



Major Field Report 2023

Northern Michigan University

NSSE data identify strengths and weaknesses in reference to comparison institutions, yet institution-level comparisons may not capture important variation in student engagement that may exist among key subpopulations such as major-field groups. NSSE urges institutions to “look within,” calling attention to the need to examine variation in the student experience. The dashboards in this interactive report facilitate a deeper dive into your students’ responses by customizable groups of related majors.

About Your Major Field Report

Sample

This report uses data from all 2022 and 2023 respondents who provided a major on the survey. Targeted and locally administered oversamples and other non-randomly selected students are not included.

Majors

Students’ first and second majors are included in results.

Class level

Results are presented separately by institution-reported class level. Keep in mind that majors are student-reported. First-year students may report intended majors that have not yet been declared. Also, much of the first-year experience may take place outside of the major field. For these reasons, first-year results by major should be interpreted with caution.

Technical notes

Related-major groups with < 5 respondents in a given class are not reported (columns are blank). Likewise, customized comparison groups must have at least 5 institutions. Results require a sufficient number of respondents per group to produce a reliable estimate. Due to the disaggregation by student-reported major, results are unweighted.

Start by Customizing Major Groups

Select the Define Groups button at right to customize up to ten major groups and apply student- and institution-level filters. Next, visit any dashboard linked below to explore your Engagement Indicators (EI) and other results. Because the dashboards draw from a very large dataset and apply multiple filters, page loading may be slow at times. If dashboards have trouble fully loading, try refreshing the page.

[Define Groups](#)

Within-Institution Dashboards

View your students’ responses across groups of related majors side-by-side within your institution only. Select the buttons below or see the “W:” tabs at top.

[EI and Other Scale Summaries](#)

[Individual EI and Other Scale Results](#)

[High-Impact Practices](#)

[Additional Academic Challenge Items](#)

[Time Spent in Selected Activities](#)

Between-Institution Dashboards

Compare your students’ responses to those in the same groups of majors at customizable groups of institutions. Select the buttons below or see the “B:” tabs at top.

[EI and Other Scale Comparisons](#)

[High-Impact Practice Comparisons](#)

[Additional Challenge Item Comparisons](#)

[Time Spent in Selected Activities](#)

All Items and Scales Dashboard

View all NSSE items and scales on a single page, one major group at a time, along with your customized comparison group.

[All NSSE Items and Scales](#)

Video Tutorial

Take a 12-minute video tour of the Major Field Report:
<https://youtu.be/qAWGECkIKcl?si=PCIp9N9BhtPAKHwb>

Questions or feedback?

Comments, questions, and ideas for improving these dashboards are appreciated.
Click here: <https://go.iu.edu/4fk3>

Major Field Report 2023: Within-Institution Results Northern Michigan University Define Groups: Customize Your Results

Customize your results using the pull-down menus below. In section A, select a class level. In section B, identify the majors to be included in up to 10 groups. Students' self-reported majors were assigned to a standard list of 138 majors. Groups are preloaded with NSSE's default categories. The number of respondents in each selected major is indicated. Only majors with at least one respondent are shown. In section C, filter by student-level variables which apply to all dashboards. In section D, filter by institutional characteristics to define a comparison group for the between-institution results.

Results require at least five students per major group (when less than five, the counts are shown in red); comparison group selections require at least five institutions. Filters will reduce counts and some majors may drop from the list. Return to this dashboard as desired to adjust selections.

To reset all selections to defaults, close this browser window and reopen your report via your NSSE Interface link. To reset only sections C and D, select "Reset C & D Filters" at bottom.

A. Select class level

First-year
 Senior

Total counts* before filters:

First-year	110	*Limited to those who identified at least one major on the survey.
Senior	278	

Start

B. Customize up to 10 major groups (preloaded with NSSE default categories—see <https://go.iu.edu/4DQs>)

Group 1:	Group 2:	Group 3:	Group 4:	Group 5:
Multiple values	Multiple values	Multiple values	Multiple values	Multiple values
1. Arts, fine and appl.. 11	16. Biology (general) 5	36. Computer science 2	43. Anthropology 3	53. Accounting 2
4. English (language .. 3	17. Agriculture 1	38. Mathematics 1	49. Political science 2	54. Business admini.. 3
6. Spanish (language.. 1	18. Biochemistry or .. 1	Group Total 3	50. Psychology 8	55. Entrepreneurial .. 1
8. History 4	22. Environmental sc.. 4		51. Sociology 2	57. Hospitality and t.. 1
11. Philosophy 1	28. Physiology and d.. 1		Group Total 14	61. Marketing 1
13. Theater or drama 3	29. Zoology 5			64. Other business 1
14. Other fine and pe.. 1	30. Other agriculture.. 1			Group Total 9
Group Total 23	31. Other biological s.. 2			
	Group Total 20			

Group 6:	Group 7:	Group 8:	Group 9:	Group 10:
Multiple values	Multiple values	Multiple values	Multiple values	Multiple values
66. Broadcast commu.. 1	76. Elementary, mid.. 8	94. Mechanical engine.. 2	103. Kinesiology 5	115. Criminal justice 6
67. Journalism 1	78. Music or art educ.. 1	Group Total 2	105. Nursing 3	117. Forensics 1
Group Total 2	80. Secondary educa.. 5		108. Occupational the.. 1	119. Law 2
	81. Social studies ed.. 1		112. Speech therapy 2	123. Social work 1
	82. Special education 1		113. Veterinary scien.. 1	Group Total 10
	83. Other education 2		Group Total 12	
	Group Total 18			

C. Customize student backgrounds and experiences (applies to all dashboards)

Race/ethnicity (U.S. only) All	Ethnicity (Canada only) All	Gender identity All	Sexual orientation All
First-generation status All	International status All	Enrollment status All	Age All
Transfer status All	Course modality All		

D. Customize comparison institutions (applies to comparison group results)

Carnegie class. (U.S. only) All	Control (U.S. only) All
U.S. region and Canada All	Undergrad. enroll. (U.S. on.. All
HBCU status (U.S. only) All	HSI status (U.S. only) All

Total counts* after filters:

First-year	110
Senior	278

Reset C & D Filters

NSSE admin. year
All

Total comparison institutions after filters: 855



Major Field Report 2023: Within-Institution Results Northern Michigan University Summary of Engagement Indicators and Other Scales

A summary of scales for all majors combined, and for each related-major group identified on the Define Groups page. Student-level filters, if used, also apply. Blank columns represent groups with < 5 respondents. Keep in mind that results require a sufficient number of respondents per group to produce a reliable estimate.

Start

Define Groups

First-year First-year

Engagement Indicators		All Majors	Major Group 1	Major Group 2	Major Group 3	Major Group 4	Major Group 5	Major Group 6	Major Group 7	Major Group 8	Major Group 9	Major Group 10
Higher-Order Learning	Mean	36.5	36.7	39.8		43.8	33.3		32.1		32.1	39.0
	Count	108	23	20		13	9		17		12	10
Reflective & Integrative Learning	Mean	36.8	39.9	39.0		39.6	32.1		33.2		31.7	36.3
	Count	110	23	20		14	9		18		12	10
Learning Strategies	Mean	37.3	34.2	42.3		38.1	31.1		38.5		35.6	43.3
	Count	110	23	20		14	9		18		12	10
Quantitative Reasoning	Mean	25.6	25.5	30.0		25.2	23.7		22.2		25.6	29.3
	Count	109	22	20		14	9		18		12	10
Collaborative Learning	Mean	29.5	25.7	33.5		28.9	28.9		30.3		25.8	34.0
	Count	109	23	20		14	9		17		12	10
Discussions With Diverse Others	Mean	37.2	37.2	39.5		40.7	31.7		38.3		30.0	39.5
	Count	110	23	20		14	9		18		12	10
Student-Faculty Interaction	Mean	21.2	22.4	18.1		16.8	25.6		20.3		22.1	30.0
	Count	108	23	18		14	9		18		12	10
Effective Teaching Practices	Mean	37.2	37.0	38.0		37.1	29.8		37.8		40.0	37.2
	Count	110	23	20		14	9		18		12	10
Quality of Interactions	Mean	44.2	43.9	43.1		42.5	39.2		44.5		44.4	51.0
	Count	104	23	20		12	9		17		11	8
Supportive Environment	Mean	33.7	34.1	35.1		35.5	34.7		32.8		28.5	38.8
	Count	110	23	20		14	9		18		12	10
Other Scales												
Sense of Belonging	Mean	38.8	40.0	41.7		37.4	31.9		37.4		37.8	43.3
	Count	109	23	20		13	9		18		12	10
Perceived Gains	Mean	31.5	32.3	35.2		30.9	24.4		29.8		28.5	39.8
	Count	110	23	20		14	9		18		12	10

Notes—Visit the Define Groups page to adjust related-major groups and to edit student-level filters. Cells with zero responses are blank, and entire columns with < 5 respondents are blank. Results are unweighted.

Student filters applied: Race/eth. (US): All; Race/eth. (CA): All; Sex. orient.: All; Gender: All; First-gen.: All; Transfer: All; International: All; Enroll.: All; Age: All; Courses: All.

Major Field Report 2023: Within-Institution Results Northern Michigan University Engagement Indicators, Sense of Belonging, and Perceived Gains

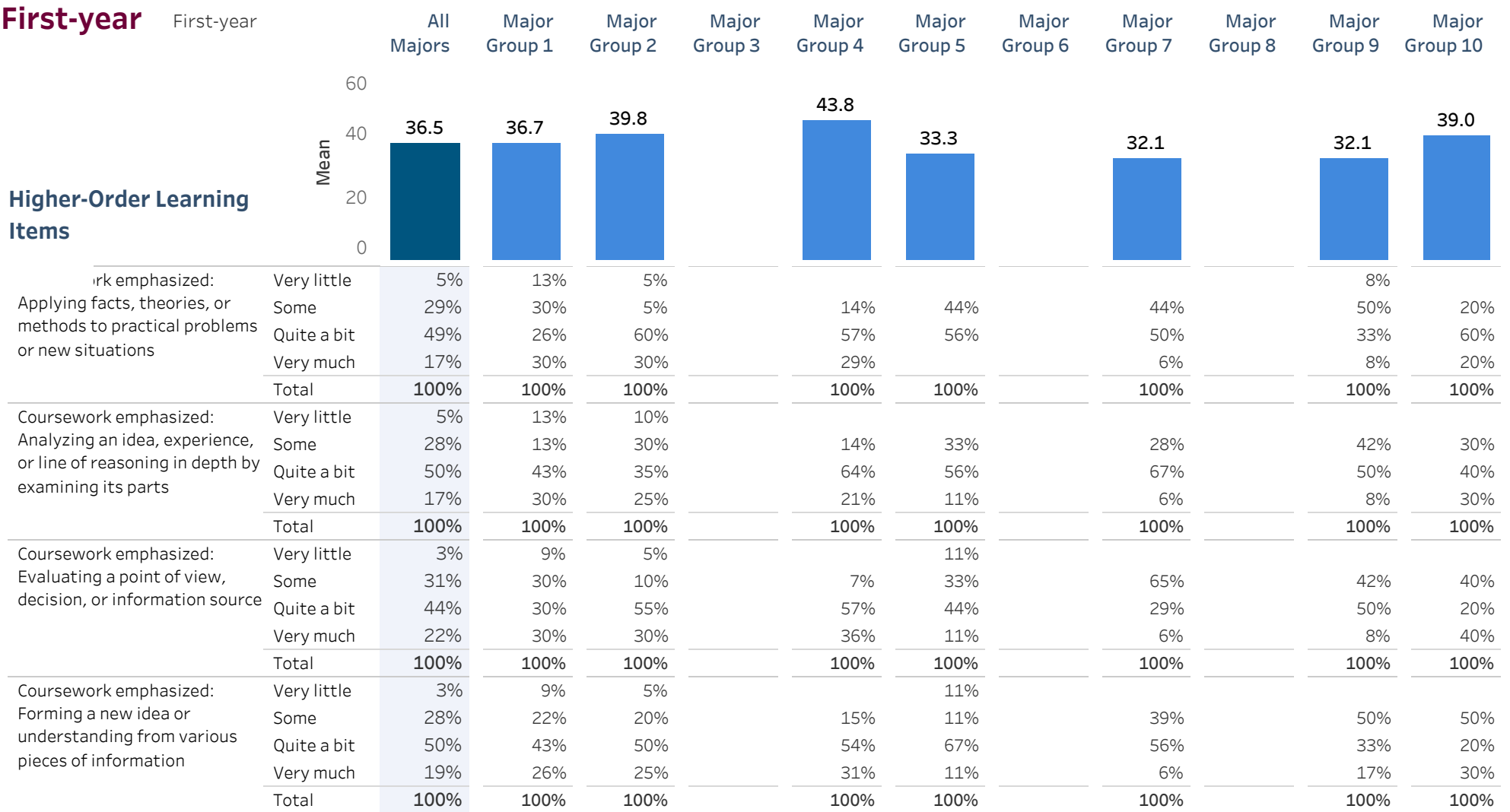
This page displays the individual Engagement Indicators, Sense of Belonging scale, and Perceived Gains scale—along with their component item frequencies—for all related-major categories identified in the “Define Groups” dashboard. Use the selection filter to change the content being displayed. Student-level filters, if used, also apply. Visit the Define Groups page to edit related-major groups and other student-level filters. Cells with zero responses and entire columns with < 5 respondents are blank. Keep in mind that results require a sufficient number of respondents per group to produce a reliable estimate. See note at bottom for the list of applied student-level filters. Results are unweighted.

Select content to display:
Higher-Order Learning

Displaying:
Higher-Order Learning

Start
Define Groups

First-year First-year





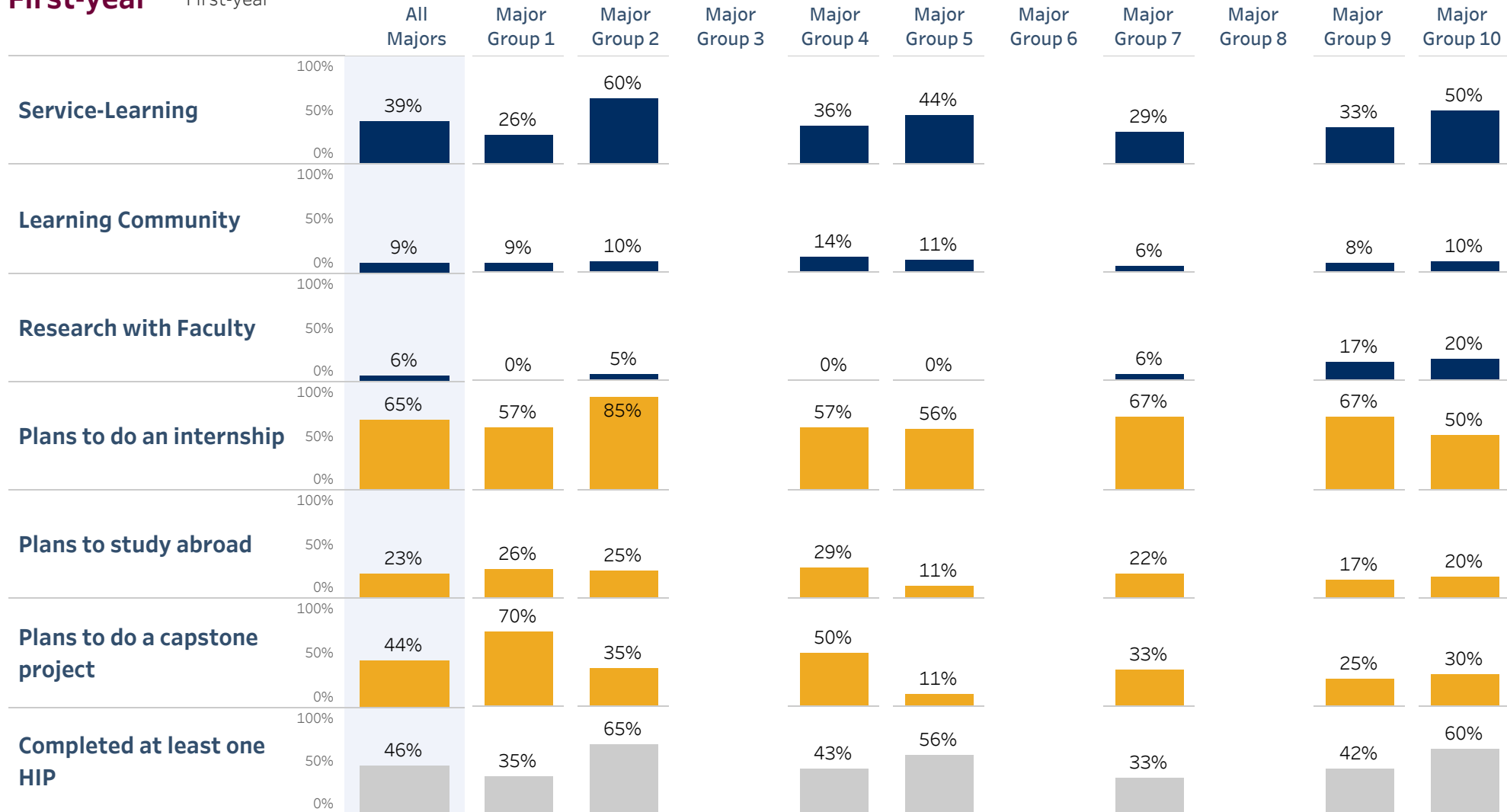
Major Field Report 2023: Within-Institution Results Northern Michigan University High-Impact Practices

This page displays the percentage who participated (FY or senior) or planned to participate (FY only) in a HIP, and who participated overall (at least one for FY, two+ for seniors). For FY students, internship and field experiences, study abroad, and capstone experiences show the percentages who responded "plan to do." For seniors, all results show the participation percentage. Keep in mind that results require a sufficient number of respondents per group to produce a reliable estimate.

Start

Define Groups

First-year First-year



Notes—Visit the Define Groups page to adjust major groups and other student filters. Cells with zero responses are blank; figures with < 5 respondents are entirely blank. Participation for service-learning is the percentage who responded that at least "some" courses included a community-based project. Results are unweighted.

Student filters applied: Race/eth. (US): All; Race/eth. (CA): All; Sex. orient.: All; Gender: All; First-gen.: All; Transfer: All; International: All; Enroll.: All; Age: All; Courses: All.

Major Field Report 2023: Within-Institution Results Northern Michigan University Time Spent on Selected Activities

This page displays the estimated amount of time students spent in various activities outside of the classroom. Understanding how students allocate their time among academic work, employment, and other activities and commitments offers insight into both student support needs and programmatic differences in expectations and requirements. Keep in mind that results require a sufficient number of respondents per group to produce a reliable estimate.

Start

Define Groups

First-year

First-year



Notes—Visit the dashboard “Define Groups” to adjust major groups and filter by student characteristics. Charts with < 5 respondents are blank. Time-use values are estimates based on responses to items with categorical ranges. Results are unweighted.

Student filters applied: Race/eth. (US): All; Race/eth. (CA): All; Sex. orient.: All; Gender: All; First-gen.: All; Transfer: All; International: All; Enroll.: All; Age: All; Courses: All.

Major Field Report 2023: Within-Institution Results

Northern Michigan University

Academic Challenge: Additional Results

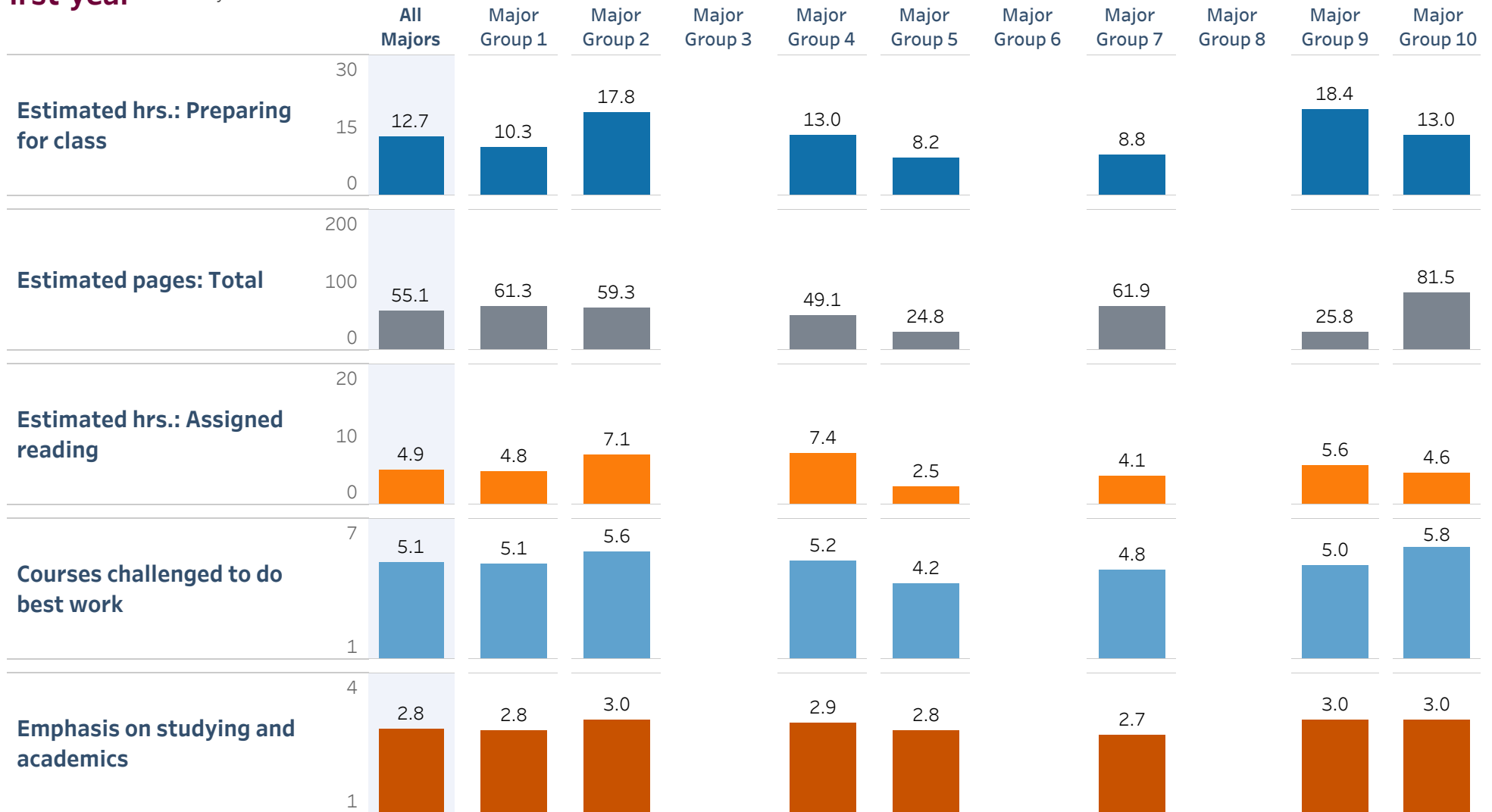
The Academic Challenge theme contains four Engagement Indicators as well as several important individual items. The results presented here provide an overview of these individual items for each of the related-major categories identified in the "Define Groups" dashboard. Student-level filters, if used, also apply. Keep in mind that results require a sufficient number of respondents per group to produce a reliable estimate.

Start

Define Groups

First-year

First-year



Notes—Visit the Define Groups page to adjust major groups and other student filters. Cells with zero respondents are blank; figures with < 5 respondents are entirely blank. Results are unweighted.

Student filters applied: Race/eth. (US): All; Race/eth. (CA): All; Sex. orient.: All; Gender: All; First-gen.: All; Transfer: All; International: All; Enroll.: All; Age: All; Courses: All.

Results for Engagement Indicators, Sense of Belonging, and Perceived Gains are shown for your students and the comparison group. Use the pull-down menus to change the displayed content areas and major group. Visit the Define Groups page to edit major groups and student- and institution-level filters. See page bottom for the list of applied filters. Cells with 0 responses are blank; columns with < 5 respondents are entirely blank, as are comparison groups with < 5 institutions. Keep in mind that results require a sufficient number of respondents per group to produce a reliable estimate. Results are unweighted.

Select scales and item sets:
Higher-Order Learning / Reflective & Integrative Learning

Select a major group:
All Majors

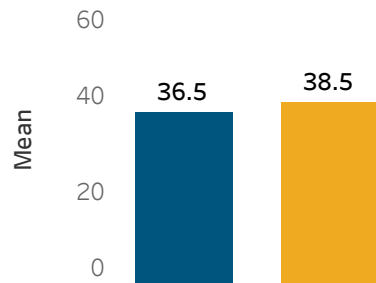
Displaying:
All Majors

Start

Define Groups

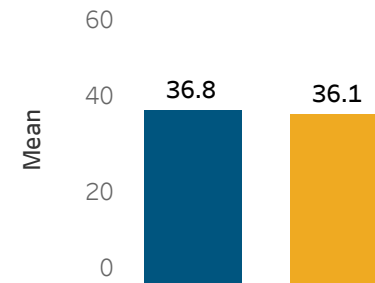
First-year First-year

Higher-Order Learning



Coursework emphasized:	Very little	Some	Quite a bit	Very much	Total
Applying facts, theories, or methods to practical problems or new situations	5%	29%	49%	17%	100%
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	5%	28%	50%	17%	100%
Evaluating a point of view, decision, or information source	3%	31%	44%	22%	100%
Forming a new idea or understanding from various pieces of information	3%	28%	50%	19%	100%

Reflective & Integrative Learning



How often:	Never	Sometimes	Often	Very often	Total
Combined ideas from different courses when completing assignments	5%	36%	45%	14%	100%
Connected your learning to societal problems or issues	6%	33%	35%	25%	100%
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	10%	26%	42%	22%	100%
Examined the strengths and weaknesses of your own views on a topic or issue	3%	31%	50%	16%	100%
Tried to better understand someone else's views by imagining how an issue looks from their perspective	2%	23%	57%	18%	100%
Learned something that changed the way you understand an issue or concept	2%	30%	50%	18%	100%
Connected ideas from your courses to your prior experiences and knowledge	1%	18%	54%	27%	100%

■ NMU
■ Comparison Group

Respondent Counts by Major

NMU Majors

1. Arts, fine and applied	11
4. English (language and lite..	3
6. Spanish (language and lit..	1
8. History	4
11. Philosophy	1
13. Theater or drama	3
14. Other fine and performin..	1
16. Biology (general)	5
17. Agriculture	1
18. Biochemistry or biophys..	1
22. Environmental science/s..	4
28. Physiology and develop..	1
29. Zoology	5
30. Other agriculture and na..	1
31. Other biological sciences	2
36. Computer science	2
38. Mathematics	1
43. Anthropology	3
49. Political science	2

Comparison Group Majors

1. Arts, fine and applied	5,096
2. Architecture	1,311
3. Art history	379
4. English (language and..	3,645
5. French (language and ..	364
6. Spanish (language an..	707
7. Other language and lit..	1,027
8. History	2,276
9. Humanities (general)	151
10. Music	1,709
11. Philosophy	938
12. Religion	231
13. Theater or drama	1,528
14. Other fine and perfo..	2,091
15. Other humanities	546
16. Biology (general)	10,338
17. Agriculture	596
18. Biochemistry or biop..	2,602

Student filters: Race/eth. (US): All; Race/eth. (Can.): All; Sex. orient.: All; Gender: All; First-gen.: All; Transfer: All; International: All; Enroll.: All; Age: All; Courses: All.

Comp. group filters: Carnegie class.All; Control: All; Size: All; Region/Canada: All; HBCU: All; HSI: All; Year: All.

Major Field Report 2023—Between-Institution Results

Northern Michigan University

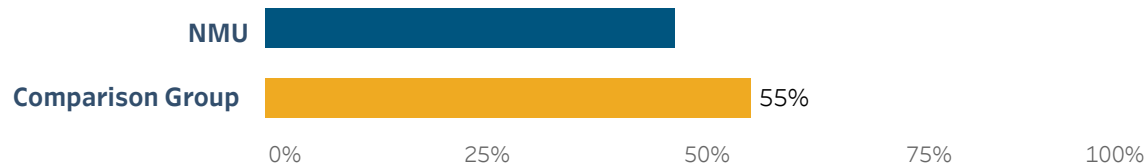
High-Impact Practices

This page displays the percentage of your students who participated (first-year or senior) or planned to participate (FY only) in a **High-Impact Practice**, alongside results for your customized comparison group and the percentage who participated overall (at least one for FY students, two or more for seniors). For FY students, internships, study abroad, and capstone experiences show "plan to do." For seniors, all results show the participation percentage. Keep in mind that results require a sufficient number of respondents per group to produce a reliable estimate.

Select a major group: All Majors Displaying: **All Majors** [Define Groups](#) [Start](#)

First-year First-year

Completed at least one HIP






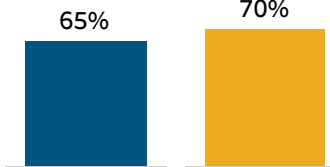

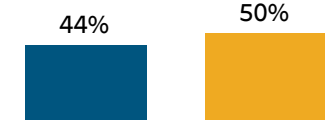
Respondent Counts by Major

NMU Majors

1. Arts, fine and applied	11
4. English (language and lite..	3
6. Spanish (language and lit..	1
8. History	4
11. Philosophy	1
13. Theater or drama	3
14. Other fine and performin..	1
16. Biology (general)	5
17. Agriculture	1
18. Biochemistry or biophysi..	1
22. Environmental science/s..	4
28. Physiology and develop..	1
29. Zoology	5
30. Other agriculture and na..	1
31. Other biological sciences	2

Comparison Group Majors

1. Arts, fine and applied	5,096
2. Architecture	1,311
3. Art history	379
4. English (language and..	3,645
5. French (language and ..	364
6. Spanish (language an..	707
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11. Philosophy	938
12. Religion	231
13. Theater or drama	1,528
14. Other fine and perfo..	2,091
15. Other humanities	546

		NMU	Comparison Group		
Participate in a service-learning course	None	61%	50%		
	Some	33%	40%		
	Most	6%	8%		
	All	1%	2%		
	Total	100%	100%		
Participate in a learning community	Done or in progress	9%	11%		
	Plan to do	15%	27%		
	Do not plan to do	29%	27%		
	Have not decided	46%	35%		
	Total	100%	100%		
Participate in undergraduate research	Done or in progress	6%	5%		
	Plan to do	25%	34%		
	Do not plan to do	24%	24%		
	Have not decided	46%	38%		
	Total	100%	100%		
Participate in internship, field exp., etc.	Done or in progress	6%	8%		
	Plan to do	65%	70%		
	Do not plan to do	3%	7%		
	Have not decided	26%	15%		
	Total	100%	100%		
Participate in a study abroad program	Done or in progress	3%	3%		
	Plan to do	23%	35%		
	Do not plan to do	37%	33%		
	Have not decided	37%	30%		
	Total	100%	100%		
Complete a capstone project	Done or in progress	1%	2%		
	Plan to do	44%	50%		
	Do not plan to do	10%	13%		
	Have not decided	45%	35%		
	Total	100%	100%		

Notes—Visit the Define Groups page to edit major groups and other filters. Items with 0 respondents are blank, as are figures with < 5 respondents and comp. groups with < 5 institutions. Results are unweighted.

* Participation in service-learning is the percentage who responded that at least "some" courses included a community-based project.

**For first-year students, column charts show the percentages who responded "plan to do."

Student filters: Race/eth. (US): All; Race/eth. (Can.): All; Sex. orient.: All; Gender: All; First-gen.: All; Transfer: All; International: All; Enroll.: All; Age: All; Courses: All.

Comp. group filters: Carnegie class.All; Control: All; Size: All; Region/Canada: All; HBCU: All; HSI: All; Year: All.

Major Field Report 2023—Between-Institution Results Northern Michigan University Additional Academic Challenge Items

The Academic Challenge theme contains four Engagement Indicators as well as several important individual items. Results below show the mean score for your students alongside those of students at the comparison group institutions. Keep in mind that results require a sufficient number of respondents per group to produce a reliable estimate.

Select a major group: All Majors

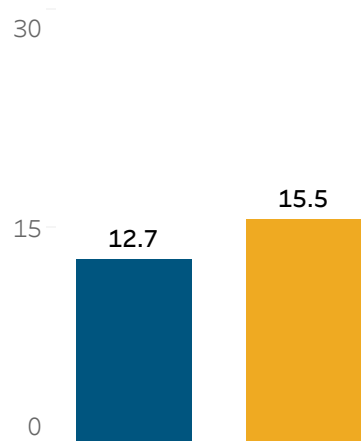
Displaying: **All Majors**

[Define Groups](#)

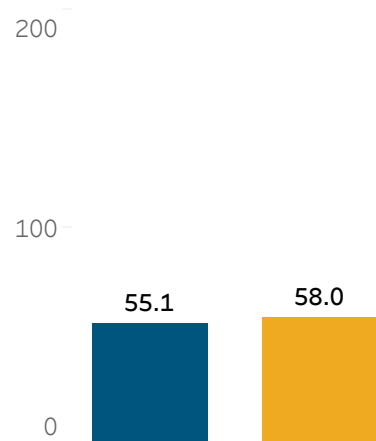
[Start](#)

First-year First-year

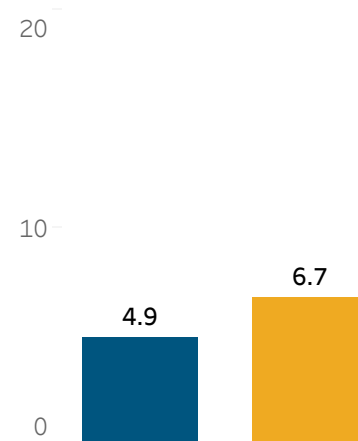
Time Spent Preparing for Class (hours/week)



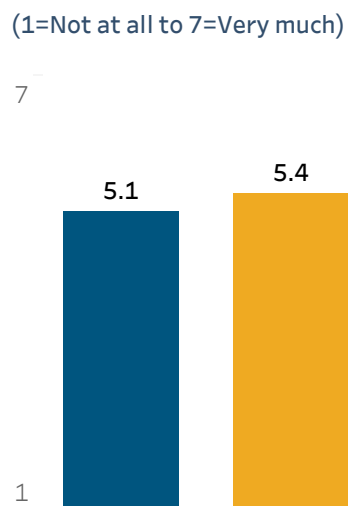
Estimated Total Pages of Assigned Writing, Current Year



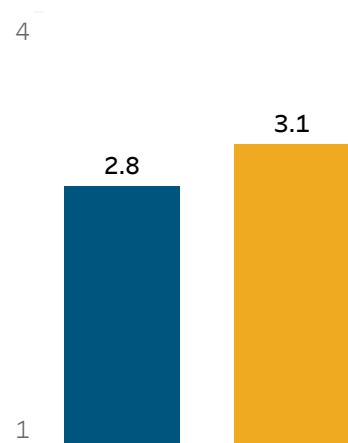
Average Hours per Week on Course Reading



How Challenged Were Students to Do Their Best Work?
(1=Not at all to 7=Very much)



Emphasis on Studying and on Academic Work
(1=Very little, 2=Some, 3=Quite a bit, 4=Very much)



NMU ■
Comparison Group ■

Respondent Counts by Major

NMU Majors

1. Arts, fine and applied	11
4. English (language and lite..	3
6. Spanish (language and lit..	1
8. History	4
11. Philosophy	1
13. Theater or drama	3
14. Other fine and performin..	1
16. Biology (general)	5
17. Agriculture	1
18. Biochemistry or biophysi..	1
22. Environmental science/s..	4
28. Physiology and develop..	1
29. Zoology	5
30. Other agriculture and na..	1
31. Other biological sciences	2
36. Computer science	2

Comparison Group Majors

1. Arts, fine and applied	5,096
2. Architecture	1,311
3. Art history	379
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10. Music	1,709
11. Philosophy	938
12. Religion	231
13. Theater or drama	1,528
14. Other fine and perfo..	2,091
15. Other humanities	546
16. Biology (general)	10,338

Notes—Visit the Define Groups page to adjust major groups, change the class level, and filter by student and institution characteristics. Figures with < 5 respondents are blank, as are comparison groups with < 5 institutions. Results are unweighted.

Student filters: Race/eth. (US): All; Race/eth. (Can.): All; Sex. orient.: All; Gender: All; First-gen.: All; Transfer: All; International: All; Enroll.: All; Age: All; Courses: All.

Comp. group filters: Carnegie class.All; Control: All; Size: All; Region/Canada: All; HBCU: All; HSI: All; Year: All.

Major Field Report 2023—Between-Institution Results Northern Michigan University Time Spent in Selected Activities

Understanding how students allocate time among academic work, employment, and other activities and commitments offers insight into both student support needs and programmatic differences in expectations and requirements. Keep in mind that results require a sufficient number of respondents per group to produce a reliable estimate.

Select a major group: All Majors
Displaying: **All Majors**

Define Groups

Start

First-year First-year

	NMU	Comparison Group
Estimated hrs.: Preparing for class	12.7	15.5
Estimated hrs.: Co-curricular activities	4.6	5.2
Estimated hrs.: Total working for pay	8.4	8.3
Estimated hrs.: Community service	1.8	2.1
Estimated hrs.: Relaxing and socializing	13.9	12.3
Estimated hrs.: Caring for dependents	1.1	2.9
Estimated hrs.: Commuting	3.3	4.3

Respondent Counts by Major

NMU Majors

1. Arts, fine and applied	11
4. English (language and lite..	3
6. Spanish (language and lit..	1
8. History	4
11. Philosophy	1
13. Theater or drama	3
14. Other fine and performin..	1
16. Biology (general)	5
17. Agriculture	1
18. Biochemistry or biophysi..	1
22. Environmental science/s..	4
28. Physiology and develop..	1
29. Zoology	5
30. Other agriculture and na..	1
31. Other biological sciences	2

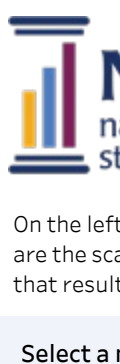
Comparison Group Majors

1. Arts, fine and applied	5,096
2. Architecture	1,311
3. Art history	379
4. English (language and..	3,645
5. French (language and ..	364
6. Spanish (language an..	707
7. Other language and lit..	1,027
8. History	2,276
9. Humanities (general)	151
10. Music	1,709
11. Philosophy	938
12. Religion	231
13. Theater or drama	1,528
14. Other fine and perfo..	2,091
15. Other humanities	546

Notes—Visit the Define Groups page to adjust major groups, change the class level, and filter by student and institution characteristics. Figures with < 5 respondents are blank, as are comparison groups with fewer than five institutions. Results are unweighted.

Student filters: Race/eth. (US): All; Race/eth. (Can.): All; Sex. orient.: All; Gender: All; First-gen.: All; Transfer: All; International: All; Enroll.: All; Age: All; Courses: All.

Comp. group filters: Carnegie class.All; Control: All; Size: All; Region/Canada: All; HBCU: All; HSI: All; Year: All.



On the left is a long table of all individual item frequencies on NSSE, grouped by topic areas such as Engagement Indicators, High-Impact Practices, Sense of Belonging, etc. In the middle section are the scale scores for Engagement Indicators, Sense of Belonging, and Perceived Gains. The right side lists the selected majors for your institution and the comparison group. Keep in mind that results require a sufficient number of respondents per group to produce a reliable estimate.

Select a major group: All Majors Displaying: All Majors Define Groups Start

First-year First-year

All Item Frequencies	Comparison		Comparison		Respondent Counts by Major	
	NMU	Group	NMU	Group	NMU Majors	
Participate in a service-learning course	None	61%	50%	36.5	38.5	1. Arts, fine and applied
	Some	3%	4%			2. Architecture
	Always	6%	8%			3. Art history
Participate in a learning community	Done or in progress	9%	11%	36.8	36.1	4. English (language and lit.)
	Plan to do	15%	27%			5. Spanish (language and lit.)
	Have not decided	29%	27%			6. History
Participate in undergraduate research	Done or in progress	6%	5%	25.6	28.5	7. Other language and lit.
	Plan to do	25%	34%			8. History
	Have not decided	24%	24%			9. Humanities (general)
Participate in internship, field exp., etc.	Done or in progress	6%	8%	37.3	38.1	10. Music
	Plan to do	65%	70%			11. Philosophy
	Have not decided	3%	7%			12. Religion
Participate in a study abroad program	Done or in progress	3%	3%	29.5	31.0	13. Theater or drama
	Plan to do	37%	35%			14. Other fine and perform.
	Have not decided	37%	35%			15. Other biological sci.
Complete a capstone project	Done or in progress	1%	2%	37.2	38.5	16. Biology (general)
	Plan to do	44%	50%			17. Agriculture
	Have not decided	10%	13%			18. Biochemistry or biophys.
Applying facts... to new situations	Very little	5%	3%	21.2	20.3	19. Biomedical science
	Some	29%	24%			20. Botany
	Quite a bit	49%	46%			21. Cell and molecular biol.
Analyzing an idea... examining its parts	Very little	5%	4%	37.2	37.8	22. Environmental sci.
	Some	28%	26%			23. Marine science
	Quite a bit	50%	45%			
Evaluating a point of view, etc.	Very little	3%	4%	44.2	42.6	
	Some	31%	26%			
	Quite a bit	44%	45%			
Forming a new idea, etc.	Very little	3%	4%	33.7	34.0	
	Some	28%	25%			
	Quite a bit	50%	46%			
Combined ideas from different courses	Never	19%	25%	38.8	40.5	
	Sometimes	36%	37%			
	Often	45%	38%			
Connected learning to societal issues	Never	6%	9%	31.5	34.5	
	Sometimes	33%	36%			
	Often	35%	36%			
Included diverse ideas in coursework	Never	10%	12%			
	Sometimes	26%	35%			
	Often	42%	35%			
Examined strength/weakness of your views	Never	2%	3%			
	Sometimes	31%	31%			
	Often	50%	45%			
Tried to understand another's views	Never	2%	3%			
	Sometimes	23%	26%			
	Often	57%	47%			
Changed understanding of an issue	Never	2%	3%			
	Sometimes	30%	28%			
	Often	50%	46%			
Connected ideas to prior experiences	Never	1%	1%			
	Sometimes	18%	19%			
	Often	54%	49%			
Analyzed numerical information	Never	8%	12%			
	Sometimes	52%	37%			
	Often	27%	36%			
Used numeric info on real-world issue	Never	22%	19%			
	Sometimes	28%	29%			
	Often	10%	12%			
Evaluated conclusions from numeric info	Never	18%	18%			
	Sometimes	25%	30%			
	Often	4%	11%			
Identified key information in readings	Never	1%	2%			
	Sometimes	48%	47%			
	Often	21%	26%			
Reviewed notes after class	Never	5%	5%			
	Sometimes	33%	36%			
	Often	30%	29%			
Summarized course learning	Never	2%	5%			
	Sometimes	35%	40%			
	Often	25%	25%			
Asked another student for help	Never	7%	12%			
	Sometimes	45%	40%			
	Often	11%	17%			
Explained course materials to students	Never	2%	8%			
	Sometimes	48%	40%			
	Often	13%	17%			
Prepared for exams with other students	Never	19%	19%			
	Sometimes	40%	36%			
	Often	10%	17%			
Worked with other students on coursework	Never	10%	10%			
	Sometimes	41%	36%			
	Often	8%	18%			
Discussion w/people-diff. race/ethnicity	Never	3%	5%			
	Sometimes	46%	25%			
	Often	3%	3%			
Discussion w/people-diff. econ. status	Never	3%	5%			
	Sometimes	26%	25%			
	Often	36%	37%			
Discussion w/people-diff. relig. beliefs	Never	3%	7%			
	Sometimes	29%	27%			
	Often	42%	33%			
Discussion w/people-diff. polit. views	Never	5%	9%			
	Sometimes	34%	33%			
	Often	36%	31%			
Discussion w/people-diff. sexual orientations	Never	2%	9%			
	Sometimes	25%	29%			
	Often	34%	31%			
Discussion w/people-diff. countries	Never	11%	9%			
	Sometimes	65%	35%			
	Often	18%	27%			
Talked about career plans with faculty	Never	15%	25%			
	Sometimes	49%	40%			
	Often	23%	22%			
Worked with faculty on other activities	Never	43%	50%			
	Sometimes	41%	29%			
	Often	8%	14%			
Discussed ideas w/faculty out of class	Never	29%	34%			
	Sometimes	48%	39%			
	Often	18%	18%			
Discussed academic performance w/faculty	Never	21%	30%			
	Sometimes	54%	42%			
	Often	17%	20%			
Instructors clearly explained goals	Very little	1%	2%			
	Some	25%	21%			
	Quite a bit	56%	47%			
Instructors taught in organized way	Very little	5%	4%			
	Some	27%	22%			
	Quite a bit	45%	46%			
Instructors used examples/illustrations	Very little	3%	3%			
	Some	22%	23%			
	Quite a bit	51%	44%			
Instructors - feedback on drafts	Very little	2%	10%			
	Some	28%	30%			
	Quite a bit	35%	36%			
Instructors - feedback on completed work	Very little	3%	3%			
	Some	33%	33%			
	Quite a bit	38%	37%			
Instructors - criteria for completing assignments	Very little	4%	4%			
	Some	29%	25%			
	Quite a bit	49%	43%			
Instructors - reviewed key ideas	Very little	5%	3%			
	Some	25%	24%			
	Quite a bit	49%	46%			
Instructors - taught how you prefer to learn	Very little	3%	3%			
	Some	38%	37%			
	Quite a bit	40%	38%			
Instructors - enabled you to demonstrate learning	Very little	1%	3%			
	Some	14%	19%			
	Quite a bit	53%	45%			
Quality of interactions: Students	Poor	2%	2%			
	2	1%	2%			
	3	5%	5%			
	4	16%	12%			
	5	28%	27%			
	6	34%	28%			
Quality of interactions: Advisors	Excellent	17%	22%			
	Not applicable	1%	2%			
	Total	100%	100%			
	Poor	1%	2%			
	2	3%	5%			
	3	5%	5%			
Quality of interactions: Faculty	Excellent	15%	19%			
	Not applicable	8%	12%			
	Total	100%	100%			
	Poor	2%	3%			
	2	3%	5%			
	3	5%	5%			
Quality of interactions: Stud. services	Excellent	19%	19%			
	Not applicable	6%	13%			
	Total	100%	100%			
	Poor	1%	3%			
	2	2%	3%			
	3	4%	6%			
Quality of interactions: Other admin.	Excellent	15%	19%			
	Not applicable	8%	12%			
	Total	100%	100%			
	Poor	1%	3%			
	2	4%	7%			
	3	11%	7%			
Emphasis on support for academic success	Very little	2%	5%			
	Some	27%	25%			
	Quite a bit	53%	44%			
Emphasis on learning support services	Very little	5%	7%			
	Some	20%	22%			
	Quite a bit	49%	39%			
Emphasis on diverse interactions	Very little	8%	12%			
	Some	39%	30%			
	Quite a bit	35%	36%			
Emphasis on social opportunities	Very little	1%	7%			
	Some	23%	26%			
	Quite a bit	52%	41%			
Emphasis on overall well-being	Very little	9%	8%			
	Some	29%	28%			
	Quite a bit	47%	39%			
Emphasis on helping non-academic needs	Very little	28%	26%			
	Some	47%	38%			
	Quite a bit	19%	25%			
Emphasis on attending campus activities	Very little	3%	11%			
	Some	32%	28%			
	Quite a bit	41%	38%			
Emphasis on social or political events	Very little	14%	18%			
	Some	47%	37%			
	Quite a bit	27%	31%			
Courses challenged to do best work	Very much	14%	21%			
	2	8%	5%			
	3	8%	5%			
	4	11%	13%			
	5	45%	34%			
	6	19%	25%			
Emphasis on studying and academics	Very little	5%	2%			
	Some	26%	20%			
	Quite a bit	52%	47%			
	Very much	16%	32%			
	Total	100%	100%			
	Of time preparing for class, how much on ASSIGNED READING?	Very little	21%	15%		
Some	37%	35%				
Most	12%	17%				
About half	24%	27%				
Almost all	6%	6%				
No. written papers or reports: Up to 5 pages	None	5%	7%			
	1-2	28%	20%			
	3-5	25%	32%			
	6-10	19%	23%			
	11-15	12%	10%			
	More than 20 papers	3%	4%			
No. written papers or reports: Between 6-10 pages	None	39%	36%			
	1-2	37%	34%			
	3-5	14%	18%			
	6-10	6%	6%			
	11-15	1%	3%			
	More than 20 papers	3%	1%			
No. written papers or reports: 11 pages or more	None	100%	100%			
	1-2	8%	7%			
	3-5	15%	16%			
	6-10	2%	3%			
	11-15	2%	2%			
	More than 20 papers	2%	1%			
Preparing for class (hrs/wk)	0 hr/wk	1%	0%			
	1-5 hr/wk	15%	11%			
	6-10 hr/wk	29%	20%			
	11-15 hr/wk	22%	22%			
	16-20 hr/wk	17%	20%			
	21-25 hr/wk	8%	13%			
	26-30 hr/wk	3%	6%			
	More than 30 hr/wk	4%	7%			
	Total	100%	100%			