You are invited to participate in a research study about your university experiences. The information from this National Survey of Student Engagement (NSSE) is used by faculty and administrators at your institution and by other higher education leaders to improve the university experiences of undergrads. Study participants are primarily first-year and senior students selected from the bachelor’s degree-seeking students at your institution.

Students from universities across the country are also being asked these same questions—about how they spend their free time, what they feel they have gained from classes, and their interaction with faculty and other students. Filling out the questionnaire takes about 15 minutes. Your participation is completely voluntary. Declining participation or leaving the study will not result in any penalty or loss of benefits to which you are entitled.

This survey is conducted on behalf of your institution by the Indiana University Center for Postsecondary Research; we will send your identified responses to your university for institutional assessment. Your university and the Center will make every effort to keep your responses confidential, although we cannot guarantee absolute confidentiality. No information associated with your name will ever be released publicly, but personally identifiable survey responses may be inspected by university and government organizations when required by law.

If you have questions at any time about the study or the procedures, you may contact the National Survey of Student Engagement at nsse@indiana.edu or by calling 812-856-5824.

For questions about your rights as a research participant or to discuss problems, complaints or concerns about a research study, or to obtain information, or offer input, contact the full number Subjects office, 530 Kibbey Ave, Carmichael Center, 121 W. Washington St, 812-855-3667 or by e-mail at iub_hsc@indiana.edu.

If you have read this form and agree to take part in this survey, click the "Proceed to the survey" button.

Proceed to the survey
I do not wish to participate
Print this page
In your experience at your institution during the current school year, about how often have you done each of the following?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asked questions in class or contributed to class discussions</td>
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<tr>
<td>Made a class presentation</td>
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<tr>
<td>Prepared two or more drafts of a paper or assignment before turning it in</td>
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<tr>
<td>Worked on a paper or project that required integrating ideas or information from various sources</td>
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<tr>
<td>Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments</td>
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<tr>
<td>Come to class without completing readings or assignments</td>
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<tr>
<td>Worked with other students on projects</td>
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<tr>
<td><strong>during class</strong></td>
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<tr>
<td>Worked with classmates <strong>outside of class</strong> to prepare class assignments</td>
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</tbody>
</table>
In your experience at your institution during the current school year, about how often have you done each of the following?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Never</th>
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</thead>
<tbody>
<tr>
<td>Put together ideas or concepts from different courses when completing assignments or during class discussions</td>
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<tr>
<td>Tutored or taught other students (paid or voluntary)</td>
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<tr>
<td>Participated in a community-based project (e.g., service learning) as part of a regular course</td>
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<tr>
<td>Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment</td>
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<tr>
<td>Used e-mail to communicate with an instructor</td>
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<tr>
<td>Discussed grades or assignments with an instructor</td>
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<tr>
<td>Talked about career plans with a faculty member or advisor</td>
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<tr>
<td>Discussed ideas from your readings or classes with faculty members outside of class</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very Often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Received prompt written or oral feedback from faculty on your academic performance</td>
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<tr>
<td>Worked harder than you thought you could to meet an instructor's standards or expectations</td>
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<tr>
<td>Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)</td>
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<tr>
<td>Had serious conversations with students of a different race or ethnicity than your own</td>
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<tr>
<td>Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very much</th>
<th>Quite a bit</th>
<th>Some</th>
<th>Very little</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Memorizing</strong> facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form</td>
<td></td>
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<tr>
<td><strong>Analyzing</strong> the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components</td>
<td></td>
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<tr>
<td><strong>Synthesizing</strong> and organizing ideas, information, or experiences into new, more complex interpretations and relationships</td>
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<tr>
<td><strong>Making judgments</strong> about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions</td>
<td></td>
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<tr>
<td><strong>Applying</strong> theories or concepts to practical problems or in new situations</td>
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</tbody>
</table>

Continue

https://www.nssesurvey.org/test/Main_Can_eng/4/view.cfm?uuid=&secti...
During the current **school year**, about how much reading and writing have you done?

<table>
<thead>
<tr>
<th>Number of assigned textbooks, books, or book-length packs of course readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of books read on your own (not assigned) for personal enjoyment or academic enrichment</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of written papers or reports <strong>of 20 pages or more</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
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</table>

<table>
<thead>
<tr>
<th>Number of written papers or reports <strong>between 5 and 19 pages</strong></th>
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<tbody>
<tr>
<td>None</td>
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</table>

<table>
<thead>
<tr>
<th>Number of written papers or reports <strong>of fewer than 5 pages</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
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</tbody>
</table>
In a **typical week**, how many homework problem sets or problem-based homework assignments do you complete?

<table>
<thead>
<tr>
<th>Number of problem sets or problem-based homework assignments that take you <strong>more</strong> than an hour to complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of problem sets or problem-based homework assignments that take you <strong>less</strong> than an hour to complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
</tr>
</tbody>
</table>
Select the circle that best represents the extent to which your examinations during the current school year have challenged you to do your best work.

- Very little
- Very much

1 2 3 4 5 6 7

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attended an art exhibit, play, dance, music, theater, or other performance</td>
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<tr>
<td>Exercised or participated in physical fitness activities</td>
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<tr>
<td>Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)</td>
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<tr>
<td>Examined the strengths and weaknesses of your own views on a topic or issue</td>
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<tr>
<td>Tried to better understand someone else's views by imagining how an issue looks from his or her perspective</td>
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<tr>
<td>Learned something that changed the way you understand an issue or concept</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Done</th>
<th>Plan to do</th>
<th>Do not plan to do</th>
<th>Have not decided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum, internship, field experience, co-op experience, or clinical assignment</td>
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<tr>
<td>Community service or volunteer work</td>
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<tr>
<td>Participate in a learning community or some other formal program where groups of students take two or more classes together</td>
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<tr>
<td>Work on a research project with a faculty member outside of course or program requirements</td>
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<tr>
<td>Coursework in a foreign or additional language</td>
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<tr>
<td>Study abroad</td>
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<tr>
<td>Independent study or self-designed major</td>
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<tr>
<td>Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)</td>
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</tbody>
</table>

Continue
Select the circle that best represents the quality of your relationships with people at your institution.

### Relationships with other students
- **Unfriendly, Unsupportive, Sense of alienation**
- **Friendly, Supportive, Sense of belonging**

### Relationships with faculty members
- **Unavailable, Unhelpful, Unsympathetic**
- **Available, Helpful, Sympathetic**

### Relationships with administrative personnel and offices
- **Unhelpful, Inconsiderate, Rigid**
- **Helpful, Considerate, Flexible**

[Continue]
About how many hours do you spend in a typical 7-day week doing each of the following?

### Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)

<table>
<thead>
<tr>
<th>Hours per week</th>
<th>0</th>
<th>1-5</th>
<th>6-10</th>
<th>11-15</th>
<th>16-20</th>
<th>21-25</th>
<th>26-30</th>
<th>More than 30</th>
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</table>

### Working for pay **on campus**

<table>
<thead>
<tr>
<th>Hours per week</th>
<th>0</th>
<th>1-5</th>
<th>6-10</th>
<th>11-15</th>
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### Working for pay **off campus**

<table>
<thead>
<tr>
<th>Hours per week</th>
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<th>1-5</th>
<th>6-10</th>
<th>11-15</th>
<th>16-20</th>
<th>21-25</th>
<th>26-30</th>
<th>More than 30</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Hours per week</th>
<th>0</th>
<th>1-5</th>
<th>6-10</th>
<th>11-15</th>
<th>16-20</th>
<th>21-25</th>
<th>26-30</th>
<th>More than 30</th>
</tr>
</thead>
</table>
### About how many hours do you spend in a typical 7-day week doing each of the following?

**Relaxing and socializing (watching TV, partying, etc.)**

<table>
<thead>
<tr>
<th>Hours per week</th>
<th>0</th>
<th>1-5</th>
<th>6-10</th>
<th>11-15</th>
<th>16-20</th>
<th>21-25</th>
<th>26-30</th>
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**Providing care for dependents living with you (parents, children, spouse, etc.)**

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<thead>
<tr>
<th>Hours per week</th>
<th>0</th>
<th>1-5</th>
<th>6-10</th>
<th>11-15</th>
<th>16-20</th>
<th>21-25</th>
<th>26-30</th>
<th>More than 30</th>
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**Commuting to class (driving, walking, etc.)**

<table>
<thead>
<tr>
<th>Hours per week</th>
<th>0</th>
<th>1-5</th>
<th>6-10</th>
<th>11-15</th>
<th>16-20</th>
<th>21-25</th>
<th>26-30</th>
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</table>
To what extent does your institution emphasize each of the following?

<table>
<thead>
<tr>
<th></th>
<th>Very much</th>
<th>Quite a bit</th>
<th>Some</th>
<th>Very little</th>
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</thead>
<tbody>
<tr>
<td>Spending significant amounts of time studying and on academic work</td>
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<tr>
<td>Providing the support you need to help you succeed academically</td>
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<tr>
<td>Encouraging contact among students from different economic, social, and racial or ethnic backgrounds</td>
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<tr>
<td>Helping you cope with your non-academic responsibilities (work, family, etc.)</td>
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<tr>
<td>Providing the support you need to thrive socially</td>
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<tr>
<td>Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)</td>
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<tr>
<td>Using computers in academic work</td>
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</tbody>
</table>
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

<table>
<thead>
<tr>
<th>Area</th>
<th>Very much</th>
<th>Quite a bit</th>
<th>Some</th>
<th>Very little</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquiring a broad general education</td>
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<tr>
<td>Acquiring job or work-related knowledge and skills</td>
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<tr>
<td>Writing clearly and effectively</td>
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<tr>
<td>Speaking clearly and effectively</td>
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<td></td>
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<tr>
<td>Thinking critically and analytically</td>
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<tr>
<td>Analyzing quantitative problems</td>
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<tr>
<td>Using computing and information technology</td>
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<tr>
<td>Working effectively with others</td>
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</tbody>
</table>

Continue
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

<table>
<thead>
<tr>
<th>Area</th>
<th>Very much</th>
<th>Quite a bit</th>
<th>Some</th>
<th>Very little</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voting in local, provincial, or federal elections</td>
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<tr>
<td>Learning effectively on your own</td>
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<tr>
<td>Understanding yourself</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding people of other racial and ethnic backgrounds</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solving complex real-world problems</td>
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<tr>
<td>Developing a personal code of values and ethics</td>
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<tr>
<td>Contributing to the welfare of your community</td>
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</tr>
<tr>
<td>Developing a deepened sense of spirituality</td>
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</tr>
</tbody>
</table>
Overall, how would you evaluate the quality of academic advising you have received at your institution?
- Excellent
- Good
- Fair
- Poor

How would you evaluate your entire educational experience at this institution?
- Excellent
- Good
- Fair
- Poor

If you could start over again, would you go to the same institution you are now attending?
- Definitely yes
- Probably yes
- Probably no
- Definitely no
Select your year of birth:
- 1992
- 1991
- 1990
- 1989
- 1988
- 1987
- 1986
- 1985
If other year, enter here: 19

Your sex:
- Male
- Female

Continue
Are you a Canadian citizen?  
- Yes  
- No

Ethno-cultural information is collected to support programs that promote equal opportunity for everyone. Are you ...

Select all that apply:
- White
- North American Indian
- Métis
- Inuit
- Chinese
- South Asian (e.g., East Indian, Pakistani, Sri Lankan, etc.)

- Black
- Filipino
- Latin American
- Southeast Asian (e.g., Cambodian, Indonesian, Laotian, Vietnamese, etc.)

- Arab (e.g., Saudi, Egyptian, etc.)
- West Asian (e.g., Afghan, Iranian, etc.)
- Japanese
- Korean
- Other

To which ethnic or cultural group(s) did your ancestors belong? For example, Canadian, French, English, Chinese, Italian, German, Scottish, Irish, Cree, Micmac, Métis, Inuit, East Indian, Ukrainian, Dutch, Polish, Portuguese, Filipino, Jewish, Greek, Jamaican, Vietnamese, Lebanese, etc. Specify as many groups as applicable.

Continue
What is your current classification in university?
- 1st year
- 2nd year
- 3rd year
- 4th year
- Unclassified

Did you begin university at your current institution or elsewhere?
- Started here
- Started elsewhere

Since graduating from high school, which of the following types of schools have you attended other than the one you are attending now? (Select all that apply.)
- Community college (vocational or technical courses not at university level)
- Community college (university credit/transfer courses)
- University other than this one
- CEGEP (general or pre-university program)
- CEGEP (professional or technical program)
- Private training institution
- None
- Other

Continue
Thinking about this current academic term...

How would you characterize your enrollment?
- Full-time
- Less than full-time

Are you taking all courses entirely online?
- Yes
- No

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

- Yes
- No

Are you a student-athlete on a team sponsored by your institution’s athletics department?

- Yes
- No

Continue
On what team(s) sponsored by your institution's athletics department are you an athlete? (Select all that apply.)

- Baseball
- Basketball
- Bowling
- Cross Country
- Fencing
- Field Hockey
- Football
- Golf
- Gymnastics
- Ice Hockey
- Track & Field
- Lacrosse
- Rifle
- Rowing
- Skiing
- Soccer
- Softball
- Swimming & Diving
- Tennis
- Volleyball
- Water Polo
- Wrestling
- Other, specify:
What have most of your grades been up to now at this institution?

- A
- A-
- B+
- B
- B-
- C+
- C
- C- or lower

Which of the following best describes where you are living now while attending university?

- Room or apartment in university residence or campus housing
- Off-campus accommodation within walking distance of campus
- Off-campus accommodation within driving distance of campus
- Fraternity or sorority house
- None of the above

Continue
What is the highest level of education that your **father** completed?
- Did not finish high school
- Graduated from high school
- Some or completed college or CEGEP
- Attended university without earning degree
- Completed a bachelor's degree (B.A., B.Sc., etc.)
- Completed a master's degree (M.A., M.Sc., etc.)
- Completed a doctoral degree (Ph.D., J.D., M.D., etc.)

What is the highest level of education that your **mother** completed?
- Did not finish high school
- Graduated from high school
- Some or completed college or CEGEP
- Attended university without earning degree
- Completed a bachelor's degree (B.A., B.Sc., etc.)
- Completed a master's degree (M.A., M.Sc., etc.)
- Completed a doctoral degree (Ph.D., J.D., M.D., etc.)
Please enter your major(s) or your expected major(s).

Primary major (Enter only one):

If applicable, second major (not minor, concentration, etc.):

Continue
We're sorry, but we weren't able to identify the primary major you entered.

Please select the response below that most closely matches your primary major.

Select from a general area below to view a list of specific majors.

Expand all categories  |  Contract all categories

**Arts & Humanities:**
**Biological Science:**
**Business:**
**Education:**
**Engineering:**
**Physical Science:**
**Professional:**
**Social Science:**
**Other:**

Continue
We're sorry, but we weren't able to identify the second major you entered.

Please select the response below that most closely matches your second major.

Select from a general area below to view a list of specific majors.

Expand all categories | Contract all categories

Arts & Humanities:
Biological Science:
Business:
Education:
Engineering:
Physical Science:
Professional:
Social Science:
Other:

Continue
If you have any additional comments or feedback that you’d like to share on the quality of your educational experience, please type them below.

Continue
THANKS FOR SHARING YOUR RESPONSES!

Your responses to the survey were successfully submitted.

Questions or comments? Contact us.

For security purposes, please close your browser window to exit the survey.
Contact Us

For technical questions regarding the survey:

E-mail: help@nssesurvey.org
Phone: 1-800-676-0390
Mail: Center for Survey Research
      Indiana University
      Eigenmann Hall 2 South
      1900 E. 10th Street
      Bloomington, IN 47406-7512
      USA

Link: Center for Survey Research Home Page

For general NSSE issues:

E-mail: nsse@indiana.edu
Mail: Center for Postsecondary Research
      Indiana University Bloomington
      1900 East 10th Street
      Eigenmann Hall Suite 419
      Bloomington, IN 47406-7512

Link: The National Survey of Student Engagement
How to Complete the Survey

- Returning to a Previous Page
- Using Radio Buttons
- Using Checkboxes
- Using Textboxes

Common Problems

- Submit Button Doesn’t Respond

Returning to a Previous Page

Use your browser’s back button to return to a previous page in the survey. After you finish reviewing the previous page or changing answers, select the “Continue” button to return.

Using Radio Buttons

To select a radio button, move your mouse pointer over the radio button you wish to select and click once. If you want to change your answer, just click another radio button under the same question and your previous mark will be deleted.

Using Checkboxes

Selecting a checkbox is almost exactly like selecting a radio button. Move your mouse cursor over the checkbox you wish to select and click once. Checkboxes work a bit differently when it comes to deselecting compared to radio buttons. With checkboxes one must actually reclick the selection again for the check mark to go away because more than one checkbox can be selected under a single question.

Using Textboxes

To put your answer into a textbox move your mouse pointer over any part of the textbox and click once. Then just type in your answer using the keyboard. To delete an answer double-click in the box (the text should now be highlighted) and then press either the “Backspace” or “Delete” key. When you have the correct answer in the textbox, proceed to the next question or submit button.

Submit Button Doesn’t Respond

“I keep clicking the submit/next page/continue button, but nothing happens.” -

Repeatedly clicking a submit button does not make any page on the web load faster. When you click a submit button, the process of sending your information and moving onto the next page begins. If the button is clicked again, then the progress so far is abandoned, and the process starts over again from the beginning.

If it takes a long time for anything to occur after you press a submit button, it is probably because of a slow network connection, heavy network traffic, or other similar problems. In any case, the fastest procedure is to click the submit button once and wait for the network to transfer your information and load the next page. Repeatedly clicking the button will only slow the process down.
What is the National Survey of Student Engagement?
The National Survey of Student Engagement, or NSSE, is a survey administered by the higher education research organization Higher Education Research Institute at UCLA. The survey was first administered in 1999 and is conducted biennially. It collects data from a random sample of undergraduate students at participating institutions across the United States and Canada. The survey is designed to measure the extent to which students are engaged in educational activities that promote intellectual development, personal and social development, and the development of active and collaborative learning communities. Participating institutions receive detailed reports on their students' engagement levels, which can be used to inform decisions about improving undergraduate education.

Who is in charge of the survey?
The survey is administered by the National Survey for Student Engagement (NSSE), a program of the Higher Education Research Institute (HERI) at UCLA. The NSSE is directed by Alexander C. McCormick, a faculty member in the School of Education at UCLA. The project is located at Indiana University Bloomington and is administered by the Office of Institutional Research and Reporting Services. The surveys are completed by a random sample of students at participating institutions.

Data Reporting
How will you report on our institution?
The survey results are reported at the institutional level, with each institution receiving a detailed report that compares their students' engagement levels with those of other institutions. The report includes data on student participation rates, average engagement scores, and comparisons with other institutions. The report also includes recommendations for improving undergraduate education.

Reasons to Participate
Why should my institution participate in the NSSE?
Participating institutions benefit from the NSSE in several ways. First, they receive a detailed report on their students' engagement levels, which can be used to inform decisions about improving undergraduate education. Second, the report includes comparisons with other institutions, which can help institutions identify areas for improvement. Finally, the survey is a valuable tool for evaluating the effectiveness of institutional initiatives aimed at improving undergraduate education.

How did you get my name?
The survey is administered to a random sample of students at participating institutions, with the names and mailing addresses of all students generated by a statistical process that ensures that each student has an equal chance of being selected. In some cases, institutions may also provide us with additional student names to help ensure that a representative sample of students is selected.

Will my answers be shared with the institution?
No. Your answers will be kept confidential and will not be shared with your institution. Only the Office of Institutional Research and Reporting Services at Indiana University will have access to your responses. Your responses will be used only to improve the NSSE and to provide feedback to participating institutions.

What will you do with the data?
The survey data will be used to improve undergraduate education. Individual student responses are not identifiable in any reports we produce. The overall data set will be used to conduct research and to provide feedback to participating institutions. The data will be used to examine the information in different ways; examples might include examining the experiences of women and men or learning about the experiences of students in different major fields.

I get surveyed all the time. How is this survey different?
This survey is different from others because it focuses on student engagement in educational activities that promote intellectual development, personal and social development, and the development of active and collaborative learning communities. It is designed to measure the extent to which students are engaged in activities that are important for their educational experience, rather than asking students about their demographic characteristics or views on the university environment.

Are you surveying my institution only?
No. The NSSE is conducted at more than 650 universities and colleges in the US and Canada. If you are a student at one of these institutions and are a part of a random sample, you will be invited to participate in the survey. However, your responses will be kept confidential and will not be shared with your institution.

Are you surveying individual students or institutions?
The NSSE surveys individual students. Each student is assigned a code that is used to identify their responses. The code is designed to protect the confidentiality of student data and can only be identified at the institutional level.

Are my responses confidential?
Yes. Confidentiality of student data is a high priority at NSSE. NSSE will not release any individual student responses to anyone other than personnel designated as our official contacts at that institution. NSSE does not share student responses with anyone besides your institution. NSSE will only release survey responses identified by student to the institution at which that student is enrolled, and even then only to personnel designated as our official contacts at that institution.

Are my responses anonymous?
No. When we send the final survey data file to your institution, your identity will be linked to your responses. However, your responses will be kept confidential and will not be shared with your institution.

Are my responses identifiable in any reports you produce?
No. For the purposes of this survey, you will be assigned a code that is used to identify your responses. The code is designed to protect your confidentiality and will not be shared with your institution.

Who is in charge of the survey?
The survey is administered by the National Survey for Student Engagement (NSSE), a program of the Higher Education Research Institute (HERI) at UCLA. The survey was first administered in 1999 and is conducted biennially. It collects data from a random sample of undergraduate students at participating institutions across the United States and Canada. The survey is designed to measure the extent to which students are engaged in educational activities that promote intellectual development, personal and social development, and the development of active and collaborative learning communities. Participating institutions receive detailed reports on their students' engagement levels, which can be used to inform decisions about improving undergraduate education.

Why should I complete the survey?
The NSSE is a valuable tool for improving undergraduate education. By completing the survey, you will be able to share your views about your educational experience and describe your experiences. This information can be used by your institution to improve the quality of your educational experience, including your views about the quality of your educational experiences, the kinds of activities you do, and how you spend your time. The survey has a very broad scope in that your institution is one of more than 650 universities and colleges participating in the survey. The information collected through the survey will be used to provide feedback to participating institutions and to improve undergraduate education.

I got surveyed all the time. How is this survey different?
This survey is different from others because it focuses on student engagement in educational activities that promote intellectual development, personal and social development, and the development of active and collaborative learning communities. It is designed to measure the extent to which students are engaged in activities that are important for their educational experience, rather than asking students about their demographic characteristics or views on the university environment.

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