



OFFICE OF  
**Institutional Research**

# First-Year Profile

## BCSSE 2014 and NSSE 2015 Findings

**NOVEMBER, 2015**

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## Beginning College Survey of Student Engagement (BCSSE) Overview

To better understand student experiences related to academic engagement and success, NKU participated in the administration of the Beginning College Survey of Student Engagement (BCSSE), a national survey sponsored by Indiana University. The purpose of the BCSSE is to gain valuable information about the experiences and expectations of incoming freshmen regarding academic engagement. BCSSE was administered to all incoming bachelor degree-seeking freshmen who participated in summer orientations (N= 1,583). Approximately 78 percent of all first-time bachelor degree-seeking freshmen completed the survey.

### BCSSE Scales and Descriptions

The BCSSE concentrates on nine key components that make up academic engagement for incoming freshmen. These components are grouped by high school experiences and college expectations. The high school components include quantitative reasoning and learning strategies. These components allow institutions to gauge how academically prepared students are for college. The college expectations components include collaborative learning, student-faculty interactions, discussions with diverse others, academic perseverance, academic difficulty, perceived academic preparation, and importance of academic environment. All these components are considered essential factors that affect academic engagement and success.

**Table 1. BCSSE Scales and Descriptions**

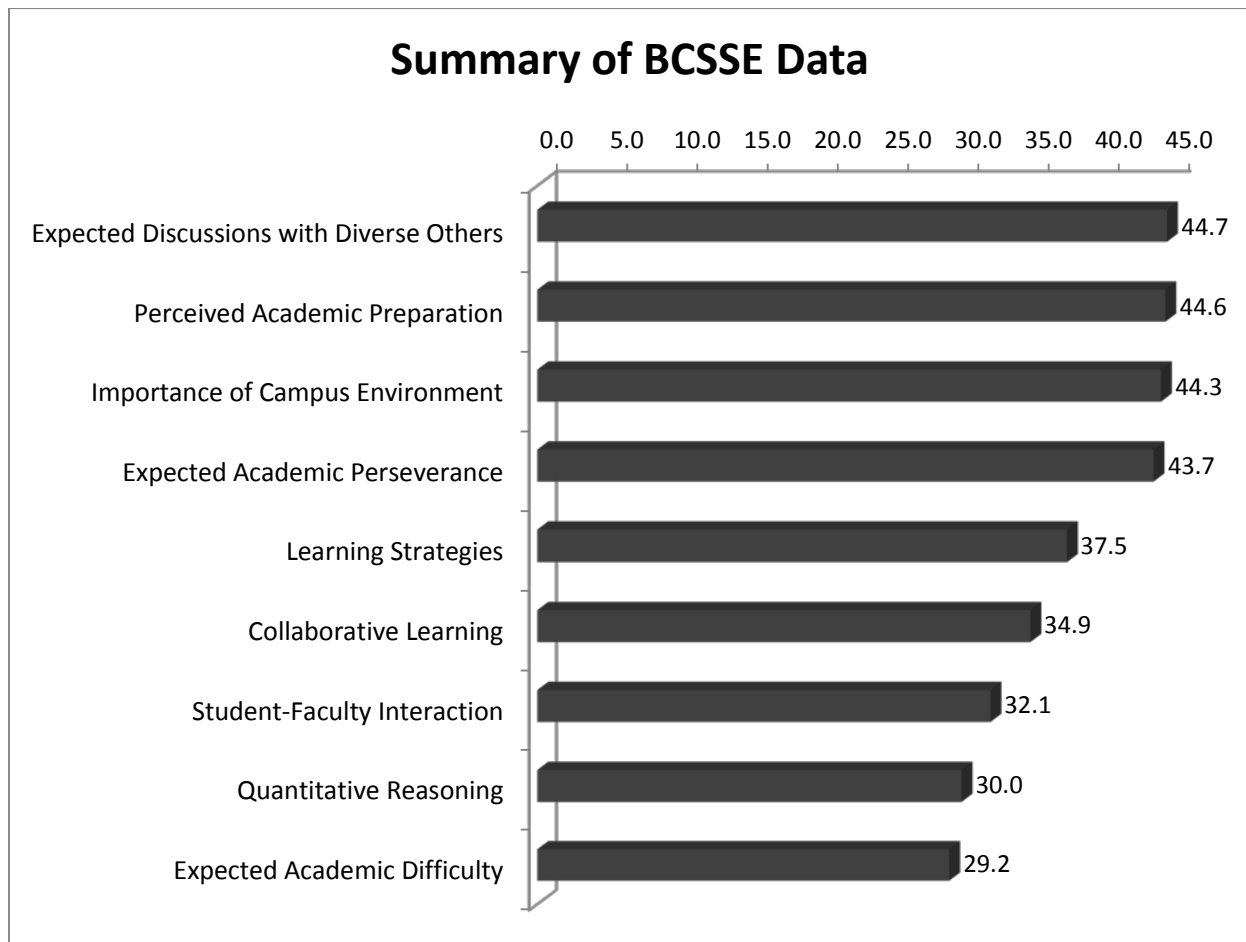
Scale name	Description
<i>Quantitative Reasoning</i>	High school engagement with analysis and numerical information
<i>Learning Strategies</i>	Use of effective learning strategies in high school.
<i>Collaborative Learning</i>	Expectation to interact and collaborate with peers
<i>Student-Faculty Interaction</i>	Expectation to interact and engage with faculty
<i>Discussions with Diverse Others</i>	Expectation to engage in discussions with diverse others
<i>Academic Perseverance</i>	Student certainty that they will persist in the face of academic adversity
<i>Academic Difficulty</i>	Expected academic difficulty during the first year of college
<i>Perceived Academic Preparation</i>	Student perception of their academic preparation
<i>Importance of Campus Environment</i>	Student-rated importance that the institution provides a challenging and supportive environment

## BCSSE Mean Data Summary

Each BCSSE component is measured on a 0-60 scale. A mean scale score was then calculated for each student. BCSSE results indicated that of the NKU fall 2014 incoming freshmen who completed the survey, these students held high expectations for discussions with diverse others (M= 44.7).

Additionally, fall 2014 freshmen respondents believed they were academically prepared for college coursework (M=44.6) and possessed the ability to academically persevere (M=43.7). These students also expressed an importance of a supportive campus environment (M= 44.3).

**Table 2. BCSSE Mean Data Summary**



## **BCSSE-NSSE Comparisons**

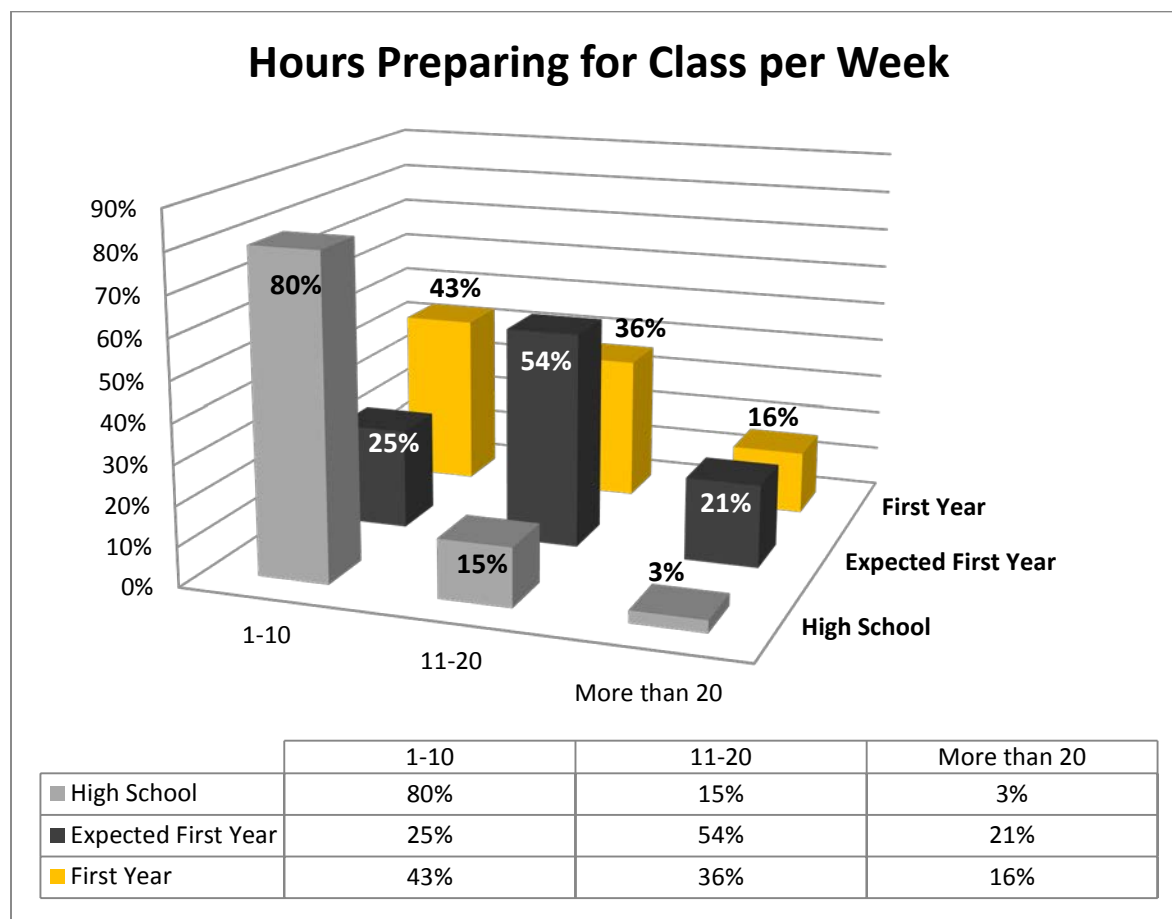
The BCSSE is only one of two parts used to assess first-year student engagement. In the spring of 2015, all first-year bachelor degree-seeking students received the National Survey for Student Engagement (NSSE), also administered by Indiana University. The NSSE was administered to 3,076 first-year freshmen. Of those, 551 completed the survey, or approximately 18 percent. Additionally, of those who completed the BCSSE (N= 1,583), 275 of these first-year students completed the NSSE as well.

The BCSSE-NSSE comparison is essential to understanding student engagement for first-year students. There are six NSSE Engagement Indicators that also are included within the BCSSE. These engagement indicators include learning strategies, quantitative reasoning, collaborative learning, discussions with diverse others, student-faculty interactions, and supportive environment. Survey items within both the BCSSE and NSSE are identified to provide cross-sectional analyses. Most of these analyses compare what the student reported for high school, their expectations for college, and their actual behaviors in their first-year.

## Hours Preparing for Class per Week

Students were asked about how many hours per week they spent studying for class. Approximately 80 percent of incoming freshmen respondents stated that they studied ten hours or less in high school, but only a quarter of respondents planned to study for ten hours or less during college. However, 43 percent for first-year students indicated that they studied no more than ten hours a week during their first year of college. Additionally, over half (54%) of BCSSE respondents expected to study for at least 11 to 20 hours a week during college, but only a little over a third (36%) actually studied 11 to 20 hours per week during their first year of college.

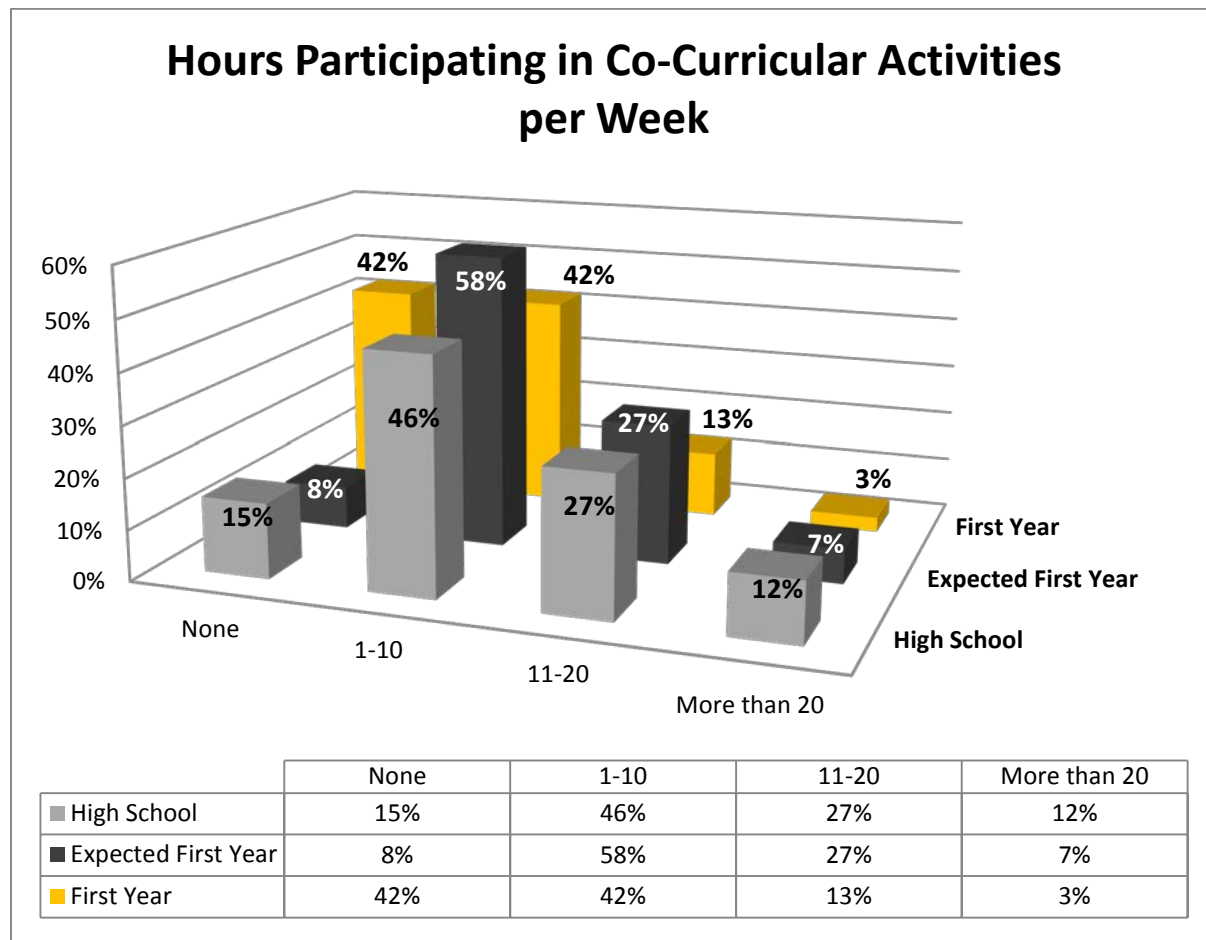
**Table 3. BCSSE-NSSE Comparisons: Hours Preparing for Class per Week**



## Participating in Co-curricular Activities

Participating in co-curricular activities are important to retention and academic success. Although 46 percent of respondents stated that they participated in at least ten hours a week of co-curricular activities in high school, and 58 percent of respondents planned to participate in one to ten hours of co-curricular activities, 42 percent of NSSE respondents indicated that they did not participate in any co-curricular activities during their first year of college.

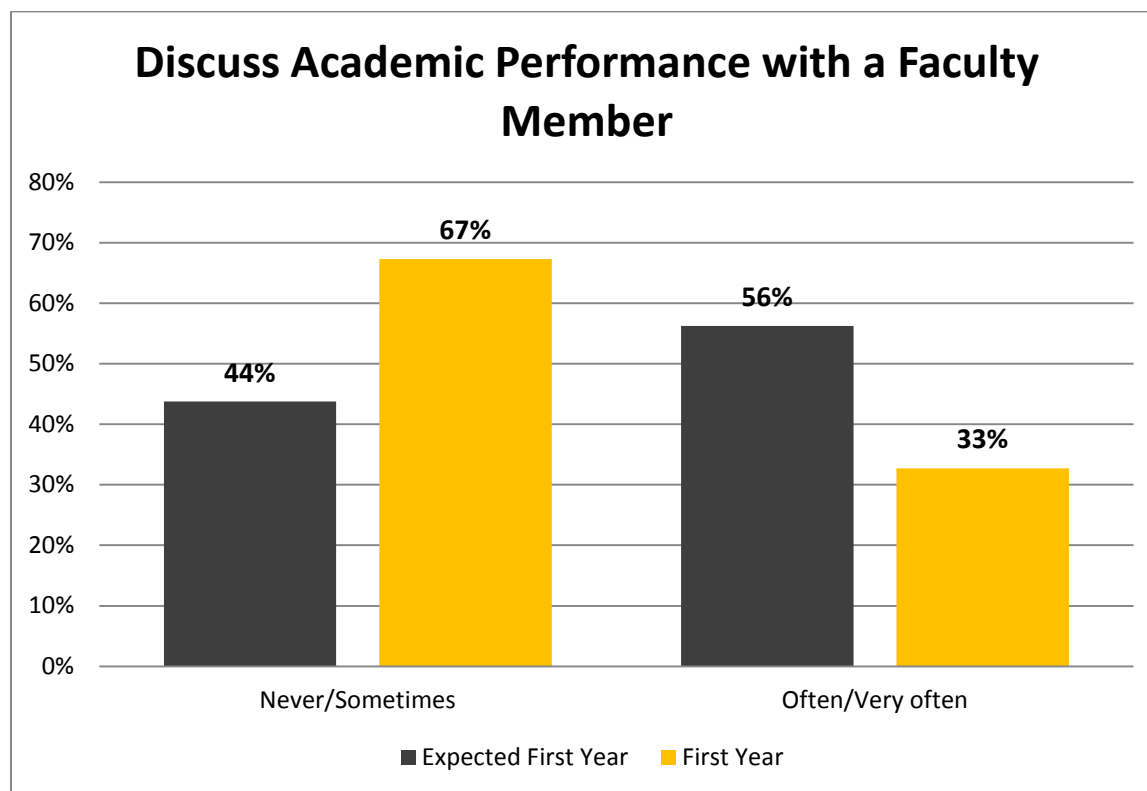
**Table 4. BCSSE-NSSE Comparisons: Hours Participating in Co-curricular Activities per Week**



## Discuss Academic Performance with a Faculty Member

Another key component to academic success is student-faculty interactions. Over half (56%) of BCSSE respondents stated that they expected to discuss their academic performance with a faculty member “often” or “very often”. However, only one-third of students within their first year of college actually discussed their academic performance with a faculty member “often” or “very often.” Instead, 67 percent of first-year respondents indicated “never” or “sometimes” having discussion with a faculty member about their performance. Additionally, 21 percent of respondents indicated that they never had discussions with a faculty member about their academic performance.

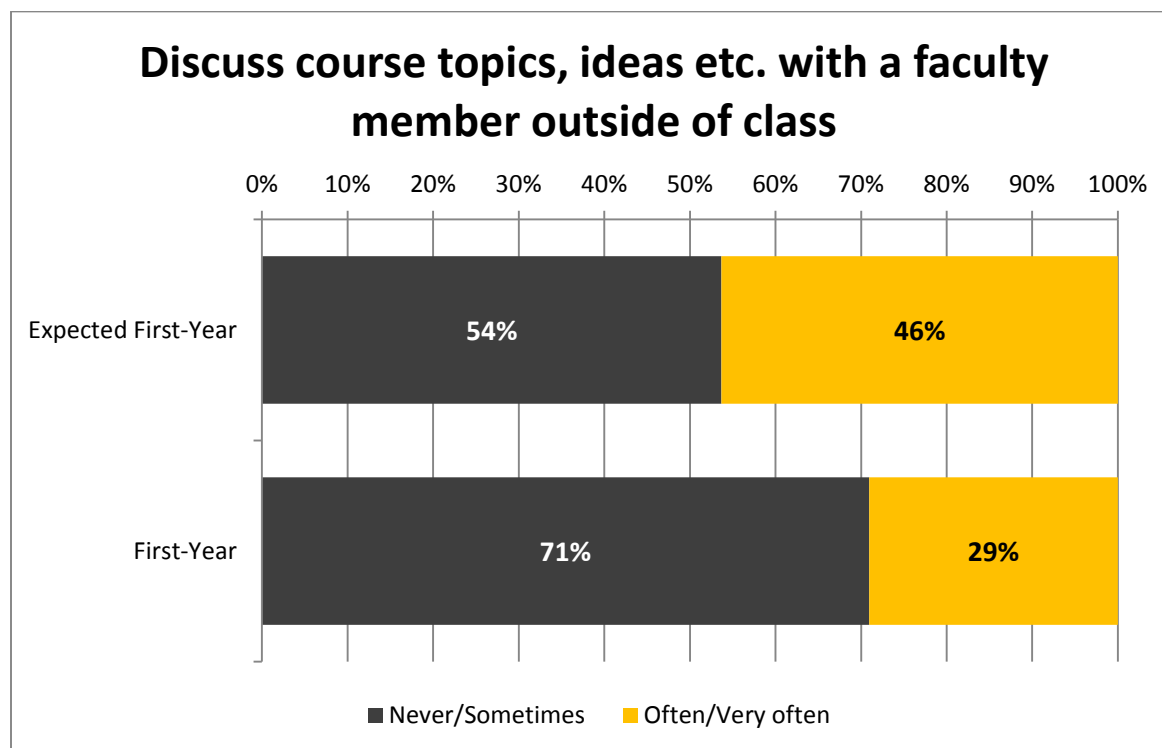
**Table 5. NSSE-BCSSE Comparisons: Discuss Academic Performance with a Faculty Member**



## Discussions with Faculty Outside of Class

When asked about their plans to discuss course topics and ideas with faculty outside of class, 46 percent of BCSSE respondents indicated plans to have these conversations “often” or “very often.” However, only 29 percent of NSSE respondents stated having conversations about course topics and ideas with a faculty member “often” or “very often” outside of class during their first year of college. Further analyses revealed that 35 percent of first-year respondents never had discussions with their faculty about course topics outside of class.

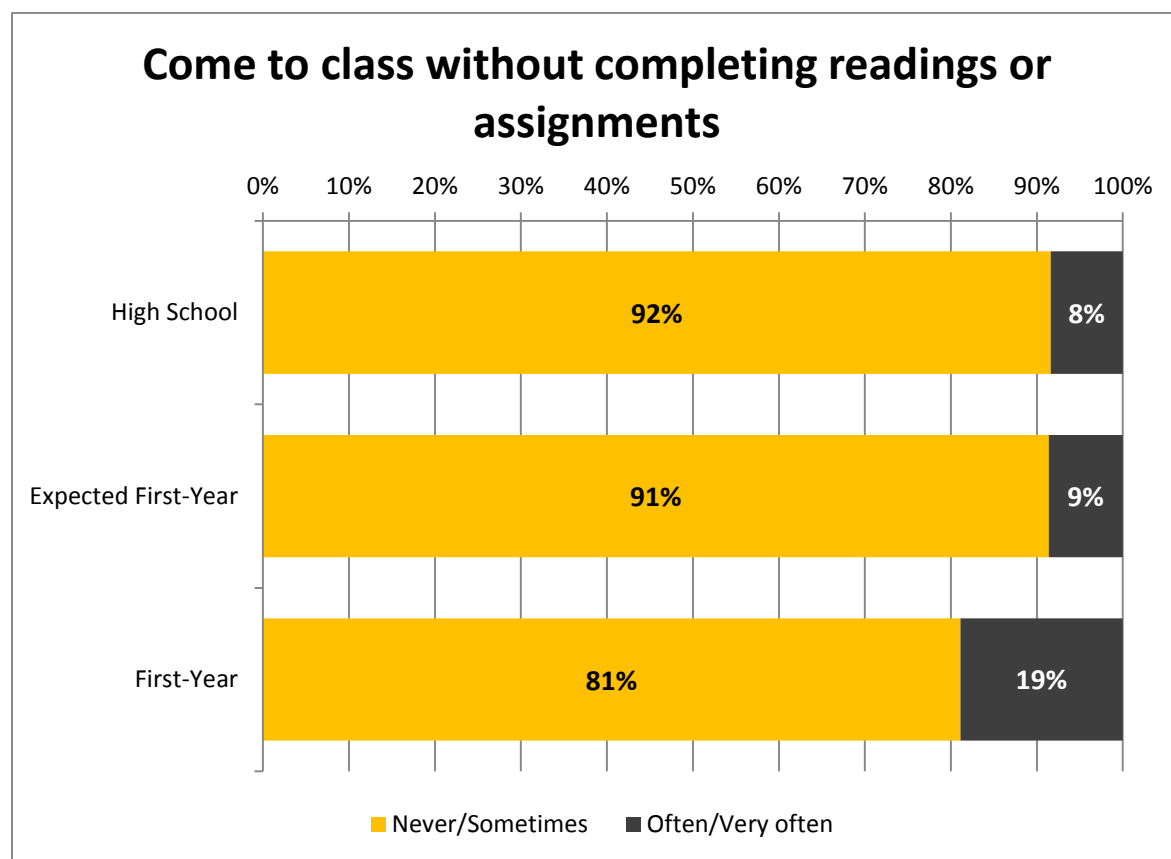
**Table 6. BCSSE-NSSE Comparisons: Discuss course topics, ideas etc. with a faculty member outside of class**



## Attending Class without Readings or Assignments

Proper learning strategies are essential to academic success. Students who create healthy study habits and come to class prepared are more likely to achieve academic goals than those who do not. During high school, only eight percent of incoming freshmen stated that they “often” or “very often” came to class without completing readings or assignments. Furthermore, about nine percent of respondents stated they planned to come to class without completing readings or assignments during their first year of college. However, 19 percent of NSSE respondents indicated that they “often” or “very often” came to class without completing readings or assignments during their first year of college. This is twice as much as what freshmen respondents intended. Additionally, only 27 percent of freshmen respondents indicated that they never came to class without completing readings or assignments, therefore 73 percent of freshmen respondents came to class unprepared.

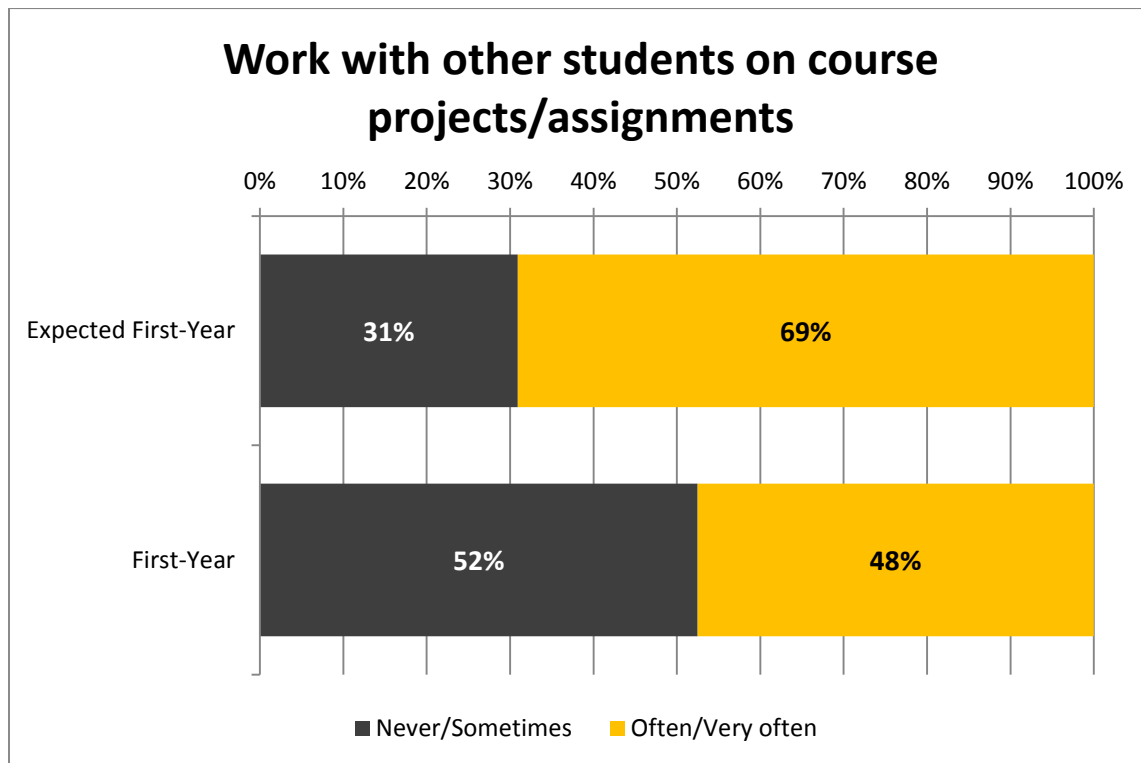
**Table 7. BCSSE-NSSE Comparisons: Come to class without completing readings or assignments**



## Work with Other Students

Collaborative learning is another component essential to academic engagement and success. Nearly 70 percent of BCSSE respondents expected to work with other students on course projects and assignments during their first year of college. However, over half (52%) of students stated that they “never” or “sometimes” worked with other students of projects and assignments. Further analyses indicated that only eight percent of students never worked with other students on course projects and assignments.

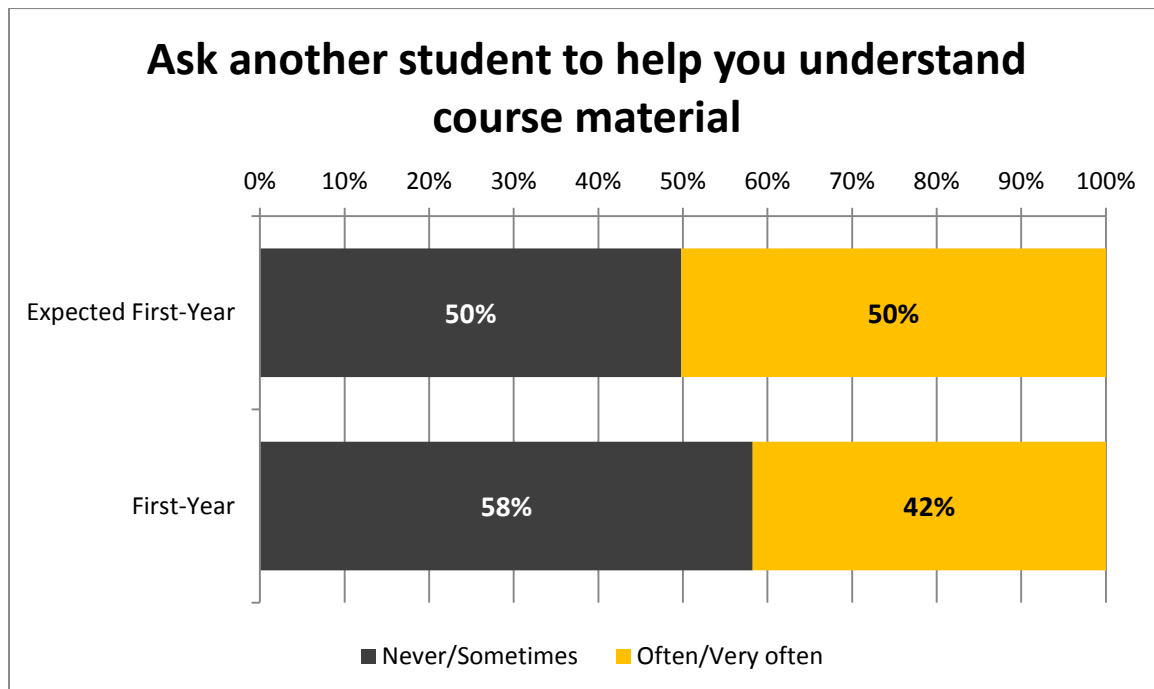
**Table 8. BCSSE-NSSE Comparisons: Work with other students on course projects or assignments**



## Ask Other Students for Help

Additionally, when asked how often they planned to ask another student to help understand course material, half of BCSSE respondents indicated “often” or “very often.” About 42 percent of NSSE first-year respondents stated that they “often” or “very often” asked other students for help. Furthermore only about two percent of incoming freshmen stated that they never anticipate asking other students for help, however 13 percent of NSSE respondents stated they never asked another student for help during their first year of college.

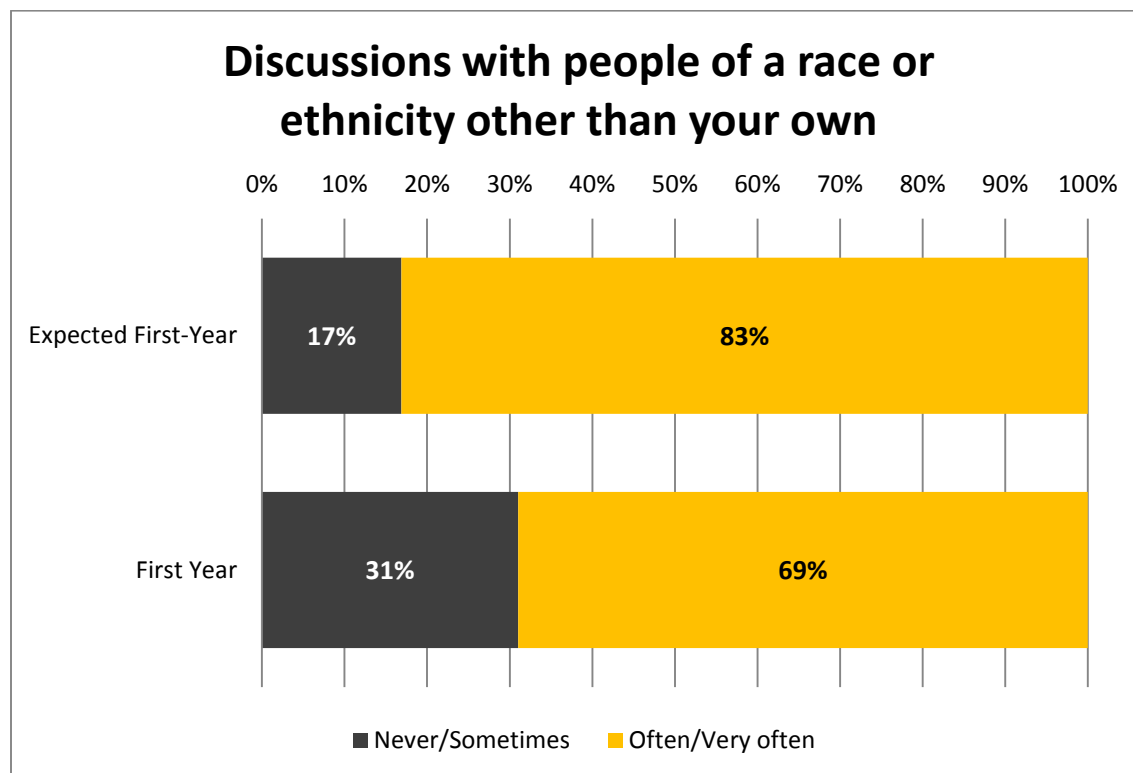
**Table 9. BCSSE-NSSE Comparisons: Ask another student to help you understand course material**



## Discussions with Diverse Others

Ensuring students are engaged in conversations with diverse others exposes students to new and different perspectives. As previously discussed, BCSSE respondents indicated high expectations to be engaged with diverse others during their college experience. When asked about their expectations to have discussions with people of a different ethnicity or race, 83 percent expected to have these discussions “often” or “very often.” Yet only 69 percent of first-year respondents indicated having discussions with individuals of a different race or ethnicity “often” or “very often.” However, only four percent of freshmen stated that they never had discussions with individuals of a different race or ethnicity.

**Table 10. BCSSE-NSSE Comparisons: Discussions with people of a race or ethnicity other than your own**



## National Survey of Student Engagement (NSSE) Institutional Comparisons

Understanding how NKU compares to other institutions on academic engagement will provide a guide as to where we are excelling and where we need to improve as an institution overall. NSSE measures student engagement on nine indicators that are grouped into four main themes: academic challenge, learning with peers, experiences with faculty, and campus environment. Overall, NKU exceeded or was about the same as identified comparisons groups on most engagement indicators. NKU exceeded Kentucky system institutions, benchmark institutions, and similar public institutions on effective teaching practices. NKU students' averages also were significantly higher than benchmark institutions and similar public institutions on learning strategies, quantitative reasoning, student-faculty interactions, and quality of interactions. NKU was about the same when compared to Kentucky institutions on academic challenge and campus environment themes. When compared on collaborative learning, NKU student averages were significantly lower than all three comparison groups.

**Table 11. NSSE Institutional Comparisons: First-Year Students Engagement Indicators**

Theme	Engagement Indicator	Kentucky System	NKU Benchmarks	Enrolled/ Masters/ Pub
<b>Academic Challenge</b>	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	▲	▲
	Quantitative Reasoning	--	▲	▲
<b>Learning with Peers</b>	Collaborative Learning	▼	▼	▼
	Discussions with Diverse Others	--	--	--
<b>Experiences with Faculty</b>	Student-Faculty Interaction	--	▲	▲
	Effective Teaching Practices	▲	▲	▲
<b>Campus Environment</b>	Quality of Interactions	--	▲	▲
	Supportive Environment	--	--	--

### Key

▲ NKU students' average was significantly higher ( $p < .05$ )

-- No significant difference.

▼ NKU students' average was significantly lower ( $p < .05$ )

## Academic Challenge

Additional analyses revealed that NKU's first-year students' frequency rates were higher than all three comparison groups on reflective and integrative learning, and learning strategies. However, NKU first-year students' frequencies on quantitative reasoning were slightly lower than all three comparison groups.









**Table 12. NSSE Institutional Comparisons: First-Year Students Academic Challenge Engagement Indicators**

	NKU	Kentucky System	NKU Benchmarks	Enrolled / Masters / Pub	Comparison Overview
<b>Higher-Order Learning</b>					
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>	%	%	%	%	
4b. Applying facts, theories, or methods to practical problems or new situations	74%	74%	70%	71%	
4e. Forming a new idea or understanding from various pieces of information	72%	67%	68%	68%	
<b>Reflective &amp; Integrative Learning</b>					
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
2a. Combined ideas from different courses when completing assignments	62%	58%	57%	56%	
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course	55%	51%	53%	51%	
2g. Connected ideas from your courses to your prior experiences and knowledge	76%	75%	76%	76%	
<b>Learning Strategies</b>					
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
9a. Identified key information from reading assignments	83%	80%	80%	79%	
9b. Reviewed your notes after class	75%	68%	66%	66%	
9c. Summarized what you learned in class or from course materials	71%	66%	64%	62%	
<b>Quantitative Reasoning</b>					
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	56%	58%	51%	51%	
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44%	46%	39%	38%	
6c. Evaluated what others have concluded from numerical information	44%	44%	38%	37%	

## Learning with Peers

Furthermore, NKU first-year students' frequency rates were lower than all comparisons groups on collaborative learning items. Item frequencies assessing discussions with diverse others varied for NKU when compared to other institutions.










**Table 13. NSSE Institutional Comparisons: First-Year Students Learning with Peers Engagement Indicators**

	NKU	Kentucky System	NKU Benchmarks	Enrolled / Masters / Pub	Comparison Overview
<b>Collaborative Learning</b>					
<i>Percentage of students who responded that they "Very often" or "Often"...</i>	%	%	%	%	
1e. Asked another student to help you understand course material	41%	53%	49%	49%	
1f. Explained course material to one or more students	53%	59%	57%	55%	
1g. Prepared for exams by discussing or working through course material with other students	44%	52%	46%	46%	
1h. Worked with other students on course projects or assignments	47%	55%	52%	52%	
<b>Discussions with Diverse Others</b>					
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>					
8a. People from a race or ethnicity other than your own	69%	69%	72%	69%	
8b. People from an economic background other than your own	72%	73%	75%	71%	
8c. People with religious beliefs other than your own	70%	69%	71%	68%	
8d. People with political views other than your own	70%	71%	70%	66%	

## Experiences with Faculty

NKU first-year students' frequency rates were higher than all comparison groups on most effective teaching practices items. NKU frequency rates also were higher than benchmark institutions, and similar public institutions on all student-faculty interaction items.

**Table 14. NSSE Institutional Comparisons: First-Year Students Experiences with Faculty Engagement Indicator**

Student-Faculty Interaction	NKU	Kentucky System	NKU Benchmarks	Enrolled / Masters / Pub	Comparison Overview
<i>Percentage of students who responded that they "Very often" or "Often"...</i>	%	%	%	%	
3a. Talked about career plans with a faculty member	40%	37%	35%	32%	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	22%	23%	19%	18%	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	29%	29%	26%	25%	
3d. Discussed your academic performance with a faculty member	33%	34%	30%	29%	
<b>Effective Teaching Practices</b>					
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>					
5a. Clearly explained course goals and requirements	83%	80%	80%	81%	
5b. Taught course sessions in an organized way	81%	80%	78%	78%	
5c. Used examples or illustrations to explain difficult points	77%	77%	75%	76%	
5d. Provided feedback on a draft or work in progress	70%	64%	64%	65%	
5e. Provided prompt and detailed feedback on tests or completed assignments	68%	63%	61%	62%	

## Campus Environment

Further analyses for campus environment indicators identified that NKU first-year students' frequency rates were higher than all three comparison groups on all quality interaction items except for student interactions, where Kentucky institutions displayed slightly higher ratings. NKU first-year students displayed lower ratings on several supportive environment items. Some of these items include providing support for student overall well-being, and encouraging students to attend campus activities and events. However freshmen ratings were higher than benchmark institutions and similar public institutions on most supportive environment items.

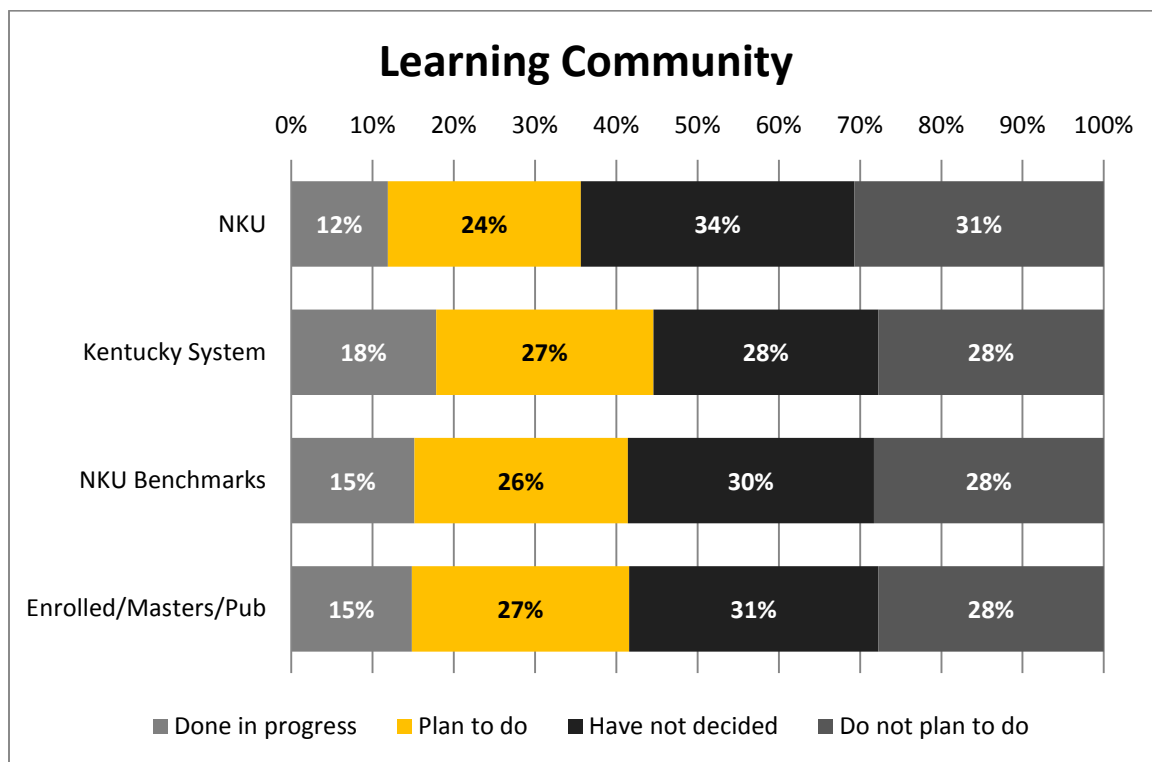
**Table 15. NSSE Institutional Comparisons: First-Year Students Campus Environment Engagement Indicators**

Quality of Interactions	NKU	Kentucky System	NKU Benchmarks	Enrolled / Masters / Pub	Comparison Overview
<i>Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...</i>	%	%	%	%	
13a. Students	56%	57%	55%	56%	
13b. Academic advisors	57%	52%	48%	48%	
13c. Faculty	56%	49%	47%	47%	
13d. Student services staff (career services, student activities, housing, etc.)	49%	41%	41%	42%	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45%	40%	39%	39%	
<b>Supportive Environment</b>					
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>					
14b. Providing support to help students succeed academically	79%	79%	76%	76%	
14c. Using learning support services (tutoring services, writing center, etc.)	80%	79%	77%	78%	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	65%	62%	59%	59%	
14e. Providing opportunities to be involved socially	73%	74%	74%	73%	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	73%	75%	73%	72%	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	48%	50%	45%	46%	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	66%	71%	69%	66%	
14i. Attending events that address important social, economic, or political issues	56%	58%	54%	53%	

## Participation in a Learning Community

NSSE identifies and assesses high-impact practices for first-year students. These practices are known to possess positive associations with student learning and retention. First-year high-impact practices are participation in learning communities, service-learning courses, and research with faculty. Regarding their participation in learning communities, 12 percent of NKU freshmen indicated that they were currently doing so. This is lower than all three comparison groups, where most comparison groups reported at least 15 percent of their students were currently participating in at least one learning community.

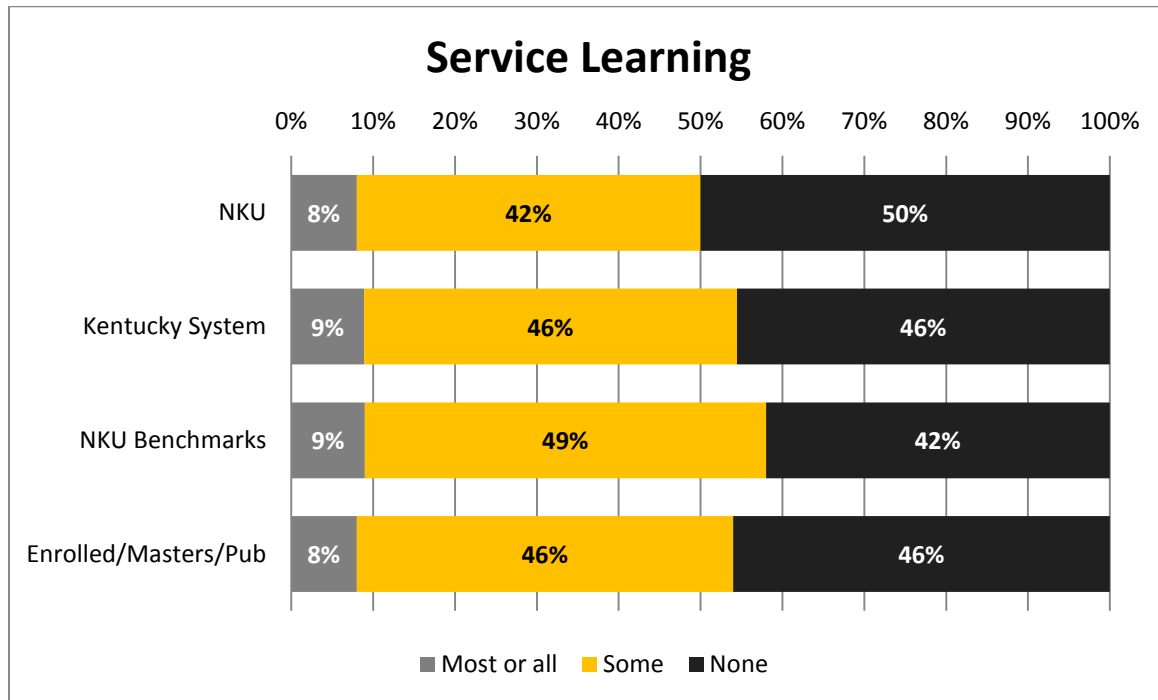
**Table 16. NSSE Institutional Comparisons: High-Impact Practices, Participation in a Learning Community**



## Service Learning

When asked how many of their courses included service-learning, half of NKU freshmen stated that none of their courses included service-learning. This is slightly higher than our comparison groups.

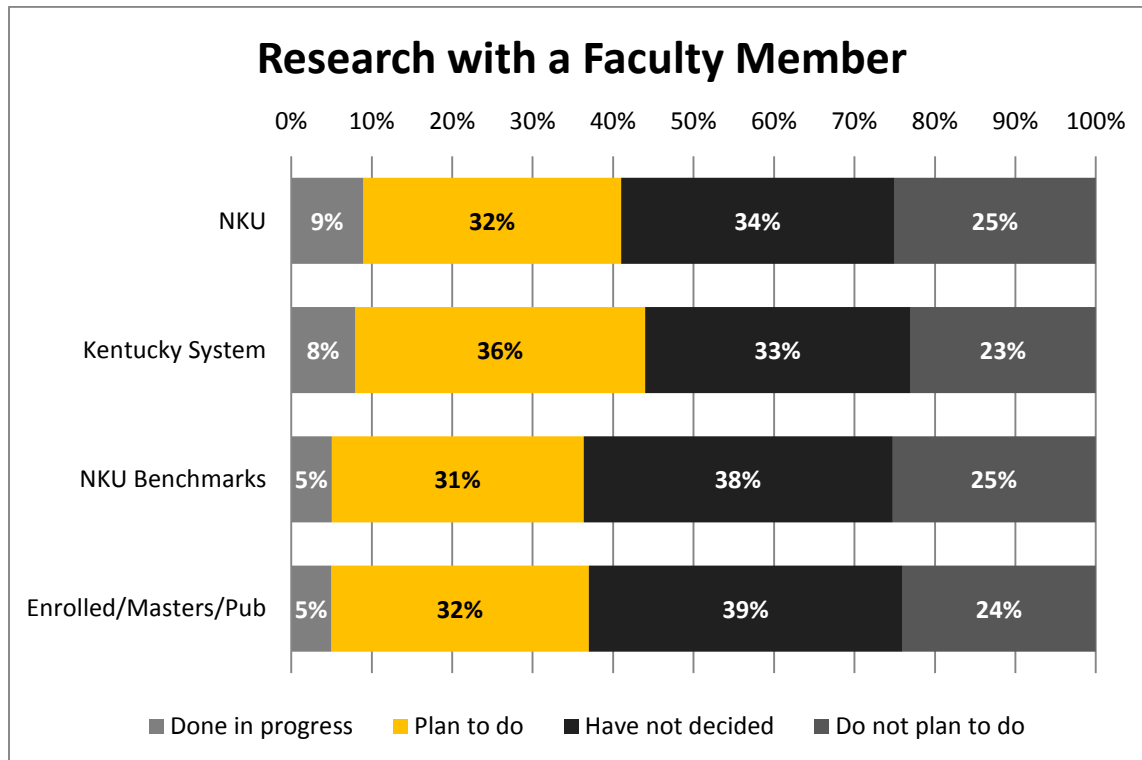
**Table 17. NSSE Institutional Comparisons: High-Impact Practices, Participation in Service-Learning**



## Research with Faculty

Regarding research with a faculty member, nine percent of freshmen respondents stated they are currently completing research with a faculty member. This is slightly higher than NKU's three comparison groups.

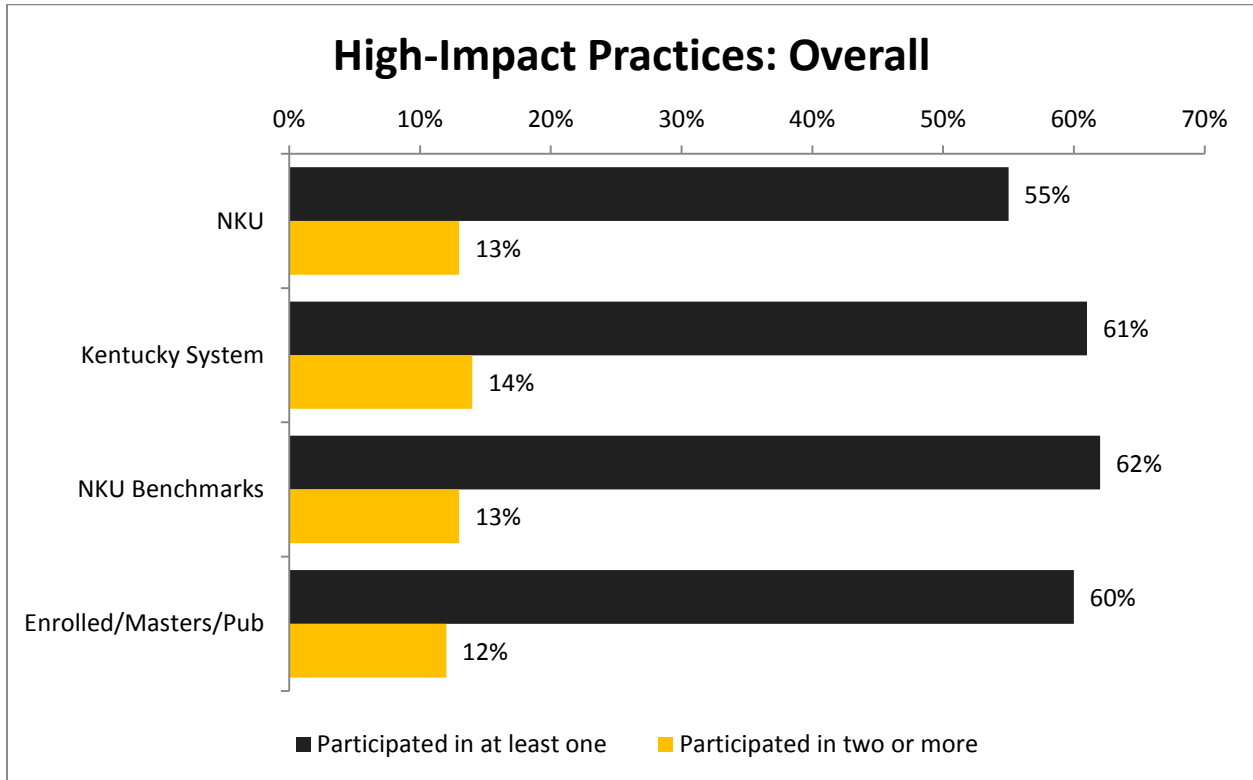
**Table 18. NSSE Institutional Comparisons: High-Impact Practices, Participation in Research with Faculty**



## High Impact Practices: Overall Participation

About 55 percent of first-year students reported participation in at least one high impact practice. This is below all three comparison groups.

**Table 19. NSSE Institutional Comparisons: High-Impact Practices, Overall**



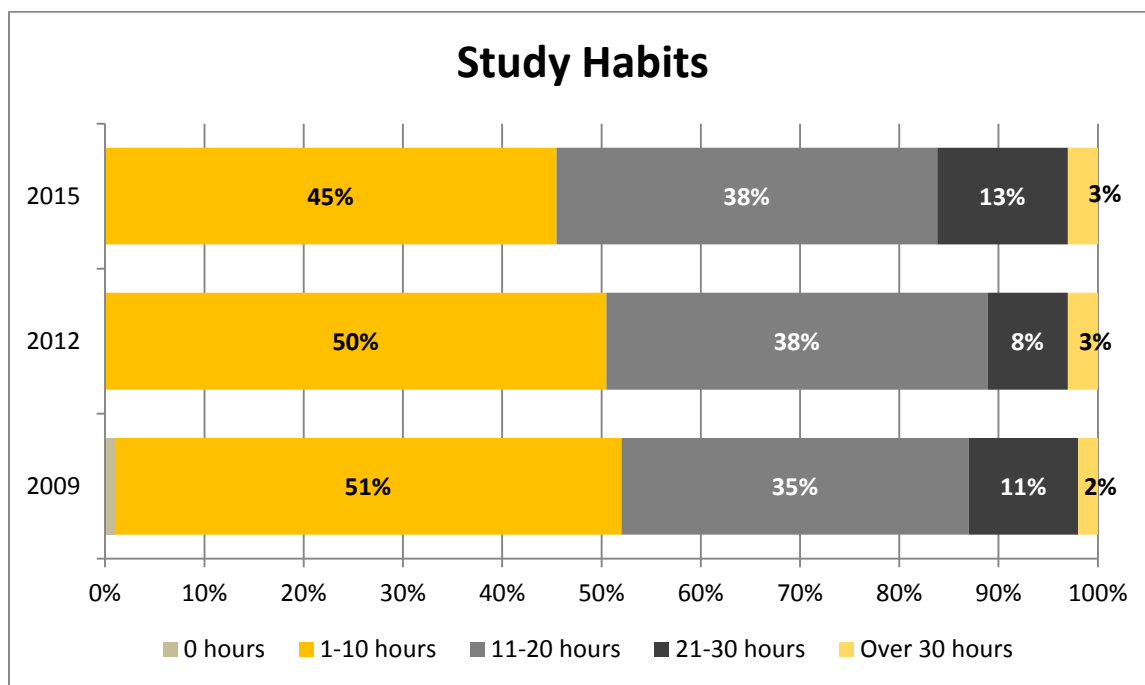
## NSSE Trend Data

Over the last three administrations of the NSSE assessment tool, first-year students have shown improvements on several engagement items. Some of these areas include studying habits, co-curricular activities and institutional emphasis on encouraging conversations with diverse others.

### Study Habits

First-year students have shown a seven percent decrease in students who study less than 11 hours a week from 2009 to 2015.

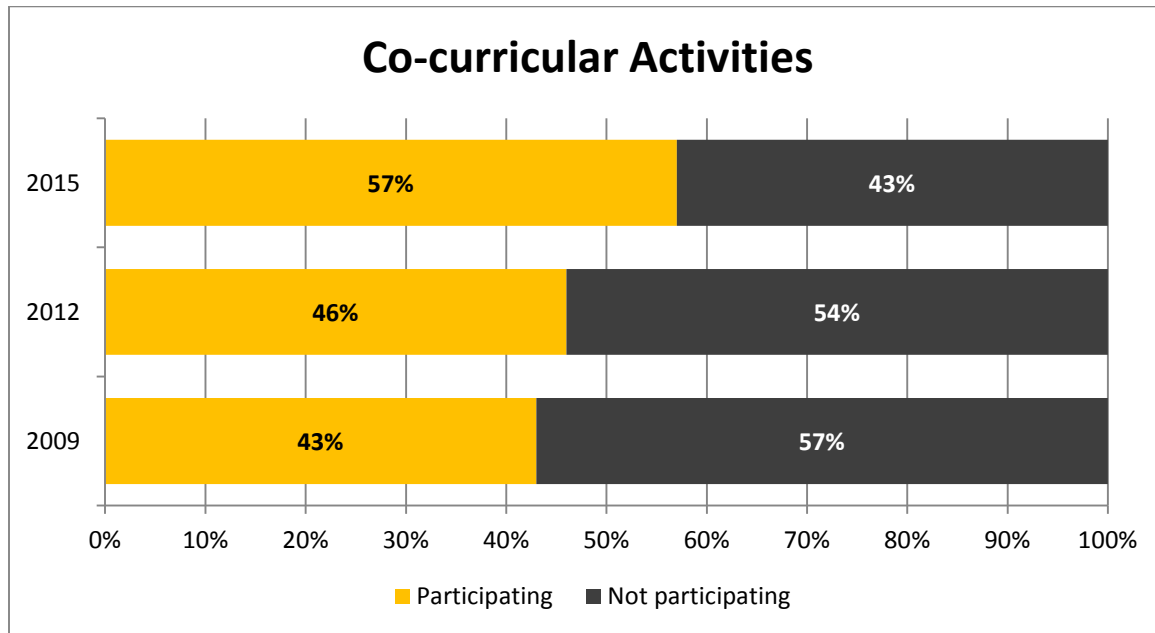
**Table 20. NSSE Trend Data: First-Year Students Study Habits**



## Co-curricular Activities

About 57 percent of first-year student respondents are participating in co-curricular activities compared to 46 percent in 2012.

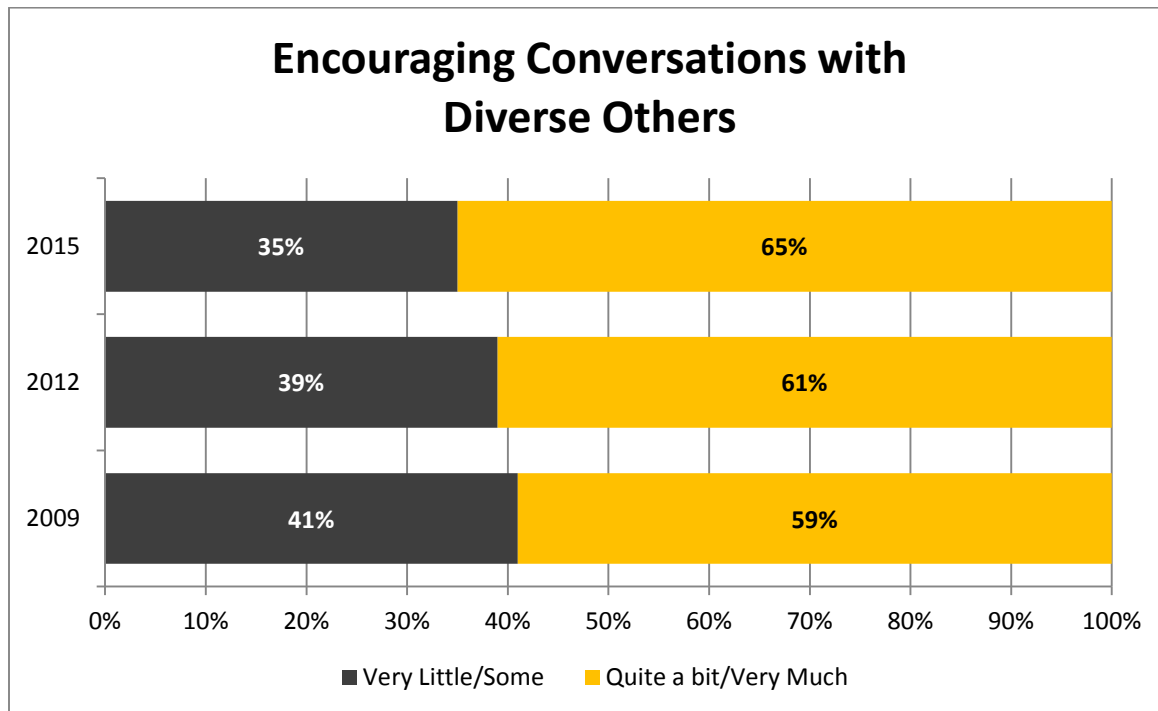
**Table 21. NSSE Trend Data: First-Year Students Co-curricular Activities**



## Conversations with Diverse Others

When asked how much the institution emphasized contact among students from different economic, social, and ethnic backgrounds, 65 percent of first-year respondents stated quite a bit or very much in 2015, compared to 59 percent in 2009.

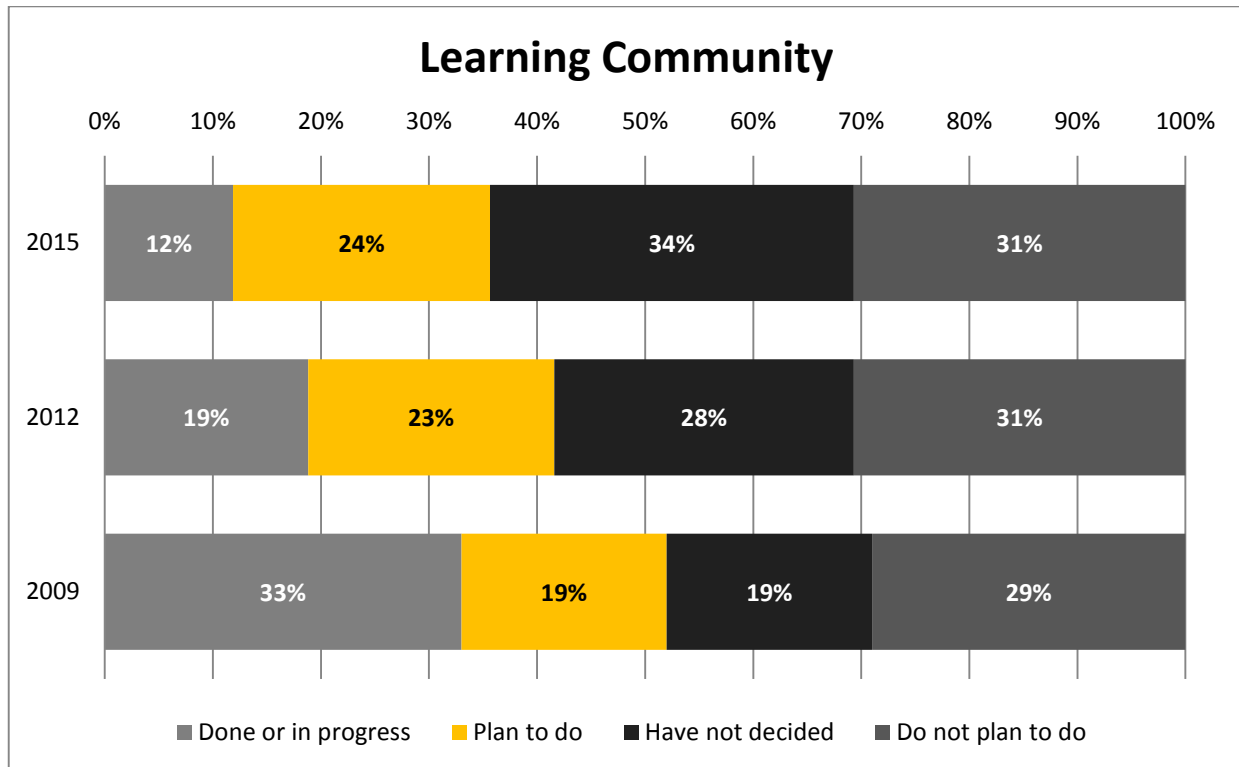
**Table 22. NSSE Trend Data: First-Year Students Conversations with Diverse Others**



## Participation in a Learning Community

Only 12 percent of first-year student respondents stated that they participated in a learning community compared to 33 percent in 2009.

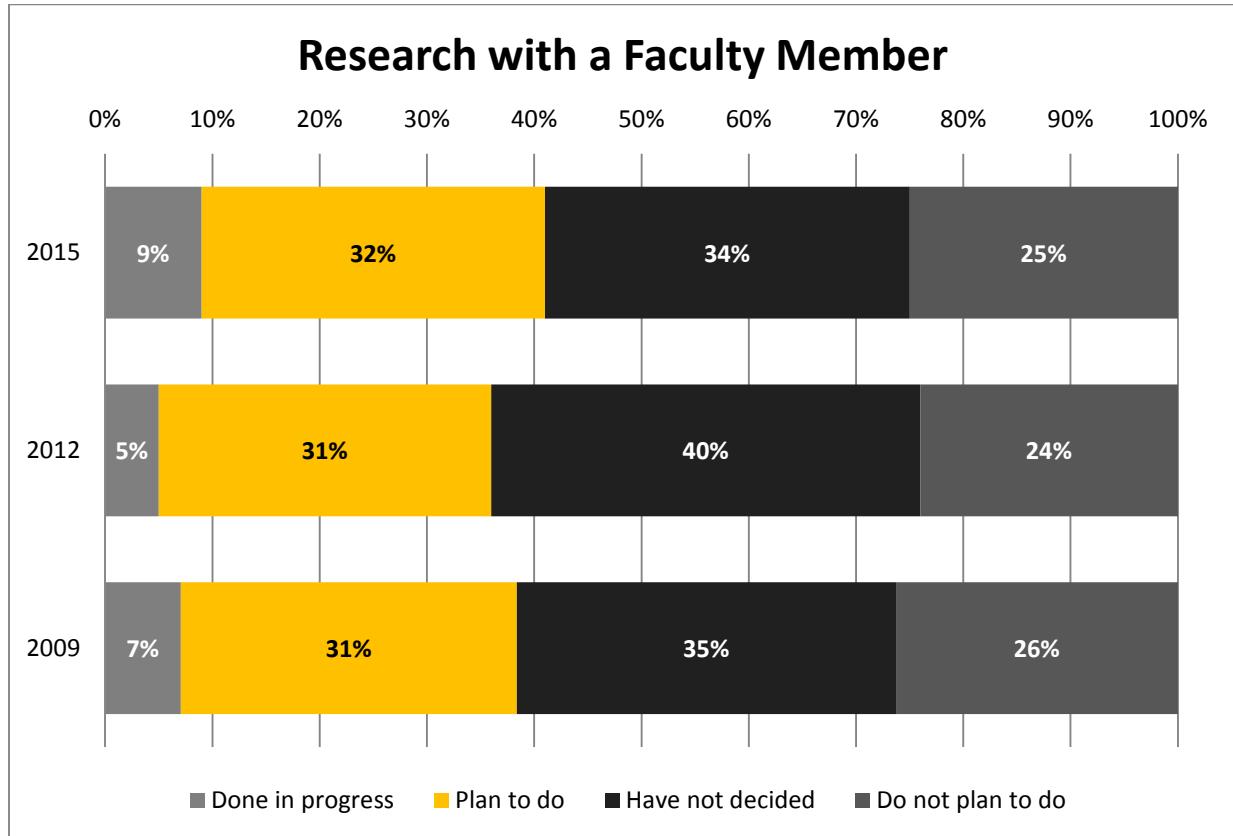
**Table 23. NSSE Trend Data: High-Impact Practices, Participation in Learning Community**



## Research with a Faculty Member

There was a slight increase in the number of first-year students who participated in research with a faculty member from 2009 to 2015.

**Table 24. NSSE Trend Data: High-Impact Practices, Research with a Faculty Member**



## Conclusion and Next Steps

As an institution, NKU's first students are comparable on NSSE engagement indicators when compared to similar institutions of interest. NKU freshmen exceeded most of our comparison groups on student-faculty interactions, quality interactions, effective teaching practices, learning strategies, and quantitative reasoning. However, NKU freshmen were significantly lower than all comparison groups on collaborative learning. Some of these items assessed whether students actively sought the help of or worked with other students on course projects and assignments.

Additionally, incoming freshmen expressed the importance of a supportive campus environment. Although NKU was not significantly different from our comparison groups on supportive campus environment, there were a few indicator items where NKU freshmen ratings were lower than comparison groups. These include providing support for student overall well-being and emphasizing attending campus activities and events. Incoming freshmen also indicated high expectations to have discussions with diverse others. Although NKU was not significantly different from comparison groups, first-year students reported less discussions with diverse others than they expected. NKU freshmen also reported slightly lower participation in high-impact practices than our comparison groups. These high-impact practices include service-learning and learning communities.

Furthermore, freshmen ratings on several scale items displayed a disconnection between their expectations and actual behaviors during their first year of college. Some of these include study habits, coming to class unprepared, and having discussions with faculty about their academic performance.

First-year students show improvement in several areas over the past three administrations. Some of these include studying more, an increase in participation in co-curricular activities, and institutional emphasis on conversations with diverse others.

Overall, it is paramount to use these data to further investigate solutions and opportunities to encourage first-year students to become actively engaged both academically and socially in order to improve the first-year experience as well as student retention. NKU must find creative ways to teach first-year students to establish healthy study habits as well as seek the help of others. Next steps also include further investigating the NSSE data to identify specific groups within the institution who struggle the most with academic engagement and generate unique solutions to assist these students.

## Appendix A NSSE Instrument

### **1. During the current school year, about how often have you done the following?**

*Response options: Very often, Often, Sometimes, Never*

- a. Asked questions or contributed to course discussions in other ways
- b. Prepared two or more drafts of a paper or assignment before turning it in
- c. Come to class without completing readings or assignments
- d. Attended an art exhibit, play, or other arts performance (dance, music, etc.)
- e. Asked another student to help you understand course material
- f. Explained course material to one or more students
- g. Prepared for exams by discussing or working through course material with other students
- h. Worked with other students on course projects or assignments
- i. Given a course presentation

### **2. During the current school year, about how often have you done the following?**

*Response options: Very often, Often, Sometimes, Never*

- a. Combined ideas from different courses when completing assignments
- b. Connected your learning to societal problems or issues
- c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments
- 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
- g. Connected ideas from your courses to your prior experiences and knowledge

### **3. During the current school year, about how often have you done the following?**

*Response options: Very often, Often, Sometimes, Never*

- a. Talked about career plans with a faculty member
- b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)
- c. Discussed course topics, ideas, or concepts with a faculty member outside of class
- d. Discussed your academic performance with a faculty member

### **4. During the current school year, how much has your coursework emphasized the following?**

*Response options: Very much, Quite a bit, Some, Very little*

- a. Memorizing course material
- b. Applying facts, theories, or methods to practical problems or new situations
- c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts
- d. Evaluating a point of view, decision, or information source
- e. Forming a new idea or understanding from various pieces of information

### **5. During the current school year, to what extent have your instructors done the following?**

*Response options: Very much, Quite a bit, Some, Very little*

- a. Clearly explained course goals and requirements

- b. Taught course sessions in an organized way
- c. Used examples or illustrations to explain difficult points
- d. Provided feedback on a draft or work in progress
- e. Provided prompt and detailed feedback on tests or completed assignments

**6. During the current school year, about how often have you done the following?**

*Response options: Very often, Often, Sometimes, Never*

- a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)
- b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)
- c. Evaluated what others have concluded from numerical information

**7. During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned? (Include those not yet completed.)**

*Response options: None, 1-2, 3-5, 6-10, 11-15, 16-20, More than 20 papers*

- a. Up to 5 pages
- b. Between 6 and 10 pages
- c. 11 pages or more

**8. During the current school year, about how often have you had discussions with people from the following groups?**

*Response options: Very often, Often, Sometimes, Never*

- a. People of a race or ethnicity other than your own
- b. People from an economic background other than your own
- c. People with religious beliefs other than your own
- d. People with political views other than your own

**9. During the current school year, about how often have you done the following?**

*Response options: Very often, Often, Sometimes, Never*

- a. Identified key information from reading assignments
- b. Reviewed your notes after class
- c. Summarized what you learned in class or from course materials

**10. During the current school year, to what extent have your courses challenged you to do your best work?**

*Response options: 1=Not at all to 7=Very much*

**11. Which of the following have you done or do you plan to do before you graduate?**

*Response options: Done or in progress, Plan to do, Do not plan to do, Have not decided*

- a. Participate in an internship, co-op, field experience, student teaching, or clinical placement
- b. Hold a formal leadership role in a student organization or group
- c. Participate in a learning community or some other formal program where groups of students take two or more classes together
- d. Participate in a study abroad program
- e. Work with a faculty member on a research project

f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)

**12. About how many of your courses at this institution have included a community-based project (service-learning)?**

*Response options: All, Most, Some, None*

**13. Indicate the quality of your interactions with the following people at your institution.**

*Response options: 1=Poor to 7=Excellent, Not Applicable*

- a. Students
- b. Academic advisors
- c. Faculty
- d. Student services staff (career services, student activities, housing, etc.)
- e. Other administrative staff and offices (registrar, financial aid, etc.)

**14. How much does your institution emphasize the following?**

*Response options: Very much, Quite a bit, Some, Very little*

- a. Spending significant amounts of time studying and on academic work
- b. Providing support to help students succeed academically
- c. Using learning support services (tutoring services, writing center, etc.)
- d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)
- e. Providing opportunities to be involved socially
- f. Providing support for your overall well-being (recreation, health care, counseling, etc.)
- g. Helping you manage your non-academic responsibilities (work, family, etc.)
- h. Attending campus activities and events (performing arts, athletic events, etc.)
- i. Attending events that address important social, economic, or political issues

**15. About how many hours do you spend in a typical 7-day week doing the following?**

*Response options: 0, 1-5, 6-10, 11-15, 16-20, 21-25, 26-30, More than 30 (Hours per week)*

- a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other

academic activities)

- b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)
- c. Working for pay **on campus**
- d. Working for pay **off campus**
- e. Doing community service or volunteer work
- f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)
- g. Providing care for dependents (children, parents, etc.)
- h. Commuting to campus (driving, walking, etc.)

**16. Of the time you spend preparing for class in a typical 7-day week, about how much is on *assigned reading*?**

*Response options: Very little, Some, About half, Most, Almost all*

**17. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?**

*Response options: Very much, Quite a bit, Some, Very little*

- a. Writing clearly and effectively
- b. Speaking clearly and effectively
- c. Thinking critically and analytically
- d. Analyzing numerical and statistical information
- e. Acquiring job- or work-related knowledge and skills
- f. Working effectively with others
- g. Developing or clarifying a personal code of values and ethics
- h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)
- i. Solving complex real-world problems
- j. Being an informed and active citizen

**18. How would you evaluate your entire educational experience at this institution?**

*Response options: Excellent, Good, Fair, Poor*

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

*Response options: Definitely yes, Probably yes, Probably no, Definitely no*

**20a. How many majors do you plan to complete? (Do not count minors.)**

*Response options: One, More than one*

**20b.** [If answered “One”] **Please enter your major or expected major:** [Text box]

**20c.** [If answered “More than one”] **Please enter up to two majors or expected majors (do not enter minors):** [Text box]

**21. What is your class level?**

*Response options: Freshman/first-year, Sophomore, Junior, Senior, Unclassified*

**22. Thinking about this current academic term, are you a full-time student?**

*Response options: Yes, No*

**23a. How many courses are you taking for credit this current academic term?**

*Response options: 0, 1, 2, 3, 4, 5, 6, 7 or more*

**23b. Of these, how many are *entirely online*?**

*Response options: 0, 1, 2, 3, 4, 5, 6, 7 or more*

**24. What have most of your grades been up to now at this institution?**

*Response options: A, A-, B+, B, B-, C+, C, C- or lower*

**25. Did you begin college at this institution or elsewhere?**

*Response options: Started here, Started elsewhere*

**26. Since graduating from high school, which of the following types of schools have you attended *other than* the one you are now attending? (Select all that apply.)**

*Response options: Vocational or technical school, Community or junior college, 4-year college or university other than this one, None, Other*

**27. What is the highest level of education you ever expect to complete?**

*Response options: Some college but less than a bachelor's degree, Bachelor's degree (B.A., B.S., etc.), Master's degree (M.A., M.S., etc.), Doctoral or professional degree (Ph.D., J.D., M.D., etc.)*

**28. What is the highest level of education completed by either of your parents (or those who raised you)?**

*Response options: Did not finish high school, High school diploma or G.E.D., Attended college but did not complete degree, Associate's degree (A.A., A.S., etc.), Bachelor's degree (B.A., B.S., etc.), Master's degree (M.A., M.S., etc.), Doctoral or professional degree (Ph.D., J.D., M.D., etc.)*

**29. What is your gender identity?**

*Response options: Man; Woman; Another gender identity, please specify: ; I prefer not to respond*

**30. Enter your year of birth (e.g., 1994):**

**31a. Are you an international student?**

*Response options: Yes, No*

**31b. [If answered "yes"] What is your country of citizenship?**

**32. What is your racial or ethnic identification? (Select all that apply.)**

*Response options: American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, White, Other, I prefer not to respond*

**33. Are you a member of a social fraternity or sorority?**

*Response options: Yes, No*

**34. Which of the following best describes where you are living while attending college?**

*Response options: Dormitory or other campus housing (not fraternity or sorority house), Fraternity or sorority house, Residence (house, apartment, etc.) **within walking distance** to the institution, Residence (house, apartment, etc.) **farther than walking distance** to the institution, None of the above*

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

*Response options: Yes, No*

**36. Are you a current or former member of the U.S. Armed Forces, Reserves, or National Guard?**

*Response options: Yes, No*

**37a. Have you been diagnosed with any disability or impairment?**

*Response options: Yes, No, I prefer not to respond*

**37b. [If answered "yes"] Which of the following has been diagnosed? (Select all that apply.)**

*Response options: A sensory impairment (vision or hearing), A mobility impairment, A learning disability (e.g., ADHD, dyslexia), A mental health disorder, A disability or impairment not listed above*