NSSE – NCA standards
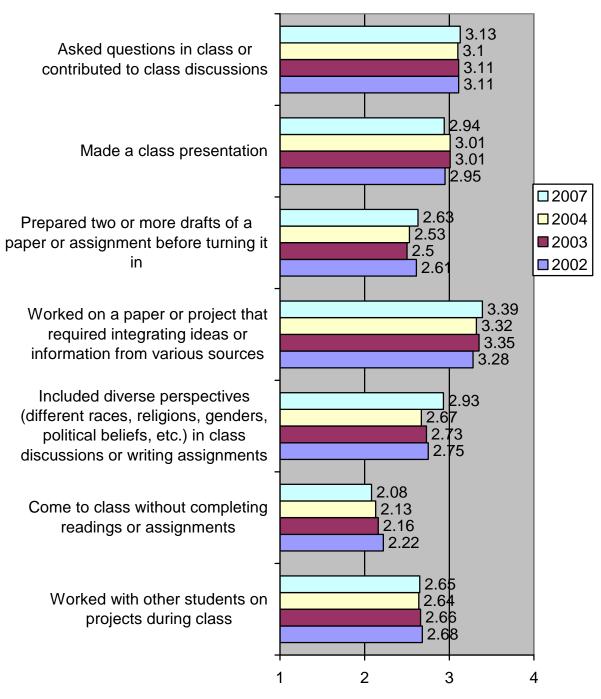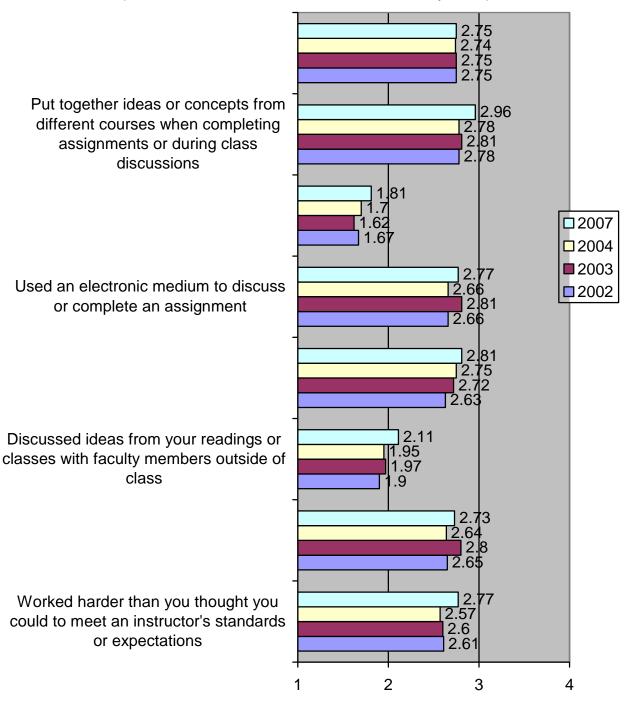
Criteria 3c: The organization creates effective learning environments.

(1 = never, 2 = sometimes, 3 = often, 4 = very often)

Asked questions in class or contributed to class discussions
- 2007: 3.13
- 2004: 3.1
- 2003: 3.11
- 2002: 3.11

Made a class presentation
- 2007: 2.94
- 2004: 3.01
- 2003: 3.01
- 2002: 2.95

Prepared two or more drafts of a paper or assignment before turning it in
- 2007: 2.63
- 2004: 2.53
- 2003: 2.5
- 2002: 2.61

Worked on a paper or project that required integrating ideas or information from various sources
- 2007: 3.39
- 2004: 3.32
- 2003: 3.35
- 2002: 3.28

Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments
- 2007: 2.93
- 2004: 2.67
- 2003: 2.73
- 2002: 2.75

Come to class without completing readings or assignments
- 2007: 2.08
- 2004: 2.13
- 2003: 2.16
- 2002: 2.22

Worked with other students on projects during class
- 2007: 2.65
- 2004: 2.64
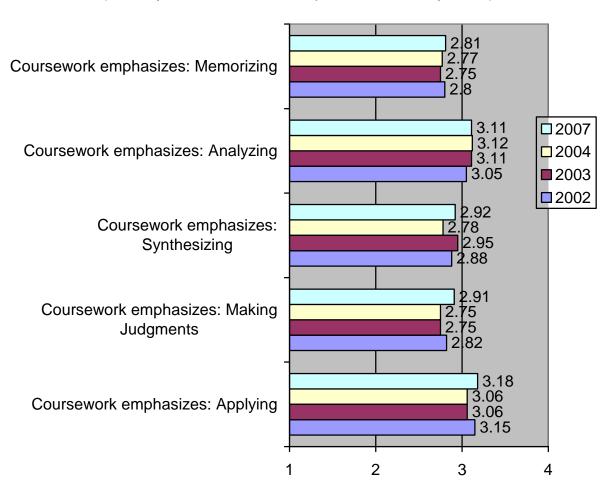- 2003: 2.66
- 2002: 2.68

Legend: 2007, 2004, 2003, 2002

Axis: 1 2 3 4

Criteria 3c: The organization creates effective learning environments.

(1 = never, 2 = sometimes, 3 = often, 4 = very often)

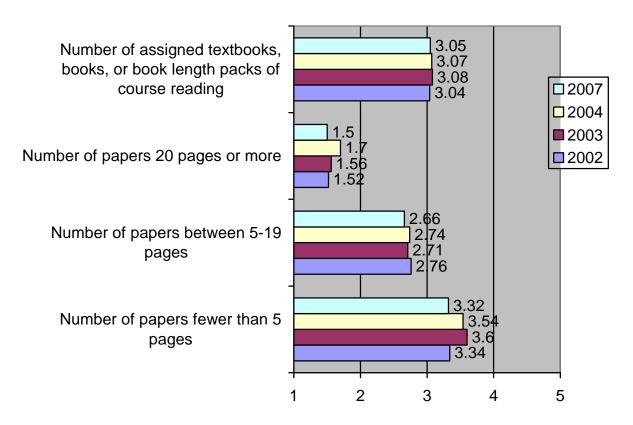**Put together ideas or concepts from different courses when completing assignments or during class discussions**

- 2.75
- 2.74
- 2.75
- 2.75

- 2.96
- 2.78
- 2.81
- 2.78

Used an electronic medium to discuss or complete an assignment

- 1.81
- 1.7
- 1.62
- 1.67

- 2.77
- 2.66
- 2.81
- 2.66

Discussed ideas from your readings or classes with faculty members outside of class

- 2.81
- 2.75
- 2.72
- 2.63

- 2.11
- 1.95
- 1.97
- 1.9

Worked harder than you thought you could to meet an instructor's standards or expectations

- 2.73
- 2.64
- 2.8
- 2.65

- 2.77
- 2.57
- 2.6
- 2.61

Legend:
- 2007
- 2004
- 2003
- 2002

Axis: 1 2 3 4

Criteria 3c: The organization creates effective learning environments.

(1 = very little, 2 = some, 3 = quite a bit, 4 = very much)

Coursework emphasizes: Memorizing
- 2.81 (2007)
- 2.77 (2004)
- 2.75 (2003)
- 2.8 (2002)

Coursework emphasizes: Analyzing
- 3.11 (2007)
- 3.12 (2004)
- 3.11 (2003)
- 3.05 (2002)

Coursework emphasizes: Synthesizing
- 2.92 (2007)
- 2.78 (2004)
- 2.95 (2003)
- 2.88 (2002)

Coursework emphasizes: Making Judgments
- 2.91 (2007)
- 2.75 (2004)
- 2.75 (2003)
- 2.82 (2002)

Coursework emphasizes: Applying
- 3.18 (2007)
- 3.06 (2004)
- 3.06 (2003)
- 3.15 (2002)

Legend:
- 2007
- 2004
- 2003
- 2002

Criteria 3c: The organization creates effective learning environments.

(1 = none, 2 = between 1 and 4, 3 = between 5 and 10, 4 = between 11 and 20, 5 = more than 20

Category	2007	2004	2003	2002
Number of assigned textbooks, books, or book length packs of course reading	3.05	3.07	3.08	3.04
Number of papers 20 pages or more	1.5	1.7	1.56	1.52
Number of papers between 5-19 pages	2.66	2.74	2.71	2.76
Number of papers fewer than 5 pages	3.32	3.54	3.6	3.34

Criteria 3c: The organization creates effective learning environments.

(1=none, 2=1-2, 3=3-4, 4=5-6, 6=More than 6)

Category	2007	2004	2003
Number of problem sets that take you more than an hour to complete*	2.56	2.51	2.34
Number of problem sets that take you less than an hour to complete*	2.53	2.63	2.56

* Questions were not asked in 2002

Criteria 3c: The organization creates effective learning environments.

(1=Very Little to 7=Very much)

2007	
2004	
2003	
2002	

Challenging exams
- 2007: 5.25
- 2004: 5.16
- 2003: 5.28
- 2002: 5.28

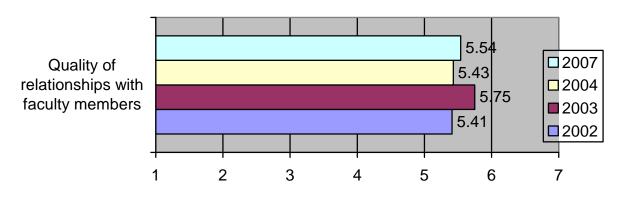## Criteria 3c: The organization creates effective learning environments.

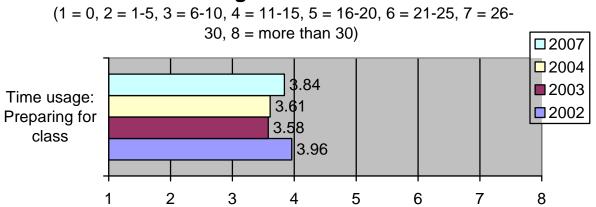(0=have not decided, do not plan to do, plan to do and 1 = done)

Participate in a learning community or some other formal program where groups of students take two or more classes together
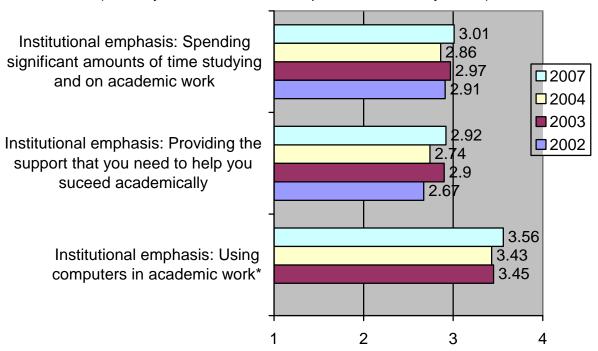- 2007: 0.26
- 2004: 0.21
- 2003: 0.22
- 2002: 0.21

2007	
2004	
2003	
2002	

Criteria 3c: The organization creates effective learning environments.

(1 = unfriendly, unsupportive to 7 = friendly, supportive, helpful)

Quality of relationships with faculty members
- 2007: 5.54
- 2004: 5.43
- 2003: 5.75
- 2002: 5.41

2007	
2004	
2003	
2002	

Criteria 3c: The organization creates effective learning environments.

(1 = 0, 2 = 1-5, 3 = 6-10, 4 = 11-15, 5 = 16-20, 6 = 21-25, 7 = 26-30, 8 = more than 30)

Time usage: Preparing for class	Value
2007	3.84
2004	3.61
2003	3.58
2002	3.96

Scale: 1 2 3 4 5 6 7 8

Criteria 3c: The organization creates effective learning environments.

(1 = very little, 2 = some, 3 = quite a bit, 4 = very much)

Institutional emphasis: Spending significant amounts of time studying and on academic work	Value
2007	3.01
2004	2.86
2003	2.97
2002	2.91

Institutional emphasis: Providing the support that you need to help you suceed academically	Value
2007	2.92
2004	2.74
2003	2.9
2002	2.67

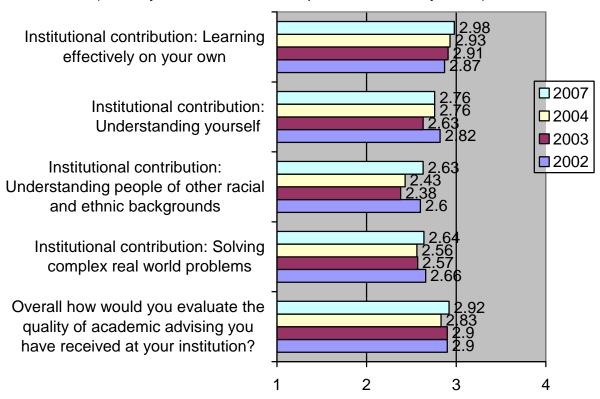| Institutional emphasis: Using computers in academic work*	Value
2007	3.56
2004	3.43
2003	3.45

Scale: 1 2 3 4

Criteria 3c: The organization creates effective learning environments.

(1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much)

Criteria 3c: The organization creates effective learning environments.

(1 = very little, 2 = some, 3 = quite a bit, 4 = very much)

Institutional contribution: Learning effectively on your own
- 2.98
- 2.93
- 2.91
- 2.87

Institutional contribution: Understanding yourself
- 2.76
- 2.76
- 2.63
- 2.82

Institutional contribution: Understanding people of other racial and ethnic backgrounds
- 2.63
- 2.43
- 2.38
- 2.6

Institutional contribution: Solving complex real world problems
- 2.64
- 2.56
- 2.57
- 2.66

Overall how would you evaluate the quality of academic advising you have received at your institution?
- 2.92
- 2.83
- 2.9
- 2.9

Legend: 2007, 2004, 2003, 2002

X-axis: 1, 2, 3, 4

Criteria 3d: The organization's learning resourses support student learning and effective teaching.
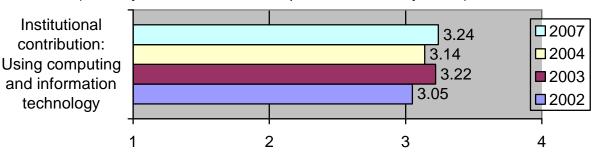
(0=have not decided, do not plan to do, plan to do and 1 = done)

Participate in a learning community or some other formal program where groups of students take two or more classes together.
- 0.26
- 0.21
- 0.22
- 0.21

Legend: 2007, 2004, 2003, 2002
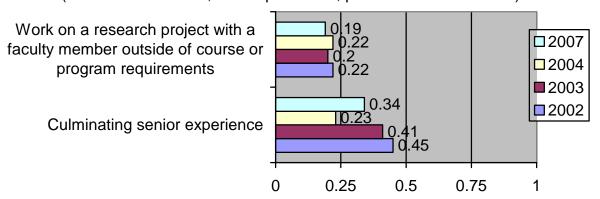
X-axis: 0, 0.25, 0.5, 0.75, 1

Criteria 3d: The organization's learning resourses support student learning and effective teaching.

(1 = very little, 2 = some, 3 = quite a bit, 4 = very much)

Institutional contribution: Using computing and information technology

- 2007: 3.24
- 2004: 3.14
- 2003: 3.22
- 2002: 3.05

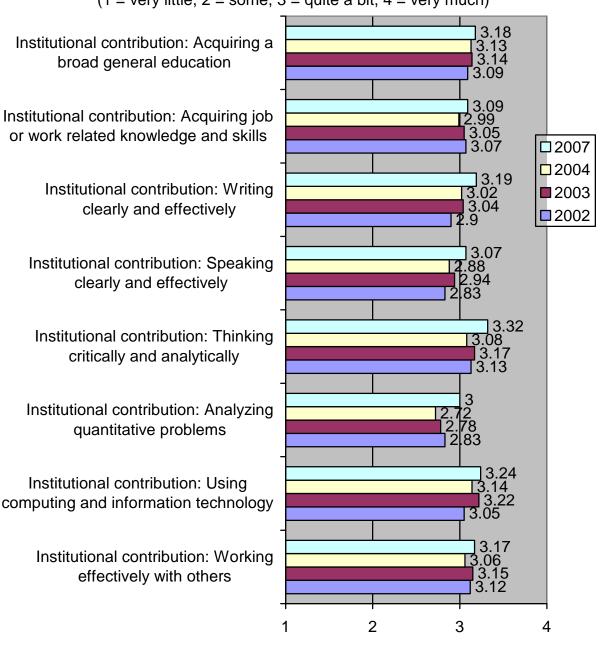|	
☐	2007
☐	2004
■	2003
■	2002

Criteria 4a: The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

(0=have not decided, do not plan to do, plan to do and 1 = done)

Work on a research project with a faculty member outside of course or program requirements

- 2007: 0.19
- 2004: 0.22
- 2003: 0.2
- 2002: 0.22

Culminating senior experience

- 2007: 0.34
- 2004: 0.23
- 2003: 0.41
- 2002: 0.45

☐	2007
☐	2004
■	2003
■	2002

Criteria 4b: The organization demonstrates that acquisition of a bredth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

(1 = very little, 2 = some, 3 = quite a bit, 4 = very much)

Institutional contribution: Acquiring a broad general education
- 3.18
- 3.13
- 3.14
- 3.09

Institutional contribution: Acquiring job or work related knowledge and skills
- 3.09
- 2.99
- 3.05
- 3.07

Institutional contribution: Writing clearly and effectively
- 3.19
- 3.02
- 3.04
- 2.9

Institutional contribution: Speaking clearly and effectively
- 3.07
- 2.88
- 2.94
- 2.83

Institutional contribution: Thinking critically and analytically
- 3.32
- 3.08
- 3.17
- 3.13

Institutional contribution: Analyzing quantitative problems
- 3
- 2.72
- 2.78
- 2.83

Institutional contribution: Using computing and information technology
- 3.24
- 3.14
- 3.22
- 3.05

Institutional contribution: Working effectively with others
- 3.17
- 3.06
- 3.15
- 3.12

Legend:
- 2007
- 2004
- 2003
- 2002
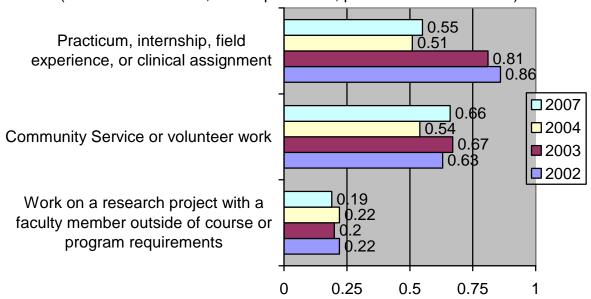
Criteria 4b: The organization demonstrates that acquisition of a bredth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

(1 = very little, 2 = some, 3 = quite a bit, 4 = very much)

Institutional contribution: Learning effectively on your own
- 2007: 2.98
- 2004: 2.93
- 2003: 2.91
- 2002: 2.87

Institutional contribution: Understanding yourself
- 2007: 2.76
- 2004: 2.76
- 2003: 2.63
- 2002: 2.82

Institutional contribution: Understanding people of other racial and ethnic backgrounds
- 2007: 2.63
- 2004: 2.43
- 2003: 2.38
- 2002: 2.6

Institutional contribution: Solving complex real world problems
- 2007: 2.64
- 2004: 2.56
- 2003: 2.57
- 2002: 2.66

Institutional contribution: Developing a personal code of values and ethics
- 2007: 2.63
- 2004: 2.56
- 2003: 2.48
- 2002: 2.63

Institutional contribution: Contributing to the welfare of your community
- 2007: 2.41
- 2004: 2.19
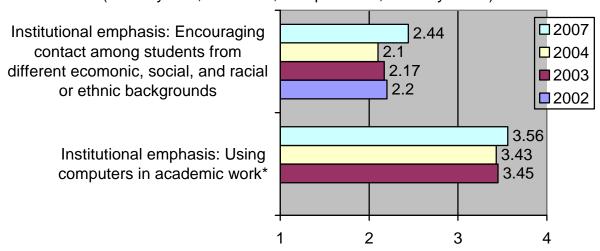- 2003: 2.2
- 2002: 2.23

Legend: 2007, 2004, 2003, 2002

Criteria 4c: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

(0=have not decided, do not plan to do, plan to do and 1 = done)

Practicum, internship, field experience, or clinical assignment
- 2007: 0.55
- 2004: 0.51
- 2003: 0.81
- 2002: 0.86

Community Service or volunteer work
- 2007: 0.66
- 2004: 0.54
- 2003: 0.67
- 2002: 0.63

Work on a research project with a faculty member outside of course or program requirements
- 2007: 0.19
- 2004: 0.22
- 2003: 0.2
- 2002: 0.22

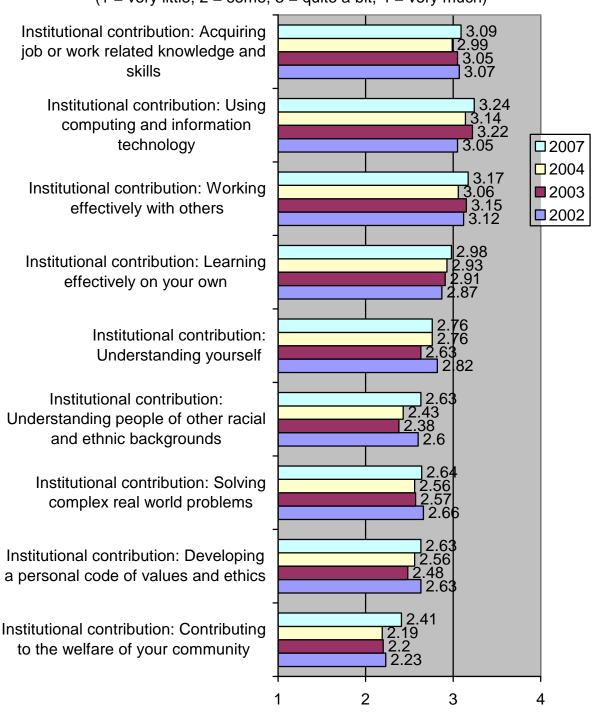Legend: 2007, 2004, 2003, 2002

Axis: 0, 0.25, 0.5, 0.75, 1

Criteria 4c: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

(1 = very little, 2 = some, 3 = quite a bit, 4 = very much)

Institutional emphasis: Encouraging contact among students from different ecomonic, social, and racial or ethnic backgrounds
- 2007: 2.44
- 2004: 2.1
- 2003: 2.17
- 2002: 2.2

Institutional emphasis: Using computers in academic work*
- 2007: 3.56
- 2004: 3.43
- 2003: 3.45

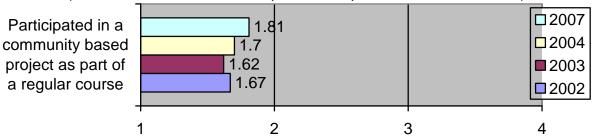Legend: 2007, 2004, 2003, 2002

Axis: 1, 2, 3, 4

Criteria 4c: The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

(1 = very little, 2 = some, 3 = quite a bit, 4 = very much)

Institutional contribution: Acquiring job or work related knowledge and skills
- 3.09 (2007)
- 2.99 (2004)
- 3.05 (2003)
- 3.07 (2002)

Institutional contribution: Using computing and information technology
- 3.24 (2007)
- 3.14 (2004)
- 3.22 (2003)
- 3.05 (2002)

Institutional contribution: Working effectively with others
- 3.17 (2007)
- 3.06 (2004)
- 3.15 (2003)
- 3.12 (2002)

Institutional contribution: Learning effectively on your own
- 2.98 (2007)
- 2.93 (2004)
- 2.91 (2003)
- 2.87 (2002)

Institutional contribution: Understanding yourself
- 2.76 (2007)
- 2.76 (2004)
- 2.63 (2003)
- 2.82 (2002)

Institutional contribution: Understanding people of other racial and ethnic backgrounds
- 2.63 (2007)
- 2.43 (2004)
- 2.38 (2003)
- 2.6 (2002)

Institutional contribution: Solving complex real world problems
- 2.64 (2007)
- 2.56 (2004)
- 2.57 (2003)
- 2.66 (2002)

Institutional contribution: Developing a personal code of values and ethics
- 2.63 (2007)
- 2.56 (2004)
- 2.48 (2003)
- 2.63 (2002)

Institutional contribution: Contributing to the welfare of your community
- 2.41 (2007)
- 2.19 (2004)
- 2.2 (2003)
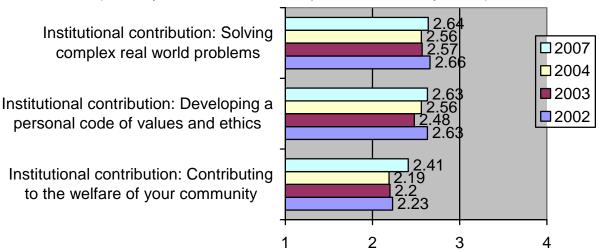- 2.23 (2002)

Legend: 2007, 2004, 2003, 2002

Criteria 4d: The organization provides support to ensure that faculty, students, and staff acquire, discover and apply knowledge responsibly.

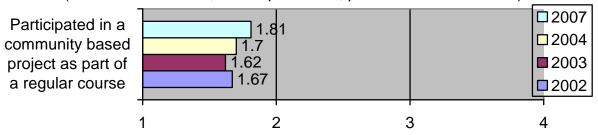(0=have not decided, do not plan to do, plan to do and 1 = done)

Participated in a community based project as part of a regular course

- 2007: 1.81
- 2004: 1.7
- 2003: 1.62
- 2002: 1.67

Legend: 2007, 2004, 2003, 2002

Criteria 4d: The organization provides support to ensure that faculty, students, and staff acquire, discover and apply knowledge responsibly.

(1 = very little, 2 = some, 3 = quite a bit, 4 = very much)

Institutional contribution: Solving complex real world problems

- 2007: 2.64
- 2004: 2.56
- 2003: 2.57
- 2002: 2.66

Institutional contribution: Developing a personal code of values and ethics

- 2007: 2.63
- 2004: 2.56
- 2003: 2.48
- 2002: 2.63

Institutional contribution: Contributing to the welfare of your community

- 2007: 2.41
- 2004: 2.19
- 2003: 2.2
- 2002: 2.23

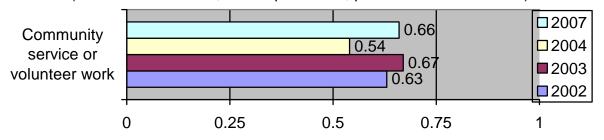Legend: 2007, 2004, 2003, 2002

Criteria 5b: The organization has the capacity and the commitment to engage with its identified constituencies and communities.

(0=have not decided, do not plan to do, plan to do and 1 = done)

Participated in a community based project as part of a regular course

- 2007: 1.81
- 2004: 1.7
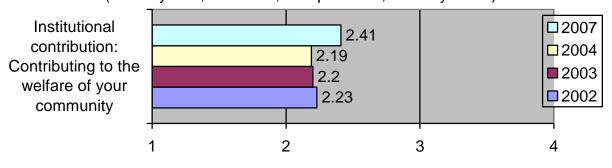- 2003: 1.62
- 2002: 1.67

Criteria 5b: The organization has the capacity and the commitment to engage with its identified constituencies and communities.

(0=have not decided, do not plan to do, plan to do and 1 = done)

Community service or volunteer work

- 2007: 0.66
- 2004: 0.54
- 2003: 0.67
- 2002: 0.63

Criteria 5b: The organization has the capacity and the commitment to engage with its identified constituencies and communities.

(1 = very little, 2 = some, 3 = quite a bit, 4 = very much)

Institutional contribution: Contributing to the welfare of your community

- 2007: 2.41
- 2004: 2.19
- 2003: 2.2
- 2002: 2.23

Criteria 5d: Internal and external constituencies value the services the organization provides.

(1 = very little, 2 = some, 3 = quite a bit, 4 = very much)

Institutional emphasis: Providing the support that you need to help you suceed academically
- 2007: 2.92
- 2004: 2.74
- 2003: 2.9
- 2002: 2.67

Institutional emphasis: Helping you cope with your non-academic responsibilities.
- 2007: 1.96
- 2004: 1.73
- 2003: 1.78
- 2002: 1.74

Institutional emphasis: Providing the support you need to thrive socially
- 2007: 2.19
- 2004: 2.01
- 2003: 1.98
- 2002: 1.88

Overall how would you evaluate the quality of academic advising you have received at your institution
- 2007: 2.92
- 2004: 2.83
- 2003: 2.9
- 2002: 2.9

Legend:
- 2007
- 2004
- 2003
- 2002