

National Survey of Student Engagement (NSSE) 2001-2004 Comparison Report

Background Information on the National Survey of Student Engagement (NSSE) and Radford University Methodology

Under an initiative started by the Indiana University center for Postsecondary Research and Planning, the National Survey of Student Engagement (The College Student Report) was developed to examine senior and freshmen student engagement. The project is primarily funded by The Pew Charitable Trusts and co-sponsored by the Carnegie Foundation for the Advancement of Teaching and The Pew Forum for Undergraduate Learning. The instrument was designed to examine and measure student engagement in various academic, social, and personal activities while in the college setting.

Radford University has taken part in the NSSE since the pilot administration in 1999. This report presents a comparison of the findings from the 2001, 2002, 2003, and 2004 administrations (after the 1999 and the 2000 administration significant changes were made to the survey instrument). Radford University will be taking part in this national investigation again in the Spring of 2005.

Since inception, the NSSE has been gaining popularity among universities. In 2001, 321 four-year colleges and universities participated in the administration resulting in 71,425 freshmen and senior-level respondents. This year 473 four-year colleges and universities participated in the NSSE administration totaling 89,620 respondents.

Radford University students participate in the survey via the internet and this year the response rate was 41.0%. The tables presented in Appendix A provide information on the number of Radford University and National respondents, response rates, and basic demographics for all four administration periods.

This report compares the data obtained from the Radford University respondents in two ways. First, the responses made by participating students during each of the time periods are compared to the responses from the other three time periods. Senior and freshmen level respondents are also compared within each administration. Therefore, the comparisons for the Radford University sample are as follows:

- 2001 freshmen respondents to 2001 senior respondents,
- 2002 freshmen respondents to 2002 senior respondents,
- 2003 freshmen respondents to 2003 senior respondents,
- 2004 freshmen respondents to 2004 senior respondents,
- 2001, 2002, 2003, and 2004 comparison of freshmen respondents, and
- 2001, 2002, 2003, and 2004 comparison of senior respondents.

The second overall analysis compares the 2004 responses from Radford University to the respondents of students from both the participating Master's level institutions and the overall NSSE 2003 sample. Inter-institutional comparisons will be presented in Appendix B and results for the national comparison will be presented in Appendix C.

Finally, Appendix D contains information on experimental items completed by students participating via the internet. Frequencies of responses and mean comparison of first-year and senior level students are given.

NSSE Survey Demographics

Appendix A presents demographic information for the Radford University sample, the Master's Institution sample, and the entire 2001-2004 NSSE samples. As can be seen in Tables 1 and 2, response rates for the NSSE declined from 2001 to 2002. However, these rates rebounded during the 2003 administration and then took a slight decline in 2004 (see Tables 3 and 4 in Appendix A). The number of participating institutions and overall respondents has been steadily increasing over the years.

Tables 5a and 5b in Appendix A contain information about the respondents from all four administrations of the NSSE at Radford University. The majority of respondents are female (69% in 2004) and white (89.5% in 2004). The number of female respondents is slightly higher than that seen in the population distribution at Radford University. However, previous research has shown that women, as compared to men, are more likely to respond to surveys. Therefore, the results can be expected. In addition, the ethnic breakdowns are in-line with the overall institutional demographics.

Overall, the breakdown between senior and freshmen respondents shows that in 2004 about half of the respondents were seniors and half were freshmen. Interestingly, the number of respondents who stated that they began their college career at Radford University significantly increased in 2003 as compared to the previous two administration periods (2001, 67.2%; 2002, 61.5%; 2003, 93.4%). However, this percentage declines again in 2004 (70.5%).

Approximately 15% of the respondents during each administration reported being a member of a social fraternity or sorority. This percentage had been steadily increasing since 2001 (14.2% in 2001, 15.3% in 2002, and 16.6% in 2003), but then decreased to an all time low in 2004 (13.5%). Most students stated that their grades at Radford University have been mostly Bs or better (question was only asked during the 2002, 2003, and 2004 administrations) and most report living in the campus dorms or in other college housing (2001, 46.5%; 2002, 41.3%; 2003, 47.7%; 2004, 51%). This percentage is what would be expected since almost half of the respondents are freshmen level students.

Most students in the 2001 and 2002 administrations reported that neither of their parents had graduated from college (2001, 45.2%; 2002, 42.3%). In 2003 this item was changed to get a more accurate representation of the overall academic level of students' parents. Interestingly, this item shows that 16.7% of the respondents in 2003 and 12.5% of the respondents in 2004 reported that their father had completed a master's degree. Of the respondents in 2003 and 2004, 13.2% (2003) and 10.5% (2004) stated that their mother had completed her master's degree.

Tables 6a- 6c in Appendix A gives all the students self-reported primary and secondary majors for all four administration periods. The design of this item changed between the 2002 and 2003 administrations, now allowing students to write in their actual major. These are then recoded by NSSE to fit into a number of predetermined categories. Tables 6b and 6c presents the NSSE collapsed student majors for the 2003 and 2004 administrations.

Radford University: 2001, 2002, 2003 and 2004 Comparison

Activities Participated in by Students during the Current School Year

The first section of the National Survey for Student Engagement deals with the different engagement activities that students might have participated in during the academic year. Specifically, students were asked, “In your experience at your institution during the current school year, about how often have you done each of the following?” Table 7 in Appendix B gives the mean scores for student responses during all four administration periods (4 = Very often to 1 = Never). T-tests were performed three different ways:

- To compare First-Year to Senior respondents in 2001
- To compare First-Year to Senior respondents in 2002
- To compare First-Year to Senior respondents in 2003.
- To compare First-Year to Senior respondents in 2004

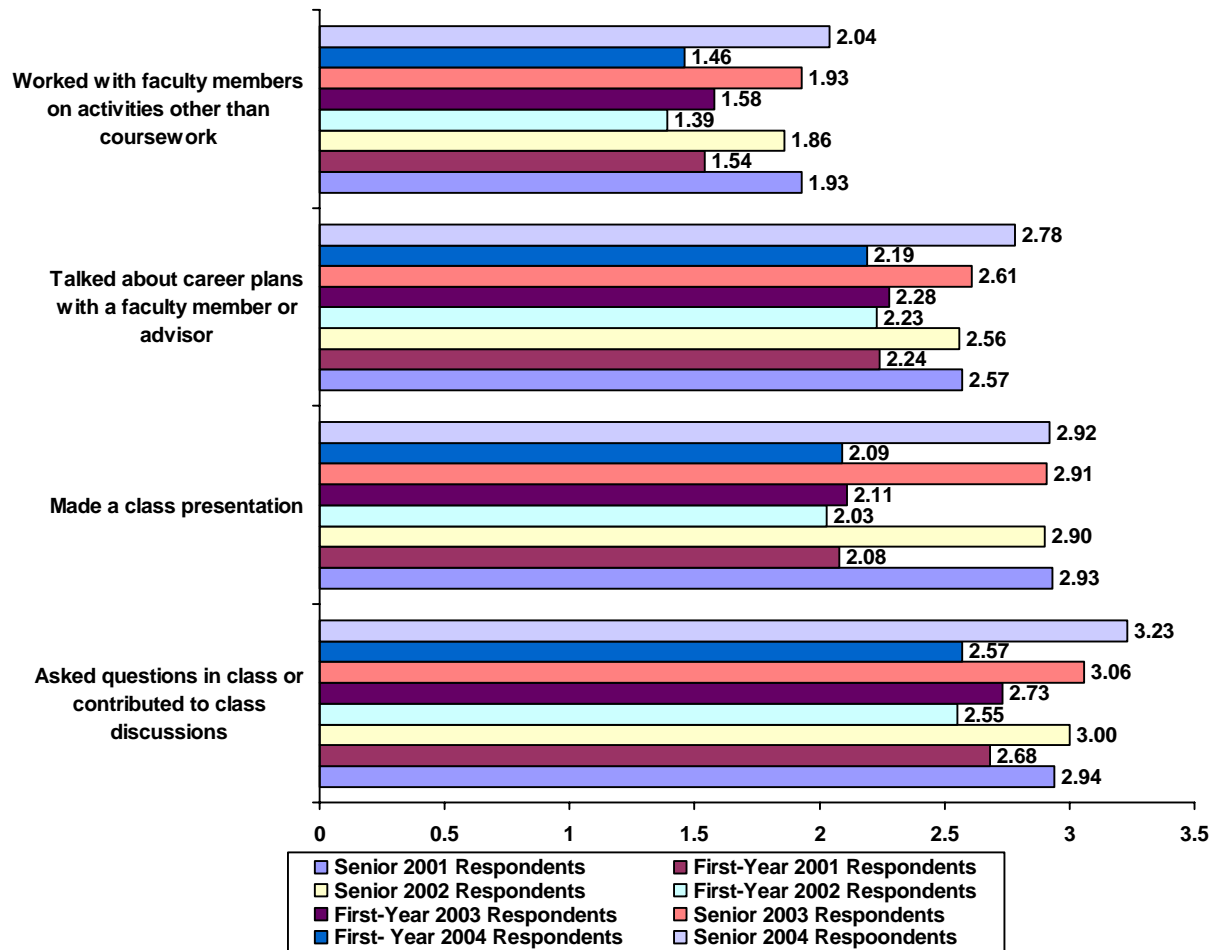
In addition, two one-way ANOVAs were conducted:

- To compare First-Year 2001 respondents, First-Year 2002 respondents, First-Year 2003 respondents, and First-Year 2004 respondents.
- To compare Senior 2001 respondents, Senior 2002 respondents, Senior 2003 respondents, and Senior 2004 respondents.

All the significant findings for these items are presented in Table 7. Most notably, senior level students are often significantly more likely to have participated in a number of engagement activities. This is seen during all four administration periods. For the following items significant differences were found between the first-year student responses and the senior student responses during each administration time period (with seniors being more likely to participate in the activity):

- Asked questions in class or contributed to class discussions
- Made a class presentation
- Worked on a paper or project that required integrating ideas or information from various sources
- Worked with classmates outside of class to prepare class assignments
- Participated in a community-based project as part of a regular course
- Talked about career plans with a faculty member or advisor
- Received prompt feedback from faculty on your academic performance (written or oral)
- Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)

The graph below presents a pictorial representation of the mean scores for some of the above items.



In addition, for four items in this survey section, the responses of senior-level students have significantly changed over the four administration periods.

- For the item, “used email to communicate with an instructor”, senior-level respondents from the 2004 administration reported doing this activity significantly more often than senior-level respondents in the 2001 or 2002 administrations.
- For the item, “talked about career plans with a faculty member or advisor,” senior-level respondents from the 2004 administration reported doing this activity significantly more often than senior-level respondents in the 2001 or 2002 administrations.
- For the item, “discussed ideas from your readings or classes with faculty members outside of class,” senior-level respondents from the 2004 administration reported doing this activity significantly more often than senior-level respondents in the 2001 or 2003 administrations.

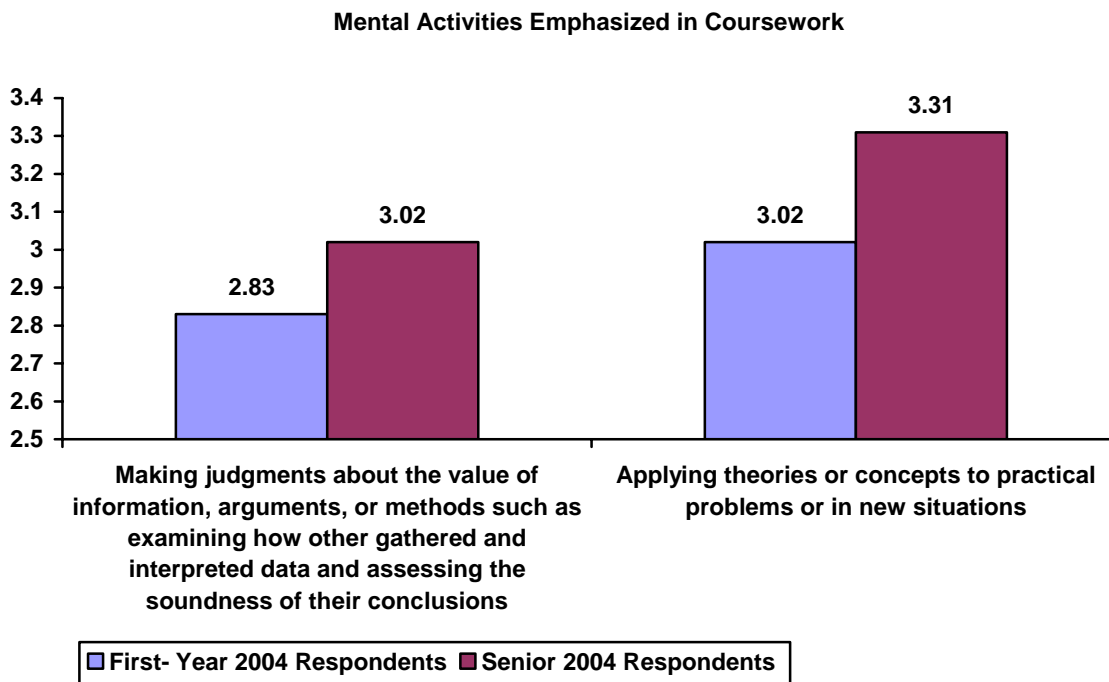
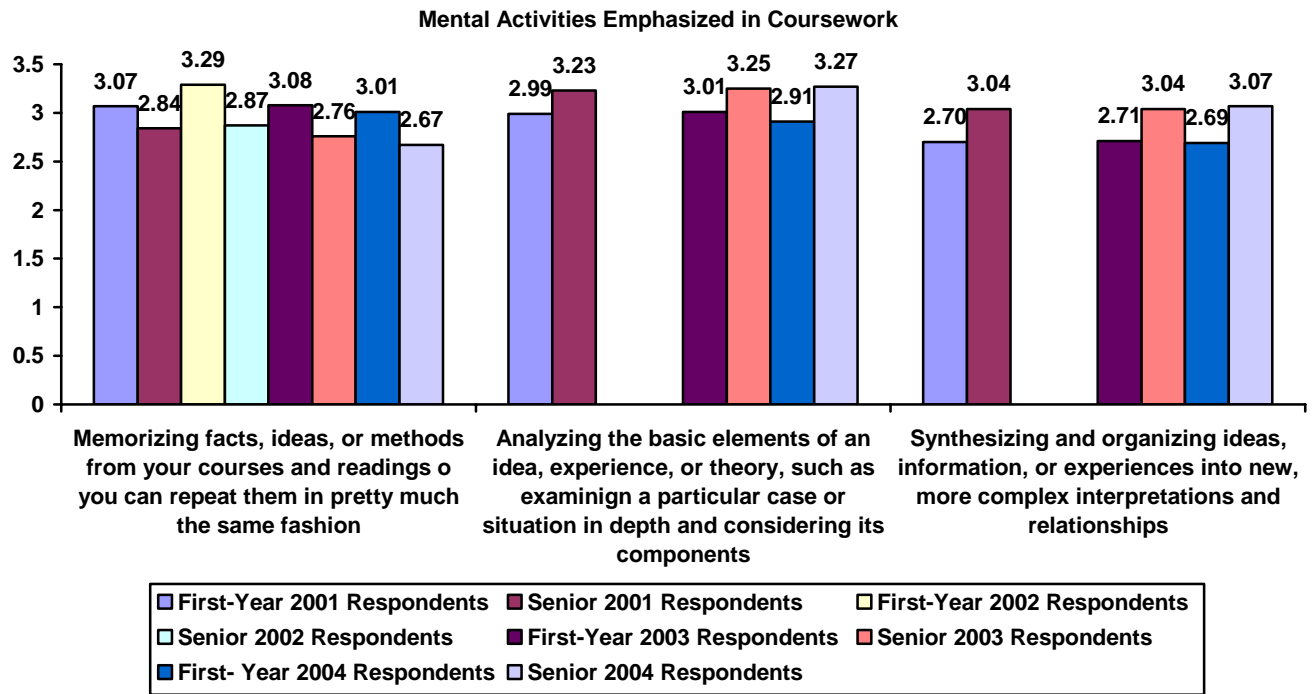
Mental Activities Utilized in Coursework

In order to complete coursework students need to engage in various mental activities depending on what is required of them in the course. These activities at the lowest cognitive end include: “memorizing facts, ideas, or methods from courses and readings and repeating them in pretty much the same form” to the most complex processes like: “applying theories or concepts to practical problems or in new situations.” Ideally, students, as they progress through their academic years, should be using more complex mental processes to complete their coursework. The NSSE asks students, “During the current school year, to what extent has your coursework emphasized the following mental activities?”

A few significant differences were found when comparing the first-year students to the senior students from Radford University. Differences are presented below:

- 2002, 2003, and 2004 Administrations: Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same fashion (First-Year respondents 3.29, Senior respondents 2.87 for 2002; First-Year respondents 3.08, Senior respondents 2.76 for 2003; First-Year respondents 3.01, Senior respondents 2.67 for 2004)
- 2001, 2003, 2004 Administrations:
 - Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components (First-Year respondents 2.99, Senior respondents 3.23 for 2001 respondents; First-Year respondents 3.01, Senior respondents 3.25 for 2003; First- Year respondents 2.91, Senior respondents 3.27 for 2004)
 - Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships (First-Year respondents 2.70, Senior respondents 3.04 for 2001 respondents: First-Year respondents 2.71, Senior respondents 3.04 for 2003; First – Year respondents 2.69, Senior respondents 3.07 for 2004)
- 2004 Administration only:
 - Making judgments about the value of information, arguments, or methods such as examining how other gathered and interpreted data and assessing the soundness of their conclusions (First- Year respondents 2.83, Senior respondents 3.02 for 2004)
 - Applying theories or concepts to practical problems or in new situations (First-Year respondents 3.02, Senior respondents 3.31 for 2004)

The graph below depicts the significant differences found. In addition, the mean responses to these items are presented in Table 8 of Appendix B.



Reading and Writing Completed During the Current School Year

Two critical components of a successful college education include the activities of reading and writing. The NSSE asks students about the amount of reading and writing they completed during the current school year. The mean responses are presented in Table 9 of Appendix B. The most important finding is that seniors from all four administrations reported completing more papers 20 pages or more in length as compared to first-year students. There were other findings and all are reported in Table 9.

Examinations and Academic Advising

In the next section of the survey, students were asked about their examinations during the current school year and the quality of the academic advising they received. The only significant differences found between these two items were between first-year and senior respondents in 2003 and 2004, such that first-year respondents rated their experiences with academic advising higher than the senior respondents. The means for these items are presented in Table 10 of Appendix B.

Problem Sets and Homework Problems

In this section students were asked about the numbers and types of homework problems they were assigned during the course of the year in a typical week. Significant differences were found in 2003 and 2004:

- For the item, “Number of problem sets that take you less than an hour to complete,” freshmen students reported doing significantly more problems than senior level students (First-year respondents, 2.90; Senior respondents, 2.37 – 2004 administration; First-year respondents, 2.88; Senior respondents, 2.53 – 2003 administration).

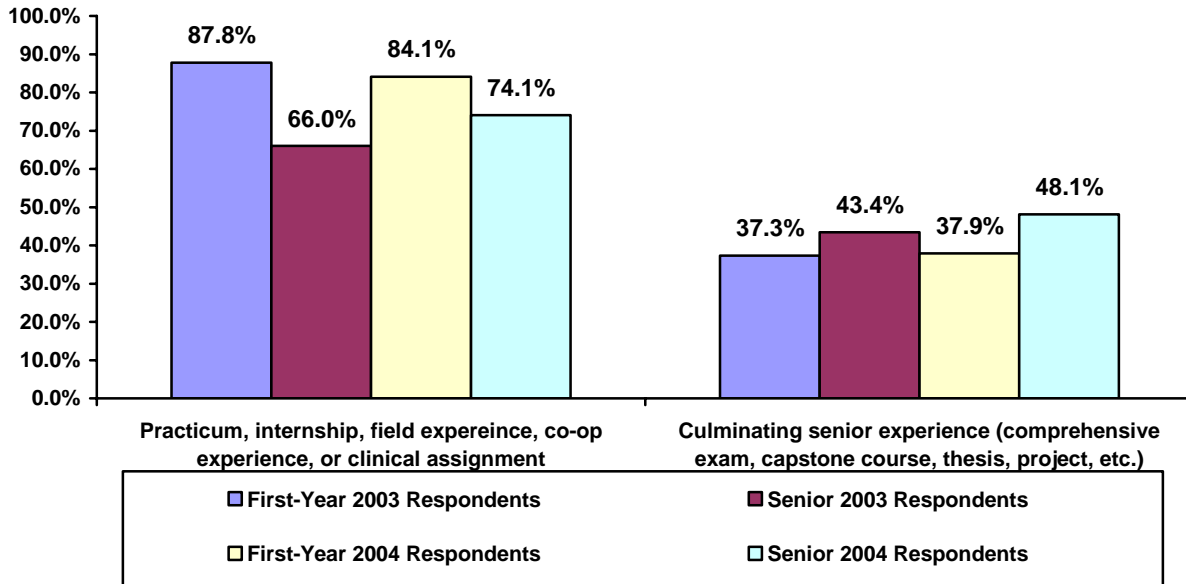
For each item the scale ranged from 1 = None to 5 = More than six. The means for all items in this category are presented in Table 11 of Appendix B.

College Activity Participation

Tables 12a and 12b in Appendix B present information on the types of activities students had participated in (seniors) or plan to participate in (freshmen) during their college careers. The number and percentage of students responding in each of the three response categories (Yes, No, Undecided) for 2001 and 2002 are presented in Table 12a. The number and percentage of students responding in each of the four response categories (Have not decided, Do not plan to do, Plan to do, Done) for 2003 and 2004 are presented in Table 12b. (Due to the question shift, only 2003 and 2004 findings will be discussed). Two of the most interesting findings are:

- During 2003 and 2004 administrations, a larger percentage of freshmen stated “Yes” they plan to complete a “Practicum, internship, field experiences, or clinical assignment” than seniors reported doing so or planning to do. (2003, First-year respondents = 87.8%, Senior respondents = 66.0%; 2004, First-year respondents = 84.1%, Senior respondents = 74.1%)
- During the 2003 and 2004 administrations, more senior respondents reported participating in a “Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.) than freshmen expected to complete. (2003, First-year respondents = 37.3%, Senior respondents = 43.4%; 2004, First-year respondents = 37.9%, Senior respondents = 48.1%).

- Please note that the “plan to do” and “done” categories were combined for the 2004 percentages.

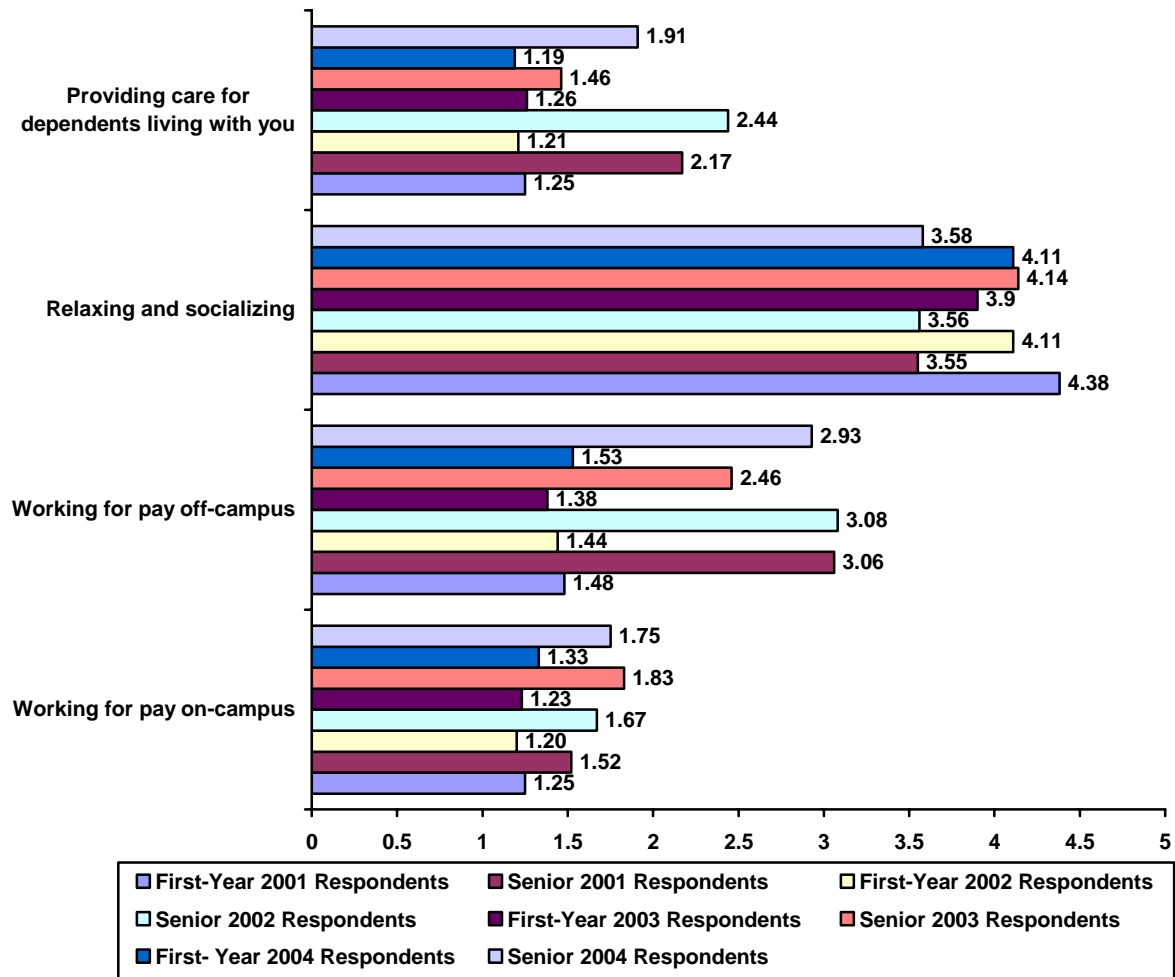


Hours Spent Each Week Participating in Various Activities

In one section of the NSSE, students are asked about the amount of time they spent during a typical 7-day week participating in various college and personal activities. Table 13 in Appendix B presents the mean responses for all four administrations.

Overall, senior respondents reported spending significantly more time working (both on and off campus) for pay than first-year respondents. In 2004, senior respondents reported spending significantly more time participating in each of the various activities than the first-year respondents reported. Senior respondents in 2004 reported spending significantly less time than the 2003 seniors “relaxing and socializing.” In addition, senior respondents in 2004 reported providing significantly more care for dependents than the seniors in 2003, but less time than was

reported by seniors in 2001 and 2002.



Institution Contribution to Your Knowledge, Skills, and Personal Development

One major part of the NSSE asks students about the contributions of their institution to their development of their knowledge, skills, and in their personal life. There were many differences between first-year and senior respondents. Some of the most notable are listed below. All means and significant differences are presented in Table 14 in Appendix B.

For the items listed below, senior respondents during all four administrations reported that the institutional experiences they received increased their development in the area more than first-year students. (Please see Table 14 for means.)

- Acquiring job or work-related knowledge and skills
- Speaking clearly and effectively
- Analyzing quantitative problems
- Using computing and information technology
- Working effectively with others

In addition, senior respondents in 2004 reported obtaining significantly more development in two areas as compared to senior-level students from the 2003 administration:

- Learning effectively on your own
- Solving complex real-world problems

Institutional Emphasis on College Activities

As part of the NSSE, students were asked about the amount of emphasis the institution placed on certain activities surrounding a college education. The means for these items are presented in Table 15 of Appendix B.

A few significant differences were found on these items. The following items are where three of the more notable differences occurred:

- The 2004 senior respondents reported significantly less institutional emphasis than the first-year 2004 respondents in each of the following areas:
 - Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
 - Helping you cope with your non-academic responsibilities
 - Providing the support you need to thrive socially
 - Attending campus events and activities
- The 2004 senior respondents reported significantly more institutional emphasis than the first-year 2004 respondents in “using computers in academic work.”

Quality of Relationships on Campus

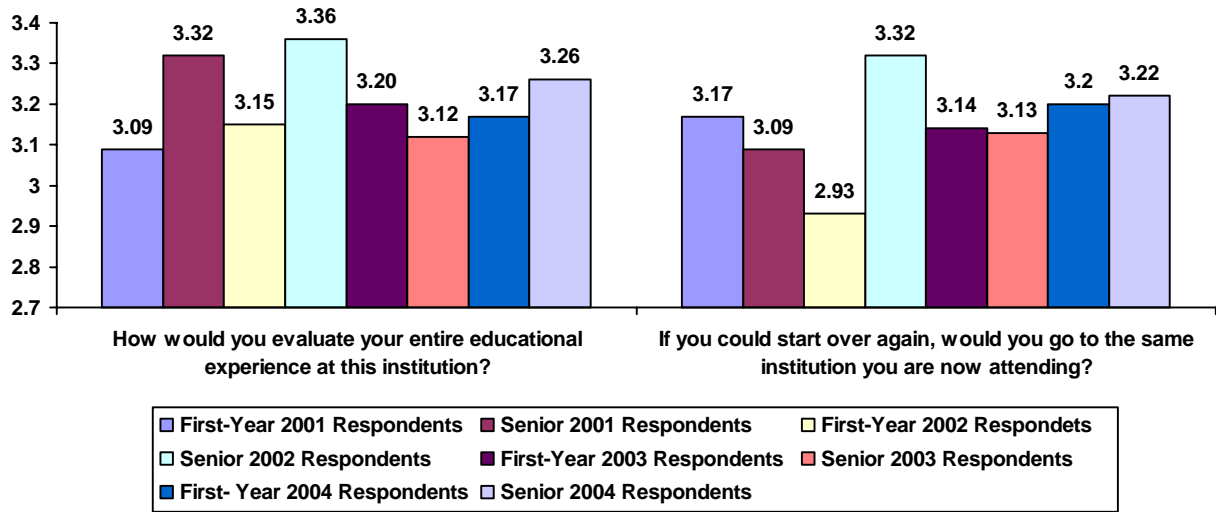
Students participating in the NSSE were asked about the quality of their relationships with students, faculty, and administrative personnel. In general, responses were quite high, with only a few significant differences being found. The first difference was between senior and first-year respondents for the 2002 administration. The item asked about the quality of student relationships with faculty members. For this item, senior respondents reported a higher relationship quality than first-year respondents. In 2003, first-year respondents and senior respondents were significantly different for the item on relationships with other students. Senior reported them being of higher quality. For the relationships with other administrative and office personnel, first-year students in 2003 and 2004 reported the relationships were of significantly higher quality than the senior respondents in each year. Furthermore, in 2004, senior respondents reported having significantly higher quality relationships with faculty members. Table 16 in Appendix B contains the means for all items in this section.

Overall Education Evaluation

The last two items on the NSSE national survey asked the participants to evaluate their entire educational experience and if they would attend the same institution.

For the item, “How would you evaluate your entire educational experience at this institution?” senior respondents in 2003 rated their experience significantly lower than any senior respondents during any other administration. However, for the 2001, 2003, and 2004 administrations, senior respondents rated their experience significantly higher than freshmen respondents during those same administration periods.

For the item regarding if the student would choose to attend the same institution, seniors in the 2002 institution were more certain they would have chosen Radford again as compared to the freshmen respondents. This was the only significant difference for this item. Table 17 contains the mean scores for these items.



Radford University compared to National Master's Institutions and the Entire NSSE 2004 sample

Introduction

The next section of this report outlines the comparison of Radford students' responses on the NSSE 2004 to two other groups of respondents; students at other Master's level institutions and the entire NSSE 2004 sample. This comparison is only being made for the 2004 sample for ease of reporting. Information from the 2001, 2002, and 2003 sample can be provided upon request.

Activities Participated in by Students during the Current School Year

When comparing the responses of Radford University students to those of the two comparison groups on items housed under the overall question, "In your experience at your institution during the current school year, about how often have you done each of the following?"; a number of significant differences occurred. For the full item list and means of senior and first-year student responses for all four groups, please see Table 18 in Appendix C. Some notable differences are presented below.

There were five items that Radford first-year students reported participating significantly less in during the school year than both the first-year Master's Institutions Respondents and the Entire NSSE 2004 first-year Respondents. They are as follows:

- Asked questions in class or contributed to class discussions
- Made a class presentation
- Worked on a paper or project that required integrating ideas or information from various sources
- Participated in a community-based project as part of a regular course
- Participated in activities to enhance your spirituality

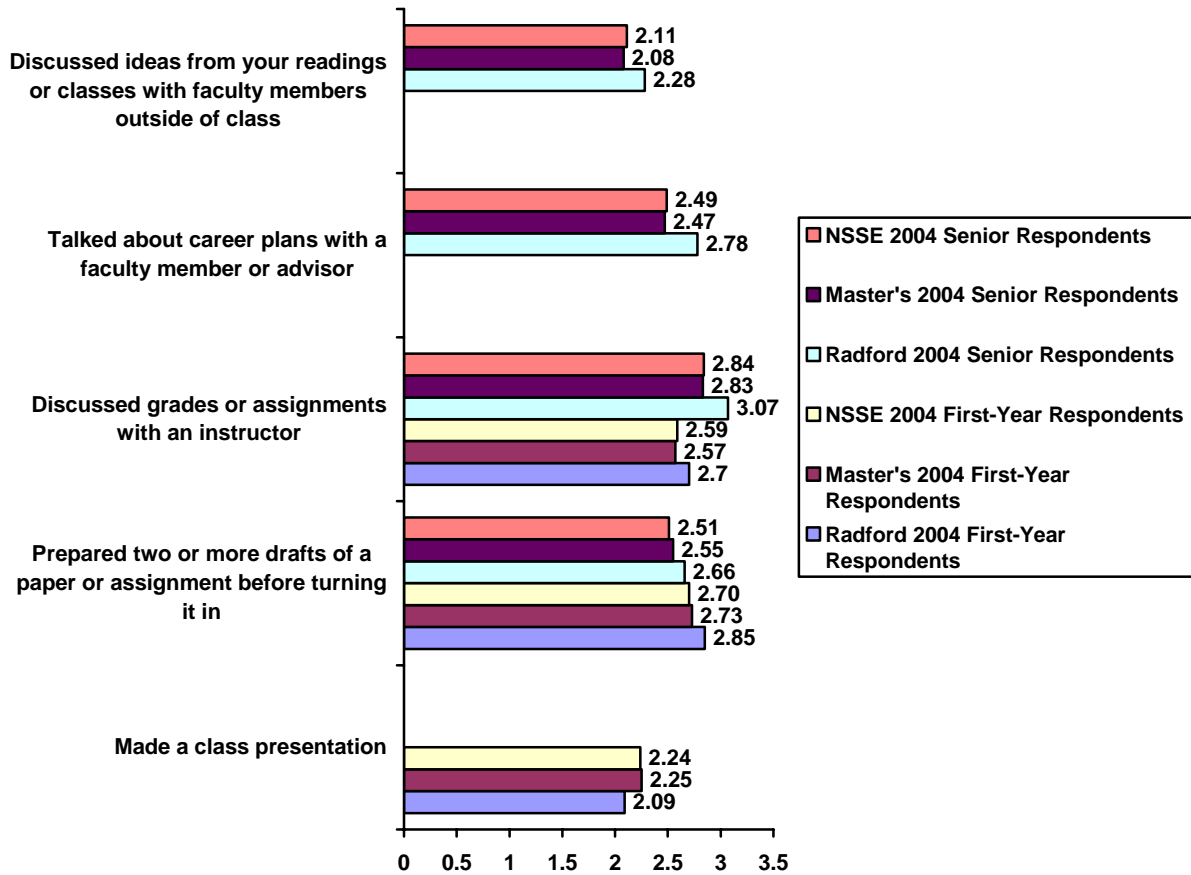
There were four items that both first-year and senior year Radford respondents reported participating significantly more in than both the other two comparison group. They are listed below:

- Prepared two or more drafts of a paper or assignment before turning it in
- Used email to communicate with an instructor
- Used an electronic medium to discuss or complete an assignment
- Discussed grades or assignments with an instructor

There are also a number of other items in which either first-year or senior level Radford University respondents stated participating in the activity listed significantly more often than students responding from either one or both comparison groups:

- Worked with classmates outside of class to prepare class assignments (RU Senior students 2.92, Master's level Senior students 2.70, NSSE 2003 Senior students 2.73)
- Worked with other students on projects during class (RU Senior students 2.57, NSSE 2004 Senior students 2.44)
- Put together ideas or concepts from different courses when completing assignments or during class discussions (RU Senior students 2.97, Master's level senior students 2.84)

- Talked about career plans with a faculty member or adviser (RU Senior students 2.78, Master’s level senior students 2.47, NSSE 2004 senior students 2.49)
 - Discussed ideas from your readings or classes with faculty member outside of class (RU Senior students 2.28, Master’s level senior students 2.08, NSSE 2004 senior students 2.11)
 - Worked with faculty members on activities other than coursework (RU Senior students 2.04, Master’s level senior students 1.84, NSSE Senior students 1.90)
 - Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values (RU Senior students 2.80, Master’s level senior students 2.68)
 - Exercised or participated in physical fitness activities (RU First-year students 2.83, RU Senior students 2.62, Master’s first-year students 2.62, Master’s Senior students 2.46)
- Some of the above differences are represented graphically below.



Mental Activities Utilized in Coursework

Items in the next section pertained to the type of mental activities that students need to utilize in order to complete assignments or coursework during the current school year. A few of the differences between the Radford University students and Master’s or NSSE 2004 respondents are presented below. For an entire table of means please refer to Table 19 in Appendix C.

Radford first-year respondents reported their course work emphasizing “Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same fashion” significantly more than the NSSE first-year respondents (RU first-year students 3.01, NSSE first-year students 2.91). Also for this item, Radford senior students reported the emphasis to be significantly less than the Master’s senior level students (RU senior students 2.67, Master’s senior students 2.79).

First-year Radford students reported significant less emphasis on, “Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components” than both the Master’s first-year students and the NSSE first-year students (RU first-year students 2.91, Master’s first-year students 3.09, NSSE first-year students 3.14).

Another difference was with the item, “Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships.” For this item, RU first-year respondents reported participating in this mental activity less often than the Master’s first-year students and the NSSE 2003 first-year students (RU First-year students 2.69, Master’s first-year students 2.84, NSSE 2004 First-Year students 2.88).

Senior year Radford respondents reported participating in, “Applying theories or concepts to practical problems or in new situations” more often than both the Master’s senior year respondents and the NSSE senior year respondents (RU Senior year students 3.31, Master’s senior year students 3.22, NSSE senior students 3.23)

For an entire table of means please refer to Table 19 in Appendix C.

Reading and Writing Completed During the Current School Year

The next section of the NSSE asks students about the amount of reading and writing that was required in their courses during the school year. Radford respondents reported having less reading and writing in almost all categories. However, for the item “Number of written papers of reports of fewer than 5 pages” RU seniors reported higher requirements than did the other two groups (RU senior students 3.24, Master’s senior students 3.10, NSSE 2004 senior students 3.11).

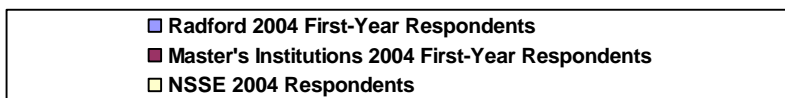
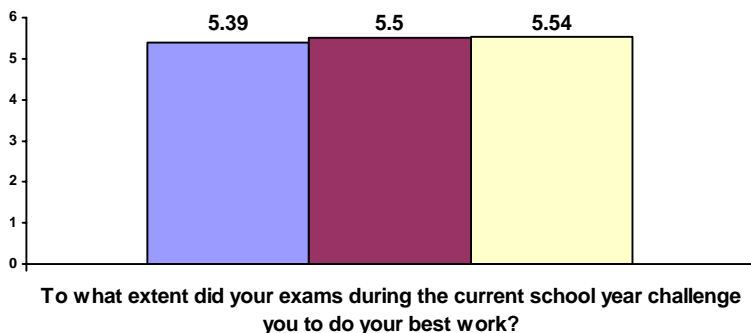
Both the Radford first-year students and senior students reported less reading and writing than both the other comparison groups for the following items:

- Number of assigned textbooks, books, or book-length packs of course readings (RU First-year students 3.21, NSSE 2004 First-year students 3.42, Master’s First-year students 3.36, RU Senior students 3.12, NSSE 2004 Senior students 3.33, Master’s Senior students 3.26)
- Number of written papers or reports between 5 and 19 pages (RU First-year students 2.03, NSSE 2004 First-year students 2.40, Master’s First-year students 2.35, RU Senior students 2.41, NSSE 2004 Senior students 2.66, Master’s Senior students 2.63)

Table 20 in Appendix C contains the means for responses on all items in this section.

Examinations and Academic Advising

Overall, Radford University respondents had similar mean ratings for the items on the NSSE regarding the academic advising they received on campus. However, Radford first-year students seem to be less challenged by their course exams as compared to NSSE 2004 first-year students (RU First-year students 5.39, NSSE 2004 First-year students 5.54). The means for all items are presented in Table 21 of Appendix C and the significant means are presented below.



Problem Sets and Homework Problems

These items pertained to the type and length of problems assigned to students as homework. The only significant differences that occurred were with the first-year students. Radford University first-year students were asked to complete fewer problem homework assignments that took them more than an hour to complete but were assigned a greater number of problem sets that took less than an hour to complete. The mean differences are presented below and in Table 22 in Appendix C.

- Number of problem sets that take you more than an hour to complete (RU First-year students 2.37, Master's first-year students 2.56, NSSE 2004 first-year students 2.59)
- Number of problem sets that take you less than an hour to complete (RU First-year students 2.90, Master's level first-year students 2.73, NSSE 2004 First-year students 2.68)

College Activity Participation

The next section of the NSSE national survey asks students about engagement activities that they have participated in (Senior students) or plan on participating in (First-year students). For several items, Radford University students reported not having participated in or planning on participating in significantly less than students at the comparative institutions. (Scale: 0 = undecided, do not plan to do, plan to do, 1 = done, Means are the proportion of students responding "Done.") Some of the more notable findings include:

- Foreign language coursework
 - RU First-year students 0.07, Master's level First-year students 0.20, NSSE 2004 First-year students 0.23
 - RU Senior students 0.19, Master's level Senior students 0.38, NSSE 2004 Senior students 0.43

- Study abroad
 - RU Senior students 0.09, Master’s senior students 0.12, NSSE 2004 Senior students 0.17
- Independent study or self-designed major
 - RU Senior students 0.18, Master’s level Senior students 0.20, NSSE 2004 Senior students 0.23
- Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)
 - RU Senior students 0.26, Master’s level Senior students 0.31, NSSE 2004 Senior students 0.35
- Community service or volunteer work
 - RU first-year students 0.25, Master’s first-year students 0.36, NSSE 2004 first-year students 0.37

For two items, however, the Radford senior students reported having participated in or planning on participating in significantly more than students at the comparative institutions.

- Participate in a learning community or some other formal program where groups of students take two or more classes together (RU senior students 0.32, Master’s senior students 0.23, NSSE 2004 senior students 0.23)
- Work on a research project with a faculty member outside of course or program requirements (RU senior students 0.21, Master’s senior students 0.17)

The means for these items can be found in Table 23 of Appendix C.

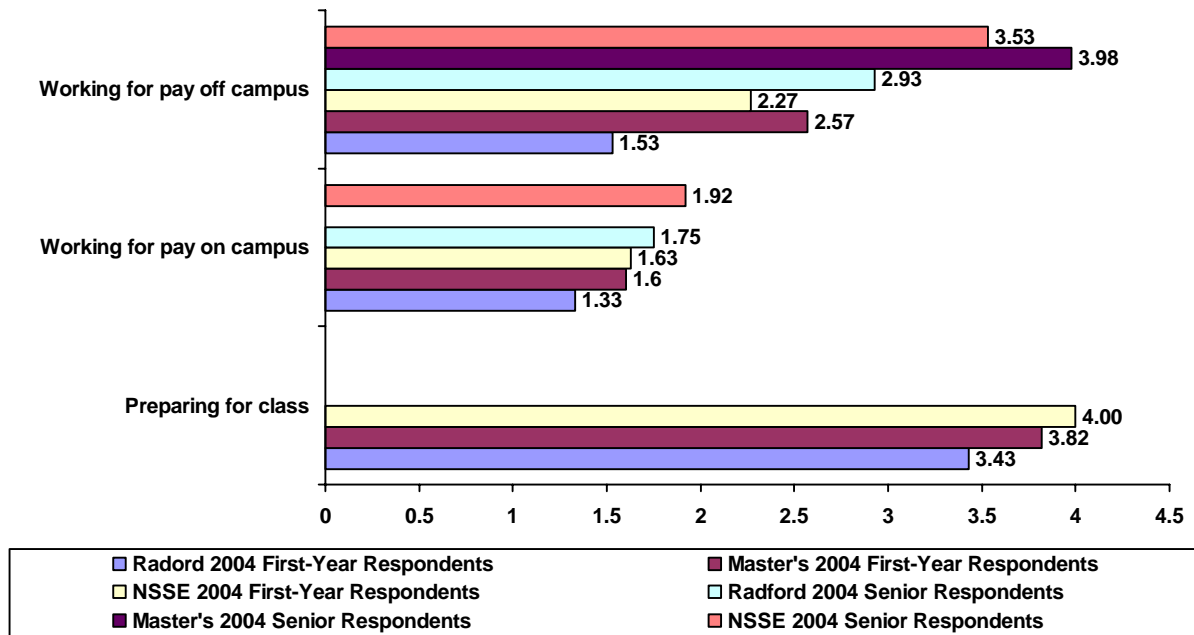
Hours Spent Each Week Participating in Various Activities

There were many significant differences between Radford University respondents and the respondents at either Master’s level institutions or the entire NSSE sample on items asking about time spent in various academic and personal activities. The item asked students to report, “About how many hours do you spend in a typical 7-day week doing each of the following?”

Table 24 in Appendix C presents all the means for the three groups and all the significant differences. However, some of the differences include:

- Preparing for class (studying, reading, writing, rehearsing, and other activities related to your academic program) RU First-year students 3.43, NSSE 2004 First-year students 4.00, Master’s first-year students 3.82
- Working for pay on campus (RU First-year students 1.33, Master’s level First-year students 1.60, NSSE 2004 First-year students 1.63; RU senior students 1.75, NSSE 2004 senior students 1.92)
- Working for pay off campus
 - RU First-year students 1.53, Master’s level First-year students 2.57, NSSE 2004 First-year students 2.27
 - RU Senior students 2.93, Master’s level Senior students 3.98, NSSE 2004 Senior students 3.53

A graphical representation of these differences is depicted pictorially below.



Institution Contribution to Your Knowledge, Skills, and Personal Development

One section of the NSSE survey instrument asks students about the extent their experiences at the institution contributed to their knowledge, skills, and personal development in a number of academic related activities. There were some significant differences between the responses of Radford University students and either the Master’s level students or the entire NSSE sample. The means of all three response groups are presented in Table 25 in Appendix C. The significant differences found among the groups are as follows:

- Acquiring job or work-related knowledge and skills (RU Senior students 3.24, Master’s Senior students 3.06, NSSE 2004 senior students 3.02)
- Speaking clearly and effectively (RU first-year students 2.59, Master’s first-year students 2.75, NSSE 2004 first-year students 2.73)
- Thinking critically and analytically (RU first-year students 2.96, Master’s first-year students 3.12, NSSE 2004 Senior students 3.17)
- Analyzing quantitative problems (RU first-year students 2.39, Master’s first-year students 2.61, NSSE 2004 Senior students 2.64, RU Senior students 2.76, Master’s Senior students 2.86, NSSE 2004 senior students 2.87)
- Using computing and information technology (RU Senior students 3.22, Master’s level Senior students 3.13, NSSE 2004 Senior students 3.12)
- Working effectively with others (RU Senior students 3.24, Master’s level Senior students 3.14, NSSE 2004 Senior students 3.14)
- Voting in local, state, or national elections (RU First-year students 1.74, Master’s level first-year students 1.87, NSSE 2004 first-year students 1.88)
- Contributing to the welfare of your community (RU first-year students 2.15, Master’s first-year students 2.28, NSSE 2004 Senior students 2.33)

- Developed a deepened sense of spirituality (RU senior students 1.81, Master’s senior students 2.00, NSSE 2004 senior students 1.99)

Institutional Emphasis on College Activities

Table 26 in Appendix C presents the means of all three comparison groups on the NSSE items pertaining to the amount of emphasis students stated that the institution placed on various activities. Several significant differences were found among these items. Most notably, both senior and first-year students at Radford University reported less institutional emphasis on “spending significant amounts of time studying and on academic work” as compared to students from either the Master’s level comparison group or the National group (RU First-year students 2.96, Master’s first-year students 3.11, NSSE 2004 first-year students 3.15; RU Senior students 3.02, Master’s level Senior students 3.10, NSSE 2004 Senior students 3.14).

In other areas, RU students report more institutional emphasis than students from either comparison group. These differences are:

- Providing the support you need to thrive socially (RU First-year students 2.46, Master’s first-year students 2.33; RU Senior students 2.20, Master’s level Senior students 2.10, NSSE 2004 senior students 2.12)
- Attending campus events and activities (RU First-year students 2.89, Master’s first-year students 2.77; RU Senior students 2.61, Master’s level Senior students 2.50)
- Using computers in academic work (RU first-year students 3.38, Master’s first-year students 3.27; RU Senior students 3.54, Master’s level Senior students 3.41, NSSE 2004 senior students 3.45)

Quality of Relationships on Campus

All respondents were asked about the quality of relationships they had with other students, faculty members, and administrative personnel. There no significant differences found between the mean responses of Radford University students and those of the two comparison groups. Table 27 in Appendix C contains all of the means for the three groups.

Overall Education Evaluation

The last two items on the NSSE 2003 survey ask students to evaluate their entire education experience at their current institution and if they would choose the same institution again. The mean responses for all three groups of students are presented in Table 28 of Appendix C. There were no significant differences found between the Radford respondents and the respondents from the two other comparison groups.

Table 28 in Appendix C contains all of the means for the three groups.

Radford University Web-Based Experimental Items

In 2004, respondents completing the web-based version of the NSSE were asked eighteen additional items. The overall frequencies for the 2004 Radford University respondents are presented in Appendix D-1. Appendix D-2 contains the mean comparisons of Radford University’s 2004 first-year and senior respondents. For a number of items, senior-level students reported participating in the activities significantly more often than first-year students. Specifically for the items (Scale ranged from 4=Very often to 1 = Never):

- Used media sources to stay informed about local political or community issues (First-year respondents, 2.91; Senior respondents, 3.05)
- Participated in a fund raising event (First-year respondents, 1.54; Senior respondents, 1.88)
- Attended a rally, vigil, or protest about an issue that is important to you (First-year respondents, 1.39; Senior respondents, 1.50)
- Led meeting or activities for a local community organization or religious group (First-year respondents, 1.35; Senior respondents, 1.54)
- Learned something from discussing questions that have no clear answers (First-year respondents, 2.50; Senior respondents, 2.70)
- Examined the strengths and weaknesses of your own views on a topic (First-year respondents, 2.64; Senior respondents, 2.87)
- Tried to better understand someone else's views by imagining how an issue looks for his or her perspective (First-year respondents, 2.77; Senior respondents, 2.94)
- Learned something that changed the way you understand an issue or concept (First-year respondents, 2.70; Senior respondents, 2.92)
- Applied what you learned in a course to your personal life or work (First-year respondents, 2.68; Senior respondents, 3.16)
- Enjoyed completing a task that required a lot of thinking and mental effort (First-year respondents, 2.61; Senior respondents, 3.08)

Scale: how many hours spent in a typical 7-day week?

- Using a computer offline tool for academic purposes (First-year respondents, 5.96; Senior respondents, 7.88)
- Preparing for course presentations (First-year respondents, 2.28; Senior respondents, 3.78)
- Meeting with faculty about coursework (First-year respondents, 1.03; Senior respondents, 1.38)

APPENDIX A

Table1: Response Rates for Radford University, Other Master’s Universities, and Entire NSSE Respondents for 2001

| 2001 Respondents | Radford University | Master’s University Respondents | NSSE 2001 Entire Sample |
|-------------------------|---------------------------|--|--------------------------------|
| Response Rates | | | |
| Overall Response Rate* | 48.0% | 43.0% | 42.0% |
| Number of Respondents | 201 | 28,278 | 71,425 |
| NSSE Sample Size | 450 | 82,698 | 177,103 |

* Adjusted response rate taking into account unusable mail and email addresses

Table2: Response Rates for Radford University, Other Master’s Universities, and Entire NSSE Respondents for 2002

| 2002 Respondents | Radford University | Master’s University Respondents | NSSE 2002 Entire Sample |
|--|---------------------------|--|--------------------------------|
| Response Rates | | | |
| Overall Response Rate* | 38.0% | 39.0% | 41.0% |
| Number of Respondents | 159 | 32,498 | 80,497 |
| NSSE Sample Size | 450 | 85,068 | 206,844 |
| Total First-Year and Senior Population | 3055 | 340,738 | 917,756 |

* Adjusted response rate taking into account unusable mail and email addresses

Table3: Response Rates for Radford University, Other Master’s Universities, and Entire NSSE Respondents for 2003

| 2003 Respondents | | | |
|--|---------------------------|--|--------------------------------|
| | Radford University | Master’s University Respondents | NSSE 2003 Entire Sample |
| Response Rates | | | |
| Overall Response Rate* | 49.0% | 42.0% | 43.0% |
| Number of Respondents | 310 | 39,513 | 93,393 |
| NSSE Sample Size | 631 | 113,170 | 222,033 |
| Total First-Year and Senior Population | 2926 | 390,324 | 983,362 |
| Mode of completion: Paper | 51.0% | 58.5% | 48.7% |
| Mode of completion: Web | 49.0% | 41.5% | 51.3% |

Table4: Response Rates for Radford University, Other Master’s Universities, and Entire NSSE Respondents for 2004

| 2004 Respondents | | | |
|--|---------------------------|--|--------------------------------|
| | Radford University | Master’s University Respondents | NSSE 2004 Entire Sample |
| Response Rates | | | |
| Over all Response Rate | 41.0% | 36.0% | 38.0% |
| Number of Respondents | 773 | 35,845 | 89,620 |
| NSSE Sample Size | 1,865 | 98,604 | 234,106 |
| Total First – Year and Senior Population | 2,739 | 417,944 | 1,170,108 |
| Mode of Completion: Paper | 0% | 33.5% | 28.0% |
| Mode of Completion: Web | 100% | 66.5% | 72.0% |

Table 5a: Demographic Information from the 2001, 2002, 2003, and 2004 Administrations of the NSSE

| ITEM (Self-Reported Information) | 2001 Administration | 2002 Administration | 2003 Administration | 2004 Administration |
|---|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Write in your year of birth | | | | |
| 1941-1976 | 33 (16.8%) | 28 (17.8%) | 8 (2.7%) | N/A |
| 1977 -1978 | 43 (21.8%) | 26 (16.6%) | 8 (2.7%) | |
| 1979-1980 | 38 (19.3%) | 43 (27.4%) | 55 (18.2%) | |
| 1981-1983 | 83 (42.1%) | 60 (38.2%) | 231 (76.5%) | |
| Gender | | | | |
| Male | 28.6% | 26.1% | 29.7% | 31% |
| Female | 71.4% | 73.9% | 70.3% | 69% |
| Are you an international student or foreign national? (Percentage of “Yes” respondents) | 1.5% | 1.9% | 2.0% | 2.0% |
| Are you of Hispanic, Latino, or Spanish origin? (Percentage of “Yes” respondents) | 3.1% | 4.5% | 2.3% | 1.0% |
| What is your racial or ethnic identification? (Students could mark more than one category) | | | | |
| American Indian or other Native American | 3.5% | 1.3% | 2.9% | 1.0% |
| Asian American or Pacific Islander | 4.0% | 3.1% | 1.6% | 1.5% |
| Black or African American | 6.0% | 7.5% | 8.1% | 5.0% |
| White | 91.0% | 85.3% | 87.4% | 89.5% |
| Other (Specify) | Number of responses specified | Number of responses specified | Number of responses specified | Number of responses specified |
| Multiple racial or ethnic identifications | | | | |
| One racial or ethnic identification checked | 94.0% | 98.1% | 96.0% | 97.0% |
| More than one racial or ethnic identification checked | 6.0% | 1.9% | 4.0% | 3.0% |
| What is your current classification in college? (Student reported) | | | | |
| Freshmen / first-year | 38.4% | 32.7% | 43.9% | 44.0% |
| Sophomore | 4.0% | 5.8% | 4.3% | 6.0% |
| Junior | 2.5% | 0.0% | 0.3% | 1.0% |
| Senior | 52.2% | 60.9% | 50.2% | 47.0% |
| Unclassified | 2.0% | 0.6% | 1.3% | 2.0% |
| Did you begin college at your current institution or elsewhere? | | | | |

| | | | | |
|--|-------|-------|-------|-------|
| Started here | 67.2% | 61.5% | 93.4% | 70.5% |
| Started elsewhere | 32.8% | 38.5% | 6.6% | 29.5% |
| 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 | 2.5% | 6.3% | 1.3% | 3.0% |
| Community or junior college | 28.9% | 35.8% | 14.5% | 28.5% |
| 4-year college other than this one | 17.4% | 22.6% | 5.2% | 15.5% |
| None | 58.2% | 47.2% | 75.8% | 52.0% |
| Other (specify) | 2.0% | 2.5% | 3.5% | 2.0% |
| Thinking about this current academic term, how would you characterize your enrollment? | | | | |
| Full-time | 91.8% | 86.0% | 93.7% | 93.0% |
| Less than full-time | 8.2% | 14.0% | 6.3% | 7.0% |
| Are you a member of a social fraternity or sorority? (Percent of respondents who stated "Yes") | 14.2% | 15.3% | 16.6% | 13.5% |

Table 5b: Demographic Information from the 2001, 2002, 2003, and 2004 Administrations of the NSSE

| ITEM (Self-Reported Information) | 2001 Administration | 2002 Administration | 2003 Administration | 2004 Administration |
|--|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| Do you intend to teach at some pre-kindergarten through high school grade level after completing your degree? (Those students responding "yes.") | 28.7% | NA | NA | NA |
| Are you a student-athlete on a team sponsored by your institution's athletics department? (Those students responding "yes.") | NA | NA | 5.3% | 4.5% |
| What have most of your grades been up to now at this institution? | NA | 21.2% | 15.7% | 24.5% |
| A | NA | 34.6% | 33.7% | 34.0% |
| A-, B+ | NA | 19.9% | 26.4% | 22.0% |
| B | NA | 21.2% | 20.7% | 13.5% |
| B-, C+ | NA | 3.2% | 3.3% | 5.5% |
| 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) | 46.5% | 41.3% | 47.7% | 51.0% |
| Residence (house, apartment, etc.) within walking distance of the institution | 25.3% | 28.4% | 38.2% | 24.0% |
| Residence (house, apartment, etc.) within driving distance | 27.8% | 29.0% | 11.8% | 24.5% |
| Fraternity or sorority house | 0.5% | 1.3% | 2.3% | 1% |
| Did either of your parents graduate from college? | | | | NA |
| No | 45.2% | 42.3% | Question changed for this year – see below | |
| Yes, father only | 14.6% | 11.5% | | |
| Yes, mother only | 11.1% | 9.0% | | |
| Yes, both parents | 27.6% | 37.2% | | |
| Highest level of education that your father completed | NA | NA | | |
| Did not finish high school | | | 4.7% | 6.0% |
| Graduated from high school | | | 23.4% | 25.5% |
| Attended college but did not complete degree | | | 14.7% | 17.0% |
| Completed an Associate’s degree | | | 9.4% | 9.0% |
| Completed a Bachelor’s degree | | | 28.1% | 25.5% |
| Completed a Master’s degree | | | 16.7% | 12.5% |
| Completed a Doctoral degree | | | 3.0% | 4.0% |
| Highest level of education that your mother completed | NA | NA | | |
| Did not finish high school | | | 2.6% | 5.5% |
| Graduated from high school | | | 25.1% | 28.0% |
| Attended college but did not complete degree | | | 21.8% | 16.5% |
| Completed an Associate’s degree | | | 12.5% | 15% |
| Completed a Bachelor’s degree | | | 23.8% | 24.0% |
| Completed a Master’s degree | | | 13.2% | 10.5% |
| Completed a Doctoral degree | | | 1.0% | 1% |

Table 6a: Student Reported Majors (NSSE 2001 and 2002)

| Which of these fields best describes your majors) or your expected majors)? Mark only one major in each column. | 2001 Administration | | 2002 Administration | |
|---|---------------------|-----------------|---------------------|-----------------|
| | Primary Major | Secondary Major | Primary Major | Secondary Major |
| No second major selected | -- | 69.7% | -- | 68.6% |
| Agriculture | 0.0% | 0.5% | 0.0% | 0.0% |
| Biological/life sciences | 4.5% | 0.0% | 3.9% | 0.0% |
| Business | 15.2% | 3.0% | 13.6% | 2.5% |
| Communications | 3.0% | 0.5% | 6.5% | 1.3% |
| Computer and information sciences | 0.5% | 2.5% | 6.5% | 2.5% |
| Education | 24.2% | 1.5% | 15.6% | 1.9% |
| Engineering | 0.0% | 0.5% | 0.0% | 0.0% |
| Ethnic, cultural, and area studies | 0.5% | 0.0% | 0.0% | 0.0% |
| Foreign languages and literature | 0.5% | 1.5% | 0.6% | 1.3% |
| Health-related fields | 9.1% | 1.0% | 10.4% | 0.6% |
| Humanities | 1.5% | 1.5% | 3.2% | 1.3% |
| Liberal/general studies | 1.5% | 0.5% | 1.9% | 0.0% |
| Mathematics | 2.0% | 0.5% | 0.6% | 1.9% |
| Multi/Interdisciplinary studies | 1.5% | 0.0% | 0.6% | 0.6% |
| Parks, recreation, leisure studies, sports management | 2.0% | 1.0% | 0.6% | 0.0% |
| Physical sciences | 0.5% | 0.0% | 5.8% | 0.0% |
| Public administration | 2.5% | 0.5% | 2.6% | 0.6% |
| Social sciences | 8.6% | 6.0% | 9.1% | 7.5% |
| Visual and performing arts | 7.6% | 1.0% | 8.4% | 1.9% |
| Undecided | 3.0% | 5.5% | 2.6% | 6.9% |
| Other | 10.1% | 2.0% | 5.2% | 0.6% |
| Two or more primary majors selected | 1.5% | -- | 1.9% | -- |
| Two or more secondary majors selected | -- | 1.0% | -- | 0.0% |

Table 6b: Student Reported Majors (NSSE 2003): In Collapsed Categories

| Which of these fields best describes your majors (or your expected majors)? Mark only one major in each column. | | | | | |
|---|----------------------|-----------------|--|------------------------|-----------------|
| 2003 Administration | | | | | |
| MAJOR | First –Year Students | | | Senior –Level Students | |
| | Primary Major | Secondary Major | | Primary Major | Secondary Major |
| Arts and Sciences | 16 | 13 | | 23 | 2 |
| Biological Sciences | 3 | 0 | | 7 | 0 |
| Business | 26 | 9 | | 32 | 7 |
| Education | 25 | 1 | | 21 | 1 |
| Engineering | 1 | 1 | | 0 | 0 |
| Physical Science | 2 | 2 | | 2 | 0 |
| Professional | 15 | 4 | | 7 | 1 |
| Social Science | 21 | 17 | | 20 | 6 |
| Undecided | 30 | 9 | | 45 | 6 |
| Other | 6 | 20 | | 0 | 26 |
| No second major indicated | NA | 74 | | NA | 111 |
| TOTAL | 145 | 150 | | 157 | 160 |

Table 6c: Student Reported Majors (NSSE 2004): In Collapsed Categories

| Which of these fields best describes your majors (or your expected majors)? Mark only one major in each column. | | | | | |
|---|----------------------|-----------------|--|------------------------|-----------------|
| 2003 Administration | | | | | |
| MAJOR | First –Year Students | | | Senior –Level Students | |
| | Primary Major | Secondary Major | | Primary Major | Secondary Major |
| Arts and Sciences | 39 | 9 | | 57 | 13 |
| Biological Sciences | 10 | 0 | | 17 | 5 |
| Business | 38 | 13 | | 79 | 11 |
| Education | 47 | 5 | | 54 | 7 |
| Engineering | 1 | 0 | | 0 | 0 |
| Physical Science | 8 | 4 | | 23 | 8 |
| Professional | 35 | 4 | | 56 | 1 |
| Social Science | 22 | 9 | | 53 | 18 |
| Undecided | 58 | 8 | | 57 | 7 |
| Other | 12 | 5 | | 1 | 6 |
| TOTAL | 270 | 57 | | 427 | 76 |

APPENDIX B: Radford University Comparison Tables (NSSE 2001, 2002, 2003, and 2004)

Table 7: Activities Participated in During the Current School Year

| ITEM: In your experience at your institution during the current school year, about how often have you done each of the following? (Scale: 4 = Very often, 3 = Often, 2 = Sometime, 1 = Never) | 2001 | | 2002 | | 2003 | | 2004 | |
|---|---------------------|---------------------------|---------------------|-------------------------|---------------------------|---------------------------|---------------------------|---------------------------|
| | First-Year | Senior | First-Year | Senior | First-Year | Senior | First-Year | Senior |
| Asked questions in class or contributed to class discussions | 2.68 ¹ | 2.94^{1,5} | 2.55 ² | 3.00 ^{3,5} | 2.73 ³ | <u>3.06^{3,5}</u> | 2.57 ⁶ | <u>3.23^{6,5}</u> |
| Made a class presentation | 2.08 ¹ | 2.93 ¹ | 2.03 ² | 2.90 ² | 2.11 ³ | 2.91 ³ | 2.09 ⁶ | 2.92 ⁶ |
| Prepared two or more drafts of a paper or assignment before turning it in | 2.81 | 2.57 | 2.92 ² | 2.58 ² | 2.95 ³ | 2.58 ³ | 2.85 ⁶ | 2.66 ⁶ |
| Worked on a paper or project that required integrating ideas or information from various sources | 3.02 ^{1,4} | 3.32 ¹ | 3.10 ^{2,4} | 3.40 ² | 3.18^{3,4} | 3.38 ³ | 2.89^{6,4} | 3.39 ⁶ |
| Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments | * | * | 2.64 | 2.61 | 2.72 | 2.71 | 2.64 ⁶ | 2.83 ⁶ |
| Came to class without completing readings or assignments | 2.03 | 2.11 | 2.03 | 1.97 | 2.01 | 2.13 | 2.04 | 2.03 |
| Worked with other students on projects during class | 2.33 ¹ | 2.69 ¹ | 2.24 ² | 2.67 ² | 2.42 | 2.58 | 2.33 ⁶ | 2.57 ⁶ |
| Worked with classmates outside of class to prepare class assignments | 2.26 ¹ | 2.92 ¹ | 2.19 ² | 2.87 ² | 2.26 ³ | 2.94 ³ | 2.32 ⁶ | 2.92 ⁶ |
| Put together ideas or concepts from different courses when completing assignments or during class discussions | * | * | 2.39 ² | 2.90 ² | 2.48 ³ | 2.91 ³ | 2.37 ⁶ | 2.97 ⁶ |
| Tutored or taught other students (paid or voluntary) | 1.60 | 1.72 | 1.50 ² | 1.78 ² | 1.63 | 1.73 | 1.57 ⁶ | 1.89 ⁶ |
| Participated in a community-based project as part of a regular course | 1.29 ¹ | 1.75 ¹ | 1.37 ² | 1.65 ² | 1.44 ³ | 1.69 ³ | 1.40 ⁶ | 1.82 ⁶ |
| Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment | 2.69 | 2.83 | 2.68 | 2.91 | 2.78 | 2.93 | 2.83 ⁶ | 2.99 ⁶ |
| Used email to communicate with an instructor | 3.32 | 3.19⁵ | 3.16 | <u>3.31⁵</u> | 3.38 | 3.53⁵ | 3.32 ⁶ | <u>3.51^{6,5}</u> |
| Discussed grades or assignments with an instructor | 2.76 | 2.92 | 2.58 ² | 3.03 ² | 2.71 | 2.87 | 2.70 ⁶ | 3.07 ⁶ |
| Talked about career plans with a faculty member or advisor | 2.24 ¹ | 2.57^{1,5} | 2.23 ² | 2.56 ^{2,5} | 2.28 ³ | 2.61 ^{3,5} | 2.19 ⁶ | 2.78^{6,5} |
| Discussed ideas from your readings or classes with faculty members outside of class | 1.83 | 1.96⁵ | 1.74 ² | 2.18 ^{2,5} | 1.82 ³ | 2.03 ^{3,5} | 1.76 ⁶ | 2.28^{6,5} |

| | | | | | | | | |
|--|-------------------|-------------------|-------------------|---------------------------|-------------------|-------------------------|-------------------|-------------------|
| Received prompt feedback from faculty on your academic performance (written or oral) | 2.59 ¹ | 2.81 ¹ | 2.44 ² | 2.97 ² | 2.59 ³ | 2.80 ³ | 2.57 ⁶ | 2.89 ⁶ |
| Worked harder than you thought you could to meet an instructor's standards or expectations | 2.69 | 2.82 | 2.69 | 2.80 | 2.64 | 2.76 | 2.56 ⁶ | 2.78 ⁶ |
| Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.) | 1.54 ¹ | 1.93 ¹ | 1.39 ² | 1.86 ² | 1.58 ³ | 1.93 ³ | 1.46 ⁶ | 2.04 ⁶ |
| Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.) | 2.60 ¹ | 2.90 ¹ | 2.60 | 2.75 | 2.66 | 2.81 | 2.69 ⁶ | 2.93 ⁶ |
| Had serious conversations with students of a different race or ethnicity than your own | 2.77 | 2.61 ⁵ | 2.85 ² | 2.53^{2,5} | 2.78 | 2.81⁵ | 2.61 | 2.64 ⁵ |
| Had serious conversations with students who are very different from you | 2.94 | 2.89 | 2.82 | 2.69 | 2.83 | 2.86 | 2.75 | 2.80 |
| Attended an art exhibit, gallery, play, dance, or other theatre performance. | * | * | * | * | * | * | 2.14 ⁶ | 1.88 ⁶ |
| Exercised or participated in physical fitness activities | * | * | * | * | * | * | 2.83 ⁶ | 2.62 ⁶ |
| Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.) | * | * | * | * | * | * | 1.82 | 1.92 |

* Question was only posed to students during one administration

¹ Indicates significant differences between freshmen and senior respondents during the 2001 administration (p < .05)

² Indicates significant differences between freshmen and senior respondents during the 2002 administration (p < .05)

³ Indicates significant difference between freshmen and senior respondents during the 2003 administration (p < .05)

⁴ Indicates a significant difference between freshmen across the four administration periods (p < .05) and bold indicates the two values which differ significantly utilizing post-hoc tests. If two significant differences exist the bold and italic functions show the differences. If three significant differences exist the bold, italic, and underline functions have been utilized.

⁵ Indicates a significant difference between seniors across the four administration periods (p < .05) and bold indicates the two values which differ significantly utilizing post-hoc tests. If two significant differences exist the bold and italic functions show the differences. If three significant differences exist the bold, italic, and underline functions have been utilized.

⁶ Indicates significant difference between freshman and senior respondents during the 2004 administration (p < .05)

Table 8: Mental Activities Emphasized in Coursework

| | 2001 | | 2002 | | 2003 | | 2004 | |
|---|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| ITEM: During the current school year, to what extent has your coursework emphasized the following mental activities? (Scale: 4 = Very much, 3 = Quite a bit, 2 = Some, 1 = Very little) | First-Year | Senior | First-Year | Senior | First-Year | Senior | First – Year | Senior |
| Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same fashion | 3.07 | 2.84 | 3.29 ² | 2.87 ² | 3.08 ³ | 2.76 ³ | 3.01 ⁶ | 2.67 ⁶ |
| Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components | 2.99 ¹ | 3.23 ¹ | 3.05 | 3.23 | 3.01 ³ | 3.25 ³ | 2.91 ⁶ | 3.27 ⁶ |
| Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships | 2.70 ¹ | 3.04 ¹ | 2.85 | 3.08 | 2.71 ³ | 3.04 ³ | 2.69 ⁶ | 3.07 ⁶ |
| Making judgments about the value of information, arguments, or methods such as examining how other gathered and interpreted data and assessing the soundness of their conclusions | 2.73 | 2.85 | 2.77 | 2.91 | 2.83 | 2.91 | 2.83 ⁶ | 3.02 ⁶ |
| Applying theories or concepts to practical problems or in new situations | 3.01 | 3.18 | 3.03 | 3.25 | 3.00 | 3.16 | 3.02 ⁶ | 3.31 ⁶ |

¹ Indicates significant differences between freshmen and senior respondents during the 2001 administration (p < .05)

² Indicates significant differences between freshmen and senior respondents during the 2002 administration (p < .05)

³ Indicates significant difference between freshmen and senior respondents during the 2003 administration (p < .05)

⁶ Indicates significant difference between freshmen and senior respondents during the 2004 administration (p < .05)

Table 9: Reading and Writing Conducted During the Current School Year

| | 2001 | | 2002 | | 2003 | | 2004 | |
|---|---------------------------|-------------------|-------------------------|-------------------|---------------------------|-------------------|---------------------------|-------------------|
| ITEM: During the current school year, about how much reading and writing have you done? (Scale: 5 = More than 20, 4 = Between 11 and 20, 3 = Between 5 and 10, 2 = Between 1 and 4, 1 = None) | First-Year | Senior | First-Year | Senior | First-Year | Senior | First-Year | Senior |
| Number of assigned textbooks, books, or book-length packs of course readings | 3.20 ⁴ | 3.10 | 2.93⁴ | 3.08 | 3.26⁴ | 3.11 | 3.21 ⁴ | 3.12 |
| Number of books read on your own (not assigned) for personal enjoyment or academic enrichment | 1.94 | 2.04 | 1.85 ² | 2.21 ² | 1.99 | 2.10 | 1.84 ⁶ | 2.15 ⁶ |
| Number of written papers or reports of 20 pages or more | 1.10^{1,4} | 1.72 ¹ | 1.21 ^{2,4} | 1.52 ² | 1.24^{3,4} | 1.57 ³ | <i>1.09^{6,4}</i> | 1.58 ⁶ |
| Number of written papers or reports between 5 and 19 pages | 2.21 ⁴ | 2.46 | 2.46⁴ | 2.49 | <i>2.41⁴</i> | 2.55 | 2.03^{6,4} | 2.41 ⁶ |
| Number of written papers or reports of fewer than 5 pages | 3.40 ⁴ | 3.41 | 3.23 ⁴ | 3.06 | 2.54⁴ | 3.31 | 3.25⁴ | 3.24 |

¹ Indicates significant differences between freshmen and senior respondents during the 2001 administration (p < .05)

² Indicates significant differences between freshmen and senior respondents during the 2002 administration (p < .05)

³ Indicates significant difference between freshmen and senior respondents during the 2003 administration (p < .05)

⁴ Indicates a significant difference between freshmen across the four administration periods (p < .05) and bold indicates the two values which differ significantly utilizing post-hoc tests. If two significant differences exist the bold and italic functions show the differences. If three significant differences exist the bold, italic, and underline functions have been utilized.

⁶ Indicates a significant difference between freshman and senior respondents during the 2004 administration (p < .05)

Table 10: Examinations and Academic Advising

| | 2001 | | 2002 | | 2003 | | 2004 | |
|---|------------|--------|------------|--------|-------------------|-------------------|-------------------|-------------------|
| ITEM: During the current school year, about how much reading and writing have you done? (Scale: 5 = More than 20, 4 = Between 11 and 20, 3 = Between 5 and 10, 2 = Between 1 and 4, 1 = None) | First-Year | Senior | First-Year | Senior | First-Year | Senior | First-Year | Senior |
| Extent to which your examinations during the current school year have challenged you to do your best work. (Scale: 7 = very much, 1 = very little) | 5.58 | 5.58 | 5.25 | 5.58 | 5.36 | 5.33 | 5.39 | 5.47 |
| Overall, how would you evaluate the quality of academic advising you have received at your institution? (Scale: 4 = Excellent, 3 = Good, 2 = Fair, 1 = Poor) | 2.80 | 2.79 | 2.82 | 2.82 | 2.98 ³ | 2.68 ³ | 3.01 ⁶ | 2.88 ⁶ |

³ Indicates significant difference between freshmen and senior respondents during the 2003 administration (p < .05)

⁶ Indicates significant differences between freshmen and senior respondents during the 2004 administration (p < .05)

Table 11: Problem Sets and Homework Problems

| | 2001 | | 2002 | | 2003 | | 2004 | |
|--|------------|--------|------------|--------|-------------------|-------------------|-------------------|-------------------|
| In a typical week, how many homework problem sets do you complete? (Scale: 1 = none, 2 = 1-2, 3 = 3-4, 4 = 5-6, 5 = More than 6) | First-Year | Senior | First-Year | Senior | First-Year | Senior | First-Year | Senior |
| Number of Problem sets that take you more than an hour to complete | NA | NA | NA | NA | 2.38 ³ | 2.14 ³ | 2.37 | 2.50 |
| Number of problem sets that take you less than an hour to complete | NA | NA | NA | NA | 2.88 ³ | 2.53 ³ | 2.90 ⁶ | 2.37 ⁶ |
| (Scale: 1 = None, 2 = 1-3, 3 = 4-6, 4 = 7-10, 5 = More than 10) | 2001 | | 2002 | | 2003 | | 2004 | |
| In a typical week, how many homework problems take you more than 15 minutes each to complete? | NA | NA | NA | NA | 2.74 | 2.61 | NA | NA |

³ Indicates significant difference between freshmen and senior respondents during the 2003 administration (p < .05)

⁶ Indicates significant difference between freshmen and senior respondents during the 2004 administration (p < .05)

Table 12a: College Activity Participation

| ITEM: Which of the following have you done or do you plan to do before you graduate from your institution? (Scale: Yes, No, Undecided) | | 2001 Administration | | 2002 Administration | |
|---|-----------|---------------------|------------|---------------------|------------|
| | | First-Year | Senior | First-Year | Senior |
| Practicum, internship, field experience, co-op experience, or clinical assignment. | Yes | 76 (86.4%) | 81 (65.9%) | 51 (85.0%) | 62 (63.9%) |
| | No | - | 19 (15.4%) | - | 29 (29.9%) |
| | Undecided | 12 (13.6%) | 23 (18.7%) | 9 (15.0%) | 6 (6.2%) |
| Community service or volunteer work | Yes | 62 (70.5%) | 68 (60.7%) | 46 (76.7%) | 54 (55.7%) |
| | No | 5 (5.7%) | 38 (33.9%) | 4 (6.7%) | 32 (33.0%) |
| | Undecided | 21 (23.9%) | 6 (5.4%) | 10 (16.7%) | 11 (11.3%) |
| Participate in a learning community or some other formal program where groups of students take two or more classes together | Yes | NA | NA | 14 (23.7%) | 26 (26.8%) |
| | No | | | 17 (28.8%) | 62 (63.9%) |
| | Undecided | | | 28 (47.5%) | 9 (9.3%) |
| Work on a research project with a faculty member outside of course or program requirements | Yes | 35 (39.8%) | 20 (17.9%) | 10 (16.7%) | 16 (16.55) |
| | No | 12 (13.6%) | 72 (64.3%) | 17 (28.3%) | 71 (73.2%) |
| | Undecided | 41 (46.6%) | 20 (17.9%) | 33 (55.0%) | 10 (10.3%) |
| Foreign language coursework | Yes | 18 (20.7%) | 8 (7.2%) | 12 (20.0%) | 14 (14.4%) |
| | No | 44 (50.6%) | 96 (86.5%) | 29 (48.3%) | 78 (80.4%) |
| | Undecided | 25 (28.7%) | 7 (6.3%) | 19 (31.7%) | 5 (5.2%) |
| Study abroad | Yes | 20 (23.0%) | 5 (4.5%) | 13 (21.7%) | 11 (11.3%) |
| | No | 34 (39.1%) | 97 (88.2%) | 24 (40.0%) | 79 (81.4%) |
| | Undecided | 33 (37.9%) | 8 (7.3%) | 23 (38.3%) | 7 (7.2%) |
| Independent study or self-designed major | Yes | 16 (18.2%) | 24 (21.6%) | 6 (10.0%) | 30 (30.9%) |
| | No | 36 (40.9%) | 81 (73.0%) | 30 (50.0%) | 63 (65.0%) |
| | Undecided | 36 (4.9%) | 6 (5.4%) | 24 (40.0%) | 4 (4.1%) |
| Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.) | Yes | 23 (26.1%) | 43 (40.2%) | 23 (38.3%) | 45 (46.4%) |
| | No | 17 (19.3%) | 47 (43.9%) | 12 (20.0%) | 38 (39.2%) |
| | Undecided | 48 (54.5%) | 17 (15.8%) | 25 (41.7%) | 14 (14.4%) |

Table 12b: College Activity Participation 2003 and 2004

| * Question was only posed to students during one administration | | 2003 | | 2004 | |
|--|-------------------|-------------|-------------|-------------|-------------|
| ITEM: Which of the following have you done or do you plan to do before you graduate from your institution? (Scale: 0= undecided, do not plan to do, plan to do, 1= done) | | First- Year | Senior | First- Year | Senior |
| Practicum, internship, field experience, co-op experience, or clinical assignment | Have not decided | 13 (8.8%) | 12 (7.5%) | 37 (12.8%) | 25 (5.6%) |
| | Do not plan to do | 5 (3.4%) | 42 (26.4%) | 9 (3.1%) | 91 (20.4%) |
| | Plan to do | 130 (87.8%) | 105 (66.0%) | 234 (81.3%) | 80 (17.9%) |
| | Done | * | * | 8 (2.8%) | 251 (56.2%) |
| Community service or volunteer work | Have not decided | 30 (20.3%) | 22 (13.8%) | 58 (20.1%) | 42 (9.4%) |
| | Do not plan to do | 9 (61.0%) | 36 (22.6%) | 14 (4.9%) | 93 (20.8%) |
| | Plan to do | 109 (7.6%) | 101 (63.5%) | 144 (50.0%) | 47 (10.5%) |
| | Done | * | * | 72 (25.0%) | 265 (59.3%) |
| Participate in a learning community or some other formal program where groups of students take two or more classes together | Have not decided | 53 (35.8%) | 19 (11.9%) | 128 (44.4%) | 70 (15.7%) |
| | Do not plan to do | 41 (27.7%) | 89 (56.0%) | 66 (22.9%) | 214 (47.9%) |
| | Plan to do | 54 (36.5%) | 51 (32.1%) | 78 (27.1%) | 20 (4.5%) |
| | Done | * | * | 16 (5.6%) | 143 (32.0%) |
| Work on a research project with a faculty member outside of course or program requirements | Have not decided | 69 (46.9%) | 14 (8.8%) | 142 (49.3%) | 72 (16.1%) |
| | Do not plan to do | 34 (23.1%) | 105 (66.0%) | 72 (25.0%) | 231 (51.7%) |
| | Plan to do | 44 (29.9%) | 40 (25.2%) | 67 (23.3%) | 49 (11.0%) |
| | Done | * | * | 7 (2.4%) | 95 (21.3%) |
| Foreign language coursework | Have not decided | 42 (28.6%) | 11 (6.9%) | 91 (31.6%) | 46 (10.3%) |
| | Do not plan to do | 68 (46.3%) | 108 (67.9%) | 126 (43.8%) | 298 (66.7%) |
| | Plan to do | 37 (25.2%) | 40 (25.2%) | 50 (17.4%) | 18 (4.0%) |
| | Done | * | * | 21 (7.3%) | 85 (19.0%) |
| Study abroad | Have not decided | 55 (36.9%) | 9 (5.7%) | 97 (33.7%) | 39 (8.7%) |
| | Do not plan to do | 47 (31.5%) | 133 (86.3%) | 100 (34.7%) | 351 (78.5%) |
| | Plan to do | 47 (31.5%) | 28 (10.7%) | 89 (30.9%) | 19 (4.3%) |
| | Done | * | * | 2 (0.7%) | 38 (8.5%) |
| Independent study or self-designed major | Have not decided | 55 (36.7%) | 12 (7.5%) | 108 (37.5%) | 35 (7.8%) |
| | Do not plan to do | 73 (48.7%) | 122 (76.7%) | 142 (49.3%) | 310 (69.4%) |
| | Plan to do | 21 (14.1%) | 25 (15.7%) | 36 (12.5%) | 21 (4.7%) |
| | Done | * | * | 2 (0.7%) | 81 (18.1%) |
| Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.) | Have not decided | 71 (48.0%) | 13 (8.2%) | 137 (47.6%) | 43 (9.6%) |
| | Do not plan to do | 21 (14.0%) | 77 (48.4%) | 42 (14.6%) | 189 (42.3%) |
| | Plan to do | 56 (37.3%) | 69 (43.4%) | 107 (37.2%) | 99 (22.1%) |
| | Done | * | * | 2 (0.7%) | 116 (26.0%) |

Table 13: Hours Spent Each Week Participating in Various Activities

| | 2001 | | 2002 | | 2003 | | 2004 | |
|---|-------------------|---------------------------|---------------------------|----------------------------------|---------------------------|--------------------------------|---------------------------|----------------------------------|
| ITEM: About how many hours do you spend in a typical 7-day week doing each of the following? (Scale: 1 = Zero hours, 2 = 1-5 hours, 3 = 6-10 hours, 4 = 11-15 hours, 5 = 16-20 hours, 6 = 21-25 hours, 7 = 26-30 hours, 8 = More than 30 hours) | First-Year | Senior | First-Year | Senior | First-Year | Senior | First-Year | Senior |
| Preparing for class (studying, reading, writing, rehearsing, and other activities related to your academic program) | 3.70 | 3.87 | 3.34 ² | 4.00 ² | 3.79 | 3.64 | 3.43 ⁶ | 3.95 ⁶ |
| Working for pay on campus | 1.25 ¹ | 1.52 ¹ | 1.20 ² | 1.67 ² | 1.23 ³ | 1.83 ³ | 1.33 ⁶ | 1.75 ⁶ |
| Working for pay off campus | 1.48 ¹ | 3.06 ¹ | 1.66 ² | 3.08 ² | 1.38 ³ | 2.46 ³ | 1.53 ⁶ | 2.93 ⁶ |
| Participating in co-curricular activities (organizations, campus publications, student government, etc.) | 2.45 | 2.20 ⁵ | 2.25 | 1.97⁵ | 2.25 | 2.46⁵ | 1.96 ⁶ | 2.21 ^{6,5} |
| Relaxing and socializing (watching TV, partying, exercising, etc.) | 4.38 ¹ | 3.55^{1,5} | 4.11 ² | 3.56 ^{2,5} | 3.90 | <u>4.14⁵</u> | 4.11 ⁶ | <u>3.58^{6,5}</u> |
| Providing care for dependents living with you (parents, children, spouse, etc.) | 1.25 ¹ | 2.17^{1,5} | 1.21 ² | <u>2.44^{2,5}</u> | 1.26 | <u>1.49⁵</u> | 1.19 ⁶ | <u>1.91^{6,5}</u> |
| Commuting to class | * | * | 1.43^{2,4} | 2.18 ² | 1.97^{3,4} | 2.16 ³ | 2.06^{6,4} | 2.33 ⁶ |

* Question was only posed to students during one administration

¹ Indicates significant differences between freshmen and senior respondents during the 2001 administration (p < .05)

² Indicates significant differences between freshmen and senior respondents during the 2002 administration (p < .05)

³ Indicates significant difference between freshmen and senior respondents during the 2003 administration (p < .05)

⁴ Indicates a significant difference between freshmen across the four administration periods (p < .05) and bold indicates the two values which differ significantly utilizing post-hoc tests. If two significant differences exist the bold and italic functions show the differences. If three significant differences exist the bold, italic, and underline functions have been utilized.

⁵ Indicates a significant difference between seniors across the four administration periods (p < .05) and bold indicates the two values which differ significantly utilizing post-hoc tests. If two significant differences exist the bold and italic functions show the differences. If three significant differences exist the bold, italic, and underline functions have been utilized.

⁶ Indicates significant difference between freshmen and senior respondents during the 2004 administration (p < .05)

Table 14: Institution Contribution to Your Knowledge, Skills, and Personal Development

| ITEM: To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? (Scale: 4 = Very much, 3 = Quite a bit, 2 = Some, 1 = Very little) | 2001 | | 2002 | | 2003 | | 2004 | |
|---|----------------------------|----------------------------|---------------------|----------------------------|----------------------------|----------------------------|----------------------------|---------------------|
| | First-Year | Senior | First-Year | Senior | First-Year | Senior | First-Year | Senior |
| Acquiring a broad general education | 2.99 ¹ | 3.30 ^{1,5} | 3.05 | 3.10 ⁵ | 3.21 ³ | 3.41 ^{3,5} | 3.16 | 3.26 ⁵ |
| Acquiring job or work-related knowledge and skills | 2.47 ¹ | 3.19 ¹ | 2.42 ² | 3.06 ² | 2.69 ³ | 3.09 ³ | 2.64 ⁶ | 3.24 ⁶ |
| Writing clearly and effectively | 2.85 ¹ | 3.11 ¹ | 2.78 | 2.88 | 3.02 | 3.05 | 2.93 ⁶ | 3.07 ⁶ |
| Speaking clearly and effectively | 2.49 ¹ | 3.04 ¹ | 2.40 ² | 2.86 ² | 2.71 ³ | 3.04 ³ | 2.59 ⁶ | 3.04 ⁶ |
| Thinking critically and analytically | 2.94 ¹ | 3.29 ¹ | 2.93 ² | 3.30 ² | 3.09 | 3.19 | 2.96 ⁶ | 3.37 ⁶ |
| Analyzing quantitative problems | 2.49 ¹ | 2.89 ¹ | 2.32 ² | 2.93 ² | 2.57 ³ | 2.76 ³ | 2.39 ⁶ | 2.76 ⁶ |
| Using computing and information technology | 2.77 ^{1,4} | 3.22 ¹ | 2.72 ^{2,4} | 3.18 ² | 3.13 ^{3,4} | 3.33 ³ | <u>2.90</u> ^{6,4} | 3.22 ⁶ |
| Working effectively with others | 2.69 ¹ | 3.34 ¹ | 2.72 ² | 3.22 ² | 2.82 ³ | 3.32 ³ | 2.86 ⁶ | 3.24 ⁶ |
| Voting in local, state, or national elections | 1.66 | 1.79 | 1.57 | 1.73 | 1.55 ³ | 1.81 ³ | 1.74 | 1.79 |
| Learning effectively on your own | 2.89 ¹ | 3.19 ^{1,5} | 2.97 | 3.10 ⁵ | 2.92 | 2.92 ⁵ | 2.87 ⁶ | 3.09 ^{6,5} |
| Understanding yourself | 2.86 ¹ | 3.21 ^{1,5} | 3.00 | 3.06 ⁵ | 2.86 | 2.85 ⁵ | 2.73 ⁶ | 2.90 ^{6,5} |
| Understanding people of other racial and ethnic backgrounds | 2.58 | 2.83 | 2.63 | 2.74 | 2.57 | 2.58 | 2.53 | 2.56 |
| Solving complex real-world problems | * | * | 2.48 ² | 2.89 ^{2,5} | 2.47 | 2.54 ³ | 2.53 ⁶ | 2.72 ^{6,3} |
| Developing a personal code of values and ethics | 2.66 | 2.92 | 2.65 | 2.82 | 2.60 | 2.67 | 2.59 ⁶ | 2.64 ⁶ |
| Contributing to the welfare of your community | 2.07 ¹ | 2.37 ¹ | 2.12 ² | 2.46 ² | 2.23 | 2.31 | 2.15 ⁶ | 2.41 ⁶ |
| Developing a deepened sense of spirituality | * | * | * | * | * | * | 1.99 ⁶ | 1.81 ⁶ |

* Question was only posed to students during one administration

¹ Indicates significant differences between freshmen and senior respondents during the 2001 administration (p < .05)

² Indicates significant differences between freshmen and senior respondents during the 2002 administration (p < .05)

³ Indicates significant difference between freshmen and senior respondents during the 2003 administration (p < .05)

⁴ Indicates a significant difference between freshmen across the four administration periods (p < .05) and bold indicates the two values which differ significantly utilizing post-hoc tests. If two significant differences exist the bold and italic functions show the differences. If three significant differences exist the bold, italic, and underline functions have been utilized.

⁵ Indicates a significant difference between seniors across the four administration periods (p < .05) and bold indicates the two values which differ significantly utilizing post-hoc tests. If two significant differences exist the bold and italic functions show the differences. If three significant differences exist the bold, italic, and underline functions have been utilized.

⁶ Indicates a significant difference between freshmen and senior respondents during the 2004 administration (p < .05)

Table 15: Institutional Emphasis on Various Activities

| ITEM: To what extent does your institution emphasize each of the following? (Scale: 4 = Very much, 3 = Quite a bit, 2 = Some, 1 = Very little) | 2001 | | 2002 | | 2003 | | 2004 | |
|--|-------------------|-------------------|-------------------------|-------------------------|---------------------------|-------------------------|---------------------|---------------------|
| | First-Year | Senior | First-Year | Senior | First-Year | Senior | First-Year | Senior |
| Spending significant amounts of time studying and on academic work | 3.01 | 3.00 | 2.83 | 2.96 | 2.95 | 2.97 | 2.96 | 3.02 |
| Providing the support you need to help you succeed academically | 2.99 | 2.97 | 2.87 | 2.85 | 2.97 | 2.85 | 3.00 | 2.93 |
| Encouraging contact among students from different economic, social, and racial or ethnic backgrounds | 2.45 ⁴ | 2.45 | 2.33⁴ | 2.43 | 2.68^{3,4} | 2.36 ³ | 2.58 ^{6,4} | 2.36 ⁶ |
| Helping you cope with your non-academic responsibilities (work, family, etc.) | 2.10 ¹ | 1.84 ¹ | 2.13 | 1.84 | 2.15 | 1.97 | 2.15 ⁶ | 1.91 ⁶ |
| Providing the support you need to thrive socially | 2.37 | 2.19 | 2.27 | 2.18 | 2.57 ³ | 2.23 ³ | 2.46 ⁶ | 2.20 ⁶ |
| Attending campus events and activities (special speakers, cultural performance, athletic events, etc.) | * | * | 2.65⁴ | 2.55⁵ | 2.92⁴ | 2.81⁵ | 2.89 ^{6,4} | 2.61 ^{6,5} |
| Using computers in academic work | * | * | * | * | 3.39 | 3.53 | 3.38 ⁶ | 3.54 ⁶ |

* Question was only posed to students during one administration

¹ Indicates significant differences between freshmen and senior respondents during the 2001 administration (p < .05)

³ Indicates significant difference between freshmen and senior respondents during the 2003 administration (p < .05)

⁴ Indicates a significant difference between freshmen across the four administration periods (p < .05) and bold indicates the two values which differ significantly utilizing post-hoc tests. If two significant differences exist the bold and italic functions show the differences. If three significant differences exist the bold, italic, and underline functions have been utilized.

⁵ Indicates a significant difference between seniors across the four administration periods (p < .05) and bold indicates the two values which differ significantly utilizing post-hoc tests. If two significant differences exist the bold and italic functions show the differences. If three significant differences exist the bold, italic, and underline functions have been utilized.

⁶ Indicates a significant difference between freshmen and senior respondents during the 2004 administration (p < .05)

Table 16: Quality of Your Relationships with People at Your Institution

| ITEM: Mark the box that best represents the quality of your relationships with people at your institution | 2001 | | 2002 | | 2003 | | 2004 | |
|---|------------|--------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| | First-Year | Senior | First-Year | Senior | First-Year | Senior | First-Year | Senior |
| Other Students (Scale: 7 = Friendly, Supportive, Sense of Belonging to 1 = Unfriendly, unsupportive, sense of alienation) | 5.71 | 5.73 | 5.58 | 5.75 | 5.49 ³ | 5.95 ³ | 5.64 | 5.79 |
| Faculty Members (Scale: 7 = Available, helpful, sympathetic to 1 = Unavailable, unhelpful, unsympathetic) | 5.39 | 5.69 | 5.25 ² | 5.69 ² | 5.53 | 5.55 | 5.56 ⁶ | 5.77 ⁶ |
| Administrative and Personnel Offices (Scale: 7 = Helpful, considerate, flexible to 1 = unhelpful, inconsiderate, rigid) | 4.75 | 4.70 | 4.72 | 4.55 | 4.95 ³ | 4.58 ³ | 5.07 ⁶ | 4.74 ⁶ |

² Indicates significant differences between freshmen and senior respondents during the 2002 administration (p < .05)

³ Indicates significant difference between freshmen and senior respondents during the 2003 administration (p < .05)

⁶ Indicates significant difference between freshmen and senior respondents during the 2004 administration (p < .05)

Table 17: Evaluation of Education Experience and Attitude towards Institution

| | 2001 | | 2002 | | 2003 | | 2004 | |
|--|-------------------|---------------------------|-------------------|-------------------|------------|--------------------------------|------------|--------------------------------|
| | First-Year | Senior | First-Year | Senior | First-Year | Senior | First-Year | Senior |
| How would you evaluate your entire educational experience at this institution? (Scale: 4 = Excellent, 3 = Good, 2 = Fair, 1 = Poor) | 3.09 ¹ | 3.32^{1,5} | 3.15 | 3.36 ⁵ | 3.20 | <i>3.12⁵</i> | 3.17 | <i>3.26⁵</i> |
| If you could start over again, would you go to the same institution you are now attending? (Scale: 4 = Definitely yes, 3 = Probably yes, 2 = Probably no, 1 = Definitely no) | 3.17 | 3.09 | 2.93 ² | 3.32 ² | 3.14 | 3.13 | 3.20 | 3.22 |

¹ Indicates significant differences between freshmen and senior respondents during the 2001 administration (p < .05)

² Indicates significant differences between freshmen and senior respondents during the 2002 administration (p < .05)

⁵ Indicates a significant difference between seniors across the four administration periods (p < .05) and bold indicates the two values which differ significantly utilizing post-hoc tests. If two significant differences exist the bold and italic functions show the differences. If three significant differences exist the bold, italic, and underline functions have been utilized.

APPENDIX C: NATIONAL COMPARISON TABLES (2004 Administration)

Table 18: Activities Participated in During the Current School Year

| ITEM: In your experience at your institution during the current school year, about how often have you done each of the following? (Scale: 4 = Very often, 3 = Often, 2 = Sometimes, 1= Never) | Class | Radford University Respondents | Master's Institutions Respondents | NSSE 2004 Entire Respondents |
|---|-------|--------------------------------|-----------------------------------|------------------------------|
| Asked questions in class or contributed to class discussions | FY | 2.57 | 2.83* | 2.84* |
| | SR | 3.23 | 3.18 | 3.16 |
| Made a class presentation | FY | 2.09 | 2.25* | 2.24* |
| | SR | 2.92 | 2.90 | 2.86 |
| Prepared two or more drafts of a paper or assignment before turning it in | FY | 2.85 | 2.73* | 2.70* |
| | SR | 2.66 | 2.55* | 2.51* |
| Worked on a paper or project that required integrating ideas or information from various sources | FY | 2.89 | 3.04* | 3.06* |
| | SR | 3.39 | 3.35 | 3.35 |
| Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments | FY | 2.64 | 2.73* | 2.73 |
| | SR | 2.83 | 2.81 | 2.81 |
| Came to class without completing readings or assignments | FY | 2.04 | 1.99 | 2.01 |
| | SR | 2.03 | 2.04 | 2.07 |
| Worked with other students on projects during class | FY | 2.33 | 2.37 | 2.33 |
| | SR | 2.57 | 2.51 | 2.44* |
| Worked with classmates outside of class to prepare class assignments | FY | 2.32 | 2.32 | 2.39 |
| | SR | 2.92 | 2.70* | 2.73* |
| Put together ideas or concepts from different courses when completing assignments or during class discussions | FY | 2.37 | 2.44 | 2.47 |
| | SR | 2.97 | 2.84* | 2.86 |
| Tutored or taught other students (paid or voluntary) | FY | 1.57 | 1.62 | 1.67 |
| | SR | 1.89 | 1.87 | 1.91 |
| Participated in a community-based project as part of a regular course | FY | 1.40 | 1.54* | 1.56* |
| | SR | 1.82 | 1.75 | 1.74 |
| Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment | FY | 2.83 | 2.59* | 2.63* |
| | SR | 2.99 | 2.78* | 2.78* |
| Used email to communicate with an instructor | FY | 3.32 | 2.91* | 2.98* |
| | SR | 3.51 | 3.18* | 3.24* |
| Discussed grades or assignments with an instructor | FY | 2.70 | 2.57* | 2.59* |
| | SR | 3.07 | 2.83* | 2.84* |
| Talked about career plans with a faculty member or advisor | FY | 2.19 | 2.13 | 2.14 |

| | | | | |
|---|-----------|------|-------|-------|
| | SR | 2.78 | 2.47* | 2.49* |
| Discussed ideas from your readings or classes with faculty members outside of class | FY | 1.76 | 1.77 | 1.81 |
| | SR | 2.28 | 2.08* | 2.11* |
| Received prompt feedback from faculty on your academic performance (written or oral) | FY | 2.57 | 2.59 | 2.64 |
| | SR | 2.89 | 2.85 | 2.84 |
| Worked harder than you thought you could to meet an instructor's standards or expectations | FY | 2.56 | 2.59 | 2.60 |
| | SR | 2.78 | 2.74 | 2.72 |
| Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.) | FY | 1.46 | 1.54 | 1.57* |
| | SR | 2.04 | 1.84* | 1.90* |
| Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.) | FY | 2.69 | 2.68 | 2.73 |
| | SR | 2.93 | 2.87 | 2.90 |
| Had serious conversations with students of a different race or ethnicity than your own | FY | 2.61 | 2.50 | 2.56 |
| | SR | 2.64 | 2.58 | 2.62 |
| Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values | FY | 2.75 | 2.68 | 2.74 |
| | SR | 2.80 | 2.68* | 2.72 |
| Attended an art exhibit, gallery, play, dance, or other theater performance | FY | 2.14 | 2.07 | 2.12 |
| | SR | 1.88 | 1.96 | 2.03* |
| Exercised or participated in physical fitness activities | FY | 2.83 | 2.62* | 2.72 |
| | SR | 2.62 | 2.46* | 2.57 |
| Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.) | FY | 1.82 | 2.01* | 2.08* |
| | SR | 1.92 | 2.02 | 2.07* |

* Indicates a significant difference between Radford University respondents and either Master's or National respondents ($p < .05$).

Table 19: Mental Activities Emphasized in Coursework

| ITEM: During the current school year, to what extent has your coursework emphasized the following mental activities? (Scale: 4 = Very much, 3 = Quite a bit, 2 = some, 1 = Very little) | Class | Radford University Respondents | Master's Institutions Respondents | NSSE 2004 Entire Respondents |
|---|-----------|--------------------------------|-----------------------------------|------------------------------|
| Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same fashion | FY | 3.01 | 2.93 | 2.91* |
| | SR | 2.67 | 2.79* | 2.74 |
| Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components | FY | 2.91 | 3.09* | 3.14* |
| | SR | 3.27 | 3.28 | 3.30 |
| Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships | FY | 2.69 | 2.84* | 2.88* |
| | SR | 3.07 | 3.07 | 3.09 |
| Making judgments about the value of information, arguments, or methods such as examining how other gathered and interpreted data and assessing the soundness of their conclusions | FY | 2.83 | 2.82 | 2.84 |
| | SR | 3.02 | 2.99 | 2.99 |
| Applying theories or concepts to practical problems or in new situations | FY | 3.02 | 3.00 | 3.03 |
| | SR | 3.31 | 3.22* | 3.23* |

* Indicates a significant difference between Radford University respondents and either Master's or National respondents ($p < .05$).

Table 20: Reading and Writing Conducted During the Current School Year

| ITEM: During the current school year, about how much reading and writing have you done? (Scale: 5 = More than 20, 4 = Between 11 and 20, 3 = Between 5 and 10, 2 = Between 1 and 4, 1 = None) | Class | Radford University Respondents | Master's Institutions Respondents | NSSE 2004 Entire Respondents |
|---|----------|--------------------------------|-----------------------------------|------------------------------|
| Number of assigned textbooks, books, or book-length packs of course readings | FY SR | 3.21 3.12 | 3.36* 3.26* | 3.42* 3.33* |
| Number of books read on your own (not assigned) for personal enjoyment or academic enrichment | FY SR | 1.84 2.15 | 2.02* 2.20 | 2.03* 2.21 |
| Number of written papers or reports of 20 pages or more | FY SR | 1.09 1.58 | 1.25* 1.64 | 1.25* 1.66* |
| Number of written papers or reports between 5 and 19 pages | FY SR | 2.03 2.41 | 2.35* 2.63* | 2.40* 2.66* |
| Number of written papers or reports of fewer than 5 pages | FY SR | 3.25 3.24 | 3.22 3.10* | 3.25 3.11* |

* Indicates a significant difference between Radford University respondents and either Master's or National respondents ($p < .05$).

Table 21: Examinations and Academic Advising

| ITEM | Class | Radford University Respondents | Master's Institutions Respondents | NSSE 2004 Entire Respondents |
|--|----------|--------------------------------|-----------------------------------|------------------------------|
| To what extent did your exams during the current school year challenge you to do your best work? (1=very little to 7 = very much) | FY SR | 5.39 5.47 | 5.50 5.50 | 5.54* 5.48 |
| Overall how would you evaluate the quality of academic advising you have received at your institution? (1=poor, 2 = fair, 3 = good, 4 = excellent) | FY SR | 3.01 2.88 | 3.00 2.92 | 3.02 2.95 |

* Indicates a significant difference between Radford University respondents and either Master's or National respondents ($p < .05$).

Table 22: Problem Sets and Homework Problems

| ITEM | Class | Radford University Respondents | Master's Institutions Respondents | NSSE 2004 Entire Respondents |
|--|-----------|--------------------------------|-----------------------------------|------------------------------|
| Number of problem sets that take you more than an hour to complete. (1 = none, 2 = 1-3, 3 = 3-4, 4 = 5-6, 5 = more than 6) | FY | 2.37 | 2.56* | 2.59* |
| | SR | 2.50 | 2.52 | 2.49 |
| Number of problem sets that take you less than an hour to complete. (1 = none, 2 = 1-3, 3 = 3-4, 4 = 5-6, 5 = more than 6) | FY | 2.90 | 2.73* | 2.68* |
| | SR | 2.37 | 2.35 | 2.29 |

* Indicates a significant difference between Radford University respondents and either Master's or National respondents ($p < .05$).

Table 23: College Activity Participation

| ITEM: Which of the following have you done or do you plan to do before you graduate from your institution? (0 = undecided, do not plan to do, plan to do, 1 = Done,. Means are the proportion of students responding "Done.") | Class | Radford University Respondents | Master's Institutions Respondents | NSSE 2004 Entire Respondents |
|---|-----------|--------------------------------|-----------------------------------|------------------------------|
| Practicum, internship, field experience, co-op experience, or clinical assignment | FY | .03 | .06* | .06* |
| | SR | .56 | .53 | .56 |
| Community service or volunteer work | FY | .25 | .36* | .37* |
| | SR | .59 | .57 | .60 |
| Participate in a learning community or some other formal program where groups of students take two or more classes together | FY | .06 | .12* | .12* |
| | SR | .32 | .23* | .23* |
| Work on a research project with a faculty member outside of course or program requirements | FY | .02 | .03 | .03 |
| | SR | .21 | .17* | .20 |
| Foreign language coursework | FY | .07 | .20* | .23* |
| | SR | .19 | .38* | .43* |
| Study abroad | FY | .01 | .02* | .02* |
| | SR | .09 | .12* | .17* |
| Independent study or self-designed major | FY | .01 | .03* | .02* |
| | SR | .18 | .20 | .23* |
| Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.) | FY | .01 | .01 | .01 |
| | SR | .26 | .31* | .35* |

* Indicates a significant difference between Radford University respondents and either Master's or National respondents ($p < .05$).

Table 24: Hours Spent Each Week Participating in Various Activities

| ITEM: About how many hours do you spend in a typical 7-day week doing each of the following? (Scale: 0, 1-5, 6-10, 11-15, 16-20, 21-25, 26-30, more than 30) | Class | Radford University Respondents | Master's Institutions Respondents | NSSE 2004 Entire Respondents |
|--|-----------|--------------------------------|-----------------------------------|------------------------------|
| Preparing for class (studying, reading, writing, rehearsing, and other activities related to your academic program) | FY | 3.43 | 3.82* | 4.00* |
| | SR | 3.95 | 3.94 | 4.08 |
| Working for pay on campus | FY | 1.33 | 1.60* | 1.63* |
| | SR | 1.75 | 1.78 | 1.92* |
| Working for pay off campus | FY | 1.53 | 2.57* | 2.27* |
| | SR | 2.93 | 3.98* | 3.53* |
| Participating in co-curricular activities (organizations, campus publications, student government, etc.) | FY | 1.96 | 2.11 | 2.22* |
| | SR | 2.21 | 2.02* | 2.14 |
| Relaxing and socializing (watching TV, partying, exercising, etc.) | FY | 4.11 | 3.81* | 3.82* |
| | SR | 3.58 | 3.49 | 3.54 |
| Providing care for dependents living with you (parents, children, spouse, etc.) | FY | 1.19 | 1.77* | 1.60* |
| | SR | 1.91 | 2.53* | 2.26* |
| Commuting to class | FY | 2.06 | 2.18 | 2.15 |
| | SR | 2.33 | 2.38 | 2.30 |

* Indicates a significant difference between Radford University respondents and either Master's or National respondents ($p < .05$).

Table 25: Institution Contribution to Your Knowledge, Skills, and Personal Development

| ITEM: To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? (Scale: 4 = Very much, 3 = Quite a bit, 2 = Some, 1 = Very little) | Class | Radford University Respondents | Master's Institutions Respondents | NSSE 2004 Entire Respondents |
|--|-------|--------------------------------|-----------------------------------|------------------------------|
| Acquiring a broad general education | FY | 3.16 | 3.14 | 3.16 |
| | SR | 3.26 | 3.30 | 3.32 |
| Acquiring job or work-related knowledge and skills | FY | 2.64 | 2.65 | 2.67 |
| | SR | 3.24 | 3.06* | 3.02* |
| Writing clearly and effectively | FY | 2.93 | 2.97 | 2.97 |
| | SR | 3.07 | 3.11 | 3.12 |
| Speaking clearly and effectively | FY | 2.59 | 2.75* | 2.73* |
| | SR | 3.04 | 3.02 | 3.01 |
| Thinking critically and analytically | FY | 2.96 | 3.12* | 3.17* |
| | SR | 3.37 | 3.33 | 3.37 |
| Analyzing quantitative problems | FY | 2.39 | 2.61* | 2.64* |
| | SR | 2.76 | 2.86* | 2.87* |
| Using computing and information technology | FY | 2.90 | 2.84 | 2.85 |
| | SR | 3.22 | 3.13* | 3.12* |
| Working effectively with others | FY | 2.86 | 2.85 | 2.85 |
| | SR | 3.24 | 3.14* | 3.14* |
| Voting in local, state, or national elections | FY | 1.74 | 1.87* | 1.88* |
| | SR | 1.79 | 1.84 | 1.84 |
| Learning effectively on your own | FY | 2.87 | 2.87 | 2.91 |
| | SR | 3.09 | 3.06 | 3.09 |
| Understanding yourself | FY | 2.73 | 2.70 | 2.74 |
| | SR | 2.90 | 2.84 | 2.88 |
| Understanding people of other racial and ethnic backgrounds | FY | 2.53 | 2.51 | 2.53 |
| | SR | 2.56 | 2.57 | 2.58 |
| Solving complex real-world problems | FY | 2.53 | 2.47 | 2.50 |
| | SR | 2.72 | 2.68 | 2.69 |
| Developing a personal code of values and ethics | FY | 2.59 | 2.57 | 2.60 |
| | SR | 2.64 | 2.71 | 2.72 |
| Contributing to the welfare of your community | FY | 2.15 | 2.28* | 2.33* |
| | SR | 2.41 | 2.41 | 2.42 |
| Developing a deepened sense of spirituality | FY | 1.99 | 2.09 | 2.10 |
| | SR | 1.81 | 2.00* | 1.99* |

Table 26: Institutional Emphasis on Various Activities

| | Class | Radford University Respondents | Master's Institutions Respondents | NSSE 2004 Entire Respondents |
|---|--------------|---------------------------------------|--|-------------------------------------|
| Spending significant amounts of time studying and on academic work | FY | 2.96 | 3.11* | 3.15* |
| | SR | 3.02 | 3.10* | 3.14* |
| Providing the support you need to help you success academically | FY | 3.00 | 3.06 | 3.10 |
| | SR | 2.93 | 2.96 | 2.97 |
| Encouraging contact among students from different economic, social, and racial or ethnic backgrounds | FY | 2.58 | 2.56 | 2.60 |
| | SR | 2.36 | 2.40 | 2.41 |
| Helping you cope with your non-academic responsibilities (work, family, etc.) | FY | 2.15 | 2.13 | 2.15 |
| | SR | 1.91 | 1.92 | 1.92 |
| Providing the support you need to thrive socially | FY | 2.46 | 2.33* | 2.36 |
| | SR | 2.20 | 2.10* | 2.12* |
| Attending campus events and activities (special speakers, cultural performances, athletic events, etc.) | FY | 2.89 | 2.77* | 2.83 |
| | SR | 2.61 | 2.50* | 2.59 |
| Using computers in academic work | FY | 3.38 | 3.27* | 3.32 |
| | SR | 3.54 | 3.41* | 3.45* |

* Indicates a significant difference between Radford University respondents and either Master's or National respondents ($p < .05$).

Table 27: Quality of Your Relationships with People at Your Institution

| | Class | Radford University Respondents | Master's Institutions Respondents | NSSE 2004 Entire Respondents |
|--|-------|--------------------------------|-----------------------------------|------------------------------|
| Quality of relationships with other students | FY | 5.64 | 5.64 | 5.68 |
| | SR | 5.79 | 5.77 | 5.75 |
| Quality of relationships with faculty members | FY | 5.56 | 5.56 | 5.58 |
| | SR | 5.77 | 5.74 | 5.73 |
| Quality of relationships with administrative personnel and offices | FY | 5.07 | 5.13 | 5.13 |
| | SR | 4.74 | 4.85 | 4.82 |

* Indicates a significant difference between Radford University respondents and either Master's or National respondents ($p < .05$).

Table 28: Evaluation of Education Experience and Attitude towards Institution

| | Class | Radford University Respondents | Master's Institutions Respondents | NSSE 2004 Entire Respondents |
|--|-------|--------------------------------|-----------------------------------|------------------------------|
| How would you evaluate your entire educational experience at this institution? | FY | 3.17 | 3.18 | 3.22 |
| | SR | 3.26 | 3.23 | 3.25 |
| If you could start over again, would you go to the same institution you are now attending? | FY | 3.20 | 3.19 | 3.23 |
| | SR | 3.22 | 3.17 | 3.18 |

* Indicates a significant difference between Radford University respondents and either Master's or National respondents ($p < .05$).

APPENDIX D: EXPERIMENTAL ITEMS (2004 Administration)

Appendix D-1: Experimental Item Frequency Tables (2004)

During the current school year, how often have you: Expressed your opinion about a political or community issue in a public forum (e.g., sent a letter or email to the media, contacted a government official, made a speech, signed a petition)

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|------------|-----------|---------|---------------|--------------------|
| Valid | Never | 310 | 40.1 | 45.6 | 45.6 |
| | Sometimes | 232 | 30.0 | 34.1 | 79.7 |
| | Often | 88 | 11.4 | 12.9 | 92.6 |
| | Very Often | 50 | 6.5 | 7.4 | 100.0 |
| | Total | 680 | 88.0 | 100.0 | |
| Missing | System | 93 | 12.0 | | |
| Total | | 773 | 100.0 | | |

In your experience at your institution during the current school year, about how often have you done each of the following? Used media sources (e.g., newspaper, radio, television, Internet) to stay informed about local political or community issues

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|------------|-----------|---------|---------------|--------------------|
| Valid | Never | 36 | 4.7 | 5.3 | 5.3 |
| | Sometimes | 173 | 22.4 | 25.4 | 30.6 |
| | Often | 230 | 29.8 | 33.7 | 64.4 |
| | Very Often | 243 | 31.4 | 35.6 | 100.0 |
| | Total | 682 | 88.2 | 100.0 | |
| Missing | System | 91 | 11.8 | | |
| Total | | 773 | 100.0 | | |

In your experience at your institution during the current school year, about how often have you done each of the following? Participated in a fundraising event (e.g., phone-a-thon, run, walk, dance marathon)

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|------------|-----------|---------|---------------|--------------------|
| Valid | Never | 354 | 45.8 | 52.1 | 52.1 |
| | Sometimes | 188 | 24.3 | 27.7 | 79.8 |
| | Often | 92 | 11.9 | 13.5 | 93.4 |
| | Very Often | 45 | 5.8 | 6.6 | 100.0 |
| | Total | 679 | 87.8 | 100.0 | |
| Missing | System | 94 | 12.2 | | |
| Total | | 773 | 100.0 | | |

In your experience at your institution during the current school year, about how often have you done each of the following? Attended a rally, vigil, or protest about an issue that is important to you

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|------------|-----------|---------|---------------|--------------------|
| Valid | Never | 441 | 57.1 | 65.1 | 65.1 |
| | Sometimes | 180 | 23.3 | 26.6 | 91.7 |
| | Often | 37 | 4.8 | 5.5 | 97.2 |
| | Very Often | 19 | 2.5 | 2.8 | 100.0 |
| | Total | 677 | 87.6 | 100.0 | |
| Missing | System | 96 | 12.4 | | |
| Total | | 773 | 100.0 | | |

In your experience at your institution during the current school year, about how often have you done each of the following? Led meetings or activities for a local community organization or religious group

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|------------|-----------|---------|---------------|--------------------|
| Valid | Never | 492 | 63.6 | 72.4 | 72.4 |
| | Sometimes | 95 | 12.3 | 14.0 | 86.3 |
| | Often | 56 | 7.2 | 8.2 | 94.6 |
| | Very Often | 37 | 4.8 | 5.4 | 100.0 |
| | Total | 680 | 88.0 | 100.0 | |
| Missing | System | 93 | 12.0 | | |
| Total | | 773 | 100.0 | | |

In your experience at your institution during the current school year, about how often have you done each of the following? Learned something from discussing questions that have no clear answers

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|------------|-----------|---------|---------------|--------------------|
| Valid | Never | 45 | 5.8 | 6.6 | 6.6 |
| | Sometimes | 265 | 34.3 | 39.0 | 45.7 |
| | Often | 270 | 34.9 | 39.8 | 85.4 |
| | Very Often | 99 | 12.8 | 14.6 | 100.0 |
| | Total | 679 | 87.8 | 100.0 | |
| Missing | System | 94 | 12.2 | | |
| Total | | 773 | 100.0 | | |

In your experience at your institution during the current school year, about how often have you done each of the following? Examined the strengths and weaknesses of your own views on a topic or issue

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|------------|-----------|---------|---------------|--------------------|
| Valid | Never | 26 | 3.4 | 3.8 | 3.8 |
| | Sometimes | 230 | 29.8 | 34.0 | 37.8 |
| | Often | 287 | 37.1 | 42.4 | 80.2 |
| | Very Often | 134 | 17.3 | 19.8 | 100.0 |
| | Total | 677 | 87.6 | 100.0 | |
| Missing | System | 96 | 12.4 | | |
| Total | | 773 | 100.0 | | |

In your experience at your institution during the current school year, about how often have you done each of the following? Tried to better understand someone else's views by imagining how an issue looks from his or her perspective

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|------------|-----------|---------|---------------|--------------------|
| Valid | Never | 23 | 3.0 | 3.4 | 3.4 |
| | Sometimes | 190 | 24.6 | 28.1 | 31.6 |
| | Often | 310 | 40.1 | 45.9 | 77.5 |
| | Very Often | 152 | 19.7 | 22.5 | 100.0 |
| | Total | 675 | 87.3 | 100.0 | |
| Missing | System | 98 | 12.7 | | |
| Total | | 773 | 100.0 | | |

In your experience at your institution during the current school year, about how often have you done each of the following? Learned something that changed the way you understand an issue or concept

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|------------|-----------|---------|---------------|--------------------|
| Valid | Never | 16 | 2.1 | 2.4 | 2.4 |
| | Sometimes | 227 | 29.4 | 33.7 | 36.1 |
| | Often | 281 | 36.4 | 41.7 | 77.7 |
| | Very Often | 150 | 19.4 | 22.3 | 100.0 |
| | Total | 674 | 87.2 | 100.0 | |
| Missing | System | 99 | 12.8 | | |
| Total | | 773 | 100.0 | | |

In your experience at your institution during the current school year, about how often have you done each of the following? Applied what you learned in a course to your personal life or work

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|------------|-----------|---------|---------------|--------------------|
| Valid | Never | 21 | 2.7 | 3.1 | 3.1 |
| | Sometimes | 187 | 24.2 | 27.7 | 30.9 |
| | Often | 253 | 32.7 | 37.5 | 68.4 |
| | Very Often | 213 | 27.6 | 31.6 | 100.0 |
| | Total | 674 | 87.2 | 100.0 | |
| Missing | System | 99 | 12.8 | | |
| Total | | 773 | 100.0 | | |

In your experience at your institution during the current school year, about how often have you done each of the following? Enjoyed completing a task that required a lot of thinking and mental effort

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|------------|-----------|---------|---------------|--------------------|
| Valid | Never | 36 | 4.7 | 5.3 | 5.3 |
| | Sometimes | 200 | 25.9 | 29.6 | 34.9 |
| | Often | 240 | 31.0 | 35.5 | 70.4 |
| | Very Often | 200 | 25.9 | 29.6 | 100.0 |
| | Total | 676 | 87.5 | 100.0 | |
| Missing | System | 97 | 12.5 | | |
| Total | | 773 | 100.0 | | |

Appendix D-2: Experimental Item Mean Comparisons (2004)

| <i>In your experience at your institution during the current school year, about how often have you done each of the following? Scale: 1= never, 2= sometimes, 3= often, 4= very often</i> | Class | Radford University Respondents |
|---|------------------------|---------------------------------------|
| Expressed your opinion about a political or community issue in a public forum (e.g. sent a letter or email to the media, contacted a government official, made a speech, signed a petition) | FY SR | 1.80 1.83 |
| Used media sources (e.g. newspaper, radio, television, internet) to stay informed about local political or community issues | FY SR | 2.91* 3.05* |
| Participated in a fund raising event (e.g. phone-a-thon, run, walk, dance marathon) | FY SR | 1.54* 1.88* |
| Attended a rally, vigil, or protest about an issue that is important to you | FY SR | 1.39* 1.50* |
| Led meeting or activities for a local community organization or religious group | FY SR | 1.35* 1.54* |
| Learned something from discussing questions that have no clear answers | FY SR | 2.50* 2.70* |
| Examined the strengths and weaknesses of your own views on a topic or issue | FY SR | 2.64* 2.87* |
| Tried to better understand someone else's views by imagining how an issue looks from his or her perspective | FY SR | 2.77* 2.94* |
| Learned something that changed the way you understand an issue or concept | FY SR | 2.70* 2.92* |
| Applied what you learned in a course to your personal life or work | FY SR | 2.68* 3.16* |
| Enjoyed completing a task that required a lot of thinking and mental effort | FY SR | 2.61* 3.08* |
| <i>About how many hours do you spend in a typical 7-day week doing each of the following?</i> | | |
| Using online resources or tools (e.g. Internet, email, course or library websites, search engines) for academic purposes | FY SR | 10.78 10.00 |
| Using a computer offline tool (e.g. using a word processor or other software applications) for academic purposes | FY SR | 5.96* 7.88* |
| Reading assigned books, articles, and other materials | FY SR | 7.18 7.97 |

| | | |
|---|-----------|-------|
| Preparing written assignments (e.g. papers, labs, problem sets) | FY | 6.42 |
| | SR | 7.17 |
| Working on course-related artistic and creative projects such as a painting, pottery, sculpture, dance, drama, etc. | FY | 2.34 |
| | SR | 2.46 |
| Preparing for course presentations | FY | 2.28* |
| | SR | 3.78* |
| Reviewing course material (e.g. re-reading, reviewing notes) | FY | 5.51 |
| | SR | 5.20 |
| Studying with other students outside of class | FY | 2.27 |
| | SR | 2.45 |
| Meeting with faculty about coursework | FY | 1.03* |
| | SR | 1.38* |