



CALIFORNIA STATE UNIVERSITY, LOS ANGELES

REPORT ON THE 2007 NSSE
NATIONAL SURVEY OF STUDENT ENGAGEMENT

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2007 NATIONAL SURVEY OF STUDENT ENGAGEMENT at CSULA

EXECUTIVE SUMMARY

The highlights of the report follow.

- Trend data indicate that overall, active and collaborative learning increased over time, student-faculty interaction increased over time, and the level of academic challenge stayed about the same. Freshmen reported increases in supportive campus environment over time and were more positive about the environment than seniors.
- CSULA freshmen reported better relationships with administrative personnel and offices, evaluated the quality of academic advising higher than seniors, evaluated the overall educational experience higher than seniors, reported that the campus provided social support for them and reported attending more campus events than seniors.
- Ratings of CSULA students are higher than students at peer institutions in the following areas: number of written papers of 20 pages or higher, speaking clearly and effectively, working with others, understanding people of other racial and ethnical backgrounds, working for pay off campus and commuting to class.
- CSULA falls substantially below other peer institutions on some items, including students participating in culminating senior experiences (such as capstone projects or portfolios), examining the strength and weaknesses of their views on a topic, participating in co-curricular activities and evaluation of overall educational experience at this institution. These findings point to areas for improvement.
- For first-year students, CSULA appears to be performing better than other comparable institutions in terms of four scales: Supportive Campus Environment (SCE), Level of Academic Challenge (LAC), Active and Collaborative Learning (ACL) and Students-Faculty Interaction (SFI). CSULA appears to be performing about as well as comparable institutions in terms of the level of Enriching Educational Experiences (EEE) scale.
- For senior-level students, CSULA appears to be performing about as well as other comparable institutions on the SCE, LAC, ACL and SFI scales. It appears to be performing at a lower level than other similar institutions in terms of the EEE Scale
- CSULA freshmen perceived a level of campus support higher than freshmen at other peer campuses (SCE scale).
- Seniors feel they get less support and do not rate the quality of relationships with students, faculty and administrators as high as freshmen.
- CSULA is providing a supportive campus environment for all students, especially in terms of non-academic and social support, but it could improve its administrative office and staff support for transfers.
- CSULA freshmen perceived a level of academic challenge greater than freshmen at similar campuses.
- In general, CSULA freshmen were significantly more engaged in active and collaborative learning than their freshman counterparts at peer campuses, freshmen at masters institutions and freshmen in all institutions participating in NSSE.
- CSULA is doing a good job in improving student engagement in terms of involving students in active and collaborative learning.
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- CSULA seniors scored about the same as their counterparts at peer campuses on five items and scored lower than that of their peers on a question having to do with working on a research project with faculty. Seniors who started at CSULA as a freshman were more likely than transfers to work on research projects with professors.
- While 6% of freshmen reported working on a research project with a faculty member, 12% of seniors reported doing so. CSULA seniors scored slightly lower (.12) than peers (.16) on the item, which shows a .06 gain from freshman to senior years. This indicates that CSULA could be doing more to improve student engagement and interaction with faculty at every level, particularly on research projects in the junior and senior years.
- Freshmen scored higher than peers in talking about career plans with faculty, discussing ideas from class with faculty and receiving written or oral feedback from faculty.
- CSULA seniors were much less likely (.19 compared to .31 at peer institutions) to have a culminating senior experience, such as a capstone project, senior project or comprehensive exam. These findings indicate that CSULA could be doing more to improve student engagement by offering enriching educational experiences to students at all levels and by offering culminating experiences to seniors.

Background

The National Survey of Student Engagement (NSSE) was developed with grants from the Pew Charitable Trusts. It was developed and is overseen by faculty at Indiana University's Center for Survey Research. The 85 questions in the survey are based on factors that have been shown by previous research to promote high quality undergraduate student outcomes. Most response categories consist of Likert-type scales, generally with four possible answers (from low to high). The NSSE also combines some of the questions into five scales or benchmarks of effective institutional practice (level of academic challenge; active and collaborative learning; student-faculty interaction; enriching educational experiences; and supportive campus environment).

The NSSE is administered to first-year and senior-level students (who have attended the institution for at least two terms) to ask them directly about their educational experiences. Over 1,000 public and private colleges and universities participated in 2006, of which about one-quarter were large, masters' degree granting institutions. Random samples at each institution range from about 500 to about 1,000 for first-year students with another 500-1,000 for senior-level students. Nationally, more than 300,000 students participated in 2006.

CSULA has participated in the NSSE three times: in 2002, 2003 and in 2007. In 2007, results were obtained for 330 first-year students and just under 500 senior-level students. 81% of the seniors were transfer students. 97% of the first year students were less than 24 years old. 72% of seniors were 24 or older.

The results include:

1. Freshman answers to all questions, both frequencies and weighted mean scores
2. Senior answers to all questions, both frequencies and weighted mean scores
3. Comparisons of all freshman answers to freshman at other institutions
4. Comparisons of all senior answers to seniors at other institutions

5. Comparisons of CSULA freshman scores on the five scales with other institutions
6. Comparisons of CSULA senior scores on the five scales with other institutions

Overview of Results

It is possible to compare the responses of CSULA seniors to the responses of CSULA freshmen on each question.

Trend Data

The NESSI was administered in 2002, 2003 and 2007, thus CSULA has trend data on four scales for freshmen and seniors.

On the **Level of Academic Challenge** scale (LAC), freshmen scored about the same in 2007 as they did in 2002. Seniors scored higher than freshmen both years but scored slightly lower in 2007, compared with 2002 on this scale (down 3 points). On the **Active and Collaborative Learning** (ACL) scale, first year students and seniors both increased from 2002 to 2007 (about 3 percentage points). Seniors scored higher than first year students on the ACL scale by 5 points. On the **Student and Faculty Interaction** scale (SFI), first year students and seniors both increased by about 4 percentage points from 2002 to 2007. Seniors scored slightly higher than first year students on this scale (2 points). On the **Supportive Campus Environment** scale (SCE) first year students increased by 3 percentage points from 2002 to 2007 (56.9 to 59.9), while seniors stayed at the same level (53.9 to 53.3). This was the only scale on which seniors scored lower than first year students (from 3-6 points lower).

These trend data indicate that **overall, active and collaborative learning increased over time, student-faculty interaction improved over time, and the level of academic challenge stayed about the same.** Freshmen reported increases in supportive campus environment over time and were more positive about the environment than seniors. Seniors' reports on campus environment were low and stayed about the same over time.

Comparing Seniors to Freshmen at CSULA. On some questions, there was a small, positive increase, for example, seniors used email to communicate with faculty more often than freshmen. Seniors were more likely than freshmen to participate in practicum, internships or field experiences, to spend more hours working off campus and to provide care for dependents at home. This could be considered the "value added" by the student's tenure at CSULA. On many questions, however, there was no difference between freshman and seniors. Moreover, on a few questions, the scores of seniors were below those of freshmen. For example, **freshmen reported better relationships with administrative personnel and offices, evaluated the quality of academic advising higher than seniors, evaluated the overall educational experience higher than seniors, reported that the campus provided social support for them and reported attending more campus events than seniors.** Responses in the areas of student services, advising and social supports may indicate areas in which CSULA needs to improve its services for transfer students.

Comparing CSULA to other Campuses. The NSSE provides three groups of comparison institutions. The first group (*Peers*) consists of campuses participating in the 2006 NSSE that are very similar to CSULA. The second group (*Masters*) consists of all campuses participating in the 2006 survey that are classified as masters degree granting institutions.

The third group (*NSSE*) consists of all campuses participating in the 2006 survey.¹ In this report, CSULA students are generally compared with their peers at similar institutions, unless otherwise noted.

In terms of comparisons to other institutions, students' ratings of CSULA are about equal to students' ratings at other institutions on a number of individual survey items (e.g., worked with faculty member on activities other than coursework, the number of written reports between 4-19 pages). On some items, **ratings of CSULA students are higher than students of other institutions, such as number of written papers of 20 pages or higher, speaking clearly and effectively, working with others, understanding people of other racial and ethnic backgrounds, working for pay off campus and commuting to class.** However, CSULA falls substantially below other institutions on some items, including students participating in culminating senior experiences such as capstone projects or portfolios, examining the strengths and weaknesses of their views on a topic, participating in co-curricular activities and evaluation of overall educational experience at this institution. Again, these point to areas for improvement.

Comparing CSULA Students to Peer Institutions on Benchmark Scales. A third way of interpreting the responses of CSULA students is to compare their scores on the five benchmark scales to those of students at other campuses. These scales indicate levels of academic challenge, active and collaborative learning, student-faculty interaction, enriching educational experiences, and supportive campus environment. Since the benchmark scales are derived from combinations of responses on individual survey questions, the same patterns can be observed for the scales as for the individual items.

For first-year students, CSULA appears to be performing better than other comparable institutions in terms of four scales: SCE, LAC, ACC and SFI. CSULA appears to be performing about as well as comparable institutions in terms of the level of Enriching Educational Experiences (EEE) scale.

For senior-level students, CSULA appears to be performing about as well as other comparable institutions on the SCE, LAC, ACL and SFI scales. It appears to be performing at a lower level than other similar institutions in terms of the EEE Scale

These findings from the NSSE serve to corroborate satisfaction evidence from the recent administration of the WASC survey to students on campus. Results from other CSULA surveys such as the annual survey of incoming freshmen and the periodic SNAPS also corroborate these findings.

Detailed NSSE Results

¹ In addition to comparing CSULA to other large, masters level institutions, the NSSE results also compare CSULA to the institutions scoring in the top 50% of all those participating in the survey, as well as those institutions scoring in the top 10% on the benchmark scales. However, those comparisons are not included in this report, since they include many private institutions and other campuses substantially dissimilar to CSULA.

The following sections discuss the five NSSE benchmark scales in greater detail. In theory, scores on all five scales could range from zero to 100; in actuality, scores reach neither the bottom nor the top of any of the scales. NSSE data reveal that CSULA does better on some of these measures of student engagement (such as level of academic challenge and active and collaborative learning) than others (Enriching Educational Experiences).

SUPPORTIVE CAMPUS ENVIRONMENT (SCE) BENCHMARK SCALE

The SCE scale is based on the assumption that students are more satisfied and perform better at colleges that are committed to student success and that cultivate positive working and social relations among different groups on campus. Scores can range from zero to 100 but the lowest scores are about 28 and the highest scores are about 92. The CSULA campus score is computed from freshman and senior responses to six questions that measure student perceptions of the quality and quantity of services provided by the campus to support academic success, non-academic responsibilities, and relationships with other students, administration, and family.

The average score (or weighted composite score) of CSULA freshmen on the SCE scale is 59.9. This is the highest score of CSULA freshman on the five NSSE scales. This score is compared to average freshman scores at other institutions participating in the 2006 NSSE that are very similar to CSULA (*Peers*), at all masters degree granting institutions participating in the 2006 NSSE (*Masters*), and at all participating institutions (*NSSE*). The average freshmen score at Peer institutions was 56.1; at all Masters institutions it was 59.6; and at all participating NSSE campuses it was 59.8 (Table 1). **In general, CSULA freshmen perceived a level of campus support higher than freshmen at other peer campuses.**

Table 1. Supportive Campus Environment (SCE) Scale Scores

	Freshmen	Seniors	Gain/loss
CSULA	59.9	53.3	-6.3
Peers	56.1	53	-3.1
Masters	59.6	57.1	-2.5
NSSE	59.8	56.8	-3.0

The average score of CSULA seniors of 53.3 was one of their highest scores across the five NSSE benchmark scales. Yet this average score shows a loss of about 6 points compared to the freshman score. This is the only NSSE benchmark scale score to show a decline from the freshman to the senior year at CSULA. This **decrease indicates that seniors feel they get less support and do not rate the quality of relationships with students, faculty and administrators as high as freshmen.** However, this pattern is evident in all of the comparison groups, including Peers (53), Masters (57.1), and NSSE (56.9). The decrease evident at CSULA is higher than the decrease observed at the other campuses participating in the 2006 NSSE.

The Supportive Campus Environment scale is based on six of the questions contained in the NSSE (details for the individual scale items are shown in Appendix 1). A closer examination

of each question reveals that CSULA freshmen score as well or better than their comparison groups on four of the six questions, and better than comparison group students on the other two questions. CSULA freshmen scored higher than peer groups on average rating of non-academic and social support by the university. Similarly, CSULA seniors score about as well or better than their comparison groups on five of the six questions, and not as well on the remaining one (relationships with administrative offices and personnel). Seniors scored better than the comparison group schools on average rating of quality of non-academic support. This indicates that **CSULA is providing a supportive campus environment for all students, especially in terms of non-academic and social support, but it could improve its administrative office and staff support for transfers.**

LEVEL OF ACADEMIC CHALLENGE (LAC) BENCHMARK SCALE

The LAC scale is based on the assumption that challenging creative and intellectual work is central to the quality of the educational institution and to student learning. Scores on this scale can range from zero to 100 but the lowest scores nationwide are about 29 and the highest scores nationwide are about 73. The CSULA campus score is computed from freshman and senior responses to eleven questions that measure student perceptions of the amount and nature of assigned academic work, the complexity of cognitive tasks presented to them, and the standards faculty members use to evaluate student performance.

The average score of CSULA freshmen on the LAC scale is 52.5; this is the second highest score for CSULA freshmen across the five NSSE benchmark scales. The average freshmen score at Peer institutions was 50.6; at all Masters institutions it was 51; and at all participating NSSE campuses it was 51.7 (Table 2). In general, **CSULA freshmen perceived a level of academic challenge greater than freshmen at similar campuses.**

Table 2. Level of Academic Challenge (LAC) Scale Scores

	Freshmen	Seniors	Gain
CSULA	52.5	55.8	3.3
Peers	50.6	55.5	4.9
Masters	51	55.3	4.3
NSSE	51.7	55.6	3.9

The average score of CSULA seniors on the LAC scale is 55.8. This is the highest of all the CSULA senior scores across the five NSSE benchmark scales. This score shows a gain of about 3 points over the CSULA freshman score. This increase can be considered to be the value added by the student's experiences at CSULA. **The average score of CSULA seniors is equal to seniors at peer institutions (55.5), all Masters degree institutions (55.3) and all institutions participating in the 2006 NSSE (55.6). While students show gains at CSULA between their freshman and senior years, the gains are not as great as those of students at other campuses from 4-5 point gain from freshman to senior).**

The Level of Academic Challenge scale is based on eleven of the questions contained in the NSSE (details for the individual scale items are shown in Appendix 2). A closer examination of each question reveals that CSULA freshmen score about as well or better as their

comparison groups on ten of the eleven questions, and not quite as well on one question. CSULA seniors score about as well as their comparison groups on ten of the eleven questions, and not quite as well on the remaining one. This indicates that CSULA is doing a good job in promoting student engagement through the level of academic challenge, especially for freshmen.

ACTIVE AND COLLABORATIVE LEARNING (ACL) BENCHMARK SCALE

The ACL scale is based on the assumption that students learn more when they are intensely involved in their education and are asked to think about and apply what they are learning in different settings. Collaborating with others in solving problems or mastering difficult materials prepares students to deal with the messy, unscripted problems they will encounter daily both during and after college. Scores on this scale can range from zero to 100 but the lowest scores are about 14 and the highest scores are about 71. The CSULA campus score is computed from freshman and senior responses to seven questions that measure student perceptions of their participation in learning. Students at CSULA attained their third-highest score on this NSSE benchmark scale.

The average score of CSULA freshmen on the ACL scale is 44.2. The average freshmen score at Peer institutions was 40.3; at all Masters institutions it was 41.1; and at all participating NSSE campuses it was 41.2 (Table 3). **In general, CSULA freshmen were significantly more engaged in active and collaborative learning as their freshman counterparts at other campuses, freshmen at master’s institutions and freshmen in all institutions participating in NSSE.**

Table 3. Active and Collaborative Learning (ACL) Scale Scores

	Freshmen	Seniors	Gain
CSULA	44.2	49.5	5.3
Peers	40.3	49.4	9.1
Masters	41.1	50.5	9.4
NSSE	41.2	50.1	8.9

The average score of CSULA seniors on the ACL scale is 49.5. This score shows a gain of more than 5 points over the CSULA freshman score. This increase can be considered to be the value added by the student's experiences at CSULA. The average score of CSULA seniors is equal to that of seniors at Peer institutions (49.4), all Masters degree institutions (50.5) and all institutions participating in the 2006 NSSE (50.1). **While students show gains at CSULA between their freshman and senior years (5 points), the gains are not as great as those of students at other campuses (average of 9 point gain).**

The Active and Collaborative Learning scale is based on seven of the questions contained in the NSSE (details for the individual scale items are shown in Appendix 3). A closer examination of each question reveals that CSULA freshmen score about as well as or higher than their comparison groups on all of the seven questions. In particular, they were more likely to make class presentations, to work with others students in class, to tutor or teach other students. CSULA seniors score about as well as their comparison groups on six out of seven

questions, and higher than the comparison group on the remaining item. This indicates that **CSULA is doing a good job in improving student engagement in terms of involving students in active and collaborative learning.**

STUDENT-FACULTY INTERACTION (SFI) BENCHMARK SCALE

The SFI scale is based on the assumption that where teachers serve as role models, mentors, and guides for continuous, life-long learning, students learn firsthand how experts think about and solve practical problems by interacting with faculty inside and outside the classroom. The scores on this scale range from zero to 100 but the lowest scores are about 11 and the highest scores are about 72. The CSULA campus score is computed from freshman and senior responses to six questions that measure student perceptions of their engagement with faculty concerning coursework, research projects, and career plans. CSULA freshmen scored the lowest on this scale of all the five NSSE benchmark scales; CSULA seniors scored the second-lowest on this scale.

The average score of CSULA freshmen on the SFI scale is 32.9. The average freshmen score at peer institutions was 29.5; at all Masters institutions it was 33; and at all participating NSSE campuses it was 32.8 (Table 4). **In general, CSULA freshmen perceived a higher level of student-faculty interaction than their peer group counterparts at other campuses.**

Table 4. Student-Faculty Interaction (SFI) Scale Scores

	Freshmen	Seniors	Gain
CSULA	32.9	35.8	3
Peers	29.5	36.5	7
Masters	33	40.6	7
NSSE	32.8	41.2	8

The average score of CSULA seniors on the SFI scale is 35.8. This score shows a gain of about 3 points over the CSULA freshman score. This increase can be considered to be the value added by the student's experiences at CSULA. However, the average score of CSULA seniors is about equal to that of seniors at Peer institutions (36.5). **While students show gains at CSULA between their freshman and senior years (about 3 points), the gains are not as great as those of students at other campuses (between 7-8 points).** These differences indicate a meaningful gap.

The Student-Faculty Interaction scale is based on six of the questions contained in the NSSE (details for the individual scale items are shown in Appendix 4). A closer examination of each question reveals that CSULA freshmen score higher than their counterparts at other campuses on three of the six questions, and about the same on the other three questions. **Freshmen scored higher than peers in talking about career plans with faculty, discussing ideas from class with faculty and receiving written or oral feedback from faculty.** CSULA seniors scored about the same as their counterparts at peer campuses on five items, and **scored lower than that of their counterparts on one question having to do with working on a research project with faculty.**

While 6% of freshmen reported working on a research project with a faculty member, 12% of seniors reported doing so. CSULA freshmen scored about the same as selected peers on this item. CSULA seniors scored slightly lower (.12) than peers (.16) on the item, which signifies a .06 gain from freshman to senior years. This is a lower gain compared to the average gain of selected peers (.12). **This indicates that CSULA could be doing more to improve student engagement and interaction with faculty at every level, particularly on research projects in the junior and senior years.**

ENRICHING EDUCATIONAL EXPERIENCES (EEE) BENCHMARK SCALE

The EEE scale is based on the assumption that academic programs should be augmented with complementary learning opportunities inside and outside the classroom. These include the opportunity to experience diversity; to use technology; and to participate in internships, community service, and capstone courses. Scores on this scale can range from zero to 100 but the lowest scores are about 8 and the highest scores are about 51. The CSULA campus score is computed from freshman and senior responses to twelve questions that measure student perceptions of their opportunities to learn valuable things about themselves and other cultures; to collaborate with peers and instructors; to synthesize, integrate, and apply their knowledge; and to make learning more meaningful and useful because what students know becomes a part of who they are. CSULA freshmen scored the second-lowest on this scale of all the five NSSE benchmark scales; CSULA seniors scored the lowest on this scale.

The average score of CSULA freshmen on the EEE scale is 26.5. The average freshman score at peer institutions was 26.9; at all Masters institutions it was 25.6; and at all participating NSSE campuses it was 27.1 (Table 5). **In general, CSULA freshmen were equally or more engaged in enriching educational experiences as their freshman counterparts at other campuses.**

The average score of CSULA seniors on the EEE scale is 31.4. This score shows a gain of 5 points over the CSULA freshman score. This increase can be considered to be the value added by the student's experiences at CSULA.

However, the average score of CSULA seniors is lower than that of seniors at peer institutions (37.1), all Masters degree institutions (37.2) and all institutions participating in the 2006 NSSE (39.9). While students show gains at CSULA between their freshman and senior years (5 points), the gains are not as great as those of students at other campuses (average gains from 9-13 points).

Table 5. Enriching Educational Experiences (EEE) Scale Scores

	Freshmen	Seniors	Gains
CSULA	26.5	31.4	5
Peers	26.9	37.1	9
Masters	25.6	37.2	12
NSSE	27.1	39.9	13

The Enriching Educational Experiences scale is based on twelve of the questions contained in the NSSE (details for the individual scale items are shown in Appendix 5). A closer examination of each question reveals that CSULA freshmen score about as well or better as their comparison groups on ten of the twelve questions, and not quite as well on two questions. CSULA freshmen were less likely than peers to participate in learning communities or in co-curricular activities.

CSULA seniors score as well or better than their comparison groups on four of the twelve questions, and not quite as well on the remaining eight. Seniors were more likely than their peers to have conversations with students of different ethnicities, and to participate in learning communities. Seniors were less likely than peers to participate in co-curricular activities, take a practicum, internship or field experience, do community service, take an independent study or foreign language coursework. **They were much less likely (.19 compared to .31 at peer institutions) to have a culminating senior experience, such as a capstone project, senior project or comprehensive exam.** An area in which freshmen and seniors scored better than their peers was encouraging contact among students from different backgrounds. These findings indicates that **CSULA could be doing more to improve student engagement by offering enriching educational experiences to students at all levels and by offering culminating experiences to seniors.**

Using NSSE Results

Since the questions on the NSSE all point to actions that have been demonstrated by prior research to promote high quality undergraduate student outcomes, findings from the 2006 NSSE can be used to identify areas in which improvements can be made. The campus community is encouraged to discuss these results for the purpose of supporting student success across all dimensions of academic endeavor.

APPENDICES

APPENDIX 1. SUPPORTIVE CAMPUS ENVIRONMENT (SCE) SCALE ITEMS

- Campus environment provides you the support you need to help you succeed academically
- Campus environment helps you cope with your non-academic responsibilities (work, family)
- Campus environment provides the support you need to thrive socially
- Quality of relationships with other students
- Quality of relationships with faculty members
- Quality of relationships with administrative personnel and offices

APPENDIX 2. LEVEL OF ACADEMIC CHALLENGE (LAC) SCALE ITEMS

- Preparing for class (studying, reading, writing, etc related to academic program)
- Number of assigned texts, books or book-length packs of course readings
- Number of written papers or report of 20 pages or more; number of written papers or reports of between 5-19 pages and number of written papers or reports of fewer than 5 pages
- Coursework emphasizing analysis of the basic elements of an idea, experience or theory
- Coursework emphasizing synthesis and organizing of ideas, information or experiences into new, more complex interpretations and relationships
- Coursework emphasizing the making of judgments about the value of information, arguments or methods
- Coursework emphasizing application of theories or concepts to practical problems or in new situations
- Working harder than you thought you could be meet an instructor's standards or expectations
- Campus environment emphasizing time studying and on academic work

APPENDIX 3. ACTIVE AND COLLABORATIVE LEARNING (ACL) SCALE ITEMS

- Asked questions in class or contributed to class discussions
- Made a class presentation
- Worked with other students on projects during class
- Worked with classmates outside of class to prepare class assignments
- Tutored or taught other students
- Participated in a community-based project as part of a regular course
- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc)

APPENDIX 4. STUDENT-FACULTY INTERACTION (SFI) SCALE ITEMS

- Discussed grades or assignment with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from your readings or classes with faculty members outside of class
- Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc)
- Received prompt written or oral feedback from faculty on your academic performance
- Worked with a faculty member on a research project outside of course or program requirements.

APPENDIX 5. ENRICHING EDUCATIONAL EXPERIENCES (EEE) SCALE ITEMS

- Participating in co-curricular activities (organizations, publications, students government etc)
- Practicum, internship, field experience, clinical assignment
- Community service or volunteer work
- Foreign language coursework and study abroad
- Independent study or self-designed major
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc)
- Serious conversations with students of different religious beliefs, political opinions or personal values
- Serious conversations with students of a different race or ethnicity
- Using electronic technology to discuss or complete an assignment
- Campus environment encourages contact among students from different economic, social and racial/ethnic backgrounds
- Participate in a learning community or some other program in which groups of students take two or more classes together.