

# THE 2000 NATIONAL SURVEY OF STUDENT ENGAGEMENT

## EXECUTIVE SUMMARY

During the winter of 2000 UCSC, along with 275 other four-year colleges and universities, participated in the inaugural launch of the National Survey of Student Engagement (NSSE). The purpose of this large-scale data collection initiative was to measure institutional educational effectiveness by directly surveying students about the extent of their engagement in a variety of educationally important activities. Major findings from the study include:

- Compared to their peers at other doctoral granting research universities UCSC students appear to be more academically challenged and engaged. For example:
  - Both UCSC freshpersons and seniors reported being assigned a greater number of books and readings in their courses, and first year students were assigned to write a greater number of papers than students at other research universities.
  - The UCSC sample was far more likely than the comparison group to take open-ended essay type exams and less likely to take multiple choice type exams.
  - UCSC students were more likely to report that their coursework emphasized analyzing ideas in depth, synthesizing and organizing information into new and more complex interpretations, and making judgments about the value of information for drawing sound conclusions, and less likely to emphasize rote memorization of facts.
  - Both freshpersons and seniors at UCSC were more likely to have discussed ideas from their readings and classes with faculty members and others outside of class.
- In addition to being highly engaged in their academic programs, UCSC freshpersons were considerably more likely than their counterparts at other institutions to have had serious conversations with students of a different race/ethnicity or of differing beliefs, values, or religions. They also reported that the campus environment was more encouraging of such interactions.
- On-the-other-hand freshpersons at UCSC were significantly less likely to have discussed career plans with faculty or advisors than their peers at similar institutions. Although the differences were not statistically significant, they were also somewhat less likely to have discussed grades or assignments with an instructor, or to have worked with a faculty member on research projects or activities other than coursework.
- Relative to their peers at other research universities, both first year and senior UCSC students felt they had gained fewer computing and information technology skills, and seniors felt they had obtained fewer job or career skills.
- Eighty-two percent of UCSC freshpersons and eighty-six percent of seniors rated their entire educational experience as good or excellent.

This report was prepared by Julian Fernald and Kay Wilder. It was released in Spring 2001. Additional copies may be requested from the Office of Planning and Budget, UC Santa Cruz, CA 95064 (831) 459-2446.

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## INTRODUCTION

Excellence in undergraduate education is explicit to the mission of UCSC. Indeed, quality undergraduate education historically has been, and remains a distinguishing hallmark of this campus. But how exactly is “quality” defined? Typically, quality ratings, such as those used by the media, focus on student selectivity, resources, and reputation. While these are clearly important measures of an institution, they provide very little useful information to potential students, the public, or the institution itself about the quality of the actual undergraduate educational experience.

Perhaps a better indicator of educational quality is the extent to which institutions contribute to student learning and personal development. Research within the field of education clearly indicates that the best predictor of positive student outcomes in such areas as critical thinking, problem solving, effective communication, and responsible citizenship, is the time and energy that students devote to educationally purposeful activities. Those institutions that provide quality undergraduate education then, are those that most fully engage students in appropriate activities and provide them with meaningful learning experiences. Institutional practices associated with high levels of student engagement include those that encourage high student effort, faculty-student interaction, active learning, and peer cooperation. Also important to student learning are institutional environments where performance expectations are high and clearly articulated, where students receive prompt feedback, and that students perceive as supportive, inclusive, and respectful of diversity.<sup>1</sup>

In 1998 The Pew Charitable Trusts convened a group of leaders in higher education to discuss issues of educational quality and assessment. The result was a large-scale data collection initiative, now known as the National Survey of Student Engagement (NSSE). The NSSE was a joint undertaking of the Indiana University Center for Postsecondary Research and Planning and the National Center for Higher Education. It was supported by a 3.3 million dollar grant from the Trusts, and co-sponsored by the Pew Forum on Undergraduate Learning and the Carnegie Foundation for the Advancement of Teaching. Its purpose is to provide information about the extent to which colleges and universities exhibit characteristics and commitments that are empirically associated with good educational practice. To that end the College Student Report (CSR) was designed to directly survey undergraduates about those behaviors and educational experiences that are highly correlated with important learning and developmental outcomes of college.

During the winter of 2000 UC Santa Cruz participated in the first widespread administration of the CSR. Results provided by NSSE allow item-by-item comparisons between UCSC students and their peers at other research universities. Using the aggregated results from the 2000 study, NSSE also established a set of national benchmarks of good educational practice against which UCSC can be compared. The findings from this study are intended for institutional self-assessment and quality improvement. NSSE will not share UCSC specific findings with the media.

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<sup>1</sup> References are available from the Office of Planning and Budget, Kerr Hall, University of California Santa Cruz, 95064 (831) 459-2446.

## METHOD

### The Instrument

Designed by a team of educational leaders and researchers during 1998, the College Student Report was pilot tested and revised in 1999.<sup>2</sup> The final instrument contains 67 items directly related to student engagement and institutional quality. Specifically the instrument assesses the frequency of respondents' engagement in a variety of academically relevant activities, the nature of coursework, exams, and assignments, perceptions of institutional support, participation in opportunities such as internships and study abroad, self-evaluations of educational and personal growth, and overall satisfaction.<sup>3</sup>

### Procedure

The NSSE was administered by the Indiana University Center for Postsecondary Research and Planning. In order to participate, UCSC submitted demographic data for all freshpersons and seniors enrolled during the fall of 1999 and a cover letter to prospective respondents on UCSC stationary from the office of Student Affairs. A random drawing for five \$100 gift certificates was offered as an incentive. In February 2000, surveys were sent to 151,910 freshpersons and seniors at 276 participating four-year colleges and universities. Included in the national sample were 350 freshpersons and 350 seniors who were randomly selected from among UCSC's fall 1999 enrollees. Additional surveys, postcard and e-mail reminders were sent to non-respondents. Respondents had the option of completing the survey on paper or electronically via the World Wide Web.

## RESULTS

### Respondents

UCSC's response rate of 48% compared favorably to a 39% rate at other research universities and a 42% rate at all participating universities. Eighty percent of those (90% of seniors and 70% of freshpersons) completed the paper version rather than the electronic version of the survey. Among UCSC respondents, 97% were full-time students, and 57% lived on-campus. Typical of college student surveys, men tended to under respond, comprising only 35% of the UCSC sample. Sixty-six percent of UCSC respondents were White, 16% were Asian American, 13% were Hispanic, 3% were Native American and 2% African American.<sup>4</sup> The racial/ethnic composition of the UCSC sample closely reflects the racial/ethnic composition of the overall student body. Compared to the national sample, UCSC respondents were considerably more likely to be Asian American or Hispanic and to live on-campus, and less likely to be White or African American.

### Comparison to other Research I or Research II Institutions

The 276 institutions that participated in NSSE 2000 are a broad cross-section of public and private four-year colleges and universities that mirror the national profile in terms of region of the country and type of location (i.e., large city, small city, rural). In addition to sector, region, and location, participating institutions were also categorized according to the 1994 Carnegie

<sup>2</sup> See Appendix A for a list of the National Advisory Board members and Technical Advisory Panel Members.

<sup>3</sup> A copy of the survey can be found in Appendix B.

<sup>4</sup> Race/ethnicity categories are those used in the 1997 IPEDS data file.

Classification of Institutions of Higher Education. As a Research University II, UCSC was one of forty-one participating institutions classified as either a Research University I or Research University II. Respondents from the 40 other research universities then, comprised UCSC's comparison group, while respondents from all of the other 275 colleges and universities comprised the national sample.<sup>5</sup>

The Means Summary Report is an item-by-item comparison of the UCSC sample both to the comparison group and to the overall national sample.<sup>6</sup> Items on which the UCSC mean response differed significantly (at the .001 level) from the mean responses of either the comparison group or the national sample are indicated with an asterisk. The magnitude of each of the significant differences is indicated by the associated effect size. Effect sizes of less than .5 are typically considered small, while those between .5 and .8 are considered moderate, and those greater than .8 indicate large differences.

Results of the comparisons between UCSC and the research universities comparison group are summarized below. Because research universities share important features such as educational mission, student characteristics, and size, among others, they provide the most useful information about the relative quality of UCSC. Therefore, although the data allow comparisons between UCSC and the national sample, only comparisons to the other research universities are discussed.

Unless otherwise noted, differences in patterns of engagement between UCSC students and their peers at other research universities are based on statistically significant differences with relatively small effect sizes. In essence small effect sizes mean that there was considerable variability between individual students in how they responded to the survey, and only a relatively small amount of that variability is attributable to where they attended school. It should be noted that small effect sizes are normative in social scientific survey research of this kind. They should not be interpreted to mean that "average" differences between UCSC students and their peers at other institutions are negligible, but rather that despite the fact that many factors contribute to an individual student's engagement, there are some real dimensions of engagement that distinguish UCSC students from their peers. This is especially true when statistically significant differences in individual items create meaningful patterns.

A myriad of ways that students use the time and opportunities afforded by college attendance can reasonably be considered important indicators of student engagement. In order to identify meaningful patterns of engagement, differences and similarities between UCSC students and their peers in the comparison group are organized according to dimensions underlying clusters of related items.

**Academic Engagement.** Academic engagement refers to the degree to which students are involved in mastery of course material and development of academic competencies. Institutional practices that encourage academic engagement are those that emphasize a high level of academic rigor. Compared to their peers, UCSC students appear to be more academically engaged. For example, both UCSC freshpersons and seniors reported being assigned a greater number of books and readings in their courses, and first year students were assigned to write a greater

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<sup>5</sup> A list of participating institutions categorized by the 1994 classifications is presented in Appendix C.

<sup>6</sup> The Means Summary Report was prepared by NSSE and is attached in Appendix D.

number of papers than students at other research universities. In addition to greater amounts of reading and writing, the UCSC sample was far more likely than the comparison group to take open-ended essay type exams and less likely to take multiple choice type exams. Furthermore, they were more likely to report that their coursework emphasized analyzing ideas in depth, synthesizing and organizing information into new and more complex interpretations, and making judgments about the value of information for drawing sound conclusions, and less likely to emphasize rote memorization of facts.

Intellectual Engagement. The extent to which students participate in the world of ideas outside of the formal curriculum is another measure of the quality of students' educational experiences. Again, compared to students at other research institutions UCSC students appear to be more involved. Both freshpersons and seniors at UCSC were more likely to have discussed ideas from their readings and classes with faculty members outside of class. They also reported more discussion of ideas with others outside of their classes (i.e., students, family members, co-workers.) Seventy-five percent of first year students at UCSC engaged "often" or "very often" in discussion of class ideas with others, compared to only 56% of their peers. UCSC freshpersons were also significantly more likely to have had serious conversations with students of a different race or ethnicity, and with students of differing religious, political, and personal beliefs.

Academic Effort. Academic effort has been strongly linked to first-year persistence. In this survey, effort was gauged by how often students had rewritten papers, worked harder than they believed possible, or come to class unprepared. On these items, UCSC students were similar to their peer group. UCSC seniors did however, report spending more time studying, reading, writing, or preparing for class than did seniors at other research universities. The most common response among UCSC seniors (23%) was that they spent 11-15 hours per week, whereas the most common response among the comparison group (24%) was that they spent 6-10 hours.

Faculty-Student Interaction. With the exception that they were more likely to have discussed ideas with faculty outside of class, UCSC seniors interacted with faculty similarly to their peers at other research institutions. They were also equally likely to have received prompt feedback. Fifty percent indicated that faculty feedback on their work was prompt "often" or "very often," while only eight percent reported that it "never" was.

Like seniors, UCSC freshpersons had discussed ideas with faculty outside of class more often than freshpersons at other research universities, but they had talked with faculty or advisors about career plans significantly less often. Forty-seven percent of UCSC first year students had never done so, and 37% only occasionally had. And although the differences were not statistically significant, they were also somewhat less likely to have discussed grades or assignments with an instructor, or to have worked with a faculty member on research or other activities besides coursework. For example, 88% had never worked with faculty on a research project, and 9% had done so only occasionally.

Peer Interactions. These survey questions centered on cooperative learning activities among students. In general, UCSC students were similar to their peers at other research universities. However, UCSC seniors were a little less likely to work with other students on projects during class, or to make class presentations than seniors at other research universities.

Involvement in Extra-Curricular Activities. The extent to which students are engaged in recreational activities (i.e., relaxing, sports, informal socializing, fraternities/sororities, etc.), as well as the extent of their engagement in activities from outside the student role (i.e., caring for dependents, working for pay on or off campus, etc.) are also related to student outcomes. In terms of extra-curricular involvements, UCSC students were similar to their research university peers. They spent the same amount of time, relaxing, socializing, working off campus, and caring for dependents. Two exceptions were that UCSC seniors were less likely to work off campus than the comparison group seniors, and first year UCSC students were less likely to be engaged in co-curricular activities than their peers. The latter finding may be an artifact of the fact that UCSC has relatively few intercollegiate sports teams and almost no fraternal organizations.

Engagement with Information Technology. Although the relationship between information technology and educational outcomes has not been empirically established, it is difficult to imagine that knowledge of information technologies is not associated with important outcomes. Comparison of UCSC students to students at other Universities suggests that UCSC may not compare favorably. Although the frequency of e-mail use was similar, UCSC seniors were less likely to have used an electronic medium such as e-mail or list-serves to discuss or complete an assignment than their counterparts. Both UCSC seniors and freshpersons perceived that their education had contributed less to their ability to use information and computing technologies than did students at other research universities.

Practical Career Preparation. For many students and parents career preparation is an important function of a college education. As mentioned above, UCSC freshpersons were less likely to talk to a faculty member or an advisor about their career plans than were freshpersons in the comparison group. Relative to their peers, seniors at UCSC were less likely to report that their educations had contributed to the acquisition of job skills, and that they had learned to work well with others. Based on these results alone it is impossible to know if these patterns of engagement reflect the institutional practices and culture of UCSC, or if they are related to the types of students that choose to attend UCSC.

Satisfaction. Overall UCSC students were satisfied with their educational experience. Most UCSC freshpersons (82%) and seniors (86%) rated their educational experience as either “good” or “excellent.” Seniors, however, were more likely to rate their experience as “excellent” than were first year students (44% vs. 23% respectively). About 42% of seniors, and 35% of freshpersons said they “definitely” would come to UCSC if they could start over again. There is no way to determine from this data whether seniors’ greater satisfaction than freshpersons’ is attributable to greater rates of persistence among the satisfied, or to a growth of satisfaction among the persistent. There were no significant differences in satisfaction between UCSC and other research university students.

### **Comparison to National Benchmarks**

In addition to reporting item-by-item comparisons, NSSE also established a set of national benchmarks corresponding to five broad domains of effective educational practice. They are: (a) level of academic challenge, (b) active and collaborative learning, (c) student interactions with faculty members, (d) enriching educational experiences, and (e) supportive campus environment.

Forty of the 67 items from the CSR that directly measured student engagement in educationally important activities were grouped into clusters of similar items to create the benchmarks.<sup>7</sup>

UCSCs' benchmark scores were derived by aggregating students' responses to the questions comprising each of the benchmarks and transforming them into scores on 100-point scales. Scores were calculated separately for freshpersons and seniors. The relative performance of UCSC on the benchmarks can be gauged by comparing them to the aggregated scores of either the overall NSSE 2000 sample or the comparison group. Subsequent to the release of the initial item-by-item analyses but prior to the establishment of the national benchmarks, the Carnegie Classification system was revised. According to the 2000 classifications UCSC is a Doctoral/Research University-Extensive (Doctoral-Extensive), thus the appropriate comparison group is comprised of the 46 universities likewise classified.<sup>8</sup>

Table 1 presents UCSC's scores for first-year students in bold font and for seniors in regular font, along with the overall NSSE 2000 and Doctoral-Extensive scores. Standard scores indicate the distance of UCSC scores above or below the Doctoral-Extensive mean in standard deviation units, while percentile ranks indicate the percentage of Doctoral-Extensive institutions that scored at or below UCSC.

Table 1  
UCSC Benchmark Scores

Benchmark	UCSC	Doctoral-Extensive	NSSE 2000	Standard Score	Percentile Rank
<b>Level of Academic Challenge</b>	<b>53.0</b> 53.9	<b>48.8</b> 51.0	<b>50.2</b> 52.8	<b>+1.2</b> +1.3	<b>88</b> 90
<b>Active and Collaborative Learning</b>	<b>38.9</b> 46.2	<b>37.8</b> 46.3	<b>40.9</b> 49.6	<b>+0.5</b> 0.0	<b>69</b> 50
<b>Student Interactions with Faculty</b>	<b>25.1</b> 35.6	<b>27.4</b> 35.5	<b>31.2</b> 39.7	<b>-0.8</b> 0.0	<b>21</b> 50
<b>Enriching Educational Experiences</b>	<b>56.0</b> 44.4	<b>50.2</b> 43.7	<b>49.3</b> 44.1	<b>+1.2</b> +0.2	<b>88</b> 51
<b>Supportive Campus Environment</b>	<b>57.6</b> 52.6	<b>55.6</b> 50.9	<b>59.8</b> 56.4	<b>+0.4</b> +0.4	<b>66</b> 66

<sup>7</sup> The specific items from the CSR comprising each of the benchmarks are listed in Appendix E.

<sup>8</sup> The 46 Doctoral-Extensive institutions are listed in Appendix F.

Overall UCSC's highest benchmark scores were in the area of academic challenge, which represents the nature and amount of coursework, the complexity of cognitive tasks, and the standards faculty use to evaluate students. Freshpersons and seniors scored at the 88<sup>th</sup> and 90<sup>th</sup> percentiles respectively, suggesting that across the college career UCSC provides a substantially more challenging undergraduate experience than the majority of its Doctoral-Extensive peer institutions. Indeed, UCSC scores on this benchmark were above the means for all other types of institutions except for Liberal Arts Colleges, which overall evidenced the highest level of academic challenge, particularly with respect to writing. Analysis of the items contributing to this benchmark indicate that, particularly for first year students, high scores were strongly related to the challenging nature of coursework.

First year students also scored notably high (at the 88<sup>th</sup> percentile) on the enriching educational experiences benchmark, which measured involvement in a variety of learning opportunities both inside and outside the classroom that complement the goals of the academic program. A large component of this benchmark had to do with exposure to diversity (i.e., interacting with students of a different race/ethnicity or with differing political opinions, values, and beliefs, and a campus environment that encourages such contact). The relatively high frequency with which freshpersons interacted with students different than themselves accounted for their high score on this benchmark. Seniors on the other hand appear to have a more typical exposure (scoring at the 51<sup>st</sup> percentile) to such experiences.

UCSC earned its lowest benchmark scores in the area of student-faculty interactions, with seniors scoring right at the 50<sup>th</sup> percentile and first year students scoring well below the mean at just the 21<sup>st</sup> percentile. Item-by-item analysis of the questions contributing to this benchmark suggest that the especially low score for freshpersons was largely the result of how infrequently they had discussed career plans with a faculty member or an advisor. Forty-seven percent of UCSC freshpersons reported having never talked about their career plans with faculty or advisors, compared to only twenty-seven percent of freshpersons at other research universities. They were also slightly less likely to have discussed grades or assignments with an instructor, to have worked with a faculty member on a research project, or to have worked with faculty on activities other than coursework, however these differences were not statistically significant. It should be noted that across all types of institutions this benchmark score was the lowest of the five, and student-faculty contact was least frequent at doctorate-granting institutions.

In the domain of active and collaborative learning, UCSC students were fairly similar to students at other Doctoral-Extensive universities, scoring at or slightly above the mean. Overall however, doctorate-granting institutions scored the lowest on this benchmark, despite the fact that these larger schools may be the very institutions where active and collaborative learning approaches are most needed to compensate for the anonymity and passivity that can characterize large and impersonal learning environments.

Across all types of institutions the highest of the five benchmark scores was for supportive campus environment. Most students, including those at UCSC, rated their schools as supportive and responsive. While slightly above the mean, UCSC's scores at the 66<sup>th</sup> percentile were within the typical range of Doctoral-Extensive scores.

## DISCUSSION

The most encouraging finding of this survey is that in comparison to similar institutions UCSC provides an academically challenging undergraduate education. UCSC students were assigned more reading, and first year students did more writing than is typical at other research universities. Coursework emphasized critical thinking and in-depth analysis, and students here were more likely to discuss ideas from their courses with faculty and others outside of class. The University of California Santa Cruz was founded on a mission to provide a liberal arts type education at a public university. That legacy is apparent in the results of this survey. As the campus begins a period of mandated growth, particularly in graduate education, it is imperative that undergraduate students continue to be engaged in an academically challenging curriculum if UCSC is to sustain its “uncommon commitment to undergraduate education.”

In addition to being highly engaged in their academic programs, UCSC freshpersons also reported that the climate on campus encourages frequent contact among students from different economic, social, and racial or ethnic backgrounds. They were considerably more likely than their counterparts at other institutions to have had serious conversations with students of a different race/ethnicity or of differing beliefs, values, or religions. It appears that there is something about the first year experience at UCSC that encourages the kind of exposure to diversity that enriches the educational experience. It seems likely that the difference between freshpersons and seniors in this area is related to the first year college core courses. It may also be that living on-campus contributed to first year students’ exposure to diversity.

Perhaps the most disappointing finding of this study is that during their first year at UCSC students engaged with faculty less than they might. This is particularly true with respect to discussing career plans, but is somewhat true of other types of interactions as well. It appears that career preparation may not be a strong feature of a UCSC education. Both first year students and seniors felt that they gained fewer computing and information technology skills, and seniors felt they had obtained fewer job or career skills than students at other research universities. These differences may reflect the inclinations of UCSC students, or they may indicate an institutional tendency to place less priority on these areas.

UCSC is participating in the NSSE again in 2001. The CSR was distributed to new classes of freshpersons and seniors in February of this year. If similar patterns of student engagement emerge we can have greater confidence that the results provide meaningful information about the nature of the undergraduate educational experience at UCSC. It is hoped that these findings will be used to inform campus-wide discussions of educational effectiveness, to identify strengths and weaknesses of the UCSC undergraduate curriculum, and to develop strategic plans for addressing weaknesses and enhancing strengths.

**APPENDIX A**  
**National Advisory Board and Technical Advisory Panel Members**

**NSSE National Advisory Board**

Alexander Astin, Allan M. Carter Professor and Director

Higher Education Research Institute  
University of California Los Angeles

Douglas Bennett, President  
Earlham College

Derek Bok, University Professor  
Kennedy School of Government  
Harvard University

Molly Broad, President  
University of North Carolina

Russell Edgerton (Chair), Director  
The Pew Forum on Undergraduate Learning

Thomas Ehrlich (Vice Chair), Senior Scholar  
The Carnegie Foundation for the Advancement of Teaching

Peter Ewell, Senior Associate  
National Center for Higher Education Management Systems

Alex Gonzalez, President  
California State University-San Marcos

Kay McClenney, Vice President  
Education Commission of the States

Michael Nettles, Professor of Education  
University of Michigan

Bill Tyson, President  
Morrison and Tyson

Deborah Wadsworth, President  
Public Agenda

George Walker, Vice President and Dean of Graduate Studies  
Indiana University, Bloomington

Robert Zemsky, Director  
Research on Higher Education  
University of Pennsylvania

University of California, Santa Cruz

## APPENDIX A

### **NSSE Technical Advisory Panel**

Trudy Banta, Vice Chancellor for Institutional Improvement and Planning  
Indiana University Purdue University Indianapolis

Gary Barnes, Vice President  
Program Assessment and Public Service  
University of North Carolina

Peter Ewell (Chair), Senior Associate  
National Center for Higher Education Management Systems

John Gardner, Executive Director and Professor of Educational Leadership  
Policy Center on the First Year of College  
Brevard College

Sylvia Hurtado  
Associate Professor of Higher Education  
University of Michigan

Alex McCormick, Senior Scholar  
The Carnegie Foundation for the Advancement of Teaching

Deborah Teeter, Director of Institutional Research and Planning  
University of Kansas

Patrick Terenzini, Professor of Higher Education and Senior Scientist  
Pennsylvania State University

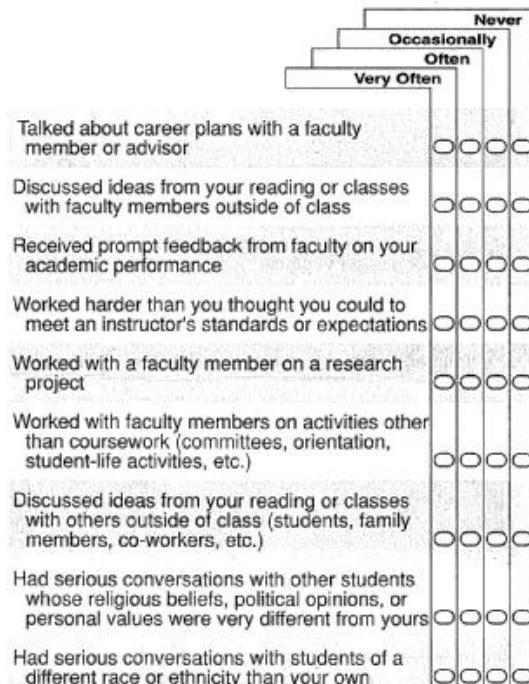
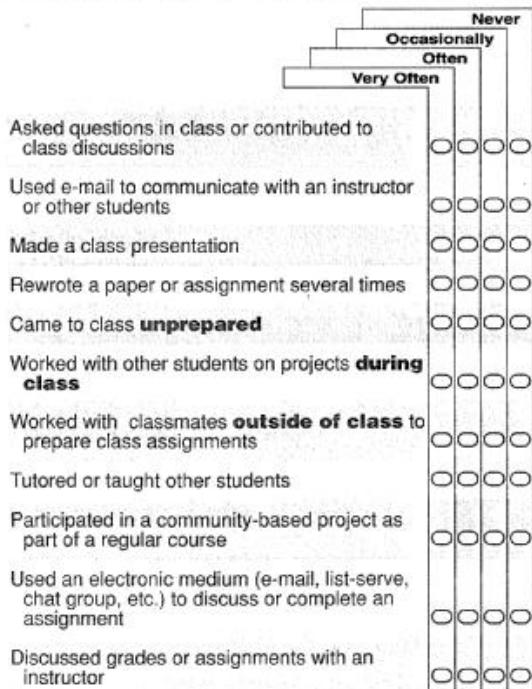
## APPENDIX B

# The College Student Report

**Who knows more than you do about the quality of your education? But it's usually administrators, faculty members, and others that make the big decisions about your college. Missing is the student voice -- information from people like you about what actually happens inside and outside the classroom and what you think about it.** *The College Student Report* takes only about 15 minutes to complete. It's part of a national effort to improve college quality. What you and other students say will also be used to help your school get better. After completing *The Report*, please put it in the enclosed postage-paid envelope and deposit in any U.S. Postal Service mailbox. If you have any questions about the survey, please e-mail [help@collegereport.org](mailto:help@collegereport.org) or call 1-800-676-0390. Thank you!

## COLLEGE ACTIVITIES

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



## APPENDIX B

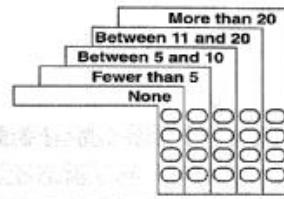
**DIRECTIONS:** During this current school year, about how much reading and writing did you do?

Number of assigned textbooks, books, or book-length packs of course readings

Number of books read on your own (not assigned)

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

Number of written papers or reports of **fewer than 20 pages**



Mark the oval that best represents the nature of the examinations you have taken this year at this institution:

Mostly multiple-choice  
or short-answer

Mostly essay or  
open-ended problems

During the current school year, to what extent has your coursework emphasized the following mental activities?

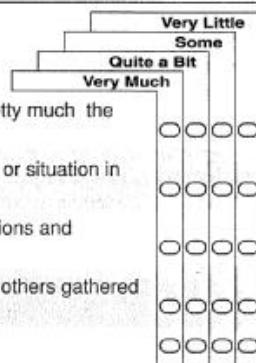
Memorizing facts, ideas or methods from your courses and readings so you can repeat them in pretty much the same form

Analyzing the basic elements of an idea, experience or theory such as examining a particular case or situation in depth and considering its components

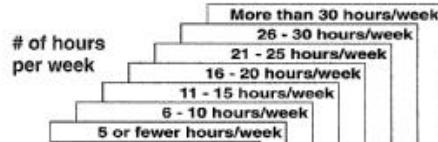
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships

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

Applying theories or concepts to practical problems or in new situations



During the current school year, about how many hours do you spend in a typical week doing each of the following?



Preparing for class (studying, reading, writing, rehearsing, and other activities related to your academic program)

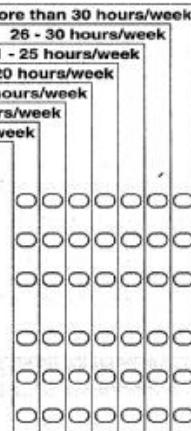
Working for pay on campus

Working for pay off campus

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

Relaxing and socializing (watching TV, partying, exercising, playing games, etc.)

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



In thinking about your undergraduate program as a whole (including your major or expected major), which of the following have you **done** or **plan to do** before you graduate from this institution? Fill in the oval that best describes your situation.

Practicum, internship, field experience, co-op experience, or clinical assignment

Community service or volunteer work

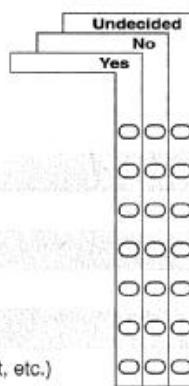
Interdisciplinary coursework

Foreign language coursework

Study abroad

Independent study or self-designed major

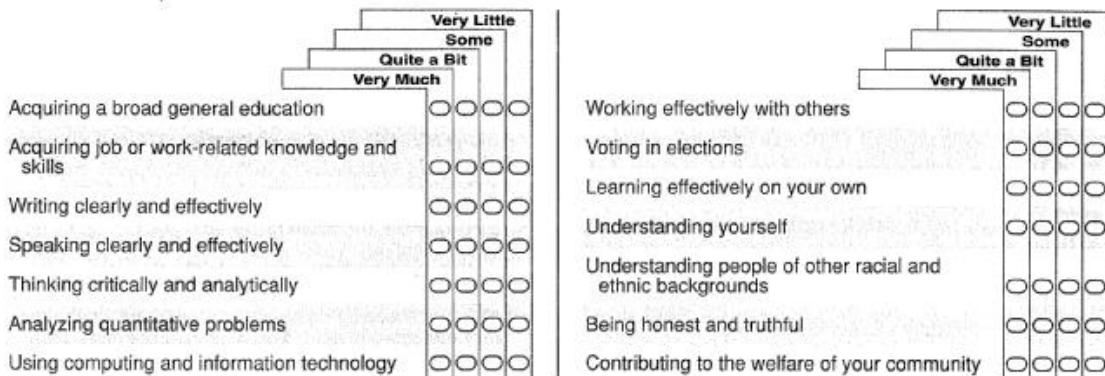
Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)



## APPENDIX B

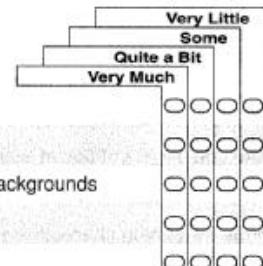
**EDUCATIONAL AND PERSONAL GROWTH**

To what extent has your college education contributed to your knowledge, skills, and personal development in the following areas?

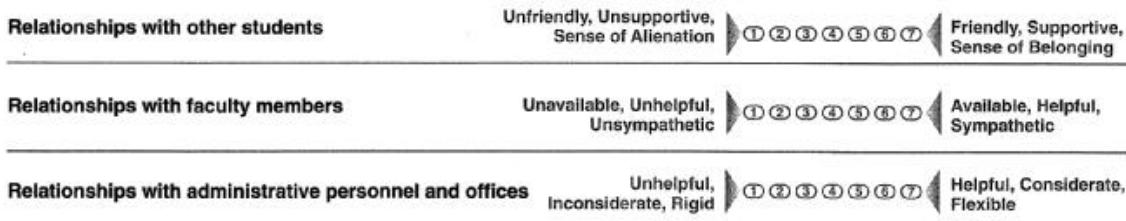
**OPINIONS ABOUT YOUR SCHOOL**

Thinking about your experience at this institution during the current school year, to what extent does your college emphasize each of the following?

- Spending significant amounts of time studying and on academic work
- Providing the support you need to help you succeed academically.
- Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- Helping you cope with your non-academic responsibilities (work, family, etc.)
- Providing the support you need to thrive socially.



Again, thinking about your experience at this institution this year, fill in the oval that best represents the quality of the relationships among people that are typical at this college.



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

## APPENDIX B

## BACKGROUND INFORMATION

**Age**

- 19 or younger       24 - 29       40 - 55  
 20 - 23       30 - 39       Over 55

**Sex**

- Male       Female

**What is your racial or ethnic identification?  
(Fill in all that apply)**

- American Indian or other Native American  
 Asian or Pacific Islander  
 Black or African American  
 White  
 Mexican American  
 Puerto Rican  
 Other Hispanic  
 Other: What? ↗

**What is your current classification in college?**

- Freshman/first-year       Senior  
 Sophomore       Unclassified  
 Junior

**Which of the following types of schools have you attended since high school **excluding** the one you are attending now? (Fill in all that apply)**

- Vocational-technical school  
 Community college  
 4-year college other than this one  
 None  
 Other: What? ↗

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

- Started here       Started elsewhere

**How would you characterize your enrollment during the current academic term?**

- Full-time       About half-time (about 2 courses/term)  
 Almost full-time (3-4 courses/term)       Less than half-time (less than 2 courses/term)

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

- Yes       No

**Which of the following best describes where you are living this year 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

**With whom are you living while attending college this year? (Fill in all that apply)**

- No one, I live alone  
 With one or more roommates who are students attending this college  
 With family members (parents, spouse, children, other relatives)  
 With others not attending this college

**Which of these fields best describes your major, or your expected major? You may indicate more than one if applicable.**

- Agriculture  
 Biological/life sciences (biology, biochemistry, botany, zoology, etc.)  
 Business (accounting, business administration, marketing, management, etc.)  
 Communication (speech, journalism, television/radio, etc.)  
 Computer and information sciences  
 Education  
 Engineering  
 Ethnic, cultural studies, and area studies  
 Foreign languages and literature (French, Spanish, etc.)  
 Health-related fields (nursing, physical therapy, health technology, etc.)  
 Humanities (English, literature, philosophy, religion, etc.)  
 Liberal/general studies  
 Mathematics  
 Multi/interdisciplinary studies (international relations, ecology, environmental studies, etc.)  
 Parks, recreation, leisure studies, sports management  
 Physical sciences (physics, chemistry, astronomy, earth science, etc.)  
 Public administration (city management, law enforcement, etc.)  
 Social sciences (anthropology, economics, history, political science, psychology, sociology, etc.)  
 Visual and performing arts (art, music, theater, etc.)  
 Undecided  
 Other: What? ↗

## CONSORTIUM QUESTIONS

- |              |               |               |
|--------------|---------------|---------------|
| 1. A B C D E | 8. A B C D E  | 15. A B C D E |
| 2. A B C D E | 9. A B C D E  | 16. A B C D E |
| 3. A B C D E | 10. A B C D E | 17. A B C D E |
| 4. A B C D E | 11. A B C D E | 18. A B C D E |
| 5. A B C D E | 12. A B C D E | 19. A B C D E |
| 6. A B C D E | 13. A B C D E | 20. A B C D E |
| 7. A B C D E | 14. A B C D E |               |

## Student ID#, If Requested

0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

## THANK YOU FOR SHARING YOUR VIEWS!

Please put the questionnaire in the enclosed postage-paid envelope and deposit in any U.S. Postal Service mailbox.

This study is supported by a grant from The Pew Charitable Trusts. Questions about the project should be directed to the National Survey of Student Engagement, Indiana University, Ashton Aley Hall, 1913 East Seventh Street, Bloomington, IN 47405 or nsse@indiana.edu or www.indiana.edu/~nsse. Copyright pending.

PLEASE DO NOT WRITE IN THIS AREA



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**APPENDIX C****NSSE 2000 Participating Institutions Categorized by the 1994 Carnegie Classification of Institutions of Higher Education****Carnegie Classification 1994: Research University I**

Georgia Institute of Technology  
Indiana University, Bloomington  
Iowa State University  
Michigan State University  
New Mexico State University  
Northwestern University  
Ohio State University  
Oregon State University  
Pennsylvania State University  
State University of New York at Buffalo  
State University of New York at Stony Brook  
Temple University  
University of Alabama at Birmingham  
University of Colorado at Boulder  
University of Florida  
University of Hawaii at Manoa  
University of Iowa  
University of Maryland, College Park  
University of Massachusetts, Amherst  
University of Michigan, Ann Arbor  
University of Missouri, Columbia  
University of New Mexico  
University of Pittsburgh  
University of Texas at Austin  
University of Utah  
University of Virginia  
Virginia Commonwealth University  
West Virginia University

**Carnegie Classification 1994: Research University II**

Brigham Young University  
Kent State University  
Ohio University  
Oklahoma State University  
Rice University  
Syracuse University  
Tulane University  
University of Arkansas  
University of California, Santa Cruz  
University of Idaho  
University of Mississippi  
University of Wyoming  
Washington State University

## APPENDIX C

**Carnegie Classification 1994: Doctoral Universities I**

Adelphi University  
American University  
Bowling Green State University  
Catholic University of America  
Drexel University  
Loyola University, Chicago  
Miami University  
Northern Illinois University  
Polytechnic University  
University of Missouri, Kansas City  
University of Texas at Dallas

**Carnegie Classification 1994: Doctoral Universities II**

Clark University  
George Mason University  
Indiana University Purdue University Indianapolis  
North Dakota State University  
Pepperdine University  
Seton Hall University  
State University of New York College of Environmental Science and Forestry  
University of Maryland, Baltimore  
University of Massachusetts, Lowell  
University of Missouri, St. Louis  
University of Montana  
University of North Dakota  
University of South Dakota

**Carnegie Classification 1994: Master's Universities and Colleges I**

Abilene Christian University  
Adams State College  
Alaska Pacific University  
Appalachian State University  
Aurora University  
Austin Peay State University  
Baruch College of the City University of New York  
Boise State University  
Brenau University  
Brooklyn College of the City University of New York  
Butler University  
California State University, Bakersfield  
California State University, Los Angeles  
California State University, San Bernardino  
California State University, San Marcos  
Cansius College  
City College of the City University of New York  
College of Charleston  
College of New Jersey  
College of St. Scholastica  
College of Staten Island of the City University New York  
Dominican University  
Drake University  
Eastern Kentucky University  
Edgewood College

University of California, Santa Cruz

## APPENDIX C

**Carnegie Classification 1994: Master's Universities and Colleges I (cont.)**

Elmira College  
Framingham State College  
Georgia College & State University  
Georgia Southwestern State University  
Hunter College of the City University of New York  
Indiana University Northwest  
Indiana University Southeast  
Indiana Wesleyan University  
Kean University  
La Salle University  
Lehman College of the City University of New York  
Lewis University  
Loyola College, Maryland  
Loyola University, New Orleans  
Madonna University  
Marshall University  
Marywood University  
Meredith College  
Monmouth University  
Montclair State University  
Moorhead State University, Minnesota  
Morehead State University, Kentucky  
Northeastern Illinois University  
Northern Michigan University  
Northwestern State University of Louisiana  
Norwich University  
Olivet Nazarene University  
Our Lady of the Lake University  
Pacific Lutheran University  
Queens College of the City University of New York  
Radford University  
Rockhurst University  
Sacred Heart University  
Saint Francis College  
Saint Michael's College  
Saint Xavier University  
Salisbury State University  
Samford University  
Santa Clara University  
Seattle Pacific University  
Slippery Rock University  
South Dakota State University  
Southern Illinois University, Edwardsville  
Southwest Texas State University  
Suffolk University  
Towson University  
Truman State University  
University of Central Arkansas  
University of Dubuque  
University of Massachusetts, Boston  
University of Massachusetts, Dartmouth  
University of Minnesota Duluth  
University of North Carolina, Wilmington  
  
University of California, Santa Cruz

## APPENDIX C

**Carnegie Classification 1994: Master's Universities and Colleges I (cont.)**

University of Richmond  
University of Texas at Brownsville  
University of Texas at El Paso  
University of Texas at San Antonio  
University of Texas at Tyler  
University of Texas of the Permian Basin  
University of Texas-Pan American  
University of Wisconsin, La Crosse  
University of Wisconsin, Stout  
Villanova University  
William Carey College  
William Paterson University of New Jersey

**Carnegie Classification 1994: Master's Universities and Colleges II**

Baker University  
California State University, Monterey Bay  
College of Notre Dame of Maryland  
College of St. Catherine  
Eastern College  
Elon College  
Indiana University, Kokomo  
Longwood College  
MidAmerica Nazarene University  
North Central College  
Pfeiffer University  
Point Loma Nazarene University  
Southern Arkansas University  
St. Edward's University  
University of Maryland, Eastern Shore  
University of Southern Indiana  
University of Wisconsin, Green Bay  
Weber State University

**Carnegie Classification 1994: Baccalaureate Colleges I**

Antioch College  
Beloit College  
Bucknell University  
Centre College  
Colgate University  
College of Wooster  
Connecticut College  
Denison University  
DePauw University  
Earlham College  
Eckerd College  
Franklin & Marshall College  
Gordon College  
Goucher College  
Gustavus Adolphus College  
Hampden-Sydney College  
Hastings College  
Houghton College

## APPENDIX C

**Carnegie Classification 1994: Baccalaureate Colleges I (cont.)**

Judson College (AL)  
Juniata College  
Lafayette College  
Lake Forest College  
Lawrence University  
Macalester College  
Nebraska Wesleyan University  
Occidental College  
Ohio Wesleyan University  
Presbyterian College of South Carolina  
Randolph-Macon Woman's College  
Richard Stockton College of New Jersey  
Salem College  
Spelman College  
St. Lawrence University  
Sweet Briar College  
University of North Carolina, Asheville  
University of Puget Sound  
University of the South  
Ursinus College  
Virginia Wesleyan College  
Wabash College  
Wartburg College  
Wesleyan College of Georgia  
William Jewell College

**Carnegie Classification 1994: Baccalaureate Colleges II**

Albertson College of Idaho  
Alvernia College  
Asbury College  
Augustana College  
Barton College  
Bloomfield College  
Carroll College  
Cedar Crest College  
Cedarville College  
Columbia College of South Carolina  
Columbia College of Chicago  
Concordia University  
Covenant College  
Davis & Elkins College  
Elmhurst College  
Evergreen State College  
Franklin Pierce College  
Graceland College  
Greenville College  
Grove City College  
Holy Family College  
Howard Payne University  
Indiana University East  
John Brown University  
Judson College of Illinois  
Lee University

## APPENDIX C

**Carnegie Classification 1994: Baccalaureate Colleges II (cont.)**

Lees-McRae College  
Marymount College  
Marymount Manhattan College  
Medgar Evers College of the City University of New York  
Millikin University  
Mount Mary College  
Northland College  
Ohio State University at Mansfield  
Ramapo College of New Jersey  
Regis College  
Roanoke College  
Saint Vincent College  
Stillman College  
Susquehanna University  
Texas Lutheran University  
Trinity Christian College  
Unity College  
University of Maine at Farmington  
University of the Ozarks  
Ursuline College  
Waynesburg College  
West Virginia University Institute of Technology  
Wilmington College  
York College of Pennsylvania  
York College of the City University of New York

## APPENDIX D

**National Survey of Student Engagement**  
 Means Summary Report  
**University of California, Santa Cruz**

Variable	Var. Name	Class	Mean	Research I & II		National	
				UCSC	Sig <sup>a</sup>	Effect Size	Mean
Discussed ideas from your reading or classes with faculty members outside of class	FACIDEAS	1st Yr. Senior	1.78 2.10	1.59 1.87	*	0.27 0.29	1.71 1.98
Talked about career plans with a faculty member or advisor	FACPLANS	1st Yr. Senior	1.74 2.17	1.98 2.23	*	-0.32	2.09 2.38
Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)	FACOTHER	1st Yr. Senior	1.22 1.49	1.28 1.55			1.40 1.66
Worked with a faculty member on a research project	FACRESCH	1st Yr. Senior	1.16 1.59	1.21 1.56			1.28 1.58
Received prompt feedback from faculty on your academic performance	FACFEED	1st Yr. Senior	2.38 2.53	2.38 2.56			2.49 2.71
Discussed grades or assignments with an instructor	FACGRADE	1st Yr. Senior	2.26 2.49	2.37 2.58			2.47 2.63
Asked questions or contributed to class discussions	CLQUSI	1st Yr. Senior	2.55 2.97	2.54 2.82			2.75 3.05
<b>COLLEGE ACTIVITIES: Academic, Intellectual, and Social Experiences</b>							
Had serious conversations with other students whose religious beliefs, political opinions, or personal values were very different from yours	DIFFSTUD	1st Yr. Senior	2.80 2.58	2.54 2.52	*	0.26	2.51 2.49
Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	1st Yr. Senior	2.99 2.82	2.61 2.60	*	0.38	2.53 2.52
Discussed ideas from reading or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS	1st Yr. Senior	3.02 3.22	2.68 2.82	*	0.39 0.47	2.74 2.88

<sup>a</sup>T-test: institution vs. comparison group means (without your institution's data); 2-tailed, p<0.001.<sup>b</sup>T-test: institution and national means (without your institution's data); 2-tailed, p<0.001.

## APPENDIX D

**National Survey of Student Engagement**  
**Means Summary Report**  
**University of California, Santa Cruz**

	Variable	COLLEGE ACTIVITIES: Academic, Intellectual, and Social Experiences	UCSC		Research I & II		National	
			Var. Name	Class	Mean	Sig <sup>a</sup>	Effect Size	Mean
<i>1=never, 2=occasionally, 3=sometimes, 4=very often</i>								
Peer Cooperation			CLASSGRP	1st Yr.	2.29	2.38		2.42
Worked with other students on projects during class		Senior	2.13	2.44	*	-0.36	2.49	*
Made a class presentation	CLPRESEN	1st Yr. Senior	1.92 2.23	1.94 2.56	*	-0.39	2.14 2.76	*
Worked with classmates outside of class to prepare class assignments	OCCGRP	1st Yr. Senior	2.39 2.64	2.36 2.79			2.39 2.71	
Participated in a community-based project as part of a regular course	COMMPROJ	1st Yr. Senior	1.37 1.50	1.27 1.48			1.35 1.57	
Tutored or taught other students	TUTOR	1st Yr. Senior	1.66 1.95	1.71 1.86			1.68 1.88	
<b>Academic Information Technology</b>								
Used e-mail to communicate with an instructor or other students	EMAIL	1st Yr. Senior	2.76 3.10	2.87 3.07			2.75 2.83	
Used an electronic medium (e-mail, list-serve, chat group, etc.) to discuss or complete an assignment	ITACADEM	1st Yr. Senior	2.17 1.96	2.31 2.45	*	-0.48	2.15 2.23	
<b>Academic Effort</b>								
Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	1st Yr. Senior	2.28 2.48	2.47 2.52			2.58 2.65	*
Rewrote a paper or assignment several times	REWRPAP	1st Yr. Senior	2.35 2.08	2.33 2.03			2.39 2.07	
Came to class unprepared	CLUNPREP	1st Yr. Senior	1.80 1.99	1.81 1.98			1.72 1.84	

<sup>a</sup> T-tests: institution vs. comparison group means (without your institution's data); 2-tailed, p<0.001.<sup>b</sup> T-tests: institution and national means (without your institution's data), 2-tailed, p<0.01.

## APPENDIX D

**National Survey of Student Engagement**  
**Means Summary Report**  
**University of California, Santa Cruz**

	Variable	Var. Name	Class	Mean	UCSC		Research I & II		Mean	Sig <sup>b</sup>	National Effect Size							
					Mean	Sig <sup>a</sup>	Effect Size	Mean										
<b>COLLEGE ACTIVITIES: Academic, Intellectual, and Social Experiences</b>																		
<i>1=none, 2=fewer than 5, 3=between 5 and 10, 4=between 11 and 20, 5=more than 20</i>																		
<b>Reading and Writing</b>																		
Number of assigned textbooks, books, or book-length packs of course readings	READASGN	1st Yr. Senior	3.90 3.79	3.54 3.40	*	0.41		3.55	*	0.39								
Number of books read on your own (not assigned)	READOWN	1st Yr. Senior	1.97 2.31	1.98 2.19	*	0.40		3.40	*	0.39								
Number of written papers or reports of 20 pages or more	WRITEMOR	1st Yr. Senior	1.20 1.55	1.20 1.63				2.03		2.21								
Number of written papers or reports of fewer than 20 pages	WRITEFEW	1st Yr. Senior	3.88 3.28	3.44 3.31	*	0.44		1.23 1.67		3.58 3.34	*							
<b>Character of Mental Learning Processes</b>																		
Memorizing facts, ideas or methods from your courses and reading so you can repeat them in pretty much the same form	MEMORIZE	1st Yr. Senior	2.57 2.26	2.90 2.63	*	-0.37 -0.38		2.81 2.57	*	2.57	*							
Analyzing the basic elements of an idea, experience or theory such as examining a particular case or situation in depth and considering its components	ANALYZE	1st Yr. Senior	3.19 3.27	2.89 3.07	*	0.36		2.93 3.09	*	0.31								
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	SYNTHEZ	1st Yr. Senior	2.78 3.12	2.54 2.75	*	0.27 0.40		2.61 2.82	*	0.34								
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	EVALUATE	1st Yr. Senior						2.53 2.69										
Applying theories or concepts to practical problems or in new situations	APPLYING	1st Yr. Senior	2.89 3.03	2.79 2.97				2.79 3.01										

<sup>a</sup>T-tests: institution vs. comparison group means (without your institution's data); 2-tailed, p<0.001.<sup>b</sup>T-tests: institution and national means (without your institution's data), 2-tailed, p<0.01.

## APPENDIX D

**National Survey of Student Engagement**  
**Means Summary Report**  
**University of California, Santa Cruz**

	Variable	Var. Name	Class	Mean	UCSC		Research I & II		National	
					Sig <sup>a</sup>	Effect Size	Mean	Sig <sup>b</sup>	Effect Size	
<b>COLLEGE ACTIVITIES: Academic, Intellectual, and Social Experiences</b>										
<b>Nature of Exams</b>										
Nature of the examinations taken this year at this institution	EXAMS	1st Yr. Senior	4.45 5.19	3.30 4.26	*	0.77	3.78	*	0.44	
<b>Weekly Activities (Related to College Engagement)</b>										
Preparing for class (studying, reading, writing, lab work, rehearsing, etc. related to your academic program)	ACADPREP	1st Yr. Senior	3.48 4.01	3.44 3.49	*	0.30	3.40	*	0.34	
Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURRIC	1st Yr. Senior	1.48 1.47	1.85 1.76	*	-0.27	1.85	*	-0.27	
Working for pay on campus	WORKON	1st Yr. Senior	1.33 1.39	1.40 1.80	*	-0.29	1.44	1.77		
Working for pay off campus	WORKOFF	1st Yr. Senior	1.35 2.51	1.63 2.64			1.65	1.44		
Relaxing and socializing (watching TV, partying, exercising, playing games, etc.)	SOCIAL	1st Yr. Senior	3.40 3.10	3.48 3.10			2.06	*	-0.39	
Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDEPD	1st Yr. Senior	1.07 1.54	1.20 1.71			1.43	*	-0.28	
							2.04			

**Other Educational Experiences**

Note: The response type of the items in this section of *The College Student Report* is categorical. Refer to frequency data for comparative results.

<sup>a</sup>T-tests institution vs. comparison group means (without your institution's data); 2-tailed, p<0.001.

<sup>b</sup>T-tests institution and national means (without your institution's data); 2-tailed, p<0.001.

## APPENDIX D

**National Survey of Student Engagement**  
**Means Summary Report**  
**University of California, Santa Cruz**

EDUCATIONAL AND PERSONAL GROWTH	Variable	Var. Name	Class	Mean	Research I & II			National		
					UCSC	Mean	Sig <sup>a</sup>	Effect Size	Mean	Sig <sup>b</sup>
<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>										
<b>Personal and Social Development</b>										
Being honest and truthful	GNTRUTH	1st Yr.	2.56	2.68					2.77	
		Senior	2.56	2.69					2.78	
Understanding yourself	GNSELF	1st Yr.	2.92	2.85					2.87	
		Senior	3.03	2.98					3.02	
Understanding people of other racial and ethnic backgrounds	GNDIVERS	1st Yr.	2.74	2.52					2.57	
		Senior	2.57	2.65					2.66	
Contributing to the welfare of your community	GNCOMMUN	1st Yr.	2.21	2.11					2.21	
		Senior	2.35	2.29					2.41	
Voting in elections	GNCHIZN	1st Yr.	1.82	1.63					1.65	
		Senior	1.92	1.64	*	0.32			1.72	
Learning effectively on your own	GNINQ	1st Yr.	2.93	3.00					2.95	
		Senior	3.05	3.09					3.12	
Working effectively with others	GNOTHERS	1st Yr.	2.58	2.71					2.83	*
		Senior	2.79	3.04	*	-0.29			3.11	*
<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>										
<b>General Education Gains</b>										
Writing clearly and effectively	GNWRITE	1st Yr.	2.97	2.70	*	0.31			2.88	
		Senior	3.18	2.95					3.09	
Speaking clearly and effectively	GNSPEAK	1st Yr.	2.39	2.39					2.60	
		Senior	2.82	2.79					2.98	
Thinking critically and analytically	GNANALY	1st Yr.	3.10	2.99					3.05	
		Senior	3.42	3.27					3.32	
Acquiring a broad general education	GNGENLED	1st Yr.	3.06	3.04					3.11	
		Senior	3.25	3.22					3.33	

<sup>a</sup>T-tests: institution vs. comparison group means (without your institution's data); 2-tailed, p<0.001.

<sup>b</sup>T-tests: institution and national means (without your institution's data); 2-tailed, p<0.001.

## APPENDIX D

**National Survey of Student Engagement**  
**Means Summary Report**  
**University of California, Santa Cruz**

	Variable	Var. Name	Class	Mean	UCSC		Research I & II		National	
					Mean	Sig <sup>a</sup>	Effect Size	Mean	Sig <sup>b</sup>	Effect Size
<b>EDUCATIONAL AND PERSONAL GROWTH</b>										
Practical Career-Related Competence		GNQUANT	1st Yr. Senior	2.45 2.73	2.66 2.92	*	-0.29	2.74 2.98	*	-0.25 -0.47
Analyzing quantitative problems		GNCMFTS	1st Yr. Senior	2.49 2.54	2.77 3.06	*	-0.55	2.74 2.98	*	-0.25 -0.47
Using computing and information technology		GNWORK	1st Yr. Senior	2.23 2.53	2.38 2.95	*	-0.44	2.47 3.00	*	-0.50
Acquiring job or work-related knowledge and skills										
<b>OPINIONS ABOUT YOUR SCHOOL</b>										
Campus Emphasis										
Spending significant amounts of time studying and on academic work		ENVSCHOL	1st Yr. Senior	2.86 3.07	3.07 3.07	*	-0.26	3.14 3.13	*	-0.34
Providing the support you need to help you succeed		ENVSUPRT	1st Yr. Senior	2.78 2.68	2.86 2.61	*	0.32	2.99 2.82	*	-0.25
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds		ENVDIVRS	1st Yr. Senior	2.75 2.14	2.43 2.19	*	0.32	2.49 2.28	*	0.26
Helping you cope with your non-academic responsibilities (work, family, etc.)		ENVNACAD	1st Yr. Senior	2.07 1.72	1.96 1.72	*	0.32	2.09 1.87	*	0.26
Providing the support you need to thrive socially		ENVSOCIAL	1st Yr. Senior	2.46 1.95	2.39 2.07	*	0.32	2.38 2.11	*	0.26

<sup>a</sup>T-tests: institution vs. comparison group means (without your institution's data); 2-tailed, p<0.001.

<sup>b</sup>T-tests: institution and national means (without your institution's data); 2-tailed, p<0.001.

## APPENDIX D

**National Survey of Student Engagement**  
**Means Summary Report**  
**University of California, Santa Cruz**

OPINIONS ABOUT YOUR SCHOOL	Variable	Var. Name	Class	UCSC		Research I & II		National	
				Mean	Sig <sup>a</sup>	Effect Size	Mean	Sig <sup>b</sup>	Effect Size
<i>I=unfriendly, unsupportive, sense of alienation to 7=friendly, supportive, sense of belonging</i>									
<b>Quality of Relationships</b>									
Relationships with other students	ENVSTU	1st Yr. Senior	5.46 5.34	5.47 5.33			5.48 5.44		
Relationships with faculty members	ENVFAC	1st Yr. Senior	4.85 5.22	4.88 4.99			5.22 5.38	*	-0.29
Relationships with administrative personnel and offices	ENVADM	1st Yr. Senior	4.58 4.35	4.35 4.08			4.58 4.30		
<i>I=unhelpful, inconsiderate, rigid to 7=helpful, considerate, flexible</i>									
<b>Overall Educational Satisfaction</b>									
How would you evaluate your entire educational experience at this institution?	ENTIREXP	1st Yr. Senior	3.03 3.29	3.16 3.13			3.17 3.21		
If you could start over again, would you go to the same institution you are now attending?	SAMBCOOL	1st Yr. Senior	3.07 3.14	3.27 3.14	*	-0.26	3.18 3.11		

<sup>a</sup>T-tests: institution vs. comparison group means (without your institution's data); 2-tailed, p<0.001.

<sup>b</sup>T-tests: institution and national means (without your institution's data); 2-tailed, p<0.001.

## APPENDIX E

### **CSR Items Comprising Each of the Five Benchmarks of Effective Educational Practice**

**Level of Academic Challenge:**

- Time spent preparing for class (studying, reading, writing, rehearsing, and other activities related to your academic program).
- Number of assigned textbooks, books, or book-length packs of course readings.
- Number of written papers or reports of 20 pages or more.
- Number of written papers or reports of fewer than 20 pages.
- Coursework emphasizes: Analyzing the basic elements of an idea, experience, or theory.
- Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences.
- Coursework emphasizes: Making judgments about the value of information, arguments, or methods.
- Coursework emphasizes: Applying theories or concepts to practical problems or in new situations.
- Worked harder than you thought you could to meet an instructor's standards or expectations.
- Campus environment emphasizes spending significant amounts of time studying and on academic work.

**Active and Collaborative Learning:**

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

**Student Interactions with Faculty Members:**

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

**Enriching Educational Experiences:**

- Participating in co-curricular activities (organizations, publications, student government, sports, etc.).
- Practicum, internship, field experience, co-op experience, or clinical assignment.
- Community service or volunteer work.
- Foreign language coursework and study abroad.
- Independent study or self-designed major.
- Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.).
- Had serious conversations with students with religious beliefs, political opinions, or personal values very different from yours.
- Had serious conversations with students of a different race or ethnicity than your own.
- Used an electronic medium (e-mail, list serve, chat group, etc.) to discuss or complete an assignment.
- Campus environment encourages contact among students from different economic, social, and racial or ethnic backgrounds.

## APPENDIX E

### **Supportive Campus Environment:**

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

**APPENDIX F****NSSE 2000 Participating Institutions Categorized by the 2000 Carnegie Classification of Institutions of Higher Education as Doctoral/Research Universities-Extensive**

American University  
Brigham Young University  
Catholic University of America  
Georgia Institute of Technology  
Indiana University, Bloomington  
Iowa State University  
Kent State University  
Loyola University, Chicago  
Michigan State University  
New Mexico State University  
Northern Illinois University  
Northwestern University  
Ohio State University  
Ohio University  
Oklahoma State University  
Oregon State University  
Pennsylvania State University  
Rice University  
State University of New York at Buffalo  
State University of New York at Stony Brook  
Syracuse University  
Temple University  
Tulane University  
University of Alabama at Birmingham  
University of Arkansas  
University of California, Santa Cruz  
University of Colorado at Boulder  
University of Florida  
University of Hawaii at Manoa  
University of Idaho  
University of Iowa  
University of Maryland, College Park  
University of Massachusetts, Amherst  
University of Michigan, Ann Arbor  
University of Mississippi  
University of Missouri, Columbia  
University of New Mexico  
University of Pittsburgh  
University of Texas at Austin  
University of Utah  
University of Virginia  
University of Wyoming  
Virginia Commonwealth University  
Washington State University  
West Virginia University