

Senior Profile
NSSE 2015 Findings

NOVEMBER, 2015

Table of Contents

National Survey of Student Engagement (NSSE) Overview	4
Table 1 NSSE Themes and Engagement Indicators	4
Table 2 NSSE Engagement Indicator Means.....	5
NSSE Institutional Comparisons.....	6
Table 3 NSSE Institutional Comparisons: Senior Students Engagement Indicators.....	7
Table 4 NSSE Institutional Comparisons: Senior Students Academic Challenge Engagement Indicator	8
Table 5 NSSE Institutional Comparisons: Senior Students Learning with Peers Engagement Indicator	9
Table 6 NSSE Institutional Comparisons: Senior Students Experiences with Faculty Engagement Indicator	10
Table 7 NSSE Institutional Comparisons: Senior Students Campus Environment Engagement Indicator	11
Table 8 NSSE Institutional Comparisons: High-Impact Practices, Participating in a Learning Community.....	12
Table 9 NSSE Institutional Comparisons: High-Impact Practices, Participation in Service Learning....	13
Table 10 NSSE Institutional Comparisons: High-Impact Practices, Participation in Research with Faculty.....	14
Table 11 NSSE Institutional Comparisons: High-Impact Practices, Participation in Internship or Field Experience.....	15
Table 12 NSSE Institutional Comparisons: High-Impact Practices, Participation in Study Abroad	16
Table 13 NSSE Institutional Comparisons: High-Impact Practices, Participation in Culminating Senior Experience.....	17
Table 14 NSSE Institutional Comparisons: High-Impact Practices, Overall Participation	18
NSSE Trend Data.....	19
Table 15 NSSE Trend Data: Senior Students Study Habits	19
Table 16 NSSE Trend Data: Senior Students Working for Pay Off Campus.....	20
Table 17 NSSE Trend Data: Senior Students Participation in Co-curricular Activities.....	21
Table 18 NSSE Trend Data: Senior Students Perception of Academic Support	22
Table 19 NSSE Trend Data: Senior Students Conversations with Diverse Others.....	23
Table 20 NSSE Trend Data: High-Impact Practices, Participating in a Learning Community	24
Table 21 NSSE Trend Data: High-Impact Practices, Participation in Research with Faculty	25
Table 22 NSSE Trend Data: High-Impact Practices, Participation in Internship or Field Experience ..	26

Table 23 NSSE Trend Data: High-Impact Practices, Participation in Study Abroad.....	27
Table 24 NSSE Trend Data: High-Impact Practices, Participation in Culminating Senior Experience ..	28
Conclusion and Next Steps.....	29
Appendix A: NSSE Instrument.....	30

National Survey of Student Engagement (NSSE) Overview

In the spring of 2015, all senior bachelor degree-seeking students received the National Survey of Student Engagement (NSSE). The survey was administered to 2,779 seniors. Of those students, 772 responded to the survey, resulting in a 27.8% response rate. The NSSE serves as an assessment tool to measure student engagement based on ten engagement indicators (EIs). These EIs are grouped within four key themes, academic challenge, learning with peers, experiences with faculty, and campus environment.

- Engagement indicators encompassing academic challenge as a theme are high-order learning, reflective and integrative learning, learning strategies, and quantitative reasoning. This engagement theme allows institutions to assess students' ability to solve complex cognitive tasks and make connections between their learning and the world around them.
- Learning with peers involve collaborative learning and discussions with diverse others. Learning with peers theme emphasizes the importance of students learning from each other and their ability to learn from others with different backgrounds.
- Experiences with faculty involve student-faculty interactions, and effective teaching practices. Experiences with faculty are essential to student persistence and cognitive growth and development.
- Lastly campus environment theme entails quality of interactions and supportive environment. This theme highlights the importance of institutions to promote positive interpersonal relations and provide various support services to encourage student success.

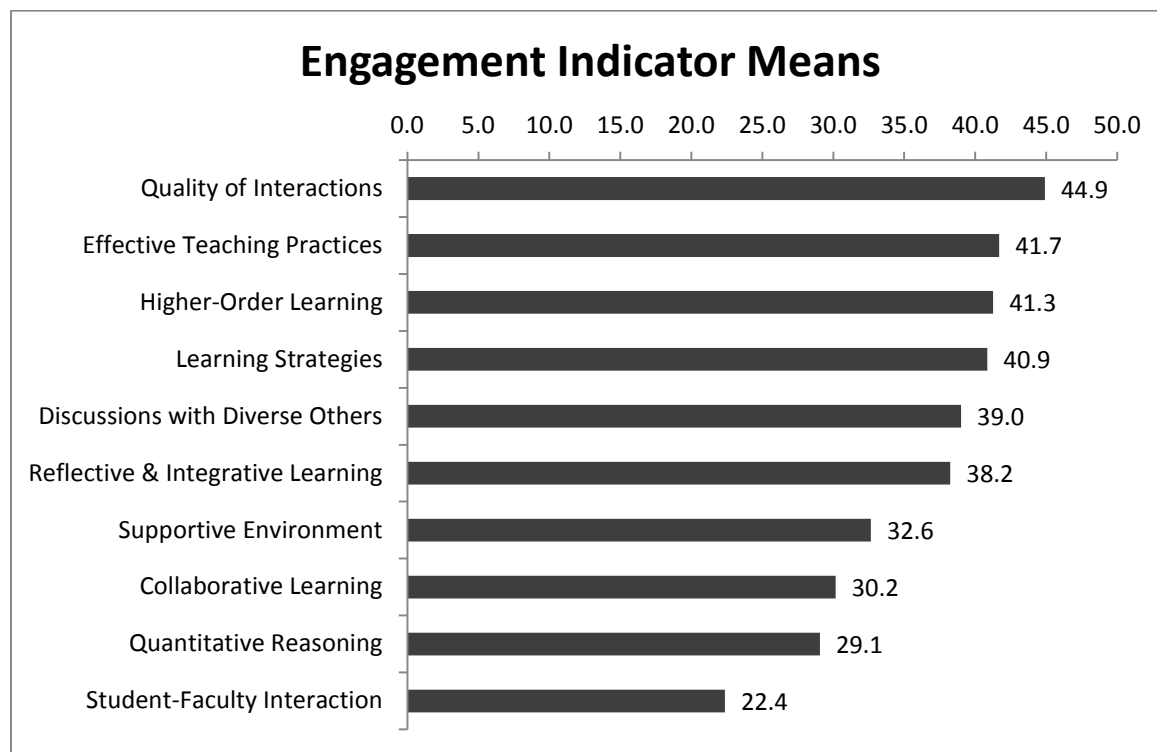
Table 1. NSSE Themes and Engagement Indicators

Theme	Engagement Indicator
<i>Academic Challenge</i>	Higher-Order Learning
	Reflective & Integrative Learning
	Learning Strategies
	Quantitative Reasoning
<i>Learning with Peers</i>	Collaborative Learning
	Discussions with Diverse Others
<i>Experiences with Faculty</i>	Student-Faculty Interaction
	Effective Teaching Practices
<i>Campus Environment</i>	Quality of Interactions
	Supportive Environment

Engagement Indicators Summary

Each NSSE component is measured on a 0-60 scale. A mean scale score was then calculated for each student. The quality of interactions EI was rated the highest among seniors who completed the survey. Respondents also gave high marks for effective teaching practices and higher-order learning. Although effective teaching practices EI was ranked as one of the highest engagement indicators, student-faculty interaction was rated the lowest. This could indicate that seniors believe they are receiving quality instruction, but are not engaged with faculty outside of the classroom, as some of the items within the student-faculty interaction EI include discussing career plans and course topics outside of class. Quantitative reasoning and collaborative learning also were among the lowest rated engagement indicators among senior respondents.

Table 2. NSSE Engagement Indicator Means



NSSE Institutional Comparisons

Reviewing institutional comparisons among universities of interest on academic engagement will assist NKU in understanding areas in which we excel and areas in which we need to improve. Overall, NKU seniors were about the same or lower than identified comparisons groups on most engagement indicators.

NKU seniors were about the same on nearly all academic challenge engagement indicators. These indicators include higher-order learning, reflective and integrative learning, and learning strategies. This suggests that the perception of academic challenge at NKU is comparable to our counterpart institutions.

NKU was significantly lower than Kentucky institutions on quantitative reasoning. When asked about learning with peers, NKU seniors were significantly lower than all comparison groups. These findings propose that NKU seniors are significantly less likely to engage in peer learning activities, such as asking other students for help, or working with other students on group projects.

NKU was significantly lower than Kentucky institutions and similar public institutions on student-faculty interactions. However, NKU exceeded benchmark institutions and similar public institutions on effective teaching practices.

NKU also exceeded all comparison groups on quality of interactions, suggesting our seniors have more positive interactions with students, faculty, and staff than comparative institutions. Lastly, NKU was significantly lower than other Kentucky institutions on supportive campus environment.

Table 3. NSSE Institutional Comparisons: Senior Students Engagement Indicators

<i>Theme</i>	<i>Engagement Indicator</i>	Kentucky System	NKU Benchmarks	Enrolled / Masters / Pub
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	▽	--	--
<i>Learning with Peers</i>	Collaborative Learning	▽	▽	▽
	Discussions with Diverse Others	▽	▽	▽
<i>Experiences with Faculty</i>	Student-Faculty Interaction	▽	--	▽
	Effective Teaching Practices	--	△	△
<i>Campus Environment</i>	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 senior students' frequency rates were higher than all three comparison groups on most learning strategies and reflective and integrative learning EI items. NKU seniors' frequencies were lower than all comparative groups on qualitative reasoning items.

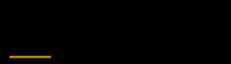
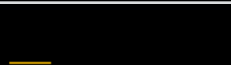
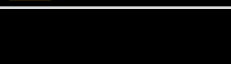


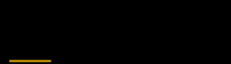

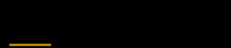
Table 4. NSSE Institutional Comparisons: Senior Students Academic Challenge Engagement Indicators

	NKU	Kentucky System	NKU Benchmarks	Enrolled / Masters / Pub	Comparison Overview
Higher-Order Learning					
<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	79%	81%	79%	78%	
4e. Forming a new idea or understanding from various pieces of information	74%	71%	72%	72%	
Reflective & Integrative Learning					
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
2a. Combined ideas from different courses when completing assignments	70%	73%	73%	73%	
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course	56%	52%	56%	54%	
2g. Connected ideas from your courses to your prior experiences and knowledge	83%	81%	84%	83%	
Learning Strategies					
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
9a. Identified key information from reading assignments	83%	80%	81%	82%	
9b. Reviewed your notes after class	68%	67%	65%	64%	
9c. Summarized what you learned in class or from course materials	68%	68%	67%	65%	
Quantitative Reasoning					
<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.)	53%	59%	53%	54%	
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44%	48%	45%	45%	
6c. Evaluated what others have concluded from numerical information	42%	48%	44%	44%	

Learning with Peers

NKU seniors' frequencies were lower than all three comparison groups on both collaborative learning items and discussions with diverse others items. Some of these items include "asked another student to help you understand course material", and "had discussions with people from a race or ethnicity other than your own."

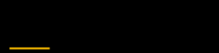
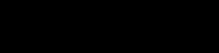


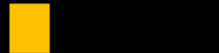




Table 5. NSSE Institutional Comparisons: Senior Students Learning with Peers Engagement Indicators

		Kentucky	NKU	Enrolled	
Collaborative Learning	NKU	System	Benchmarks	/ Masters	Comparison Overview
<i>Percentage of students who responded that they "Very often" or "Often"...</i>	%	%	%	%	
1e. Asked another student to help you understand course material	35%	43%	41%	42%	
1f. Explained course material to one or more students	48%	59%	60%	60%	
1g. Prepared for exams by discussing or working through course material with other students	42%	48%	45%	47%	
1h. Worked with other students on course projects or assignments	62%	62%	65%	66%	
Discussions with Diverse Others					
<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	64%	68%	73%	71%	
8b. People from an economic background other than your own	68%	74%	74%	72%	
8c. People with religious beliefs other than your own	65%	70%	71%	70%	
8d. People with political views other than your own	69%	72%	71%	69%	

Experiences with Faculty

On items assessing student-faculty interaction, NKU seniors' ratings were lower than Kentucky institutions. NKU seniors' frequency ratings exceeded all comparison groups on most effective teaching practices items.

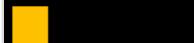
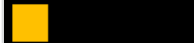
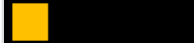
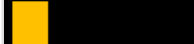

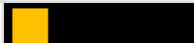




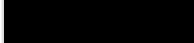


Table 6. NSSE Institutional Comparisons: Senior Students Experiences with Faculty Engagement Indicator

	NKU	Kentucky System	NKU Benchmarks	Enrolled / Masters / Pub	Comparison Overview
Student-Faculty Interaction					
<i>Percentage of students who responded that they "Very often" or "Often"...</i>	%	%	%	%	
3a. Talked about career plans with a faculty member	39%	46%	42%	42%	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	24%	30%	25%	26%	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	35%	37%	33%	34%	
3d. Discussed your academic performance with a faculty member	33%	36%	34%	33%	
Effective Teaching Practices					
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>					
5a. Clearly explained course goals and requirements	85%	84%	82%	82%	
5b. Taught course sessions in an organized way	83%	81%	79%	79%	
5c. Used examples or illustrations to explain difficult points	79%	80%	78%	79%	
5d. Provided feedback on a draft or work in progress	65%	63%	62%	62%	
5e. Provided prompt and detailed feedback on tests or completed assignments	71%	69%	67%	66%	

Campus Environment

NKU seniors' ratings exceeded all comparison groups on quality of interactions items. Additionally, NKU seniors' ratings were at least 11 percentage points higher than benchmark institutions and similar public institutions for interactions with academic advisors. Ratings for Kentucky institutions were higher than NKU's on all supportive environment items, with the exception of providing support to help students succeed academically, where NKU seniors exceeded all comparison groups.

Table 7. NSSE Institutional Comparisons: Senior Students Campus Environment Engagement Indicator

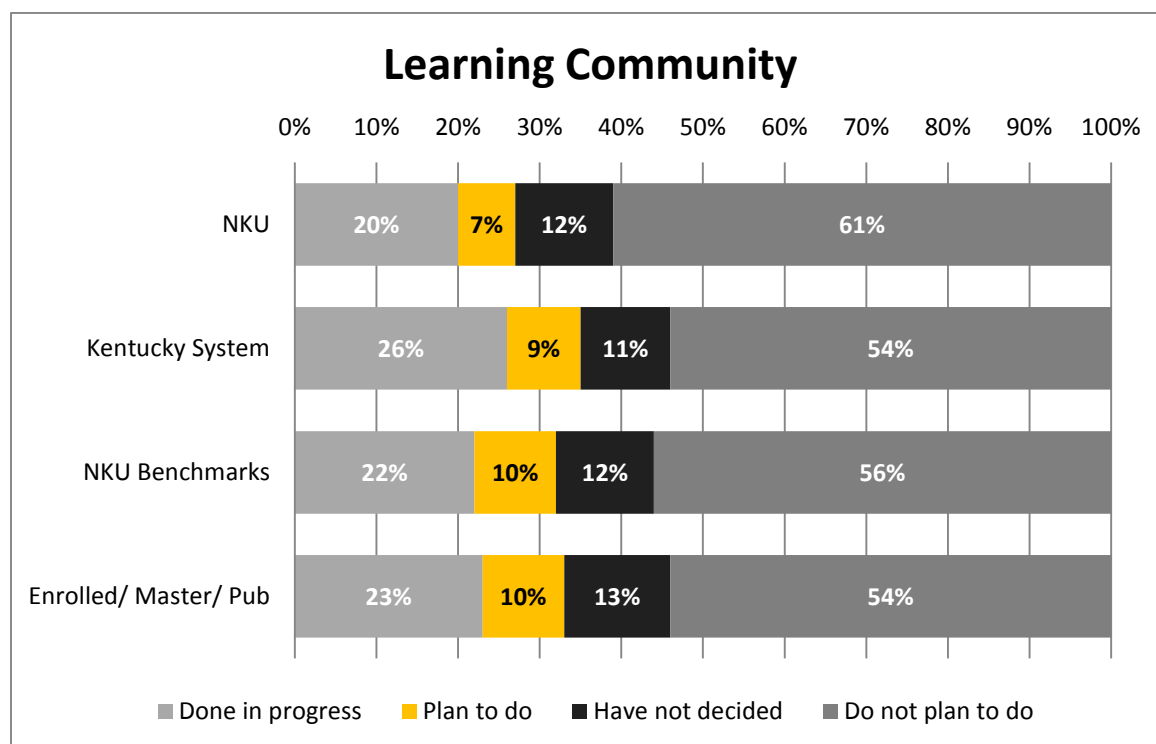
	NKU	Kentucky System	NKU Benchmarks	Enrolled / Masters / Pub	Comparison Overview
Quality of Interactions					
<i>Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...</i>	%	%	%	%	
13a. Students	64%	63%	61%	62%	
13b. Academic advisors	60%	54%	49%	48%	
13c. Faculty	67%	59%	58%	58%	
13d. Student services staff (career services, student activities, housing, etc.)	47%	40%	40%	41%	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	47%	39%	40%	40%	
Supportive Environment					
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>					
14b. Providing support to help students succeed academically	76%	73%	69%	70%	
14c. Using learning support services (tutoring services, writing center, etc.)	63%	69%	64%	65%	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	52%	54%	52%	52%	
14e. Providing opportunities to be involved socially	67%	68%	65%	65%	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	58%	65%	62%	63%	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	33%	35%	29%	31%	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	48%	62%	55%	55%	
14i. Attending events that address important social, economic, or political issues	43%	47%	45%	45%	

Participating in a Learning Community

NSSE identifies and assesses high-impact practices for senior students. These practices are known to possess positive associations with student learning and success. Senior high-impact practices are participation in learning communities, service learning, research with faculty, internships or field experiences, study abroad, and cumulating senior experiences.

Approximately 20 percent of NKU seniors are currently participating in a learning community. This is lower than all three comparison groups where most comparison groups reported at least 22 percent of their seniors participate in a learning community.

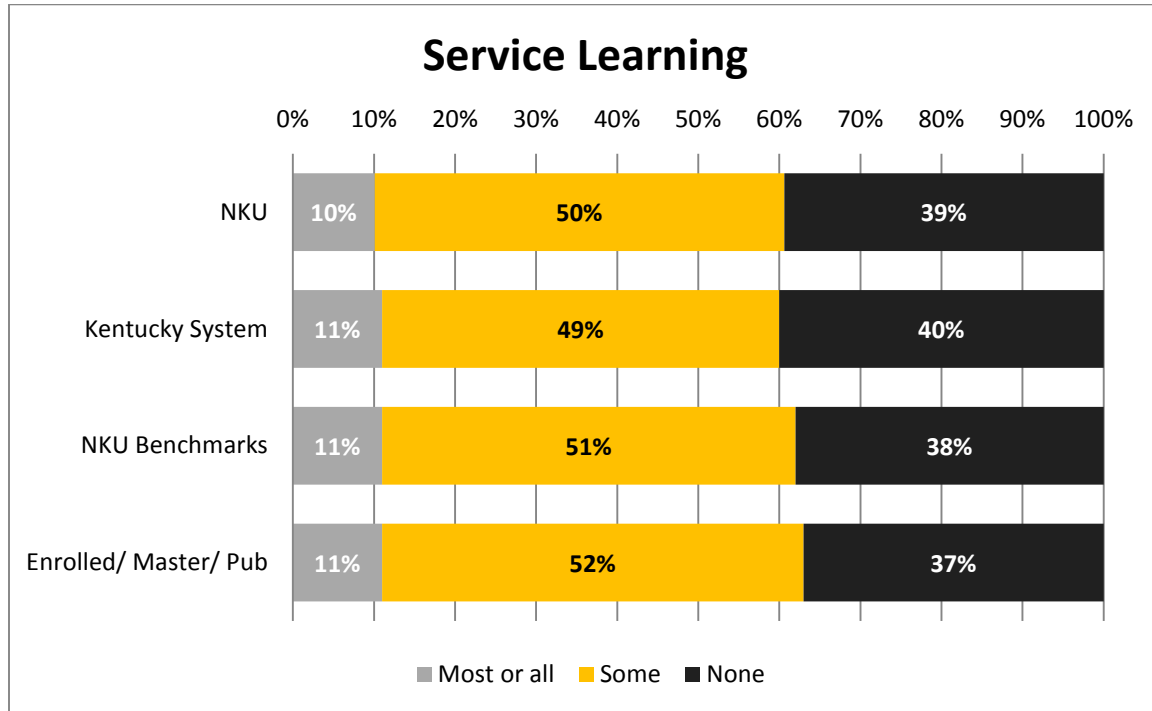
Table 8. NSSE Institutional Comparisons: High-Impact Practices, Participating in a Learning Community



Participation in Service Learning

When asked how many of their courses included service-learning, 60 percent of NKU senior respondents indicated that most, all, or some of their courses included service-learning.

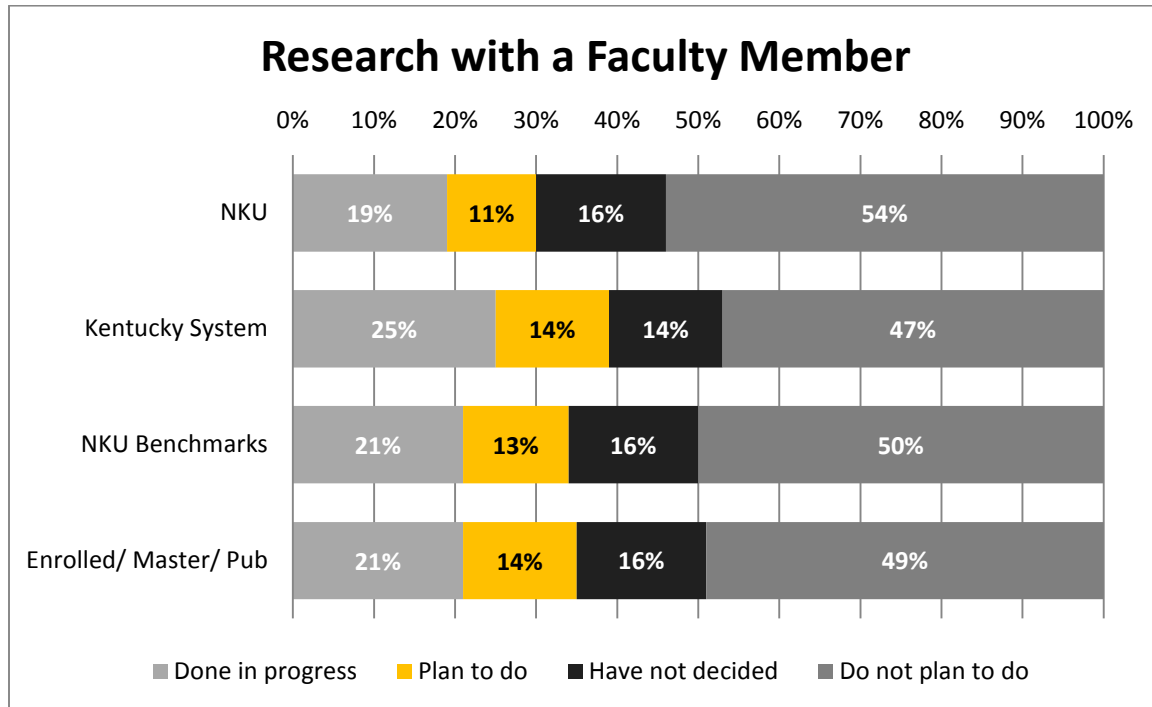
Table 9. NSSE Institutional Comparisons: High-Impact Practices, Participation in Service Learning



Research with a Faculty Member

Only 30 percent of NKU seniors either participated in research with a faculty member or plan to do so. This is lower than all three comparison groups.

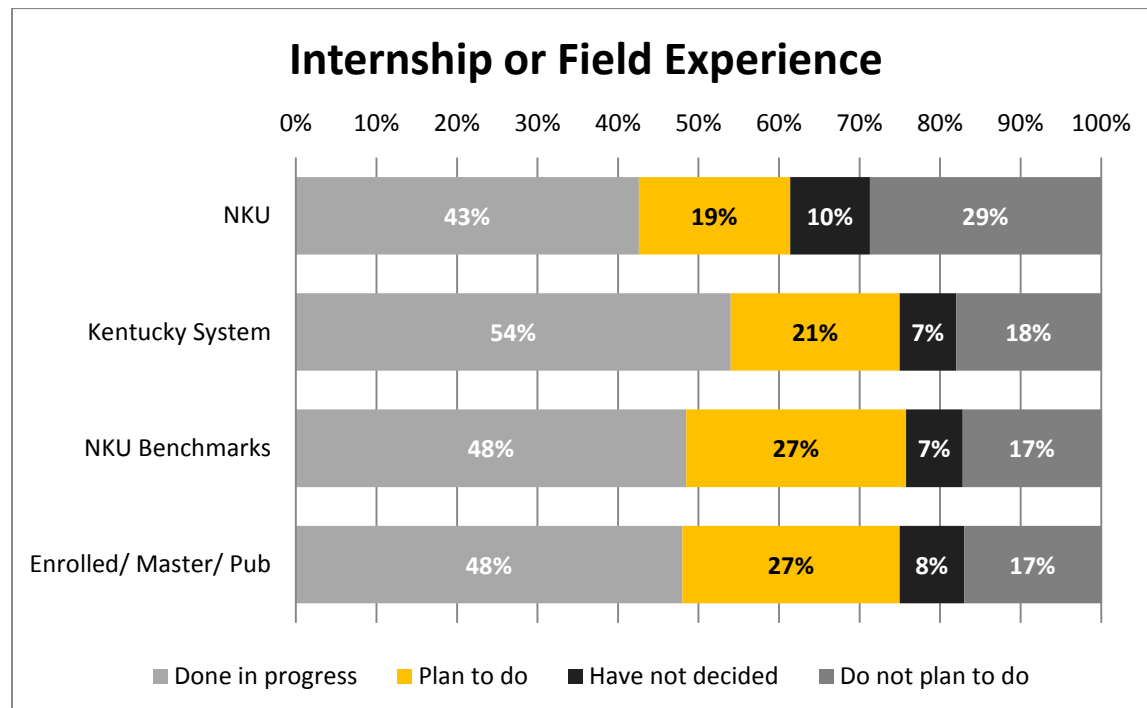
Table 10. NSSE Institutional Comparisons: High-Impact Practices, Participation in Research with Faculty



Internship or Field Experience

Approximately 43 percent of NKU seniors completed an internship or field experience. This is lower than all three comparison groups, where at least 48 percent of comparison group seniors completed an internship or field experience. Additionally, another 29 percent of NKU seniors do not plan to participate in an internship or field experience, which is more than 10 percentage points higher than all three comparison groups.

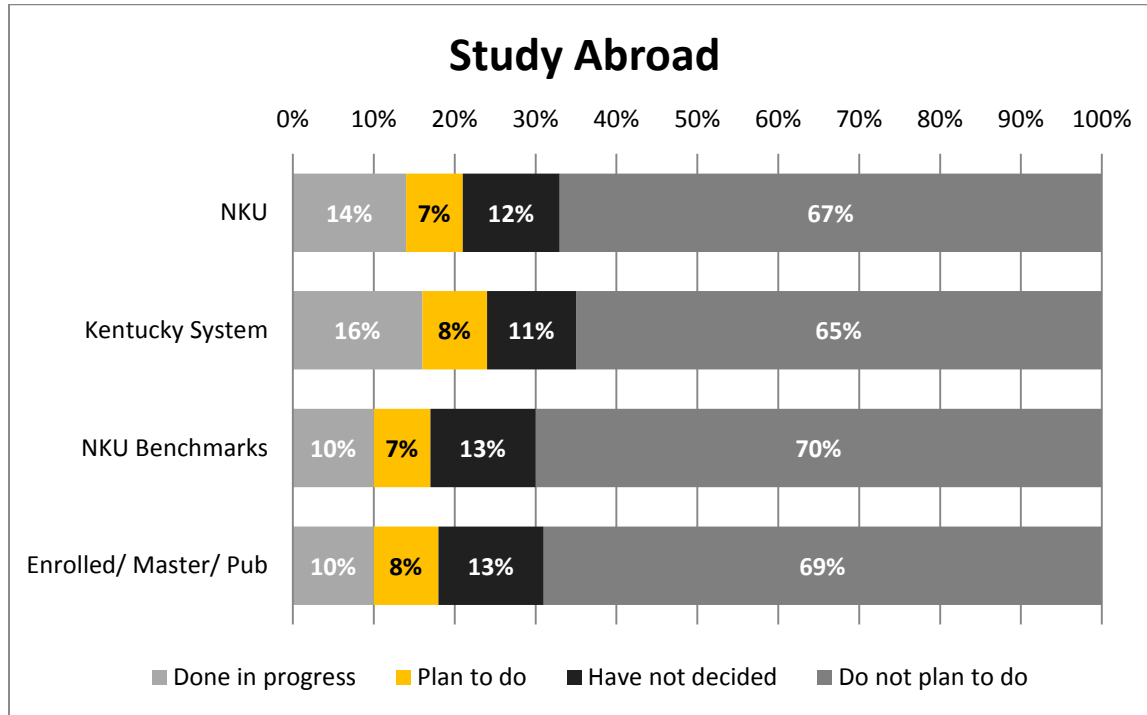
Table 11. NSSE Institutional Comparisons: High-Impact Practices, Participation in Internship or Field Experience



Study Abroad

More NKU seniors indicated participation in study abroad than benchmark institutions and similar public institutions.

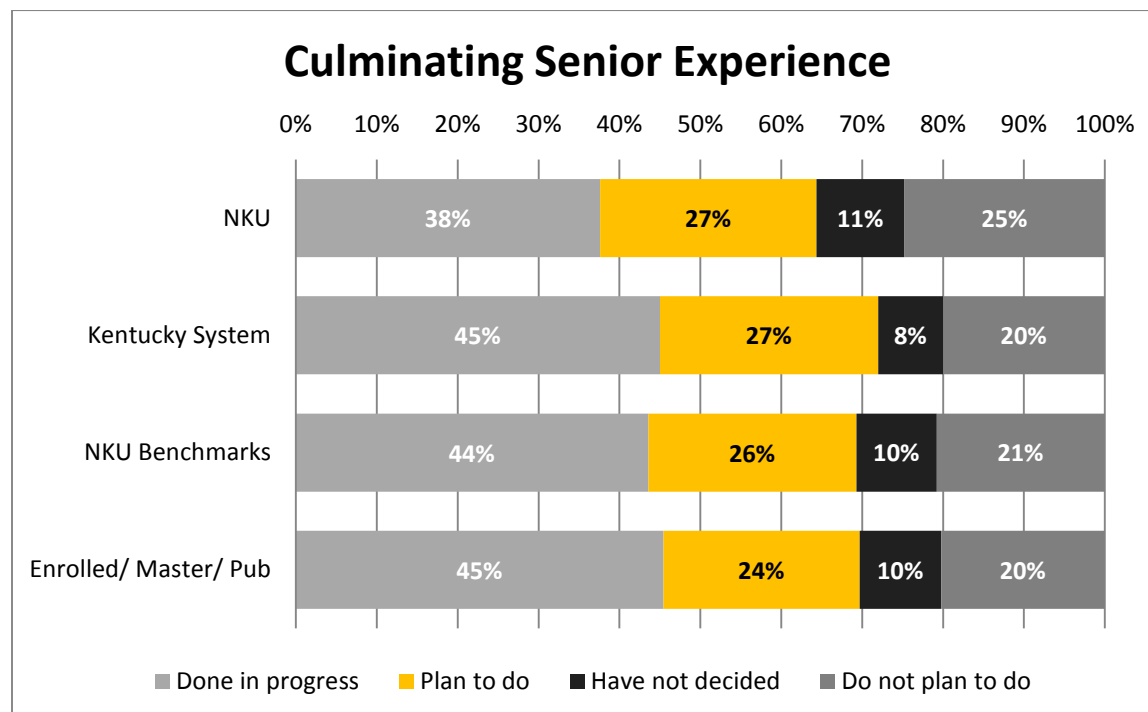
Table 12. NSSE Institutional Comparisons: High-Impact Practices, Participation in Study Abroad



Culminating Senior Experiences

Only 38 percent of NKU senior respondents indicated participation in a culminating senior experience. All other groups reported at least 44 percent of their seniors have participated in a culminating senior experience. Additionally, another 25 percent of NKU senior respondents do not plan to participate in a culminating senior experience, which is about five percentage points higher than the comparative groups.

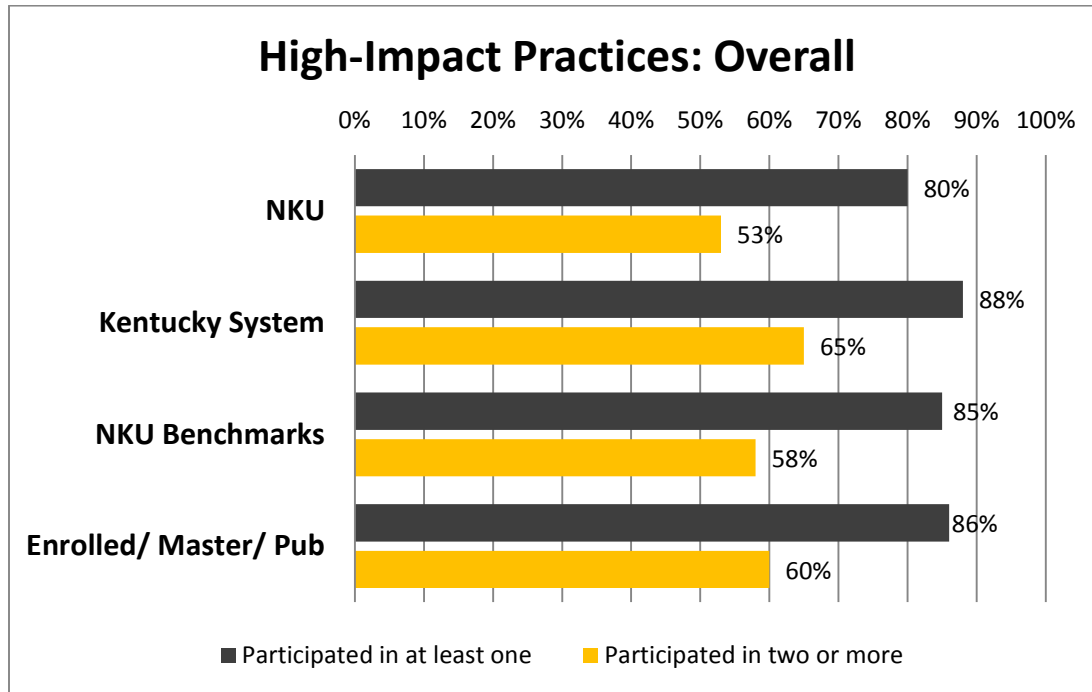
Table 13. NSSE Institutional Comparisons: High-Impact Practices, Participation in Culminating Senior Experience



High Impact Practices: Overall Participation

About 80 percent of NKU senior respondents indicated participation in at least one high impact practice. This is lower than all comparison groups. In addition, only 53 percent of seniors reported participation in two or more HIP activities. Again, this is lower than all three comparison groups.

Table 14. NSSE Institutional Comparisons: High-Impact Practices, Overall



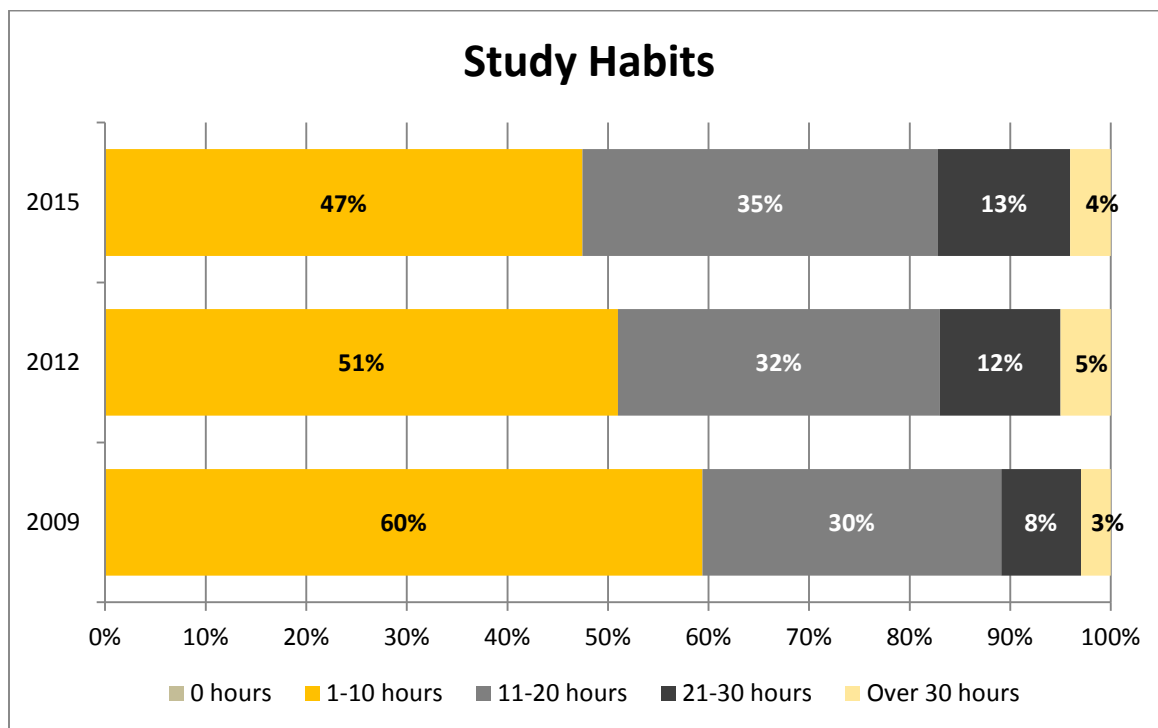
NSSE Trend Data

Recently NSSE has made significant changes to their assessment scales. These changes involve several item revisions and additions as well as scale changes for the engagement indicators. Due to these significant changes, NKU is unable to make trend comparisons on engagement indicators. However, there are several survey items that did not change or received minimal revisions that would still allow for trend comparisons. Some of these items include studying habits, working for pay off campus, involvement in co-curricular activities, receiving academic support, and institutional emphasis on encouraging conversations with diverse others.

Study Habits

There was a slight decrease in the number of seniors who indicated that they studied for 10 or less hours per week compared to the 2012 NSSE results. Furthermore, only 47 percent of seniors indicated that they studied for 10 or fewer hours a week compared to 60 percent of senior respondents in 2009.

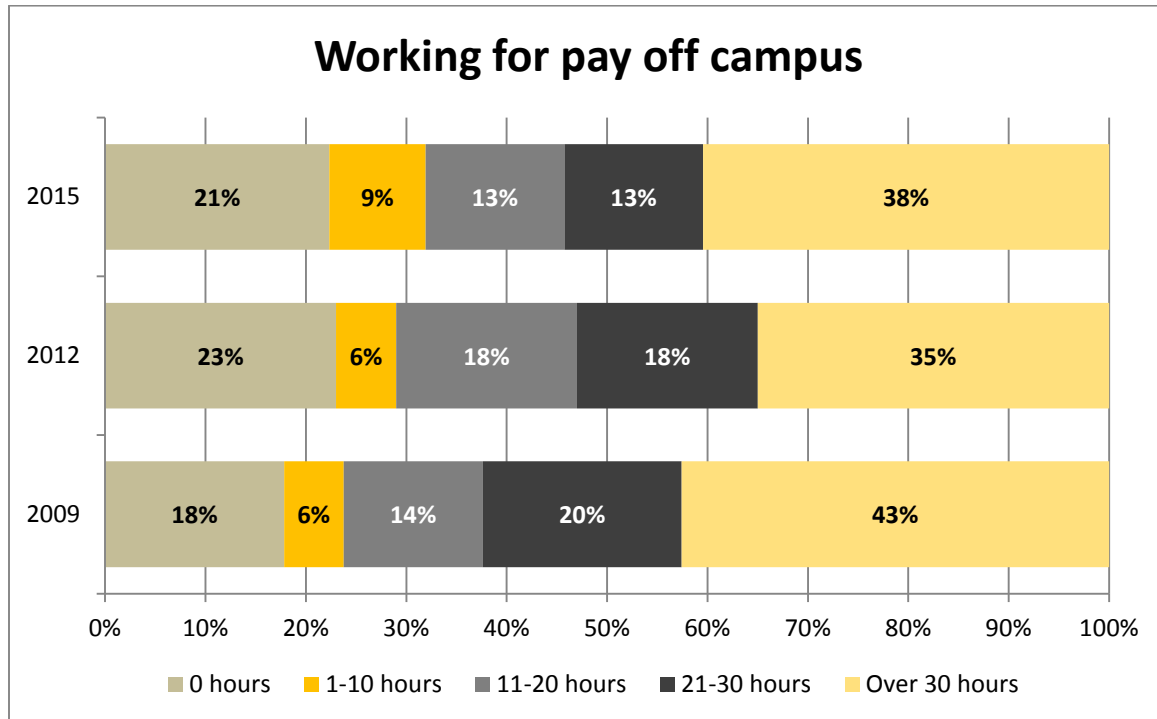
Table 15. NSSE Trend Data: Senior Students Study Habits



Working for Pay Off Campus

In 2015, 51 percent of seniors worked over 20 hours per week for pay off campus compared to 53 percent in 2012 and 63 percent in 2009. Additionally, 21 percent of seniors in 2015 are not working compared to only 18 percent in 2009.

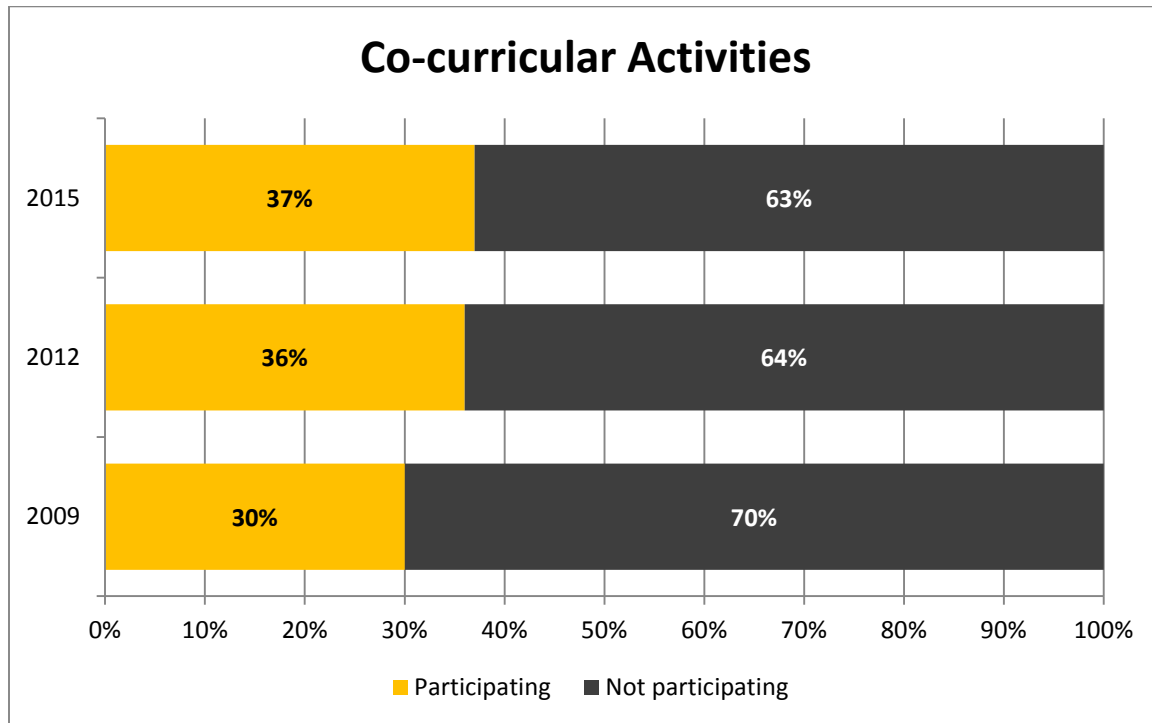
Table 16. NSSE Trend Data: Senior Students Working for Pay Off Campus



Co-curricular Activities

In 2009, 30 percent of seniors participated in co-curricular activities. In 2015, 37 percent of senior respondents indicated participation in co-curricular activities.

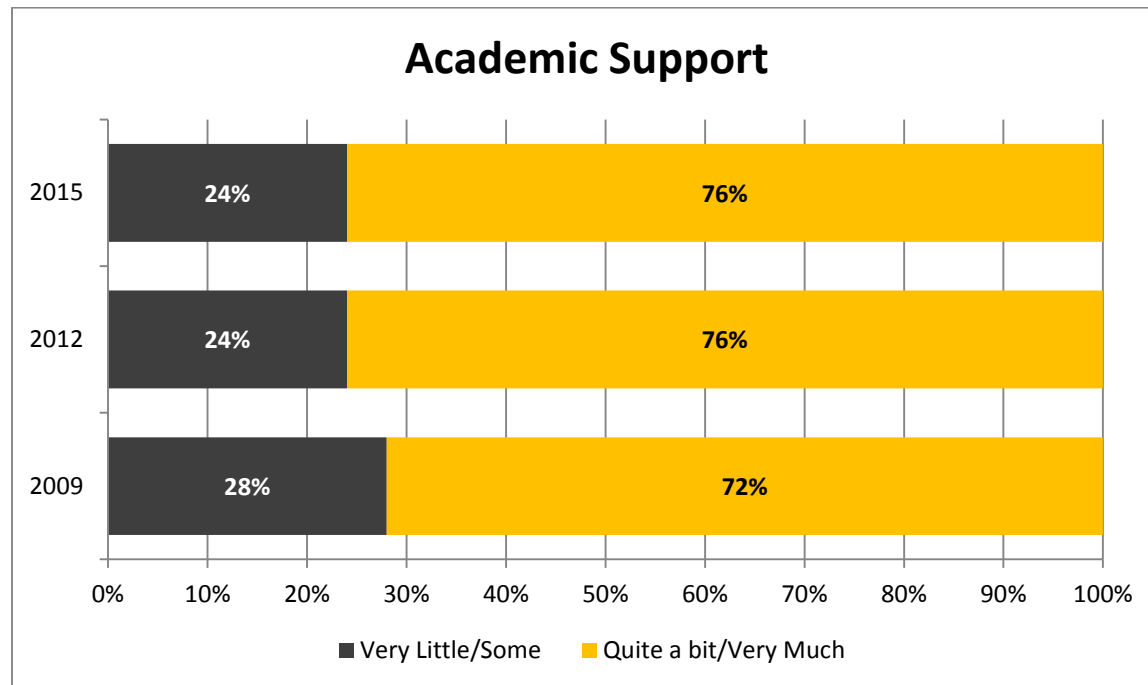
Table 17. NSSE Trend Data: Senior Students Participation in Co-curricular Activities



Perceptions of Academic Support

When asked if the institution provided support to help students succeed academically, there was no difference in responses from 2012 to 2015. However there was an increase from 2009 to 2015 by four percentage points.

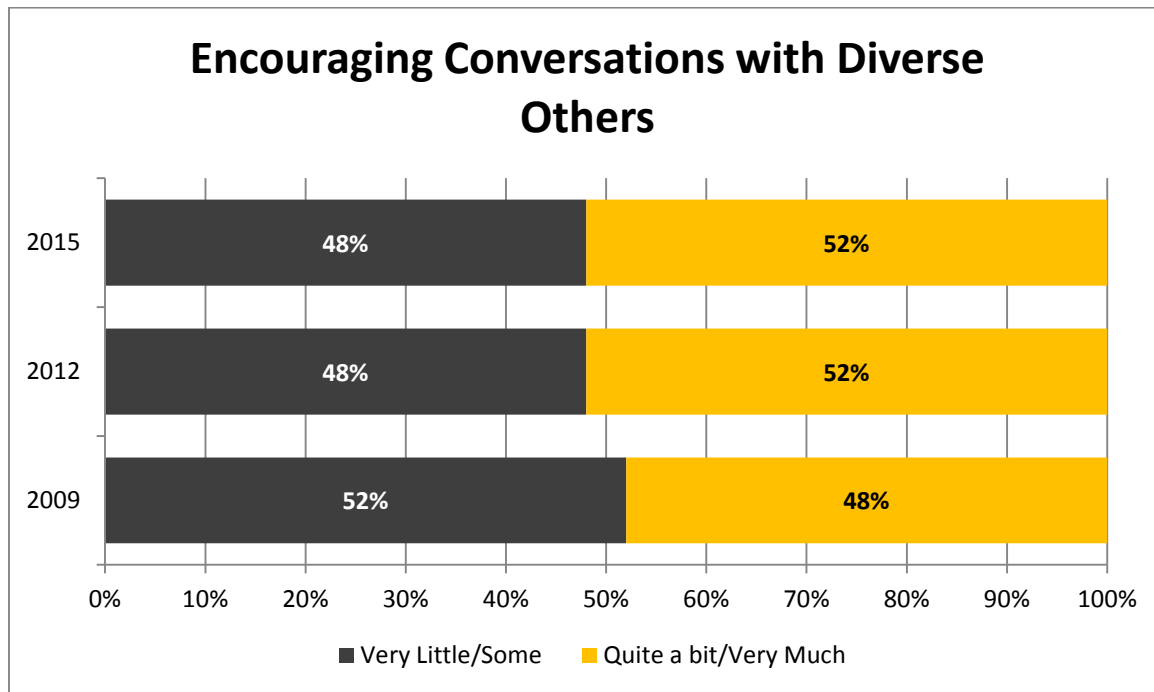
Table 18. NSSE Trend Data: Senior Students Perceptions of Academic Support



Conversations with Diverse Others

When asked how much the institution emphasized contact among students from different economic, social, and ethnic backgrounds, 52 percent of senior respondents stated quite a bit or very much in 2015 and 2012, compared to 48 percent in 2009.

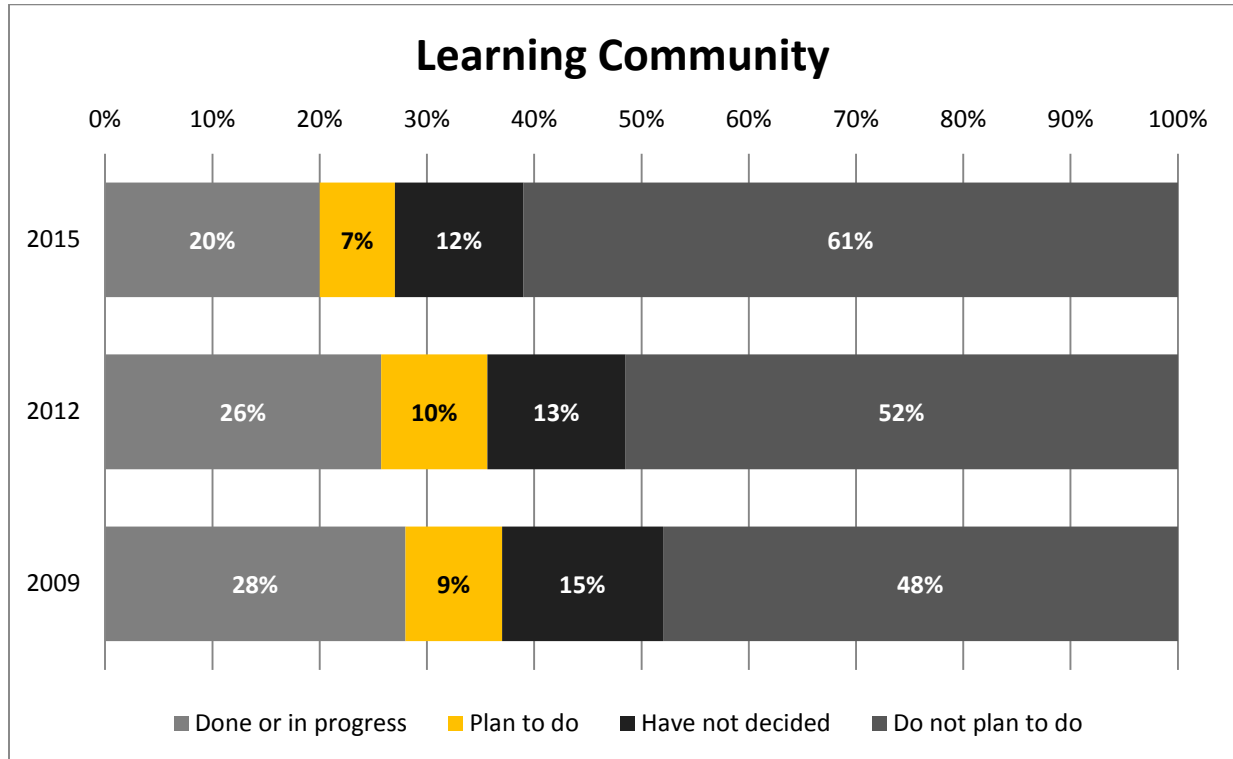
Table 19. NSSE Trend Data: Senior Students Conversations with Diverse Others



Participating in a Learning Community

Participation in a learning community has decreased by 8 percentage points from 2009 to 2015 for senior respondents.

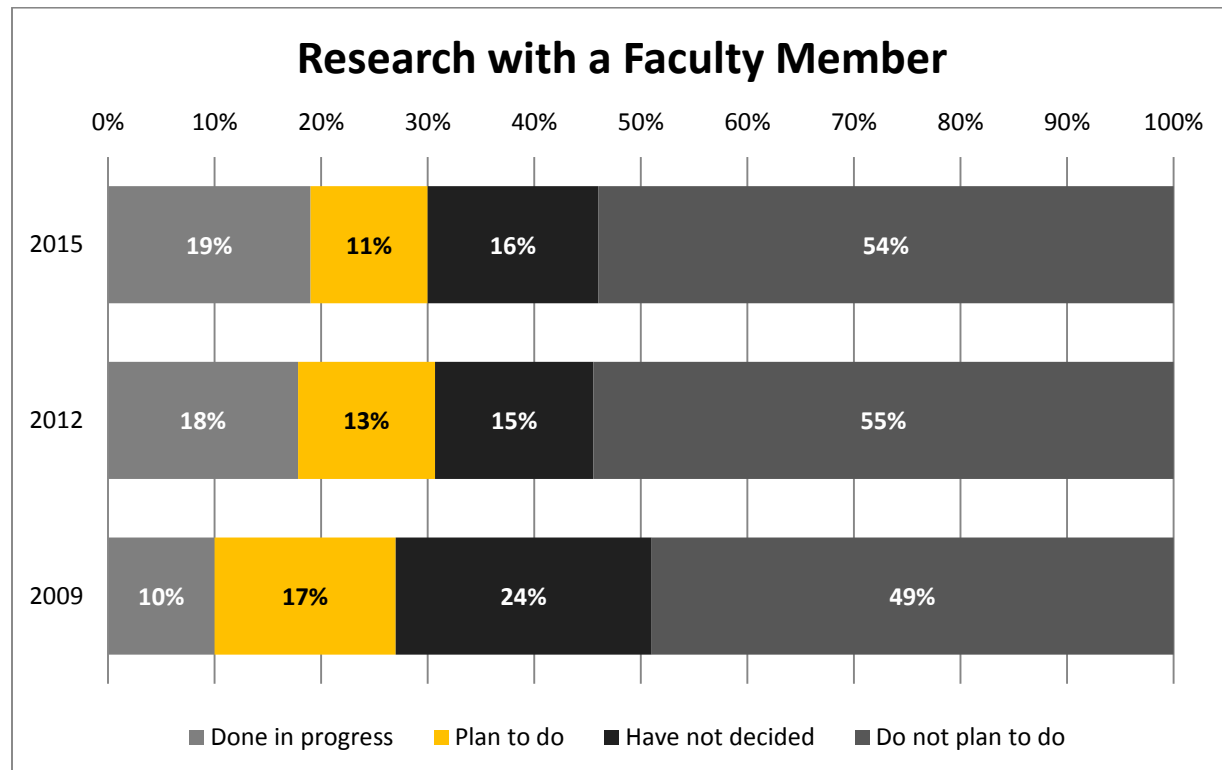
Table 20. NSSE Trend Data: High-Impact Practices, Participating in a Learning Community



Participation in Research with Faculty

Participation in research with faculty has nearly doubled since 2009 for senior respondents. However, 54 percent of senior respondents do not plan to participate in research with a faculty in 2015, compared to only 49 percent in 2009.

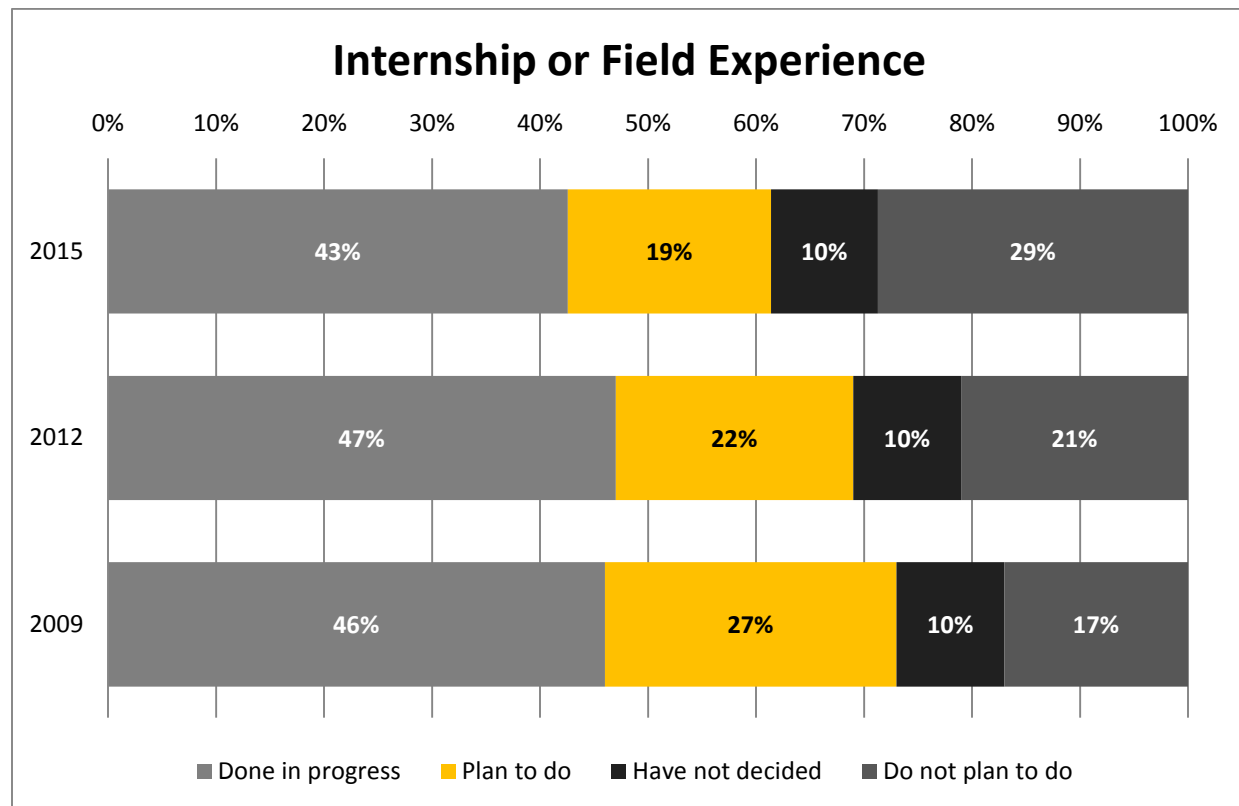
Table 21. NSSE Trend Data: High-Impact Practices, Participation in Research with Faculty



Participation in Internship or Field Experience

In 2015, 43 percent of senior respondents indicated participation in an internship or field experience. This is a three percent decrease from 2009, and a four percent decrease from 2012. Additionally, 29 percent of seniors do not plan to participate in an internship or field experience, compared to only 17 percent of respondents in 2009.

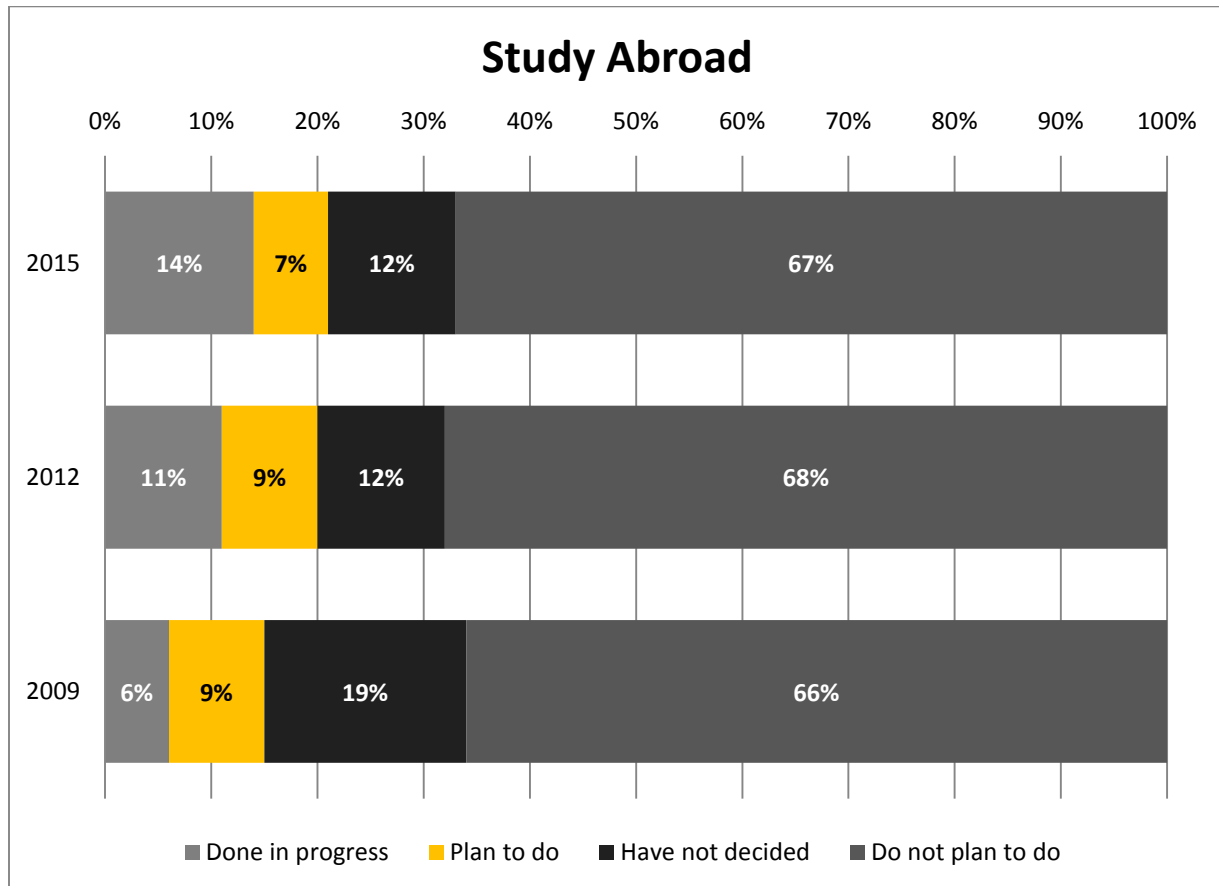
Table 22. NSSE Trend Data: High-Impact Practices, Participation in Internship or Field Experience



Participation in Study Abroad

In 2015, 14 percent of senior respondents indicated participation in study abroad compared to only six percent in 2009.

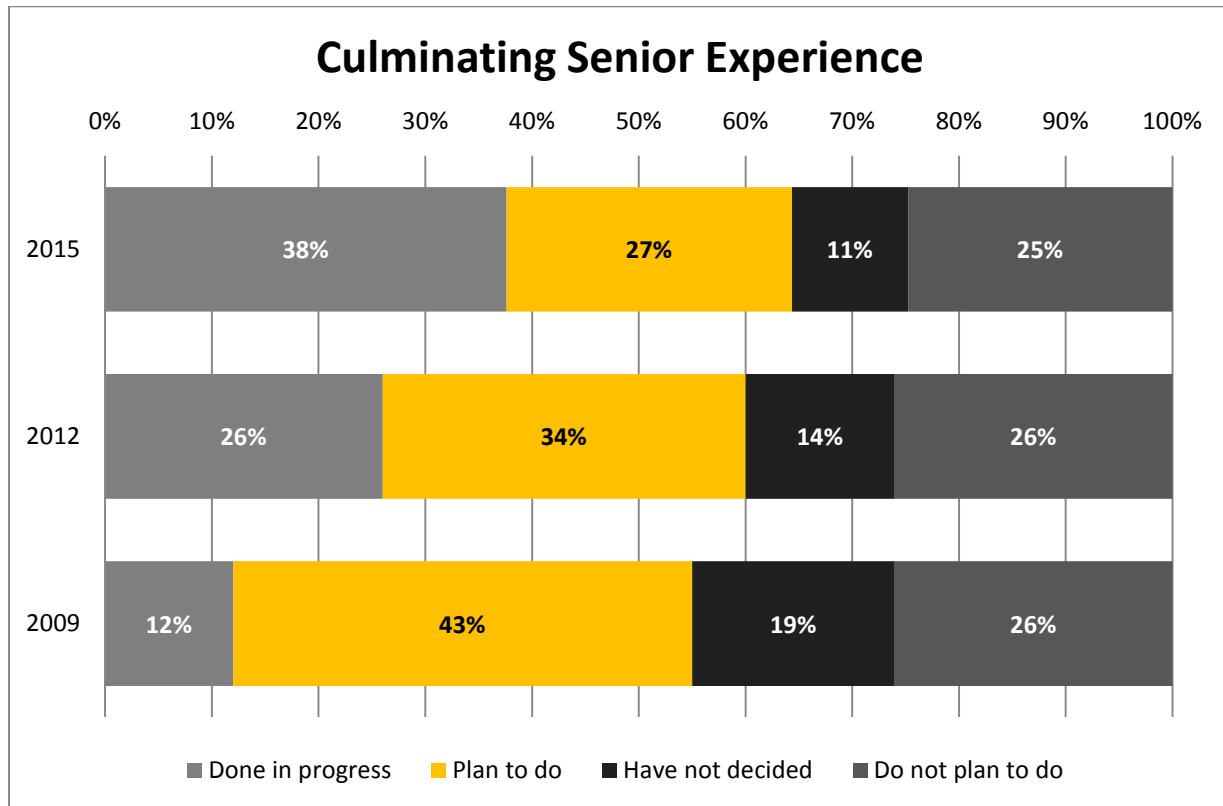
Table 23. NSSE Trend Data: High-Impact Practices, Participation in Study Abroad



Participation in Culminating Senior Experience

Senior participation in culminating senior experiences such as capstone and senior thesis has more than tripled from 2009 to 2015.

Table 24. NSSE Trend Data: High-Impact Practices, Participation in Culminating Senior Experience



Conclusion and Next Steps

NKU's seniors value quality of interactions with students, faculty, and staff. Furthermore, senior respondents believe faculty have effective teaching practices such as providing prompt feedback and clearly explaining course requirements. These values translate in institutional comparisons where NKU seniors' ratings on quality of interactions and effective teaching practices were higher than most comparison groups.

When comparing NKU seniors to institutions of interest, NKU averages were below or about the same. NKU senior averages for learning with peers were significantly lower than all three comparison groups. These findings suggests NKU seniors are not participating in collaborative learning and discussions with diverse others at the level of similar institutions. Additionally, seniors are not participating in high-impact activities at the same rate as comparison groups. Some of these high-impact practices include participation in a learning community, research with faculty, and internships or field experiences.

Although NKU seniors are not engaged at the level of comparative institutions, they have shown progress over time. Senior students show improvements in studying habits and participation in co-curricular activities. Moreover, seniors indicated that NKU provides academic support for students to succeed and encourages conversations with diverse others.

Next steps involve in-depth analyses of the data to reveal additional strengths and opportunities within the university. Understanding student engagement as it relates to specific student groups will assist NKU in generating solutions and allocating the proper resources.

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