.86	205	12,611	33,304	.755	.922	-.02	.01
GNSPEAK	2.69	2.66	2.59	.13	.02	.01	.95	.91	.92	205	12,604	33,296	.662	.151	.03	.10
GNANALY	2.89	3.03	3.09	.11	.01	.01	.81	.80	.81	205	12,617	33,321	.019	.001	-.17	-.25
GNQUANT	2.50	2.58	2.63	.13	.02	.01	.92	.89	.90	205	12,586	33,230	.249	.052	-.08	-.14
GNCMPTS	2.54	2.73	2.73	.14	.02	.01	1.02	.96	.97	203	12,617	33,313	.010	.008	-.20	-.20
GNOTHERS	2.79	2.85	2.82	.12	.02	.01	.91	.87	.88	204	12,599	33,281	.326	.637	-.07	-.03
GNCITIZN	1.81	1.98	1.93	.14	.02	.01	1.00	1.02	1.00	203	12,590	33,241	.015	.092	-.17	-.12
GNINQ	2.80	2.94	2.97	.12	.01	.01	.88	.85	.85	205	12,580	33,225	.029	.006	-.16	-.20
GNSELF	2.79	2.85	2.87	.14	.02	.01	.99	.95	.95	203	12,558	33,196	.358	.222	-.07	-.09
GNDIVERS	2.81	2.56	2.58	.13	.02	.01	.96	1.00	1.00	205	12,599	33,277	.000	.001	.25	.23
GNETHICS	2.65	2.64	2.64	.14	.02	.01	1.03	1.01	1.01	204	12,596	33,270	.818	.903	.02	.01
GNCOMMUN	1.96	2.14	2.15	.13	.02	.01	.92	.96	.96	203	12,587	33,249	.008	.003	-.18	-.20
ENVSCHOL	3.03	3.10	3.15	.12	.01	.01	.87	.78	.78	205	12,610	33,305	.278	.056	-.09	-.15
ENVSUPRT	2.76	2.98	3.00	.13	.01	.01	.96	.85	.85	204	12,597	33,280	.001	.001	-.26	-.28
ENVDIVRS	2.63	2.49	2.54	.14	.02	.01	.99	.99	1.00	203	12,592	33,249	.041	.187	.14	.09
ENVNACAD	1.95	2.09	2.08	.13	.02	.01	.92	.94	.94	204	12,592	33,265	.027	.044	-.15	-.14
ENVSOCAL	2.21	2.30	2.33	.13	.02	.01	.92	.94	.95	204	12,590	33,252	.150	.077	-.10	-.12
ENVSTU	5.43	5.65	5.69	.18	.02	.01	1.34	1.30	1.29	204	12,648	33,374	.017	.006	-.17	-.20
ENVFAC	5.20	5.39	5.39	.19	.02	.01	1.38	1.25	1.24	205	12,637	33,356	.055	.051	-.15	-.15
ENVADM	4.64	4.93	4.90	.22	.03	.02	1.62	1.48	1.47	205	12,626	33,325	.010	.020	-.20	-.18
ENTIREXP	2.99	3.15	3.19	.09	.01	.01	.67	.68	.69	203	12,627	33,322	.001	.000	-.24	-.30
SAMECOLL	3.09	3.15	3.19	.11	.01	.01	.79	.82	.82	204	12,618	33,284	.250	.066	-.08	-.12

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

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

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

^d Effect size is calculated by dividing the difference between the means by the standard deviation of the comparison group.



National Survey of Student Engagement

The College Student Report

NSSE 2001 Summary Statistics Montclair State University Seniors

	mean			margin of error (95% level) ^a			standard deviation ^b			number of respondents			significance ^c		effect size ^d	
	Montclair State Univ	Master's	NSSE 2001	Montclair State Univ	Master's	NSSE 2001	Montclair State Univ	Master's	NSSE 2001	Montclair State Univ	Master's	NSSE 2001	Master's	NSSE 2001	Master's	NSSE 2001
CLQUEST	3.05	3.13	3.08	.11	.01	.01	.81	.83	.85	224	14,904	37,545	.170	.646	-.09	-.03
CLPRESEN	2.81	2.88	2.79	.11	.01	.01	.84	.83	.84	222	14,897	37,522	.237	.705	-.08	.03
REWROPAP	2.60	2.59	2.50	.12	.02	.01	.93	.97	.98	224	14,890	37,517	.874	.133	.01	.10
INTEGRAT	3.25	3.33	3.32	.10	.01	.01	.74	.72	.73	223	14,890	37,512	.098	.129	-.12	-.10
CLUNPREP	1.92	2.11	2.16	.08	.01	.01	.63	.74	.75	221	14,891	37,497	.000	.000	-.26	-.32
CLASSGRP	2.54	2.60	2.51	.11	.01	.01	.84	.84	.85	221	14,880	37,479	.306	.577	-.07	.04
OCCGRP	2.45	2.74	2.74	.11	.01	.01	.87	.88	.88	223	14,885	37,504	.000	.000	-.32	-.32
TUTOR	1.56	1.81	1.83	.11	.01	.01	.83	.92	.93	220	14,882	37,479	.000	.000	-.27	-.29
COMMPROJ	1.41	1.62	1.57	.09	.01	.01	.66	.83	.81	222	14,856	37,432	.000	.000	-.26	-.20
ITACADEM	2.52	2.69	2.71	.14	.02	.01	1.04	1.04	1.04	223	14,892	37,516	.014	.006	-.17	-.19
EMAIL	2.53	2.81	2.95	.12	.01	.01	.93	.93	.92	222	14,877	37,492	.000	.000	-.30	-.46
FACGRADE	2.55	2.79	2.79	.11	.01	.01	.84	.84	.84	220	14,879	37,471	.000	.000	-.29	-.28
FACPLANS	2.08	2.44	2.43	.13	.02	.01	.98	.94	.94	221	14,867	37,458	.000	.000	-.38	-.37
FACIDEAS	1.86	2.01	2.03	.11	.01	.01	.82	.86	.86	223	14,874	37,468	.005	.001	-.18	-.21
FACFEED	2.56	2.80	2.80	.11	.01	.01	.84	.79	.80	222	14,879	37,482	.000	.000	-.30	-.29
WORKHARD	2.70	2.70	2.67	.11	.01	.01	.84	.83	.84	221	14,871	37,462	.898	.580	-.01	.04
FACOTHER	1.43	1.82	1.81	.09	.02	.01	.67	.94	.94	222	14,865	37,458	.000	.000	-.41	-.41
OOCIDEAS	2.77	2.86	2.87	.11	.01	.01	.82	.82	.83	222	14,889	37,505	.108	.065	-.11	-.12
DIVRSTUD	2.76	2.55	2.64	.13	.02	.01	.97	.98	.98	223	14,868	37,439	.002	.060	.21	.12
DIFFSTUD	2.63	2.77	2.84	.13	.02	.01	.98	.94	.93	222	14,862	37,417	.033	.001	-.15	-.23
MEMORIZE	2.84	2.82	2.76	.12	.01	.01	.91	.91	.94	223	14,877	37,476	.735	.228	.02	.08
ANALYZE	3.11	3.25	3.28	.10	.01	.01	.77	.74	.74	222	14,872	37,461	.007	.002	-.19	-.22
SYNTHESZ	2.86	3.00	3.04	.11	.01	.01	.85	.84	.85	222	14,863	37,434	.022	.002	-.16	-.21
EVALUATE	2.68	2.91	2.92	.12	.01	.01	.94	.89	.90	221	14,854	37,431	.000	.000	-.26	-.27
APPLYING	2.87	3.17	3.16	.11	.01	.01	.85	.84	.84	221	14,864	37,434	.000	.000	-.35	-.34
READASGN	2.92	3.18	3.29	.14	.02	.01	1.02	1.02	1.04	219	14,772	37,209	.000	.000	-.26	-.36
READOWN	2.22	2.18	2.20	.13	.02	.01	1.01	.97	.98	221	14,784	37,251	.557	.849	.04	.01
WRITEMOR	1.75	1.62	1.64	.11	.01	.01	.84	.76	.75	219	14,781	37,213	.028	.060	.17	.14
WRITEMID	2.56	2.61	2.66	.13	.02	.01	.96	.97	.97	220	14,796	37,252	.397	.125	-.06	-.10
WRITESML	2.93	3.14	3.12	.16	.02	.01	1.22	1.20	1.19	219	14,787	37,230	.012	.026	-.17	-.16
EXAMS	5.57	5.57	5.53	.14	.02	.01	1.10	1.17	1.18	222	14,820	37,252	.966	.606	.00	.03
ADVISE	2.45	2.83	2.83	.13	.02	.01	.96	.95	.95	222	14,806	37,255	.000	.000	-.40	-.40
ACADPR01	3.52	3.97	4.11	.21	.03	.02	1.57	1.76	1.80	219	14,773	37,211	.000	.000	-.25	-.33



National Survey of Student Engagement

The College Student Report

NSSE 2001 Summary Statistics Montclair State University Seniors

	mean			margin of error (95% level) ^a			standard deviation ^b			number of respondents			significance ^c		effect size ^d	
	Montclair State Univ	Master's	NSSE 2001	Montclair State Univ	Master's	NSSE 2001	Montclair State Univ	Master's	NSSE 2001	Montclair State Univ	Master's	NSSE 2001	Master's	NSSE 2001	Master's	NSSE 2001
WORKON01	1.30	1.77	1.87	.14	.02	.02	1.08	1.50	1.53	220	14,759	37,188	.000	.000	-.31	-.37
WORKOF01	5.12	4.10	3.61	.35	.04	.03	2.68	2.76	2.70	219	14,771	37,137	.000	.000	.37	.56
COCURR01	1.50	2.12	2.21	.12	.02	.02	.95	1.52	1.54	221	14,802	37,232	.000	.000	-.41	-.46
SOCIAL01	3.47	3.60	3.77	.23	.03	.02	1.71	1.64	1.70	219	14,801	37,229	.238	.009	-.08	-.18
CAREDE01	3.12	2.58	2.24	.33	.04	.02	2.52	2.48	2.24	223	14,787	37,210	.002	.000	.22	.39
NGENLED	3.10	3.23	3.25	.11	.01	.01	.82	.78	.78	220	14,767	37,173	.017	.007	-.17	-.19
GNWORK	2.73	3.07	3.01	.13	.01	.01	1.00	.89	.91	222	14,743	37,144	.000	.000	-.39	-.31
GNWRITE	2.82	3.02	3.03	.11	.01	.01	.87	.83	.84	222	14,767	37,170	.001	.001	-.24	-.24
GNSPEAK	2.87	2.95	2.94	.11	.01	.01	.86	.85	.87	220	14,761	37,154	.144	.240	-.10	-.08
GNANALY	3.12	3.27	3.31	.10	.01	.01	.78	.74	.75	221	14,777	37,183	.005	.000	-.20	-.25
GNQUANT	2.68	2.88	2.90	.12	.01	.01	.92	.87	.89	220	14,749	37,125	.002	.001	-.23	-.24
GNCMPTS	2.70	3.01	3.00	.13	.01	.01	1.00	.91	.91	220	14,764	37,175	.000	.000	-.34	-.33
GNOTHERS	2.91	3.15	3.13	.12	.01	.01	.94	.83	.84	221	14,754	37,155	.000	.001	-.29	-.25
GNCITIZN	1.79	1.94	1.90	.13	.02	.01	.97	1.02	1.01	219	14,727	37,086	.019	.077	-.15	-.12
GNINQ	2.92	3.08	3.11	.12	.01	.01	.94	.84	.84	220	14,732	37,084	.012	.003	-.19	-.23
GNSELF	2.86	2.98	3.01	.13	.02	.01	.96	.95	.95	218	14,714	37,043	.073	.023	-.12	-.16
GNDIVERS	2.75	2.61	2.63	.13	.02	.01	.97	1.00	1.01	221	14,752	37,122	.044	.068	.13	.12
GNETHICS	2.61	2.69	2.71	.14	.02	.01	1.06	1.02	1.03	218	14,747	37,112	.292	.184	-.08	-.09
GNCOMMUN	2.10	2.33	2.33	.14	.02	.01	1.04	1.00	1.00	219	14,752	37,115	.001	.001	-.23	-.23
ENVSCHOL	2.95	3.08	3.12	.10	.01	.01	.78	.77	.78	223	14,757	37,130	.012	.001	-.17	-.23
ENVSUPRT	2.53	2.86	2.84	.11	.01	.01	.83	.86	.87	222	14,754	37,138	.000	.000	-.38	-.36
ENVDIVRS	2.46	2.32	2.33	.12	.02	.01	.93	.98	.99	221	14,747	37,087	.033	.044	.14	.13
ENVNACAD	1.68	1.88	1.87	.12	.01	.01	.89	.91	.90	222	14,746	37,110	.002	.002	-.21	-.21
ENVSOCAL	1.86	2.08	2.09	.11	.01	.01	.87	.91	.93	223	14,728	37,077	.000	.000	-.24	-.25
ENVSTU	5.52	5.72	5.71	.17	.02	.01	1.28	1.25	1.27	221	14,810	37,246	.023	.033	-.16	-.15
ENVFAC	5.20	5.56	5.52	.19	.02	.01	1.43	1.28	1.29	222	14,801	37,237	.000	.001	-.28	-.25
ENVADM	4.23	4.62	4.57	.22	.03	.02	1.69	1.64	1.64	221	14,790	37,212	.001	.003	-.24	-.21
ENTIREXP	3.00	3.22	3.24	.09	.01	.01	.72	.69	.70	220	14,783	37,181	.000	.000	-.31	-.33
SAMECOLL	3.01	3.11	3.13	.10	.01	.01	.78	.85	.85	223	14,764	37,168	.066	.023	-.12	-.14

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

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

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

^d Effect size is calculated by dividing the difference between the means by the standard deviation of the comparison group.



National Survey of Student Engagement

The College Student Report

NSSE 2001 Grand Means^a for First-Year Students

Master's (Comprehensive) Colleges and Universities I & II

	mean		margin of error (95% level) ^b		standard deviation ^c		number of respondents	
	Master's I&II	NSSE 2001	Master's I&II	NSSE 2001	Master's I&II	NSSE 2001	Master's I&II	NSSE 2001
CLQUEST	2.78	2.79	.01	.01	.83	.84	12,960	33,817
CLPRESEN	2.22	2.18	.01	.01	.79	.77	12,949	33,780
REWROPAP	2.78	2.70	.02	.01	.97	.99	12,947	33,785
INTEGRAT	3.01	3.01	.01	.01	.79	.80	12,943	33,766
CLUNPREP	2.06	2.10	.01	.01	.73	.74	12,937	33,755
CLASSGRP	2.47	2.42	.01	.01	.80	.81	12,930	33,755
OCCGRP	2.29	2.35	.01	.01	.84	.84	12,941	33,780
TUTOR	1.59	1.63	.01	.01	.80	.82	12,933	33,766
COMMPROJ	1.37	1.37	.01	.01	.68	.69	12,930	33,721
ITACADEM	2.52	2.58	.02	.01	1.07	1.07	12,943	33,771
EMAIL	2.61	2.78	.02	.01	.95	.93	12,937	33,763
FACGRADE	2.53	2.56	.01	.01	.83	.83	12,934	33,743
FACPLANS	2.13	2.11	.01	.01	.87	.86	12,929	33,746
FACIDEAS	1.71	1.75	.01	.01	.79	.80	12,917	33,743
FACFEED	2.55	2.61	.01	.01	.85	.84	12,918	33,717
WORKHARD	2.58	2.58	.01	.01	.83	.84	12,934	33,744
FACOTHER	1.51	1.51	.01	.01	.79	.78	12,925	33,722
OOCIDEAS	2.68	2.74	.01	.01	.85	.85	12,935	33,750
DIVRSTUD	2.53	2.65	.02	.01	1.02	1.02	12,913	33,710
DIFFSTUD	2.80	2.90	.02	.01	.97	.96	12,908	33,707
MEMORIZE	2.98	2.94	.01	.01	.85	.87	12,925	33,726
ANALYZE	3.05	3.13	.01	.01	.79	.78	12,919	33,711
SYNTHESZ	2.76	2.84	.01	.01	.86	.86	12,899	33,664
EVALUATE	2.76	2.78	.02	.01	.88	.88	12,897	33,679
APPLYING	2.91	2.97	.02	.01	.87	.88	12,900	33,675
READASGN	3.28	3.43	.02	.01	.96	.98	12,807	33,434
READOWN	1.97	1.99	.02	.01	.87	.87	12,839	33,476
WRITEMOR	1.22	1.21	.01	.01	.58	.57	12,820	33,429
WRITEMID	2.34	2.41	.02	.01	.89	.90	12,824	33,436
WRITESML	3.23	3.25	.02	.01	1.07	1.07	12,830	33,457
EXAMS	5.56	5.61	.02	.01	1.07	1.08	12,845	33,490
ADVISE	2.91	2.91	.01	.01	.85	.86	12,812	33,408
ACADPR01	3.81	4.09	.03	.02	1.65	1.74	12,801	33,411
WORKON01	1.61	1.61	.02	.01	1.22	1.20	12,796	33,414



National Survey of Student Engagement

The College Student Report

NSSE 2001 Grand Means^a for First-Year Students

Master's (Comprehensive) Colleges and Universities I & II

	mean		margin of error (95% level) ^b		standard deviation ^c		number of respondents	
	Master's I&II	NSSE 2001	Master's I&II	NSSE 2001	Master's I&II	NSSE 2001	Master's I&II	NSSE 2001
WORKOF01	2.76	2.34	.04	.02	2.43	2.19	12,757	33,334
COCURR01	2.20	2.32	.03	.02	1.51	1.54	12,795	33,398
SOCIAL01	4.04	4.12	.03	.02	1.81	1.82	12,787	33,365
CAREDE01	1.77	1.57	.03	.02	1.70	1.48	12,812	33,418
NGENLED	3.06	3.09	.01	.01	.77	.79	12,749	33,266
GNWORK	2.54	2.52	.02	.01	.94	.94	12,734	33,229
GNWRITE	2.88	2.85	.01	.01	.84	.86	12,748	33,264
GNSPEAK	2.66	2.59	.02	.01	.91	.92	12,741	33,256
GNANALY	3.03	3.09	.01	.01	.80	.81	12,754	33,281
GNQUANT	2.58	2.63	.02	.01	.89	.90	12,723	33,191
GNCMPTS	2.73	2.73	.02	.01	.96	.97	12,753	33,273
GNOTHERS	2.85	2.82	.02	.01	.87	.88	12,736	33,241
GNCITIZN	1.98	1.93	.02	.01	1.02	1.00	12,727	33,203
GNINQ	2.94	2.97	.01	.01	.85	.85	12,717	33,185
GNSELF	2.85	2.87	.02	.01	.95	.95	12,694	33,156
GNDIVERS	2.56	2.58	.02	.01	1.00	1.00	12,736	33,238
GNETHICS	2.64	2.64	.02	.01	1.01	1.01	12,733	33,231
GNCOMMUN	2.13	2.15	.02	.01	.96	.96	12,723	33,209
ENVSCHOL	3.10	3.15	.01	.01	.78	.78	12,747	33,267
ENVSUPRT	2.98	3.00	.01	.01	.85	.85	12,733	33,241
ENVDIVRS	2.49	2.54	.02	.01	.99	1.00	12,728	33,209
ENVNACAD	2.09	2.08	.02	.01	.94	.94	12,729	33,226
ENVSOCAL	2.30	2.33	.02	.01	.94	.95	12,727	33,213
ENVSTU	5.65	5.69	.02	.01	1.30	1.29	12,785	33,335
ENVFAC	5.39	5.39	.02	.01	1.25	1.24	12,774	33,318
ENVADM	4.93	4.90	.03	.02	1.48	1.47	12,763	33,288
ENTIREXP	3.15	3.19	.01	.01	.68	.69	12,764	33,284
SAMECOLL	3.15	3.19	.01	.01	.82	.82	12,755	33,247

^a Grand Means are calculated using all institutions in the category (Carnegie class and NSSE 2001). Thus, unlike the means listed on your Means Summary Report, your institution's data are included in these calculations.

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

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



National Survey of Student Engagement

The College Student Report

NSSE 2001 Grand Means^a for Seniors

Master's (Comprehensive) Colleges and Universities I & II

	mean		margin of error (95% level) ^b		standard deviation ^c		number of respondents	
	Master's I&II	NSSE 2001	Master's I&II	NSSE 2001	Master's I&II	NSSE 2001	Master's I&II	NSSE 2001
CLQUEST	3.13	3.08	.01	.01	.83	.85	15,063	37,510
CLPRESEN	2.88	2.79	.01	.01	.83	.84	15,055	37,487
REWROPAP	2.59	2.50	.02	.01	.97	.98	15,049	37,482
INTEGRAT	3.33	3.32	.01	.01	.72	.73	15,048	37,476
CLUNPREP	2.11	2.16	.01	.01	.74	.75	15,047	37,460
CLASSGRP	2.60	2.51	.01	.01	.84	.85	15,036	37,441
OCCGRP	2.73	2.74	.01	.01	.88	.88	15,043	37,469
TUTOR	1.80	1.83	.01	.01	.92	.93	15,037	37,440
COMMPROJ	1.62	1.57	.01	.01	.83	.81	15,014	37,396
ITACADEM	2.69	2.72	.02	.01	1.04	1.04	15,050	37,480
EMAIL	2.81	2.95	.01	.01	.93	.92	15,035	37,457
FACGRADE	2.79	2.79	.01	.01	.84	.84	15,034	37,433
FACPLANS	2.44	2.43	.02	.01	.94	.94	15,023	37,421
FACIDEAS	2.01	2.03	.01	.01	.86	.86	15,032	37,435
FACFEED	2.80	2.80	.01	.01	.79	.80	15,037	37,446
WORKHARD	2.70	2.67	.01	.01	.83	.84	15,027	37,424
FACOTHER	1.82	1.81	.01	.01	.94	.94	15,024	37,424
OOCIDEAS	2.86	2.87	.01	.01	.82	.83	15,046	37,468
DIVRSTUD	2.55	2.64	.02	.01	.98	.98	15,026	37,403
DIFFSTUD	2.77	2.84	.01	.01	.94	.93	15,019	37,381
MEMORIZE	2.82	2.77	.01	.01	.91	.94	15,035	37,440
ANALYZE	3.25	3.28	.01	.01	.74	.74	15,029	37,425
SYNTHESZ	3.00	3.04	.01	.01	.84	.85	15,020	37,398
EVALUATE	2.91	2.92	.01	.01	.89	.90	15,012	37,397
APPLYING	3.16	3.16	.01	.01	.84	.84	15,020	37,396
READASGN	3.17	3.29	.02	.01	1.02	1.04	14,928	37,173
READOWN	2.18	2.20	.02	.01	.97	.98	14,942	37,218
WRITEMOR	1.62	1.64	.01	.01	.76	.75	14,937	37,179
WRITEMID	2.61	2.66	.02	.01	.97	.97	14,952	37,217
WRITESML	3.14	3.12	.02	.01	1.20	1.19	14,942	37,194
EXAMS	5.57	5.53	.02	.01	1.17	1.18	14,978	37,220
ADVISE	2.82	2.83	.02	.01	.95	.95	14,963	37,221
ACADPR01	3.96	4.11	.03	.02	1.76	1.80	14,929	37,175
WORKON01	1.76	1.87	.02	.02	1.50	1.53	14,916	37,152



National Survey of Student Engagement

The College Student Report

NSSE 2001 Grand Means^a for Seniors

Master's (Comprehensive) Colleges and Universities I & II

	mean		margin of error (95% level) ^b		standard deviation ^c		number of respondents	
	Master's I&II	NSSE 2001	Master's I&II	NSSE 2001	Master's I&II	NSSE 2001	Master's I&II	NSSE 2001
WORKOF01	4.11	3.61	.04	.03	2.76	2.70	14,926	37,101
COCURR01	2.11	2.21	.02	.02	1.52	1.54	14,960	37,198
SOCIAL01	3.60	3.77	.03	.02	1.64	1.70	14,957	37,195
CAREDE01	2.59	2.24	.04	.02	2.48	2.24	14,946	37,178
GNGENLED	3.23	3.25	.01	.01	.78	.78	14,925	37,138
GNWORK	3.07	3.01	.01	.01	.89	.91	14,901	37,109
GNWRITE	3.02	3.03	.01	.01	.83	.84	14,925	37,135
GNSPEAK	2.95	2.94	.01	.01	.85	.87	14,919	37,119
GNANALY	3.27	3.31	.01	.01	.74	.75	14,934	37,147
GNQUANT	2.88	2.90	.01	.01	.87	.89	14,905	37,088
GNCMPTS	3.01	3.00	.01	.01	.91	.91	14,920	37,138
GNOTHERS	3.15	3.13	.01	.01	.83	.84	14,911	37,119
GNCITIZN	1.94	1.90	.02	.01	1.02	1.01	14,882	37,048
GNINQ	3.08	3.11	.01	.01	.85	.84	14,889	37,049
GNSELF	2.97	3.01	.02	.01	.95	.95	14,869	37,007
GNDIVERS	2.61	2.63	.02	.01	1.00	1.01	14,909	37,087
GNETHICS	2.69	2.71	.02	.01	1.02	1.03	14,902	37,074
GNCOMMUN	2.33	2.33	.02	.01	1.00	1.00	14,907	37,078
ENVSCHOL	3.08	3.12	.01	.01	.77	.78	14,915	37,096
ENVSUPRT	2.85	2.84	.01	.01	.86	.87	14,911	37,104
ENVDIVRS	2.32	2.33	.02	.01	.98	.99	14,905	37,053
ENVNACAD	1.87	1.87	.01	.01	.91	.90	14,903	37,075
ENVSOCAL	2.08	2.09	.01	.01	.91	.93	14,886	37,042
ENVSTU	5.72	5.71	.02	.01	1.25	1.27	14,968	37,211
ENVFAC	5.56	5.52	.02	.01	1.29	1.29	14,960	37,203
ENVADM	4.61	4.56	.03	.02	1.64	1.64	14,949	37,178
ENTIREXP	3.21	3.23	.01	.01	.69	.70	14,939	37,145
SAMECOLL	3.11	3.13	.01	.01	.85	.85	14,922	37,133

^a Grand Means are calculated using all institutions in the category (Carnegie class and NSSE 2001). Thus, unlike the means listed on your Means Summary Report, your institution's data are included in these calculations.

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

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

NSSE 2001 Frequency Distributions

		First-year Students											
		First-year Students						Seniors					
		Montclair State U		Master's		National		Montclair State U		Master's		National	
		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
Asked questions in class or contributed to class discussions	Never	7	3.4%	363	2.8%	1029	3.0%	2	.9%	181	1.2%	631	1.7%
	Sometimes	87	42.9%	4989	38.9%	13085	38.6%	61	27.2%	3737	25.1%	10235	27.3%
	Often	60	29.6%	4522	35.3%	11670	34.5%	84	37.5%	4974	33.4%	12237	32.6%
	Very often	49	24.1%	2950	23.0%	8076	23.9%	77	34.4%	6012	40.3%	14442	38.5%
Total		203	100.0%	12824	100.0%	33860	100.0%	224	100.0%	14904	100.0%	37545	100.0%
Made a class presentation	Never	19	9.4%	2076	16.2%	5616	16.6%	7	3.2%	464	3.1%	1454	3.9%
	Sometimes	108	53.2%	6781	52.9%	18758	55.5%	82	36.9%	4744	31.8%	13515	36.0%
	Often	53	26.1%	3086	24.1%	7380	21.8%	79	35.6%	5833	39.2%	14032	37.4%
	Very often	23	11.3%	870	6.8%	2070	6.1%	54	24.3%	3856	25.9%	8521	22.7%
Total		203	100.0%	12813	100.0%	33824	100.0%	222	100.0%	14897	100.0%	37522	100.0%
Prepared two or more drafts of a paper or assignment before turning it in	Never	28	13.9%	1367	10.7%	4445	13.1%	22	9.8%	1980	13.3%	5940	15.8%
	Sometimes	50	24.8%	3676	28.7%	10050	29.7%	94	42.0%	5417	36.4%	14146	37.7%
	Often	67	33.2%	4218	32.9%	10653	31.5%	60	26.8%	4247	28.5%	10016	26.7%
	Very often	57	28.2%	3551	27.7%	8682	25.7%	48	21.4%	3246	21.8%	7415	19.8%
Total		202	100.0%	12812	100.0%	33830	100.0%	224	100.0%	14890	100.0%	37517	100.0%
Worked on a paper or project that required integrating ideas or information from various sources	Never	2	1.0%	323	2.5%	870	2.6%	4	1.8%	129	.9%	365	1.0%
	Sometimes	51	25.1%	2987	23.3%	8004	23.7%	28	12.6%	1826	12.3%	4813	12.8%
	Often	98	48.3%	5710	44.6%	14702	43.5%	100	44.8%	5945	39.9%	14698	39.2%
	Very often	52	25.6%	3788	29.6%	10235	30.3%	91	40.8%	6990	46.9%	17636	47.0%
Total		203	100.0%	12808	100.0%	33811	100.0%	223	100.0%	14890	100.0%	37512	100.0%
Came to class without completing readings or assignments	Never	54	26.6%	2342	18.3%	5794	17.1%	49	22.2%	2443	16.4%	5532	14.8%
	Sometimes	128	63.1%	7982	62.3%	20923	61.9%	145	65.6%	9284	62.3%	23111	61.6%
	Often	14	6.9%	1806	14.1%	5125	15.2%	23	10.4%	2275	15.3%	6259	16.7%
	Very often	7	3.4%	672	5.2%	1957	5.8%	4	1.8%	889	6.0%	2595	6.9%
Total		203	100.0%	12802	100.0%	33799	100.0%	221	100.0%	14891	100.0%	37497	100.0%
Worked with other students on projects during class	Never	25	12.3%	1095	8.6%	3495	10.3%	16	7.2%	1029	6.9%	3473	9.3%
	Sometimes	92	45.3%	5951	46.5%	15964	47.2%	105	47.5%	6317	42.5%	16939	45.2%
	Often	57	28.1%	4358	34.1%	10876	32.2%	65	29.4%	5153	34.6%	11672	31.1%
	Very often	29	14.3%	1390	10.9%	3463	10.2%	35	15.8%	2381	16.0%	5395	14.4%
Total		203	100.0%	12794	100.0%	33798	100.0%	221	100.0%	14880	100.0%	37479	100.0%

(cont.)

NSSE 2001 Frequency Distributions

		First-year Students											
		First-year Students						Seniors					
		Montclair State U		Master's		National		Montclair State U		Master's		National	
		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
Worked with classmates outside of class to prepare class assignments	Never	69	34.0%	2037	15.9%	4796	14.2%	25	11.2%	959	6.4%	2460	6.6%
	Sometimes	86	42.4%	6162	48.1%	15847	46.8%	103	46.2%	5386	36.2%	13538	36.1%
	Often	38	18.7%	3468	27.1%	9768	28.9%	64	28.7%	5176	34.8%	12976	34.6%
	Very often	10	4.9%	1139	8.9%	3414	10.1%	31	13.9%	3364	22.6%	8530	22.7%
Total		203	100.0%	12806	100.0%	33825	100.0%	223	100.0%	14885	100.0%	37504	100.0%
Tutored or taught other students (paid or voluntary)	Never	141	69.5%	7268	56.8%	18318	54.2%	134	60.9%	6853	46.0%	16963	45.3%
	Sometimes	39	19.2%	3986	31.1%	10990	32.5%	61	27.7%	5231	35.1%	13159	35.1%
	Often	17	8.4%	1063	8.3%	3099	9.2%	13	5.9%	1605	10.8%	4246	11.3%
	Very often	6	3.0%	481	3.8%	1403	4.1%	12	5.5%	1193	8.0%	3111	8.3%
Total		203	100.0%	12798	100.0%	33810	100.0%	220	100.0%	14882	100.0%	37479	100.0%
Participated in a community-based project as part of a regular course	Never	172	84.7%	9219	72.1%	24662	73.0%	150	67.6%	8284	55.8%	22172	59.2%
	Sometimes	23	11.3%	2615	20.4%	6537	19.4%	56	25.2%	4568	30.7%	10686	28.5%
	Often	4	2.0%	691	5.4%	1822	5.4%	13	5.9%	1332	9.0%	2991	8.0%
	Very often	4	2.0%	269	2.1%	743	2.2%	3	1.4%	672	4.5%	1583	4.2%
Total		203	100.0%	12794	100.0%	33764	100.0%	222	100.0%	14856	100.0%	37432	100.0%
Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment	Never	46	22.5%	2772	21.6%	6602	19.5%	43	19.3%	2275	15.3%	5387	14.4%
	Sometimes	60	29.4%	3639	28.4%	9668	28.6%	71	31.8%	4258	28.6%	10904	29.1%
	Often	45	22.1%	3382	26.4%	9016	26.7%	59	26.5%	4113	27.6%	10261	27.4%
	Very often	53	26.0%	3014	23.5%	8529	25.2%	50	22.4%	4246	28.5%	10964	29.2%
Total		204	100.0%	12807	100.0%	33815	100.0%	223	100.0%	14892	100.0%	37516	100.0%
Used e-mail to communicate with an instructor	Never	31	15.3%	1507	11.8%	2725	8.1%	31	14.0%	1066	7.2%	2016	5.4%
	Sometimes	74	36.5%	4626	36.1%	11028	32.6%	80	36.0%	4910	33.0%	10659	28.4%
	Often	63	31.0%	3955	30.9%	11214	33.2%	74	33.3%	4715	31.7%	12016	32.0%
	Very often	35	17.2%	2714	21.2%	8840	26.1%	37	16.7%	4186	28.1%	12801	34.1%
Total		203	100.0%	12802	100.0%	33807	100.0%	222	100.0%	14877	100.0%	37492	100.0%
Discussed grades or assignments with an instructor	Never	26	12.7%	1022	8.0%	2449	7.2%	18	8.2%	562	3.8%	1399	3.7%
	Sometimes	91	44.6%	5769	45.1%	15099	44.7%	95	43.2%	5411	36.4%	13813	36.9%
	Often	65	31.9%	4159	32.5%	11210	33.2%	75	34.1%	5499	37.0%	13558	36.2%
	Very often	22	10.8%	1848	14.4%	5029	14.9%	32	14.5%	3407	22.9%	8701	23.2%
Total		204	100.0%	12798	100.0%	33787	100.0%	220	100.0%	14879	100.0%	37471	100.0%

(cont.)

NSSE 2001 Frequency Distributions

		First-year Students											
		First-year Students						Seniors					
		Montclair State U		Master's		National		Montclair State U		Master's		National	
		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
Talked about career plans with a faculty member or advisor	Never	65	32.5%	3065	24.0%	8198	24.3%	73	33.0%	2257	15.2%	5866	15.7%
	Sometimes	74	37.0%	6075	47.5%	16333	48.3%	81	36.7%	6227	41.9%	15770	42.1%
	Often	45	22.5%	2624	20.5%	6688	19.8%	43	19.5%	3936	26.5%	9694	25.9%
	Very often	16	8.0%	1031	8.1%	2572	7.6%	24	10.9%	2447	16.5%	6128	16.4%
Total		200	100.0%	12795	100.0%	33791	100.0%	221	100.0%	14867	100.0%	37458	100.0%
Discussed ideas from your readings or classes with faculty members outside of class	Never	102	50.2%	5961	46.6%	15017	44.4%	83	37.2%	4325	29.1%	10563	28.2%
	Sometimes	78	38.4%	4986	39.0%	13604	40.3%	99	44.4%	7050	47.4%	17863	47.7%
	Often	14	6.9%	1404	11.0%	3891	11.5%	31	13.9%	2450	16.5%	6226	16.6%
	Very often	9	4.4%	431	3.4%	1276	3.8%	10	4.5%	1049	7.1%	2816	7.5%
Total		203	100.0%	12782	100.0%	33788	100.0%	223	100.0%	14874	100.0%	37468	100.0%
Received prompt feedback from faculty on your academic performance (written or oral)	Never	26	12.8%	1260	9.9%	2873	8.5%	21	9.5%	595	4.0%	1566	4.2%
	Sometimes	85	41.9%	4903	38.4%	12609	37.3%	85	38.3%	4671	31.4%	11785	31.4%
	Often	63	31.0%	4881	38.2%	13131	38.9%	86	38.7%	6730	45.2%	16789	44.8%
	Very often	29	14.3%	1738	13.6%	5148	15.2%	30	13.5%	2883	19.4%	7342	19.6%
Total		203	100.0%	12782	100.0%	33761	100.0%	222	100.0%	14879	100.0%	37482	100.0%
Worked harder than you thought you could to meet an instructor's standards or expectations	Never	18	8.8%	1017	7.9%	2934	8.7%	13	5.9%	846	5.7%	2444	6.5%
	Sometimes	89	43.6%	5131	40.1%	13383	39.6%	82	37.1%	5396	36.3%	14114	37.7%
	Often	70	34.3%	4815	37.6%	12468	36.9%	85	38.5%	5941	40.0%	14433	38.5%
	Very often	27	13.2%	1835	14.3%	5002	14.8%	41	18.6%	2688	18.1%	6471	17.3%
Total		204	100.0%	12798	100.0%	33787	100.0%	221	100.0%	14871	100.0%	37462	100.0%
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	Never	154	76.2%	8152	63.7%	21374	63.3%	146	65.8%	6988	47.0%	17720	47.3%
	Sometimes	36	17.8%	3143	24.6%	8560	25.4%	59	26.6%	4709	31.7%	11885	31.7%
	Often	9	4.5%	1039	8.1%	2733	8.1%	14	6.3%	2024	13.6%	4936	13.2%
	Very often	3	1.5%	456	3.6%	1100	3.3%	3	1.4%	1144	7.7%	2917	7.8%
Total		202	100.0%	12790	100.0%	33767	100.0%	222	100.0%	14865	100.0%	37458	100.0%
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	Never	16	7.8%	760	5.9%	1823	5.4%	8	3.6%	435	2.9%	1128	3.0%
	Sometimes	76	37.3%	5043	39.4%	12471	36.9%	82	36.9%	4869	32.7%	12079	32.2%
	Often	76	37.3%	4552	35.6%	12316	36.4%	85	38.3%	5933	39.8%	14730	39.3%
	Very often	36	17.6%	2444	19.1%	7184	21.3%	47	21.2%	3652	24.5%	9568	25.5%
Total		204	100.0%	12799	100.0%	33794	100.0%	222	100.0%	14889	100.0%	37505	100.0%

(cont.)

NSSE 2001 Frequency Distributions

		First-year Students											
		First-year Students						Seniors					
		Montclair State U		Master's		National		Montclair State U		Master's		National	
		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
Had serious conversations with students of a different race or ethnicity than your own	Never	20	9.9%	2235	17.5%	4800	14.2%	20	9.0%	2119	14.3%	4600	12.3%
	Sometimes	59	29.2%	4415	34.5%	11074	32.8%	77	34.5%	5651	38.0%	13579	36.3%
	Often	54	26.7%	3254	25.5%	8940	26.5%	63	28.3%	3860	26.0%	10137	27.1%
	Very often	69	34.2%	2875	22.5%	8940	26.5%	63	28.3%	3238	21.8%	9123	24.4%
Total		202	100.0%	12779	100.0%	33754	100.0%	223	100.0%	14868	100.0%	37439	100.0%
Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	Never	17	8.4%	1233	9.7%	2646	7.8%	24	10.8%	1198	8.1%	2619	7.0%
	Sometimes	65	32.0%	3882	30.4%	9318	27.6%	91	41.0%	5035	33.9%	11760	31.4%
	Often	59	29.1%	3883	30.4%	10429	30.9%	51	23.0%	4642	31.2%	11945	31.9%
	Very often	62	30.5%	3775	29.6%	11358	33.7%	56	25.2%	3987	26.8%	11093	29.6%
Total		203	100.0%	12773	100.0%	33751	100.0%	222	100.0%	14862	100.0%	37417	100.0%
Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	Very little	14	6.9%	590	4.6%	1882	5.6%	17	7.6%	1193	8.0%	3618	9.7%
	Some	49	24.0%	2951	23.1%	8349	24.7%	62	27.8%	4224	28.4%	11090	29.6%
	Quite a bit	92	45.1%	5355	41.9%	13597	40.3%	84	37.7%	5561	37.4%	13262	35.4%
	Very much	49	24.0%	3893	30.4%	9939	29.4%	60	26.9%	3899	26.2%	9506	25.4%
Total		204	100.0%	12789	100.0%	33767	100.0%	223	100.0%	14877	100.0%	37476	100.0%
Analyzing the basic elements of an idea, experience, or theory	Very little	7	3.4%	331	2.6%	709	2.1%	4	1.8%	221	1.5%	518	1.4%
	Some	43	21.2%	2721	21.3%	6258	18.5%	42	18.9%	2036	13.7%	4948	13.2%
	Quite a bit	86	42.4%	5682	44.4%	14687	43.5%	101	45.5%	6359	42.8%	15631	41.7%
	Very much	67	33.0%	4050	31.7%	12100	35.8%	75	33.8%	6256	42.1%	16364	43.7%
Total		203	100.0%	12784	100.0%	33754	100.0%	222	100.0%	14872	100.0%	37461	100.0%
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	Very little	13	6.4%	818	6.4%	1867	5.5%	11	5.0%	596	4.0%	1427	3.8%
	Some	67	33.2%	4109	32.2%	9936	29.5%	63	28.4%	3504	23.6%	8383	22.4%
	Quite a bit	76	37.6%	5143	40.3%	13588	40.3%	93	41.9%	6112	41.1%	14845	39.7%
	Very much	46	22.8%	2693	21.1%	8316	24.7%	55	24.8%	4651	31.3%	12779	34.1%
Total		202	100.0%	12763	100.0%	33707	100.0%	222	100.0%	14863	100.0%	37434	100.0%
Making judgments about the value of information, arguments, or methods	Very little	15	7.4%	938	7.3%	2398	7.1%	26	11.8%	919	6.2%	2314	6.2%
	Some	58	28.6%	3981	31.2%	10380	30.8%	66	29.9%	3885	26.2%	9734	26.0%
	Quite a bit	85	41.9%	5036	39.5%	13141	39.0%	82	37.1%	5680	38.2%	14094	37.7%
	Very much	45	22.2%	2807	22.0%	7804	23.1%	47	21.3%	4370	29.4%	11289	30.2%
Total		203	100.0%	12762	100.0%	33723	100.0%	221	100.0%	14854	100.0%	37431	100.0%

(cont.)

NSSE 2001 Frequency Distributions

		First-year Students											
		First-year Students						Seniors					
		Montclair State U		Master's		National		Montclair State U		Master's		National	
		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
Applying theories or concepts to practical problems or in new situations	Very little	12	5.9%	707	5.5%	1681	5.0%	10	4.5%	458	3.1%	1237	3.3%
	Some	53	26.0%	3404	26.7%	8476	25.1%	65	29.4%	2793	18.8%	7050	18.8%
	Quite a bit	85	41.7%	5015	39.3%	12863	38.1%	89	40.3%	5434	36.6%	13486	36.0%
	Very much	54	26.5%	3638	28.5%	10698	31.7%	57	25.8%	6179	41.6%	15661	41.8%
Total		204	100.0%	12764	100.0%	33718	100.0%	221	100.0%	14864	100.0%	37434	100.0%
Number of assigned textbooks, books, or book-length packs of course readings	None	1	.5%	128	1.0%	286	.9%	4	1.8%	217	1.5%	504	1.4%
	Between 1 and 4	40	19.8%	2675	21.1%	5726	17.1%	90	41.1%	4016	27.2%	8858	23.8%
	Between 5 and 10	71	35.1%	4935	38.9%	11945	35.7%	67	30.6%	5380	36.4%	13056	35.1%
	Between 11 and 20	55	27.2%	3375	26.6%	10244	30.6%	36	16.4%	3245	22.0%	8967	24.1%
	More than 20	35	17.3%	1559	12.3%	5276	15.8%	22	10.0%	1914	13.0%	5824	15.7%
Total		202	100.0%	12672	100.0%	33477	100.0%	219	100.0%	14772	100.0%	37209	100.0%
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	None	49	24.3%	3605	28.4%	8967	26.8%	47	21.3%	3165	21.4%	7544	20.3%
	Between 1 and 4	116	57.4%	6987	55.0%	18678	55.7%	115	52.0%	7959	53.8%	20090	53.9%
	Between 5 and 10	29	14.4%	1331	10.5%	3822	11.4%	34	15.4%	2200	14.9%	5786	15.5%
	Between 11 and 20	5	2.5%	454	3.6%	1224	3.7%	14	6.3%	801	5.4%	2129	5.7%
	More than 20	3	1.5%	327	2.6%	829	2.5%	11	5.0%	659	4.5%	1702	4.6%
Total		202	100.0%	12704	100.0%	33520	100.0%	221	100.0%	14784	100.0%	37251	100.0%
Number of written papers or reports of 20 pages or more	None	156	77.6%	10630	83.8%	28127	84.0%	96	43.8%	7352	49.7%	17770	47.8%
	Between 1 and 4	31	15.4%	1584	12.5%	4277	12.8%	94	42.9%	6217	42.1%	16371	44.0%
	Between 5 and 10	9	4.5%	282	2.2%	610	1.8%	21	9.6%	811	5.5%	2119	5.7%
	Between 11 and 20	2	1.0%	120	.9%	259	.8%	4	1.8%	244	1.7%	574	1.5%
	More than 20	3	1.5%	69	.5%	199	.6%	4	1.8%	157	1.1%	379	1.0%
Total		201	100.0%	12685	100.0%	33472	100.0%	219	100.0%	14781	100.0%	37213	100.0%
Number of written papers or reports between 5 and 19 pages	None	19	9.5%	1743	13.7%	3983	11.9%	21	9.5%	1265	8.5%	2969	8.0%
	Between 1 and 4	96	48.0%	6535	51.5%	16423	49.1%	100	45.5%	6462	43.7%	15504	41.6%
	Between 5 and 10	59	29.5%	3108	24.5%	9170	27.4%	62	28.2%	4461	30.2%	11801	31.7%
	Between 11 and 20	19	9.5%	1049	8.3%	3159	9.4%	29	13.2%	1928	13.0%	5215	14.0%
	More than 20	7	3.5%	256	2.0%	746	2.2%	8	3.6%	680	4.6%	1763	4.7%
Total		200	100.0%	12691	100.0%	33481	100.0%	220	100.0%	14796	100.0%	37252	100.0%

(cont.)

NSSE 2001 Frequency Distributions

		First-year Students											
		First-year Students						Seniors					
		Montclair State U		Master's		National		Montclair State U		Master's		National	
		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
Number of written papers or reports of fewer than 5 pages	None	7	3.5%	388	3.1%	998	3.0%	24	11.0%	1003	6.8%	2480	6.7%
	Between 1 and 4	52	25.9%	3172	25.0%	8177	24.4%	70	32.0%	4202	28.4%	10732	28.8%
	Between 5 and 10	57	28.4%	4077	32.1%	10834	32.3%	49	22.4%	3904	26.4%	10092	27.1%
	Between 11 and 20	52	25.9%	3230	25.4%	8520	25.4%	49	22.4%	3063	20.7%	7824	21.0%
	More than 20	33	16.4%	1829	14.4%	4973	14.8%	27	12.3%	2615	17.7%	6102	16.4%
Total		201	100.0%	12696	100.0%	33502	100.0%	219	100.0%	14787	100.0%	37230	100.0%
Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work.	Very little	3	1.5%	56	.4%	170	.5%	1	.5%	118	.8%	320	.9%
	2	6	2.9%	119	.9%	296	.9%	1	.5%	201	1.4%	521	1.4%
	3	12	5.9%	313	2.5%	836	2.5%	10	4.5%	501	3.4%	1341	3.6%
	4	19	9.3%	1145	9.0%	2753	8.2%	13	5.9%	1228	8.3%	3268	8.8%
	5	68	33.3%	3933	30.9%	9768	29.1%	79	35.6%	4253	28.7%	10885	29.2%
	6	68	33.3%	4761	37.5%	12991	38.7%	70	31.5%	5274	35.6%	13325	35.8%
	Very much	28	13.7%	2382	18.7%	6717	20.0%	48	21.6%	3245	21.9%	7592	20.4%
Total		204	100.0%	12709	100.0%	33531	100.0%	222	100.0%	14820	100.0%	37252	100.0%
Overall, how would you evaluate the quality of academic advising you have received at your institution?	Poor	34	16.6%	878	6.9%	2356	7.0%	43	19.4%	1632	11.0%	4086	11.0%
	Fair	41	20.0%	2545	20.1%	7010	21.0%	67	30.2%	3293	22.2%	8289	22.2%
	Good	99	48.3%	6061	47.8%	15356	45.9%	81	36.5%	5883	39.7%	14718	39.5%
	Excellent	31	15.1%	3191	25.2%	8727	26.1%	31	14.0%	3998	27.0%	10162	27.3%
Total		205	100.0%	12675	100.0%	33449	100.0%	222	100.0%	14806	100.0%	37255	100.0%
Practicum, internship, field experience, co-op experience, or clinical assignment	Undecided	42	20.5%	2138	16.9%	5205	15.6%	15	6.8%	920	6.2%	2209	5.9%
	No	9	4.4%	757	6.0%	1637	4.9%	72	32.6%	3148	21.3%	8041	21.6%
	Yes	154	75.1%	9790	77.2%	26623	79.6%	134	60.6%	10686	72.4%	26925	72.4%
Total		205	100.0%	12685	100.0%	33465	100.0%	221	100.0%	14754	100.0%	37175	100.0%
Community service or volunteer work	Undecided	77	37.7%	2683	21.2%	6566	19.6%	34	15.3%	1422	9.6%	3367	9.1%
	No	25	12.3%	1276	10.1%	3028	9.1%	103	46.4%	4276	29.0%	10403	28.0%
	Yes	102	50.0%	8700	68.7%	23849	71.3%	85	38.3%	9056	61.4%	23378	62.9%
Total		204	100.0%	12659	100.0%	33443	100.0%	222	100.0%	14754	100.0%	37148	100.0%
Work on a research project with a faculty member outside of course or program requirements	Undecided	94	46.3%	6039	47.8%	16128	48.3%	27	12.2%	1708	11.6%	4065	11.0%
	No	65	32.0%	3714	29.4%	8909	26.7%	167	75.2%	9994	68.0%	24345	65.7%
	Yes	44	21.7%	2880	22.8%	8349	25.0%	28	12.6%	2999	20.4%	8654	23.3%
Total		203	100.0%	12633	100.0%	33386	100.0%	222	100.0%	14701	100.0%	37064	100.0%

(cont.)

NSSE 2001 Frequency Distributions

		First-year Students											
		First-year Students						Seniors					
		Montclair State U		Master's		National		Montclair State U		Master's		National	
		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
Foreign language coursework	Undecided	31	15.4%	3002	23.7%	7233	21.6%	14	6.4%	796	5.4%	1860	5.0%
	No	56	27.9%	4669	36.9%	11190	33.5%	130	59.1%	8895	60.4%	20218	54.5%
	Yes	114	56.7%	4987	39.4%	15026	44.9%	76	34.5%	5043	34.2%	15041	40.5%
Total		201	100.0%	12658	100.0%	33449	100.0%	220	100.0%	14734	100.0%	37119	100.0%
Study abroad	Undecided	83	40.9%	4637	36.7%	11737	35.2%	22	10.0%	1050	7.1%	2517	6.8%
	No	70	34.5%	4441	35.2%	10192	30.5%	179	81.0%	11782	80.2%	28055	75.7%
	Yes	50	24.6%	3547	28.1%	11452	34.3%	20	9.0%	1863	12.7%	6475	17.5%
Total		203	100.0%	12625	100.0%	33381	100.0%	221	100.0%	14695	100.0%	37047	100.0%
Independent study or self-designed major	Undecided	89	43.8%	4801	38.0%	12732	38.1%	18	8.2%	1134	7.7%	2527	6.8%
	No	80	39.4%	5718	45.2%	14907	44.6%	135	61.4%	9648	65.5%	23737	64.0%
	Yes	34	16.7%	2126	16.8%	5749	17.2%	67	30.5%	3939	26.8%	10809	29.2%
Total		203	100.0%	12645	100.0%	33388	100.0%	220	100.0%	14721	100.0%	37073	100.0%
Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	Undecided	111	54.7%	5733	45.4%	14587	43.7%	24	10.9%	1373	9.3%	3102	8.4%
	No	29	14.3%	1872	14.8%	4482	13.4%	124	56.1%	5469	37.2%	13176	35.5%
	Yes	63	31.0%	5029	39.8%	14323	42.9%	73	33.0%	7879	53.5%	20837	56.1%
Total		203	100.0%	12634	100.0%	33392	100.0%	221	100.0%	14721	100.0%	37115	100.0%
Preparing for class (studying, reading, writing, rehearsing, and other activities related to your academic program)	0 hours/week	2	1.0%	68	.5%	159	.5%	1	.5%	80	.5%	187	.5%
	1-5 hours/week	56	27.6%	3055	24.1%	6646	19.9%	68	31.1%	3386	22.9%	7588	20.4%
	6-10 hours/week	55	27.1%	3328	26.3%	8117	24.3%	61	27.9%	3751	25.4%	9149	24.6%
	11-15 hours/week	32	15.8%	2494	19.7%	6546	19.6%	39	17.8%	2702	18.3%	6836	18.4%
	16-20 hours/week	28	13.8%	1666	13.2%	4919	14.7%	27	12.3%	2002	13.6%	5375	14.4%
	21-25 hours/week	15	7.4%	979	7.7%	3197	9.6%	9	4.1%	1182	8.0%	3296	8.9%
	26-30 hours/week	10	4.9%	598	4.7%	2064	6.2%	6	2.7%	790	5.3%	2195	5.9%
	More than 30 hours/week	5	2.5%	478	3.8%	1805	5.4%	8	3.7%	880	6.0%	2585	6.9%
Total		203	100.0%	12666	100.0%	33453	100.0%	219	100.0%	14773	100.0%	37211	100.0%
Working for pay on campus	0 hours/week	161	80.1%	9513	75.1%	24762	74.0%	197	89.5%	10771	73.0%	25306	68.0%
	1-5 hours/week	6	3.0%	699	5.5%	2096	6.3%	8	3.6%	802	5.4%	2488	6.7%
	6-10 hours/week	17	8.5%	1216	9.6%	3522	10.5%	2	.9%	1230	8.3%	3964	10.7%
	11-15 hours/week	6	3.0%	694	5.5%	1787	5.3%	6	2.7%	792	5.4%	2376	6.4%
	16-20 hours/week	7	3.5%	355	2.8%	862	2.6%	3	1.4%	651	4.4%	1731	4.7%
	21-25 hours/week	3	1.5%	105	.8%	239	.7%	1	.5%	207	1.4%	559	1.5%
	26-30 hours/week	1	.5%	27	.2%	67	.2%	1	.5%	109	.7%	276	.7%
	More than 30 hours/week	0	.0%	53	.4%	122	.4%	2	.9%	197	1.3%	488	1.3%

(cont.)

NSSE 2001 Frequency Distributions

		First-year Students						Seniors					
		Montclair State U		Master's		National		Montclair State U		Master's		National	
		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
Total		201	100.0%	12662	100.0%	33457	100.0%	220	100.0%	14759	100.0%	37188	100.0%
Working for pay off campus	0 hours/week	71	35.3%	7296	57.8%	21914	65.7%	41	18.7%	5043	34.1%	15472	41.7%
	1-5 hours/week	11	5.5%	641	5.1%	1685	5.0%	16	7.3%	761	5.2%	2015	5.4%
	6-10 hours/week	17	8.5%	678	5.4%	1668	5.0%	10	4.6%	991	6.7%	2617	7.0%
	11-15 hours/week	25	12.4%	760	6.0%	1686	5.1%	13	5.9%	1133	7.7%	2790	7.5%
	16-20 hours/week	20	10.0%	949	7.5%	2050	6.1%	24	11.0%	1590	10.8%	3583	9.6%
	21-25 hours/week	22	10.9%	730	5.8%	1513	4.5%	25	11.4%	1304	8.8%	2799	7.5%
	26-30 hours/week	18	9.0%	533	4.2%	1003	3.0%	24	11.0%	939	6.4%	1978	5.3%
	More than 30 hours/week	17	8.5%	1035	8.2%	1859	5.6%	66	30.1%	3010	20.4%	5883	15.8%
Total		201	100.0%	12622	100.0%	33378	100.0%	219	100.0%	14771	100.0%	37137	100.0%
Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	0 hours/week	116	57.7%	5064	40.0%	11873	35.5%	150	67.9%	6561	44.3%	15058	40.4%
	1-5 hours/week	46	22.9%	4154	32.8%	11281	33.7%	50	22.6%	4679	31.6%	12048	32.4%
	6-10 hours/week	20	10.0%	1547	12.2%	4585	13.7%	12	5.4%	1532	10.3%	4365	11.7%
	11-15 hours/week	9	4.5%	757	6.0%	2433	7.3%	4	1.8%	774	5.2%	2329	6.3%
	16-20 hours/week	5	2.5%	505	4.0%	1519	4.5%	2	.9%	533	3.6%	1525	4.1%
	21-25 hours/week	2	1.0%	289	2.3%	797	2.4%	2	.9%	290	2.0%	799	2.1%
	26-30 hours/week	3	1.5%	150	1.2%	404	1.2%	1	.5%	170	1.1%	475	1.3%
	More than 30 hours/week	0	.0%	195	1.5%	550	1.6%	0	.0%	263	1.8%	633	1.7%
Total		201	100.0%	12661	100.0%	33442	100.0%	221	100.0%	14802	100.0%	37232	100.0%
Relaxing and socializing (watching TV, partying, exercising, playing computer and other games, etc.)	0 hours/week	2	1.0%	132	1.0%	272	.8%	5	2.3%	250	1.7%	510	1.4%
	1-5 hours/week	49	24.3%	2608	20.6%	6338	19.0%	75	34.2%	4103	27.7%	9016	24.2%
	6-10 hours/week	52	25.7%	3264	25.8%	8548	25.6%	58	26.5%	4202	28.4%	10454	28.1%
	11-15 hours/week	32	15.8%	2345	18.5%	6553	19.6%	31	14.2%	2642	17.9%	6985	18.8%
	16-20 hours/week	39	19.3%	1774	14.0%	4594	13.8%	21	9.6%	1639	11.1%	4499	12.1%
	21-25 hours/week	12	5.9%	963	7.6%	2714	8.1%	13	5.9%	888	6.0%	2423	6.5%
	26-30 hours/week	7	3.5%	552	4.4%	1560	4.7%	5	2.3%	439	3.0%	1316	3.5%
	More than 30 hours/week	9	4.5%	1014	8.0%	2826	8.5%	11	5.0%	638	4.3%	2026	5.4%
Total		202	100.0%	12652	100.0%	33405	100.0%	219	100.0%	14801	100.0%	37229	100.0%

(cont.)

NSSE 2001 Frequency Distributions

		First-year Students						Seniors					
		Montclair State U		Master's		National		Montclair State U		Master's		National	
		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
Providing care for dependents living with you (parents, children, spouse, etc.)	0 hours/week	100	49.3%	9132	72.0%	26135	78.1%	89	39.9%	8679	58.7%	24514	65.9%
	1-5 hours/week	44	21.7%	1655	13.1%	3543	10.6%	40	17.9%	1724	11.7%	3823	10.3%
	6-10 hours/week	22	10.8%	615	4.9%	1274	3.8%	19	8.5%	929	6.3%	2045	5.5%
	11-15 hours/week	10	4.9%	296	2.3%	629	1.9%	17	7.6%	547	3.7%	1283	3.4%
	16-20 hours/week	14	6.9%	207	1.6%	410	1.2%	17	7.6%	437	3.0%	885	2.4%
	21-25 hours/week	4	2.0%	116	.9%	235	.7%	5	2.2%	308	2.1%	621	1.7%
	26-30 hours/week	3	1.5%	93	.7%	188	.6%	2	.9%	261	1.8%	508	1.4%
	More than 30 hours/week	6	3.0%	563	4.4%	1048	3.1%	34	15.2%	1902	12.9%	3531	9.5%
Total		203	100.0%	12677	100.0%	33462	100.0%	223	100.0%	14787	100.0%	37210	100.0%
Contributed to: Acquiring a broad general education	Very little	4	2.0%	333	2.6%	943	2.8%	8	3.6%	345	2.3%	887	2.4%
	Some	44	21.5%	2423	19.2%	6116	18.4%	40	18.2%	2085	14.1%	5248	14.1%
	Quite a bit	85	41.5%	6026	47.8%	15344	46.1%	94	42.7%	6104	41.3%	14696	39.5%
	Very much	72	35.1%	3830	30.4%	10903	32.7%	78	35.5%	6233	42.2%	16342	44.0%
Total		205	100.0%	12612	100.0%	33306	100.0%	220	100.0%	14767	100.0%	37173	100.0%
Contributed to: Acquiring job or work-related knowledge and skills	Very little	44	21.5%	1728	13.7%	4864	14.6%	30	13.5%	773	5.2%	2308	6.2%
	Some	61	29.8%	4567	36.3%	12195	36.7%	59	26.6%	2984	20.2%	8348	22.5%
	Quite a bit	70	34.1%	4042	32.1%	10384	31.2%	74	33.3%	5376	36.5%	13214	35.6%
	Very much	30	14.6%	2260	17.9%	5824	17.5%	59	26.6%	5610	38.1%	13274	35.7%
Total		205	100.0%	12597	100.0%	33267	100.0%	222	100.0%	14743	100.0%	37144	100.0%
Contributed to: Writing clearly and effectively	Very little	16	7.8%	661	5.2%	2087	6.3%	14	6.3%	550	3.7%	1495	4.0%
	Some	51	24.9%	3290	26.1%	8945	26.9%	64	28.8%	3243	22.0%	8118	21.8%
	Quite a bit	84	41.0%	5583	44.3%	14071	42.3%	91	41.0%	6296	42.6%	15367	41.3%
	Very much	54	26.3%	3077	24.4%	8201	24.6%	53	23.9%	4678	31.7%	12190	32.8%
Total		205	100.0%	12611	100.0%	33304	100.0%	222	100.0%	14767	100.0%	37170	100.0%
Contributed to: Speaking clearly and effectively	Very little	24	11.7%	1308	10.4%	4122	12.4%	15	6.8%	720	4.9%	2065	5.6%
	Some	63	30.7%	4150	32.9%	11442	34.4%	52	23.6%	3561	24.1%	9149	24.6%
	Quite a bit	71	34.6%	4686	37.2%	11650	35.0%	100	45.5%	6164	41.8%	15017	40.4%
	Very much	47	22.9%	2460	19.5%	6082	18.3%	53	24.1%	4316	29.2%	10923	29.4%
Total		205	100.0%	12604	100.0%	33296	100.0%	220	100.0%	14761	100.0%	37154	100.0%
Contributed to: Thinking critically and analytically	Very little	9	4.4%	398	3.2%	984	3.0%	6	2.7%	224	1.5%	582	1.6%
	Some	52	25.4%	2698	21.4%	6487	19.5%	37	16.7%	1954	13.2%	4606	12.4%
	Quite a bit	96	46.8%	5682	45.0%	14380	43.2%	102	46.2%	6158	41.7%	14629	39.3%
	Very much	48	23.4%	3839	30.4%	11470	34.4%	76	34.4%	6441	43.6%	17366	46.7%

(cont.)

NSSE 2001 Frequency Distributions

		First-year Students											
		First-year Students						Seniors					
		Montclair State U		Master's		National		Montclair State U		Master's		National	
		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
Total		205	100.0%	12617	100.0%	33321	100.0%	221	100.0%	14777	100.0%	37183	100.0%
Contributed to: Analyzing quantitative problems	Very little	30	14.6%	1378	10.9%	3467	10.4%	23	10.5%	826	5.6%	2195	5.9%
	Some	73	35.6%	4627	36.8%	11546	34.7%	70	31.8%	4107	27.8%	10129	27.3%
	Quite a bit	71	34.6%	4517	35.9%	12084	36.4%	81	36.8%	5790	39.3%	14120	38.0%
	Very much	31	15.1%	2064	16.4%	6133	18.5%	46	20.9%	4026	27.3%	10681	28.8%
Total		205	100.0%	12586	100.0%	33230	100.0%	220	100.0%	14749	100.0%	37125	100.0%
Contributed to: Using computing and information technology	Very little	37	18.2%	1396	11.1%	3770	11.3%	28	12.7%	828	5.6%	2213	6.0%
	Some	61	30.0%	3754	29.8%	9887	29.7%	68	30.9%	3490	23.6%	8803	23.7%
	Quite a bit	63	31.0%	4338	34.4%	11107	33.3%	66	30.0%	5154	34.9%	12773	34.4%
	Very much	42	20.7%	3129	24.8%	8549	25.7%	58	26.4%	5292	35.8%	13386	36.0%
Total		203	100.0%	12617	100.0%	33313	100.0%	220	100.0%	14764	100.0%	37175	100.0%
Contributed to: Working effectively with others	Very little	16	7.8%	808	6.4%	2199	6.6%	15	6.8%	469	3.2%	1262	3.4%
	Some	62	30.4%	3441	27.3%	9770	29.4%	63	28.5%	2703	18.3%	7178	19.3%
	Quite a bit	75	36.8%	5153	40.9%	13154	39.5%	69	31.2%	5695	38.6%	14292	38.5%
	Very much	51	25.0%	3197	25.4%	8158	24.5%	74	33.5%	5887	39.9%	14423	38.8%
Total		204	100.0%	12599	100.0%	33281	100.0%	221	100.0%	14754	100.0%	37155	100.0%
Contributed to: Voting in local, state, or national elections	Very little	105	51.7%	5218	41.4%	14562	43.8%	113	51.6%	6448	43.8%	16863	45.5%
	Some	52	25.6%	3798	30.2%	9887	29.7%	58	26.5%	4355	29.6%	10878	29.3%
	Quite a bit	26	12.8%	2154	17.1%	5433	16.3%	30	13.7%	2261	15.4%	5454	14.7%
	Very much	20	9.9%	1420	11.3%	3359	10.1%	18	8.2%	1663	11.3%	3891	10.5%
Total		203	100.0%	12590	100.0%	33241	100.0%	219	100.0%	14727	100.0%	37086	100.0%
Contributed to: Learning effectively on your own	Very little	18	8.8%	635	5.0%	1641	4.9%	20	9.1%	645	4.4%	1581	4.3%
	Some	50	24.4%	3021	24.0%	7592	22.9%	47	21.4%	2770	18.8%	6619	17.8%
	Quite a bit	92	44.9%	5434	43.2%	14052	42.3%	84	38.2%	6087	41.3%	14961	40.3%
	Very much	45	22.0%	3490	27.7%	9940	29.9%	69	31.4%	5230	35.5%	13923	37.5%
Total		205	100.0%	12580	100.0%	33225	100.0%	220	100.0%	14732	100.0%	37084	100.0%
Contributed to: Understanding yourself	Very little	27	13.3%	1191	9.5%	3054	9.2%	21	9.6%	1172	8.0%	2942	7.9%
	Some	44	21.7%	3146	25.1%	8165	24.6%	55	25.2%	3256	22.1%	7676	20.7%
	Quite a bit	77	37.9%	4543	36.2%	11904	35.9%	76	34.9%	5040	34.3%	12607	34.0%
	Very much	55	27.1%	3678	29.3%	10073	30.3%	66	30.3%	5246	35.7%	13818	37.3%
Total		203	100.0%	12558	100.0%	33196	100.0%	218	100.0%	14714	100.0%	37043	100.0%

(cont.)

NSSE 2001 Frequency Distributions

		First-year Students											
		First-year Students						Seniors					
		Montclair State U		Master's		National		Montclair State U		Master's		National	
		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
Contributed to: Understanding people of other racial and ethnic backgrounds	Very little	23	11.2%	2120	16.8%	5296	15.9%	22	10.0%	2250	15.3%	5557	15.0%
	Some	49	23.9%	3975	31.6%	10501	31.6%	72	32.6%	4645	31.5%	11646	31.4%
	Quite a bit	77	37.6%	3828	30.4%	10294	30.9%	67	30.3%	4410	29.9%	11004	29.6%
	Very much	56	27.3%	2676	21.2%	7186	21.6%	60	27.1%	3447	23.4%	8915	24.0%
Total		205	100.0%	12599	100.0%	33277	100.0%	221	100.0%	14752	100.0%	37122	100.0%
Contributed to: Developing a personal code of values and ethics	Very little	36	17.6%	1956	15.5%	5166	15.5%	39	17.9%	2174	14.7%	5487	14.8%
	Some	48	23.5%	3663	29.1%	9633	29.0%	64	29.4%	4156	28.2%	10090	27.2%
	Quite a bit	71	34.8%	3997	31.7%	10380	31.2%	57	26.1%	4465	30.3%	11198	30.2%
	Very much	49	24.0%	2980	23.7%	8091	24.3%	58	26.6%	3952	26.8%	10337	27.9%
Total		204	100.0%	12596	100.0%	33270	100.0%	218	100.0%	14747	100.0%	37112	100.0%
Contributed to: Improving the welfare of your community	Very little	76	37.4%	3663	29.1%	9457	28.4%	79	36.1%	3401	23.1%	8712	23.5%
	Some	73	36.0%	4893	38.9%	12885	38.8%	69	31.5%	5369	36.4%	13384	36.1%
	Quite a bit	40	19.7%	2686	21.3%	7267	21.9%	42	19.2%	3708	25.1%	9228	24.9%
	Very much	14	6.9%	1345	10.7%	3640	10.9%	29	13.2%	2274	15.4%	5791	15.6%
Total		203	100.0%	12587	100.0%	33249	100.0%	219	100.0%	14752	100.0%	37115	100.0%
Emphasize: Spending significant amounts of time studying and on academic work	Very little	11	5.4%	304	2.4%	783	2.4%	8	3.6%	337	2.3%	856	2.3%
	Some	41	20.0%	2337	18.5%	5700	17.1%	49	22.0%	2791	18.9%	6598	17.8%
	Quite a bit	84	41.0%	5818	46.1%	14689	44.1%	113	50.7%	7002	47.4%	16843	45.4%
	Very much	69	33.7%	4151	32.9%	12133	36.4%	53	23.8%	4627	31.4%	12833	34.6%
Total		205	100.0%	12610	100.0%	33305	100.0%	223	100.0%	14757	100.0%	37130	100.0%
Emphasize: Providing the support you need to help you succeed academically	Very little	23	11.3%	597	4.7%	1528	4.6%	20	9.0%	922	6.2%	2455	6.6%
	Some	55	27.0%	2841	22.6%	7406	22.3%	93	41.9%	3906	26.5%	10088	27.2%
	Quite a bit	74	36.3%	5350	42.5%	13945	41.9%	80	36.0%	6306	42.7%	15391	41.4%
	Very much	52	25.5%	3809	30.2%	10401	31.3%	29	13.1%	3620	24.5%	9204	24.8%
Total		204	100.0%	12597	100.0%	33280	100.0%	222	100.0%	14754	100.0%	37138	100.0%
Emphasize: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	Very little	29	14.3%	2274	18.1%	5542	16.7%	37	16.7%	3294	22.3%	8252	22.3%
	Some	63	31.0%	4296	34.1%	11112	33.4%	77	34.8%	5555	37.7%	13997	37.7%
	Quite a bit	65	32.0%	3643	28.9%	9746	29.3%	76	34.4%	3760	25.5%	9192	24.8%
	Very much	46	22.7%	2379	18.9%	6849	20.6%	31	14.0%	2138	14.5%	5646	15.2%
Total		203	100.0%	12592	100.0%	33249	100.0%	221	100.0%	14747	100.0%	37087	100.0%

(cont.)

NSSE 2001 Frequency Distributions

		First-year Students											
		First-year Students						Seniors					
		Montclair State U		Master's		National		Montclair State U		Master's		National	
		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
Emphasize: Helping you cope with your non-academic responsibilities (work, family, etc.)	Very little	77	37.7%	3912	31.1%	10385	31.2%	121	54.5%	6083	41.3%	15347	41.4%
	Some	75	36.8%	4809	38.2%	12964	39.0%	63	28.4%	5378	36.5%	13672	36.8%
	Quite a bit	38	18.6%	2698	21.4%	6893	20.7%	25	11.3%	2294	15.6%	5631	15.2%
	Very much	14	6.9%	1173	9.3%	3023	9.1%	13	5.9%	991	6.7%	2460	6.6%
Total		204	100.0%	12592	100.0%	33265	100.0%	222	100.0%	14746	100.0%	37110	100.0%
Emphasize: Providing the support you need to thrive socially	Very little	50	24.5%	2716	21.6%	7047	21.2%	92	41.3%	4403	29.9%	11204	30.2%
	Some	80	39.2%	4868	38.7%	12639	38.0%	82	36.8%	5938	40.3%	14683	39.6%
	Quite a bit	55	27.0%	3461	27.5%	9260	27.8%	38	17.0%	3191	21.7%	7969	21.5%
	Very much	19	9.3%	1545	12.3%	4306	12.9%	11	4.9%	1196	8.1%	3221	8.7%
Total		204	100.0%	12590	100.0%	33252	100.0%	223	100.0%	14728	100.0%	37077	100.0%
Quality: Relationships with other students	Unfriendly, unsupportive, sense of alienation	1	.5%	109	.9%	285	.9%	1	.5%	82	.6%	248	.7%
	2	5	2.5%	268	2.1%	700	2.1%	4	1.8%	260	1.8%	683	1.8%
	3	9	4.4%	511	4.0%	1304	3.9%	12	5.4%	530	3.6%	1454	3.9%
	4	37	18.1%	1207	9.5%	3027	9.1%	26	11.8%	1382	9.3%	3432	9.2%
	5	43	21.1%	2584	20.4%	6660	20.0%	52	23.5%	3005	20.3%	7487	20.1%
	6	57	27.9%	4212	33.3%	11013	33.0%	70	31.7%	4852	32.8%	12050	32.4%
	Friendly, supportive, sense of belonging	52	25.5%	3757	29.7%	10385	31.1%	56	25.3%	4699	31.7%	11892	31.9%
Total		204	100.0%	12648	100.0%	33374	100.0%	221	100.0%	14810	100.0%	37246	100.0%
Quality: Relationships with faculty members	Unavailable, unhelpful, unsympathetic	2	1.0%	103	.8%	243	.7%	4	1.8%	143	1.0%	352	.9%
	2	7	3.4%	240	1.9%	619	1.9%	8	3.6%	318	2.1%	816	2.2%
	3	12	5.9%	595	4.7%	1616	4.8%	17	7.7%	600	4.1%	1657	4.4%
	4	41	20.0%	1667	13.2%	4317	12.9%	29	13.1%	1531	10.3%	4013	10.8%
	5	45	22.0%	3468	27.4%	9296	27.9%	58	26.1%	3383	22.9%	8813	23.7%
	6	60	29.3%	4191	33.2%	11011	33.0%	65	29.3%	5104	34.5%	12726	34.2%
	Available, helpful, sympathetic	38	18.5%	2373	18.8%	6254	18.7%	41	18.5%	3722	25.1%	8860	23.8%
Total		205	100.0%	12637	100.0%	33356	100.0%	222	100.0%	14801	100.0%	37237	100.0%

(cont.)

NSSE 2001 Frequency Distributions

		First-year Students											
		First-year Students						Seniors					
		Montclair State U		Master's		National		Montclair State U		Master's		National	
		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
Quality: Relationships with administrative personnel and offices	Unhelpful, inconsiderate, rigid	9	4.4%	366	2.9%	931	2.8%	22	10.0%	759	5.1%	2002	5.4%
	2	16	7.8%	554	4.4%	1526	4.6%	16	7.2%	1149	7.8%	2940	7.9%
	3	22	10.7%	1099	8.7%	2942	8.8%	30	13.6%	1609	10.9%	4305	11.6%
	4	42	20.5%	2220	17.6%	6109	18.3%	46	20.8%	2713	18.3%	6935	18.6%
	5	43	21.0%	3392	26.9%	9052	27.2%	50	22.6%	3638	24.6%	9060	24.3%
	6	50	24.4%	3278	26.0%	8451	25.4%	43	19.5%	3106	21.0%	7745	20.8%
	Helpful, considerate, flexible	23	11.2%	1717	13.6%	4314	12.9%	14	6.3%	1816	12.3%	4225	11.4%
Total		205	100.0%	12626	100.0%	33325	100.0%	221	100.0%	14790	100.0%	37212	100.0%
How would you evaluate your entire educational experience at this institution?	Poor	4	2.0%	200	1.6%	537	1.6%	8	3.6%	226	1.5%	600	1.6%
	Fair	35	17.2%	1491	11.8%	3789	11.4%	32	14.5%	1624	11.0%	4082	11.0%
	Good	124	61.1%	7191	56.9%	17694	53.1%	132	60.0%	7666	51.9%	18458	49.6%
	Excellent	40	19.7%	3745	29.7%	11302	33.9%	48	21.8%	5267	35.6%	14041	37.8%
Total		203	100.0%	12627	100.0%	33322	100.0%	220	100.0%	14783	100.0%	37181	100.0%
If you could start over again, would you go to the same institution you are now attending?	Definitely no	7	3.4%	598	4.7%	1532	4.6%	10	4.5%	796	5.4%	1964	5.3%
	Probably no	34	16.7%	1641	13.0%	4076	12.2%	37	16.6%	2200	14.9%	5418	14.6%
	Probably yes	97	47.5%	5617	44.5%	14185	42.6%	117	52.5%	6402	43.4%	15646	42.1%
	Definitely yes	66	32.4%	4762	37.7%	13491	40.5%	59	26.5%	5366	36.3%	14140	38.0%
Total		204	100.0%	12618	100.0%	33284	100.0%	223	100.0%	14764	100.0%	37168	100.0%

NSSE 2001 Frequency Distributions

		First-year Students											
		First-year Students						Seniors					
		Montclair State U		Master's		National		Montclair State U		Master's		National	
		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
Age	19 or younger	193	95.1%	10798	86.1%	29565	89.3%	0	.0%	26	.2%	86	.2%
	20-23	10	4.9%	891	7.1%	1919	5.8%	86	39.3%	9105	62.2%	25481	69.1%
	24-29	0	.0%	295	2.4%	584	1.8%	59	26.9%	2562	17.5%	5472	14.8%
	30-39	0	.0%	274	2.2%	516	1.6%	44	20.1%	1527	10.4%	3047	8.3%
	40-55	0	.0%	238	1.9%	430	1.3%	27	12.3%	1328	9.1%	2591	7.0%
	Over 55	0	.0%	46	.4%	86	.3%	3	1.4%	97	.7%	198	.5%
Total		203	100.0%	12542	100.0%	33100	100.0%	219	100.0%	14645	100.0%	36875	100.0%
Student-reported sex	Male	53	26.1%	3937	31.3%	11279	33.9%	67	30.2%	4829	32.8%	13077	35.3%
	Female	150	73.9%	8655	68.7%	21965	66.1%	155	69.8%	9879	67.2%	23929	64.7%
Total		203	100.0%	12592	100.0%	33244	100.0%	222	100.0%	14708	100.0%	37006	100.0%
Student-reported: Are you of Hispanic, Latino, or Spanish origin?	No	167	83.9%	11278	90.2%	30479	92.3%	177	80.5%	13358	91.5%	34292	93.2%
	Yes	32	16.1%	1223	9.8%	2556	7.7%	43	19.5%	1242	8.5%	2505	6.8%
Total		199	100.0%	12501	100.0%	33035	100.0%	220	100.0%	14600	100.0%	36797	100.0%
Student-reported: American Indian or	Yes	1	100.0%	262	100.0%	694	100.0%	2	100.0%	310	100.0%	767	100.0%
Total		1	100.0%	262	100.0%	694	100.0%	2	100.0%	310	100.0%	767	100.0%
Student-reported: Asian American or	Yes	8	100.0%	593	100.0%	2253	100.0%	12	100.0%	621	100.0%	2283	100.0%
Total		8	100.0%	593	100.0%	2253	100.0%	12	100.0%	621	100.0%	2283	100.0%
Student-reported: Black or African	Yes	22	100.0%	1090	100.0%	2510	100.0%	15	100.0%	1092	100.0%	2407	100.0%
Total		22	100.0%	1090	100.0%	2510	100.0%	15	100.0%	1092	100.0%	2407	100.0%
Student-reported: White	Yes	139	100.0%	10010	100.0%	26776	100.0%	161	100.0%	11965	100.0%	30424	100.0%
Total		139	100.0%	10010	100.0%	26776	100.0%	161	100.0%	11965	100.0%	30424	100.0%
Student-reported: Other race/ethnicity	Yes	4	100.0%	46	100.0%	161	100.0%	0	.0%	48	100.0%	153	100.0%
Total		4	100.0%	46	100.0%	161	100.0%	0	.0%	48	100.0%	153	100.0%
Multiple racial or ethnic identifications	One racial or ethnic identification checked	196	97.5%	11864	94.9%	31092	94.5%	206	94.1%	13850	95.3%	34819	95.1%
	More than one racial or ethnic identification checked	5	2.5%	640	5.1%	1826	5.5%	13	5.9%	688	4.7%	1783	4.9%
Total		201	100.0%	12504	100.0%	32918	100.0%	219	100.0%	14538	100.0%	36602	100.0%
Student-reported: Are you an international student	No	176	89.8%	12144	96.7%	31860	96.1%	196	89.5%	14172	96.7%	35457	96.0%
	Yes	20	10.2%	417	3.3%	1291	3.9%	23	10.5%	486	3.3%	1465	4.0%

(cont.)

NSSE 2001 Frequency Distributions

		First-year Students											
		First-year Students						Seniors					
		Montclair State U		Master's		National		Montclair State U		Master's		National	
		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
Total		196	100.0%	12561	100.0%	33151	100.0%	219	100.0%	14658	100.0%	36922	100.0%
Also attended: Vocational-technical	Yes	3	100.0%	449	100.0%	892	100.0%	21	100.0%	1150	100.0%	2357	100.0%
Total		3	100.0%	449	100.0%	892	100.0%	21	100.0%	1150	100.0%	2357	100.0%
Also attended: Community or junior	Yes	6	100.0%	1120	100.0%	2555	100.0%	103	100.0%	5483	100.0%	11861	100.0%
Total		6	100.0%	1120	100.0%	2555	100.0%	103	100.0%	5483	100.0%	11861	100.0%
Also attended: 4-year college other	Yes	7	100.0%	761	100.0%	1846	100.0%	63	100.0%	3888	100.0%	9010	100.0%
Total		7	100.0%	761	100.0%	1846	100.0%	63	100.0%	3888	100.0%	9010	100.0%
Also attended: None	Yes	180	100.0%	10345	100.0%	28002	100.0%	69	100.0%	6389	100.0%	18128	100.0%
Total		180	100.0%	10345	100.0%	28002	100.0%	69	100.0%	6389	100.0%	18128	100.0%
Also attended: Other school	Yes	9	100.0%	293	100.0%	725	100.0%	19	100.0%	667	100.0%	1726	100.0%
Total		9	100.0%	293	100.0%	725	100.0%	19	100.0%	667	100.0%	1726	100.0%
Did you begin college at your current institution or elsewhere?	Started here	199	98.0%	11354	90.1%	30517	91.8%	85	38.6%	8298	56.3%	23069	62.2%
	Started elsewhere	4	2.0%	1242	9.9%	2730	8.2%	135	61.4%	6449	43.7%	14022	37.8%
Total		203	100.0%	12596	100.0%	33247	100.0%	220	100.0%	14747	100.0%	37091	100.0%
How would you characterize your enrollment?	Less than full-time	4	2.0%	972	7.7%	1851	5.6%	97	43.9%	2948	20.1%	6223	16.8%
	Full-time	199	98.0%	11609	92.3%	31397	94.4%	124	56.1%	11739	79.9%	30795	83.2%
Total		203	100.0%	12581	100.0%	33248	100.0%	221	100.0%	14687	100.0%	37018	100.0%
Are you a member of a social fraternity or sorority?	No	198	97.1%	11746	93.3%	29926	90.0%	205	92.8%	13096	89.0%	32165	86.8%
	Yes	6	2.9%	839	6.7%	3307	10.0%	16	7.2%	1624	11.0%	4872	13.2%
Total		204	100.0%	12585	100.0%	33233	100.0%	221	100.0%	14720	100.0%	37037	100.0%
Do you intend to teach at some pre-kindergarten through high school grade level after completing your degree?	Undecided	40	19.7%	2190	17.4%	6312	19.0%	35	16.0%	1362	9.2%	3979	10.7%
	No	108	53.2%	7986	63.4%	22091	66.4%	132	60.3%	9923	67.3%	26355	71.1%
	Yes	55	27.1%	2416	19.2%	4852	14.6%	52	23.7%	3451	23.4%	6752	18.2%
Total		203	100.0%	12592	100.0%	33255	100.0%	219	100.0%	14736	100.0%	37086	100.0%
Which of the following best describes where you are living now while attending college?	Dormitory or other campus housing (not fraternity/sorority)	81	40.1%	7874	62.6%	23062	69.4%	10	4.5%	2433	16.6%	7364	19.9%
	Residence (house, apartment, etc.) within walking distance	1	.5%	561	4.5%	1296	3.9%	5	2.3%	2773	18.9%	8163	22.1%
	Residence (house, apartment, etc.) within driving distance	120	59.4%	4096	32.6%	8540	25.7%	205	93.2%	9342	63.6%	20730	56.0%
	Fraternity or sorority house	0	.0%	41	.3%	309	.9%	0	.0%	149	1.0%	745	2.0%

(cont.)

NSSE 2001 Frequency Distributions

		First-year Students											
		First-year Students						Seniors					
		Montclair State U		Master's		National		Montclair State U		Master's		National	
		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
Total		202	100.0%	12572	100.0%	33207	100.0%	220	100.0%	14697	100.0%	37002	100.0%
Did either of your parents graduate from college?	No	100	49.8%	5626	44.6%	12530	37.6%	140	63.1%	7427	50.4%	15843	42.7%
	Yes, father only	28	13.9%	1777	14.1%	4715	14.2%	35	15.8%	2139	14.5%	5591	15.1%
	Yes, mother only	23	11.4%	1511	12.0%	3699	11.1%	17	7.7%	1570	10.7%	3740	10.1%
	Yes, both parents	44	21.9%	3442	27.3%	11850	35.6%	27	12.2%	3516	23.9%	11707	31.6%
	Don't know	6	3.0%	251	2.0%	491	1.5%	3	1.4%	87	.6%	224	.6%
Total		201	100.0%	12607	100.0%	33285	100.0%	222	100.0%	14739	100.0%	37105	100.0%
Primary major	Agriculture	0	.0%	110	.9%	287	.9%	0	.0%	118	.8%	322	.9%
	Biological/life sciences	15	7.5%	864	6.9%	2741	8.3%	12	5.5%	903	6.2%	2673	7.2%
	Business	36	17.9%	1994	16.0%	4735	14.3%	51	23.4%	2772	18.9%	6180	16.7%
	Communications	6	3.0%	663	5.3%	1721	5.2%	5	2.3%	712	4.9%	1658	4.5%
	Computer and information sciences	9	4.5%	620	5.0%	1642	5.0%	5	2.3%	738	5.0%	1803	4.9%
	Education	26	12.9%	1887	15.1%	3462	10.5%	23	10.6%	2341	15.9%	4175	11.3%
	Engineering	1	.5%	483	3.9%	2169	6.6%	0	.0%	554	3.8%	2300	6.2%
	Ethnic, cultural studies, and area studies	0	.0%	14	.1%	69	.2%	0	.0%	15	.1%	109	.3%
	Foreign languages and literature	1	.5%	80	.6%	284	.9%	4	1.8%	143	1.0%	430	1.2%
	Health-related fields	5	2.5%	963	7.7%	2142	6.5%	17	7.8%	997	6.8%	2291	6.2%
	Humanities	3	1.5%	295	2.4%	1121	3.4%	15	6.9%	541	3.7%	1820	4.9%
	Liberal/general studies	0	.0%	94	.8%	243	.7%	0	.0%	270	1.8%	529	1.4%
	Mathematics	5	2.5%	157	1.3%	405	1.2%	3	1.4%	162	1.1%	472	1.3%
	Multi/Interdisciplinary studies	0	.0%	42	.3%	234	.7%	1	.5%	71	.5%	366	1.0%
	Parks, recreation, leisure studies, sports management	0	.0%	55	.4%	119	.4%	2	.9%	97	.7%	226	.6%
	Physical sciences	2	1.0%	165	1.3%	655	2.0%	3	1.4%	255	1.7%	872	2.4%
	Public administration	3	1.5%	187	1.5%	338	1.0%	0	.0%	216	1.5%	410	1.1%
	Social sciences	33	16.4%	1223	9.8%	3810	11.5%	41	18.8%	1989	13.6%	5637	15.2%
	Visual and performing arts	14	7.0%	510	4.1%	1494	4.5%	16	7.3%	486	3.3%	1478	4.0%
	Undecided	20	10.0%	875	7.0%	2411	7.3%	0	.0%	9	.1%	25	.1%
	Other	10	5.0%	824	6.6%	2139	6.5%	11	5.0%	919	6.3%	2379	6.4%
	Two or more primary majors selected	12	6.0%	383	3.1%	806	2.4%	9	4.1%	370	2.5%	819	2.2%
Total		201	100.0%	12488	100.0%	33027	100.0%	218	100.0%	14678	100.0%	36974	100.0%

(cont.)

NSSE 2001 Frequency Distributions

		First-year Students											
		Montclair State U						Seniors					
		Montclair State U		Master's		National		Montclair State U		Master's		National	
		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
Second major	No second major selected	110	53.7%	6072	47.3%	15474	45.6%	171	76.3%	10450	70.0%	26097	69.4%
	Agriculture	0	.0%	35	.3%	101	.3%	0	.0%	22	.1%	62	.2%
	Biological/life sciences	0	.0%	205	1.6%	623	1.8%	2	.9%	178	1.2%	475	1.3%
	Business	6	2.9%	632	4.9%	1615	4.8%	6	2.7%	562	3.8%	1392	3.7%
	Communications	1	.5%	309	2.4%	754	2.2%	1	.4%	149	1.0%	336	.9%
	Computer and information sciences	10	4.9%	305	2.4%	780	2.3%	2	.9%	194	1.3%	521	1.4%
	Education	12	5.9%	546	4.3%	1306	3.9%	12	5.4%	562	3.8%	1186	3.2%
	Engineering	0	.0%	92	.7%	372	1.1%	1	.4%	54	.4%	188	.5%
	Ethnic, cultural studies, and area studies	0	.0%	22	.2%	153	.5%	0	.0%	32	.2%	121	.3%
	Foreign languages and literature	5	2.4%	344	2.7%	1164	3.4%	0	.0%	233	1.6%	737	2.0%
	Health-related fields	2	1.0%	250	1.9%	575	1.7%	2	.9%	148	1.0%	310	.8%
	Humanities	3	1.5%	262	2.0%	856	2.5%	1	.4%	264	1.8%	731	1.9%
	Liberal/general studies	0	.0%	63	.5%	163	.5%	0	.0%	74	.5%	160	.4%
	Mathematics	3	1.5%	203	1.6%	580	1.7%	3	1.3%	170	1.1%	437	1.2%
	Multi/Interdisciplinary studies	0	.0%	44	.3%	176	.5%	0	.0%	36	.2%	161	.4%
	Parks, recreation, leisure studies, sports management	1	.5%	100	.8%	179	.5%	1	.4%	37	.2%	86	.2%
	Physical sciences	2	1.0%	148	1.2%	499	1.5%	1	.4%	118	.8%	339	.9%
	Public administration	4	2.0%	110	.9%	218	.6%	2	.9%	64	.4%	147	.4%
	Social sciences	5	2.4%	718	5.6%	2113	6.2%	3	1.3%	719	4.8%	1973	5.2%
	Visual and performing arts	3	1.5%	321	2.5%	923	2.7%	2	.9%	164	1.1%	505	1.3%
	Undecided	23	11.2%	1416	11.0%	3731	11.0%	2	.9%	143	1.0%	375	1.0%
	Other	9	4.4%	378	2.9%	973	2.9%	7	3.1%	393	2.6%	900	2.4%
	Two or more second majors selected	6	2.9%	263	2.0%	570	1.7%	5	2.2%	165	1.1%	365	1.0%
Total		205	100.0%	12838	100.0%	33898	100.0%	224	100.0%	14931	100.0%	37604	100.0%
Institution reported: gender	male	54	26.3%	3994	31.5%	11219	34.1%	67	29.9%	4853	32.9%	12927	35.4%
	female	151	73.7%	8673	68.5%	21656	65.9%	157	70.1%	9881	67.1%	23552	64.6%
Total		205	100.0%	12667	100.0%	32875	100.0%	224	100.0%	14734	100.0%	36479	100.0%

(cont.)

NSSE 2001 Frequency Distributions

		First-year Students						Seniors					
		Montclair State U		Master's		National		Montclair State U		Master's		National	
		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
Institution reported: ethnicity	African American/Black	21	10.2%	997	7.9%	2271	6.9%	15	6.7%	1022	7.0%	2202	6.0%
	American Indian/Alaska Native	0	.0%	147	1.2%	269	.8%	0	.0%	178	1.2%	333	.9%
	Asian/Pacific Islander	10	4.9%	420	3.3%	1678	5.1%	13	5.8%	444	3.0%	1656	4.5%
	Caucasian/White	139	67.8%	9332	73.7%	24690	74.7%	144	64.3%	11238	76.5%	28153	76.9%
	Hispanic	14	6.8%	970	7.7%	1871	5.7%	14	6.3%	1038	7.1%	1982	5.4%
	Other	18	8.8%	165	1.3%	443	1.3%	29	12.9%	179	1.2%	451	1.2%
	Multi-racial	0	.0%	15	.1%	118	.4%	0	.0%	3	.0%	101	.3%
	Foreign	0	.0%	128	1.0%	336	1.0%	0	.0%	156	1.1%	431	1.2%
Unknown		3	1.5%	489	3.9%	1376	4.2%	9	4.0%	424	2.9%	1297	3.5%
Total		205	100.0%	12663	100.0%	33052	100.0%	224	100.0%	14682	100.0%	36606	100.0%
Mode of completion	paper	190	92.7%	8730	68.0%	20122	59.4%	212	94.6%	11257	75.4%	25850	68.7%
	web	15	7.3%	4108	32.0%	13776	40.6%	12	5.4%	3675	24.6%	11755	31.3%
Total		205	100.0%	12838	100.0%	33898	100.0%	224	100.0%	14932	100.0%	37605	100.0%

NSSE 2001 Institutions (Alphabetical)

Institution	City	State
Abilene Christian University	Abilene	TX
Adams State College	Alamosa	CO
Adelphi University	Garden City	NY
Albertson College of Idaho	Caldwell	ID
Alfred University	Alfred	NY
Allegheny College	Meadville	PA
Aiverno College	Milwaukee	WI
Angelo State University	San Angelo	TX
Antioch College	Yellow Springs	OH
Appalachian State University	Boone	NC
Auburn University Montgomery	Montgomery	AL
Belmont University	Nashville	TN
Birmingham-Southern College	Birmingham	AL
Bloomfield College	Bloomfield	NJ
Boston University	Boston	MA
Bowling Green State University	Bowling Green	OH
Brigham Young University	Provo	UT
Bryant College	Smithfield	RI
Bucknell University	Lewisburg	PA
Butler University	Indianapolis	IN
California Lutheran University	Thousand Oaks	CA
California Polytechnic State University	San Luis Obispo	CA
California State University, Monterey Bay	Seaside	CA
California State University, San Marcos	San Marcos	CA
California State University, Fresno	Fresno	CA
California State University, Fullerton	Fullerton	CA
Case Western Reserve University	Cleveland	OH
Catholic University of America, The	Washington	DC
Cedar Crest College	Allentown	PA
Central Connecticut State University	New Britain	CT
Central Michigan University	Mount Pleasant	MI
Central Missouri State University	Warrensburg	MO
Central Washington University	Ellensburg	WA
Centre College	Danville	KY
Chadron State College	Chadron	NE
Chatham College	Pittsburgh	PA
Christopher Newport University	Newport News	VA
Circleville Bible College	Circleville	OH
Clark University	Worcester	MA
Clarkson University	Potsdam	NY
Colgate University	Hamilton	NY
College of Notre Dame of Maryland	Baltimore	MD
College of the Holy Cross	Worcester	MA
College of William & Mary, The	Williamsburg	VA
College of Wooster, The	Wooster	OH
Colorado College, The	Colorado Springs	CO
Colorado State University	Fort Collins	CO
Concordia College	Ann Arbor	MI
Concordia University (Portland)	Portland	OR

NSSE 2001 Institutions (Alphabetical)

Institution	City	State
Concordia University (Saint Paul)	St. Paul	MN
Concordia University (Irvine)	Irvine	CA
Concordia University (Nebraska)	Seward	NE
Concordia University Wisconsin	Mequon	WI
Connecticut College	New London	CT
Corcoran College of Art and Design	Washington	DC
Daemen College	Amherst	NY
DePaul University	Chicago	IL
DePauw University	Greencastle	IN
Dickinson State University	Dickinson	ND
Drake University	Des Moines	IA
Earlham College	Richmond	IN
East Carolina University	Greenville	NC
Eastern Connecticut State University	Willimantic	CT
Eastern Kentucky University	Richmond	KY
Eastern Mennonite University	Harrisonburg	VA
Eastern New Mexico University	Portales	NM
Eckerd College	St. Petersburg	FL
Edgewood College	Madison	WI
Elizabeth City State University	Elizabeth City	NC
Elmira College	Elmira	NY
Elon University	Elon	NC
Embry-Riddle Aeronautical University	Daytona Beach	FL
Endicott College	Beverly	MA
Evergreen State College, The	Olympia	WA
Fayetteville State University	Fayetteville	NC
Florida Atlantic University	Boca Raton	FL
Florida Institute of Technology	Melbourne	FL
Fort Lewis College	Durango	CO
Framingham State College	Framingham	MA
Franklin & Marshall College	Lancaster	PA
Franklin Pierce College	Rindge	NH
George Fox University	Newberg	OR
Georgia College & State University	Milledgeville	GA
Georgia Institute of Technology	Atlanta	GA
Georgia Southwestern State University	Americus	GA
Georgia State University	Atlanta	GA
Gonzaga University	Spokane	WA
Gordon College	Wenham	MA
Goucher College	Baltimore	MD
Greensboro College	Greensboro	NC
Greenville College	Greenville	IL
Hamilton College	Clinton	NY
Hamline University	St. Paul	MN
Hardin-Simmons University	Abilene	TX
Harvey Mudd College	Claremont	CA
Heidelberg College	Tiffin	OH
Heritage College	Toppenish	WA
Holy Family College	Philadelphia	PA
Houghton College	Houghton	NY
Huntingdon College	Montgomery	AL

NSSE 2001 Institutions (Alphabetical)

Institution	City	State
Illinois Institute of Technology	Chicago	IL
Illinois State University	Normal	IL
Indiana University Bloomington	Bloomington	IN
Indiana University East	Richmond	IN
Indiana University Kokomo	Kokomo	IN
Indiana University Northwest	Gary	IN
Indiana University Southeast	New Albany	IN
Iowa State University	Ames	IA
Jacksonville University	Jacksonville	FL
Jewish Hospital College of Nursing and Allied Health	St. Louis	MO
John Brown University	Siloam Springs	AR
John Carroll University	University Heights	OH
Johnson State College	Johnson	VT
Judson College, Illinois	Elgin	IL
Judson College, Marion	Marion	AL
Kansas State University	Manhattan	KS
Kean University	Union	NJ
Keene State College	Keene	NH
Kentucky State University	Frankfort	KY
Kettering University	Flint	MI
Keuka College	Keuka Park	NY
Lamar University	Beaumont	TX
Lebanon Valley College	Annaville	PA
Lee University	Cleveland	TN
Lewis & Clark College	Portland	OR
Lewis University	Romeoville	IL
Loyola Marymount University	Los Angeles	CA
Loyola University Chicago	Chicago	IL
Lynchburg College	Lynchburg	VA
Lyndon State College	Lyndonville	VT
Macalester College	St. Paul	MN
Malone College	Canton	OH
Manchester College	N. Manchester	IN
Marymount Manhattan College	New York	NY
Massachusetts College of Liberal Arts	North Adams	MA
Meredith College	Raleigh	NC
Miami University	Oxford	OH
Michigan Technological University	Houghton	MI
Millikin University	Decatur	IL
Montclair State University	Upper Montclair	NJ
Moravian College	Bethlehem	PA
Morehead State University	Morehead	KY
Mount Union College	Alliance	OH
Murray State University	Murray	KY
New College of the University of South Florida	Sarasota	FL
New Jersey City University	Jersey City	NJ
New School University	New York	NY
North Carolina Agricultural and Technical State University	Greensboro	NC
North Carolina Central University	Durham	NC
North Carolina State University	Raleigh	NC
North Central College	Naperville	IL

NSSE 2001 Institutions (Alphabetical)

Institution	City	State
Northeastern Illinois University	Chicago	IL
Northeastern University	Boston	MA
Northern Kentucky University	Highland Heights	KY
Norwich University	Northfield	VT
Oglethorpe University	Atlanta	GA
Ohio Northern University	Ada	OH
Ohio State University, The	Columbus	OH
Ohio University - Zanesville	Zanesville	OH
Old Dominion University	Norfolk	VA
Olivet Nazarene University	Bourbonnais	IL
Our Lady of the Lake University	San Antonio	TX
Pacific Lutheran University	Tacoma	WA
Pennsylvania State University - Abington College, The	Abington	PA
Pennsylvania State University, The	University Park	PA
Pepperdine University	Malibu	CA
Pfeiffer University	Misenheimer	NC
Plymouth State College	Plymouth	NH
Polytechnic University	Brooklyn	NY
Portland State University	Portland	OR
Prairie View A&M University	Prairie View	TX
Presbyterian College	Clinton	SC
Purdue University Calumet	Hammond	IN
Radford University	Radford	VA
Randolph-Macon College	Ashland	VA
Regis College	Weston	MA
Rice University	Houston	TX
Richard Stockton College of New Jersey	Pomona	NJ
Rider University	Lawrenceville	NJ
Rochester Institute of Technology	Rochester	NY
Rollins College	Winter Park	FL
Rose-Hulman Institute of Technology	Terre Haute	IN
Rosemont College	Rosemont	PA
Sacred Heart University	Fairfield	CT
Saint Francis College	Loretto	PA
Saint John Vianney College Seminary	Miami	FL
Saint Joseph's College of Maine	Standish	ME
Saint Louis University	St. Louis	MO
Saint Mary College	Leavenworth	KS
Saint Mary's College of California	Moraga	CA
Saint Mary's University of Minnesota	Winona	MN
Saint Michael's College	Colchester	VT
Saint Vincent College	Latrobe	PA
Saint Xavier University	Chicago	IL
Sam Houston State University	Huntsville	TX
Samford University	Birmingham	AL
Santa Clara University	Santa Clara	CA
Seton Hall University	South Orange	NJ
Shorter College	Rome	GA
Siena College	Loudonville	NY
Southeastern University	Washington	DC

NSSE 2001 Institutions (Alphabetical)

Institution	City	State
Southern Connecticut State University	New Haven	CT
Southern Illinois University Edwardsville	Edwardsville	IL
Southern Utah University	Cedar City	UT
Southwest Texas State University	San Marcos	TX
Southwestern College	Winfield	KS
Southwestern University	Georgetown	TX
Springfield College	Springfield	MA
St. Ambrose University	Davenport	IA
St. Bonaventure University	St. Bonaventure	NY
St. Cloud State University	St. Cloud	MN
St. John's University	Jamaica	NY
St. Josephs College, New York (Brooklyn Campus)	Brooklyn	NY
St. Joseph's College, New York (Suffolk Campus)	Patchogue	NY
St. Mary's College of Maryland	St. Mary's City	MD
St. Olaf College	Northfield	MN
St. Thomas University	Miami	FL
State University of New York at Binghamton	Binghamton	NY
State University of New York College of Environmental Science and Forestry	Syracuse	NY
State University of New York at Stony Brook	Stony Brook	NY
Sweet Briar College	Sweet Briar	VA
Syracuse University	Syracuse	NY
Tarleton State University	Stephenville	TX
Teikyo Post University	Waterbury	CT
Temple University	Philadelphia	PA
Texas A&M International University	Laredo	TX
Texas A&M University	College Station	TX
Texas A&M University-Commerce	Commerce	TX
Texas A&M University-Corpus Christi	Corpus Christi	TX
Texas A&M University-Kingsville	Kingsville	TX
Texas A&M University-Texarkana	Texarkana	TX
Texas A&M University-Galveston	Galveston	TX
Texas Christian University	Ft Worth	TX
Texas Tech University	Lubbock	TX
Towson University	Towson	MD
Trinity Christian College	Palos Heights	IL
Tulane University	New Orleans	LA
University of Arizona, The	Tucson	AZ
University of California, Santa Cruz	Santa Cruz	CA
University of Central Arkansas	Conway	AR
University of Central Oklahoma	Edmond	OK
University of Colorado at Denver	Denver	CO
University of Delaware	Newark	DE
University of Dubuque	Dubuque	IA
University of Hawaii at Hilo	Hilo	HI
University of Hawaii at Manoa	Honolulu	HI
University of Hawaii - West Oahu	Pearl City	HI
University of Houston	Houston	TX
University of Iowa, The	Iowa City	IA
University of Kansas, The	Lawrence	KS
University of Kentucky	Lexington	KY
University of Louisville	Louisville	KY
University of Maine, The	Orono	ME

NSSE 2001 Institutions (Alphabetical)

Institution	City	State
University of Maine at Presque Isle, The	Presque Isle	ME
University of Maryland, Baltimore County	Baltimore	MD
University of Maryland, College Park	College Park	MD
University of Michigan, Ann Arbor	Ann Arbor	MI
University of Missouri - Columbia	Columbia	MO
University of Missouri - Kansas City	Kansas City	MO
University of Missouri - Rolla	Rolla	MO
University of Missouri - St. Louis	St. Louis	MO
University of New Mexico, The	Albuquerque	NM
University of North Carolina at Asheville, The	Asheville	NC
University of North Carolina at Chapel Hill, The	Chapel Hill	NC
University of North Carolina at Charlotte, The	Charlotte	NC
University of North Carolina at Greensboro, The	Greensboro	NC
University of North Carolina at Pembroke, The	Pembroke	NC
University of North Carolina at Wilmington, The	Wilmington	NC
University of Pittsburgh at Greensburg	Greensburg	PA
University of Puerto Rico in Humacao	Humacao	PR
University of San Diego	San Diego	CA
University of South Carolina	Columbia	SC
University of Tampa, The	Tampa	FL
University of Tennessee, The	Knoxville	TN
University of Texas at San Antonio, The	San Antonio	TX
University of Texas at Tyler, The	Tyler	TX
University of Texas, The - Pan American	Edinburg	TX
University of the South	Sewanee	TN
University of Toledo, The	Toledo	OH
University of Tulsa, The	Tulsa	OK
University of Wisconsin - Eau Claire	Eau Claire	WI
University of Wisconsin - Green Bay	Green Bay	WI
University of Wisconsin - La Crosse	La Crosse	WI
University of Wisconsin - Madison	Madison	WI
University of Wisconsin - Milwaukee	Milwaukee	WI
University of Wisconsin - Oshkosh	Oshkosh	WI
University of Wisconsin - Parkside	Kenosha	WI
University of Wisconsin - Platteville	Platteville	WI
University of Wisconsin - River Falls	River Falls	WI
University of Wisconsin - Stevens Point	Stevens Point	WI
University of Wisconsin - Stout	Menomonie	WI
University of Wisconsin - Superior	Superior	WI
University of Wisconsin - Whitewater	Whitewater	WI
Ursinus College	Collegeville	PA
Utah State University	Logan	UT
Vassar College	Poughkeepsie	NY
Virginia Commonwealth University	Richmond	VA
Wabash College	Crawfordsville	IN
Wagner College	Staten Island	NY
Wayne State University	Detroit	MI
Webb Institute	Glen Cove	NY
Weber State University	Ogden	UT
Wells College	Aurora	NY
Wesleyan College	Macon	GA

NSSE 2001 Institutions (Alphabetical)

Institution	City	State
West Texas A&M University	Canyon	TX
Western Carolina University	Cullowhee	NC
Western Connecticut State University	Danbury	CT
Western Kentucky University	Bowling Green	KY
Westminster College	Salt Lake City	UT
Westmont College	Santa Barbara	CA
Wheaton College	Wheaton	IL
Whitman College	Walla Walla	WA
Wilkes University	Wilkes-Barre	PA
William Jewell College	Liberty	MO
Winston-Salem State University	Winston-Salem	NC
Winthrop University	Rock Hill	SC
Wofford College	Spartanburg	SC
Woodbury College	Montpelier	VT
Worcester Polytechnic Institute	Worcester	MA
Wright State University	Dayton	OH
Xavier University of Louisiana	New Orleans	LA

NSSE 2001 Institutions by State

Institution	City	State
Auburn University Montgomery	Montgomery	AL
Birmingham-Southern College	Birmingham	AL
Huntingdon College	Montgomery	AL
Judson College, Marion	Marion	AL
Samford University	Birmingham	AL
John Brown University	Siloam Springs	AR
University of Central Arkansas	Conway	AR
University of Arizona, The	Tucson	AZ
California Lutheran University	Thousand Oaks	CA
California Polytechnic State University	San Luis Obispo	CA
California State University, Monterey Bay	Seaside	CA
California State University, San Marcos	San Marcos	CA
California State University, Fresno	Fresno	CA
California State University, Fullerton	Fullerton	CA
Concordia University (Irvine)	Irvine	CA
Harvey Mudd College	Claremont	CA
Loyola Marymount University	Los Angeles	CA
Pepperdine University	Malibu	CA
Saint Mary's College of California	Moraga	CA
Santa Clara University	Santa Clara	CA
University of California Santa Cruz	Santa Cruz	CA
University of San Diego	San Diego	CA
Westmont College	Santa Barbara	CA
Adams State College	Alamosa	CO
Colorado College	Colorado Springs	CO
Colorado State University	Fort Collins	CO
Fort Lewis College	Durango	CO
University of Colorado at Denver	Denver	CO
Central Connecticut State University	New Britain	CT
Connecticut College	New London	CT
Eastern Connecticut State University	Willimantic	CT
Sacred Heart University	Fairfield	CT
Southern Connecticut State University	New Haven	CT
Teikyo Post University	Waterbury	CT
Western Connecticut State University	Danbury	CT
Catholic University of America	Washington	DC
Corcoran College of Art and Design	Washington	DC
Southeastern University	Washington	DC
University of Delaware	Newark	DE
Eckerd College	St. Petersburg	FL
Embry-Riddle Aeronautical University	Daytona Beach	FL
Florida Atlantic University	Boca Raton	FL
Florida Institute of Technology	Melbourne	FL
Jacksonville University	Jacksonville	FL
New College of the University of South Florida	Sarasota	FL
Rollins College	Winter Park	FL
Saint John Vianney College Seminary	Miami	FL
St. Thomas University	Miami	FL
University of Tampa	Tampa	FL
Georgia College & State University	Milledgeville	GA
Georgia Institute of Technology	Atlanta	GA

NSSE 2001 Institutions by State

Institution	City	State
Georgia Southwestern State University	Americus	GA
Georgia State University	Atlanta	GA
Oglethorpe University	Atlanta	GA
Shorter College	Rome	GA
Wesleyan College	Macon	GA
University of Hawaii at Hilo	Hilo	HI
University of Hawaii at Manoa	Honolulu	HI
University of Hawai'i - West O'ahu	Pearl City	HI
Drake University	Des Moines	IA
Iowa State University	Ames	IA
St. Ambrose University	Davenport	IA
University of Dubuque	Dubuque	IA
University of Iowa	Iowa City	IA
Albertson College of Idaho	Caldwell	ID
DePaul University	Chicago	IL
Greenville College	Greenville	IL
Illinois Institute of Technology	Chicago	IL
Illinois State University	Normal	IL
Judson College, Illinois	Elgin	IL
Lewis University	Romeoville	IL
Loyola University Chicago	Chicago	IL
Millikin University	Decatur	IL
North Central College	Naperville	IL
Northeastern Illinois University	Chicago	IL
Olivet Nazarene University	Bourbonnais	IL
Saint Xavier University	Chicago	IL
Southern Illinois University Edwardsville	Edwardsville	IL
Trinity Christian College	Palos Heights	IL
Wheaton College	Wheaton	IL
Butler University	Indianapolis	IN
DePauw University	Greencastle	IN
Earlham College	Richmond	IN
Indiana University Bloomington	Bloomington	IN
Indiana University East	Richmond	IN
Indiana University Kokomo	Kokomo	IN
Indiana University Northwest	Gary	IN
Indiana University Southeast	New Albany	IN
Manchester College	N. Manchester	IN
Purdue University Calumet	Hammond	IN
Rose-Hulman Institute of Technology	Terre Haute	IN
Wabash College	Crawfordsville	IN
Kansas State University	Manhattan	KS
Saint Mary College	Leavenworth	KS
Southwestern College	Winfield	KS
University of Kansas, The	Lawrence	KS
Centre College	Danville	KY
Eastern Kentucky University	Richmond	KY
Kentucky State University	Frankfort	KY
Morehead State University	Morehead	KY
Murray State University	Murray	KY

NSSE 2001 Institutions by State

Institution	City	State
Northern Kentucky University	Highland Heights	KY
University of Kentucky	Lexington	KY
University of Louisville	Louisville	KY
Western Kentucky University	Bowling Green	KY
Tulane University	New Orleans	LA
Xavier University of Louisiana	New Orleans	LA
Boston University	Boston	MA
Clark University	Worcester	MA
College of the Holy Cross	Worcester	MA
Endicott College	Beverly	MA
Framingham State College	Framingham	MA
Gordon College	Wenham	MA
Massachusetts College of Liberal Arts	North Adams	MA
Northeastern University	Boston	MA
Regis College	Weston	MA
Springfield College	Springfield	MA
Worcester Polytechnic Institute	Worcester	MA
College of Notre Dame of Maryland	Baltimore	MD
Goucher College	Baltimore	MD
St. Mary's College of Maryland	St. Mary's City	MD
Towson University	Towson	MD
University of Maryland, Baltimore County	Baltimore	MD
University of Maryland, College Park	College Park	MD
Saint Joseph's College of Maine	Standish	ME
University of Maine	Orono	ME
University of Maine at Presque Isle	Presque Isle	ME
Central Michigan University	Mount Pleasant	MI
Concordia College	Ann Arbor	MI
Kettering University	Flint	MI
Michigan Technological University	Houghton	MI
University of Michigan, Ann Arbor	Ann Arbor	MI
Wayne State University	Detroit	MI
Concordia University (Saint Paul)	St. Paul	MN
Hamline University	St. Paul	MN
Macalester College	St. Paul	MN
Saint Mary's University of Minnesota	Winona	MN
Saint Olaf College	Northfield	MN
St. Cloud State University	St. Cloud	MN
Central Missouri State University	Warrensburg	MO
Jewish Hospital College of Nursing and Allied Health	St. Louis	MO
Saint Louis University	St. Louis	MO
University of Missouri - Columbia	Columbia	MO
University of Missouri - Kansas City	Kansas City	MO
University of Missouri - Rolla	Rolla	MO
University of Missouri - St. Louis	St. Louis	MO
William Jewell College	Liberty	MO
Appalachian State University	Boone	NC
East Carolina University	Greenville	NC
Elizabeth City State University	Elizabeth City	NC
Elon University	Elon	NC
Fayetteville State University	Fayetteville	NC

NSSE 2001 Institutions by State

Institution	City	State
Greensboro College	Greensboro	NC
Meredith College	Raleigh	NC
North Carolina Agricultural and Technical State University	Greensboro	NC
North Carolina Central University	Durham	NC
North Carolina State University	Raleigh	NC
Pfeiffer University	Misenheimer	NC
University of North Carolina at Asheville, The	Asheville	NC
University of North Carolina at Chapel Hill, The	Chapel Hill	NC
University of North Carolina at Charlotte, The	Charlotte	NC
University of North Carolina at Greensboro, The	Greensboro	NC
University of North Carolina at Pembroke, The	Pembroke	NC
University of North Carolina at Wilmington, The	Wilmington	NC
Western Carolina University	Cullowhee	NC
Winston-Salem State University	Winston-Salem	NC
Dickinson State University	Dickinson	ND
Chadron State College	Chadron	NE
Concordia University Nebraska	Seward	NE
Franklin Pierce College	Rindge	NH
Keene State College	Keene	NH
Plymouth State College	Plymouth	NH
Bloomfield College	Bloomfield	NJ
Kean University	Union	NJ
Montclair State University	Upper Montclair	NJ
New Jersey City University	Jersey City	NJ
Richard Stockton College of New Jersey	Pomona	NJ
Rider University	Lawrenceville	NJ
Seton Hall University	South Orange	NJ
Eastern New Mexico University	Portales	NM
University of New Mexico	Albuquerque	NM
Adelphi University	Garden City	NY
Alfred University	Alfred	NY
State University of New York - Binghamton	Binghamton	NY
Clarkson University	Potsdam	NY
Colgate University	Hamilton	NY
Daemen College	Amherst	NY
Elmira College	Elmira	NY
Hamilton College	Clinton	NY
Houghton College	Houghton	NY
Keuka College	Keuka Park	NY
Marymount Manhattan College	New York	NY
New School University	New York	NY
Polytechnic University	Brooklyn	NY
Rochester Institute of Technology	Rochester	NY
Siena College	Loudonville	NY
St. Bonaventure University	St. Bonaventure	NY
St. John's University	Jamaica	NY
Saint Josephs College, New York (Brooklyn Campus)	Brooklyn	NY
Saint Joseph's College, New York (Suffolk Campus)	Patchogue	NY
Stony Brook State University of New York	Stony Brook	NY
SUNY College of Environmental Science and Forestry	Syracuse	NY
Syracuse University	Syracuse	NY

NSSE 2001 Institutions by State

Institution	City	State
Vassar College	Poughkeepsie	NY
Wagner College	Staten Island	NY
Webb Institute	Glen Cove	NY
Wells College	Aurora	NY
Antioch College	Yellow Springs	OH
Bowling Green State University	Bowling Green	OH
Case Western Reserve University	Cleveland	OH
Circleville Bible College	Circleville	OH
College of Wooster, The	Wooster	OH
Heidelberg College	Tiffin	OH
John Carroll University	University Heights	OH
Malone College	Canton	OH
Miami University	Oxford	OH
Mount Union College	Alliance	OH
Ohio Northern University	Ada	OH
Ohio State University, The	Columbus	OH
Ohio University - Zanesville	Zanesville	OH
University of Toledo	Toledo	OH
Wright State University	Dayton	OH
University of Central Oklahoma	Edmond	OK
University of Tulsa	Tulsa	OK
Concordia University (Portland)	Portland	OR
George Fox University	Newberg	OR
Lewis & Clark College	Portland	OR
Portland State University	Portland	OR
Allegheny College	Meadville	PA
Bucknell University	Lewisburg	PA
Cedar Crest College	Allentown	PA
Chatham College	Pittsburgh	PA
Franklin & Marshall College	Lancaster	PA
Holy Family College	Philadelphia	PA
Lebanon Valley College	Annvile	PA
Moravian College	Bethlehem	PA
Pennsylvania State University - Abington College, The	Abington	PA
Pennsylvania State University, The	University Park	PA
Rosemont College	Rosemont	PA
Saint Francis College	Loretto	PA
Saint Vincent College & Seminary	Latrobe	PA
Temple University	Philadelphia	PA
University of Pittsburgh at Greensburg	Greensburg	PA
Ursinus College	Collegeville	PA
Wilkes University	Wilkes-Barre	PA
University of Puerto Rico in Humacao	Humacao	PR
Bryant College	Smithfield	RI
Presbyterian College	Clinton	SC
University of South Carolina	Columbia	SC
Winthrop University	Rock Hill	SC
Wofford College	Spartanburg	SC
Belmont University	Nashville	TN
Lee University	Cleveland	TN
University of Tennessee	Knoxville	TN

NSSE 2001 Institutions by State

Institution	City	State
University of the South	Sewanee	TN
Abilene Christian University	Abilene	TX
Angelo State University	San Angelo	TX
Hardin-Simmons University	Abilene	TX
Lamar University	Beaumont	TX
Our Lady of the Lake University	San Antonio	TX
Prairie View A&M University	Prairie View	TX
Rice University	Houston	TX
Sam Houston State University	Huntsville	TX
Southwest Texas State University	San Marcos	TX
Southwestern University	Georgetown	TX
Tarleton State University	Stephenville	TX
Texas A&M International University	Laredo	TX
Texas A&M University	College Station	TX
Texas A&M University - Commerce	Commerce	TX
Texas A&M University - Corpus Christi	Corpus Christi	TX
Texas A&M University - Kingsville	Kingsville	TX
Texas A&M University - Texarkana	Texarkana	TX
Texas A&M University - Galveston	Galveston	TX
Texas Christian University	Ft Worth	TX
Texas Tech University	Lubbock	TX
University of Houston	Houston	TX
University of Texas at San Antonio	San Antonio	TX
University of Texas at Tyler	Tyler	TX
University of Texas - Pan American	Edinburg	TX
West Texas A&M University	Canyon	TX
Brigham Young University	Provo	UT
Southern Utah University	Cedar City	UT
Utah State University	Logan	UT
Weber State University	Ogden	UT
Westminster College	Salt Lake City	UT
Christopher Newport University	Newport News	VA
College of William & Mary	Williamsburg	VA
Eastern Mennonite University	Harrisonburg	VA
Lynchburg College	Lynchburg	VA
Old Dominion University	Norfolk	VA
Radford University	Radford	VA
Randolph-Macon College	Ashland	VA
Sweet Briar College	Sweet Briar	VA
Virginia Commonwealth University	Richmond	VA
Johnson State College	Johnson	VT
Lyndon State College	Lyndonville	VT
Norwich University	Northfield	VT
Saint Michael's College	Colchester	VT
Woodbury College	Montpelier	VT
Central Washington University	Ellensburg	WA
Evergreen State College, The	Olympia	WA
Gonzaga University	Spokane	WA
Heritage College	Toppenish	WA
Pacific Lutheran University	Tacoma	WA
Whitman College	Walla Walla	WA

NSSE 2001 Institutions by State

Institution	City	State
Alverno College	Milwaukee	WI
Concordia University Wisconsin	Mequon	WI
Edgewood College	Madison	WI
University of Wisconsin - Eau Claire	Eau Claire	WI
University of Wisconsin - Green Bay	Green Bay	WI
University of Wisconsin - La Crosse	La Crosse	WI
University of Wisconsin - Madison	Madison	WI
University of Wisconsin - Milwaukee	Milwaukee	WI
University of Wisconsin - Oshkosh	Oshkosh	WI
University of Wisconsin - Parkside	Kenosha	WI
University of Wisconsin - Platteville	Platteville	WI
University of Wisconsin - River Falls	River Falls	WI
University of Wisconsin - Stevens Point	Stevens Point	WI
University of Wisconsin - Stout	Menomonie	WI
University of Wisconsin - Superior	Superior	WI
University of Wisconsin - Whitewater	Whitewater	WI

NSSE 2001 Consortia

Consortium: Association of American Universities Data Exchange (AAUDE)

Institution	City	State
University of Arizona, The	Tucson	AZ
University of Kansas, The	Lawrence	KS
University of Maryland, College Park	College Park	MD
University of Michigan, Ann Arbor	Ann Arbor	MI
University of North Carolina at Chapel Hill, The	Chapel Hill	NC
University of Wisconsin - Madison	Madison	WI

Consortium: Association of Independent Technical Universities (AITU)

Institution	City	State
Clarkson University	Potsdam	NY
Embry-Riddle Aeronautical University	Daytona Beach	FL
Harvey Mudd College	Claremont	CA
Illinois Institute of Technology	Chicago	IL
Kettering University	Flint	MI
Polytechnic University	Brooklyn	NY
Rochester Institute of Technology	Rochester	NY
Rose-Hulman Institute of Technology	Terra Haute	IN
Worcester Polytechnic Institute	Worcester	MA

Consortium: Council for Christian Colleges and Universities (CCC&U)

Institution	City	State
Abilene Christian University	Abilene	TX
Eastern Mennonite University	Harrisonburg	VA
George Fox University	Newberg	OR
Gordon College	Wenham	MA
Greenville College	Greenville	IL
Houghton College	Houghton	NY
John Brown University	Siloam Springs	AR
Judson College, Marion	Marion	AL
Judson College, Illinois	Elgin	IL
Lee University	Cleveland	TN
Malone College	Canton	OH
Olivet Nazarene University	Bourbonnais	IL
Trinity Christian College	Palos Heights	IL
Westmont College	Santa Barbara	CA
Wheaton College	Wheaton	IL

Consortium: Concordia Universities

Institution	City	State
Concordia College	Ann Arbor	MI
Concordia University - Irvine	Irvine	CA
Concordia University - Portland	Portland	OR
Concordia University - St. Paul	St. Paul	MN
Concordia University Nebraska	Seward	NE
Concordia University Wisconsin	Mequon	WI

NSSE 2001 Consortia

Consortium: Urban Universities

Institution	City	State
DePaul University	Chicago	IL
Northeastern Illinois University	Chicago	IL
Portland State University	Portland	OR
Southern Illinois University - Edwardsville	Edwardsville	IL
University of Colorado - Denver	Denver	CO
University of Missouri - Kansas City	Kansas City	MO
University of Missouri - St. Louis	St. Louis	MO
University of North Carolina at Charlotte, The	Charlotte	NC
University of Texas - San Antonio	San Antonio	TX
University of Wisconsin - Milwaukee	Milwaukee	WI
Virginia Commonwealth University	Richmond	VA

State or University System

Consortium: Connecticut State University System

Institution	City	State
Central Connecticut State University	New Britain	CT
Eastern Connecticut State University	Willimantic	CT
Southern Connecticut State University	New Haven	CT
Western Connecticut State University	Danbury	CT

Consortium: University of Hawaii System

Institution	City	State
University of Hawaii at Hilo	Hilo	HI
University of Hawaii at Manoa	Honolulu	HI
University of Hawaii - West O'ahu	Pearl City	HI

Consortium: Indiana University System

Institution	City	State
Indiana University Bloomington	Bloomington	IN
Indiana University East	Richmond	IN
Indiana University Kokomo	Kokomo	IN
Indiana University Northwest	Gary	IN
Indiana University Southeast	New Albany	IN

Consortium: Kentucky Public Universities

Institution	City	State
Eastern Kentucky University	Richmond	KY
Kentucky State University	Frankfort	KY
Morehead State University	Morehead	KY
Murray State University	Murray	KY
Northern Kentucky University	Highland Heights	KY
University of Kentucky	Lexington	KY
University of Louisville	Louisville	KY
Western Kentucky University	Bowling Green	KY

Consortium: University System of New Hampshire

Institution	City	State
Keene State College	Keene	NH
Plymouth State College	Plymouth	NH

NSSE 2001 Consortia

State or University System (continued)

Consortium: University of North Carolina System

Institution	City	State
Appalachian State University	Boone	NC
East Carolina University	Greenville	NC
Elizabeth City State University	Elizabeth City	NC
Fayetteville State University	Fayetteville	NC
North Carolina Agricultural and Technical State University	Greensboro	NC
North Carolina Central University	Durham	NC
North Carolina State University	Raleigh	NC
University of North Carolina at Asheville, The	Asheville	NC
University of North Carolina at Chapel Hill, The	Chapel Hill	NC
University of North Carolina at Charlotte, The	Charlotte	NC
University of North Carolina at Greensboro, The	Greensboro	NC
University of North Carolina at Pembroke, The	Pembroke	NC
University of North Carolina at Wilmington, The	Wilmington	NC
Western Carolina University	Cullowhee	NC
Winston-Salem State University	Winston-Salem	NC

Consortium: Texas A&M University System

Institution	City	State
Prairie View A&M University	Prairie View	TX
Tarleton State University	Stephenville	TX
Texas A&M International University	Laredo	TX
Texas A&M University	College Station	TX
Texas A&M University - Galveston	Galveston	TX
Texas A&M University - Commerce	Commerce	TX
Texas A&M University - Corpus Christi	Corpus Christi	TX
Texas A&M University - Kingsville	Kingsville	TX
Texas A&M University - Texarkana	Texarkana	TX
West Texas A&M University	Canyon	TX

Consortium: University of Wisconsin System

Institution	City	State
University of Wisconsin - Eau Claire	Eau Claire	WI
University of Wisconsin - Green Bay	Green Bay	WI
University of Wisconsin - La Crosse	La Crosse	WI
University of Wisconsin - Oshkosh	Oshkosh	WI
University of Wisconsin - Parkside	Kenosha	WI
University of Wisconsin - Platteville	Platteville	WI
University of Wisconsin - River Falls	River Falls	WI
University of Wisconsin - Stevens Point	Stevens Point	WI
University of Wisconsin - Stout	Menomonie	WI
University of Wisconsin - Superior	Superior	WI
University of Wisconsin - Whitewater	Whitewater	WI

NSSE 2001 Carnegie Classifications

Carnegie Classification: Doctoral/Research Universities - Extensive

Institution	City	State
Boston University	Boston	MA
Brigham Young University	Provo	UT
Case Western Reserve University	Cleveland	OH
Catholic University of America	Washington	DC
Colorado State University	Fort Collins	CO
Georgia Institute of Technology	Atlanta	GA
Georgia State University	Atlanta	GA
Indiana University Bloomington	Bloomington	IN
Iowa State University	Ames	IA
Kansas State University	Manhattan	KS
Loyola University Chicago	Chicago	IL
North Carolina State University	Raleigh	NC
Northeastern University	Boston	MA
Ohio State University, The	Columbus	OH
Old Dominion University	Norfolk	VA
Pennsylvania State University, The	University Park	PA
Rice University	Houston	TX
Saint Louis University	St. Louis	MO
State University of New York - Binghamton	Binghamton	NY
Stony Brook State University of New York	Stony Brook	NY
Syracuse University	Syracuse	NY
Temple University	Philadelphia	PA
Texas A&M University	College Station	TX
Texas Tech University	Lubbock	TX
Tulane University	New Orleans	LA
University of Arizona, The	Tucson	AZ
University of California, Santa Cruz	Santa Cruz	CA
University of Delaware	Newark	DE
University of Hawaii at Manoa	Honolulu	HI
University of Houston	Houston	TX
University of Iowa	Iowa City	IA
University of Kansas, The	Lawrence	KS
University of Kentucky	Lexington	KY
University of Louisville	Louisville	KY
University of Maine	Orono	ME
University of Maryland, Baltimore County	Baltimore	MD
University of Maryland, College Park	College Park	MD
University of Michigan, Ann Arbor	Ann Arbor	MI
University of Missouri - Columbia	Columbia	MO
University of New Mexico	Albuquerque	NM
University of North Carolina at Chapel Hill, The	Chapel Hill	NC
University of South Carolina	Columbia	SC
University of Tennessee	Knoxville	TN
University of Toledo	Toledo	OH
University of Wisconsin - Madison	Madison	WI
University of Wisconsin - Milwaukee	Milwaukee	WI
Utah State University	Logan	UT
Virginia Commonwealth University	Richmond	VA
Wayne State University	Detroit	MI

NSSE 2001 Carnegie Classifications

Carnegie Classification: Doctoral/Research Universities - Intensive

Institution	City	State
Adelphi University	Garden City	NY
Bowling Green State University	Bowling Green	OH
Central Michigan University	Mount Pleasant	MI
Clark University	Worcester	MA
Clarkson University	Potsdam	NY
College of William & Mary	Williamsburg	VA
DePaul University	Chicago	IL
East Carolina University	Greenville	NC
Florida Atlantic University	Boca Raton	FL
Florida Institute of Technology	Melbourne	FL
Illinois Institute of Technology	Chicago	IL
Illinois State University	Normal	IL
Miami University	Oxford	OH
Michigan Technological University	Houghton	MI
New School University	New York	NY
Pepperdine University	Malibu	CA
Polytechnic University	Brooklyn	NY
Portland State University	Portland	OR
St. John's University	Jamaica	NY
Seton Hall University	South Orange	NJ
SUNY College of Environmental Science and Forestry	Syracuse	NY
Texas A&M University - Commerce	Commerce	TX
Texas A&M University - Kingsville	Kingsville	TX
Texas Christian University	Ft Worth	TX
University of Colorado at Denver	Denver	CO
University of Missouri - Kansas City	Kansas City	MO
University of Missouri - Rolla	Rolla	MO
University of Missouri - St. Louis	St. Louis	MO
University of North Carolina at Greensboro, The	Greensboro	NC
University of San Diego	San Diego	CA
University of Tulsa	Tulsa	OK
Worcester Polytechnic Institute	Worcester	MA
Wright State University	Dayton	OH

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

Institution	City	State
Abilene Christian University	Abilene	TX
Adams State College	Alamosa	CO
Alfred University	Alfred	NY
Angelo State University	San Angelo	TX
Appalachian State University	Boone	NC
Auburn University Montgomery	Montgomery	AL
Belmont University	Nashville	TN
Butler University	Indianapolis	IN
California Lutheran University	Thousand Oaks	CA
California Polytechnic State University	San Luis Obispo	CA
California State University, Fresno	Fresno	CA
California State University, Fullerton	Fullerton	CA
California State University, San Marcos	San Marcos	CA
Central Connecticut State University	New Britain	CT

NSSE 2001 Carnegie Classifications

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

Institution	City	State
Central Missouri State University	Warrensburg	MO
Central Washington University	Ellensburg	WA
Chadron State College	Chadron	NE
College of Notre Dame of Maryland	Baltimore	MD
Concordia University Wisconsin	Mequon	WI
Drake University	Des Moines	IA
Eastern Connecticut State University	Willimantic	CT
Eastern Kentucky University	Richmond	KY
Eastern New Mexico University	Portales	NM
Edgewood College	Madison	WI
Elon University	Elon	NC
Embry-Riddle Aeronautical University	Daytona Beach	FL
Fayetteville State University	Fayetteville	NC
Framingham State College	Framingham	MA
George Fox University	Newberg	OR
Georgia College & State University	Milledgeville	GA
Georgia Southwestern State University	Americus	GA
Gonzaga University	Spokane	WA
Hamline University	St. Paul	MN
Hardin-Simmons University	Abilene	TX
Heidelberg College	Tiffin	OH
Heritage College	Toppenish	WA
Holy Family College	Philadelphia	PA
Indiana University Northwest	Gary	IN
Indiana University Southeast	New Albany	IN
Jacksonville University	Jacksonville	FL
John Carroll University	University Heights	OH
Johnson State College	Johnson	VT
Kean University	Union	NJ
Lamar University	Beaumont	TX
Lewis University	Romeoville	IL
Loyola Marymount University	Los Angeles	CA
Lynchburg College	Lynchburg	VA
Malone College	Canton	OH
Meredith College	Raleigh	NC
Montclair State University	Upper Montclair	NJ
Morehead State University	Morehead	KY
Murray State University	Murray	KY
New Jersey City University	Jersey City	NJ
North Carolina Agricultural and Technical State University	Greensboro	NC
North Carolina Central University	Durham	NC
North Central College	Naperville	IL
Northeastern Illinois University	Chicago	IL
Northern Kentucky University	Highland Heights	KY
Norwich University	Northfield	VT
Olivet Nazarene University	Bourbonnais	IL
Our Lady of the Lake University	San Antonio	TX
Pacific Lutheran University	Tacoma	WA
Plymouth State College	Plymouth	NH
Prairie View A&M University	Prairie View	TX

NSSE 2001 Carnegie Classifications

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

Institution	City	State
Purdue University Calumet	Hammond	IN
Radford University	Radford	VA
Rider University	Lawrenceville	NJ
Rochester Institute of Technology	Rochester	NY
Rollins College	Winter Park	FL
Sacred Heart University	Fairfield	CT
St. Ambrose University	Davenport	IA
St. Bonaventure University	St. Bonaventure	NY
St. Cloud State University	St. Cloud	MN
Saint Francis College	Loretto	PA
Saint Mary College	Leavenworth	KS
Saint Mary's College of California	Moraga	CA
Saint Mary's University of Minnesota	Winona	MN
Saint Michael's College	Colchester	VT
St. Thomas University	Miami	FL
Saint Xavier University	Chicago	IL
Sam Houston State University	Huntsville	TX
Samford University	Birmingham	AL
Santa Clara University	Santa Clara	CA
Southeastern University	Washington	DC
Southern Connecticut State University	New Haven	CT
Southern Illinois University Edwardsville	Edwardsville	IL
Southwest Texas State University	San Marcos	TX
Springfield College	Springfield	MA
Tarleton State University	Stephenville	TX
Texas A&M International University	Laredo	TX
Texas A&M University - Corpus Christi	Corpus Christi	TX
Texas A&M University - Texarkana	Texarkana	TX
Towson University	Towson	MD
University of Central Arkansas	Conway	AR
University of Central Oklahoma	Edmond	OK
University of North Carolina at Charlotte, The	Charlotte	NC
University of North Carolina at Pembroke, The	Pembroke	NC
University of North Carolina at Wilmington, The	Wilmington	NC
University of Texas at San Antonio	San Antonio	TX
University of Texas at Tyler	Tyler	TX
University of Texas - Pan American	Edinburg	TX
University of Wisconsin - Eau Claire	Eau Claire	WI
University of Wisconsin - La Crosse	La Crosse	WI
University of Wisconsin - Oshkosh	Oshkosh	WI
University of Wisconsin - Platteville	Platteville	WI
University of Wisconsin - River Falls	River Falls	WI
University of Wisconsin - Stevens Point	Stevens Point	WI
University of Wisconsin - Stout	Menomonie	WI
University of Wisconsin - Superior	Superior	WI
University of Wisconsin - Whitewater	Whitewater	WI
Wagner College	Staten Island	NY
West Texas A&M University	Canyon	TX
Western Carolina University	Cullowhee	NC
Western Connecticut State University	Danbury	CT

NSSE 2001 Carnegie Classifications

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

Institution	City	State
Western Kentucky University	Bowling Green	KY
Westminster College	Salt Lake City	UT
Wilkes University	Wilkes-Barre	PA
Winthrop University	Rock Hill	SC
Xavier University of Louisiana	New Orleans	LA

Carnegie Classification: Master's (Comprehensive) Colleges and Universities II

Institution	City	State
Concordia University (Irvine)	Irvine	CA
Concordia University (Nebraska)	Seward	NE
Concordia University (Portland)	Portland	OR
Keene State College	Keene	NH
Kentucky State University	Frankfort	KY
Lebanon Valley College	Annville	PA
Pfeiffer University	Misenheimer	NC
Regis College	Weston	MA
Saint Joseph's College of Maine	Standish	ME
Southern Utah University	Cedar City	UT
University of Dubuque	Dubuque	IA
University of Tampa	Tampa	FL
University of Wisconsin - Green Bay	Green Bay	WI
University of Wisconsin - Parkside	Kenosha	WI
Weber State University	Ogden	UT

Carnegie Classification: Baccalaureate Colleges - Liberal Arts

Institution	City	State
Albertson College of Idaho	Caldwell	ID
Allegheny College	Meadville	PA
Antioch College	Yellow Springs	OH
Birmingham-Southern College	Birmingham	AL
Bucknell University	Lewisburg	PA
California State University, Monterey Bay	Seaside	CA
Centre College	Danville	KY
Chatham College	Pittsburgh	PA
Christopher Newport University	Newport News	VA
Colgate University	Hamilton	NY
College of the Holy Cross	Worcester	MA
College of Wooster, The	Wooster	OH
Colorado College	Colorado Springs	CO
Connecticut College	New London	CT
Depauw University	Greencastle	IN
Earlham College	Richmond	IN
Eastern Mennonite University	Harrisonburg	VA
Eckerd College	Saint Petersburg	FL
Evergreen State College, The	Olympia	WA
Fort Lewis College	Durango	CO
Franklin & Marshall College	Lancaster	PA
Franklin Pierce College	Rindge	NH
Gordon College	Wenham	MA
Goucher College	Baltimore	MD

NSSE 2001 Carnegie Classifications

Carnegie Classification: Baccalaureate Colleges - Liberal Arts (continued)

Institution	City	State
Greensboro College	Greensboro	NC
Hamilton College	Clinton	NY
Harvey Mudd College	Claremont	CA
Houghton College	Houghton	NY
Huntingdon College	Montgomery	AL
Judson College, Marion	Marion	AL
Lewis & Clark College	Portland	OR
Macalester College	St. Paul	MN
Marymount Manhattan College	New York	NY
Massachusetts College of Liberal Arts	North Adams	MA
Moravian College	Bethlehem	PA
New College of the University of South Florida	Sarasota	FL
Oglethorpe University	Atlanta	GA
Presbyterian College	Clinton	SC
Randolph-Macon College	Ashland	VA
Richard Stockton College of New Jersey	Pomona	NJ
Rosemont College	Rosemont	PA
Saint Olaf College	Northfield	MN
Saint Vincent College & Seminary	Latrobe	PA
Siena College	Loudonville	NY
Southwestern University	Georgetown	TX
St. Mary's College of Maryland	St. Mary's City	MD
Sweet Briar College	Sweet Briar	VA
Texas A&M University - Galveston	Galveston	TX
University of Hawaii at Hilo	Hilo	HI
University of Hawaii - West O'ahu	Pearl City	HI
University of Maine at Presque Isle	Presque Isle	ME
University of North Carolina at Asheville, The	Asheville	NC
University of Pittsburgh at Greensburg	Greensburg	PA
University of the South	Sewanee	TN
Ursinus College	Collegeville	PA
Vassar College	Poughkeepsie	NY
Wabash College	Crawfordsville	IN
Wells College	Aurora	NY
Wesleyan College	Macon	GA
Westmont College	Santa Barbara	CA
Wheaton College	Wheaton	IL
Whitman College	Walla Walla	WA
William Jewell College	Liberty	MO
Wofford College	Spartanburg	SC

Carnegie Classification: Baccalaureate Colleges - General

Institution	City	State
Alverno College	Milwaukee	WI
Bloomfield College	Bloomfield	NJ
Cedar Crest College	Allentown	PA
Concordia College	Ann Arbor	MI
Concordia University (St. Paul)	St. Paul	MN
Daemen College	Amherst	NY
Dickinson State University	Dickinson	ND

NSSE 2001 Carnegie Classifications

Carnegie Classification: Baccalaureate Colleges - General (continued)

Institution	City	State
Elizabeth City State University	Elizabeth City	NC
Elmira College	Elmira	NY
Endicott College	Beverly	MA
Greenville College	Greenville	IL
Indiana University East	Richmond	IN
Indiana University Kokomo	Kokomo	IN
John Brown University	Siloam Springs	AR
Judson College, Illinois	Elgin	IL
Keuka College	Keuka Park	NY
Lee University	Cleveland	TN
Lyndon State College	Lyndonville	VT
Manchester College	N. Manchester	IN
Millikin University	Decatur	IL
Mount Union College	Alliance	OH
Ohio Northern University	Ada	OH
St. Josephs College, New York (Brooklyn Campus)	Brooklyn	NY
St. Joseph's College, New York (Suffolk Campus)	Patchogue	NY
Shorter College	Rome	GA
Southwestern College	Winfield	KS
Teikyo Post University	Waterbury	CT
Trinity Christian College	Palos Heights	IL
University of Puerto Rico in Humacao	Humacao	PR
Winston-Salem State University	Winston-Salem	NC

Carnegie Classification: Associate's Colleges

Institution	City	State
Ohio University - Zanesville	Zanesville	OH
Pennsylvania State University - Abington College	Abington	PA
Woodbury College	Montpelier	VT

Carnegie Classification: Specialized Institutions - Theological Seminaries/Faith Related Institutions

Institution	City	State
Circleville Bible College	Circleville	OH
Saint John Vianney College Seminary	Miami	FL

Carnegie Classification: Specialized Institutions - Other Separate Health Profession Schools

Institution	City	State
Jewish Hospital College of Nursing and Allied Health	St. Louis	MO

Carnegie Classifications: Specialized Institutions - Schools of Engineering and Technology

Institution	City	State
Kettering University	Flint	MI
Rose-Hulman Institute of Technology	Terre Haute	IN
Webb Institute	Glen Cove	NY

Carnegie Classifications: Specialized Institutions - Schools of Business and Management

Institution	City	State
Bryant College	Smithfield	RI

Carnegie Classification: Specialized Institutions - Schools of Art, Music, and Design

Institution	City	State
Corcoran School of Art and Design	Washington	DC

The College Student Report 2001

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

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

	Very often ▼	Often ▼	Some- times ▼	Never ▼
r. Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Had serious conversations with students of a different race or ethnicity than your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

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

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

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

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

Relationships with:

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

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

- ☐ Excellent
☐ Good
☐ Fair
☐ Poor

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

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

13 Write in your year of birth:

14 Your sex

☐ Male ☐ Female

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

☐ Yes ☐ No

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

☐ American Indian or other Native American

☐ Asian American or Pacific Islander

☐ Black or African American

☐ White

☐ Other: Specify

17 Are you an international student or foreign national?

☐ Yes ☐ No

18 What is your current classification in college?

☐ Freshman/first-year

☐ Senior

☐ Sophomore

☐ Unclassified

☐ Junior

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

☐ Vocational-technical school

☐ Community or junior college

☐ 4-year college other than this one

☐ None

☐ Other: Specify

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

☐ Started here ☐ Started elsewhere

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

☐ Full-time ☐ Less than full-time

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

☐ Yes ☐ No

23 Do you intend to teach at some pre-kindergarten through high school grade level within a year or two of completing your degree program?

☐ Yes ☐ No ☐ Undecided

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

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

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

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

☐ Fraternity or sorority house

25 Did either of your parents graduate from college?

☐ Yes, both parents

☐ No

☐ Yes, father only

☐ Don't know

☐ Yes, mother only

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

Primary Major

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

☐

☐

Agriculture

☐

☐

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

☐

☐

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

☐

☐

Communications (speech, journalism, television/radio, etc.)

☐

☐

Computer and information sciences

☐

☐

Education

☐

☐

Engineering

☐

☐

Ethnic, cultural studies, and area studies

☐

☐

Foreign languages and literature (French, Spanish, etc.)

☐

☐

Health-related fields (nursing, physical therapy, health technology, etc.)

☐

☐

Humanities (English, literature, philosophy, religion, etc.)

☐

☐

Liberal/general studies

☐

☐

Mathematics

☐

☐

Multi/interdisciplinary studies (international relations, ecology, environmental studies, etc.)

☐

☐

Parks, recreation, leisure studies, sports management

☐

☐

Physical sciences (physics, chemistry, astronomy, earth sciences, etc.)

☐

☐

Public administration (city management, law enforcement, etc.)

☐

☐

Social sciences (anthropology, economics, history, political science, psychology, sociology, etc.)

☐

☐

Visual and performing arts (art, music, theater, etc.)

☐

☐

Undecided

☐

☐

Other: Specify

THANKS FOR SHARING YOUR VIEWS!

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

451939



National Survey of Student Engagement

The College Student Report

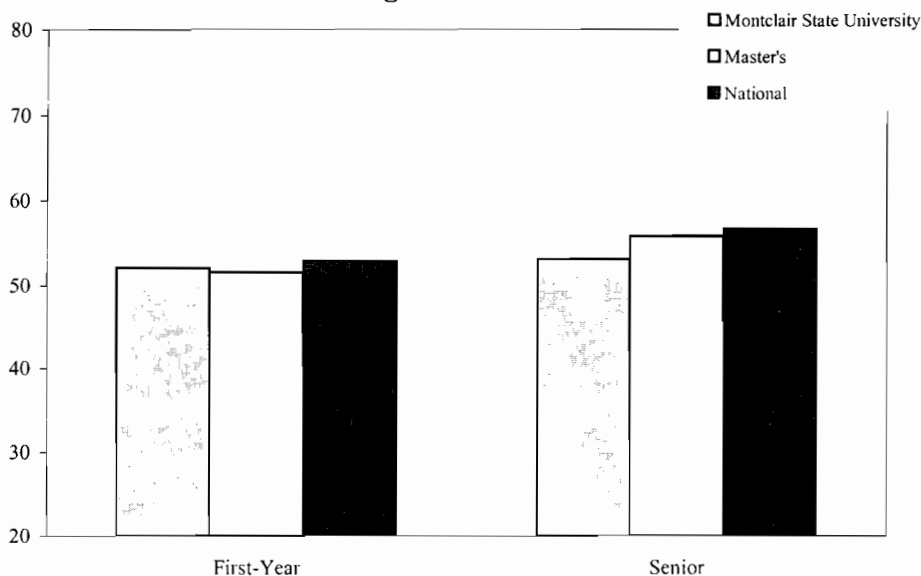
NSSE 2001 Institutional Benchmark Report Montclair State University

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

These benchmarks are: (1) level of academic challenge, (2) active and collaborative learning, (3) student interactions with faculty members, (4) enriching educational experiences, and (5) supportive campus environment. The NSSE benchmark analysis is based on more than 105,000 randomly selected students at 467 four-year colleges and universities that participated in the spring of 2000 or 2001. The students represent a broad cross-section of first-year and senior students from every region of the country. The institutions are similar in most respects to the universe of four-year schools. More detailed information about the benchmarks can be found in the national report that was sent with this mailing and on the NSSE website at www.iub.edu/~nsse.

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

Level of Academic Challenge



Level of Academic Challenge Items:

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

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

Number of written papers or reports of 20 pages or more

Number of written papers or reports of between 5 and 19 pages

Number of written papers or reports of fewer than 5 pages

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

Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships

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

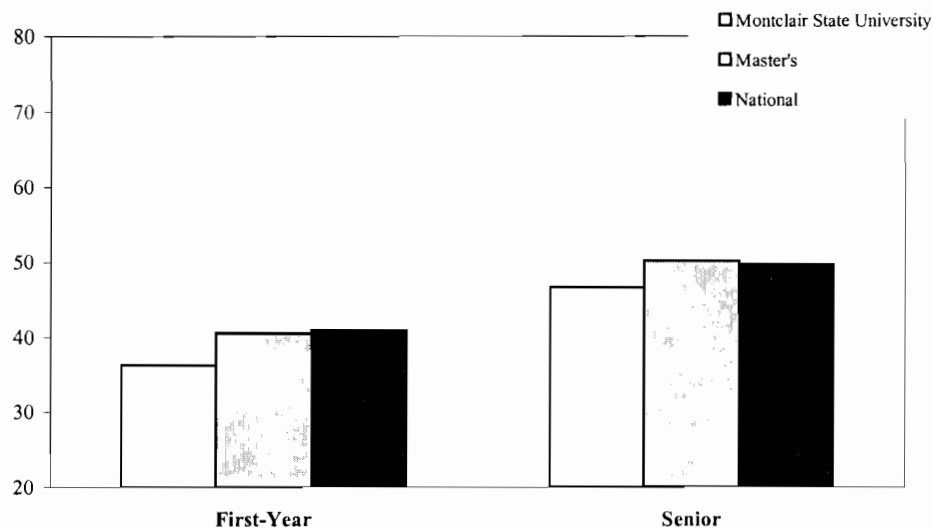
Coursework emphasizes: Applying theories or concepts to practical problems or in new situations

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

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

	Benchmark Scores		
	Institution	Carnegie Classification	All NSSE Institutions
	Montclair State University	Master's	National
First-Year	52.1	51.6	52.9
Senior	53.1	55.8	56.6

Active and Collaborative Learning



Benchmark Scores

	Institution	Carnegie Classification	All NSSE Institutions
	Montclair State University	Master's	National
First-Year	36.3	40.5	40.9
Senior	46.7	50.2	49.7

Active and Collaborative Learning Items:

Asked questions in class or contributed to class discussions

Made a class presentation

Worked with other students on projects during class

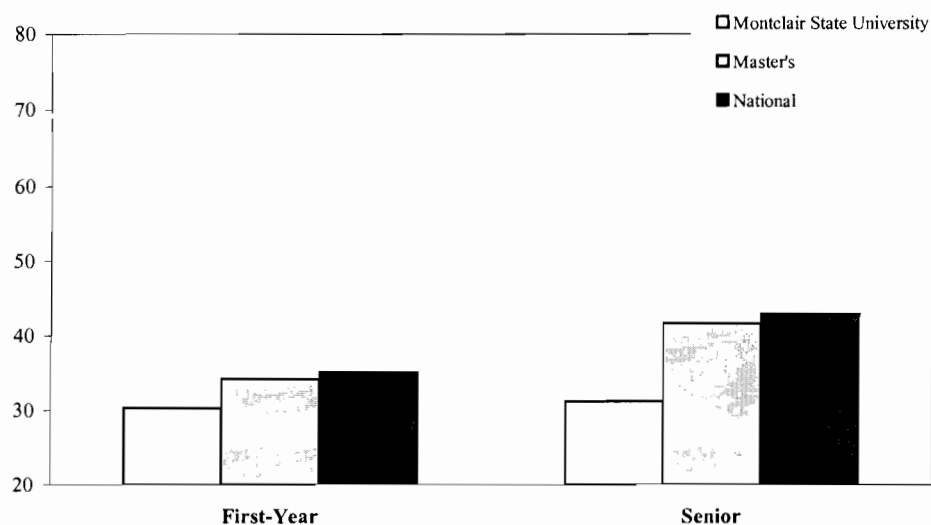
Worked with classmates outside of class to prepare class assignments

Tutored or taught other students

Participated in a community-based project as part of a regular course

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

Student Interactions with Faculty Members



Benchmark Scores

	Institution	Carnegie Classification	All NSSE Institutions
	Montclair State University	Master's	National
First-Year	30.3	34.2	35.1
Senior	31.2	41.7	42.9

Student Interactions with Faculty Members Items:

Discussed grades or assignments with an instructor

Talked about career plans with a faculty member or advisor

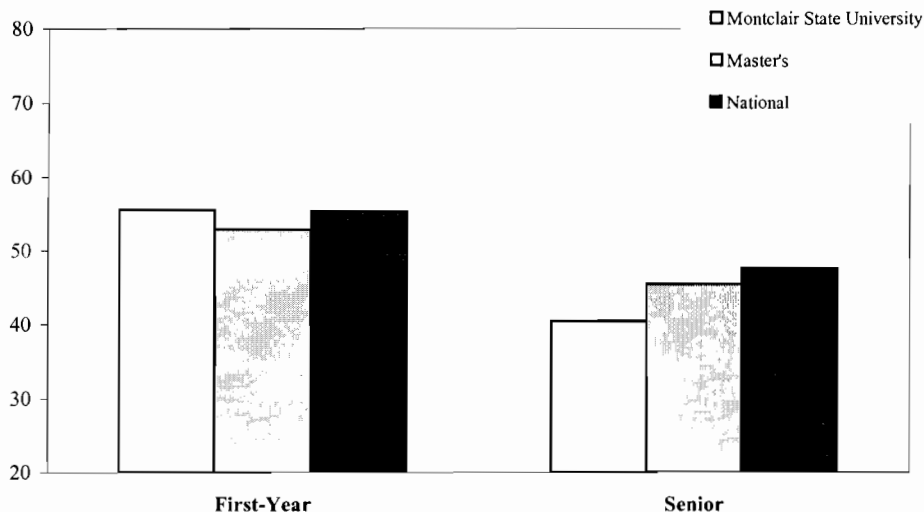
Discussed ideas from your readings or classes with faculty members outside of class

Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)

Received prompt feedback from faculty on your academic performance (written or oral)

Worked or planned to work with a faculty member on a research project outside of course or program requirements

Enriching Educational Experiences



Benchmark Scores

	Institution	Carnegie Classification	All NSSE Institutions
	Montclair State University	Master's	National
First-Year	55.5	52.9	55.4
Senior	40.5	45.5	47.6

Enriching Educational Experiences Items:

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

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

Community service or volunteer work

Foreign language coursework & study abroad

Independent study or self-designed major

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

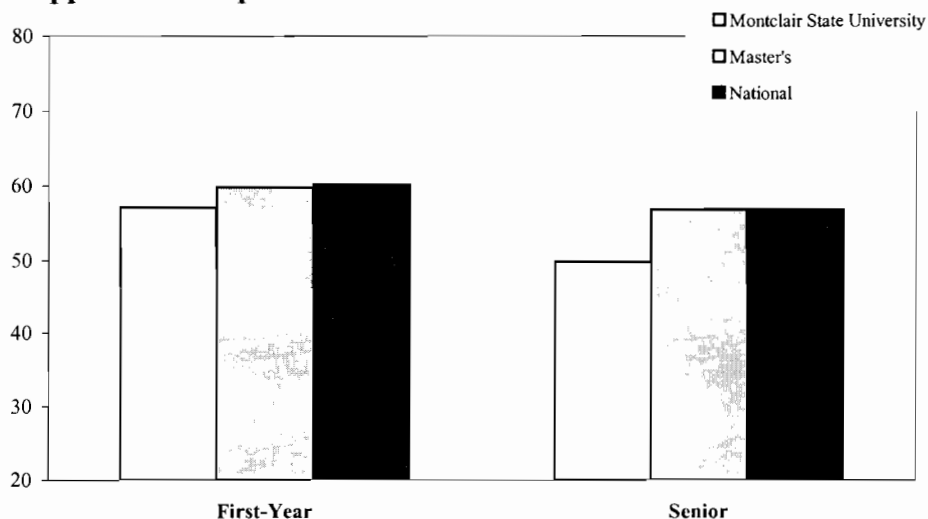
Had serious conversations with students that have different religious beliefs, political opinions, or personal values

Had serious conversations with students of a different race or ethnicity

Used electronic technology (list-serve, chat group, internet, etc.) to discuss or complete an assignment

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

Supportive Campus Environment



Benchmark Scores

	Institution	Carnegie Classification	All NSSE Institutions
	Montclair State University	Master's	National
First-Year	57.1	59.8	60.2
Senior	49.8	56.8	56.8

Supportive Campus Environment Items:

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

NSSE 2000-2001 National Benchmark Summary Statistics

Montclair State University

First-Year				
Benchmark	Montclair State University Benchmark Score	Comparison Group Statistics		
			Master's	National
Level of Academic Challenge	52.1	Benchmark Score	51.6	52.9
		Score Difference	0.5	-0.8
		Standard Deviation	3.8	4.5
		Standard Score	0.1	-0.2
Active and Collaborative Learning	36.3	Benchmark Score	40.5	40.9
		Score Difference	-4.2	-4.6
		Standard Deviation	4.3	4.7
		Standard Score	-1.0	-1.0
Student Interactions With Faculty Members	30.3	Benchmark Score	34.2	35.1
		Score Difference	-3.9	-4.8
		Standard Deviation	4.6	5.3
		Standard Score	-0.8	-0.9
Enriching Educational Experiences	55.5	Benchmark Score	52.9	55.4
		Score Difference	2.6	0.1
		Standard Deviation	6.4	7.8
		Standard Score	0.4	0.0
Supportive Campus Environment	57.1	Benchmark Score	59.8	60.2
		Score Difference	-2.7	-3.1
		Standard Deviation	5.0	5.6
		Standard Score	-0.5	-0.6
		Number of Institutions	193	465

Explanation of Statistics

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

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

Standard Deviation: The average amount each institution's benchmark score deviates from the mean of all benchmark scores in the comparison group. The greater the dispersion of scores the larger the standard deviation.

Standard Score (SS): In statistical terms, this is a z score - the standardized magnitude of the difference between your school's benchmark score and the mean of the comparison group. It is calculated by dividing the score difference by the standard deviation of the comparison group.

Assuming the group means are normally distributed, a SS of 0.5 refers to a benchmark score that is greater than 69% of all comparison group schools, and 1.0 is greater than 84%. Likewise, a negative SS of -0.5 corresponds to a score that is better than 31% of the comparison group, and a -1.0 corresponds to an institution that is better than only 16% of the comparison group. A SS of zero indicates that the institution and comparison group benchmark scores are equal, and that the institution's score is higher than roughly 50% of the other schools in the group.

Also note the sign of the SS. A positive sign means that your institution's score was greater than the comparison group average, thus showing an affirmative result for the institution. A negative sign indicates the institution lags behind, suggesting that the student behavior or institutional practice represented by the benchmark may warrant attention.

Senior				
Benchmark	Montclair State University Benchmark Score	Comparison Group Statistics ^a		
			Master's	National
Level of Academic Challenge	53.1	Benchmark Score	55.8	56.6
		Score Difference	-2.7	-3.5
		Standard Deviation	3.1	3.8
		Standard Score	-0.9	-0.9
Active and Collaborative Learning	46.7	Benchmark Score	50.2	49.7
		Score Difference	-3.5	-3.0
		Standard Deviation	3.8	4.5
		Standard Score	-0.9	-0.7
Student Interactions With Faculty Members	31.2	Benchmark Score	41.7	42.9
		Score Difference	-10.5	-11.7
		Standard Deviation	5.5	6.8
		Standard Score	-1.9	-1.7
Enriching Educational Experiences	40.5	Benchmark Score	45.5	47.6
		Score Difference	-5.0	-7.1
		Standard Deviation	5.5	7.1
		Standard Score	-0.9	-1.0
Supportive Campus Environment	49.8	Benchmark Score	56.8	56.8
		Score Difference	-7.0	-7.0
		Standard Deviation	5.3	6.1
		Standard Score	-1.3	-1.1
Number of Institutions			194	467

NSSE National Benchmark Deciles

Montclair State University

These tables present the range of institutional scores by decile for the five benchmarks of effective educational practice for both first-year and senior students. Deciles are percentile scores that divide the frequency of benchmark scores into ten equal groups. Deciles are listed for both the NSSE national results and for each of the Carnegie Classifications. A percentile is the point in a distribution at or below which a given percentage of institutional benchmark scores fall. For example, the 60th percentile represents the point at or below which 60 percent of the institutional benchmark scores fall for the respective comparison group. To help you gauge your institution's performance relative to the comparison groups, the shaded areas on the national and Carnegie classification tables indicate the deciles that are less than or equal to your benchmark score. For example, if your benchmark score on Level of Academic Challenge for first-year students is 55.6, then your institution falls within the 70th and 80th percentile range on the national table, and between the 80th and 90th percentiles on the Research/Doctoral-Extensive table.

	First-Year											Senior										
National	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Level of Academic Challenge	42.2	47.6	49.3	50.3	51.2	52.2	53.3	54.7	56.7	59.1	65.8	48.5	52.3	53.2	54.2	55.1	56.0	56.9	58.1	59.6	61.9	70.8
Active and Collaborative Learning	27.6	35.3	36.5	37.9	39.3	40.7	41.8	43.2	45.0	47.4	56.0	38.2	44.4	46.2	47.2	48.2	49.5	50.7	51.7	53.3	55.4	67.7
Student Interactions With Faculty	23.0	28.6	30.7	32.0	33.3	34.4	35.9	37.4	39.4	42.2	57.0	24.8	35.1	37.2	38.7	40.3	42.0	43.9	45.9	49.0	52.0	64.9
Enriching Educational Experiences	38.3	45.4	48.7	51.0	53.3	55.3	57.2	59.0	61.8	65.9	79.1	33.8	39.6	41.4	43.3	44.8	46.5	48.2	50.8	53.2	56.9	77.6
Supportive Campus Environment	44.5	53.4	55.4	57.2	58.7	59.8	61.6	63.0	64.7	67.4	76.8	41.0	49.1	51.6	53.3	55.1	56.8	58.3	60.2	62.0	64.8	75.8
Res/Doc-Extensive	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Level of Academic Challenge	44.5	47.2	48.5	49.6	49.8	50.6	51.8	53.0	54.6	56.8	62.1	49.4	52.2	52.7	53.2	53.6	54.5	54.9	55.5	56.4	58.0	60.0
Active and Collaborative Learning	31.3	34.2	35.6	36.0	36.7	37.4	38.1	38.9	39.8	41.3	44.9	39.3	42.3	43.7	44.5	45.2	45.7	46.5	47.1	48.1	48.8	53.8
Student Interactions With Faculty	23.4	27.3	28.7	29.4	30.5	31.5	32.2	33.6	34.2	36.6	44.2	30.8	34.7	36.0	36.4	37.2	37.9	38.9	39.6	42.3	43.6	45.6
Enriching Educational Experiences	43.5	48.4	50.8	52.8	53.9	55.5	56.8	58.7	59.6	62.2	70.6	35.7	40.1	42.5	43.6	44.8	45.3	46.8	48.1	49.7	52.3	57.6
Supportive Campus Environment	44.5	51.5	52.6	53.7	54.8	56.3	57.1	58.2	59.0	59.7	70.8	41.0	45.8	47.7	49.3	50.2	51.5	52.2	53.0	53.8	56.3	65.7
Res/Doc-Intensive	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Level of Academic Challenge	44.6	47.5	48.6	49.9	51.0	51.7	52.9	54.1	55.4	57.8	60.1	49.6	51.6	52.5	53.0	53.9	55.1	55.8	56.4	57.1	58.3	62.0
Active and Collaborative Learning	31.7	34.6	35.5	36.4	37.3	39.1	39.9	41.1	42.3	46.4	48.4	38.8	42.1	44.1	45.4	46.5	46.8	48.1	49.6	51.0	51.7	57.2
Student Interactions With Faculty	25.1	26.8	28.3	30.5	33.2	34.0	35.1	35.6	36.5	39.3	43.5	28.4	33.7	35.1	36.9	37.9	38.5	40.0	41.8	44.7	46.5	50.2
Enriching Educational Experiences	39.6	41.9	48.7	50.8	52.1	53.9	56.4	57.6	60.2	64.9	69.1	34.1	37.7	40.5	41.5	42.2	43.4	45.2	46.9	50.7	54.0	61.8
Supportive Campus Environment	46.8	50.8	52.4	53.9	55.9	57.5	58.3	60.0	60.9	62.3	67.3	41.0	47.4	49.3	51.4	52.1	53.0	53.8	55.3	56.5	58.4	63.6
Master's I & II	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Level of Academic Challenge	42.2	46.7	48.6	50.0	50.5	51.1	52.0	53.2	54.5	56.8	61.6	48.5	52.2	53.1	53.8	54.6	55.6	56.2	57.0	58.4	59.7	65.5
Active and Collaborative Learning	30.5	34.8	36.3	37.9	39.1	40.5	41.5	43.0	44.1	46.3	54.3	39.7	46.1	47.0	48.2	49.0	49.8	50.8	52.0	53.7	55.4	63.0
Student Interactions With Faculty	23.0	28.4	30.7	31.8	32.9	33.8	35.1	36.3	38.4	40.2	47.1	24.8	34.7	37.6	39.2	40.5	41.3	42.9	44.8	46.4	48.9	58.5
Enriching Educational Experiences	38.3	45.1	46.5	49.4	51.0	52.8	54.6	56.3	58.5	61.8	70.9	34.3	39.3	40.6	41.9	43.4	44.8	46.5	48.1	50.3	53.3	64.2
Supportive Campus Environment	46.0	53.6	55.7	57.2	58.5	59.7	61.0	62.5	63.6	66.4	75.1	41.7	49.8	52.5	54.2	55.4	56.9	58.3	60.0	61.5	62.9	72.3
Bac-Liberal Arts	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Level of Academic Challenge	45.7	51.0	52.6	55.2	56.1	57.6	58.3	59.5	61.2	63.0	65.8	51.0	55.8	56.8	58.8	59.6	60.7	61.6	63.0	63.9	65.1	70.8
Active and Collaborative Learning	35.5	38.4	40.3	42.1	43.1	43.8	44.6	46.3	47.5	48.9	53.0	41.1	46.4	49.0	50.2	50.8	51.7	52.4	53.9	55.4	57.4	67.7
Student Interactions With Faculty	31.0	32.8	35.3	37.1	38.1	39.6	41.0	42.2	43.8	46.1	57.0	35.2	40.4	45.4	48.7	50.1	50.9	52.6	54.5	55.6	57.9	64.9
Enriching Educational Experiences	44.1	54.6	57.5	60.0	61.8	64.6	67.0	68.5	69.6	74.0	79.1	34.3	46.1	49.8	51.5	53.9	55.8	58.0	61.0	62.3	66.2	77.6
Supportive Campus Environment	48.2	59.0	60.7	61.8	63.3	64.1	64.8	66.6	68.2	70.8	74.3	51.3	56.4	57.5	58.6	60.0	61.8	63.8	64.8	65.7	66.9	72.0
Bac-General Colleges	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%
Level of Academic Challenge	44.0	48.7	50.5	51.3	52.4	52.7	53.4	54.4	55.4	58.3	62.4	48.6	51.8	53.8	54.8	56.1	56.8	57.7	59.0	60.0	61.6	70.5
Active and Collaborative Learning	27.6	36.0	37.3	39.5	41.1	42.0	42.9	45.0	47.3	49.9	53.4	40.5	45.8	47.4	48.3	50.1	51.1	51.7	52.7	54.7	57.4	65.0
Student Interactions With Faculty	27.2	30.9	32.1	32.8	34.7	35.9	37.0	38.8	40.3	43.5	47.1	30.3	35.4	38.7	41.5	43.2	44.6	45.6	46.6	48.8	51.1	58.5
Enriching Educational Experiences	41.1	43.4	45.9	49.0	51.0	53.7	56.6	57.8	58.5	61.2	66.4	33.8	37.9	40.8	43.8	45.6	47.6	49.2	51.6	52.9	53.9	57.4
Supportive Campus Environment	53.6	57.0	58.7	59.4	61.5	62.5	63.9	65.1	67.1	70.8	76.8	47.0	53.1	55.0	56.8	58.4	59.8	61.2	62.8	64.2	68.6	70.8



National Survey of Student Engagement

The College Student Report

Institutional Engagement Index 2001

This report represents the degree to which your students do more or less than expected in terms of engaging in the five areas of effective educational practice described in the *NSSE 2001 Report* after statistically adjusting for the types of students that attend your school and other institutional characteristics.¹ Thus, the Institutional Engagement Index provides an alternative way to view institutional performance.

The report answers three main questions:

- 1) If your actual benchmark scores were statistically adjusted for the types of students at your school and other institutional characteristics, what would happen to your benchmark scores?
- 2) Is your institution doing better or worse than expected given your student and institutional make-up?
- 3) How does the difference between your actual and predicted benchmark scores compare to other NSSE colleges and universities?

Montclair State University

Benchmark	Actual	Predicted	Residual	Standardized Residual
First-Year Students				
Level of Academic Challenge	52.0	50.9	1.0	0.4
Active and Collaborative Learning	36.3	37.3	-1.0	-0.3
Student Interactions with Faculty Members	30.3	31.2	-0.8	-0.2
Enriching Educational Experiences	55.5	53.0	2.5	0.6
Supportive Campus Environment	57.1	57.6	-0.5	-0.1
Senior Students				
Level of Academic Challenge	51.5	53.6	-2.2	-0.8
Active and Collaborative Learning	46.7	47.5	-0.8	-0.2
Student Interactions with Faculty Members	31.2	36.0	-4.8	-1.2
Enriching Educational Experiences	40.5	41.0	-0.5	-0.1
Supportive Campus Environment	49.8	53.6	-3.8	-0.9

The first column highlights your institution's first-year and senior students actual benchmark scores, which correspond to the numbers reported in the Institutional Benchmark Report.²

The second column represents what your students could be predicted or expected to do across this range of important activities, given their background characteristics and selected institutional information.³

The third column, residual, is the difference between the actual and predicted scores. A positive score indicates that students are more engaged in the respective educational practice (and likely benefiting more) *than might be expected*. A negative score indicates that students are doing less than expected in these areas of effective educational practice.

The last column is a standardized residual (SR), an estimate of the degree to which your institution exceeded or fell short of its predicted score on each benchmark relative to all other NSSE institutions. It expresses the residual score in standard deviation units. When your school's actual benchmark score is equal to the predicted score both the residual score and the SR are equal to zero. A large, positive SR indicates that your school exceeded its predicted score by more than most other schools.⁴

Notes to NSSE Institutional Engagement Index

The information in these notes will help in understanding the Institutional Engagement Index.

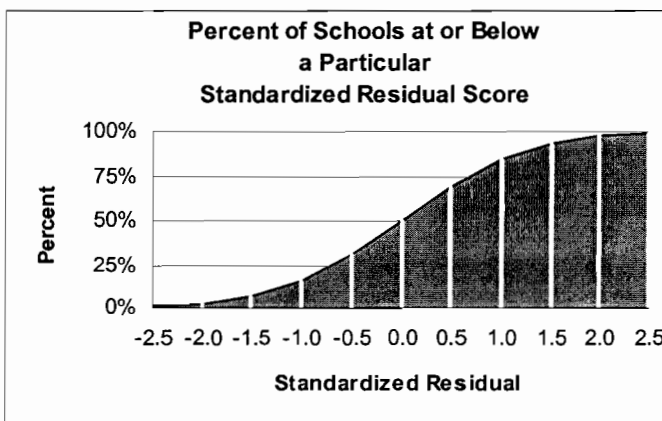
¹Supporting materials related to the Institutional Engagement Index, including the adjusted R^2 and regression coefficients, are available on NSSE's website at [www.iub.edu/~nsse/html/report-2001.shtml].

²The actual score for Level of Academic Challenge reported here might differ somewhat from what is reported in the Benchmark Report. The score in the Benchmark Report includes an enrollment status adjustment. This adjustment was not included here because enrollment status is included in the regression model.

³The following student and institutional characteristics (when available) were considered in an ordinary least squares regression model to produce the predicted benchmark scores. Unless noted otherwise, institutional and student characteristics were obtained from Fall 1998-1999 IPEDS data, the most complete database available: (a) public/private, (b) admissions selectivity from Barron's 2001, (c) Carnegie classification (d) undergraduate enrollment, (e) urbanicity, (f) educational and general revenues per FTE student from 1995-96 IPEDS (g) proportion full-time, (h) proportion female, (i) proportion of different races/ethnicities, (j) proportion of different student-reported major fields, (k) mean student-reported age and, (l) proportion of students reporting on-campus residence. These student and institutional characteristics were included in the regression model since they are not easily changed.

⁴Since some participating colleges and universities will be interested to know how their residuals compare to other NSSE institutions, we have provided the following table and graphic.

A Standardized Residual of indicates a residual score that is greater than approximately ___% of NSSE schools:
-2.5	1%
-2.0	2%
-1.5	7%
-1.0	16%
-0.5	31%
0.0	50%
0.5	69%
1.0	84%
1.5	93%
2.0	98%
2.5	99%



A SR of 1.0 indicates a residual score that is greater than approximately 84 percent of all institutions' scores; a SR of .5 indicates the residual score is greater than about 69 percent of all institutions' scores. In contrast, a negative SR of -.5 indicates the residual score exceeds about 31 percent of all NSSE institutions, and a SR of -1.0 indicates the residual score is greater than only 16 percent of the scores of all other NSSE institutions. Statistically speaking, the SR that we employ is known as the studentized deleted residual or externally studentized residual.

May 13, 2002

Jane Zeff
Director of Institutional Research
Montclair State University
Normal Avenue
Upper Montclair, NJ 07043-1624

Dear Jane,

Included in this packet are the frequencies and means comparisons report from part 1 of your special analysis and an invoice for \$500.00. The precise parameters used to select the schools in your special comparison group are as follows: Doctoral-Intensive and Masters level public institutions with enrollment between 7,000 and 14,000 with between 30 and 50% of first year students living on campus. The combined norms dataset from NSSE 2000 and NSSE 2001 was used. The parameters yielded the following institutions in your comparison group:

Austin Peay State University	Southern Illinois University-Edwardsville
Central Connecticut State University	University Of Massachusetts-Lowell
Eastern Kentucky University	University Of Southern Indiana
George Mason University	William Paterson College of New Jersey
Portland State University	Wright State University-Main Campus
Southern Connecticut State University	

Please note that some survey questions were changed from the year 2000 to 2001. Therefore some institutions that participated in 2001 did not have exactly the same questions. You can see this reflected in the lower N on those items.

Please let me know if you have any questions about this special report. Thanks so much for your participation in NSSE.

Sincerely,

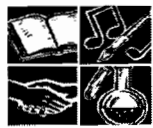
Bob Gonyea
NSSE Data Analyst
(812) 856-3014

PART 1: Peer Comparison

Frequency and means comparison of Montclair State with public Master's colleges and doctoral research intensive with an enrollment of around 10,000 and 35-45% of first-year students residing on campus. This report will be completed in the first week of May. The cost for the analysis is \$500. We will use the 2000-2001 combined data file for this analysis unless Jane specifies otherwise.

PART 2: Major Comparison

Means and frequencies by major for all MSU students who completed the survey in 2000, 2001, and 2002. Jane will investigate if she wants both primary and secondary majors and if the groupings of majors need adjustment. This analysis will be completed in late September. The cost for this analysis will range between \$300 and \$400 depending on issues to be resolved between Jane and Bob.



National Survey of Student Engagement

The College Student Report

NSSE 2001 Means Summary Report Montclair State University

Montclair State Univ	Special Peer Group
----------------------	--------------------

	Var. Name	Class	Mean	Mean	Sig ^a	Effect Size ^b
Academic, Intellectual, and Social Experiences			<i>1=never, 2=sometimes, 3=often, 4=very often</i>			
Asked questions in class or contributed to class discussions	CLQUEST	1st Yr.	2.72	2.69		
		Senior	3.02	3.01		
Made a class presentation	CLPRESEN	1st Yr.	2.30	2.11		
		Senior	2.84	2.76		
Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	1st Yr.	2.69	2.83		
		Senior	2.60	2.60		
Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	1st Yr.	2.93	3.03		
		Senior	3.25	3.26		
Came to class without completing readings or assignments	CLUNPREP	1st Yr.	1.87	2.07		
		Senior	1.88	2.12	*	-.32
Worked with other students on projects during class	CLASSGRP	1st Yr.	2.40	2.50		
		Senior	2.56	2.53		
Worked with other students on projects outside of class to prepare class assignments	OCCGRP	1st Yr.	1.91	2.14		
		Senior	2.47	2.62		
Tutored or taught other students (paid or voluntary)	TUTOR	1st Yr.	1.45	1.50		
		Senior	1.54	1.73		
Participated in a community-based project as a part of a regular course	COMMPROJ	1st Yr.	1.19	1.24		
		Senior	1.44	1.59		
Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment	ITACADEM	1st Yr.	2.46	2.26		
		Senior	2.56	2.47		
Used email to communicate with an instructor	EMAIL	1st Yr.	2.54	2.55		
		Senior	2.56	2.76		

^a Independent sample t-tests, 2-tailed, *p<.001. See summary statistics on pages 8-11.

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



National Survey of Student Engagement

The College Student Report

NSSE 2001 Means Summary Report Montclair State University

Montclair State Univ	Special Peer Group
----------------------	--------------------

	Var. Name	Class	Mean	Mean	Sig ^a	Effect Size ^b
Academic, Intellectual, and Social Experiences (continued)			<i>1=never, 2=sometimes, 3=often, 4=very often</i>			
Discussed grades or assignments with an instructor	FACGRADE	1st Yr.	2.40	2.48		
		Senior	2.50	2.66		
Talked about career plans with a faculty member or advisor	FACPLANS	1st Yr.	2.02	2.02		
		Senior	1.99	2.25		
Discussed ideas from your reading or classes with faculty members outside of class	FACIDEAS	1st Yr.	1.59	1.62		
		Senior	1.78	1.91		
Received prompt feedback from faculty on your academic performance (written or oral)	FACFEED	1st Yr.	2.43	2.43		
		Senior	2.52	2.68		
Worked harder than you thought you could to meet an instructor's standards or expectations.	WORKHARD	1st Yr.	2.48	2.56		
		Senior	2.68	2.67		
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER	1st Yr.	1.25	1.31		
		Senior	1.43	1.55		
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	1st Yr.	2.62	2.64		
		Senior	2.81	2.81		
Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	1st Yr.	2.84	2.56		
		Senior	2.75	2.52		
Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTUD	1st Yr.	2.77	2.49		
		Senior	2.62	2.48		

Mental Activities

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

Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	MEMORIZE	1st Yr.	2.81	2.94		
		Senior	2.90	2.77		

^a Independent sample t-tests, 2-tailed, *p<.001. See summary statistics on pages 8-11.

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



National Survey of Student Engagement

The College Student Report

NSSE 2001 Means Summary Report Montclair State University

Montclair State Univ	Special Peer Group
----------------------	--------------------

	Var. Name	Class	Mean	Mean	Sig ^a	Effect Size ^b
<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>						
Analyzing the basic elements of an idea, experience, or theory such as examining a particular case or situation in depth and considering its components	ANALYZE	1st Yr.	3.04	2.92		
		Senior	3.10	3.17		
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	SYNTHESZ	1st Yr.	2.75	2.61		
		Senior	2.85	2.85		
Making judgments about the value of information, arguments, or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	EVALUATE	1st Yr.	2.77	2.60		
		Senior	2.69	2.75		
Applying theories or concepts to practical problems or in new situations	APPLYING	1st Yr.	2.88	2.76		
		Senior	2.92	3.04		

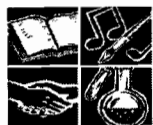
Reading and Writing

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

Number of assigned textbooks, books, or book-length packs of course readings	READASGN	1st Yr.	3.33	3.29		
		Senior	2.88	3.25	*	-.36
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	1st Yr.	1.92	2.03		
		Senior	2.14	2.16		
Number of written papers or reports of 20 pages or more	WRITEMOR	1st Yr.	1.33	1.25		
		Senior	1.71	1.65		
Number of written papers or reports between 5 and 19 pages	WRITEMID	1st Yr.	2.56	2.31		
		Senior	2.51	2.59		
Number of written papers or reports of fewer than 5 pages	WRITESML	1st Yr.	3.35	3.11		
		Senior	2.83	3.06		

^a Independent sample t-tests, 2-tailed, *p<.001. See summary statistics on pages 8-11.

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



National Survey of Student Engagement

The College Student Report

NSSE 2001 Means Summary Report Montclair State University

Montclair State Univ

Special Peer Group

	Var. Name	Class	Mean	Mean	Sig ^a	Effect Size ^b
<i>1=mostly multiple choice or short answer to 7=mostly essay or open-ended problems</i>						
Challenge of Examinations Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work	EXAMS	1st Yr.	5.30	4.46	*	.50
		Senior	5.66	4.73	*	.55

Quality of Advising

Overall how would you evaluate the quality of academic advising you have received at your institution?	ADVISE	1st Yr.	2.57	2.77
		Senior	2.39	2.67

Enriching Educational Experiences

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

Time Usage

1=0 hours/week, 2= 5 or fewer hours/week, 3= 6-10 hours/week, 4= 11-15 hours/week, 5= 16-20 hours/week, 6= 21-25 hours/week, 7= 26-30 hours/week, 8= more than 30 hours/week

Preparing for class (studying, reading, writing, rehearsing, and other activities related to your academic program)	ACADPR01	1st Yr.	3.56	3.69
		Senior	3.52	3.88
Working for pay on campus	WORKON01	1st Yr.	1.50	1.42
		Senior	1.29	1.54
Working for pay off campus	WORKOF01	1st Yr.	3.43	3.64
		Senior	5.24	4.76
Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01	1st Yr.	1.77	1.74
		Senior	1.47	1.65
Relaxing and socializing (watching TV, partying, exercising, playing computer and other games, etc.)	SOCIAL01	1st Yr.	3.82	4.01
		Senior	3.41	3.58
Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01	1st Yr.	2.24	2.10
		Senior	3.18	2.93

^a Independent sample t-tests, 2-tailed, *p<.001. See summary statistics on pages 8-11.

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



National Survey of Student Engagement

The College Student Report

NSSE 2001 Means Summary Report Montclair State University

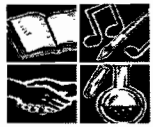
Montclair State Univ

Special Peer Group

	Var. Name	Class	Mean	Mean	Sig ^a	Effect Size ^b
Educational and Personal Growth			<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>			
Acquiring a broad general education	GNGENLED	1st Yr.	3.08	2.97		
		Senior	3.09	3.18		
Acquiring job or work-related knowledge and skills	GNWORK	1st Yr.	2.36	2.38		
		Senior	2.71	2.93		
Writing clearly and effectively	GNWRITE	1st Yr.	2.81	2.83		
		Senior	2.84	2.98		
Speaking clearly and effectively	GNSPEAK	1st Yr.	2.63	2.59		
		Senior	2.88	2.89		
Thinking critically and analytically	GNANALY	1st Yr.	2.85	2.93		
		Senior	3.12	3.20		
Analyzing quantitative problems	GNQUANT	1st Yr.	2.42	2.51		
		Senior	2.71	2.86		
Using computing and information technology	GNCMPTS	1st Yr.	2.47	2.63		
		Senior	2.69	2.97		
Working effectively with others	GNOTHERS	1st Yr.	2.82	2.76		
		Senior	2.92	3.04		
Voting in local, state, or national elections	GNCITIZN	1st Yr.	1.85	1.68		
		Senior	1.83	1.72		
Learning effectively on your own	GNINQ	1st Yr.	2.82	2.87		
		Senior	2.90	3.03		
Understanding yourself	GNSELF	1st Yr.	2.82	2.76		
		Senior	2.86	2.86		
Understanding people of other racial and ethnic backgrounds	GNDIVERS	1st Yr.	2.81	2.61		
		Senior	2.73	2.63		

^a Independent sample t-tests, 2-tailed, *p<.001. See summary statistics on pages 8-11.

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



National Survey of Student Engagement

The College Student Report

NSSE 2001 Means Summary Report Montclair State University

Montclair State Univ	Special Peer Group
----------------------	--------------------

	Var. Name	Class	Mean	Mean	Sig ^a	Effect Size ^b
Educational and Personal Growth (continued)			<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>			
Developing a personal code of values and ethics	GNETHICS	1st Yr.	2.69	2.52		
		Senior	2.62	2.49		
Contributing to the welfare of your community	GNCOMMUN	1st Yr.	1.96	1.99		
		Senior	2.14	2.21		

OPINIONS ABOUT YOUR SCHOOL

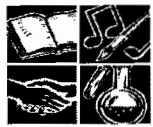
Institutional Emphases

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

Spending significant amounts of time studying and on academic work	ENVSCHOL	1st Yr.	3.04	3.04		
		Senior	2.97	3.06		
Providing the support you need to help you succeed academically	ENVSUPRT	1st Yr.	2.80	2.81		
		Senior	2.48	2.68		
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS	1st Yr.	2.60	2.49		
		Senior	2.39	2.36		
Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	1st Yr.	2.03	1.92		
		Senior	1.62	1.76		
Providing the support you need to thrive socially	ENVSOCAL	1st Yr.	2.28	2.13		
		Senior	1.78	1.93		

^a Independent sample t-tests, 2-tailed, *p<.001. See summary statistics on pages 8-11.

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



National Survey of Student Engagement

The College Student Report

NSSE 2001 Means Summary Report Montclair State University

Montclair State Univ	Special Peer Group
----------------------	--------------------

	Var. Name	Class	Mean	Mean	Sig ^a	Effect Size ^b
Quality of Relationships						
<i>1=unfriendly, unsupportive, sense of alienation to 7=friendly, supportive, sense of belonging</i>						
Relationships with other students	ENVSTU	1st Yr.	5.41	5.29		
		Senior	5.49	5.40		
<i>1=unavailable, unhelpful, unsympathetic to 7=available, helpful, sympathetic</i>						
Relationships with faculty members	ENVFAC	1st Yr.	5.17	5.07		
		Senior	5.14	5.20		
<i>1=unhelpful, inconsiderate, rigid to 7=helpful, considerate, flexible</i>						
Relationships with administrative personnel and offices	ENVADM	1st Yr.	4.68	4.51		
		Senior	4.21	4.19		
Satisfaction						
<i>1=poor, 2=fair, 3=good, 4=excellent</i>						
How would you evaluate your entire educational experience at this institution?	ENTIREXP	1st Yr.	2.99	2.98		
		Senior	3.00	3.04		
<i>1=definitely no, 2=probably no, 3=probably yes, 4=definitely yes</i>						
If you could start over again, would you go to the same institution you are now attending?	SAMECOLL	1st Yr.	3.15	3.01		
		Senior	2.99	2.94		

^a Independent sample t-tests, 2-tailed, *p<.001. See summary statistics on pages 8-11.

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



National Survey of Student Engagement

The College Student Report

NSSE 2001 Summary Statistics

Montclair State University First-Year Students

	mean			margin of error (95% level) ^a			standard deviation ^b			number of respondents			significance ^c		effect size ^d	
	Montclair State Univ	Special Peer Group	NSSE 2001	Montclair State Univ	Special Peer Group	NSSE 2001	Montclair State Univ	Special Peer Group	NSSE 2001	Montclair State Univ	Special Peer Group	NSSE 2001	Special Peer Group	NSSE 2001	Special Peer Group	NSSE 2001
CLQUEST	2.72	2.69		.14	.05		.84	.84		136	1,211		.707		.03	
CLPRESEN	2.30	2.11		.12	.05		.73	.83		136	1,204		.006		.23	
REWROPAP	2.69	2.83		.17	.08		1.00	1.03		135	587		.152		-.13	
INTEGRAT	2.93	3.03		.12	.07		.72	.85		135	587		.155		-.12	
CLUNPREP	1.87	2.07		.11	.06		.68	.72		135	587		.003		-.28	
CLASSGRP	2.40	2.50		.15	.05		.89	.80		136	1,212		.191		-.13	
OCCGRP	1.91	2.14		.14	.05		.83	.86		135	1,209		.003		-.27	
TUTOR	1.45	1.50		.13	.04		.80	.73		135	1,209		.515		-.06	
COMMPROJ	1.19	1.24		.10	.03		.58	.55		136	1,208		.373		-.08	
ITACADEM	2.46	2.26		.18	.06		1.09	1.04		136	1,211		.038		.20	
EMAIL	2.54	2.55		.16	.05		.94	.97		135	1,211		.906		-.01	
FACGRADE	2.40	2.48		.13	.05		.80	.83		136	1,211		.291		-.09	
FACPLANS	2.02	2.02		.15	.05		.90	.86		134	1,211		.967		.00	
FACIDEAS	1.59	1.62		.13	.04		.75	.78		135	1,210		.663		-.04	
FACFEED	2.43	2.43		.15	.05		.88	.86		136	1,207		.995		.00	
WORKHARD	2.48	2.56		.13	.05		.80	.84		136	1,209		.269		-.10	
FACOTHER	1.25	1.31		.10	.04		.57	.63		135	1,211		.291		-.09	
OOCIDEAS	2.62	2.64		.15	.05		.87	.88		136	1,210		.780		-.03	
DIVRSTUD	2.84	2.56		.16	.06		.96	1.03		134	1,210		.002		.27	
DIFFSTUD	2.77	2.49		.16	.06		.94	1.00		135	1,209		.001		.28	
MEMORIZE	2.81	2.94		.14	.05		.83	.88		136	1,210		.095		-.14	
ANALYZE	3.04	2.92		.14	.05		.83	.83		135	1,209		.128		.14	
SYNTHESZ	2.75	2.61		.15	.05		.88	.90		136	1,205		.091		.15	
EVALUATE	2.77	2.60		.14	.05		.85	.91		135	1,199		.033		.19	
APPLYING	2.88	2.76		.14	.05		.85	.93		136	1,207		.156		.12	
READASGN	3.33	3.29		.16	.05		.98	.92		135	1,195		.680		.04	
READOWN	1.92	2.03		.11	.05		.68	.93		135	1,196		.095		-.12	
WRITEMOR	1.33	1.25		.13	.03		.74	.61		135	1,198		.256		.12	
WRITEMID	2.56	2.31		.16	.07		.93	.85		133	580		.006		.29	
WRITESML	3.35	3.11		.18	.09		1.08	1.07		134	579		.020		.23	
EXAMS	5.30	4.46		.18	.10		1.08	1.67		136	1,170		.000		.50	
ADVISE	2.57	2.77		.16	.07		.93	.88		137	583		.024		-.23	
ACADPR01	3.56	3.69		.26	.13		1.52	1.64		135	582		.375		-.08	



National Survey of Student Engagement

The College Student Report

NSSE 2001 Summary Statistics Montclair State University First-Year Students

	mean			margin of error (95% level) ^a			standard deviation ^b			number of respondents			significance ^c		effect size ^d	
	Montclair State Univ	Special Peer Group	NSSE 2001	Montclair State Univ	Special Peer Group	NSSE 2001	Montclair State Univ	Special Peer Group	NSSE 2001	Montclair State Univ	Special Peer Group	NSSE 2001	Special Peer Group	NSSE 2001	Special Peer Group	NSSE 2001
WORKON01	1.50	1.42		.19	.09		1.12	1.11		134	580		.451		.07	
WORKOF01	3.43	3.64		.41	.22		2.42	2.65		135	582		.364		-.08	
COCURR01	1.77	1.74		.21	.10		1.23	1.25		134	585		.832		.02	
SOCIAL01	3.82	4.01		.28	.15		1.67	1.81		135	582		.250		-.10	
CAREDE01	2.24	2.10		.30	.16		1.78	1.93		135	582		.399		.08	
NGENLED	3.08	2.97		.12	.05		.74	.80		137	1,204		.116		.13	
GNWORK	2.36	2.38		.16	.05		.95	.95		137	1,202		.866		-.02	
GNWRITE	2.81	2.83		.15	.05		.87	.85		137	1,202		.766		-.03	
GNSPEAK	2.63	2.59		.15	.05		.91	.94		137	1,197		.623		.04	
GNANALY	2.85	2.93		.13	.05		.80	.84		137	1,207		.274		-.09	
GNQUANT	2.42	2.51		.15	.05		.90	.89		137	1,202		.246		-.11	
GNCMPTS	2.47	2.63		.16	.06		.97	1.02		136	1,205		.069		-.16	
GNOTHERS	2.82	2.76		.15	.05		.87	.91		137	1,204		.408		.07	
GNCITIZN	1.85	1.68		.17	.05		1.01	.93		137	1,197		.054		.19	
GNINQ	2.82	2.87		.14	.05		.83	.88		137	1,198		.574		-.05	
GNSELF	2.82	2.76		.16	.06		.98	.98		136	1,198		.472		.07	
GNDIVERS	2.81	2.61		.16	.06		.96	1.00		137	1,204		.022		.20	
GNETHICS	2.69	2.52		.17	.08		1.02	.97		137	581		.095		.17	
GNCOMMUN	1.96	1.99		.15	.05		.89	.94		136	1,204		.690		-.03	
ENVSCHOL	3.04	3.04		.14	.05		.82	.82		137	1,205		.957		.00	
ENVSUPRT	2.80	2.81		.17	.05		.99	.88		136	1,206		.900		-.01	
ENVDIVRS	2.60	2.49		.17	.06		.99	1.00		136	1,201		.208		.11	
ENVNACAD	2.03	1.92		.15	.05		.90	.90		137	1,201		.187		.12	
ENVSOCAL	2.28	2.13		.15	.05		.91	.93		137	1,205		.076		.16	
ENVSTU	5.41	5.29		.22	.08		1.30	1.43		137	1,205		.334		.08	
ENVFAC	5.17	5.07		.23	.07		1.38	1.31		137	1,203		.440		.07	
ENVADM	4.68	4.51		.27	.09		1.62	1.53		137	1,202		.251		.11	
ENTIREXP	2.99	2.98		.11	.04		.66	.64		137	1,203		.907		.01	
SAMECOLL	3.15	3.01		.12	.05		.73	.83		137	1,206		.031		.17	

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

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

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

^d Effect size is calculated by dividing the difference between the means by the standard deviation of the comparison group.



National Survey of Student Engagement

The College Student Report

NSSE 2001 Summary Statistics Montclair State University Seniors

	mean			margin of error (95% level) ^a			standard deviation ^b			number of respondents			significance ^c		effect size ^d	
	Montclair State Univ	Special Peer Group	NSSE 2001	Montclair State Univ	Special Peer Group	NSSE 2001	Montclair State Univ	Special Peer Group	NSSE 2001	Montclair State Univ	Special Peer Group	NSSE 2001	Special Peer Group	NSSE 2001	Special Peer Group	NSSE 2001
CLQUEST	3.02	3.01		.13	.04		.81	.85		159	1,658		.905		.01	
CLPRESEN	2.84	2.76		.13	.04		.83	.86		158	1,652		.261		.09	
REWROPAP	2.60	2.60		.14	.07		.91	.97		159	796		.992		.00	
INTEGRAT	3.25	3.26		.12	.05		.74	.75		158	797		.935		-.01	
CLUNPREP	1.88	2.12		.10	.05		.64	.74		156	797		.000		-.32	
CLASSGRP	2.56	2.53		.14	.04		.88	.84		156	1,652		.646		.04	
OCCGRP	2.47	2.62		.14	.04		.87	.90		158	1,657		.052		-.16	
TUTOR	1.54	1.73		.13	.04		.83	.86		155	1,646		.007		-.22	
COMMPROJ	1.44	1.59		.11	.04		.68	.83		158	1,653		.009		-.18	
ITACADEM	2.56	2.47		.17	.05		1.06	1.05		158	1,655		.283		.09	
EMAIL	2.56	2.76		.15	.05		.93	.97		158	1,654		.010		-.21	
FACGRADE	2.50	2.66		.13	.04		.83	.81		155	1,654		.029		-.19	
FACPLANS	1.99	2.25		.14	.04		.92	.89		156	1,655		.001		-.28	
FACIDEAS	1.78	1.91		.13	.04		.81	.81		158	1,653		.062		-.16	
FACFEED	2.52	2.68		.13	.04		.85	.83		158	1,654		.022		-.20	
WORKHARD	2.68	2.67		.13	.04		.83	.82		156	1,649		.934		.01	
FACOTHER	1.43	1.55		.11	.04		.69	.86		159	1,655		.045		-.14	
OOCIDEAS	2.81	2.81		.13	.04		.82	.84		157	1,653		.980		.00	
DIVRSTUD	2.75	2.52		.15	.05		.97	.97		158	1,648		.005		.24	
DIFFSTUD	2.62	2.48		.16	.05		1.00	.97		157	1,653		.100		.14	
MEMORIZE	2.90	2.77		.14	.05		.92	.96		158	1,652		.089		.14	
ANALYZE	3.10	3.17		.12	.04		.76	.77		157	1,652		.294		-.09	
SYNTHESZ	2.85	2.85		.14	.04		.89	.90		157	1,646		.918		-.01	
EVALUATE	2.69	2.75		.15	.05		.96	.96		158	1,652		.482		-.06	
APPLYING	2.92	3.04		.13	.04		.83	.89		156	1,651		.074		-.14	
READASGN	2.88	3.25		.16	.05		1.01	1.01		156	1,620		.000		-.36	
READOWN	2.14	2.16		.15	.05		.95	.99		158	1,628		.798		-.02	
WRITEMOR	1.71	1.65		.13	.04		.82	.81		156	1,626		.401		.07	
WRITEMID	2.51	2.59		.15	.06		.96	.93		156	793		.349		-.08	
WRITESML	2.83	3.06		.19	.09		1.22	1.22		155	791		.031		-.19	
EXAMS	5.66	4.73		.16	.08		1.00	1.68		158	1,563		.000		.55	
ADVISE	2.39	2.67		.15	.06		.96	.92		157	791		.001		-.29	
ACADPR01	3.52	3.88		.23	.12		1.47	1.75		156	793		.007		-.21	



National Survey of Student Engagement

The College Student Report

NSSE 2001 Summary Statistics

Montclair State University Seniors

	mean			margin of error (95% level) ^a			standard deviation ^b			number of respondents			significance ^c		effect size ^d	
	Montclair State Univ	Special Peer Group	NSSE 2001	Montclair State Univ	Special Peer Group	NSSE 2001	Montclair State Univ	Special Peer Group	NSSE 2001	Montclair State Univ	Special Peer Group	NSSE 2001	Special Peer Group	NSSE 2001	Special Peer Group	NSSE 2001
WORKON01	1.29	1.54		.17	.10		1.12	1.39		157	792		.017		-.18	
WORKOF01	5.24	4.76		.42	.19		2.67	2.74		155	787		.044		.17	
COCURR01	1.47	1.65		.15	.08		.95	1.14		158	796		.038		-.16	
SOCIAL01	3.41	3.58		.26	.11		1.65	1.64		156	792		.254		-.10	
CAREDE01	3.18	2.93		.39	.18		2.51	2.63		159	791		.260		.09	
NGGENLED	3.09	3.18		.13	.04		.83	.80		158	1,650		.206		-.11	
GNWORK	2.71	2.93		.15	.05		.98	.95		158	1,650		.008		-.23	
GNWRITE	2.84	2.98		.13	.04		.84	.84		158	1,651		.046		-.17	
GNSPEAK	2.88	2.89		.13	.04		.85	.88		158	1,650		.889		-.01	
GNANALY	3.12	3.20		.12	.04		.77	.77		157	1,649		.243		-.10	
GNQUANT	2.71	2.86		.15	.04		.95	.88		156	1,647		.049		-.18	
GNCMPTS	2.69	2.97		.16	.05		1.02	.94		156	1,652		.001		-.30	
GNOTHERS	2.92	3.04		.15	.04		.97	.86		157	1,650		.123		-.14	
GNCITIZN	1.83	1.72		.16	.05		1.02	.96		155	1,647		.204		.11	
GNINQ	2.90	3.03		.15	.04		.95	.88		157	1,643		.118		-.14	
GNSELF	2.86	2.86		.16	.05		1.00	1.00		155	1,645		.997		.00	
GNDIVERS	2.73	2.63		.16	.05		1.00	1.03		157	1,645		.225		.10	
GNETHICS	2.62	2.49		.17	.07		1.09	1.04		155	790		.185		.12	
GNCOMMUN	2.14	2.21		.17	.05		1.08	1.02		155	1,644		.417		-.07	
ENVSCHOL	2.97	3.06		.12	.04		.76	.81		158	1,646		.186		-.10	
ENVSUPRT	2.48	2.68		.13	.04		.82	.91		157	1,649		.005		-.22	
ENVDIVRS	2.39	2.36		.14	.05		.92	.97		158	1,646		.638		.04	
ENVNACAD	1.62	1.76		.14	.04		.88	.90		157	1,647		.065		-.15	
ENVSOCAL	1.78	1.93		.14	.04		.88	.92		158	1,647		.050		-.16	
ENVSTU	5.49	5.40		.20	.07		1.28	1.36		158	1,649		.389		.07	
ENVFAC	5.14	5.20		.23	.07		1.46	1.39		159	1,649		.632		-.04	
ENVADM	4.21	4.19		.26	.08		1.69	1.67		159	1,649		.886		.01	
ENTIREXP	3.00	3.04		.11	.03		.68	.69		156	1,646		.511		-.05	
SAMECOLL	2.99	2.94		.13	.04		.82	.84		158	1,643		.446		.06	

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

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

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

^d Effect size is calculated by dividing the difference between the means by the standard deviation of the comparison group.

			First-year Students				Seniors			
			Montclair State University		Special Peers		Montclair State University		Special Peers	
			Count	Col %	Count	Col %	Count	Col %	Count	Col %
Total			135	100.0%	1209	100.0%	158	100.0%	1657	100.0%
Tutored or taught other students (paid or voluntary)	Never		96	71.1%	✓ 751	✓ 62.1%	98	63.2%	✓ 797	✓ 48.4%
	Sometimes		21	15.6%	✓ 341	✓ 28.2%	39	25.2%	✓ 593	✓ 36.0%
	Often		14	10.4%	✓ 89	✓ 7.4%	10	6.5%	✓ 163	✓ 9.9%
	Very often		4	3.0%	✓ 28	✓ 2.3%	8	5.2%	✓ 93	✓ 5.7%
Total			135	100.0%	✓ 1209	✓ 100.0%	155	100.0%	✓ 1646	✓ 100.0%
Participated in a community-based project as part of a regular course	Never		119	87.5%	✓ 984	✓ 81.5%	104	65.8%	✓ 971	58.7%
	Sometimes		11	8.1%	✓ 172	✓ 14.2%	41	25.9%	✓ 469	28.4%
	Often		3	2.2%	✓ 41	✓ 3.4%	11	7.0%	✓ 135	✓ 8.2%
	Very often		3	2.2%	✓ 11	✓ .9%	2	1.3%	✓ 78	✓ 4.7%
Total			136	100.0%	✓ 1208	✓ 100.0%	158	100.0%	✓ 1653	✓ 100.0%
Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment	Never		30	22.1%	✓ 343	✓ 28.3%	32	20.3%	✓ 342	✓ 20.7%
	Sometimes		46	33.8%	✓ 408	✓ 33.7%	42	26.6%	✓ 561	✓ 33.9%
	Often		27	19.9%	✓ 264	✓ 21.8%	47	29.7%	✓ 387	✓ 23.4%
	Very often		33	24.3%	✓ 196	✓ 16.2%	37	23.4%	✓ 365	✓ 22.1%
Total			136	100.0%	✓ 1211	✓ 100.0%	158	100.0%	✓ 1655	✓ 100.0%
Used e-mail to communicate with an instructor	Never		19	14.1%	✓ 169	✓ 14.0%	21	13.3%	✓ 156	✓ 9.4%
	Sometimes		47	34.8%	✓ 456	✓ 37.7%	56	35.4%	✓ 561	✓ 33.9%
	Often		46	34.1%	✓ 336	✓ 27.7%	53	33.5%	✓ 459	✓ 27.8%
	Very often		23	17.0%	✓ 250	✓ 20.6%	28	17.7%	✓ 478	✓ 28.9%
Total			135	100.0%	✓ 1211	✓ 100.0%	158	100.0%	✓ 1654	✓ 100.0%
Discussed grades or assignments with an instructor	Never		13	9.6%	111	9.2%	15	9.7%	74	4.5%
	Sometimes		69	50.7%	561	46.3%	66	42.6%	706	42.7%
	Often		40	29.4%	384	31.7%	55	35.5%	587	35.5%
	Very often		14	✓ 10.3%	155	12.8%	19	✓ 12.3%	287	17.4%
Total			136	100.0%	1211	100.0%	155	100.0%	1654	100.0%
Talked about career plans with a faculty member or advisor	Never		44	32.8%	✓ 351	29.0%	55	35.3%	✓ 321	✓ 19.4%
	Sometimes		51	38.1%	✓ 568	46.9%	58	37.2%	✓ 792	✓ 47.9%
	Often		31	23.1%	✓ 210	✓ 17.3%	32	20.5%	✓ 355	✓ 21.5%
	Very often		8	6.0%	✓ 82	✓ 6.8%	11	7.1%	✓ 187	✓ 11.3%
Total			134	100.0%	✓ 1211	✓ 100.0%	156	100.0%	✓ 1655	100.0%
Discussed ideas from your readings or classes with faculty members outside of class	Never		72	53.3%	✓ 646	✓ 53.4%	66	41.8%	✓ 545	33.0%
	Sometimes		50	37.0%	✓ 414	✓ 34.2%	66	41.8%	✓ 792	✓ 47.9%
	Often		9	6.7%	✓ 111	✓ 9.2%	20	12.7%	✓ 234	✓ 14.2%
	Very often		4	3.0%	✓ 39	✓ 3.2%	6	3.8%	✓ 82	✓ 5.0%

✓ 1210 = 100%

1653 100.1

		First-year Students				Seniors			
		Montclair State University		Special Peers		Montclair State University		Special Peers	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %
✓ Asked questions in class or contributed to class discussions	Never	3	2.2%	51	4.2%	1	.6%	35	2.1%
	Sometimes	63	46.3%	515	42.5%	47	29.6%	480	29.0%
	Often	39	28.7%	401	33.1%	59	37.1%	575	34.7%
	Very often	31	22.8%	244	20.1%	52	32.7%	568	34.3%
	Total	136	100.0%	1211	100.0%	159	100.0%	1658	100.0%
✓ Made a class presentation	Never	12	8.8%	✓ 275	✓ 22.8%	4	2.5%	✓ 90	5.4%
	Sometimes	81	59.6%	✓ 595	✓ 49.4%	56	35.4%	✓ 586	35.5%
	Often	33	24.3%	✓ 256	✓ 21.3%	59	37.3%	✓ 600	36.3%
	Very often	10	7.4%	✓ 78	✓ 6.5%	39	24.7%	✓ 376	22.8%
	Total	136	100.0%	✓ 1204	✓ 100.0%	158	100.0%	✓ 1652	✓ 100.0%
✓ Prepared two or more drafts of a paper or assignment before turning it in	Never	20	14.8%	77	13.1%	13	8.2%	103	12.9%
	Sometimes	34	25.2%	138	23.5%	71	44.7%	288	36.2%
	Often	49	36.3%	182	31.0%	41	25.8%	227	28.5%
	Very often	32	23.7%	190	32.4%	34	21.4%	178	22.4%
	Total	135	100.0%	587	100.0%	159	100.0%	796	100.0%
✓ Worked on a paper or project that required integrating ideas or information from various sources	Never	2	1.5%	✓ 21	✓ 3.6%	2	1.3%	✓ 10	✓ 1.3%
	Sometimes	34	25.2%	✓ 139	✓ 23.7%	22	13.9%	✓ 116	✓ 14.6%
	Often	71	52.6%	✓ 230	✓ 39.2%	68	43.0%	✓ 329	✓ 41.3%
	Very often	28	20.7%	✓ 197	✓ 33.6%	66	41.8%	✓ 342	✓ 42.9%
	Total	135	100.0%	✓ 587	✓ 100.0%	158	100.0%	✓ 797	✓ 100.0%
✓ Came to class without completing readings or assignments	Never	37	27.4%	✓ 101	✓ 17.2%	39	25.0%	✓ 124	✓ 15.6%
	Sometimes	83	61.5%	✓ 377	✓ 64.2%	99	63.5%	✓ 503	✓ 63.1%
	Often	11	8.1%	✓ 78	✓ 13.3%	15	9.6%	✓ 118	✓ 14.8%
	Very often	4	3.0%	✓ 31	✓ 5.3%	3	1.9%	✓ 52	✓ 6.5%
	Total	135	100.0%	✓ 587	✓ 100.0%	156	100.0%	✓ 797	✓ 100.0%
Worked with other students on projects during class	Never	17	12.5%	103	8.5%	14	9.0%	141	8.5%
	Sometimes	68	50.0%	534	44.1%	67	42.9%	736	44.6%
	Often	31	22.8%	439	36.2%	48	30.8%	533	32.3%
	Very often	20	14.7%	136	11.2%	27	17.3%	242	14.6%
	Total	136	100.0%	1212	100.0%	156	100.0%	1652	100.0%
✓ Worked with classmates outside of class to prepare class assignments	Never	47	34.8%	✓ 278	✓ 23.0%	18	11.4%	✓ 148	✓ 8.9%
	Sometimes	59	43.7%	✓ 576	✓ 47.6%	69	43.7%	✓ 669	✓ 40.4%
	Often	23	17.0%	✓ 262	✓ 21.7%	49	31.0%	✓ 509	✓ 30.7%
	Very often	6	4.4%	✓ 93	✓ 7.7%	22	13.9%	✓ 331	✓ 20.0%
	Total	135	100.0%	✓ 1209	✓ 100.0%	159	100.0%	✓ 1657	✓ 100.0%

✓ 1209 ✓ 100%

✓ 1657 ✓ 100%

			First-year Students				Seniors			
			Montclair State University		Special Peers		Montclair State University		Special Peers	
			Count	Col %	Count	Col %	Count	Col %	Count	Col %
Total			135	100.0%	1210	100.0%	158	100.0%	1653	100.0%
Received prompt feedback from faculty on your academic performance (written or oral)	Never		19	14.0%	157	13.0%	17	10.8%	118	7.1%
	Sometimes		55	40.4%	507	42.0%	62	39.2%	562	34.0%
	Often		46	33.8%	406	33.6%	59	37.3%	702	42.4%
	Very often		16	11.8%	137	11.4%	20	12.7%	272	16.4%
Total			136	100.0%	1207	100.0%	158	100.0%	1654	100.0%
Worked harder than you thought you could to meet an instructor's standards or expectations	Never		11	8.1%	107	8.9%	10	6.4%	92	5.6%
	Sometimes		64	47.1%	487	40.3%	56	35.9%	633	38.4%
	Often		46	33.8%	448	37.1%	64	41.0%	645	39.1%
	Very often		15	11.0%	167	13.8%	26	16.7%	279	16.9%
Total			136	100.0%	1209	100.0%	156	100.0%	1649	100.0%
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	Never		108	80.0%	926	76.5%	105	66.0%	1056	63.8%
	Sometimes		22	16.3%	219	18.1%	42	26.4%	374	22.6%
	Often		3	2.2%	45	3.7%	9	5.7%	135	8.2%
	Very often		2	1.5%	21	1.7%	3	1.9%	90	5.4%
Total			135	100.0%	1211	100.0%	159	100.0%	1655	100.0%
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	Never		13	9.6%	93	7.7%	6	3.8%	66	4.0%
	Sometimes		48	35.3%	486	40.2%	52	33.1%	568	34.4%
	Often		53	39.0%	395	32.6%	65	41.4%	632	38.2%
	Very often		22	16.2%	236	19.5%	34	21.7%	387	23.4%
Total			136	100.0%	1210	100.0%	157	100.0%	1653	100.0%
Had serious conversations with students of a different race or ethnicity than your own	Never		10	7.5%	208	17.2%	14	8.9%	254	15.4%
	Sometimes		43	32.1%	401	33.1%	56	35.4%	603	36.6%
	Often		39	29.1%	312	25.8%	43	27.2%	468	28.4%
	Very often		42	31.3%	289	23.9%	45	28.5%	323	19.6%
Total			134	100.0%	1210	100.0%	158	100.0%	1648	100.0%
Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	Never		11	8.1%	207	17.1%	20	12.7%	265	16.0%
	Sometimes		45	33.3%	438	36.2%	60	38.2%	635	38.4%
	Often		43	31.9%	324	26.8%	37	23.6%	448	27.1%
	Very often		36	26.7%	240	19.9%	40	25.5%	305	18.5%
Total			135	100.0%	1209	100.0%	157	100.0%	1653	100.0%
Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	Very little		9	6.6%	70	5.8%	13	8.2%	176	10.7%
	Some		35	25.7%	295	24.4%	36	22.8%	474	28.7%
	Quite a bit		65	47.8%	488	40.3%	63	39.9%	560	33.9%
	Very much		27	19.9%	357	29.5%	46	29.1%	442	26.8%

1210 100%

1652 60%

		First-year Students				Seniors			
		Montclair State University		Special Peers		Montclair State University		Special Peers	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %
Community service or volunteer work	Undecided	53	38.7%	310	25.9%	21	13.3%	179	10.9%
	No	14	10.2%	209	17.4%	77	48.7%	625	38.0%
	Yes	70	51.1%	679	56.7%	60	38.0%	841	51.1%
	Total	137	100.0%	1198	100.0%	158	100.0%	1645	100.0%
Work on a research project with a faculty member outside of course or program requirements	Undecided	62	45.6%	246	42.6%	22	13.8%	125	15.9%
	No	45	33.1%	208	36.0%	124	78.0%	504	64.0%
	Yes	29	21.3%	123	21.3%	13	8.2%	159	20.2%
	Total	136	100.0%	577	100.0%	159	100.0%	788	100.0%
Foreign language coursework	Undecided	22	16.4%	287	23.9%	10	6.3%	99	6.0%
	No	39	29.1%	512	42.7%	95	60.1%	1025	62.4%
	Yes	73	54.5%	401	33.4%	53	33.5%	519	31.6%
	Total	134	100.0%	1200	100.0%	158	100.0%	1643	100.0%
Study abroad	Undecided	56	41.2%	442	36.9%	14	8.9%	120	7.3%
	No	46	33.8%	504	42.1%	130	82.3%	1378	84.3%
	Yes	34	25.0%	251	21.0%	14	8.9%	137	8.4%
	Total	136	100.0%	1197	100.0%	158	100.0%	1635	100.0%
Independent study or self-designed major	Undecided	67	49.3%	416	34.8%	16	10.2%	159	9.7%
	No	54	39.7%	597	49.9%	98	62.4%	1094	66.7%
	Yes	15	11.0%	184	15.4%	43	27.4%	387	23.6%
	Total	136	100.0%	1197	100.0%	157	100.0%	1640	100.0%
Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	Undecided	78	57.4%	530	44.3%	19	11.9%	194	11.8%
	No	16	11.8%	242	20.2%	88	55.3%	593	36.0%
	Yes	42	30.9%	424	35.5%	52	32.7%	860	52.2%
	Total	136	100.0%	1196	100.0%	159	100.0%	1647	100.0%
Preparing for class (studying, reading, writing, rehearsing, and other activities related to your academic program)	0 hours/week	2	1.5%	4	.7%	0	.0%	4	.5%
	1-5 hours/week	39	28.9%	156	26.8%	46	29.5%	198	25.0%
	6-10 hours/week	35	25.9%	161	27.7%	44	28.2%	207	26.1%
	11-15 hours/week	23	17.0%	110	18.9%	31	19.9%	137	17.3%
	16-20 hours/week	20	14.8%	67	11.5%	20	12.8%	99	12.5%
	21-25 hours/week	9	6.7%	33	5.7%	7	4.5%	61	7.7%
	26-30 hours/week	6	4.4%	30	5.2%	5	3.2%	48	6.1%
	More than 30 hours/week	1	.7%	21	3.6%	3	1.9%	39	4.9%
	Total	135	100.0%	582	100.0%	156	100.0%	793	100.0%

			First-year Students				Seniors			
			Montclair State University		Special Peers		Montclair State University		Special Peers	
			Count	Col %	Count	Col %	Count	Col %	Count	Col %
Total			136	100.0%	1210	100.0%	158	100.0%	1652	100.0%
Analyzing the basic elements of an idea, experience, or theory	Very little	4	3.0%	✓ 51	✓ 4.2%	✓ 218	2	1.3%	✓ 30	1.8%
	Some	32	23.7%	✓ 314	✓ 26.0%	✓ 25.92	32	20.4%	✓ 279	16.9%
	Quite a bit	54	40.0%	✓ 523	✓ 43.3%	✓ 13.25	71	45.2%	✓ 725	43.9%
	Very much	45	33.3%	✓ 321	✓ 26.6%	✓ 26.55	52	33.1%	✓ 618	37.4%
Total			135	100.0%	✓ 1209	✓ 100.0%	157	100.0%	✓ 1652	✓ 100.0%
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	Very little	9	6.6%	124	10.3%	10	6.4%	120	7.3%	
	Some	46	33.8%	433	35.9%	45	28.7%	438	26.6%	
	Quite a bit	51	37.5%	431	35.8%	61	38.9%	649	39.4%	
	Very much	30	22.1%	217	18.0%	41	26.1%	439	26.7%	
Total			136	100.0%	1205	100.0%	157	100.0%	1646	100.0%
Making judgments about the value of information, arguments, or methods	Very little	9	6.7%	135	11.3%	20	12.7%	174	10.5%	
	Some	41	30.4%	419	34.9%	45	28.5%	497	30.1%	
	Quite a bit	57	42.2%	433	36.1%	57	36.1%	555	33.6%	
	Very much	28	20.7%	212	17.7%	36	22.8%	426	25.8%	
Total			135	100.0%	1199	100.0%	158	100.0%	1652	100.0%
Applying theories or concepts to practical problems or in new situations	Very little	9	6.6%	105	8.7%	5	3.2%	84	5.1%	
	Some	31	22.8%	377	31.2%	45	28.8%	371	22.5%	
	Quite a bit	64	47.1%	422	35.0%	64	41.0%	588	35.6%	
	Very much	32	23.5%	303	25.1%	42	26.9%	608	36.8%	
Total			136	100.0%	1207	100.0%	156	100.0%	1651	100.0%
Number of assigned textbooks, books, or book-length packs of course readings	None	0	.0%	17	1.4%	2	1.3%	19	1.2%	
	Between 1 and 4	31	23.0%	215	18.0%	68	43.6%	410	25.3%	
	Between 5 and 10	47	34.8%	488	40.8%	48	30.8%	554	34.2%	
	Between 11 and 20	39	28.9%	355	29.7%	23	14.7%	429	26.5%	
	More than 20	18	13.3%	120	10.0%	15	9.6%	208	12.8%	
Total			135	100.0%	1195	100.0%	156	100.0%	1620	100.0%
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	None	35	25.9%	340	28.4%	38	24.1%	374	23.0%	
	Between 1 and 4	78	57.8%	609	50.9%	80	50.6%	861	52.9%	
	Between 5 and 10	20	14.8%	161	13.5%	24	15.2%	229	14.1%	
	Between 11 and 20	2	1.5%	47	3.9%	12	7.6%	87	5.3%	
	More than 20	0	.0%	39	3.3%	4	2.5%	77	4.7%	
Total			135	100.0%	1196	100.0%	158	100.0%	1628	100.0%

		First-year Students				Seniors			
		Montclair State University		Special Peers		Montclair State University		Special Peers	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %
Number of written papers or reports of 20 pages or more	None	104	77.0%	973	81.2%	72	46.2%	810	49.8%
	Between 1 and 4	24	17.8%	178	14.9%	64	41.0%	648	39.9%
	Between 5 and 10	4	3.0%	24	2.0%	15	9.6%	110	6.8%
	Between 11 and 20	0	.0%	18	1.5%	3	1.9%	37	2.3%
	More than 20	3	2.2%	5	.4%	2	1.3%	21	1.3%
	Total	135	100.0%	1198	100.0%	156	100.0%	1626	100.0%
Number of written papers or reports between 5 and 19 pages	None	10	7.5%	82	14.1%	18	11.5%	65	8.2%
	Between 1 and 4	63	47.4%	296	51.0%	70	44.9%	349	44.0%
	Between 5 and 10	43	32.3%	147	25.3%	42	26.9%	253	31.9%
	Between 11 and 20	10	7.5%	50	8.6%	22	14.1%	97	12.2%
	More than 20	7	5.3%	5	.9%	4	2.6%	29	3.7%
	Total	133	100.0%	580	100.0%	156	100.0%	793	100.0%
Number of written papers or reports of fewer than 5 pages	None	3	2.2%	26	4.5%	21	13.5%	65	8.2%
	Between 1 and 4	31	23.1%	162	28.0%	51	32.9%	239	30.2%
	Between 5 and 10	38	28.4%	176	30.4%	33	21.3%	208	26.3%
	Between 11 and 20	40	29.9%	153	26.4%	34	21.9%	143	18.1%
	More than 20	22	16.4%	62	10.7%	16	10.3%	136	17.2%
	Total	134	100.0%	579	100.0%	155	100.0%	791	100.0%
Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work.	Very little	0	.0%	76	6.5%	0	.0%	93	6.0%
	2	2	1.5%	99	8.5%	0	.0%	93	6.0%
	3	9	6.6%	140	12.0%	5	3.2%	156	10.0%
	4	12	8.8%	241	20.6%	10	6.3%	285	18.2%
	5	50	36.8%	233	19.9%	55	34.8%	343	21.9%
	6	49	36.0%	271	23.2%	52	32.9%	356	22.8%
	Very much	14	10.3%	110	9.4%	36	22.8%	237	15.2%
	Total	136	100.0%	1170	100.0%	158	100.0%	1563	100.0%
Overall, how would you evaluate the quality of academic advising you have received at your institution?	Poor	23	16.8%	63	10.8%	31	19.7%	102	12.9%
	Fair	32	23.4%	121	20.8%	55	35.0%	207	26.2%
	Good	63	46.0%	287	49.2%	49	31.2%	334	42.2%
	Excellent	19	13.9%	112	19.2%	22	14.0%	148	18.7%
	Total	137	100.0%	583	100.0%	157	100.0%	791	100.0%
Practicum, internship, field experience, co-op experience, or clinical assignment	Undecided	25	18.2%	220	18.3%	12	7.6%	122	7.4%
	No	5	3.6%	116	9.7%	54	34.4%	402	24.4%
	Yes	107	78.1%	864	72.0%	91	58.0%	1126	68.2%
	Total	137	100.0%	1200	100.0%	157	100.0%	1650	100.0%

		First-year Students				Seniors			
		Montclair State University		Special Peers		Montclair State University		Special Peers	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %
Working for pay on campus	0 hours/week	107	79.9%	493	85.0%	142	90.4%	662	83.6%
	1-5 hours/week	5	3.7%	11	1.9%	6	3.8%	19	2.4%
	6-10 hours/week	12	9.0%	32	5.5%	0	.0%	31	3.9%
	11-15 hours/week	3	2.2%	21	3.6%	4	2.5%	21	2.7%
	16-20 hours/week	6	4.5%	13	2.2%	2	1.3%	35	4.4%
	21-25 hours/week	1	.7%	7	1.2%	0	.0%	11	1.4%
	26-30 hours/week	0	.0%	3	.5%	1	.6%	4	.5%
	More than 30 hours/week	0	.0%	0	.0%	2	1.3%	9	1.1%
	Total	134	100.0%	580	100.0%	157	100.0%	792	100.0%
Working for pay off campus	0 hours/week	53	39.3%	242	41.6%	28	18.1%	196	24.9%
	1-5 hours/week	7	5.2%	22	3.8%	10	6.5%	29	3.7%
	6-10 hours/week	14	10.4%	37	6.4%	6	3.9%	51	6.5%
	11-15 hours/week	14	10.4%	40	6.9%	10	6.5%	63	8.0%
	16-20 hours/week	13	9.6%	76	13.1%	17	11.0%	98	12.5%
	21-25 hours/week	14	10.4%	48	8.2%	17	11.0%	69	8.8%
	26-30 hours/week	11	8.1%	40	6.9%	17	11.0%	63	8.0%
	More than 30 hours/week	9	6.7%	77	13.2%	50	32.3%	218	27.7%
	Total	135	100.0%	582	100.0%	155	100.0%	787	100.0%
Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	0 hours/week	79	59.0%	354	60.5%	111	70.3%	493	61.9%
	1-5 hours/week	29	21.6%	133	22.7%	33	20.9%	201	25.3%
	6-10 hours/week	15	11.2%	46	7.9%	8	5.1%	49	6.2%
	11-15 hours/week	5	3.7%	22	3.8%	2	1.3%	25	3.1%
	16-20 hours/week	3	2.2%	16	2.7%	2	1.3%	12	1.5%
	21-25 hours/week	1	.7%	7	1.2%	1	.6%	7	.9%
	26-30 hours/week	2	1.5%	4	.7%	1	.6%	5	.6%
	More than 30 hours/week	0	.0%	3	.5%	0	.0%	4	.5%
	Total	134	100.0%	585	100.0%	158	100.0%	796	100.0%
Relaxing and socializing (watching TV, partying, exercising, playing computer and other games, etc.)	0 hours/week	1	.7%	7	1.2%	4	2.6%	17	2.1%
	1-5 hours/week	30	22.2%	119	20.4%	55	35.3%	225	28.4%
	6-10 hours/week	39	28.9%	156	26.8%	39	25.0%	221	27.9%
	11-15 hours/week	25	18.5%	113	19.4%	23	14.7%	130	16.4%
	16-20 hours/week	21	15.6%	68	11.7%	17	10.9%	101	12.8%
	21-25 hours/week	8	5.9%	48	8.2%	9	5.8%	42	5.3%
	26-30 hours/week	3	2.2%	28	4.8%	2	1.3%	23	2.9%
	More than 30 hours/week	8	5.9%	43	7.4%	7	4.5%	33	4.2%
	Total	135	100.0%	582	100.0%	156	100.0%	792	100.0%

		First-year Students				Seniors			
		Montclair State University		Special Peers		Montclair State University		Special Peers	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %
If you could start over again, would you go to the same institution you are now attending?	Definitely no	2	1.5%	77	6.4%	8	5.1%	114	6.9%
	Probably no	21	15.3%	175	14.5%	29	18.4%	290	17.7%
	Probably yes	68	49.6%	614	50.9%	77	48.7%	817	49.7%
	Definitely yes	46	33.6%	340	28.2%	44	27.8%	422	25.7%
	Total	137	100.0%	1206	100.0%	158	100.0%	1643	100.0%

		First-year Students				Seniors			
		Montclair State University		Special Peers		Montclair State University		Special Peers	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %
Total		137	100.0%	1205	100.0%	158	100.0%	1647	100.0%
Quality: Relationships with other students	Unfriendly, unsupportive, sense of alienation	0	.0%	19	1.6%	1	.6%	15	.9%
	2	3	2.2%	39	3.2%	2	1.3%	51	3.1%
	3	7	5.1%	90	7.5%	10	6.3%	96	5.8%
	4	27	19.7%	151	12.5%	19	12.0%	211	12.8%
	5	27	19.7%	283	23.5%	36	22.8%	380	23.0%
	6	40	29.2%	368	30.5%	53	33.5%	514	31.2%
	Friendly, supportive, sense of belonging	33	24.1%	255	21.2%	37	23.4%	382	23.2%
	Total	137	100.0%	1205	100.0%	158	100.0%	1649	100.0%
Quality: Relationships with faculty members	Unavailable, unhelpful, unsympathetic	1	.7%	8	.7%	4	2.5%	24	1.5%
	2	5	3.6%	40	3.3%	4	2.5%	54	3.3%
	3	10	7.3%	104	8.6%	14	8.8%	118	7.2%
	4	25	18.2%	206	17.1%	24	15.1%	251	15.2%
	5	33	24.1%	339	28.2%	39	24.5%	403	24.4%
	6	39	28.5%	359	29.8%	45	28.3%	519	31.5%
	Available, helpful, sympathetic	24	17.5%	147	12.2%	29	18.2%	280	17.0%
	Total	137	100.0%	1203	100.0%	159	100.0%	1649	100.0%
Quality: Relationships with administrative personnel and offices	Unhelpful, inconsiderate, rigid	5	3.6%	54	4.5%	16	10.1%	129	7.8%
	2	12	8.8%	80	6.7%	13	8.2%	174	10.6%
	3	15	10.9%	150	12.5%	19	11.9%	232	14.1%
	4	24	17.5%	280	23.3%	34	21.4%	373	22.6%
	5	31	22.6%	290	24.1%	37	23.3%	327	19.8%
	6	34	24.8%	247	20.5%	31	19.5%	293	17.8%
	Helpful, considerate, flexible	16	11.7%	101	8.4%	9	5.7%	121	7.3%
	Total	137	100.0%	1202	100.0%	159	100.0%	1649	100.0%
How would you evaluate your entire educational experience at this institution?	Poor	2	1.5%	24	2.0%	3	1.9%	39	2.4%
	Fair	25	18.2%	189	15.7%	27	17.3%	241	14.6%
	Good	83	60.6%	779	64.8%	93	59.6%	985	59.8%
	Excellent	27	19.7%	211	17.5%	33	21.2%	381	23.1%
	Total	137	100.0%	1203	100.0%	156	100.0%	1646	100.0%

		First-year Students				Seniors			
		Montclair State University		Special Peers		Montclair State University		Special Peers	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %
Providing care for dependents living with you (parents, children, spouse, etc.)	0 hours/week	69	51.1%	337	57.9%	62	39.0%	397	50.2%
	1-5 hours/week	28	20.7%	125	21.5%	25	15.7%	109	13.8%
	6-10 hours/week	12	8.9%	41	7.0%	16	10.1%	60	7.6%
	11-15 hours/week	6	4.4%	15	2.6%	14	8.8%	37	4.7%
	16-20 hours/week	11	8.1%	13	2.2%	13	8.2%	29	3.7%
	21-25 hours/week	3	2.2%	9	1.5%	3	1.9%	16	2.0%
	26-30 hours/week	3	2.2%	4	.7%	2	1.3%	12	1.5%
	More than 30 hours/week	3	2.2%	38	6.5%	24	15.1%	131	16.6%
	Total	135	100.0%	582	100.0%	159	100.0%	791	100.0%
Contributed to: Acquiring a broad general education	Very little	1	.7%	48	4.0%	5	3.2%	43	2.6%
	Some	29	21.2%	259	21.5%	33	20.9%	282	17.1%
	Quite a bit	65	47.4%	573	47.6%	63	39.9%	666	40.4%
	Very much	42	30.7%	324	26.9%	57	36.1%	659	39.9%
	Total	137	100.0%	1204	100.0%	158	100.0%	1650	100.0%
Contributed to: Acquiring job or work-related knowledge and skills	Very little	30	21.9%	224	18.6%	20	12.7%	134	8.1%
	Some	42	30.7%	470	39.1%	45	28.5%	404	24.5%
	Quite a bit	50	36.5%	336	28.0%	54	34.2%	563	34.1%
	Very much	15	10.9%	172	14.3%	39	24.7%	549	33.3%
	Total	137	100.0%	1202	100.0%	158	100.0%	1650	100.0%
Contributed to: Writing clearly and effectively	Very little	11	8.0%	76	6.3%	8	5.1%	65	3.9%
	Some	34	24.8%	326	27.1%	47	29.7%	404	24.5%
	Quite a bit	62	45.3%	522	43.4%	66	41.8%	687	41.6%
	Very much	30	21.9%	278	23.1%	37	23.4%	495	30.0%
	Total	137	100.0%	1202	100.0%	158	100.0%	1651	100.0%
Contributed to: Speaking clearly and effectively	Very little	14	10.2%	156	13.0%	11	7.0%	97	5.9%
	Some	49	35.8%	405	33.8%	35	22.2%	449	27.2%
	Quite a bit	48	35.0%	413	34.5%	74	46.8%	643	39.0%
	Very much	26	19.0%	223	18.6%	38	24.1%	461	27.9%
	Total	137	100.0%	1197	100.0%	158	100.0%	1650	100.0%
Contributed to: Thinking critically and analytically	Very little	6	4.4%	59	4.9%	4	2.5%	34	2.1%
	Some	37	27.0%	296	24.5%	26	16.6%	260	15.8%
	Quite a bit	65	47.4%	518	42.9%	74	47.1%	703	42.6%
	Very much	29	21.2%	334	27.7%	53	33.8%	652	39.5%
	Total	137	100.0%	1207	100.0%	157	100.0%	1649	100.0%

		First-year Students				Seniors			
		Montclair State University		Special Peers		Montclair State University		Special Peers	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %
Contributed to: Analyzing quantitative problems	Very little	22	16.1%	147	12.2%	17	10.9%	103	6.3%
	Some	53	38.7%	474	39.4%	48	30.8%	457	27.7%
	Quite a bit	45	32.8%	401	33.4%	55	35.3%	653	39.6%
	Very much	17	12.4%	180	15.0%	36	23.1%	434	26.4%
	Total	137	100.0%	1202	100.0%	156	100.0%	1647	100.0%
Contributed to: Using computing and information technology	Very little	24	17.6%	193	16.0%	23	14.7%	115	7.0%
	Some	46	33.8%	349	29.0%	44	28.2%	413	25.0%
	Quite a bit	44	32.4%	372	30.9%	48	30.8%	536	32.4%
	Very much	22	16.2%	291	24.1%	41	26.3%	588	35.6%
	Total	136	100.0%	1205	100.0%	156	100.0%	1652	100.0%
Contributed to: Working effectively with others	Very little	10	7.3%	102	8.5%	11	7.0%	66	4.0%
	Some	36	26.3%	374	31.1%	47	29.9%	386	23.4%
	Quite a bit	59	43.1%	440	36.5%	43	27.4%	612	37.1%
	Very much	32	23.4%	288	23.9%	56	35.7%	586	35.5%
	Total	137	100.0%	1204	100.0%	157	100.0%	1650	100.0%
Contributed to: Voting in local, state, or national elections	Very little	67	48.9%	683	57.1%	79	51.0%	918	55.7%
	Some	37	27.0%	302	25.2%	39	25.2%	402	24.4%
	Quite a bit	19	13.9%	126	10.5%	21	13.5%	191	11.6%
	Very much	14	10.2%	86	7.2%	16	10.3%	136	8.3%
	Total	137	100.0%	1197	100.0%	155	100.0%	1647	100.0%
Contributed to: Learning effectively on your own	Very little	8	5.8%	76	6.3%	15	9.6%	99	6.0%
	Some	37	27.0%	328	27.4%	34	21.7%	320	19.5%
	Quite a bit	63	46.0%	473	39.5%	59	37.6%	659	40.1%
	Very much	29	21.2%	321	26.8%	49	31.2%	565	34.4%
	Total	137	100.0%	1198	100.0%	157	100.0%	1643	100.0%
Contributed to: Understanding yourself	Very little	16	11.8%	138	11.5%	16	10.3%	186	11.3%
	Some	31	22.8%	343	28.6%	41	26.5%	397	24.1%
	Quite a bit	50	36.8%	386	32.2%	47	30.3%	526	32.0%
	Very much	39	28.7%	331	27.6%	51	32.9%	536	32.6%
	Total	136	100.0%	1198	100.0%	155	100.0%	1645	100.0%
Contributed to: Understanding people of other racial and ethnic backgrounds	Very little	15	10.9%	182	15.1%	18	11.5%	259	15.7%
	Some	33	24.1%	389	32.3%	51	32.5%	504	30.6%
	Quite a bit	52	38.0%	351	29.2%	43	27.4%	468	28.4%
	Very much	37	27.0%	282	23.4%	45	28.7%	414	25.2%

		First-year Students				Seniors			
		Montclair State University		Special Peers		Montclair State University		Special Peers	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %
	Total	137	100.0%	1204	100.0%	157	100.0%	1645	100.0%
Contributed to: Developing a personal code of values and ethics	Very little	23	16.8%	97	16.7%	30	19.4%	166	21.0%
	Some	30	21.9%	188	32.4%	43	27.7%	233	29.5%
	Quite a bit	51	37.2%	190	32.7%	38	24.5%	227	28.7%
	Very much	33	24.1%	106	18.2%	44	28.4%	164	20.8%
	Total	137	100.0%	581	100.0%	155	100.0%	790	100.0%
Contributed to: Improving the welfare of your community	Very little	49	36.0%	431	35.8%	57	36.8%	485	29.5%
	Some	52	38.2%	461	38.3%	43	27.7%	566	34.4%
	Quite a bit	27	19.9%	207	17.2%	32	20.6%	358	21.8%
	Very much	8	5.9%	105	8.7%	23	14.8%	235	14.3%
	Total	136	100.0%	1204	100.0%	155	100.0%	1644	100.0%
Emphasize: Spending significant amounts of time studying and on academic work	Very little	6	4.4%	40	3.3%	4	2.5%	47	2.9%
	Some	25	18.2%	264	21.9%	35	22.2%	358	21.7%
	Quite a bit	63	46.0%	509	42.2%	80	50.6%	692	42.0%
	Very much	43	31.4%	392	32.5%	39	24.7%	549	33.4%
	Total	137	100.0%	1205	100.0%	158	100.0%	1646	100.0%
Emphasize: Providing the support you need to help you succeed academically	Very little	15	11.0%	86	7.1%	13	8.3%	169	10.2%
	Some	37	27.2%	340	28.2%	76	48.4%	526	31.9%
	Quite a bit	44	32.4%	494	41.0%	48	30.6%	624	37.8%
	Very much	40	29.4%	286	23.7%	20	12.7%	330	20.0%
	Total	136	100.0%	1206	100.0%	157	100.0%	1649	100.0%
Emphasize: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	Very little	20	14.7%	222	18.5%	30	19.0%	344	20.9%
	Some	44	32.4%	397	33.1%	54	34.2%	610	37.1%
	Quite a bit	42	30.9%	354	29.5%	56	35.4%	454	27.6%
	Very much	30	22.1%	228	19.0%	18	11.4%	238	14.5%
	Total	136	100.0%	1201	100.0%	158	100.0%	1646	100.0%
Emphasize: Helping you cope with your non-academic responsibilities (work, family, etc.)	Very little	44	32.1%	462	38.5%	92	58.6%	809	49.1%
	Some	54	39.4%	451	37.6%	41	26.1%	526	31.9%
	Quite a bit	30	21.9%	208	17.3%	15	9.6%	209	12.7%
	Very much	9	6.6%	80	6.7%	9	5.7%	103	6.3%
	Total	137	100.0%	1201	100.0%	157	100.0%	1647	100.0%
Emphasize: Providing the support you need to thrive socially	Very little	28	20.4%	340	28.2%	73	46.2%	642	39.0%
	Some	57	41.6%	476	39.5%	55	34.8%	597	36.2%
	Quite a bit	38	27.7%	280	23.2%	21	13.3%	288	17.5%
	Very much	14	10.2%	109	9.0%	9	5.7%	120	7.3%

		First-year Students				Seniors			
		Montclair State University		Special Peers		Montclair State University		Special Peers	
		Count	Col %	Count	Col%	Count	Col %	Count	Col%
Institution reported: ethnicity	African American/Black	13	9.5%	82	7.0%	12	7.5%	87	5.4%
	American Indian/Alaska Native	0	.0%	5	.4%	0	.0%	5	.3%
	Asian/Pacific Islander	5	3.6%	33	2.8%	11	6.9%	38	2.4%
	Caucasian/White	93	67.9%	884	75.2%	101	63.5%	1303	80.7%
	Hispanic	11	8.0%	63	5.4%	9	5.7%	62	3.8%
	Other	12	8.8%	43	3.7%	20	12.6%	69	4.3%
	Multi-racial	0	.0%	2	.2%	0	.0%	1	.1%
	Foreign	0	.0%	8	.7%	0	.0%	7	.4%
	Unknown	3	2.2%	56	4.8%	6	3.8%	42	2.6%
	Total	137	100.0%	1176	100.0%	159	100.0%	1614	100.0%



National Survey of Student Engagement

The College Student Report

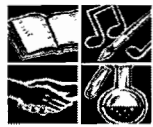
NSSE 2001 Means Summary Report Montclair State University

Montclair State Univ	Special Peer Group
----------------------	--------------------

	Var. Name	Class	Mean	Mean	Sig ^a	Effect Size ^b
Academic, Intellectual, and Social Experiences			<i>1=never, 2=sometimes, 3=often, 4=very often</i>			
Asked questions in class or contributed to class discussions	CLQUEST	1st Yr.	2.72	2.69		
		Senior	3.02	3.01		
Made a class presentation	CLPRESEN	1st Yr.	2.30	2.11		
		Senior	2.84	2.76		
Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	1st Yr.	2.69	2.83		
		Senior	2.60	2.60		
Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	1st Yr.	2.93	3.03		
		Senior	3.25	3.26		
Came to class without completing readings or assignments	CLUNPREP	1st Yr.	1.87	2.07		
		Senior	1.88	2.12	*	-.32
Worked with other students on projects during class	CLASSGRP	1st Yr.	2.40	2.50		
		Senior	2.56	2.53		
Worked with other students on projects outside of class to prepare class assignments	OCCGRP	1st Yr.	1.91	2.14		
		Senior	2.47	2.62		
Tutored or taught other students (paid or voluntary)	TUTOR	1st Yr.	1.45	1.50		
		Senior	1.54	1.73		
Participated in a community-based project as a part of a regular course	COMMPROJ	1st Yr.	1.19	1.24		
		Senior	1.44	1.59		
Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment	ITACADEM	1st Yr.	2.46	2.26		
		Senior	2.56	2.47		
Used email to communicate with an instructor	EMAIL	1st Yr.	2.54	2.55		
		Senior	2.56	2.76		

^a Independent sample t-tests, 2-tailed, *p<.001. See summary statistics on pages 8-11.

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



National Survey of Student Engagement

The College Student Report

NSSE 2001 Means Summary Report Montclair State University

Montclair State Univ	Special Peer Group
----------------------	--------------------

	Var. Name	Class	Mean	Mean	Sig ^a	Effect Size ^b
Academic, Intellectual, and Social Experiences (continued)			<i>1=never, 2=sometimes, 3=often, 4=very often</i>			
Discussed grades or assignments with an instructor	FACGRADE	1st Yr.	2.40	2.48		
		Senior	2.50	2.66		
Talked about career plans with a faculty member or advisor	FACPLANS	1st Yr.	2.02	2.02		
		Senior	1.99	2.25		
Discussed ideas from your reading or classes with faculty members outside of class	FACIDEAS	1st Yr.	1.59	1.62		
		Senior	1.78	1.91		
Received prompt feedback from faculty on your academic performance (written or oral)	FACFEED	1st Yr.	2.43	2.43		
		Senior	2.52	2.68		
Worked harder than you thought you could to meet an instructor's standards or expectations.	WORKHARD	1st Yr.	2.48	2.56		
		Senior	2.68	2.67		
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER	1st Yr.	1.25	1.31		
		Senior	1.43	1.55		
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	1st Yr.	2.62	2.64		
		Senior	2.81	2.81		
Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	1st Yr.	2.84	2.56		
		Senior	2.75	2.52		
Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTUD	1st Yr.	2.77	2.49		
		Senior	2.62	2.48		

Mental Activities

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

Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	MEMORIZE	1st Yr.	2.81	2.94		
		Senior	2.90	2.77		

^a Independent sample t-tests, 2-tailed, *p<.001. See summary statistics on pages 8-11.

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



National Survey of Student Engagement

The College Student Report

NSSE 2001 Means Summary Report Montclair State University

Montclair State Univ	Special Peer Group
----------------------	--------------------

	Var. Name	Class	Mean	Mean	Sig ^a	Effect Size ^b
<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>						
Analyzing the basic elements of an idea, experience, or theory such as examining a particular case or situation in depth and considering its components	ANALYZE	1st Yr.	3.04	2.92		
		Senior	3.10	3.17		
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	SYNTHESZ	1st Yr.	2.75	2.61		
		Senior	2.85	2.85		
Making judgments about the value of information, arguments, or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	EVALUATE	1st Yr.	2.77	2.60		
		Senior	2.69	2.75		
Applying theories or concepts to practical problems or in new situations	APPLYING	1st Yr.	2.88	2.76		
		Senior	2.92	3.04		

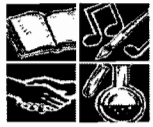
Reading and Writing

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

Number of assigned textbooks, books, or book-length packs of course readings	READASGN	1st Yr.	3.33	3.29		
		Senior	2.88	3.25	*	-.36
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	1st Yr.	1.92	2.03		
		Senior	2.14	2.16		
Number of written papers or reports of 20 pages or more	WRITEMOR	1st Yr.	1.33	1.25		
		Senior	1.71	1.65		
Number of written papers or reports between 5 and 19 pages	WRITEMID	1st Yr.	2.56	2.31		
		Senior	2.51	2.59		
Number of written papers or reports of fewer than 5 pages	WRITESML	1st Yr.	3.35	3.11		
		Senior	2.83	3.06		

^a Independent sample t-tests, 2-tailed, *p<.001. See summary statistics on pages 8-11.

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



National Survey of Student Engagement

The College Student Report

NSSE 2001 Means Summary Report

Montclair State University

Montclair State Univ

Special Peer Group

	Var. Name	Class	Mean	Mean	Sig ^a	Effect Size ^b
<i>1=mostly multiple choice or short answer to 7=mostly essay or open-ended problems</i>						
Challenge of Examinations Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work	EXAMS	1st Yr.	5.30	4.46	*	.50
		Senior	5.66	4.73	*	.55

Quality of Advising

Overall how would you evaluate the quality of academic advising you have received at your institution?	ADVISE	1st Yr.	2.57	2.77
		Senior	2.39	2.67

Enriching Educational Experiences

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

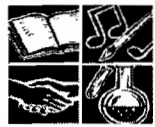
1=0 hours/week, 2= 5 or fewer hours/week, 3= 6-10 hours/week, 4= 11-15 hours/week, 5= 16-20 hours/week, 6= 21-25 hours/week, 7= 26-30 hours/week, 8= more than 30 hours/week

Time Usage

Preparing for class (studying, reading, writing, rehearsing, and other activities related to your academic program)	ACADPR01	1st Yr.	3.56	3.69
		Senior	3.52	3.88
Working for pay on campus	WORKON01	1st Yr.	1.50	1.42
		Senior	1.29	1.54
Working for pay off campus	WORKOF01	1st Yr.	3.43	3.64
		Senior	5.24	4.76
Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01	1st Yr.	1.77	1.74
		Senior	1.47	1.65
Relaxing and socializing (watching TV, partying, exercising, playing computer and other games, etc.)	SOCIAL01	1st Yr.	3.82	4.01
		Senior	3.41	3.58
Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01	1st Yr.	2.24	2.10
		Senior	3.18	2.93

^a Independent sample t-tests, 2-tailed, *p<.001. See summary statistics on pages 8-11.

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



National Survey of Student Engagement

The College Student Report

NSSE 2001 Means Summary Report Montclair State University

Montclair State Univ	Special Peer Group
----------------------	--------------------

	Var. Name	Class	Mean	Mean	Sig ^a	Effect Size ^b
Educational and Personal Growth			<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>			
Acquiring a broad general education	GNGENLED	1st Yr.	3.08	2.97		
		Senior	3.09	3.18		
Acquiring job or work-related knowledge and skills	GNWORK	1st Yr.	2.36	2.38		
		Senior	2.71	2.93		
Writing clearly and effectively	GNWRITE	1st Yr.	2.81	2.83		
		Senior	2.84	2.98		
Speaking clearly and effectively	GNSPEAK	1st Yr.	2.63	2.59		
		Senior	2.88	2.89		
Thinking critically and analytically	GNANALY	1st Yr.	2.85	2.93		
		Senior	3.12	3.20		
Analyzing quantitative problems	GNQUANT	1st Yr.	2.42	2.51		
		Senior	2.71	2.86		
Using computing and information technology	GNCMPTS	1st Yr.	2.47	2.63		
		Senior	2.69	2.97		
Working effectively with others	GNOTHERS	1st Yr.	2.82	2.76		
		Senior	2.92	3.04		
Voting in local, state, or national elections	GNCITIZN	1st Yr.	1.85	1.68		
		Senior	1.83	1.72		
Learning effectively on your own	GNINQ	1st Yr.	2.82	2.87		
		Senior	2.90	3.03		
Understanding yourself	GNSELF	1st Yr.	2.82	2.76		
		Senior	2.86	2.86		
Understanding people of other racial and ethnic backgrounds	GNDIVERS	1st Yr.	2.81	2.61		
		Senior	2.73	2.63		

^a Independent sample t-tests, 2-tailed, *p<.001. See summary statistics on pages 8-11.

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



National Survey of Student Engagement

The College Student Report

NSSE 2001 Means Summary Report Montclair State University

Montclair State Univ	Special Peer Group
----------------------	--------------------

	<i>Var. Name</i>	<i>Class</i>	<i>Mean</i>	<i>Mean</i>	<i>Sig^a</i>	<i>Effect Size^b</i>
Educational and Personal Growth (continued)			<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>			
Developing a personal code of values and ethics	GNETHICS	1st Yr.	2.69	2.52		
		Senior	2.62	2.49		
Contributing to the welfare of your community	GNCOMMUN	1st Yr.	1.96	1.99		
		Senior	2.14	2.21		

OPINIONS ABOUT YOUR SCHOOL

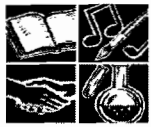
Institutional Emphases

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

Spending significant amounts of time studying and on academic work	ENVSCHOL	1st Yr.	3.04	3.04		
		Senior	2.97	3.06		
Providing the support you need to help you succeed academically	ENVSUPRT	1st Yr.	2.80	2.81		
		Senior	2.48	2.68		
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS	1st Yr.	2.60	2.49		
		Senior	2.39	2.36		
Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	1st Yr.	2.03	1.92		
		Senior	1.62	1.76		
Providing the support you need to thrive socially	ENVSOCAL	1st Yr.	2.28	2.13		
		Senior	1.78	1.93		

^a Independent sample t-tests, 2-tailed, *p<.001. See summary statistics on pages 8-11.

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



National Survey of Student Engagement

The College Student Report

NSSE 2001 Means Summary Report Montclair State University

Montclair State Univ	Special Peer Group
----------------------	--------------------

	Var. Name	Class	Mean	Sig ^a	Effect Size ^b
Quality of Relationships					
<i>1=unfriendly, unsupportive, sense of alienation to 7=friendly, supportive, sense of belonging</i>					
Relationships with other students	ENVSTU	1st Yr.	5.41	5.29	
		Senior	5.49	5.40	
<i>1=unavailable, unhelpful, unsympathetic to 7=available, helpful, sympathetic</i>					
Relationships with faculty members	ENVFAC	1st Yr.	5.17	5.07	
		Senior	5.14	5.20	
<i>1=unhelpful, inconsiderate, rigid to 7=helpful, considerate, flexible</i>					
Relationships with administrative personnel and offices	ENVADM	1st Yr.	4.68	4.51	
		Senior	4.21	4.19	
Satisfaction					
<i>1=poor, 2=fair, 3=good, 4=excellent</i>					
How would you evaluate your entire educational experience at this institution?	ENTIREXP	1st Yr.	2.99	2.98	
		Senior	3.00	3.04	
<i>1=definitely no, 2=probably no, 3=probably yes, 4=definitely yes</i>					
If you could start over again, would you go to the same institution you are now attending?	SAMECOLL	1st Yr.	3.15	3.01	
		Senior	2.99	2.94	

^a Independent sample t-tests, 2-tailed, *p<.001. See summary statistics on pages 8-11.

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



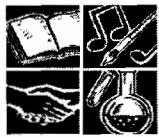
National Survey of Student Engagement

The College Student Report

NSSE 2001 Summary Statistics

Montclair State University First-Year Students

	mean			margin of error (95% level) ^a			standard deviation ^b			number of respondents			significance ^c		effect size ^d	
	Montclair State Univ	Special Peer Group	NSSE 2001	Montclair State Univ	Special Peer Group	NSSE 2001	Montclair State Univ	Special Peer Group	NSSE 2001	Montclair State Univ	Special Peer Group	NSSE 2001	Special Peer Group	NSSE 2001	Special Peer Group	NSSE 2001
CLQUEST	2.72	2.69		.14	.05		.84	.84		136	1,211		.707		.03	
CLPRESEN	2.30	2.11		.12	.05		.73	.83		136	1,204		.006		.23	
REWROPAP	2.69	2.83		.17	.08		1.00	1.03		135	587		.152		-.13	
INTEGRAT	2.93	3.03		.12	.07		.72	.85		135	587		.155		-.12	
CLUNPREP	1.87	2.07		.11	.06		.68	.72		135	587		.003		-.28	
CLASSGRP	2.40	2.50		.15	.05		.89	.80		136	1,212		.191		-.13	
OCCGRP	1.91	2.14		.14	.05		.83	.86		135	1,209		.003		-.27	
TUTOR	1.45	1.50		.13	.04		.80	.73		135	1,209		.515		-.06	
COMMPROJ	1.19	1.24		.10	.03		.58	.55		136	1,208		.373		-.08	
ITACADEM	2.46	2.26		.18	.06		1.09	1.04		136	1,211		.038		.20	
EMAIL	2.54	2.55		.16	.05		.94	.97		135	1,211		.906		-.01	
FACGRADE	2.40	2.48		.13	.05		.80	.83		136	1,211		.291		-.09	
FACPLANS	2.02	2.02		.15	.05		.90	.86		134	1,211		.967		.00	
FACIDEAS	1.59	1.62		.13	.04		.75	.78		135	1,210		.663		-.04	
FACFEED	2.43	2.43		.15	.05		.88	.86		136	1,207		.995		.00	
WORKHARD	2.48	2.56		.13	.05		.80	.84		136	1,209		.269		-.10	
FACOTHER	1.25	1.31		.10	.04		.57	.63		135	1,211		.291		-.09	
OOCIDEAS	2.62	2.64		.15	.05		.87	.88		136	1,210		.780		-.03	
DIVRSTUD	2.84	2.56		.16	.06		.96	1.03		134	1,210		.002		.27	
DIFFSTUD	2.77	2.49		.16	.06		.94	1.00		135	1,209		.001		.28	
MEMORIZE	2.81	2.94		.14	.05		.83	.88		136	1,210		.095		-.14	
ANALYZE	3.04	2.92		.14	.05		.83	.83		135	1,209		.128		.14	
SYNTHESE	2.75	2.61		.15	.05		.88	.90		136	1,205		.091		.15	
EVALUATE	2.77	2.60		.14	.05		.85	.91		135	1,199		.033		.19	
APPLYING	2.88	2.76		.14	.05		.85	.93		136	1,207		.156		.12	
READASGN	3.33	3.29		.16	.05		.98	.92		135	1,195		.680		.04	
READOWN	1.92	2.03		.11	.05		.68	.93		135	1,196		.095		-.12	
WRITEMOR	1.33	1.25		.13	.03		.74	.61		135	1,198		.256		.12	
WRITEMID	2.56	2.31		.16	.07		.93	.85		133	580		.006		.29	
WRITESML	3.35	3.11		.18	.09		1.08	1.07		134	579		.020		.23	
EXAMS	5.30	4.46		.18	.10		1.08	1.67		136	1,170		.000		.50	
ADVISE	2.57	2.77		.16	.07		.93	.88		137	583		.024		-.23	
ACADPROJ	3.56	3.69		.26	.13		1.52	1.64		135	582		.375		-.08	



National Survey of Student Engagement

The College Student Report

NSSE 2001 Summary Statistics

Montclair State University First-Year Students

	mean			margin of error (95% level) ^a			standard deviation ^b			number of respondents			significance ^c		effect size ^d	
	Montclair State Univ	Special Peer Group	NSSE 2001	Montclair State Univ	Special Peer Group	NSSE 2001	Montclair State Univ	Special Peer Group	NSSE 2001	Montclair State Univ	Special Peer Group	NSSE 2001	Special Peer Group	NSSE 2001	Special Peer Group	NSSE 2001
WORKON01	1.50	1.42		.19	.09		1.12	1.11		134	580		.451		.07	
WORKOF01	3.43	3.64		.41	.22		2.42	2.65		135	582		.364		-.08	
COCURR01	1.77	1.74		.21	.10		1.23	1.25		134	585		.832		.02	
SOCIAL01	3.82	4.01		.28	.15		1.67	1.81		135	582		.250		-.10	
CAREDE01	2.24	2.10		.30	.16		1.78	1.93		135	582		.399		.08	
NGENLED	3.08	2.97		.12	.05		.74	.80		137	1,204		.116		.13	
GNWORK	2.36	2.38		.16	.05		.95	.95		137	1,202		.866		-.02	
GNWRITE	2.81	2.83		.15	.05		.87	.85		137	1,202		.766		-.03	
GNSPEAK	2.63	2.59		.15	.05		.91	.94		137	1,197		.623		.04	
GNANALY	2.85	2.93		.13	.05		.80	.84		137	1,207		.274		-.09	
GNQUANT	2.42	2.51		.15	.05		.90	.89		137	1,202		.246		-.11	
GNCMPTS	2.47	2.63		.16	.06		.97	1.02		136	1,205		.069		-.16	
GNOTHERS	2.82	2.76		.15	.05		.87	.91		137	1,204		.408		.07	
GNCITIZN	1.85	1.68		.17	.05		1.01	.93		137	1,197		.054		.19	
GNINQ	2.82	2.87		.14	.05		.83	.88		137	1,198		.574		-.05	
GNSELF	2.82	2.76		.16	.06		.98	.98		136	1,198		.472		.07	
GNDIVERS	2.81	2.61		.16	.06		.96	1.00		137	1,204		.022		.20	
GNETHICS	2.69	2.52		.17	.08		1.02	.97		137	581		.095		.17	
GNCOMMUN	1.96	1.99		.15	.05		.89	.94		136	1,204		.690		-.03	
ENVSCHOL	3.04	3.04		.14	.05		.82	.82		137	1,205		.957		.00	
ENVSUPRT	2.80	2.81		.17	.05		.99	.88		136	1,206		.900		-.01	
ENVDIVRS	2.60	2.49		.17	.06		.99	1.00		136	1,201		.208		.11	
ENVNACAD	2.03	1.92		.15	.05		.90	.90		137	1,201		.187		.12	
ENVSOCAL	2.28	2.13		.15	.05		.91	.93		137	1,205		.076		.16	
ENVSTU	5.41	5.29		.22	.08		1.30	1.43		137	1,205		.334		.08	
ENVFAC	5.17	5.07		.23	.07		1.38	1.31		137	1,203		.440		.07	
ENVADM	4.68	4.51		.27	.09		1.62	1.53		137	1,202		.251		.11	
ENTIREXP	2.99	2.98		.11	.04		.66	.64		137	1,203		.907		.01	
SAMECOLL	3.15	3.01		.12	.05		.73	.83		137	1,206		.031		.17	

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

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

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

^d Effect size is calculated by dividing the difference between the means by the standard deviation of the comparison group.



National Survey of Student Engagement

The College Student Report

NSSE 2001 Summary Statistics Montclair State University Seniors

	mean			margin of error (95% level) ^a			standard deviation ^b			number of respondents			significance ^c		effect size ^d	
	Montclair State Univ	Special Peer Group	NSSE 2001	Montclair State Univ	Special Peer Group	NSSE 2001	Montclair State Univ	Special Peer Group	NSSE 2001	Montclair State Univ	Special Peer Group	NSSE 2001	Special Peer Group	NSSE 2001	Special Peer Group	NSSE 2001
CLQUEST	3.02	3.01		.13	.04		.81	.85		159	1,658		.905		.01	
CLPRESEN	2.84	2.76		.13	.04		.83	.86		158	1,652		.261		.09	
REWROPAP	2.60	2.60		.14	.07		.91	.97		159	796		.992		.00	
INTEGRAT	3.25	3.26		.12	.05		.74	.75		158	797		.935		-.01	
CLUNPREP	1.88	2.12		.10	.05		.64	.74		156	797		.000		-.32	
CLASSGRP	2.56	2.53		.14	.04		.88	.84		156	1,652		.646		.04	
OCCGRP	2.47	2.62		.14	.04		.87	.90		158	1,657		.052		-.16	
TUTOR	1.54	1.73		.13	.04		.83	.86		155	1,646		.007		-.22	
COMMPROJ	1.44	1.59		.11	.04		.68	.83		158	1,653		.009		-.18	
ITACADEM	2.56	2.47		.17	.05		1.06	1.05		158	1,655		.283		.09	
EMAIL	2.56	2.76		.15	.05		.93	.97		158	1,654		.010		-.21	
FACGRADE	2.50	2.66		.13	.04		.83	.81		155	1,654		.029		-.19	
FACPLANS	1.99	2.25		.14	.04		.92	.89		156	1,655		.001		-.28	
FACIDEAS	1.78	1.91		.13	.04		.81	.81		158	1,653		.062		-.16	
FACFEED	2.52	2.68		.13	.04		.85	.83		158	1,654		.022		-.20	
WORKHARD	2.68	2.67		.13	.04		.83	.82		156	1,649		.934		.01	
FACOTHER	1.43	1.55		.11	.04		.69	.86		159	1,655		.045		-.14	
OOCIDEAS	2.81	2.81		.13	.04		.82	.84		157	1,653		.980		.00	
DIVRSTUD	2.75	2.52		.15	.05		.97	.97		158	1,648		.005		.24	
DIFFSTUD	2.62	2.48		.16	.05		1.00	.97		157	1,653		.100		.14	
MEMORIZE	2.90	2.77		.14	.05		.92	.96		158	1,652		.089		.14	
ANALYZE	3.10	3.17		.12	.04		.76	.77		157	1,652		.294		-.09	
SYNTHESZ	2.85	2.85		.14	.04		.89	.90		157	1,646		.918		-.01	
EVALUATE	2.69	2.75		.15	.05		.96	.96		158	1,652		.482		-.06	
APPLYING	2.92	3.04		.13	.04		.83	.89		156	1,651		.074		-.14	
READASGN	2.88	3.25		.16	.05		1.01	1.01		156	1,620		.000		-.36	
READOWN	2.14	2.16		.15	.05		.95	.99		158	1,628		.798		-.02	
WRITEMOR	1.71	1.65		.13	.04		.82	.81		156	1,626		.401		.07	
WRITEMID	2.51	2.59		.15	.06		.96	.93		156	793		.349		-.08	
WRITESML	2.83	3.06		.19	.09		1.22	1.22		155	791		.031		-.19	
EXAMS	5.66	4.73		.16	.08		1.00	1.68		158	1,563		.000		.55	
ADVISE	2.39	2.67		.15	.06		.96	.92		157	791		.001		-.29	
ACADPR01	3.52	3.88		.23	.12		1.47	1.75		156	793		.007		-.21	



National Survey of Student Engagement

The College Student Report

NSSE 2001 Summary Statistics Montclair State University Seniors

	mean			margin of error (95% level) ^a			standard deviation ^b			number of respondents			significance ^c		effect size ^d	
	Montclair State Univ	Special Peer Group	NSSE 2001	Montclair State Univ	Special Peer Group	NSSE 2001	Montclair State Univ	Special Peer Group	NSSE 2001	Montclair State Univ	Special Peer Group	NSSE 2001	Special Peer Group	NSSE 2001	Special Peer Group	NSSE 2001
WORKON01	1.29	1.54		.17	.10		1.12	1.39		157	792		.017		-.18	
WORKOF01	5.24	4.76		.42	.19		2.67	2.74		155	787		.044		.17	
COCURR01	1.47	1.65		.15	.08		.95	1.14		158	796		.038		-.16	
SOCIAL01	3.41	3.58		.26	.11		1.65	1.64		156	792		.254		-.10	
CAREDE01	3.18	2.93		.39	.18		2.51	2.63		159	791		.260		.09	
NGENLED	3.09	3.18		.13	.04		.83	.80		158	1,650		.206		-.11	
GNWORK	2.71	2.93		.15	.05		.98	.95		158	1,650		.008		-.23	
GNWRITE	2.84	2.98		.13	.04		.84	.84		158	1,651		.046		-.17	
GNSPEAK	2.88	2.89		.13	.04		.85	.88		158	1,650		.889		-.01	
GNANALY	3.12	3.20		.12	.04		.77	.77		157	1,649		.243		-.10	
GNQUANT	2.71	2.86		.15	.04		.95	.88		156	1,647		.049		-.18	
GNCMPTS	2.69	2.97		.16	.05		1.02	.94		156	1,652		.001		-.30	
GNOTHERS	2.92	3.04		.15	.04		.97	.86		157	1,650		.123		-.14	
GNCITIZN	1.83	1.72		.16	.05		1.02	.96		155	1,647		.204		.11	
GNINQ	2.90	3.03		.15	.04		.95	.88		157	1,643		.118		-.14	
GNSSELF	2.86	2.86		.16	.05		1.00	1.00		155	1,645		.997		.00	
GNDIVERS	2.73	2.63		.16	.05		1.00	1.03		157	1,645		.225		.10	
GNETHICS	2.62	2.49		.17	.07		1.09	1.04		155	790		.185		.12	
GNCOMMUN	2.14	2.21		.17	.05		1.08	1.02		155	1,644		.417		-.07	
ENVSCHOL	2.97	3.06		.12	.04		.76	.81		158	1,646		.186		-.10	
ENVSUPRT	2.48	2.68		.13	.04		.82	.91		157	1,649		.005		-.22	
ENVDIVRS	2.39	2.36		.14	.05		.92	.97		158	1,646		.638		.04	
ENVNACAD	1.62	1.76		.14	.04		.88	.90		157	1,647		.065		-.15	
ENVSOCAL	1.78	1.93		.14	.04		.88	.92		158	1,647		.050		-.16	
ENVSTU	5.49	5.40		.20	.07		1.28	1.36		158	1,649		.389		.07	
ENVFAC	5.14	5.20		.23	.07		1.46	1.39		159	1,649		.632		-.04	
ENVADM	4.21	4.19		.26	.08		1.69	1.67		159	1,649		.886		.01	
ENTIREXP	3.00	3.04		.11	.03		.68	.69		156	1,646		.511		-.05	
SAMECOLL	2.99	2.94		.13	.04		.82	.84		158	1,643		.446		.06	

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

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

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

^d Effect size is calculated by dividing the difference between the means by the standard deviation of the comparison group.

		First-year Students				Seniors			
		Montclair State University		Special Peers		Montclair State University		Special Peers	
		Count	Col %	Count	Col%	Count	Col %	Count	Col%
Primary major	Agriculture	0	.0%	2	.3%	0	.0%	1	.1%
	Biological/life sciences	10	7.4%	34	5.9%	9	5.8%	36	4.6%
	Business	28	20.6%	83	14.4%	36	23.1%	147	18.6%
	Communications	3	2.2%	21	3.6%	3	1.9%	29	3.7%
	Computer and information sciences	5	3.7%	23	4.0%	4	2.6%	55	7.0%
	Education	19	14.0%	93	16.1%	19	12.2%	109	13.8%
	Engineering	1	.7%	24	4.2%	0	.0%	40	5.1%
	Ethnic, cultural studies, and area studies	0	.0%	1	.2%	0	.0%	1	.1%
	Foreign languages and literature	1	.7%	3	.5%	3	1.9%	5	.6%
	Health-related fields	4	2.9%	53	9.2%	12	7.7%	68	8.6%
	Humanities	3	2.2%	11	1.9%	12	7.7%	17	2.2%
	Liberal/general studies	0	.0%	2	.3%	0	.0%	19	2.4%
	Mathematics	3	2.2%	4	.7%	1	.6%	9	1.1%
	Multi/Interdisciplinary studies	0	.0%	2	.3%	0	.0%	5	.6%
	Parks, recreation, leisure studies, sports management	0	.0%	1	.2%	2	1.3%	5	.6%
	Physical sciences	2	1.5%	9	1.6%	1	.6%	14	1.8%
	Public administration	1	.7%	18	3.1%	0	.0%	12	1.5%
	Social sciences	21	15.4%	54	9.4%	29	18.6%	128	16.2%
	Visual and performing arts	10	7.4%	27	4.7%	9	5.8%	30	3.8%
	Undecided	12	8.8%	51	8.9%	0	.0%	0	.0%
	Other	4	2.9%	36	6.3%	8	5.1%	39	4.9%
	Two or more primary majors selected	9	6.6%	24	4.2%	8	5.1%	21	2.7%
	Total	136	100.0%	576	100.0%	156	100.0%	790	100.0%

		First-year Students				Seniors			
		Montclair State University		Special Peers		Montclair State University		Special Peers	
		Count	Col %	Count	Col%	Count	Col %	Count	Col%
Second major	No second major selected	74	54.0%	296	50.3%	122	76.7%	589	73.7%
	Agriculture	0	.0%	5	.8%	0	.0%	1	.1%
	Biological/life sciences	0	.0%	4	.7%	1	.6%	4	.5%
	Business	4	2.9%	29	4.9%	4	2.5%	37	4.6%
	Communications	1	.7%	12	2.0%	0	.0%	2	.3%
	Computer and information sciences	8	5.8%	11	1.9%	2	1.3%	10	1.3%
	Education	7	5.1%	19	3.2%	6	3.8%	20	2.5%
	Engineering	0	.0%	2	.3%	1	.6%	2	.3%
	Ethnic, cultural studies, and area studies	0	.0%	0	.0%	0	.0%	4	.5%
	Foreign languages and literature	4	2.9%	15	2.5%	0	.0%	7	.9%
	Health-related fields	1	.7%	17	2.9%	2	1.3%	7	.9%
	Humanities	2	1.5%	13	2.2%	1	.6%	15	1.9%
	Liberal/general studies	0	.0%	3	.5%	0	.0%	8	1.0%
	Mathematics	2	1.5%	6	1.0%	1	.6%	8	1.0%
	Multi/Interdisciplinary studies	0	.0%	0	.0%	0	.0%	1	.1%
	Parks, recreation, leisure studies, sports management	1	.7%	5	.8%	1	.6%	4	.5%
	Physical sciences	2	1.5%	5	.8%	1	.6%	8	1.0%
	Public administration	2	1.5%	6	1.0%	2	1.3%	4	.5%
	Social sciences	2	1.5%	45	7.6%	3	1.9%	32	4.0%
	Visual and performing arts	3	2.2%	13	2.2%	2	1.3%	8	1.0%
	Undecided	13	9.5%	55	9.3%	1	.6%	5	.6%
	Other	7	5.1%	10	1.7%	6	3.8%	15	1.9%
	Two or more second majors selected	4	2.9%	18	3.1%	3	1.9%	8	1.0%
	Total	137	100.0%	589	100.0%	159	100.0%	799	100.0%

		First-year Students				Seniors			
		Montclair State University		Special Peers		Montclair State University		Special Peers	
		Count	Col %	Count	Col%	Count	Col %	Count	Col%
Total		136	100.0%	580	100.0%	158	100.0%	793	100.0%
Are you a member of a social fraternity or sorority?	No	132	96.4%	1134	95.3%	146	93.6%	1510	91.9%
	Yes	5	3.6%	56	4.7%	10	6.4%	133	8.1%
	Total	137	100.0%	1190	100.0%	156	100.0%	1643	100.0%
Do you intend to teach at some pre-kindergarten through high school grade level after completing your degree?	Undecided	29	21.2%	82	14.1%	25	15.8%	82	10.4%
	No	68	49.6%	383	66.0%	97	61.4%	540	68.4%
	Yes	40	29.2%	115	19.8%	36	22.8%	168	21.3%
	Total	137	100.0%	580	100.0%	158	100.0%	790	100.0%
Which of the following best describes where you are living now while attending college?	Dormitory or other campus housing (not fraternity/sorority)	58	43.0%	480	39.9%	6	3.9%	155	9.4%
	Residence (house, apartment, etc.) within walking distance	0	.0%	58	4.8%	3	1.9%	94	5.7%
	Residence (house, apartment, etc.) within driving distance	77	57.0%	664	55.2%	146	94.2%	1396	84.8%
	Fraternity or sorority house	0	.0%	1	.1%	0	.0%	1	.1%
	Total	135	100.0%	1203	100.0%	155	100.0%	1646	100.0%
Number of parents with college degrees	No	65	47.4%	304	52.2%	100	63.3%	424	53.4%
	Yes, father only	19	13.9%	81	13.9%	25	15.8%	119	15.0%
	Yes, mother only	16	11.7%	75	12.9%	12	7.6%	96	12.1%
	Yes, both parents	33	24.1%	115	19.8%	18	11.4%	150	18.9%
	Don't know	4	2.9%	7	1.2%	3	1.9%	5	.6%
Total		137	100.0%	582	100.0%	158	100.0%	794	100.0%

		First-year Students				Seniors			
		Montclair State University		Special Peers		Montclair State University		Special Peers	
		Count	Col %	Count	Col%	Count	Col %	Count	Col%
Student-reported sex	Male	37	27.0%	379	32.2%	46	29.3%	534	33.5%
	Female	100	73.0%	799	67.8%	111	70.7%	1062	66.5%
	Total	137	100.0%	1178	100.0%	157	100.0%	1596	100.0%
Student-reported: Are you of Hispanic, Latino, or Spanish origin?	No	109	80.7%	546	94.8%	127	80.9%	747	94.8%
	Yes	26	19.3%	30	5.2%	30	19.1%	41	5.2%
	Total	135	100.0%	576	100.0%	157	100.0%	788	100.0%
Student-reported: American Indian or	Yes	1	100.0%	17	100.0%	2	100.0%	27	100.0%
	Total	1	100.0%	17	100.0%	2	100.0%	27	100.0%
Student-reported: Asian American or	Yes	4	100.0%	95	100.0%	10	100.0%	125	100.0%
	Total	4	100.0%	95	100.0%	10	100.0%	125	100.0%
Student-reported: Black or African	Yes	14	100.0%	87	100.0%	12	100.0%	97	100.0%
	Total	14	100.0%	87	100.0%	12	100.0%	97	100.0%
Student-reported: White	Yes	92	100.0%	940	100.0%	117	100.0%	1340	100.0%
	Total	92	100.0%	940	100.0%	117	100.0%	1340	100.0%
Student-reported: Other	Yes	2	100.0%	52	100.0%	0	.0%	41	100.0%
	Total	2	100.0%	52	100.0%	0	.0%	41	100.0%
Multiple racial or ethnic identifications	One racial or ethnic identification checked	134	98.5%	1147	95.8%	146	93.0%	1586	96.7%
	More than one racial or ethnic identification checked	2	1.5%	50	4.2%	11	7.0%	54	3.3%
	Total	136	100.0%	1197	100.0%	157	100.0%	1640	100.0%
Student-reported: Are you an international student	No	122	93.1%	561	96.4%	140	90.3%	760	96.6%
	Yes	9	6.9%	21	3.6%	15	9.7%	27	3.4%
	Total	131	100.0%	582	100.0%	155	100.0%	787	100.0%
Did you begin college at your current institution or elsewhere?	Started here	135	98.5%	1109	92.3%	59	37.6%	680	41.3%
	Started elsewhere	2	1.5%	93	7.7%	98	62.4%	968	58.7%
	Total	137	100.0%	1202	100.0%	157	100.0%	1648	100.0%
How would you characterize your enrollment?	Less than full-time	3	2.2%	82	14.1%	72	45.6%	214	27.0%
	Full-time	133	97.8%	498	85.9%	86	54.4%	579	73.0%

		First-year Students				Seniors			
		Montclair State University		Special Peers		Montclair State University		Special Peers	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %
Total		136	100.0%	1210	100.0%	158	100.0%	1652	100.0%
Analyzing the basic elements of an idea, experience, or theory	Very little	4	3.0%	51	4.2%	2	1.3%	30	1.8%
	Some	32	23.7%	314	26.0%	32	20.4%	279	16.9%
	Quite a bit	54	40.0%	523	43.3%	71	45.2%	725	43.9%
	Very much	45	33.3%	321	26.6%	52	33.1%	618	37.4%
	Total	135	100.0%	1209	100.0%	157	100.0%	1652	100.0%
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	Very little	9	6.6%	124	10.3%	10	6.4%	120	7.3%
	Some	46	33.8%	433	35.9%	45	28.7%	438	26.6%
	Quite a bit	51	37.5%	431	35.8%	61	38.9%	649	39.4%
	Very much	30	22.1%	217	18.0%	41	26.1%	439	26.7%
	Total	136	100.0%	1205	100.0%	157	100.0%	1646	100.0%
Making judgments about the value of information, arguments, or methods	Very little	9	6.7%	135	11.3%	20	12.7%	174	10.5%
	Some	41	30.4%	419	34.9%	45	28.5%	497	30.1%
	Quite a bit	57	42.2%	433	36.1%	57	36.1%	555	33.6%
	Very much	28	20.7%	212	17.7%	36	22.8%	426	25.8%
	Total	135	100.0%	1199	100.0%	158	100.0%	1652	100.0%
Applying theories or concepts to practical problems or in new situations	Very little	9	6.6%	105	8.7%	5	3.2%	84	5.1%
	Some	31	22.8%	377	31.2%	45	28.8%	371	22.5%
	Quite a bit	64	47.1%	422	35.0%	64	41.0%	588	35.6%
	Very much	32	23.5%	303	25.1%	42	26.9%	608	36.8%
	Total	136	100.0%	1207	100.0%	156	100.0%	1651	100.0%
Number of assigned textbooks, books, or book-length packs of course readings	None	0	.0%	17	1.4%	2	1.3%	19	1.2%
	Between 1 and 4	31	23.0%	215	18.0%	68	43.6%	410	25.3%
	Between 5 and 10	47	34.8%	488	40.8%	48	30.8%	554	34.2%
	Between 11 and 20	39	28.9%	355	29.7%	23	14.7%	429	26.5%
	More than 20	18	13.3%	120	10.0%	15	9.6%	208	12.8%
	Total	135	100.0%	1195	100.0%	156	100.0%	1620	100.0%
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	None	35	25.9%	340	28.4%	38	24.1%	374	23.0%
	Between 1 and 4	78	57.8%	609	50.9%	80	50.6%	861	52.9%
	Between 5 and 10	20	14.8%	161	13.5%	24	15.2%	229	14.1%
	Between 11 and 20	2	1.5%	47	3.9%	12	7.6%	87	5.3%
	More than 20	0	.0%	39	3.3%	4	2.5%	77	4.7%
	Total	135	100.0%	1196	100.0%	158	100.0%	1628	100.0%

		First-year Students				Seniors			
		Montclair State University		Special Peers		Montclair State University		Special Peers	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %
Total		135	100.0%	1209	100.0%	158	100.0%	1657	100.0%
Tutored or taught other students (paid or voluntary)	Never	96	71.1%	751	62.1%	98	63.2%	797	48.4%
	Sometimes	21	15.6%	341	28.2%	39	25.2%	593	36.0%
	Often	14	10.4%	89	7.4%	10	6.5%	163	9.9%
	Very often	4	3.0%	28	2.3%	8	5.2%	93	5.7%
	Total	135	100.0%	1209	100.0%	155	100.0%	1646	100.0%
Participated in a community-based project as part of a regular course	Never	119	87.5%	984	81.5%	104	65.8%	971	58.7%
	Sometimes	11	8.1%	172	14.2%	41	25.9%	469	28.4%
	Often	3	2.2%	41	3.4%	11	7.0%	135	8.2%
	Very often	3	2.2%	11	.9%	2	1.3%	78	4.7%
	Total	136	100.0%	1208	100.0%	158	100.0%	1653	100.0%
Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment	Never	30	22.1%	343	28.3%	32	20.3%	342	20.7%
	Sometimes	46	33.8%	408	33.7%	42	26.6%	561	33.9%
	Often	27	19.9%	264	21.8%	47	29.7%	387	23.4%
	Very often	33	24.3%	196	16.2%	37	23.4%	365	22.1%
	Total	136	100.0%	1211	100.0%	158	100.0%	1655	100.0%
Used e-mail to communicate with an instructor	Never	19	14.1%	169	14.0%	21	13.3%	156	9.4%
	Sometimes	47	34.8%	456	37.7%	56	35.4%	561	33.9%
	Often	46	34.1%	336	27.7%	53	33.5%	459	27.8%
	Very often	23	17.0%	250	20.6%	28	17.7%	478	28.9%
	Total	135	100.0%	1211	100.0%	158	100.0%	1654	100.0%
Discussed grades or assignments with an instructor	Never	13	9.6%	111	9.2%	15	9.7%	74	4.5%
	Sometimes	69	50.7%	561	46.3%	66	42.6%	706	42.7%
	Often	40	29.4%	384	31.7%	55	35.5%	587	35.5%
	Very often	14	10.3%	155	12.8%	19	12.3%	287	17.4%
	Total	136	100.0%	1211	100.0%	155	100.0%	1654	100.0%
Talked about career plans with a faculty member or advisor	Never	44	32.8%	351	29.0%	55	35.3%	321	19.4%
	Sometimes	51	38.1%	568	46.9%	58	37.2%	792	47.9%
	Often	31	23.1%	210	17.3%	32	20.5%	355	21.5%
	Very often	8	6.0%	82	6.8%	11	7.1%	187	11.3%
	Total	134	100.0%	1211	100.0%	156	100.0%	1655	100.0%
Discussed ideas from your readings or classes with faculty members outside of class	Never	72	53.3%	646	53.4%	66	41.8%	545	33.0%
	Sometimes	50	37.0%	414	34.2%	66	41.8%	792	47.9%
	Often	9	6.7%	111	9.2%	20	12.7%	234	14.2%
	Very often	4	3.0%	39	3.2%	6	3.8%	82	5.0%
	Total	135	100.0%	1209	100.0%	158	100.0%	1657	100.0%

		First-year Students				Seniors			
		Montclair State University		Special Peers		Montclair State University		Special Peers	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %
Number of written papers or reports of 20 pages or more	None	104	77.0%	973	81.2%	72	46.2%	810	49.8%
	Between 1 and 4	24	17.8%	178	14.9%	64	41.0%	648	39.9%
	Between 5 and 10	4	3.0%	24	2.0%	15	9.6%	110	6.8%
	Between 11 and 20	0	.0%	18	1.5%	3	1.9%	37	2.3%
	More than 20	3	2.2%	5	.4%	2	1.3%	21	1.3%
	Total	135	100.0%	1198	100.0%	156	100.0%	1626	100.0%
Number of written papers or reports between 5 and 19 pages	None	10	7.5%	82	14.1%	18	11.5%	65	8.2%
	Between 1 and 4	63	47.4%	296	51.0%	70	44.9%	349	44.0%
	Between 5 and 10	43	32.3%	147	25.3%	42	26.9%	253	31.9%
	Between 11 and 20	10	7.5%	50	8.6%	22	14.1%	97	12.2%
	More than 20	7	5.3%	5	.9%	4	2.6%	29	3.7%
	Total	133	100.0%	580	100.0%	156	100.0%	793	100.0%
Number of written papers or reports of fewer than 5 pages	None	3	2.2%	26	4.5%	21	13.5%	65	8.2%
	Between 1 and 4	31	23.1%	162	28.0%	51	32.9%	239	30.2%
	Between 5 and 10	38	28.4%	176	30.4%	33	21.3%	208	26.3%
	Between 11 and 20	40	29.9%	153	26.4%	34	21.9%	143	18.1%
	More than 20	22	16.4%	62	10.7%	16	10.3%	136	17.2%
	Total	134	100.0%	579	100.0%	155	100.0%	791	100.0%
Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work.	Very little	0	.0%	76	6.5%	0	.0%	93	6.0%
	2	2	1.5%	99	8.5%	0	.0%	93	6.0%
	3	9	6.6%	140	12.0%	5	3.2%	156	10.0%
	4	12	8.8%	241	20.6%	10	6.3%	285	18.2%
	5	50	36.8%	233	19.9%	55	34.8%	343	21.9%
	6	49	36.0%	271	23.2%	52	32.9%	356	22.8%
	Very much	14	10.3%	110	9.4%	36	22.8%	237	15.2%
	Total	136	100.0%	1170	100.0%	158	100.0%	1563	100.0%
Overall, how would you evaluate the quality of academic advising you have received at your institution?	Poor	23	16.8%	63	10.8%	31	19.7%	102	12.9%
	Fair	32	23.4%	121	20.8%	55	35.0%	207	26.2%
	Good	63	46.0%	287	49.2%	49	31.2%	334	42.2%
	Excellent	19	13.9%	112	19.2%	22	14.0%	148	18.7%
	Total	137	100.0%	583	100.0%	157	100.0%	791	100.0%
Practicum, internship, field experience, co-op experience, or clinical assignment	Undecided	25	18.2%	220	18.3%	12	7.6%	122	7.4%
	No	5	3.6%	116	9.7%	54	34.4%	402	24.4%
	Yes	107	78.1%	864	72.0%	91	58.0%	1126	68.2%
	Total	137	100.0%	1200	100.0%	157	100.0%	1650	100.0%

		First-year Students				Seniors			
		Montclair State University		Special Peers		Montclair State University		Special Peers	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %
Asked questions in class or contributed to class discussions	Never	3	2.2%	51	4.2%	1	.6%	35	2.1%
	Sometimes	63	46.3%	515	42.5%	47	29.6%	480	29.0%
	Often	39	28.7%	401	33.1%	59	37.1%	575	34.7%
	Very often	31	22.8%	244	20.1%	52	32.7%	568	34.3%
	Total	136	100.0%	1211	100.0%	159	100.0%	1658	100.0%
Made a class presentation	Never	12	8.8%	275	22.8%	4	2.5%	90	5.4%
	Sometimes	81	59.6%	595	49.4%	56	35.4%	586	35.5%
	Often	33	24.3%	256	21.3%	59	37.3%	600	36.3%
	Very often	10	7.4%	78	6.5%	39	24.7%	376	22.8%
	Total	136	100.0%	1204	100.0%	158	100.0%	1652	100.0%
Prepared two or more drafts of a paper or assignment before turning it in	Never	20	14.8%	77	13.1%	13	8.2%	103	12.9%
	Sometimes	34	25.2%	138	23.5%	71	44.7%	288	36.2%
	Often	49	36.3%	182	31.0%	41	25.8%	227	28.5%
	Very often	32	23.7%	190	32.4%	34	21.4%	178	22.4%
	Total	135	100.0%	587	100.0%	159	100.0%	796	100.0%
Worked on a paper or project that required integrating ideas or information from various sources	Never	2	1.5%	21	3.6%	2	1.3%	10	1.3%
	Sometimes	34	25.2%	139	23.7%	22	13.9%	116	14.6%
	Often	71	52.6%	230	39.2%	68	43.0%	329	41.3%
	Very often	28	20.7%	197	33.6%	66	41.8%	342	42.9%
	Total	135	100.0%	587	100.0%	158	100.0%	797	100.0%
Came to class without completing readings or assignments	Never	37	27.4%	101	17.2%	39	25.0%	124	15.6%
	Sometimes	83	61.5%	377	64.2%	99	63.5%	503	63.1%
	Often	11	8.1%	78	13.3%	15	9.6%	118	14.8%
	Very often	4	3.0%	31	5.3%	3	1.9%	52	6.5%
	Total	135	100.0%	587	100.0%	156	100.0%	797	100.0%
Worked with other students on projects during class	Never	17	12.5%	103	8.5%	14	9.0%	141	8.5%
	Sometimes	68	50.0%	534	44.1%	67	42.9%	736	44.6%
	Often	31	22.8%	439	36.2%	48	30.8%	533	32.3%
	Very often	20	14.7%	136	11.2%	27	17.3%	242	14.6%
	Total	136	100.0%	1212	100.0%	156	100.0%	1652	100.0%
Worked with classmates outside of class to prepare class assignments	Never	47	34.8%	278	23.0%	18	11.4%	148	8.9%
	Sometimes	59	43.7%	576	47.6%	69	43.7%	669	40.4%
	Often	23	17.0%	262	21.7%	49	31.0%	509	30.7%
	Very often	6	4.4%	93	7.7%	22	13.9%	331	20.0%

			First-year Students				Seniors			
			Montclair State University		Special Peers		Montclair State University		Special Peers	
			Count	Col %	Count	Col %	Count	Col %	Count	Col %
Total			135	100.0%	1210	100.0%	158	100.0%	1653	100.0%
Received prompt feedback from faculty on your academic performance (written or oral)	Never		19	14.0%	157	13.0%	17	10.8%	118	7.1%
	Sometimes		55	40.4%	507	42.0%	62	39.2%	562	34.0%
	Often		46	33.8%	406	33.6%	59	37.3%	702	42.4%
	Very often		16	11.8%	137	11.4%	20	12.7%	272	16.4%
	Total		136	100.0%	1207	100.0%	158	100.0%	1654	100.0%
Worked harder than you thought you could to meet an instructor's standards or expectations	Never		11	8.1%	107	8.9%	10	6.4%	92	5.6%
	Sometimes		64	47.1%	487	40.3%	56	35.9%	633	38.4%
	Often		46	33.8%	448	37.1%	64	41.0%	645	39.1%
	Very often		15	11.0%	167	13.8%	26	16.7%	279	16.9%
	Total		136	100.0%	1209	100.0%	156	100.0%	1649	100.0%
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	Never		108	80.0%	926	76.5%	105	66.0%	1056	63.8%
	Sometimes		22	16.3%	219	18.1%	42	26.4%	374	22.6%
	Often		3	2.2%	45	3.7%	9	5.7%	135	8.2%
	Very often		2	1.5%	21	1.7%	3	1.9%	90	5.4%
	Total		135	100.0%	1211	100.0%	159	100.0%	1655	100.0%
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	Never		13	9.6%	93	7.7%	6	3.8%	66	4.0%
	Sometimes		48	35.3%	486	40.2%	52	33.1%	568	34.4%
	Often		53	39.0%	395	32.6%	65	41.4%	632	38.2%
	Very often		22	16.2%	236	19.5%	34	21.7%	387	23.4%
	Total		136	100.0%	1210	100.0%	157	100.0%	1653	100.0%
Had serious conversations with students of a different race or ethnicity than your own	Never		10	7.5%	208	17.2%	14	8.9%	254	15.4%
	Sometimes		43	32.1%	401	33.1%	56	35.4%	603	36.6%
	Often		39	29.1%	312	25.8%	43	27.2%	468	28.4%
	Very often		42	31.3%	289	23.9%	45	28.5%	323	19.6%
	Total		134	100.0%	1210	100.0%	158	100.0%	1648	100.0%
Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	Never		11	8.1%	207	17.1%	20	12.7%	265	16.0%
	Sometimes		45	33.3%	438	36.2%	60	38.2%	635	38.4%
	Often		43	31.9%	324	26.8%	37	23.6%	448	27.1%
	Very often		36	26.7%	240	19.9%	40	25.5%	305	18.5%
	Total		135	100.0%	1209	100.0%	157	100.0%	1653	100.0%
Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	Very little		9	6.6%	70	5.8%	13	8.2%	176	10.7%
	Some		35	25.7%	295	24.4%	36	22.8%	474	28.7%
	Quite a bit		65	47.8%	488	40.3%	63	39.9%	560	33.9%
	Very much		27	19.9%	357	29.5%	46	29.1%	442	26.8%

		First-year Students				Seniors			
		Montclair State University		Special Peers		Montclair State University		Special Peers	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %
Providing care for dependents living with you (parents, children, spouse, etc.)	0 hours/week	69	51.1%	337	57.9%	62	39.0%	397	50.2%
	1-5 hours/week	28	20.7%	125	21.5%	25	15.7%	109	13.8%
	6-10 hours/week	12	8.9%	41	7.0%	16	10.1%	60	7.6%
	11-15 hours/week	6	4.4%	15	2.6%	14	8.8%	37	4.7%
	16-20 hours/week	11	8.1%	13	2.2%	13	8.2%	29	3.7%
	21-25 hours/week	3	2.2%	9	1.5%	3	1.9%	16	2.0%
	26-30 hours/week	3	2.2%	4	.7%	2	1.3%	12	1.5%
	More than 30 hours/week	3	2.2%	38	6.5%	24	15.1%	131	16.6%
	Total	135	100.0%	582	100.0%	159	100.0%	791	100.0%
Contributed to: Acquiring a broad general education	Very little	1	.7%	48	4.0%	5	3.2%	43	2.6%
	Some	29	21.2%	259	21.5%	33	20.9%	282	17.1%
	Quite a bit	65	47.4%	573	47.6%	63	39.9%	666	40.4%
	Very much	42	30.7%	324	26.9%	57	36.1%	659	39.9%
	Total	137	100.0%	1204	100.0%	158	100.0%	1650	100.0%
Contributed to: Acquiring job or work-related knowledge and skills	Very little	30	21.9%	224	18.6%	20	12.7%	134	8.1%
	Some	42	30.7%	470	39.1%	45	28.5%	404	24.5%
	Quite a bit	50	36.5%	336	28.0%	54	34.2%	563	34.1%
	Very much	15	10.9%	172	14.3%	39	24.7%	549	33.3%
	Total	137	100.0%	1202	100.0%	158	100.0%	1650	100.0%
Contributed to: Writing clearly and effectively	Very little	11	8.0%	76	6.3%	8	5.1%	65	3.9%
	Some	34	24.8%	326	27.1%	47	29.7%	404	24.5%
	Quite a bit	62	45.3%	522	43.4%	66	41.8%	687	41.6%
	Very much	30	21.9%	278	23.1%	37	23.4%	495	30.0%
	Total	137	100.0%	1202	100.0%	158	100.0%	1651	100.0%
Contributed to: Speaking clearly and effectively	Very little	14	10.2%	156	13.0%	11	7.0%	97	5.9%
	Some	49	35.8%	405	33.8%	35	22.2%	449	27.2%
	Quite a bit	48	35.0%	413	34.5%	74	46.8%	643	39.0%
	Very much	26	19.0%	223	18.6%	38	24.1%	461	27.9%
	Total	137	100.0%	1197	100.0%	158	100.0%	1650	100.0%
Contributed to: Thinking critically and analytically	Very little	6	4.4%	59	4.9%	4	2.5%	34	2.1%
	Some	37	27.0%	296	24.5%	26	16.6%	260	15.8%
	Quite a bit	65	47.4%	518	42.9%	74	47.1%	703	42.6%
	Very much	29	21.2%	334	27.7%	53	33.8%	652	39.5%
	Total	137	100.0%	1207	100.0%	157	100.0%	1649	100.0%

		First-year Students				Seniors			
		Montclair State University		Special Peers		Montclair State University		Special Peers	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %
Working for pay on campus	0 hours/week	107	79.9%	493	85.0%	142	90.4%	662	83.6%
	1-5 hours/week	5	3.7%	11	1.9%	6	3.8%	19	2.4%
	6-10 hours/week	12	9.0%	32	5.5%	0	.0%	31	3.9%
	11-15 hours/week	3	2.2%	21	3.6%	4	2.5%	21	2.7%
	16-20 hours/week	6	4.5%	13	2.2%	2	1.3%	35	4.4%
	21-25 hours/week	1	.7%	7	1.2%	0	.0%	11	1.4%
	26-30 hours/week	0	.0%	3	.5%	1	.6%	4	.5%
	More than 30 hours/week	0	.0%	0	.0%	2	1.3%	9	1.1%
	Total	134	100.0%	580	100.0%	157	100.0%	792	100.0%
Working for pay off campus	0 hours/week	53	39.3%	242	41.6%	28	18.1%	196	24.9%
	1-5 hours/week	7	5.2%	22	3.8%	10	6.5%	29	3.7%
	6-10 hours/week	14	10.4%	37	6.4%	6	3.9%	51	6.5%
	11-15 hours/week	14	10.4%	40	6.9%	10	6.5%	63	8.0%
	16-20 hours/week	13	9.6%	76	13.1%	17	11.0%	98	12.5%
	21-25 hours/week	14	10.4%	48	8.2%	17	11.0%	69	8.8%
	26-30 hours/week	11	8.1%	40	6.9%	17	11.0%	63	8.0%
	More than 30 hours/week	9	6.7%	77	13.2%	50	32.3%	218	27.7%
	Total	135	100.0%	582	100.0%	155	100.0%	787	100.0%
Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	0 hours/week	79	59.0%	354	60.5%	111	70.3%	493	61.9%
	1-5 hours/week	29	21.6%	133	22.7%	33	20.9%	201	25.3%
	6-10 hours/week	15	11.2%	46	7.9%	8	5.1%	49	6.2%
	11-15 hours/week	5	3.7%	22	3.8%	2	1.3%	25	3.1%
	16-20 hours/week	3	2.2%	16	2.7%	2	1.3%	12	1.5%
	21-25 hours/week	1	.7%	7	1.2%	1	.6%	7	.9%
	26-30 hours/week	2	1.5%	4	.7%	1	.6%	5	.6%
	More than 30 hours/week	0	.0%	3	.5%	0	.0%	4	.5%
	Total	134	100.0%	585	100.0%	158	100.0%	796	100.0%
Relaxing and socializing (watching TV, partying, exercising, playing computer and other games, etc.)	0 hours/week	1	.7%	7	1.2%	4	2.6%	17	2.1%
	1-5 hours/week	30	22.2%	119	20.4%	55	35.3%	225	28.4%
	6-10 hours/week	39	28.9%	156	26.8%	39	25.0%	221	27.9%
	11-15 hours/week	25	18.5%	113	19.4%	23	14.7%	130	16.4%
	16-20 hours/week	21	15.6%	68	11.7%	17	10.9%	101	12.8%
	21-25 hours/week	8	5.9%	48	8.2%	9	5.8%	42	5.3%
	26-30 hours/week	3	2.2%	28	4.8%	2	1.3%	23	2.9%
	More than 30 hours/week	8	5.9%	43	7.4%	7	4.5%	33	4.2%
	Total	135	100.0%	582	100.0%	156	100.0%	792	100.0%

		First-year Students				Seniors			
		Montclair State University		Special Peers		Montclair State University		Special Peers	
		Count	Col %	Count	Col%	Count	Col %	Count	Col%
Institution reported: ethnicity	African American/Black	13	9.5%	82	7.0%	12	7.5%	87	5.4%
	American Indian/Alaska Native	0	.0%	5	.4%	0	.0%	5	.3%
	Asian/Pacific Islander	5	3.6%	33	2.8%	11	6.9%	38	2.4%
	Caucasian/White	93	67.9%	884	75.2%	101	63.5%	1303	80.7%
	Hispanic	11	8.0%	63	5.4%	9	5.7%	62	3.8%
	Other	12	8.8%	43	3.7%	20	12.6%	69	4.3%
	Multi-racial	0	.0%	2	.2%	0	.0%	1	.1%
	Foreign	0	.0%	8	.7%	0	.0%	7	.4%
	Unknown	3	2.2%	56	4.8%	6	3.8%	42	2.6%
	Total	137	100.0%	1176	100.0%	159	100.0%	1614	100.0%

		First-year Students				Seniors			
		Montclair State University		Special Peers		Montclair State University		Special Peers	
		Count	Col %	Count	Col%	Count	Col %	Count	Col%
Primary major	Agriculture	0	.0%	2	.3%	0	.0%	1	.1%
	Biological/life sciences	10	7.4%	34	5.9%	9	5.8%	36	4.6%
	Business	28	20.6%	83	14.4%	36	23.1%	147	18.6%
	Communications	3	2.2%	21	3.6%	3	1.9%	29	3.7%
	Computer and information sciences	5	3.7%	23	4.0%	4	2.6%	55	7.0%
	Education	19	14.0%	93	16.1%	19	12.2%	109	13.8%
	Engineering	1	.7%	24	4.2%	0	.0%	40	5.1%
	Ethnic, cultural studies, and area studies	0	.0%	1	.2%	0	.0%	1	.1%
	Foreign languages and literature	1	.7%	3	.5%	3	1.9%	5	.6%
	Health-related fields	4	2.9%	53	9.2%	12	7.7%	68	8.6%
	Humanities	3	2.2%	11	1.9%	12	7.7%	17	2.2%
	Liberal/general studies	0	.0%	2	.3%	0	.0%	19	2.4%
	Mathematics	3	2.2%	4	.7%	1	.6%	9	1.1%
	Multi/Interdisciplinary studies	0	.0%	2	.3%	0	.0%	5	.6%
	Parks, recreation, leisure studies, sports management	0	.0%	1	.2%	2	1.3%	5	.6%
	Physical sciences	2	1.5%	9	1.6%	1	.6%	14	1.8%
	Public administration	1	.7%	18	3.1%	0	.0%	12	1.5%
	Social sciences	21	15.4%	54	9.4%	29	18.6%	128	16.2%
	Visual and performing arts	10	7.4%	27	4.7%	9	5.8%	30	3.8%
	Undecided	12	8.8%	51	8.9%	0	.0%	0	.0%
	Other	4	2.9%	36	6.3%	8	5.1%	39	4.9%
	Two or more primary majors selected	9	6.6%	24	4.2%	8	5.1%	21	2.7%
	Total	136	100.0%	576	100.0%	156	100.0%	790	100.0%

		First-year Students				Seniors			
		Montclair State University		Special Peers		Montclair State University		Special Peers	
		Count	Col %	Count	Col%	Count	Col %	Count	Col%
Second major	No second major selected	74	54.0%	296	50.3%	122	76.7%	589	73.7%
	Agriculture	0	.0%	5	.8%	0	.0%	1	.1%
	Biological/life sciences	0	.0%	4	.7%	1	.6%	4	.5%
	Business	4	2.9%	29	4.9%	4	2.5%	37	4.6%
	Communications	1	.7%	12	2.0%	0	.0%	2	.3%
	Computer and information sciences	8	5.8%	11	1.9%	2	1.3%	10	1.3%
	Education	7	5.1%	19	3.2%	6	3.8%	20	2.5%
	Engineering	0	.0%	2	.3%	1	.6%	2	.3%
	Ethnic, cultural studies, and area studies	0	.0%	0	.0%	0	.0%	4	.5%
	Foreign languages and literature	4	2.9%	15	2.5%	0	.0%	7	.9%
	Health-related fields	1	.7%	17	2.9%	2	1.3%	7	.9%
	Humanities	2	1.5%	13	2.2%	1	.6%	15	1.9%
	Liberal/general studies	0	.0%	3	.5%	0	.0%	8	1.0%
	Mathematics	2	1.5%	6	1.0%	1	.6%	8	1.0%
	Multi/Interdisciplinary studies	0	.0%	0	.0%	0	.0%	1	.1%
	Parks, recreation, leisure studies, sports management	1	.7%	5	.8%	1	.6%	4	.5%
	Physical sciences	2	1.5%	5	.8%	1	.6%	8	1.0%
	Public administration	2	1.5%	6	1.0%	2	1.3%	4	.5%
	Social sciences	2	1.5%	45	7.6%	3	1.9%	32	4.0%
	Visual and performing arts	3	2.2%	13	2.2%	2	1.3%	8	1.0%
	Undecided	13	9.5%	55	9.3%	1	.6%	5	.6%
	Other	7	5.1%	10	1.7%	6	3.8%	15	1.9%
	Two or more second majors selected	4	2.9%	18	3.1%	3	1.9%	8	1.0%
	Total	137	100.0%	589	100.0%	159	100.0%	799	100.0%

		First-year Students				Seniors			
		Montclair State University		Special Peers		Montclair State University		Special Peers	
		Count	Col %	Count	Col%	Count	Col %	Count	Col%
Student-reported sex	Male	37	27.0%	379	32.2%	46	29.3%	534	33.5%
	Female	100	73.0%	799	67.8%	111	70.7%	1062	66.5%
	Total	137	100.0%	1178	100.0%	157	100.0%	1596	100.0%
Student-reported: Are you of Hispanic, Latino, or Spanish origin?	No	109	80.7%	546	94.8%	127	80.9%	747	94.8%
	Yes	26	19.3%	30	5.2%	30	19.1%	41	5.2%
	Total	135	100.0%	576	100.0%	157	100.0%	788	100.0%
Student-reported: American Indian or	Yes	1	100.0%	17	100.0%	2	100.0%	27	100.0%
	Total	1	100.0%	17	100.0%	2	100.0%	27	100.0%
Student-reported: Asian American or	Yes	4	100.0%	95	100.0%	10	100.0%	125	100.0%
	Total	4	100.0%	95	100.0%	10	100.0%	125	100.0%
Student-reported: Black or African	Yes	14	100.0%	87	100.0%	12	100.0%	97	100.0%
	Total	14	100.0%	87	100.0%	12	100.0%	97	100.0%
Student-reported: White	Yes	92	100.0%	940	100.0%	117	100.0%	1340	100.0%
	Total	92	100.0%	940	100.0%	117	100.0%	1340	100.0%
Student-reported: Other	Yes	2	100.0%	52	100.0%	0	.0%	41	100.0%
	Total	2	100.0%	52	100.0%	0	.0%	41	100.0%
Multiple racial or ethnic identifications	One racial or ethnic identification checked	134	98.5%	1147	95.8%	146	93.0%	1586	96.7%
	More than one racial or ethnic identification checked	2	1.5%	50	4.2%	11	7.0%	54	3.3%
	Total	136	100.0%	1197	100.0%	157	100.0%	1640	100.0%
Student-reported: Are you an international student	No	122	93.1%	561	96.4%	140	90.3%	760	96.6%
	Yes	9	6.9%	21	3.6%	15	9.7%	27	3.4%
	Total	131	100.0%	582	100.0%	155	100.0%	787	100.0%
Did you begin college at your current institution or elsewhere?	Started here	135	98.5%	1109	92.3%	59	37.6%	680	41.3%
	Started elsewhere	2	1.5%	93	7.7%	98	62.4%	968	58.7%
	Total	137	100.0%	1202	100.0%	157	100.0%	1648	100.0%
How would you characterize your enrollment?	Less than full-time	3	2.2%	82	14.1%	72	45.6%	214	27.0%
	Full-time	133	97.8%	498	85.9%	86	54.4%	579	73.0%

		First-year Students				Seniors			
		Montclair State University		Special Peers		Montclair State University		Special Peers	
		Count	Col %	Count	Col%	Count	Col %	Count	Col%
Total		136	100.0%	580	100.0%	158	100.0%	793	100.0%
Are you a member of a social fraternity or sorority?	No	132	96.4%	1134	95.3%	146	93.6%	1510	91.9%
	Yes	5	3.6%	56	4.7%	10	6.4%	133	8.1%
	Total	137	100.0%	1190	100.0%	156	100.0%	1643	100.0%
Do you intend to teach at some pre-kindergarten through high school grade level after completing your degree?	Undecided	29	21.2%	82	14.1%	25	15.8%	82	10.4%
	No	68	49.6%	383	66.0%	97	61.4%	540	68.4%
	Yes	40	29.2%	115	19.8%	36	22.8%	168	21.3%
	Total	137	100.0%	580	100.0%	158	100.0%	790	100.0%
Which of the following best describes where you are living now while attending college?	Dormitory or other campus housing (not fraternity/sorority)	58	43.0%	480	39.9%	6	3.9%	155	9.4%
	Residence (house, apartment, etc.) within walking distance	0	.0%	58	4.8%	3	1.9%	94	5.7%
	Residence (house, apartment, etc.) within driving distance	77	57.0%	664	55.2%	146	94.2%	1396	84.8%
	Fraternity or sorority house	0	.0%	1	.1%	0	.0%	1	.1%
	Total	135	100.0%	1203	100.0%	155	100.0%	1646	100.0%
Number of parents with college degrees	No	65	47.4%	304	52.2%	100	63.3%	424	53.4%
	Yes, father only	19	13.9%	81	13.9%	25	15.8%	119	15.0%
	Yes, mother only	16	11.7%	75	12.9%	12	7.6%	96	12.1%
	Yes, both parents	33	24.1%	115	19.8%	18	11.4%	150	18.9%
	Don't know	4	2.9%	7	1.2%	3	1.9%	5	.6%
	Total	137	100.0%	582	100.0%	158	100.0%	794	100.0%

		First-year Students				Seniors			
		Montclair State University		Special Peers		Montclair State University		Special Peers	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %
If you could start over again, would you go to the same institution you are now attending?	Definitely no	2	1.5%	77	6.4%	8	5.1%	114	6.9%
	Probably no	21	15.3%	175	14.5%	29	18.4%	290	17.7%
	Probably yes	68	49.6%	614	50.9%	77	48.7%	817	49.7%
	Definitely yes	46	33.6%	340	28.2%	44	27.8%	422	25.7%
	Total	137	100.0%	1206	100.0%	158	100.0%	1643	100.0%

			First-year Students				Seniors			
			Montclair State University		Special Peers		Montclair State University		Special Peers	
			Count	Col %	Count	Col %	Count	Col %	Count	Col %
Total			137	100.0%	1205	100.0%	158	100.0%	1647	100.0%
Quality: Relationships with other students	Unfriendly, unsupportive, sense of alienation		0	.0%	19	1.6%	1	.6%	15	.9%
	2		3	2.2%	39	3.2%	2	1.3%	51	3.1%
	3		7	5.1%	90	7.5%	10	6.3%	96	5.8%
	4		27	19.7%	151	12.5%	19	12.0%	211	12.8%
	5		27	19.7%	283	23.5%	36	22.8%	380	23.0%
	6		40	29.2%	368	30.5%	53	33.5%	514	31.2%
	Friendly, supportive, sense of belonging		33	24.1%	255	21.2%	37	23.4%	382	23.2%
	Total		137	100.0%	1205	100.0%	158	100.0%	1649	100.0%
Quality: Relationships with faculty members	Unavailable, unhelpful, unsympathetic		1	.7%	8	.7%	4	2.5%	24	1.5%
	2		5	3.6%	40	3.3%	4	2.5%	54	3.3%
	3		10	7.3%	104	8.6%	14	8.8%	118	7.2%
	4		25	18.2%	206	17.1%	24	15.1%	251	15.2%
	5		33	24.1%	339	28.2%	39	24.5%	403	24.4%
	6		39	28.5%	359	29.8%	45	28.3%	519	31.5%
	Available, helpful, sympathetic		24	17.5%	147	12.2%	29	18.2%	280	17.0%
	Total		137	100.0%	1203	100.0%	159	100.0%	1649	100.0%
Quality: Relationships with administrative personnel and offices	Unhelpful, inconsiderate, rigid		5	3.6%	54	4.5%	16	10.1%	129	7.8%
	2		12	8.8%	80	6.7%	13	8.2%	174	10.6%
	3		15	10.9%	150	12.5%	19	11.9%	232	14.1%
	4		24	17.5%	280	23.3%	34	21.4%	373	22.6%
	5		31	22.6%	290	24.1%	37	23.3%	327	19.8%
	6		34	24.8%	247	20.5%	31	19.5%	293	17.8%
	Helpful, considerate, flexible		16	11.7%	101	8.4%	9	5.7%	121	7.3%
	Total		137	100.0%	1202	100.0%	159	100.0%	1649	100.0%
How would you evaluate your entire educational experience at this institution?	Poor		2	1.5%	24	2.0%	3	1.9%	39	2.4%
	Fair		25	18.2%	189	15.7%	27	17.3%	241	14.6%
	Good		83	60.6%	779	64.8%	93	59.6%	985	59.8%
	Excellent		27	19.7%	211	17.5%	33	21.2%	381	23.1%
	Total		137	100.0%	1203	100.0%	156	100.0%	1646	100.0%

		First-year Students				Seniors			
		Montclair State University		Special Peers		Montclair State University		Special Peers	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %
Total		137	100.0%	1204	100.0%	157	100.0%	1645	100.0%
Contributed to: Developing a personal code of values and ethics	Very little	23	16.8%	97	16.7%	30	19.4%	166	21.0%
	Some	30	21.9%	188	32.4%	43	27.7%	233	29.5%
	Quite a bit	51	37.2%	190	32.7%	38	24.5%	227	28.7%
	Very much	33	24.1%	106	18.2%	44	28.4%	164	20.8%
	Total	137	100.0%	581	100.0%	155	100.0%	790	100.0%
Contributed to: Improving the welfare of your community	Very little	49	36.0%	431	35.8%	57	36.8%	485	29.5%
	Some	52	38.2%	461	38.3%	43	27.7%	566	34.4%
	Quite a bit	27	19.9%	207	17.2%	32	20.6%	358	21.8%
	Very much	8	5.9%	105	8.7%	23	14.8%	235	14.3%
	Total	136	100.0%	1204	100.0%	155	100.0%	1644	100.0%
Emphasize: Spending significant amounts of time studying and on academic work	Very little	6	4.4%	40	3.3%	4	2.5%	47	2.9%
	Some	25	18.2%	264	21.9%	35	22.2%	358	21.7%
	Quite a bit	63	46.0%	509	42.2%	80	50.6%	692	42.0%
	Very much	43	31.4%	392	32.5%	39	24.7%	549	33.4%
	Total	137	100.0%	1205	100.0%	158	100.0%	1646	100.0%
Emphasize: Providing the support you need to help you succeed academically	Very little	15	11.0%	86	7.1%	13	8.3%	169	10.2%
	Some	37	27.2%	340	28.2%	76	48.4%	526	31.9%
	Quite a bit	44	32.4%	494	41.0%	48	30.6%	624	37.8%
	Very much	40	29.4%	286	23.7%	20	12.7%	330	20.0%
	Total	136	100.0%	1206	100.0%	157	100.0%	1649	100.0%
Emphasize: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	Very little	20	14.7%	222	18.5%	30	19.0%	344	20.9%
	Some	44	32.4%	397	33.1%	54	34.2%	610	37.1%
	Quite a bit	42	30.9%	354	29.5%	56	35.4%	454	27.6%
	Very much	30	22.1%	228	19.0%	18	11.4%	238	14.5%
	Total	136	100.0%	1201	100.0%	158	100.0%	1646	100.0%
Emphasize: Helping you cope with your non-academic responsibilities (work, family, etc.)	Very little	44	32.1%	462	38.5%	92	58.6%	809	49.1%
	Some	54	39.4%	451	37.6%	41	26.1%	526	31.9%
	Quite a bit	30	21.9%	208	17.3%	15	9.6%	209	12.7%
	Very much	9	6.6%	80	6.7%	9	5.7%	103	6.3%
	Total	137	100.0%	1201	100.0%	157	100.0%	1647	100.0%
Emphasize: Providing the support you need to thrive socially	Very little	28	20.4%	340	28.2%	73	46.2%	642	39.0%
	Some	57	41.6%	476	39.5%	55	34.8%	597	36.2%
	Quite a bit	38	27.7%	280	23.2%	21	13.3%	288	17.5%
	Very much	14	10.2%	109	9.0%	9	5.7%	120	7.3%
	Total	137	100.0%	1204	100.0%	157	100.0%	1645	100.0%

		First-year Students				Seniors			
		Montclair State University		Special Peers		Montclair State University		Special Peers	
		Count	Col %	Count	Col %	Count	Col %	Count	Col %
Contributed to: Analyzing quantitative problems	Very little	22	16.1%	147	12.2%	17	10.9%	103	6.3%
	Some	53	38.7%	474	39.4%	48	30.8%	457	27.7%
	Quite a bit	45	32.8%	401	33.4%	55	35.3%	653	39.6%
	Very much	17	12.4%	180	15.0%	36	23.1%	434	26.4%
	Total	137	100.0%	1202	100.0%	156	100.0%	1647	100.0%
Contributed to: Using computing and information technology	Very little	24	17.6%	193	16.0%	23	14.7%	115	7.0%
	Some	46	33.8%	349	29.0%	44	28.2%	413	25.0%
	Quite a bit	44	32.4%	372	30.9%	48	30.8%	536	32.4%
	Very much	22	16.2%	291	24.1%	41	26.3%	588	35.6%
	Total	136	100.0%	1205	100.0%	156	100.0%	1652	100.0%
Contributed to: Working effectively with others	Very little	10	7.3%	102	8.5%	11	7.0%	66	4.0%
	Some	36	26.3%	374	31.1%	47	29.9%	386	23.4%
	Quite a bit	59	43.1%	440	36.5%	43	27.4%	612	37.1%
	Very much	32	23.4%	288	23.9%	56	35.7%	586	35.5%
	Total	137	100.0%	1204	100.0%	157	100.0%	1650	100.0%
Contributed to: Voting in local, state, or national elections	Very little	67	48.9%	683	57.1%	79	51.0%	918	55.7%
	Some	37	27.0%	302	25.2%	39	25.2%	402	24.4%
	Quite a bit	19	13.9%	126	10.5%	21	13.5%	191	11.6%
	Very much	14	10.2%	86	7.2%	16	10.3%	136	8.3%
	Total	137	100.0%	1197	100.0%	155	100.0%	1647	100.0%
Contributed to: Learning effectively on your own	Very little	8	5.8%	76	6.3%	15	9.6%	99	6.0%
	Some	37	27.0%	328	27.4%	34	21.7%	320	19.5%
	Quite a bit	63	46.0%	473	39.5%	59	37.6%	659	40.1%
	Very much	29	21.2%	321	26.8%	49	31.2%	565	34.4%
	Total	137	100.0%	1198	100.0%	157	100.0%	1643	100.0%
Contributed to: Understanding yourself	Very little	16	11.8%	138	11.5%	16	10.3%	186	11.3%
	Some	31	22.8%	343	28.6%	41	26.5%	397	24.1%
	Quite a bit	50	36.8%	386	32.2%	47	30.3%	526	32.0%
	Very much	39	28.7%	331	27.6%	51	32.9%	536	32.6%
	Total	136	100.0%	1198	100.0%	155	100.0%	1645	100.0%
Contributed to: Understanding people of other racial and ethnic backgrounds	Very little	15	10.9%	182	15.1%	18	11.5%	259	15.7%
	Some	33	24.1%	389	32.3%	51	32.5%	504	30.6%
	Quite a bit	52	38.0%	351	29.2%	43	27.4%	468	28.4%
	Very much	37	27.0%	282	23.4%	45	28.7%	414	25.2%