



National Survey of Student Engagement (NSSE) 2007: Overview and Descriptive Statistics

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November, 2007

INTRODUCTION

In 2007, 323,147 first-year and senior students at baccalaureate degree-granting colleges and universities across the United States and Canada responded to the National Survey of Student Engagement (NSSE). The NSSE aims to provide a greater understanding of how students spend their time in college and how they benefit from the experience. These data are utilized by administrators, faculty and researchers to improve students' academic and social experience in college. The University of Washington took part in the 2007 study, including a supplemental section created by the Association of American Universities Data Exchange (AAUDE) consortium.¹

METHOD

In March of 2007, an introductory email containing an internet address for the survey instrument was sent to a random sample of 2,426 first-year students and 2,191 seniors who were enrolled full-time at the UW Seattle campus in the Fall of 2006. In Spring quarter of 2007, a series of three follow-up email reminders were sent to respondents who had failed to submit completed questionnaires.

Instrument

The UW 2007 NSSE was administered solely in web format. The questionnaire included 29-items organized according to five thematic sections: level of academic challenge, active and collaborative learning, student-faculty interaction, enriching educational experiences, and supportive campus environment. The question format was fixed-choice and many contained multiple sub-questions. In addition, UW students received a set of 20 fixed-choice supplemental items created by the AAUDE consortium to gather student feedback on such issues as the size of their classes, availability of courses in their major, the academic quality of their institution and future plans, among others.

Response Rates

A total of 955 questionnaires were completed, a response rate of 20% for first-year students and 21% for seniors.² As compared with the original sample of the UW student population, female respondents were over-represented (60.6% vs. 51.5) and male respondents were under-

¹ Participating AAUDE members: Indiana University-Bloomington, Iowa State University, Michigan State University, The Ohio State University, University of California-Berkeley, University of Kansas, University of Maryland-College Park, University of Nebraska at Lincoln, University of North Carolina at Chapel Hill, and University of Pittsburgh.

² These rates are adjusted for non-deliverable email addresses.

represented (39.4% vs. 48.5). Furthermore, in contrast to the student population, White American students were over-represented (57.7% vs. 53.6) and respondents who identified as Asian American were slightly under-represented (27.7% vs. 29.6).

RESULTS

This section briefly summarizes student response to the NSSE. Section headings reference the corresponding tables immediately following. The first two sections compare UW and other AAUDE institutions on respondent characteristics, and on frequency distributions and mean ratings for all NSSE items including the supplemental AAUDE items. The last two sections provide frequency distributions and mean ratings for items on which significant differences by sex or ethnicity were found among UW students.

UW and AAUDE Students: Respondent Characteristics

Overall, response rates at the University of Washington were lower than combined rates from the consortium schools (21% vs. 30). At both the University of Washington and the consortium schools, female respondents were over-represented relative to males.

As compared with students at the consortium schools, a higher percentage of UW respondents identified themselves as Asian American/Pacific Islander (28% vs. 11) whereas comparatively fewer UW respondents reported White (non-Hispanic) ethnicity (55% v. 72) and Black/African American ethnicity (2% v. 5). Furthermore, at UW, more first-year students reported living off-campus as compared to consortium students.

Comparison of UW and AAUDE Students: Standard NSSE Items

UW students reported receiving markedly more assigned work than their consortium peers. They indicated that they received fewer problem sets that took them “less than an hour to complete” and first-year students noted that they received significantly more problem sets taking them “more than an hour to complete.” Moreover, seniors reported that they were assigned significantly more reading materials than consortium students. However, first-year students were less likely to report working on a paper or project that “required integrating ideas or information from various sources.”

Both first-year and senior UW students were less likely to have “made a class presentation” and first-year students reported that they were less likely to ask questions or contribute to class discussion. In addition, first-year students felt as though less emphasis was placed on “speaking clearly and effectively” as compared with consortium students. Furthermore, in comparison to their consortium peers, UW students were less likely to report that they worked with other students on a project during class and, more broadly, felt that their institution placed less importance on “working effectively with others.”

Both UW classes, first-year students and seniors, were less likely to report that they had “participated in a community based project” and senior UW students were less likely to have completed a “practicum, internship, field experience, co-op experience or clinical assignment.” Moreover, both first-year students and seniors awarded significantly lower ratings than did consortium students in regard to the extent to which they had acquired “job or work-related knowledge and skills” at the UW. However, first-year UW students were more likely to have taken part in a learning community where groups of students take two or more classes together

and UW seniors reported that they were more likely to have taken foreign language coursework as compared with consortium students.

In general, UW students expressed significantly less satisfaction with the quality of relationships at their institution as compared with the consortium sample. In particular, UW students were significantly less likely to discuss grades/assignments, career plans or receive “prompt written or oral feedback” from faculty. Furthermore, both first-year students and seniors were less likely to report interacting with faculty on projects aside from traditional coursework (e.g., committees, student life activities) and seniors were less likely to report working on a research project with a faculty member. Whereas UW first-year students were less satisfied with the quality of relationships with administrative personnel, UW seniors’ responses reflected less satisfaction with their relationships with other students.

UW students indicated that they spent significantly less time relaxing/socializing and were less likely to attend campus events and activities (e.g., speakers, cultural performances, athletic events) as compared with the consortium sample. Specifically, UW seniors spent less time taking part in physical fitness and other co-curricular activities (e.g., organizations, campus publications, intercollegiate or intramural sports) and comparatively more time preparing for and commuting to class.

In comparison to their consortium peers, UW students were significantly less likely to indicate that their institution helped them to develop a “personal code of values and ethics” or a “deepened sense of spirituality.” Finally, UW seniors were less likely than their consortium counterparts to report that their institution contributed to their personal development in terms of both “voting in local, state or national elections” and, more generally, understanding themselves better.

UW respondents gave significantly lower ratings than consortium students on questions assessing institutional support including assistance in coping with “non-academic responsibilities” and providing the support necessary for them to “thrive socially.” Moreover, UW seniors reported that they were less likely than their consortium peers to have been encouraged to make contact with students from “different economic, social and racial or ethnic backgrounds,” and, concurrently, to understand people of diverse backgrounds.

Comparison of UW and AAUDE Students: Supplemental AAUDE Items

Responses from UW students indicated that they were less satisfied with the size of lower-division classes (i.e., they are too large) and the availability of courses required for their major, in contrast with consortium students. Moreover, first-year students reported less satisfaction with the availability of courses necessary for their general education requirements than did their consortium counterparts.

UW first-year students rated their university’s “responsiveness to student academic problems” significantly lower than first-year consortium students. In contrast, UW seniors reported that institutional hassles were less of a problem than senior consortium students reported.

UW Student Responses: Significant Differences by Sex

Females, as compared with males, were significantly more likely to have completed community service/volunteer work or to have reported that they plan to do so before graduation.

Among seniors, females were significantly more likely than males to have included “diverse perspectives” in class discussion or writing assignments whereas males reported that they were more likely to have “worked with classmates outside of class to prepare class assignments.” Female seniors were significantly more likely to have reported that they had studied abroad and/or had taken foreign language coursework, or plan to do so before graduation, in comparison to senior males. Finally, males were more likely than females to agree that they have received “accurate and up to date” information from their academic advisors.

UW Student Responses: Significant Differences by Ethnicity

Among first-year students, Asian American respondents reported that they discussed ideas from readings or classes with others significantly less often than their White and Under- represented counterparts. Moreover, first-year students identifying as Asian American were less likely to have had conversations with students whose values are very different from theirs in comparison to White students. Asian American and under-represented first-year students spend significantly more time caring for dependents (e.g., parents, children, spouse) in contrast with White students. Finally, Asian American first-year students spend significantly more time commuting to class than do White students.

Among senior respondents, White and under-represented students were significantly more likely to report that they had “asked questions in class or contributed to class discussions” in comparison to Asian American students. In regard to participation in community-based projects (e.g., service learning), students identifying as under-represented were most likely to report participation, followed by Asian Americans and, finally, White students. Asian American and under-represented students were more likely to report that their coursework emphasizes memorization. Asian American students indicated that they have significantly more problem sets taking them “more than an hour to complete” in comparison to White students. Lastly, White students reported that they were significantly more pleased with the academic quality of their program as compared with Asian American students.

TABLES

UW and AAUDE Students: Respondent Characteristics

A summary of respondent characteristics, categorized by academic class as first-year (FY) or senior (SR), are included in the following section.

Response Rates (percents)

	UW			AAUDE		
	Population N	Completed <i>n</i>	Completed (%)	Population N	Completed <i>n</i>	Completed (%)
FY	2,426	494	20	25,182	7894	31
SR	2,191	461	21	26,549	7779	29
Total	4,617	955	21	51,731	15,673	30

Mode of Completion (percents)

	UW		AAUDE	
	FY (<i>n</i> =494)	SR (<i>n</i> =461)	FY (<i>n</i> =7,894)	SR (<i>n</i> =7,779)
Paper	0	0	0	0
Web	100	100	100	100
Total	100	100	100	100

Gender (percents)

	UW		AAUDE	
	FY (<i>n</i> =494)	SR (<i>n</i> =461)	FY (<i>n</i> =7,894)	SR (<i>n</i> =7,779)
Female	65	56	60	59
Male	35	44	40	41
Total	100	100	100	100

Class level (percents)

	UW (<i>n</i> =955)	AAUDE (<i>n</i> =15,673)
FY	52	50
SR	48	50
Total	100	100

Race/Ethnicity

	UW		AAUDE	
	FY (n=494)	SR (n=461)	FY (n=7,894)	SR (n=7,779)
Am. Indian/Native American	2	0	0	0
Asian Am./Pacific Islander	30	25	12	10
Black/African American	2	1	5	4
White (non-Hispanic)	54	55	70	73
Mexican/Mexican American	1	2	2	1
Puerto Rican	0	0	0	0
Other Hispanic or Latino	1	1	1	1
Multiracial	4	5	3	2
Other	2	2	2	1
I prefer not to respond	5	8	5	6
Total	100	100	100	100

Enrollment Status

	UW		AAUDE	
	FY (n=494)	SR (n=461)	FY (n=7,894)	SR (n=7,779)
Full-time	99	89	99	93
Less than full-time	1	11	1	7
Total	100	100	100	100

Residence

	UW		AAUDE	
	FY (n=494)	SR (n=461)	FY (n=7,894)	SR (n=7,779)
On-campus	65	12	87	16
Off-campus	35	88	13	84
Total	100	100	100	100

Comparison of UW and AAUDE Students: Standard NSSE Items

In the next section, the responses of UW students are compared with those of consortium school students on all items using analysis of variance (ANOVA). An asterisk is used to denote those items on which significant differences were found ($p \leq .001$)

Item 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	5	50	33	11	2.50	2.64*
	SR	5	41	30	24	2.73	2.86
Made a class presentation	FY	32	58	8	2	1.80	2.07*
	SR	9	50	29	13	2.46	2.61*
Prepared two or more drafts of a paper or assignment before turning it in	FY	16	38	32	13	2.43	2.44
	SR	19	44	24	13	2.30	2.25
Worked on a paper or project that required integrating ideas or information from various sources	FY	4	33	43	19	2.77	2.95*
	SR	2	19	40	40	3.18	3.22
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	FY	9	36	37	18	2.64	2.72
	SR	13	33	29	25	2.65	2.72
Come to class without completing readings or assignments	FY	23	60	13	4	1.99	2.10
	SR	13	60	19	7	2.21	2.29
Worked with other students on projects during class	FY	18	49	26	8	2.24	2.39*
	SR	15	50	27	8	2.29	2.43*
Worked with classmates outside of class to prepare class assignments	FY	12	46	31	11	2.41	2.43
	SR	5	41	32	23	2.73	2.81
Put together ideas or concepts from different courses when completing assignments or during class discussions	FY	7	48	35	11	2.49	2.58
	SR	5	29	42	23	2.83	2.89
Tutored or taught other students (paid or voluntary)	FY	48	38	10	4	1.69	1.74
	SR	41	40	12	7	1.85	1.91
Participated in a community-based project (e.g. service learning) as part of a regular course	FY	75	17	6	2	1.34	1.48*
	SR	68	23	6	4	1.46	1.60*

Items 1I-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	29	27	2.72	2.70
	SR	8	36	29	26	2.74	2.86
Used e-mail to communicate with an instructor	FY	1	29	35	35	3.03	3.09
	SR	1	17	31	51	3.33	3.36
Discussed grades or assignments with an instructor	FY	13	54	24	10	2.30	2.47*
	SR	9	51	26	15	2.47	2.68*
Talked about career plans with a faculty member or advisor	FY	43	43	11	3	1.75	2.14*
	SR	22	55	16	7	2.09	2.36*
Discussed ideas from your readings or classes with faculty members outside of class	FY	45	41	11	3	1.73	1.80
	SR	30	52	11	6	1.93	2.00
Received prompt written or oral feedback from faculty on your academic performance	FY	15	41	35	9	2.38	2.54*
	SR	9	42	39	10	2.48	2.66*
Worked harder than you thought you could to meet an instructor's standards or expectations	FY	14	43	31	12	2.40	2.53
	SR	11	45	32	12	2.45	2.55
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FY	76	14	7	3	1.36	1.55*
	SR	59	28	9	4	1.58	1.78*
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	FY	7	36	36	22	2.73	2.65
	SR	2	36	36	26	2.86	2.78
Had serious conversations with students of a different race or ethnicity than your own	FY	11	29	29	30	2.78	2.63
	SR	8	32	30	30	2.81	2.73
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	FY	11	36	26	28	2.71	2.79
	SR	8	34	32	26	2.77	2.81

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	5	25	42	28	2.94	2.89
	SR	9	34	34	22	2.70	2.79
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	1	17	49	33	3.14	3.13
	SR	2	17	39	42	3.22	3.24
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	FY	3	27	44	25	2.91	2.89
	SR	4	23	42	32	3.02	3.02
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	31	42	20	2.75	2.79
	SR	7	30	34	28	2.83	2.92
Applying theories or concepts to practical problems or in new situations	FY	4	20	40	36	3.08	3.06
	SR	4	19	39	38	3.11	3.16

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	13	44	31	11	3.40	3.35
	SR	1	18	35	30	15	3.40	3.21*
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	FY	21	59	14	2	3	2.08	1.99
	SR	17	54	19	5	5	2.28	2.19
Number of written papers or reports of 20 pages or more	FY	86	9	4	1	1	1.22	1.22
	SR	55	36	6	2	1	1.59	1.59
Number of written papers or reports between 5 and 19 pages	FY	12	59	23	5	1	2.23	2.28
	SR	9	43	30	14	4	2.61	2.60
Number of written papers or reports of fewer than 5 pages	FY	3	30	36	21	11	3.08	3.05
	SR	6	32	27	20	15	3.04	3.06

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	8	31	38	12	11	2.87	2.64*
	SR	20	33	30	8	10	2.55	2.43
Number of problem sets that take you less than an hour to complete	FY	26	37	21	7	9	2.37	2.65*
	SR	42	37	12	5	4	1.93	2.16*

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	3	10	31	36	19	5.52	5.53
	SR	2	2	6	13	29	31	16	5.24	5.27

Item 6. 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		
Attended an art exhibit, play, dance, theater or other performance	FY	17	56	17	10	2.20	2.17
	SR	24	53	16	7	2.06	2.16
Exercised or participated in physical fitness activities	FY	10	31	26	32	2.80	2.89
	SR	13	38	21	28	2.65	2.86*
Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	FY	53	24	8	15	1.84	1.97
	SR	53	22	11	15	1.87	1.96
Examined the strengths and weaknesses of your own views on a topic or issue	FY	9	43	32	16	2.55	2.55
	SR	8	33	37	23	2.75	2.66
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	FY	7	37	39	17	2.67	2.71
	SR	3	34	37	26	2.86	2.81
Learned something that changed the way you understand an issue or concept	FY	3	33	43	21	2.81	2.80
	SR	1	34	39	25	2.88	2.86

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

		UW %				UW Mean	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	8	76	5	11	.08	.07
	SR	51	19	22	8	.51	.61*
Community service or volunteer work	FY	38	41	8	13	.38	.38
	SR	57	11	22	10	.57	.65
Participate in a learning community or some other formal program where groups of students take two or more classes together	FY	41	15	27	18	.41	.20*
	SR	34	3	52	11	.34	.26
Work on a research project with a faculty member outside of course or program requirements	FY	4	40	16	40	.04	.06
	SR	34	13	41	12	.34	.24*
Foreign language coursework	FY	27	48	12	13	.27	.29
	SR	64	6	26	4	.64	.49*
Study abroad	FY	2	52	19	27	.02	.03
	SR	22	10	60	8	.22	.23
Independent study or self-designed major	FY	2	11	58	29	.02	.02
	SR	19	6	64	10	.19	.17
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FY	1	42	12	45	.01	.01
	SR	30	22	38	10	.30	.28

Item 8. Mark the box which best represents the quality of relationships at your institution?

		UW %							UW Mean	Consortium Colleges Mean
		Unfriendly				Friendly				
		1	2	3	4	5	6	7		
Quality of relationships with other students	FY	1	3	6	10	26	31	22	5.40	5.58
	SR	3	4	7	14	25	32	15	5.10	5.61*
Quality of relationships with faculty members	FY	1	4	13	22	32	22	8	4.74	4.98*
	SR	1	5	10	21	25	24	13	4.89	5.16*
Quality of relationships with administrative personnel and offices	FY	4	10	14	28	27	11	7	4.25	4.52*
	SR	5	9	13	23	22	18	9	4.38	4.42

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

		UW %								UW Mean	Consrtn. 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	8	18	27	22	13	8	5	4.58	4.38
	SR	0	12	20	22	18	10	7	11	4.58	4.20*
Working for pay on campus	FY	81	1	6	6	4	1	0	0	1.55	1.63
	SR	67	4	9	8	9	1	0	1	1.99	2.16
Working for pay off campus	FY	74	5	6	5	6	2	1	1	1.78	1.59
	SR	51	4	8	9	11	8	3	6	2.91	2.83
Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	FY	37	33	15	6	4	2	1	2	2.32	2.41
	SR	46	29	10	6	4	2	0	3	2.14	2.44*
Relaxing and socializing (watching TV, partying, etc.)	FY	2	22	30	24	9	5	4	4	3.69	4.00*
	SR	2	25	32	21	11	6	2	1	3.47	3.83*
Providing care for dependents living with you (parents, children, spouse, etc.)	FY	78	14	6	1	1	0	0	1	1.39	1.26
	SR	73	12	6	2	3	1	0	4	1.70	1.55
Commuting to class (driving, walking, etc.)	FY	11	65	15	7	2	1	0	0	2.29	2.26
	SR	3	58	26	9	3	1	0	0	2.55	2.35*

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	12	52	35	3.20	3.13
	SR	3	18	45	34	3.10	3.06
Providing the support you need to help you succeed academically	FY	2	26	48	24	2.94	3.00
	SR	9	30	45	16	2.68	2.81
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	FY	13	32	36	18	2.59	2.72
	SR	25	38	25	12	2.23	2.48*
Helping you cope with your non-academic responsibilities (work, family, etc.)	FY	36	41	18	4	1.90	2.10*
	SR	48	39	11	3	1.69	1.85*
Providing the support you need to thrive socially	FY	22	44	26	9	2.22	2.46*
	SR	30	46	20	4	1.98	2.24*
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	FY	10	33	40	17	2.64	2.91*
	SR	12	41	33	13	2.46	2.79*
Using computers in academic work	FY	2	9	37	52	3.39	3.39
	SR	1	8	28	62	3.51	3.53

Item 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	2	21	47	30	3.05	3.18*
	SR	2	19	40	39	3.16	3.25
Acquiring job or work-related knowledge and skills	FY	13	40	31	16	2.50	2.77*
	SR	11	33	29	26	2.72	2.96*
Writing clearly and effectively	FY	7	31	42	21	2.77	2.87
	SR	5	25	37	33	2.99	3.01
Speaking clearly and effectively	FY	18	40	29	13	2.37	2.62*
	SR	10	34	30	25	2.71	2.84
Thinking critically and analytically	FY	3	13	45	39	3.21	3.21
	SR	2	14	31	53	3.35	3.34
Analyzing quantitative problems	FY	3	21	45	30	3.03	2.98
	SR	4	22	34	39	3.09	3.07
Using computing and information technology	FY	5	27	38	30	2.94	3.04
	SR	4	20	32	44	3.16	3.20
Working effectively with others	FY	9	34	39	18	2.66	2.92*
	SR	6	29	36	29	2.89	3.11*

Table 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	37	36	17	10	2.01	2.15
	SR	40	38	15	7	1.88	2.13*
Learning effectively on your own	FY	6	23	44	27	2.92	2.94
	SR	8	18	46	28	2.94	3.02
Understanding yourself	FY	15	29	37	19	2.59	2.74
	SR	15	30	32	23	2.63	2.81*
Understanding people of other racial and ethnic backgrounds	FY	14	31	36	19	2.59	2.67
	SR	17	36	28	19	2.47	2.64*
Solving complex real-world problems	FY	10	36	36	18	2.61	2.66
	SR	12	30	36	22	2.69	2.78
Developing a personal code of values and ethics	FY	20	34	30	15	2.40	2.57*
	SR	25	31	26	18	2.37	2.59*
Contributing to the welfare of your community	FY	24	38	25	13	2.27	2.40
	SR	25	36	25	15	2.30	2.40
Developing a deepened sense of spirituality	FY	58	24	12	7	1.67	1.92*
	SR	69	18	8	5	1.49	1.75*

Item 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	5	24	51	21	2.88	2.99
	SR	12	21	41	26	2.82	2.79
How would you evaluate your entire educational experience at this institution?	FY	1	12	48	39	3.25	3.26
	SR	3	12	46	39	3.21	3.27

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 <i>same institution</i> you are now attending?	FY	2	9	37	51	3.38	3.39
	SR	4	9	40	47	3.31	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 schools on the supplemental AAUDE items using analysis of variance procedures. Items on which significant differences were found ($p < .001$) are marked with an asterisk.

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	21	39	38	1	1	2.19	2.42*
	SR	35	31	29	0	6	1.93	2.16*
Consider the size of the upper-division classes you've taken at this university – have they generally been:	FY	3	15	58	1	23	2.75	2.70
	SR	3	19	75	3	0	2.77	2.77

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	8	27	50	15	0	2.72	2.79
	SR	12	40	37	11	0	2.46	2.53
How would you rate the quality of instruction in upper-division courses?	FY	1	14	51	30	4	3.14	3.03
	SR	3	9	45	43	0	3.27	3.23

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	5	27	41	21	7	2.83	3.13*
	SR	3	21	43	33	0	3.06	3.20*
Would you say that the courses you need to take for your general education requirements have been available:	FY	3	28	42	27	1	2.92	3.07*
	SR	3	16	42	33	6	3.10	3.14

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	48	45	-	3.37	3.36
	SR	3	8	45	44	-	3.31	3.26
How would you rate the academic quality of your major program ?	FY	2	5	32	38	23	3.38	3.42
	SR	4	9	35	52	0	3.36	3.30
How would you rate the quality of academic advising you have received from your college or department at this university?	FY	5	24	38	17	16	2.79	2.89
	SR	13	21	38	28	1	2.81	2.75
How would you rate this university's responsiveness to student academic problems?	FY	9	29	38	7	17	2.53	2.74*
	SR	13	23	39	11	15	2.56	2.53

AAUDE Item A11. Source of academic advising

		UW%					
		Advisors in your college or department	Instructors or staff members not formally assigned as an advisor	Online registration and degree tracking system	Under-graduate catalog or other publications	Friends or family	N/A
During the past year, from what source did you receive most of your academic advising?	FY	38	9	16	3	30	5
	SR	52	15	20	2	9	3

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

		UW					UW Mean	Consortium Colleges Mean
		Strongly disagree	Disagree	Agree	Strongly agree	N/A		
The advisor(s) in your college or department is(are) available when you need to see her/him(them).	FY	2	10	54	16	18	3.02	3.06
	SR	4	7	59	29	1	3.14	3.04
The information you've received from academic advisors has been accurate and up to date.	FY	1	6	54	17	22	3.12	3.16
	SR	3	10	53	32	2	3.16	3.07
At this university students have to run around from one place to another to get the information or approvals they need.	FY	1	21	42	15	21	2.89	2.88
	SR	8	35	32	18	7	2.64	2.99*

AAUDE Item A15. Expectation of completing a bachelor's degree

		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
I expect to complete a bachelor's degree:	FY	65	31	1	1	1
	SR	59	33	8	0	0

AAUDE Item A16. Post-baccalaureate plans

		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	36	24	18	3	19
	SR	26	50	11	5	8

AAUDE A17. Obstacles to academic progress

		UW %					
		Money, work obligations, finances	Family obligations	Difficulties getting the courses you need	Lack of good academic advising	Lack of personal motivation	No real obstacle
From the list below, choose one item that best describes the biggest obstacle to your academic progress	FY	30	5	12	7	21	25
	SR	38	7	5	7	19	24

AAUDE Item A18. Primary reason for student employment

		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	11	32	17	1	39
	SR	16	52	15	2	14

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	1	6	32	61	3.54	3.51
	SR	1	11	43	44	3.31	3.38

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	10	58	31	3.18	3.18
	SR	2	6	61	31	3.21	3.22

UW Student Responses: Differences by Sex

In the following section, responses by UW students were compared by gender within each academic class by analysis of variance. Only those items on which significant differences were found ($p < .001$) are presented.

	Male	Female	Total
FY	175	319	494
SR	201	260	461
Total	376	579	955

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

		UW %				Mean	n _{Mean}
		Never	Sometimes	Often	Very Often		
SR	Male	17	35	31	18	2.49	200
	Female	9	33	27	31	2.81	259

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	5	33	30	32	2.90	201
	Female	5	47	34	15	2.59	260

Item 7b/7e/7f. 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	18	13	31	37	2.87	159
	Female	9	2	49	40	3.19	288
SR	Male	11	30	10	49	2.97	184
	Female	8	13	12	67	3.37	242
Foreign language coursework							
SR	Male	5	35	5	55	3.09	184
	Female	2	18	7	73	3.51	242
Study abroad							
SR	Male	9	69	8	15	2.29	184
	Female	7	50	12	30	2.64	242

AAUDE Item A13. Availability and accuracy of academic advising

		UW %					Mean	n _{Mean}
		Strongly disagree	Disagree	Agree	Strongly Agree	N/A		
The information you've received from academic advisors has been accurate and up to date.								
SR	Male	3	8	50	35	4	3.45	173
	Female	3	13	56	29	0	3.11	225

UW Student Responses: Differences by Ethnicity

In the following section, responses by UW students were compared by ethnicity within each academic class. Only those items on which significant differences were found ($p \leq .001$) are presented. Post hoc analyses (Tukey's HSD) were conducted to determine which ethnicities were significantly different from one another. Within each table, means with the same superscripts were not significantly different from one another ($p \leq .05$) in post hoc analyses.

To maximize the number of students included in the following analyses, student ethnicity was first obtained from the UW Student Database (SDB) and then compared to student self-report on the NSSE survey. In the UW SDB, the ethnicity of 76 students was listed as "Unknown." On the NSSE survey, 11 students failed to respond to the ethnicity item, 14 chose "I prefer not to respond," 2 chose "Other," and 1 reported "Multiracial" ethnicity. The remaining 48 students who were listed as "Unknown" in the UW SDB indicated an ethnic identification on the NSSE survey and thus were included in the following analyses (N = 924).

	Under-represented minorities (URM)*	White	Asian-American	Total
FY	40	290	155	485
SR	28	275	136	439
Total	68	565	291	924

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

Item 1t. During the current school year, about how often have you discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)?

		UW %				Mean	n _{Mean}
		Never	Sometimes	Often	Very Often		
FY	White	5	29	39	27	2.88 ^a	265
	Asian Am.	11	49	27	13	2.43 ^b	149
	URM	0	31	36	33	3.03 ^a	36

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	8	31	29	32	2.84 ^a	264
	Asian Am.	15	45	24	17	2.42 ^b	149
	URM	8	42	17	33	2.75 ^{ab}	36

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		
SR	White	4	33	34	29	2.87 ^x	275
	Asian Am.	7	62	21	11	2.36 ^y	136
	URM	7	25	29	39	3.00 ^x	28

Item 1k. 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	73	19	7	1	1.36 ^x	269
	Asian Am.	62	27	5	6	1.56 ^y	131
	URM	36	39	11	14	2.04 ^z	28

Item 2a. Coursework emphasizes: Memorizing facts, ideas, or methods from your courses and readings

		UW %				Mean	n _{Mean}
		Never	Sometimes	Often	Very Often		
SR	White	12	38	33	17	2.56 ^x	264
	Asian Am.	4	28	40	28	2.93 ^y	127
	URM	14	36	25	25	2.61 ^{xy}	28

Item 4a. Number of problem sets that take you more than an hour to complete

		UW %					Mean	n _{Mean}
		None	1-2	3-4	5-6	More than 6		
SR	White	24	35	31	6	4	2.31 ^x	259
	Asian Am.	14	31	30	10	15	2.81 ^y	127
	URM	22	26	30	4	19	2.70 ^{xy}	27

Item 9f. Hours per 7-day week spent providing care for dependents living with you (parents, children, spouse, etc.)

		UW %								Mean	n _{Mean}
		0	1-5	6-10	11-15	16-20	21-25	26-30	30+		
FY	White	87	7	4	.4	1	0	0	0	1.21 ^a	257
	Asian Am.	63	24	8	1	.7	.7	0	1	1.61 ^b	145
	URM	67	17	14	0	0	0	0	3	1.64 ^b	36

Item 9g. Hours per 7-day week spent 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	11	74	12	3	.4	.4	.4	0	2.12 ^a	257
	Asian Am.	10	54	19	12	3	1	0	.7	2.51 ^b	146
	URM	14	53	22	11	0	0	0	0	2.31 ^{ab}	36

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

		UW %					Mean	n _{Mean}
		No major yet	Poor	Fair	Good	Excellent		
SR	White	0	3	5	33	58	3.47 ^x	243
	Asian Am.	0	4	17	41	38	3.12 ^y	116
	URM	0	4	15	23	58	3.35 ^{xy}	26