



*Northern Arizona University*

**Northern Arizona University's  
2003 National Survey of Student Engagement (NSSE) Report**

**Office of Planning and Institutional Research  
Northern Arizona University**

**Winter 2004**

**<http://www4.nau.edu/pair/StatisticReport/SurveyReport.htm>**



## The 2003 National Survey of Student Engagement Report

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### **Overview:**

Each year the National Survey of Student Engagement (NSSE) collects information from undergraduates at four-year colleges and universities across the country to assess the extent to which students are engaged in a variety of educational practices. NSSE is grounded in the theoretical framework that student engagement, measured by the frequency with which students participate in activities that represent effective educational practices, is a meaningful proxy for measuring collegiate quality. Northern Arizona University (NAU) participated in the national NSSE administration during 2003.

This current report is a summary of selected results divided into three sections. The first section presents an overview of the nature and frequencies of undergraduate student engagement in effective educational practices at NAU. The second part is an overview of those areas of engagement at NAU that are significantly above and significantly below the mean when compared to similar universities<sup>1</sup> (benchmarks). Finally, in the third section, the current year's benchmark scores on five dimensions are summarized and the 2003 results are discussed in relation to the results from NAU's 2002 NSSE administration.

In 2003, NAU also participated in the national Faculty Survey of Student Engagement (FSSE). This survey is designed to measure faculty expectations for student engagement in educational practices that are linked to high levels of student learning and development along with how faculty use these practices in their work with their students. Specifically, the FSSE measures faculty perceptions of how often their students engage in a variety of activities; the importance that faculty place on various areas of learning and development; the nature and frequency of student-faculty interactions; and how faculty organize class and related activities. A report that focuses on a comparison of these faculty perceptions and student reports on educational opportunities and practices at NAU will be forthcoming.

### **Methodology:**

Randomly selected first-year and senior students at NAU were sampled. The selected students were given the option of responding either via a traditional paper questionnaire or via the web. The survey sample was similar to the overall population of freshmen and seniors on most characteristics examined. Table A (in Appendix A) shows the background characteristics of the survey sample compared to the overall freshmen and senior populations at NAU. One hundred and seventy first-year respondents and 161 senior respondents participated in the 2003 NSSE administration at NAU.

The NSSE asks participating students to report the frequency with which they engage in activities that represent good educational practices. Students also record their perceptions of the

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<sup>1</sup> Benchmarks are comprised of the participating Doctoral Intensive Universities (Carnegie Classification).

college environment and estimate their educational and personal growth while in college. Additional information about student background and demographics are also gathered.

## Key Findings:

### Section 1. Overview of Undergraduate Student Engagement at NAU

The activities of greatest participation for first-year and senior respondents show considerable overlap. In fact, sixteen of the same activities show up as greater than 90% participation for both first-year and senior respondents. These sixteen activities are:

- Asked questions in class/contributed to class discussions
- Coursework emphasized: analyzing the basic elements of an idea, experience, or theory
- Coursework emphasized: applying theories/concepts to practical problems or in new situations
- Coursework emphasized: making judgments about the value of information, arguments, or methods
- Coursework emphasized: memorizing facts, idea or methods from your courses and readings
- Coursework emphasized: synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships
- Discussed grades/assignments with a instructor
- Discussed ideas from readings/classes with others outside of class
- Included diverse perspectives in class discussions/writing assignments
- Made a class presentation
- Put together ideas/concepts from different courses
- Received prompt feedback from faculty on your academic performance
- Used e-mail to communicate with instructor
- Worked on a paper/project that required integrating ideas/information
- Worked with classmates out of class to prepare class assignments
- Worked with other students on projects during class

At least 50% (approximately) of first-year students and senior students reported that they had never engaged in the following behaviors: worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.), tutored or taught other students (paid or voluntary), or participated in a community-based project as part of a regular course. Additionally, 57% of first-year students never discussed ideas from their readings or classes with faculty members outside of class.

### Section 2. Comparison of Undergraduate Student Engagement at NAU to Other Doctoral Intensive Universities and Peer Universities

- The levels of engagement for first-year and senior respondents from NAU are remarkably similar to the responses from other doctoral intensive university participants. Of a possible 79 comparisons, NAU respondents were only significantly different on nine indicators of engagement.
- **First-year** respondents at NAU were significantly *more likely* than first-year students at other doctoral intensive institutions to have:
  - made a class presentation
  - included diverse perspectives in class discussions or writing assignments
  - participated in a community-based project as part of a regular course, and
  - have written papers or reports of fewer than five pages
- Results show that by self-report, **first-year** respondents at NAU were significantly *less likely* than first-year students at other doctoral intensive institutions to have:
  - Applied theories or concepts to practical problems or in new situations
  - Analyzed quantitative problems
  - Learned effectively on their own

- *Senior* respondents were significantly *more* likely than senior respondents at other doctoral intensive institutions to have participated in a culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.).
- Similarly, by self-report, *senior* respondents were significantly less likely than senior respondents at other doctoral intensive institutions to have learned effectively on their own.

### Overall Satisfaction Comparisons

- Advising at NAU is an area that has consistently been rated low by students. However, when comparing satisfaction with advising to other doctoral intensive universities and our peer universities, no glaring differences in satisfaction are noted. First-year respondents from NAU were more likely to rate the academic advising as good or excellent when compared to the NAU seniors.
- Similar to the above findings for satisfaction ratings on advising, no noticeable differences exist in NAU respondents' evaluations of their entire education experiences at NAU or whether they would attend NAU if starting over again when compared to peer universities or other doctoral intensive universities.

### Section 3. Institutional Engagement Index and Benchmarks

- NAU students' reported levels of academic engagement were greater on average than predicted in four out of five areas.
- For the first-year respondents, enriching educational experiences and active and collaborative learning were significantly greater than predicted. Ratings of supportive campus environment are as predicted.
- Even though senior respondents' reported levels of academic engagement were greater than predicted in four out of five areas, these differences were not as pronounced as they were for the first-year respondents. The level of supportive campus environment was as predicted for first-year students, but for senior respondents the actual level of supportive campus environment was lower than predicted.

#### *In Comparison to the 2002 Results:*

- For *first-year* respondents there were increases in four out of the five categories representing effective educational practice: Active and Collaborative Learning, Student Interactions with Faculty Members, Enriching Educational Experiences, and Supportive Campus Environment. For first-year students from NAU, active and collaborative learning and the level of academic challenge still stand out as areas where NAU excels, even though there was a slight decline from 2002 to 2003 in the level of academic challenge. Whereas student faculty interactions and supportive campus environment for first-year respondents were problematic last year, this year there was a slight increase in student interactions with faculty members and NAU scored higher than would have been predicted. There was an increase in ratings of supportive campus environment for first-year respondents this year over last year, and whereas last year NAU was below what had been predicted, this year NAU was right at the predicted level.

- While there were increases in four out of the five categories representing effective educational practices for first-year respondents, there was a decline in three out of the five categories for *senior respondents*. Even with these declines, NAU was still above the predicted levels in these categories where there was a decline. In 2003 there was an increase over the levels of supportive campus environment from 2002, however, as noted above NAU is still below the predicted level on this benchmark.

*The Office of Planning and Institutional Research welcomes feedback concerning this and other studies and how they can continue to be improved.*

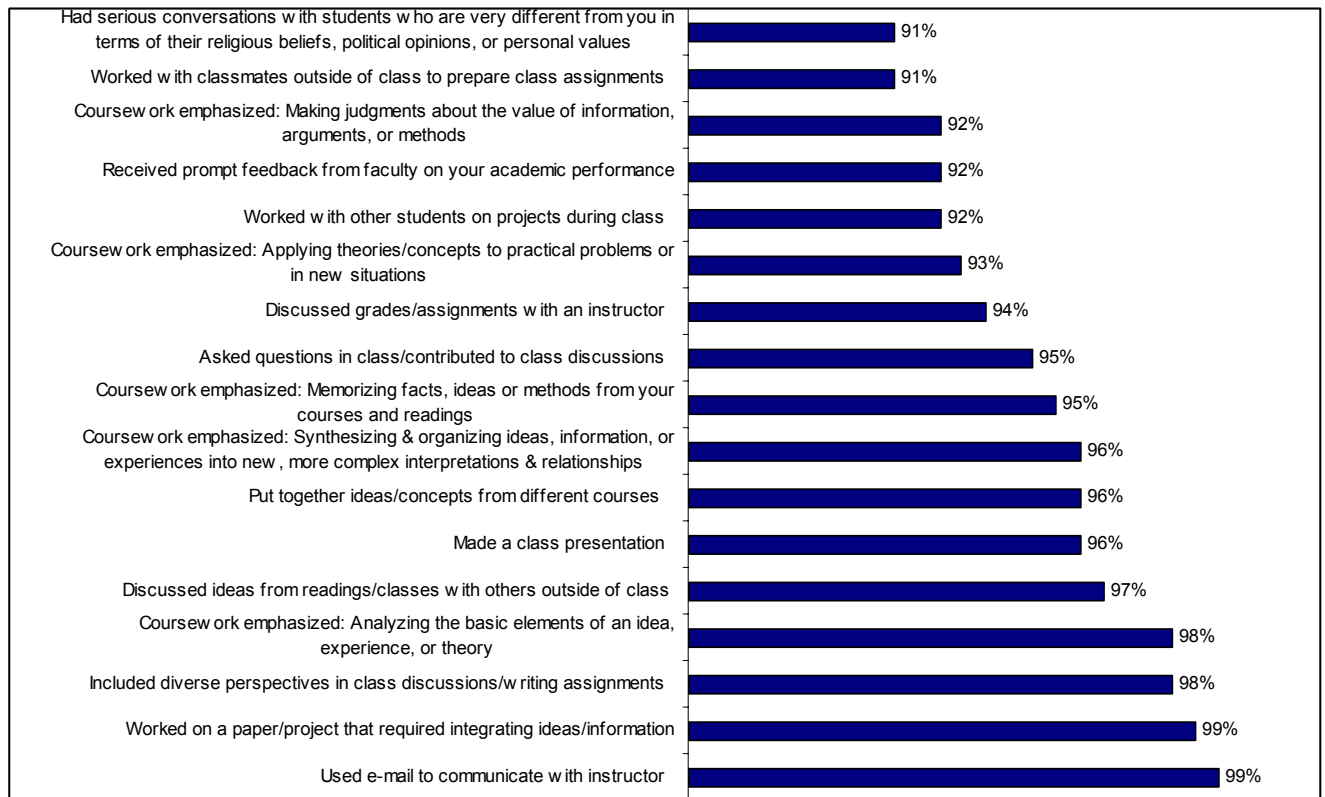
## Section 1. Overview of Undergraduate Student Engagement at Northern Arizona University

This section presents an overview of the nature and frequencies of undergraduate student engagement in effective educational practices while at NAU. Refer to Appendix C for a summary table that lists the percentage of NAU respondents, first-year and senior, that engaged in a variety of practices during the previous academic year.

### Areas of High Engagement at Northern Arizona University

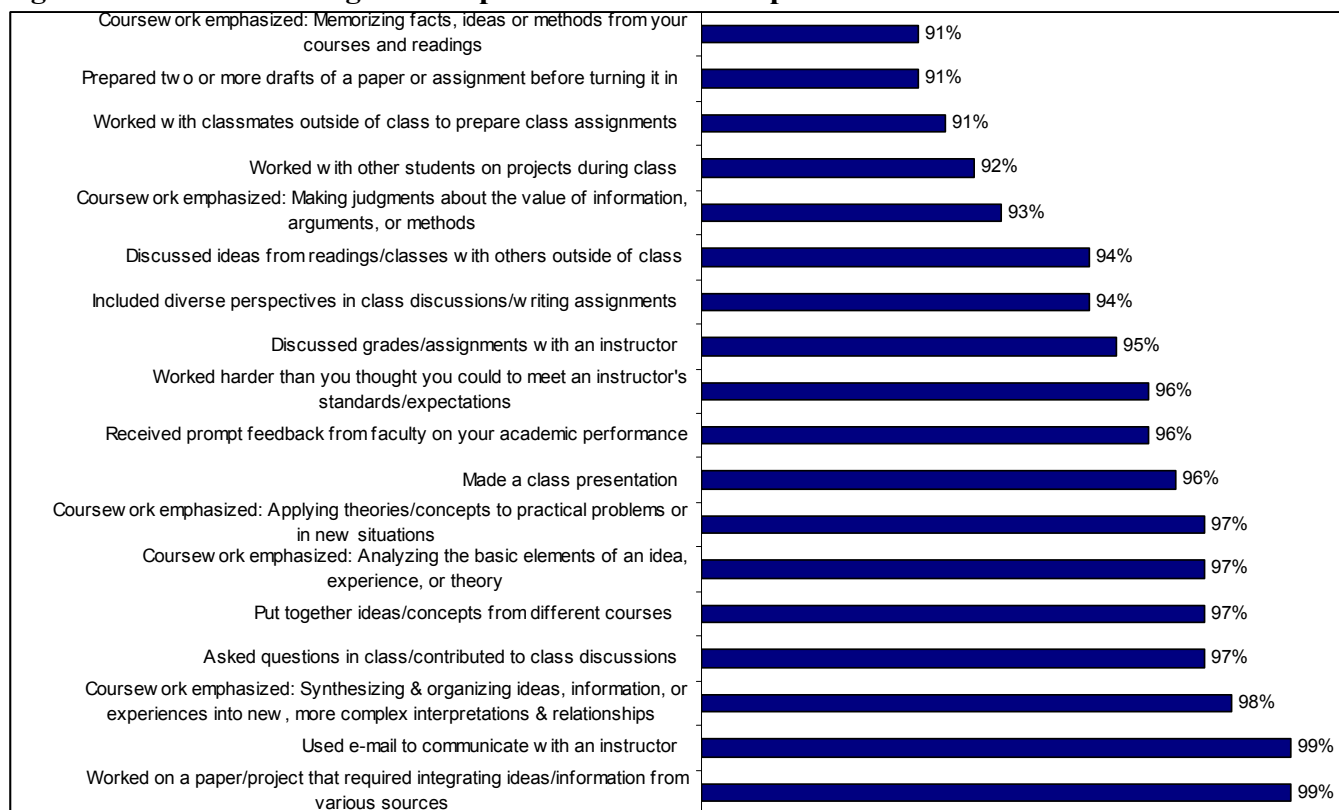
At least 90% of first-year respondents from NAU participated in the activities / behaviors summarized in Figure 1. The percent represents the number of students that reportedly participated in the behavior at least once during the past academic year.

**Figure 1. Activities of High Participation for First-Year Respondents at NAU**



At least 90% of senior respondents from NAU participated in the activities / behaviors listed in Figure 2. The percent represents the number of students that reportedly participated in the behavior at least once during the past academic year.

**Figure 2. Activities of High Participation for Senior Respondents at NAU**

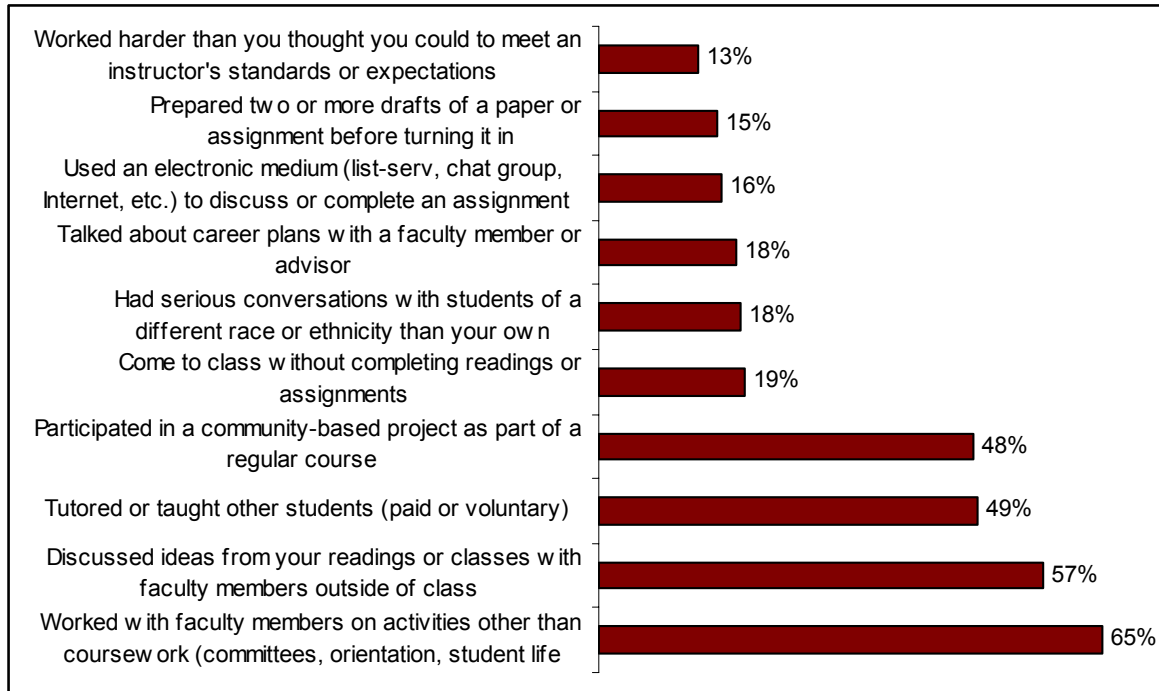


The activities of greatest participation for first-year and senior respondents show considerable overlap. In fact, sixteen of the same activities show up as greater than 90% participation for both first-year and senior respondents

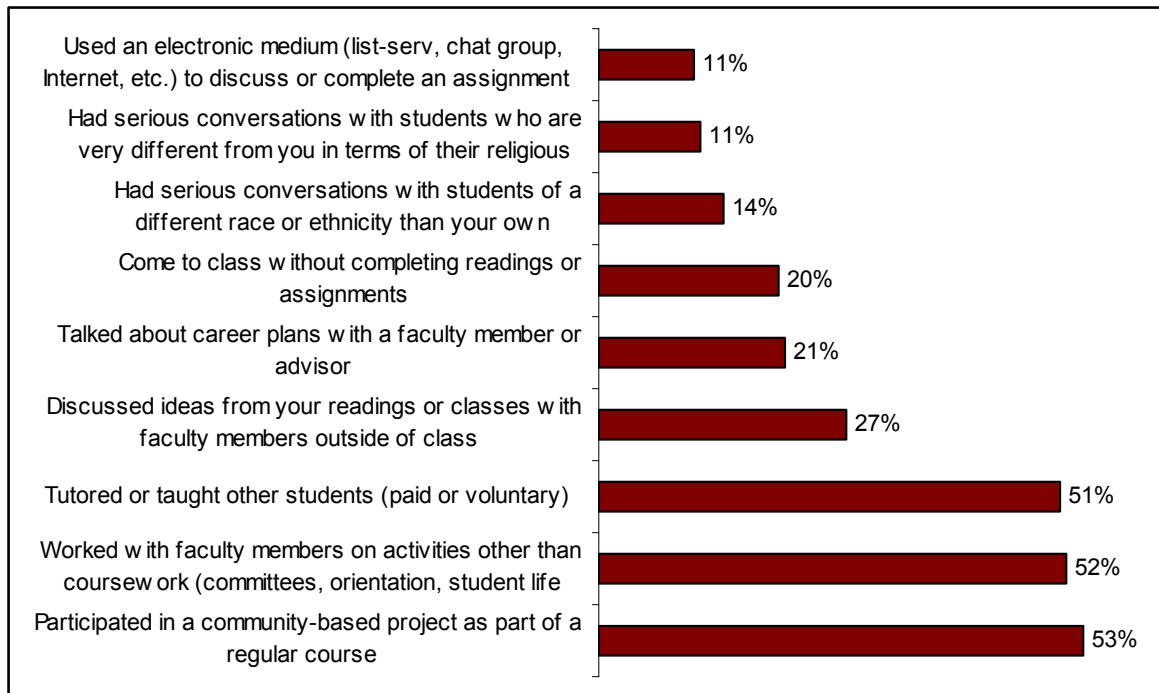
**Areas of Low Engagement / Participation:**

Figures 3 and 4 indicate the percentage of first-year (Figure 3) and senior (Figure 4) students who indicated that they *never* participated in the given activity during the previous academic year. At least 50% (approximately) of first-year students and senior students reported that they had never engaged in the following behaviors: worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.), tutored or taught other students (paid or voluntary), or participated in a community-based project as part of a regular course. Additionally, 57% of first-year students never discussed ideas from their readings or classes with faculty members outside of class.

**Figure 3. Activities of Minimal Participation for First-Year Respondents at NAU**



**Figure 4. Activities of Minimal Participation for Senior Respondents at NAU**



## Section 2. Comparison of Undergraduate Student Engagement at Northern Arizona University to Other Doctoral Intensive Universities

In the 2003 Means Comparison Report<sup>2</sup> an asterisk (\*\*\*) indicates those items where students at NAU responded statistically different from students in the comparison group of participating doctoral universities. This report only focuses on those items where NAU students were statistically different at the most stringent 0.001 level. This indicates the smallest probability that the difference between NAU respondents and other respondents is due to chance alone. In addition to the statistical significance value, the effect size is also reported. When the effect size is large it's likely that the quality of the student experience is appreciably different than the comparison group and likely of practical, not just statistical significance. A positive effect size indicates that NAU respondents were significantly higher than the national comparison, and a negative effect size indicates that NAU was significantly lower than the national comparison on that item.

Respondents were asked "In your experience at your institution during the current school year, about how often have you done each of the following?" 1=never, 2=sometimes, 3=often, 4=very often. **First-year** respondents at NAU were significantly *more likely* than first-year students at other doctoral intensive institutions to have:

- made a class presentation
- included diverse perspectives in class discussions or writing assignments
- participated in a community-based project as part of a regular course, and
- have written papers or reports of fewer than five pages

**Senior** respondents were significantly *more likely* than senior respondents at other doctoral intensive institutions to have participated in a *culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)* While these differences were statistically significant at the stringent 0.001 level, the effect size, or magnitude of these differences were moderate with effect sizes ranging from 0.27 – 0.37.

Results show that by self-report, **first-year** respondents at NAU were significantly *less likely* than first-year students at other doctoral intensive institutions to have:

- Applied theories or concepts to practical problems or in new situations
- Analyzed quantitative problems
- Learned effectively on their own

Similarly, by self-report, **senior** respondents were significantly less likely than senior respondents at other doctoral intensive institutions to have learned effectively on their own. Again, the magnitudes of these differences were moderate with effect sizes ranging from 0.27 to 0.36.

### Overall Satisfaction Comparisons

On the National Survey of Student Engagement there are three questions that assess student's overall satisfaction with the university. The three questions address the quality of academic advising, an evaluation of academic experience, and whether the student would chose NAU

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<sup>2</sup> Refer to Appendix C for the entire Means Summary Report.

again if given the opportunity. In this section NAU respondents are compared to respondents from other doctoral intensive universities and peer universities<sup>3</sup>.

Advising at NAU is an area that has consistently been rated low by students. However, when comparing satisfaction with advising to other doctoral intensive universities and our peer universities, no glaring differences in satisfaction are noted. First-year respondents from NAU were more likely to rate the academic advising as good or excellent when compared to the NAU seniors.

Similar to the above findings for satisfaction ratings on advising, no noticeable differences exist in NAU respondents' evaluations of their entire education experiences at NAU or whether they would attend NAU if starting over again.

	<i>Response Options</i>	<i>Northern Arizona</i>		<i>Doctoral Intensive</i>		<i>Peer-Universities</i>	
		<i>FY</i>	<i>Senior</i>	<i>FY</i>	<i>Senior</i>	<i>FY</i>	<i>Senior</i>
Overall, how would you evaluate the quality of academic advising you have received at your institution?	Poor	5	16	6	13	7	13
	Fair	22	25	20	23	21	26
	Good	48	35	49	41	50	42
	Excellent	24	24	25	24	22	19
	Total	100%	100%	100%	100%	100%	100%
How would you evaluate your entire educational experience at this institution?	Poor	1	1	2	3	1	2
	Fair	13	15	13	14	13	13
	Good	59	53	55	51	55	55
	Excellent	27	31	30	31	28	30
	Total	100%	100%	100%	100%	100%	100%
If you could start over again, would you go to the same institution you are now attending?	Definitely no	3	4	5	7	5	6
	Probably no	21	18	13	17	12	15
	Probably yes	42	38	44	41	44	42
	Definitely yes	34	40	38	35	40	36
	Total	100%	100%	100%	100%	100%	100%

### Section 3. Institutional Engagement Index

The NSSE staff provided the Office of Planning and Institutional Research with an Institutional Engagement Report for Northern Arizona University based upon the responses from NAU students to the NSSE 2003 survey. Students' responses were grouped into five categories representing effective educational practice: Level of Academic Challenge, Active and Collaborative Learning, Student Interactions with Faculty Members, Enriching Educational

<sup>3</sup> Participating NSSE peer institutions include: Peer Institutions were: George Mason University, Illinois State University, Indiana State University, Miami University of Ohio, Bowling Green University, University of Missouri-Kansas City

Experiences, and Supportive Campus Environment. NSSE responses were formed into five summative scales along these dimensions and the five actual institutional engagement scores for NAU students were compared with predicted scores based upon several student and institutional characteristics of NAU<sup>4</sup>. These results are shown in Table 1 below.

Table 1. Northern Arizona University's Benchmark Scores			
Benchmark	Actual	Predicted	Residual <sup>5</sup>
	2003	2003	2003
<b>First-Year Students</b>			
Level of Academic Challenge	52.1	50.3	1.8
Active and Collaborative Learning	44.7	38.9	5.8
Student Interactions with Faculty Members	35.4	34.0	1.5
Enriching Educational Experiences	60.7	54.8	5.9
Supportive Campus Environment	58.7	58.8	0.0
<b>Seniors</b>			
Level of Academic Challenge	54.8	53.0	1.8
Active and Collaborative Learning	49.8	49.1	0.7
Student Interactions with Faculty Members	42.1	41.2	0.9
Enriching Educational Experiences	48.3	46.4	2.0
Supportive Campus Environment	55.6	57.3	-1.6
* Each benchmark in on a 100-point scale. Source: 2003 Institutional Engagement Index NAU, National Survey of Student Engagement			

NAU students' reported levels of academic engagement were greater on average than predicted in four out of five areas. For the first-year respondents, enriching educational experiences and active and collaborative learning were significantly greater than predicted. Ratings of supportive campus environment are as predicted. Even though senior respondents' reported levels of academic engagement were greater than predicted in four out of five areas, these differences were not as pronounced as they were for the first-year respondents. The level of supportive campus environment was as predicted for first-year students, but for senior respondents the actual level of supportive campus environment was lower than predicted.

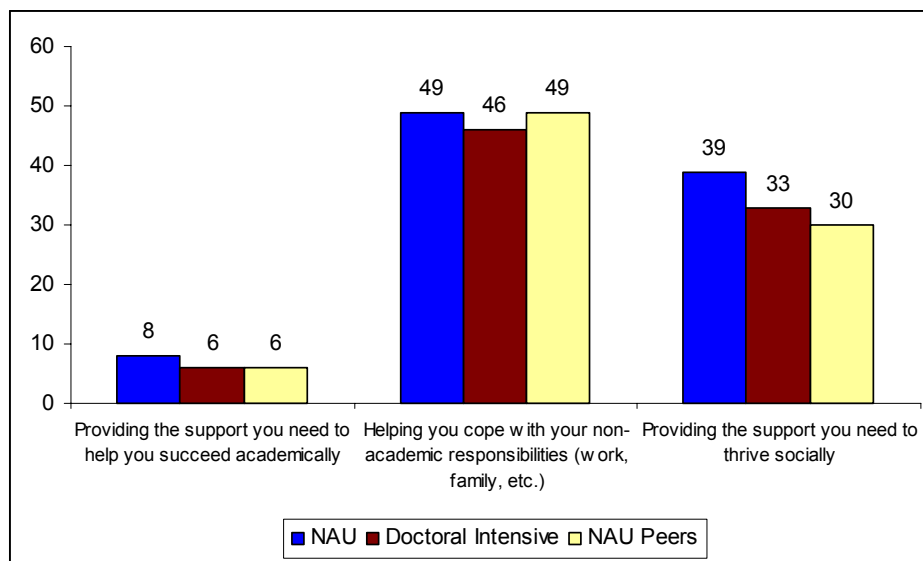
<sup>4</sup> NAU classification characteristics include: public/private, admissions selectivity, Carnegie Classification, undergraduate enrollment, level of urbanization, full-time vs. part-time student distribution, student gender and racial/ethnic composition, distribution of student majors, mean student-reported age, and proportion of students reporting on-campus residence.

<sup>5</sup> This column is the difference between the actual and predicted scores. A positive score indicates that students are more engaged than expected. A negative score indicates that students are doing less than expected in these areas of effective educational practice.

Out of the ten possible comparisons, five benchmarks for first-year and likewise for seniors, only two – supportive campus environment for first-year and senior respondents did not exceed the predicted values. The summative scale for supportive campus environment is comprised of six individual questions: campus environment provides the support you need to help you succeed academically; campus environment helps you cope with your non-academic responsibilities; campus environment provides the support you need to thrive socially; quality of relationships with other students, quality of relationships with faculty members; and quality of relationships with administrative personnel and offices. Figures 5 and 6 below summarize the seniors’ responses from NAU, doctoral intensive universities, and NAU Peer universities and their ratings for these six indicators.

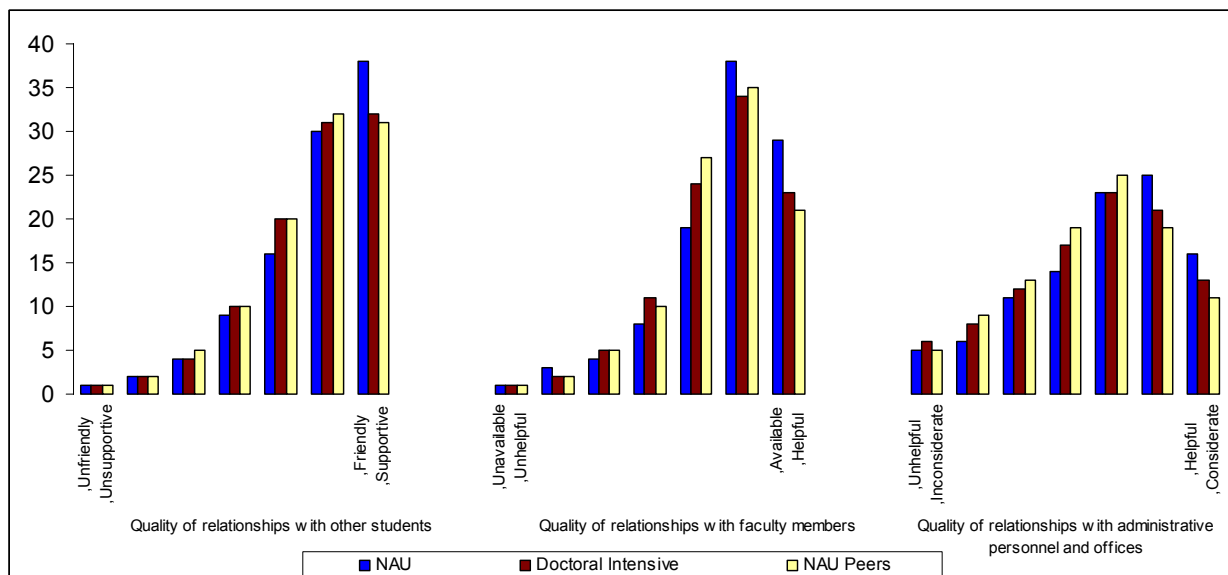
Without factoring in the characteristics of NAU students and the university, as is done in the above actual vs. predicted score comparisons NAU senior respondents rate their level of help and their campus relationships similar to seniors at other doctoral intensive universities and our peer universities. The largest percent difference between NAU senior respondents and the other comparison groups is in the level of help provided by the campus in supporting students’ needs to thrive socially.

**Figure 5. Percent of Senior Respondents Indicating the Campus Environment Provided “Very Little” Help**



When asked about their quality of relationships with other students, with faculty members, and with administrative personnel and other staff, respondents had the option of rating these relationships on a scale from 1 (nonsupportive) – 7 (supportive).

**Figure 6. Senior Respondents Ratings for Quality of Relationships (%)**



**Comparison to the 2002 NSSE Benchmark Results**

Several findings were highlighted in the 2002 NSSE results. The 2002 NSSE showed that NAU had considerable strength in the areas of active and collaborative learning and the level of academic challenge. Student faculty interactions were okay with seniors, but a problem with first-years, whereas enriching educational experiences were okay for first-year, but a problem with seniors. NAU showed problems overall for a supportive campus environment. Specifically, for seniors the problem items were support to succeed academically, cope with non-academic responsibilities, and relationships with administrative personnel / offices. The problem areas for first-years were support to succeed academically, cope with non-academic responsibilities, support to thrive socially, relationships with faculty, and relationships with administrative personnel / offices.

Table 2 below summarizes the changes in the benchmark scores from 2002 to 2003 for first-year and senior respondents. For *first-year* respondents there were increases in four out of the five categories representing effective educational practice: Active and Collaborative Learning, Student Interactions with Faculty Members, Enriching Educational Experiences, and Supportive Campus Environment. A minimal decline in the level of academic challenge is noted. For first-year students from NAU, active and collaborative learning and the level of academic challenge still stand out as areas where NAU excels, even though there was a slight decline from 2002 to 2003 in the level of academic challenge. Whereas student faculty interactions and supportive campus environment for first-year respondents were problematic last year, this year there was a slight increase in student interactions with faculty members and NAU scored higher than would have been predicted. There was an increase in ratings of supportive campus environment for first-year respondents this year over last year, and whereas last year NAU was below what had been predicted, this year NAU was right at the predicted level.

While there were increases in four out of the five categories representing effective educational practices for first-year respondents, there was a decline in three out of the five categories for *senior respondents*. Even with these declines, NAU was still above the predicted levels in these categories where there was a decline. In 2003 there was an increase over the levels of supportive campus environment from 2002, however, as noted above NAU is still below the predicted level on this benchmark.

Table 2. Northern Arizona University's Benchmark Scores			
Benchmark	Actual	Actual	Difference
	2002	2003	2003
<b>First-Year Students</b>			
Level of Academic Challenge	52.4	52.1	-0.3
Active and Collaborative Learning	42.9	44.7	1.8
Student Interactions with Faculty Members	35.1	35.4	0.3
Enriching Educational Experiences	58.0	60.7	2.7
Supportive Campus Environment	56.1	58.7	2.6
<b>Seniors</b>			
Level of Academic Challenge	56.8	54.8	-2.0
Active and Collaborative Learning	52.6	49.8	-2.8
Student Interactions with Faculty Members	42.8	42.1	-0.7
Enriching Educational Experiences	46.6	48.3	1.7
Supportive Campus Environment	53.6	55.6	2.0
Each benchmark in on a 100-point scale.			
Source: 2003 Institutional Engagement Index NAU, National Survey of Student Engagement			

## Appendix A: Sample and Population Characteristics

The survey sample was similar to the overall population of freshmen and seniors on most characteristics examined. Table A shows the background characteristics of the survey sample compared to the overall graduating senior population at NAU. As is common in survey research, females tend to be overrepresented as survey respondents. It is unclear how, if at all, these discrepancies in the sample population affect the overall generalizability of the study results.

**Table A. 2003 NSSE Respondent Characteristics**

	Northern Arizona University		NAU NSSE Participants		Doctoral Intensive Participants		All NSSE 2003 Participants	
	FY	SR	FY	SR	FY	SR	FY	SR
<b>Response Rate <sup>a</sup></b>								
Overall			52%		39%		43%	
By Class			52%	52%	38%	40%	42%	44%
Sample Size			326	313	11,987	16,999	112,095	109,938
<b>Sampling Error <sup>c</sup></b>								
Overall			5.2%		1.0%		0.3%	
By Class			7.2%	7.5%	1.4%	1.4%	0.4%	0.4%
Number of Respondents <sup>b</sup>			170	162	4,405	4,619	45,991	47,196
Total Population			2,358	3,094	61,449	66,981	478,615	504,822
<b>Student Characteristics <sup>d</sup></b>								
<b>Mode of Completion</b>								
Paper			38%	59%	39%	52%	42%	55%
Web			62%	41%	61%	48%	58%	45%
<b>Gender</b>								
Female	61%	60%	78%	68%	61%	60%	66%	66%
Male	39%	40%	22%	32%	39%	40%	34%	34%
<b>Race/Ethnicity</b>								
African American/Black	2%	2%	2%	1%	8%	7%	8%	8%
American Indian/Native Am.	6%	10%	12%	12%	2%	3%	2%	2%
Asian American/Pacific Islnd.	3%	2%	2%	4%	9%	8%	6%	6%
Caucasian/White	78%	74%	77%	74%	74%	75%	78%	79%
Hispanic	9%	10%	10%	15%	9%	10%	8%	8%
Other		1%	1%	1%	1%	1%	1%	1%
Multiple			8%	8%	6%	6%	6%	6%
International	2%	1%	3%	4%	5%	7%	5%	5%
Class Level	44%	56%	51%	49%	49%	51%	49%	51%
<b>Enrollment Status</b>								
Full-time	91%	81%	98%	82%	97%	82%	96%	83%
Part-time	8%	19%	2%	18%	3%	18%	4%	17%
<b>Place of Residence</b>								
On-campus	84%	19%	83%	24%	66%	14%	71%	23%
Off-campus	16%	81%	17%	76%	34%	86%	29%	77%

<sup>a</sup> Response rate (number of respondents divided by sample size) is adjusted for non-deliverable mailing addresses.

<sup>c</sup> Sampling error is an estimate of the margin by which the "true" score for your institution on a given item could differ from the reported score. To interpret the sampling error, assume that 60% of your respondents reply "very often" to a particular item. If the sampling error is  $\pm 5\%$ , then the true population value is most likely between 55% and 65%.

<sup>d</sup> Each number represents the percent of total respondents within the category.

## Appendix B. Northern Arizona University's 2003 Means Comparison Report

		Northern Arizona		Northern Arizona compared with:					
				Doctoral Intensive Universities			All 2003 NSSE Participants		
		Class	Mean	Doc-Int Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>	NSSE 2003 Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>
<p><b>1. Academic and Intellectual Experiences</b></p> <p><i>In your experience at your institution during the current school year, about how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often</i></p>									
a.	Asked questions in class or contributed to class discussions	FY	2.79	2.72			2.84		
		SR	3.00	3.00			3.12		
b.	Made a class presentation	FY	2.46	2.25	***	.27	2.24	***	.29
		SR	2.90	2.79			2.84		
c.	Prepared two or more drafts of a paper or assignment before turning it in	FY	2.53	2.66			2.70	*	-.18
		SR	2.76	2.52	**	.25	2.51	***	.26
d.	Worked on a paper or project that required integrating ideas or information from various sources	FY	3.02	3.05			3.06		
		SR	3.28	3.28			3.34		
e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	FY	3.02	2.68	***	.39	2.73	***	.34
		SR	2.75	2.62			2.75		
f.	Come to class without completing readings or assignments	FY	2.07	2.04			2.01		
		SR	2.01	2.08			2.07		
g.	Worked with other students on projects during class	FY	2.45	2.36			2.34		
		SR	2.62	2.46	*	.19	2.46	*	.19
h.	Worked with classmates outside of class to prepare class assignments	FY	2.43	2.41			2.40		
		SR	2.72	2.80			2.73		
i.	Put together ideas or concepts from different courses when completing assignments or during class discussions	FY	2.56	2.46			2.49		
		SR	2.88	2.84			2.85		
j.	Tutored or taught other students (paid or voluntary)	FY	1.66	1.71			1.68		
		SR	1.76	1.87			1.87		
k.	Participated in a community-based project as part of a regular course	FY	1.65	1.43	***	.31	1.46	***	.26
		SR	1.68	1.58			1.63		
l.	Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment	FY	2.49	2.71	**	-.20	2.65	*	-.15
		SR	2.91	2.85			2.81		
m.	Used e-mail to communicate with an instructor	FY	3.05	2.97			2.96		
		SR	3.27	3.20			3.18		
n.	Discussed grades or assignments with an instructor	FY	2.49	2.56			2.62		
		SR	2.87	2.79			2.83		

		Northern Arizona		Northern Arizona compared with:					
				Doctoral Intensive Universities			All 2003 NSSE Participants		
		Class	Mean	Doc-Int Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>	NSSE 2003 Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>
o.	Talked about career plans with a faculty member or advisor	FY	2.21	2.07	*	.17	2.15		
		SR	2.42	2.33			2.48		
p.	Discussed ideas from your readings or classes with faculty members outside of class	FY	1.59	1.75	*	-.19	1.81	***	-.26
		SR	2.07	2.01			2.10		
q.	Received prompt feedback from faculty on your academic performance (written or oral)	FY	2.56	2.55			2.63		
		SR	2.82	2.73			2.83		
r.	Worked harder than you thought you could to meet an instructor's standards or expectations	FY	2.44	2.57	*	-.16	2.61	**	-.21
		SR	2.69	2.67			2.71		
s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	FY	1.48	1.50			1.56		
		SR	1.80	1.74			1.85		
t.	Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	FY	2.75	2.65			2.77		
		SR	2.82	2.81			2.88		
u.	Had serious conversations with students of a different race or ethnicity than your own	FY	2.54	2.60			2.61		
		SR	2.68	2.58			2.60		
v.	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	FY	2.88	2.74			2.77		
		SR	2.74	2.65			2.69		
<i>During the current school year, how much has your coursework emphasized the following mental activities? 1=very little, 2=some, 3=quite a bit, 4=very much</i>									
<b>2. Mental Activities</b>									
a.	<b>Memorizing</b> facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	FY	3.08	2.94	*	.16	2.93	*	.17
		SR	2.75	2.75			2.72		
b.	<b>Analyzing</b> the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	FY	3.16	3.15			3.15		
		SR	3.14	3.27	*	-.17	3.28	*	-.19
c.	<b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships	FY	2.83	2.89			2.88		
		SR	3.02	3.02			3.07		
d.	<b>Making judgments</b> 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	2.89	2.83			2.83		
		SR	2.81	2.89			2.96	*	-.16
e.	<b>Applying</b> theories or concepts to practical problems or in new situations	FY	2.79	3.03	***	-.27	3.01	***	-.26
		SR	3.09	3.18			3.20		

		Northern Arizona	Northern Arizona compared with:						
			Doctoral Intensive Universities		All 2003 NSSE Participants				
Class		Mean	Doc-Int Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>	NSSE 2003 Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>	
<b>3. Examinations</b>	<i>1=very little to 7=very much</i>								
	To what extent have your examinations during the current school year challenged you to do your best work?	FY	5.38	5.50		5.54			
		SR	5.40	5.41		5.45			
	<i>During the current school year, about how much reading and writing have you done? 1=none, 2=between 1 and 4, 3=between 5 and 10, 4=between 11 and 20, 5=more than 20</i>								
<b>4. Reading and Writing</b>									
a.	Number of assigned textbooks, books, or book-length packs of course readings	FY	3.35	3.39		3.49			
		SR	3.18	3.22		3.34			
b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	FY	2.04	1.97		2.01			
		SR	2.33	2.23		2.21			
c.	Number of written papers or reports of <b>20 pages or more</b>	FY	1.18	1.24		1.24			
		SR	1.63	1.67		1.66			
d.	Number of written papers or reports <b>between 5 and 19 pages</b>	FY	2.25	2.46	**	-0.23	2.44	**	-.21
		SR	2.62	2.58		2.66			
e.	Number of written papers or reports of <b>fewer than 5 pages</b>	FY	3.65	3.27	***	.35	3.30	***	.32
		SR	3.18	3.04		3.11			
<b>5. Problem Sets</b>	<i>In a typical week, how many homework problem sets do you complete? 1=none, 2=1-2, 3=3-4, 4=5-6, 5=more than 6</i>								
a.	Number of <i>problem sets</i> that take you more than an hour to complete	FY	2.42	2.58		2.52			
		SR	2.52	2.50		2.35			
b.	Number of <i>problem sets</i> that take you less than an hour to complete	FY	2.52	2.62		2.59			
		SR	2.24	2.24		2.18			
<b>6. Homework Problems</b>	<i>1=none, 2=1-3, 3=4-6, 4=7-10, 5=more than 10</i>								
	In a <i>typical week</i> , how many homework problems take you more than 15 minutes each to complete?	FY	2.68	2.72		2.68			
		SR	2.76	2.74		2.61			
<b>7. Enriching Educational Experiences</b>	<i>Which of the following have you done or do you plan to do before you graduate from your institution? (These items were recoded 0=no or undecided, 1=yes. Thus, the mean is the proportion responding "yes" among all valid respondents.)</i>								
a.	Practicum, internship, field experience, co-op experience, or clinical assignment	FY	.79	.83		.81			
		SR	.69	.72		.72			
b.	Community service or volunteer work	FY	.74	.72		.75			
		SR	.58	.60		.66	*	-.16	
c.	Participate in a learning community or some other formal program where groups of students take two or more classes together	FY	.43	.35	*	.18	.33	**	.21
		SR	.29	.25		.27			
d.	Work on a research project with a faculty member outside of course or program requirements	FY	.29	.31		.29			
		SR	.23	.26		.27			
e.	Foreign language coursework	FY	.53	.41	**	.24	.48		
		SR	.35	.34		.41			

		Northern Arizona	Northern Arizona compared with:					
			Doctoral Intensive Universities			All 2003 NSSE Participants		
Class		Mean	Doc-Int Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>	NSSE 2003 Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>
f.	Study abroad	FY .43 SR .18	.32 .14	**	.24	.38 .18		
g.	Independent study or self-designed major	FY .13 SR .31	.15 .25			.18 .29		
h.	Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	FY .44 SR .75	.41 .57	***	.37	.43 .59	***	.33
<p>8. <b>Quality of Relationships</b></p> <p>Mark the box that best represents the quality of your relationships with people at your institution. 1=unfriendly, unsupportive, sense of alienation to 7=friendly, supportive, sense of belonging</p>								
a.	Relationships with other students	FY 5.76 SR 5.80	5.63 5.68			5.74 5.80		
1=unavailable, unhelpful, unsympathetic to 7=available, helpful, sympathetic								
b.	Relationships with faculty members	FY 5.45 SR 5.69	5.36 5.48			5.56 5.72		
1=unhelpful, inconsiderate, rigid to 7=helpful, considerate, flexible								
c.	Relationships with administrative personnel and offices	FY 4.82 SR 4.83	4.92 4.58			5.10 4.81	*	-.19
<p>9. <b>Time Usage</b></p> <p>About how many hours do you spend in a typical 7-day week doing each of the following? 1=0 hrs/wk, 2=1-5 hrs/wk, 3=6-10 hrs/wk, 4=11-15 hrs/wk, 5=16-20 hrs/wk, 6=21-25 hrs/wk, 7=26-30 hrs/wk, 8=more than 30 hrs/wk</p>								
a.	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other activities related to your academic program)	FY 3.94 SR 4.09	4.03 4.08			4.11 4.13		
b.	Working for pay <b>on campus</b>	FY 1.47 SR 1.90	1.50 1.78			1.60 1.89		
c.	Working for pay <b>off campus</b>	FY 1.83 SR 3.69	2.16 3.65	*	-.16	2.20 3.56	*	-.18
d.	Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	FY 1.95 SR 1.94	2.20 2.09	*	-.17	2.28 2.17	**	-.22
e.	Relaxing and socializing (watching TV, partying, exercising, etc.)	FY 4.01 SR 3.45	3.92 3.60			3.86 3.57		
f.	Providing care for dependents living with you (parents, children, spouse, etc.)	FY 1.32 SR 2.72	1.52 2.27	*	.21	1.54 2.24	*	-.16 .22
g.	Commuting to class (driving, walking, etc.)	FY 2.42 SR 2.35	2.27 2.41			2.13 2.29	***	.30
<p>10. <b>Institutional Environment</b></p> <p>To what extent does your institution emphasize each of the following? 1=very little, 2=some, 3=quite a bit, 4=very much</p>								
a.	Spending significant amounts of time studying and on academic work	FY 3.04 SR 2.96	3.15 3.09	*	-.16	3.18 3.15	*	-.19 -.25
b.	Providing the support you need to help you	FY 2.93	2.96			3.09	*	-.20

		Northern Arizona	Northern Arizona compared with:						
			Doctoral Intensive Universities			All 2003 NSSE Participants			
		Class	Mean	Doc-Int Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>	NSSE 2003 Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>
	succeed academically	SR	2.79	2.78			2.95	*	-.19
c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	FY	2.61	2.53			2.59		
		SR	2.20	2.31			2.39	*	-.19
d.	Helping you cope with your non-academic responsibilities (work, family, etc.)	FY	1.92	2.00			2.11	**	-.21
		SR	1.75	1.78			1.90	*	-.16
e.	Providing the support you need to thrive socially	FY	2.19	2.21			2.34	*	-.17
		SR	1.93	1.98			2.10	*	-.19
f.	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	FY	2.65	2.66			2.82	*	-.19
		SR	2.16	2.40	**	-.26	2.57	***	-.44
g.	Using computers in academic work	FY	3.36	3.38			3.34		
		SR	3.46	3.45			3.44		
<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=very little, 2=some, 3=quite a bit, 4=very much</i>									
<b>11. Educational and Personal Growth</b>									
a.	Acquiring a broad general education	FY	3.04	3.08			3.18	*	-.18
		SR	3.14	3.14			3.30	**	-.21
b.	Acquiring job or work-related knowledge and skills	FY	2.49	2.67	*	-.19	2.68	*	-.20
		SR	2.99	2.98			3.00		
c.	Writing clearly and effectively	FY	2.75	2.85			2.98	***	-.27
		SR	3.10	2.96	*	.17	3.09		
d.	Speaking clearly and effectively	FY	2.46	2.67	**	-.23	2.72	***	-.28
		SR	2.97	2.87			2.99		
e.	Thinking critically and analytically	FY	3.06	3.17			3.20	*	-.18
		SR	3.27	3.30			3.35		
f.	Analyzing quantitative problems	FY	2.42	2.75	***	-.36	2.68	***	-.29
		SR	2.81	2.96	*	-.17	2.89		
g.	Using computing and information technology	FY	2.93	3.03			2.92		
		SR	3.23	3.23			3.15		
h.	Working effectively with others	FY	2.69	2.85	*	-.19	2.86	**	-.20
		SR	3.14	3.09			3.12		
i.	Voting in local, state, or national elections	FY	1.92	1.75	*	.18	1.84		
		SR	1.86	1.75			1.85		
j.	Learning effectively on your own	FY	2.64	2.88	***	-.28	2.93	***	-.34
		SR	3.06	3.02			3.07		
k.	Understanding yourself	FY	2.44	2.62	*	-.18	2.75	***	-.32
		SR	2.66	2.71			2.85	*	-.19
l.	Understanding people of other racial and ethnic backgrounds	FY	2.54	2.51			2.55		
		SR	2.46	2.47			2.55		
m.	Solving complex real-world problems	FY	2.27	2.51	**	-.26	2.52	***	-.28
		SR	2.67	2.66			2.68		
n.	Developing a personal code of values and ethics	FY	2.27	2.49	**	-.23	2.62	***	-.36
		SR	2.48	2.56			2.71	**	-.23

		Northern Arizona	Northern Arizona compared with:						
			Doctoral Intensive Universities			All 2003 NSSE Participants			
		Class	Mean	Doc-Int Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>	NSSE 2003 Mean	Sig <sup>a</sup>	Effect Size <sup>b</sup>
o.	Contributing to the welfare of your community	FY	2.18	2.18			2.34	*	-.17
		SR	2.26	2.22			2.41		
<b>Academic Advising</b>		<i>1=poor, 2=fair, 3=good, 4=excellent</i>							
12.	Overall, how would you evaluate the quality of academic advising you have received at your institution?	FY	2.92	2.92			3.01		
		SR	2.68	2.75			2.93	***	-.27
<b>Satisfaction</b>		<i>1=poor, 2=fair, 3=good, 4=excellent</i>							
13.	How would you evaluate your entire educational experience at this institution?	FY	3.12	3.13			3.23	*	-.16
		SR	3.13	3.11			3.24		
		<i>1=definitely no, 2=probably no, 3=probably yes, 4=definitely yes</i>							
14.	If you could start over again, would you go to the <i>same institution</i> you are now attending?	FY	3.06	3.15			3.22	*	-.20
		SR	3.15	3.04			3.17		

**Appendix C. Frequency of Participation in Activities for First-Year and Senior Respondents from Northern Arizona University, Doctoral Intensive Universities, and NAU Peer Universities.**

	<i>Response Options</i>	<i>Northern Arizona</i>		<i>Doc-Int</i>		<i>Peer-Universities</i>	
		<i>FY</i>	<i>Senior</i>	<i>FY</i>	<i>Senior</i>	<i>FY</i>	<i>Senior</i>
Asked questions in class or contributed to class discussions	Never	5	3	4	2	3	2
	Sometimes	34	31	42	30	40	25
	Often	38	29	33	33	36	33
	Very often	24	37	21	35	22	39
	Total	100%	100%	100%	100%	100%	100%
Made a class presentation	Never	4	4	14	6	10	4
	Sometimes	55	30	55	34	58	33
	Often	32	39	24	37	25	38
	Very often	9	27	8	24	7	25
	Total	100%	100%	100%	100%	100%	100%
Prepared two or more drafts of a paper or assignment before turning it in	Never	15	9	14	15	10	16
	Sometimes	39	30	30	38	28	40
	Often	24	35	31	28	35	26
	Very often	22	25	24	20	28	18
	Total	100%	100%	100%	100%	100%	100%
Worked on a paper or project that required integrating ideas or information from various sources	Never	1	1	2	1	2	1
	Sometimes	24	12	22	14	18	12
	Often	46	43	43	40	46	40
	Very often	28	43	32	44	35	47
	Total	100%	100%	100%	100%	100%	100%
Included diverse perspectives (by race, religion, gender, political) in class discussions or assignments	Never	2	6	8	11	5	8
	Sometimes	21	39	36	37	38	36
	Often	50	31	36	31	38	32
	Very often	27	25	20	21	19	23
	Total	100%	100%	100%	100%	100%	100%
Came to class without completing readings or assignments	Never	19	20	20	19	19	18
	Sometimes	61	64	61	60	62	59
	Often	15	11	14	15	15	16
	Very often	5	5	5	6	5	6
	Total	100%	100%	100%	100%	100%	100%
Worked with other students on projects during class	Never	8	8	12	11	11	10
	Sometimes	50	42	49	44	50	46
	Often	32	29	29	31	31	31
	Very often	11	20	9	13	8	13
	Total	100%	100%	100%	100%	100%	100%

	<i>Response Options</i>	<i>Northern Arizona</i>		<i>Doc-Int</i>		<i>Peer-Universities</i>	
		<i>FY</i>	<i>Senior</i>	<i>FY</i>	<i>Senior</i>	<i>FY</i>	<i>Senior</i>
Worked with classmates outside of class to prepare class assignments	Never	9	9	12	7	9	6
	Sometimes	54	34	47	33	53	33
	Often	24	34	29	34	30	35
	Very often	14	24	12	26	9	26
	Total	100%	100%	100%	100%	100%	100%
Put together ideas or concepts from different courses when completing assignments or class discussions	Never	4	3	9	4	9	3
	Sometimes	46	31	46	32	46	33
	Often	39	41	34	42	36	41
	Very often	11	25	10	23	9	23
	Total	100%	100%	100%	100%	100%	100%
Tutored or taught other students (paid or voluntary)	Never	49	51	50	43	54	46
	Sometimes	39	31	35	36	34	34
	Often	9	9	11	13	9	11
	Very often	3	9	5	9	3	9
	Total	100%	100%	100%	100%	100%	100%
Participated in a community-based project as part of a regular course	Never	48	53	70	59	69	60
	Sometimes	41	31	21	29	22	28
	Often	9	10	7	9	7	8
	Very often	2	6	3	4	2	4
	Total	100%	100%	100%	100%	100%	100%
Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment	Never	16	11	15	11	15	9
	Sometimes	40	26	28	28	29	27
	Often	23	25	28	28	29	31
	Very often	21	38	29	34	27	33
	Total	100%	100%	100%	100%	100%	100%
Used e-mail to communicate with an instructor	Never	1	1	4	2	1	1
	Sometimes	26	17	29	21	21	17
	Often	42	35	34	31	39	33
	Very often	32	47	34	45	39	50
	Total	100%	100%	100%	100%	100%	100%
Discussed grades or assignments with an instructor	Never	6	5	8	5	7	3
	Sometimes	50	28	45	36	41	37
	Often	31	42	30	35	34	35
	Very often	12	25	17	25	18	25
	Total	100%	100%	100%	100%	100%	100%
Talked about career plans with a faculty member or advisor	Never	18	20	27	19	27	17
	Sometimes	52	35	47	43	47	44
	Often	21	27	18	23	19	24
	Very often	9	18	8	15	6	16
	Total	100%	100%	100%	100%	100%	100%

	<i>Response Options</i>	<i>Northern Arizona</i>		<i>Doc-Int</i>		<i>Peer-Universities</i>	
		<i>FY</i>	<i>Senior</i>	<i>FY</i>	<i>Senior</i>	<i>FY</i>	<i>Senior</i>
Discussed ideas from your readings or classes with faculty members outside of class	Never	57	27	44	29	47	30
	Sometimes	30	48	41	47	40	49
	Often	9	16	11	18	10	15
	Very often	4	9	4	6	3	6
	Total	100%	100%	100%	100%	100%	100%
Received prompt feedback from faculty on your academic performance (written or oral)	Never	8	4	9	6	7	4
	Sometimes	41	31	41	33	42	34
	Often	39	43	37	43	39	46
	Very often	12	22	13	18	11	16
	Total	100%	100%	100%	100%	100%	100%
Worked harder than you thought you could to meet an instructor's standards or expectations	Never	13	4	9	7	8	6
	Sometimes	44	41	41	38	43	39
	Often	31	36	35	38	36	39
	Very often	13	19	15	18	13	16
	Total	100%	100%	100%	100%	100%	100%
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	Never	65	52	65	51	66	51
	Sometimes	26	25	24	30	23	30
	Often	6	16	8	13	8	12
	Very often	3	7	4	6	2	7
	Total	100%	100%	100%	100%	100%	100%
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	Never	4	6	8	5	8	4
	Sometimes	36	32	39	34	41	35
	Often	42	38	34	38	34	38
	Very often	18	25	19	24	17	23
	Total	100%	100%	100%	100%	100%	100%
Had serious conversations with students of a different race or ethnicity than your own	Never	18	14	16	14	18	15
	Sometimes	32	30	32	36	35	39
	Often	28	31	26	26	25	26
	Very often	22	25	25	23	22	20
	Total	100%	100%	100%	100%	100%	100%
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	Never	9	11	11	12	11	11
	Sometimes	28	31	32	35	34	37
	Often	29	31	29	28	30	28
	Very often	34	28	28	24	26	25
	Total	100%	100%	100%	100%	100%	100%
Coursework emphasizes: Memorizing facts, ideas or methods from your courses and readings	Often	5	9	5	9	3	8
	Some	19	29	25	31	21	32
	Quite a bit	41	39	41	35	43	38
	Very much	36	22	29	24	32	23
	Total	100%	100%	100%	100%	100%	100%

	<i>Response Options</i>	<i>Northern Arizona</i>		<i>Doc-Int</i>		<i>Peer-Universities</i>	
		<i>FY</i>	<i>Senior</i>	<i>FY</i>	<i>Senior</i>	<i>FY</i>	<i>Senior</i>
Coursework emphasizes: Analyzing the basic elements of an idea, experience or theory	Total	100%	100%	100%	100%	100%	1%
	Often	2	3	2	2	1	1
	Some	12	19	18	13	20	14
	Quite a bit	55	39	43	42	45	43
	Very much	32	39	37	43	34	41
	Total	100%	100%	100%	100%	100%	100%
Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences	Very little	4	2	4	4	5	4
	Some	32	26	28	23	28	23
	Quite a bit	40	38	41	42	41	44
	Very much	24	34	26	32	26	30
	Total	100%	100%	100%	100%	100%	100%
Coursework emphasizes: Making judgments about the value of information, arguments, or methods	Very little	8	7	6	7	6	7
	Some	22	28	29	26	29	28
	Quite a bit	45	40	40	38	42	38
	Very much	26	24	25	29	23	27
	Total	100%	100%	100%	100%	100%	100%
Coursework emphasizes: Applying theories or concepts to practical problems or in new situations	Very little	7	3	4	4	4	4
	Some	27	23	23	17	24	18
	Quite a bit	45	35	38	37	40	37
	Very much	21	39	35	42	32	41
	Total	100%	100%	100%	100%	100%	100%
Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work	Very little	1	1	1	1	1	0
	2	2	2	1	2	1	2
	3	4	1	3	4	3	4
	4	9	16	10	10	9	12
	5	32	28	32	33	33	34
	6	35	33	36	32	38	33
	Very much	16	19	18	18	16	15
	Total	100%	100%	100%	100%	100%	100%
Number of assigned textbooks, books, or book-length packs of course readings	None	2	2	1	2	1	2
	Between 1-4	18	31	17	25	15	22
	Between 5-10	40	28	37	36	39	37
	Between 11-20	25	26	30	23	31	25
	More than 20	15	13	14	14	15	15
	Total	100%	100%	100%	100%	100%	100%
Number of books read on your	None	22	21	29	21	31	21

	<i>Response Options</i>	<i>Northern Arizona</i>		<i>Doc-Int</i>		<i>Peer-Universities</i>	
		<i>FY</i>	<i>Senior</i>	<i>FY</i>	<i>Senior</i>	<i>FY</i>	<i>Senior</i>
own (not assigned) for personal enjoyment or academic enrichment	Between 1-4	60	47	54	51	55	53
	Between 5-10	13	17	12	16	10	14
	Between 11-20	3	8	4	7	3	7
	More than 20	2	7	2	5	2	5
	Total	100%	100%	100%	100%	100%	100%
Number of written papers or reports of 20 pages or more	None	87	51	82	49	86	46
	Between 1-4	11	39	14	41	11	45
	Between 5-10	1	6	2	7	2	6
	Between 11-20	0	1	1	2	1	2
	Total	100%	100%	100%	100%	100%	100%
Number of written papers or reports between 5 and 19 pages	None	15	11	11	10	7	8
	Between 1-4	58	40	48	44	44	40
	Between 5-10	18	32	28	30	32	34
	Between 11-20	3	9	11	12	14	14
	Total	100%	100%	100%	100%	100%	100%
Number of written papers or reports of fewer than 5 pages	None	0	4	2	8	2	5
	Between 1-4	15	30	25	31	17	26
	Between 5-10	28	28	33	27	30	28
	Between 11-20	33	22	24	18	28	22
	Total	100%	100%	100%	100%	100%	100%
Number of problem sets that take you more than an hour to complete	None	21	24	16	22	18	29
	1-2	38	28	35	34	42	36
	3-4	26	27	31	27	27	21
	5-6	10	14	10	8	7	7
	Total	100%	100%	100%	100%	100%	100%

	<i>Response Options</i>	<i>Northern Arizona</i>		<i>Doc-Int</i>		<i>Peer-Universities</i>	
		<i>FY</i>	<i>Senior</i>	<i>FY</i>	<i>Senior</i>	<i>FY</i>	<i>Senior</i>
Number of problem sets that take you less than an hour to complete	None	19	34	17	31	15	32
	1-2	37	36	35	36	33	34
	3-4	27	13	26	19	28	20
	5-6	8	6	12	7	12	8
	More than 6	10	11	10	7	11	7
	Total	100%	100%	100%	100%	100%	100%
In a typical week, how many homework problems take you more than 15 minutes each to complete?	None	18	22	15	18	17	23
	1-3	29	25	32	28	34	31
	4-6	28	25	30	28	29	26
	7-10	14	13	14	13	12	11
	More than 10	10	15	10	13	8	9
	Total	100%	100%	100%	100%	100%	100%
Practicum, internship, field experience, co-op experience, or clinical assignment	Undecided	15	8	13	7	13	6
	No	5	24	4	21	3	22
	Yes	79	69	83	72	83	73
	Total	100%	100%	100%	100%	100%	100%
Community service or volunteer work	Undecided	21	10	19	11	17	9
	No	5	32	9	29	9	28
	Yes	74	58	72	60	75	63
	Total	100%	100%	100%	100%	100%	100%
Participate in a learning community or formal program where groups take 2+ classes together	Undecided	35	12	39	12	39	9
	No	21	59	26	63	24	65
	Yes	43	29	35	25	37	26
	Total	100%	100%	100%	100%	100%	100%
Worked on a research project with a faculty member outside of course or program requirements	Undecided	51	11	45	14	46	8
	No	20	67	24	60	26	67
	Yes	29	23	31	26	28	26
	Total	100%	100%	100%	100%	100%	100%
Foreign language coursework	Undecided	27	5	26	8	24	5
	No	20	60	33	58	36	57
	Yes	53	35	41	34	40	38
	Total	100%	100%	100%	100%	100%	100%
Study abroad	Undecided	35	7	34	9	34	6
	No	23	75	34	77	33	77
	Yes	43	18	32	14	33	17
	Total	100%	100%	100%	100%	100%	100%
Independent study or self-designed major	Undecided	39	8	35	9	34	5
	No	48	60	49	66	55	69

	<i>Response Options</i>	<i>Northern Arizona</i>		<i>Doc-Int</i>		<i>Peer-Universities</i>	
		<i>FY</i>	<i>Senior</i>	<i>FY</i>	<i>Senior</i>	<i>FY</i>	<i>Senior</i>
Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	Yes	13	31	15	25	12	25
	Total	100%	100%	100%	100%	100%	100%
	Undecided	48	4	43	10	40	7
	No	8	21	15	33	17	30
	Yes	44	75	41	57	43	63
	Total	100%	100%	100%	100%	100%	100%
Quality of relationships with other students	1 Unfriendly, Unsupportive, Sense of Alienation	0	1	1	1	1	1
	2	1	2	2	2	2	2
	3	4	4	5	4	6	5
	4	8	9	9	10	8	10
	5	23	16	21	20	20	20
	6	33	30	32	31	33	32
	7 Friendly, Supportive, Sense of Belonging	31	38	30	32	30	
	Total	100%	100%	100%	100%	100%	100%
Quality of relationships with faculty members	1 Unavailable, Unhelpful, Unsympathetic	1	1	1	1	1	1
	2	1	3	2	2	2	2
	3	2	4	5	5	6	5
	4	11	8	13	11	13	10
	5	33	19	29	24	31	27
	6	36	38	33	34	34	35
	7 Available, Helpful, Sympathetic	15	29	17	23	14	
	Total	100%	100%	100%	100%	100%	100%
Quality of relationships with administrative personnel and offices	1 Unhelpful, Inconsiderate, Rigid	2	5	3	6	3	5
	2	3	6	5	8	5	9
	3	10	11	9	12	10	13
	4	18	14	18	17	18	19
	5	36	23	26	23	27	25
	6	23	25	25	21	25	19
	7 Helpful, Considerate, Flexible	8	16	14	13	11	
	Total	100%	100%	100%	100%	100%	100%
Preparing for class (studying, reading, writing, rehearsing, and other activities related to your academic program)	0 hr/wk	1	0	0	0	0	0
	1-5 hr/wk	20	22	19	21	18	20
	6-10 hr/wk	30	26	26	25	27	25
	11-15 hr/wk	20	16	19	17	20	20
	16-20 hr/wk	12	14	16	14	16	14
	21-25 hr/wk	7	8	10	8	9	8

	<i>Response Options</i>	<i>Northern Arizona</i>		<i>Doc-Int</i>		<i>Peer-Universities</i>	
		<i>FY</i>	<i>Senior</i>	<i>FY</i>	<i>Senior</i>	<i>FY</i>	<i>Senior</i>
Working for pay on campus	26-30 hr/wk	7	7	5	6	5	6
	30+ hr/wk	5	7	4	7	3	6
	Total	100%	100%	100%	100%	100%	100%
	0 hr/wk	82	75	80	74	81	71
	1-5 hr/wk	3	3	4	4	4	4
	6-10 hr/wk	6	3	7	7	7	9
	11-15 hr/wk	4	6	5	6	6	7
	16-20 hr/wk	2	6	3	5	2	5
	21-25 hr/wk	1	2	1	1	0	1
	26-30 hr/wk	1	1	0	1	0	1
30+ hr/wk	0	3	0	1	0	2	
Total	100%	100%	100%	100%	100%	100%	
Working for pay off campus	0 hr/wk	79	47	69	43	77	47
	1-5 hr/wk	4	3	5	5	3	4
	6-10 hr/wk	1	4	5	7	4	6
	11-15 hr/wk	4	3	5	7	4	8
	16-20 hr/wk	5	11	6	9	5	9
	21-25 hr/wk	3	7	4	8	3	8
	26-30 hr/wk	2	6	3	5	2	5
	30+ hr/wk	2	19	4	17	2	13
	Total	100%	100%	100%	100%	100%	100%
	Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	0 hr/wk	45	52	40	45	34
1-5 hr/wk		32	29	33	31	34	32
6-10 hr/wk		14	9	12	11	14	14
11-15 hr/wk		4	4	7	5	8	6
16-20 hr/wk		3	1	4	4	4	4
21-25 hr/wk		2	1	2	2	2	2
26-30 hr/wk		0	1	1	1	1	1
30+ hr/wk		0	3	2	2	2	2
Total		100%	100%	100%	100%	100%	100%
Relaxing and socializing (watching TV, partying, exercising, etc.)		0 hr/wk	1	2	1	2	1
	1-5 hr/wk	22	33	21	26	18	21
	6-10 hr/wk	24	23	29	30	27	30
	11-15 hr/wk	20	21	20	18	21	19
	16-20 hr/wk	16	11	13	11	15	14
	21-25 hr/wk	5	5	7	5	8	6
	26-30 hr/wk	4	2	3	3	4	3
	30+ hr/wk	8	3	7	5	8	6
	Total	100%	100%	100%	100%	100%	100%
	Providing care for dependents living with you (parents, children, spouse, etc.)	0 hr/wk	87	57	78	63	84
1-5 hr/wk		6	9	12	12	11	10
6-10 hr/wk		3	8	4	6	2	6
11-15 hr/wk		1	4	2	4	1	3

	Response Options	Northern Arizona		Doc-Int		Peer-Universities	
		FY	Senior	FY	Senior	FY	Senior
	16-20 hr/wk	0	3	1	3	1	2
	21-25 hr/wk	2	2	1	2	0	1
	26-30 hr/wk	0	2	1	1	0	1
	30+ hr/wk	1	14	2	9	1	8
	Total	100%	100%	100%	100%	100%	100%
Commuting to class (driving, walking, etc.)	0 hr/wk	3	5	11	7	8	6
	1-5 hr/wk	71	75	66	64	73	67
	6-10 hr/wk	16	12	15	19	13	21
	11-15 hr/wk	6	3	4	6	4	4
	16-20 hr/wk	1	3	2	2	1	1
	21-25 hr/wk	1	1	1	1	0	1
	26-30 hr/wk	0	0	0	0	0	0
	30+ hr/wk	2	2	1	1	1	1
	Total	100%	100%	100%	100%	100%	100%
Spending significant amounts of time studying and on academic work	Very little	1	3	2	3	2	3
	Some	21	25	17	19	19	23
	Quite a bit	50	44	45	44	46	46
	Very much	27	28	36	34	32	29
	Total	100%	100%	100%	100%	100%	100%
Providing the support you need to help you succeed academically	Very little	2	8	3	6	4	6
	Some	23	28	24	30	26	30
	Quite a bit	53	41	45	43	45	45
	Very much	21	23	27	21	26	19
	Total	100%	100%	100%	100%	100%	100%
Encouraging contact among students from different economic, social, racial/ethnic backgrounds	Very little	10	26	16	23	15	20
	Some	35	40	35	38	35	37
	Quite a bit	39	22	30	25	29	28
	Very much	16	12	20	14	21	15
	Total	100%	100%	100%	100%	100%	100%
Helping you cope with your non-academic responsibilities (work, family, etc.)	Very little	35	49	33	46	33	49
	Some	41	32	41	36	43	36
	Quite a bit	20	14	19	13	17	12
	Very much	4	5	7	5	7	4
	Total	100%	100%	100%	100%	100%	100%
Providing the support you need to thrive socially	Very little	21	39	22	33	19	30
	Some	46	34	43	42	44	45
	Quite a bit	27	21	26	19	29	20
	Very much	6	6	8	6	9	6
	Total	100%	100%	100%	100%	100%	100%
Attending campus events and	Very little	9	23	11	18	9	14

	<i>Response Options</i>	<i>Northern Arizona</i>		<i>Doc-Int</i>		<i>Peer-Universities</i>	
		<i>FY</i>	<i>Senior</i>	<i>FY</i>	<i>Senior</i>	<i>FY</i>	<i>Senior</i>
activities (speakers, performances, athletics, etc.)	Some	31	47	32	38	32	36
	Quite a bit	46	22	38	32	41	37
	Very much	14	8	19	13	19	14
	Total	100%	100%	100%	100%	100%	100%
Using computers in academic work	Very little	1	0	2	2	2	1
	Some	11	11	11	10	12	9
	Quite a bit	38	32	33	29	34	30
	Very much	50	57	53	59	53	60
	Total	100%	100%	100%	100%	100%	100%
Acquiring a broad general education	Very little	2	1	3	3	2	2
	Some	16	23	19	18	16	17
	Quite a bit	58	38	46	41	48	41
	Very much	24	38	32	38	34	40
	Total	100%	100%	100%	100%	100%	100%
Acquiring job or work-related knowledge and skills	Very little	13	5	12	7	12	6
	Some	41	26	31	22	33	23
	Quite a bit	30	34	36	36	36	38
	Very much	16	35	21	35	20	34
	Total	100%	100%	100%	100%	100%	100%
Writing clearly and effectively	Very little	8	1	7	6	4	4
	Some	30	22	26	24	22	20
	Quite a bit	41	42	42	40	46	43
	Very much	21	35	25	30	28	33
	Total	100%	100%	100%	100%	100%	100%
Speaking clearly and effectively	Very little	16	3	11	8	9	6
	Some	35	26	31	26	29	25
	Quite a bit	35	41	38	38	40	40
	Very much	14	30	20	29	22	30
	Total	100%	100%	100%	100%	100%	100%
Thinking critically and analytically	Very little	4	2	2	2	2	2
	Some	19	14	16	12	16	12
	Quite a bit	44	40	43	40	47	41
	Very much	33	44	38	46	36	45
	Total	100%	100%	100%	100%	100%	100%
Analyzing quantitative problems	Very little	10	9	8	6	9	7
	Some	47	28	32	24	37	30
	Quite a bit	33	37	37	38	37	38
	Very much	10	26	23	32	17	25
	Total	100%	100%	100%	100%	100%	100%

	<i>Response Options</i>	<i>Northern Arizona</i>		<i>Doc-Int</i>		<i>Peer-Universities</i>	
		<i>FY</i>	<i>Senior</i>	<i>FY</i>	<i>Senior</i>	<i>FY</i>	<i>Senior</i>
Using computing and information technology	Very little	7	2	6	3	7	3
	Some	26	15	22	16	26	17
	Quite a bit	35	42	35	35	37	39
	Very much	33	42	37	46	31	40
	Total	100%	100%	100%	100%	100%	100%
Working effectively with others	Very little	10	4	6	4	6	3
	Some	31	17	28	20	29	19
	Quite a bit	40	38	40	39	42	41
	Very much	19	40	26	37	24	38
	Total	100%	100%	100%	100%	100%	100%
Voting in local, state, or national elections	Very little	42	47	50	53	50	54
	Some	31	30	31	27	33	28
	Quite a bit	21	14	13	12	12	11
	Very much	6	9	6	8	5	7
	Total	100%	100%	100%	100%	100%	100%
Learning effectively on your own	Very little	10	3	6	5	5	5
	Some	32	23	26	21	27	24
	Quite a bit	41	38	43	40	43	42
	Very much	17	35	26	33	25	30
	Total	100%	100%	100%	100%	100%	100%
Understanding yourself	Very little	24	13	15	14	12	12
	Some	24	35	29	28	29	28
	Quite a bit	36	25	34	31	37	31
	Very much	16	27	22	27	22	28
	Total	100%	100%	100%	100%	100%	100%
Understanding people of other racial and ethnic backgrounds	Very little	18	20	16	19	16	19
	Some	29	36	35	34	35	35
	Quite a bit	33	22	32	27	32	28
	Very much	19	22	18	19	18	18
	Total	100%	100%	100%	100%	100%	100%
Solving complex real-world problems	Very little	22	13	14	13	15	13
	Some	39	33	38	31	40	35
	Quite a bit	29	28	32	34	32	33
	Very much	10	26	16	23	13	20
	Total	100%	100%	100%	100%	100%	100%
Developing a personal code of values and ethics	Very little	28	24	17	18	18	18
	Some	26	30	33	31	33	33
	Quite a bit	36	19	32	29	32	29
	Very much	10	26	17	23	17	21
	Total	100%	100%	100%	100%	100%	100%

	<i>Response Options</i>	<i>Northern Arizona</i>		<i>Doc-Int</i>		<i>Peer-Universities</i>	
		<i>FY</i>	<i>Senior</i>	<i>FY</i>	<i>Senior</i>	<i>FY</i>	<i>Senior</i>
Contributing to the welfare of your community	Very little	24	33	27	28	27	25
	Some	45	28	39	36	43	41
	Quite a bit	22	20	22	22	21	22
	Very much	10	20	11	14	10	13
	Total	100%	100%	100%	100%	100%	100%
Overall, how would you evaluate the quality of academic advising you have received at your institution?	Poor	5	16	6	13	7	13
	Fair	22	25	20	23	21	26
	Good	48	35	49	41	50	42
	Excellent	24	24	25	24	22	19
	Total	100%	100%	100%	100%	100%	100%
How would you evaluate your entire educational experience at this institution?	Poor	1	1	2	3	1	2
	Fair	13	15	13	14	13	13
	Good	59	53	55	51	55	55
	Excellent	27	31	30	31	28	30
	Total	100%	100%	100%	100%	100%	100%
If you could start over again, would you go to the same institution you are now attending?	Definitely no	3	4	5	7	5	6
	Probably no	21	18	13	17	12	15
	Probably yes	42	38	44	41	44	42
	Definitely yes	34	40	38	35	40	36
	Total	100%	100%	100%	100%	100%	100%

*The Office of Planning and Institutional Research welcomes feedback concerning this and other studies and how they can continue to be improved.*