Introduction

The National Survey of Student Engagement (NSSE), done annually, is designed to obtain information from scores of colleges and universities nationwide about student participation in programs and activities that institutions provide for their learning and personal development: in simple terms, student engagement with their college environment. The survey is administered each spring, through a paper questionnaire or on the Web, to random samples of first year and senior students at four year colleges and universities. A copy of the questionnaire is included at the end of this report.
What the survey measures

The NSSE survey consists of 28 questions seeking information in four categories:

– Student behaviors in college
– Institutional actions and requirements
– Student reactions to college
– Student demographics
(Background information)

The questions focus on students’ level of involvement with their college experience – their level of engagement.

As such it is very different from other commonly used measures of the college experience provided by an institution, focusing on whether the experience

Extensive research on college student development shows that “what students do during college counts more in terms of desired outcomes than who they are or even where they go to college (Kuh 2002, emphasis his). Conventional wisdom had it that the resources of a college – with linkages to perceived excellence of academic staff members, physical and research facilities etc. – and its student selectivity based on SAT and ACT scores and high school class rank, were key factors in the “quality” of education a student received at a college. But it became clear over time that the student was not a passive receiver of learning, rather, an active participant in and seeker after his/her own educational enrichment; and that the role of the college or university was to facilitate and encourage that quest by creating the most supportive and dynamic physical, intellectual and communal environment possible.

In such a scenario the quantum of resources of a college – physical, financial, administrative – while obviously important, becomes less significant than how they are deployed, and the benchmark of collegiate success becomes less a series of “inputs” than an assessment of the ongoing effectiveness of the interaction between college and student – student engagement.
provided contains the elements critical for learning, rather than on inputs like student SAT scores or university resources such as buildings, faculty or staff.

Data from the survey provide an estimate of how undergraduates spend their time and what they gain from attending college. Survey item results on the NSSE report reflect behaviors by students and institutions that are associated with desired outcomes of college. Comparisons with average scores for other groups of institutions help to gauge the quality of performance, and pinpoint areas of strength or weakness.

Comparing NSSE scores

The Carnegie Classification of Institutions of Higher Education is the leading typology of American colleges and universities. It is the framework in which institutional diversity in U.S. higher education is commonly described. There are five broad categories for institutions and FGCU falls in the largest – ‘Masters I and II’. These institutions typically offer a wide range of baccalaureate
programs, and they are committed to graduate education through the master’s degree.

NSSE results consistently showed that in every area FGCU’s scores met or exceeded the mean of the colleges and universities surveyed; this was true both for national benchmarks and for peer institutions within its Carnegie classification.

Participation

FGCU participated in NSSE for the fourth time in 2010. Five hundred and ninety-five institutions nationally took part in the survey then, bringing the number participating since its inception to more than 1400.

In previous years (2003, 2005, and 2008) FGCU’s random sampling of first-year and senior undergraduates yielded responses which showed an undergraduate experience of high quality that compared favorably to that of its national master’s level peer universities and its SUS counterparts. The latest results for 2010 continue this trend.
In 2010 the comparisons were extended with the main comparison groups being - 1. national universities sharing FGCU’s master’s level Carnegie classification and - 2. public universities in the Southeast. Additional comparisons were made with FGCU’s own scores from past years and with universities drawn from US News rankings (NSSEPB U in Top 50). These are the eleven (11) public universities in the US News Top 50 that also did the NSSE in 2010.

Tables of results below make these comparisons by category or benchmark.

<table>
<thead>
<tr>
<th>Benchmark Comparisons 2010</th>
<th>FGCU</th>
<th>SE Public</th>
<th>Carnegie</th>
<th>NSSEPUB U in Top 50</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level of Academic Challenge (LAC)</td>
<td>54.9</td>
<td>52.8</td>
<td>53.3</td>
<td>54.3</td>
</tr>
<tr>
<td>Active and Collaborative Learning (ALC)</td>
<td>48.5</td>
<td>42.8</td>
<td>43.2</td>
<td>42.2</td>
</tr>
<tr>
<td>Student-Faculty Interaction (SFI)</td>
<td>35.8</td>
<td>35.4</td>
<td>35.5</td>
<td>33.3</td>
</tr>
<tr>
<td>Enriching Educational Experience (EEE)</td>
<td>27.8</td>
<td>27.5</td>
<td>26.6</td>
<td>30.2</td>
</tr>
<tr>
<td>Supportive Campus Environment (SCE)</td>
<td>64.3</td>
<td>62.1</td>
<td>62.2</td>
<td>61.6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Seniors</th>
<th>FGCU</th>
<th>SE Public</th>
<th>Carnegie</th>
<th>NSSEPUB U in Top 50</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of Academic Challenge (LAC)</td>
<td>58.6</td>
<td>52.8</td>
<td>53.3</td>
<td>54.3</td>
</tr>
<tr>
<td>Active and Collaborative Learning (ALC)</td>
<td>58.5</td>
<td>50.7</td>
<td>51.7</td>
<td>49.4</td>
</tr>
<tr>
<td>Student-Faculty Interaction (SFI)</td>
<td>42.6</td>
<td>42.4</td>
<td>41.8</td>
<td>41.4</td>
</tr>
<tr>
<td>Enriching Educational Experience (EEE)</td>
<td>42.4</td>
<td>39.3</td>
<td>38.1</td>
<td>44.9</td>
</tr>
<tr>
<td>Supportive Campus Environment (SCE)</td>
<td>59.0</td>
<td>59.0</td>
<td>59.3</td>
<td>58.6</td>
</tr>
</tbody>
</table>

*Green* indicates an FGCU score that is significantly better than one or more of its peers.
Dimensions of comparison

To make comparison easier and more meaningful NSSE grouped responses to the survey items into five major categories or benchmarks.

1. *Enriching educational experiences* – these include complementary learning experiences in and out of the classroom, including diversity experiences, internships, community service and senior capstone courses;

**Enriching Educational Experiences**

Derived from weighted mean of standards, such as:
- Time spent in co-curricular activities
- Practicum, internship, field experience, clinical assignment
- Community service or volunteer work
- Interacting with students of different ethnicities, beliefs, or values
- Using technology in the learning experience
2. Active and collaborative learning – the extent to which students are encouraged to collaborate with others in solving problems and mastering difficult material;

Active and Collaborative Learning

Derived from weighted mean of standards, such as:
- Took part in class discussions
- Worked with other students both inside and outside of class
- Made a class presentation
- Tutored other students
- Participated in a community-based project as part of the course

3. Level of academic challenge – the extent to which institutions emphasize the importance of academic effort and set high expectations for student performance;
Level of Academic Challenge

Derived from weighted mean of standards, such as:

- Time spend in class preparation
- Number of assigned books
- Number and size of written papers
- Time spent on higher level thinking skills
- How conducive campus environment was for learning

4. **Student faculty interactions** – inside and outside the classroom;

Student-Faculty Interaction

Derived from weighted mean of standards, such as:

- Discussed grades or assignments with an instructor
- Discussed career plans with faculty member or advisor
- Discussed course related ideas with faculty members outside of class
- Received prompt feedback from faculty
- Worked on a research project with a faculty member outside of course or program requirements
5. *Supportive campus environment* – the extent to which institutions cultivate positive working and social relations among different groups.

Supportive Campus Environment

Derived from weighted mean of standards, such as:
- Campus environment provides academic support
- Campus environment helps you thrive socially
- Campus environment helps you cope with non-academic responsibilities (work, family, etc)
- Quality of relationships with students, faculty, and administrative personnel

To more fully appreciate FGCU’s performance, one can use the following tables to look at the survey results in terms of comparisons over these five NSSE clusters or benchmarks. The benchmark score is the weighted average of students’ scores computed on a 0 – 100 scale. Nearly all institutional scores are between 15 and 85.
FGCU’s performance by cluster/benchmark

Again in 2010, as in previous years, FGCU scores on most of these benchmarks exceeded the scores of the two main comparison groups, or were not significantly different from them.

For both first-year students and seniors, in almost every category and for each of the three comparison groups, FGCU’s score is higher than that of the respective comparison groups.

In fact, in more than half of the comparisons made (18 of 30), FGCU scores were not only better but significantly so (p<.05). In only three of the 30 comparisons made were FGCU’s item scores less than that of the comparison group.

Enriching Educational Experiences

Two of these items were in the area of enriching educational experiences (EEE), a category FGCU has made great strides in since its early days as a small university unable to provide the variety of offerings that its
larger counterparts could. Now, FGCU’s score is only exceeded by the “NSSE Public Universities in the top 50” comparison group, and FGCU has better scores than the Southeast Public Universities group and the group comprised of universities in its own Carnegie classification.

**Enriching Educational Experiences**

In all four of the categories – besides Enriching Educational Experiences (EEE) –

ACL – Active and Collaborative Learning
LAC – Level of Academic Challenge

SFI – Student Faculty Interactions

SCE – Supportive Campus Environment

FGCU scores for both first-year students and seniors were either better, or the difference was not significant.

Active and Collaborative Learning

In 2003 FGCU’s adjusted scores for Active and Collaborative Learning were in the very highest percentile for both first-year students and seniors. The university has continued to maintain high scores for first-years especially in this category, and in 2010 the scores in this area were very significantly higher than that for all comparison groups.

For seniors ACL scores have climbed over the years from 2003 to 2010, but this has always been an area of very strong performance for FGCU. Students report high levels of engagement on ALL items.

For both first-year students and seniors FGCU scores are very much higher than those of ALL three comparison groups.
Level of Academic Challenge

Scores for first-year students on this benchmark experienced a dip in the middle years but have now recovered the lost ground. And at 54.9 the FGCU score is better than all comparison groups and significantly so for two of the three. An even more encouraging result is that … Scores for seniors have been consistently higher and very much better than scores for all comparison groups.
Student Faculty Interaction

FGCU scores for SFI, for both first-year students and seniors, are also higher than those of its comparison group – but not significantly so.
A more detailed breakdown of scores by item in this area is shown in the table below.
Supportive Campus Environment

After a very significant drop to 57.1 in 2005 (from 64.2 in 2003), scores on this benchmark for first-year students have recovered substantially, with a large increase in 2008 and an even larger and very significant rise back to 64.3 in 2010. For seniors scores have been much more stable, possibly indicating the importance of support services to entering students, especially as the university increases in size.
FGCU seems to have done a good job in adjusting.

A closer look reveals that, on some items the relative status of FGCU and the two comparison groups is reversed when seniors are considered and not first-year students.
FGCU’s first-year students’ view of the quality / helpfulness of the relationship with administrative staff is better than the opinion of first-year students from universities in FGCU’s Carnegie classification, and significantly better than the opinion of those from universities belonging to the group of SE Public universities, and those from the eleven (11) public universities in the US News Top 50 that also did the NSSE in 2010 (NSSEPUB U in Top 50).
That is not the case with the seniors.

Their opinion of the relationship is worse than that of the seniors in the SE Public universities, and universities from FGCU’s Carnegie Classification.

This does NOT mean that the relationship is not good, or that it deteriorates as students move through the university. It simply shows that, on this dimension FGCU, relative to its peers, is perceived more favorably amongst first-years than amongst seniors.

Indeed for first-year students at FGCU all significant differences in scores, with the exception of scores on the item on relations with other students, are in FGCU’s favor.

Complete tables containing 2010 NSSE results for FGCU and its comparison groups are available at

P:\CrossDept\Planning & Institutional Performance\NSSE\NSSE Results 2010

A summary of FGCU’s results is provided by the NSSE publication, “The Student Experience in Brief: FGCU” appended to this report.
The Student Experience in Brief: FGCU

Each year the National Survey of Student Engagement (NSSE) asks students at hundreds of colleges and universities to reflect on the time they devote to various learning activities. The topics explored are linked to previous research on student success in college.

Results from NSSE can provide prospective students with insights into how they might learn and develop at a given college. To help in the college exploration process, NSSE developed A Pocket Guide to Choosing a College to provide students and parents key questions to ask during campus visits.

The following responses were provided by 1,429 randomly selected FGCU students on the 2010 NSSE survey.

### Academic Challenge

**To what degree is studying and spending time on academic work emphasized?**
86% of FY students feel that this institution places substantial emphasis on academics.¹

**Do faculty hold students to high standards?**
61% of FY students frequently work harder than they thought they could to meet faculty expectations.²

**How much time do students spend on homework each week?**
34% of FY students spend more than 15 hours per week preparing for class. 13% spend 5 hours or less.

**What types of thinking do assignments require?**
First-year students report substantial emphasis on the following activities:
- Memorizing facts, ideas, or methods: 75%
- Analyzing basic elements of an idea or theory: 84%
- Synthesizing and organizing ideas: 71%
- Making judgments about value of information: 75%
- Applying theories or concepts: 81%

**How much writing is expected?**
4% of FY students write more than 10 papers between 5 and 19 pages and 16% have written a paper more than 20 pages in length.

**How much reading is expected during the school year?**
37% of FY students read more than 10 assigned books and packs of course readings. 23% read fewer than 5.

**Do exams require students to do their best work?**
56% of FY students report that their exams strongly challenge them to do their best work.³

### Active Learning

**How often are topics from class discussed outside of the classroom?**
61% of FY students frequently discuss readings or ideas from coursework outside of class.

**Do students work together on projects – inside and outside of class?**
54% of FY students frequently work with other students on projects in class, 54% work with peers on assignments outside of class.

**How often do students make class presentations?**
49% of FY students report that they make frequent presentations in class.

**How many students participate in community-based projects in regular courses?**
25% of FY students frequently participate in service-learning or community-based projects during a given year. 42% never took part in such activities.

**How many students apply their classroom learning to real life through internships or off-campus field experiences?**
By their senior year, 52% of students have participated in some form of practicum, internship, field experience, co-op, or clinical assignment.

### Student-Faculty Interaction

**Are faculty members accessible and supportive?**
51% of FY students say their faculty are available, helpful and sympathetic.

**How many students work on research projects with faculty?**
By their senior year, 19% of students have done research with a faculty member.

**Do students receive prompt feedback on academic performance?**
61% of FY students indicate that they frequently get prompt verbal or written feedback from faculty members.

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¹ FY = First-Year student
² SR = Senior student
³ Note: FY= First-Year student SR=Senior student
How often do students talk with advisors or faculty members about their career plans?
79% of seniors at least occasionally discuss career plans with faculty. 21% never talk with faculty members about career plans.

Do students and faculty members work together on committees and projects outside of course work?
44% of FY students at least occasionally spend time with faculty members on activities other than coursework.

53% of FY students report that their peers are friendly, supportive, and help them feel as if they belong.

Are students satisfied with their overall educational experience?
89% of FY students report a favorable image of this institution; 80% of seniors would choose this school again if they could start their college career over.

How much time do students devote to co-curricular activities?
11% of FY students spend more than 15 hours a week participating in co-curricular activities. 42% spend no time participating in co-curricular activities.

How well do students get along with administrators and staff?
38% of FY students find the administrative personnel and offices helpful, considerate, and flexible.

To what extent does the school help students deal with their academic and social needs?
85% of FY students feel that this institution has a substantial commitment to their academic success. 53% feel well-supported by the institution regarding their social needs.

A Pocket Guide to Choosing a College is available at nsse.iub.edu/html/pocket_guide.cfm

Notes:
1. “Substantial” emphasis is defined by combining the responses to values of “Very much” and “Quite a bit.”
2. “Frequently” is defined by combining the responses to values of “Very often” and “Often.”
3. “Strongly challenge” is defined by combining response values of “6” and “7” on a one-to-seven point scale where 1 is “Very little” and 7 is “Very much.”
4. “Occasionally” is defined by combining the responses to values of “Very often,” “Often,” and “Sometimes.”

Data source: National Survey of Student Engagement 2010

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IPEDS=433660
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 ☐

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very Often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Asked questions in class or contributed to class discussions</td>
<td>☐</td>
<td>☐</td>
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<tr>
<td>b. Made a class presentation</td>
<td>☐</td>
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<tr>
<td>c. Prepared two or more drafts of a paper or assignment before turning it in</td>
<td>☐</td>
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<tr>
<td>d. Worked on a paper or project that required integrating ideas or information from various sources</td>
<td>☐</td>
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<tr>
<td>e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments</td>
<td>☐</td>
<td>☐</td>
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<td>☒</td>
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<tr>
<td>f. Come to class without completing readings or assignments</td>
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<tr>
<td>g. Worked with other students on projects during class</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
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<tr>
<td>h. Worked with classmates outside of class to prepare class assignments</td>
<td>☐</td>
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<tr>
<td>i. Put together ideas or concepts from different courses when completing assignments or during class discussions</td>
<td>☐</td>
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<tr>
<td>j. Tutored or taught other students (paid or voluntary)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
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<tr>
<td>k. Participated in a community-based project (e.g., service learning) as part of a regular course</td>
<td>☐</td>
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<tr>
<td>l. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment</td>
<td>☐</td>
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<tr>
<td>m. Used e-mail to communicate with an instructor</td>
<td>☐</td>
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<td>☒</td>
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<tr>
<td>n. Discussed grades or assignments with an instructor</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
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<tr>
<td>o. Talked about career plans with a faculty member or advisor</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
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<tr>
<td>p. Discussed ideas from your readings or classes with faculty members outside of class</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
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<tr>
<td>q. Received prompt written or oral feedback from faculty on your academic performance</td>
<td>☐</td>
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<td>☐</td>
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<tr>
<td>r. Worked harder than you thought you could to meet an instructor’s standards or expectations</td>
<td>☐</td>
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<tr>
<td>s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)</td>
<td>☐</td>
<td>☐</td>
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<td>☒</td>
</tr>
<tr>
<td>t. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)</td>
<td>☐</td>
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<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>u. Had serious conversations with students of a different race or ethnicity than your own</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values</td>
<td>☐</td>
<td>☐</td>
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<td>☒</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very Much</th>
<th>Quite a Bit</th>
<th>Some</th>
<th>Very Little</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>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</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
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<tr>
<td>c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
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<tr>
<td>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</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
</tr>
<tr>
<td>e. Applying theories or concepts to practical problems or in new situations</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☒</td>
</tr>
</tbody>
</table>
3 During the current school year, about how much reading and writing have you done?

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

   None  1-4  5-10  11-20  More than 20

b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment

   None  1-4  5-10  11-20  More than 20

c. Number of written papers or reports of 20 pages or more

   None  1-4  5-10  11-20  More than 20

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

   None  1-4  5-10  11-20  More than 20

e. Number of written papers or reports of fewer than 5 pages

   None  1-4  5-10  11-20  More than 20

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

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

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

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

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

   Very little  Very much

   1  2  3  4  5  6  7

6 During the current school year, about how often have you done each of the following?

   Very often  Often  Sometimes  Never

a. Attended an art exhibit, play, dance, music, theater, or other performance

b. Exercised or participated in physical fitness activities

c. Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)

d. Examined the strengths and weaknesses of your own views on a topic or issue

e. Tried to better understand someone else’s views by imagining how an issue looks from his or her perspective

f. Learned something that changed the way you understand an issue or concept

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

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

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

b. Community service or volunteer work

c. Participate in a learning community or some other formal program where groups of students take two or more classes together

d. Work on a research project with a faculty member outside of course or program requirements

e. Foreign language coursework

f. Study abroad

g. Independent study or self-designed major

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

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

   a. Relationships with other students

      Unfriendly, Unsupportive, Sense of alienation

      Friendly, Supportive, Sense of belonging

      1  2  3  4  5  6  7

   b. Relationships with faculty members

      Unavailable, Unhelpful, Unsympathetic

      Available, Helpful, Sympathetic

      1  2  3  4  5  6  7

   c. Relationships with administrative personnel and offices

      Unhelpful, Inconsiderate, Rigid

      Helpful, Considerate, Flexible

      1  2  3  4  5  6  7
### 9 About how many hours do you spend in a typical 7-day week doing each of the following?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)</td>
<td>0-1</td>
</tr>
<tr>
<td>b. Working for pay on campus</td>
<td>0-1</td>
</tr>
<tr>
<td>c. Working for pay off campus</td>
<td>0-1</td>
</tr>
<tr>
<td>d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)</td>
<td>0-1</td>
</tr>
<tr>
<td>e. Relaxing and socializing (watching TV, partying, etc.)</td>
<td>0-1</td>
</tr>
<tr>
<td>f. Providing care for dependents living with you (parents, children, spouse, etc.)</td>
<td>0-1</td>
</tr>
<tr>
<td>g. Commuting to class (driving, walking, etc.)</td>
<td>0-1</td>
</tr>
</tbody>
</table>

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

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

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

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

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

<table>
<thead>
<tr>
<th>Quality</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Quality</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Decision</th>
<th>Definitely yes</th>
<th>Probably yes</th>
<th>Probably no</th>
<th>Definitely no</th>
</tr>
</thead>
</table>
15 Write in your year of birth: 19

16 Your sex:
- Male
- Female

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

18 What is your racial or ethnic identification? (Mark only one.)
- American Indian or other Native American
- Asian, Asian American, or Pacific Islander
- Black or African American
- White (non-Hispanic)
- Mexican or Mexican American
- Puerto Rican
- Other Hispanic or Latino
- Multiracial
- Other
- I prefer not to respond

19 What is your current classification in college?
- Freshman/first-year
- Sophomore
- Junior
- Unclassified

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

21 Since graduating from high school, which of the following types of schools have you attended other than the one you are attending now? (Mark all that apply.)
- Vocational or technical school
- Community or junior college
- 4-year college other than this one
- None
- Other

22 Thinking about this current academic term, how would you characterize your enrollment?
- Full-time
- Less than full-time

23 Are you a member of a social fraternity or sorority?
- Yes
- No

24 Are you a student-athlete on a team sponsored by your institution’s athletics department?
- Yes
- No (Go to question.)

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

25 What have most of your grades been up to now at this institution?
- A
- B+
- C+
- A-
- B
- C
- B-
- C- or lower

26 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 of the institution
- Fraternity or sorority house
- None of the above

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

<table>
<thead>
<tr>
<th>Father</th>
<th>Mother</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not finish high school</td>
<td>Did not finish high school</td>
</tr>
<tr>
<td>Graduated from high school</td>
<td>Graduated from high school</td>
</tr>
<tr>
<td>Attended college but did not complete degree</td>
<td>Attended college but did not complete degree</td>
</tr>
<tr>
<td>Completed an associate’s degree (A.A., A.S., etc.)</td>
<td>Completed an associate’s degree (A.A., A.S., etc.)</td>
</tr>
<tr>
<td>Completed a bachelor’s degree (B.A., B.S., etc.)</td>
<td>Completed a bachelor’s degree (B.A., B.S., etc.)</td>
</tr>
<tr>
<td>Completed a master’s degree (M.A., M.S., etc.)</td>
<td>Completed a master’s degree (M.A., M.S., etc.)</td>
</tr>
<tr>
<td>Completed a doctoral degree (Ph.D., J.D., M.D., etc.)</td>
<td>Completed a doctoral degree (Ph.D., J.D., M.D., etc.)</td>
</tr>
</tbody>
</table>

28 Please print your major(s) or your expected major(s).

a. Primary major (Print only one):

b. If applicable, second major (not minor, concentration, etc.):

THANKS FOR SHARING YOUR RESPONSES!

After completing the survey, please put it in the enclosed postage-paid envelope and deposit it in any U.S. Postal Service mailbox. Questions or comments? Contact the National Survey of Student Engagement, Indiana University, 1900 East Tenth Street, Suite 419, Bloomington IN 47406-7512 or nsse@indiana.edu or www.nsse.iub.edu. Copyright © 2009 Indiana University.