

National Survey of Student Engagement (NSSE) 2005: Overview and Descriptive Statistics

Sebastian Lemire
March 2006

INTRODUCTION

The 2005 National Survey of Student Engagement (NSSE) surveyed 235,000 first-year and senior students at 528 four-year postsecondary institutions nation-wide. The stated aim of the NSSE was two-fold: to identify areas in postsecondary education that warrant particular attention and improvement, as well as to inform decision making and intervention strategies in these areas. The University of Washington (UW) participated in this administration in order to obtain information for these purposes, as well as to provide the basis for comparison with other members of the Association of American Universities Data Exchange (AAUDE) consortium.¹

METHOD

In March of 2005, an introductory e-mail containing an internet address for the questionnaire was sent out to a random sample of 1,917 freshman and 4,251 seniors who were enrolled full-time at the UW Seattle campus during Fall quarter 2004. In the Spring quarter of 2005, four follow up e-mails were sent to respondents who had not submitted questionnaires.

Instrument

The UW 2005 NSSE was administered entirely via the Web. The [questionnaire](#) was comprised of 29 items organized according to five themes: level of academic challenge, active and collaborative learning, student-faculty engagement, enriching educational experiences, and supportive campus environment. Most of the items were presented in fixed-choice format and some contained multiple sub-questions. UW students also were administered a set of 20 fixed-choice [supplemental items](#) created by the AAUDE consortium. These items solicited student feedback on course availability, quality and accessibility of academic advising and other resources, academic quality of their institution and/or department or program, as well as post-baccalaureate plans.

Response Rates

A total of 1,989 questionnaires were completed, yielding a response rate among freshman of 33% and among seniors of 32%.² Further analysis of these responses revealed that female respondents were slightly over-represented as compared with the original sample of the UW student population (59.9% vs. 50.6%, respectively). Moreover, White seniors were over-represented among respondents relative to their proportion in the student population (57.0% vs. 52.6%, respectively), whereas senior respondents identifying as Black were under-represented (1.7% vs. 2.4%, respectively).

¹ Participating AAUDE members: Indiana University-Bloomington, Iowa State University, Rutgers University-New Brunswick, The University of Texas at Austin, University of California-Davis, University of Maryland-College Park, University of North Carolina at Chapel Hill, and University of Virginia.

² These rates are adjusted for non-deliverable e-mail addresses by excluding students with invalid e-mail addresses from the original sample total.

RESULTS

Following this section, is a set of tables providing frequency distributions and mean ratings for all NSSE items. Three sub-sections compare responses of UW students to those of other AAUDE institutions, followed by two sub-sections presenting frequencies and means for items on which significant differences by sex or ethnicity were found among UW students. Throughout the report students are categorized by academic class as either freshman (FY) or senior (SR).

UW and AAUDE Students: Respondent Characteristics

The profile of UW respondents is similar to that of respondents from the consortium institutions, although the proportion of Asian American is relatively higher and the proportion of Whites is comparably lower among UW respondents.

Female respondents were over-represented relative to male respondents at both the University of Washington and the consortium schools. A higher percentage of the UW respondents identified as Asian American/Pacific Islander (22%) or Multiracial (6%) as compared with their peers at consortium institutions, where students identifying as Asian American/Pacific Islander (12%) or Multiracial (2%) made up a noticeably smaller percentage of the respondents. Conversely, students identifying as White made up a smaller proportion of the UW respondents in comparison to respondents at consortium institutions (55% vs. 66%, respectively). Finally, the number of UW first-year students who reported living off-campus was notably smaller as compared with their peers at the consortium institutions (35% vs. 12%).

Comparison of UW and AAUDE Students: Standard NSSE Items

Although UW students report a higher quantity of assigned work than students at consortium institutions, they have less outside-of-class contact with faculty and appear less satisfied with the institutional environment and their educational experience at the University, as compared with their consortium peers.

UW students reported a significantly higher quantity of assigned work than did consortium students, especially UW seniors reported a significantly higher number of problem sets as well as assigned readings. UW students, freshman as well as seniors, were significantly less likely than their consortium peers to have “talked about career plans with a faculty member or advisor” or to “have received prompt feedback on their academic performance,” and UW seniors reported significantly fewer instances of having “discussed grades or assignments with an instructor.” UW respondents awarded significantly lower ratings than did consortium students on nearly all of the items centering on, especially items related to the level of institutional help in “meeting non-academic responsibilities” and “thriving socially.” Whereas most UW respondents rated their entire educational experience positively, their ratings were still lower than those given to consortium institutions.

Comparison of UW and AAUDE Students: Supplemental AAUDE Items

Student responses to the AAUDE items suggest that UW students are less satisfied than their consortium peers with the availability of the courses required in their majors and less content with the quality and size of the lower-division courses.

UW students, as compared with consortium students, gave significantly lower ratings on the “availability of the courses they need to take for their major.” In a related vein, UW seniors were significantly more likely than consortium seniors to describe the “size of lower-division courses” as *far larger than you’d like* and to rate “the quality of lower division courses” negatively.

UW Student Responses: Significant Differences by Sex

Overall, UW female students engage in more extracurricular activities than do male students and are, among seniors, less likely than male students to cite lack of personal motivation as a barrier for academic success.

UW female seniors, as compared with male seniors, reported a significantly higher frequency of “including diverse perspectives in class discussions or writing assignments,” “participating in a community-based project (e.g., service learning) as part of a regular course,” “using e-mail to communicate with an instructor,” “having worked harder than they thought they could to meet an instructor’s standards and expectations,” and “having discussed ideas from readings or classes with others outside of class.” In contrast, UW male seniors reported completing a significantly higher quantity of “written papers (of 20 pages or more)” and “problem sets (that takes more than an hour to complete)” than did female seniors. A significantly higher percentage of UW male seniors, as compared with their female peers, reported “having done a culminating senior experience,” such as a capstone project, senior thesis or project, or comprehensive exam. UW male seniors were also significantly more likely than female seniors to cite *lack of personal motivation* as posing the “biggest obstacle to their academic success,” whereas female seniors were significantly more likely to report *money, work obligations, or finances* as their primary barrier to succeed academically. Among all UW respondents, female students were more likely than male students to select either *planning to do* or having already *done* “community service or volunteer work,” “foreign language coursework (additional to general education requirements),” or “a study abroad program.”

UW Student Responses: Significant Differences by Ethnicity

In general, students identifying as Asian American report less active engagement than under-represented and White students in discussions on course readings both inside and outside of class. Asian American freshmen – in comparison to under-represented and White peers – are less content with the academic quality of the courses and academic programs as well as their educational experience at the University. Under-represented seniors are more involved in volunteer work and interact more with students of diverse backgrounds than any of the other sub-populations.

Among freshman respondents, students identifying as Asian American awarded significantly lower ratings, as compared with White and under-represented students, on “how often they have asked questions in class or contributed to class discussions,” “discussed readings with others outside of class,” and “had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values.” In relation to academic work, freshman identifying as Asian American, in comparison to White and Under-represented peer students, were significantly more likely to report “preparing two or more drafts of a paper or assignment before turning it in,” as well as spending time “providing care for dependents living with them,” and “commuting to class.” Asian American freshmen also awarded lower ratings than did White and Under-represented freshmen on items related to the “quality of their relationship with faculty members,” “the quality of instruction in upper-division courses, the “University’s responsiveness to student academic problems,” “the academic quality of the University in general,” and the “academic quality of their major programs.” In a related vein, Asian American freshmen also gave lower ratings than did White students in “evaluating their entire educational experience at the University” and a significantly higher percentage also reported that the “size of upper-division courses” had been *somewhat or far larger than they’d liked*. Under-represented first-year students were significantly more likely than White and Asian American students to have “talked about career plans with a faculty member or advisor.”

Among seniors, respondents identifying as Asian American reported significantly fewer occasions than any other sub-population on which they had “asked questions in class or contributed to class discussions,” “discussed readings with others outside of class,” “had serious conversations with students who are very different from them in terms of their religious beliefs, political opinions, or personal values,” “examined the strengths and weaknesses of their own views on a topic or issue,” or “learned something that changed the way they understood an issue or concept.” Under-represented seniors were

significantly more likely than their White and Asian American peers to report having “participated in a community-based project,” “having had serious conversations with students of a different race or ethnicity than their own,” and significantly more likely than Asian Americans to spend more than 10 hours “working for pay off-campus.” Whereas White seniors reported completing significantly fewer “written reports of 20 pages or more” and “problem sets (that takes less than an hour to complete)” than did under-represented and Asian American students, they reported a significantly higher quantity of “assigned readings” than did any of the other two sub-populations. Moreover, White seniors in comparison to Asian American and Under-represented peers, gave significantly lower ratings on the extent to which the University contributed to their knowledge, skills, and personal development in “understanding people of other racial and ethnic backgrounds,” “developing a personal code of values and ethics,” “contributing to the welfare of their community,” and “developing a deepened sense of spirituality.”

TABLES

UW and AAUDE Students: Respondent Characteristics

The following section provides a tabular summary of respondent characteristics. Throughout this report students are categorized by academic class as either freshman (FY) or senior (SR).

Response Rates (percents)

	UW			AAUDE		
	Population N	Completed <i>n</i>	Completed (%)	Population N	Completed <i>n</i>	Completed (%)
FY	1,917	631	33	3,763	1,288	34
SR	4,251	1,358	32	3,668	1,129	31
Total	6,168	1,989	32	7,431	2,417	33

Note: These rates are adjusted for non-deliverable e-mail addresses by excluding students with invalid e-mail addresses from the original sample total.

Mode of Completion (percents)

	UW		AAUDE	
	FY (<i>n</i> =631)	SR (<i>n</i> =1,358)	FY (<i>n</i> =1,288)	SR (<i>n</i> =1,129)
Paper	0	0	4	7
Web	100	100	96	93
Total	100	100	100	100

Gender (percents)

	UW		AAUDE	
	FY (<i>n</i> =631)	SR (<i>n</i> =1,358)	FY (<i>n</i> =1,288)	SR (<i>n</i> =1,129)
Female	66	59	64	62
Male	34	41	36	38
Total	100	100	100	100

Class Level (percents)

	UW (<i>n</i> =1,989)	AAUDE (<i>n</i> =2,417)
FY	32	53
SR	68	47
Total	100	100

Race/Ethnicity (percents)

	UW		AAUDE	
	FY (n=631)	SR (n=1,358)	FY (n=1,288)	SR (n=1,129)
Am. Indian/Native American	1	1	1	0
Asian Am./Pacific Islander	23	21	12	13
Black/African American	3	1	5	4
White (non-Hispanic)	54	56	66	67
Mexican/Mexican American	2	1	2	2
Puerto Rican	0	0	1	0
Other Hispanic or Latino	1	1	2	2
Multiracial	6	6	2	2
Other	3	3	3	3
I prefer not to respond	8	10	5	6
Total	100	100	100	100

Enrollment Status (percents)

	UW		AAUDE	
	FY (n=631)	SR (n=1,358)	FY (n=1,288)	SR (n=1,129)
Full-time	99	87	99	91
Less than full-time	1	13	1	9
Total	100	100	100	100

Residence (percents)

	UW		AAUDE	
	FY (n=631)	SR (n=1,358)	FY (n=1,288)	SR (n=1,129)
On-campus	65	13	88	16
Off-campus	35	87	12	84
Total	100	100	100	100

Comparison of UW and AAUDE Students: Standard NSSE Items

In the following section, responses by UW students were compared to those of consortium schools on all items using analysis of variance procedures. Items on which significant differences were found ($p \leq .001$) are marked with an asterisk – one asterisk per row only in right-most column.

Items 1a-1k. In your experience at your institution during the current school year, about how often have you done each of the following?

		UW (%)				UW Mean	Consortium Colleges Mean
		Never	Some-times	Often	Very often		
Asked questions in class or contributed to class discussions	FY	6	52	30	11	2.47	2.60*
	SR	4	41	29	26	2.77	2.81
Made a class presentation	FY	25	64	9	1	1.87	1.99*
	SR	7	49	29	14	2.51	2.46
Prepared two or more drafts of a paper or assignment before turning it in	FY	15	38	32	15	2.46	2.39
	SR	20	42	22	16	2.35	2.23
Worked on a paper or project that required integrating ideas or information from various sources	FY	4	30	43	23	2.85	2.86
	SR	1	19	40	39	3.17	3.20
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	FY	10	34	35	21	2.68	2.68
	SR	11	35	32	21	2.64	2.70
Come to class without completing readings or assignments	FY	16	60	18	6	2.15	2.20
	SR	14	57	19	10	2.26	2.35
Worked with other students on projects during class	FY	18	49	26	7	2.21	2.29
	SR	16	46	27	10	2.31	2.33
Worked with classmates outside of class to prepare class assignments	FY	11	53	26	10	2.36	2.34
	SR	5	38	33	24	2.75	2.78
Put together ideas or concepts from different courses when completing assignments or during class discussions	FY	8	48	34	10	2.46	2.52
	SR	3	34	41	22	2.82	2.87
Tutored or taught other students (paid or voluntary)	FY	54	33	9	4	1.62	1.74
	SR	39	38	14	8	1.92	1.85
Participated in a community-based project (e.g. service learning) as part of a regular course	FY	76	17	5	1	1.32	1.40
	SR	63	24	8	4	1.54	1.51

Items 11-1v. In your experience at your institution during the current school year, about how often have you done each of the following?

		UW %				UW Mean	Consortium Colleges Mean
		Never	Some-times	Often	Very often		
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FY	11	34	28	26	2.70	2.79
	SR	9	33	29	29	2.78	2.86
Used e-mail to communicate with an instructor	FY	2	28	39	31	2.98	3.05
	SR	1	18	33	48	3.29	3.36
Discussed grades or assignments with an instructor	FY	14	49	26	11	2.35	2.38
	SR	8	50	27	15	2.49	2.65*
Talked about career plans with a faculty member or advisor	FY	44	40	12	4	1.76	1.99*
	SR	24	49	18	10	2.14	2.29*
Discussed ideas from your readings or classes with faculty members outside of class	FY	50	38	10	3	1.66	1.75
	SR	33	46	15	7	1.95	1.97
Received prompt feedback from faculty on your academic performance (written or oral)	FY	9	44	39	9	2.47	2.63*
	SR	6	42	41	11	2.57	2.76*
Worked harder than you thought you could to meet an instructor's standards or expectations	FY	14	47	29	9	2.34	2.45
	SR	12	43	32	12	2.44	2.53
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FY	74	17	7	1	1.35	1.46
	SR	53	30	11	5	1.68	1.78
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	FY	5	36	36	24	2.79	2.71
	SR	5	30	36	29	2.89	2.82
Had serious conversations with students of a different race or ethnicity than your own	FY	12	28	30	29	2.76	2.82
	SR	9	29	31	31	2.85	2.79
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	FY	9	33	31	27	2.77	2.94*
	SR	8	33	31	28	2.78	2.84

Note: At the time of the survey administration, the "current school year" would be a reference period of eight months or less.

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

		UW %				UW Mean	Consortium Colleges Mean
		Very little	Some	Quite a bit	Very much		
Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	FY	4	30	41	25	2.87	2.91
	SR	10	31	36	23	2.71	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	19	45	33	3.09	3.12
	SR	2	13	46	39	3.23	3.24
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	FY	4	31	43	22	2.83	2.90
	SR	3	22	42	33	3.05	3.01
Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	FY	7	35	36	22	2.73	2.76
	SR	7	28	40	26	2.85	2.91
Applying theories or concepts to practical problems or in new situations	FY	5	23	41	32	2.99	3.00
	SR	3	21	37	39	3.11	3.13

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

		UW %					UW Mean	Consortium Colleges Mean
		None	1-4	5-10	11-20	> 20		
Number of assigned textbooks, books, or book-length packs of course readings	FY	0	14	40	34	12	3.45	3.47
	SR	1	17	32	33	18	3.50	3.32*
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	FY	21	56	14	5	3	2.12	2.05
	SR	18	51	18	6	6	2.30	2.20
Number of written papers or reports of 20 pages or more	FY	90	6	2	1	1	1.17	1.22
	SR	55	37	5	2	1	1.56	1.59
Number of written papers or reports between 5 and 19 pages	FY	11	62	22	4	1	2.21	2.38*
	SR	7	41	36	12	4	2.65	2.61
Number of written papers or reports of fewer than 5 pages	FY	4	31	36	21	8	2.99	3.05
	SR	5	27	32	21	15	3.16	2.94*

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

		UW %					UW Mean	Consortium Colleges Mean
		None	1-2	3-4	5-6	> 6		
Number of problem sets that take you more than an hour to complete	FY	15	34	29	10	13	2.73	2.59
	SR	23	32	26	7	12	2.54	2.31*
Number of problem sets that take you less than an hour to complete	FY	22	43	19	7	9	2.37	2.48
	SR	38	33	14	7	8	2.12	1.95*

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

		UW %							UW Mean	Consortium Colleges Mean
		Very Little			Very much					
		1	2	3	4	5	6	7		
To what extent have your examinations during the current school year challenged you to do your best work?	FY	0	1	2	12	29	38	18	5.53	5.60
	SR	1	3	6	14	31	32	13	5.18	5.28

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

		UW %				UW Mean	Consortium Colleges Mean
		Never	Sometimes	Often	Very often		
Attended an art exhibit, gallery, play, dance, or other theater performance	FY	18	58	17	7	2.13	2.13
	SR	27	51	15	7	2.01	2.11
Exercised or participated in physical fitness activities	FY	9	31	29	32	2.83	2.93
	SR	10	33	28	30	2.77	2.90
Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	FY	48	23	15	14	1.94	2.06
	SR	51	25	10	14	1.88	2.08*
Examined the strengths and weaknesses of your own views on a topic or issue	FY	9	40	36	16	2.58	2.60
	SR	8	37	34	21	2.69	2.67
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	FY	6	34	40	20	2.74	2.77
	SR	4	32	40	24	2.84	2.80
Learned something that changed the way you understand an issue or concept	FY	4	32	40	25	2.84	2.80
	SR	3	34	39	25	2.85	2.83

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

		UW %				UW Mean ^a	Consortium Colleges Mean
		Done	Plan to do	Do not plan to do	Have not decided		
Practicum, internship, field experience, co-op experience, or clinical assignment	FY	6	74	4	16	.06	.08
	SR	47	22	22	9	.47	.65*
Community service or volunteer work	FY	35	44	6	14	.35	.43
	SR	62	12	17	9	.62	.66
Participate in a learning community or some other formal program where groups of students take two or more classes together	FY	46	14	21	19	.46	.18*
	SR	32	5	54	9	.32	.27
Work on a research project with a faculty member outside of course or program requirements	FY	4	39	17	41	.04	.05
	SR	31	12	46	11	.31	.24*
Foreign language coursework	FY	26	49	11	15	.26	.32
	SR	67	7	24	2	.67	.54*
Study abroad	FY	2	53	18	26	.02	.01
	SR	21	9	60	10	.21	.22
Independent study or self-designed major	FY	1	11	52	36	.01	.01
	SR	22	7	65	6	.22	.17
Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	FY	1	41	10	48	.01	.01
	SR	30	23	41	7	.30	.24

^a Note: Responses to these items were recoded by NSSE: 0=Have not decided, do not plan to do, plan to do; 1=done. As such, the presented mean rating is the proportion responding "done" among all valid respondents.

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

		UW %							UW Mean	Consortium Colleges Mean
		Unfriendly				Friendly				
		1	2	3	4	5	6	7		
Relationships with other students	FY	1	3	6	19	28	28	14	5.12	5.56
	SR	1	4	8	17	26	26	17	5.10	5.51
Relationships with faculty members	FY	0	4	11	27	29	21	9	4.79	4.90
	SR	2	4	12	19	28	24	12	4.84	5.08
Relationships with administrative personnel and offices	FY	3	8	13	35	21	13	7	4.31	4.46
	SR	8	11	16	24	20	13	9	4.13	4.36

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

		UW %								UW Mean	Consortium Colleges Mean
		Number of hours per week									
		0	1-5	6-10	11-15	16-20	21-25	26-30	> 30		
Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	FY	0	11	24	24	19	11	6	5	4.33	4.39
	SR	0	13	23	19	16	11	7	10	4.48	4.27
Working for pay on campus	FY	86	2	3	4	3	1	1	0	1.42	1.46
	SR	71	4	7	9	8	1	0	1	1.89	1.90
Working for pay off campus	FY	70	6	7	5	6	3	2	1	1.91	1.46*
	SR	48	6	8	11	11	8	4	5	2.95	2.56*
Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	FY	47	30	11	4	4	1	1	2	2.04	2.51*
	SR	46	27	13	7	4	1	1	2	2.12	2.39*
Relaxing and socializing (watching TV, partying, etc.)	FY	1	24	32	17	12	5	3	6	3.74	3.85
	SR	1	27	31	19	12	4	2	4	3.51	3.72
Providing care for dependents living with you (parents, children, spouse, etc.)	FY	79	12	4	2	2	0	0	0	1.37	1.22*
	SR	75	11	5	3	2	1	0	3	1.67	1.40*
Commuting to class (driving, walking, etc.)	FY	9	67	15	6	2	1	0	0	2.30	2.29
	SR	3	59	25	8	3	0	0	0	2.52	2.33*

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

		UW %				UW Mean	Consortium Colleges Mean
		Very little	Some	Quite a bit	Very much		
Spending significant amounts of time studying and on academic work	FY	1	17	51	30	3.10	3.14
	SR	3	19	47	30	3.05	3.12
Providing the support you need to help you succeed academically	FY	5	26	47	22	2.86	2.97
	SR	8	38	41	13	2.59	2.75*
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	FY	16	35	34	15	2.47	2.71*
	SR	26	39	24	10	2.18	2.41*
Helping you cope with your non-academic responsibilities (work, family, etc.)	FY	40	36	20	5	1.90	2.06*
	SR	54	34	10	3	1.61	1.84*
Providing the support you need to thrive socially	FY	27	39	27	7	2.14	2.43*
	SR	35	46	16	4	1.89	2.19*
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	FY	12	34	38	16	2.59	2.88*
	SR	15	42	32	12	2.40	2.73*
Using computers in academic work	FY	3	13	32	52	3.34	3.43
	SR	1	8	29	62	3.52	3.56

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

		UW %				UW Mean	Consortium Colleges Mean
		Very little	Some	Quite a bit	Very much		
Acquiring a broad general education	FY	1	18	47	34	3.13	3.21
	SR	4	18	40	38	3.12	3.29*
Acquiring job or work-related knowledge and skills	FY	20	36	33	12	2.36	2.61*
	SR	11	33	31	24	2.69	2.90*
Writing clearly and effectively	FY	7	29	44	21	2.79	2.85
	SR	5	28	40	27	2.89	3.01*
Speaking clearly and effectively	FY	18	38	31	12	2.37	2.53
	SR	11	34	35	19	2.62	2.82*
Thinking critically and analytically	FY	1	14	47	37	3.21	3.16
	SR	2	13	40	46	3.29	3.32
Analyzing quantitative problems	FY	5	24	44	28	2.94	2.89
	SR	6	23	37	34	2.98	2.99
Using computing and information technology	FY	8	24	39	29	2.89	2.97
	SR	4	23	35	37	3.05	3.17
Working effectively with others	FY	7	37	38	18	2.66	2.84*
	SR	5	28	37	29	2.90	3.07*

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

		UW %				UW Mean	Consortium Colleges Mean
		Very little	Some	Quite a bit	Very much		
Voting in local, state, or national elections	FY	21	30	30	20	2.48	2.64
	SR	32	35	20	14	2.15	2.44*
Learning effectively on your own	FY	5	25	44	26	2.91	2.97
	SR	7	22	42	29	2.92	3.05*
Understanding yourself	FY	11	32	36	21	2.68	2.75
	SR	15	29	31	24	2.65	2.86*
Understanding people of other racial and ethnic backgrounds	FY	14	37	31	18	2.53	2.66
	SR	17	36	29	17	2.46	2.66*
Solving complex real-world problems	FY	14	35	36	14	2.50	2.59
	SR	12	33	35	20	2.63	2.68
Developing a personal code of values and ethics	FY	22	35	30	13	2.35	2.59*
	SR	26	35	24	15	2.28	2.64*
Contributing to the welfare of your community	FY	23	43	26	8	2.19	2.41*
	SR	27	39	22	12	2.17	2.42*
Developing a deepened sense of spirituality	FY	53	23	16	8	1.80	1.96
	SR	67	19	9	5	1.52	1.83*

Items 12-13. Student satisfaction items

		UW %				UW Mean	Consortium Colleges Mean
		Poor	Fair	Good	Excellent		
Overall, how would you evaluate the quality of academic advising you have received at your institution?	FY	6	26	48	20	2.81	2.88
	SR	11	28	41	20	2.70	2.69
How would you evaluate your entire educational experience at this institution?	FY	2	10	58	30	3.16	3.28*
	SR	3	13	52	33	3.14	3.30*

Item 14. Start over again item

		UW %				UW Mean	Consortium Colleges Mean
		Definitely no	Probably no	Probably yes	Definitely yes		
If you could start over again, would you go to the same institution you are now attending?	FY	3	8	45	44	3.30	3.39
	SR	4	13	40	44	3.23	3.34

Comparison of UW and AAUDE Students: Supplemental AAUDE Items

In the following section, responses by UW students were compared to those of consortium school on the supplemental AAUDE items using analysis of variance procedures. Items on which significant

differences were found ($p \leq .001$) are marked with an asterisk – one asterisk per row only in right-most column.

AAUDE Items A1-A2. Size of lower- and upper-division classes

		UW %					UW Mean	Consortium Colleges Mean
		Far larger than you'd like	Some-what larger	OK in size	Smaller than you'd like	N/A		
Consider the size of the lower-division classes you've taken at this university – have they generally been:	FY	24	28	47	0	1	2.24	2.36
	SR	40	31	25	0	4	1.84	2.07*
Consider the size of the upper-division classes you've taken at this university – have they generally been:	FY	7	14	59	2	19	2.69	2.72
	SR	8	18	71	2	0	2.68	2.76

AAUDE Items A3-A4. Quality of instruction

		UW %					UW Mean	Consortium Colleges Mean
		Poor	Fair	Good	Excellent	N/A		
How would you rate the quality of instruction in lower-division courses?	FY	5	28	53	12	2	2.73	2.84
	SR	10	40	40	7	4	2.44	2.56*
How would you rate the quality of instruction in upper-division courses?	FY	1	11	41	24	22	3.14	3.12
	SR	2	10	50	39	0	3.26	3.25

AAUDE Items A5-A6. Availability of courses

		UW %					UW Mean	Consortium Colleges Mean
		Hardly ever	Some of the time	Most of the time	Always or nearly always	N/A		
Would you say that the courses you need to take for your major have been available:	FY	8	25	38	20	9	2.76	3.05*
	SR	5	21	44	29	0	2.98	3.11*
Would you say that the courses you need to take for your general education requirements have been available:	FY	5	24	45	25	2	2.92	2.99
	SR	3	23	45	25	4	2.95	2.98

AAUDE Items A7-A10. Quality of academic programs and academic advising

		UW %					UW Mean	Consortium Colleges Mean
		Poor	Fair	Good	Excellent	N/A		
How would you rate the academic quality of this university in general ?	FY	1	7	51	42	-	3.34	3.38
	SR	1	11	57	31	-	3.17	3.29*
How would you rate the academic quality of your major program ?	FY	1	8	36	32	23	3.29	3.44*
	SR	2	11	42	45	0	3.30	3.30
How would you rate the quality of academic advising you have received from your college or department at this university?	FY	7	24	39	13	18	2.71	2.76
	SR	12	26	36	24	1	2.74	2.62
How would you rate this university's responsiveness to student academic problems?	FY	8	25	42	7	18	2.59	2.75
	SR	15	33	30	9	13	2.37	2.49

AAUDE Items A11. Source of academic advising (percents)

		UW					N/A	
		or staff members not formally assigned as an advisor	Instructors Online registration and degree tracking system	Under-graduate catalog or other publications	Friends or family			
During the past year, from what source did you receive most of your academic advising?	FY	31	8	20	6	28	7	
	SR	52	11	23	2	9	2	

AAAUDE Items A12-A14. Availability and accuracy of academic advising

		UW %					UW Mean	Consortium Colleges Mean
		Strongly disagree	Disagree	Agree	Strongly agree	Not applicable		
The advisor(s) in your college or department is(are) available when you need to see her/him(them).	FY	3	9	55	13	21	2.98	3.05
	SR	4	9	59	27	2	3.10	3.05
The information you've received from academic advisors has been accurate and up to date.	FY	1	6	54	15	24	3.10	3.10
	SR	5	11	55	27	2	3.07	2.99
At this university students have to run around from one place to another to get the information or approvals they need.	FY	4	23	39	13	22	2.77	2.82
	SR	8	30	37	19	6	2.72	3.00*

AAAUDE Item A15. Expectation of completing a bachelor's degree (percents)

		UW				
		At this university in a total of 4 years or less	At this university in more than 4 years but within 5 years total	At this university in more than 5 years total	At another college or university	I may well not complete a bachelor's degree
Do you expect to complete a bachelor's degree?	FY	64	28	3	4	1
	SR	58	32	10	0	0

AAAUDE Item A16. Post-baccalaureate plans (percents)

		UW				
		Attend graduate or professional school	Be employed (including self- and part-time employment)	Attend graduate/professional and be employed at the same time	Take time off, have/raise a family, relax, travel, etc.	I am not at all sure what I will be doing
Within one year of ending your undergraduate studies do you plan to:	FY	38	22	14	3	23
	SR	32	43	10	6	10

AAUDE Item A17. Obstacles to academic progress (percents)

		UW					
		Money, Family obligation	getting the courses you need	Difficulties good academic advising	Lack of Lack of personal motivation	No real obstacles	
Which of the following factors, if any, poses the biggest obstacle to your academic progress?	FY	34	4	12	6	17	27
	SR	41	4	8	7	12	28

AAUDE Item A18. Primary reason for student employment (percents)

		UW				
		To gain knowledge / skills	To earn money for basic expenses	To earn extra spending money	For something to do	I don't work for pay
What is your primary reason for working for pay (either on- or off-campus)?	FY	7	38	15	2	39
	SR	16	51	15	1	16

AAUDE Item A19. Level of academic challenge

		UW %				UW Mean	Consortium Colleges Mean
		Never	Seldom	Some of the time	Most of the time		
While attending this university how often have you been challenged to do the very best you can?	FY	0	6	41	53	3.47	3.51
	SR	1	9	49	41	3.31	3.39

AAUDE Item A20. Clear expectations

		UW %				UW Mean	Consortium Colleges Mean
		Strongly disagree	Disagree	Agree	Strongly agree		
Most of the time, professors in my courses make it clear what they expect me to learn.	FY	1	8	60	31	3.21	3.22
	SR	1	8	62	29	3.18	3.22

UW Student Responses: Differences by Sex

In this section responses by UW students were compared by gender within each academic class using analysis of variance procedures. Only items on which significant differences were found ($p \leq .001$) are presented. For the following comparisons, responses were broken down by academic class rank and sex as follows:

	Male	Female	Total
FY	226	405	631
SR	571	787	1,358
Total	797	1,192	1,989

Item 1e. During the current school year, how often have you included diverse perspectives (different races, race, religions, genders, political beliefs, etc.) in class discussions or writing assignments?

		UW %				Mean	n_{Mean}
		Never	Sometimes	Often	Very often		
SR	Male	16	34	32	17	2.50	568
	Female	8	36	32	25	2.74	785

Item 1h. During the current school year, how often have you worked with classmates *outside of class* to prepare class assignments?

		UW %				Mean	n_{Mean}
		Never	Sometimes	Often	Very often		
SR	Male	6	32	34	28	2.84	569
	Female	5	42	32	21	2.69	787

Item 1k. During the current school year, how often have you participated in a community-based project (e.g., service learning) as part of a regular course?

		UW %				Mean	n_{Mean}
		Never	Sometimes	Often	Very often		
SR	Male	69	22	6	3	1.44	543
	Female	59	26	10	5	1.62	758

Item 1m. During the current school year, how often have you used e-mail to communicate with an instructor?

		UW %				Mean	n_{Mean}
		Never	Sometimes	Often	Very often		
SR	Male	1	22	32	45	3.21	545
	Female	1	15	34	51	3.35	759

Item 1r. During the current school year, how often have you worked harder than you thought you could to meet an instructor's standards and expectations?

		UW %				Mean	n_{Mean}
		Never	Sometimes	Often	Very often		
SR	Male	16	44	30	10	2.34	537
	Female	10	43	34	14	2.51	752

Item 1t. During the current school year, how often have you discussed ideas from your readings or classes with others outside of class?

		UW %				Mean	n _{Mean}
		Never	Sometimes	Often	Very often		
SR	Male	7	33	35	25	2.78	536
	Female	4	28	36	32	2.96	752

Item 3a. During the current school year, about how many written papers of 20 pages or more have you done?

		UW %					Mean	n _{Mean}
		None	1-4	5-10	11-20	> 20		
SR	Male	51	37	8	3	1	1.65	533
	Female	58	37	4	1	1	1.50	740

Item 4a. In a typical week, how many homework problem sets (that take you more than an hour to finish) do you complete?

		UW %					Mean	n _{Mean}
		None	1-2	3-4	5-6	> 6		
SR	Male	18	33	29	7	14	2.67	531
	Female	27	31	23	8	11	2.44	733

Items 7b/7e/7f/7h. Which of the following have you done or do you plan to do before you graduate from your institution?

		UW %				Mean	n _{Mean}
		Have not decided	Do not plan to do	Plan to do	Done		
Comm. service / volunteer work							
FY	Male	23	10	39	29	2.74	195
	Female	10	4	47	39	3.15	365
SR	Male	11	26	12	52	3.04	523
	Female	7	11	12	70	3.45	732
Foreign language coursework							
FY	Male	21	15	50	14	2.58	195
	Female	12	8	48	32	3.01	365
SR	Male	4	29	8	59	3.21	521
	Female	1	20	6	72	3.49	732
Study abroad							
FY	Male	36	23	39	2	2.07	195
	Female	21	15	61	2	2.44	364
SR	Male	12	63	9	16	2.29	522
	Female	9	58	10	24	2.50	732
Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)							
SR	Male	6	37	23	35	2.87	521
	Female	8	43	23	26	2.66	732

Items 11f/11m. To what extent has your experience at the University contributed to your knowledge, skills, and personal development in...

		UW %				Mean	n _{Mean}
		Very little	Some	Quite a bit	Very much		
...analyzing quantitative problems?							
SR	Male	6	19	34	42	3.12	498
	Female	7	27	39	28	2.88	715
... solving complex real-world problems?							
SR	Male	12	25	36	27	2.78	500
	Female	12	39	34	16	2.53	711

AAUDE Item A17. Which of the following factors, if any, poses the biggest obstacle to your academic progress? (percent)

		Money, work obligation, finances	Family obligation	Difficulties getting the courses you need	Lack of good academic advising	Lack of personal motivation	No real obstacles
SR	Male	35	3	8	7	18	30
	Female	46	6	7	7	9	26

Note: Because this item is categorical, a chi-squared test of independence was used for the comparison, $\chi^2(5, n = 1,185) = 34.33, p < .001$.

AAUDE Item A19. While attending this University how often have you been challenged to do the very best you can?

		UW %				Mean	n _{Mean}
		Never	Seldom	Some of the time	Most of the time		
...analyzing quantitative problems?							
SR	Male	1	13	48	38	3.23	491
	Female	0	6	50	43	3.37	698

UW Student Responses: Significant Differences by Ethnicity

This section provides an overview of items on which analyses of variance detected statistically significant differences by ethnicity within each academic class ($p \leq .001$). Because this analysis involves comparisons across multiple ethnicity categories and ANOVA F provides a global test of significance across all these categories, post hoc analyses using Tukey's HSD was employed to further reveal the nature of the detected differences. Accordingly, and within each table, means with the same superscripts are *not* significantly different from one another at $p \leq .05$, using Tukey's HSD.

To optimize the number of students included in the following comparisons, student ethnicity was first obtained from the UW Student Database (SDB) and then compared to student self-report on the NSSE. The ethnicity of 231 students was listed as "Unknown" in the UW SDB. Of these students, 38 failed to respond to the ethnicity item on NSSE survey, 51 selected "I prefer not to respond," while others self-identified as "Other" (23) or "Multiracial" (10). The remaining 109 students listed as "Unknown" in the UW SDB indicated an ethnic identification on the NSSE survey and were included in the following analysis, yielding a total sample of 1,867. This group was divided into three categories as follows:

	Under-represented minorities (URM)*	White	Asian-American	Total
FY	63	358	174	595
SR	95	839	338	1,272
Total	158	1,197	512	1,867

*URM includes students who identify as Black/African American, Hispanic, Pacific Islander, or Native American/Alaskan Native.

Item 1a. During the current school year, about how often have you asked questions in class or contributed to class discussions?

		UW %				Mean	n _{Mean}
		Never	Sometimes	Often	Very often		
FY	White	3	50	34	13	2.56 ^b	358
	Asian Am.	12	57	23	8	2.27 ^a	173
	URM	3	52	32	13	2.54 ^b	63
SR	White	3	35	31	31	2.91 ^x	839
	Asian Am.	10	54	23	13	2.40 ^y	338
	URM	1	38	33	28	2.88 ^x	95

Item 1c. During the current school year, about how often have you prepared two or more drafts of a paper or assignments before turning it in.

		UW %				Mean	n _{Mean}
		Never	Sometimes	Often	Very often		
FY	White	20	38	29	13	2.35 ^a	358
	Asian Am.	10	39	37	13	2.81 ^b	173
	URM	8	31	34	27	2.53 ^{ab}	62

Item1k. During the current school year, about how often have you participated in a community-based project (e.g, service learning) as part of a regular course.

		UW %				Mean	n _{Mean}
		Never	Sometimes	Often	Very often		
SR	White	66	23	7	4	1.48 ^x	813
	Asian Am.	59	28	9	5	1.60 ^x	326
	URM	45	27	23	6	1.89 ^y	89

Item 1o. During the current school year, about how often have you talked about career plans with a faculty member or advisor?

		UW %				Mean	n _{Mean}
		Never	Sometimes	Often	Very often		
FY	White	51	37	9	3	1.65 ^a	332
	Asian Am.	37	44	15	4	1.85 ^a	161
	URM	23	47	20	10	2.17 ^b	60

Item 1t. During the current school year, about how often have you discussed readings with others outside of class?

		UW %				Mean	n _{Mean}
		Never	Sometimes	Often	Very often		
FY	White	4	29	40	28	2.92 ^b	330
	Asian Am.	4	54	25	17	2.53 ^a	158
	URM	9	29	39	25	2.83 ^b	59
SR	White	3	27	38	32	2.99 ^x	805
	Asian Am.	8	43	29	20	2.61 ^y	325
	URM	5	22	34	40	3.08 ^x	86

Item 1u. During the current school year, about how often have you had serious conversations with students of a different race or ethnicity than your own?

		UW %				Mean	n _{Mean}
		Never	Sometimes	Often	Very often		
SR	White	7	32	31	30	2.84 ^x	804
	Asian Am.	14	27	27	32	2.77 ^x	324
	URM	5	15	30	50	3.26 ^y	86

Item 1v. During the current school year, about how often have you had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values?

		UW %				Mean	n _{Mean}
		Never	Sometimes	Often	Very often		
FY	White	7	30	34	28	2.84 ^b	328
	Asian Am.	11	46	25	18	2.50 ^a	158
	URM	7	22	29	42	3.07 ^b	59
SR	White	6	32	32	30	2.85 ^x	805
	Asian Am.	15	37	26	23	2.56 ^y	324
	URM	6	20	34	41	3.09 ^z	86

Item 2a. During the current school year how much did your coursework emphasize MEMORIZING facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form?

		UW %				Mean	n _{Mean}
		Very little	Some	Quite a bit	Very much		
SR	White	12	32	35	21	2.65 ^x	798
	Asian Am.	7	26	39	28	2.88 ^y	322
	URM	7	36	35	22	2.72 ^{xy}	86

Item 3a. During the current school year, about how many assigned textbooks, books, or book-length packs of course readings have you done?

		UW %					Mean	n _{Mean}
		None	1-4	5-10	11-20	> 20		
SR	White	1	14	31	36	19	3.58 ^x	798
	Asian Am.	1	24	33	28	14	3.29 ^y	319
	URM	0	14	38	31	18	3.52 ^{xy}	85

Item 3c. During the current school year, about how many written papers or reports of 20 pages or more have you done?

		UW %					Mean	n _{Mean}
		None	1-4	5-10	11-20	> 20		
SR	White	59	36	4	1	1	1.47 ^x	798
	Asian Am.	48	38	8	4	2	1.73 ^y	321
	URM	51	37	7	2	2	1.67 ^y	86

Item 4a. During the current school year, about how many problem sets that take MORE than an hour to finish have you completed?

		UW %					Mean	n _{Mean}
		None	1-2	3-4	5-6	> 6		
SR	White	27	34	23	6	11	2.40 ^x	794
	Asian Am.	13	31	29	10	17	2.89 ^y	318
	URM	26	25	31	11	8	2.51 ^x	85

Item 4b. During the current school year, about how many problem sets that take LESS than an hour to finish have you completed?

		UW %					Mean	n _{Mean}
		None	1-2	3-4	5-6	> 6		
SR	White	42	34	13	5	7	2.00 ^x	793
	Asian Am.	30	34	15	12	9	2.37 ^y	318
	URM	31	35	18	7	9	2.29 ^y	85

Item 6b. During the current school year, about how often have you exercised or participated in physical fitness activities?

		UW %				Mean	n _{Mean}
		Never	Sometimes	Often	Very often		
FY	White	5	29	32	35	2.97 ^b	324
	Asian Am.	12	38	25	25	2.64 ^a	155
	URM	21	23	19	37	2.72 ^{ab}	57
SR	White	9	30	28	33	2.85 ^x	797
	Asian Am.	12	40	27	22	2.58 ^y	319
	URM	13	31	24	33	2.76 ^{xy}	85

Item 6d. During the current school year, about how often have you examined the strengths and weaknesses of your own views on a topic or issue?

		UW %				Mean	n _{Mean}
		Never	Sometimes	Often	Very often		
SR	White	7	33	38	22	2.76 ^x	797
	Asian Am.	13	47	24	16	2.44 ^y	317
	URM	4	31	38	28	2.91 ^x	85

Item 6f. During the current school year, about how often have you learned something that changed the way you understand an issue or concept?

		UW %				Mean	n _{Mean}
		Never	Sometimes	Often	Very often		
SR	White	2	31	41	27	2.92 ^x	794
	Asian Am.	5	43	33	19	2.66 ^y	318
	URM	5	22	42	31	2.99 ^x	85

Item 8b. Please indicate how you would rate the quality of your relationship with faculty members.

		UW %							Mean	n _{Mean}
		Unavailable/Unhelpful			Available/Helpful					
		1	2	3	4	5	6	7		
FY	White	0	3	10	25	30	23	9	4.87 ^b	321
	Asian Am.	1	7	13	35	26	14	5	4.42 ^a	152
	URM	0	2	9	19	33	25	12	5.07 ^b	57

Item 9c. About how many hours do you spend in a typical 7-day week working for pay off-campus?

		UW %								Mean	n _{Mean}
		0	1-5	6-10	11-15	16-20	21-25	26-30	> 30		
SR	White	45	6	8	10	12	8	4	6	3.09 ^{xy}	787
	Asian Am.	57	6	7	12	8	6	2	3	2.53 ^y	309
	URM	36	5	6	17	14	12	6	4	3.48 ^x	81

Item 9f. About how many hours do you spend in a typical 7-day week providing care for dependents living with you?

		UW %								Mean	n _{Mean}
		0	1-5	6-10	11-15	16-20	21-25	26-30	> 30		
FY	White	88	8	3	1	0	0	0	1	1.23 ^a	319
	Asian Am.	64	18	9	4	5	0	1	0	1.70 ^b	150
	URM	73	20	4	0	4	0	0	0	1.41 ^{ab}	56

Item 9g. About how many hours do you spend in a typical 7-day week commuting to class (driving, walking, etc.)?

		UW %								Mean	n _{Mean}
		0	1-5	6-10	11-15	16-20	21-25	26-30	> 30		
FY	White	10	70	12	6	1	0	0	0	2.20 ^a	320
	Asian Am.	5	59	21	8	4	1	1	1	2.56 ^b	150
	URM	14	61	16	5	2	0	0	2	2.29 ^{ab}	56

Item 10d. To what extent does your institution emphasize helping you cope with your non-academic responsibilities (work, family, etc.)?

		UW %				Mean	n _{Mean}
		Very little	Some	Quite a bit	Very much		
SR	White	58	31	9	2	1.55 ^x	778
	Asian Am.	46	39	11	4	1.73 ^{xy}	305
	URM	46	38	11	5	1.74 ^y	82

Item 11i. To what extent has your experience at this institution contributed to your knowledge, skills and personal development in understanding people of other racial ethnic backgrounds?

		UW %				Mean	n _{Mean}
		Very little	Some	Quite a bit	Very much		
SR	White	19	39	27	15	2.37 ^x	772
	Asian Am.	13	32	33	22	2.64 ^y	298
	URM	13	31	29	27	2.70 ^y	82

Item 11n. To what extent has your experience at this institution contributed to your knowledge, skills and personal development in developing a personal code of values and ethnics?

		UW %				Mean	n _{Mean}
		Very little	Some	Quite a bit	Very much		
SR	White	30	36	23	12	2.17 ^x	771
	Asian Am.	15	35	29	21	2.57 ^y	300
	URM	22	33	24	21	2.44 ^y	82

Item 11o. To what extent has your experience at this institution contributed to your knowledge, skills and personal development in contributing to the welfare of your community?

		UW %				Mean	n _{Mean}
		Very little	Some	Quite a bit	Very much		
SR	White	31	39	22	9	2.09 ^x	770
	Asian Am.	19	42	22	18	2.38 ^y	300
	URM	27	31	23	20	2.35 ^y	82

Item 11p. To what extent has your experience at this institution contributed to your knowledge, skills and personal development in developing a deepened sense of spirituality?

		UW %				Mean	n _{Mean}
		Very little	Some	Quite a bit	Very much		
SR	White	73	16	8	3	1.40 ^x	770
	Asian Am.	55	21	13	10	1.79 ^y	300
	URM	52	33	9	6	1.68 ^y	82

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

		UW %				Mean	n _{Mean}
		Poor	Fair	Good	Excellent		
FY	White	1	6	57	35	3.26 ^b	316
	Asian Am.	2	19	62	17	2.95 ^a	146
	URM	2	16	49	33	3.13 ^{ab}	55

AAUDE Item 2. Consider the size of the upper-division classes you've taken at this University—have they generally been:

		UW %					Mean	n _{Mean}
		Far larger than you'd like	Somewhat larger	OK in size	Smaller than you'd like	N/A		
FY	White	4	11	65	1	18	2.78 ^b	254
	Asian Am.	12	19	47	4	19	2.52 ^a	116
	URM	8	11	62	0	19	2.67 ^{ab}	43

AAUDE Item 4. How would you rate the quality of instruction in upper-division courses?

		UW %					Mean	n _{Mean}
		N/A	Poor	Fair	Good	Excellent		
FY	White	21	1	6	43	29	3.27 ^b	245
	Asian Am.	22	2	22	43	11	2.79 ^a	111
	URM	23	4	10	31	33	3.20 ^b	40
SR	White	0	2	7	48	43	3.32 ^y	770
	Asian Am.	0	1	15	53	31	3.14 ^x	297
	URM	0	2	11	45	42	3.26 ^{xy}	82

AAUDE Item A7. How would you rate the academic quality of this University in general?

		UW %				Mean	n _{Mean}
		Poor	Fair	Good	Excellent		
FY	White	1	4	44	52	3.46 ^a	313
	Asian Am.	1	13	67	20	3.06 ^b	141
	URM	0	8	52	40	3.33 ^a	52

AAUDE Item A8. How would you rate the academic quality of your major program?

		UW %					Mean	n_{Mean}
		No major yet	Poor	Fair	Good	Excellent		
FY	White	26	1	4	33	37	3.42 ^a	233
	Asian Am.	20	2	17	37	23	3.03 ^b	113
	URM	13	2	8	42	36	3.28 ^a	46

AAUDE Item A10. How would you rate this University's responsiveness to student academic problems?

		UW %					Mean	n_{Mean}
		N/A	Poor	Fair	Good	Excellent		
FY	White	19	8	20	43	10	2.68 ^a	251
	Asian Am.	14	10	40	33	3	2.34 ^b	121
	URM	18	4	22	51	6	2.71 ^a	42

AAUDE Item A19. While attending this University how often have you been challenged to do the very best you can?

		UW %				Mean	n_{Mean}
		Never	Seldom	Some of the time	Most of the time		
SR	White	1	10	51	38	3.26 ^x	762
	Asian Am.	0	6	46	49	3.43 ^y	291
	URM	3	4	45	49	3.40 ^{xy}	78