

National Survey of Student Engagement (NSSE) – 2003
Results for Montclair State University

Introduction and Background

The NSSE project asks what makes for an engaging educational experience. NSSE explores this by surveying undergraduates to assess the extent to which they engage in a variety of good educational practices. The project is based on a belief that the types of measures being used by NSSE are a better indicator of quality in education than the more traditional ones of reputation and resources used by rating publications such as *U.S. News and World Report*. A key goal of the project is to move peoples' conversations away from resources and reputations and towards actual good practices in undergraduate education. NSSE stresses features such as the size of an endowment, entering SAT scores, average class size, etc. do not really provide direct information about whether educational programs influence student learning or about the quality and effectiveness of a college's educational programs.

Rather as George Kuh, professor of education at Indiana University and the project director, points out, "the voluminous research on college student development shows that the time and energy students devote to educationally purposeful activities is the single best predictor of their learning and personal development". Often referred to as "good practices" they are perhaps best recognized in the set of engagement indicators that have been around since 1987 known as "The Seven Principles for Good Practice in Undergraduate Education". These principles include student-faculty contact, active learning, cooperation among students, prompt feedback, high expectations, time on task, and respect for diverse talents and ways of learning.

The project and its research instrument were developed with the support of a \$3.3 million grant to Indiana University, sponsored by The Pew Charitable Trust's Forum for Undergraduate Learning and The Carnegie Foundation for the Advancement of Teaching. The 40-item survey asks students about aspects of their college experience that contribute to academic and personal development. For MSU participation in the project is also important because it is one of the University's first formal steps in gathering a "student voice" about experiences here.

National assessment experts designed the NSSE instrument, called ***The College Student Report***. "It focuses squarely on the teaching and learning activities that personally ... involve all types of students at all types of colleges and universities," according to NSSE researchers. For those familiar with these kinds of surveys the NSSE engagement survey may have a familiar ring to it because many of the questions are derived from existing student surveys such as the College Student Experiences Questionnaire. This approach was taken so that questions on the College Student Report survey are known to successfully tap into a student's academic and personal growth.

The questionnaire consists of four parts: College Activities, Educational and Personal Growth, Opinions About Your School, and Background Information. An article in ***Assessment Update***, Jan.-Feb. 2001 Vol. 13, # 1, in the Assessment Measures section clearly explains the four parts:

- "The College Activities section contains several questions about students' activities in and out of class... and focuses on class activities and interaction with faculty and other students. It also asks students to report on the number of textbooks read and papers written during the current school year. One set of college-activity questions draws on Bloom's taxonomy and asks students whether their coursework emphasizes low-level cognitive skills, such as memorization or whether it emphasizes higher-order skills, such as application, analysis, synthesis, and evaluation. Several college-activity items also ask students about their involvement in co-curricular activities.

- The Educational and Personal Growth section of the survey asks students about their gains in a variety of areas, including general education, critical thinking, interpersonal competence, and civic involvement.
- The Opinions About Your School section of the survey asks students about the extent to which their college or university emphasizes studying and academic work, diversity, and both academic and social support. Also included in this section of the survey are questions about relationships with faculty, peers, and administrative staff. Finally, the section includes two questions to assess students' overall satisfaction with college.
- The Background Information section collects data on gender, ethnicity, enrollment status, Greek affiliation, living arrangements, and academic major."

The NSSE staff clustered survey items and developed scales that focused on five national benchmarks of good practice in undergraduate education: *Level of Academic Challenge, Active and Collaborative Learning, Student Interactions with Faculty Members, Enriching Educational Experiences*, and *Supportive Campus Environment*. The results are presented in the form of national and sector benchmarks. These will be available in November.

Methodology: How Was the NSSE Study Carried Out?

The colleges and universities that elected to participate in the project sent the NSSE staff at the University of Indiana a data file. MSU's Institutional Research Office provided the necessary information for all first-time, full-time freshmen and seniors enrolled at MSU. From this file the NSSE staff randomly selected an equal number of freshmen and seniors with the sample size being determined by the number of undergraduate students enrolled. For MSU this is around 330 freshmen and 340 seniors. The survey was sent to second semester freshmen and second semester seniors because it was reasoned, freshmen are at the greatest risk of leaving the university so we need to know about them because "laying the right foundation is critical" and seniors, among students, should be the best judges of an institution's overall college experience.

Students were sent the survey by the NSSE staff with a personalized cover letter from the University. Students were given the option of answering and returning the surveys directly to the University of Indiana or answering via the web. A follow-up letter and survey were sent to those who did not respond to the first mailing and a final reminder letter was sent as well. A letter to the editor, published in the *Montclarion*, explaining the survey and asking students to please respond corresponded with the first mailing. Of note is the fact that MSU is not directly involved in any of the data collection process. This design ensures student anonymity. In the 2003 collection period, responses were received from 160 full-time freshmen (48 percent) and 158 seniors (47 percent). The overall MSU response rate was very good, 48 percent; compared to 41 percent for comparable Masters institutions and 43 percent nationally. About 80 percent of MSU respondents mailed the survey in and 20 percent responded via the Web.

Profile of Respondents: Who Responded to the Survey?

Table 1 shows certain demographic characteristics for MSU, similar Carnegie classification (Masters 1) and the national (Nat'l) sample for first-time students and seniors.

Table 1 Respondent Characteristics, Fall 2003

Characteristics	Freshmen Respondents				Senior Respondents			
	MSU 00 N=158	MSU 03 N=160	Masters N=18,905	National N=45,991	MSU00 N= 189	MSU 03 N=160	Masters N=20514	National N=47,196
Age								
19 years or younger	92.9%	74%	56%	59%	--	--	--	--
Over 20 years	7.1%	27%	43%	41%	100.0%	100%	100%	100%
Gender								
Male	34.9%	38%	30%	34%	31.2%	30%	30%	34%
Female	65.1%	62%	70%	66%	68.8%	70%	70%	66%
Race/Ethnicity								
African American	11.5%	15%	8%	8%	6.0%	13%	8%	8%
Asian	9.0%	5%	6%	6%	7.6%	9%	4%	6%
Latino/a	12.8%	16%	10%	8%	13.0%	16%	10%	8%
Native American	--	1%	3%	2%	--	0%	2%	2%
White	65.4%	68%	77%	78%	68.5%	68%	79%	79%
International	--	4%	4%	5%	--	21%	4%	5%
Other/and multiple Identifications	10.2%	9%	7%	7%	9.8%	9%	7%	7%
Residence								
On campus/ walking distance	43.3%	40%	62%	71%	7.5%	9%	16%	23%
Driving distance	56.7%	60%	38%	29%	92.5%	91%	84%	77%

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

Table 2
% Freshmen and Seniors Reporting They Actively (Often/Very Often) Participated in These Educational Activities

Freshmen Percents				Activity	Senior Percents			
Nat'l	Masters	MSU 03	MSU 00		MSU 00	MSU 03	Masters	Nat'l
59	57	48	55.7	Discussed ideas from readings or classes w/ other students or family outside of class	55.0	58	63	65
51	47	61	53.8	Had serious conversations with students of a different race or ethnicity than your own	47.6	51	48	50
61	59	67	51.9	Asked questions in class or contributed to class discussions	68.7	74	74	73
53	54	57	50.9	Worked harder than you thought you could to meet an instructor's standards	60.1	62	59	58
55	53	56	48.4	Received prompt feedback from faculty on academic performance (written or oral)	51.6	67	66	66
38	41	43	47.7	Worked with other students on projects during class	44.6	42	48	44
51	50	46	44.0	Discussed grades or assignments with an instructor	45.5	59	61	61
57	58	70	38.3	Rewrote a paper or assignment several times	23.9	53	49	47
58	54	56	36.7	Had serious conversations w/students w/religious beliefs, political opinions, or personal values very different from yours	30.7	47	51	54
68	63	70	34.2	Using e-mail to communicate w/ instructors or other students	39.7	76	73	76
55	53	57	26.0	Used electronic medium (e-mail, list-serve, chat group, etc) to complete an assignment	28.0	57	61	60
31	32	50	25.4	Made a class presentation	52.6	62	67	64
29	29	29	24.8	Talked about career plans with a faculty member or advisor	35.5	36	43	44
42	38	29	24.7	Worked w/ classmates outside of class to prepare class assignment	47.4	48	56	57
76	76	72	--	Worked on paper or project that required integrating ideas or information from various sources	--	86	87	87
58	57	61	--	Included diverse perspectives (by race, religion, gender, political) in class discussions or assignments	--	55	58	58
45	44	36	--	Put together ideas or concepts from different courses when completing assignments or class discussions	--	62	64	65
Least Frequently Reported Activities								
17	16	16	15.9	Discussed ideas from your reading or classes with faculty members outside of class	19.6	28	25	27
15	13	15	10.2	Tutored or taught other students	11.7	17	19	21
12	11	14	8.9	Worked w/faculty members on activities other than coursework (committees, orientation, student-life activities)	12.2	14	20	22
--	--	--	5.7	Worked with a faculty member on a research project	10.6	--	--	--
10	10	8	3.3	Participated in community based project as part of regular course	10.5	12	15	14
18	16	11	1.9	Came unprepared to class	4.7	20	18	20

Table 3
% Freshmen & Seniors Reporting This Style of Learning

Freshmen Percents				Coursework Emphasized (Quite a bit/very much):	Senior Percents			
Nat'l	Masters	MSU 03	MSU 00		MSU 00	MSU 03	Masters	Nat'l
70	72	69	65.6	Memorizing facts, ideas or methods from your courses and readings	54.0	65	62	59
80	78	79	68.8	Analyzing the basic elements of an idea, experience, or theory	68.8	81	85	86
67	64	67	61.8	Synthesizing and organizing ideas, information, or experiences	53.5	71	74	75
64	64	62	56.7	Making judgments about the value of information, arguments or methods	52.9	70	70	70
72	70	67	63.0	Applying theories or concepts to practical problems or in new situations	65.5	77	79	79
55	53	44	--	Exams challenged you to do your very best (very much):	--	48	53	52

Table 4 reports the percent of students reporting they have, or will, engage in complementary or enriching educational activities.

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

Freshmen Percents				Complementary/Enriching Educational Activities:	Senior Percents			
Nat'l	Masters	MSU 03	MSU 00		MSU 00	MSU 03	Masters	Nat'l
81	80	78	70.3	Practicum, internship, field experience, co-op experience, or clinical assignment	68.1	62	72	72
75	74	62	49.4	Community service or volunteer work	45.7	55	64	66
--	--	--	24.2	Interdisciplinary coursework	32.3	--	--	--
48	43	62	53.2	Foreign language coursework	40.4	35	35	41
38	33	28	22.8	Study Abroad	7.5	15	14	18
18	17	19	18.5	Independent study or self-designed major	26.6	31	26	29
43	39	33	26.8	Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc)	33.9	29	55	60
34	35	35	--	Participate in a learning community	--	21	27	27

Table 5 summarizes the survey's several questions about how students spend their time on various activities that are correlated with educational and self-development. How a student does, and can, spend time on school activities obviously affects what he or she gets out of the school experience.

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

Nat'l	Freshmen Percents			Activities:	Senior Percents			Nat'l
	Masters	MSU 03	MSU 00		MSU 00	MSU 03	Masters	
43	48	56	46.8	Spent 10 or Fewer Hrs Per Wk Preparing for Class	54.7	46.7	51.6	36.1
11	15	17	23.3	Worked Off Campus 20 Hrs or More a Wk	64.3	59	35	27
26	23	21	--	Worked for Pay On Campus	--	15	26	32
7	10	7	18.6	Spent 10 Hrs or More Per Wk Caring for Dependents Living w/ Them	30.1	28	23	18
29	25	22	31.1	Spent 6 or More Hrs Per Wk in Co-curricular Activities	17.6	10	23	27
52	52	43	41.7	Spent 10 or Fewer Hrs Per Wk Relaxing and Socializing	61.9	66	61	60
83	80	63	--	Commuting to class less than 5 hrs per wk	--	63	74	77

Of some relation to the time students spend on a task is the question of what students are being assigned to do in their courses. Table 6 summarizes the questions students were asked about how much reading and writing they did during the school year.

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

Nat'l	Freshmen Percents			Activity:	Senior Percents			Nat'l
	Masters	MSU 03	MSU 00		MSU 00	MSU 03	Masters	
49	46	40	46.7	Read More Than 10 Assigned Texts, Books, Book-length Packets of Course Readings	29.9	31	39	43
19	19	16	17.6	Read 5 or More Books on Your Own (Unassigned)	25.6	20	27	27
83	82	78	79.5	Wrote No 20 or More Page Papers/Reports	47.3	47	49	47
12	12	15	39.7	Wrote 11 or More Papers Between 5-19 Pages	27.8	11	19	19
42	43	55	--	Wrote 11 or More Papers 5 or Fewer Pages	--	24	37	38
16	16	19	--	More Than 4 Problem Sets That Take More Than an Hour to Complete	--	13	15	15
21	22	26	--	More Than 4 Problem Sets That Take Less Than an Hour to Complete	--	17	15	14
51	52	53	--	4 or More Homework Problems Per Week Take More Than 15 Minutes Each to Complete	--	53	50	49

Students were asked to what extent they felt their college education had contributed to their knowledge, skills and personal growth in a number of areas. Table 7 summarizes the percent of students reporting their education contributed “very much” or “quite a bit” to their personal or educational growth.

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

Freshmen Percents					Senior Percents			
Nat'l	Masters	MSU 03	MSU 00		MSU 00	MSU 03	Masters	Nat'l
Areas of Growth:								
82	81	86	76.2	Acquiring a broad general education	85.6	85	85	85
57	57	55	46.8	Acquiring job or work-related knowledge and skills	65.4	68	74	71
73	74	79	69.2	Writing clearly and effectively	74.0	68	77	77
59	63	68	57.7	Speaking clearly and effectively	71.8	74	73	71
82	80	82	69.8	Thinking critically and analytically	78.2	85	85	87
57	57	57	47.4	Analyzing quantitative problems	58.0	66	67	69
68	68	72	56.2	Using computing and information technology	59.0	76	77	77
66	67	70	64.9	Working effectively with others	70.7	73	78	77
22	24	21	16.0	Voting in elections	18.6	17	23	23
70	68	64	68.8	Learning effectively on your own	72.9	71	74	76
61	59	54	59.2	Understanding yourself	68.6	60	62	65
51	51	62	61.8	Understanding people of other racial & ethnic bkgds	58.8	59	50	50
			63.7	Being honest and truthful	53.4			
41	40	29	28.2	Contributing to the welfare of your community	30.5	31	43	44
55	54	54	--	Developing a personal code of values and ethics	--	50	58	58
49	48	48	--	Solving complex real-world problems	--	54	56	57

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

Table 8 % Reporting These Opinions About Their School

Freshmen Percents					Senior Percents			
Nat'l	Masters	MSU 03	MSU 00		MSU 00	MSU 03	Master	Nat'l
Quality of:								
66	63	63	49.1	Relationship w/ other students (6,7=Friendly, Supportive, Sense of Belonging)	43.1	49	67	68
58	57	51	43.3	Relationships w/ faculty members (6,7=Available, Helpful, Sympathetic)	45.7	54	66	65
45	44	43	21.3	Relationships w/administrative personnel and offices (6,7=Helpful, considerate, flexible)	19.1	33	39	39
College Emphasized:								
78	76	71	66.9	Providing the support you need to help you succeed academically (Very Much & Quite A Bit)	49.7	62	71	72
31	30	28	32.7	Helping you cope with your non-academic responsibilities (Very Much & Quite A Bit)	16.6	16	22	22
41	39	42	42.6	Providing the support you need to thrive socially (Very Much & Quite A Bit)	25.8	19	29	30
82	81	74	76.2	Studying and academic work (Very Much & Quite A Bit)	77.5	72	80	81
52	51	61	--	Encouraged contact between students of different economic, social, racial/ethnic backgrounds	--	41	42	43
66	62	58	--	Attending campus events and activities	--	38	49	53
86	84	81	--	Using computers in academic work	--	81	88	88
Overall Evaluation:								
88	87	84	85.3	Overall Evaluation of Educational Experience is Good or Excellent	86.1	73	86	87
84	83	83	82.9	Probably or Definitely Would Go To Same College	77.7	73	81	82



National Survey of Student Engagement

The College Student Report

2003 Overview

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Introduction

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

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

Later this fall you will receive national benchmarks of effective educational practice as well as benchmarks for your institution. This information will be based on the aggregated data from 731 different colleges and universities that have participated in NSSE since 2000.

NSSE 2003 Institutions and Respondents

About 348,000 first-year and senior students were included in the NSSE 2003 sample.¹ These students were randomly selected from data files provided by 437 participating four-year colleges and universities. A list of these institutions is available in the "Additional Information" tab of the institutional report. NSSE sampling procedures call for sending the survey to an equal number of first-year and senior students with the standard sample size determined by the number of undergraduate students enrolled at the institution. Students at the majority of colleges and universities (73% or 316 schools) had the option of responding either via a traditional paper questionnaire or via the World Wide Web. One-hundred and nineteen (27%) schools opted to be Web-only institutions where students received an introduction letter through the mail and all further contact electronically.

Tables 1 and 2 on the next two pages show that NSSE 2003 participating institutions and respondents approximate the characteristics of students enrolled at participating schools as well as the national profile of all four-year colleges and universities. The source of the comparative data is the 1999-2000 Integrated Postsecondary Education Data System (IPEDS) database, the most recent complete data file available. However, the IPEDS data are three years old so the comparisons may not accurately reflect certain institutional and student characteristics for the 2002-2003 academic year.

**NSSE 2003 schools
closely resemble
the national profile
of four-year
colleges and
universities**



Table 1
NSSE 2003 Institutions and
all Four-Year Colleges and Universities

	<u>NSSE 2003</u>	<u>National</u>
Carnegie Classification		
Doc/Res – Ext	10%	11%
Doc/Res – Int	9%	8%
Master's I & II	45%	43%
Bac – Liberal Arts	19%	16%
Bac – General	17%	22%
Sector		
Public 4-year	42%	37%
Private 4-year	58%	63%
Region		
Far West	8%	10%
Great Lakes	18%	15%
Midwest	19%	19%
New England	8%	9%
Plains	11%	11%
Rocky Mountains	2%	3%
Southeast	24%	26%
Southwest	9%	7%
Location		
Large city (>250,000)	20%	19%
Mid-size city (<250,000)	30%	29%
Urban fringe large city	17%	17%
Urban fringe mid-size city	7%	8%
Large town (>25,000)	3%	4%
Small town (~5,000)	17%	17%
Rural	4%	6%

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

Profile of NSSE 2003 Institutions

NSSE 2003 schools closely resembled the national profile of four-year colleges and universities in terms of region of the country and location. However, NSSE 2003 institutions included slightly more Master's Universities and Baccalaureate Colleges-Liberal Arts and slightly 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 2003, insuring that the results reflect the experiences of a broad cross-section of students attending four-year colleges and universities from both the public and private sector, from all regions of the country, and from different types of settings.

Profile of NSSE 2003 Respondents

Table 2, on the following page, shows selected characteristics of the students who completed *The College Student Report* in 2003. The first column represents students who responded to the NSSE survey in 2003. The second column shows the characteristics of students at four-year schools that participated in NSSE 2003, as reflected by 1999-2000 IPEDS data. The third column represents the national profile of students at all four-year colleges and universities from IPEDS data.

Year in School

The sample was equally divided between first-year (50%) and senior (50%) students.

Gender

Women made up two-thirds (66%) of the respondents compared with 55% of the students enrolled at NSSE 2003 schools and 58% nationally (Table 2). The larger proportion of women respondents is consistent with the widely reported survey research findings that women are more likely than men to return questionnaires.

Age

Students 19 years of age or younger compose the largest group (45%), reflecting the fact that half the students selected to receive the survey were in their first year of college. About 37% of respondents were 20-23, 8% were between the ages of 24 and 29, and 10% were 30 years of age or older.

Table 2
Characteristics of NSSE 2003 Respondents,
Students at NSSE 2003 Institutions, and
Students at all Four-Year Institutions

	NSSE Respondents	All NSSE 2003 Schools	National
<u>Gender</u>			
Men	34%	45%	45%
Women	66%	55%	55%
<u>Race/Ethnicity*</u>			
African American/Black	8%	10%	11%
Amer. Indian/Alaska Native	2%	1%	1%
Asian/Pacific Islander	6%	5%	6%
Caucasian/White	79%	70%	68%
Hispanic	8%	8%	8%
Other	1%	3%	4%
Multiple	6%	-	-
<u>International</u>	5%	3%	3%
<u>Enrollment Status</u>			
Full-time	89%	83%	82%
Part-time	11%	17%	18%

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

Source for All NSSE 2003 Schools and National: 1999-2000 IPEDS Enrollment Data File

Race and Ethnicity

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

Living Arrangements

Forty-five percent of all students lived in campus housing (70% of first-year students, 21% of seniors). The remainder lived within driving distance (42%), within walking distance (12%), or in a fraternity or sorority house (1%).

Fraternity or Sorority

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

Grades

Just over 41% of all students reported that they have earned mostly A grades. Only 3% of students reported earning mostly C's or lower.

Parents' Education

Thirty-two percent of all respondents were first-generation college students. Almost two-fifths (39%) had parents who both graduated from college.

Enrollment Status

About 89% of all students were enrolled full-time (Table 2). Approximately 36% of all students attended one or more other institutions in addition to the one at which they were currently enrolled. Of this group of multiple-institution attendees, 15% went to another four-year college, 20% to a community college, 5% to a vocational-technical school, and 4% to some other form of postsecondary education.



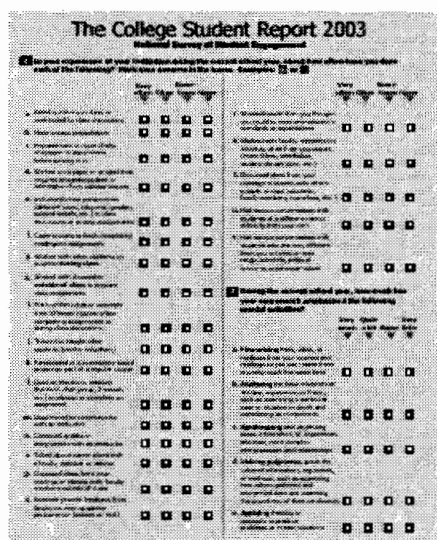
**Demographic
 characteristics of
 NSSE respondents
 nearly mirror the
 national profile**

**Male students are
six times more likely
than female students
to major in
engineering**

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

	<i>1st Year Students</i>		<i>Seniors</i>	
<u>Major</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>
Arts & Humanities	13%	15%	14%	16%
Biological Sciences	7%	8%	6%	7%
Business	18%	14%	22%	18%
Education	5%	14%	5%	14%
Engineering	13%	2%	12%	2%
Physical Sciences	5%	3%	5%	2%
Professional Schools	4%	12%	3%	9%
Social Sciences	11%	14%	12%	17%
Other	19%	13%	21%	15%
Undecided	5%	5%	-	-

The average institutional response rate for NSSE 2003 was 43%.² The average institutional response rate for paper schools (institutions where students had the option of completing either the paper or the Web version of *The College Student Report*) was 43%, with a range of 14% to 70% across schools. The average institutional response rate for NSSE 2003 Web-only schools (institutions where students only had the option of completing the survey online) was 44%, with a range of 7% to 78% across schools. About 48% of the NSSE 2003 respondents completed the paper version of *The College Student Report* and approximately 52% completed it using the Web. Additional information about response rates, including the response rate for your institution, can be found under the Respondent Characteristics tab of the institutional report.



Selected Results

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

College Activities

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

The least frequent activities are those where the percentage of students who responded “never” exceeded 35%, meaning that roughly one third or more of the students had no experiences in these areas during the 2002-2003 academic year (Table 4).

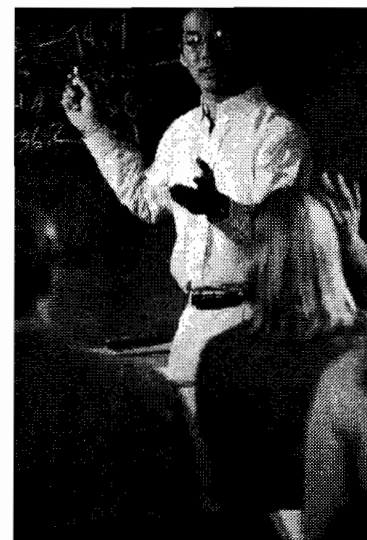


Table 4
Most Frequently and Least Frequently Reported Activities

<u>Most Frequent Activities</u>	<u>1st Year Students Responding Very Often or Often</u>	<u>Seniors Responding Very Often or Often</u>
Worked on a paper or project that required integrating ideas or information from various sources	76%	87%
Used email to communicate with an instructor	68%	76%
Asked questions in class or contributed to class discussions	61%	73%
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	59%	65%
Received prompt feedback from faculty on your academic performance (written or oral)	55%	66%
Included diverse perspectives (different races, religions, genders, political beliefs) in class discussions or writing assignments	58%	58%
<u>Least Frequent Activities</u>	<u>1st Year Students Responding Never</u>	<u>Seniors Responding Never</u>
Participated in community-based project as part of a regular course	66%	56%
Worked with faculty members on activities other than coursework	61%	46%
Tutored or taught other students	51%	43%

87% of seniors worked on a paper or project that required integrating ideas or information from various sources

More than half (56%) of all seniors never participated in a community-based project as part of a course.

**35% of seniors at
Baccalaureate
Liberal Arts colleges
studied abroad,
whereas only 18% of
all seniors studied
abroad**

Course Emphasis and Educational Programs

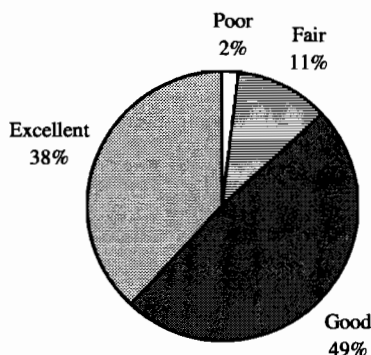
Another way to gain insight into the student experience is to look at the kinds of intellectual and mental activities that institutions emphasize and the types of educational programs in which students take part that complement and enrich their collegiate experience.

- Nearly 80% of seniors said their classes, to a substantial degree, emphasized applying theories or concepts to practical problems (combination of “quite a bit” and “very much” responses).
- More than four-fifths (86%) of seniors said their classes emphasized analyzing ideas or situations.
- Seven of ten seniors completed an internship or other type of field experience.
- About one-quarter of seniors (27%) worked on a research project with a faculty member outside of course or program requirements.
- About 41% of seniors took foreign language coursework.
- One-fifth (18%) of seniors studied abroad.

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

	<u>DR- Ext</u>	<u>DR - Int</u>	<u>Master's</u>	<u>B-LA</u>	<u>B-Gen</u>	<u>Total</u>
Practicum, internship, field experience	72%	72%	72%	74%	71%	72%
Community service/volunteer work	66%	60%	64%	77%	67%	66%
Research with faculty member	29%	26%	23%	39%	24%	27%
Learning community	25%	25%	27%	25%	28%	27%
Foreign language	44%	35%	35%	65%	36%	41%
Study abroad	18%	14%	14%	35%	15%	18%
Independent study/self-designed	24%	26%	26%	43%	30%	29%
Culminating senior experience	49%	58%	55%	73%	66%	60%

Figure 1
Satisfaction with
College Experience



Community Service and Volunteerism

Two thirds of seniors (66%) did community service or volunteer work during college. Students who belong to Greek organizations were more likely than their non-member peers to perform a service activity. In addition, transfer and older students were less likely to engage in community service than their non-transfer or traditional-age peers. We also found that students who live on or near campus are more engaged in volunteer work than their peers who drive to campus.

Student Satisfaction

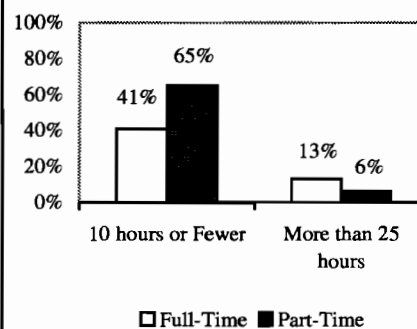
Most students were generally satisfied with their college experience. Eighty-seven percent of all students rated their college experience “good” or “excellent” (Figure 1). Only 2% said their experience was “poor.” Eighty-four percent of first-year students and 81% of seniors would “probably” or “definitely”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

Time on Task

What students put into their education determines what they get out of it. Of the six time-usage items, 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, the approximate number that faculty members say is needed to do well in college. More than two-fifths (41%) spent 10 or fewer hours a week (Figure 2).
- More than half of all part-time students (51% first-year students, 61% seniors) work off-campus more than 20 hours per week (Figure 3).
- A non-trivial fraction of seniors (about 18%) spent 11 or more hours per week caring for dependents.
- Seventy-four percent of all students spent 15 or fewer hours a week relaxing and socializing. Nearly one out of every ten students spent more than 25 hours.
- Sixteen percent of all students participated in co-curricular activities more than 10 hours a week.

Figure 2
Hours Per Week Students
Spend Preparing for Class

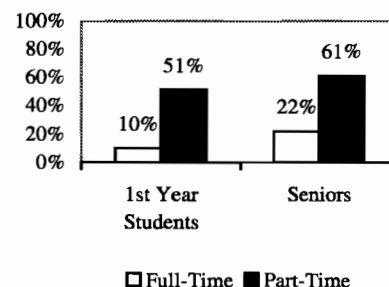


Integration of Knowledge and Experience

Deep learning requires the acquisition of knowledge, skills, and competencies across a variety of academic and social activities and integration of these diverse experiences into a meaningful whole. To estimate the degree to which students take part in activities that provide opportunities to integrate their curricular and co-curricular experiences, we created an integration scale composed of six NSSE questions (1d, 1e, 1i, 1p, 1t, 2c). These items represent such activities as incorporating ideas from various sources into a paper, including diverse perspectives in class discussions or writing, and putting together ideas and concepts from different courses. OLS regression models indicate that integration is a very strong predictor of engagement, satisfaction, and self-reported gains, with effect sizes ranging from .22 to .61. For example, the higher the integration score, the more likely a student is to:

- interact with faculty (.58)
- experience diversity (.44)
- report their courses emphasize higher-order thinking (.61)
- engage in active and collaborative learning (.47)
- work harder than they thought they could in response to instructor standards (.45)
- report making substantial gains in a variety of desired outcomes of college (.51)
- be satisfied with the college experience (.31).

Figure 3
Percentages of Students Working
Off Campus More than
20 Hours Per Week



Women, seniors, and students attending Baccalaureate-Liberal Arts Colleges tend to engage more frequently in activities that require integration. In contrast, traditional-age students (under 24 years old), student-athletes, and students living on campus are less engaged in integration activities.

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

Patterns of Student Engagement

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

- (1) college activities (22 items in question #1);
- (2) course emphasis on higher-order mental activities (Question #2, items b through e);
- (3) reading and writing (Question #4);
- (4) educational programs (Question #7);
- (5) quality of relationships (Question #8);
- (6) time-usage (Question #9, items a, b, d);
- (7) opinions of campus environment (Question #10);
- (8) educational and personal growth (Question #11);
- (9) satisfaction with your overall college experiences (Questions #12 through #14).

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

Year in School

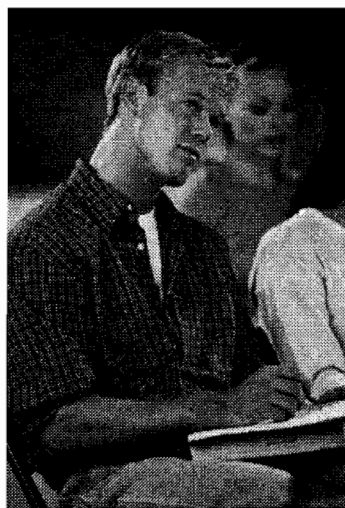
Compared to first-year students, seniors were more engaged in effective educational practices. That is, they were more engaged in college activities, did more reading and writing, reported greater course-emphasis on higher-order mental activities, and spent more time on educationally productive activities. Therefore, it's no surprise seniors report greater gains on all educational and personal growth items. First-year students held higher opinions of their campus, perceived their relationships with peers, faculty, and administrators to be more positive and the campus environment to be more supportive, and were more satisfied with their overall college experience.

Gender

Women engaged more frequently in good educational practices than did their male counterparts.

Race and Ethnicity

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



Age

Younger, traditional-aged students (18-24 years) reported participating more frequently in enriching educational programs, spent more time in educationally productive activities, and perceived their campus environment to be more supportive. However, older students did not differ much from their younger counterparts in educational and personal growth. Older students reported more positive relationships with other students, faculty, and administrative personnel, and were more satisfied with their overall college experience.

Transfer Students

Overall, transfer students were less engaged in effective educational activities than their non-transfer peers. Transfer students tended to be older and had more external responsibilities such as working for pay off-campus and caring for dependents. Transfer students spent more time preparing for class and believed their coursework provided more emphasis on cultivating higher-order thinking abilities than did their peers, yet they interact with faculty members and engage enriching educational programs at levels lower than their counterparts. Transfer students were also less satisfied with their quality of relationships with peers, faculty, and administrators and perceived the campus environment to be less supportive.

Fraternity and Sorority Members

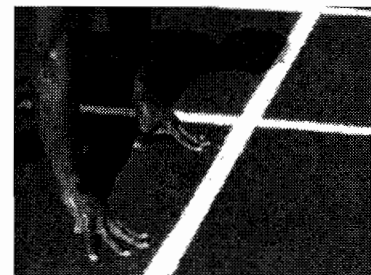
Taking into account selected student and institutional characteristics, members of Greek-letter social organizations were more engaged than non-members in all areas of good educational practice. In terms of reading, writing, and the nature of exams, Greek students were more similar to their non-Greek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

Student-Athletes

Student-athletes, compared to their peers who did not participate in intercollegiate athletics, were more engaged in a variety of educationally effective activities. In general, athletes were similar to their non-athlete peers in participating in enriching educational programs and taking classes that emphasized higher-order thinking skills. However, student-athletes had more positive perceptions of the campus environment and reported more positive relationships with other constituencies on campus.

Parents' Education

Students whose parents hold college degrees were more engaged than first-generation college students in enriching educational programs, reading and writing, and a variety of college activities and spent more time on educationally productive activities. However, students with college-educated parents did not differ from their first-generation counterparts in terms of their opinion of the campus, quality of relationships, as well as the overall satisfaction with the college experience. Differences in engagement between first-generation students and their counterparts were even greater when a student's parent held a graduate degree.



**Student-athletes
were more engaged
in a variety of
educationally
effective activities**

Figure 4
Students Who Frequently Used
E-mail to Clarify an Assignment

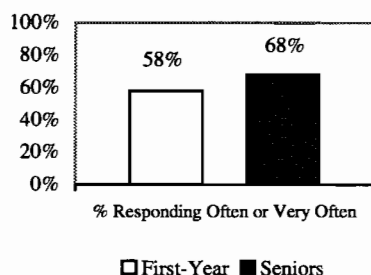
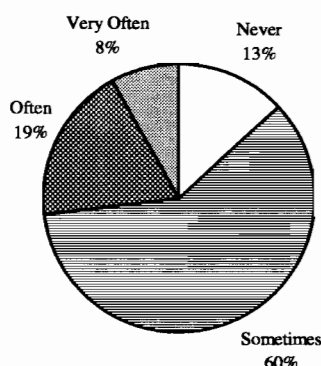


Figure 5
Students Who Report Their Peers
Copy and Paste from the Web
Without Citing the Source



Experimental Questions: Information Technology

NSSE continues to pilot survey items for future administration. This year a set of questions about information technology was attached to the end of the on-line survey. Thus, only students responding to the on-line version of *The College Student Report* were asked these questions.

Student responses to the information technology questions indicate that many students use information technology regularly for personal and academic uses as well as to communicate with students and instructors. More than half of all students reported that their instructors frequently (often or very often) use information technology in the classroom. Students also used information technology in the following ways:

- Of all student respondents, 72% spent more than 5 hours per week online for any reason; whereas almost two-fifths (39%) spent more than 5 hours per week online doing academic work.
- Most students (80%) reported that instructors frequently required the use of information technology (e.g., internet, computer conferencing, etc.).
- Two-thirds of all students (67%) reported that instructors frequently used information technology in their courses.
- Most students frequently used the WWW to obtain resources (82%) and made judgments about the quality of those resources (75%).
- One troubling note is that a sizeable majority (87%) of all students indicated that their peers at least "sometimes" copied and pasted information from the internet for reports/papers without citing the source.

Here are some other interesting results based on various student characteristics:

- Compared to first-year student respondents, seniors appeared to use information technology more often in their academic work.
- Women were more likely than men to use information technology to gather resources for academic work.
- Men were more likely to use information technology when working with other students on academic work.
- Part-time students were less likely to communicate electronically with other students or their instructors. However, they were more likely to use information technology to obtain resources from libraries at other institutions.
- Over one-third (34%) of education majors reported that their peers frequently copied and pasted from the WWW without attribution as did about one-quarter (24%) of arts and humanities, engineering, physical science, and social science majors.

Guidelines for Interpreting NSSE Results

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

Check The Representativeness of Your Respondents

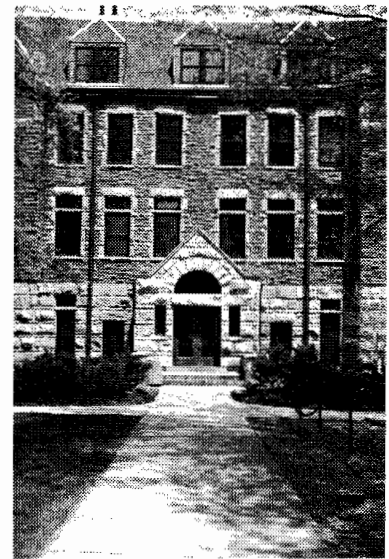
An essential early step is comparing your student respondents’ demographic characteristics, summarized in the Frequency Distribution section, with your institutional data files for first-year and senior students. Women and some historically underrepresented groups are somewhat over-represented among NSSE 2003 respondents. Check to see if this is also true in your case and whether your respondents differ in any other ways from the profiles of your first-year and senior students. The determination of student year in school (“first-year” or “senior”) is based on the information from the electronic file that your school provided to us last fall. The Frequency Distribution section contains students’ responses to this question on *The Report*, which in a few cases may differ from the institution’s classification.

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

Look for Patterns in Item Differences

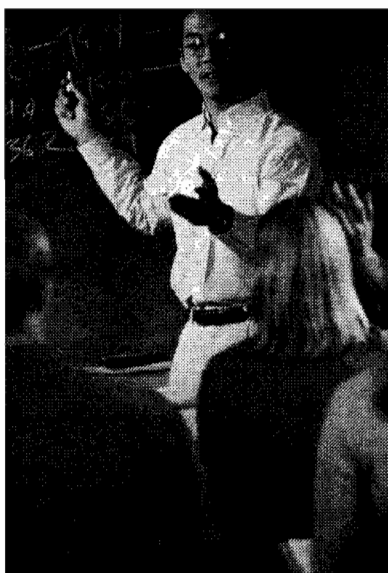
In addition to focusing on items with medium to large effect sizes, look for patterns in your students’ responses. For example, are your students consistently above or below the mean of your comparison group in certain areas of engagement? Are the differences explainable, perhaps a function of your school’s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

Also, don’t rely exclusively on statistical significance tests to identify areas that warrant attention. A consistent pattern of scoring above the mean, even though all items may not reach statistical significance, may indicate your institution is doing the right things in terms of good educational practice. At the same time, some institutions have very high expectations for student engagement and may fall short of their own aspirations even though comparisons with other institutions are favorable.



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

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



The Results Are Unweighted

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

Look Carefully At Items With Large Effect Sizes

In the Means Summary Report an asterisk (*) marks those items where your students' responses differ at a statistically significant level from students at schools in your respective comparison group(s) or at all NSSE 2003 institutions. The more asterisks reported for a particular item indicate a smaller probability that the difference noted is due to chance ($p < .01$ for consortia comparisons, $p < .001$ for Carnegie and national comparisons). Even so, the actual magnitude of some item score differences may seem trivial, even though they are highly reliable and statistically significant. For this reason, we also report the effect size associated with those item comparisons that are statistically significant. The effect size represents the magnitude of the discrepancy in the student or institutional behavior represented by the item. When the effect size is large, or a pattern of moderate effect sizes exists, it's likely that the quality of the student experience is appreciably different and, therefore, may be of practical as well as statistical significance in the respective area of student engagement.

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

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

If Your School Is In A Consortium

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

Take Into Account Possible Mode-of-Administration Effects

Our analyses show that a mode-of-administration effect slightly favors schools where a high percentage of students completed *The College Student Report* via the Web. However, the differences that favor the Web mode have very small effect sizes. This phenomenon has also been noted by others using the Web for survey research and is discussed in more detail in 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 are continuing to monitor this issue and will alert you if our analyses lead us to modify our conclusion that the Web mode has little practical impact on student responses to *The College Student Report*.

Review Responses to Experimental Questions (if applicable)

In an effort to test potential survey items for future administration, a small set of experimental questions related to technology were added to the NSSE online survey. These questions were attached to the end of the survey and only students responding to the online version received these extra questions.

For schools that chose to participate, responses to the experimental questions about technology are included in the institutional data file. However, due to their experimental nature and the fact that only students completing the survey online received the technology items, these questions are not included in the Frequency Distribution and Means Comparison Reports. Rather, frequencies and means by Carnegie type and at the national level are provided in a separate file named "Technology Item Summary by Carnegie and National" to inform institutional comparisons.

When reviewing your institution's experimental item results, please pay attention to the number of respondents. If the number is small compared with your overall respondent group, interpret your results with extreme caution.

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



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



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

NSSE's minimum sample sizes are determined by undergraduate enrollment (i.e., less than 4,000 students = 450; 4,000 to 15,000 students = 700; greater than 15,000 students = 1,000). It is possible to add students to the minimum sample size by oversampling in one of two ways: (1) all Web-only schools are oversampled using an algorithm based on undergraduate enrollment; and (2) some institutions request oversampling, which requires an additional fee. An increasing number of schools are using the oversampling option to add students to their sample, reduce sampling error, insure an adequate number of respondents to analyze the information by major field, race and ethnicity, or other variables.

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

Notes

¹The NSSE 2003 number of respondents reported in the "Overview" does not include the additional students who were oversampled. Oversampling was done at Web-only institutions and at schools that requested more of their students be surveyed than dictated by the NSSE sampling strategy, which is a function of institutional size. All in all, 147,166 students responded to the NSSE 2003 survey.

²The NSSE 2003 average institutional response rates most likely underestimate the actual adjusted rate. Student postal service and e-mail addresses were based on fall 2002 enrollment information provided by the institutions. An unknown number of students in the sample were no longer eligible to complete the survey because they had dropped out or transferred to another institution. Even though first-class postage was used to guarantee the return of survey packets that could not be delivered, experience suggests that packets were not returned for some students who were no longer in school or residing at their fall 2002 address. In addition, at Web-only schools institution-provided email addresses were used to send students their invitation to participate in NSSE 2003. We have found that many students have multiple e-mail accounts (e.g., Yahoo, AOL, Hotmail). Some institutions have more difficulty tracking these multiple email accounts and some students may not forward their institution assigned e-mail. Therefore, the actual response rate for Web-only institutions, when corrected for the unknown number of students who were no longer in school or did not receive the invitation to participate, may be several percentage points higher than 44%.

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



**National Survey of
Student Engagement**
The College Student Report

NSSE 2003 Respondent Characteristics

Montclair State University

	Montclair State		Master's		NSSE 2003	
	FY	SR	FY	SR	FY	SR
Response Rate ^a						
Overall	48%		41%		43%	
By Class	48%	47%	39%	43%	42%	44%
NSSE Sample Size ^b	331	339	48,210	64,960	112,095	109,938
Sampling Error ^c						
Overall	5.2%		0.5%		0.3%	
By Class	7.3%	7.4%	0.7%	0.6%	0.4%	0.4%
Number of Respondents ^b	160	160	18,905	20,514	45,991	47,196
Total Population	1,519	1,682	190,884	199,440	478,615	504,822
Student Characteristics ^d						
Mode of Completion						
Paper	78%	87%	52%	65%	42%	55%
Web	23%	13%	48%	35%	58%	45%
Gender						
Female	62%	70%	70%	70%	66%	66%
Male	38%	30%	30%	30%	34%	34%
Race/Ethnicity						
African American/Black	15%	13%	8%	8%	8%	8%
American Indian/Native American	1%	0%	3%	2%	2%	2%
Asian American/Pacific Islander	5%	9%	6%	4%	6%	6%
Caucasian/White	68%	68%	77%	79%	78%	79%
Hispanic	16%	16%	10%	10%	8%	8%
Other	1%	0%	1%	1%	1%	1%
Multiple	8%	9%	6%	6%	6%	6%
International	4%	21%	4%	4%	5%	5%
Class Level	50%	50%	48%	52%	49%	51%
Enrollment Status						
Full-time	98%	57%	94%	80%	96%	83%
Part-time	2%	43%	6%	20%	4%	17%
Place of Residence						
On-campus	40%	9%	62%	16%	71%	23%
Off-campus	60%	91%	38%	84%	29%	77%

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

^b Oversampled students are included in institution numbers but not in consortium, Carnegie classification, or total NSSE 2003 sample numbers. Consortium, Carnegie classification, and total NSSE 2003 sample numbers include your institution numbers, unlike the means and frequency reports that exclude your institution numbers.

^c Sampling error is an estimate of the margin by which the "true" score for your institution on a given item could differ from the reported score. To interpret the sampling error, assume that 60% of your respondents reply "very often" to a particular item. If the sampling error is $\pm 5\%$, then the true population value is most likely between 55% and 65%.

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



National Survey of Student Engagement

The College Student Report

Variables

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

Variable Names

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

Mean

The mean is the arithmetic average of student responses on a particular item. Means are provided for your institution, consortium (if applicable), Carnegie classification, and for the NSSE 2003 national sample.

Class

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



National Survey of Student Engagement
The College Student Report

1. Academic and Intellectual Experiences

- Asked questions in class or contributed to class discussions
- Made a class presentation
- Prepared two or more drafts of a paper or assignment before turning it in
- Worked on a paper or project that required integrating ideas or information from various sources
- Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments
- Came to class without completing readings or assignments
- Worked with other students on projects during class

Variable	Class	Mean	Standard Deviation	Significance	Effect Size	NSSE 2003 Mean	NSSE 2003 Standard Deviation	Effect Size
CTQUINP	FY	3.30	2.81	***	.58	2.84	***	.55
	SR	3.41	3.13	*	.34	3.12	*	.35
CTPRESN	FY	2.82	2.27	***	.71	2.24	***	.75
	SR	3.29	2.90	**	.48	2.84	***	.54
REWKOPAP	FY	2.70	2.74			2.70		
	SR	2.90	2.56	*	.35	2.51	*	.40
INTGKAT	FY	3.06	3.05			3.06		
	SR	3.41	3.34			3.34		
DIVCLAS	FY	2.62	2.71			2.73		
	SR	3.10	2.76	*	.38	2.75	*	.38
CTUNPREP	FY	1.65	1.98	**	-.45	2.01	***	-.49
	SR	1.59	2.03	***	-.61	2.07	***	-.65
CLASSGRP	FY	2.48	2.39			2.34		
	SR	3.02	2.55	***	.57	2.46	***	.66

Interpreting the Means Comparison Report

Statistical Significance

Items with mean differences that are larger than would be expected by chance alone are noted with one, two, or three asterisks, referring to three significance levels ($p < .05$, $p < .01$, and $p < .001$). The smaller the significance level, the smaller the likelihood that the difference is due to chance. *Please note that statistical significance does not guarantee that the result is substantive or*

important. Large sample sizes (like those produced by NSSE) tend to produce more statistically significant results even though the magnitude of mean differences may be inconsequential. It is recommended to start by interpreting only those items with three asterisks ($p < .001$) and to consult effect sizes (see below) in order to make judgments about the practical meaning of the results.

Effect Size

Effect size indicates the “practical significance” of the size of the mean difference. It is calculated by dividing the mean difference by the standard deviation of the group with which the institution is being compared (consortium, Carnegie type, or NSSE

2003). In practice, an effect size of .2 is often considered small, .5 moderate, and .8 large. A positive sign indicates that your institution's mean was greater, thus showing an affirmative result for the institution. A negative sign indicates the institution lags behind the comparison group, suggesting that the student behavior or institutional practice represented by the item may warrant attention. An exception to this interpretation is the “coming to class unprepared” item (item 1f. on *The Report*) where a negative sign is preferred (i.e., meaning fewer students reporting coming to class unprepared).



National Survey of Student Engagement

The College Student Report

NSSE 2003 Means Comparison Report Montclair State University

				Montclair State	Montclair State compared with:							
					Master's			NSSE 2003				
				Variable	Class	Mean	Master's Mean	Sig ^a	Effect Size ^b	NSSE 2003 Mean	Sig ^a	Effect Size ^b
In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often												
1. Academic and Intellectual Experiences	a.	Asked questions in class or contributed to class discussions	CLQUEST	FY	2.89	2.81				2.84		
				SR	3.15	3.13			3.12			
	b.	Made a class presentation	CLPRESEN	FY	2.56	2.27	***	.38		2.24	***	.42
				SR	2.83	2.90			2.84			
	c.	Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	FY	3.01	2.74	***	.28		2.70	***	.31
				SR	2.54	2.56			2.51			
	d.	Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	FY	3.01	3.05				3.06		
				SR	3.28	3.34			3.34			
	e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS	FY	2.80	2.71				2.73		
				SR	2.68	2.76			2.75			
	f.	Come to class without completing readings or assignments	CLUNPREP	FY	1.81	1.98	**	-.23		2.01	***	-.27
				SR	2.06	2.03			2.07			
	g.	Worked with other students on projects during class	CLASSGRP	FY	2.51	2.39				2.34	**	.21
				SR	2.48	2.55			2.46			
	h.	Worked with classmates outside of class to prepare class assignments	OCCGRP	FY	2.16	2.33	*	-.20		2.40	***	-.29
				SR	2.54	2.71	*	-.20	2.73	**	-.22	
	i.	Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	FY	2.31	2.45	*	-.18		2.49	**	-.23
				SR	2.74	2.82			2.85			
	j.	Tutored or taught other students (paid or voluntary)	TUTOR	FY	1.53	1.63				1.68	*	-.19
				SR	1.66	1.81			1.88	**	-.22	
	k.	Participated in a community-based project as part of a regular course	COMMPROJ	FY	1.35	1.47	*	-.17		1.46	*	-.16
				SR	1.53	1.65			1.63			

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

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



National Survey of Student Engagement

The College Student Report

NSSE 2003 Means Comparison Report Montclair State University

				Montclair State	Montclair State compared with:					
					Master's		NSSE 2003			
	Variable	Class	Mean	Master's Mean	Sig ^a	Effect Size ^b	NSSE 2003 Mean	Sig ^a	Effect Size ^b	
In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often										
1. Academic and Intellectual Experiences (continued)										
l.	Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment	ITACADEM	FY	2.68	2.61		2.65			
			SR	2.72	2.82	2.81				
m.	Used e-mail to communicate with an instructor	EMAIL	FY	2.98	2.87		2.96			
			SR	3.11	3.09	3.18				
n.	Discussed grades or assignments with an instructor	FACGRADE	FY	2.52	2.59		2.62			
			SR	2.73	2.82	2.84				
o.	Talked about career plans with a faculty member or advisor	FACPLANS	FY	2.01	2.14		2.15	*	-.16	
			SR	2.23	2.44	**	-.22	2.48	**	-.25
p.	Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	FY	1.74	1.77		1.81			
			SR	2.11	2.06	2.10				
q.	Received prompt feedback from faculty on your academic performance (written or oral)	FACFEED	FY	2.61	2.58		2.63			
			SR	2.75	2.82	2.83				
r.	Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	FY	2.66	2.61		2.61			
			SR	2.77	2.72	2.71				
s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER	FY	1.54	1.53		1.56			
			SR	1.52	1.79	***	-.29	1.85	***	-.34
t.	Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	FY	2.54	2.71	*	-.20	2.77	**	-.26
			SR	2.77	2.84	2.89				
u.	Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	FY	2.86	2.54	***	.32	2.61	**	.24
			SR	2.61	2.54	2.60				
v.	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	FY	2.76	2.67		2.77			
			SR	2.53	2.61	2.69	*	-.16		

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

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



Montclair State				Montclair State compared with:				
				Master's		NSSE 2003		
Variable	Class	Mean	Master's Mean	Sig. ^a	Effect Size ^b	NSSE 2003 Mean	Sig. ^a	Effect Size ^b
<i>During the current school year, how much has your coursework emphasized the following mental activities?</i> <i>1=very little, 2=some, 3=quite a bit, 4=very much</i>								
2. Mental Activities								
a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	MEMORIZE	FY SR	2.97 2.72	2.97 2.77		2.93 2.72		
b. Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	ANALYZE	FY SR	3.14 3.15	3.09 3.25		3.15 3.28	* 	-0.18
c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	SYNTHESZ	FY SR	2.88 2.96	2.82 3.04		2.88 3.07		
d. Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	EVALUATE	FY SR	2.82 2.94	2.80 2.95		2.83 2.96		
e. Applying theories or concepts to practical problems or in new situations	APPLYING	FY SR	2.86 3.08	2.96 3.18		3.01 3.20	* 	-0.18
3. Examinations								
<i>1=very little to 7=very much</i>								
To what extent have your examinations during the current school year challenged you to do your best work?	EXAMS	FY SR	5.33 5.40	5.49 5.48		5.54 5.45	* 	-0.19
4. Reading and Writing								
<i>During the current school year, about how much reading and writing have you done?</i> <i>1=none, 2=between 1 and 4, 3=between 5 and 10, 4=between 11 and 20, 5=more than 20</i>								
a. Number of assigned textbooks, books, or book-length packs of course readings	READASGN	FY SR	3.31 3.01	3.42 3.27	** 	3.49 3.34	* ***	-0.18 -0.32
b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	FY SR	1.98 2.03	2.00 2.19	* 	2.01 2.21	* 	-0.19
c. Number of written papers or reports of 20 pages or more	WRITEMOR	FY SR	1.32 1.72	1.26 1.65		1.24 1.66		

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

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



National Survey of Student Engagement

The College Student Report

NSSE 2003 Means Comparison Report Montclair State University

			Montclair State	Montclair State compared with:					
				Master's	NSSE 2003				
Variable	Class	Mean	Master's Mean	Sig ^a	Effect Size ^b	NSSE 2003 Mean	Sig ^a	Effect Size ^b	
During the current school year, about how much reading and writing have you done? 1=none, 2=between 1 and 4, 3=between 5 and 10, 4=between 11 and 20, 5=more than 20									
4. Reading and Writing (continued)									
d. Number of written papers or reports between 5 and 19 pages	WRITEMID	FY	2.51	2.41		2.44			
		SR	2.49	2.63		2.66	*	-.17	
e. Number of written papers or reports of fewer than 5 pages	WRITESML	FY	3.62	3.30	***	.29	3.30	***	.29
		SR	2.75	3.09	***	-.29	3.11	***	-.31
In a typical week, how many homework problem sets do you complete? 1=none, 2=1-2, 3=3-4, 4=5-6, 5=more than 6									
5. Problem Sets									
a. Number of <i>problem sets</i> that take you more than an hour to complete	PROBSETA	FY	2.70	2.50	*	.19	2.52	*	.17
		SR	2.41	2.38			2.35		
b. Number of <i>problem sets</i> that take you less than an hour to complete	PROBSETB	FY	2.81	2.68			2.58	*	.19
		SR	2.30	2.27			2.18		
6. Homework Problems 1=none, 2=1-3, 3=4-6, 4=7-10, 5=more than 10									
In a <i>typical week</i> , how many homework problems take you more than 15 minutes each to complete?	HWPROBS	FY	2.70	2.67			2.68		
		SR	2.69	2.61			2.61		
7. Enriching Educational Experiences Which of the following have you done or do you plan to do before you graduate from your institution? (These items were recoded 0=no or undecided, 1=yes. Thus, the mean is the proportion responding "yes" among all valid respondents.)									
a. Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN	FY	.78	.80			.81		
		SR	.62	.72	**	-.21	.72	**	-.22
b. Community service or volunteer work	VOLUNTER	FY	.62	.74	**	-.27	.75	***	-.30
		SR	.55	.64	*	-.18	.66	**	-.24
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	LEARNCOM	FY	.35	.35			.34		
		SR	.21	.27			.27		
d. Work on a research project with a faculty member outside of course or program requirements	RESEARCH	FY	.28	.26			.29		
		SR	.18	.23			.27	*	-.21
e. Foreign language coursework	FORLANG	FY	.62	.43	***	.37	.48	***	.28
		SR	.35	.35			.41		
f. Study abroad	STUDYABR	FY	.28	.33			.38	*	-.21
		SR	.15	.14			.18		

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

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



National Survey of Student Engagement

The College Student Report

NSSE 2003 Means Comparison Report Montclair State University

				Montclair State	Montclair State compared with:					
					Master's			NSSE 2003		
	Variable	Class		Mean	Master's Mean	Sig ^a	Effect Size ^b	NSSE 2003 Mean	Sig ^a	Effect Size ^b
Which of the following have you done or do you plan to do before you graduate from your institution? (These items were recoded 0=no or undecided, 1=yes. Thus, the mean is the proportion responding "yes" among all valid respondents.)										
7. Enriching Educational Experiences (continued)										
g.	Independent study or self-designed major	INDSTUDY	FY	.19	.17			.18		
			SR	.31	.26			.29		
h.	Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	SENIORX	FY	.33	.39			.43	**	-.22
			SR	.29	.55	***	-.52	.60	***	-.62
Mark the box that best represents the quality of your relationships with people at your institution. 1=unfriendly, unsupportive, sense of alienation to 7=friendly, supportive, sense of belonging										
8. Quality of Relationships										
a.	Relationships with other students	ENVSTU	FY	5.63	5.70			5.74		
			SR	5.19	5.82	***	-.51	5.80	***	-.49
1=unavailable, unhelpful, unsympathetic to 7=available, helpful, sympathetic										
b.	Relationships with faculty members	ENVFAC	FY	5.33	5.54	*	-.17	5.56	*	-.19
			SR	5.31	5.73	***	-.35	5.72	***	-.34
1=unhelpful, inconsiderate, rigid to 7=helpful, considerate, flexible										
c.	Relationships with administrative personnel and offices	ENVADM	FY	4.83	5.09	*	-.18	5.10	*	-.18
			SR	4.51	4.84	*	-.21	4.81	*	-.18
About how many hours do you spend in a typical 7-day week doing each of the following? 1=0 hrs/wk, 2=1-5 hrs/wk, 3=6-10 hrs/wk, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=more than 30 hrs/wk										
9. Time Usage										
a.	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other activities related to your academic program)	ACADPR01	FY	3.49	3.91	**	-.26	4.11	***	-.36
			SR	3.40	3.95	***	-.31	4.13	***	-.41
b.	Working for pay on campus	WORKON01	FY	1.47	1.55			1.60		
			SR	1.50	1.73			1.89	**	-.25
c.	Working for pay off campus	WORKOF01	FY	3.10	2.59	**	.22	2.20	***	.43
			SR	5.44	4.08	***	.48	3.55	***	.69
d.	Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01	FY	1.99	2.13			2.28	*	-.19
			SR	1.53	2.02	***	-.33	2.17	***	-.42
e.	Relaxing and socializing (watching TV, partying, exercising, etc.)	SOCIAL01	FY	4.03	3.85			3.86		
			SR	3.28	3.49			3.57	*	-.18

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

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



National Survey of Student Engagement

The College Student Report

NSSE 2003 Means Comparison Report Montclair State University

				Montclair State	Montclair State compared with:						
				Master's			NSSE 2003				
Variable	Class		Mean	Master's Mean	Sig. ^a	Effect Size ^b	NSSE 2003 Mean	Sig. ^a	Effect Size ^b		
About how many hours do you spend in a typical 7-day week doing each of the following? 1=0 hrs/wk, 2=1-5 hrs/wk, 3=6-10 hrs/wk, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=more than 30 hrs/wk											
9. Time Usage (continued)	f.	Providing care for dependents living with you (parents, children, spouse, etc.)	CARED01	FY	1.84			1.54	**	.21	
				SR	3.01		*	.18	2.23	***	.34
	g.	Commuting to class (driving, walking, etc.)	COMMUTE	FY	2.70		***	.49	2.13	***	.58
				SR	2.57		*	.19	2.29	***	.28

10. Institutional Environment

*To what extent does your institution emphasize each of the following?
1=very little, 2=some, 3=quite a bit, 4=very much*

a. Spending significant amounts of time studying and on academic work	ENVSCHOL	FY	3.00	3.12	*	-.16	3.18	**	-.24
			2.92	3.11	**	-.25	3.15	***	-.31
b. Providing the support you need to help you succeed academically	ENVSUPRT	FY	2.97	3.05			3.09		
			2.71	2.93	***	-.28	2.95	***	-.29
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	ENVDIVRS	FY	2.77	2.56	**	.22	2.59	*	.18
			2.37	2.38			2.39		
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	FY	2.10	2.09			2.11		
			1.68	1.88	**	-.23	1.90	**	-.25
e. Providing the support you need to thrive socially	ENVSOCAL	FY	2.35	2.31			2.34		
			1.88	2.07	**	-.22	2.10	**	-.24
f. Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	FY	2.67	2.73			2.82	*	-.17
			2.22	2.48	***	-.28	2.57	***	-.38
g. Using computers in academic work	ENVCOMPT	FY	3.27	3.29			3.34		
			3.15	3.41	***	-.35	3.44	***	-.39

11. Educational and Personal Growth

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

a. Acquiring a broad general education	GNGENLED	FY	3.20	3.14			3.17		
			3.23	3.28			3.30		
b. Acquiring job or work-related knowledge and skills	GNWORK	FY	2.61	2.66			2.68		
			2.88	3.04	*	-.18	3.00		
c. Writing clearly and effectively	GNWRITE	FY	3.12	2.98	*	.17	2.98	*	.16
			2.90	3.08	**	-.22	3.09	**	-.23
d. Speaking clearly and effectively	GNSPEAK	FY	2.96	2.77	**	.22	2.72	***	.27
			2.94	3.00			2.99		

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

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



National Survey of Student Engagement

The College Student Report

NSSE 2003 Means Comparison Report Montclair State University

				Montclair State	Montclair State compared with:					
					Master's		NSSE 2003			
	Variable	Class	Mean	Master's Mean	Sig ^a	Effect Size ^b	NSSE 2003 Mean	Sig ^a	Effect Size ^b	
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much										
11. Educational and Personal Growth (continued)										
e.	Thinking critically and analytically	GNANALY	FY	3.15	3.14		3.20			
			SR	3.21	3.30	3.35	*	-.19		
f.	Analyzing quantitative problems	GNQUANT	FY	2.65	2.65		2.68			
			SR	2.83	2.88	2.89				
g.	Using computing and information technology	GNCMPTS	FY	3.03	2.90		2.92			
			SR	3.09	3.15	3.15				
h.	Working effectively with others	GNOTHERS	FY	2.97	2.86		2.86			
			SR	2.92	3.13	**	-.25	3.12	**	-.24
i.	Voting in local, state, or national elections	GNCITIZN	FY	1.83	1.85		1.84			
			SR	1.65	1.85	**	-.21	1.85	*	-.21
j.	Learning effectively on your own	GNINQ	FY	2.77	2.88		2.93	*	-.19	
			SR	2.95	3.02	3.07				
k.	Understanding yourself	GNSELF	FY	2.64	2.71		2.75			
			SR	2.67	2.79	2.85	*	-.18		
l.	Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	2.84	2.54	***	.31	2.54	***	.31
			SR	2.66	2.55	2.55				
m.	Solving complex real-world problems	GNPROBSV	FY	2.51	2.49		2.52			
			SR	2.54	2.65	2.68				
n.	Developing a personal code of values and ethics	GNETHICS	FY	2.57	2.59		2.62			
			SR	2.46	2.69	**	-.23	2.71	**	-.25
o.	Contributing to the welfare of your community	GNCOMMUN	FY	2.03	2.31	***	-.28	2.34	***	-.32
			SR	2.06	2.38	***	-.32	2.41	***	-.34
Academic Advising				1=poor, 2=fair, 3=good, 4=excellent						
12.	Overall, how would you evaluate the quality of academic advising you have received at your institution?	ADVISE	FY	2.75	2.97	***	-.27	3.01	***	-.32
			SR	2.58	2.90	***	-.35	2.93	***	-.38
Satisfaction				1=poor, 2=fair, 3=good, 4=excellent						
13.	How would you evaluate your entire educational experience at this institution?	ENTIREXP	FY	3.07	3.18		3.23	**	-.23	
			SR	2.86	3.21	***	-.50	3.24	***	-.53
				1=definitely no, 2=probably no, 3=probably yes, 4=definitely yes						
14.	If you could start over again, would you go to the same institution you are now attending?	SAMECOLL	FY	3.13	3.18		3.22			
			SR	2.80	3.16	***	-.42	3.17	***	-.43

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

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



National Survey of Student Engagement

The College Student Report

NSSE 2003 Detailed Statistics Montclair State First-Year Students

	Mean			Margin of error (95% level) ^a			Standard deviation ^b			Number of respondents			Significance ^c		Effect size ^d	
	Montclair State	Master's	NSSE 2003	Montclair State	Master's	NSSE 2003	Montclair State	Master's	NSSE 2003	Montclair State	Master's	NSSE 2003	Montclair State compared with:		Montclair State compared with:	
CLQUEST	2.89	2.81	2.84	.12	.01	.01	.77	.84	.84	160	18,732	45,917	.227	.447	.10	.06
CLPRESEN	2.56	2.27	2.24	.11	.01	.01	.73	.78	.77	160	18,716	45,889	.000	.000	.38	.42
REWROPAP	3.01	2.74	2.70	.14	.01	.01	.90	.97	.98	160	18,711	45,874	.000	.000	.28	.31
INTEGRAT	3.01	3.05	3.06	.12	.01	.01	.79	.78	.78	159	18,721	45,892	.558	.428	-.05	-.06
DIVCLASS	2.80	2.71	2.73	.13	.01	.01	.83	.86	.87	159	18,711	45,855	.186	.331	.11	.08
CLUNPREP	1.81	1.98	2.01	.10	.01	.01	.67	.72	.72	159	18,699	45,832	.003	.001	-.23	-.27
CLASSGRP	2.51	2.39	2.34	.12	.01	.01	.79	.79	.80	160	18,693	45,837	.060	.009	.15	.21
OCCGRP	2.16	2.33	2.40	.12	.01	.01	.77	.82	.83	160	18,710	45,872	.013	.000	-.20	-.29
INTIDEAS	2.31	2.45	2.49	.12	.01	.01	.79	.79	.80	160	18,690	45,817	.020	.004	-.18	-.23
TUTOR	1.53	1.63	1.68	.13	.01	.01	.85	.82	.83	160	18,705	45,848	.099	.018	-.13	-.19
COMMPROJ	1.35	1.47	1.46	.10	.01	.01	.67	.74	.74	159	18,687	45,823	.032	.045	-.17	-.16
ITACADEM	2.68	2.61	2.65	.16	.02	.01	1.04	1.05	1.05	160	18,711	45,874	.417	.781	.06	.02
EMAIL	2.98	2.87	2.96	.14	.01	.01	.91	.92	.90	160	18,697	45,845	.136	.825	.12	.02
FACGRADE	2.52	2.59	2.62	.13	.01	.01	.87	.84	.85	160	18,704	45,857	.314	.149	-.08	-.11
FACPLANS	2.01	2.14	2.15	.13	.01	.01	.84	.88	.88	160	18,702	45,844	.051	.041	-.16	-.16
FACIDEAS	1.74	1.77	1.81	.12	.01	.01	.76	.80	.81	160	18,704	45,842	.664	.279	-.03	-.09
FACFEED	2.61	2.58	2.63	.13	.01	.01	.82	.82	.83	160	18,707	45,855	.669	.769	.03	-.02
WORKHARD	2.66	2.61	2.61	.11	.01	.01	.73	.82	.85	160	18,709	45,852	.409	.466	.07	.06
FACOTHER	1.54	1.53	1.56	.13	.01	.01	.85	.79	.80	160	18,710	45,854	.850	.748	.02	-.03
OOCIDEAS	2.54	2.71	2.77	.14	.01	.01	.92	.86	.87	160	18,688	45,830	.013	.001	-.20	-.26
DIVRSTUD	2.86	2.54	2.61	.15	.01	.01	.94	1.02	1.02	160	18,683	45,790	.000	.003	.32	.24
DIFFSTU2	2.76	2.67	2.77	.15	.01	.01	.94	.98	.98	160	18,686	45,811	.283	.899	.09	-.01
MEMORIZE	2.97	2.97	2.93	.14	.01	.01	.89	.84	.87	160	18,705	45,843	.986	.552	.00	.05
ANALYZE	3.14	3.09	3.15	.13	.01	.01	.83	.78	.77	159	18,697	45,828	.427	.840	.06	-.02
SYNTHESZ	2.88	2.82	2.88	.13	.01	.01	.86	.84	.84	160	18,689	45,809	.351	.979	.07	.00
EVALUATE	2.82	2.80	2.83	.14	.01	.01	.93	.87	.87	159	18,688	45,807	.832	.898	.02	-.01
APPLYING	2.86	2.96	3.01	.14	.01	.01	.90	.85	.86	160	18,695	45,819	.132	.027	-.12	-.18
EXAMS	5.33	5.49	5.54	.19	.02	.01	1.18	1.07	1.09	156	18,241	44,727	.061	.016	-.15	-.19
READASGN	3.31	3.42	3.49	.16	.01	.01	1.02	.98	.97	157	18,480	45,238	.165	.021	-.11	-.18
READOWN	1.98	2.00	2.01	.13	.01	.01	.82	.88	.87	157	18,483	45,252	.803	.671	-.02	-.03
WRITEMOR	1.32	1.26	1.24	.11	.01	.01	.72	.67	.63	157	18,460	45,203	.282	.119	.09	.12
WRITEMID	2.51	2.41	2.44	.15	.01	.01	.98	.91	.91	158	18,471	45,230	.166	.383	.11	.07
WRITESML	3.62	3.30	3.30	.16	.02	.01	1.05	1.08	1.07	157	18,474	45,245	.000	.000	.29	.29

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	Mean			Margin of error (95% level) ^a			Standard deviation ^b			Number of respondents			Significance ^c		Effect size ^d	
	Montclair State	Master's	NSSE 2003	Montclair State	Master's	NSSE 2003	Montclair State	Master's	NSSE 2003	Montclair State	Master's	NSSE 2003	Montclair State compared with:		Montclair State compared with:	
PROBSETA	2.70	2.50	2.52	.17	.02	.01	1.05	1.09	1.12	155	18,422	45,076	.018	.038	.19	.17
PROBSETB	2.81	2.68	2.58	.19	.02	.01	1.18	1.19	1.19	155	18,399	45,004	.176	.021	.11	.19
HWPROBS	2.70	2.67	2.68	.17	.02	.01	1.07	1.16	1.19	157	18,434	45,085	.727	.861	.03	.01
INTERN	.78	.80	.81	.07	.01	.00	.42	.40	.39	156	18,477	45,260	.527	.297	-.05	-.08
VOLUNTER	.62	.74	.75	.08	.01	.00	.49	.44	.43	156	18,475	45,247	.001	.000	-.27	-.30
LEARNCOM	.35	.35	.34	.07	.01	.00	.48	.48	.47	156	18,460	45,211	.939	.772	-.01	.02
RESEARCH	.28	.26	.29	.07	.01	.00	.45	.44	.46	155	18,445	45,191	.705	.639	.03	-.04
FORLANG	.62	.43	.48	.08	.01	.00	.49	.50	.50	156	18,459	45,216	.000	.001	.37	.28
STUDYABR	.28	.33	.38	.07	.01	.00	.45	.47	.49	156	18,453	45,201	.205	.010	-.10	-.21
INDSTUDY	.19	.17	.18	.06	.01	.00	.40	.38	.39	156	18,463	45,228	.460	.738	.06	.03
SENIORX	.33	.39	.43	.07	.01	.00	.47	.49	.50	153	18,458	45,217	.088	.007	-.14	-.22
ENVSTU	5.63	5.70	5.74	.21	.02	.01	1.35	1.29	1.28	157	18,493	45,279	.479	.271	-.06	-.09
ENVFAC	5.33	5.54	5.56	.20	.02	.01	1.29	1.19	1.19	157	18,489	45,270	.031	.016	-.17	-.19
ENVADM	4.83	5.09	5.10	.25	.02	.01	1.62	1.44	1.45	157	18,482	45,255	.023	.022	-.18	-.18
ACADPR01	3.49	3.91	4.11	.22	.02	.02	1.39	1.64	1.70	157	18,380	44,985	.001	.000	-.26	-.36
WORKON01	1.47	1.55	1.60	.17	.02	.01	1.06	1.17	1.18	156	18,390	45,032	.414	.177	-.07	-.11
WORKOF01	3.10	2.59	2.20	.35	.03	.02	2.25	2.34	2.09	157	18,360	44,949	.007	.000	.22	.43
COCURR01	1.99	2.13	2.28	.24	.02	.01	1.51	1.45	1.50	158	18,363	44,959	.233	.018	-.10	-.19
SOCIAL01	4.03	3.85	3.86	.27	.03	.02	1.74	1.75	1.74	158	18,381	44,988	.206	.224	.10	.10
CAREDE01	1.84	1.72	1.54	.22	.02	.01	1.42	1.66	1.44	158	18,388	45,011	.371	.008	.07	.21
COMMUTE	2.70	2.19	2.13	.24	.02	.01	1.51	1.04	.98	158	18,391	45,012	.000	.000	.49	.58
ENVSCHOL	3.00	3.12	3.18	.13	.01	.01	.82	.75	.76	156	18,405	45,045	.050	.003	-.16	-.24
ENVSUPRT	2.97	3.05	3.09	.13	.01	.01	.83	.78	.79	156	18,401	45,038	.245	.075	-.09	-.14
ENVDIVRS	2.77	2.56	2.59	.14	.01	.01	.87	.97	.97	157	18,392	45,008	.006	.023	.22	.18
ENVNACAD	2.10	2.09	2.11	.15	.01	.01	.94	.91	.91	156	18,383	44,985	.869	.937	.01	-.01
ENVSOCAL	2.35	2.31	2.34	.14	.01	.01	.90	.90	.91	156	18,361	44,944	.544	.829	.05	.02
ENVEVENT	2.67	2.73	2.82	.14	.01	.01	.91	.93	.91	157	18,376	45,000	.381	.037	-.07	-.17
ENVCOMPT	3.27	3.29	3.34	.13	.01	.01	.80	.78	.77	157	18,391	45,022	.724	.237	-.03	-.09
GNGENLED	3.20	3.14	3.17	.11	.01	.01	.70	.76	.77	157	18,406	45,048	.329	.638	.08	.04
GNWORK	2.61	2.66	2.68	.14	.01	.01	.91	.93	.93	157	18,383	45,003	.479	.331	-.06	-.08
GNWRITE	3.12	2.98	2.98	.13	.01	.01	.84	.84	.86	157	18,398	45,033	.037	.042	.17	.16
GNSPEAK	2.96	2.77	2.72	.13	.01	.01	.82	.89	.91	157	18,397	45,022	.007	.001	.22	.27

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	Mean			Margin of error (95% level) ^a			Standard deviation ^b			Number of respondents			Significance ^c		Effect size ^d	
	Montclair State	Master's	NSSE 2003	Montclair State	Master's	NSSE 2003	Montclair State	Master's	NSSE 2003	Montclair State	Master's	NSSE 2003	Montclair State compared with:		Montclair State compared with:	
GNANALY	3.15	3.14	3.20	.12	.01	.01	.74	.78	.78	157	18,395	45,026	.889	.428	.01	-.06
GNQUANT	2.65	2.65	2.68	.14	.01	.01	.90	.87	.90	157	18,368	44,959	.997	.692	.00	-.03
GNCMPTS	3.03	2.90	2.92	.14	.01	.01	.89	.90	.91	156	18,398	45,026	.095	.133	.13	.12
GNOTHERS	2.97	2.86	2.86	.13	.01	.01	.83	.85	.86	157	18,377	44,997	.109	.125	.13	.12
GNCITIZN	1.83	1.85	1.84	.15	.01	.01	.96	.95	.94	157	18,376	44,974	.727	.910	-.03	-.01
GNINQ	2.77	2.88	2.93	.13	.01	.01	.86	.84	.85	156	18,377	44,992	.088	.017	-.14	-.19
GNSELF	2.64	2.71	2.75	.16	.01	.01	1.00	.97	.97	157	18,382	45,008	.357	.177	-.07	-.11
GNDIVERS	2.84	2.54	2.54	.15	.01	.01	.94	.97	.97	157	18,387	44,995	.000	.000	.31	.31
GNPROBSV	2.51	2.49	2.52	.14	.01	.01	.90	.91	.92	157	18,388	45,009	.779	.904	.02	-.01
GNETHICS	2.57	2.59	2.62	.15	.01	.01	.94	.98	.99	157	18,392	45,017	.748	.499	-.03	-.05
GNCOMMUN	2.03	2.31	2.34	.14	.01	.01	.90	.97	.97	157	18,384	45,000	.000	.000	-.28	-.32
ADVISE	2.75	2.97	3.01	.14	.01	.01	.88	.82	.82	158	18,417	45,062	.001	.000	-.27	-.32
ENTIREXP	3.07	3.18	3.23	.10	.01	.01	.65	.69	.70	158	18,428	45,093	.051	.005	-.16	-.23
SAMECOLL	3.13	3.18	3.22	.13	.01	.01	.81	.82	.82	157	18,406	45,047	.390	.146	-.07	-.12

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	Montclair State	Master's	NSSE 2003	Montclair State	Master's	NSSE 2003	Montclair State	Master's	NSSE 2003	Montclair State	Master's	NSSE 2003	Montclair State compared with:		Montclair State compared with:	
CLQUEST	3.15	3.13	3.12	.13	.01	.01	.83	.83	.84	158	20,333	47,001	.802	.724	.02	.03
CLPRESEN	2.83	2.90	2.84	.13	.01	.01	.85	.83	.83	158	20,323	46,967	.308	.863	-.08	-.01
REWROPAP	2.54	2.56	2.51	.16	.01	.01	1.03	.98	.98	158	20,301	46,934	.831	.651	-.02	.04
INTEGRAT	3.28	3.34	3.34	.12	.01	.01	.75	.72	.72	156	20,322	46,977	.258	.242	-.09	-.09
DIVCLASS	2.68	2.76	2.75	.13	.01	.01	.83	.90	.91	158	20,298	46,923	.299	.345	-.08	-.08
CLUNPREP	2.06	2.03	2.07	.12	.01	.01	.75	.73	.74	157	20,291	46,902	.515	.976	.05	.00
CLASSGRP	2.48	2.55	2.46	.14	.01	.01	.87	.84	.85	158	20,307	46,936	.316	.758	-.08	.02
OCCGRP	2.54	2.71	2.73	.13	.01	.01	.86	.87	.87	158	20,311	46,958	.012	.005	-.20	-.22
INTIDEAS	2.74	2.82	2.85	.13	.01	.01	.82	.81	.81	158	20,285	46,904	.212	.096	-.10	-.13
TUTOR	1.66	1.81	1.88	.14	.01	.01	.93	.93	.96	158	20,308	46,937	.053	.006	-.15	-.22
COMMPROJ	1.53	1.65	1.63	.12	.01	.01	.76	.84	.83	157	20,279	46,876	.083	.143	-.14	-.12
ITACADEM	2.72	2.82	2.81	.17	.01	.01	1.09	1.02	1.02	158	20,315	46,957	.209	.257	-.10	-.09
EMAIL	3.11	3.09	3.18	.13	.01	.01	.86	.88	.86	157	20,305	46,931	.767	.324	.02	-.08
FACGRADE	2.73	2.82	2.84	.14	.01	.01	.88	.85	.86	158	20,303	46,926	.228	.140	-.10	-.12
FACPLANS	2.23	2.44	2.48	.14	.01	.01	.91	.95	.96	158	20,319	46,942	.006	.001	-.22	-.25
FACIDEAS	2.11	2.06	2.10	.13	.01	.01	.85	.86	.87	157	20,308	46,949	.453	.882	.06	.01
FACFEED	2.75	2.82	2.83	.11	.01	.01	.72	.79	.80	157	20,304	46,936	.300	.239	-.08	-.09
WORKHARD	2.77	2.72	2.71	.13	.01	.01	.85	.83	.84	158	20,310	46,927	.511	.390	.05	.07
FACOTHER	1.52	1.79	1.85	.13	.01	.01	.86	.93	.95	158	20,317	46,943	.000	.000	-.29	-.34
OOCIDEAS	2.77	2.84	2.89	.14	.01	.01	.88	.84	.84	158	20,311	46,942	.262	.076	-.09	-.14
DIVRSTUD	2.61	2.54	2.60	.17	.01	.01	1.07	.99	.99	157	20,292	46,883	.415	.958	.07	.00
DIFSTU2	2.53	2.61	2.69	.16	.01	.01	1.01	.95	.96	158	20,290	46,896	.291	.042	-.08	-.16
MEMORIZE	2.72	2.77	2.72	.15	.01	.01	.94	.92	.93	158	20,310	46,948	.469	.978	-.06	.00
ANALYZE	3.15	3.25	3.28	.12	.01	.01	.80	.75	.74	158	20,302	46,926	.079	.021	-.14	-.18
SYNTHESZ	2.96	3.04	3.07	.13	.01	.01	.85	.84	.84	158	20,289	46,904	.263	.115	-.09	-.13
EVALUATE	2.94	2.95	2.96	.14	.01	.01	.87	.88	.89	158	20,298	46,911	.931	.862	-.01	-.01
APPLYING	3.08	3.18	3.20	.13	.01	.01	.83	.83	.83	157	20,299	46,915	.125	.079	-.12	-.14
EXAMS	5.40	5.48	5.45	.19	.02	.01	1.18	1.17	1.18	153	19,774	45,773	.397	.570	-.07	-.05
READASGN	3.01	3.27	3.34	.18	.01	.01	1.12	1.04	1.05	157	20,094	46,431	.002	.000	-.25	-.32
READOWN	2.03	2.19	2.21	.13	.01	.01	.85	1.00	.99	157	20,137	46,522	.040	.017	-.16	-.19
WRITEMOR	1.72	1.65	1.66	.13	.01	.01	.86	.80	.78	157	20,098	46,448	.293	.365	.08	.07
WRITEMID	2.49	2.63	2.66	.13	.01	.01	.84	.98	.98	158	20,123	46,490	.071	.034	-.14	-.17
WRITESML	2.75	3.09	3.11	.19	.02	.01	1.19	1.20	1.19	157	20,111	46,485	.000	.000	-.29	-.31

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	Montclair State	Master's	NSSE 2003	Montclair State	Master's	NSSE 2003	Montclair State	Master's	NSSE 2003	Montclair State	Master's	NSSE 2003	Montclair State compared with: Master's NSSE 2003		Montclair State compared with: Master's NSSE 2003	
PROBSETA	2.41	2.38	2.35	.17	.02	.01	1.09	1.16	1.17	157	19,941	46,094	.731	.524	.03	.05
PROBSETB	2.30	2.27	2.18	.19	.02	.01	1.20	1.19	1.17	155	19,867	45,946	.780	.221	.02	.10
HWPROBS	2.69	2.61	2.61	.20	.02	.01	1.26	1.24	1.27	155	19,907	45,966	.431	.410	.06	.07
INTERN	.62	.72	.72	.08	.01	.00	.49	.45	.45	156	20,111	46,473	.008	.006	-.21	-.22
VOLUNTER	.55	.64	.66	.08	.01	.00	.50	.48	.47	157	20,119	46,473	.023	.003	-.18	-.24
LEARNCOM	.21	.27	.27	.06	.01	.00	.41	.45	.44	157	20,090	46,418	.073	.114	-.14	-.13
RESEARCH	.18	.23	.27	.06	.01	.00	.39	.42	.45	154	20,071	46,403	.129	.011	-.12	-.21
FORLANG	.35	.35	.41	.07	.01	.00	.48	.48	.49	156	20,095	46,433	.884	.101	-.01	-.13
STUDYABR	.15	.14	.18	.06	.00	.00	.36	.35	.39	155	20,079	46,394	.717	.253	.03	-.09
INDSTUDY	.31	.26	.29	.07	.01	.00	.46	.44	.46	157	20,084	46,429	.242	.752	.09	.03
SENIORX	.29	.55	.60	.07	.01	.00	.46	.50	.49	157	20,097	46,445	.000	.000	-.52	-.62
ENVSTU	5.19	5.82	5.80	.24	.02	.01	1.52	1.24	1.26	157	20,157	46,550	.000	.000	-.51	-.49
ENVFAC	5.31	5.73	5.72	.24	.02	.01	1.51	1.23	1.23	157	20,151	46,541	.000	.000	-.35	-.34
ENVADM	4.51	4.84	4.81	.28	.02	.01	1.77	1.62	1.64	157	20,142	46,528	.010	.023	-.21	-.18
ACADPR01	3.40	3.95	4.13	.24	.02	.02	1.53	1.73	1.79	157	20,085	46,379	.000	.000	-.31	-.41
WORKON01	1.50	1.73	1.89	.22	.02	.01	1.39	1.48	1.54	155	20,060	46,349	.053	.002	-.16	-.25
WORKOF01	5.44	4.08	3.55	.43	.04	.02	2.74	2.81	2.74	156	20,044	46,308	.000	.000	.48	.69
COCURR01	1.53	2.02	2.17	.16	.02	.01	1.05	1.47	1.53	155	20,049	46,323	.000	.000	-.33	-.42
SOCIAL01	3.28	3.49	3.57	.25	.02	.01	1.61	1.60	1.62	155	20,064	46,367	.109	.026	-.13	-.18
CAREDE01	3.01	2.55	2.23	.41	.03	.02	2.61	2.46	2.25	157	20,094	46,396	.022	.000	.18	.34
COMMUTE	2.57	2.37	2.29	.18	.02	.01	1.18	1.09	1.03	157	20,099	46,425	.020	.001	.19	.28
ENVSCHOL	2.92	3.11	3.15	.13	.01	.01	.85	.76	.76	157	20,098	46,399	.002	.000	-.25	-.31
ENVSUPRT	2.71	2.93	2.95	.13	.01	.01	.81	.82	.82	156	20,089	46,386	.001	.000	-.28	-.29
ENVDIVRS	2.37	2.38	2.39	.15	.01	.01	.98	.97	.98	155	20,080	46,353	.898	.836	-.01	-.02
ENVNACAD	1.68	1.88	1.90	.13	.01	.01	.83	.88	.88	156	20,069	46,337	.004	.002	-.23	-.25
ENVSOCAL	1.88	2.07	2.10	.13	.01	.01	.84	.88	.89	156	20,024	46,272	.006	.002	-.22	-.24
ENVEVENT	2.22	2.48	2.57	.14	.01	.01	.92	.93	.93	156	20,063	46,320	.000	.000	-.28	-.38
ENVCOMPT	3.15	3.41	3.44	.14	.01	.01	.87	.75	.74	157	20,078	46,365	.000	.000	-.35	-.39
GNGENLED	3.23	3.28	3.30	.12	.01	.01	.77	.77	.78	158	20,118	46,440	.476	.301	-.06	-.08
GNWORK	2.88	3.04	3.00	.15	.01	.01	.95	.90	.92	158	20,105	46,414	.028	.102	-.18	-.13
GNWRITE	2.90	3.08	3.09	.13	.01	.01	.84	.83	.84	158	20,114	46,436	.006	.004	-.22	-.23
GNSPEAK	2.94	3.00	2.99	.13	.01	.01	.84	.86	.88	158	20,108	46,428	.394	.539	-.07	-.05

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

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

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

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



National Survey of Student Engagement

The College Student Report

NSSE 2003 Detailed Statistics Montclair State Seniors

	Mean			Margin of error (95% level) ^a			Standard deviation ^b			Number of respondents			Significance ^c		Effect size ^d	
	Montclair State	Master's	NSSE 2003	Montclair State	Master's	NSSE 2003	Montclair State	Master's	NSSE 2003	Montclair State	Master's	NSSE 2003	Montclair State compared with:		Montclair State compared with:	
GNANALY	3.21	3.30	3.35	.12	.01	.01	.77	.75	.74	158	20,119	46,439	.115	.015	-.13	-.19
GNQUANT	2.83	2.88	2.89	.14	.01	.01	.88	.88	.90	158	20,080	46,372	.452	.390	-.06	-.07
GNCMPTS	3.09	3.15	3.15	.14	.01	.01	.87	.86	.86	158	20,116	46,446	.360	.360	-.07	-.07
GNOTHERS	2.92	3.13	3.12	.13	.01	.01	.81	.82	.83	158	20,114	46,425	.002	.002	-.25	-.24
GNCITIZN	1.65	1.85	1.85	.13	.01	.01	.85	.96	.96	157	20,066	46,353	.008	.010	-.21	-.21
GNINQ	2.95	3.02	3.07	.14	.01	.01	.87	.86	.85	157	20,104	46,410	.297	.067	-.08	-.15
GNSELF	2.67	2.79	2.85	.16	.01	.01	1.03	1.00	.99	158	20,084	46,373	.124	.025	-.12	-.18
GNDIVERS	2.66	2.55	2.55	.14	.01	.01	.89	.99	1.00	158	20,100	46,392	.143	.134	.12	.12
GNPROBSV	2.54	2.65	2.68	.15	.01	.01	.93	.94	.94	157	20,095	46,394	.151	.072	-.12	-.14
GNETHICS	2.46	2.69	2.71	.15	.01	.01	.94	1.02	1.02	158	20,100	46,409	.005	.002	-.23	-.25
GNCOMMUN	2.06	2.38	2.41	.14	.01	.01	.88	1.01	1.01	157	20,081	46,364	.000	.000	-.32	-.34
ADVISE	2.58	2.90	2.93	.15	.01	.01	.94	.92	.92	158	20,099	46,432	.000	.000	-.35	-.38
ENTIREXP	2.86	3.21	3.24	.11	.01	.01	.69	.71	.72	157	20,125	46,468	.000	.000	-.50	-.53
SAMECOLL	2.80	3.16	3.17	.13	.01	.01	.82	.85	.86	157	20,107	46,439	.000	.000	-.42	-.43

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

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

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

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



National Survey of Student Engagement

The College Student Report

NSSE 2003 Technology Items

Means and Standard Deviations by Carnegie Classification

		First-Year Students													
		Question	Variable	Doc-Ext		Doc-Int		Master's		Bac-LA		Bac-Gen		Total	
				Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
1a.	How often do your instructors require you to use information technology, other than word processing, to complete assignments?	EXP0301	3.37	0.79	3.30	0.79	3.16	0.81	3.13	0.83	3.17	0.81	3.21	0.82	
2a.	Used computer and information technology when making class presentations	EXP0302A	2.57	1.15	2.80	1.07	2.70	1.07	2.59	1.09	2.79	1.02	2.68	1.09	
b.	Communicated with classmates online to complete academic work	EXP0302B	2.66	1.02	2.70	1.01	2.45	1.02	2.61	1.01	2.46	1.01	2.57	1.02	
c.	Worked in teams during class using information technology	EXP0302C	2.03	0.94	2.25	1.00	2.11	0.92	2.02	0.90	2.15	0.92	2.12	0.94	
d.	Worked in teams outside of class using information technology to complete course assignments	EXP0302D	2.29	1.01	2.51	0.98	2.27	0.95	2.37	0.94	2.36	0.94	2.35	0.97	
e.	Used email to ask an instructor to clarify an assignment	EXP0302E	2.85	0.93	2.81	0.95	2.70	0.96	2.90	0.93	2.69	0.97	2.78	0.96	
f.	Expressed ideas to a professor via email that you did not feel comfortable saying in class	EXP0302F	1.97	1.06	1.95	1.05	1.86	1.02	1.94	1.05	1.85	1.02	1.91	1.04	
g.	Used your institution's library website to obtain resources for your academic work	EXP0302G	2.61	0.99	2.62	0.97	2.62	0.96	2.85	0.94	2.71	0.93	2.66	0.97	
h.	Used another library website to obtain resources for your academic work	EXP0302H	1.65	0.89	1.74	0.92	1.76	0.92	1.69	0.91	1.79	0.91	1.73	0.91	
i.	Asked a librarian at your school for help in obtaining resources for your academic work	EXP0302I	1.84	0.88	1.91	0.90	1.97	0.91	2.10	0.90	2.05	0.89	1.97	0.90	
j.	Used the WWW to obtain resources for your academic work	EXP0302J	3.23	0.83	3.26	0.81	3.21	0.81	3.17	0.83	3.19	0.83	3.21	0.82	
k.	Made judgments about the quality of information you find on the WWW for use in your academic work	EXP0302K	3.00	0.93	3.03	0.91	2.97	0.92	3.05	0.90	3.00	0.89	3.00	0.92	
3.	How often do your instructors use information technology in the classroom?	EXP0303	3.00	0.84	2.94	0.82	2.79	0.82	2.79	0.81	2.83	0.81	2.86	0.83	
4.	How many courses are you taking this semester that are offered entirely online via the WWW/internet/email?	EXP0304	1.21	0.66	1.21	0.70	1.24	0.74	1.12	0.56	1.25	0.76	1.20	0.69	
5.	To what extent do you gain new insights into course materials from online discussions?	EXP0305	2.26	0.83	2.29	0.83	2.24	0.82	2.18	0.80	2.22	0.82	2.23	0.82	
6a.	Spending time online (WWW/internet/email) for any reason	EXP0306A	4.08	1.88	4.11	1.92	3.94	1.89	3.94	1.87	3.77	1.85	3.96	1.89	
b.	Spending time online (WWW/internet/email) doing academic work	EXP0306B	2.65	1.10	2.67	1.15	2.61	1.07	2.56	1.03	2.58	1.07	2.61	1.08	
7.	How often do students at your institution copy and paste information from the WWW/internet into reports/papers without citing the source?	EXP0307	2.24	0.75	2.26	0.76	2.26	0.77	1.94	0.71	2.23	0.73	2.18	0.76	

Note: Only students responding to the online survey received these questions. Numbers of respondents for each item can be found in the Frequency Distributions.



**National Survey of
Student Engagement**
The College Student Report

NSSE 2003 Technology Items

Means and Standard Deviations by Carnegie Classification

		Seniors											
		Doc-Ext		Doc-Int		Master's		Bac-LA		Bac-Gen		Total	
		Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Question	Variable												
1a. How often do your instructors require you to use information technology, other than word processing, to complete assignments?	EXP0301	3.41	0.78	3.38	0.79	3.33	0.79	3.16	0.83	3.31	0.79	3.32	0.80
2a. Used computer and information technology when making class presentations	EXP0302A	3.12	1.03	3.26	0.92	3.20	0.95	3.02	1.00	3.21	0.91	3.17	0.97
b. Communicated with classmates online to complete academic work	EXP0302B	2.87	1.03	2.93	1.01	2.69	1.03	2.65	1.02	2.66	1.02	2.76	1.03
c. Worked in teams during class using information technology	EXP0302C	2.17	1.01	2.35	1.03	2.35	1.00	2.06	0.93	2.30	0.99	2.27	1.01
d. Worked in teams outside of class using information technology to complete course assignments	EXP0302D	2.76	1.03	2.89	0.98	2.74	0.99	2.54	0.95	2.72	0.96	2.74	0.99
e. Used email to ask an instructor to clarify an assignment	EXP0302E	3.06	0.91	3.04	0.92	2.91	0.95	3.09	0.89	2.92	0.95	3.00	0.93
f. Expressed ideas to a professor via email that you did not feel comfortable saying in class	EXP0302F	2.11	1.07	2.07	1.09	1.99	1.07	2.02	1.05	1.99	1.05	2.03	1.07
g. Used your institution's library website to obtain resources for your academic work	EXP0302G	2.84	0.98	2.75	0.98	2.86	0.99	3.24	0.86	2.92	0.96	2.90	0.98
h. Used another library website to obtain resources for your academic work	EXP0302H	1.83	0.94	1.93	0.97	2.04	1.00	2.11	1.02	2.05	0.99	2.00	0.99
i. Asked a librarian at your school for help in obtaining resources for your academic work	EXP0302I	1.90	0.87	1.98	0.89	2.06	0.91	2.23	0.92	2.07	0.91	2.04	0.91
j. Used the WWW to obtain resources for your academic work	EXP0302J	3.42	0.76	3.41	0.75	3.40	0.76	3.32	0.79	3.38	0.75	3.39	0.76
k. Made judgments about the quality of information you find on the WWW for use in your academic work	EXP0302K	3.20	0.87	3.20	0.86	3.20	0.87	3.27	0.84	3.23	0.83	3.22	0.86
3. How often do your instructors use information technology in the classroom?	EXP0303	3.11	0.83	2.98	0.83	2.97	0.83	2.78	0.80	2.90	0.82	2.96	0.83
4. How many courses are you taking this semester that are offered entirely online via the WWW/internet/email?	EXP0304	1.17	0.61	1.22	0.70	1.19	0.63	1.07	0.42	1.21	0.72	1.17	0.62
5. To what extent do you gain new insights into course materials from online discussions?	EXP0305	2.18	0.85	2.19	0.84	2.25	0.84	2.09	0.82	2.24	0.85	2.20	0.84
6a. Spending time online (WWW/internet/email) for any reason	EXP0306A	3.76	1.73	3.78	1.76	3.55	1.69	3.57	1.67	3.37	1.62	3.62	1.71
b. Spending time online (WWW/internet/email) doing academic work	EXP0306B	2.67	1.15	2.75	1.22	2.65	1.10	2.54	1.01	2.63	1.12	2.65	1.12
7. How often do students at your institution copy and paste information from the WWW/internet into reports/papers without citing the source?	EXP0307	2.32	0.77	2.36	0.81	2.37	0.80	2.07	0.73	2.32	0.79	2.28	0.79

Note: Only students responding to the online survey received these questions. Numbers of respondents for each item can be found in the Frequency Distributions.



National Survey of Student Engagement

The College Student Report

NSSE 2003 Engagement Item Frequency Distributions Montclair State University

			First-Year Students								Seniors			
			Montclair State		Master's		NSSE 2003		Montclair State		Master's		NSSE 2003	
			Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
Variable	Response Options													
1a. Asked questions in class or contributed to class discussions	CLQUEST	Never	2	1	555	3	1,341	3	1	1	291	1	756	2
		Sometimes	51	32	7,035	38	16,726	36	41	26	5,003	25	11,871	25
		Often	70	44	6,607	35	15,943	35	50	32	6,833	34	15,263	32
		Very often	37	23	4,535	24	11,907	26	66	42	8,206	40	19,111	41
		Total	160	100%	18,732	100%	45,917	100%	158	100%	20,333	100%	47,001	100%
b. Made a class presentation	CLPRESEN	Never	6	4	2,480	13	6,320	14	6	4	658	3	1,711	4
		Sometimes	75	47	10,121	54	25,375	55	54	34	6,187	30	15,576	33
		Often	62	39	4,731	25	11,033	24	59	37	8,074	40	18,169	39
		Very often	17	11	1,384	7	3,161	7	39	25	5,404	27	11,511	25
		Total	160	100%	18,716	100%	45,889	100%	158	100%	20,323	100%	46,967	100%
c. Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	Never	8	5	2,082	11	5,654	12	30	19	2,874	14	7,334	16
		Sometimes	40	25	5,680	30	14,087	31	45	28	7,478	37	17,643	38
		Often	55	34	6,062	32	14,511	32	50	32	5,636	28	12,691	27
		Very often	57	36	4,887	26	11,622	25	33	21	4,313	21	9,266	20
		Total	160	100%	18,711	100%	45,874	100%	158	100%	20,301	100%	46,934	100%
d. Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	Never	2	1	369	2	892	2	3	2	197	1	424	1
		Sometimes	42	26	4,143	22	10,105	22	19	12	2,422	12	5,682	12
		Often	67	42	8,411	45	20,160	44	66	42	7,950	39	18,206	39
		Very often	48	30	5,798	31	14,735	32	68	44	9,753	48	22,665	48
		Total	159	100%	18,721	100%	45,892	100%	156	100%	20,322	100%	46,977	100%
e. Included diverse perspectives (by race, religion, gender, political) in class discussions or assignments	DIVCLASS	Never	5	3	1,240	7	3,048	7	8	5	1,394	7	3,483	7
		Sometimes	58	36	6,785	36	16,190	35	63	40	7,045	35	16,209	35
		Often	60	38	6,887	37	16,652	36	58	37	6,940	34	15,692	33
		Very often	36	23	3,799	20	9,965	22	29	18	4,919	24	11,539	25
		Total	159	100%	18,711	100%	45,855	100%	158	100%	20,298	100%	46,923	100%
f. Came to class without completing readings or assignments	CLUNPREP	Never	50	31	4,247	23	9,655	21	30	19	4,075	20	8,814	19
		Sometimes	92	58	11,384	61	28,173	61	96	61	12,634	62	28,860	62
		Often	14	9	2,291	12	5,914	13	22	14	2,566	13	6,572	14
		Very often	3	2	777	4	2,090	5	9	6	1,016	5	2,656	6
		Total	159	100%	18,699	100%	45,832	100%	157	100%	20,291	100%	46,902	100%
g. Worked with other students on projects during class	CLASSGRP	Never	9	6	1,971	11	5,708	12	15	9	1,654	8	5,051	11
		Sometimes	82	51	9,077	49	22,526	49	77	49	8,862	44	21,286	45
		Often	48	30	6,050	32	13,864	30	41	26	6,792	33	14,550	31
		Very often	21	13	1,595	9	3,739	8	25	16	2,999	15	6,049	13
		Total	160	100%	18,693	100%	45,837	100%	158	100%	20,307	100%	46,936	100%



National Survey of Student Engagement

The College Student Report

NSSE 2003 Engagement Item Frequency Distributions Montclair State University

The College Student Report			First-Year Students								Seniors				
			Montclair State		Master's		NSSE 2003		Montclair State		Master's		NSSE 2003		
			Variable	Response Options	Count	Col %	Count	Col%	Count	Col %	Count	Col%	Count	Col%	
h.	Worked with classmates outside of class to prepare class assignments	OCCGRP	Never	28	18	2,646	14	5,457	12	15	9	1,338	7	2,943	6
			Sometimes	86	54	8,990	48	21,403	47	67	42	7,511	37	17,132	36
			Often	38	24	5,411	29	14,037	31	52	33	7,105	35	16,461	35
			Very often	8	5	1,663	9	4,975	11	24	15	4,357	21	10,422	22
			Total	160	100%	18,710	100%	45,872	100%	158	100%	20,311	100%	46,958	100%
i.	Put together ideas or concepts from different courses when completing assignments or class discussions	INTIDEAS	Never	20	13	1,629	9	3,854	8	9	6	740	4	1,624	3
			Sometimes	83	52	8,886	48	20,956	46	51	32	6,542	32	14,629	31
			Often	45	28	6,262	34	15,786	34	70	44	8,609	42	19,910	42
			Very often	12	8	1,913	10	5,221	11	28	18	4,394	22	10,741	23
			Total	160	100%	18,690	100%	45,817	100%	158	100%	20,285	100%	46,904	100%
j.	Tutored or taught other students (paid or voluntary)	TUTOR	Never	107	67	10,151	54	23,452	51	91	58	9,488	47	20,311	43
			Sometimes	29	18	6,077	32	15,670	34	41	26	6,903	34	16,588	35
			Often	17	11	1,688	9	4,603	10	14	9	2,225	11	5,629	12
			Very often	7	4	789	4	2,123	5	12	8	1,692	8	4,409	9
			Total	160	100%	18,705	100%	45,848	100%	158	100%	20,308	100%	46,937	100%
k.	Participated in a community-based project as part of a regular course	COMMPROJ	Never	119	75	12,157	65	30,222	66	96	61	11,073	55	26,136	56
			Sometimes	27	17	4,725	25	11,179	24	43	27	6,289	31	14,302	31
			Often	11	7	1,327	7	3,190	7	14	9	1,950	10	4,265	9
			Very often	2	1	478	3	1,232	3	4	3	967	5	2,173	5
			Total	159	100%	18,687	100%	45,823	100%	157	100%	20,279	100%	46,876	100%
l.	Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment	ITACADEM	Never	26	16	3,357	18	7,678	17	27	17	2,410	12	5,595	12
			Sometimes	43	27	5,454	29	13,071	28	41	26	5,479	27	12,995	28
			Often	48	30	5,085	27	12,667	28	39	25	5,700	28	12,911	27
			Very often	43	27	4,815	26	12,458	27	51	32	6,726	33	15,456	33
			Total	160	100%	18,711	100%	45,874	100%	158	100%	20,315	100%	46,957	100%
m.	Used e-mail to communicate with an instructor	EMAIL	Never	10	6	1,257	7	2,286	5	6	4	743	4	1,333	3
			Sometimes	38	24	5,491	29	12,482	27	32	20	4,777	24	9,769	21
			Often	58	36	6,438	34	15,889	35	58	37	6,746	33	15,149	32
			Very often	54	34	5,511	29	15,188	33	61	39	8,039	40	20,680	44
			Total	160	100%	18,697	100%	45,845	100%	157	100%	20,305	100%	46,931	100%
n.	Discussed grades or assignments with an instructor	FACGRADE	Never	15	9	1,377	7	3,159	7	11	7	820	4	1,868	4
			Sometimes	72	45	7,986	43	19,356	42	54	34	7,135	35	16,199	35
			Often	48	30	6,341	34	15,269	33	59	37	7,303	36	16,653	35
			Very often	25	16	3,000	16	8,073	18	34	22	5,045	25	12,206	26
			Total	160	100%	18,704	100%	45,857	100%	158	100%	20,303	100%	46,926	100%



National Survey of Student Engagement

The College Student Report

NSSE 2003 Engagement Item Frequency Distributions Montclair State University

The College Student Report			First-Year Students								Seniors				
			Montclair State		Master's		NSSE 2003		Montclair State		Master's		NSSE 2003		
			Variable	Response Options	Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count
o.	Talked about career plans with a faculty member or advisor	FACPLANS	Never	50	31	4,418	24	10,705	23	36	23	3,219	16	7,186	15
			Sometimes	64	40	8,836	47	21,720	47	64	41	8,348	41	18,791	40
			Often	41	26	3,818	20	9,308	20	43	27	5,264	26	12,285	26
			Very often	5	3	1,630	9	4,111	9	15	9	3,488	17	8,680	18
			Total	160	100%	18,702	100%	45,844	100%	158	100%	20,319	100%	46,942	100%
p.	Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	Never	70	44	7,980	43	18,439	40	38	24	5,501	27	11,929	25
			Sometimes	65	41	7,854	42	19,723	43	75	48	9,637	47	22,209	47
			Often	22	14	2,154	12	5,767	13	33	21	3,692	18	9,093	19
			Very often	3	2	716	4	1,913	4	11	7	1,478	7	3,718	8
			Total	160	100%	18,704	100%	45,842	100%	157	100%	20,308	100%	46,949	100%
q.	Received prompt feedback from faculty on your academic performance (written or oral)	FACFEED	Never	13	8	1,486	8	3,336	7	6	4	825	4	1,937	4
			Sometimes	57	36	7,378	39	17,168	37	47	30	6,130	30	13,973	30
			Often	69	43	7,265	39	18,398	40	84	54	9,272	46	21,304	45
			Very often	21	13	2,578	14	6,953	15	20	13	4,077	20	9,722	21
			Total	160	100%	18,707	100%	45,855	100%	157	100%	20,304	100%	46,936	100%
r.	Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	Never	4	3	1,361	7	3,669	8	10	6	1,145	6	2,926	6
			Sometimes	66	41	7,366	39	17,714	39	49	31	7,192	35	16,752	36
			Often	70	44	7,218	39	17,133	37	67	42	8,134	40	18,343	39
			Very often	20	13	2,764	15	7,336	16	32	20	3,839	19	8,906	19
			Total	160	100%	18,709	100%	45,852	100%	158	100%	20,310	100%	46,927	100%
s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FACOTHER	Never	104	65	11,723	63	27,697	60	106	67	9,908	49	21,564	46
			Sometimes	34	21	4,769	25	12,388	27	31	20	6,290	31	14,951	32
			Often	14	9	1,588	8	4,114	9	12	8	2,601	13	6,502	14
			Very often	8	5	630	3	1,655	4	9	6	1,518	7	3,926	8
			Total	160	100%	18,710	100%	45,854	100%	158	100%	20,317	100%	46,943	100%
t.	Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	Never	19	12	1,129	6	2,555	6	9	6	780	4	1,654	4
			Sometimes	64	40	6,976	37	16,123	35	57	36	6,722	33	14,751	31
			Often	48	30	6,707	36	16,614	36	54	34	7,751	38	17,872	38
			Very often	29	18	3,876	21	10,538	23	38	24	5,058	25	12,665	27
			Total	160	100%	18,688	100%	45,830	100%	158	100%	20,311	100%	46,942	100%
u.	Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	Never	11	7	3,163	17	6,925	15	28	18	2,998	15	6,289	13
			Sometimes	50	31	6,555	35	15,441	34	49	31	7,706	38	17,275	37
			Often	50	31	4,764	25	11,843	26	37	24	5,208	26	12,178	26
			Very often	49	31	4,201	22	11,581	25	43	27	4,380	22	11,141	24
			Total	160	100%	18,683	100%	45,790	100%	157	100%	20,292	100%	46,883	100%



National Survey of Student Engagement

The College Student Report

NSSE 2003 Engagement Item Frequency Distributions Montclair State University

			First-Year Students						Seniors					
			Montclair State		Master's		NSSE 2003		Montclair State		Master's		NSSE 2003	
Variable	Response Options		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	Never	12	8	2,197	12	4,635	10	25	16	2,289	11	4,705	10
		Sometimes	58	36	6,403	34	14,610	32	59	37	7,756	38	16,950	36
		Often	47	29	5,402	29	13,404	29	39	25	5,788	29	13,592	29
		Very often	43	27	4,684	25	13,162	29	35	22	4,457	22	11,649	25
		Total	160	100%	18,686	100%	45,811	100%	158	100%	20,290	100%	46,896	100%
2a. Coursework emphasizes: Memorizing facts, ideas or methods from your courses and readings	MEMORIZE	Often	8	5	814	4	2,470	5	21	13	1,834	9	4,767	10
		Some	42	26	4,532	24	11,577	25	35	22	5,939	29	14,464	31
		Quite a bit	57	36	7,805	42	18,582	41	69	44	7,502	37	16,695	36
		Very much	53	33	5,554	30	13,214	29	33	21	5,035	25	11,022	23
		Total	160	100%	18,705	100%	45,843	100%	158	100%	20,310	100%	46,948	100%
b. Coursework emphasizes: Analyzing the basic elements of an idea, experience or theory	ANALYZE	Often	6	4	397	2	861	2	5	3	324	2	689	1
		Some	27	17	3,693	20	8,017	17	25	16	2,785	14	6,055	13
		Quite a bit	65	41	8,453	45	20,305	44	70	44	8,677	43	19,531	42
		Very much	61	38	6,154	33	16,645	36	58	37	8,516	42	20,651	44
		Total	159	100%	18,697	100%	45,828	100%	158	100%	20,302	100%	46,926	100%
c. Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences	SYNTHESZ	Very little	8	5	957	5	2,039	4	7	4	764	4	1,642	4
		Some	46	29	5,730	31	13,095	29	39	25	4,567	23	10,082	21
		Quite a bit	63	39	7,742	41	18,861	41	65	41	8,104	40	18,656	40
		Very much	43	27	4,260	23	11,814	26	47	30	6,854	34	16,524	35
		Total	160	100%	18,689	100%	45,809	100%	158	100%	20,289	100%	46,904	100%
d. Coursework emphasizes: Making judgments about the value of information, arguments, or methods	EVALUATE	Very little	12	8	1,220	7	2,876	6	8	5	1,168	6	2,695	6
		Some	49	31	5,543	30	13,321	29	40	25	4,940	24	11,423	24
		Quite a bit	54	34	7,624	41	18,486	40	63	40	7,947	39	18,077	39
		Very much	44	28	4,301	23	11,124	24	47	30	6,243	31	14,716	31
		Total	159	100%	18,688	100%	45,807	100%	158	100%	20,298	100%	46,911	100%
e. Coursework emphasizes: Applying theories or concepts to practical problems or in new situations	APPLYING	Very little	12	8	838	4	1,888	4	6	4	597	3	1,394	3
		Some	41	26	4,654	25	10,870	24	30	19	3,668	18	8,171	17
		Quite a bit	64	40	7,532	40	17,826	39	66	42	7,422	37	17,045	36
		Very much	43	27	5,671	30	15,235	33	55	35	8,612	42	20,305	43
		Total	160	100%	18,695	100%	45,819	100%	157	100%	20,299	100%	46,915	100%



National Survey of Student Engagement

The College Student Report

NSSE 2003 Engagement Item Frequency Distributions Montclair State University

The College Student Report			First-Year Students								Seniors			
			Montclair State		Master's		NSSE 2003		Montclair State		Master's		NSSE 2003	
Variable			Response Options		Count	Col %	Count	Col%	Count	Col %	Count	Col%	Count	Col%
3. Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work	EXAMS	Very little	2	1	68	0	207	0	2	1	157	1	397	1
		2	1	1	165	1	418	1	1	1	279	1	719	2
		3	5	3	507	3	1,246	3	8	5	694	4	1,681	4
		4	23	15	1,852	10	4,123	9	12	8	1,958	10	4,587	10
		5	56	36	6,060	33	14,155	32	56	37	6,190	31	14,388	31
		6	42	27	6,532	36	16,196	36	48	31	6,707	34	15,569	34
		Very much	27	17	3,057	17	8,382	19	26	17	3,789	19	8,432	18
		Total	156	100%	18,241	100%	44,727	100%	153	100%	19,774	100%	45,773	100%
4a. Number of assigned textbooks, books, or book-length packs of course readings	READASGN	None	2	1	180	1	378	1	7	4	307	2	677	1
		Between 1-4	34	22	3,162	17	6,897	15	55	35	4,993	25	10,514	23
		Between 5-10	58	37	6,705	36	15,751	35	47	30	6,919	34	15,533	33
		Between 11-20	39	25	5,566	30	14,567	32	26	17	4,805	24	11,905	26
		More than 20	24	15	2,867	16	7,645	17	22	14	3,070	15	7,802	17
		Total	157	100%	18,480	100%	45,238	100%	157	100%	20,094	100%	46,431	100%
b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	None	41	26	5,025	27	11,839	26	39	25	4,476	22	9,615	21
		Between 1-4	89	57	10,138	55	25,074	55	87	55	10,414	52	24,451	53
		Between 5-10	18	11	2,155	12	5,531	12	22	14	3,131	16	7,464	16
		Between 11-20	7	4	652	4	1,641	4	6	4	1,195	6	2,843	6
		More than 20	2	1	513	3	1,167	3	3	2	921	5	2,149	5
		Total	157	100%	18,483	100%	45,252	100%	157	100%	20,137	100%	46,522	100%
c. Number of written papers or reports of 20 pages or more	WRITEMOR	None	123	78	15,175	82	37,527	83	74	47	9,881	49	21,988	47
		Between 1-4	24	15	2,370	13	5,755	13	62	39	8,287	41	20,120	43
		Between 5-10	5	3	488	3	1,037	2	15	10	1,244	6	2,903	6
		Between 11-20	4	3	239	1	514	1	3	2	408	2	867	2
		More than 20	1	1	188	1	370	1	3	2	278	1	570	1
		Total	157	100%	18,460	100%	45,203	100%	157	100%	20,098	100%	46,448	100%
d. Number of written papers or reports between 5 and 19 pages	WRITEMID	None	15	9	2,314	13	5,182	11	12	8	1,762	9	3,886	8
		Between 1-4	80	51	9,032	49	21,652	48	76	48	8,435	42	18,983	41
		Between 5-10	39	25	4,927	27	12,697	28	53	34	6,249	31	14,914	32
		Between 11-20	16	10	1,723	9	4,572	10	14	9	2,743	14	6,543	14
		More than 20	8	5	475	3	1,127	2	3	2	934	5	2,164	5
		Total	158	100%	18,471	100%	45,230	100%	158	100%	20,123	100%	46,490	100%



National Survey of Student Engagement

The College Student Report

NSSE 2003 Engagement Item Frequency Distributions Montclair State University

The College Student Report			First-Year Students								Seniors			
			Montclair State		Master's		NSSE 2003		Montclair State		Master's		NSSE 2003	
			Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
Variable	Response Options													
e. Number of written papers or reports of fewer than 5 pages	WRITESML	None	3	2	547	3	1,184	3	20	13	1,453	7	3,086	7
		Between 1-4	21	13	4,198	23	10,323	23	57	36	6,024	30	13,624	29
		Between 5-10	47	30	5,911	32	14,715	33	41	26	5,194	26	12,448	27
		Between 11-20	48	31	4,752	26	11,620	26	21	13	4,104	20	9,559	21
		More than 20	38	24	3,066	17	7,403	16	18	11	3,336	17	7,768	17
		Total	157	100%	18,474	100%	45,245	100%	157	100%	20,111	100%	46,485	100%
5a. Number of problem sets that take you more than an hour to complete	PROBSETA	None	13	8	3,243	18	8,223	18	33	21	5,089	26	12,557	27
		1-2	63	41	6,936	38	16,280	36	57	36	6,636	33	14,947	32
		3-4	49	32	5,355	29	12,979	29	46	29	5,179	26	11,618	25
		5-6	17	11	1,640	9	4,241	9	11	7	1,581	8	3,636	8
		More than 6	13	8	1,248	7	3,353	7	10	6	1,456	7	3,336	7
		Total	155	100%	18,422	100%	45,076	100%	157	100%	19,941	100%	46,094	100%
b. Number of problem sets that take you less than an hour to complete	PROBSETB	None	17	11	2,895	16	8,366	19	48	31	6,146	31	15,923	35
		1-2	55	35	6,294	34	15,793	35	50	32	6,683	34	15,150	33
		3-4	43	28	5,000	27	11,412	25	30	19	3,976	20	8,525	19
		5-6	21	14	2,283	12	5,058	11	17	11	1,650	8	3,331	7
		More than 6	19	12	1,927	10	4,375	10	10	6	1,412	7	3,017	7
		Total	155	100%	18,399	100%	45,004	100%	155	100%	19,867	100%	45,946	100%
6. In a typical week, how many homework problems take you more than 15 minutes each to complete?	HWPROBS	None	17	11	2,882	16	7,497	17	31	20	4,217	21	10,654	23
		1-3	56	36	6,057	33	14,280	32	42	27	5,810	29	12,657	28
		4-6	54	34	5,476	30	12,799	28	44	28	5,460	27	12,027	26
		7-10	17	11	2,331	13	5,992	13	20	13	2,323	12	5,400	12
		More than 10	13	8	1,688	9	4,517	10	18	12	2,097	11	5,228	11
		Total	157	100%	18,434	100%	45,085	100%	155	100%	19,907	100%	45,966	100%
7a. Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN	Undecided	31	20	2,820	15	6,636	15	15	10	1,520	8	3,226	7
		No	4	3	947	5	2,030	4	44	28	4,143	21	9,713	21
		Yes	121	78	14,710	80	36,594	81	97	62	14,448	72	33,534	72
		Total	156	100%	18,477	100%	45,260	100%	156	100%	20,111	100%	46,473	100%
b. Community service or volunteer work	VOLUNTER	Undecided	43	28	3,386	18	7,840	17	25	16	2,129	11	4,405	9
		No	16	10	1,444	8	3,348	7	46	29	5,205	26	11,414	25
		Yes	97	62	13,645	74	34,059	75	86	55	12,785	64	30,654	66
		Total	156	100%	18,475	100%	45,247	100%	157	100%	20,119	100%	46,473	100%
c. Participate in a learning community or formal program where groups take 2+ classes together	LEARNCOM	Undecided	59	38	7,443	40	18,450	41	27	17	2,637	13	5,511	12
		No	43	28	4,573	25	11,608	26	97	62	11,941	59	28,559	62
		Yes	54	35	6,444	35	15,153	34	33	21	5,512	27	12,348	27
		Total	156	100%	18,460	100%	45,211	100%	157	100%	20,090	100%	46,418	100%



**National Survey of
Student Engagement**
The College Student Report

NSSE 2003 Engagement Item Frequency Distributions
Montclair State University

The College Student Report			First-Year Students								Seniors				
		Variable	Montclair State		Master's		NSSE 2003		Montclair State		Master's		NSSE 2003		
		Response Options	Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%	
d.	Worked on a research project with a faculty member outside of course or program requirements	RESEARCH	Undecided	58	37	8,587	47	20,807	46	25	16	2,660	13	5,637	12
		No	54	35	4,989	27	11,070	24	101	66	12,720	63	28,067	60	
		Yes	43	28	4,869	26	13,314	29	28	18	4,691	23	12,699	27	
		Total	155	100%	18,445	100%	45,191	100%	154	100%	20,071	100%	46,403	100%	
e.	Foreign language coursework	FORLANG	Undecided	28	18	4,601	25	10,455	23	11	7	1,508	8	3,119	7
		No	32	21	5,856	32	13,200	29	91	58	11,518	57	24,234	52	
		Yes	96	62	8,002	43	21,561	48	54	35	7,069	35	19,080	41	
		Total	156	100%	18,459	100%	45,216	100%	156	100%	20,095	100%	46,433	100%	
f.	Study abroad	STUDYABR	Undecided	60	38	6,253	34	14,757	33	11	7	1,605	8	3,342	7
		No	52	33	6,111	33	13,167	29	121	78	15,697	78	34,515	74	
		Yes	44	28	6,089	33	17,277	38	23	15	2,777	14	8,537	18	
		Total	156	100%	18,453	100%	45,201	100%	155	100%	20,079	100%	46,394	100%	
g.	Independent study or self-designed major	INDSTUDY	Undecided	64	41	6,988	38	17,020	38	15	10	1,726	9	3,446	7
		No	62	40	8,337	45	19,978	44	94	60	13,049	65	29,322	63	
		Yes	30	19	3,138	17	8,230	18	48	31	5,309	26	13,661	29	
		Total	156	100%	18,463	100%	45,228	100%	157	100%	20,084	100%	46,429	100%	
h.	Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	SENIORX	Undecided	79	52	8,417	46	19,397	43	28	18	1,934	10	3,842	8
		No	24	16	2,759	15	6,166	14	83	53	7,034	35	14,959	32	
		Yes	50	33	7,282	39	19,654	43	46	29	11,129	55	27,644	60	
		Total	153	100%	18,458	100%	45,217	100%	157	100%	20,097	100%	46,445	100%	
8a.	Quality of relationships with other students	ENVSTU	1 Unfriendly, Unsupportive, Sense of Alienation	3	2	122	1	336	1	5	3	110	1	298	1
		2	2	1	373	2	891	2	3	2	315	2	785	2	
		3	7	4	734	4	1,717	4	16	10	696	3	1,644	4	
		4	15	10	1,688	9	3,852	9	19	12	1,628	8	3,802	8	
		5	30	19	3,805	21	8,837	20	36	23	3,817	19	8,706	19	
		6	54	34	5,767	31	14,322	32	46	29	6,296	31	14,726	32	
		7 Friendly, Supportive, Sense of Belonging	46	29	6,004	32	15,324	34	32	20	7,295	36	16,589	36	
		Total	157	100%	18,493	100%	45,279	100%	157	100%	20,157	100%	46,550	100%	



National Survey of Student Engagement

The College Student Report

NSSE 2003 Engagement Item Frequency Distributions Montclair State University

		Variable	Response Options	First-Year Students								Seniors			
				Montclair State		Master's		NSSE 2003		Montclair State		Master's		NSSE 2003	
				Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
b.	Quality of relationships with faculty members	ENVFAC	1 Unavailable, Unhelpful, Unsympathetic	1	1	97	1	238	1	5	3	137	1	331	1
			2	2	1	289	2	685	2	4	3	321	2	748	2
			3	11	7	681	4	1,647	4	12	8	676	3	1,623	3
			4	27	17	2,035	11	4,866	11	16	10	1,685	8	3,988	9
			5	35	22	4,824	26	11,556	26	36	23	4,143	21	9,507	20
			6	51	32	6,548	35	15,976	35	48	31	7,042	35	16,287	35
			7 Available, Helpful, Sympathetic	30	19	4,015	22	10,302	23	36	23	6,147	31	14,057	30
			Total	157	100%	18,489	100%	45,270	100%	157	100%	20,151	100%	46,541	100%
c.	Quality of relationships with administrative personnel and offices	ENVADM	1 Unhelpful, Inconsiderate, Rigid	7	4	389	2	1,013	2	10	6	800	4	2,025	4
			2	8	5	729	4	1,790	4	17	11	1,295	6	3,100	7
			3	16	10	1,380	7	3,315	7	19	12	1,924	10	4,569	10
			4	33	21	3,074	17	7,414	16	22	14	3,455	17	7,832	17
			5	25	16	4,691	25	11,606	26	37	24	4,753	24	10,950	24
			6	46	29	5,171	28	12,465	28	30	19	4,614	23	10,723	23
			7 Helpful, Considerate, Flexible	22	14	3,048	16	7,652	17	22	14	3,301	16	7,329	16
			Total	157	100%	18,482	100%	45,255	100%	157	100%	20,142	100%	46,528	100%
9a.	Preparing for class (studying, reading, writing, rehearsing, and other activities related to your academic program)	ACADPR01	0 hr/wk	1	1	76	0	187	0	1	1	84	0	190	0
			1-5 hr/wk	50	32	3,911	21	8,187	18	56	36	4,554	23	9,237	20
			6-10 hr/wk	36	23	5,006	27	11,242	25	41	26	5,313	26	11,496	25
			11-15 hr/wk	28	18	3,487	19	8,789	20	25	16	3,574	18	8,338	18
			16-20 hr/wk	28	18	2,657	14	7,118	16	18	11	2,734	14	6,837	15
			21-25 hr/wk	11	7	1,637	9	4,578	10	7	4	1,712	9	4,364	9
			26-30 hr/wk	3	2	921	5	2,660	6	6	4	1,027	5	2,783	6
			30+ hr/wk	0	0	685	4	2,224	5	3	2	1,087	5	3,134	7
			Total	157	100%	18,380	100%	44,985	100%	157	100%	20,085	100%	46,379	100%
b.	Working for pay on campus	WORKON01	0 hr/wk	123	79	14,201	77	33,445	74	132	85	14,927	74	31,290	68
			1-5 hr/wk	11	7	931	5	2,629	6	4	3	949	5	2,961	6
			6-10 hr/wk	9	6	1,652	9	4,865	11	5	3	1,602	8	4,959	11
			11-15 hr/wk	8	5	921	5	2,458	5	2	1	1,045	5	3,182	7
			16-20 hr/wk	4	3	465	3	1,156	3	7	5	906	5	2,415	5
			21-25 hr/wk	1	1	106	1	256	1	1	1	247	1	651	1
			26-30 hr/wk	0	0	47	0	97	0	3	2	116	1	298	1
			30+ hr/wk	0	0	67	0	126	0	1	1	268	1	593	1
			Total	156	100%	18,390	100%	45,032	100%	155	100%	20,060	100%	46,349	100%



National Survey of Student Engagement

The College Student Report

NSSE 2003 Engagement Item Frequency Distributions Montclair State University

The College Student Report			First-Year Students								Seniors			
			Montclair State		Master's		NSSE 2003		Montclair State		Master's		NSSE 2003	
			Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
Variable	Response Options													
c. Working for pay off campus	WORKOF01	0 hr/wk	69	44	11,135	61	30,857	69	32	21	7,184	36	20,414	44
		1-5 hr/wk	11	7	934	5	2,200	5	3	2	913	5	2,386	5
		6-10 hr/wk	9	6	1,007	5	2,210	5	6	4	1,317	7	3,021	7
		11-15 hr/wk	19	12	1,082	6	2,158	5	12	8	1,372	7	3,029	7
		16-20 hr/wk	22	14	1,259	7	2,434	5	10	6	2,048	10	4,220	9
		21-25 hr/wk	14	9	1,004	5	1,818	4	17	11	1,696	8	3,271	7
		26-30 hr/wk	6	4	624	3	1,105	2	16	10	1,209	6	2,242	5
		30+ hr/wk	7	4	1,315	7	2,167	5	60	38	4,305	21	7,725	17
		Total	157	100%	18,360	100%	44,949	100%	156	100%	20,044	100%	46,308	100%
d. Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01	0 hr/wk	82	52	7,706	42	16,338	36	104	67	9,742	49	19,607	42
		1-5 hr/wk	42	27	5,971	33	15,288	34	36	23	5,932	30	14,593	32
		6-10 hr/wk	15	9	2,093	11	5,885	13	8	5	1,908	10	5,342	12
		11-15 hr/wk	4	3	1,136	6	3,295	7	3	2	965	5	2,702	6
		16-20 hr/wk	8	5	702	4	2,031	5	2	1	615	3	1,755	4
		21-25 hr/wk	4	3	344	2	995	2	0	0	384	2	1,020	2
		26-30 hr/wk	0	0	181	1	467	1	1	1	179	1	494	1
		30+ hr/wk	3	2	230	1	660	1	1	1	324	2	810	2
		Total	158	100%	18,363	100%	44,959	100%	155	100%	20,049	100%	46,323	100%
e. Relaxing and socializing (watching TV, partying, exercising, etc.)	SOCIAL01	0 hr/wk	0	0	183	1	435	1	7	5	355	2	714	2
		1-5 hr/wk	37	23	4,315	23	10,199	23	55	35	6,065	30	12,825	28
		6-10 hr/wk	32	20	5,091	28	12,566	28	41	26	5,830	29	13,738	30
		11-15 hr/wk	32	20	3,475	19	8,732	19	22	14	3,456	17	8,329	18
		16-20 hr/wk	29	18	2,188	12	5,524	12	12	8	2,010	10	5,028	11
		21-25 hr/wk	13	8	1,230	7	2,989	7	8	5	1,034	5	2,499	5
		26-30 hr/wk	4	3	652	4	1,555	3	7	5	517	3	1,205	3
		30+ hr/wk	11	7	1,247	7	2,988	7	3	2	797	4	2,029	4
		Total	158	100%	18,381	100%	44,988	100%	155	100%	20,064	100%	46,367	100%
f. Providing care for dependents living with you (parents, children, spouse, etc.)	CARED01	0 hr/wk	83	53	13,491	73	35,751	79	74	47	11,937	59	30,857	67
		1-5 hr/wk	53	34	2,270	12	4,486	10	20	13	2,268	11	4,623	10
		6-10 hr/wk	11	7	890	5	1,648	4	19	12	1,262	6	2,492	5
		11-15 hr/wk	2	1	418	2	796	2	6	4	758	4	1,466	3
		16-20 hr/wk	2	1	278	2	519	1	5	3	617	3	1,144	2
		21-25 hr/wk	1	1	133	1	262	1	3	2	382	2	699	2
		26-30 hr/wk	3	2	134	1	223	0	6	4	297	1	624	1
		30+ hr/wk	3	2	774	4	1,326	3	24	15	2,573	13	4,491	10
		Total	158	100%	18,388	100%	45,011	100%	157	100%	20,094	100%	46,396	100%



National Survey of Student Engagement

The College Student Report

NSSE 2003 Engagement Item Frequency Distributions Montclair State University

The College Student Report			First-Year Students								Seniors			
			Montclair State		Master's		NSSE 2003		Montclair State		Master's		NSSE 2003	
Variable			Response Options		Count	Col %	Count	Col%	Count	Col %	Count	Col%	Count	Col%
g. Commuting to class (driving, walking, etc.)	COMMUTE	0 hr/wk	14	9	2,830	15	7,409	16	7	4	1,720	9	4,996	11
		1-5 hr/wk	86	54	12,005	65	29,953	67	93	59	13,044	65	30,581	66
		6-10 hr/wk	31	20	2,228	12	4,893	11	37	24	3,449	17	7,103	15
		11-15 hr/wk	10	6	647	4	1,400	3	12	8	1,035	5	2,081	4
		16-20 hr/wk	7	4	293	2	599	1	3	2	348	2	699	2
		21-25 hr/wk	3	2	132	1	251	1	1	1	154	1	315	1
		26-30 hr/wk	1	1	98	1	176	0	1	1	93	0	176	0
		30+ hr/wk	6	4	158	1	331	1	3	2	256	1	474	1
Total		158	100%	18,391	100%	45,012	100%	157	100%	20,099	100%	46,425	100%	
10a. Spending significant amounts of time studying and on academic work	ENVSCHOL	Very little	6	4	373	2	847	2	10	6	415	2	946	2
		Some	34	22	3,134	17	7,051	16	33	21	3,572	18	7,714	17
		Quite a bit	70	45	8,832	48	20,326	45	74	47	9,535	47	21,059	45
		Very much	46	29	6,066	33	16,821	37	40	25	6,576	33	16,680	36
		Total	156	100%	18,405	100%	45,045	100%	157	100%	20,098	100%	46,399	100%
b. Providing the support you need to help you succeed academically	ENVSUPRT	Very little	6	4	477	3	1,133	3	11	7	857	4	1,981	4
		Some	38	24	3,771	20	8,776	19	48	31	4,870	24	11,093	24
		Quite a bit	66	42	8,555	46	20,174	45	73	47	9,123	45	20,689	45
		Very much	46	29	5,598	30	14,955	33	24	15	5,239	26	12,623	27
		Total	156	100%	18,401	100%	45,038	100%	156	100%	20,089	100%	46,386	100%
c. Encouraging contact among students from different economic, social, racial/ethnic backgrounds	ENVDIVRS	Very little	10	6	2,719	15	6,292	14	31	20	3,919	20	9,144	20
		Some	51	32	6,340	34	15,341	34	60	39	7,620	38	17,412	38
		Quite a bit	61	39	5,714	31	13,735	31	39	25	5,449	27	12,350	27
		Very much	35	22	3,619	20	9,640	21	25	16	3,092	15	7,447	16
		Total	157	100%	18,392	100%	45,008	100%	155	100%	20,080	100%	46,353	100%
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	Very little	45	29	5,363	29	12,590	28	80	51	7,939	40	17,914	39
		Some	67	43	7,561	41	18,814	42	52	33	7,718	38	18,133	39
		Quite a bit	27	17	3,892	21	9,697	22	18	12	3,205	16	7,490	16
		Very much	17	11	1,567	9	3,884	9	6	4	1,207	6	2,800	6
		Total	156	100%	18,383	100%	44,985	100%	156	100%	20,069	100%	46,337	100%
e. Providing the support you need to thrive socially	ENVSOCAL	Very little	28	18	3,581	20	8,373	19	57	37	5,709	29	12,886	28
		Some	62	40	7,448	41	18,112	40	69	44	8,517	43	19,503	42
		Quite a bit	49	31	5,416	29	13,405	30	22	14	4,398	22	10,470	23
		Very much	17	11	1,916	10	5,054	11	8	5	1,400	7	3,413	7
		Total	156	100%	18,361	100%	44,944	100%	156	100%	20,024	100%	46,272	100%



National Survey of Student Engagement

The College Student Report

NSSE 2003 Engagement Item Frequency Distributions Montclair State University

			First-Year Students								Seniors			
			Montclair State		Master's		NSSE 2003		Montclair State		Master's		NSSE 2003	
Variable	Response Options		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
f. Attending campus events and activities (speakers, performances, athletics, etc.)	ENVEVENT	Very little	16	10	1,951	11	3,879	9	39	25	3,184	16	6,334	14
		Some	51	32	5,144	28	11,817	26	57	37	7,006	35	15,447	33
		Quite a bit	59	38	7,124	39	17,779	40	47	30	6,901	34	16,412	35
		Very much	31	20	4,157	23	11,525	26	13	8	2,972	15	8,127	18
		Total	157	100%	18,376	100%	45,000	100%	156	100%	20,063	100%	46,320	100%
g. Using computers in academic work	ENVCOMPT	Very little	3	2	408	2	922	2	10	6	390	2	840	2
		Some	26	17	2,511	14	5,645	13	19	12	2,093	10	4,537	10
		Quite a bit	54	34	6,818	37	15,628	35	66	42	6,537	33	14,392	31
		Very much	74	47	8,654	47	22,827	51	62	39	11,058	55	26,596	57
		Total	157	100%	18,391	100%	45,022	100%	157	100%	20,078	100%	46,365	100%
11a. Acquiring a broad general education	GNGENLED	Very little	1	1	401	2	1,018	2	4	3	441	2	1,046	2
		Some	22	14	3,004	16	7,046	16	20	13	2,624	13	5,967	13
		Quite a bit	78	50	8,541	46	20,024	44	69	44	7,953	40	17,522	38
		Very much	56	36	6,460	35	16,960	38	65	41	9,100	45	21,905	47
		Total	157	100%	18,406	100%	45,048	100%	158	100%	20,118	100%	46,440	100%
b. Acquiring job or work-related knowledge and skills	GNWORK	Very little	19	12	2,062	11	4,875	11	15	9	1,242	6	3,105	7
		Some	51	32	5,964	32	14,499	32	36	23	4,123	21	10,244	22
		Quite a bit	60	38	6,560	36	15,895	35	60	38	7,361	37	16,636	36
		Very much	27	17	3,797	21	9,734	22	47	30	7,379	37	16,429	35
		Total	157	100%	18,383	100%	45,003	100%	158	100%	20,105	100%	46,414	100%
c. Writing clearly and effectively	GNWRITE	Very little	7	4	877	5	2,303	5	7	4	750	4	1,812	4
		Some	26	17	4,031	22	10,056	22	43	27	3,991	20	9,119	20
		Quite a bit	65	41	8,062	44	18,831	42	67	42	8,212	41	18,427	40
		Very much	59	38	5,428	30	13,843	31	41	26	7,161	36	17,078	37
		Total	157	100%	18,398	100%	45,033	100%	158	100%	20,114	100%	46,436	100%
d. Speaking clearly and effectively	GNSPEAK	Very little	3	2	1,530	8	4,348	10	9	6	957	5	2,444	5
		Some	46	29	5,388	29	13,912	31	33	21	4,593	23	10,813	23
		Quite a bit	62	39	7,311	40	16,828	37	74	47	8,015	40	18,123	39
		Very much	46	29	4,168	23	9,934	22	42	27	6,543	33	15,048	32
		Total	157	100%	18,397	100%	45,022	100%	158	100%	20,108	100%	46,428	100%
e. Thinking critically and analytically	GNANALY	Very little	2	1	430	2	1,034	2	5	3	355	2	761	2
		Some	26	17	3,138	17	7,019	16	19	12	2,523	13	5,238	11
		Quite a bit	75	48	8,177	44	18,773	42	72	46	7,898	39	17,280	37
		Very much	54	34	6,650	36	18,200	40	62	39	9,343	46	23,160	50
		Total	157	100%	18,395	100%	45,026	100%	158	100%	20,119	100%	46,439	100%



National Survey of Student Engagement

The College Student Report

NSSE 2003 Engagement Item Frequency Distributions Montclair State University

The College Student Report			First-Year Students								Seniors			
			Montclair State		Master's		NSSE 2003		Montclair State		Master's		NSSE 2003	
			Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
Variable	Response Options													
f. Analyzing quantitative problems	GNQUANT	Very little	17	11	1,604	9	4,176	9	11	7	1,233	6	3,041	7
		Some	50	32	6,457	35	15,079	34	44	28	5,460	27	12,541	27
		Quite a bit	61	39	7,081	39	16,745	37	64	41	7,826	39	17,226	37
		Very much	29	18	3,226	18	8,959	20	39	25	5,561	28	13,564	29
		Total	157	100%	18,368	100%	44,959	100%	158	100%	20,080	100%	46,372	100%
g. Using computing and information technology	GNCMPTS	Very little	8	5	1,228	7	3,165	7	8	5	789	4	1,850	4
		Some	36	23	4,735	26	11,411	25	29	18	3,704	18	8,705	19
		Quite a bit	56	36	6,995	38	16,524	37	62	39	7,300	36	16,449	35
		Very much	56	36	5,440	30	13,926	31	59	37	8,323	41	19,442	42
		Total	156	100%	18,398	100%	45,026	100%	158	100%	20,116	100%	46,446	100%
h. Working effectively with others	GNOTHERS	Very little	5	3	981	5	2,476	6	8	5	627	3	1,475	3
		Some	41	26	5,167	28	12,658	28	35	22	3,843	19	9,051	19
		Quite a bit	65	41	7,690	42	18,429	41	77	49	7,988	40	18,305	39
		Very much	46	29	4,539	25	11,434	25	38	24	7,656	38	17,594	38
		Total	157	100%	18,377	100%	44,997	100%	158	100%	20,114	100%	46,425	100%
i. Voting in local, state, or national elections	GNCITIZN	Very little	74	47	8,405	46	20,843	46	87	55	9,193	46	21,569	47
		Some	50	32	5,661	31	13,969	31	44	28	6,321	32	14,322	31
		Quite a bit	19	12	2,887	16	6,831	15	20	13	2,826	14	6,421	14
		Very much	14	9	1,423	8	3,331	7	6	4	1,726	9	4,041	9
		Total	157	100%	18,376	100%	44,974	100%	157	100%	20,066	100%	46,353	100%
j. Learning effectively on your own	GNINQ	Very little	11	7	933	5	2,192	5	9	6	1,000	5	2,066	4
		Some	46	29	4,901	27	11,227	25	36	23	4,205	21	9,074	20
		Quite a bit	67	43	7,892	43	19,058	42	66	42	8,275	41	18,633	40
		Very much	32	21	4,651	25	12,515	28	46	29	6,624	33	16,637	36
		Total	156	100%	18,377	100%	44,992	100%	157	100%	20,104	100%	46,410	100%
k. Understanding yourself	GNSELF	Very little	22	14	2,245	12	5,219	12	27	17	2,410	12	5,124	11
		Some	50	32	5,216	28	12,505	28	37	23	5,263	26	11,455	25
		Quite a bit	47	30	6,460	35	15,698	35	55	35	6,477	32	15,110	33
		Very much	38	24	4,461	24	11,586	26	39	25	5,934	30	14,684	32
		Total	157	100%	18,382	100%	45,008	100%	158	100%	20,084	100%	46,373	100%
l. Understanding people of other racial and ethnic backgrounds	GNDIVERS	Very little	12	8	2,885	16	7,005	16	16	10	3,248	16	7,611	16
		Some	48	31	6,155	33	15,137	34	49	31	6,752	34	15,525	33
		Quite a bit	50	32	5,909	32	14,219	32	65	41	5,928	29	13,585	29
		Very much	47	30	3,438	19	8,634	19	28	18	4,172	21	9,671	21
		Total	157	100%	18,387	100%	44,995	100%	158	100%	20,100	100%	46,392	100%



National Survey of Student Engagement

The College Student Report

NSSE 2003 Engagement Item Frequency Distributions

Montclair State University

			First-Year Students								Seniors							
			Montclair State		Master's		NSSE 2003		Montclair State		Master's		NSSE 2003					
			Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %				
Variable	Response Options																	
m. Solving complex real-world problems	GNPROBSV	Very little	20	13	2,586	14	6,056	13	24	15	2,386	12	5,296	11				
		Some	61	39	6,974	38	16,824	37	48	31	6,477	32	14,704	32				
		Quite a bit	52	33	6,077	33	14,869	33	61	39	7,025	35	16,072	35				
		Very much	24	15	2,751	15	7,260	16	24	15	4,207	21	10,322	22				
		Total	157	100%	18,388	100%	45,009	100%	157	100%	20,095	100%	46,394	100%				
n. Developing a personal code of values and ethics	GNETHICS	Very little	23	15	2,802	15	6,786	15	28	18	2,966	15	6,645	14				
		Some	49	31	5,734	31	13,656	30	51	32	5,576	28	12,815	28				
		Quite a bit	58	37	6,019	33	14,428	32	57	36	6,229	31	14,104	30				
		Very much	27	17	3,837	21	10,147	23	22	14	5,329	27	12,845	28				
		Total	157	100%	18,392	100%	45,017	100%	158	100%	20,100	100%	46,409	100%				
o. Contributing to the welfare of your community	GNCOMMUN	Very little	51	32	4,199	23	9,762	22	47	30	4,396	22	9,897	21				
		Some	60	38	6,863	37	16,774	37	62	39	7,014	35	16,065	35				
		Quite a bit	36	23	4,787	26	11,919	26	39	25	5,232	26	12,094	26				
		Very much	10	6	2,535	14	6,545	15	9	6	3,439	17	8,308	18				
		Total	157	100%	18,384	100%	45,000	100%	157	100%	20,081	100%	46,364	100%				
12. Overall, how would you evaluate the quality of academic advising you have received at your institution?	ADVISE	Poor	17	11	977	5	2,301	5	24	15	1,808	9	4,042	9				
		Fair	35	22	3,476	19	8,075	18	44	28	4,117	20	9,274	20				
		Good	77	49	9,090	49	21,661	48	64	41	8,359	42	19,025	41				
		Excellent	29	18	4,874	26	13,025	29	26	16	5,815	29	14,091	30				
		Total	158	100%	18,417	100%	45,062	100%	158	100%	20,099	100%	46,432	100%				
13. How would you evaluate your entire educational experience at this institution?	ENTIREXP	Poor	2	1	295	2	709	2	4	3	338	2	848	2				
		Fair	22	14	2,142	12	4,892	11	38	24	2,347	12	5,178	11				
		Good	97	61	9,996	54	22,950	51	91	58	10,127	50	22,255	48				
		Excellent	37	23	5,995	33	16,542	37	24	15	7,313	36	18,187	39				
		Total	158	100%	18,428	100%	45,093	100%	157	100%	20,125	100%	46,468	100%				
14. If you could start over again, would you go to the same institution you are now attending?	SAMECOLL	Definitely no	8	5	805	4	1,959	4	14	9	1,058	5	2,515	5				
		Probably no	19	12	2,327	13	5,320	12	29	18	2,775	14	6,304	14				
		Probably yes	75	48	7,959	43	18,503	41	88	56	8,245	41	18,346	40				
		Definitely yes	55	35	7,315	40	19,265	43	26	17	8,029	40	19,274	42				
		Total	157	100%	18,406	100%	45,047	100%	157	100%	20,107	100%	46,439	100%				



National Survey of Student Engagement

The College Student Report

NSSE 2003 Background Item Frequency Distributions Montclair State University

	Variable	Response Options	First-Year Students								Seniors			
			Montclair State		Master's		NSSE 2003		Montclair State		Master's		NSSE 2003	
			Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
15. Age	AGE	19 or younger	117	74	10,355	56	26,361	59	0	0	12	0	91	0
		20-23	39	25	6,683	36	16,130	36	39	26	10,295	51	27,443	59
		24-29	1	1	463	3	859	2	66	43	5,077	25	10,297	22
		30-39	0	0	416	2	754	2	27	18	2,395	12	4,359	9
		40-55	0	0	363	2	630	1	19	13	1,967	10	3,524	8
		Over 55	2	1	76	0	159	0	1	1	251	1	484	1
		Total	159	100%	18,356	100%	44,893	100%	152	100%	19,997	100%	46,198	100%
16. Sex	SEX	Male	60	38	5,547	30	15,192	34	47	30	5,984	30	15,929	34
		Female	99	62	12,867	70	29,826	66	109	70	14,130	70	30,495	66
		Total	159	100%	18,414	100%	45,018	100%	156	100%	20,114	100%	46,424	100%
17. Are you an international student or foreign national?	INTERNAT	No	152	96	17,574	96	42,780	95	121	79	19,222	96	44,001	95
		Yes	6	4	780	4	2,144	5	33	21	848	4	2,356	5
		Total	158	100%	18,354	100%	44,924	100%	154	100%	20,070	100%	46,357	100%
18. Are you of Hispanic, Latino, or Spanish origin?	RELATINO	No	131	83	16,423	90	41,203	92	129	83	18,082	90	42,669	92
		Yes	26	17	1,911	10	3,654	8	26	17	1,925	10	3,549	8
		Total	157	100%	18,334	100%	44,857	100%	155	100%	20,007	100%	46,218	100%
19. What is your racial or ethnic identification? (Mark all that apply.)	REAMIND REASIAN REAFRAM REWHITE REOTHR1	Native American	2	1%	462	2%	1,100	2%	0	0%	467	2%	1,065	2%
		Asian American, Pacific Islander	8	5%	1,026	5%	2,776	6%	15	9%	867	4%	2,615	6%
		Black or African American	24	15%	1,514	8%	3,690	8%	21	13%	1,707	8%	3,790	8%
		White	109	68%	14,461	77%	35,932	78%	107	68%	16,017	79%	37,234	79%
		Other	2	1%	130	1%	402	1%	0	0%	189	1%	443	1%
	Multiple racial or ethnic identifications	MULTRE	Single race or ethnicity	146	91%	17,139	91%	41,891	91%	141	89%	18,708	92%	43,255
More than one race or ethnicity			12	8%	1,134	6%	2,691	6%	14	9%	1,187	6%	2,627	6%
20. What is your current classification in college?	CLASS	Freshman/first-year	155	97	16,149	88	40,250	90	0	0	31	0	144	0
		Sophomore	3	2	1,733	9	3,666	8	0	0	57	0	125	0
		Junior	0	0	216	1	466	1	2	1	696	4	1,476	3
		Senior	0	0	78	0	227	1	135	91	18,489	93	43,026	93
		Unclassified	1	1	199	1	363	1	12	8	609	3	1,258	3
		Total	159	100%	18,375	100%	44,972	100%	149	100%	19,882	100%	46,029	100%
21. Did you begin college at your current institution or elsewhere?	ENTER	Started here	155	99	16,738	91	41,546	92	52	34	10,942	54	28,683	62
		Started elsewhere	2	1	1,658	9	3,432	8	103	66	9,154	46	17,700	38
		Total	157	100%	18,396	100%	44,978	100%	155	100%	20,096	100%	46,383	100%



National Survey of Student Engagement

The College Student Report

NSSE 2003 Background Item Frequency Distributions Montclair State University

	Variable	Response Options	First-Year Students						Seniors					
			Montclair State		Master's		NSSE 2003		Montclair State		Master's		NSSE 2003	
			Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
22. Since high school, which of the following types of schools have you attended other than the one you are attending now? (Mark all that apply.)	VOCTECH	Vocational-technical	2	1%	654	3%	1,263	3%	13	8%	1,677	8%	3,176	7%
	COMMCOLL	Community or junior college	3	2%	1,623	9%	3,520	8%	70	44%	7,790	38%	15,286	32%
	FOURYEAR	Other 4-year college	4	3%	1,068	6%	2,451	5%	45	28%	5,465	27%	11,611	25%
	NONE	None	145	91%	14,980	80%	37,483	82%	45	28%	8,224	40%	21,773	46%
	OTHRCOLI	Other school	3	2%	496	3%	1,133	2%	12	8%	922	5%	2,198	5%
23. How would you characterize your enrollment this term?	ENRLMENT	Less than full-time	3	2	1,172	6	2,007	4	66	43	4,005	20	7,778	17
		Full-time	155	98	17,214	94	42,961	96	87	57	16,029	80	38,483	83
	Total		158	100%	18,386	100%	44,968	100%	153	100%	20,034	100%	46,261	100%
24. Are you member of a social fraternity or sorority?	FRATSORO	No	153	96	17,094	93	40,494	90	142	92	18,062	90	40,549	87
		Yes	6	4	1,314	7	4,523	10	12	8	2,041	10	5,851	13
	Total		159	100%	18,408	100%	45,017	100%	154	100%	20,103	100%	46,400	100%
25. Are you a student-athlete on a team sponsored by the athletics department?	ATHLETE	No	142	90	16,371	89	39,035	87	151	97	18,781	93	42,444	92
		Yes	16	10	2,024	11	5,952	13	4	3	1,310	7	3,920	8
	Total		158	100%	18,395	100%	44,987	100%	155	100%	20,091	100%	46,364	100%
26. What have most of your grades been up to now at this institution?	GRADES03	C, C-, or lower	4	3	904	5	2,067	5	1	1	268	1	691	2
		B-, C+	19	12	2,950	16	6,693	15	17	11	2,330	12	5,251	12
		B	38	24	3,922	22	9,473	21	33	21	3,929	20	9,108	20
		B+	37	24	3,670	20	9,144	21	29	19	4,137	21	9,718	21
		A-	30	19	3,082	17	8,072	18	36	23	3,706	19	9,026	20
		A	28	18	3,543	20	8,839	20	38	25	5,161	26	11,471	25
	Total		156	100%	18,071	100%	44,288	100%	154	100%	19,531	100%	45,265	100%
27. Which of the following best describes where you are living now while attending college?	LIVENOW	Dormitory, campus housing	63	40	11,414	62	31,555	70	13	9	3,002	15	9,880	21
		Residence, walking distance	3	2	703	4	1,786	4	2	1	3,317	17	8,992	19
		Residence, driving distance	91	58	6,193	34	11,304	25	135	89	13,564	68	26,531	57
		Fraternity, sorority house	0	0	60	0	299	1	1	1	168	1	872	2
	Total		157	100%	18,370	100%	44,944	100%	151	100%	20,051	100%	46,275	100%
28a. Father's educational attainment	FATHREDU	Did not finish high school	12	8	1,696	9	3,118	7	26	17	2,413	12	4,458	10
		Graduated from high school	56	37	4,557	25	9,806	22	43	28	5,247	26	10,682	23
		Attended college, no degree	24	16	2,888	16	6,602	15	18	12	3,017	15	6,721	15
		Completed Associate's degree	6	4	1,545	9	3,462	8	9	6	1,699	9	3,630	8
		Completed Bachelor's degree	33	22	4,240	23	11,345	26	36	24	4,355	22	10,956	24
		Completed Master's degree	18	12	2,281	13	6,782	15	17	11	2,207	11	6,292	14
		Completed Doctoral degree	4	3	897	5	3,223	7	4	3	899	5	3,156	7
	Total		153	100%	18,104	100%	44,338	100%	153	100%	19,837	100%	45,895	100%



**National Survey of
Student Engagement**
The College Student Report

NSSE 2003 Background Item Frequency Distributions
Montclair State University

		First-Year Students								Seniors					
		Montclair State		Master's		NSSE 2003		Montclair State		Master's		NSSE 2003			
Variable	Response Options	Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%		
28b. Mother's educational attainment	MOTHREDU	Did not finish high school	21	13	1,454	8	2,621	6	20	13	2,009	10	3,687	8	
		Graduated from high school	61	39	4,715	26	10,226	23	62	40	5,887	29	12,272	27	
		Attended college, no degree	23	15	3,219	18	7,489	17	15	10	3,240	16	7,181	16	
		Completed Associate's degree	12	8	2,234	12	5,165	12	20	13	2,520	13	5,463	12	
		Completed Bachelor's degree	28	18	4,324	24	11,969	27	27	18	4,036	20	10,703	23	
		Completed Master's degree	12	8	2,103	11	6,309	14	8	5	2,115	11	6,133	13	
		Completed Doctoral degree	0	0	245	1	986	2	2	1	208	1	802	2	
		Total	157	100%	18,294	100%	44,765	100%	154	100%	20,015	100%	46,241	100%	
29. Primary major or expected primary major, in collapsed categories	MAJRPCOL	Arts and humanities	22	14	2,247	12	6,327	14	23	15	2,725	14	7,181	15	
		Biological science	10	6	1,182	6	3,596	8	8	5	1,055	5	3,071	7	
		Business	32	20	3,219	18	6,695	15	49	32	4,471	22	8,933	19	
		Education	30	19	2,458	13	4,795	11	13	8	2,940	15	5,139	11	
		Engineering	2	1	521	3	2,498	6	0	0	430	2	2,420	5	
		Physical science	5	3	523	3	1,569	4	2	1	546	3	1,569	3	
		Professional	4	3	2,092	11	4,300	10	6	4	1,631	8	3,004	6	
		Social science	23	15	2,077	11	5,916	13	37	24	2,731	14	7,108	15	
		Undecided	16	10	2,892	16	6,606	15	16	10	3,513	18	7,854	17	
		Other	13	8	1,066	6	2,441	5	0	0	32	0	84	0	
		Total	157	100%	18,277	100%	44,743	100%	154	100%	20,074	100%	46,363	100%	
30. Second major or expected second major (not minor, concentration, etc.) if applicable, in collapsed categories	MAJRSCOL	Arts and humanities	8	5	1,340	7	4,069	9	5	3	911	4	2,512	5	
		Biological science	1	1	246	1	752	2	0	0	143	1	378	1	
		Business	7	4	1,109	6	2,454	5	10	6	844	4	1,825	4	
		Education	2	1	650	3	1,355	3	5	3	671	3	1,222	3	
		Engineering	1	1	97	1	431	1	0	0	39	0	201	0	
		Physical science	1	1	354	2	1,004	2	2	1	244	1	632	1	
		Professional	8	5	488	3	1,139	2	4	3	206	1	435	1	
		Social science	5	3	1,028	5	2,838	6	3	2	749	4	1,917	4	
		Undecided	5	3	914	5	2,119	5	2	1	599	3	1,412	3	
		Other	18	11	2,677	14	6,640	14	19	12	2,391	12	5,946	13	
		No second major indicated	104	65	9,842	53	23,146	50	108	68	13,559	67	30,558	65	
		Total	160	100%	18,745	100%	45,947	100%	158	100%	20,356	100%	47,038	100%	



National Survey of Student Engagement

The College Student Report

NSSE 2003 Background Item Frequency Distributions Montclair State University

		First-Year Students								Seniors					
Variable	Response Options	Montclair State		Master's		NSSE 2003		Montclair State		Master's		NSSE 2003			
		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%		
Institution reported gender	GENDER	Male	59	37	5,544	30	15,186	34	49	31	5,983	30	15,813	34	
		Female	101	63	12,826	70	29,450	66	109	69	14,074	70	30,066	66	
		Total	160	100%	18,370	100%	44,636	100%	158	100%	20,057	100%	45,879	100%	
Institution reported race or ethnicity	ETHNICIT	African American/Black	22	14	1,250	7	2,919	7	14	9	1,472	7	3,176	7	
		American Indian/Alaska Native	0	0	113	1	312	1	1	1	119	1	333	1	
		Asian/Pacific Islander	6	4	779	4	2,150	5	9	6	634	3	1,933	4	
		Caucasian/White	103	64	13,349	73	32,417	75	87	55	14,847	75	33,845	76	
		Hispanic	23	14	1,517	8	2,839	7	23	15	1,565	8	2,809	6	
		Other	0	0	170	1	436	1	0	0	141	1	337	1	
		Multi-racial	4	3	221	1	620	1	12	8	264	1	771	2	
		Foreign	0	0	23	0	100	0	0	0	17	0	78	0	
		Unknown	2	1	798	4	1,653	4	12	8	749	4	1,467	3	
	Total	160	100%	18,220	100%	43,446	100%	158	100%	19,808	100%	44,749	100%		
Mode of completion	MODECOMP	Paper	124	78	9,615	51	19,337	42	137	87	13,159	65	25,858	55	
		Web	36	23	9,130	49	26,610	58	21	13	7,197	35	21,180	45	
		Total	160	100%	18,745	100%	45,947	100%	158	100%	20,356	100%	47,038	100%	

IPEDS: 185590



National Survey of Student Engagement

The College Student Report

NSSE 2003 Technology Item Frequency Distributions First-Year Students

The College Student Report														
	Variable	Response Options	Doc-Ext		Doc-Int		Master's		Bac-LA		Bac-Gen		Total	
			Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
1. How often do your instructors require you to use information technology, other than word processing, to complete assignments?	EXP0301	Never	109	2	66	2	238	2	177	2	70	2	702	2
		Sometimes	1,069	15	653	16	2,518	21	1,786	23	749	20	7,107	19
		Often	2,110	29	1,347	33	4,508	37	2,809	35	1,428	38	12,769	34
		Very often	3,939	55	1,989	49	4,920	40	3,143	40	1,542	41	16,446	44
		Total	7,227	100%	4,055	100%	12,184	100%	7,915	100%	3,789	100%	37,024	100%
2a. Used computer and information technology when making class presentations	EXP0302A	Never	1,787	25	628	16	2,045	17	1,620	21	488	13	6,813	18
		Sometimes	1,652	23	932	23	3,193	26	2,131	27	1,001	27	9,337	25
		Often	1,641	23	1,101	27	3,294	27	2,030	26	1,107	29	9,679	26
		Very often	2,119	29	1,379	34	3,605	30	2,113	27	1,181	31	11,070	30
		Total	7,199	100%	4,040	100%	12,137	100%	7,894	100%	3,777	100%	36,899	100%
b. Communicated with classmates online to complete academic work	EXP0302B	Never	1,024	14	547	14	2,432	20	1,219	15	745	20	6,325	17
		Sometimes	2,301	32	1,202	30	4,098	34	2,504	32	1,266	34	11,862	32
		Often	1,996	28	1,204	30	3,260	27	2,273	29	1,050	28	10,219	28
		Very often	1,882	26	1,092	27	2,336	19	1,892	24	712	19	8,482	23
		Total	7,203	100%	4,045	100%	12,126	100%	7,888	100%	3,773	100%	36,888	100%
c. Worked in teams during class using information technology	EXP0302C	Never	2,440	34	1,041	26	3,463	29	2,500	32	990	26	10,774	29
		Sometimes	2,775	39	1,506	37	4,923	41	3,332	42	1,579	42	14,725	40
		Often	1,315	18	900	22	2,621	22	1,406	18	833	22	7,595	21
		Very often	660	9	578	14	1,090	9	634	8	367	10	3,707	10
		Total	7,190	100%	4,025	100%	12,097	100%	7,872	100%	3,769	100%	36,801	100%
d. Worked in teams outside of class using information technology to complete course assignments	EXP0302D	Never	1,799	25	661	16	2,726	23	1,448	18	723	19	7,690	21
		Sometimes	2,589	36	1,433	36	4,888	40	3,186	41	1,496	40	14,126	38
		Often	1,697	24	1,171	29	2,978	25	2,096	27	1,028	27	9,486	26
		Very often	1,094	15	768	19	1,511	12	1,131	14	516	14	5,485	15
		Total	7,179	100%	4,033	100%	12,103	100%	7,861	100%	3,763	100%	36,787	100%
e. Used email to ask an instructor to clarify an assignment	EXP0302E	Never	485	7	329	8	1,272	10	516	7	412	11	3,242	9
		Sometimes	2,302	32	1,312	33	4,113	34	2,295	29	1,318	35	11,981	32
		Often	2,212	31	1,199	30	3,719	31	2,539	32	1,084	29	11,216	30
		Very often	2,200	31	1,195	30	3,019	25	2,536	32	958	25	10,426	28
		Total	7,199	100%	4,035	100%	12,123	100%	7,886	100%	3,772	100%	36,865	100%
f. Expressed ideas to a professor via email that you did not feel comfortable saying in class	EXP0302F	Never	3,172	44	1,831	45	5,950	49	3,577	45	1,882	50	17,399	47
		Sometimes	2,034	28	1,090	27	3,181	26	2,184	28	981	26	9,895	27
		Often	1,041	14	596	15	1,692	14	1,129	14	502	13	5,181	14
		Very often	954	13	515	13	1,302	11	982	12	400	11	4,372	12
		Total	7,201	100%	4,032	100%	12,125	100%	7,872	100%	3,765	100%	36,847	100%

Note: Only students responding to the online survey received these questions.



National Survey of Student Engagement

The College Student Report

NSSE 2003 Technology Item Frequency Distributions First-Year Students

	Variable	Response Options	Doc-Ext		Doc-Int		Master's		Bac-LA		Bac-Gen		Total	
			Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
g. Used your institution's library website to obtain resources for your academic work	EXP0302G	Never	1,007	14	531	13	1,535	13	645	8	359	10	4,441	12
		Sometimes	2,447	34	1,382	34	4,172	34	2,235	28	1,272	34	12,287	33
		Often	2,108	29	1,222	30	3,771	31	2,632	33	1,255	33	11,423	31
		Very often	1,634	23	902	22	2,659	22	2,374	30	886	23	8,731	24
		Total	7,196	100%	4,037	100%	12,137	100%	7,886	100%	3,772	100%	36,882	100%
h. Used another library website to obtain resources for your academic work	EXP0302H	Never	4,139	58	2,117	53	6,107	50	4,317	55	1,798	48	19,383	53
		Sometimes	1,840	26	1,108	27	3,586	30	2,153	27	1,237	33	10,515	29
		Often	789	11	543	13	1,647	14	891	11	476	13	4,581	12
		Very often	413	6	263	7	783	6	511	6	262	7	2,351	6
		Total	7,181	100%	4,031	100%	12,123	100%	7,872	100%	3,773	100%	36,830	100%
i. Asked a librarian at your school for help in obtaining resources for your academic work	EXP0302I	Never	3,037	42	1,535	38	4,220	35	2,132	27	1,121	30	12,780	35
		Sometimes	2,669	37	1,592	40	4,915	41	3,496	44	1,641	44	15,058	41
		Often	1,041	15	606	15	2,040	17	1,562	20	705	19	6,206	17
		Very often	417	6	279	7	914	8	672	9	296	8	2,692	7
		Total	7,164	100%	4,012	100%	12,089	100%	7,862	100%	3,763	100%	36,736	100%
j. Used the WWW to obtain resources for your academic work	EXP0302J	Never	202	3	91	2	296	2	226	3	103	3	965	3
		Sometimes	1,216	17	677	17	2,126	18	1,504	19	688	18	6,612	18
		Often	2,488	35	1,363	34	4,427	37	2,834	36	1,363	36	13,101	36
		Very often	3,271	46	1,896	47	5,278	44	3,312	42	1,613	43	16,148	44
		Total	7,177	100%	4,027	100%	12,127	100%	7,876	100%	3,767	100%	36,826	100%
k. Made judgments about the quality of information you find on the WWW for use in your academic work	EXP0302K	Never	488	7	245	6	816	7	440	6	199	5	2,325	6
		Sometimes	1,664	23	884	22	2,908	24	1,707	22	883	24	8,511	23
		Often	2,376	33	1,412	35	4,226	35	2,761	35	1,384	37	12,775	35
		Very often	2,642	37	1,492	37	4,163	34	2,959	38	1,289	34	13,174	36
		Total	7,170	100%	4,033	100%	12,113	100%	7,867	100%	3,755	100%	36,785	100%
3. How often do your instructors use information technology in the classroom?	EXP0303	Never	219	3	127	3	493	4	279	4	120	3	1,330	4
		Sometimes	1,870	26	1,107	27	4,192	35	2,767	35	1,236	33	11,685	32
		Often	2,798	39	1,689	42	4,827	40	3,170	40	1,580	42	14,705	40
		Very often	2,319	32	1,123	28	2,630	22	1,683	21	842	22	9,205	25
		Total	7,206	100%	4,046	100%	12,142	100%	7,899	100%	3,778	100%	36,925	100%

Note: Only students responding to the online survey received these questions.



National Survey of Student Engagement

The College Student Report

NSSE 2003 Technology Item Frequency Distributions First-Year Students

2022-23 College Student Report															
			Doc-Ext		Doc-Int		Master's		Bac-LA		Bac-Gen		Total		
Variable			Response Options		Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	
4.	How many courses are you taking this semester that are offered entirely online via the WWW/internet/email?	EXP0304	1=0	6,334	88	3,602	89	10,628	88	7,443	94	3,291	87	32,932	89
		2=1	496	7	226	6	773	6	213	3	248	7	2,065	6	
		3=2	189	3	103	3	353	3	92	1	113	3	910	2	
		4=3	91	1	45	1	151	1	51	1	41	1	402	1	
		5=4 or more	89	1	70	2	237	2	95	1	82	2	606	2	
		Total	7,199	100%	4,046	100%	12,142	100%	7,894	100%	3,775	100%	36,915	100%	
5.	To what extent do you gain new insights into course materials from online discussions?	EXP0305	Very little	743	18	397	17	1,234	18	813	19	402	19	3,775	18
		Some	1,968	46	1,111	46	3,251	47	2,059	49	1,025	47	9,895	47	
		Quite a bit	1,204	28	707	29	1,998	29	1,100	26	595	28	5,892	28	
		Very much	323	8	190	8	445	6	225	5	141	7	1,402	7	
		Total	4,238	100%	2,405	100%	6,928	100%	4,197	100%	2,163	100%	20,964	100%	
6a.	Spending time online (WWW/internet/email) for any reason	EXP0306A	1=0	23	0	20	0	73	1	36	0	21	1	186	1
		2=1-5	1,603	22	924	23	3,251	27	2,001	25	1,143	30	9,460	26	
		3=6-10	1,857	26	994	25	3,011	25	2,103	27	961	25	9,391	25	
		4=11-15	1,278	18	715	18	2,016	17	1,342	17	628	17	6,272	17	
		5=16-20	919	13	470	12	1,369	11	872	11	370	10	4,191	11	
		6=21-25	512	7	321	8	841	7	532	7	223	6	2,533	7	
		7=26-30	301	4	175	4	503	4	307	4	119	3	1,488	4	
		8=More than 30	718	10	426	11	1,111	9	716	9	314	8	3,457	9	
		Total	7,211	100%	4,045	100%	12,175	100%	7,909	100%	3,779	100%	36,978	100%	
b.	Spending time online (WWW/internet/email) doing academic work	EXP0306B	1=0	177	2	103	3	362	3	246	3	121	3	1,099	3
		2=1-5	4,090	57	2,309	57	7,083	59	4,764	61	2,252	60	21,533	59	
		3=6-10	1,743	24	968	24	2,848	24	1,737	22	844	23	8,588	23	
		4=11-15	659	9	356	9	1,071	9	680	9	296	8	3,217	9	
		5=16-20	278	4	152	4	422	3	259	3	148	4	1,321	4	
		6=21-25	113	2	67	2	170	1	87	1	44	1	516	1	
		7=26-30	40	1	31	1	62	1	35	0	21	1	197	1	
		8=More than 30	52	1	40	1	77	1	39	0	23	1	246	1	
		Total	7,152	100%	4,026	100%	12,095	100%	7,847	100%	3,749	100%	36,717	100%	
7.	How often do students at your institution copy and paste information from the WWW/internet into reports/papers without citing the source?	EXP0307	Never	790	11	432	11	1,407	12	1,911	24	415	11	5,329	14
		Sometimes	4,395	61	2,429	60	7,177	59	4,814	61	2,320	62	22,215	60	
		Often	1,457	20	837	21	2,525	21	819	10	766	20	6,684	18	
		Very often	543	8	330	8	1,006	8	320	4	256	7	2,564	7	
		Total	7,185	100%	4,028	100%	12,115	100%	7,864	100%	3,757	100%	36,792	100%	

Note: Only students responding to the online survey received these questions.



National Survey of Student Engagement

The College Student Report

NSSE 2003 Technology Item Frequency Distributions Seniors

	Variable	Response Options	Doc-Ext		Doc-Int		Master's		Bac-LA		Bac-Gen		Total	
			Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
1. How often do your instructors require you to use information technology, other than word processing, to complete assignments?	EXP0301	Never	76	1	52	2	116	1	88	2	29	1	381	1
		Sometimes	828	15	508	15	1,583	17	1,327	23	533	17	4,949	17
		Often	1,457	26	960	28	2,880	30	1,866	33	976	32	8,503	30
		Very often	3,324	58	1,905	56	4,961	52	2,400	42	1,528	50	14,985	52
		Total	5,685	100%	3,425	100%	9,540	100%	5,681	100%	3,066	100%	28,818	100%
2a. Used computer and information technology when making class presentations	EXP0302A	Never	580	10	206	6	644	7	510	9	145	5	2,141	7
		Sometimes	1,001	18	515	15	1,563	16	1,242	22	581	19	5,015	17
		Often	1,276	22	887	26	2,522	27	1,525	27	821	27	7,301	25
		Very often	2,817	50	1,813	53	4,786	50	2,389	42	1,506	49	14,286	50
		Total	5,674	100%	3,421	100%	9,515	100%	5,666	100%	3,053	100%	28,743	100%
b. Communicated with classmates online to complete academic work	EXP0302B	Never	660	12	350	10	1,366	14	810	14	434	14	3,760	13
		Sometimes	1,471	26	842	25	2,846	30	1,834	32	990	32	8,282	29
		Often	1,505	27	938	27	2,625	28	1,548	27	802	26	7,734	27
		Very often	2,038	36	1,287	38	2,663	28	1,478	26	821	27	8,940	31
		Total	5,674	100%	3,417	100%	9,500	100%	5,670	100%	3,047	100%	28,716	100%
c. Worked in teams during class using information technology	EXP0302C	Never	1,717	30	801	23	2,086	22	1,743	31	689	23	7,272	25
		Sometimes	2,089	37	1,246	36	3,598	38	2,350	41	1,217	40	10,903	38
		Often	1,064	19	751	22	2,191	23	1,044	18	663	22	6,095	21
		Very often	794	14	616	18	1,617	17	533	9	472	16	4,426	15
		Total	5,664	100%	3,414	100%	9,492	100%	5,670	100%	3,041	100%	28,696	100%
d. Worked in teams outside of class using information technology to complete course assignments	EXP0302D	Never	756	13	328	10	1,110	12	782	14	316	10	3,399	12
		Sometimes	1,582	28	862	25	2,852	30	2,129	38	1,001	33	8,686	30
		Often	1,575	28	1,064	31	2,951	31	1,670	29	959	32	8,638	30
		Very often	1,748	31	1,159	34	2,582	27	1,082	19	768	25	7,962	28
		Total	5,661	100%	3,413	100%	9,495	100%	5,663	100%	3,044	100%	28,685	100%
e. Used email to ask an instructor to clarify an assignment	EXP0302E	Never	247	4	164	5	656	7	210	4	213	7	1,580	6
		Sometimes	1,462	26	879	26	2,770	29	1,378	24	869	29	7,733	27
		Often	1,680	30	1,028	30	2,817	30	1,761	31	924	30	8,594	30
		Very often	2,281	40	1,347	39	3,261	34	2,317	41	1,043	34	10,816	38
		Total	5,670	100%	3,418	100%	9,504	100%	5,666	100%	3,049	100%	28,723	100%
f. Expressed ideas to a professor via email that you did not feel comfortable saying in class	EXP0302F	Never	2,051	36	1,360	40	4,130	44	2,262	40	1,275	42	11,693	41
		Sometimes	1,876	33	1,017	30	2,701	28	1,855	33	935	31	8,809	31
		Often	818	14	479	14	1,282	14	752	13	421	14	3,891	14
		Very often	923	16	558	16	1,381	15	798	14	412	14	4,306	15
		Total	5,668	100%	3,414	100%	9,494	100%	5,667	100%	3,043	100%	28,699	100%

Note: Only students responding to the online survey received these questions.



National Survey of Student Engagement

The College Student Report

NSSE 2003 Technology Item Frequency Distributions Seniors

	Variable	Response Options	Doc-Ext		Doc-Int		Master's		Bac-LA		Bac-Gen		Total	
			Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %	Count	Col %
g. Used your institution's library website to obtain resources for your academic work	EXP0302G	Never	529	9	371	11	905	10	188	3	247	8	2,526	9
		Sometimes	1,643	29	1,068	31	2,637	28	1,035	18	798	26	7,738	27
		Often	1,687	30	1,013	30	2,797	29	1,665	29	942	31	8,456	29
		Very often	1,819	32	963	28	3,159	33	2,777	49	1,059	35	9,999	35
		Total	5,678	100%	3,415	100%	9,498	100%	5,665	100%	3,046	100%	28,719	100%
h. Used another library website to obtain resources for your academic work	EXP0302H	Never	2,636	47	1,408	41	3,417	36	1,871	33	1,073	35	10,936	38
		Sometimes	1,847	33	1,166	34	3,349	35	2,065	36	1,113	37	10,036	35
		Often	710	13	520	15	1,615	17	959	17	498	16	4,554	16
		Very often	470	8	326	10	1,104	12	768	14	359	12	3,163	11
		Total	5,663	100%	3,420	100%	9,485	100%	5,663	100%	3,043	100%	28,689	100%
i. Asked a librarian at your school for help in obtaining resources for your academic work	EXP0302I	Never	2,084	37	1,122	33	2,805	30	1,231	22	875	29	8,640	30
		Sometimes	2,441	43	1,488	44	4,198	44	2,555	45	1,372	45	12,657	44
		Often	750	13	535	16	1,591	17	1,199	21	501	16	4,773	17
		Very often	379	7	259	8	884	9	671	12	289	10	2,569	9
		Total	5,654	100%	3,404	100%	9,478	100%	5,656	100%	3,037	100%	28,639	100%
j. Used the WWW to obtain resources for your academic work	EXP0302J	Never	78	1	43	1	134	1	87	2	36	1	394	1
		Sometimes	707	12	412	12	1,167	12	885	16	395	13	3,709	13
		Often	1,651	29	1,067	31	2,979	31	1,800	32	994	33	8,883	31
		Very often	3,229	57	1,895	55	5,216	55	2,890	51	1,615	53	15,710	55
		Total	5,665	100%	3,417	100%	9,496	100%	5,662	100%	3,040	100%	28,696	100%
k. Made judgments about the quality of information you find on the WWW for use in your academic work	EXP0302K	Never	239	4	134	4	397	4	174	3	92	3	1,076	4
		Sometimes	994	18	585	17	1,624	17	905	16	503	17	4,859	17
		Often	1,847	33	1,142	34	3,151	33	1,825	32	1,049	35	9,435	33
		Very often	2,578	46	1,545	45	4,296	45	2,753	49	1,390	46	13,263	46
		Total	5,658	100%	3,406	100%	9,468	100%	5,657	100%	3,034	100%	28,633	100%
3. How often do your instructors use information technology in the classroom?	EXP0303	Never	135	2	92	3	252	3	180	3	76	2	763	3
		Sometimes	1,299	23	940	27	2,650	28	2,058	36	960	31	8,232	29
		Often	2,063	36	1,332	39	3,708	39	2,273	40	1,194	39	11,068	39
		Very often	2,179	38	1,060	31	2,895	30	1,157	20	819	27	8,674	30
		Total	5,676	100%	3,424	100%	9,505	100%	5,668	100%	3,049	100%	28,737	100%

Note: Only students responding to the online survey received these questions.



National Survey of Student Engagement

The College Student Report

NSSE 2003 Technology Item Frequency Distributions Seniors

	Variable	Response Options	Doc-Ext		Doc-Int		Master's		Bac-LA		Bac-Gen		Total	
			Count	Col %	Count	Col%	Count	Col%	Count	Col %	Count	Col%	Count	Col%
4. How many courses are you taking this semester that are offered entirely online via the WWW/internet/email?	EXP0304	1=0	5,117	90	3,010	88	8,457	89	5,437	96	2,726	89	25,946	90
		2=1	349	6	234	7	625	7	126	2	165	5	1,612	6
		3=2	95	2	90	3	236	2	51	1	67	2	598	2
		4=3	40	1	31	1	73	1	22	0	39	1	226	1
		5=4 or more	73	1	60	2	116	1	31	1	58	2	361	1
		Total	5,674	100%	3,425	100%	9,507	100%	5,667	100%	3,055	100%	28,743	100%
5. To what extent do you gain new insights into course materials from online discussions?	EXP0305	Very little	768	21	445	20	1,088	18	765	24	347	19	3,573	20
		Some	1,709	47	1,050	47	2,719	46	1,539	48	810	45	8,240	47
		Quite a bit	906	25	560	25	1,646	28	729	23	496	28	4,547	26
		Very much	263	7	158	7	463	8	166	5	143	8	1,283	7
		Total	3,646	100%	2,213	100%	5,916	100%	3,199	100%	1,796	100%	17,643	100%
6a. Spending time online (WWW/internet/email) for any reason	EXP0306A	1=0	19	0	14	0	44	0	17	0	12	0	114	0
		2=1-5	1,517	27	945	28	3,146	33	1,781	31	1,139	37	8,899	31
		3=6-10	1,616	28	904	26	2,652	28	1,643	29	887	29	8,060	28
		4=11-15	1,032	18	617	18	1,461	15	961	17	416	14	4,755	17
		5=16-20	596	10	389	11	963	10	508	9	276	9	2,890	10
		6=21-25	352	6	209	6	473	5	305	5	114	4	1,544	5
		7=26-30	187	3	122	4	248	3	147	3	63	2	813	3
		8=More than 30	366	6	230	7	534	6	312	5	148	5	1,708	6
		Total	5,685	100%	3,430	100%	9,521	100%	5,674	100%	3,055	100%	28,783	100%
b. Spending time online (WWW/internet/email) doing academic work	EXP0306B	1=0	161	3	80	2	255	3	169	3	79	3	786	3
		2=1-5	3,227	57	1,856	54	5,430	57	3,497	62	1,804	59	16,546	58
		3=6-10	1,346	24	842	25	2,283	24	1,223	22	696	23	6,736	24
		4=11-15	497	9	339	10	883	9	453	8	239	8	2,558	9
		5=16-20	240	4	165	5	350	4	181	3	127	4	1,146	4
		6=21-25	82	1	54	2	140	1	65	1	47	2	415	1
		7=26-30	44	1	29	1	68	1	19	0	16	1	188	1
		8=More than 30	54	1	46	1	65	1	27	0	26	1	237	1
		Total	5,651	100%	3,411	100%	9,474	100%	5,634	100%	3,034	100%	28,612	100%
7. How often do students at your institution copy and paste information from the WWW/internet into reports/papers without citing the source?	EXP0307	Never	530	9	327	10	894	9	1,017	18	296	10	3,285	11
		Sometimes	3,316	59	1,910	56	5,257	56	3,538	63	1,790	59	16,642	58
		Often	1,269	22	781	23	2,246	24	771	14	625	21	5,919	21
		Very often	533	9	396	12	1,063	11	309	5	323	11	2,754	10
		Total	5,648	100%	3,414	100%	9,460	100%	5,635	100%	3,034	100%	28,600	100%

Note: Only students responding to the online survey received these questions.

Institutional Benchmark Report

November 2003

Montclair State University



**National Survey of
Student Engagement**

The College Student Report



Introduction

The National Survey of Student Engagement (NSSE) annually assesses the extent to which undergraduate students are involved in educational practices empirically linked to high levels of learning and development. In an effort to make it easier for people on and off campus to talk productively about student engagement and its importance to student learning, collegiate quality, and institutional improvement, NSSE created five clusters or benchmarks of effective educational practice:

- (1) Level of academic challenge
- (2) Active and collaborative learning
- (3) Student-faculty interactions
- (4) Enriching educational experiences
- (5) Supportive campus environment.

The benchmarks are made up of groups of items on the survey and are expressed in 100-point scales. Each year, NSSE calculates benchmark scores to monitor performance at the institutional, sector, and national level. This year's analysis is based on approximately 185,000 randomly selected students at 649 four-year colleges and universities that participated in 2001, 2002, and 2003. 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 annual report that accompanies this mailing and on the NSSE website at www.iub.edu/~nsse.

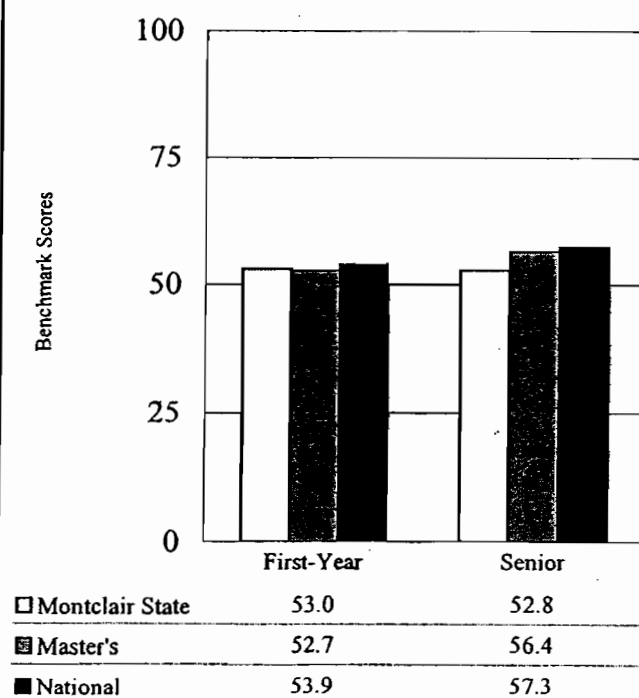
Benchmark Report

The Benchmark Report presents your institution's benchmark scores and compares them to schools in your Carnegie Classification, and the NSSE national norms. In addition, it provides summary statistics, a decile chart that gauges your institution's performance compared with other schools, and your Institutional Engagement Index. This index represents the degree to which your students do more or less than expected in terms of their engagement in the five areas of effective educational practice after adjusting for the types of students that attend your school and various institutional characteristics.

NSSE and the benchmarks of effective educational practice provide an instructive way to look at and talk about teaching and learning. Thus, they are intended to help stimulate conversations on campus and help determine whether student behavior and institutional practices are headed in the right direction.

Level of Academic Challenge

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



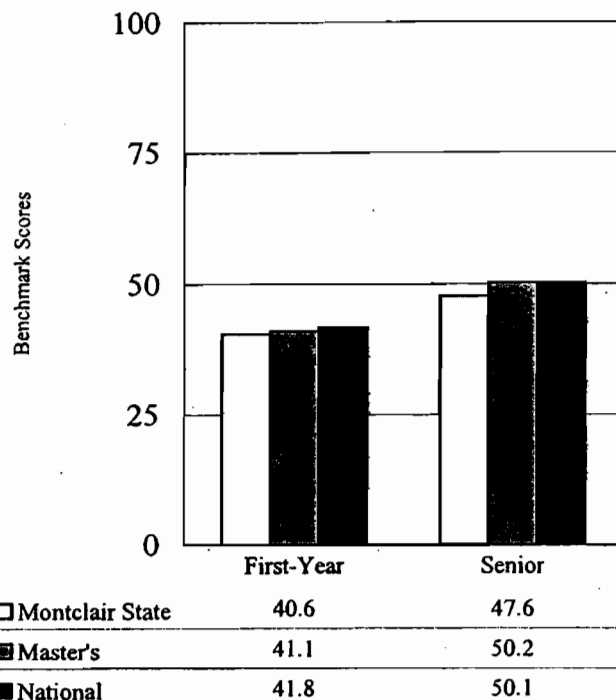
Level of Academic Challenge Survey Items:

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



Active and Collaborative Learning

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

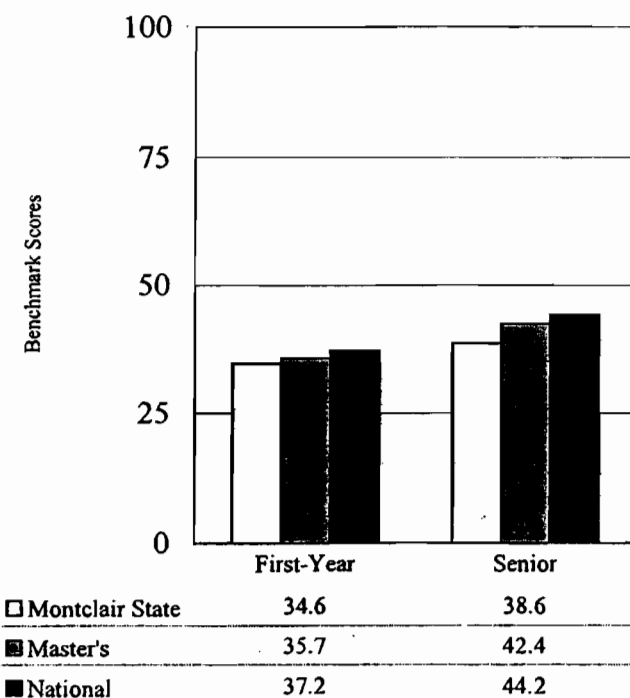


Active and Collaborative Learning Survey Items:

- 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-Faculty Interaction

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



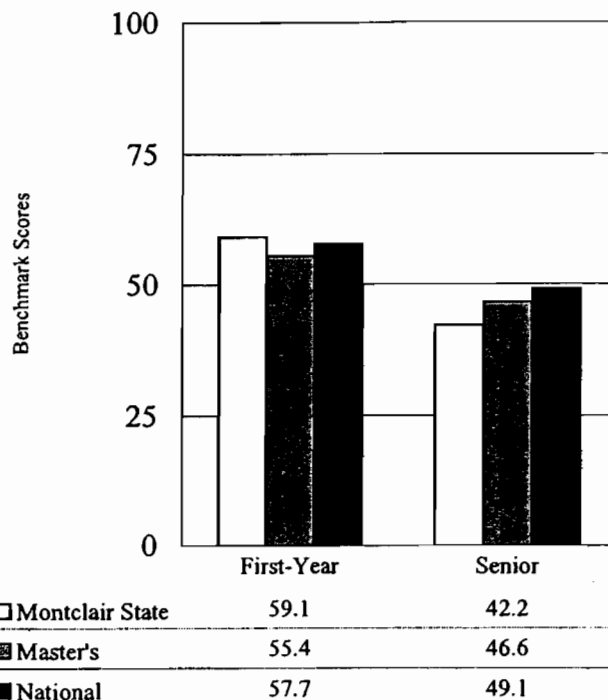
Student-Faculty Interaction Survey Items:

- 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

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

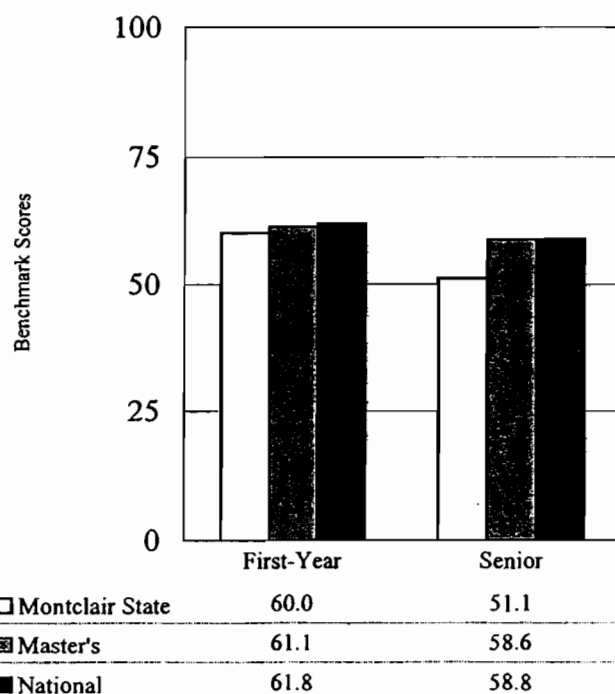


Enriching Educational Experiences Survey Items:

- 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 and study abroad
- Independent study or self-designed major
- Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)
- Serious conversations with students of different religious beliefs, political opinions, or personal values
- Serious conversations with students of a different race or ethnicity
- Using electronic technology to discuss or complete an assignment
- Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds

Supportive Campus Environment

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



Supportive Campus Environment Survey 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



Table C-1				
Benchmark		Montclair State Benchmark Score	Comparison Group Statistics	
			Master's	National
Level of Academic Challenge	53.0	Benchmark Score	52.7	53.9
		Score Difference	0.3	-0.9
		Standard Deviation	3.6	4.2
		Standard Score	0.1	-0.2
Active and Collaborative Learning	40.6	Benchmark Score	41.1	41.8
		Score Difference	-0.5	-1.2
		Standard Deviation	4.2	4.8
		Standard Score	-0.1	-0.3
Student-Faculty Interaction	34.6	Benchmark Score	35.7	37.2
		Score Difference	-1.1	-2.5
		Standard Deviation	4.6	5.7
		Standard Score	-0.2	-0.4
Enriching Educational Experiences	59.1	Benchmark Score	55.4	57.7
		Score Difference	3.7	1.3
		Standard Deviation	6.1	7.3
		Standard Score	0.6	0.2
Supportive Campus Environment	60.0	Benchmark Score	61.1	61.8
		Score Difference	-1.1	-1.8
		Standard Deviation	4.8	5.3
		Standard Score	-0.2	-0.3
Number of Institutions			273	646

Explanation of Statistics

Benchmark Score: 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 distribution of scores for 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 score 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. These values are illustrated in the table and chart at the bottom of page 8 of this report.

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 Benchmark Score	Comparison Group Statistics		
			Master's	National
Level of Academic Challenge	52.8	Benchmark Score	56.4	57.3
		Score Difference	-3.6	-4.5
		Standard Deviation	3.0	3.9
		Standard Score	-1.2	-1.1
Active and Collaborative Learning	47.6	Benchmark Score	50.2	50.1
		Score Difference	-2.5	-2.5
		Standard Deviation	3.6	4.3
		Standard Score	-0.7	-0.6
Student-Faculty Interaction	38.6	Benchmark Score	42.4	44.2
		Score Difference	-3.8	-5.6
		Standard Deviation	5.5	6.8
		Standard Score	-0.7	-0.8
Enriching Educational Experiences	42.2	Benchmark Score	46.6	49.1
		Score Difference	-4.4	-6.9
		Standard Deviation	5.7	7.3
		Standard Score	-0.8	-0.9
Supportive Campus Environment	51.1	Benchmark Score	58.6	58.8
		Score Difference	-7.4	-7.6
		Standard Deviation	4.8	5.7
		Standard Score	-1.5	-1.3
Number of Institutions			274	648



National Survey of Student Engagement

The College Student Report

2003 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 range of benchmark scores into ten equal groups. 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. Deciles are listed for both the NSSE national results and for each of the Carnegie Classifications. 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 Academic Challenge for first-year students is 56.1, then your institution falls within the 70th and 80th percentile range on the national table, and between the 80th and 90th percentiles on the Doc-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						53.5	54.9	55.9	57.4	59.7	68.2						54.2	55.1	56.0	56.8	57.7	59.0	60.2	62.6	74.0	
Active and Collaborative Learning						41.5	42.8	44.0	45.8	47.9	59.8						47.8	48.9	49.8	50.8	52.0	53.5	55.5	65.8		
Student-Faculty Interaction					35.1	36.3	37.6	39.5	41.5	44.8	74.0						40.0	41.8	43.3	45.3	47.3	49.7	53.5	69.8		
Enriching Educational Experiences							59.3	61.3	63.8	67.3	80.3						42.5	44.4	45.9	47.7	50.6	52.6	55.1	59.0	75.3	
Supportive Campus Environment					60.1	61.6	63.0	64.5	66.4	68.8	85.4						51.3	53.7	55.4	57.1	58.6	60.4	61.8	63.7	66.2	76.4
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	47.0	48.5	49.5	50.0	50.6	51.4	52.5	53.6	55.2	57.1	62.1	50.5	52.4	53.2	53.8	54.8	54.9	55.3	56.6	57.0	59.0	61.5				
Active and Collaborative Learning	33.1	34.7	35.3	36.1	37.1	37.6	38.1	39.7	40.5	41.8	47.1	39.3	42.8	43.7	44.8	45.5	46.2	46.7	47.4	48.3	49.5	55.7				
Student-Faculty Interaction	28.7	30.5	31.9	32.4	32.9	33.5	34.0	35.2	36.0	37.8	44.2	30.8	36.2	37.1	37.9	38.5	39.0	40.6	41.7	43.4	44.4	49.7				
Enriching Educational Experiences	47.9	51.7	53.2	54.6	56.3	57.6	58.9	59.6	60.8	63.6	71.0	39.0	42.6	44.4	45.2	46.0	46.7	47.6	49.3	51.9	54.2	57.6				
Supportive Campus Environment	50.0	53.8	55.0	56.5	57.5	58.2	58.7	59.5	60.4	61.1	72.3	44.9	48.5	50.1	51.2	52.2	53.4	54.1	55.3	56.7	58.1	69.1				
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	46.0	48.5	50.2	51.0	51.8	52.8	53.4	54.0	55.5	57.1	60.2	50.9	52.4	53.6	54.2	54.7	55.2	56.1	57.0	58.0	58.9	59.6				
Active and Collaborative Learning	31.4	34.6	35.5	37.5	38.2	39.4	40.5	41.9	44.0	47.7	54.0	39.9	43.4	44.8	45.6	46.5	47.8	48.5	49.6	51.0	52.8	61.2				
Student-Faculty Interaction	27.1	29.3	31.0	32.4	33.6	35.3	36.0	37.2	39.4	41.2	46.4	30.5	34.5	35.9	37.1	39.5	41.4	42.7	43.4	44.5	47.3	50.8				
Enriching Educational Experiences	45.3	48.8	50.1	51.2	52.9	55.6	57.4	59.6	60.7	64.5	68.2	38.3	40.4	41.4	42.3	43.6	44.8	45.9	47.9	51.7	55.5	65.6				
Supportive Campus Environment	49.3	52.2	55.3	56.6	57.5	58.5	59.1	61.2	61.8	62.3	67.3	45.6	48.8	51.4	52.6	53.6	55.2	55.6	56.8	57.7	60.8	65.6				
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							53.2	54.8	55.8	57.4	64.4						53.7	54.9	55.6	56.2	56.9	57.7	59.0	60.7	65.4	
Active and Collaborative Learning						41.0	41.8	43.5	44.7	46.5	54.5						48.2	49.2	50.0	50.8	51.9	53.3	54.6	63.9		
Student-Faculty Interaction						35.4	36.6	37.7	39.7	41.6	50.0						39.3	40.9	42.2	43.5	45.4	47.2	49.6	57.1		
Enriching Educational Experiences										60.9	63.4	71.4					42.6	44.5	45.7	47.3	49.4	51.9	54.7	64.0		
Supportive Campus Environment						61.2	62.6	63.8	65.3	67.5	73.7						52.2	54.3	55.8	57.4	58.7	59.9	61.3	62.7	64.8	71.8
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	48.9	52.6	54.4	55.7	56.9	58.0	58.9	60.2	62.1	63.2	68.2	52.0	56.2	58.0	59.1	60.0	60.9	62.1	63.1	64.2	66.4	72.3				
Active and Collaborative Learning	35.9	39.7	41.0	41.9	42.8	43.7	44.7	46.1	47.1	49.1	55.3	41.9	47.1	48.9	49.9	51.0	51.8	52.6	53.7	54.4	56.9	62.0				
Student-Faculty Interaction	30.6	35.8	38.1	39.6	40.8	41.7	43.4	45.0	47.1	48.6	59.5	34.4	42.9	47.0	49.1	50.4	51.5	53.4	54.7	56.8	58.9	66.2				
Enriching Educational Experiences	48.4	55.2	59.5	63.0	64.5	65.9	67.9	69.4	72.3	74.1	80.3	35.2	47.8	51.9	53.8	55.4	56.7	58.7	60.7	63.2	67.2	75.3				
Supportive Campus Environment	54.7	59.7	61.5	63.0	64.6	65.5	66.7	68.2	69.5	71.3	78.8	51.3	57.3	59.8	60.7	61.7	62.5	63.9	64.8	66.1	67.1	72.5				
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	44.6	49.4	51.2	52.5	53.4	53.7	54.9	55.6	56.4	57.6	61.8	48.5	51.4	54.8	55.8	56.5	57.3	58.2	59.0	60.2	62.0	74.0				
Active and Collaborative Learning	34.0	36.7	39.8	40.9	42.3	43.4	44.4	45.8	47.4	50.4	55.9	42.0	46.7	48.3	49.2	50.0	50.8	51.7	54.2	55.9	58.7	65.8				
Student-Faculty Interaction	27.2	31.8	32.8	34.7	35.9	37.1	38.6	39.6	42.1	44.7	56.5	32.5	36.6	39.3	41.5	44.5	45.5	46.9	48.8	49.4	52.3	69.8				
Enriching Educational Experiences	42.2	44.6	50.5	53.7	56.3	57.6	58.7	60.3	61.7	64.3	71.0	32.5	40.1	42.6	45.3	46.5	49.0	51.5	52.6	54.8	58.9	64.8				
Supportive Campus Environment	49.1	56.3	60.9	62.0	63.5	64.6	65.5	67.0	68.7	70.0	73.9	48.7	54.5	56.5	58.1	59.6	60.7	63.6	64.8	66.8	70.0	73.9				



National Survey of Student Engagement

The College Student Report

2003 Institutional Engagement Index

Montclair State University

This report represents the degree to which your students engage more or less than *expected* in the five areas of effective educational practice described in the *NSSE 2003 Annual Report*. The scores are statistically adjusted 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 characteristics?
- 3) How does the difference between your actual and predicted benchmark scores compare to other NSSE colleges and universities?

	First-Year				Senior			
	Actual	Predicted	Residual	Standardized Residual	Actual	Predicted	Residual	Standardized Residual
Level of Academic Challenge	52.8	50.0	2.9	1.0	52.3	53.4	-1.1	-0.4
Active and Collaborative Learning	40.6	38.9	1.7	0.5	47.6	46.8	0.8	0.3
Student-Faculty Interaction	34.6	32.6	2.1	0.5	38.6	38.1	0.5	0.1
Enriching Educational Experiences	59.1	53.2	5.9	1.5	42.2	42.6	-0.4	-0.1
Supportive Campus Environment	60.0	58.3	1.7	0.4	51.1	55.4	-4.3	-1.1

The first column "Actual" highlights your institution's first-year and senior actual benchmark scores, which correspond to the numbers reported in the Institutional Benchmark Report, with the exception of Level of Academic Challenge².

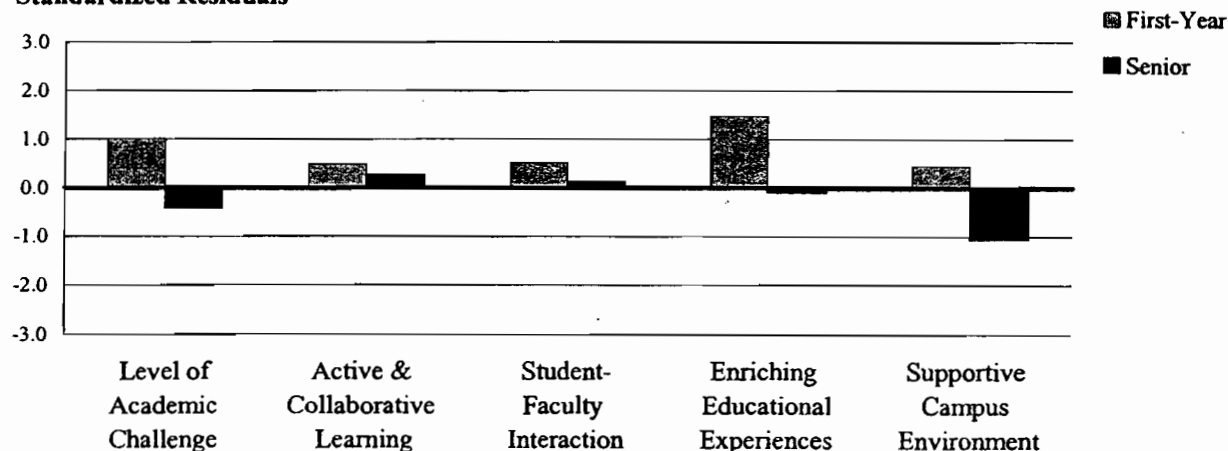
The second column "Predicted" represents what your students are predicted or expected to do across this range of important activities, given their background characteristics and selected institutional information.³

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 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 a larger margin than most other schools.⁴

The chart below highlights the value of your institution's standardized residuals for each benchmark.

Standardized Residuals





National Survey of Student Engagement

The College Student Report

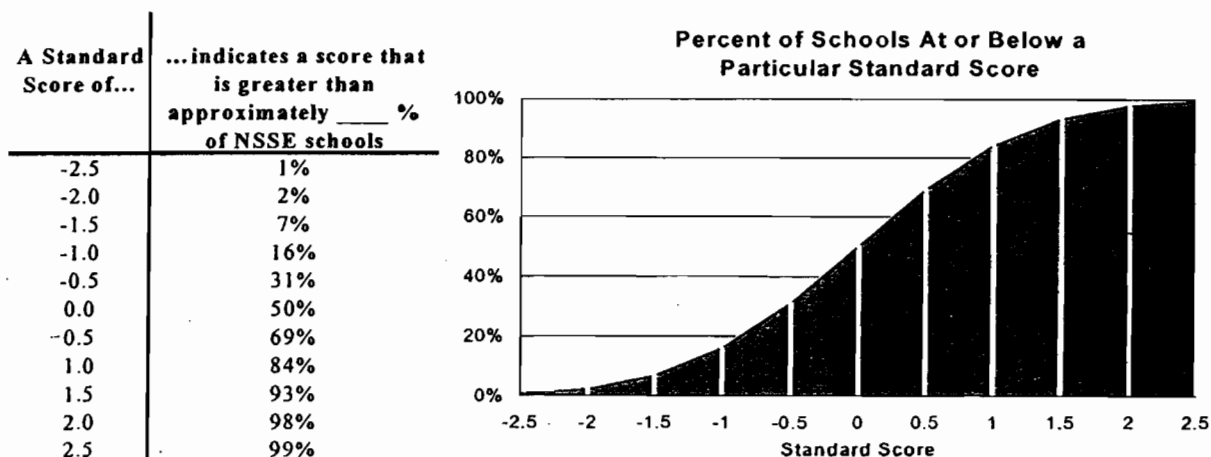
Notes to NSSE 2003 Institutional Engagement Index

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

- ¹ Supporting 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.
- ² The actual score for Level of Academic Challenge reported here may differ somewhat from what is reported on previous pages 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 to create the predicted scores for the Institutional Engagement Index.
- ³ The following student and institutional characteristics were included in an ordinary least squares regression model to produce the predicted benchmark scores: (a) public/private institutional control, (b) admissions selectivity rating from *Barron's Profiles of American Colleges*, (c) Carnegie Classification (d) undergraduate enrollment, (e) level of urbanization, (f) proportion full-time, (g) proportion female, (h) proportion of different races/ethnicities, (i) proportion of different student-reported major fields, (j) mean student-reported age and, (k) proportion of students reporting on-campus residence. Unless noted otherwise, institutional and student characteristics were obtained from IPEDS data, the most complete database available. These student and institutional characteristics were included in the regression model since they are not easily changed.
- ⁴ Statistically speaking, the standardized residual is known as the studentized deleted residual or externally studentized residual. To understand how your institution's residuals compare to other NSSE institutions, refer to the table and chart below that applies to both the benchmark standard scores (page 5) and the standardized residual scores.

Understanding Standard Scores

A standard score of 1.0 indicates a score that is greater than approximately 84 percent of all institutions' scores; a standard score of .5 indicates the score is greater than about 69 percent of all institutions' scores. In contrast, a negative standard score of -.5 indicates the score exceeds about 31 percent of all NSSE institutions, and a standard score of -1.0 indicates the score is greater than only 16 percent of the scores of all other NSSE institutions.





National Survey of Student Engagement

The College Student Report

NSSE 2003 Institutions by State

INSTITUTION	CITY	INSTITUTION	CITY
Alabama		Regis University	Denver
Auburn University	Auburn	University of Colorado at Colorado Springs	Colorado Springs
Auburn University Montgomery	Montgomery	University of Denver	Denver
Huntingdon College	Montgomery	University of Southern Colorado	Pueblo
Judson College	Marion		
Oakwood College	Huntsville	Connecticut	
Samford University	Birmingham	Connecticut College	New London
University of Alabama at Birmingham	Birmingham	Quinnipiac University	Hamden
University of Alabama in Huntsville	Huntsville	Teikyo Post University	Waterbury
		University of New Haven	West Haven
Alaska			
Alaska Pacific University	Anchorage	District of Columbia	
University of Alaska Anchorage	Anchorage	Catholic University of America, The	Washington
		Corcoran College of Art and Design	Washington
Arizona		Howard University	Washington
Arizona State University West	Glendale	Southeastern University	Washington
Embry-Riddle Aeronautical University-Prescott	Prescott		
Northern Arizona University	Flagstaff		
Arkansas		Florida	
Henderson State University	Arkadelphia	Bethune Cookman College	Daytona Beach
John Brown University	Siloam Springs	Eckerd College	St. Petersburg
University of Arkansas at Fort Smith	Fort Smith	Embry-Riddle Aeronautical University- Daytona Beach	Daytona Beach
University of the Ozarks	Clarksville	Florida Gulf Coast University	Ft. Myers
		Florida Institute of Technology	Melbourne
British Columbia		Florida Memorial College	Miami
University of British Columbia, The	Vancouver	Florida Southern College	Lakeland
		Jacksonville University	Jacksonville
California		New College of Florida	Sarasota
California Polytechnic State University	San Luis Obispo	Palm Beach Atlantic University	West Palm Beach
California State University, Dominguez Hills	Carson	Ringling School of Art and Design	Sarasota
California State University, Los Angeles	Los Angeles	Saint John Vianney College Seminary	Miami
California State University, San Bernardino	San Bernardino	University of Florida	Gainesville
California State University, San Marcos	San Marcos	University of Miami	Coral Gables
California State University, Stanislaus	Turlock	University of Tampa, The	Tampa
Chapman University	Orange	University of West Florida	Pensacola
Concordia University Irvine	Irvine		
Harvey Mudd College	Claremont	Georgia	
National University	La Jolla	Agnes Scott College	Decatur
Occidental College	Los Angeles	Berry College	Mount Berry
Pepperdine University	Malibu	Clark Atlanta University	Atlanta
Saint Mary's College of California	Moraga	Clayton College & State University	Morrow
San Francisco State University	San Francisco	Fort Valley State University	Fort Valley
Santa Clara University	Santa Clara	Georgia College & State University	Milledgeville
Scripps College	Claremont	Georgia Institute of Technology	Atlanta
University of San Diego	San Diego	Georgia State University	Atlanta
University of the Pacific	Stockton	LaGrange College	Lagrange
Whittier College	Whittier	Mercer University	Macon
		Savannah State University	Savannah
Colorado		Shorter College	Rome
Adams State College	Alamosa	Spelman College	Atlanta
Colorado School of Mines	Golden	State University of West Georgia	Carrollton
Colorado State University	Ft. Collins	University of Georgia, The	Athens
Fort Lewis College	Durango	Wesleyan College	Macon

INSTITUTION	CITY	INSTITUTION	CITY
Hawaii		Kansas	
Brigham Young University-Hawaii	Laie	Benedictine College	Atchison
University of Hawai'i - West O'ahu	Pearl City	Fort Hays State University	Hays
University of Hawai'i at Hilo	Hilo	Haskell Indian Nations University	Lawrence
		Newman University	Wichita
Illinois		Ottawa University	Ottawa
Augustana College	Rock Island	Southwestern College	Winfield
Blackburn College	Carlinville	Washburn University	Topeka
Bradley University	Peoria		
Concordia University River Forest	River Forest	Kentucky	
DePaul University	Chicago	Alice Lloyd College	Pippa Passes
Elmhurst College	Elmhurst	Bellarmino University	Louisville
Eureka College	Eureka	Berea College	Berea
Illinois Institute of Technology	Chicago	Centre College	Danville
Illinois State University	Normal	Eastern Kentucky University	Richmond
Knox College	Galesburg	Kentucky State University	Frankfort
Lewis University	Romeoville	Morehead State University	Morehead
Loyola University Chicago	Chicago	Murray State University	Murray
McKendree College	Lebanon	Northern Kentucky University	Highland Heights
Millikin University	Decatur	Transylvania University	Lexington
Monmouth College	Monmouth	University of Kentucky	Lexington
North Central College	Naperville	University of Louisville	Louisville
Northeastern Illinois University	Chicago	Western Kentucky University	Bowling Green
Rockford College	Rockford		
Saint Xavier University	Chicago	Louisiana	
Southern Illinois University Edwardsville	Edwardsville	Louisiana State University and Agricultural and Mechanical College	Baton Rouge
University of Illinois at Springfield	Springfield	Loyola University New Orleans	New Orleans
University of Illinois at Urbana-Champaign	Champaign	Southeastern Louisiana University	Hammond
Wheaton College	Wheaton	Tulane University	New Orleans
		Xavier University of Louisiana	New Orleans
Indiana		Maine	
Butler University	Indianapolis	University of Maine at Farmington, The	Farmington
Calumet College of Saint Joseph	Whiting	University of Maine at Presque Isle	Presque Isle
DePauw University	Greencastle	University of Southern Maine	Portland
Hanover College	Hanover		
Huntington College	Huntington	Maryland	
Indiana State University	Terre Haute	College of Notre Dame of Maryland	Baltimore
Indiana University Bloomington	Bloomington	Goucher College	Baltimore
Indiana University East	Richmond	McDaniel College	Westminster
Indiana University Northwest	Gary	Mount St. Mary's College	Emmitsburg
Indiana University-Purdue University Fort Wayne	Ft. Wayne	St. Mary's College of Maryland	St. Mary's City
Indiana Wesleyan University	Marion	University of Maryland	College Park
Purdue University Calumet	Hammond	Washington College	Chestertown
Rose-Hulman Institute of Technology	Terre Haute		
University of Southern Indiana	Evansville	Massachusetts	
Wabash College	Crawfordsville	College of the Holy Cross	Worcester
		Endicott College	Beverly
Iowa		Fitchburg State College	Fitchburg
Cornell College	Mt. Vernon	Framingham State College	Framingham
Dordt College	Sioux Center	Franklin W. Olin College of Engineering	Neeham
Drake University	Des Moines	Gordon College	Wenham
Iowa State University	Ames	Massachusetts College of Liberal Arts	North Adams
Maharishi University of Management	Fairfield	Mount Ida College	Newton Centre
Morningside College	Sioux City	Northeastern University	Boston
Mount Mercy College	Cedar Rapids	Pine Manor College	Chestnut Hill
University of Dubuque	Dubuque	Regis College	Weston
		Simon's Rock College of Bard	Great Barrington

INSTITUTION	CITY	INSTITUTION	CITY
Springfield College	Springfield	Nevada	
Wheaton College	Norton	University of Nevada, Reno	Reno
Wheelock College	Boston	New Hampshire	
Worcester Polytechnic Institute	Worcester	Colby-Sawyer College	New London
Michigan		Daniel Webster College	Nashua
Alma College	Alma	Keene State College	Keene
Calvin College	Grand Rapids	Plymouth State College	Plymouth
Central Michigan University	Mt. Pleasant	New Jersey	
Concordia University, Ann Arbor	Ann Arbor	Bloomfield College	Bloomfield
Eastern Michigan University	Ypsilanti	Georgian Court College	Lakewood
Hope College	Holland	Kean University	Union
Kalamazoo College	Kalamazoo	Montclair State University	Upper Montclair
Kettering University	Flint	New Jersey City University	Jersey City
Michigan State University	East Lansing	Ramapo College of New Jersey	Mahwah
Michigan Technological University	Houghton	Richard Stockton College of New Jersey, The	Pomona
Oakland University	Rochester Hills	Saint Peter's College	Jersey City
University of Detroit Mercy	Detroit	Seton Hall University	South Orange
University of Michigan	Ann Arbor	New Mexico	
University of Michigan-Dearborn	Dearborn	Institute of American Indian Arts	Santa Fe
Western Michigan University	Kalamazoo	University of New Mexico - Main Campus	Albuquerque
Minnesota		Western New Mexico University	Silver City
Bethel College	St. Paul	New York	
Capella University	Minneapolis	Adelphi University	Garden City
College of St. Catherine, The	St. Paul	Alfred University	Alfred
College of St. Scholastica, The	Duluth	Baruch College of The City University of New York	New York
Concordia University, St. Paul	St. Paul	Brooklyn College of The City University of New York	Brooklyn
Hamline University	St. Paul	Cazenovia College	Cazenovia
Metropolitan State University	St. Paul	Clarkson University	Potsdam
Minnesota State University, Mankato	Mankato	College of New Rochelle, The	New Rochelle
St. Cloud State University	St. Cloud	College of Saint Rose, The	Albany
St. Olaf College	Northfield	Daemen College	Amherst
Mississippi		Elmira College	Elmira
Jackson State University	Jackson	Hartwick College	Oneonta
Missouri		Hobart and William Smith Colleges	Geneva
Central Missouri State University	Warrensburg	Houghton College	Houghton
College of the Ozarks	Point Lookout	Ithaca College	Ithaca
Drury University	Springfield	Keuka College	Keuka Park
Kansas City Art Institute	Kansas City	Le Moyne College	Syracuse
Northwest Missouri State University	Maryville	Manhattanville College	Purchase
Rockhurst University	Kansas City	Marymount Manhattan College	New York
Saint Louis University	St. Louis	Medgar Evers College of The City University of New York	Brooklyn
Truman State University	Kirksville	New School University	New York
University of Missouri-Columbia	Columbia	Pace University	New York
University of Missouri-Kansas City	Kansas City	Polytechnic University	Brooklyn
University of Missouri-Rolla	Rolla	Russell Sage College	Troy
University of Missouri-St. Louis	St. Louis	School of Visual Arts	New York
Webster University	St. Louis	Skidmore College	Saratoga Springs
Westminster College	Fulton	St. Francis College	Brooklyn
Nebraska		St. Joseph's College Suffolk Campus	Patchogue
Concordia University Nebraska	Seward	St. Joseph's College, New York (Brooklyn Campus)	Brooklyn
Creighton University	Omaha	State University of New York College at Geneseo	Geneseo
University of Nebraska at Kearney	Kearney		
Wayne State College	Wayne		

INSTITUTION	CITY	INSTITUTION	CITY
State University of New York College at Oneonta	Oneonta	Pennsylvania	
State University of New York College at Oswego	Oswego	Allegheny College	Meadville
State University of New York College at Potsdam	Potsdam	Cedar Crest College	Allentown
Stony Brook University of the State University of New York	Stony Brook	Chatham College	Pittsburgh
Syracuse University	Syracuse	College Misericordia	Dallas
United States Merchant Marine Academy	Kings Point	Drexel University	Philadelphia
Vassar College	Poughkeepsie	Duquesne University	Pittsburgh
Wagner College	Staten Island	Franklin & Marshall College	Lancaster
North Carolina		Juniata College	Huntingdon
Catawba College	Salisbury	Lock Haven University of Pennsylvania	Lock Haven
Elon University	Elon	Mansfield University of Pennsylvania	Mansfield
Fayetteville State University	Fayetteville	Marywood University	Scranton
Lees-McRae College	Banner Elk	Millersville University of Pennsylvania	Millersville
Meredith College	Raleigh	Mount Aloysius College	Cresson
North Carolina Agricultural and Technical State University	Greensboro	Neumann College	Aston
Peace College	Raleigh	Pennsylvania State University Berks-Lehigh Valley College	Reading
Pfeiffer University	Misenheimer	Philadelphia University	Philadelphia
University of North Carolina at Chapel Hill, The	Chapel Hill	Saint Francis University	Loretto
Warren Wilson College	Swannanoa	Saint Vincent College	Latrobe
North Dakota		Shippensburg University	Shippensburg
Dickinson State University	Dickinson	Slippery Rock University of Pennsylvania	Slippery Rock
University of North Dakota	Grand Forks	Susquehanna University	Selinsgrove
Ohio		Temple University	Philadelphia
Antioch College	Yellow Springs	Thiel College	Greenville
Baldwin-Wallace College	Berea	University of Pittsburgh at Greensburg	Greensburg
Bowling Green State University	Bowling Green	University of Pittsburgh at Johnstown	Johnstown
Case Western Reserve University	Cleveland	University of the Arts, The	Philadelphia
Central State University	Wilberforce	Ursinus College	Collegeville
Circleville Bible College	Circleville	Villanova University	Villanova
College of Mount Saint Joseph	Cincinnati	Waynesburg College	Waynesburg
College of Wooster, The	Wooster	York College of Pennsylvania	York
Columbus College of Art & Design	Columbus	Puerto Rico	
Denison University	Granville	Pontifical Catholic University of Puerto Rico	Ponce
Franciscan University of Steubenville	Steubenville	University of Puerto Rico at Humacao	Humacao
Heidelberg College	Tiffin	Rhode Island	
Hiram College	Hiram	Bryant College	Smithfield
John Carroll University	Cleveland	Rhode Island School of Design	Providence
Miami University	Oxford	Roger Williams University	Bristol
Mount Union College	Alliance	South Carolina	
Notre Dame College	South Euclid	Benedict College	Columbia
Ohio Northern University	Ada	Clemson University	Clemson
Oklahoma		Coker College	Hartsville
Oklahoma City University	Oklahoma City	College of Charleston	Charleston
University of Central Oklahoma	Edmond	Converse College	Spartanburg
Oregon		Furman University	Greenville
George Fox University	Newberg	Morris College	Sumter
Oregon State University	Corvallis	Presbyterian College	Clinton
Portland State University	Portland	University of South Carolina	Columbia
University of Oregon	Eugene	Voorhees College	Denmark
Willamette University	Salem	Winthrop University	Rock Hill
		Wofford College	Spartanburg
		South Dakota	
		Black Hills State University	Spearfish
		Dakota State University	Madison

INSTITUTION	CITY	INSTITUTION	CITY
Northern State University	Aberdeen	Virgin Islands	
South Dakota School of Mines and Technology	Rapid City	University of the Virgin Islands	St. Thomas
South Dakota State University	Brookings	Virginia	
University of South Dakota, The	Vermillion	Emory & Henry College	Emory
Tennessee		Ferrum College	Ferrum
Belmont University	Nashville	George Mason University	Fairfax
Bryan College	Dayton	Hampden-Sydney College	Farmville
Lane College	Jackson	Longwood University	Farmville
Lee University	Cleveland	Lynchburg College	Lynchburg
University of Memphis, The	Memphis	Mary Washington College	Fredericksburg
University of Tennessee, The	Knoxville	Norfolk State University	Norfolk
University of the South, The	Sewanee	Radford University	Radford
Texas		Randolph-Macon College	Ashland
Abilene Christian University	Abilene	Randolph-Macon Woman's College	Lynchburg
Angelo State University	San Angelo	Roanoke College	Salem
Austin College	Sherman	Virginia Military Institute	Lexington
Baylor University	Waco	Washington	
Lamar University	Beaumont	Evergreen State College, The	Olympia
Prairie View A&M University	Prairie View	Heritage College	Toppenish
Saint Mary's University	San Antonio	Seattle Pacific University	Seattle
Sam Houston State University	Huntsville	Seattle University	Seattle
Southwest Texas State University	San Marcos	University of Puget Sound	Tacoma
Southwestern University	Georgetown	Western Washington University	Bellingham
Tarleton State University	Stephenville	West Virginia	
Tarleton State University (Texas A&M System Pilot)	Stephenville	Fairmont State College	Fairmont
Texas A&M International University	Laredo	University of Charleston	Charleston
Texas A&M University	College Station	West Virginia University	Morgantown
Texas A&M University at Galveston	Galveston	West Virginia University Institute of Technology	Montgomery
Texas A&M University-Commerce	Commerce	West Virginia Wesleyan College	Buckhannon
Texas A&M University-Corpus Christi	Corpus Christi	Wisconsin	
Texas A&M University-Kingsville	Kingsville	Alverno College	Milwaukee
Texas A&M University-Texarkana	Texarkana	Cardinal Stritch University	Milwaukee
Texas Lutheran University	Seguin	Carroll College	Waukesha
University of Houston - Downtown	Houston	Concordia University Wisconsin	Mequon
University of St. Thomas	Houston	Edgewood College	Madison
University of Texas at Arlington, The	Arlington	Lawrence University	Appleton
University of Texas at Austin, The	Austin	Marian College of Fond du Lac	Fond Du Lac
University of Texas at Brownsville, The	Brownsville	Milwaukee Institute of Art & Design	Milwaukee
University of Texas at Dallas, The	Richardson	Northland College	Ashland
University of Texas at El Paso, The	El Paso	University of Wisconsin-La Crosse	La Crosse
University of Texas at San Antonio, The	San Antonio	University of Wisconsin-Stout	Menomonie
University of Texas at Tyler, The	Tyler	University of Wisconsin-Whitewater	Whitewater
University of Texas of the Permian Basin, The	Odessa		
University of Texas-Pan American, The	Edinburg		
West Texas A&M University	Canyon		
Utah			
Brigham Young University	Provo		
Southern Utah University	Cedar City		
Westminster College	Salt Lake City		
Vermont			
Marlboro College	Marlboro		
Saint Michael's College	Colchester		
Sterling College	Craftsbury Common		



National Survey of Student Engagement

The College Student Report

NSSE 2003 Institutions by Carnegie Classification

INSTITUTION	CITY/STATE	INSTITUTION	CITY/STATE
Associate's Colleges		Mount Union College	Alliance, OH
Sterling College	Craftsbury Common, VT	Neumann College	Aston, PA
Baccalaureate Colleges—General		Northland College	Ashland, WI
Alice Lloyd College	Pippa Passes, KY	Notre Dame College	South Euclid, OH
Alverno College	Milwaukee, WI	Oakwood College	Huntsville, AL
Baldwin-Wallace College	Berea, OH	Ohio Northern University	Ada, OH
Benedict College	Columbia, SC	Ottawa University	Ottawa, KS
Berea College	Berea, KY	Ramapo College of New Jersey	Mahwah, NJ
Berry College	Mount Berry, GA	Roger Williams University	Bristol, RI
Bethune Cookman College	Daytona Beach, FL	Russell Sage College	Troy, NY
Black Hills State University	Spearfish, SD	Shorter College	Rome, GA
Bloomfield College	Bloomfield, NJ	Southwestern College	Winfield, KS
Brigham Young University-Hawaii	Laie, HI	St. Francis College	Brooklyn, NY
Bryan College	Dayton, TN	St. Joseph's College Suffolk Campus	Patchogue, NY
Calumet College of Saint Joseph	Whiting, IN	St. Joseph's College, New York (Brooklyn Campus)	Brooklyn, NY
Calvin College	Grand Rapids, MI	Teikyo Post University	Waterbury, CT
Carroll College	Waukesha, WI	Texas Lutheran University	Seguin, TX
Catawba College	Salisbury, NC	Thiel College	Greenville, PA
Cedar Crest College	Allentown, PA	University of Charleston	Charleston, WV
Central State University	Wilberforce, OH	University of Houston - Downtown	Houston, TX
Coker College	Hartsville, SC	University of Maine at Farmington, The	Farmington, ME
Colby-Sawyer College	New London, NH	University of Pittsburgh at Johnstown	Johnstown, PA
College of the Ozarks	Point Lookout, MO	University of Puerto Rico at Humacao	Humacao, PR
Concordia University, Ann Arbor	Ann Arbor, MI	University of the Ozarks	Clarksville, AR
Concordia University, St. Paul	St. Paul, MN	Voorhees College	Denmark, SC
Daemen College	Amherst, NY	West Virginia University Institute of Technology	Montgomery, WV
Dakota State University	Madison, SD	Baccalaureate Colleges—Liberal Arts	
Daniel Webster College	Nashua, NH	Agnes Scott College	Decatur, GA
Dickinson State University	Dickinson, ND	Allegheny College	Meadville, PA
Dordt College	Sioux Center, IA	Alma College	Alma, MI
Elmhurst College	Elmhurst, IL	Antioch College	Yellow Springs, OH
Elmira College	Elmira, NY	Augustana College	Rock Island, IL
Endicott College	Beverly, MA	Austin College	Sherman, TX
Eureka College	Eureka, IL	Blackburn College	Carlinville, IL
Fairmont State College	Fairmont, WV	Centre College	Danville, KY
Ferrum College	Ferrum, VA	Chatham College	Pittsburgh, PA
Florida Memorial College	Miami, FL	College of the Holy Cross	Worcester, MA
Florida Southern College	Lakeland, FL	College of Wooster, The	Wooster, OH
Huntington College	Huntington, IN	Connecticut College	New London, CT
Indiana University East	Richmond, IN	Cornell College	Mt. Vernon, IA
John Brown University	Siloam Springs, AR	Denison University	Granville, OH
Keuka College	Keuka Park, NY	DePauw University	Greencastle, IN
LaGrange College	Lagrange, GA	Eckerd College	St. Petersburg, FL
Lee University	Cleveland, TN	Emory & Henry College	Emory, VA
McKendree College	Lebanon, IL	Evergreen State College, The	Olympia, WA
Medgar Evers College of The City University of New York	Brooklyn, NY	Fort Lewis College	Durango, CO
Millikin University	Decatur, IL	Franklin & Marshall College	Lancaster, PA
Morningside College	Sioux City, IA	Furman University	Greenville, SC
Morris College	Sumter, SC	Gordon College	Wenham, MA
Mount Mercy College	Cedar Rapids, IA	Goucher College	Baltimore, MD

INSTITUTION	CITY/STATE	INSTITUTION	CITY/STATE
Hampden-Sydney College	Farmville, VA	Willamette University	Salem, OR
Hanover College	Hanover, IN	Wofford College	Spartanburg, SC
Hartwick College	Oneonta, NY	Baccalaureate/Associate's Colleges	
Harvey Mudd College	Claremont, CA	Cazenovia College	Cazenovia, NY
Hiram College	Hiram, OH	Clayton College & State University	Morrow, GA
Hobart and William Smith Colleges	Geneva, NY	Mount Aloysius College	Cresson, PA
Hope College	Holland, MI	Mount Ida College	Newton Centre, MA
Houghton College	Houghton, NY	Peace College	Raleigh, NC
Huntingdon College	Montgomery, AL	Simon's Rock College of Bard	Great Barrington, MA
Judson College	Marion, AL	Doctoral/Research Universities—Extensive	
Juniata College	Huntingdon, PA	Auburn University	Auburn, AL
Kalamazoo College	Kalamazoo, MI	Brigham Young University	Provo, UT
Knox College	Galesburg, IL	Case Western Reserve University	Cleveland, OH
Lane College	Jackson, TN	Catholic University of America, The	Washington, DC
Lawrence University	Appleton, WI	Clemson University	Clemson, SC
Lees-McRae College	Banner Elk, NC	Colorado State University	Ft. Collins, CO
Marlboro College	Marlboro, VT	Georgia Institute of Technology	Atlanta, GA
Marymount Manhattan College	New York, NY	Georgia State University	Atlanta, GA
Massachusetts College of Liberal Arts	North Adams, MA	Howard University	Washington, DC
McDaniel College	Westminster, MD	Indiana University Bloomington	Bloomington, IN
Monmouth College	Monmouth, IL	Iowa State University	Ames, IA
New College of Florida	Sarasota, FL	Louisiana State University and Agricultural and Mechanical College	Baton Rouge, LA
Occidental College	Los Angeles, CA	Loyola University Chicago	Chicago, IL
Pine Manor College	Chestnut Hill, MA	Michigan State University	East Lansing, MI
Presbyterian College	Clinton, SC	Northeastern University	Boston, MA
Randolph-Macon College	Ashland, VA	Oregon State University	Corvallis, OR
Randolph-Macon Woman's College	Lynchburg, VA	Saint Louis University	St. Louis, MO
Richard Stockton College of New Jersey, The	Pomona, NJ	Stony Brook University of the State University of New York	Stony Brook, NY
Roanoke College	Salem, VA	Syracuse University	Syracuse, NY
Saint Vincent College	Latrobe, PA	Temple University	Philadelphia, PA
Scripps College	Claremont, CA	Texas A&M University	College Station, TX
Skidmore College	Saratoga Springs, NY	Tulane University	New Orleans, LA
Southwestern University	Georgetown, TX	University of Alabama at Birmingham	Birmingham, AL
Spelman College	Atlanta, GA	University of Denver	Denver, CO
St. Mary's College of Maryland	St. Mary's City, MD	University of Florida	Gainesville, FL
St. Olaf College	Northfield, MN	University of Georgia, The	Athens, GA
Susquehanna University	Selinsgrove, PA	University of Illinois at Urbana- Champaign	Champaign, IL
Texas A&M University at Galveston	Galveston, TX	University of Kentucky	Lexington, KY
Transylvania University	Lexington, KY	University of Louisville	Louisville, KY
University of Hawai'i - West O'ahu	Pearl City, HI	University of Maryland	College Park, MD
University of Hawai'i at Hilo	Hilo, HI	University of Memphis, The	Memphis, TN
University of Maine at Presque Isle	Presque Isle, ME	University of Miami	Coral Gables, FL
University of Pittsburgh at Greensburg	Greensburg, PA	University of Michigan	Ann Arbor, MI
University of Puget Sound	Tacoma, WA	University of Missouri-Columbia	Columbia, MO
University of the South, The	Sewanee, TN	University of Nevada, Reno	Reno, NV
Ursinus College	Collegeville, PA	University of New Mexico - Main Campus	Albuquerque, NM
Vassar College	Poughkeepsie, NY	University of North Carolina at Chapel Hill, The	Chapel Hill, NC
Virginia Military Institute	Lexington, VA	University of Oregon	Eugene, OR
Wabash College	Crawfordsville, IN	University of South Carolina	Columbia, SC
Washington College	Chestertown, MD	University of Tennessee, The	Knoxville, TN
Wesleyan College	Macon, GA	University of Texas at Arlington, The	Arlington, TX
West Virginia Wesleyan College	Buckhannon, WV	University of Texas at Austin, The	Austin, TX
Westminster College	Fulton, MO	West Virginia University	Morgantown, WV
Wheaton College	Wheaton, IL		
Wheaton College	Norton, MA		
Whittier College	Whittier, CA		

INSTITUTION	CITY/STATE	INSTITUTION	CITY/STATE
Western Michigan University	Kalamazoo, MI	Brooklyn College of The City University of New York	Brooklyn, NY
Doctoral/Research Universities—Intensive		Bryant College	Smithfield, RI
Adelphi University	Garden City, NY	Butler University	Indianapolis, IN
Baylor University	Waco, TX	California Polytechnic State University	San Luis Obispo, CA
Bowling Green State University	Bowling Green, OH	California State University, Dominguez Hills	Carson, CA
Central Michigan University	Mt. Pleasant, MI	California State University, Los Angeles	Los Angeles, CA
Clark Atlanta University	Atlanta, GA	California State University, San Bernardino	San Bernardino, CA
Clarkson University	Potsdam, NY	California State University, San Marcos	San Marcos, CA
DePaul University	Chicago, IL	California State University, Stanislaus	Turlock, CA
Drexel University	Philadelphia, PA	Cardinal Stritch University	Milwaukee, WI
Duquesne University	Pittsburgh, PA	Central Missouri State University	Warrensburg, MO
Florida Institute of Technology	Melbourne, FL	Chapman University	Orange, CA
George Mason University	Fairfax, VA	College Misericordia	Dallas, PA
Illinois Institute of Technology	Chicago, IL	College of Charleston	Charleston, SC
Illinois State University	Normal, IL	College of Mount Saint Joseph	Cincinnati, OH
Indiana State University	Terre Haute, IN	College of New Rochelle, The	New Rochelle, NY
Jackson State University	Jackson, MS	College of Notre Dame of Maryland	Baltimore, MD
Miami University	Oxford, OH	College of Saint Rose, The	Albany, NY
Michigan Technological University	Houghton, MI	College of St. Catherine, The	St. Paul, MN
New School University	New York, NY	College of St. Scholastica, The	Duluth, MN
Northern Arizona University	Flagstaff, AZ	Concordia University Irvine	Irvine, CA
Oakland University	Rochester Hills, MI	Concordia University Nebraska	Seward, NE
Pace University	New York, NY	Concordia University River Forest	River Forest, IL
Pepperdine University	Malibu, CA	Concordia University Wisconsin	Mequon, WI
Polytechnic University	Brooklyn, NY	Converse College	Spartanburg, SC
Portland State University	Portland, OR	Creighton University	Omaha, NE
Seton Hall University	South Orange, NJ	Drake University	Des Moines, IA
South Dakota State University	Brookings, SD	Drury University	Springfield, MO
Texas A&M University-Commerce	Commerce, TX	Eastern Kentucky University	Richmond, KY
Texas A&M University-Kingsville	Kingsville, TX	Eastern Michigan University	Ypsilanti, MI
University of Alabama in Huntsville	Huntsville, AL	Edgewood College	Madison, WI
University of Missouri-Kansas City	Kansas City, MO	Elon University	Elon, NC
University of Missouri-Rolla	Rolla, MO	Embry-Riddle Aeronautical University-Daytona Beach	Daytona Beach, FL
University of Missouri-St. Louis	St. Louis, MO	Fayetteville State University	Fayetteville, NC
University of North Dakota	Grand Forks, ND	Fitchburg State College	Fitchburg, MA
University of San Diego	San Diego, CA	Florida Gulf Coast University	Ft. Myers, FL
University of South Dakota, The	Vermillion, SD	Fort Hays State University	Hays, KS
University of Texas at Dallas, The	Richardson, TX	Fort Valley State University	Fort Valley, GA
University of Texas at El Paso, The	El Paso, TX	Framingham State College	Framingham, MA
University of the Pacific	Stockton, CA	Franciscan University of Steubenville	Steubenville, OH
Worcester Polytechnic Institute	Worcester, MA	George Fox University	Newberg, OR
Master's Colleges and Universities		Georgia College & State University	Milledgeville, GA
Abilene Christian University	Abilene, TX	Georgian Court College	Lakewood, NJ
Adams State College	Alamosa, CO	Hamline University	St. Paul, MN
Alaska Pacific University	Anchorage, AK	Heidelberg College	Tiffin, OH
Alfred University	Alfred, NY	Henderson State University	Arkadelphia, AR
Angelo State University	San Angelo, TX	Heritage College	Toppenish, WA
Arizona State University West	Glendale, AZ	Indiana University Northwest	Gary, IN
Auburn University Montgomery	Montgomery, AL	Indiana University-Purdue University Fort Wayne	Ft. Wayne, IN
Baruch College of The City University of New York	New York, NY	Indiana Wesleyan University	Marion, IN
Bellarmino University	Louisville, KY	Ithaca College	Ithaca, NY
Belmont University	Nashville, TN	Jacksonville University	Jacksonville, FL
Benedictine College	Atchison, KS	John Carroll University	Cleveland, OH
Bethel College	St. Paul, MN	Kean University	Union, NJ
Bradley University	Peoria, IL		

INSTITUTION	CITY/STATE	INSTITUTION	CITY/STATE
Keene State College	Keene, NH	San Francisco State University	San Francisco, CA
Kentucky State University	Frankfort, KY	Santa Clara University	Santa Clara, CA
Lamar University	Beaumont, TX	Savannah State University	Savannah, GA
Le Moyne College	Syracuse, NY	Seattle Pacific University	Seattle, WA
Lewis University	Romeoville, IL	Seattle University	Seattle, WA
Lock Haven University of Pennsylvania	Lock Haven, PA	Shippensburg University	Shippensburg, PA
Longwood University	Farmville, VA	Slippery Rock University of Pennsylvania	Slippery Rock, PA
Loyola University New Orleans	New Orleans, LA	Southeastern Louisiana University	Hammond, LA
Lynchburg College	Lynchburg, VA	Southeastern University	Washington, DC
Maharishi University of Management	Fairfield, IA	Southern Illinois University Edwardsville	Edwardsville, IL
Manhattanville College	Purchase, NY	Southern Utah University	Cedar City, UT
Mansfield University of Pennsylvania	Mansfield, PA	Southwest Texas State University	San Marcos, TX
Marian College of Fond du Lac	Fond Du Lac, WI	Springfield College	Springfield, MA
Mary Washington College	Fredericksburg, VA	St. Cloud State University	St. Cloud, MN
Marywood University	Scranton, PA	State University of New York College at Geneseo	Geneseo, NY
Mercer University	Macon, GA	State University of New York College at Oneonta	Oneonta, NY
Meredith College	Raleigh, NC	State University of New York College at Oswego	Oswego, NY
Metropolitan State University	St. Paul, MN	State University of New York College at Potsdam	Potsdam, NY
Millersville University of Pennsylvania	Millersville, PA	State University of West Georgia	Carrollton, GA
Minnesota State University, Mankato	Mankato, MN	Tarleton State University	Stephenville, TX
Montclair State University	Upper Montclair, NJ	Tarleton State University (Texas A&M System Pilot)	Stephenville, TX
Morehead State University	Morehead, KY	Texas A&M International University	Laredo, TX
Mount St. Mary's College	Emmitsburg, MD	Texas A&M University-Corpus Christi	Corpus Christi, TX
Murray State University	Murray, KY	Texas A&M University-Texarkana	Texarkana, TX
National University	La Jolla, CA	Truman State University	Kirksville, MO
New Jersey City University	Jersey City, NJ	University of Alaska Anchorage	Anchorage, AK
Newman University	Wichita, KS	University of Central Oklahoma	Edmond, OK
Norfolk State University	Norfolk, VA	University of Colorado at Colorado Springs	Colorado Springs, CO
North Carolina Agricultural and Technical State University	Greensboro, NC	University of Detroit Mercy	Detroit, MI
North Central College	Naperville, IL	University of Dubuque	Dubuque, IA
Northeastern Illinois University	Chicago, IL	University of Illinois at Springfield	Springfield, IL
Northern Kentucky University	Highland Heights, KY	University of Michigan-Dearborn	Dearborn, MI
Northern State University	Aberdeen, SD	University of Nebraska at Kearney	Kearney, NE
Northwest Missouri State University	Maryville, MO	University of New Haven	West Haven, CT
Oklahoma City University	Oklahoma City, OK	University of Southern Colorado	Pueblo, CO
Palm Beach Atlantic University	West Palm Beach, FL	University of Southern Indiana	Evansville, IN
Pfeiffer University	Misenheimer, NC	University of Southern Maine	Portland, ME
Philadelphia University	Philadelphia, PA	University of St. Thomas	Houston, TX
Plymouth State College	Plymouth, NH	University of Tampa, The	Tampa, FL
Pontifical Catholic University of Puerto Rico	Ponce, PR	University of Texas at Brownsville, The	Brownsville, TX
Prairie View A&M University	Prairie View, TX	University of Texas at San Antonio, The	San Antonio, TX
Purdue University Calumet	Hammond, IN	University of Texas at Tyler, The	Tyler, TX
Quinnipiac University	Hamden, CT	University of Texas of the Permian Basin, The	Odessa, TX
Radford University	Radford, VA	University of Texas-Pan American, The	Edinburg, TX
Regis College	Weston, MA	University of the Virgin Islands	St. Thomas, VI
Regis University	Denver, CO	University of West Florida	Pensacola, FL
Rockford College	Rockford, IL	University of Wisconsin-La Crosse	La Crosse, WI
Rockhurst University	Kansas City, MO	University of Wisconsin-Stout	Menomonie, WI
Saint Francis University	Loretto, PA	University of Wisconsin-Whitewater	Whitewater, WI
Saint Mary's College of California	Moraga, CA	Villanova University	Villanova, PA
Saint Mary's University	San Antonio, TX	Wagner College	Staten Island, NY
Saint Michael's College	Colchester, VT	Warren Wilson College	Swannanoa, NC
Saint Peter's College	Jersey City, NJ		
Saint Xavier University	Chicago, IL		
Sam Houston State University	Huntsville, TX		
Samford University	Birmingham, AL		

INSTITUTION	CITY/STATE	INSTITUTION	CITY/STATE
Washburn University	Topeka, KS		
Wayne State College	Wayne, NE		
Waynesburg College	Waynesburg, PA		
Webster University	St. Louis, MO		
West Texas A&M University	Canyon, TX		
Western Kentucky University	Bowling Green, KY		
Western New Mexico University	Silver City, NM		
Western Washington University	Bellingham, WA		
Westminster College	Salt Lake City, UT		
Wheelock College	Boston, MA		
Winthrop University	Rock Hill, SC		
Xavier University of Louisiana	New Orleans, LA		
York College of Pennsylvania	York, PA		

Other Types of Institutions

Capella University	Minneapolis, MN
Embry-Riddle Aeronautical University-Prescott	Prescott, AZ
Franklin W. Olin College of Engineering	Neeham, MA
Pennsylvania State University Berks-Lehigh Valley College	Reading, PA
United States Merchant Marine Academy	Kings Point, NY
University of Arkansas at Fort Smith	Fort Smith, AR
University of British Columbia, The	Vancouver, BC

Schools of Art, Music, and Design

Columbus College of Art & Design	Columbus, OH
Corcoran College of Art and Design	Washington, DC
Kansas City Art Institute	Kansas City, MO
Milwaukee Institute of Art & Design	Milwaukee, WI
Rhode Island School of Design	Providence, RI
Ringling School of Art and Design	Sarasota, FL
School of Visual Arts	New York, NY
University of the Arts, The	Philadelphia, PA

Schools of Engineering and Technology

Colorado School of Mines	Golden, CO
Kettering University	Flint, MI
Rose-Hulman Institute of Technology	Terre Haute, IN
South Dakota School of Mines and Technology	Rapid City, SD

Theological Seminaries and Other Specialized Faith-Related Institutions

Circleville Bible College	Circleville, OH
Saint John Vianney College Seminary	Miami, FL

Tribal Colleges and Universities

Haskell Indian Nations University	Lawrence, KS
Institute of American Indian Arts	Santa Fe, NM





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NSSE 2003 Institutions by Consortium

INSTITUTION	CITY/STATE	INSTITUTION	CITY/STATE
Association of American Universities Data Exchange		Ramapo College of New Jersey	Mahwah, NJ
Michigan State University	East Lansing, MI	St. Mary's College of Maryland	St. Mary's City, MD
Stony Brook University of the State University of New York	Stony Brook, NY	State University of New York College at Geneseo	Geneseo, NY
University of Illinois at Urbana-Champaign	Champaign, IL	Truman State University	Kirkville, MO
University of Maryland	College Park, MD	University of Maine at Farmington, The	Farmington, ME
University of Michigan	Ann Arbor, MI	HBCU Consortium	
University of Missouri-Columbia	Columbia, MO	Bethune Cookman College	Daytona Beach, FL
University of North Carolina at Chapel Hill, The	Chapel Hill, NC	Central State University	Wilberforce, OH
University of Oregon	Eugene, OR	Clark Atlanta University	Atlanta, GA
Association of Independent Colleges of Art and Design		Fayetteville State University	Fayetteville, NC
Columbus College of Art & Design	Columbus, OH	Florida Memorial College	Miami, FL
Corcoran College of Art and Design	Washington, DC	Fort Valley State University	Fort Valley, GA
Kansas City Art Institute	Kansas City, MO	Jackson State University	Jackson, MS
Milwaukee Institute of Art & Design	Milwaukee, WI	Morris College	Sumter, SC
Rhode Island School of Design	Providence, RI	Norfolk State University	Norfolk, VA
Ringling School of Art and Design	Sarasota, FL	North Carolina Agricultural and Technical State University	Greensboro, NC
School of Visual Arts	New York, NY	Oakwood College	Huntsville, AL
University of the Arts, The	Philadelphia, PA	Voorhees College	Denmark, SC
Association of Independent Technological Universities		Xavier University of Louisiana	New Orleans, LA
Clarkson University	Potsdam, NY	Jesuit Colleges and Universities	
Embry-Riddle Aeronautical University-Daytona Beach	Daytona Beach, FL	College of the Holy Cross	Worcester, MA
Embry-Riddle Aeronautical University-Prescott	Prescott, AZ	Creighton University	Omaha, NE
Harvey Mudd College	Claremont, CA	John Carroll University	Cleveland, OH
Illinois Institute of Technology	Chicago, IL	Le Moyne College	Syracuse, NY
Kettering University	Flint, MI	Loyola University New Orleans	New Orleans, LA
Polytechnic University	Brooklyn, NY	Rockhurst University	Kansas City, MO
Rose-Hulman Institute of Technology	Terre Haute, IN	Saint Louis University	St. Louis, MO
Worcester Polytechnic Institute	Worcester, MA	Seattle University	Seattle, WA
Concordia University System		University of Detroit Mercy	Detroit, MI
Concordia University Irvine	Irvine, CA	Kentucky Public Universities	
Concordia University Nebraska	Seward, NE	Eastern Kentucky University	Richmond, KY
Concordia University River Forest	River Forest, IL	Kentucky State University	Frankfort, KY
Concordia University Wisconsin	Mequon, WI	Morehead State University	Morehead, KY
Concordia University, Ann Arbor	Ann Arbor, MI	Murray State University	Murray, KY
Concordia University, St. Paul	St. Paul, MN	Northern Kentucky University	Highland Heights, KY
Council of Public Liberal Arts Colleges		University of Kentucky	Lexington, KY
College of Charleston	Charleston, SC	University of Louisville	Louisville, KY
Evergreen State College, The	Olympia, WA	Western Kentucky University	Bowling Green, KY
Fort Lewis College	Durango, CO	Private Liberal Arts Institutions	
Georgia College & State University	Milledgeville, GA	College of Wooster, The	Wooster, OH
Henderson State University	Arkadelphia, AR	Denison University	Granville, OH
Keene State College	Keene, NH	DePauw University	Greencastle, IN
Mary Washington College	Fredericksburg, VA	Franklin & Marshall College	Lancaster, PA
Massachusetts College of Liberal Arts	North Adams, MA	Ursinus College	Collegeville, PA
New College of Florida	Sarasota, FL	Washington College	Chestertown, MD
		Willamette University	Salem, OR

INSTITUTION	CITY/STATE	INSTITUTION	CITY/STATE
South Dakota State System		College of Notre Dame of Maryland	Baltimore, MD
Black Hills State University	Spearfish, SD	College of St. Catherine, The	St. Paul, MN
Dakota State University	Madison, SD	Converse College	Spartanburg, SC
Northern State University	Aberdeen, SD	Meredith College	Raleigh, NC
South Dakota School of Mines and Technology	Rapid City, SD	Peace College	Raleigh, NC
South Dakota State University	Brookings, SD	Pine Manor College	Chestnut Hill, MA
University of South Dakota, The	Vermillion, SD	Wesleyan College	Macon, GA
Texas A&M University System			
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 at 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		
The University of Texas System			
University of Texas at Arlington, The	Arlington, TX		
University of Texas at Austin, The	Austin, TX		
University of Texas at Brownsville, The	Brownsville, TX		
University of Texas at Dallas, The	Richardson, TX		
University of Texas at El Paso, The	El Paso, TX		
University of Texas at San Antonio, The	San Antonio, TX		
University of Texas at Tyler, The	Tyler, TX		
University of Texas of the Permian Basin, The	Odessa, TX		
University of Texas-Pan American, The	Edinburg, TX		
The Work Colleges			
Alice Lloyd College	Pippa Passes, KY		
Berea College	Berea, KY		
Blackburn College	Carlinville, IL		
College of the Ozarks	Point Lookout, MO		
Sterling College	Craftsbury Common, VT		
Warren Wilson College	Swannanoa, NC		
Urban Universities			
DePaul University	Chicago, IL		
Eastern Michigan University	Ypsilanti, MI		
Georgia State University	Atlanta, GA		
Northeastern Illinois University	Chicago, IL		
Oakland University	Rochester Hills, MI		
Pace University	New York, NY		
Portland State University	Portland, OR		
Purdue University Calumet	Hammond, IN		
Southern Illinois University Edwardsville	Edwardsville, IL		
University of Colorado at Colorado Springs	Colorado Springs, CO		
University of Missouri-Kansas City	Kansas City, MO		
University of Missouri-St. Louis	St. Louis, MO		
Women's Colleges			
Cedar Crest College	Allentown, PA		
Chatham College	Pittsburgh, PA		

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

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

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

2 During the current school year, how much 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"/>

Very little **Very much**

▼ ▼

☐ ☐ ☐ ☐ ☐ ☐ ☐

1 **2** **3** **4** **5** **6** **7**

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

	None	1-2	3-4	5-6	More than 6
a. Number of <i>problem sets</i> that take you more than an hour to complete	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Number of <i>problem sets</i> that take you less than an hour to complete	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

None 1-3 4-6 7-10 More than 10

	Yes ▼	No ▼	Undecided ▼
a. Practicum, internship, field experience, co-op experience, or clinical assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Community service or volunteer work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Work on a research project with a faculty member outside of course or program requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Foreign language coursework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Study abroad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Independent study or self-designed major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7 ☐6 ☐5 ☐4 ☐3 ☐2 ☐

10

7 ☐6 5 ☐4 ☐3 ☐2 ☐

1 ☐

7 ☐6 5 ☐4 ☐3 ☐2 ☐

1 ☐

**Unhelpful,
Inconsiderate,
Rigid**

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

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

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

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

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

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

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

- ☐ Excellent
☐ Good
☐ Fair
☐ Poor

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

- ☐ Excellent
☐ Good
☐ Fair
☐ Poor

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

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

15 Write in your year of birth: 1 9

16 Your sex

☐ Male ☐ Female

17 Are you an international student or foreign national?

☐ Yes ☐ No

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

☐ Yes ☐ No

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

☐ American Indian or other Native American

☐ Asian American or Pacific Islander

☐ Black or African American

☐ White

☐ Other:
Specify

20 What is your current classification in college?

☐ Freshman/first-year

☐ Senior

☐ Sophomore

☐ Unclassified

☐ Junior

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

☐ Started here ☐ Started elsewhere

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

☐ Vocational-technical school

☐ Community or junior college

☐ 4-year college other than this one

☐ None

☐ Other:
Specify

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

☐ Full-time ☐ Less than full-time

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

☐ Yes ☐ No

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

☐ Yes ☐ No

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

☐ A ☐ B

☐ A- ☐ B-, C+

☐ B+ ☐ C, C-, or lower

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

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

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

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

☐ Fraternity or sorority house

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

Father Mother



☐

☐

Did not finish high school

☐

☐

Graduated from high school

☐

☐

Attended college but did not complete degree

☐

☐

Completed an Associate's degree (A.A., A.S., etc.)

☐

☐

Completed a Bachelor's degree (B.A., B.S., etc.)

☐

☐

Completed a Master's degree (M.A., M.S., etc.)

☐

☐

Completed a Doctoral degree (Ph.D., J.D., M.D., etc.)

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

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

THANKS FOR SHARING YOUR VIEWS!

After completing The Report, please put it in the enclosed postage-paid envelope and deposit it in any U.S. Postal Service mailbox. Questions or comments? Contact the National Survey of Student Engagement, Indiana University, Ashton Aley Hall, 1913 East Seventh Street, Bloomington IN 47405 or nsse@indiana.edu or www.iub.edu/~nsse. Copyright © 2002 Indiana University.

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