

## 2006 NSSE Survey Results

### I. 2006 NSSE Comparison Benchmark Reports

**Table 1**

NSSE Benchmark	First Year				Senior			
	Bennett College	Selected Peers	Carnegie Peers	NSSE 2006	Bennett College	Selected Peers	Carnegie Peers	NSSE 2006
Level of Academic Challenge (LAC) Items	56.1	53.2	59.4	51.8	62	58.3	63.2	55.8
Active and Collaborative Learning (ACL) Items	55.7	41.8	45.1	41.3	71.1	56.1	53	50.4
Student-Faculty Interaction (SFI) Items	39.6	36.5	37.1	32.1	69.6	48.6	53.5	41.3
Enriching Educational Experiences (EEE) Items	29	28.9	32.2	26.7	57.3	49.4	56.2	39.9
Supportive Campus Environment (SCE) Items	65.3	61.9	64.7	59.1	65.3	62.1	62	56.6

Note: The numbers in the table 1 are weighted arithmetic average of student level benchmark scores. The higher the score, the stronger the agreement for the items in the benchmark. The following are the five benchmarks and their corresponding items.

#### Level of Academic Challenge (LAC) Items

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

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

#### Active and Collaborative Learning (ACL) Items

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

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

### **Student-Faculty Interaction (SFI) Items**

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

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

### **Enriching Educational Experiences (EEE) Items**

Complementary learning opportunities enhance academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge. Participating in co-curricular activities (organizations, publications, student government, sports, etc.)

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

### **Supportive Campus Environment (SCE) Items**

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

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

## II. 2006 NSSE Comparison Reports for Thirteen Academic and Support Areas

**Table 2**

		Mean of Senior Class				Mean of Freshmen Class			
		Bennett College	Selected Peers	Carnegie Peers	NSSE 2006	Bennett College	Selected Peers	Carnegie Peers	NSSE 2006
1	<i>Academic and Intellectual Experiences</i>	3.12	2.75	2.76	2.60	2.59	2.46	2.53	2.40
2	<i>Mental Activities</i>	3.38	3.09	3.12	3.02	3.05	2.99	3.04	2.91
3	<i>Reading and Writing</i>	2.63	2.61	2.84	2.52	2.67	2.43	2.68	2.38
4	<i>Problem Sets</i>	2.72	2.43	1.97	2.46	2.85	2.74	2.48	2.68
5	<i>Examinations</i>	5.63	5.55	5.50	5.41	5.31	5.39	5.61	5.42
6	<i>Additional Collegiate Experiences</i>	3.00	2.71	2.75	2.55	2.80	2.62	2.70	2.51
7	<i>Enriching Educational Experiences</i>	0.54	0.46	0.55	0.33	0.15	0.15	0.15	0.12
8	<i>Quality of Relationships</i>	5.60	5.41	5.39	5.18	5.16	5.12	5.42	5.09
9	<i>Time Usage</i>	3.06	2.86	2.67	2.86	2.29	2.34	2.50	2.58
10	<i>Institutional Environment</i>	2.94	2.82	2.87	2.63	3.11	2.86	2.93	2.74
11	<i>Educational and Personal Growth</i>	3.22	3.05	2.95	2.82	3.12	2.88	2.78	2.69
12	<i>Academic Advising</i>	3.16	3.03	3.20	2.82	2.79	3.01	3.10	2.94
13	<i>Satisfaction</i>	3.33	3.30	3.42	3.18	2.94	3.18	3.36	3.18

Note: The numbers in Table 2 are average ratings aggregated from the NSSE reported ratings in Table 3 and Table 4. The higher the rating, the stronger the agreement to the item(s). Table 3 and Table 4 below provide detail information regarding the item rating scale and the rating from the senior class and first year class.

**Table 3**  
**Senior Class Ratings**

	Mean				N
	Bennett College	Selected Peers	Carnegie Peers	NSSE 2006	Bennett College
1 <i>Academic and Intellectual Experiences</i>	<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	3.81	3.32	3.36	3.06	34
b. Made a class presentation	3.31	3.05	2.84	2.80	34
c. Prepared two or more drafts of a paper or assignment before turning it in	2.81	2.62	2.32	2.49	34
d. Worked on a paper or project that required integrating ideas or information from various sources	3.59	3.44	3.52	3.30	34
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	3.09	3.04	3.04	2.78	34
f. Come to class without completing readings or assignments	2.06	2.01	2.12	2.12	33
g. Worked with other students on projects <b>during class</b>	3.06	2.50	2.26	2.51	34
h. Worked with classmates <b>outside of class</b> to prepare class assignments	2.97	2.79	2.77	2.75	34
i. Put together ideas or concepts from different courses when completing assignments or during class discussions	3.19	2.99	3.08	2.91	34
j. Tutored or taught other students (paid or voluntary)	2.66	2.04	2.11	1.89	34
k. Participated in a community-based project (e.g. service learning) as part of a regular course	2.84	2.05	1.67	1.69	34
l. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	3.06	2.87	2.79	2.85	34
m. Used e-mail to communicate with an instructor	3.38	3.38	3.61	3.31	34
n. Discussed grades or assignments with an instructor	3.45	3.02	2.91	2.79	33
o. Talked about career plans with a faculty member or advisor	3.25	2.70	2.76	2.41	34
p. Discussed ideas from your readings or classes with faculty members outside of class	3.19	2.35	2.47	2.08	34
q. Received prompt written or oral feedback from faculty on your academic performance	3.31	2.87	3.07	2.76	34
r. Worked harder than you thought you could to meet an instructor's standards or expectations	3.25	2.85	2.73	2.69	34
s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	2.94	2.10	2.24	1.81	34
t. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	3.28	3.01	3.10	2.84	34
u. Had serious conversations with students of a different race or ethnicity than your own	3.00	2.60	2.85	2.64	34

v.	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	3.19	2.83	3.02	2.71	34
<b>2</b>	<b><i>Mental Activities</i></b>	<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.	<b>Memorizing</b> facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	3.44	2.74	2.40	2.74	34
b.	<b>Analyzing</b> the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	3.63	3.30	3.48	3.22	34
c.	<b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships	3.28	3.11	3.34	3.01	34
d.	<b>Making judgments</b> about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	3.22	3.01	3.12	2.94	34
e.	<b>Applying</b> theories or concepts to practical problems or in new situations	3.31	3.30	3.26	3.17	34
<b>3</b>	<b><i>Reading and Writing</i></b>	<i>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</i>				
a.	Number of assigned textbooks, books, or book-length packs of course readings	3.38	3.29	3.84	3.18	34
b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.31	2.19	2.27	2.21	34
c.	Number of written papers or reports of <b>20 pages or more</b>	1.66	1.69	1.86	1.64	34
d.	Number of written papers or reports <b>between 5 and 19 pages</b>	2.63	2.80	3.06	2.59	34
e.	Number of written papers or reports of <b>fewer than 5 pages</b>	3.16	3.11	3.15	2.98	34
<b>4</b>	<b><i>Problem Sets</i></b>	<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	2.75	2.48	2.13	2.57	34
b.	Number of problem sets that take you less than an hour to complete	2.69	2.37	1.80	2.34	34
<b>5</b>	<b><i>Examinations</i></b>	<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?	5.63	5.55	5.50	5.41	34
<b>6</b>	<b><i>Additional Collegiate Experiences</i></b>	<i>During the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often</i>				
a.	Attended an art exhibit, gallery, play, dance, or other theatre performance	2.53	2.20	2.50	2.01	34
b.	Exercised or participated in physical fitness activities	2.59	2.72	3.11	2.70	34
c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	3.25	2.49	1.91	2.18	34
d.	Examined the strengths and weaknesses of your own views on a topic or issue	3.06	2.83	2.89	2.69	34
e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	3.22	3.00	2.99	2.83	34

f.	Learned something that changed the way you understand an issue or concept	3.34	3.00	3.06	2.87	34
<b>7 Enriching Educational Experiences</b>		<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	.77	.67	.72	.53	33
b.	Community service or volunteer work	.94	.73	.77	.59	34
c.	Participate in a learning community or some other formal program where groups of students take two or more classes together	.52	.31	.23	.25	33
d.	Work on a research project with a faculty member outside of course or program requirements	.47	.25	.39	.19	34
e.	Foreign language coursework	.78	.75	.80	.41	34
f.	Study abroad	.10	.19	.47	.14	33
g.	Independent study or self-designed major	.28	.28	.40	.19	34
h.	Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	.44	.48	.64	.32	34
<b>8 Quality of Relationships</b>		<i>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</i>				
a.	Relationships with other students	6.06	5.70	5.71	5.60	34
		<i>1=unavailable, unhelpful, unsympathetic to 7=available, helpful, sympathetic</i>				
b.	Relationships with faculty members	5.88	5.77	5.89	5.42	34
		<i>1=unhelpful, inconsiderate, rigid to 7=helpful, considerate, flexible</i>				
c.	Relationships with administrative personnel and offices	4.88	4.75	4.55	4.50	34
<b>9 Time Usage</b>		<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)	4.31	3.96	4.78	4.10	34
b.	Working for pay on campus	2.16	1.73	2.29	1.83	34
c.	Working for pay off campus	3.00	3.89	1.73	3.81	34
d.	Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	3.41	2.32	3.12	2.08	34
e.	Relaxing and socializing (watching TV, partying, etc.)	3.34	3.39	3.84	3.48	34
f.	Providing care for dependents living with you (parents, children, spouse, etc.)	2.06	2.37	1.17	2.33	34
g.	Commuting to class (driving, walking, etc.)	3.13	2.35	1.77	2.38	34

<b>10</b>	<b><i>Institutional Environment</i></b>	<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	3.22	3.13	3.39	3.08	34
b.	Providing the support you need to help you succeed academically	3.16	3.07	3.24	2.87	34
c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.81	2.66	2.54	2.40	34
d.	Helping you cope with your non-academic responsibilities (work, family, etc.)	2.19	2.11	2.04	1.91	34
e.	Providing the support you need to thrive socially	2.48	2.39	2.31	2.14	33
f.	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	3.22	2.91	3.05	2.57	34
g.	Using computers in academic work	3.53	3.47	3.50	3.47	34
<b>11</b>	<b><i>Educational and Personal Growth</i></b>	<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	3.22	3.39	3.60	3.24	34
b.	Acquiring job or work-related knowledge and skills	2.97	3.11	2.73	3.02	34
c.	Writing clearly and effectively	3.16	3.24	3.43	3.07	34
d.	Speaking clearly and effectively	3.31	3.14	3.21	2.96	34
e.	Thinking critically and analytically	3.28	3.44	3.63	3.33	34
f.	Analyzing quantitative problems	3.03	3.12	2.99	3.02	34
g.	Using computing and information technology	3.22	3.21	2.99	3.21	34
h.	Working effectively with others	3.41	3.34	3.19	3.14	34
i.	Voting in local, state, or national elections	3.72	2.44	2.32	2.10	34
j.	Learning effectively on your own	3.44	3.15	3.23	3.00	34
k.	Understanding yourself	3.25	3.07	3.11	2.78	34
l.	Understanding people of other racial and ethnic backgrounds	3.06	2.89	2.68	2.57	34
m.	Solving complex real-world problems	3.00	2.84	2.76	2.72	34
n.	Developing a personal code of values and ethics	3.19	3.01	2.82	2.65	34
o.	Contributing to the welfare of your community	3.25	2.85	2.69	2.42	34
p.	Developing a deepened sense of spirituality	3.06	2.56	1.82	1.92	34
<b>12</b>	<b><i>Academic Advising</i></b>	<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?	3.16	3.03	3.20	2.82	34
<b>13</b>	<b><i>Satisfaction</i></b>	<i>1=poor, 2=fair, 3=good, 4=excellent</i>				
a.	How would you evaluate your entire educational experience at this institution?	3.34	3.34	3.51	3.19	34
b.	If you could start over again, would you go to the <i>same institution</i> you are now attending?	3.31	3.26	3.33	3.17	34

**Table 4**  
**Freshmen Class Ratings**

	Mean				N
	Bennett College	Selected Peers	Carnegie Peers	NSSE 2006	Bennett College
<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>					
1 <b>Academic and Intellectual Experiences</b>					
a. Asked questions in class or contributed to class discussions	3.18	2.88	3.12	2.78	49
b. Made a class presentation	2.86	2.20	2.26	2.23	48
c. Prepared two or more drafts of a paper or assignment before turning it in	2.93	2.78	2.50	2.65	49
d. Worked on a paper or project that required integrating ideas or information from various sources	3.20	3.18	3.14	3.03	49
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	2.89	3.00	2.97	2.76	49
f. Come to class without completing readings or assignments	2.00	2.08	1.99	2.03	48
g. Worked with other students on projects <b>during class</b>	2.50	2.30	2.24	2.40	49
h. Worked with classmates <b>outside of class</b> to prepare class assignments	2.73	2.38	2.61	2.36	49
i. Put together ideas or concepts from different courses when completing assignments or during class discussions	2.49	2.57	2.75	2.57	46
j. Tutored or taught other students (paid or voluntary)	2.22	1.64	1.73	1.67	46
k. Participated in a community-based project (e.g. service learning) as part of a regular course	2.22	1.67	1.49	1.50	46
l. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	2.56	2.57	2.66	2.64	46
m. Used e-mail to communicate with an instructor	2.46	3.08	3.33	3.01	46
n. Discussed grades or assignments with an instructor	2.80	2.80	2.70	2.56	46
o. Talked about career plans with a faculty member or advisor	2.37	2.35	2.14	2.10	46
p. Discussed ideas from your readings or classes with faculty members outside of class	2.05	1.97	2.09	1.81	46
q. Received prompt written or oral feedback from faculty on your academic performance	2.71	2.60	2.87	2.58	46
r. Worked harder than you thought you could to meet an instructor's standards or expectations	2.93	2.56	2.62	2.58	46
s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	1.98	1.69	1.73	1.56	46

t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	2.93	2.67	2.95	2.68	46
u.	Had serious conversations with students of a different race or ethnicity than your own	2.22	2.45	2.83	2.55	46
v.	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	2.73	2.63	3.01	2.68	46

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## 2 *Mental Activities*

*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*

a.	<b>Memorizing</b> facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	3.10	2.91	2.63	2.87	45
b.	<b>Analyzing</b> the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	3.00	3.09	3.35	3.06	45
c.	<b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships	3.03	2.94	3.12	2.83	45
d.	<b>Making judgments</b> about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	3.05	2.91	2.99	2.82	45
e.	<b>Applying</b> theories or concepts to practical problems or in new situations	3.08	3.12	3.11	2.98	45

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## 3 *Reading and Writing*

*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*

a.	Number of assigned textbooks, books, or book-length packs of course readings	3.65	3.32	3.96	3.26	45
b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	2.70	1.97	2.11	2.06	45
c.	Number of written papers or reports of <b>20 pages or more</b>	1.60	1.29	1.24	1.25	45
d.	Number of written papers or reports <b>between 5 and 19 pages</b>	2.25	2.42	2.73	2.29	45
e.	Number of written papers or reports of <b>fewer than 5 pages</b>	3.13	3.14	3.36	3.05	45

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## 4 *Problem Sets*

*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*

a.	Number of problem sets that take you more than an hour to complete	2.67	2.54	2.59	2.63	44
b.	Number of problem sets that take you less than an hour to complete	3.03	2.95	2.37	2.74	44

<b>5</b>	<b><i>Examinations</i></b>	<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?	5.31	5.39	5.61	5.42	44
<b>6</b>	<b><i>Additional Collegiate Experiences</i></b>	<i>During the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often</i>				
a.	Attended an art exhibit, gallery, play, dance, or other theatre performance	2.36	2.33	2.47	2.10	44
b.	Exercised or participated in physical fitness activities	2.77	2.79	3.09	2.77	44
c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	2.82	2.25	1.92	2.09	44
d.	Examined the strengths and weaknesses of your own views on a topic or issue	2.95	2.69	2.80	2.57	44
e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	2.97	2.81	2.93	2.74	44
f.	Learned something that changed the way you understand an issue or concept	2.95	2.88	3.01	2.80	44
<b>7</b>	<b><i>Enriching Educational Experiences</i></b>	<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	.10	.07	.08	.07	44
b.	Community service or volunteer work	.62	.44	.45	.37	44
c.	Participate in a learning community or some other formal program where groups of students take two or more classes together	.21	.14	.11	.16	44
d.	Work on a research project with a faculty member outside of course or program requirements	.05	.05	.04	.05	44
e.	Foreign language coursework	.15	.43	.48	.22	44
f.	Study abroad	.05	.03	.02	.03	44
g.	Independent study or self-designed major	.00	.05	.03	.03	44
h.	Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	.00	.02	.01	.01	44
<b>8</b>	<b><i>Quality of Relationships</i></b>	<i>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</i>				
a.	Relationships with other students	5.36	5.43	5.68	5.48	44
		<i>1=unavailable, unhelpful, unsympathetic to 7=available, helpful, sympathetic</i>				

b.	Relationships with faculty members	5.21	5.32	5.69	5.19	44
		<i>1=unhelpful, inconsiderate, rigid to 7=helpful, considerate, flexible</i>				
c.	Relationships with administrative personnel and offices	4.92	4.60	4.89	4.60	44
<b>9 Time Usage</b>		<i>About how many hours do you spend in a typical 7-day week doing each of the following?</i>				
		<i>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)	3.68	3.63	4.78	3.99	42
b.	Working for pay <b>on campus</b>	1.45	1.55	1.72	1.53	42
c.	Working for pay <b>off campus</b>	1.32	2.08	1.34	2.59	42
d.	Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	1.82	2.28	2.95	2.17	42
e.	Relaxing and socializing (watching TV, partying, etc.)	4.05	3.46	3.82	3.79	42
f.	Providing care for dependents living with you (parents, children, spouse, etc.)	1.42	1.48	1.14	1.78	42
g.	Commuting to class (driving, walking, etc.)	2.29	1.91	1.77	2.24	42
<b>10 Institutional Environment</b>		<i>To what extent does your institution emphasize each of the following?</i>				
		<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>				
a.	Spending significant amounts of time studying and on academic work	3.31	3.17	3.32	3.07	44
b.	Providing the support you need to help you succeed academically	3.23	3.10	3.28	2.99	44
c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	3.08	2.72	2.78	2.57	44
d.	Helping you cope with your non-academic responsibilities (work, family, etc.)	2.47	2.32	2.25	2.13	42
e.	Providing the support you need to thrive socially	2.79	2.53	2.49	2.37	42
f.	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	3.41	2.97	3.09	2.75	44
g.	Using computers in academic work	3.49	3.19	3.34	3.32	44
<b>11 Educational and Personal Growth</b>		<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?</i>				
		<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>				
a.	Acquiring a broad general education	3.15	3.18	3.41	3.12	44
b.	Acquiring job or work-related knowledge and skills	2.87	2.72	2.64	2.70	44
c.	Writing clearly and effectively	3.18	3.17	3.21	2.95	44

d.	Speaking clearly and effectively	3.23	2.98	2.83	2.75	44
e.	Thinking critically and analytically	3.15	3.28	3.41	3.16	44
f.	Analyzing quantitative problems	3.05	2.92	2.87	2.85	44
g.	Using computing and information technology	3.21	3.01	2.81	2.99	44
h.	Working effectively with others	3.28	3.04	2.97	2.92	44
i.	Voting in local, state, or national elections	3.23	2.14	1.94	1.92	44
j.	Learning effectively on your own	3.21	2.95	2.98	2.85	44
k.	Understanding yourself	3.21	2.95	2.88	2.71	44
l.	Understanding people of other racial and ethnic backgrounds	3.10	2.85	2.68	2.57	44
m.	Solving complex real-world problems	2.90	2.74	2.63	2.58	44
n.	Developing a personal code of values and ethics	3.10	2.91	2.72	2.59	44
o.	Contributing to the welfare of your community	3.05	2.70	2.60	2.34	44
p.	Developing a deepened sense of spirituality	3.05	2.62	1.89	2.05	44
<b>12</b>	<b><i>Academic Advising</i></b>	<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?	2.79	3.01	3.10	2.94	44
<b>13</b>	<b><i>Satisfaction</i></b>	<i>1=poor, 2=fair, 3=good, 4=excellent</i>				
a.	How would you evaluate your entire educational experience at this institution?	2.97	3.22	3.42	3.16	44
		<i>1=definitely no, 2=probably no, 3=probably yes, 4=definitely yes</i>				
b.	If you could start over again, would you go to the <i>same institution</i> you are now attending?	2.90	3.14	3.29	3.20	44