

National Survey of Student Engagement (NSSE)

(First-Year and Senior Students)



Response Rates:

Spring 2003	51%
Spring 2007	79%
Spring 2010	64%
Spring 2014	60%
Spring 2019	49%

WHAT THIS SURVEY IS ABOUT

You are invited to answer a series of questions about your college experiences by completing the National Survey of Student Engagement (NSSE). Information from this survey is used by faculty and administrators at your school to improve the undergraduate experience and by other higher education leaders and researchers.

After reading the information on this page, if you agree to take part in this survey, click the "Proceed to the Survey" button below.

SURVEY PARTICIPANTS

Survey participants are primarily first-year and senior bachelor's degree-seeking students at your school as well as other colleges and universities.



TAKING THE SURVEY

The survey asks you about your college experiences, how you spend your time, what you have gained from college, and your interactions with peers, faculty, and others. Filling out the questionnaire takes about 15 minutes. Your participation is completely voluntary. Declining participation or not completing the survey will not result in any penalty or loss of benefits.

SURVEY PARTNERS

This survey is conducted in a partnership between your school and the Indiana University Center for Postsecondary Research. The Center will send your survey responses to your school for institutional assessment, improvement, and research.

CONFIDENTIALITY

Your school and the Center will make every effort to keep your responses confidential, although absolute confidentiality cannot be guaranteed. Neither your college nor the Center will make any public release of information associated with your name while using survey results and related student records for their intended purpose (to improve the college experience and conduct research), but personally identifiable responses may be inspected by college and government organizations when required by law.

FURTHER INFORMATION

If you have any questions at any time about the study or the procedures, you may contact the National Survey of Student Engagement at nsse@indiana.edu or by calling 812-856-5824.

For questions about your rights as a research participant or to discuss problems, complaints, or concerns about a research study, or to obtain information or offer input, contact the Indiana University Human Subjects Office at 530 E. Kirkwood Avenue, Carmichael Center 203, Bloomington, IN 47408; by phone at 812-856-4242; or by email at irb@iu.edu.

[Proceed to the Survey](#)

[I Decline to Participate](#)

IRB Approval Date: April 10, 2018 | Study #0709000079

*This is a facsimile of the NSSE survey (available at nsse.indiana.edu/links/surveys).
The survey itself is administered online.*

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 their 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

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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

- Up to 5 pages
- Between 6 and 10 pages
- 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

- People of a race or ethnicity other than your own
- People from an economic background other than your own
- People with religious beliefs other than your own
- 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

- Identified key information from reading assignments
- Reviewed your notes after class
- 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

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

- Students
- Academic advisors
- Faculty
- Student services staff (career services, student activities, housing, etc.)
- 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

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

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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)

- Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)
- Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)
- Working for pay **on campus**
- Working for pay **off campus**
- Doing community service or volunteer work
- Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)
- Providing care for dependents (children, parents, etc.)
- 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

- Writing clearly and effectively
- Speaking clearly and effectively
- Thinking critically and analytically
- Analyzing numerical and statistical information
- Acquiring job- or work-related knowledge and skills
- Working effectively with others
- Developing or clarifying a personal code of values and ethics
- Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)
- Solving complex real-world problems
- 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

20. Do you intend to return to this institution next year? [Only non-seniors receive this question]

Response options: Yes, No, Not sure

21a. How many majors do you plan to complete? (Do not count minors.)

Response options: One, More than one

21b. [If answered "One"] Please enter your major or expected major: [Text box]

21c. [If answered "More than one"] Please enter up to two majors or expected majors (do not enter minors): [Text box]

22. What is your class level?

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

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

Response options: Yes, No

24a. How many courses are you taking for credit this current academic term?

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

24b. Of these, how many are *entirely online*?

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

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25. 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

26. Did you begin college at this institution or elsewhere?

Response options: Started here, Started elsewhere

27. 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

28. 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.)

29. 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.)

30. What is your gender identity?

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

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

32a. Are you an international student?

Response options: Yes, No

32b. [If answered "yes"] What is your country of citizenship?

33. How would you describe yourself? (Select all that apply.)

Response options: American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latina/o, Middle Eastern or North African, Native Hawaiian or Other Pacific Islander, White, Another race or ethnicity, I prefer not to respond

34. Are you a member of a social fraternity or sorority?

Response options: Yes, No

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

Response options: Campus housing (other than a fraternity or sorority house), Fraternity or sorority house, House, apartment, or other residence within walking distance to campus, House, apartment, or other residence farther than walking distance to campus, Not applicable: No campus, entirely online program, etc., Not applicable: Homeless or in transition

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

Response options: Yes, No

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

Response options: Yes, No

38a. Have you been diagnosed with any disability or impairment?

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

38b. [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

39. Which of the following best describes your sexual orientation?

Response options: Straight (heterosexual); Bisexual; Gay; Lesbian; Queer; Questioning or unsure; Another sexual orientation, please specify: __; I prefer not to respond

40. Prompt for Open-Ended Comments (Institutions select one of four questions for the end of the NSSE questionnaire.)

- If you have any additional comments or feedback that you'd like to share on the quality of your educational experience, please enter them below.
- What has been most satisfying about your experience so far at this institution, and what has been most disappointing?
- Please describe the most significant learning experience you have had so far at this institution.
- What one change would most improve the educational experience at this institution, and what one thing should not be changed?

Adapted from a pilot survey developed by the American Association of State Colleges and Universities, this module asks students to assess their conflict resolution skills, and examines perceptions of support for activism and how often students have engaged with campus, local, state, national, or global issues. The module complements questions on the core survey about service-learning, community service or volunteer work, and becoming an informed and active citizen. (Similar FSSE set available.)

1. Select the response that best represents your ability to do the following:

	Poor 1	2	3	4	Excellent 5
a. Help people resolve their disagreements with each other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Resolve conflicts that involve bias, discrimination, and prejudice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Lead a group in which people from different backgrounds feel welcomed and included	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Participate in a constructive dialogue with someone who disagrees with you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Contribute to the well-being of your community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. How much does your institution emphasize the following?

	Very much	Quite a bit	Some	Very little
a. Discussing important social, economic, or political issues with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Organizing activities focused on important social, economic, or political issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Being an informed and active citizen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Being involved in an organization or group focused on important social, economic, or political issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Voting in campus, local, state, or national elections	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Encouraging free speech and expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. How much do you feel encouraged addressing important social, economic, or political issues in the following?

	Very much	Quite a bit	Some	Very little
a. In course assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. In course discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. During the current school year, whether course-related or not, about how often have you done the following?

	Very often	Often	Sometimes	Never
d. Informed yourself about campus or local issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Informed yourself about state, national, or global issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Discussed campus or local issues with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Discussed state, national, or global issues with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Raised awareness about campus or local issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Raised awareness about state, national, or global issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Asked others to address campus or local issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Asked others to address state, national, or global issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Organized others to work on campus or local issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Organized others to work on state, national, or global issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Think about the experiences you may have had with campus, local, state, national, or global issues. What about these experiences has been most meaningful to you? (5,000 character limit)

Topical Module: Inclusiveness and Engagement with Cultural Diversity

This module examines environments, processes, and activities that reflect the engagement and validation of cultural diversity and promote greater understanding of societal differences. Questions explore students' exposure to inclusive teaching practices and intercultural learning; perceptions of institutional values and commitment regarding diversity; and participation in diversity-related programming and coursework. The module replaces the former Experiences with Diverse Perspectives module. (Similar FSSE set available.)

1. During the current school year, how much has your coursework emphasized the following?

	Very much	Quite a bit	Some	Very little
a. Developing the skills necessary to work effectively with people from various backgrounds	0	0	0	0
b. Recognizing your own cultural norms and biases	0	0	0	0
c. Sharing your own perspectives and experiences	0	0	0	0
d. Exploring your own background through projects, assignments, or programs	0	0	0	0
e. Learning about other cultures	0	0	0	0
f. Discussing issues of equity or privilege	0	0	0	0
g. Respecting the expression of diverse ideas	0	0	0	0

2. How much does your institution emphasize the following?

	Very much	Quite a bit	Some	Very little
a. Demonstrating a commitment to diversity	0	0	0	0
b. Providing students with the resources needed for success in a multicultural world	0	0	0	0
c. Creating an overall sense of community among students	0	0	0	0
d. Ensuring that you are not stigmatized because of your identity (racial/ethnic, gender, religious, sexual orientation, etc.)	0	0	0	0
e. Providing information about anti-discrimination and harassment policies	0	0	0	0
f. Taking allegations of discrimination or harassment seriously	0	0	0	0
g. Helping students develop the skills to confront discrimination and harassment	0	0	0	0

3. How much does your institution provide a supportive environment for the following forms of diversity?

	Very much	Quite a bit	Some	Very little
a. Racial/ethnic identity	0	0	0	0
b. Gender identity	0	0	0	0
c. Economic background	0	0	0	0
d. Political affiliation	0	0	0	0
e. Religious affiliation	0	0	0	0
f. Sexual orientation	0	0	0	0
g. Disability status	0	0	0	0

4. To what extent do you agree or disagree with the following statements?

	Strongly agree	Agree	Disagree	Strongly disagree
a. I feel comfortable being myself at this institution.	0	0	0	0
b. I feel valued by this institution.	0	0	0	0
c. I feel like part of the community at this institution.	0	0	0	0

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

	Very often	Often	Sometimes	Never
a. Attended events, activities, or presentations that reflect an appreciation for diverse groups of people	0	0	0	0
b. Participated in the activities of centers related to specific groups (racial-ethnic, cultural, religious, gender, LGBT, etc.)	0	0	0	0
c. Participated in a diversity-related club or organization	0	0	0	0
d. Participated in a demonstration for a diversity-related cause (rally, protest, etc.)	0	0	0	0
e. Reflected on your cultural identity	0	0	0	0

This is a facsimile of the U.S. English version of the online NSSE instrument as it appears to the student.
 A paper-formatted facsimile of the survey which includes item numbering is available on the
 NSSE Web site: nsse.iub.edu/html/survey_instruments.cfm



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

	Very often	Often	Sometimes	Never
Asked questions or contributed to course discussions in other ways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepared two or more drafts of a paper or assignment before turning it in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Come to class without completing readings or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended an art exhibit, play, or other arts performance (dance, music, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked another student to help you understand course material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explained course material to one or more students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepared for exams by discussing or working through course material with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with other students on course projects or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gave a course presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Very often	Often	Sometimes	Never
Combined ideas from different courses when completing assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connected your learning to societal problems or issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Examined the strengths and weaknesses of your own views on a topic or issue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learned something that changed the way you understand an issue or concept	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connected ideas from your courses to your prior experiences and knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Very often	Often	Sometimes	Never
Talked about career plans with a faculty member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed course topics, ideas, or concepts with a faculty member outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed your academic performance with a faculty member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During the current school year, how much has your coursework emphasized the following?

	Very much	Quite a bit	Some	Very little
Memorizing course material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applying facts, theories, or methods to practical problems or new situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluating a point of view, decision, or information source	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Forming a new idea or understanding from various pieces of information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During the current school year, to what extent have your instructors done the following?

	Very much	Quite a bit	Some	Very little
Clearly explained course goals and requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taught course sessions in an organized way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used examples or illustrations to explain difficult points	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided feedback on a draft or work in progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided prompt and detailed feedback on tests or completed assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Very often	Often	Sometimes	Never
Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluated what others have concluded from numerical information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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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.)

	None	1-2	3-5	6-10	11-15	16-20	More than 20 papers
Up to 5 pages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Between 6 and 10 pages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11 pages or more	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Very often	Often	Sometimes	Never
People of a race or ethnicity other than your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People from an economic background other than your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People with religious beliefs other than your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People with political views other than your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Very often	Often	Sometimes	Never
Identified key information from reading assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reviewed your notes after class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summarized what you learned in class or from course materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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



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

	Done or in progress	Plan to do	Do not plan to do	Have not decided
Participate in an internship, co-op, field experience, student teaching, or clinical placement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hold a formal leadership role in a student organization or group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in a learning community or some other formal program where groups of students take two or more classes together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in a study abroad program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with a faculty member on a research project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

- All
- Most
- Some
- None

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

	Poor 1	2	3	4	5	6	Excellent 7	Not Applicable
Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic advisors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student services staff (career services, student activities, housing, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other administrative staff and offices (registrar, financial aid, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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How much does your institution emphasize the following?

	Very much	Quite a bit	Some	Very little
Spending significant amounts of time studying and on academic work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing support to help students succeed academically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using learning support services (tutoring services, writing center, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing opportunities to be involved socially	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing support for your overall well-being (recreation, health care, counseling, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping you manage your non-academic responsibilities (work, family, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending campus activities and events (performing arts, athletic events, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending events that address important social, economic, or political issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Hours per week							
	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working for pay on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working for pay off campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doing community service or volunteer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing care for dependents (children, parents, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commuting to campus (driving, walking, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

- Very little
- Some
- About half
- Most
- Almost all

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

	Very much	Quite a bit	Some	Very little
Writing clearly and effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking clearly and effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thinking critically and analytically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing numerical and statistical information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acquiring job- or work-related knowledge and skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working effectively with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing or clarifying a personal code of values and ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solving complex real-world problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being an informed and active citizen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

- Excellent
- Good
- Fair
- Poor

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

- Definitely yes
- Probably yes
- Probably no
- Definitely no

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

- One
- More than one

Please enter your major or expected major:

Major

Second Major

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[Why do we ask about your personal background?](#)

What is your class level?

- Freshman/first-year
- Sophomore
- Junior
- Senior
- Unclassified

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

- Yes
- No

How many courses are you taking for credit this current academic term?

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7 or more

Of these, how many are *entirely online*?

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7 or more

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

- A
- A-
- B+
- B
- B-
- C+
- C
- C- or lower

Did you begin college at this institution or elsewhere?

- Started here
- Started elsewhere

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.)

- Vocational or technical school
- Community or junior college
- 4-year college or university other than this one
- None
- Other

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

- 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.)

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

- 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.)

What is your gender identity?

- Man
- Woman
- Another gender identity
- I prefer not to respond

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

Are you an international student or foreign national?

- Yes
- No

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

- 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

Are you a member of a social fraternity or sorority?

- Yes
- No

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

- 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

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

- Yes
- No

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

- Yes
- No

Have you been diagnosed with any disability or impairment?

- Yes
- No
- I prefer not to respond

Which of the following has been diagnosed? (Select all that apply.)

- 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

Which of the following best describes your sexual orientation?

- Heterosexual
- Gay
- Lesbian
- Bisexual
- Another sexual orientation
- Questioning or unsure
- I prefer not to respond

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National Survey of Student Engagement 2010

The College Student Report

1 In your experience at your institution during the current school year, about how often have you done each of the following? Mark your answers in the boxes. Examples: or

	Very often	Often	Some- times	Never
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. Asked questions in class or contributed to class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Made a class presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Prepared two or more drafts of a paper or assignment before turning it in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Worked on a paper or project that required integrating ideas or information from various sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Come to class without completing readings or assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Worked with other students on projects during class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Worked with classmates outside of class to prepare class assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Put together ideas or concepts from different courses when completing assignments or during class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Tutored or taught other students (paid or voluntary)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Participated in a community-based project (e.g., service learning) as part of a regular course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Used e-mail to communicate with an instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Discussed grades or assignments with an instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Talked about career plans with a faculty member or advisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Discussed ideas from your readings or classes with faculty members outside of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Received prompt written or oral feedback from faculty on your academic performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Very often	Often	Some- times	Never
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Worked harder than you thought you could to meet an instructor's standards or expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Had serious conversations with students of a different race or ethnicity than your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

	Very much	Quite a bit	Some	Very little
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Applying theories or concepts to practical problems or in new situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3 During the current school year, about how much reading and writing have you done?

- a. Number of assigned textbooks, books, or book-length packs of course readings
- None 1-4 5-10 11-20 More than 20
- b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
- None 1-4 5-10 11-20 More than 20
- c. Number of written papers or reports of **20 pages or more**
- None 1-4 5-10 11-20 More than 20
- d. Number of written papers or reports **between 5 and 19 pages**
- None 1-4 5-10 11-20 More than 20
- e. Number of written papers or reports of **fewer than 5 pages**
- None 1-4 5-10 11-20 More than 20

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

- None 1-2 3-4 5-6 More than 6
- a. Number of problem sets that take you **more** than an hour to complete
-
- b. Number of problem sets that take you **less** than an hour to complete
-

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

- Very little Very much
- 1 2 3 4 5 6 7

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

- Very often Often Some-times Never
- a. Attended an art exhibit, play, dance, music, theater, or other performance
-
- b. Exercised or participated in physical fitness activities
-
- c. Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)
-
- d. Examined the strengths and weaknesses of your own views on a topic or issue
-
- e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective
-
- f. Learned something that changed the way you understand an issue or concept
-

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

- | | Done | Plan to do | Do not plan to do | Have not decided |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Practicum, internship, field experience, co-op experience, or clinical assignment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Community service or volunteer work | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Participate in a learning community or some other formal program where groups of students take two or more classes together | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Work on a research project with a faculty member outside of course or program requirements | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Foreign language coursework | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Study abroad | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Independent study or self-designed major | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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

- a. Relationships with **other students**
- Unfriendly, Unsupportive, Sense of alienation Friendly, Supportive, Sense of belonging
- 1 2 3 4 5 6 7
- b. Relationships with **faculty members**
- Unavailable, Unhelpful, Unsympathetic Available, Helpful, Sympathetic
- 1 2 3 4 5 6 7
- c. Relationships with **administrative personnel and offices**
- Unhelpful, Inconsiderate, Rigid Helpful, Considerate, Flexible
- 1 2 3 4 5 6 7

9 About how many hours do you spend in a typical 7-day week doing each of the following?

- a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)
- 0 1-5 6-10 11-15 16-20 21-25 26-30 More than 30
- Hours per week
-
- b. Working for pay **on campus**
- 0 1-5 6-10 11-15 16-20 21-25 26-30 More than 30
- Hours per week
-
- c. Working for pay **off campus**
- 0 1-5 6-10 11-15 16-20 21-25 26-30 More than 30
- Hours per week
-
- d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)
- 0 1-5 6-10 11-15 16-20 21-25 26-30 More than 30
- Hours per week
-
- e. Relaxing and socializing (watching TV, partying, etc.)
- 0 1-5 6-10 11-15 16-20 21-25 26-30 More than 30
- Hours per week
-
- f. Providing care for dependents living with you (parents, children, spouse, etc.)
- 0 1-5 6-10 11-15 16-20 21-25 26-30 More than 30
- Hours per week
-
- g. Commuting to class (driving, walking, etc.)
- 0 1-5 6-10 11-15 16-20 21-25 26-30 More than 30
- Hours per week

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

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

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

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

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

- Excellent
- Good
- Fair
- Poor

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

- Excellent
- Good
- Fair
- Poor

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

- Definitely yes
- Probably yes
- Probably no
- Definitely no

15 Write in your year of birth:

16 Your sex:
 Male Female

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

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

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

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

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

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

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

24 Are you a student-athlete on a team sponsored by your institution's athletics department?
 Yes No (Go to question 25.)

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

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

26 Which of the following best describes where you are living now while attending college?
 Dormitory or other campus housing (not fraternity/sorority house)
 Residence (house, apartment, etc.) within walking distance of the institution
 Residence (house, apartment, etc.) within driving distance of the institution
 Fraternity or sorority house
 None of the above

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

Father	Mother	
<input type="checkbox"/>	<input type="checkbox"/>	Did not finish high school
<input type="checkbox"/>	<input type="checkbox"/>	Graduated from high school
<input type="checkbox"/>	<input type="checkbox"/>	Attended college but did not complete degree
<input type="checkbox"/>	<input type="checkbox"/>	Completed an associate's degree (A.A., A.S., etc.)
<input type="checkbox"/>	<input type="checkbox"/>	Completed a bachelor's degree (B.A., B.S., etc.)
<input type="checkbox"/>	<input type="checkbox"/>	Completed a master's degree (M.A., M.S., etc.)
<input type="checkbox"/>	<input type="checkbox"/>	Completed a doctoral degree (Ph.D., J.D., M.D., etc.)

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

a. Primary major (Print only one.):

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

THANKS FOR SHARING YOUR RESPONSES!

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



Help



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FAQs



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National Survey of Student Engagement

What it's about—

You are invited to participate in a research study about your college experiences. The information from this National Survey of Student Engagement (NSSE) is used by faculty and administrators at your institution and by other higher education leaders to improve the collegiate experiences of undergrads. Study participants are primarily first-year and senior students selected from the bachelor's degree-seeking students at your institution.

Students from hundreds of other colleges and universities are also being asked these same questions—about how they spend their free time, what they feel they have gained from classes, and their interaction with faculty and other students. Filling out the questionnaire takes about 15 minutes. Your participation is completely voluntary. Declining participation or leaving the study will not result in any penalty or loss of benefits to which you are entitled.

Things you should know—

This survey is conducted on behalf of your institution by the Indiana University Center for Postsecondary Research; we will send your identified responses to your school for institutional assessment. Your school and the Center will make every effort to keep your responses confidential, although we cannot guarantee absolute confidentiality. No information associated with your name will ever be released publicly, but personally identifiable survey responses may be inspected by university and government organizations when required by law.

If you have questions at any time about the study or the procedures, you may contact the National Survey of Student Engagement at nsse@indiana.edu or by calling 812-856-5824.

For questions about your rights as a research participant or to discuss problems, complaints or concerns about a research study, or to obtain information or offer input, contact the IUB Human Subjects Office, 530 E Kirkwood Ave, Carmichael Center, L03, Bloomington IN 47408, 812-855-3067 or by e-mail at iub_hsc@indiana.edu.

On to the survey—

If you have read this form and agree to take part in this survey, click the "Proceed to the survey" button.

Proceed to the survey

I do not wish to participate

Print this page



In your experience at your institution during the current school year, about how often have you done each of the following?

	Very often	Often	Sometimes	Never
Asked questions in class or contributed to class discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made a class presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepared two or more drafts of a paper or assignment before turning it in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on a paper or project that required integrating ideas or information from various sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Come to class without completing readings or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with other students on projects during class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with classmates outside of class to prepare class assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>


Continue





In your experience at your institution during the current school year, about how often have you done each of the following?


	Very often	Often	Sometimes	Never
Put together ideas or concepts from different courses when completing assignments or during class discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutored or taught other students (paid or voluntary)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in a community-based project (e.g., service learning) as part of a regular course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used e-mail to communicate with an instructor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed grades or assignments with an instructor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talked about career plans with a faculty member or advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed ideas from your readings or classes with faculty members outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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In your experience at your institution during the current school year, about how often have you done each of the following?

	Very often	Often	Sometimes	Never
Received prompt written or oral feedback from faculty on your academic performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked harder than you thought you could to meet an instructor's standards or expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had serious conversations with students of a different race or ethnicity than your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Continue



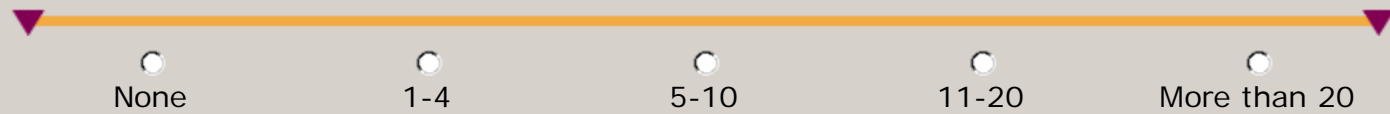
During the current school year, how much has your coursework emphasized the following mental activities?

	Very much	Quite a bit	Some	Very little
Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applying theories or concepts to practical problems or in new situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

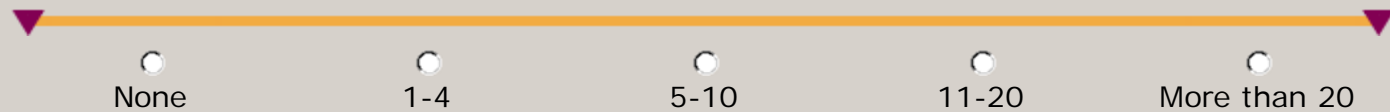
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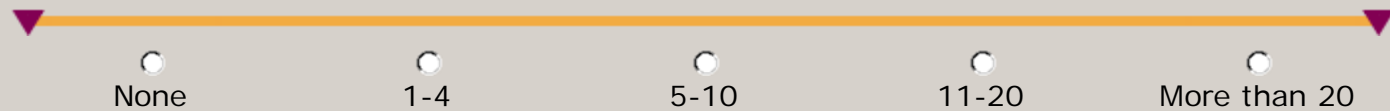
During the current *school year*, about how much reading and writing have you done?
Number of assigned textbooks, books, or book-length packs of course readings



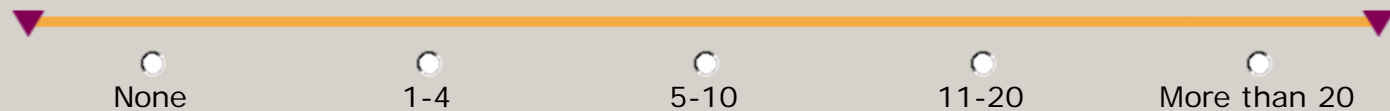
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment



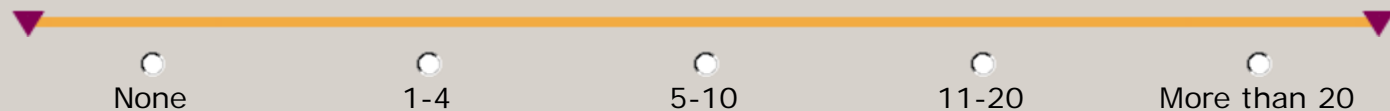
Number of written papers or reports of **20 pages or more**



Number of written papers or reports **between 5 and 19 pages**



Number of written papers or reports of **fewer than 5 pages**



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FAQs



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

	None	1-2	3-4	5-6	More than 6
Number of problem sets that take you more than an hour to complete	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of problem sets that take you less than an hour to complete	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Select the circle that best represents the extent to which your examinations during the current school year have challenged you to do your best work.

Very little

Very much

1 2 3 4 5 6 7

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FAQs



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

	Very often	Often	Sometimes	Never
Attended an art exhibit, play, dance, music, theater, or other performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exercised or participated in physical fitness activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Examined the strengths and weaknesses of your own views on a topic or issue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learned something that changed the way you understand an issue or concept	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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FAQs

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

	Done	Plan to do	Do not plan to do	Have not decided
Practicum, internship, field experience, co-op experience, or clinical assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community service or volunteer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in a learning community or some other formal program where groups of students take two or more classes together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work on a research project with a faculty member outside of course or program requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Foreign language coursework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study abroad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independent study or self-designed major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Select the circle that best represents the quality of your relationships with people at your institution.

Relationships with **other students**

**Unfriendly,
Unsupportive,
Sense of alienation**

**Friendly,
Supportive,
Sense of belonging**



Relationships with **faculty members**

**Unavailable,
Unhelpful,
Unsympathetic**

**Available,
Helpful,
Sympathetic**



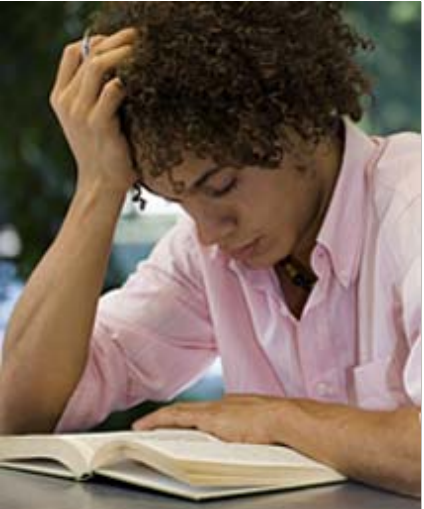
Relationships with **administrative personnel and offices**

**Unhelpful,
Inconsiderate,
Rigid**

**Helpful,
Considerate,
Flexible**



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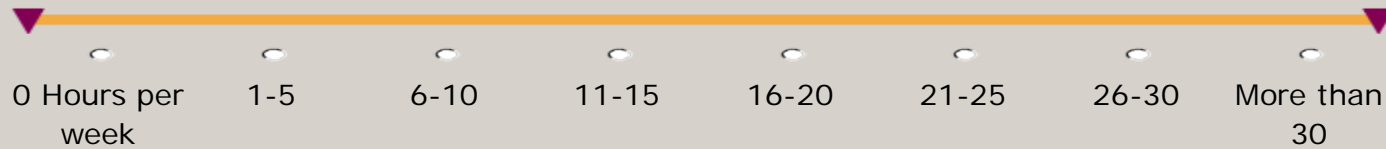
FAQs



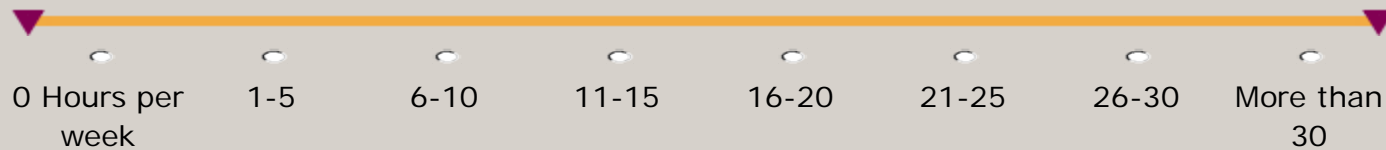
Save and Exit

About how many hours do you spend in a typical 7-day week doing each of the following?

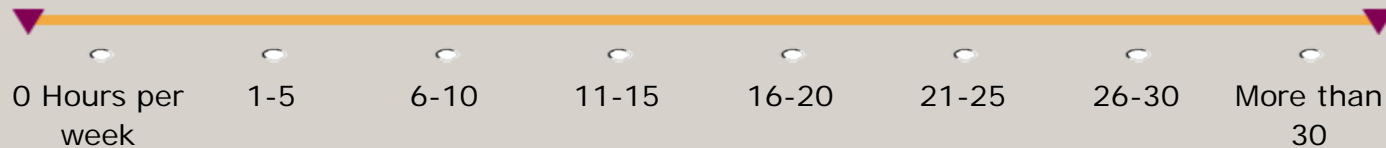
Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)



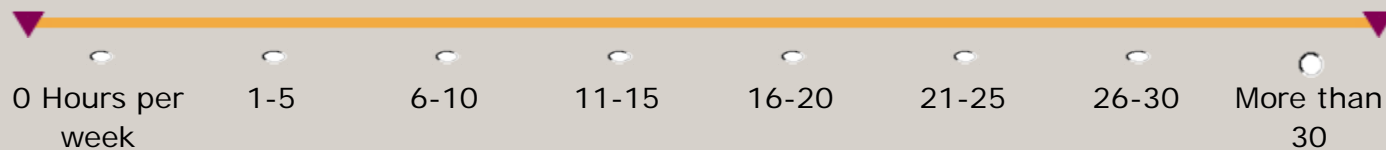
Working for pay **on campus**



Working for pay **off campus**



Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)

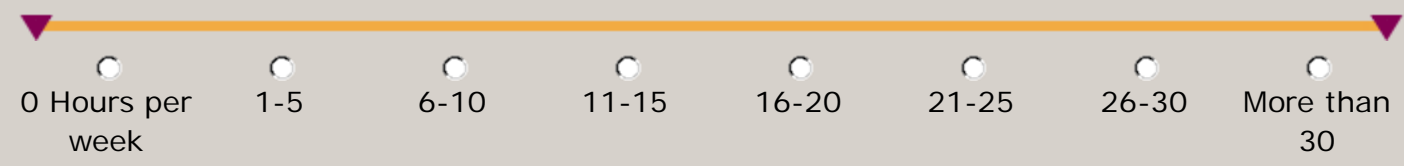


Continue

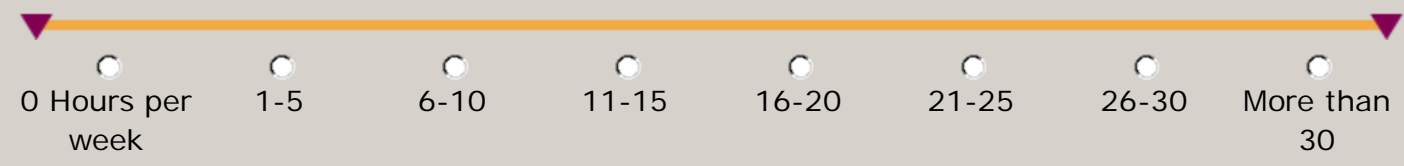


About how many hours do you spend in a typical 7-day week doing each of the following?

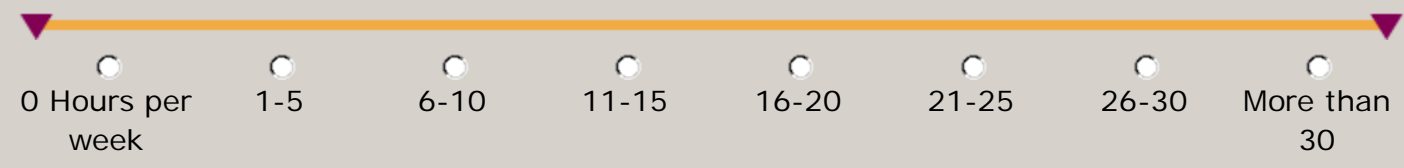
Relaxing and socializing (watching TV, partying, etc.)



Providing care for dependents living with you (parents, children, spouse, etc.)




Commuting to class (driving, walking, etc.)



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FAQs

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

	Very much	Quite a bit	Some	Very little
Spending significant amounts of time studying and on academic work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing the support you need to help you succeed academically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping you cope with your non-academic responsibilities (work, family, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing the support you need to thrive socially	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using computers in academic work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Continue



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

	Very much	Quite a bit	Some	Very little
Acquiring a broad general education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acquiring job or work-related knowledge and skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing clearly and effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking clearly and effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thinking critically and analytically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing quantitative problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using computing and information technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working effectively with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Very much	Quite a bit	Some	Very little
Voting in local, state, or national elections	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning effectively on your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding yourself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding people of other racial and ethnic backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solving complex real-world problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing a personal code of values and ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contributing to the welfare of your community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing a deepened sense of spirituality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

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FAQs

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

- Excellent
- Good
- Fair
- Poor

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

- Excellent
- Good
- Fair
- Poor

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

- Definitely yes
- Probably yes
- Probably no
- Definitely no

Continue



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FAQs

Select your year of birth:

- 1991
- 1990
- 1989
- 1988
- 1987
- 1986
- 1985
- 1984

If other year, enter here: 19

Your sex:

- Male
- Female

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Are you an international student or foreign national?

- Yes
- No

What is your racial or ethnic identification? (Select only one.)

- American Indian or other Native American
- Asian, Asian American, or Pacific Islander
- Black or African American
- White (non-Hispanic)
- Mexican or Mexican American
- Puerto Rican
- Other Hispanic or Latino
- Multiracial
- Other
- I prefer not to respond

Continue



What is your current classification in college?

- Freshman/first-year
- Sophomore
- Junior
- Senior
- Unclassified

Did you begin college at your current institution or elsewhere?

- Started here
- Started elsewhere

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

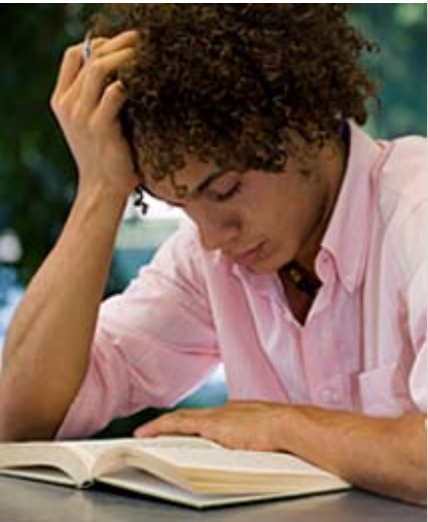
- Vocational or technical school
- Community or junior college
- 4-year college other than this one
- None
- Other

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

- Yes
- No

If yes:

As part of your military experience, did you receive combat pay, hostile fire pay, or imminent danger pay?

- Yes
- No

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FAQs

Thinking about this current academic term...

How would you characterize your enrollment?

- Full-time
- Less than full-time

Are you taking all courses entirely on-line?

- Yes
- No

Continue



Your institution will not receive your identified response to the following question. Only an overall summary of responses will be provided.

Do you have any disabilities or impairments? (Select all that apply.)

- No, I do not have any disabilities or impairments
- Yes, I have a sensory impairment (vision or hearing)
- Yes, I have a mobility impairment
- Yes, I have a learning disability
- Yes, I have a developmental disorder (ADHD, Autism spectrum disorder, etc.)
- Yes, I have a mental health disorder
- Yes, I have a medical disability not listed above
- Yes, I have another disability
- I choose not to answer

If yes:

Please specify your disabilities or impairments:

Continue



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FAQs

Are you a member of a social fraternity or sorority?

- Yes
- No

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

- Yes
- No

Continue



On what team(s) sponsored by your institution's athletics department are you an athlete?
(Select all that apply.)

- | | | |
|--|---|--|
| <input type="checkbox"/> Baseball | <input type="checkbox"/> Track & Field | <input type="checkbox"/> Water Polo |
| <input type="checkbox"/> Basketball | <input type="checkbox"/> Lacrosse | <input type="checkbox"/> Wrestling |
| <input type="checkbox"/> Bowling | <input type="checkbox"/> Rifle | <input type="checkbox"/> Other, specify:
<input type="text"/> |
| <input type="checkbox"/> Cross Country | <input type="checkbox"/> Rowing | |
| <input type="checkbox"/> Fencing | <input type="checkbox"/> Skiing | |
| <input type="checkbox"/> Field Hockey | <input type="checkbox"/> Soccer | |
| <input type="checkbox"/> Football | <input type="checkbox"/> Softball | |
| <input type="checkbox"/> Golf | <input type="checkbox"/> Swimming
& Diving | |
| <input type="checkbox"/> Gymnastics | <input type="checkbox"/> Tennis | |
| <input type="checkbox"/> Ice Hockey | <input type="checkbox"/> Volleyball | |

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FAQs

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

- A
- A-
- B+
- B
- B-
- C+
- C
- C- or lower

Which of the following best describes where you are living now while attending college?

- Dormitory or other campus housing (not fraternity/sorority house)
- Residence (house, apartment, etc.) within **walking distance** of the institution
- Residence (house, apartment, etc.) within **driving distance** of the institution
- Fraternity or sorority house
- None of the above

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FAQs

What is the highest level of education that your **father** completed?

- Did not finish high school
- Graduated from high school
- Attended college but did not complete degree
- Completed an associate's degree (A.A., A.S., etc.)
- Completed a bachelor's degree (B.A., B.S., etc.)
- Completed a master's degree (M.A., M.S., etc.)
- Completed a doctoral degree (Ph.D., J.D., M.D., etc.)

What is the highest level of education that your **mother** completed?

- Did not finish high school
- Graduated from high school
- Attended college but did not complete degree
- Completed an associate's degree (A.A., A.S., etc.)
- Completed a bachelor's degree (B.A., B.S., etc.)
- Completed a master's degree (M.A., M.S., etc.)
- Completed a doctoral degree (Ph.D., J.D., M.D., etc.)

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FAQs

Please enter your major(s) or your expected major(s).

Primary major (Enter only one.):

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

Continue



We're sorry, but we weren't able to identify the primary major you entered.

Please select the response below that most closely matches your **primary** major.

Select from a general area below to view a list of specific majors.

[Expand all categories](#)

[Contract all categories](#)

[Arts & Humanities:](#)

[Biological Science:](#)

[Business:](#)

[Education:](#)

[Engineering:](#)

[Physical Science:](#)

[Professional:](#)

[Social Science:](#)

[Other:](#)

[Continue](#)



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FAQs

We're sorry, but we weren't able to identify the second major you entered.

Please select the response below that most closely matches your **second** major.

Select from a general area below to view a list of specific majors.

Expand all categories

Contract all categories

Arts & Humanities:

Biological Science:

Business:

Education:

Engineering:

Physical Science:

Professional:

Social Science:

Other:

Continue



If you have any additional comments or feedback that you'd like to share on the quality of your educational experience, please type them below.

Continue



Help



Contact Us



FAQs




Save and Exit




National Survey
of Student Engagement


The College Student Report




Help



Contact Us



FAQs



Save and Exit

THANKS FOR SHARING YOUR RESPONSES!

Your responses to the survey were successfully submitted.

Questions or comments? [Contact us](#).

For security purposes, please close your browser window to exit the survey.



Help



Contact Us



FAQs

Help

How to Complete the Survey

- [Returning to a Previous Page](#)
- [Using Radio Buttons](#)
- [Using Checkboxes](#)
- [Using Textboxes](#)

Common Problems

- [Submit Button Doesn't Respond](#)

Returning to a Previous Page

Use your browser's back button to return to a previous page in the survey. After you finish reviewing the previous page or changing answers, select the "Continue" button to return.

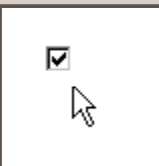
Using Radio Buttons

To select a radio button, move your mouse pointer over the radio button you wish to select and click once. If you want to change your answer, just click another radio button under the same question and your previous mark will be deleted.



Using Checkboxes

Selecting a checkbox is almost exactly like selecting a radio button. Move your mouse cursor over the checkbox you wish to select and click once. Checkboxes work a bit differently when it comes to deselecting compared to radio buttons. With checkboxes one must actually relick the selection again for the check mark to go away because more than one checkbox can be selected under a single question.



Using Textboxes

To put your answer into a textbox move your mouse pointer over any part of the textbox and click once. Then just type in your answer using the keyboard. To delete an answer double-click in the box (the text should now be highlighted) and then press either the "Backspace" or "Delete" key. When you have the correct answer in the textbox, proceed to the next question or submit button.

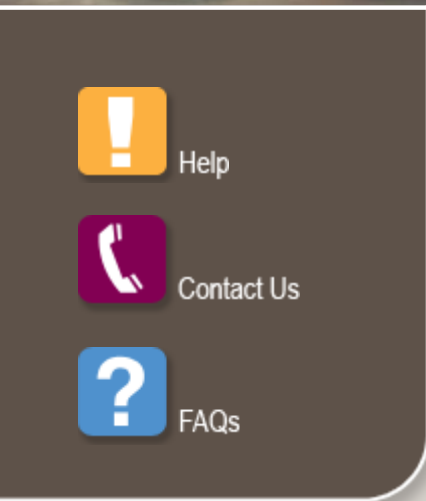


Submit Button Doesn't Respond

"I keep clicking the submit/next page/continue button, but nothing happens." -

Repeatedly clicking a submit button does not make any page on the web load faster. When you click a submit button, the process of sending your information and moving onto the next page begins. If the button is clicked again, then the progress so far is abandoned, and the process starts over again from the beginning.

If it takes a long time for anything to occur after you press a submit button, it is probably because of a slow network connection, heavy network traffic, or other similar problems. In any case, the fastest procedure is to click the submit button once and wait for the network to transfer your information and load the next page. Repeatedly clicking the button will only slow the process down.



Contact Us

For technical questions regarding the survey:

E-mail: help@nsse.org

Phone: 1-800-676-0390

Mail: Center for Survey Research
Indiana University
Eigenmann Hall 2 South
1900 E. 10th Street
Bloomington, IN 47406-7512
USA

Link: [Center for Survey Research Home Page](#)

For general NSSE issues:

E-mail: nsse@indiana.edu

Mail: Center for Postsecondary Research
Indiana University Bloomington
1900 East 10th Street
Eigenmann Hall Suite 419
Bloomington, IN 47406-7512

Link: [The National Survey of Student Engagement](#)



Help



Contact Us



FAQs

Frequently Asked Questions

Survey Details

- [What is the National Survey of Student Engagement?](#)

Survey Administration

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Data Reporting

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Reasons to Participate

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- [Who is in charge of the survey?](#)

What is the National Survey of Student Engagement?

The National Survey of Student Engagement, or NSSE, is a survey specially designed for students like you to provide information about your undergraduate experience, including your views about the quality of your education and how you spend your time. The survey has a very broad scope in that your school is one of more than 650 universities and colleges from different parts of the US and Canada using the survey this spring. But the main reason your school is participating is that it wants to learn more about what students think and do because it wants to improve the undergraduate program at your school.

This year more than 1,100,000 students will be invited to express their views and describe their experiences.

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How did you get my name?

When your school got involved in this project it gave us a data file with the names and mailing addresses of all first-year students and seniors. Every first-year student and every senior at your school had an equal chance of being chosen because the names were randomly selected from the list your school provided. At some schools, all students are surveyed.

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Why don't you ask someone else?

This survey is being completed by a random sample of students, although some schools also survey additional students to get more useful results. Random sampling and high response rates are critical to collecting statistically valid results. Collecting valid data will help your school make better decisions about improving undergraduate education.

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What will you do with the data?

We will present data to your institution in an Institutional Report that summarizes the responses from all students who completed the survey at your school. This report includes a data file that your school can use to examine the information in different ways; examples might include comparing the experiences of women and men or learning about the experiences of students in different major fields. This is extremely valuable because most schools do not have good information about how students spend their time and what they think of their institution.

In addition, your institution's data will be combined with data from students across the country to generate an overall profile of the undergraduate student. This national data set will be used to conduct research to improve undergraduate education. Individual student responses are not identifiable in any reports.

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Will my answers be shared with the institution?

Absolutely. One of the most important reasons to do this survey is so that your institution discovers what you and other students at your school do and think.

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Are you surveying my school only?

In spring 2009, more than 650 schools will be involved in the survey. This is an annual study, so the information you provide now will become part of the national database and be used for some time to come as people compare your responses with students in the future.

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Are my survey responses anonymous?

No. When we send the final survey data file to your institution, your responses will be linked to the unique ID number your institution provided us. In some cases this number will be your institutional student ID number, while in other cases they may assign a number specific to this study. NSSE never uses Social Security numbers for identification. Though your school can identify your responses, however, we use measures to ensure the confidentiality of your responses so that no one besides your school can share your responses.

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Are my survey responses confidential?

Yes. Confidentiality of student data is a high priority at NSSE. NSSE will only release survey responses identified by student to the institution at which that student is enrolled, and even then only to personnel designated as our official contacts at that institution. Our use of student data is regulated by the U.S. federal Family Educational Rights and Privacy Act [FERPA, 34CFR 99.31(a)6(i)], which allows educational institutions to share student data with outside agencies conducting research for the purpose of improving instruction. For the full text of FERPA: <http://www.ed.gov/policy/gen/guid/fpco/pdf/ferparegs.pdf>. Students should contact their own institution for information about institutional policies for protecting student records.

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Why should I complete the survey?

Simply put, your school needs to know what you think of your educational experience, the kinds of activities you do, and how you are benefiting from your studies. Without this information, it's not very easy for faculty and staff at your institution to identify the areas that can and should be improved. And because you were randomly selected from among your classmates to represent your school, it's important that you make your views known in order for the results to be valid. The more your institution knows about its students and what they do there, the more likely it is that faculty, academic and student life administrators and others can take appropriate action that will improve undergraduate education.

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I get surveyed all the time. How is this survey different?

Have you heard the expression, "think globally, act locally?" This is a national project with immediate local implications. That is, more than one million students around the country are getting the same survey. And people will be interested in what undergraduate students as a group think about their education. But it's also important that your school find out directly from you about your experience and then share what it learns through comparisons with other schools. This will, probably for the first time, give your faculty and administrators an answer to the question: "How well are we doing?"

Finally, this survey differs from most others you get because what you say will become part of a continuing national study that people at your school as well as hundreds of other institutions around the country will continue to use for the foreseeable future. So, your answers will not only help your school, but many others around the country as well.

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Who is in charge of the survey?

The project is located at Indiana University Bloomington and is directed by Alexander C. McCormick, a faculty member in the School of Education. The Center for Survey Research at IUB, directed by John Kennedy, administers the surveys. These people are supported by dozens of others who help design, package, mail, and collect the surveys and then analyze and report the results to your school and the other participating institutions around the country.

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National Survey of Student Engagement 2007

The College Student Report

1 In your experience at your institution during the current school year, about how often have you done each of the following? Mark your answers in the boxes. Examples: or

	Very often ▼	Often ▼	Some- times ▼	Never ▼
a. Asked questions in class or contributed to class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Made a class presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Prepared two or more drafts of a paper or assignment before turning it in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Worked on a paper or project that required integrating ideas or information from various sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Come to class without completing readings or assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Worked with other students on projects during class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Worked with classmates outside of class to prepare class assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Put together ideas or concepts from different courses when completing assignments or during class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Tutored or taught other students (paid or voluntary)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Participated in a community-based project (e.g., service learning) as part of a regular course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Used e-mail to communicate with an instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Discussed grades or assignments with an instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Talked about career plans with a faculty member or advisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Discussed ideas from your readings or classes with faculty members outside of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Received prompt written or oral feedback from faculty on your academic performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Very often ▼	Often ▼	Some- times ▼	Never ▼
r. Worked harder than you thought you could to meet an instructor's standards or expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Had serious conversations with students of a different race or ethnicity than your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

	Very much ▼	Quite a bit ▼	Some ▼	Very little ▼
a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Applying theories or concepts to practical problems or in new situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3 During the current school year, about how much reading and writing have you done?

- a. Number of assigned textbooks, books, or book-length packs of course readings
- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| None | 1-4 | 5-10 | 11-20 | More than 20 |
- b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| None | 1-4 | 5-10 | 11-20 | More than 20 |
- c. Number of written papers or reports of **20 pages or more**
- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| None | 1-4 | 5-10 | 11-20 | More than 20 |
- d. Number of written papers or reports **between 5 and 19 pages**
- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| None | 1-4 | 5-10 | 11-20 | More than 20 |
- e. Number of written papers or reports of **fewer than 5 pages**
- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| None | 1-4 | 5-10 | 11-20 | More than 20 |

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

- | | | | | | |
|--|-------------|------------|------------|------------|--------------------|
| | None | 1-2 | 3-4 | 5-6 | More than 6 |
| | ▼ | ▼ | ▼ | ▼ | ▼ |
- a. Number of problem sets that take you **more** than an hour to complete
- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
- b. Number of problem sets that take you **less** than an hour to complete
- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

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

- | | | | | | | | | |
|-------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------|
| Very little | | | | | | | | Very much |
| ▼ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ▼ |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |

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

- | | | | | |
|--|-------------------|--------------|-------------------|--------------|
| | Very often | Often | Some-times | Never |
| | ▼ | ▼ | ▼ | ▼ |
- a. Attended an art exhibit, play, dance, music, theater, or other performance
- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
- b. Exercised or participated in physical fitness activities
- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
- c. Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)
- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
- d. Examined the strengths and weaknesses of your own views on a topic or issue
- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
- e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective
- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
- f. Learned something that changed the way you understand an issue or concept
- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|

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

- | | | | | |
|--|-------------|-------------------|--------------------------|-------------------------|
| | Done | Plan to do | Do not plan to do | Have not decided |
| | ▼ | ▼ | ▼ | ▼ |
- a. Practicum, internship, field experience, co-op experience, or clinical assignment
- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|
- b. Community service or volunteer work
- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|
- c. Participate in a learning community or some other formal program where groups of students take two or more classes together
- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|
- d. Work on a research project with a faculty member outside of course or program requirements
- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|
- e. Foreign language coursework
- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|
- f. Study abroad
- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|
- g. Independent study or self-designed major
- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|
- h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)
- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|--------------------------|--------------------------|--------------------------|--------------------------|

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

a. Relationships with **other students**

- | | | | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|
| Unfriendly,
Unsupportive,
Sense of alienation | | | | | | | | Friendly,
Supportive,
Sense of belonging |
| ▼ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ▼ |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |

b. Relationships with **faculty members**

- | | | | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------------------------------------|
| Unavailable,
Unhelpful,
Unsympathetic | | | | | | | | Available,
Helpful,
Sympathetic |
| ▼ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ▼ |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |

c. Relationships with **administrative personnel and offices**

- | | | | | | | | | |
|---------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------------------|
| Unhelpful,
Inconsiderate,
Rigid | | | | | | | | Helpful,
Considerate,
Flexible |
| ▼ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | ▼ |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |

9 About how many hours do you spend in a typical 7-day week doing each of the following?

a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hours per week	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
b. Working for pay on campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hours per week	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
c. Working for pay off campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hours per week	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hours per week	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
e. Relaxing and socializing (watching TV, partying, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hours per week	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
f. Providing care for dependents living with you (parents, children, spouse, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hours per week	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
g. Commuting to class (driving, walking, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hours per week	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30

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

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

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

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

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

Excellent
 Good
 Fair
 Poor

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

Excellent
 Good
 Fair
 Poor

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

Definitely yes
 Probably yes
 Probably no
 Definitely no

15 Write in your year of birth:

16 Your sex:
 Male Female

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

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

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

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

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

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

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

24 Are you a student-athlete on a team sponsored by your institution's athletics department?
 Yes No (Go to question 25.)

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

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

26 Which of the following best describes where you are living now while attending college?
 Dormitory or other campus housing (not fraternity/sorority house)
 Residence (house, apartment, etc.) within walking distance of the institution
 Residence (house, apartment, etc.) within driving distance of the institution
 Fraternity or sorority house

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

Father	Mother	
<input type="checkbox"/>	<input type="checkbox"/>	Did not finish high school
<input type="checkbox"/>	<input type="checkbox"/>	Graduated from high school
<input type="checkbox"/>	<input type="checkbox"/>	Attended college but did not complete degree
<input type="checkbox"/>	<input type="checkbox"/>	Completed an associate's degree (A.A., A.S., etc.)
<input type="checkbox"/>	<input type="checkbox"/>	Completed a bachelor's degree (B.A., B.S., etc.)
<input type="checkbox"/>	<input type="checkbox"/>	Completed a master's degree (M.A., M.S., etc.)
<input type="checkbox"/>	<input type="checkbox"/>	Completed a doctoral degree (Ph.D., J.D., M.D., etc.)

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

a. Primary major (Print only one.):

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

THANKS FOR SHARING YOUR VIEWS!

After completing the survey, please put it in the enclosed postage-paid envelope and deposit it in any U.S. Postal Service mailbox. Questions or comments? Contact the National Survey of Student Engagement, Indiana University, 1900 East Tenth Street, Eigenmann Hall Suite 419, Bloomington IN 47406-7512 or nsse@indiana.edu or www.nsse.iub.edu. Copyright © 2006 Indiana University.

DIRECTIONS: The following questions are being asked of students of the six work colleges in the US. This is your opportunity to rate your unique educational experience of being a student at a work college. Please respond to each question below by considering *the overall work/internship experience you have had as part of your college's requirements*. Please do not include other work experiences that were unrelated to your college's program. Use the following 5-point scale:

Agree Completely **Agree Somewhat** **Neutral** **Disagree Somewhat** **Completely Disagree**
A **B** **C** **D** **E**

1. Overall, I am satisfied with the work assignment(s) I have had at my college.
2. I believe my work is valuable.
3. Going to a work college helps me develop a strong work ethic.
4. My work has contributed to my academic success.
5. I apply what I learn in my academic courses to my work.
6. Going to a work college helps me learn the value of community service.
7. My work college experience has helped me learn from many different types of people.
8. My work affects my overall college experience in a positive way.
9. I never think about how my work affects my college experience.
10. One of the reasons I chose to attend this college was because of its work program.
11. My experiences in the work program have affected my decision to remain at this college rather than withdraw or transfer.
12. My work program experiences have influenced my choice of academic major.
13. My experience in the work program has influenced my career goals.
14. I have become a more productive worker because of my work college experience.
15. My participation in the work program will increase my value in the job market.
16. By attending a work college, I have learned that there is dignity in all types of work.

Agree Completely **Agree Somewhat** **Neutral** **Disagree Somewhat** **Completely Disagree** **Not Applicable**
A **B** **C** **D** **E** **F**

17. One of the reasons my parent(s) or guardian(s) encouraged me to attend this college was because of its work program.

Please answer this last question about your family. Respond either Yes, No, or Don't Know:

18. One or both of my parent(s) or guardian(s) attended a work college.

THANK YOU!!!

The College Student Report 2003

National Survey of Student Engagement

1 In your experience at your institution during the current school year, about how often have you done each of the following? Mark your answers in the boxes. Examples: or

	Very often ▼	Often ▼	Some- times ▼	Never ▼
a. Asked questions in class or contributed to class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Made a class presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Prepared two or more drafts of a paper or assignment before turning it in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Worked on a paper or project that required integrating ideas or information from various sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Came to class without completing readings or assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Worked with other students on projects during class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Worked with classmates outside of class to prepare class assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Put together ideas or concepts from different courses when completing assignments or during class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Tutored or taught other students (paid or voluntary)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Participated in a community-based project as part of a regular course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Used e-mail to communicate with an instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Discussed grades or assignments with an instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Talked about career plans with a faculty member or advisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Discussed ideas from your readings or classes with faculty members outside of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Received prompt feedback from faculty on your academic performance (written or oral)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Very often ▼	Often ▼	Some- times ▼	Never ▼
r. Worked harder than you thought you could to meet an instructor's standards or expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Had serious conversations with students of a different race or ethnicity than your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

	Very much ▼	Quite a bit ▼	Some ▼	Very little ▼
a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Applying theories or concepts to practical problems or in new situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Very little Very much

▼ ▼ ▼ ▼ ▼ ▼ ▼ ▼

1 2 3 4 5 6 7

4 During the current *school year*, about how much reading and writing have you done?

									More than 20
									Between 11 and 20
									Between 5 and 10
									Between 1 and 4
									None

a. Number of assigned textbooks, books, or book-length packs of course readings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Number of written papers or reports of 20 pages or more	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Number of written papers or reports between 5 and 19 pages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Number of written papers or reports of fewer than 5 pages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

	None	1-2	3-4	5-6	More than 6
	▼	▼	▼	▼	▼
a. Number of <i>problem sets</i> that take you more than an hour to complete	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Number of <i>problem sets</i> that take you less than an hour to complete	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6 In a *typical week*, how many homework *problems* take you more than 15 minutes each to complete?

None	1-3	4-6	7-10	More than 10
▼	▼	▼	▼	▼
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

	Yes	No	Undecided
	▼	▼	▼
a. Practicum, internship, field experience, co-op experience, or clinical assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Community service or volunteer work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Work on a research project with a faculty member outside of course or program requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Foreign language coursework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Study abroad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Independent study or self-designed major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Relationships with:

a. Other Students	b. Faculty Members	c. Administrative Personnel and Offices
Friendly, Supportive, Sense of Belonging	Available, Helpful, Sympathetic	Helpful, Considerate, Flexible
▼	▼	▼
7 <input type="checkbox"/>	7 <input type="checkbox"/>	7 <input type="checkbox"/>
6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>
5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>
4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>
3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>
2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>
1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>
▲	▲	▲
Unfriendly, Unsupportive, Sense of Alienation	Unavailable, Unhelpful, Unsympathetic	Unhelpful, Inconsiderate, Rigid

9 About how many hours do you spend in a typical 7-day week doing each of the following?

# of hours per week	More than 30							
	26-30	21-25	16-20	11-15	6-10	1-5	0	
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Working for pay on campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Working for pay off campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Relaxing and socializing (watching TV, partying, exercising, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Providing care for dependents living with you (parents, children, spouse, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Commuting to class (driving, walking, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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

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

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

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

- Excellent
- Good
- Fair
- Poor

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

- Excellent
- Good
- Fair
- Poor

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

- Definitely yes
- Probably yes
- Probably no
- Definitely no

15 Write in your year of birth: 1 9

16 Your sex
Male Female

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

18 Are you of Hispanic, Latino, or Spanish origin?
Yes No

19 What is your racial or ethnic identification? (Mark all that apply.)

- American Indian or other Native American
Asian American or Pacific Islander
Black or African American
White
Other: Specify

20 What is your current classification in college?

- Freshman/first-year Senior
Sophomore Unclassified
Junior

21 Did you begin college at your current institution or elsewhere?

- Started here Started elsewhere

22 Since high school, which of the following types of schools have you attended other than the one you are attending now? (Mark all that apply.)

- Vocational-technical school
Community or junior college
4-year college other than this one
None
Other: Specify

23 Thinking about this current academic term, how would you characterize your enrollment?

- Full-time Less than full-time

24 Are you a member of a social fraternity or sorority?

- Yes No

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

- Yes No

26 What have most of your grades been up to now at this institution?

- A B-, C+
A-, B+ C, C-, or lower
B

27 Which of the following best describes where you are living now while attending college?

- Dormitory or other campus housing (not fraternity/sorority house)
Residence (house, apartment, etc.) within walking distance of the institution
Residence (house, apartment, etc.) within driving distance
Fraternity or sorority house

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

Table with 2 columns: Father, Mother and 7 rows of education levels.

29 Please print your primary major, or your expected primary major.

Text input box for primary major.

30 If applicable, please print your second major or your expected second major (not minor, concentration, etc.).

Text input box for second major.

THANKS FOR SHARING YOUR VIEWS!

After completing The Report, please put it in the enclosed postage-paid envelope and deposit it in any U.S. Postal Service mailbox. Questions or comments? Contact the National Survey of Student Engagement, Indiana University, Ashton Aley Hall, 1913 East Seventh Street, Bloomington IN 47405 or nsse@indiana.edu or www.iub.edu/~nsse. Copyright © 2002 Indiana University.

Empty rectangular box for contact information.

Work Colleges Consortium Questions for the National Survey of Student Engagement

DIRECTIONS: The following questions are being asked of students of the six work colleges in the US. This is your opportunity to rate your unique educational experience of being a student at a work college. Please respond to each question below by considering *the overall work/internship experience you have had as part of your college's requirements*. Please do not include other work experiences that were unrelated to your college's program. Use the following 5-point scale:

Agree Completely **Agree Somewhat** **Neutral** **Disagree Somewhat** **Completely Disagree**
A **B** **C** **D** **E**

1. Overall, I am satisfied with the work assignment(s) I have had at my college.
2. I believe my work is valuable.
3. Going to a work college helps me develop a strong work ethic.
4. My work has contributed to my academic success.
5. I apply what I learn in my academic courses to my work.
6. Going to a work college helps me learn the value of community service.
7. My work college experience has helped me learn from many different types of people.
8. My work affects my overall college experience in a positive way.
9. I never think about how my work affects my college experience.
10. One of the reasons I chose to attend this college was because of its work program.
11. My experiences in the work program have affected my decision to remain at this college rather than withdraw or transfer.
12. My work program experiences have influenced my choice of academic major.
13. My experience in the work program has influenced my career goals.
14. I have become a more productive worker because of my work college experience.
15. My participation in the work program will increase my value in the job market.
16. By attending a work college, I have learned that there is dignity in all types of work.

Agree Completely **Agree Somewhat** **Neutral** **Disagree Somewhat** **Completely Disagree** **Not Applicable**
A **B** **C** **D** **E** **F**

17. One of the reasons my parent(s) or guardian(s) encouraged me to attend this college was because of its work program.

Please answer this last question about your family. Respond either Yes, No, or Don't Know:

18. One or both of my parent(s) or guardian(s) attended a work college.

THANK YOU!!!