

Binghamton University
National Survey of Student Engagement (NSSE)
Summary Report 2011



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OVERVIEW

Each year, the National Survey of Student Engagement (NSSE) collects information from freshmen and seniors at four-year colleges and universities across the country to assess the extent to which students are engaged in a variety of educational practices. NSSE is grounded in the theoretical framework that student engagement, measured by the frequency with which students participate in activities that represent effective educational practices, is a meaningful proxy for measuring general collegiate engagement. This report provides Binghamton University benchmark scores and means scores and compares them with the average scores of selected peer institutions. It also provides a comparative analysis between 2007, 2008, and 2011 results. They are:

- Clemson University
- College of William and Mary
- Miami University-Oxford
- Montana State University-Bozeman
- The University of Texas at Arlington
- University of Connecticut
- University of Delaware
- University of Maine
- University of Rhode Island
- University of Vermont
- University of Virginia
- University of Wisconsin-Madison

Respondent Characteristics

During the Spring of 2011, Binghamton University administered the NSSE to a group of randomly selected first year (FY) and senior students (SR). A total of 4,872 students were selected (FY = 1,740 and SR = 3,132) for the survey and 1,434 students responded to the survey. Overall response rate for this survey was 29% (FY = 25% and SR = 31%). Among the respondents, 62% of the FY respondents were female while 59% of SR students were female. Regarding age, 100% of the FY students were traditional age (less than 24) while 93% of SR students were traditional age. Among the FY respondents, 56% of the students were white/Caucasian while 62% of the SR respondents were white/Caucasian.

Contact Information

The Office of Institutional Research and Assessment serves as the institutional repository for Binghamton University data for the NSSE survey. Questions, comments and requests for more detailed information may be directed to this office, located in AD 305, extension 72365, or by email at nfatima@binghamton.edu.

BENCHMARKS COMPARISONS

In an effort to facilitate more meaningful and productive discussions about student engagement and the importance to student learning, collegiate quality, and institutional improvement, NSSE created the National Benchmarks of Effective Educational Practice. The benchmarks represent clusters of items on the survey and are expressed in 100-point scales. The institutional benchmark score is the weighted arithmetic average (mean) of the corresponding survey items, calculated by dividing the sum of values for each item by the total number of students responding to that item. Comparison group benchmark scores are the average of all institutional benchmark scores within the group. The benchmarks and the related items are:

- **Level of Academic Challenge (LAC):** Includes items related to time spent preparing for class, the amount of reading and writing, deep learning, and institutional expectations for academic performance.
 - Number of assigned textbooks, books or book-length packs of course readings
 - Number of written papers or reports of 20 pages or more
 - Number of written papers or reports of between 5 and 19 pages
 - Number of written papers or reports of fewer than 5 pages
 - Coursework emphasizes: Analyzing the basic elements of an idea, experience or theory
 - Coursework emphasizes: Synthesizing and organizing ideas, information or experiences into new, more complex interpretations and relationships
 - Coursework emphasizes: Making judgments about the value of information, arguments or methods
 - Coursework emphasizes: Applying theories or concepts to practical problems or in new situations
 - Worked harder than you thought you could to meet an instructor's standards or expectations
 - Campus environment emphasizes spending significant amounts of time studying and on academic work
 - Prepared for class 21 or more hours per week

- **Active and Collaborative Learning (ACL):** Includes items related to class participation, working collaboratively with other students inside and outside of class, tutoring, and involvement in community-based projects.

- 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 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 (SFI):** Includes items related to the frequency with which students talk with faculty members and advisors, discuss ideas from class with faculty members outside of class, get prompt feedback on academic performance, and work with faculty on research projects.
- 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
- **Supportive Campus Environment (SCE):** Includes items related to students' perception of the extent to which the campus helps them succeed academically and socially, assists them in coping with non-academic responsibilities, and promotes supportive relations among students and their peers, faculty members, and administrative personnel and offices.
- 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

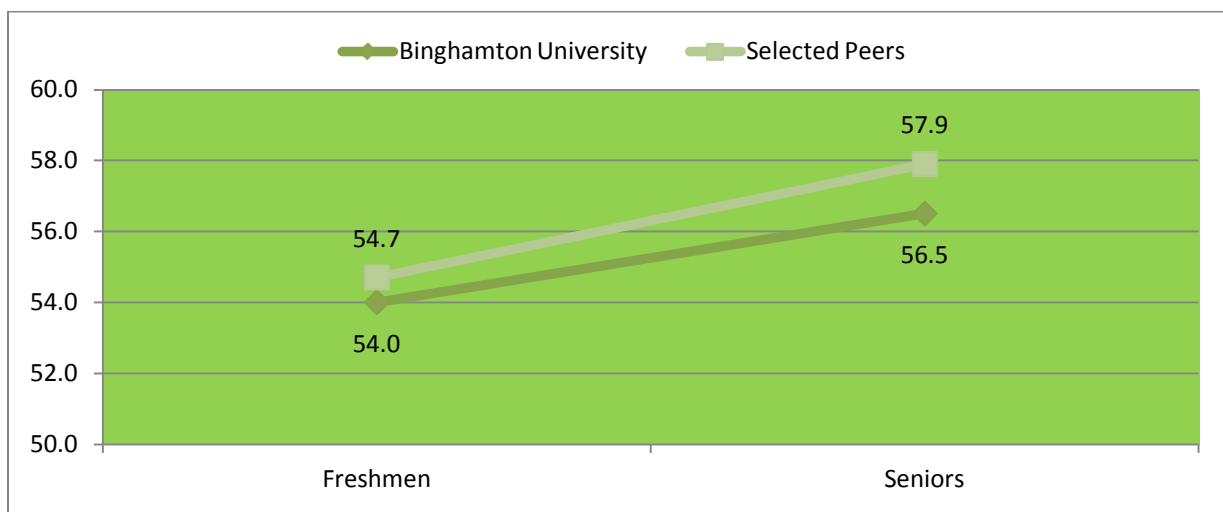
- **Enriching Educational Experiences (EEE):** Includes items related to students' interaction with students of different racial or ethnic backgrounds or with different political opinions or values, use of electronic technology, and participation in activities such as internships, community service, study abroad, co-curricular activities, and/or a culminating senior experience.
 - Practicum, internship, field experience, co-op experience or clinical assignment
 - Community service or volunteer work
 - Foreign language coursework
 - Study abroad
 - Independent study or self-designed major
 - Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)
 - Participating in co-curricular activities (organizations, publications, student government, sports, etc.)
 - Had serious conversations with students who have different religious beliefs, political opinions or personal values
 - Had serious conversations with students of a different race or ethnicity
 - Campus environment encourages contact among students from different economic, social, and racial or ethnic backgrounds
 - Used electronic technology (list-serve, chat group, Internet, etc.) to discuss or complete an assignment
 - Participate in a learning community or some other formal program where groups of students take two or more classes together

Selected Peers

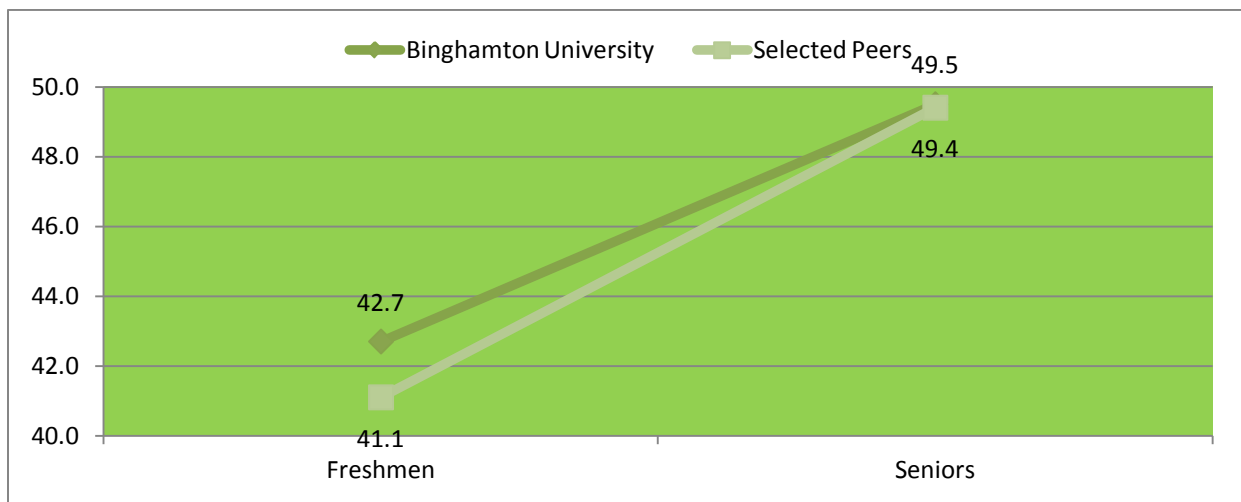
The benchmark analyses indicate that BU students (both FY and SR) are less engaged than their peers. The results also indicate that senior students are more engaged than their freshman counterparts.

The following charts provide Binghamton University benchmark scores and compare them to Selected Peers:

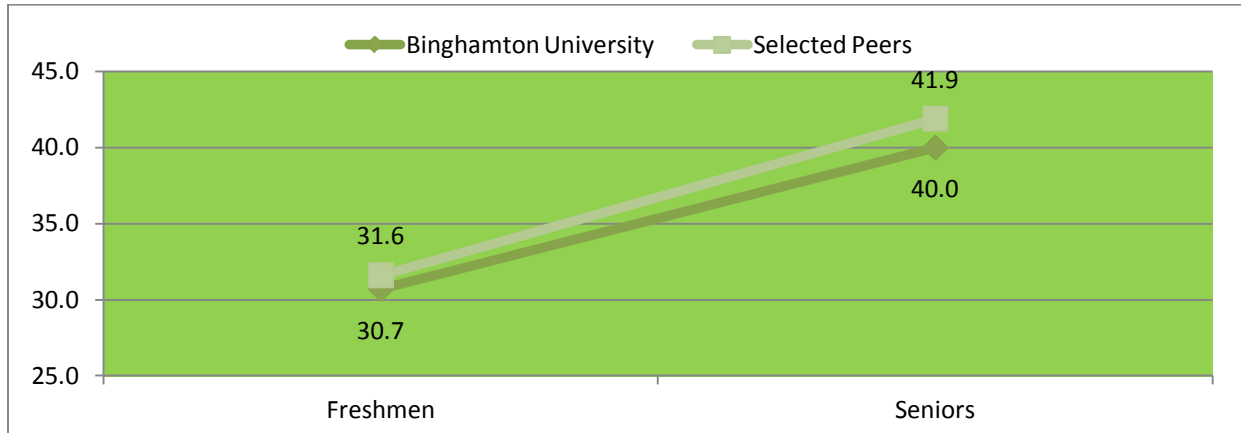
Level of Academic Challenge (LAC)



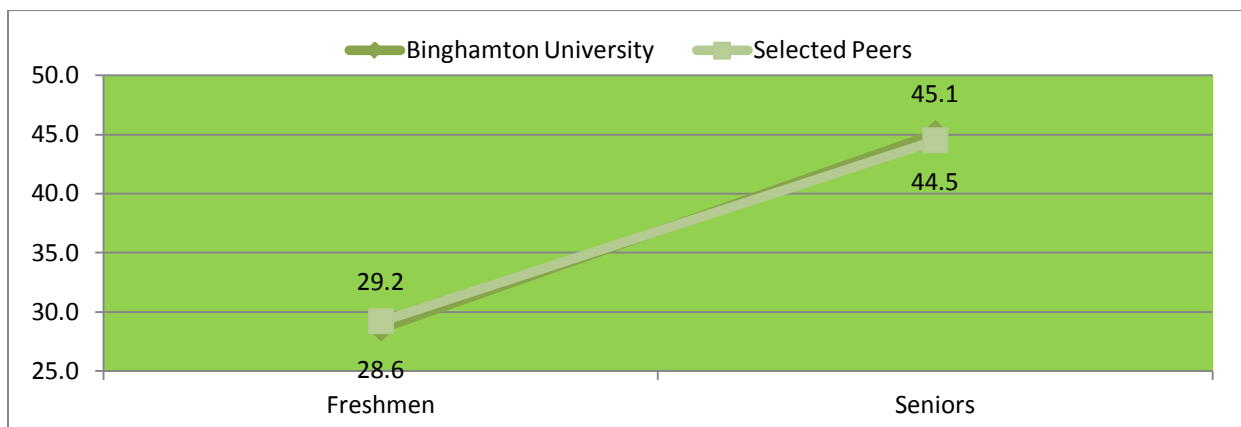
Active and Collaborative Learning (ACL)



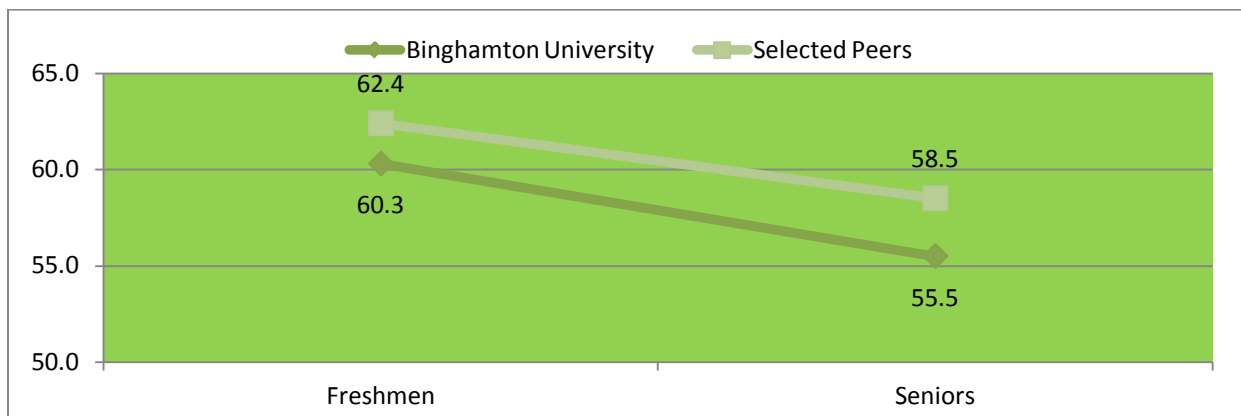
Student-Faculty Interaction (SFI)



Enriching Educational Experiences (EEE)

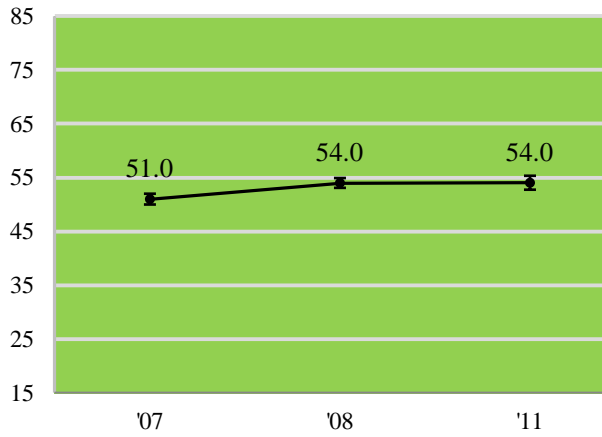


Supportive Campus Environment (SCE)

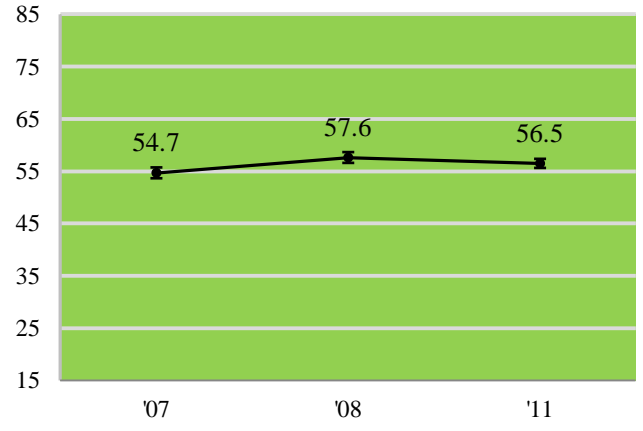


Self Comparisons

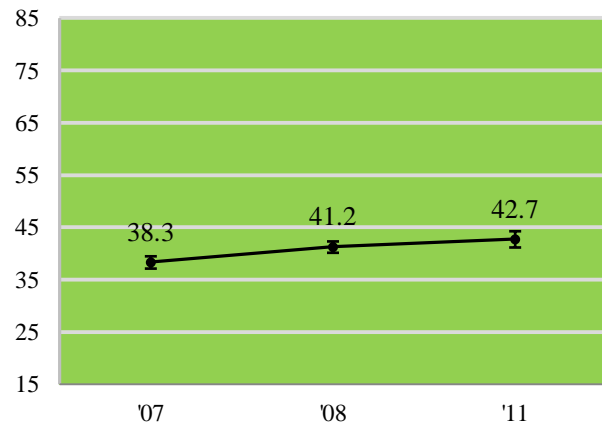
FY Level of Academic Challenge (LAC)



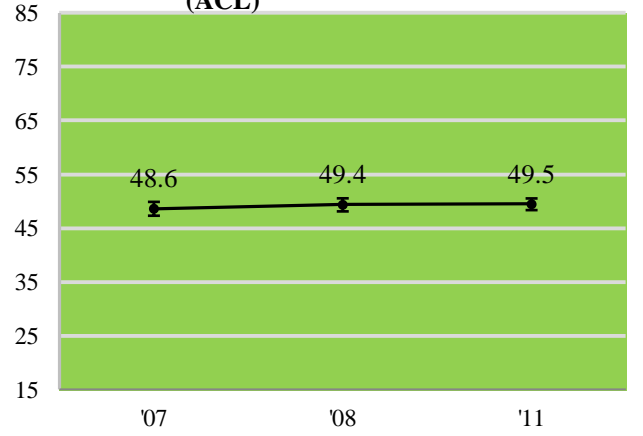
SR Level of Academic Challenge (LAC)



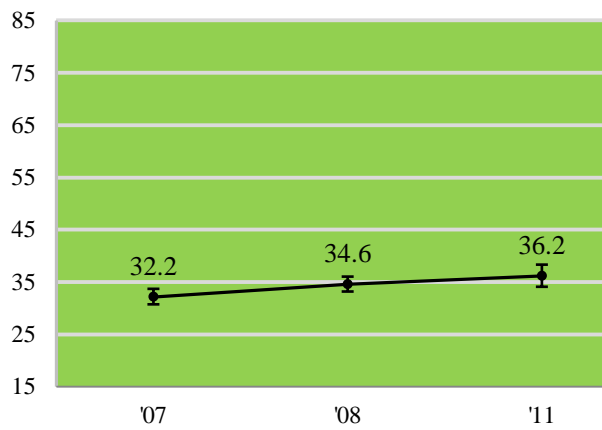
FY Active and Collaborative Learning (ACL)



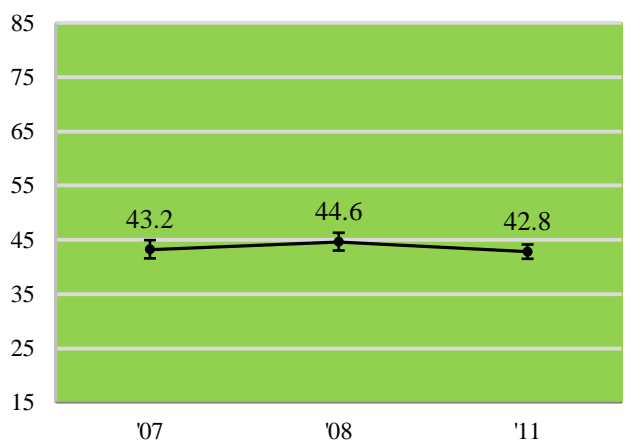
SR Active and Collaborative Learning (ACL)



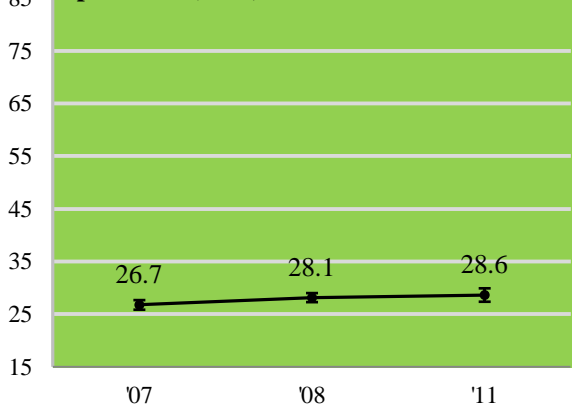
FY Student-Faculty Interaction (SFC)



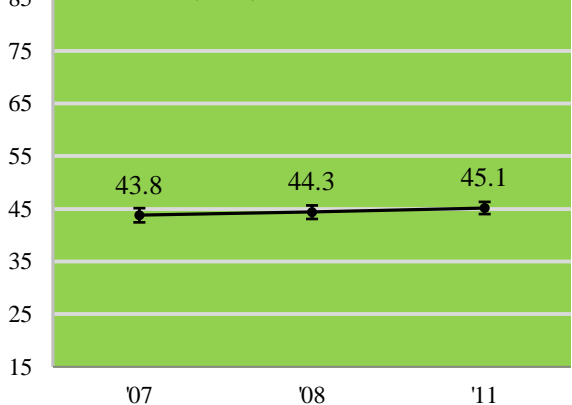
SR Student-Faculty Interaction (SFC)



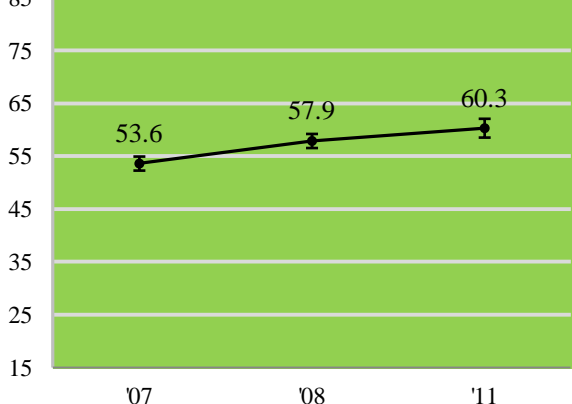
FY Enriching Educational Experiences (EEE)



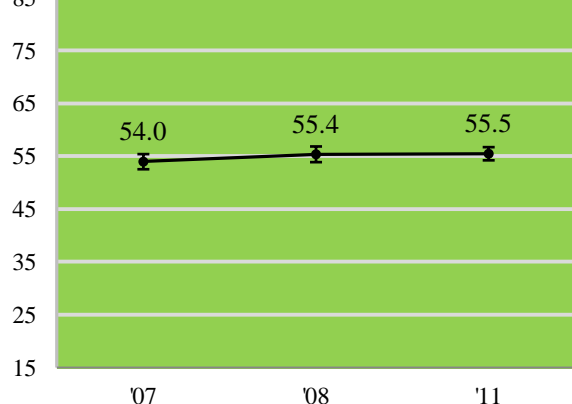
SR Enriching Educational Experiences (EEE)



FY Supportive Campus Environment (SCE)



SR Supportive Campus Environment (SCE)



MEAN COMPARISONS

Selected Peers

The following section provides mean comparisons with selected peers for each item:

		Class	Binghamton University compared with:	
			Binghamton University Mean	Selected Peers I Mean Sig ¹
Academic and Intellectual Experiences		<i>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</i>		
a.	Asked questions in class or contributed to class discussions	FY	2.59	2.70 ** ↓
		SR	2.88	3.00 *** ↓
b.	Made a class presentation	FY	2.28	2.06 ***
		SR	2.69	2.62 ** ↓
c.	Prepared two or more drafts of a paper or assignment before turning it in	FY	2.52	2.47
		SR	2.18	2.32 *** ↓
d.	Worked on a paper or project that required integrating ideas or information from various sources	FY	2.94	2.99
		SR	3.26	3.30
e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	FY	2.66	2.68
		SR	2.77	2.71
f.	Come to class without completing readings or assignments	FY	2.08	2.01
		SR	2.20	2.17
g.	Worked with other students on projects during class	FY	2.40	2.33
		SR	2.34	2.42 ** ↓
h.	Worked with classmates outside of class to prepare class assignments	FY	2.71	2.52 *** ↑
		SR	2.89	2.86
i.	Put together ideas or concepts from different courses when completing assignments or during class discussions	FY	2.56	2.66 * ↓
		SR	2.91	2.99 ** ↓
j.	Tutored or taught other students (paid or voluntary)	FY	1.72	1.73
		SR	2.02	1.91 *** ↑

¹Items with statistically significant mean differences between the groups (BU and Selected peers) are indicated by the use of star symbol (*): one star (*) for 0.05, two (**) for 0.01 and three (***) for 0.001. The smaller the significance level, the smaller the likelihood that the difference is due to chance. ↓ = BU scores are significantly lower than scores of selected peers. ↑ = BU scores are significantly higher than scores of selected peers.

k.	Participated in a community-based project (e.g. service learning) as part of a regular course	FY	1.47	1.48	
		SR	1.65	1.62	
l.	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FY	2.70	2.71	
		SR	2.93	2.93	
m.	Used e-mail to communicate with an instructor	FY	3.04	3.23	*** ↓
		SR	3.36	3.49	*** ↓
n.	Discussed grades or assignments with an instructor	FY	2.43	2.50	
		SR	2.66	2.69	
o.	Talked about career plans with a faculty member or advisor	FY	1.94	2.07	** ↓
		SR	2.29	2.37	** ↓
p.	Discussed ideas from your readings or classes with faculty members outside of class	FY	1.83	1.79	
		SR	2.06	2.01	
q.	Received prompt written or oral feedback from faculty on your academic performance	FY	2.54	2.61	
		SR	2.57	2.73	*** ↓
r.	Worked harder than you thought you could to meet an instructor's standards or expectations	FY	2.59	2.64	
		SR	2.70	2.66	
s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FY	1.68	1.56	** ↑
		SR	1.83	1.85	
t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	FY	2.71	2.76	
		SR	2.83	2.90	* ↓
u.	Had serious conversations with students of a different race or ethnicity than your own	FY	2.94	2.60	*** ↑
		SR	2.92	2.64	*** ↑
v.	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	FY	2.91	2.74	*** ↑
		SR	2.88	2.77	*** ↑
Mental Activities		<i>During the current school year, how much has your coursework emphasized the following mental activities? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>			
a.	Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	FY	2.99	2.98	
		SR	2.88	2.76	*** ↑
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	FY	3.18	3.23	
		SR	3.35	3.37	
c.	Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	FY	2.98	3.01	
		SR	3.11	3.17	

d.	Making judgments about the value of info., arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	FY	2.91	2.88	
		SR	3.02	3.03	
e.	Applying theories or concepts to practical problems or in new situations	FY	3.05	3.14	* ↓
		SR	3.19	3.29	*** ↓
Reading and Writing		<i>During the current school year, about how much reading and writing have you done? 1=None, 2=1-4, 3=5-10, 4=11-20, 5=More than 20</i>			
a.	Number of assigned textbooks, books, or book-length packs of course readings	FY	3.34	3.32	
		SR	3.20	3.16	
b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	FY	1.90	1.95	
		SR	2.09	2.12	
c.	Number of written papers or reports of 20 pages or more	FY	1.34	1.22	** ↑
		SR	1.59	1.62	
d.	Number of written papers or reports between 5 and 19 pages	FY	2.27	2.22	
		SR	2.55	2.54	
e.	Number of written papers or reports of fewer than 5 pages	FY	2.81	2.95	** ↓
		SR	2.77	3.02	*** ↓
Problem Sets		<i>In a typical week, how many homework problem sets do you complete? 1=None, 2=1-2, 3=3-4, 4=5-6, 5=More than 6</i>			
a.	Number of problem sets that take you more than an hour to complete	FY	2.83	2.74	
		SR	2.55	2.54	
b.	Number of problem sets that take you less than an hour to complete	FY	2.45	2.67	*** ↓
		SR	2.07	2.16	* ↓
Examinations		<i>1=Very little to 7=Very much</i>			
	Select the circle that best represents the extent to which your examinations during the current school year have challenged you to do your best work.	FY	5.49	5.63	* ↓
		SR	5.29	5.48	*** ↓
Additional Collegiate Experiences		<i>During the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often</i>			
a.	Attended an art exhibit, play, dance, music, theater or other performance	FY	2.16	2.10	
		SR	2.06	2.03	
b.	Exercised or participated in physical fitness activities	FY	2.78	3.00	*** ↓
		SR	2.95	2.91	
c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	FY	1.66	1.85	*** ↓
		SR	1.75	1.90	*** ↓
d.	Examined the strengths and weaknesses of your own views on a topic or issue	FY	2.56	2.57	
		SR	2.57	2.69	*** ↓
e.	Tried to better understand someone else's views by imagining how an issue looks	FY	2.76	2.73	

	from his or her perspective	SR	2.83	2.84	
f.	Learned something that changed the way you understand an issue or concept	FY	2.83	2.86	
		SR	2.91	2.90	
Enriching Educational Experiences		<i>Which of the following have you done or do you plan to do before you graduate from your institution? (Recoded: 0=Have not decided, Do not plan to do, Plan to do; 1=Done. Thus, the mean is the proportion responding "Done" among all valid respondents.)</i>			
a.	Practicum, internship, field experience, co-op experience, or clinical assignment	FY	.04	.07	** ↓
		SR	.62	.57	**
b.	Community service or volunteer work	FY	.30	.37	** ↓
		SR	.67	.67	
c.	Participate in a learning community or some other formal program where groups of students take two or more classes together	FY	.11	.20	*** ↓
		SR	.24	.26	
d.	Work on a research project with a faculty member outside of course or program requirements	FY	.02	.04	** ↓
		SR	.25	.29	* ↓
e.	Foreign language coursework	FY	.27	.32	
		SR	.50	.51	
f.	Study abroad	FY	.04	.02	* ↑
		SR	.19	.24	*** ↓
g.	Independent study or self-designed major	FY	.02	.03	
		SR	.25	.22	* ↑
h.	Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FY	.01	.02	* ↓
		SR	.27	.39	*** ↓
Quality of Relationships		<i>Select the circle 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</i>			
a.	Relationships with other students	FY	5.63	5.61	
		SR	5.62	5.69	
		<i>1=Unavailable, Unhelpful, Unsympathetic to 7=Available, Helpful, Sympathetic</i>			
b.	Relationships with faculty members	FY	4.87	5.18	*** ↓
		SR	5.12	5.38	*** ↓
		<i>1=Unhelpful, Inconsiderate, Rigid to 7=Helpful, Considerate, Flexible</i>			
c.	Relationships with administrative personnel and offices	FY	4.62	4.78	* ↓
		SR	4.31	4.63	*** ↓
Time Usage		<i>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</i>			
a.	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	FY	4.58	4.70	
		SR	4.60	4.61	
b.	Working for pay on campus	FY	1.40	1.41	


		SR	1.86	2.01	** ↓
c.	Working for pay off campus	FY	1.23	1.46	*** ↓
		SR	1.79	2.51	*** ↓
d.	Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	FY	2.74	2.50	** ↑
		SR	2.90	2.44	*** ↑
e.	Relaxing and socializing (watching TV, partying, etc.)	FY	4.15	3.89	** ↑
		SR	3.86	3.77	
f.	Providing care for dependents living with you (parents, children, spouse, etc.)	FY	1.20	1.29	* ↓
		SR	1.36	1.63	*** ↓
g.	Commuting to class (driving, walking, etc.)	FY	1.99	2.21	*** ↓
		SR	2.28	2.28	
Institutional Environment		<i>To what extent does your institution emphasize each of the following? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much</i>			
a.	Spending significant amounts of time studying and on academic work	FY	3.25	3.27	
		SR	3.17	3.23	* ↓
b.	Providing the support you need to help you succeed academically	FY	3.06	3.14	
		SR	2.74	2.93	*** ↓
c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	FY	2.68	2.75	
		SR	2.49	2.45	
d.	Helping you cope with your non-academic responsibilities (work, family, etc.)	FY	2.22	2.23	
		SR	1.96	1.93	
e.	Providing the support you need to thrive socially	FY	2.50	2.57	
		SR	2.26	2.30	
f.	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	FY	2.94	3.02	
		SR	2.73	2.82	** ↓
g.	Using computers in academic work	FY	3.33	3.34	
		SR	3.41	3.46	
Educational and Personal Growth		<i>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</i>			
a.	Acquiring a broad general education	FY	3.22	3.24	
		SR	3.19	3.29	*** ↓
b.	Acquiring job or work-related knowledge and skills	FY	2.79	2.81	
		SR	2.83	3.04	*** ↓
c.	Writing clearly and effectively	FY	2.87	2.93	
		SR	2.94	3.08	*** ↓
d.	Speaking clearly and effectively	FY	2.80	2.71	
		SR	2.92	2.95	

e.	Thinking critically and analytically	FY	3.15	3.29	*** ↓
		SR	3.33	3.43	*** ↓
f.	Analyzing quantitative problems	FY	3.08	3.09	
		SR	3.04	3.15	*** ↓
g.	Using computing and information technology	FY	3.02	3.00	
		SR	3.02	3.16	*** ↓
h.	Working effectively with others	FY	3.02	2.99	
		SR	3.10	3.17	* ↓
i.	Voting in local, state, or national elections	FY	1.73	2.07	*** ↓
		SR	1.87	2.23	*** ↓
j.	Learning effectively on your own	FY	2.93	3.03	* ↓
		SR	3.06	3.16	** ↓
k.	Understanding yourself	FY	2.68	2.84	** ↓
		SR	2.85	2.92	
l.	Understanding people of other racial and ethnic backgrounds	FY	2.69	2.61	
		SR	2.64	2.58	
m.	Solving complex real-world problems	FY	2.59	2.72	** ↓
		SR	2.77	2.89	*** ↓
n.	Developing a personal code of values and ethics	FY	2.54	2.70	** ↓
		SR	2.71	2.73	
o.	Contributing to the welfare of your community	FY	2.31	2.51	*** ↓
		SR	2.42	2.53	*** ↓
p.	Developing a deepened sense of spirituality	FY	1.85	1.91	
		SR	1.75	1.76	
Academic Advising		<i>1=Poor, 2=Fair, 3=Good, 4=Excellent</i>			
	Overall, how would you evaluate the quality of academic advising you have received at your institution?	FY	2.96	3.02	
		SR	2.71	2.88	*** ↓
Satisfaction		<i>1=Definitely no, 2=Probably no, 3=Probably yes, 4=Definitely yes</i>			
	How would you evaluate your entire educational experience at this institution?	FY	3.19	3.32	*** ↓
		SR	3.20	3.35	*** ↓
	If you could start over again, would you go to the same institution you are now attending?	FY	3.24	3.36	** ↓
		SR	3.18	3.33	*** ↓

Self Comparisons

The following section offers mean comparisons based on three NSSE administrations (2007, 2008, and 2011). Higher mean scores are indicated as **↑** while lower mean scores are indicated as **↓**. In this analysis, 2008 results are compared with 2007 results while 2011 results are compared with 2008 results. For example, if 2008 score on one item is lower than 2007 score and 2011 score is higher than 2008 but lower than 2007, then it will be expressed as follows:

2007	2008	2011
2.67	2.65 ↓	2.66 ↑



NSSE Mean Comparisons

Binghamton University

	2007	2008	2011
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Classes

Academic and Intellectual Experiences

a.	Asked questions in class or contributed to class discussions	FY	2.52	2.58 ↑	2.59 ↑
		SR	2.89	2.84 ↓	2.88 ↑
b.	Made a class presentation	FY	2.07	2.19 ↑	2.28 ↑
		SR	2.69	2.73 ↑	2.69 ↓
c.	Prepared two or more drafts of a paper or assignment before turning it in	FY	2.13	2.23 ↑	2.52 ↑
		SR	2.24	2.29 ↑	2.18 ↓
d.	Worked on a paper or project that required integrating ideas or information from various sources	FY	2.81	2.82 ↑	2.94 ↑
		SR	3.25	3.27 ↑	3.26 ↓
e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	FY	2.67	2.65 ↓	2.66 ↑
		SR	2.80	2.83 ↑	2.77 ↓
f.	Come to class without completing readings or assignments	FY	2.02	1.99 ↓	2.08 ↑
		SR	2.13	2.16 ↑	2.20 ↑
g.	Worked with other students on projects during class	FY	2.30	2.37 ↑	2.40 ↑
		SR	2.40	2.37 ↓	2.34 ↓

h.	Worked with classmates outside of class to prepare class assignments	FY	2.42	2.60↑	2.71↑
		SR	2.76	2.86↑	2.89↑
i.	Put together ideas or concepts from different courses when completing assignments or during class discussions	FY	2.46	2.57↑	2.56↓
		SR	2.87	2.97↑	2.91↓
j.	Tutored or taught other students (paid or voluntary)	FY	1.69	1.70↑	1.72↑
		SR	1.94	2.00↑	2.02↑
k.	Participated in a community-based project (e.g. service learning) as part of a regular course	FY	1.42	1.52↑	1.47↓
		SR	1.68	1.67↓	1.65↓
l.	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FY	2.70	2.70	2.70
		SR	2.99	3.02↑	2.93↓
m.	Used e-mail to communicate with an instructor	FY	2.85	2.95↑	3.04↑
		SR	3.30	3.32↑	3.36↑
n.	Discussed grades or assignments with an instructor	FY	2.34	2.39↑	2.43↑
		SR	2.63	2.69↑	2.66↓
o.	Talked about career plans with a faculty member or advisor	FY	1.73	1.80↑	1.94↑
		SR	2.25	2.31↑	2.29↓
p.	Discussed ideas from your readings or classes with faculty members outside of class	FY	1.82	1.89↑	1.83↓
		SR	2.04	2.16↑	2.06↓
q.	Received prompt written or oral feedback from faculty on your academic performance	FY	2.41	2.52↑	2.54↑
		SR	2.66	2.68↑	2.57↓
r.	Worked harder than you thought you could to meet an instructor's standards or expectations	FY	2.40	2.54↑	2.59↑
		SR	2.57	2.72↑	2.70↓
s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FY	1.54	1.58↑	1.68↑
		SR	1.89	1.85↓	1.83↓
t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	FY	2.59	2.67↑	2.71↑
		SR	2.83	2.83	2.83
u.	Had serious conversations with students of a different race or ethnicity than your own	FY	2.75	2.85↑	2.94↑
		SR	2.87	2.89↑	2.92↑
v.	Had serious conversations with students who are very different from you in terms of their	FY	2.77	2.81↑	2.91↑
		SR	2.88	2.90↑	2.88↓

religious beliefs, political opinions, or personal values

Mental Activities

a.	Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	FY	2.91	3.02↑	2.99↓
		SR	2.72	2.87↑	2.88↑
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	FY	3.04	3.20↑	3.18↓
		SR	3.29	3.31↑	3.35↑
c.	Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	FY	2.86	2.93↑	2.98↑
		SR	3.07	3.13↑	3.11↓
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	FY	2.76	2.88↑	2.91↑
		SR	2.94	3.05↑	3.02↓
e.	Applying theories or concepts to practical problems or in new situations	FY	2.95	3.08↑	3.05↓
		SR	3.13	3.23↑	3.19↓

Reading and Writing

a.	Number of assigned textbooks, books, or book-length packs of course readings	FY	3.48	3.53↑	3.3↓4
		SR	3.24	3.43↑	3.20↓
b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	FY	2.01	2.01	1.90↓
		SR	2.12	2.14↑	2.09↓
c.	Number of written papers or reports of 20 pages or more	FY	1.27	1.34↑	1.34
		SR	1.56	1.65↑	1.59↓
d.	Number of written papers or reports between 5 and 19 pages	FY	2.25	2.29↑	2.27↓
		SR	2.50	2.62↑	2.55↓
e.	Number of written papers or reports of fewer than 5 pages	FY	2.94	2.91↓	2.81↓
		SR	2.82	2.88↑	2.77↓

Problem Sets

a.	Number of problem sets that take you more than an hour to complete	FY	2.51	2.75↑	2.83↑
		SR	2.29	2.51↑	2.55↑
b.	Number of problem sets that	FY	2.47	2.59↑	2.45↓

	take you less than an hour to complete	SR	1.95	2.16↑	2.07↓
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Examinations

	Mark the box that best represents the extent to which your examinations during the current school year challenged you to do your best work.	FY	5.25	5.43↑	5.49↑
		SR	5.16	5.31↑	5.29↓

Additional Collegiate Experiences

a.	Attended an art exhibit, play, dance, music, theatre or other performance	FY	2.14	2.07↓	2.16↑
		SR	2.12	2.15↑	2.06↓
b.	Exercised or participated in physical fitness activities	FY	2.68	2.75↑	2.78↑
		SR	2.90	2.91↑	2.95↑
c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	FY	1.73	1.73	1.66↓
		SR	1.72	1.80↑	1.75↓
d.	Examined the strengths and weaknesses of your own views on a topic or issue	FY	2.39	2.47↑	2.56↑
		SR	2.57	2.64↑	2.57↓
e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	FY	2.64	2.67↑	2.76↑
		SR	2.81	2.88↑	2.83↓
f.	Learned something that changed the way you understand an issue or concept	FY	2.67	2.74↑	2.83↑
		SR	2.85	2.90↑	2.91↑

Enriching Educational Experiences

a.	Practicum, internship, field experience, co-op experience, or clinical assignment	FY	.05	.06↑	.04↓
		SR	.64	.64	.62↓
b.	Community service or volunteer work	FY	.26	.29↑	.30↑
		SR	.66	.64↓	.67↑
c.	Participate in a learning community or some other formal program where groups of students take two or more classes together	FY	.14	.15↑	.11↓
		SR	.23	.23	.24↑
d.	Work on a research project with a faculty member outside of course or program requirements	FY	.03	.04↑	.02↓
		SR	.23	.26↑	.25↓
e.	Foreign language coursework	FY	.26	.26	.27↑
		SR	.46	.50↑	.50
f.	Study abroad	FY	.02	.02	.04↑
		SR	.19	.17↓	.19↑
g.	Independent study or self-	FY	.02	.02	.02

	designed major	SR	.21	.25↑	.25
h.	Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FY	.01	.02↑	.01↓
		SR	.23	.25↑	.27↑

Quality of Relationships

a.	Relationships with other students	FY	5.39	5.50↑	5.63↑
		SR	5.58	5.51↓	5.62↑
b.	Relationships with faculty members	FY	4.74	4.78↑	4.87↑
		SR	5.16	5.10↓	5.12↑
c.	Relationships with administrative personnel and offices	FY	4.18	4.26↑	4.62
		SR	4.17	4.28↑	4.31↑

Time Usage

a.	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	FY	4.16	4.46↑	4.58↑
		SR	4.17	4.38↑	4.60↑
b.	Working for pay on campus	FY	1.41	1.32↓	1.40↑
		SR	1.77	1.68↓	1.86↑
c.	Working for pay off campus	FY	1.23	1.30↑	1.23↓
		SR	2.06	2.05↓	1.79↓
d.	Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	FY	2.58	2.63↑	2.74↑
		SR	2.76	2.65↓	2.90↑
e.	Relaxing and socializing (watching TV, partying, etc.)	FY	4.22	4.11↓	4.15↑
		SR	4.04	3.80↓	3.86↑
f.	Providing care for dependents living with you (parents, children, spouse, etc.)	FY	1.18	1.21↑	1.20↑
		SR	1.39	1.46↑	1.36↓
g.	Commuting to class (driving, walking, etc.)	FY	2.04	2.08↑	1.99↓
		SR	2.22	2.30↑	2.28↑

Institutional Environment

a.	Spending significant amounts of time studying and on academic work	FY	2.99	3.18↑	3.25↑
		SR	3.07	3.17↑	3.17
b.	Providing the support you need to help you succeed academically	FY	2.75	2.98↑	3.06↑
		SR	2.74	2.79↑	2.74↓

c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	FY	2.47	2.63↑	2.68↑
		SR	2.41	2.43↑	2.49↑
d.	Helping you cope with your non-academic responsibilities (work, family, etc.)	FY	1.97	2.20↑	2.22↑
		SR	1.84	1.97↑	1.96↓
e.	Providing the support you need to thrive socially	FY	2.27	2.46↑	2.50↑
		SR	2.18	2.26↑	2.26
f.	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	FY	2.61	2.80↑	2.94↑
		SR	2.62	2.65↑	2.73↑
g.	Using computers in academic work	FY	3.23	3.35↑	3.33↓
		SR	3.39	3.44↑	3.41↓

Educational and Personal Growth

a.	Acquiring a broad general education	FY	2.98	3.15↑	3.22↑
		SR	3.20	3.23↑	3.19↓
b.	Acquiring job or work-related knowledge and skills	FY	2.43	2.72↑	2.79↑
		SR	2.87	2.90↑	2.83↓
c.	Writing clearly and effectively	FY	2.65	2.85↑	2.87↑
		SR	2.99	2.96↓	2.94↓
d.	Speaking clearly and effectively	FY	2.53	2.78↑	2.80↑
		SR	2.93	2.93	2.92↓
e.	Thinking critically and analytically	FY	2.93	3.13↑	3.15↑
		SR	3.27	3.28↑	3.33↑
f.	Analyzing quantitative problems	FY	2.72	3.02↑	3.08↑
		SR	2.97	3.04↑	3.04
g.	Using computing and information technology	FY	2.78	3.05↑	3.02↓
		SR	3.07	3.09↑	3.02↓
h.	Working effectively with others	FY	2.75	3.01↑	3.02↑
		SR	3.11	3.10↓	3.10
i.	Voting in local, state, or national elections	FY	2.00	1.97↓	1.73↓
		SR	2.06	2.01↓	1.87↓
j.	Learning effectively on your own	FY	2.68	2.90↑	2.93↑
		SR	3.00	3.07↑	3.06↓
k.	Understanding yourself	FY	2.52	2.72↑	2.68↓
		SR	2.87	2.82↓	2.85↑
l.	Understanding people of other racial and ethnic backgrounds	FY	2.48	2.64↑	2.69↑
		SR	2.66	2.71↑	2.64↓
m.	Solving complex real-world problems	FY	2.41	2.61↑	2.59↓
		SR	2.72	2.76↑	2.77↑
n.	Developing a personal code of	FY	2.34	2.57↑	2.54↓

	values and ethics	SR	2.67	2.72↑	2.71↓
o.	Contributing to the welfare of your community	FY	2.11	2.32↑	2.31↓
		SR	2.38	2.43↑	2.42↓
p.	Developing a deepened sense of spirituality	FY	1.77	1.92↑	1.85↓
		SR	1.78	1.85↑	1.75↓
Academic Advising					
	Overall, how would you evaluate the quality of academic advising you have received at your institution?	FY	2.67	2.80↑	2.96↑
		SR	2.59	2.62↑	2.71↑
Satisfaction					
	How would you evaluate your entire educational experience at this institution?	FY	3.03	3.15↑	3.19↑
		SR	3.17	3.13↓	3.20↑
	If you could start over again, would you go to the <i>same institution</i> you are now attending?	FY	3.04	3.19↑	3.24↑
		SR	3.11	3.04↓	3.18↑